



# JINDAL SCHOOL OF LANGUAGES & LITERATURE

India's Global School of Language & Literature Studies



## LLUX01-BLL-SPAL-1117 — Intermediate Spanish

### Program Elective (B.A. English) and Cross-Elective — Spring Semester 2026

#### Course Information

|                 |                                    |
|-----------------|------------------------------------|
| Course duration | 15 weeks                           |
| Credit Hours    | 4 Credits                          |
| Meetings        | TBC                                |
| Location        | TBC                                |
| Prerequisites   | Spanish A1 or 8 credits of Spanish |

#### Instructor Information

|              |                                                                                         |
|--------------|-----------------------------------------------------------------------------------------|
| Instructor   | Prof. Neus Gimeno Gimeno                                                                |
| Biography    | <a href="https://jgu.edu.in/jsll/neus-gimeno/">https://jgu.edu.in/jsll/neus-gimeno/</a> |
| Email        | <a href="mailto:neusg.gimeno@jgu.edu.in">neusg.gimeno@jgu.edu.in</a>                    |
| Office Hours | On Tuesdays and Thursdays from 12:00 PM to 2:00 PM with prior appointment               |

#### 1. Course Description:

The *Intermediate Spanish* course (A2.2) is the second half of the A2 level of the Common European Framework of Reference for Languages (CEFR). It is designed to consolidate and expand students' communicative competence in Spanish through meaningful, contextualized tasks that focus on everyday topics such as leisure, health, and social change.

Students will develop their ability to interact in past and present contexts, describe experiences, express opinions and emotions, and discuss personal habits and current issues. The course adopts a task-based approach using *Aula Internacional 2* as a reference text, encouraging active participation, collaborative learning, and cultural awareness.

#### 2. Learning Outcomes:

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

- Narrate personal experiences, past events, and recent activities using the **pretérito perfecto** and **pretérito indefinido**.
- Express intentions, desires, and future plans using **ir a + infinitivo** and **querer/pensar + infinitivo**.



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- Describe symptoms, illnesses, and states of mind; offer advice using the **imperativo afirmativo**.
- Compare habits and customs from the past and present using the **pretérito imperfecto** and temporal markers.
- Talk about personal qualities, abilities, and aptitudes using **saber/poder + infinitivo** and relevant adjectives.
- Express opinions, preferences, and evaluations using **parecer** and exclamative sentences.
- Use appropriate intonation patterns in exclamations, questions, and temporal sentences.
- Develop vocabulary related to **leisure, culture, health, professions, and historical changes**.
- Engage in spontaneous conversations and produce short written texts such as articles, guides, and brief presentations.

### 3. Scheme of Evaluation and Grading

The summative pattern follows a **continuous assessment** model through an **e-Portfolio** that integrates six graded assignments. Each task represents a communicative outcome based on the units covered and contributes to the final grade as follows:

| Assignment | Description                                                                                                                                         | Weight |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1          | <b>Artículo: Guía del ocio</b> — Write an article about the most interesting activities and places in your city or region (Chapter 1)               | 15%    |
| 2          | <b>Entrevista o podcast</b> — Discuss your past experiences and plans for the future using the pretérito perfecto and indefinido (Chapter 2)        | 15%    |
| 3          | <b>Presentación: Un mal del siglo XXI</b> — Prepare and record a presentation about a modern illness or unhealthy habit and give advice (chapter 3) | 15%    |
| 4          | <b>Comparación: Antes y ahora</b> — Create a visual or written comparison between daily life in the past and present (Chapter 4)                    | 15%    |
| 5          | <b>Juego de roles: Selección de personal</b> — Conduct a simulated job interview describing skills, qualities, and aptitudes (Chapter 4)            | 10%    |
| 6          | <b>Proyecto final y autoevaluación del e-Portfolio</b> — A reflective project summarizing your learning progress and goals for the next level       | 30%    |

### 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



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disability needing academic accommodation and institutional support should register with the Disability Support Committee ([dsc@jgu.edu.in](mailto: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: ¿Sabes conducir?

#### **Grammar:**

Pretérito perfecto · saber + infinitivo · poder + infinitivo

#### **Vocabulary:**

Profesiones · adjetivos de carácter · habilidades y capacidades · cuantificadores

#### **Communication Goals:**

Hablar de experiencias pasadas · describir habilidades y aptitudes · hablar de cualidades y defectos · elegir a la persona ideal para un trabajo

### Chapter 2: Guía del ocio

#### **Grammar:**

Pretérito perfecto / pretérito indefinido · ya / todavía no · ir a + infinitivo · querer/pensar + infinitivo · frases exclamativas

#### **Vocabulary:**

Actividades y lugares de ocio · lugares de interés · ofertas culturales · verbo parecer

#### **Communication Goals:**

Hablar de experiencias pasadas y valorarlas · hablar de intenciones y deseos · escribir un artículo sobre lugares y actividades interesantes del entorno

### Chapter 3: Estamos muy bien

#### **Grammar:**

Verbo doler · usos de ser y estar · forma y uso del imperativo afirmativo

#### **Vocabulary:**

Partes del cuerpo · léxico de la salud y el deporte · enfermedades, molestias y síntomas · estados de ánimo

#### **Communication Goals:**

Describir dolores, molestias y síntomas · hablar de estados de ánimo · dar consejos · hacer una presentación sobre un “mal del siglo XXI”



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## Chapter 4: Antes y ahora

### Grammar:

Pretérito imperfecto · ya no / todavía · marcadores temporales del pasado y del presente

### Vocabulary:

Períodos históricos · historia y sociedad · etapas de la vida

### Communication Goals:

Hablar de hábitos y costumbres del pasado · comparar el pasado y el presente · argumentar y debatir sobre los cambios sociales

## 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.

#### 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.



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## 📖 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

| Week       | Unit & Theme                                  | Key Communicative Goals                                                                                 | Grammar Focus                                                                                                  | Lexical Areas                                                    | Phonetics                             |
|------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------|
| Week 1–3   | <b>¿Sabes conducir?</b>                       | Describe skills and aptitudes, talk about abilities and personality traits                              | Saber / poder + inf. · pretérito perfecto                                                                      | Professions, adjectives of character, abilities, quantifiers     | Pronunciation of /p/, /t/, /k/        |
| Week 4–6   | <b>Guía del ocio</b>                          | Talk about experiences and intentions; write about leisure activities and cultural events               | Pretérito perfecto / indefinido · ya / todavía no · ir a + inf. · querer/pensar + inf. · exclamative sentences | Leisure, tourism, culture, entertainment, parecer                | Intonation of exclamative sentences   |
| Week 7–9   | <b>Estamos muy bien</b>                       | Describe symptoms, talk about health and emotions, give advice                                          | Verbo doler · ser / estar · imperativo afirmativo                                                              | Parts of the body, health and sport vocabulary, illnesses, moods | The stressed syllable (sílabo tónica) |
| Week 10–12 | <b>Antes y ahora</b>                          | Compare past and present habits, discuss historical changes                                             | Pretérito imperfecto · ya no / todavía · temporal markers                                                      | Historical periods, society, stages of life                      | Intonation of temporal clauses        |
| Week 13–14 | <b>Portfolio preparation and presentation</b> | Revise and improve written/oral tasks; integrate feedback. Present and reflect on learning achievements | Comprehensive review                                                                                           | Vocabulary and grammar consolidation                             | Global pronunciation review           |