



O.P. Jindal Global University
A Private University Promoting Public Service

COURSE MANUAL

SPANISH LEVEL 1 (OEFL-CFL-CS1)

FALL 2026

Course Information

Course Duration: 15 weeks

Credits: 4

Prerequisites: None

Course type: Cross-elective

Course Description

This course serves as the point of embarkation for students with no prior exposure to the Spanish language. Upon successful completion of this program, students will attain the functional capacity of a basic language user, equipped to navigate simple, everyday communicative scenarios with confidence and competence.

The curriculum is designed to cultivate practical communication skills, enabling learners to comprehend and employ common expressions and foundational phrases to fulfil immediate needs. Participants will gain the ability to introduce themselves and others with grace, engage in basic inquiries and provision of personal information, and discuss familiar topics pertinent to their immediate surroundings.

Furthermore, this course will foster the development of fundamental reading and writing proficiencies, empowering students to comprehend straightforward written materials and compose brief notes or messages with clarity and accuracy. The pedagogical approach places a strong emphasis on the acquisition of vocabulary and grammatical structures directly applicable to everyday situations and interactions within one's immediate social sphere.

By the culmination of this course, students will possess a solid foundation in the Spanish language, enabling them to confidently engage in basic communication and continue their linguistic journey with a robust understanding of the fundamental building blocks of the language.

Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
1. Communicate in Spanish using Present Tense.	Lecture supplemented with class discussion, videos, songs, etc.	End Term exam, Mid-Term, Assignment, Oral expression etc.
2. Can read the basic text and understand it.		
3. Know about the Spanish society, culture, festivals, foods etc.		
4. Develop a basic vocabulary needed to communicate and interact with other		
5. Can sustain a basic conversation, like ordering food and beverages at restaurants, bars, etc. or interacting with a Spanish client to do business		

Evaluation breakup

Internal

Internal assessment of the students will be based on the following criteria. If any participants miss the I.A. tests, alternative internal assessments will be conducted (only in cases where the student has missed the internal test due to exceptional circumstances.)

Assessment	Weightage	Remarks
Written test/Quiz	20 Marks	Class assessment
Class Presentation / Assignment	10 Marks	Group/Individual Presentation / Assignment on given topic

Viva (oral Examination)	20 Marks	
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External

External will be an in-class written examination.

End Semester Examination	50 Marks	In-house exam
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4. Grade Definition

Scheme of Evaluation and Grading Evaluation

Breakup

Internal breakup 50%

Mid-Term 20%, Assignment 10% and Oral 20% = 50%

External breakup

End Term Exam 50%

Total. 100 Marks

Grading structure:

Grade	Percentage	Grade points	
O	80% & above	8	
A+	75-79.5	7.5	
A	70-74.5	7	
A-	65-69.5	6	
B+	60-64.5	5	
B	55-59.5	4	
B-	50-54.5	3	
P1	45-49.5	2	
P2	40-44.5	1	
F	Below 40	0	

1. Academic Integrity

OEFL conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students

arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking, and this comes with a responsibility on the part of students to respect the opinions expressed and actively participate in the work of the classroom discussion.

A Note on Plagiarism:

In line with JGU policy, OEFL operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within written work.

Keyword Syllabus

To learn Spanish Language and its Culture

Course Material

Primary:

Aula Internacional Nueva Edición A1

Jaime Corpas / Eva García / Agustín Garmendia / Carmen Soriano
Goyal Publishers & Distributors (P) Ltd.

Suggested Secondary:

Chicos Chicas Libro del alumno nivel 1

María Ángeles Palomino
Edelsa, Grupo Didascalí A, S.A.

Español Sin Fronteras ESF 1

Jesús Sánchez Lobato, Concha Moreno García, Isabel Santos Gargallo
Goyal Publishers & Distributors (P) Ltd.

Nuevo Español 2000, Nivel Elementa

Recommended Links

- Selection of activities: <https://aprenderespanol.org>
- www.duolingo.com
- Vocabulary “ver-taal”: <http://www.ver-taal.com/vocabulario.htm>

Teaching Methodology

- All classes integrate all language skills, promote student engagement in tasks, encourage group dynamics, and emphasize the pragmatic and sociocultural value of the topics covered. Homework assignments should be designed to help students integrate into immersion situations and provide opportunities for independent work.
- Given the immersive nature of CFL (OEFL) (Spanish) instruction, students develop the strategies and linguistic and sociocultural knowledge they need to engage in real-world transactions, social interactions, and texts outside of the classroom, always connecting this personal experience with classroom instruction.
- Instruction, whenever possible, is connected to the needs of the students in that it fosters the development and deepening of the functional skills they need to engage in those social interactions successfully.

Session Plan

Week 1-5	Salutations and Greetings: Essential for initiating basic interactions.
	Introducing ourselves: A fundamental communicative skill for social engagement.
	To give and ask for personal information: use of verbs <i>Ser, Tener, Llamarse</i>: Introducing core verbs and their application in basic personal exchanges.
	Alphabet & Pronunciation
	Spelling of names or any objects for practice: This foundational element establishes the building blocks of the language.
	Nouns: Gender, Articles, Singular to Plural
	Vocabulary of common objects, nationality, Profession, Basic adjectives etc.:

		Expanding grammatical understanding and vocabulary related to identity and surroundings.
		<p>Using basic phrases and learning how to communicate in the classroom and outside: Focusing on practical communication skills in common environments.</p> <p>How to ask the meaning of a word in the classroom and outside: <i>¿Cómo se dice?, ¿qué significa?</i></p> <p>Days of the week and Numbers 1-20: Introducing essential vocabulary for time and basic counting.</p> <p>Months: Expanding vocabulary related to time.</p> <p>To express intentions: <i>quiero</i> + <i>infinitivo</i>: Introducing a basic grammatical structure for expressing desires.</p> <p>Porque/para: Reasons to learn Spanish: Exploring the rationale and motivation for language learning within a specific context.</p>
Week 5- 10		<p>Basic States: Learn to express fundamental states like hunger and thirst (<i>tener hambre, sed, miedo etc.</i>).</p> <p>Present Indicative: Introduce the present indicative tense of regular verbs and some basic irregular verbs (<i>ir, venir, poder, hacer, etc.</i>).</p> <p>Basic Colours: Acquire vocabulary for common colors.</p> <p>Midterm Assessment</p> <p>Interrogatives: Learn to use basic question words (<i>Qué, Cómo, Cuál, Dónde, etc.</i>).</p> <p>Asking Permission/Favors: Practice asking for permission and favors using "<i>¿Puedo/Puedes + infinitivo?</i>".</p> <p>Everyday Situations: Learn practical phrases for common scenarios like ordering in a bar, restaurant, or hotel (<i>pedir en un bar / en un restaurant, hotel, etc.</i>).</p>
Week 10- 14		<p>Hobby Vocabulary: Expand vocabulary related to common hobbies.</p> <p>Oral Interaction- Practice (Dialogue on the given topic), Role play- <i>Entre el/la camarero/a y el cliente / Entre el cliente y el/la vendedor/a etc.</i></p> <p>Vocabulary: Numbers from 20-100</p>

		<p>Sharing Weekend Routines and Activities: asking and responding to questions about weekend activities using phrases like "<i>¿Qué haces los fines de semana...?</i>"</p> <p>Class presentation, Assignment, etc.</p>
		<p>Movie Screening</p>
		<p>Listening comprehension: audio exercises</p>
<p>Week 15</p>		<p>Oral Expression (Viva exam)</p>
		<p>Revision and Consultation for doubts</p>