

INTRODUCTION TO BUSINESS SPANISH

商务西班牙语入门

Mª Lourdes de Miguel García José Ramón Gómez Molina





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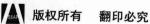
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Introduction to Business Spanish is directed at beginners, professionals and students, who need a basic introduction to the Spanish language in order to support or enhance their career development. Its two major objectives are:

- 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 gramatical information; and
- Además: which contains additional gramatical 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.

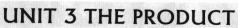
At the conclusion of each unit the student has the possibility to test the unit learning objectives to which the different activities are aimed at. The number of exercises increases in each unit, this is a consequence of the revision and consolidation that is sought with the previous contents. Finally, 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

UNIT 1 LEARNING SPANISH

Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
- Introductions (in the Spanish as a Foreign Language classroom) - Informal introductions (in the university canteen)	- To greet - To ask and give personal information (name and surname, nationality, address,)	- Present tense of the verbs ser, llamarse, estar, estudiar, trabajar, tener, venir, vivir - Subject pronouns - Gender (masculine	- The alphabet - Cardinal numbers (1 to 100) - Name and surname - Nationalities - Professions (I)	- Terms of addressing people (tú / usted) - Spanish speaking countries and nationalities - Other languages	- Elaborate your personal identification form
- Information request (in an employment	- To introduce yourself	and femenine) - Interrogative words	- Addresses - Office and classroom	BUSINES	A THAIL
office)	- To introduce others	(I)	items	in retrieve by	Literatural
- Formal introductions (in a hotel in Madrid)	- To answer introductions	- Articles (el / un) - Present tense of	I ISMOVAL)	Function	By a supplier of the
adino vitaz off	- To ask for	regular verbs (-ar)	revert models abrigant -	relation:	1 1 1 34 500
anotifias; scorren	clarifications	The Section of	miny taken partition	material and	Elitate disposit
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Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
- 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)	- 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	- 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	- 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	- Terms of addressing people: señor / señora / señorita, don / doña) - Countries and currencies - The curriculum vitae (C. V.)	- To elaborate a data base - Open a company - Filling in a C. V.



Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
- Work organization (a day in the company offices) - New job (a job interview) - To promote the product (at a business dinner) - Product quality (work meeting)	- To apologize - To describe actions - To ask and give an opinion - To show agreement and disagreement - To request and tell the time	- Present tense of the verbs: gustar, opinar, fabricar, parecer, deber, querer, vender, hacer, decir, preferir, pedir, - Present perfect tense of the verbs ending in -ar, -er, -ir - to be + gerund - Imperfect future tense of the verbs ser, estar, trabajar - To go to + infinitive	- Adjectives to describe products - Professions (III) - Colours	- The letter: its components - The electronic mail - Spanish cities	- To fill in a migration card - To prepare the presentation of a product (IT package)
esta fail	· Challan	- There is/there are - Obligation: deber, tener que, haber de, hay que - Comparatives and superlatives - Time expressions - Location expressions	IC Spanner	LEARNIS	I-TIMU
nederitatible Indoor		- The time	ortsoner use wheely		partition of the same

UNIT 4 BUSINESS RELATIONS

139

Communicative situations	Functions	Grammar	Vocabulary	Culture	Tasks
- Hotel stay - Reception in the Chamber of Commerce - Business lunch (at the restaurant) - work meeting (product sale)	- 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	- 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	- Family relations and friendship - The seasons of the year - Establishments - The weather	- Punctuality - The invoice - The sales bill	- To agree on the payment conditions - Final task: revision of previous tasks (to elaborate the data base of interested companies, to prepar the new product presentation and lay out the conditions of payment)
Mass support of the Victor support of the Support of the Victor su	timetables - To give and ask information about location - To express conditions	- Demonstratives (II) - The unstressed personal pronouns - Timetables - Modal expressions - Linguistic connectors: y, pero, si, porque, pues	- Process trees of the Australia Section of th	Taken collections of the collection of the colle	50 = LP == 1/ eq/) = 2/ eq/ == 2/ == 2/ == 2/ == 2/ == 2/ == 2/ == 2/

UNIT 1 LEARNING SPANISH 1
Greeting; asking and giving personal information; introducing yourself; introducing others; answering to introductions; asking for clarification; thanking people.
Dialogue 1: (In the classroom) Greetings and introductions. ————————————————————————————————————
Dialogue 2: (In the canteen) Informal introductions. ————————————————————————————————————
Dialogue 3: (In an employment office) Information request
Dialogue 4: (In Madrid Airport) Formal introductions. ————————————————————————————————————
Final Task: To elaborate a personal identification form 27
UNIT 2 THE COMPANY
Saying goodbye; asking and giving information; describing company functions; describing people and objects; asking for prices; filling in forms.
Dialogue 1: (In the Director's office) Welcome and farewell. ———————————————————————————————————
Dialogue 2: (In the Administration Manager's office) Information request. ——— 50
Dialogue 3: (In the Director's office) Providing information. ————————————————————————————————————
Dialogue 4: (In the Director's office) Work planning. ————————————————————————————————————
Dialogue 5: (In the meeting room) Company organization and functions 67
Final Tasks: To elaborate a data base. Planning to open a company. ————————————————————————————————————
UNIT 3 THE PRODUCT 85
Apologizing; describing actions; asking and giving an opinion; showing agreement and disagreement; requesting and telling the time.
Dialogue 1: (In the Project Manager's office) Work diary89
Dialogue 2: (In Iberia Logística's central office) A job interview 98
Dialogue 3: (At a business dinner) Product information
Dialogue 4: (In Iberia Logística's meeting room) Promotion of the product. ——121
Final Tasks: To fill in a migration card129
To prepare the presentation of a product.





UNIT 4 BUSINESS RELATIONS

139

Asking to clarify information; making, accepting and rejecting offers; expressing likes and dislikes; comparing objects and prices; asking and giving information about timetables; asking and giving information about location; expressing conditions.

Dialogue 1:	(In a hotel in Madrid) Information about location. ————————————————————————————————————
Dialogue 2:	(In the Madrid Chamber of Commerce) Reception. Meeting plan 154
Dialogue 3:	(In a restaurant) Meal order. Commercial agreement. ————————————————————————————————————
Dialogue 4:	(In Iberia Logística's meeting room) Conditions of purchase. ————————————————————————————————————
Final Tasks:	To elaborate a company card. ————————————————————————————————————

EXERC	CISES KEY BOOK	93
Unit 1		
Unit 2		- 203
Unit 3		215
Unit 4		077

UNITI

APRENDER ESPAÑOL

(Learning Spanish)

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

- a greet others
- a 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:

- areet others
- a give personal information
 - 🖏 ask for clarification
 - introduce yourself.
 - incoduce others
 - answer introductions
 - Munk people

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Formal and informal terms of addressing people Spanish speaking countries and nationalities

UNIT 1 APRENDER ESPAÑOL STEEL LASTE

(Learning Spanish) and the barrens of the second se

Contents:

Functional

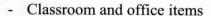
- Greetings
- Asking and giving personal information: name, nationality, profession, address, telephone and electronic mail
- Introducing yourself
- Introducing other people
- Answering introductions
- Asking for clarification (spelling)
- Thanking

Grammatical

- Present tense of the verbs: ser, llamarse, estar, estudiar, trabajar, tener, vivir, venir
- Gender (masculine / femenine)
- 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, ...)



Cultural

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

UNIT 1 APRENDER ESPAÑOL MENTANTA

Fill in your personal identification form

Letroino...

Functional

Groot inex

Asking and giving personal information: name, nationality, profession, address, telephone

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Asking for clerification (spelling)

traction with

Grammatical

Present tense of the verbs; ser, llamarse, estar, estudian trabajar, tenen vivir, venir

clender (masculme : femenme)

in arceanives (cómo, donde, quien, qué, cual)

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Present terse of regular verbs (-ar)

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Address (caito, plaza, ...)



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.

resent tense of the verb Hamarse

Nosotros / nosotras

me llamo

5