

Spanish for Professional Communication (Level 3)

UGRA_011202

Departments	ELC - Spanish Section
Teaching Languages	Spanish
ECTS	4
Teacher responsible	Monica Blanco Ruiz - monica.blanco@esade.edu

Course Goals

At this level, students are expected to be able to:

- Communicate effectively in day to day scenarios related to their personal and professional life.
- Understand the ideas of texts written in standard language related to work, study and leisure scenarios.
- Produce coherent texts on familiar topics or those of a personal interest.
- Describe experiences, events, desires and aspirations.
- Describe how to do something by giving detailed spoken or written instructions.
- Justify an opinion and explain their plans.
- Provide specific information that is required for an interview or appointment (for example know how to describe symptoms to a doctor), even though this may be done with a lack of precision.
- Participate in a social exchange with ease.
- Understand the principal ideas of a complex text as well as a technical text so long as it falls within their professional specialisation.
- Know how to begin both an oral and written discourse.
- Develop an argument.
- Appropriately use linguistic and extra-linguistic cooperation strategies.

Previous knowledge

To study this course, students need to have a basic understanding of the language and have achieved a B1 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 a B1 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

Taking advantage of the immersive environment in which students find themselves, Language 3 includes linguistic competences corresponding to a B2 level. This course is designed to enable students to fully integrate into local social, cultural, and academic life, allowing them to participate actively and share spaces with faculty, classmates, and others in their social setting. Through a variety of interactive and practical activities, students will develop the necessary skills to communicate effectively and confidently in diverse real-life situations.

Program Learning Objectives

GEL23-Bachelor of Global Governance, Economics and

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

Legal Order

Bibliography

Aragonés, L.; Palencia, R., Gramática del uso del español: B1-B2 Gramática del uso del español: B1-B2, SM ELE (Book)

Corpas, J.; Garmendia, A.; Soriano, C., Aula 4, Difusión (Book)

Activities

Online training activities

In-class discussions and debates

Role-play exercises and simulations

Teamwork

Group presentations

Readings

Presentations

Content

#	Topic
1	1. FUNCTIONAL CONTENT - Talk about the past. - Tell a story in the past. - Recount an anecdote. - Argue for or against an idea or opinion. - Relate two moments in time. - Order a the temporal elements of a discourse (ante, después). - Organise written and oral discourse (para empezar, por una parte). - Decide on a future moment. - Express probability in the present, past and future. - Express the cause and effect of an action. - Recount an item of news. - Make a formal presentation on a topic linked to students' interests. - Organise written and oral discourse. - Express feelings: ¡qué pena! /¡qué lástima!/¡qué bien! /me extraña que + present subjunctive. - Complain about something: no puede ser que + pres. subj. - Reject a prohibition. - Argue in favour of or against an idea or opinion. - React to information: me parece fatal que / es inadmisible que + pres. subj., me ha sentado/me ha parecido fatal lo que + Indic. - Express agree, partial agreement and disagreement in a formal and informal register. - Identify, describe and define objects, places and people. - React to information: ¿Sí? ¡No me digas! ¡No puede ser! ¿De verdad? - Give advice, make recommendation and suggest solutions: Yo que tú /yo en tu lugar / deberías - Express courtesy. Ask for permission, favours. - Transmit information: give a message to someone when the information is in the present: dice que / ha dicho que - Transmit information given by oneself or someone else when the original discourse is in the future and past. - Write a formal letter. - Ask for information: Quería saber si, podría decirme si. - Make value judgements. - Assess proposals, accept and reject them. - Talk about the occurrence of an action. - Give advice, make recommendations and offer solutions.

#	Topic
1	<ul style="list-style-type: none"> - Express doubts. - Express certainty: Estoy seguro de que, Está demostrado que. - Express the opposite of a view or someone's understanding of something. - Express changes in a person's life. - Express temporal relationships in the future. - Express purpose. - Argue in favour of or against an idea or opinion. - Give advice, make suggestions or proposals. - Express probability. - Express perceptions and feelings. - Express oneself with courtesy.
2	<p>2. GRAMMATICAL CONTENT - Contrast: Perfect Pret./ Indefinite/ Imperfect. - Indicative Pluperfect Preterite. Morphology and uses. - Temporal markers in the past. - Anecdote markers. - Ser and Estar: used that change the meaning of a phrase.</p> <ul style="list-style-type: none"> - Preposition use. - Simple conditional. Morphology and uses (Expression of desires; asking for permission). - Verbs and formulas for asking opinion: Creo que/ No creo que + present subjunctive. - Relative clauses with prepositions. - Uses of the subjunctive: desires, feelings, influence. - Discourse organisers. - Causal connectives (debido a que, a causa de que, ya que, puesto). - Final connectives (para+Inf., para+que+subj.). - Quantifiers (algo, algún/alguno, nada, nadie, ningún/ninguno). - Consolidation of the contrast between the past tenses: perfect preterite, indefinite preterite, imperfect preterite and pluperfect preterite. - Perfect preterite subjunctive. Morphology and uses. - Connectives for structuring arguments. - Prepositional verbs. - Contrast por/para. - Contrast ser/estar. - Relative clauses + preposition. - Periphrasis of infinitive, gerunds and participles. - Discourse organisers. - Direct and indirect object personal pronouns: consolidation. - Verbs referring to change: volverse, convertirse, transformarse, llegar a ser, ponerse, etc. - Other verbs referring to change: amanecer, anochecer, palidecer. - The impersonality of the 3rd person plural. - Interrelationship between the IMPERATIVE and PRESENT SUBJUNCTIVE Advice / Orders / Recommendations, Permission / Prohibitions. - Consolidation of the Subjunctive Preterite Perfect. Morphology and uses. - Uses of the Subjunctive: · Expression of doubts or the negation of a perception or someone's understanding of something (No es que , no veo que) · Subordinate temporal phrases that refer to a future event. · Subordinate phrases in impersonal statements. · Final subordinate phrases. · Nexus of condition: siempre que, con tal de que. · 2nd conditional: Si tuviera más tiempo, haría deportes. · Concessive connectives: Aunque, A pesar de. - Finality connectives. - Consecutive connectives: De manera que, De modo que. - Prepositions: Por/Para. - Imperfect Preterite Subjunctive: morphology and uses. - Adverbs: uses and particular characteristics. - Adversative sense of menos: Estuvo toda la familia, menos su padre. - Use of "sobre todo" to give particular emphasis: Me encanta Picasso, sobre todo el período azul. - Comparisons of intensity: Habla tanto que y nadie la escucha. - Meta-textual discourse markers: Discourse organisers (openings, continuity, ending, review, internal temporality, spatiality).
3	<p>3. THEMATIC AND LEXICAL CONTENT - Review of vocabulary related to homes, cities, professions and the family. - History and society. - Politics and economy. - Art and advertising. - Communication media: radio and television. - Literature and film. - Music. - New technologies (social networks, internet) - Company and business vocabulary. - Formal, administrative and legal texts. - Employment obligations (to be on sick leave, to be available, to pay social security contributions) - Professional studies and careers. - Festivities and celebrations. - Customs and traditions.</p>
4	<p>4. CULTURAL AND SOCIOLINGUISTIC CONTENT Linguistic expressions with:</p> <ul style="list-style-type: none"> - The human body: ojo con, arrimar el hombro, no tener dos dedos de frente - Colours: ver la vida de color rosa, ponerse colorado, pasar lo noche en blanco, estar sin blanca - Work: ser un burro de carga, trabajar como un burro, ser un animal, vivir del aire, - Animals: dormir como un lirón, ser

#	Topic
4	un patoso - Numbers: no ver tres en un burro, buscarle los tres pies al gato - Senses: estar ciego, estar sordo como una tapia - Social norms: invitations. - Notions of Spanish politics, society and economy. - Cultural differences in the work setting. - Set phrases and sayings. - Debates: reject an opinion in diplomatic, neutral and forceful manners. Take and maintain the opportunity to speak. - Phrases related to meetings, discussions, such as: "Irse por las ramas", "Ir al grano", "Irse por los cerros de Úbeda", "Dar rodeos".

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 exams	The oral exam will be conducted on the last day of class	Ordinary round	
Written and/or oral exams	80% attendance is mandatory in order to take the exam	Ordinary round	

PROGRAMS

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

GEL19 Year 2 (Mandatory)

GEL19 Year 3 (Mandatory)

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

GEL23 Year 2 (Mandatory)

GEL23 Year 3 (Mandatory)