

## Spanish for General Communication (Level 2)

UGRA\_011201

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Departments	ELC - Spanish Section
Teaching Languages	Spanish
ECTS	4
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### Course Goals

The aim of the Spanish for General Communication subject is to provide students with the resources needed to achieve an intermediate level in the language and be able to comfortably interact 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:

- Communicate effectively in day-to-day private and professional settings.
- Understand the key ideas found in clear and simple texts written in standard language, whether in the academic or professional settings or during their free time.
- Produce simple and coherent written texts on topics they are familiar with or which are of interest to them.
- Narrate events. Summarise and comment.
- Describe their experiences, desires and aspirations.
- Explain causes and consequences.
- Talk about habits and customs.
- Explain purposes, plans and projects.
- Describe and evaluate situations and opinions. Agree and disagree. Justify an opinion. Reason.
- Provide advice and suggestions and propose solutions.
- Express desires, feelings, tastes and preferences.
- Present complaints.
- Formulate hypotheses and talk about possibilities.

## Previous knowledge

To study this course students need to have a basic understanding of the language and have achieved an A2 level (Common European Framework of Reference - CEFR).

## Prerequisites

To study this course students need to have a basic understanding of the language and have achieved an A2 level (Common European Framework of Reference - CEFR).

## Teaching methodology

The course will follow the official syllabus and adopt a communicative, student-centered approach to language learning. Interactive and motivating activities will be used throughout to enhance students' engagement and learning experience.

Language classes, and Spanish in particular, will be structured around participatory sessions that prioritize communication while still addressing essential grammar.

Emphasis will be placed on developing oral skills through presentations, class discussions, and interactive tasks carried out in a supportive environment that fosters confidence and participation.

Students will be encouraged to actively reflect on materials, solve problems, and make decisions during real-life communication tasks.

Learning will be based on clear, varied, and meaningful activities designed to simulate realistic situations, promoting both individual and collaborative language.

## Description

### Course contribution to program

In a world that is more globalized than ever, business is not only undertaken at a regional level or just with neighbouring countries, but on a much wider scale. Thus, versatile and multilingual communication skills are necessary along with a broad cultural background.

Moreover, mastering the Spanish language will allow students to take part in recruitment processes in Spanish-speaking companies to be able to find a job in any part of the world.

Learning and mastering Spanish gives students the opportunity to attend classes and conferences, as well as a chance to participate in work groups conducted only in Spanish, providing an interaction with other students and the ESADE community.

### Short description

Language 2 is an intermediate course designed to bring students to a B1 level of linguistic competence. This course builds on the foundational skills acquired in previous studies, focusing on enhancing students' ability to handle more complex and varied communication scenarios. Through a combination of interactive activities, practical exercises, and cultural immersion, students will improve their understanding and use of the language in everyday contexts. They will develop greater fluency, accuracy, and confidence in speaking, listening, reading, and writing, enabling them to engage more

## Program Learning Objectives

### GEL23-Bachelor of Global Governance, Economics and Legal Order

- Communication Skills
  - Communicate effectively through written interventions.
  - Communicate effectively through oral interventions.
- Teamwork
  - Contribute to a positive team dynamic through own behavior.

## Bibliography

Aragonés, L.; Palencia, R., Gramática de uso del español, B1-B2, SM ELE, SM ELE (Book)  
 Corpas, J.; Garmendia, A.; Soriano, C, Aula 3, Difusión (Book)

## Activities

In-class discussions and debates

Role-play exercises and simulations

Teamwork

Readings

Presentations

## Content

#	Topic
1	1. FUNCTIONAL CONTENT - Discuss habitual actions in the past. - Recount past events. - Evoke past events. - Describe situations, contexts and circumstances in the past. - Relate two moments in time. - Order their discourse in time (antes, después...). - Tell an anecdote. - Tell a story. - Give information. - Ask for information. - Argue in favour of an idea or opinion. - Express agreement and disagreement. - Evaluate past events. - Ask for appraisals and opinions. - Evaluate and express opinions. - React to news. - Talk about customs. - Talk about tastes and preferences. - Express aversion. - Propose activities. - Give orders. - Give instructions. - Ask for and give permission. - Express obligation and need. - Give and deny permission. - Make requests. - Express desires. - Talk about future actions that depend on a given condition. - Talk about and express an opinion regarding people's personal natures. - Talk about the future: plans and projects. - Describe plans and intention. - Describe states of mind. - Express resignation, regret and/or

#	Topic
1	embarrassment. - Appraise/valuate. - Express physical sensations. - Give advice, recommendations and solutions. - Express the causes and consequences of a given action. - Ask about and express knowledge of something.
2	2. GRAMMATICAL CONTENT - Review of the most important grammatical concepts from the previous level. - Irregular verbs in the present tense: morphology and use. - Present Perfect: morphology and use. - Past simple: morphology and use. - Contrast Present Perfect/Indefinite. - Habitual actions in the past: soler + infinitive. - Indicative Imperfect: morphology and uses: - Temporal markers for the past. - Causal connectors (como, por+Infinit.). - Final connectors (para+infinit.). - Imperative mode: Affirmative and negative: morphology and use. - Future Imperfect: morphology and use. - Conditional: morphology and use. - Present Subjunctive: morphology and primary use. - Ser and estar: uses that change meaning. - Direct and indirect object pronouns (tonic and atonic).
3	3. LEXICAL AND THEMATIC CONTENT - Biographies - Health and well-being - Literature and films - Vocabulary related to leisure. - New technologies. - Lexicon to describe people: adjectives for character, physical features. - Vocabulary related to public services. - Weather-related expressions. - Free-time activities: sports and games. - Travelling. - History and society. - Festivities and celebrations. - Vocabulary related to studies: pass/fail an exam, take notes, summarise. - Expressions related to emotions. - Work: unemployment, to be unemployed, to be on unemployment benefit, to work for an employer/ be self-employed (Law firm, consultancy firm, tax advisory office) - Company departments: Human Resources (HR), marketing, etc.
4	4. CULTURAL AND SOCIOLINGUISTIC CONTENT - Greetings and introductions. - Tú versus Usted. - 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 markets in social relations. - The use and choice of greeting. - Ways to address someone. - Appropriate use of please and thank you. - Expressions related to the human body and colours. - Positive and negative courtesy. - Talk about clichés. - Nationalities. - Stereotypes.

## Assessment

Tool	Assessment tool	Category	Weight %
Written and/or oral exams	Students must pass the oral and written part to pass this course	Retake and ordinary round	
Individual or team exercises	1st attempt: Continuous Evaluation and Midterm Exam	Ordinary round	50.00%
Written and/or oral exams	1st attempt: Final Exam (written and oral)	Ordinary round	50.00%
Individual or team exercises	2nd attempt: Continuous Evaluation and Midterm Exam	Retake	50.00%
Written and/or oral exams	2nd attempt: Final Exam (written and oral)	Retake	50.00%
Written and/or oral exams	3rd and 4th attempt: Final Exam (written and oral)	Retake	100.00%
Written and/or oral	80% attendance is mandatory	Ordinary round	

Tool	Assessment tool	Category	Weight %
exams	in order to take the final exam		
Written and/or oral exams	The oral exam will be conducted on the last day of class	Ordinary round	

## PROGRAMS

GEL19-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL19 Year 1 (Mandatory)

GEL19 Year 2 (Mandatory)

GEL23-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL23 Year 1 (Mandatory)

GEL23 Year 2 (Mandatory)

GEL25-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL25 Year 2 (Mandatory)