



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

## **COURSE MANUAL**

### **SPANISH LEVEL 2 (OEFL-CFL-CS2)**

#### **COURSE INFORMATION**

Course Duration: 14 weeks

Credits: 4

Prerequisites: Spanish Level 1

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#### **Course Description**

This course, **Spanish Level 2**, is the second part of the elementary Spanish sequence, designed for students who have completed Level 1 or have an equivalent foundational knowledge of the language. It builds upon basic vocabulary and grammar structures to further develop communicative competence in Spanish, moving students toward the second half of the Common European Framework of Reference for Languages (CEFR) A1 proficiency level.

The course employs an interactive and communicative approach. Classes will involve pair and group work, role-playing, listening exercises, short writing assignments, and practical speaking activities. Emphasis is placed on using the language actively in meaningful contexts. Attendance and active participation are essential for success.

## **Course Intended Learning Objectives (Aim)**

Upon successful completion of this course, students will be able to:

- **Communicate** in simple and routine tasks requiring a direct exchange of information on familiar and routine matters.
- **Understand** common, familiar vocabulary and basic phrases concerning themselves, their family, immediate surroundings, and concrete daily needs.
- **Describe** in simple terms aspects of their background, immediate environment, and matters in areas of immediate need.
- **Master** the basic use of the present tense (regular and some common irregular verbs) and start recognizing structures related to the immediate future.
- **Differentiate** between the key uses of *ser* and *estar*.
- **Handle** short social exchanges, though they may not always grasp enough to keep the conversation going themselves.

## **Evaluation breakup**

### **Internal**

The internal assessment of 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).

<b>Assessment</b>	<b>Weightage</b>	<b>Remarks</b>
Written test	20 Marks	Class assessment
Class Presentation	15 Marks	Group/Individual Presentation / Assignment on given topic
Viva (oral Examination)	15 Marks	In-class oral interaction.

**External**

**The external component will be an in-class written examination.**

End Semester Examination	50 Marks	In-house exam
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**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 result in refusal of entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a space 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 classroom discussions.

**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**

Spanish Language and its Culture

**Course Material**

**Primary:**

*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 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 Elemental*

**Recommended Links**

- Selection of activities: <https://aprenderespanol.org>
- [www.duolingo.com](http://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 these 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 successfully engage in those social interactions.

## **Session Plan**

<b>Week(s)</b>	<b>Topics/Theme</b>	<b>Key Grammar &amp; Vocabulary</b>	<b>Skills Focus</b>
Weeks 1-5	Revision & Places	Revision of present tense (regular verbs) and basic vocabulary. Describing a place/city and identifying tourist locations.	Listening & Speaking: Short descriptions.
	Location & Existence	Core difference and use of verbs <i>Estar</i> and <i>Hay</i> Vocabulary for city landmarks.	Reading: Simple tourist brochures.
	Weather & Degree	Describing the weather. Use of quantifiers: <i>muy</i> and <i>mucho/a/os/as</i>	Speaking: Discussing the weather in different places.
	Asking Questions	Mastering Interrogatives: <i>qué/cuáles/cuánto/dónde/cómo.</i>	Conversation: Asking and answering personal and descriptive questions.
	Preferences	Talking about preferences using the verb <i>preferir</i> . Vocabulary for objects and activities.	Speaking: Expressing choices
	Demonstrating	Use of demonstrative adjectives and pronouns	Reading: Identifying items in a written context.
Weeks 6-10	Shopping	Shopping in stores: asking for products and prices. Vocabulary for clothes and market items.	Role Play: Customer and salesperson dialogue
	Midterm & Speaking Practice	Midterm Examination (Covering Weeks 1-7).	Midterm review and preparation.

	Obligation	Expressing obligation using the structure <i>tener que+infinitivo</i>	Writing: obligations.
Weeks 11-14	Future Plans	Describing immediate plans/weekend plans using the structure <i>ir a+infinitivo</i> .	Listening: Understanding someone else's schedule.
	Likes & Dislikes	Talking about likes and dislikes using the verb <i>gustar</i> .	
	Enrichment & Final Prep	Comprehension Activities	Dedicated Listening Exercises.
	Final Assessment & Wrap-up	Oral Expression (Viva Exam).	Comprehensive Revision and Consultation for doubts.

\*\*DATES FOR INTERNAL ASSESSMENTS WILL BE SHARED TWO TO THREE WEEKS PRIOR TO THE ASSESSMENT.