



TEACHING GUIDE - 2026-2027

Spanish Elementary Level (Part 2)

UGRA_017275

Departments	ELC - Spanish Section
Teaching Languages	Spanish
ECTS	3
Teacher responsible	Laura Garcia Segura - laura.garcia25@esade.edu

Course Goals

The aim of this Intensive Elementary Spanish course is to provide students with the sufficient resources needed to achieve a basic mastery of the language, enabling them to interact relatively easily in day-to-day situations.

Students will be able to develop learning strategies appropriate for their level and be able to converse with native speakers at an appropriate rhythm and speed.

Taking advantage of the immersive situation in which students find themselves, this course also aims to enable students to fully integrate in local social, cultural and academic life, participating actively and sharing spaces with faculty, classmates and others in their social setting.

By completing this level, students are expected to be able to:

- Understand frequently used expressions and apply them in day-to-day settings as well as simple sentences to satisfy immediate needs.
- Introduce themselves and others, ask for and give basic information about their homes, their belongings and people they know.
- Interact at an elementary level so long as the other person speaks slowly and is willing to cooperate.
- Understand and produce oral and written texts about their immediate needs and well-known or familiar questions.
- Communicate to be able to carry out simple, day-to-day tasks that don't require more than just the simple and direct exchange of information on questions which they are familiar with or which are habitual.
- Describe elements of their past and settings in simple terms, as well as describe questions related to their immediate needs.

- Use simple vocabulary and questions related to businesses and the business community.

Previous knowledge

To be able to take part in this course, students need to have a basic knowledge of Spanish: first part of A1 level (A1.1-A1.2 Common European Framework of Reference, CEFR).

Prerequisites

To be able to take part in this course, students have to have achieved the first part of A1 level (A1.1-A1.2 Common European Framework of Reference, CEFR).

Teaching methodology

The methodology follows a communicative approach. Learning is based on precise, varied and motivating tasks, which focus on the student and communication in realistic situations. Students will be encouraged to reflect on the meaning of documents, solve problems and make decisions in real exchanges within the group.

Description

Course contribution to program

In an increasingly globalised world, business is not only undertaken at a regional level or solely with a neighbouring country, but on a far wider scale. For this reason, developing versatile and multilingual communication skills is necessary along with a broad and varied cultural background.

Globalisation also affects the job market, there is ever greater competition and, in the case of students coming to ESADE, the need to master Spanish is evidently important as it provides access to job markets in places such as in Latin America.

Similarly, mastering a language such as Spanish will allow students to take part in recruitment processes in Spanish-speaking companies and thus be able to find work in any part of the world.

With regard to the programme, learning and mastering Spanish will enable students to attend classes, lectures and work groups delivered in Spanish as well as interact with their peers without difficulties.

Short description

At this level students will continue to develop skills that will enable them to function in everyday situations and in conversations referring to both the present and the past. This course sets the stage for further language acquisition and helps students begin to engage in the local

Activities

In-class discussions and debates

Written and/or oral exams

Role-play exercises and simulations

Readings

Content

#	Topic
1	FUNCTIONAL CONTENT - Revise the most important functional concepts from the previous level. - Talk about habitual actions in the present. - Locate objects, places and people in space. - Ask for and give directions. - Express and ask about others opinions. - Express and ask about likes and preferences. - Express needs and obligations. - Express and ask about states of mind. - Ask for, give and deny permission. - Request. - Talk about plans and intentions. - Propose and suggest. - Agree on and change a date/meeting. - Offer and invite. - Accept and reject. - Advise. - Express best wishes. - Congratulate. - Respond to congratulations and best wishes. - Express possession. - Request a given product or service. - Assessments.
2	GRAMMATICAL CONTENT - Revise the most important concepts from the previous level. - Present indicative. - Verbal periphrasis. - Possessive adjectives and pronouns. - Demonstrative adjectives and pronouns. - Adverbs. - Prepositions: a, con, de, en, entre, para, por, sin, desde - hasta/ de - a, hacia, sobre. - Morphology and use of regular and irregular verbs in the Present Perfect tense (haber + regular/irregular past participles). - Temporal markers: hoy, esta mañana, ya/ todavía no, nunca, alguna vez, siempre. - Morphology and use of the past simple: regular and irregular verbs. - Comparatives and superlatives: másque menos.... que tan/tanto.... como igual que más/menos que. - Indefinite pronouns: algo, alguien, nada, nadie. - Direct object pronouns for the 3rd person: lo, la, los, las. - Use of se: impersonal reflexive. - Compound sentence structures: copulative, disjunctive, adversative, causal, temporal and final - past tenses - future tenses
3	THEMATIC AND LEXICAL CONTENT - Personal identification. - Classroom objects. - Classroom language. - Work and professions. - Countries, nationalities and languages. - Neighbourhoods/the city. - Physical states. - States of mind. - Personal nature and personalities. - Physical traits. - Parts of the body. - Adjectives to describe people and objects. - Marital status. - Likes and hobbies. - Bars and restaurants. - Sports. - Homes. - Clothing. - Families. - Food and meals. - Markets and supermarkets. - Numbers. - Weights and measures. - Time. - Schedules. - Parts of the day, days of the week, months. - Colours. - Transportation. - Antonyms. - More adjectives to describe people. - Adjectives to describe objects: materials and shapes. - Hotels. - The office. - Banks. - More vocabulary related to cities and neighbourhoods. - Shopping, stores and establishments. - Codified structures to talk on the phone. - The weather, seasons and climate. - Health. - Spain:

#	Topic
3	governance, autonomous communities and languages. - Synonyms and antonyms.
4	CULTURAL CONTENT - Greetings and introductions. - Tú versus Usted. - When to use different greetings. - Different ways to greet others: kiss, shake hands, etc. - Thank, accept, excuse oneself, reject, congratulate, express condolences, toast and invite. - Schedules: food, shops, work, etc. - Punctuality. - Clothing: what's appropriate and what isn't. - Spain (autonomous communities, provinces and languages). - Linguistic markers in social relations. - The use and choice of greeting. - Ways to address someone. - Appropriate use of please and thank you

Assessment

Tool	Assessment tool	Category	Weight %
Individual or team exercises	Continuous Evaluation	Retake and ordinary round	50.00%
Written and/or oral exams	Final exam	Retake and ordinary round	50.00%
Other	Students must pass both the oral and written final exam to pass this course	Retake and ordinary round	

PROGRAMS

- BITLASI22-Bachelor in Transformational Leadership and Social Impact (Undergraduates: Business)
 - BITLASI22 Year 2 (Optative)
 - BITLASI22 Year 1 (Optative)
- G114-Global Governance Exchange Program (Undergraduates: Law)
 - G114 Year 1 (Optative)
- G114S-Global Governance Exchange Program (Undergraduates: Law)
 - G114S Year 1 (Mandatory)