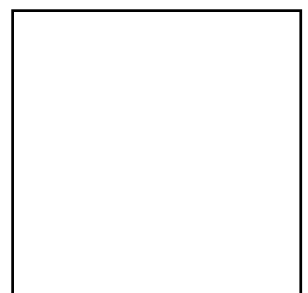
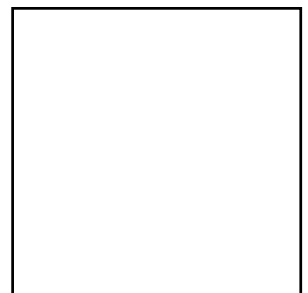
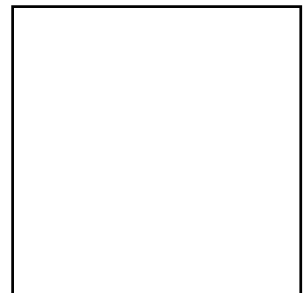


# Nelson Thornes Distance Learning

## AS Spanish

Mike Zollo



Nelson Thornes

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**Welcome to your Nelson Thornes Distance Learning course for AS GCE in Spanish.**

You have been given this course because you already have a good Spanish GCSE or equivalent, because you want to study for Spanish AS level (and maybe later for A2 level), and most importantly, because you are considered capable of studying independently. This course will guide you through your studies and will help you to prepare for your examination, which will be certificated by the AQA examination board.

*In this introductory unit, you will find out more about:*

1. How to learn a language 'at a distance'.
2. The specification for your examination, i.e. the skills, topics and test-types that you will work on.
3. Your programme of study for this year.
4. The grammar you will need to know by the end of the year.
5. Your course materials.
6. Your video conference tutorials.
7. Visits.
8. Course activities (*actividades*).
9. Work schedule.
10. Contact details.

¡Mucha suerte!

## 1. Distance learning

For the majority of this course, you will be undertaking 'supported self-study'. This means that although your study will be guided and supported by your distance-learning Spanish tutor and your in-school link tutor, essentially you will be studying independently. However, you will not be on your own. You will have regular tutorials with your distance-learning tutor over the video conference link. He or she will also visit you in your school or college twice during the year, and you will also be encouraged to keep in contact with your tutor regularly via e-mail. It is likely that you will be studying with a group of fellow students in your school. Even if this is not the case, although this learning method is classed as distance learning, you should not feel isolated because your tutor will have other students doing the same course in other schools or colleges.

For you to work effectively as an independent learner you **must** take the following into account:

a) You have to be **self-motivated**. You know you have a good level of self-motivation already, otherwise you wouldn't have been offered this course. Having a compelling reason to complete a course will serve to motivate and help you avoid things that distract you from your study. The important thing will be to keep up your motivation until the end. Remember that the AS Spanish qualification is important as part of your life plan, otherwise you wouldn't have chosen to do it. Keep your ultimate goal in mind all the time (going on to A2 Spanish? Going to university? Learning a language that will help you find a job? Enjoying your holidays more? Working in a Spanish-speaking country?).

b) You have to take **more responsibility** for your own learning. There will not be a teacher in your school constantly chasing you if you haven't prepared your week's work, haven't e-mailed last week's homework, or have failed to learn essential vocabulary for a new topic or to do some research on the internet. No excuses, it's up to you! You will be guided in your studies by the student course materials (the pack you are holding at the moment), but at the end of the day, it is up to you to get down to learning Spanish. **Self-discipline** is essential for you to succeed. For example, in this folder you have access to transcripts for the CD recordings on which many activities are based. Being responsible for your own learning means not looking at the transcript until you've listened to a recording several times. If you cheat, you're only cheating yourself at the end of the day!

c) The key to successful self-study lies in **being organised**. Here are a few pointers:

- Learn to manage your time well. You are expected to study for about 8 hours a week for approximately 30 weeks. There are 25 units in this course, in addition to this introductory unit. As soon as you've got your timetable for your other subjects, you can start scheduling in those hours and writing them down in your work planner. Be realistic in your expectations (you need holidays too!) and be sure to get off to a prompt start, because it can be difficult to make up for lost time later on.
- When learning a language, building useful vocabulary is crucial. Buy yourself a large vocabulary book, and note down new language as you go along. Don't attempt to note it down alphabetically: it is better to organise it by topic. Individual words and phrases

can fit into various topics, of course: write the same words or expressions down under as many different headings as you need to. It will also be more effective to note things down in context, for example by noting down a phrase using the word rather than just the word or expression itself; try to collect language as short phrases rather than single words: 'Realizar una encuesta – to do a survey' rather than 'una encuesta – a survey/questionnaire'. If there are certain non-topic-specific words you find difficult to remember, you could build up a 'hit-list' of these words, and to learn or revise them copy a few in large letters onto a piece of A4 paper; stick it next to your mirror, and learn them when combing or brushing your hair. Other ideas to help you learn vocabulary, and further study skills, are given after this introduction.

- Buy yourself a good bilingual dictionary, for instance the Collins English–Spanish/Spanish–English dictionary. Get to know it inside out; it will become your best friend – you will be virtually inseparable during the course!
- Remember that you will need regular access to a CD player – either at school or at home. You need to be comfortable surfing the internet, and be reasonably proficient at ICT and keyboarding skills. Bear that in mind when you prepare your schedule in your work planner.

When setting up your own PC to write Spanish with the necessary accents, the easiest way to produce accents for Spanish is as follows:

1. Within a Word file, click on **Insert**.
2. Go to **Symbol**.
3. Select **normal text**: in this window you should see all the characters you need.
4. Highlight a character you need, select **Shortcut key**, and allocate e.g. **Ctrl** or **Alt** plus a similar character, e.g. **Alt + e** for **é**, **Ctrl + a** for **á**, **Alt + n** for **ñ** and so on.
5. Click on **Assign**, then close each window and try out your shortcut.

This method may not work in other word-processing programs such as e-mail and PowerPoint, or within language CD-ROMs or language-learning activities on the internet. In this case (or if you are using a PC which is not your own, or if you simply prefer it), use the key-stroke combinations below. There are others, but this is the quickest and easiest such method we know, and seems very reliable, even on a laptop.

Engage number lock, press **Alt+** the number code on the right-hand side of the keyboard:

	á	é	í	ó	ú	ü	ñ	Ñ	¿	¡	«	»
Alt +	160	130	161	162	163	129	164	165	168	173	174	175

## 2. The specification for your AS Spanish examination

You will be preparing for the AQA Spanish AS examination. This section covers:

- a) Assessment Objectives
- b) Scheme of assessment
- c) Topic Areas
- d) Exam papers

### a) Assessment Objectives

Assessment Objective 1 (A01):

understand and respond, in speech and writing, to **spoken language** Weighting: 37.5%

Assessment Objective 2:

understand and respond, in speech and writing, to **written language** Weighting: 37.5%

Assessment Objective 3:

show knowledge of and apply accurately the **grammar** and **syntax** prescribed in the specification Weighting: 25%

In addition, you have to demonstrate an understanding of **register** (an awareness of how you use different language according to whom you are communicating with, and for what purpose) and an ability to give and justify your own **opinions**.

### b) Scheme of assessment

**Dictionaries are not allowed in any of the exams**

SPAN 1 (Listening, Reading and Writing) 2 hours	70%
SPAN 2 (Speaking Test) 35 minutes (inc. 20 minutes' preparation time)	30%

### c) Topic areas

#### Module A

**Media:** *Television, Advertising, Communication technology*

#### Module B

**Popular Culture:** *Cinema, Music, Fashion/trends,*

#### Module C

**Healthy Living/Lifestyle:** *Sport/exercise, Health and well-being, Holidays*

#### Module D

**Family/Relationships:** *Relationships within the family, Friendships, Marriage/partnerships, Relationships*

More specific information about how these topics are explored is given on the Contents page of your Nelson Thornes AQA AS Spanish textbook, and is reproduced below in Section 3.

## d) AS Spanish exam papers

There will be two parts to your examination:

### SPAN 1 Listening, Reading and Writing

A 2-hour exam based on four authentic audio extracts, which might include informal conversation, short interviews or news reports. For the listening, you will have individual, personal CD players and will be able to 'rewind' and listen as much as you like to the audio extracts within the overall time limit for the paper (2 hours). For the reading section, the questions will be based on four reading passages taken from newspapers, magazines and advertisements, followed by a grammatical exercise and a guided essay question.

The question-types will assess understanding of general sense and specific detail and will include:

- responding to questions about the audio material in English
- responding to questions about the audio and reading material in Spanish
- non-verbal responses (e.g. true/false, multiple choice, filling in numbers).

The grammar exercise will require you to complete sentences by putting the correct form and spelling of a verb or adjective into a gap in the sentence.

The essay question will be a written task in Spanish (no word limit) based on stimulus material that will provide a framework for an essay related to one of the topic areas in Modules A, B, C and D. There will normally be a choice of three topics.

### SPAN 2 Speaking Test 35 minutes (including 20 minutes' preparation time)

Part 1 Discussion of a stimulus card.

*Before you start, you will be offered two stimulus cards, each with an illustration and five questions. You choose one to prepare for 20 minutes. You will be allowed to make notes to take into the actual exam. After working through the five questions printed on the card, the examiner will extend the conversation into more general aspects of the topic covered by the card.*

*The second part of the test will consist of 10 minutes of conversation on three of the four AS Spanish topics (not the one on the stimulus card you chose for Part 1). First you will discuss a topic chosen and prepared by you beforehand (up to 3 minutes), then the two remaining topics. The examiner will take the lead on these two topics. All oral tests are recorded and sent away for marking.*

### 3. Your programme of study

Your 25 units of study are intended to prepare you directly for your exam in terms of general skills and topics and in terms of question types. Here is a summary of the contents:

Unit	Topics	Topic objectives	Grammar	Skills	page no.
Intro Unit	Get to know the AS Spanish course				
1	<b>Los medios</b> 1 <b>La televisión</b> Preliminary material	Describe TV viewing habits and preferences, giving personal opinions about different types of programme	Use the present tense  Use verbs such as <i>gustar</i>	Use expressions of frequency to say how often you do something	9
	<b>A Nosotros y la tele</b>				10–11
	<b>B ¿Qué ponen en la tele?</b> ( <i>first page</i> )				12
2	<b>B ¿Qué ponen en la tele?</b> ( <i>second page</i> )	( <i>as above</i> )	( <i>as above</i> )	( <i>as above</i> )	13
	<b>C Lo bueno y lo malo de la tele</b>	Discuss the benefits and dangers of TV	Use definite and indefinite articles, including <i>lo</i>	Discuss 'dos and don'ts', and advantages and disadvantages	14–15
	End material				16
3	<b>Los medios</b> 2 <b>La publicidad</b> Preliminary material	Discuss the types and purposes of advertising	Use <i>por</i> and <i>para</i>	Recognise the significance of word endings	17
	<b>A ¿Por qué se hace publicidad?</b>				18–19
	<b>B ¿Cómo se hace publicidad efectiva?</b> ( <i>first page</i> )				20
4	<b>B ¿Cómo se hace publicidad efectiva?</b>	(as above)	(as above)	(as above)	21

	<i>(second page)</i>				
	<b>C En pro y en contra de la publicidad</b>	Consider the benefits and drawbacks of advertising	Use <i>ser</i> and <i>estar</i>	Use appropriate language to persuade and convince	22–23
	End material				24
<b>5</b>	<b>Los medios</b>	Talk about how you and others use the internet, giving details about access, frequency and purpose	Use the present tense of regular and irregular verbs	Ask and answer questions	
	<b>3 Las tecnologías de la comunicación</b>		Use <i>se</i> with the third person for impersonal and passive statements	Add detail to answers	
	Preliminary material				
	<b>A ¿Para qué se utiliza internet?</b>				25
					26–27
	<b>B Los riesgos y los peligros de la Red</b>	Describe and discuss the risks and dangers of the internet	Use interrogative pronouns	Ask different kinds of questions	28
	<i>(first page)</i>	Consider strategies for avoiding the dangers	Use <i>deber que</i> , <i>tener que</i> and <i>hay que</i> + infinitive		
		Assess the advantages and disadvantages of the internet	Use <i>lo</i> + adjective		
<b>6</b>	<b>B Los riesgos y los peligros de la Red</b>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	29
	<i>(second page)</i>				
	<b>C La tecnología nos cambia la vida</b>	Describe and discuss personal communication technologies and developments	Use disjunctive (or emphatic) pronouns		30–31
			Use the present or <i>ir a</i> + infinitive to talk about the immediate future		
	End material		Use the future tense		32
<b>7</b>	<b>La cultura de todos los días</b>	Discuss types of film and your own and others' preferences	Use demonstrative adjectives and pronouns	Use verbal expressions such as <i>me gusta</i> , <i>me encanta</i> , to express likes and dislikes	
	<b>4 El cine</b>				
	Preliminary material				
	<b>A ¿Qué tipo de película te gusta más?</b>				33
					34–35
	<b>B Descripciones y opiniones de películas</b>	Describe the plot of a film	Use the preterite tense	Vary your use of tenses and conjunctions appropriately	36
	<i>(first page)</i>	Review the good and bad points of a film			

8	<b>B Descripciones y opiniones de películas</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	37
	<b>C ¿Por qué y dónde nos gusta ver películas?</b>	Discuss the role of cinema and trends in how and where films are seen	Use the imperfect and imperfect continuous tenses	Use a range of negative constructions	38–39
	End material				40
9	<b>La cultura de todos los días</b> <b>5 La música</b> Preliminary material	Discuss types of music Give opinions	Use the perfect tense Use <i>acabar de</i>	Listen for gist and for detail, distinguishing key words and facts	41
	<b>A ¿Qué tipo de música?</b>				42–43
	<b>B La música en mi vida</b> <i>(first page)</i>	Discuss the role of music in people's lives	Use the present continuous tense, and gerunds	Use conversational skills, expressing and reacting to points of view	44
	<b>10 B La música en mi vida</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	45
10	<b>C La música y la identidad</b> End material	Discuss music and personal/cultural identity	Use object pronouns Use personal 'a'		46–47 48
	<b>11 La cultura de todos los días</b> <b>6 La moda</b> Preliminary material	Consider the influence of fashion on lifestyle and leisure	Use the present subjunctive of regular verbs	Plan a discussion	49
	<b>A La moda, ¿individualidad o conformismo?</b>				50–51
11	<b>B Identidades e imágenes</b> <i>(first page)</i>	Discuss whether how we look defines who we are	Use <i>ser</i> and <i>estar</i>	Plan your written work	52
	<b>12 B Identidades e imágenes</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	53
	<b>C ¡Quiero parecerme así!</b> End material	Discuss the cult of the celebrity and the desire to alter our image	Use the subjunctive 'mood' Use the subjunctive in conditional sentences	Check your written work	54-55 56

13	<b>La vida sana</b> <b>7 El deporte y el ejercicio</b>	Describe the role of sport in your life, options and facilities	Use the conditional tense	Make negative statements	
	Preliminary material <b>A ¿Participante o espectador?</b>				57
	<b>B El deporte y la salud</b> <i>(first page)</i>	Discuss extreme sports and the benefits of playing sports	Use adverbs and adverbial phrases	Give reasons, explain benefits, persuade	60
14	<b>B El deporte y la salud</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	61
	<b>C El deporte para todos</b>	Discuss popular sports and sport for people with disabilities	Use verb-plus-infinitive constructions	Use a range of idiomatic impersonal expressions	62–63
	End material				64
15	<b>La vida sana</b> <b>8 La salud y el bienestar</b>	Discuss diets, healthy eating and eating disorders	Use radical-changing verbs	Use appropriate language to make judgements and recommendations	
	Preliminary material <b>A Una dieta sana</b>				65
	<b>B El tabaco, el alcohol y las drogas</b> <i>(first page)</i>	Discuss health risks, addictions and breaking the habit	Use the pluperfect tense		66–67
16	<b>B El tabaco, el alcohol y las drogas</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	68
	<b>C Una vida equilibrada: trabajo y ocio</b>	Discuss work-related problems and stress, how to achieve a good work/life balance	Use reflexive verbs	Give reasons for and against	70–71
	End material				72
17	<b>La vida sana</b> <b>9 Las vacaciones</b>	Discuss holiday destinations, giving personal opinions about preferred activities	Use imperatives	Choose the right past tense	
	Preliminary material <b>A ¿Adónde vamos y qué hacemos?</b>				73
	<b>B Unas vacaciones que mejoran mi estilo de vida</b> <i>(first page)</i>	Discuss life-enhancing holidays	Use the preterite tense: irregular verbs	Recognise compound words, families of words.  Prepare for an interview	74–75
					76

18	<b>B Unas vacaciones que mejoran mi estilo de vida</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	77
	<b>C El turismo sostenible</b> End material	Discuss problems created by tourism and how to tackle them	Use the future tense	Use strategies for listening	78–79 80
19	<b>La familia y las relaciones</b> <b>10 Las relaciones en la familia</b> Preliminary material	Discuss different family patterns, and changing trends	Use possessive adjectives and pronouns	Talk about priorities	81
	<b>A ¿Qué significa ‘una familia’?</b>				82–83
	<b>B El parentesco</b> <i>(first page)</i>	Discuss parenting, and what good parenting involves	Use relative pronouns	Say how long you have been doing something	84
20	<b>B El parentesco</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	85
	<b>C Actitudes y discordia en la familia</b> End material	Discuss attitudes and conflict between young people and other family members	Recognise when to use the subjunctive	Use conjunctions to talk about causes and effects	86–87 88
21	<b>La familia y las relaciones</b> <b>11 Las amistades</b> Preliminary material	Describe your own and others’ characteristics Describe the role of a friend	Use the passive, and find ways to avoid it	Describe people Give tactful criticism	89
	<b>A ¿Qué es un amigo?</b>				90–91
	<b>B ¿Cómo hacerse amigos?</b> <i>(first page)</i>	Discuss how friendships develop	Use a full range of past tenses Use time expressions with <i>hace</i>	Use varied sentence length	92
22	<b>B ¿Cómo hacerse amigos?</b> <i>(second page)</i>	<i>(as above)</i>	<i>(as above)</i>	<i>(as above)</i>	93
	<b>C ¿Se lleva bien o se lleva mal?</b> End material	Discuss difficulties within friendships	Use the imperfect subjunctive Use the perfect subjunctive	Explain emotional problems	94–95 96
23	<b>La familia y las relaciones</b>	Discuss different types of partnership and attitudes towards them	Use indefinite pronouns and adjectives	Use tactics for understanding new vocabulary	

	<b>12 El matrimonio y las parejas</b> Preliminary material <b>A Las parejas</b>	attitudes towards them	adjectives Use the subjunctive after <i>alguien que</i>	new vocabulary	97 98-99
	<b>B Una vida compartida: Los sueños y la realidad</b> ( <i>first page</i> )	Discuss everyday aspects of living in a partnership	Use the imperfect subjunctive	Make positive and negative comments; express approval/disapproval	100
<b>24</b>	<b>B Una vida compartida: Los sueños y la realidad</b> ( <i>second page</i> )	( <i>as above</i> )	( <i>as above</i> )	( <i>as above</i> )	101
	<b>C La separación y el divorcio</b>  End material	Discuss the difficulties of separation and divorce	Recognise the future perfect and the conditional perfect	Read for gist, read for detail	102– 103  104
<b>25</b>	Revision and practice for the SPAN 1 examination  Revision and practice for the SPAN 2 examination	Extra listening, reading and writing practice: AQA Specimen paper 1  Oral practice: AQA Specimen paper 2		Preparation for the SPAN 1 exam  Preparation and tips for the oral exam	

## 4. Grammar

This is the grammar you will be expected to know by the end of your year of study: (this is taken from the AQA 2009 specification booklet.)

### Spanish Advanced Subsidiary

The examples in italics are given as examples and are not exclusive (not the only structures you need to learn). For structures marked (R), receptive knowledge only is required.

#### Nouns

gender

singular and plural forms

#### Articles

definite and indefinite (including *lo* plus adjective)

#### Adjectives

agreement

position

apocopation (*buen, mal*)

comparative and superlative

demonstrative (*este, ese, aquel*)

indefinite (*alguno, cualquiera, otro*)

possessive (short and long forms) (*mi, mío*)

interrogative (*cuánto, qué*)

relative (*cuyo*)

exclamatory (*qué*)

#### Adverbs

comparative and superlative

interrogative (*cómo, cuándo, dónde*)

#### Quantifiers/intensifiers

(*muy, bastante, poco, mucho*)

#### Pronouns

subject

object: direct and indirect

position and order

reflexive

relative (*que, quien, el que, el cual*)

disjunctive/emphatic

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

possessive (*el mío, la mía*)

interrogative (*cuál, qué, quién*)

### **Verbs**

regular and irregular forms of verbs, including reflexive verbs

modes of address (*tú, usted*)

radical-changing verbs

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

perfect infinitive

negative forms

interrogative forms

reflexive constructions (*se vende, se nos dice que*)

use of *ser* and *estar*

### **tenses**

present

preterite

imperfect

future

conditional

perfect

future perfect (R)

conditional perfect (R)

pluperfect

passive voice: present and preterite tenses

other tenses (R)

continuous tenses

imperative

gerund

past participle

**subjunctive mood:**

present

perfect

imperfect

pluperfect

**uses of subjunctive:**

polite commands

negative commands

after verbs of wishing, command, request, emotion

to express purpose (*para que*)

to express possibility/impossibility

after conjunctions of time (*cuando lleguemos*)

in conditional sentences after *si*

all other common uses (R )

**Prepositions:** personal a, uses of *por* and *para*

**Conjunctions:** common, including *y, pero, o, porque, como, cuando*

**Number, quantity and time** constructions with *hace* and *desde hace*

**Interrogative**

**Negative**

## 5. Your course materials

For your course, you will need:

- your AS Spanish student course materials (Student File), which you are reading at the moment
- your Nelson Thornes AQA Spanish AS Student's Book
- *Practice in Spanish Grammar*
- *¡Acción Gramática!* (Hodder Education)
- a good bilingual dictionary
- regular access to the internet
- your own reliable e-mail address
- access to the online interactive materials.

Always start with the student course materials, which will guide you through the various materials listed above. At the back of it, you will find transcripts to the audio recordings and translations of rubrics.

For the oral exercises it would be good to work with another student in your learning group, but if this is not possible then you should find a place on your own and develop the knack of talking aloud in Spanish. This may feel strange at first, but you'll get used to it and you do need to practise your oral skills in your independent study time and not just during the video conference sessions. You may like to get a Spanish-speaking pen-friend. Contact your tutor for suggestions on how to do this.

You cannot learn a language just from a few schoolbooks. It is essential to read as widely as possible – books, newspapers and magazines in Spanish can often be found in bookshops, public libraries or the school library or in e-form on the internet. The *Authentik en español* magazines and audio tapes/CDs, to which your school may subscribe, will provide very useful extra reading listening. You should, of course, make the most of web resources recommended by your tutor; for a start, follow the news by logging on regularly to a good Spanish newspaper website. For example, the website [www.elmundo.es](http://www.elmundo.es) given below is excellent, not just for Spanish and world news and sport, but also to enable you to keep up with the latest gossip on your favourite stars! By clicking on the 'Fotos' button you can access photos and the latest news and gossip about the stars, as well as short snippets of information from news and current affairs. You may also find the following resources useful for developing your language skills:

### Newspapers (text and audio)

ABC (Spain): [www.abc.es](http://www.abc.es)

El País (Spain): [www.elpais.es](http://www.elpais.es)

El Mundo (Spain): [www.elmundo.es](http://www.elmundo.es)

Clarín (Argentina): [www.clarin.com](http://www.clarin.com)

Current and ongoing news from BBC Mundo with notes and audio files for intermediate language learners

[www.bbc.co.uk/languages/spanish/news](http://www.bbc.co.uk/languages/spanish/news)

World service news in Spanish (text, video and podcasts)

[www.bbc.co.uk/mundo](http://www.bbc.co.uk/mundo)

**Magazines**

Authentik en español

Hola: [www.hola.com](http://www.hola.com)

Diez minutos: [www.diezminutos.es](http://www.diezminutos.es)

**Grammar websites**

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.studyspanish.com/tutorial.htm](http://www.studyspanish.com/tutorial.htm)

[www.trinity.edu/mstroud/grammar/index.html](http://www.trinity.edu/mstroud/grammar/index.html)

[www.ashcombe.surrey.sch.uk/Curriculum/modlang/spanish/index\\_sp\\_video.htm](http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/spanish/index_sp_video.htm)

**General Spanish resource sites**

[www.sussex.ac.uk/languages/1-6-4-7.html](http://www.sussex.ac.uk/languages/1-6-4-7.html)

[www.donquijote.org](http://www.donquijote.org)

[www.lingolex.com/spanish.htm](http://www.lingolex.com/spanish.htm)

**Online dictionaries**

[www.diccionarios.com](http://www.diccionarios.com)

[www.elmundo.es/diccionarios](http://www.elmundo.es/diccionarios)

[www.wordreference.com](http://www.wordreference.com)

[www.babelfish.altavista.com](http://www.babelfish.altavista.com)

**AQA site for exam information**

[www.aqa.org.uk](http://www.aqa.org.uk)

All the resources and websites listed are intended as a useful starting point for you, but you should experiment and pursue your own research to find suitable and helpful websites.

## 6. Your video conference tutorials

In section 1 it was explained that this course requires a commitment of around 8 hours' work a week. This section gives a more detailed account of the interaction you will have with your tutor. Each week you will have two tutorials (each of 40 minutes or 1 hour) with your tutor via a distance-learning video conference link. It will seem unusual at first, talking to a camera and having a 'talking head' respond to you (your tutor may live hundreds of miles away!), but you will very quickly become used to it, and it will become second nature to you. Video conferencing is also an excellent skill that can develop your confidence and will be a valuable addition to your CV.

As you work through each week's *Actividades*, you will come across quite a few activities that ask you to:

- prepare answers to set questions
- prepare a text
- present a brief oral exposé.

You will be expected to **prepare these thoroughly before** you go through them with your tutor during **the video conference (VC) session**. If for some reason you need help during the week to carry out these activities, contact your tutor via e-mail. Arriving at the VC session with the excuse of 'I didn't understand so I haven't done it' is not good enough!

Some of the tasks ask you to access the Nelson Thornes online worksheet materials or other webpages on the internet. You should always print these off either at home or in school and keep them in your folder, as you may need to refer to them during VC sessions. If for whatever reason you cannot get access to the internet, get a friend to print one off for you or photocopy a classmate's copy. There is no excuse for not getting hold of resource material.

You will have two VC tutorials per week. You should not regard these as 'taught' lessons in the traditional sense. They will be characterised as follows:

- Your opportunity to ask non-urgent questions and for explanations of tricky grammar points.
- Your opportunity to ask for help or advice on your own research, for example in connection with your oral exam topics.
- Your opportunity to get together with the group and compare notes.
- Your opportunity to show your understanding of the week's work.
- Your opportunity to show off your oral Spanish in the context of what you have learnt that week.
- Your opportunity to hear spontaneous Spanish and practise your listening skills.
- Your opportunity to monitor your own progress via the feedback you receive from the tutor.
- The tutor's opportunity to monitor your progress, check your understanding, and give you feedback and encouragement.

Essentially, as you can see, video conferencing is **your** time and as such you must make the most of it. Take note of the following:

### Dos

- Do make sure that you speak loudly enough for the tutor to hear you clearly.
- Do participate fully; you will learn little by being a 'passenger'!

- Do be extrovert – your tutor prefers you to be outgoing rather than a mouse!
- Do come to the VC session dying to talk (in Spanish of course!) about your prepared work.
- Do sit as close as you can to the VC microphone and web-cam.

**Don'ts**

- Don't be shy.
- Don't speak in a quiet voice.
- Don't treat it like a lecture where you just listen.




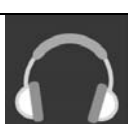




**7. Visits**

Your tutor will visit you twice during the school year. These visits are an important part of the course, so you must make every effort to be there when your tutor visits. When your tutor mentions that he or she is planning a visit soon, do tell him or her of any days you expect to be away from school, such as visiting a university. Your tutor will then try to avoid those days when planning his or her itinerary of visits. These visits are an excellent opportunity for you and your tutor to meet and get to know each other, and they should be enjoyable for both of you. There will also be the opportunity for you to speak to your tutor in confidence if you wish. The visits will usually last for 2–3 hours and during this time your tutor will want to do the following:

- Review your progress; your tutor will want to look over your unit work to make sure that you are completing the activities thoroughly. Therefore you must bring all of your unit work to date with you, including any extra notes or resources you have discovered.
- Find out how you are enjoying the course; people learn best when they enjoy what they are learning. For this reason, your tutor will want to find out how much you enjoy the subject and the VC tutorials. Hopefully you will enjoy studies through distance learning. If, however, you do have any problems, don't be afraid to tell your tutor how you feel – he or she will want to know the truth, so that any issues can be sorted out before they become problems.
- Sometimes your tutor will go through some work with you during the visit, or may show you a video or get you to do a group activity of some kind. These visits will be more than just a chat – be prepared to do some work as well.

## 8. Course activities (*actividades*)

Here is a list of the types of activities that feature throughout the course:

Icon	Activity
	This activity needs to be especially well prepared for the video conference sessions.
	You need to link to the internet to do this activity. The website will most likely be given or you may have to research webpages yourself.
	Reading: read the text and do the written activity if there is one.
	Listening activity: listen to the appropriate clip from the audio CD.
	You will need to write/keyboard your answers and e-mail/post them to your tutor.
	Oral work: an oral activity that you need to practise in your self-study time and then be prepared to demonstrate over the VC.
	Grammar revision, explanation, practice.
	Skills work activity - worksheet ( <i>feuille de travail</i> ) available online or via your tutor

**9. Work schedule**

<b>Study week</b>	<b>Unit start date</b>	<b>Student File Unit</b>	<b>Externally Assessed Assignment</b>	<b>Work due date</b>
		Introduction		
1		Unidad 1		
2		Unidad 2		
3		Unidad 3		
3		Unidad 3		
4		Unidad 4		
5		Unidad 5		
6		Unidad 6		
7		Unidad 7		
8		Unidad 8		
9		Unidad 9		
10		Unidad 10		
11		Unidad 11		
12		Unidad 12		
13		Unidad 13		
14		Unidad 14		
15		Unidad 15		
16		Unidad 16		
17		Unidad 17		
18		Unidad 18		
19		Unidad 19		
20		Unidad 20		
21		Unidad 21		
22		Unidad 22		
23		Unidad 23		
24		Unidad 24		
25		Unidad 25 Preparación para el examen SPAN 1		

		Unidad 25 Preparación para el examen SPAN 2		
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**10. Contact details****Nelson Thornes Distance Learning**

(Tel) 01242 267111 (Fax) 01242 267294

**Your tutor's contact details** (*fill these in when you first speak to your tutor*):

Address

Home telephone

Mobile telephone

## Study skills for language students

### Some handy hints about learning verb forms and vocabulary

We all learn in different ways, and most of us use a combination of learning methods without realising it: visual learners learn by seeing, auditory learners by hearing, and kinaesthetic learners by doing. You can help yourself by thinking about how you learn best and adapting your study techniques accordingly. Here are some suggestions that combine different learning styles:

- Copy wordlists into your notebook in Spanish and English in two columns.
- Say each word aloud, cover up one column, and try to say the word in the other.
- After a time spent doing something different, see how many words you can remember.
- Set yourself a target of a number of words, or a topic group, each day/week.
- Check your list to see how many words you know already; tick them off.
- Write out a list of those you didn't know, and set yourself a realistic target.
- Copy them onto A4 paper in large letters with a felt-tip.
- Use colours to pick out elements such as verb endings, genders, odd spellings.
- Stick your list on the wall next to your mirror, and learn them while brushing your hair, shaving, or just getting ready (this does not take time from other work!)
- For objects in the house, write the word on a Post-it Note and stick it on the object
- Write a new word with dots replacing some letters, then see if you can complete the word.
- Write out a word with the letters jumbled, then try to unscramble it later.
- Try to find an 'association' for words, e.g. similarities to English or French - but look out for 'false friends' such as 'embarrassed'; it is not *embarazado*.
- Try to 'picture' words or what they represent, perhaps even linking them with situations you have experienced.
- Split long words into sections, some of which you know already;
- Learn the 'value' of typical prefixes and suffixes; most have the same meaning as in English.
- Try to 'undress' long words to get at their core meaning, e.g.  
*in-compar-able* from *comparar*; *almacena* from *almacén* (store)  
*envejecimiento* from *viejo* (old) > *envejecer* (to grow old) > *envejecimiento* (process of growing old).
- Bear in mind the spelling peculiarities of Spanish such as:  
With words starting with *esc*, *esp* or *est* – take off the *e*:

*España* – Spain; *estudiante* – student

For words beginning with *ll* – try *cl*, *fl* or *pl*: *llama* – flame

Words beginning with *f* + a vowel, try *ph*: *farmacia* – pharmacy

For words starting with *t*, try *th*: *teatro* – theatre

Words with *ie* in the middle, replace them with just *e*: *diez* – (ten = decimal)

Words with *ue* in the middle, replace them with *o*: *puerto* – port

## Word patterns in Spanish

Remember:

- most words in Spanish ending in *-o* (except verbs) are masculine, belonging to the same group of words as real masculine words such as *chico* (boy) and *toro* (bull)
- most words in Spanish ending in *-a* (except verbs) are feminine, belonging to the same group of words as real feminine words such as *chica* (girl) and *vaca* (cow)
- most masculine words end in *-o*
- most feminine words end in *-a*
- words ending in *-aje*, *-or*, and *-án* are masculine
- words ending in *-ión*, *-dad* are feminine; look for other common feminine endings
- most words ending in *-ma* are masculine (seems odd, but true!)
- almost all verb forms end in a vowel, *n* or *s*, *r* or *d*: *-a*, *-e*, *-i*, *-o*; *-as*, *-es*, *-áis*, *-éis*, *ís*, *-mos*; *-an*, *-en*, *-ron*, *-rán*; *-ar*, *-er*, *-ir*; *-ad*, *-ed*, *-id*
- Words ending in *-mente* (adverbs) are similar to English words ending in *-ly*, such as *rapidamente* – rapidly; *normalmente* – normally
- Words saying what people do follow patterns:
 

<i>-ero</i>	= <i>-er</i>	<i>granja</i> – farm, <i>granjero</i> – farmer
<i>-or</i>	= <i>-er</i>	<i>conducir</i> – to drive, <i>conductor</i> – driver
<i>-ista</i>	= <i>-ist</i>	<i>guitarra</i> – guitar, <i>guitarrista</i> – guitarist
- Many Spanish words have a syllable added at the beginning, and most work the same as in English, for example:
 

<i>con-</i> = <i>con-</i>	<i>tener</i> – to have, hold, <i>contener</i> – to contain implies <i>within</i>
<i>re-</i> = <i>re-</i>	<i>inventar</i> – to invent, <i>reinventar</i> – to reinvent.
- the following syllables added to the beginning of a word give it the opposite or negative meaning:
 

<i>dis-/des-</i> = <i>dis-</i>	<i>aparecer</i> – to appear, <i>desaparecer</i> – to disappear
<i>im-</i>	= <i>im-</i> <i>posible</i> – possible, <i>imposible</i> – impossible
<i>in-</i>	= <i>in-</i> <i>tolerante</i> – tolerant, <i>intolerante</i> – intolerant

## El alfabeto

This is the **ENGLISH** alphabet with Spanish pronunciation – useful if you need to spell out your name, surname, address and so on. See below the letters peculiar to the Spanish alphabet.

a – **a** as in **cat**

b – **be** as in **berry**

c – **the** as in **thespian** (soft)

d – **de** as in **den**, or **the** as in **then**

e – **e** as in **egg**

f – **efe** as in **effective**

g – **he** as in **loch** – rough ‘h’ sound, as in clearing your throat

h – **atche**

i – **ee** as in **peep**

j – **hota** starting with rough ‘h’ sound

k – **ca** as in **cat**

l – **ele** as in **elephant**

m – **eme** as in **emery** board

n – **ene** as in **enemy**

o – **o** as in **cot**

p – **pe** as in **pear**

q – **cu** as in **cuckoo**

r – **erre** as in **heretic**, with rolled ‘r’

s – **ese** as in **essence**

t – **te** as in **terrible**

u – **oo** as in **cuckoo**

v – **oove**: **oo** as in **cuckoo** and ‘e’ as in **e** above

w – **oovedoble**: **oove** as in the above, plus **dobblei**

x – **eckeess**

y – **ee greyega** (Greek ‘i’)

z – **theta** as in **thespian** and **ta** (thanks)

The following are letters peculiar to the Spanish alphabet, though only ñ appears separately in the dictionary.

ch – **che** as in **cherry**

ll – **ellye**

ñ – **enye**

## Spelling and pronunciation

If you wish to speak Spanish with a good accent, the following tips will be useful.

1. Vowels: all are pure and always sound the same – as in the alphabet. Where two or more vowels occur together, each is pronounced with its normal value and in the correct order.

e.g. **buenos días** = **booenos deetas**  
**adiós, hasta luego** = **adeetos, hasta looego**

2. **All** consonants are **always** pronounced, wherever they occur in a word, with one notable exception: **h**, which is **NEVER** pronounced. Most of the consonants are pronounced as indicated in the alphabet, but note that some have sounds different from English. It is easiest to learn them in a model word.
3. Note and learn the pronunciation of the following consonants:

**c**: hard **c** before **a, o** and **u**: **casa, como, culebra**  
**BUT**: soft **th (ceceo)** before **e** and **i**: **cero, doce, cine, vicio**  
 (pronounced the same as **z**, **but** replaced by **seseo** in southern Spain and all of Latin America)

**g**: hard **g** before **a, o** and **u**: **gato, gorra, guerra**  
**BUT**: rough **h** sound before **e** and **i**: **general, Ginebra**  
 (this is pronounced the same as **j**)

N.B. In verb forms, to preserve hard **c** sound, the **c** is changed to **qu** before **e**:

e.g. sacar > **saqué**;

Similarly, to preserve hard **g** before **e** and **i**, Spanish inserts a **u** to protect the **g**:

e.g. cargar > **cargué**

Also, note that **z** is often used for the soft **th** sound where verb forms would otherwise affect the **c**, and **j** replaces **g** where necessary.

4. Note the following consonants and combinations of consonants and their pronunciation.

**cc** – as in **acción**: pronounced as **acthión**  
**ll** – as in **llave** and **calle**, pronounced as **-ly-** – **lyave, calye**  
**nn** – each **n** is pronounced with normal value  
**rr** – pronounced as a double+ trill of the tongue [compare **pero** and **perro**]  
**ch** – pronounced as in English: **chico, azabache**

5. Finally, one or two further hints:

**q** is always followed by **u**, together pronounced as **k**

**que** = **ke**; **NEVER** as in English **quick**

**g** followed by **u** simply is a hard **g** as in **guerra**, as in English **guess**

6. Spanish intonation: the voice rises towards a comma, but falls towards the end of a statement; however, it rises towards the end of a question.
7. Stress: all words of more than one syllable have one stressed more than the rest of the syllables. There are three hard-and-fast rules, but it is worth noting new words correctly and learning them with their stress pattern:

1. Words ending with a **vowel, n** or **s** have the stress on the **last but one** syllable.

e.g. **niño, hacen, consejo, diccionario, posesiones**

2. Words ending with a **consonant except n** or **s** have the stress on the **last** syllable.

e.g. **Madrid, mujer, papel, reloj, conocer, desayunar**

3. Words which break rules 1 and 2 have a **written accent** to show where the stress falls.

e.g. **miró, champán, pájaro, condición, champú, hacéis**

**N.B.** When a word gains a syllable when made plural, an accent may either be lost or gained to keep the stress in the right place.

e.g. **condición** > **condiciones**; **autobús** > **autobuses**

**examen** > **exámenes**

Needless to say, this happens a great deal with verb forms.

**N.B.** Accents are also used to distinguish between pairs of otherwise identical words.

e.g. (object)	you	<i>te – té</i>	tea
	your	<i>tu – tú</i>	you (subject)
	if	<i>si – sí</i>	yes

Once you are familiar with all of the above rules, Spanish spelling and pronunciation are very reliable. Of course you won't learn them overnight, and it may be best to concentrate on learning and practising one word at a time. Another useful method is to record and listen to spoken Spanish as often as possible. Here are some ideas as to how you can make recordings of natural spoken Spanish:

1. Take every opportunity to listen to Spanish: on the internet, TV, films or better still talking to Spanish or Spanish-speaking people.
2. Transfer recordings onto your iPod or MP3 player.

3. If you have Spanish friends, ask them to make recordings for you, with their news, or giving their views on the topics you are studying.
4. If you have internet access, try to find Spanish radio broadcasts via the internet, sometimes possible via a radio station website.
5. When listening to recorded Spanish try to repeat what you hear, imitating the sounds.
6. When speaking to Spanish people, ask them to correct your pronunciation.

## Unidad 1

Comenzamos nuestros estudios con el tema de **los medios**, específicamente la televisión. Como en el Reino Unido, este medio es muy popular entre los españoles; en esta Unidad vamos a investigar las ventajas y desventajas de la televisión. ¡Mucha suerte con tus estudios!

By the end of this unit you should be able to:

- describe TV viewing habits and preferences, giving personal opinions about different types of programme
- describe and discuss the range of channels and programmes, looking at their appeal and popularity
- use the present tense
- use verbs such as 'gustar'
- use expressions of frequency to say how often you do something.

### Useful words and phrases

de máxima audiencia	<i>with the greatest number of viewers</i>
el telediario	<i>TV news programme</i>
el informativo	<i>news item, news broadcast</i>
la retransmisión	<i>recorded broadcast</i>
subvencionar	<i>to subsidise</i>
la herramienta educativa	<i>educational tool</i>
el jubilado	<i>retired person</i>
la telebasura	<i>tabloid TV, trash TV</i>
la telerealidad	<i>reality show</i>
los concursos	<i>game shows</i>
los cotilleos	<i>gossip</i>
los culebrones	<i>soap opera</i>
los dibujos animados	<i>cartoon programmes</i>
la telenovela	<i>serial, soap opera</i>

**Actividad 1: Página 9, ¿Lo sabías?**

Lee la sección *¿Lo sabías?* En la página 9, y prepárate para hablar con tus compañeros/as de clase y tu tutor sobre el tema de '¿Qué importancia tiene la tele para mí?'.

**Actividad 2: Página 9, Actividad preliminar**

Estudia y prepara tus respuestas para la *Actividad preliminar* de la página 9. Durante la clase por videoconferencia, haz las preguntas a un compañero/a o a tu tutor(a), tomando nota de sus respuestas. Da tu sentencia sobre sus resultados. Luego presenta y comenta tus propios resultados.

**Actividad 3: Página 10, Vocabulario**

*Si de verdad quieres sacar buenas notas en tu examen de AS, tienes que empezar a aprender tanto vocabulario como posible para los temas estudiados, y usar la mejor manera de aprenderlo. Lee las sugerencias de la sección de Study Skills de la Introducción, y escoge la manera que te convenga mejor.*

**Actividad 4: Página 10, 1a**

Escucha las entrevistas, y haz una lista de los tipos de programas que se mencionan en el orden en que los oyes.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

9.  
10.  
11.



**Actividad 5: Página 10, 1b**

Lee el artículo '¿Cuánto tiempo se pasa ante el televisor?'.

Apunta todas las palabras y expresiones que quieras apuntar o buscar en un diccionario, o si quieres preguntar a tu tutor(a) sobre ellas.



**Actividad 6: Página 10, 1c, 1d**

Contesta a las preguntas de la actividad 1c en español. Luego contesta por escrito a la primera pregunta de 1d, usando entre 50 y 60 palabras.

- I  
II  
III  
IV

1d



**Actividad 7: Página 10, 1d**

Escucha las preguntas y respuestas, y haz las actividades.



**Actividad 8: Página 10, 2a y 2b**

Primero tienes que planear lo que quieres decir en una discusión con un(a) compañero/a de clase acerca de: la tele que sueles ver, y tus expectativas como telespectador. Estudia la presentación PowerPoint, que ofrece sugerencias. He aquí unos titulares para ayudarte a planear, usando los espacios abajo. ¡No te olvides de preguntar a tu compañero/a sobre sus opiniones!

- Comenzar bien
  
- Explicar tus argumentos y opiniones
  
- Dar ejemplos
  
- Llegar a una conclusión

**Actividad 9: Página 11, 3**

Lee el artículo *‘La telebasura: ¿nos gusta o nos repugna?’*.

Apunta todas las palabras y expresiones que quieras apuntar o buscar en un diccionario, o si quieres preguntar a tu tutor(a) sobre ellas.

**Actividad 10: Página 11, 3a**

Cada uno de los titulares resume un párrafo del artículo: pónlos en el orden correcto. No hace falta escribir los titulares – simplemente el número de cada uno:

- 1.
- 2.

3.

4.



**Actividad 11: Página 11, 3b**

Busca los nueve verbos del texto; tienes que copiarlos en la primera columna de la tabla que sigue; todos están en el presente indicativo. Luego escribe el infinitivo en la segunda columna, y la primera persona al singular del presente del indicativo. ¡Es muy útil saber analizar y manipular los verbos de esta manera! El primer verbo ya ha sido analizado como ejemplo.

forma del texto	Infinitivo	Primera persona, presente del indicativo (yo)
es	ser	soy



**Actividad 12: Página 11, 4**

Haz las actividades sugeridas en la hoja de trabajo 1A: *Nosotros y la tele (4) ¿Eres tele adicto(a)?*

**Actividad 13: Página 11, Repaso**

Estudia la lista de *Expresiones claves* de la Página 11; ¿cuántas de ellas recuerdas ahora?

Prepara una prueba para tus compañeros/as: escoge cinco palabras, y revuélvelas, por ejemplo *subalarete = telebasura*.



**Actividad 14: Página 11, Gramática**

Estudia la explicación del verbo *gustar* y de otros verbos similares. Posiblemente tendrás que consultar la explicación más detallada que se encuentra al final del Libro del Estudiante, en la página 120, sección 4.19.

Escribe unas frases dando un ejemplo del verbo *gustar* y de cada uno de los verbos que se manipulan de la misma manera. Envíalas a tu tutor(a) para que las corrija.

Luego haz las actividades sugeridas en la hoja de trabajo 1A: *Nosotros y la tele (Gramática)*.



**Actividad 15: Página 11, Estrategias**

Estudia la sección de *Estrategias*, e inventa una frase para cada expresión que se usa para expresar la frecuencia. Envíalas a tu tutor(a) para que las corrija. Luego, haz las actividades sugeridas en la hoja de trabajo : 1A: *Nosotros y la tele (Estrategias)*. Envía tu trabajo a tu tutor(a).



**Actividad 16: Página 12, Vocabulario**

Ya deberías tener la costumbre de probar distintas maneras para aprender el vocabulario; el aprender bien no es cuestión de hacerlo al azar – ¡debería ser un elemento rutinario de tu programa de estudios!



**Actividad 17: Página 12, 1a**

Escucha las grabaciones, y usando esta tabla, indica el orden en que se oyen mencionar los canales de tele mencionados. ¡Ojo! Sobran dos canales que no se mencionan.

Canal	Posición
TVE1 (La primera)	
TVE2 (La 2)	
Antena 3	
Cuatro	
Telecinco	

canal	posición
La Sexta	
Teledeporte	
Los autonómicos	
Canal Compras	

**Actividad 18: Página 12, 1b**

Vuelve a escuchar, y contesta a las siguientes preguntas en español:

- I
- II
- III
- IV
- V

**Actividad 19: Página 12, 2a**

Lee los textos, y haz las actividades.

**Actividad 20: Página 12, 2b (texto y preguntas)**

Lee el texto de *Los Serrano*, y contesta a las siguientes preguntas en español:

- I
- II
- III
- IV
- V

**Actividad 21: Página 12, 2c (traducción)**

Traduce el texto de *Los Serrano* al inglés.

**¡Felicitaciones: ya has terminado la Unidad 1!**