



**Jindal School of Languages and Literature
Spring Semester 2026**

Spanish 2

Course Information

Course duration	15 weeks
Credit Hours	4 Credits
Meetings	
Location	

Instructor Information

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1. Course description

In this second part of the introductory course, students will learn Spanish through a communicative approach from a Pan-Hispanic perspective. This course is planned through a practical and participatory methodology which includes monitored individual, group, and class work, whereby students will grow skills to communicate and be able to successfully interact both orally and in a written manner in Spanish in formal and informal settings of daily and university life. This introductory course includes practice and exposure to different textual genres in an interdisciplinary fashion within the A1 level according to the CEFR. By the end of this course, student will have covered all the content of the A1 level.

Different manuals, along with relevant applications such as Flipgrid, Kahoot, Padlet, etc. will be used in this course.

2. Learning outcomes:

- ❖ Interact in communicative settings with topics such as personality descriptions, friends and family, place of residence, etc., both in formal and informal settings.
- ❖ Understand and use very frequently-used everyday expressions as well as simple phrases to meet immediate needs.
- ❖ Develop communication strategies.
- ❖ Cultivate speaking and listening techniques.
- ❖ Hone pronunciation and intonation of the Spanish language.
- ❖ Achieve meaningful and real learning.



3. Assessment pattern

The continuous summative assessment pattern is as follows:

- Assignment no. 1 - 20% of the course grade (3rd week)
- Assignment no. 2 - 15% of the course grade (6th week)
- Assignment no. 3 - 20% of the course grade (9th week)
- Assignment no. 4 - 15% of the course grade (12th week)
- Assignment no. 5 - 30% of the course grade (15th week)

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.

Strictly **no gadgets**, except with the express permission of the instructor. Students should take notes with a pen on paper.

5. Keyword Syllabus

- Describing locations, weather conditions, and touristic features.
- Discussing neighborhoods, expressing preferences, and giving directions.
- Talking about daily habits, time management, and routine activities.
- Expressing needs, shopping interactions, and personal likes and dislikes.

6. Course Material

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

Rosales, Francisco, et al. *Campus sur A1-A2*. Barcelona: Difusión (2017).
Corpas, Jaime, et al. *Aula Internacional 1*. Barcelona: Difusión (2022)

7. Session Plan:

Week 1: Introduction to "Mi ciudad" (Unit 1)

- Communication: Describing places, locating objects, and discussing the weather



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- Grammar: Introduction to "hay" vs. "estar," superlative forms
- Vocabulary: Weather, geography, and tourist places
- Activities: Describe a tourist location in your city or region

Week 2: Locating and Describing Objects and Places

- Grammar: Use of quantifiers, indeterminate articles, and the interrogative particle
- Communication: Practice locating places and objects using "hay" and "estar"
- Vocabulary: Additional weather expressions and city features
- Activities: City description activity using map-based locations

Week 3: Review and Assignment 1 (20%)

- Review: Concepts of "Mi ciudad"
- Grammar and Vocabulary Review: Superlatives, quantifiers, and indeterminate articles
- Assignment 1 Due (20%) – Writing task: Describe your city and its landmarks using appropriate vocabulary and grammar

Week 4: Introduction to "Mi barrio" (Unit 2)

- Communication: Describing neighborhoods and expressing likes
- Grammar: Introduction to prepositions and adverbs for location
- Vocabulary: City services, places, and adjectives to describe a neighborhood
- Activities: Group discussion on neighborhood features

Week 5: Expressing Preferences and Giving Directions

- Communication: Asking and giving directions
- Grammar: Prepositions in practice, descriptive adjectives
- Vocabulary: Describing landmarks and places in a neighborhood
- Activities: Role-play activity: giving directions in your neighborhood

Week 6: Review and Assignment 2 (15%)

- Review: Neighborhood descriptions, preferences, and directions
- Assignment 2 Due (15%) – Oral presentation: Describe your ideal neighborhood, including key features and landmarks

Week 7: Introduction to "Mi rutina" (Unit 3)

- Communication: Talking about daily habits and routines
- Grammar: Reflexive verbs and present tense irregular verbs
- Vocabulary: Daily activities, parts of the day, days of the week
- Activities: Create a daily routine chart in Spanish

Week 8: Expressing Frequency and Time

- Communication: Asking and telling time, expressing frequency of actions
- Grammar: Time expressions, irregular verbs, and reflexive verbs practice



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- Vocabulary: Frequency adverbs, parts of the day
- Activities: Time-telling practice and daily routine exercises

Week 9: Review and Assignment 3 (20%)

- Review: Daily routine, reflexive verbs, and time expressions
- Assignment 3 Due (20%) – Reflective essay: Write about a typical day in your life using reflexive verbs and time expressions

Week 10: Introduction to "Mis preferencias" (Unit 4)

- Communication: Expressing needs and preferences, shopping dialogue
- Grammar: Demonstrative pronouns and irregular verbs ("ir" and "preferir")
- Vocabulary: Numbers above 100, colors, and clothing
- Activities: Practice a shopping role-play scenario

Week 11: Describing Objects and Preferences

- Communication: Identifying and describing daily use objects and preferences
- Grammar: Further practice with demonstrative pronouns and question forms
- Vocabulary: Daily objects, clothing, and colors
- Activities: Conduct a mock shopping conversation in pairs

Week 12: Review and Assignment 4 (15%)

- Review: Preferences, demonstratives, and irregular verbs
- Assignment 4 Due (15%) – Dialogue task: Write and perform a dialogue based on a shopping scenario using demonstratives and irregular verbs

Week 13: Review of All Units (Units 1-4)

- Review: Comprehensive review of key grammar and vocabulary from all units
- Practice: Group discussions, role-plays, and interactive activities to reinforce concepts
- Preparation for final project

Week 14: Group and Peer Review Sessions

- Peer Review: Practice presentations and peer feedback on final projects
- Review: Final questions and clarifications on key topics
- Activities: Practice for the final project presentation

Week 15: Final Project and Assignment 5 (30%)

- Final Project Presentation Due (30%): Present a comprehensive project covering one of the themes from the course, incorporating vocabulary, grammar, and communication skills learned throughout the semester