TEACHING GUIDE - 2026-2027

Spanish Upper- Intermediate level (Part 2)

UGRA_017277

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

Course Goals

The aim of this Upper-Intermediate Spanish course is to provide students with the sufficient resources needed to achieve an advanced level of the language, enabling them to interact relatively easily in different situations, especially in the business context.
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

Previous knowledge

To be able to take part in this course, students have to have achieved the B1.2 level (Common European Framework of Reference, CEFR).

Prerequisits

To be able to take part in this course, students have to have achieved the B1.2 level (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 the regional level or solely within a neighbouring country, but on a far wider scale. Consequently, people need to develop versatile and multilingual communication skills along with a
broad and varied cultural background.
Globalisation also affects the job market, and competition is more intense. For foreign students visiting us, mastering a third language such as Spanish is fundamental, opening doors to job markets here and in Latin America.
For this reason, mastering a language such as Spanish will allow students to participate in job recruitment processes in Spanish-speaking firms and opt for jobs anywhere in the world.
In terms of the programme, learning and mastering Spanish will also enable students to sit classes, lectures and participate in groups carried out in Spanish, as well as interact comfortably with their classmates.

Short description

At this level students will be able to consolidate their language skills and will be able to understand the main ideas of complex texts, including technical texts within their professional specialization, interact with native speakers with sufficient fluency and naturalness, produce clear and detailed texts on various topics, debate general topics or participate in a discussion.

Activities

In-class discussions and debates

Written and/or oral exams

Role-play exercises and simulations

Readings

Presentations

Content

#	Topic
1	FUNCTIONAL CONTENT - Revise content from theprevious level. - Make comparisons with complex structures. - Express conditions in the present, past and future. - Give advice and make suggestions. - Forward messages. - Forward orders. - Reproduce a conversation. - Persuade and convince. - Assess the characteristics of a person, action or process. - Organise

#	Topic
1	written and spoken discourse. - Connect ideas in a text. - Structure ideas in specific texts. - Argue for and against something. - Refute ideas. - Counter an argument. - Express total and partial agreement and disagreement. - Summarise texts. - Give and follow complex instructions. - Clearly explain the steps in a process. - Explain causes and consequences.
2	GRAMMATICAL CONTENT - Comparative and concessive phrases. - Conditional phrases: impossible or improbable conditional, hypothetical conditional in the past. - Subjunctive imperfect: review. - Structures with the subjunctive. - Reported speech: when the original message is expressed as an imperative or in the present subjunctive. - Composite conditional: morphology and use. - Pluperfect subjunctive: morphology and use. - Verbal periphrasis. - Prepositional phrases. - Adverbial phrases. - Connectors: to counter arguments. - Meta-textual discourse markers.
3	THEMATIC AND LEXICAL CONTENT - History and society. - Politics and the economy. - Art and advertising. - Communications media: radio and television. - Literature and films. - Music. - Sports. - New technologies. - Formal, administrative and legal texts. - The company. - Studies and professional careers. - Festivities and celebrations. - Customs and traditions
4	CULTURAL CONTENT - Social structures in Spain and Latin America. - Folklore: typical objects, music, dance, festivals. - Compliments. - Stereotypes. - Set phrases and sayings/proverbs

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 exam to pass this course	Retake and ordinary round	

PROGRAMS

BITLASI22-Bachelor in Transformational Leadership and Social Impact (Undergraduates: Business)
- BITLASI22 Year 1 (Optative)
- BITLASI22 Year 2 (Optative)

G114-Global Governance Exchange Program (Undergraduates: Law)
- G114 Year 1 (Optative)

G114S-Global Governance Exchange Program (Undergraduates: Law)
- G114S Year 1 (Mandatory)