

CONTENT SPANISH COURSE (UNED) I

Spelling

- The alphabet
- Spelling
- Uppercase and lowercase letters
- Abbreviations
- Expressing the date and time
- Opening and closing of question and exclamation marks
- Abbreviations (city locations, personal titles)
- Non-alphabetic signs: allergens (restaurant menus)

Pronunciation

- Syllabic structure. Recognising and identifying the syllables in a word
- Classifying words according to the position of the phonetic accent
- Diphthongs versus hiatuses
- Sounds of the Spanish alphabet and phoneme-grapheme correspondence
- Intonation in simple affirmative and interrogative sentences
- The syllables of a word. The stressed syllable

Grammar

- Verbs “to be”, “to have” and name
- Proper nouns (names of people, countries, cities)
- Common nouns (parts of the day, days of the week, family members, parts of the body, etc.)
- Gender and number of nouns
- Subject pronouns
- Adjectives. Gender, number and degree
- Adjectives (nationalities, physical qualities, personal qualities, etc.)
- Definite and indefinite articles
- Demonstrative pronouns (introducing other people)
- Possessive pronouns (family ties, kinship)
- Interrogative pronouns (what, where, when, how, which, etc.)
- Where, how and when adverbs (location in a place or movement, moods or physical states, daily routine)
- The verbs “to be” and “to take/carry”
- Contrast “to be” + adjectives
- Pronominal and reflexive verbs related to daily routine
- The subject and the predicate

Functions

- Giving and asking for personal information
- Spelling words
- Introducing yourself and others
- Greeting, responding to greetings, saying goodbye and responding to goodbyes
- Asking and answering questions about physical appearance
- Asking and answering questions about personality
- Describing a person, object or animal
- Asking for and giving directions
- Asking for the time
- Asking about schedules
- Asking for and giving opinions about tastes and hobbies
- Expressing agreement or disagreement about interests and hobbies
- Proposing a plan
- Accepting or rejecting a plan
- Asking about a place or address
- Expressing feelings and emotions

Pragmatic techniques and strategies

- Ask for repetition or clarification ('Can you repeat that?')
- Use basic expressions of courtesy ('please,' 'thank you')
- Use emoticons to express feelings and emotions
- Use place markers (locating a place and moving from one place to another)
- Substitution with proforms (subject pronouns, direct and indirect object pronouns)
- Thematising value of possessive determiners (family ties)
- Discourse organisers (ordering daily routine activities)
- Attenuating function (rejection of a proposition)

Discourse genres and textual products

- Short oral conversations (about people, places, place indications)
- Forms (basic personal information)
- Descriptions
- Notes and texts
- Schedules (daily routine)
- Business cards
- Model presentation dialogues (personal presentation and presentation of others)
- Passports, national identity cards and other personal identification documents
- Vocabulary glossaries
- Plans and maps (location and travel from one place to another)
- Travel guides
- Postcards
- Journals
- Restaurant menus
- Opening hours of establishments and transport timetables

Cultural references

- The most common diminutives and nicknames in Spain
- How Spaniards greet each other (two kisses, a short kiss, a hug, etc.)
- Domestic habits in different cultures (taking off your shoes, activities in different rooms of the house, etc.)
- Typical dishes in different parts of Spain and other Hispanic countries
- Popular festivals in Spain
- Main public holidays in Spain
- The traditional family and other family models
- The weather in Spain and its influence on the leisure activities of Spaniards

Sociocultural knowledge and behaviours

- Spanish first names and surnames
- Personal identification documents
- Types of family. Marital status
- The working day. Working hours and holiday periods
- The concept of 'tapas', "lunch" and 'afternoon snack'
- The social connotations of wine and coffee
- Festivals and celebrations related to gastronomy (Christmas, Christmas Eve, New Year's Eve)
- Most common leisure activities according to region and weather
- The most common types of housing in Spain
- Social welfare/insurance benefits
- Behaviour related to the use of public transport
- Social conventions and formulas for meetings and greetings
- Rules of courtesy when dealing with elder people
- Signs, symbols and objects related to customs and traditions

Intercultural skills and attitudes

- Recognition of differences in everyday life (ways of greeting and interacting, food, clothing, personal relationships, etc.)
- Comparison of points of view with members of other cultures on topics such as marriage, treatment of women, etc.
- Identifying the linguistic contribution that Arabic has made to Spanish culture
- Seeking out (questions, careful observation, exchange of experiences, etc.) the attitudes and emotions experienced by other people in the course of intercultural experiences similar to their own (welcome session)
- Comparison of the aspects in which the cultures observed match and differ from each other or from the culture of origin (time zones, use of transport, conception of time, family values, etc.)
- Identification with the emotions and reactions of others when discovering different cultural behaviours

Learning procedures

- Basic strategies for memorising vocabulary and expressions (association with images, semantic fields, etc.)
- Repetition and guided oral practice

- Use of models to complete and copy forms
- Use of mime and gestures
- Use of self-assessment questionnaires
- Conjugation models for regular verbs (separation of the verb root and endings)
- Division of the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creation of situations in which to practise the language (school secretary, school management)
- Comparison of Spanish vocabulary with their mother tongue
- Filling in gaps with missing words based on information provided by the context
- Associating words with specific spaces in a given location (the classroom, the house, the city, etc.)
- Performing mechanical exercises based on a model with variation of a single element
- Verbally assessing the difficulty or simplicity of what has been learned
- Active participation in corrections or group tasks

CONTENT SPANISH COURSE (UNED) II

Grammar

- Interrogatives: *why?* and *what for?*
- Verbs *gustar* (to like), *preferir* (to prefer/would rather), *interesar* (to be interested in) in present simple
- Verbs *reciclar* (to recycle), *ahorrar* (to save), *proteger* (to protect), *cuidar* (to take care of), *conservar* (to conserve) in present simple
- Interrogative pronouns and adverbs: *what?*, *where?*, *when?*
- Verbs *ir* (to go), *estar* (to be), *hacer* (to do/make), *poder* (to be able to), *andar* (to walk), *venir* (to come), *querer* (to want) in past simple (pretérito indefinido)
- Verbs *decir* (to say), *escribir* (to write), *hacer* (to do/make), *poner* (to put), *volver* (to return), *cantar* (to sing), *partir* (to leave) in present simple
- Direct and indirect object pronouns
- Verbs *nacer* (to be born), *vivir* (to live), *estudiar* (to study) in past simple
- Verbs *salir* (to go out), *comprar* (to buy), *cenar* (to have dinner), *desayunar* (to have breakfast), *comer* (to eat), *levantarse* (to get up) using past continuous/ would/ used to
- Verbal periphrasis *used to* + *infinitive*
- Verbal periphrasis *to be* + *gerund*
- Verbs *llover* (to rain), *nevar* (to snow), *hacer* (to do/make), *haber* (there is/are) in the future tense
- Regular and irregular verbs in the simple conditional
- Verbs *tender* (to hang), *lavar* (to wash), *barrer* (to sweep), *pasar* (to pass), *ordenar* (to tidy up) in the imperative tense
- Verbal periphrasis *must/should* + *infinitive*
- Verbs *tender* (to hang), *lavar* (to wash), *barrer* (to sweep), *pasar* (to pass), *ordenar* (to tidy up) in the present subjunctive

- Verbs *saber* (to know facts) and *conocer* (to know/be familiar with)

Functions

- Establishing and responding to a phone conversation
- Asking and answering about likes and preferences related to leisure and free time
- Expressing the cause and purpose of an event
- Gathering information about the circumstances of an event: where, when, how it happened
- Talking about past experiences
- Talking and asking about projects not yet completed or already carried out
- Giving and requesting information about personal relationships
- Giving information about the most important events in their own life and others' in chronological order (biography)
- Asking and answering about knowledge or ignorance of something
- Expressing wishes and aspirations
- Giving and requesting information about the weather
- Giving orders and recommendations
- Making requests using polite formulas
- Giving advice or making suggestions
- Expressing hypotheses about the past
- Making conjectures
- Narrating a story orally and in writing
- Talking about past memories
- Selecting information to prepare a CV

Pragmatic Techniques and Strategies

- Connectors and markers for structuring and reorganizing discourse (*first of all, then, finally, that is, in other words, in sum*)
- Using basic courtesy expressions (*please, thank you*)
- Using temporal markers (*still, already, never, yesterday, a long time ago, in 1975, tomorrow, next month...*)
- Substitution with pro-forms (direct and indirect object pronouns)
- Discourse organizers (*first of all, afterwards, then, finally*)
- Mitigation function (using questions to soften orders, rejecting advice politely)

Discourse Genres and Textual Products

- Short oral conversations (likes, preferences, wishes...)
- Descriptions of characters and settings in stories
- Biography
- CV (curriculum vitae)
- Job offer
- Story/tale
- Family record book
- Weather report
- Horoscopes
- Instructions for use
- Cooking recipes

General and Specific Notions

- Leisure and free-time activities
- Pollution and the environment
- Family and socio-affective relationships and bonds
- The job market: members, states, circumstances, etc.
- Healthy living: diet, sports, etc.
- Weather: symbols and meanings
- Zodiac signs
- Household chores

Cultural References

- Climate zones of Spain
- Main holidays and vacation periods in Spain
- The family in Spain
- The environment
- Healthy lifestyle habits: the Mediterranean diet
- Popular tales in Spain: *Little Red Riding Hood* and *Garbancito*

Sociocultural Knowledge and Behaviors

- The effect of climate on Spaniards' lifestyle and habits
- Positive or negative connotations of certain popular festivals: Christmas, Easter
- Alternative family models to the traditional family
- Spaniards' involvement in recycling
- Signs, symbols, and objects related to recycling
- Beauty standards in Spain and their relation to diet
- Stories as an educational tool
- Rules of courtesy with strangers and elderly people
- Most frequent leisure activities related to the climate

Intercultural Skills and Attitudes

- Recognition of differences in everyday life (forms of address for elderly people and strangers)
- Contrasting points of view with members of other cultures regarding topics such as the traditional family model or alternative models (monogamy, bigamy, divorce, etc.)
- Comparing aspects in which observed cultures match or differ among themselves or with the culture of origin (healthy habits, environment, family models, etc.)
- Identifying with others' emotions and reactions when discovering diverse cultural behaviors

Learning Procedures

- Basic strategies for memorizing vocabulary and expressions (association with images, semantic fields, etc.)
- Repetition and guided oral practice
- Use of mime and gestures
- Use of self-assessment questionnaires

- Conjugation models for regular verbs (separating the verb stem and endings)
- Dividing the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creating situations to practice polite formulas (phone calls, requesting materials or services at the office, etc.)
- Comparing Spanish vocabulary with the mother tongue
- Filling in blanks with missing words based on context
- Performing mechanical exercises based on a model with variation of a single element
- Verbally assessing the difficulty or ease of what has been learned
- Active participation in corrections or group tasks

UNED III CONTENTS

Spelling.

- Punctuation marks: the colon, the ellipsis (use in academic texts).
- Word Stress Rules I: oxytone and paroxytone words (placement of the accent mark in a list of words).
- Word Stress Rules II: proparoxytone and hyperproparoxytone words (placement of the accent in academic texts).
- Word Stress Rules III: diphthongs, triphthongs (application to the placement of the accent).
- Word Stress Rules IV: hiatuses (application to the placement of the accent mark in hiatuses formed by combinations of open and closed vowels)
- Word Stress Rules V: the diacritical accent (application to distinguishing between determiners, pronouns, etc.).
- Homophones (application to the skill of spelling them correctly and distinguishing between their meanings).
- Palatal consonants applied to the contrast between /CH/ and /Y/.
- Abbreviations, initialisms and acronyms.
- Recognition and differentiation of the 'seseo' and 'ceceo' dialects in southern Spain.
- The 'yeísmo' lisp in South America: Argentina, Uruguay and Paraguay.
- Trill consonants: Contrast between /r/ and /rr/.
- Nasal consonants: /n/, /ñ/; the spelling of /ñ/ as a distinctive feature of Spanish.

Pronunciation.

- Production and recognition of plosive consonants: /p/, /b/, /t/, /d/ (application to the distinction between voiceless and voiced consonants)

- Production and recognition of fricative consonants: /s/, /z/, /f/, /j/ (application in distinguishing consonants from vowels).
- Production and recognition of letter combinations: g/j; c/qu and b/v
- Intonation I: the pronunciation of melodic patterns for declarative, interrogative and exclamatory sentences.
- Intonation II: the production of melodic patterns corresponding to different speech acts (interjections, intermediate phonetic groups, expression of doubt, expression of desire, expression of intensification).

Grammar.

- Verb tenses denoting the past, used to recount and describe anecdotes about the past, both orally and in writing: the simple past (used for a past action in an unspecified period); the past simple used to specify the number of times something has occurred; the past continuous used to express habitual actions in the past; the conditional used to express hypotheses.
- Past perfect (application in form and usage to describe an anecdote)
- The verb 'ser' used to describe personality traits.
- The verb 'estar' used to describe moods.
- Discourse connectors: "ya", "todavía", "porque", "pero", "cuando", "además", "por eso" (used in an oral debate on a topical issue).
- Subjunctive mood (used in impersonal constructions involving value judgements)
- The verbs "creer", "pensar", "opinar" y "parecer" used to express an opinion and assessment on a current affairs topic. (Structures for expressing agreement and disagreement)
- Structure for giving advice and making recommendations in an everyday situation such as going shopping. (Te recomiendo/ aconsejo + que + subjunctive/infinitive/noun...)
- Structure for expressing a wish in very common situations, such as when you are ill or going on a trip (Querer/ Desear/ Esperar/ Preferir + infinitive/subjunctive; Ojalá + subjunctive...)
- Structures for expressing likes and dislikes during cultural visits: museums, theme parks... (Me gusta/ encanta/ molesta/ fastidia/ odio + infinitive/subjunctive).
- Relative clauses with the conjunctions 'que' and 'donde', using the indicative or subjunctive: known and unknown antecedents.

- Structure for asking whether something exists: Indefinite pronouns: (algún/ algunas/ pocos/ pocas + noun +que/donde + subjunctive.)
- Verbs expressing negative feelings: “Me irrita/ Me molesta/ Es intolerable/ Me da vergüenza + infinitive” for writing a tweet based on a hashtag.
- Recognising how the meaning of an adjective changes depending on whether it is used with the verb ‘ser’ or ‘estar’ in an advertising text.
- Temporal clauses with ‘cuando’, ‘mientras’, ‘hasta que’ to tell past or future stories; memories...: ‘cuando + subjunctive...’
- Structures of causal sentences in formal and informal contexts (Porque + indicative; Como + indicative; Debido a + noun; a causa de + noun...)
- Structures using the subjunctive and indicative to negate the cause of an event or situation (no es que... sino que...).
- Structures using the subjunctive and infinitive to express thanks or apologise (Muchas gracias por...; Siento mucho...)
- Markers + subjunctive and indicative to express hypotheses or probability.
- The verbs ‘ser’ and ‘estar’ to confirm or deny a fact. (Ser + evident/true + que + indicative; Estar + clear/proven + que + indicative).
- Form and use of the past perfect subjunctive applied to past or completed situations within the present time frame.
- Use of the verb ‘ser’ to express the location of an event as applied to dreams.
- Form and use of the future perfect indicative applied to a future action that is completed by the time we are speaking.
- Use of the future perfect indicative to express probability in the recent past.
- Contrast between ‘por’ and ‘para’ to express cause and purpose.
- Distinguishing between ‘cause’ and ‘purpose’ in temporal relationships.
- Pluralia and Singularia tantum.
- Verbal periphrases using the infinitive and gerund.
- Use of the indefinite and definite articles.
- Consecutive clauses using the indicative and subjunctive to express consequences.
- Consecutive structures with an intensifying function (tanto + noun + que; tan + adjective + que + verb; tanto que...).

Functions.

- To recount and describe anecdotes about the past, both orally and in writing.
- To talk about the past.
- To place one past action before another.
- To express that one action followed another immediately.
- Describe something happening for the first time.

- Express an opinion.
- Evaluate actions and opinions.
- Express agreement, disagreement or scepticism.
- Take a stance for or against someone or something.
- Give advice and make recommendations.
- Express wishes.
- To make requests and give instructions.
- To express personal preferences regarding one's surroundings.
- To discuss likes and dislikes.
- To ask for information.
- To express positive and negative feelings.
- To make complaints via digital platforms.
- To describe an action happening at the same time as another.
- Explain the reason or cause of an action.
- Refute the cause of an event or situation and state the true cause.
- Describe something in the context of a report.
- Express thanks and apologise in an email.
- Express a hypothesis or probability.
- Confirm or deny a fact.
- Express agreement or disagreement with someone's hypothesis.
- Express probability in the past as it relates to the present.
- Express probability in the present and the future.
- Make predictions and conjectures.
- Create a comic strip.
- Express cause and purpose.
- Write a cover letter.
- Talk about a conference.
- To express an imminent action.
- To express an obligation.
- To express an assumption.
- To express the start and end of an action.
- To express the repetition of an action.
- To express the continuity of an action
- To express an action in progress.
- To express an opinion and review a film that has won a Goya Award.
- To express a consequence.
- To describe the traditions of different countries in South America.
- To interpret and produce a travel guide.

Pragmatic techniques and strategies.

- Substitution with placeholders (personal pronouns, demonstratives, possessives, quantifiers...)
- Additive and consecutive connectors (además, así que, por lo tanto...)
- Markers that structure information: sequencing, continuity, conclusion... (En primer lugar, en conclusión...)
- Temporal markers indicating time distance: definite or indefinite. (Dentro de dos días, anteriormente...)
- Postposition of the subject or attribute with direct interrogatives to request information: (¿A quién ha llamado Inma?)
- Anteposition of complements before the verb (CI + Verb). Reduplication of the pronoun.
- Negative pronouns and adverbs in postverbal position to emphasise negation.
- Repetition of grammatical or suprasegmental devices to intensify agreement or disagreement. (Claro, claro; ¡Qué va!)
- Pronominal shift from the second person to the first-person plural to soften the intrusion into the addressee's space, putting oneself in their place and offering advice (Yo en tu lugar...)
- Causal connectors.
- Verbal forms with an anaphoric function: “Hacer”, “decir”, “dar” ... used to formulate a hypothesis.
- Consecutive connectors.
- Justificatory connectors used to express apologies.
- Information organisers: sequencing, continuity and closing devices applied to a cover letter.
- Spatial and temporal deixis to express an imminent action.
- Indefinite pronouns to refute or deny shared information.
- Indirect speech when discussing a lecture.
- Illocutionary values of interrogative utterances in relation to intonation (real question, request for permission, offer, command...).
- Supersegmental features in exclamatory sentences, applied to their intonation.
- Emphatic pronunciation with a stressed intonation; intensification of a negative assessment.
- Extension of the future tense to the present or past tense using the future of probability.
- Verbal phrases to express different actions.

Discursive genres and textual products.

- Oral and written descriptions of anecdotes and telephone conversations.
- Oral genre: the riddle.

- Written genre: travel guides; messages on online forums.
- Short reports in a standard conventional format on topics of personal interest.
- Short speeches at social gatherings and informal everyday celebrations (expressions of thanks).
- Letters, faxes, emails.
- The lyrical genre: short poems.
- Oral and written descriptions of magazine articles featuring curiosities, riddles and puzzles – such as those in *Muy Interesante* magazine – to deny or explain the true cause of an event.
- Descriptive texts relating to dreams.
- Expository text in the form of a report.
- Emails expressing thanks or apologies.
- Travel guide.
- Glossary relating to paranormal phenomena and dreams.
- Humorous columns.
- Comic strips.
- Cover letter.
- Quotes.
- Biographies.

General and specific concepts.

- Existence and non-existence (life/death; building/destruction...)
- Presence and absence.
- Availability, unavailability.
- Historical events (the Olympic Games...).
- Certainty and uncertainty.
- Spatial concepts: location, relative position, distance, mobility...
- Smells.
- Describing an object, a place...
- In a restaurant.
- Social media: Instagram, forums...
- Online adverts
- Leisure parks in Spain.
- The fantasy of dreams.
- Comic books.
- The present, past and future of verbal periphrases.
- Reflection on a cause or purpose.
- Popular expressions

Cultural references.

- Variants of Spanish.
- NGOs: Cruz Roja España.
- Popular riddles.
- Living in another country: its habits.
- Contemporary Spanish architecture.
- Products with a designation of origin: serrano ham, olive oil.
- Poem by Antonio Machado: 'Recuerdo Infantil'.
- Spanish singers: Pablo Alborán.
- Flora and fauna of Spain.
- 'Muy Interesante' magazine.
- The Goya Awards.
- Regions in Spain where the 's' is pronounced as 'seseo' or 'ceceo'.
- Mafalda, by Quino; Mortadelo y Filemón, by Francisco Ibáñez.
- Literary awards: the Nobel Prize, the Cervantes Prize, the Prince of Asturias Award.
- The origin of the letter 'Ñ'.
- Traditions of different countries in South America.
- Television programme: Cuarto Milenio.

Knowledge of socio-cultural behaviours.

- Applying for and obtaining identification documents.
- The role of the family and its members in society: large families, family hierarchies.
- Religious or social festivals, and whether or not to express displeasure.
- Traditional dishes by geographical region.
- Table manners when you have guests at home.
- Social conventions in a restaurant.
- Social behaviour relating to outdoor activities: leisure parks.
- Behaviour whilst shopping.
- Experiences of traditional customs in the provinces of Spain.
- Comics and cartoons as an educational tool.
- Rules of courtesy: expressing thanks and apologising in an email.
- The most common leisure activities featured in a travel guide to different provinces of Spain.
- Superstition and belief in dreams.

Intercultural skills and attitudes.

- Self-reflection on how one's own beliefs, values and attitudes influence the perception of specific aspects of everyday life in other cultures.
- Distinguishing between objective information and value judgements in discussions about personal preferences.
- Linking behaviours observed in members of other cultures to idiosyncratic aspects of one's own culture of origin.
- Identifying behavioural traits, judgements or assessments typical of members of the culture with which contact is established.
- A deliberate and conscious engagement with other cultural realities (anecdotes, riddles, etc.)
- Conscious adoption of cultural perspectives different from one's own when making value judgements.
- Comparing viewpoints with members of other cultures regarding Spain's folk traditions.
- Comparison of superstitions regarding dreams in Spain with those of their country of origin.
- Comparison of Spanish comic strips with those of their country of origin.
- Recognition of literary awards in Spain.
- Comparison of Spanish television programmes with those of their country of origin.

Learning procedure.

- Anticipating the content of a text by developing the lexical field relating to moods associated with experiences.
- Developing oral competence through the creation of dialogues used to recount something that has happened for the first time.
- Strategies for recognising the grammatical structures that form part of a specific communicative function relating to expressing an opinion.
- Selection of strategies that facilitate the learning of new vocabulary related to expressing agreement or disagreement.
- Guidelines for organising the paragraphs that make up a text offering advice or discouragement.
- Using a dictionary to infer the meaning of fixed expressions in everyday life.
- Developing oral skills through comparing personal situations in a shopping centre, shops, etc.
- Creating group activities to practise dialogues expressing likes and dislikes.

- Compiling a vocabulary list in their notebook to describe objects, places and people.
- Using a dictionary to consolidate understanding of feelings.
- Deducing the meaning of words from a context presented in class.
- Activities to understand a text through analysis in order to write a text commentary.
- Using self-assessment questionnaires.
- Basic strategies for deducing the meaning of words in a text using an image.
- Reflection on the differences between Spain's folk traditions and those of their place of origin.
- Strategies for evaluating a presentation or lecture.
- Compensatory strategies to develop reading comprehension: the importance of key words.
- Repetition and guided oral practice.
- Criteria for organising a descriptive text to aid comprehension.
- Inferring information from an image.
- Guidelines for deducing the meaning of expressions based on their context.
- Criteria for organising an expository text to facilitate comprehension.
- Translation as a strategy for learning idiomatic expressions.
- Gathering information on Spanish flora and fauna, and Spanish literary and film awards.
- Creating situations in which to practise polite phrases for expressing thanks and apologies.
- Uses of assessment questions.
- Filling in gaps with missing words based on information provided in context.
- Completing mechanical exercises based on a model with a single element varied.
- Verbally assessing the difficulty or simplicity of what has been learnt.
- Active participation in corrections or group tasks.