TEACHING GUIDE - 2026-2027

Modern Language III (Spanish)

UGRA_006773

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

Course Goals

The aim of the Modern Language III subject is to provide students with the necessary tools to achieve an upper-intermediate level in the language, enabling them to communicate fluently and effectively in both familiar and more complex situations. Students will enhance their ability to understand extended speech, express themselves with greater accuracy and spontaneity, and participate actively in conversations with native speakers on a range of concrete and abstract topics.

Previous knowledge

To study this course students need to have achieved the B1 level (Common European Framework of Reference - CEFR).

Prerequisits

To study this course students need to have a basic understanding of the language and have achieved the B1 level (Common European Framework of Reference - CEFR).

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 an to attend classes, lectures and work groups delivered in Spanish as well as interact with their peers without difficulties.

Short description

Taking advantage of the immersive environment in which students find themselves, Language 3 aims to elevate their linguistic competence 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.

Bibliography

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

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

Rosario, A.; et al., Gramática Básica del Estudiante de Español, Difusión (Book)

Content

#	Topic
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. - 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. - 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. - Give advice, make recommendations and offer solutions. - Express doubts. - Express certainty: Estoy seguro de que, Está demostrado que. - Express the opposite of a view or someone's understanding of something. - Argue in favour of or against an idea or opinion. - Give advice, make suggestions or proposals. - Express probability.
2	GRAMMATICAL CONTENT - Contrast: Perfect Pret./ Indefinite/ Imperfect. - Indicative Pluperfect Preterite. Morphology and uses. - 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

#	Topic
2	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 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. - Imperfect Preterite Subjunctive: morphology and uses. - Adverbs: uses and particular characteristics.
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.
4	CULTURAL AND SOCIOLINGUISTIC CONTENT Linguistic expressions with: - 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 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 both the oral and written final exam to pass this course.	Retake and ordinary round	
Individual or team exercises	1st attempt: Continuous Evaluation and Midterm Exam	Ordinary round	50.00%

Tool	Assessment tool	Category	Weight %
Written and/or oral exams	1st attempt: Final Exam (written and oral)	Ordinary round	50.00%
Individual or team exercises	2nd attempt: Continuous Evaluation (oral and written participation not included)	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%
Other	80% attendance is mandatory in order to take the final exam.	Ordinary round	
Other	The oral exam will be conducted on the last day of class.	Ordinary round	
Other	Students must pass both the oral and written part to pass this course.	Retake and ordinary round	

PROGRAMS

BBA20-Bachelor of Business Administration (BBA) (Undergraduates: Business)
BBA20 Year 3 (Mandatory)

BBA23-Bachelor of Business Administration (BBA) (Undergraduates: Business)
BBA23 Year 3 (Mandatory)

BBE20-Bachelor of Business Administration (BBA) (Undergraduates: Business)
BBE20 Year 3 (Mandatory)

DBAI21-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)

DBAI21 Year 3 (Mandatory)

DBAI23-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)

DBAI23 Year 3 (Mandatory)