



INTRODUCTION TO
BUSINESS SPANISH
商务西班牙语入门

M^a Lourdes de Miguel García
José Ramón Gómez Molina



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Preface

Introduction to Business Spanish is directed at beginners, professionals and students, who need a basic introduction to the Spanish language in order to support or enhance their career development. Its two major objectives are :

- to introduce basic notions of Spanish language to those who do not have knowledge of this language;
- to introduce the lexis (words and terminology) that is needed for use in everyday business situations.

The methodological focus developed by the authors is specifically designed to provide a structured approach for the development of the communicative competence of the learner.

A number of varied activities have been prepared for the student to work through the four language abilities or linguistic skills: listening comprehension, oral comprehension, reading comprehension and written expression. There is a particular emphasis on the acquisition and development of specific purpose and general vocabulary. The authors have also provided the basic functional and grammatical frameworks that will allow students to participate in both formal and informal everyday communicative situations in the world of business.

At the same time, given the importance of intercultural competence in commercial international relations, the authors provide specific notes and directions for further study so that the students may be able to compare a Spanish





or Latin American business environment with their own. Finally, given the varied backgrounds of students, a number of pronunciation, translation and dictation activities have been prepared. These activities will both compliment and consolidate the learning of business Spanish.

1. Course organization

The course has been structured into four units:

Unit 1, Aprender español – understanding Spanish (basic concepts of the language, applied in different settings).

Unit 2, La empresa – the Business (dealing with organisational structures, business relationships and agenda setting).

Unit 3, El producto – product promotion (product advertising, marketing, appointments and interviews).

Unit 4, La relación commercial – commercial relations (meetings, the business lunch and selling the product).

This introductory course is in two parts:

- (A) the student book, which contains the dialogues, the functional, grammatical and lexical information, the cultural aspects as well as the final task or tasks; and activities.
- (B) the accompanying exercises key book, which presents all the transcriptions of the comprehensions and answers to the exercises and activities.

The successful completion of this program will provide students with a knowledge of the Spanish language (levels A2, B1)¹ which will also prepare them to sit for the *Certificado Inicial de Español* of the Instituto Cervantes².

1 The European Common Reference Framework establishes six levels: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Proficiency) and C2 (Mastery).

2 Since 1991 Instituto Cervantes is a public Spanish institution created for the promotion and teaching of Spanish language and Spanish and Hispanoamerican culture. It is situated in Madrid and also in Alcalá de Henares, birth place of the writer Miguel de Cervantes. It has centres in the four continents. More information in <http://www.cervantes.es/>

2. Unit structure

There is a similar organization for each of the four units. Each unit has four dialogues (except unit 2 which has five dialogues), organized as follows:

- **Palabras nuevas** – new words. These are lexical units or expressions which will appear later in dialogues. This allows students to practise pronunciation and intonation; it also makes it possible for students to anticipate the comprehension task and the transfer between English and Spanish.
- A dialogue, contextualised in different communicative situations, but with the thread of the same characters which re-appear throughout the four units. Students can play these roles as well.
- Comprehension and production exercise about each introduced dialogue.
- Revision exercises of the basic language content, building unit by unit (pair work, pronunciation, translation, grammar and lexicon).
- Grammar, basic concepts with the appropriate exercises.
- General and specific vocabulary derived from the different communicative situation with activities aimed at supporting the acquisition, learning and development of this vocabulary.
- Useful expressions of the communicative functions used (greetings, introductions, farewells, apologies, asking for clarifications, requesting and giving information, expressing agreement or disagreement, etc.).
- Each unit concludes with one or more tasks designed to test the degree of learning to date. These tasks integrate the contents of the unit and deal with real life communicative situations.

Also brief cultural aspects related to professional areas are presented. And the linguistic ability test which verifies if the student has acquired the minimum objectives in each unit. These minimum objectives are the ones which appear in the course programme in each of the lexical, grammatical and functional contents.

There is one more section at the end of each unit which contains the following parts:

- **Repaso:** revision of the functional contents;
- **Recuerda:** the basic grammatical information; and
- **Además:** which contains additional grammatical information.





Note that there is a common theme that links the final dialogue in each unit. In Unit 1 two employees of an Australian company arrive in Madrid. By Unit 4 they have successfully concluded a contract with a Spanish company.

At the conclusion of each unit the student has the possibility to test the unit learning objectives to which the different activities are aimed at. The number of exercises increases in each unit, this is a consequence of the revision and consolidation that is sought with the previous contents. Finally, Unit 4 concludes with a macro task which closes this introductory course on Business Spanish.

M^a Lourdes de Miguel García
José Ramón Gómez Molina
May 2009

CONTENTS

UNIT 1 LEARNING SPANISH 1

Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
<ul style="list-style-type: none"> - Introductions (in the Spanish as a Foreign Language classroom) - Informal introductions (in the university canteen) - Information request (in an employment office) - Formal introductions (in a hotel in Madrid) 	<ul style="list-style-type: none"> - To greet - To ask and give personal information (name and surname, nationality, address, ...) - To introduce yourself - To introduce others - To answer introductions - To ask for clarifications (spelling) - To thank 	<ul style="list-style-type: none"> - Present tense of the verbs ser, llamarse, estar, estudiar, trabajar, tener, venir, vivir - Subject pronouns - Gender (masculine and feminine) - Interrogative words (I) - Articles (el / un) - Present tense of regular verbs (-ar) 	<ul style="list-style-type: none"> - The alphabet - Cardinal numbers (1 to 100) - Name and surname - Nationalities - Professions (I) - Addresses - Office and classroom items 	<ul style="list-style-type: none"> - Terms of addressing people (tú / usted) - Spanish speaking countries and nationalities - Other languages 	<ul style="list-style-type: none"> - Elaborate your personal identification form

UNIT 2 THE COMPANY 37

Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
<ul style="list-style-type: none"> - Welcome and farewell (in the Director's office) - Request of information (in the Administration Manager's office) - Work organization. The diary (in the Director's office) - Company organization (in the meeting room) 	<ul style="list-style-type: none"> - To say goodbye - To ask and give information (date and place of birth, place of work, ...) - To describe company functions - To describe people and objects - To ask for the price - To fill in forms 	<ul style="list-style-type: none"> - Present tense of the verbs: empezar, costar, haber, poder, saber, volver, ir - Present tense of regular verbs (-er, -ir) - Present perfect tense of ser, estar, trabajar, llamar - Singular and plural number - Interrogative words (II) - Demonstratives (I) - The contractions al / del - Possesives - Quantity expressions - ¿Por qué? → porque 	<ul style="list-style-type: none"> - Cardinal numbers (from 100 onwards) - Mathematical operations - The company: company sectors and departments - The staff. - Professions (II) - Ordinal numbers (1st-10th) - Adjectives to describe people and objects. - Days of the week - Months of the year - Civil status - The cardinal points 	<ul style="list-style-type: none"> - Terms of addressing people: señor / señora / señorita, don / doña - Countries and currencies - The curriculum vitae (C. V.) 	<ul style="list-style-type: none"> - To elaborate a data base - Open a company - Filling in a C. V.





UNIT 3 THE PRODUCT

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Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
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UNIT 4 BUSINESS RELATIONS

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Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
<ul style="list-style-type: none"> - Hotel stay - Reception in the Chamber of Commerce - Business lunch (at the restaurant) - work meeting (product sale) 	<ul style="list-style-type: none"> - To ask for clarification - To make requests - To make offers - To accept and reject - To express likes and dislikes - To compare objects and prices - To ask and give information about timetables - To give and ask information about location - To express conditions 	<ul style="list-style-type: none"> - Imperfect future tense of the regular verbs ending with -ar, -er, -ir - Imperative - Conditional tense of the verbs ser, estar, preferir, gustar - The prepositions: a, de, en, con - Permission and probability - Demonstratives (II) - The unstressed personal pronouns - Timetables - Modal expressions - Linguistic connectors: y, pero, si, porque, pues 	<ul style="list-style-type: none"> - Family relations and friendship - The seasons of the year - Establishments - The weather 	<ul style="list-style-type: none"> - Punctuality - The invoice - The sales bill 	<ul style="list-style-type: none"> - To agree on the payment conditions - Final task: revision of previous tasks (to elaborate the data base of interested companies, to prepare the new product presentation and lay out the conditions of payment)



UNIT 1 LEARNING SPANISH 1

Greeting; asking and giving personal information; introducing yourself; introducing others; answering to introductions; asking for clarification; thanking people.

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UNIT 4 BUSINESS RELATIONS 139

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UNIT 1

APRENDER ESPAÑOL

(Learning Spanish)

The aim of this unit is to teach you how to:

-  greet others
-  give personal information
-  ask for clarification
-  introduce yourself
-  introduce others
-  answer introductions
-  thank people

APRENDER ESPAÑOL

(Learning Spanish)

The aim of this unit is to teach you how to:

- greet others
- give personal information
- ask for clarification
- introduce yourself
- introduce others
- answer introductions
- thank people

UNIT 1 APRENDER ESPAÑOL

(Learning Spanish)

Contents:

Functional

- Greetings
- Asking and giving personal information: name, nationality, profession, address, telephone and electronic mail
- Introducing yourself
- Introducing other people
- Answering introductions
- Asking for clarification (spelling)
- Thanking

Grammatical

- Present tense of the verbs: ser, llamarse, estar, estudiar, trabajar, tener, vivir, venir
- Gender (masculine / feminine)
- Interrogatives (cómo, dónde, quién, qué, cuál)
- The article
- Present tense of regular verbs (-ar)

Lexical

- The alphabet
- Cardinal numbers (1-100)
- Name and surnames
- Nationalities
- Professions
- Address (calle, plaza, ...)





- Classroom and office items

Cultural

- Formal and informal terms of addressing people
- Spanish speaking countries and nationalities
- Other languages

Final task

Fill in your personal identification form



UNIT 1 APRENDER ESPAÑOL

Dialogue 1 Who is who? (Scenario: in the classroom)

Five characters: María(female) John(male) Paul(male) Chang Li (male) Lisa(female)



Palabras nuevas

(New words)

¡Hola!

Hello!

Soy María.

I am Maria.

Profesora de español.

Spanish teacher.

Buenas tardes.

Good afternoon.

Me llamo Paul.

My name is Paul.

Yo soy ingeniero.

I am an engineer.

Yo me llamo John.

My name is John.

Yo soy arquitecto.

I am an architect.

Estudiante de Comercio.

Commerce student.

Soy abogada.

I am a lawyer.



Listen and repeat the following dialogue

María: ¡Hola! Soy María, la profesora de español.

Paul: Buenas tardes. Me llamo Paul y soy ingeniero.

John: ¡Hola! Yo me llamo John y soy arquitecto.

Chang Li: ¡Hola! Yo soy Chang Li y soy estudiante de Comercio.

Lisa: Buenas tardes. Yo me llamo Lisa y soy abogada.