



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

## **COURSE MANUAL**

### **SPANISH LEVEL 1 MADLB**

**FALL 2026**

#### **Course Information**

**Course Code:** OEFL-CFL-CS1

**Program:** MADLB

**Course Duration:** Term 1 & Term 2 (Fall Semester)

**Credits:** 4

**Prerequisites:** None

**Course Type:** Core

#### **Course Description**

¡Bienvenidos! Welcome to Spanish Level 1. This course is designed for absolute beginners with no prior knowledge of Spanish. Since your MADLB schedule gives us an intensive 4 hours per week, you will quickly move from learning simple words to handling real, everyday conversations with confidence.

We focus on practical, real-life communication by building all four core language skills: Listening, Speaking, Reading, and Writing. You will learn useful vocabulary, master basic present-tense verbs, express what you want to do, and share your weekend routines. Alongside the language, you will dive into Hispanic culture, learning how people eat, interact, and do business. By the end of Term 2, you will have a solid foundation to comfortably speak, read, and enjoy Spanish in the real world.

#### **What You Will Learn (Course Outcomes)**

1. **Talk in the Present Tense:** Use regular and common irregular verbs in real life.
2. **Read with Ease:** Understand simple texts, short notes, messages, and emails.
3. **Discover Culture:** Learn about Spanish society, food, festivals, and habits.
4. **Build Vocabulary:** Get a strong grip on everyday words for immediate use.

5. **Hold Basic Conversations:** Order at a restaurant, chat with a vendor, or welcome a client.

### **Course Schedule & Term Breakup**

Following the MADLB calendar, your fall semester is split into two terms:

#### **Term 1**

- **Classes:** 03 August – 25 September 2026
- **Revision & Exams:** 26 September – 11 October 2026

#### **Term 2**

- **Classes:** 12 October – 04 December 2026
- **Revision & Exams:** 05 December – 20 December 2026

*(Note: The campus goes on Winter / Internship Break from 21 December 2026 – 31 January 2027 before Term 3 begins).*

### **Grading and Evaluation (Continuous Assessment)**

Your grades are based on continuous progressive tracking throughout the terms:

#### **Evaluation**

Term	Speaking	Writing	Listening	Reading	Total Weight
Term 1 (T1)	Viva – 5%	Quiz / Dictation – 5%	—	—	10%
Term 2 (T2)	Viva – 5%	Written Test – 5%	Listening Task – 5%	Reading Exam – 5%	20%
<b>Total (Fall)</b>	<b>10%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>30% of the entire year</b>

#### **Key Rules for Assessments**

- **Scaling Marks:** The weights above are fixed. If an individual class quiz or test is graded out of more points (e.g., 20 or 50 marks), your score will be mathematically scaled to fit the exact percentages shown above.
- **Fun Speaking Formats:** Speaking won't just be boring tests! It will be evaluated through casual one-on-one chats (viva voce), partner interviews, loud-reading, role-plays, short presentations, or quick video submissions.

### 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

### Academic Integrity

#### Classroom Guidelines

- **Punctuality:** Classes start on time. Please be in your seat within 5 minutes of the start time. Students arriving more than 10 minutes late will not be marked as present.
- **Honesty Rule:** Plagiarism and copying are strictly forbidden. All work must be your own.

### Materials & Resources

#### **Main Book:**

*Aula Internacional Nueva Edicion 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 Didascali S.A.

*Nuevo Español 2000, Nivel Elemental*

- **Tools:** [Aprender Español \(Practice Games\)](#) | [Ver-Taal \(Vocabulary Builder\)](#) | [Duolingo](#)

## 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

### Term 1: Getting Started & Finding Your Voice

#### **Weeks 1–3: First Steps & Survival Spanish**

- **Real-life Skills:** Say hello and goodbye, use formal vs. informal greetings, and introduce yourself.
- **Phonics:** Master the Spanish alphabet, sounds, and pronunciation tricks.
- **Classroom Survival:** Learn essential phrases to communicate with your professor ("*¿Cómo se dice...?*" / "*¿Qué significa...?*").
- **Word Games:** Practice spelling names, places, and common items.
- **Time Tracking:** Days of the week and months of the year.

#### **Weeks 4–6: Identity & Core Action Verbs**

- **Real-life Skills:** Introduce other people, and share basic details like your age, job, and where you are from.
- **Grammar Blocks:** Learn how nouns work (Masculine vs. Feminine, singular vs. plural).
- **The Big Three Verbs:** Master the essential building blocks: **Ser** (to be), **Tener** (to have), and **Llamarse** (to be called).
- **Vocabulary Expansion:** Learn words for professions, nationalities, and simple personality descriptions.

#### **Weeks 7–8: Big Numbers & Term 1 Wrap-up**

- **Number Crunching:** Go beyond the basics and master **numbers from 1 to 100**. Practice sharing phone numbers, calculating prices, and telling your age.

- **Connecting Words:** Use **Porque** (because) and **Para** (in order to) to explain your reasons (e.g., why you are studying Spanish).
- **Assessment Window:** Review games followed by **Term 1 Assessments** (5% *Speaking Viva* and 5% *Written Quiz/Dictation*).

## Term 2: Living and transacting in Spanish

### **Weeks 9–11: Everyday Actions & Intentions**

- **Grammar Blocks:** Master regular present-tense verbs (-ar, -er, -ir) and vital action verbs like *ir* (to go), *venir* (to come), *poder* (to be able to), and *hacer* (to do/make).
- **Future Plans:** Express what you want to do using **Quiero + Verb**.
- **Physical Feelings:** Express basic physical states like being hungry, thirsty, sleepy, or scared (*tener hambre, sed, sueño, miedo*).
- **Visuals:** Learn colors and how to describe objects around you.

### **Weeks 12–13: Asking Questions & Role-Playing**

- **Asking Questions:** Master the question words: **Qué** (What), **Cómo** (How), **Cuál** (Which), and **Dónde** (Where).
- **Favors:** Ask for permission and favors politely using **¿Puedo / Puedes + Verb?**.
- **Immersive Role-Play:** Act out real situations! Practice ordering coffee at a bar, buying a meal in a restaurant, or checking in at a hotel front desk.

### **Weeks 14–15: Hobbies, Routines & Final Review**

- **Likes & Dislikes:** Share your preferences using the verbs **Gustar** (to like) and **Preferir** (to prefer).
- **Free Time:** Talk about your hobbies, sports, and casual pastimes.
- **Weekend Plans:** Ask and answer questions about what you do over the weekend ("*¿Qué haces los fines de semana?*").
- **Creative Immersion:** Watch Spanish short films/movie clips, practice with fun audio tracks, and run interactive dialogue practice.
- **Assessment Window: Term 2 Assessments** (5% *Written*, 5% *Listening*, 5% *Reading*, and 5% *Speaking Viva*).