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# 北京商务汉语 (初级)

Beijing Business  
Chinese (Elementary)



对外经济贸易大学出版社  
University of International Business and Economics Press



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**Beijing Business Chinese (Elementary)**

**董瑾 主编**

**责任编辑: 王煜**

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# 《北京商务汉语》（初级）编写说明

《北京商务汉语》（初级）属于普及型初级口语教材，与其他大多数汉语教材不同的是，本教材的适用对象不仅仅是来华留学生，而是以英语为母语或主要交流语言，现在或将来有兴趣在中国及华人社区从事商务活动的、完成了3—6个月基础汉语学习的学习者。

本教材旨在培养学习者在实际商务活动中运用汉语进行交际沟通的技能及跨文化意识。本教材编写者认为，“商务汉语”是日常生活中涉及货币或实物交易的所有社会活动需要的语言知识和技能，因此，本教材依据的“商务”概念是“大商务”，它不是局限于对外贸易、外贸实务等方面的专业知识，而是包括了生产、消费、服务和管理等经济生活的各个方面。按照学习者的水平和商务汉语的特点，本教材作为初级口语教材，话题内容应以与商务有关的日常生活和社会交往活动为主。有鉴于此，本教材具体的编写理念和思路如下：

1. 以任务型语言教学（Task-based Language Teaching）理念为设计原则，以《商务汉语考试大纲》所列《商务汉语交际功能项目》中的大多数生活类项目（饮食、住宿、出行、购物、社交、文化等）和少部分商务类项目（会见、联系、营销、海关、银行等）为基本依据，实现话题、功能与任务操练的有机结合。

2. 以提高学习者在实际商务活动中的语言交际能力为基本目标，使学习者通过本教材的学习，能够基本听懂、简单使用一些日常商务活动用语，培养文化理解即跨文化意识，了解、感受商务活动中的中国文化。

3. 在具体的编排操作上，以时间为纲，以情境为轴，即按照两位美国商务人士来中国后活动的时间顺序，以这些活动（即商务情境）中需要完成的语言交际任务为内容进行编写。

本教材不偏重于汉字、词汇和文法的教学，而是以日常应用即提高学习者在实际商务活动中的交际能力为基本目标，对汉语知识点的介绍贴近“去语法化”理念，追求简单实用，尽量避免了冗长的分析与讲解。具体而言，本教材具有以下三个特点：

## 1. 普及性

主要指适用对象广泛。本教材面向以英语为母语或主要交流语言、现在或将来有兴

趣在中国及华人社区从事商务活动的所有人士，既包括各个公司、企业的在职人员和在校的大中学生，也包括其他社会人士，对使用对象没有严格限制。因此，教材所用语言力求简单易懂，避免出现生僻的语言现象，尽量使用日常生活用语。

## 2. 实用性

本教材在每课话题和场景的选择上，涉及了见面介绍、换钱取款、购物出行、价格谈判、商务宴请、工作午餐、联系客户、讨论业务等具有典型性和普遍性的商务交往活动。这些模拟真实场景设计的交际功能项目，使学习者学了就可以在实际生活中用到，而配合简单实用的语言点和有效的综合练习，又使学习者学了就能够应用。

## 3. 趣味性

从话题内容的选择、练习的设计到文化的介绍，本教材均贯穿了趣味性的原则，力图使学习者能够寓学于乐。本教材还配有大量生动的图片，做到了版式上的图文并茂，生动有趣。

就体例而言，本教材由下面七大部分组成：

### 1. 导读

由一句俗语、本课人物列表和本课情景下完成交际任务所用的典型句子三部分组成。

### 2. 对话

根据场景和交际任务的不同，包括对话一和对话二。为方便学习者使用，对话内容上标有拼音，后面附有英文翻译。

### 3. 生词

配有拼音和英文翻译，方便了学习者。

### 4. 金句子

主要介绍特定商务情境下可能出现的有代表性的句式和语言点，从实用出发，解释简单易懂。每个句式或语言点均给出了大量例句，这些例句不仅简单生



动, 而且突出了句子结构中的可替换性成分, 便于学习者进行模拟练习。

### 5. 龙龙谈文化

按照关道雄先生的观点, 商务汉语教学的基本目标应该定位于“为商务人才(或是未来的商务人才)提供必要的汉语训练, 这种训练包括在汉语环境下进行商务活动的语言交际能力以及对中国文化的足够了解, 因此必须把汉语商务环境下所需要的语言技能和文化理解即跨文化意识作为教材编写不可或缺的两个部分”(关道雄《商务汉语教材的范围、内容和开放式架构设计》), 本部分的设计即贯彻了这一原则。“龙龙谈文化”是对中国文化的简单介绍, 为满足学习者的需求而设计, 每课文化点的选择既与课文内容有关联, 又具普遍性。为适应初级阶段特点, 此部分字数控制在350字以内, 语句简洁生动, 且配有英文翻译。

### 6. 综合练习

包括听力练习、看图说话、模拟练习、情景对话和任务开展五大类型。切合初级阶段语言教学特点, 此部分将模仿记忆型练习、联想创造型练习和任务交际型练习有机地结合在一起。每一课练习中既有听力、口语和写句子, 又有组织句子、模拟完成交际任务, 整个设计既科学合理, 又体现了互动性和参与性。其中“情景对话”和“任务开展”两种题型让学习者根据图片提供的线索或通过实际交际任务的完成, 尝试使用新学到的词语和句型, 是与课文内容匹配的交际练习, 也是本教材“以任务型语言教学理念为设计原则”的编写理念在练习中的体现。

### 7. 实用商务词语小贴士

主要罗列各课商务情境下完成交际任务可能用到但对话中没有出现的词语, 每课介绍10~15个, 既是对生词的补充, 又有利于扩大学习者的词汇量。

编者

2010年1月

## Introduction

Beijing Business Chinese (Elementary) is an oral Chinese textbook for beginners. Unlike most other textbooks in Chinese learning, this book not only accommodates overseas students who study in China, but also targets a more specific group of Chinese language learners, who, with English as their mother tongue or working language, have learnt Chinese for 3-6 months and are taking part in or are planning to engage in business activities in China or Chinese communities.

The textbook aims at imparting communicative skills and cross-cultural awareness with which the learner could use Chinese in real world business activities. Compilers of this textbook believe that “Business Chinese” refers to language capability and skills that are needed in all kinds of social activities concerning monetary or business transactions. The concept of “business”, therefore, is not only confined to international trade or related practices; it also covers production, consumption, service and management. Based on the characteristics of Business Chinese and need of language learners, the textbook, catering to the basic level, focuses its topics on business-related activities in everyday life. Guidelines and principles of the textbook, therefore, can be summed up as below.

1. Task-based language teaching is taken as the principle of the syllabus design. Most topics are based on everyday life, situations (eating and drinking, lodging, traveling, shopping, meeting people, culture, etc.), and some are related to business occasions (meeting, contact, marketing, customs, bank, etc.), all of which are listed for Business Chinese Communicative Skill training in the Syllabus of Business Chinese Test. This book is an organic combination of topic, function and task-based drilling.

2. The purpose of the book is to enhance language learners’ linguistic competence in real business situations. After learning the textbook, learners are expected to understand in general what is said in everyday business activities and to use some of the frequently used expressions in business situation. Moreover, learners are to achieve cultural awareness, or cross-cultural awareness, and try to understand and experience the Chinese culture that is omnipresent in business

activities.

3. The pattern of the textbook follows the time order and focuses on situations that the two American business persons encounter after they arrive in China. The content of the dialogues included in each unit represents specific language communicative tasks that those situations entail.

The textbook does not focus on items like Chinese characters, vocabulary and grammar. Rather, its main purpose is to enhance communicative competence of the learners in real world business activities. Introduction of Chinese language points, based on the belief of degrammaticalization, is an attempt for simplicity and practicality, deliberately avoiding detailed and complicated grammatical analysis. To sum up, the textbook has three merits.

### **1. User-friendliness**

Users can be Chinese language learners coming from a wide variety of background. The textbook is suitable for people who, with English as mother tongue or a working language, have learnt Chinese for 3-6 months and are taking part in or are planning to engage in business activities in China or in any Chinese community in the rest of the world. The target readers not only include staff members of corporations and enterprises or college students, but also can be other people who are learning Chinese. There is no particular restriction as to the background of the learner. The language in the textbook, therefore, stresses on simplicity and everyday Chinese, keeping out tongue twisting phrases and obsolete usages.

### **2. Practicality**

The textbook selects topics and scenes that are typically found in real business world, like meeting people, changing and withdrawing money, shopping, price negotiation, business banquet, working lunch, contacting clients and talking about business. These functional activities based on virtual scenes enable the learners to apply what they acquire in the classroom directly to their everyday life. With the help of easy-to-learn language points and exercises in each unit, the learners can put them into practical use very conveniently.

### **3. Interest**

The textbook compilers see to it that pleasure is instilled into the learning process by selecting appropriate topics, exercises and cultural tips. Circumventing



language obstacles and cartoons serve to enliven the learning atmosphere and transmit messages.

As far as structure is concerned, each unit consists of seven sections.

### **1. Lead-in**

This section is composed of one proverb, a list of characters in dialogues and functional sentences that are needed in carrying out the communicative tasks specified in the situation of the unit.

### **2. Dialogues**

Dialogue 1 and Dialogue 2 deal with different contexts and communicative skills. For convenience of language learners, Chinese Phonetic Alphabets and equivalent English texts are given for dialogues.

### **3. New words and phrases**

Each of them goes together with its Chinese Phonetic Alphabets and equivalent English translation, which is a great help for language learners.

### **4. Golden sentences**

This section offers a list of useful sentence patterns and language points that are often found in a specific business context. Facilitated for real world practice, the explanations are easy to understand. For each pattern or language point the learner can find plenty of examples, which are vivid and easy for imitation

### **5. About Culture**

According to Professor Guan Daoxiong, the basic objective of Business Chinese teaching ought to be “necessary training in Chinese for Business persons (or business persons-to-be)”. As the training aims to promote communicative skills needed in Chinese business contexts and to achieve sufficient awareness of Chinese culture, language capability and cultural awareness (or cross-cultural awareness) in Business Chinese contexts, Professor Guan argues, have become two indispensable guidelines for textbook compiler (Guan Daoxiong: Scope, Content and Open framework of Business Chinese Textbooks). This textbook, based on the aforesaid principles, sets aside one section in each unit for a concise introduction to Chinese culture. To help the learners, the compilers select one cultural significant expression

related to the text and then go on to explain its significance in a cross-cultural communication context. With a comfortable length of 350 words and an English translation, this part offers a vivid and straight forward explanation of those terms or expressions rich in cultural meaning.

## **6. Comprehensive Exercises**

Included in this section are five types of exercises—Listening comprehension, Picture & Dialogue, Simulation, Situational Dialogues and Business Tasks. For effective control of the learning process, the section is designed to combine mechanical drilling, simulation and creative task fulfillment into an organic and compact module. Listening, speaking, writing and various task-based communication activities are designed to maximize interaction between teachers and students who use the textbook. With pictures or tasks, “Situational Dialogues” and “Business Tasks” aim to put learners in a virtual business context so that they may have greater motivation and interest to use what they have learnt in the textbook. “Task-based Language Teaching”, therefore, is the guideline for designing exercises.

## **7. Business Terms**

This section provides a useful list of expressions, though not included in the two texts, which might come handy in fulfilling communications tasks assigned to each unit. It is both an extension of new words in the text and a valuable word pool for Chinese language learners.

Compilers

January 2010

随着中国经济的快速发展，来华从事商务活动的国际友人与日俱增。而交际主体语言水平的高低和社会文化交际能力的强弱是决定这种跨文化商务活动能否顺利进行的重要因素。因此，编写一套兼顾商务语言和商务文化，能切实提高学习者语言能力和跨文化交际能力的汉语教材是非常必要的，这也是我们编写这本教材的初衷。

商务汉语作为一种专门用途语言，既符合通用汉语的一般特点，又有其特殊的词汇和语体特点。商务汉语目标情景中的交际活动不仅包括商务交际活动，还包括商务人员的日常生活交际活动。因此，商务汉语不仅应该教授学习者从事商务工作时所需的交际语言，还要教会他们在日常生活和社交活动中所需要的语言技能。在这种“大商务”理念的指导下，本教材中所出现的商务语境不仅包括企业管理、商务谈判等高端商务活动，也有日常生活中涉及的货币或实物交易的社会活动。

由于文化差异是跨国商务交往中的主要障碍之一，因而跨越文化障碍就成为了现代国际交往成功与否的保证。为了让学习者在语言学习中了解、感受中国商务文化，我们还将跨文化经济交际中的一些文化误区融入到课文中，并用简单的词句进行了解释，如从“请慢用”这句话引发出中外餐桌文化差异的讲解，从“总裁”、“先生”的使用引发出对中国称呼语特点的解释等。

本教材在编写过程中得到了国家汉办领导、教材处孙文正处长、刘兵副处长、王锦红女士的多方指导；对外经济贸易大学汉语国际推广领导小组的大力支持，特别是对外经济贸易大学王玲书记和施建军校长的悉心指导，对本书的出版起到了至关重要的作用；校内外专家经过三次审稿，对本教材提出很多中肯的意见，谨向他们致以诚挚的谢意。我校英语学院硕士生薛蓓蓓和英语学院教师张筱霖，以严谨认真的精神，分别为本教材提供了英文翻译和校对，在此一并致谢。对外经济贸易大学出版社为确保本书的高质量出版，在短时间内调集人力，加班加点，其敬业精神令人感佩。

本教材是对外经济贸易大学中文学院教师集体智慧的结晶。董瑾负责本教材的

总体策划、整体框架的设计并全程参与具体编写的指导，吴晓峰、周晨萌参与了前期的策划论证，邓如冰、唐兴全参与了前期的协调工作，耿涛参与了前期部分编纂工作，唐兴全、韩沛玲、周晨萌编写了教材的主体部分，罗陈霞进行了后期的协调和整部教材的统稿及修改工作。

由于时间仓促，编者水平有限，教材中不足之处在所难免，敬请广大读者批评指正。

董瑾

2010年1月

## Preface

With the rapid development of Chinese economy, an increasing number of people are coming to China for business and other exchanges. Whether these cross-cultural activities are successfully handled hinges, to a great extent, on language proficiency and social-cultural communication capability of those people, who are, after all, the participants in all interactions. Our purpose, therefore, is to present a series of textbooks which address both business Chinese and business culture and will offer substantial help in enhancing language skills and cross-cultural communication abilities of the people who learn Chinese as foreign language.

Business Chinese, as a form of Chinese for special purposes, conforms to general Chinese. Yet it has its unique vocabulary and style. Targeted situations for Business Chinese not only involve business contacts, but also everyday social interactions. It is not enough for a Business Chinese textbook to teach only business language skills; or rather, it must teach language skills that are indispensable in everyday communication. In line with this concept of “overall business requirement”, business situations presented in this textbook involve not only business management and business negotiations, but also money or merchandise deals taking place in everyday life.

As cultural difference is considered one of the major obstacles found in cross-cultural communication, overcoming the difficulty has become the critical step towards successful communication. We have included in the text discussions of cultural misunderstandings and discrepancies so that the learners may experience Chinese business culture in the process of language learning. “请慢用”, for example, is explained in the context of Chinese and Western table manners. Expressions like “总裁” and “先生” lead to a discussion of different ways of addressing people and showing courtesy in different cultures.

I want to express my appreciation for the guidance and support of Sun Wenzheng (director), Liu Bing (deputy director) and Wang Jinhong of the Textbook Division of the State Office of Chinese. I am extremely grateful to Chinese Popularization Group of the University of International Business and Economics (UIBE) and especially to President Shi Jianjun and Party Secretary Wang Ling, who have offered most valuable guidance and help. My heartfelt appreciations also

go to the expert team, members of which offered valuable and pertinent advice on revision at three meetings. I want to thank Xue Beibei, a postgraduate of the School of International Studies(SIS), UIBE who provided the English translation of the textbook and Zhang Xiaolin, a teacher of SIS, UIBE who proofread the English translation. Last but not least, I want to express my sincere gratitude to the editors of the Publishing Press of UIBE, whose staff, with admirable diligence and attention, have been working overtime to bring about publication of the present textbook.

The book is the a teamwork product of faculty members of the School of Chinese, UIBE. Dong Jin is responsible for the general design and framework of the book and she has supervised the whole compiling process. Wu Xiaofeng and Zhou Chenmeng took part in preliminary work of research and design. Deng Rubing and Tang Xingquan joined in preliminary coordination. Geng Tao participated in preliminary compiling. Tang Xingquan, Han Peiling and Zhou Chenmeng have complied a major part of the book, and Luo Chenxia is responsible for coordination and revision.

Due to limitations of time and capability on the part of the compilers, mistakes and errors are inevitable, suggestions for improvement will be gratefully received.

Prof. Dong Jin

January 2010



# 人物列表



Jacob Meade

yǎ gè bù mǐ dé  
雅各布·米德

měi guó wèi lái mào yì gōng sī yà zhōu qū zǒng cái  
美国未来贸易公司亚洲区总裁

President of the Asia Region Office, the US  
Future Trading Company



Hannah Pitts

hàn nà pí cí  
汉娜·皮茨

měi guó wèi lái mào yì gōng sī yà zhōu qū zǒng cái mì shū  
美国未来贸易公司亚洲区总裁秘书

Jacob Meade's Secretary



Zhang Guoxin

zhāng guó xìn  
张 国信

měi guó wèi lái mào yì gōng sī yà zhōu qū fù zǒng cái  
美国未来贸易公司亚洲区副总裁

Vice president of the Asia Region Office, the  
US Future Trading Company



## 人物列表



Wang Jie

wáng jié  
王洁

měi guó wèi lái mào yì gōng sī yà zhōu qū fù zǒng cái mì shū  
美国未来贸易公司亚洲区副总裁秘书

Zhang Guoxin's secretary



Wang Weiqiang

wáng wēi qiáng  
王伟强

zhōng guó xī wàng mào yì gōng sī zǒng jīng lǐ  
中国希望贸易公司总经理

General Manager in China Hope Trading  
Company

雅各布和汉娜是美国未来贸易公司的代表，雅各布来未来贸易公司在中国的分公司作总裁。雅各布和汉娜都懂一点汉语。

Jacob and Hannah are the representatives from the US Future Trading Company. Jacob comes to the branch office in China to be the president. Both Jacob and Hannah know a little Chinese.

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