

BUSINESS SPANISH COURSE – LEVEL B1

Duration: 30 hours (delivered in three-hour blocks, over ten sessions of three hours each. Each topic is covered over two sessions)

Textbooks:

In a group.

Es 2.

Workplace B1.

OBJECTIVES:

- After completing these 30 hours, you will be able to:
- Cope with everyday situations in a professional business environment.
- Use your B1-level language skills in situations relevant to the business world.
- Deepen your knowledge of Spanish in a work context.
- Put your professional and linguistic knowledge into practice.
- Organise presentations in a straightforward manner.
- Write reports, negotiate and reach agreements using appropriate B1-level language.
- Develop communication strategies in real-life contexts that will enable you to act independently in almost all business situations.
- To acquire a practical and useful vocabulary to enable you to handle a wide range of situations in most workplace contexts across various business sectors.
- To function with reasonable ease both as a listener and a speaker in digital communication (telephone conversations, emails, video conferences, Skype, etc.) related to the business world.

TOPICS:

1. **The company:** definition, classification and organisational chart. Business sectors. Leading Spanish companies. Business culture. Globalisation.
2. **Commercial activity and negotiations.** Import-export, chambers of commerce, ICEX.
3. **Company promotion:** marketing and advertising (brand image).
4. **The financial sector:** banking and the stock market.
5. **Human resources:** recruitment (interviews, cover letters, CV templates, temporary employment agencies and job portals, types of contracts). The labour market in Spain.

TOPIC 1 – THE COMPANY

Contents:

1. Communication:

- Talking about people's behaviour at work.
- Describing the characteristics of a past situation.
- Writing a memo.
- Writing an email: inviting people to a meeting.
- To state conclusions.
- Express impersonality.
- To refer to the content of a text or someone's words.
- Refer to someone or a group of people regardless of their identity.
- To offer congratulations. To apologise and express regret.
- Expressing gratitude.
- Writing a letter of complaint.
- Contribute ideas and improve participation within the company.

2. Grammar:

- Review of past tenses: past perfect, past continuous and simple past.
- Past perfect tense.
- Verbal periphrases: *soler* + infinitive; *llevar* + gerund.
- Expressing impersonality.
- Subordinate clauses with *cuando* + indicative.
- Diction verbs.
- Direct and indirect speech.
- Superlatives of superiority and inferiority: *best/worst; the best/the worst*.
- Possessive adjectives.

3. Vocabulary:

- . Workplace.
- . Setting up new businesses.

- . Vocabulary related to teleworking.
- . Health and safety at work.
- . Detailed job description.
- . Company organisation chart.

4. Cultural and socio-cultural

- . Spanish businesspeople and executives.
- . A look at Argentina and Mexico.
- . Culture in my company.
- . Family businesses.
- . Spanish SMEs.

Materials

- *En equipo. es 2* textbook, student's book and workbook. Published by EDINUMEN.
- *'Entorno Laboral'* textbook, student's book. Published by EDELSA. The teacher will also provide students with drawn from real-world sources, suitable for level B1 and designed to achieve the course objectives.

Assessment

- CONTINUOUS ASSESSMENT: The teacher carries this out based on the learner's performance in the classroom, taking into account the achievement of the objectives corresponding to level B1.
- FINAL TASK: To design a survey to assess satisfaction within the company by interviewing staff at the company visited.

Bibliographical recommendations

AGUIRRE, B. (2004): “Teaching Spanish for professional purposes” in J. Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47

- J.C. Cubeiro, *The Leader’s Forest*
- “Emprendedores” magazine
- La Nación
- El País, Business
- <http://www.elle.navegalia.com>
- <http://www.arcor.com.ar>
- <http://www.televisa.com>
- <http://www.idg.es/computerworld>

TOPIC 2 – COMMERCIAL ACTIVITY AND NEGOTIATIONS

Contents:

1. Communication:

- . Introducing and explaining the reasons for something.
- . Accepting and declining an invitation or an offer.
- . Invite someone to do something.
- . Write invitations and ask for confirmation of attendance.
- . Ask about and give the duration of an action or situation.
- . Ask what has happened.
- . Show that you are following what someone else is saying.
- . Expressing full or partial agreement with the speaker.
- . Downplay the importance of a matter.
- . To explain the reasons for something.
- . To avoid giving an opinion.
- . To make suggestions.
- . Email: invitation to a meeting.

2. Grammar:

- . Temporal references: indicators of the relationship between different points in the past and indicators of duration.
- . Affirmative imperative.
- . Simple conditional.
- . General rules for the placement of adjectives.
- . The neuter article '*lo*' + *adjective*.
- . Indefinite adjectives and pronouns.
- . Possessive pronouns.
- . Prepositions.

3. Dictionaries:

- . Export.
- . Products.
- . Franchises.
- . Trade fairs

4. Cultural and socio-cultural

- . Spanish companies.
- . Emerging markets.
- . AEC: Spanish Association for Quality.
- . Interpreting graphs.

Materials

En equipo. es 2 textbook, student's book and workbook. Published by EDINUMEN
Workplace Environment textbook, student's book. Published by EDELSA
The teacher will also provide students with supplementary material drawn from real-world sources, appropriate for level B1 and designed to help them achieve the course objectives.

Assessment

- CONTINUOUS: The teacher carries this out based on the learner's performance in the classroom, taking into account the achievement of the objectives corresponding to level B1.
- FINAL ASSIGNMENT: Propose an investment in emerging markets.

Bibliography

- AGUIRRE, B. (2004): “Teaching Spanish for professional purposes” in J. Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47
- *New job*, ABC
- El País, *Business*
- <http://www.barcelona-relocation.com>.
- <http://www.5dias.com>

TOPIC 3 – COMPANY PROMOTION: MARKETING AND ADVERTISING

Contents:

1. Communication:

- . Expressing a wish.
- . Expressing thanks in a presentation.
- . Organising information.
- . Concluding a presentation.
- . Announce the question and answer session.
- . Initiate and accept the end of a conversation.
- . Ask indirect questions.
- . Quote someone’s words.
- . Suggesting ways to stay in touch.
- . Encourage.
- . To warn.
- . Express consequences.
- . Express the future tense.
- . Invitation to visit a trade fair stand.

2. Grammar:

- . *Want* + infinitive.
- . Present subjunctive.
- . Final subordinate clauses.
- . Temporal subordinate clauses.
- . Indirect questions.
- . Verbs requiring a preposition.
- . Negative imperative.
- . Affirmative and negative imperatives + direct and indirect object pronouns.
- . Infinitive + pronouns.

3. Vocabulary:

- . Vocabulary for giving a presentation.
- . Vocabulary related to advertising and adverts.
- . Vocabulary for writing press reviews.

4. Cultural and socio-cultural

- . Sensitivity to advertising in different countries.

Materials

En equipo. es 2 textbook, student's book and workbook. Published by EDINUMEN
Textbook Entorno Laboral, student's book. Published by EDELSA
The teacher will also provide students with supplementary material drawn from real-world sources, appropriate for level B1 and designed to achieve the course objectives.

Assessment

- CONTINUOUS: The teacher assesses students based on their performance in the classroom, taking into account the achievement of the objectives corresponding to level B1.
- FINAL ASSIGNMENT: Prepare a presentation on a company for the lecture series at the "International Economic Fair"

Recommended reading

- AGUIRRE, B. (2004): “Teaching Spanish for professional purposes” in J. Sánchez Lobato and Isabel Santos Gargallo (eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47
- Emprendedores magazine
- El País, *Business*
- <http://www.revistainterforum.com/español/>
- <http://www.5dias.com>

TOPIC 4 – THE FINANCIAL SECTOR: BANKING AND THE STOCK MARKET

Contents:

1. Communication:

- . Expressing satisfaction.
- . Expressing displeasure.
- . Expressing opinions.
- . Expressing disagreement.
- . Make suggestions.
- . Give a response that shows some uncertainty.
- . Describe a reaction of surprise or bewilderment.
- . Express an opinion.
- . Expressing a reaction of sadness.
- . Informative notices regarding changes of address, telephone number, bank, etc.
- . Payment notification letter.

2. Grammar:

- . Present subjunctive after verbs of desire, feeling, permission, prohibition, doubt, etc.
- . Noun clauses using the indicative and subjunctive.
- . Adverbial clauses.
- . The verbs ‘*ser*’ and ‘*estar*’ in impersonal sentences.
- . Prepositions.

3. Vocabulary:

- . Vocabulary for conducting a telephone conversation, video conference, etc.
- . Vocabulary related to the world of banking.

. Vocabulary related to stock market transactions.

4. Cultural and socio-cultural

. Banking and the stock market around the world.
. Online banking services.

Materials

En equipo. es 2 textbook, student's book and workbook. Published by EDINUMEN
Workplace Environment Manual, student's book. Published by EDELSA
The teacher will also provide students with supplementary material drawn
from real-world sources, appropriate for level B1 and designed to help achieve
the course objectives.

Assessment

- CONTINUOUS: The teacher carries this out based on the learner's performance in the classroom, taking into account the achievement of the objectives corresponding to level B1.
- FINAL ASSIGNMENT: To define a project on ethical banking

Bibliographic recommendations

- AGUIRRE, B. (2004): "Teaching Spanish for professional purposes" in J. Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47
- La Actualidad Económica
- Ganar.com
- La Vanguardia
- El País, *Business*
- <http://www.labolsa.com/noticias/>
- <http://www.expansiondirecto.com>
- <http://www.patagon.com>
- <http://www.ebankinter.com>

TOPIC 5 – HUMAN RESOURCES: RECRUITMENT

Contents:

1. Communication:

- . Explain the steps involved in a process: give instructions.
- . Give recommendations and advice.
- . Put forward assumptions.
- . Express hypotheses.
- . Rephrase to clarify a concept.
- . Write an internal memo.
- . Write a CV.
- . Write a cover letter.
- . Conduct a job interview.
- . Understanding an employment contract.

2. Grammar:

- . Revision of the past simple: regular and irregular verbs.
- . The verb 'soler'.
- . Review of past tense comparisons.
- . Verbal periphrases: *to start doing something again, to stop doing something, to begin doing something, to be about to do something.*
- . *Affirmative and negative imperative.*
- . Conditional subordinate clauses with 'si'.
- . Time markers for ordering a sequence in time.
- . Prepositions.

3. Vocabulary:

- . Vocabulary related to jobs.
- . Vocabulary related to a detailed job description.
- . Vocabulary related to the assessment of job applications.
- . Vocabulary related to CVs and cover letters.
- . Vocabulary related to remote working.

4. Cultural and socio-cultural

- . Differences between countries from an employment perspective.
- . Different types of employment contracts.

Materials

En equipo. es 2 textbook, student's book and workbook. Published by EDINUMEN
Workplace Environment textbook, student's book. Published by EDELSA
The teacher will also provide students with supplementary material drawn from real-world sources, suitable for B1 level and designed to help them achieve the course objectives.

Assessment

- CONTINUOUS: The teacher carries this out based on the learner's performance in the classroom, taking into account the achievement of the objectives corresponding to level B1.
- FINAL ASSIGNMENT: Drawing up an employment contract

Bibliography

- AGUIRRE, B. (2004): "Teaching Spanish for professional purposes" in J. Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47
- La Vanguardia
- El País, *Weekly*
- <http://www.inem.es>
- <http://www.infojobs.net>

BUSINESS SPANISH COURSE B2

Level B2

Duration: 30 hours (delivered in three-hour blocks, over ten sessions of three hours each. Each topic is covered over two sessions)

Textbook: EXPERTOS. EN EQUIPO. ES 3, BUSINESS ENVIRONMENT.

Objectives:

After completing these 30 hours, you will be able to:

- Function effectively in a professional business environment.
- Use your language skills at B2 level in a business context.
- To deepen your knowledge of Spanish in a professional context.
- Putt to use your professional and language skills.
- Organise presentations.
- Write reports, negotiate and reach agreements.
- Develop communication strategies in real-life contexts that will enable you to work independently in almost any situation in the business world.
- Acquire a practical and useful vocabulary to handle a wide range of situations in workplace contexts across different business sectors.
- Communicate with ease both as a listener and a speaker in digital environments (telephone conversations, emails, video conferences, Skype, etc.) within your professional setting.
- Handle a range of common professional documents: complaints, reports, letters and commercial offers, quotations, delivery notes and invoices, orders, CVs and cover letters.

Topics:

1. The company: definition, classification and organisational chart. Business sectors. Leading Spanish companies. Corporate culture. Globalisation.
2. Commercial activity and negotiations. Import-export, chambers of commerce, ICEX.
3. Production and manufacturing. The sustainable company.
4. The financial sector: banking and the stock market.
5. Human resources: recruitment (interview, career history, cover letter, CV template). Temporary employment agencies and job portals, types of contracts. The labour market in Spain.

TOPIC 1 – THE COMPANY

Contents:



TANDEM MADRID



spanishcourses@tandem-madrid.com



www.tandemmadrid.com

1. Communication:

- Introducing oneself professionally.
- Describing the type of company you work for.
- Asking about the position held, asking about professional matters.
- Responding in detail to questions about the role.

2. Grammar:

- Different past tenses and their use in the narrative (simple past, past continuous, past perfect and pluperfect).
- Temporal references: temporal indicators, sequence and simultaneity.
- Relative clauses with prepositions.

3. Vocabulary:

- Types of companies.
- Organisational chart of a company.
- Business sectors.
- Vocabulary related to setting up a business.

4. Cultural and socio-cultural:

- Iconic Spanish companies.
- Business culture: the Spanish businessman/businesswoman compared to those from other cultures.
- Effects of globalisation.

Materials:

Expertos textbook, student's book and workbook. Published by DIFUSIÓN. En equipo.
es 3 textbook, student's book and workbook. Published by EDINUMEN. Entorno
empresarial textbook, student's book. Published by EDELSA

The teacher will also provide students with supplementary material drawn from
real-world sources, appropriate for level B2 and designed to achieve the course
objectives.

Assessment:

- CONTINUOUS: The teacher carries this out based on the learner's performance in
the classroom, taking into account the achievement of the objectives
corresponding to level B2.
- FINAL ASSIGNMENT: Business project. Business plan.

Further reading:

- AGUIRRE, B. (2004): "Teaching Spanish for professional purposes" in J.
Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher
training. Teaching Spanish as a second language (L2) and a foreign language
(FL), Madrid: SGEL. 45–47
- www.expansion.com
- cincodias.com
- elpais.com
- www.eleconomista.es
- www.economiadigital.es
- www.emprendedores.es

**TOPIC 2 – ACTIVITY COMMERCIAL AND
IMPORT-EXPORT, CHAMBERS OF COMMERCE AND ICEX**

NEGOTIATIONS.

Contents:

1. Communication:

- Asking for information.
- Making a complaint.
- Making a commercial offer.
- Asking for a quote.
- Explain payment methods.
- Claim payments.
- Provide information on delivery terms.
- Place and confirm a purchase order.
- Prepare a sales report.
- Conduct negotiations.

2. Grammar:

- Techniques for writing reports: expressing cause, concession and consequence, and purpose.
- Techniques for contrasting information, highlighting exceptions, generalising and including new elements.
- Special conditions.
- Indirect speech.
- Verbs that summarise information.

3. Vocabulary:

- Vocabulary for describing products and services.
- Vocabulary for economic descriptions: imports, exports, etc.
- Specialised abbreviations: Incoterms.
- Transport and logistics infrastructure.
- Vocabulary related to negotiations.
- Vocabulary associated with payment methods.

4. Cultural and socio-cultural:

- Spain's economic situation: effects of the Spanish crisis on its balance of payments. Global crisis.
- The Asian giant and emerging economies.
- The role of ICEX and chambers of commerce in foreign trade.
- Different cultures, different negotiations: the Spanish negotiator and the management of speaking turns in Spain.

Materials:

Expertos textbook, student's book and workbook. Published by DIFUSIÓN. En equipo. es 3 textbook, student's book and workbook. Published by EDINUMEN. Entorno empresarial textbook, student's book. Published by EDELSA.

The teacher will also provide students with supplementary material drawn from real-world sources, appropriate for level B2 and designed to help achieve the course objectives.

Assessment:

- CONTINUOUS: The teacher carries this out based on the learner's performance in the classroom, taking into account the achievement of the objectives corresponding to level B2.
- FINAL ASSIGNMENT: Conducting a negotiation.

Recommended reading and links:

- AGUIRRE, B. (2004): "Teaching Spanish for professional purposes" in J. Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47
- www.expansion.com
- cincodias.com
- elpais.com
- www.eleconomista.es
- www.economiadigital.es
- www.emprendedores.es

TOPIC 3 – PRODUCTION AND MANUFACTURING. THE SUSTAINABLE COMPANY

Contents:

1. Communication:

- Describe the production process for a specific product.
- Explain incidents in the production and management processes. How to deal with them.
- Express surprise, reproach or regret. Express consequences and conditions in the present.
- Formulate conditions and consequences in the past.
- Expressing consequences in the past without stating the condition.

2. Grammar:

- Conditional clauses referring to the past, present and future.
- Relative forms with 'which'/'which ones'.
- Past tense time phrases. Time connectors and their use.
- Verbs of change.

3. Vocabulary:

- Vocabulary relating to the production process.
- Vocabulary for describing the places and people involved in production.
- Vocabulary for describing objectives in production management.

4. Cultural and socio-cultural:

- Productivity in Spain.
- Work-life balance.
- Renewable energy companies. EU requirements.

Materials:

Expertos textbook, student's book and workbook. Published by DIFUSIÓN. En equipo.

es 3 textbook, student's book and workbook. Published by EDINUMEN. Entorno empresarial textbook, student's book. Published by EDELSA.

The teacher will also provide students with supplementary material drawn from real-world sources, appropriate for level B2 and designed to achieve the course objectives.

Assessment:

- CONTINUOUS: The teacher carries this out based on the learner's performance in the classroom, taking into account the achievement of the objectives corresponding to level B2.
- FINAL ASSIGNMENT: Handling an incident in the production process.

Recommended reading and links:

- AGUIRRE, B. (2004): "Teaching Spanish for professional purposes" in J. Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47
- www.expansion.com
- cincodias.com
- elpais.com
- www.eleconomista.es
- www.economiadigital.es
- www.emprendedores.es

TOPIC 4 – THE FINANCIAL SECTOR. BANKING, THE STOCK MARKET AND TAXES

Contents:

1. Communication:



- Responding by expressing doubt, uncertainty, desire, and agreement or disagreement with a proposal.
- Present the information in an impersonal manner.
- Clarify, correct and justify ideas.
- Make conjectures.

2. Grammatical:

- Discourse markers to express doubt.
- Discourse markers to justify ideas and express consequences.
- Discourse markers for qualifying or correcting.
- The gerund and adverbial clauses.
- ‘Se’ to express impersonality.
- Expressing percentages.
- Some special comparatives.
- Markers of probability.

3. Vocabulary:

- Banking-related vocabulary.
- Bank customers.
- Types of loans. Loans to SMEs.
- Vocabulary related to the stock market.
- Tax-related vocabulary.

4. Cultural and socio-cultural:

- Household expenditure in Spain.
- The Ibx 35.
- Ethical investments.
- Microcredits.
- Income tax, tax burden in different European countries.

Materials:

Expertos textbook, student's book and workbook. Published by DIFUSIÓN. En equipo.
es 3 textbook, student's book and workbook. Published by EDINUMEN. Entorno
empresarial textbook, student's book. Published by EDELSA.

The teacher will also provide students with supplementary material drawn from
real-world sources, appropriate for level B2 and designed to achieve the course
objectives.

Assessment:

- CONTINUOUS: The teacher carries this out based on the learner's performance in
the classroom, taking into account the achievement of the objectives
corresponding to level B2.
- FINAL ASSIGNMENT: Feasibility and financing of our company.

Recommended reading and links:

- AGUIRRE, B. (2004): "Teaching Spanish for professional purposes" in J.
Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher
training. Teaching Spanish as a second language (L2) and a foreign language
(FL), Madrid: SGEL. 45-47
- www.expansion.com
- cincodias.com
- elpais.com
- www.eleconomista.es
- www.economiadigital.es

TOPIC 5 – HUMAN RESOURCES

Contents:

1. Communication:

-Writing a CV and cover letter: understanding and using the standard formats for
these documents.

-Attending a job interview: introducing oneself, discussing professional strengths and
weaknesses, discussing education, specialist training, professional experience and
career aspirations. Understanding the structure and typical questions asked in
interviews.

-Understanding an employment contract.

2. Grammar:

- Using the future tense in administrative documents.
- Evaluation markers.
- Passive and impersonal constructions.
- Nouns derived from verbs.
- Nominalisation in formal register.

3. Vocabulary:

- Vocabulary related to job hunting.
- Vocabulary related to working hours and pay.
- Vocabulary related to employment regulations 1: leave, holidays, sick leave, etc.
- Vocabulary related to workers' rights 2: types of contracts, protection of workers' rights, collective agreements.

4. Cultural and socio-cultural:

- Sectors and professions with job opportunities.
- The Jobcentre, temporary employment agencies and job portals.
- Labour mobility.

Materials:

Expertos textbook, student's book and workbook. Published by DIFUSIÓN. En equipo. es 3 textbook, student's book and workbook. Published by EDINUMEN. Entorno empresarial textbook, student's book. Published by EDELSA.

The teacher will also provide students with supplementary material drawn from real-world sources, appropriate for level B2 and designed to help achieve the course objectives.

Assessment:

- CONTINUOUS: The teacher carries this out based on the learner's performance in the classroom, taking into account the achievement of the objectives corresponding to level B2.
- FINAL ASSIGNMENT: Responding to job vacancies. Mock job interview.

Recommended reading and links:

- AGUIRRE, B. (2004): “Teaching Spanish for professional purposes” in J. Sánchez Lobato and Isabel Santos Gargallo (Eds.), Handbook for teacher training. Teaching Spanish as a second language (L2) and a foreign language (FL), Madrid: SGEL. 45–47
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- www.eleconomista.es
- www.economiadigital.es
- www.inem.es
- www.infojobs.net