



JINDAL SCHOOL OF LANGUAGES & LITERATURE

India's Global School of Language & Literature Studies



LLUX05-BLL-SPAL-1316— Introduction to Translation

Program Elective (B.A. English) and Cross-Elective — Fall Semester 2025

Course Information

Course duration	15 weeks
Credit Hours	4 Credits
Meetings	Tuesdays and Thursdays 5:40 P.M.- 7:40 P.M.
Location	TBC
Prerequisites	A1 level of Spanish or 8 credits of Spanish or a minimum of 120 hours of formal classroom instruction. Students not fulfilling these criteria WILL not be allowed to pursue the course.

Instructor Information

Instructor	Prof. Neus Gimeno Gimeno
Biography	https://jgu.edu.in/jsll/neus-gimeno/
Email	neusg.gimeno@jgu.edu.in
Office Hours	TBC

1. Course Description:

Spanish 3 is designed to consolidate students' grasp of foundational grammar while introducing more nuanced linguistic structures to develop fluency and accuracy in communication. The course integrates cultural content from the Spanish-speaking world to foster intercultural competence. Emphasis will be placed on functional language use across real-life situations, including dining out, discussing personal experiences, describing living spaces, and expressing emotions and preferences.

2. Learning Outcomes:

By the end of the course, students will be able to:

- Communicate effectively in everyday situations related to food, habits, emotions, housing, and life events.
- Use present and past tenses appropriately to narrate experiences and express states.
- Understand and employ direct object pronouns, reflexive verbs, comparatives, and possessive pronouns.
- Expand vocabulary in key thematic areas related to food, language learning, personal milestones, and home description.
- Demonstrate comprehension of cultural practices across Spain and Latin America.



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3. Scheme of Evaluation and Grading

The summative pattern will be a continuous assessment in the form of e-Portfolio with the following assignments:

Assignment	Focus	Percentage	Due Week
1. Recipe Presentation	Food vocabulary & object pronouns	10%	Week 3
2. Language Learning Diary	Reflexive verbs & emotional vocabulary	15%	Week 6
3. Biography	Past tense & connectors	15%	Week 9
4. Dream Home Description	House vocab & location prepositions	15%	Week 12
5. Survey & Chart	Preferences & agreement	15%	Week 14
6. Final Project	Integrated skills	30%	Week 15

4. Academic Integrity

Students will be held to the university's rules and standards regarding attendance and plagiarism or other forms of academic malpractice. Students with a known or a suspected disability needing academic accommodation and institutional support should register with the Disability Support Committee (dsc@jgu.edu.in). The DSC maintains strict confidentiality in its deliberations and communications.

Students are expected to proactively participate in class. Regular attendance is required.

5. Keyword Syllabus

Chapter 1: La comida y la cultura gastronómica

Grammar: verbs “poner”, “traer”; direct object pronouns; prepositions “de”, “con”.

Vocabulary: food items, cooking methods, utensils and containers; typical dishes from Spain and Latin America

Communication Goals: ordering food and navigating restaurant scenarios, asking and giving information about food and ingredients, describing eating habits and preferences.

Chapter 2: Aprender lenguas y expresar sentimientos

Grammar: present tense (regular and irregular verbs); reflexive verbs; expressions with “costar” and “sentirse”, use of “desde” and “desde hace”.

Vocabulary: emotions and learning-related feelings (sentirse ridículo, seguro, frustrado, etc.), expressions “dar vergüenza” and “dar miedo”, language learning and study strategies.



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Communication Goals: talking about habits and learning routines, expressing duration of actions and experiences, discussing challenges, giving advice, and sharing emotions.

Chapter 3: Experiencias y logros personales

Grammar: past tense (pretérito indefinido), temporal markers and expressions: desde, hasta, durante

Vocabulary: biographies and achievements, basic film and cinema vocabulary, verbs “ir” vs. “irse”; expressions like “empezar algo” / “empezar a + infinitive”.

Communication Goals: narrating past experiences and milestones, talking about personal accomplishments, describing the beginning of events and significant life changes.

Chapter 4: Mi casa y mis gustos

Grammar: comparatives (más que, menos que, tan... como), prepositions and adverbs of location, possessive pronouns (el mío, la tuya, etc.), ser vs. estar; verbs like gustar, encantar, preferir.

Vocabulary: types of housing and architectural styles, parts of the house and furniture, adjectives for materials, shapes, and home styles.

Communication Goals: expressing preferences and tastes, describing and comparing houses and objects, locating and describing personal belongings, reaching agreements and expressing opinions.

6. Course Material

Indicative list of representative study materials

Note: Only relevant excerpts and sections from the following course materials will be used. Selections will be made later.

Bibliography

Core Textbooks

- Corpas, J., García Clemente, E., Parra, C., & Sans, N. (2020). *Aula Internacional Plus* 1. Difusión.
- Corpas, J., García Clemente, E., Parra, C., & Sans, N. (2021). *Aula Internacional Plus* 2. Difusión.



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Grammar and Language Use

- Butt, J., & Benjamin, C. (2013). *A New Reference Grammar of Modern Spanish* (5th ed.). Routledge.
- Prado, J. M. (2011). *Gramática básica del estudiante de español (A1–B1)*. Difusión.
- Roca, A. (2006). *Introducción a la gramática española*. Wiley-Blackwell.

Vocabulary and Communication

- Sánchez Lobato, J., & De Prada, M. (2012). *Vocabulario en diálogo A2-B1*. Edelsa.
- Núñez Cabezas, R. (2010). *Uso interactivo del vocabulario A2-B1*. Edelsa.

Culture and Civilization

- Gutiérrez, A. (2020). *Cultura y costumbres de España*. McGraw-Hill Education.
- García-Serrano, A. (2018). *¡Fiestas! Cultura y civilización del mundo hispano*. En Clave-ELE.

7. Session Plan (Tentative)

Week	Dates	Content Focus	Grammar & Communication Goals	Tasks & Assignments
1	Aug 1–2	Course introduction & placement review	Diagnostic activity, icebreakers, intro to Spanish food culture	Course overview, platform setup
2	Aug 5–9	Chapter 1: Food & Cooking	<i>Poner, traer</i> ; vocabulary: ingredients, utensils	Role-play: ordering at a restaurant
3	Aug 12–16	Direct object pronouns; prepositions <i>de, con</i>	Asking about ingredients, describing dishes	Assignment 1: Recipe presentation (oral/written)
4	Aug 19–23	Cultural session: Spanish & Latin American cuisine	Typical dishes, regional food habits	In-class tasting/discussion
5	Aug 26–30	Chapter 2: Emotions & Learning	Present tense review (regular/irregular), reflexive verbs	Expressing learning challenges, routines
6	Sep 2–6	<i>Costar, sentirse, desde / desde hace</i>	Talking about learning duration, feelings	Assignment 2: Language learning diary



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Week	Dates	Content Focus	Grammar & Communication Goals	Tasks & Assignments
7	Sep 9–13	Emotional vocabulary, idioms: <i>dar vergüenza</i> , <i>dar miedo</i>	Recommending methods, peer advice exchange	Debate: Effective language learning
8	Sep 16–20	Chapter 3: Past Experiences	<i>Pretérito indefinido</i> , time markers	Narrating life events, using <i>desde/hasta/durante</i>
9	Sep 23–27	Biographies, achievements, cinema	<i>Empezar algo / empezar a + inf.</i> , use of <i>irse</i>	Assignment 3: Biographical sketch of a Spanish-speaking figure
10	Sep 30–Oct 4	Mid-term Recap & Practice	Oral presentation practice, review games	Mid-term oral presentations
11	Oct 7–11	Chapter 4: My Home & Preferences	Comparatives, <i>ser</i> vs. <i>estar</i>	Describing spaces and giving opinions
12	Oct 14–18	Prepositions of location, possessive pronouns	Describing objects, locating items	Assignment 4: Describe your dream home
13	Oct 21–25	Cultural session: Housing styles in the Hispanic world	Compare urban vs. rural spaces	Virtual house tours / Poster activity
14	Oct 28–Nov 1	<i>Gustar, encantar, preferir</i> ; agreement/disagreement	Talking about preferences, reaching consensus	Assignment 5: Class survey + visual chart
15	Nov 4–8	Final review and project presentations	Integrated tasks across grammar and vocabulary	Assignment 6: Final creative project
Wrap-Up	Nov 11–15	Feedback, peer evaluation, final reflections	Self-assessment & feedback session	Course closure & grades submission