

新世纪商务汉语系列教程

New Century Business Chinese Series

初级商务汉语 **口语** SPEAKING

Business Chinese For Beginner

主编:董瑾

编著:王民 张宝玲

商务

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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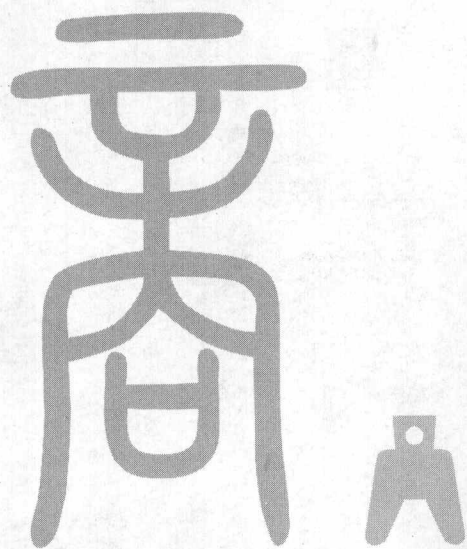
初级商务汉语 口语

SPEAKING

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◎ 主编:董 瑾 ◎ 编著:王 民
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商



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前 言

2002 年秋, 我们针对来华留学生经贸专业本科生的需求, 组织编写了《新世纪经贸汉语系列教程》(中高级课程), 出版后引起了广泛关注, 也得到了使用院校的好评。5 年来, 经贸(商务)汉语的教学发生了巨大的变化。一方面, 在国际汉语教学整体持续升温的大环境下, 商务汉语的需求增长尤其迅猛, 无论是学历教育还是面向更广泛学习者的社会培训, 商务汉语都是最热门的课程之一。其显著标志便是 2006 年 10 月 BCT (Business Chinese Test) 在全球首次开考。另一方面, 这期间关于商务汉语教学与教材编写的学术研讨空前活跃, 令人鼓舞。专家学者以及一线老师对我们教材提出的宝贵意见和建议也促使我们不但要修订好已经出版的学历教育教材, 而且应该关注更广泛的商务汉语学习群体、研究他们的需求和兴趣。为此, 我们在外语教学与研究出版社的支持下, 组织编写了这套“新世纪商务汉语系列教程”初级系列。

“新世纪商务汉语系列教程”主要面向具有初级汉语水平(已掌握 500 左右的词汇)、准备进入经贸专业学习的外国留学生, 同时也可作为在华外国职员的自学用书, 它包括《初级商务汉语·精读》《初级商务汉语·口语》和《初级商务汉语·听力》三册。

本套教材秉承我们一贯的“搭建以商务活动和经济生活为背景的语言学习平台”的理念, 同时具有以下主要特点:

一、入门型、普及型、低端化

商务汉语教材能不能编写低端教材涉及我们对商务汉语内涵的认识。一年多来, 由于参与了国家汉办课题“全球商务汉语推广现状和需求情况宏观调研”项目, 我们对商务汉语和基于商务汉语的汉语国际推广有了新的认识。作为一种专门用途语言的教学, 商务汉语教学的内容首先取决于其教学目标和学习者的需求。事实上, 商务汉语学习的需求也有较大的差异: 有中高端需要, 也有低端需求。需求的差异性要求我们的教材有层次感和立体性。

调查表明, 对于在华企业一般外籍员工而言, 最为必要的培训项目是基本汉语技能和与工作相关的日常会话, 因为多数商务活动是用英语进行的, 而只有出于与其他员工交谈的需要, 进行必要的社会经济活动, 如去银行、订票等才需要用汉语交流。而对于学习经贸类专业的留学生这些潜在的商务活动人群而言, 初级教材不但能教给他们在汉语学习的初级阶段的日常生活用语, 同时也较好地衔接了他们专业课的学习, 因此初级商务汉语教材较好地满足了这两类学习者的需求。

二、实用性与实践性

从对汉语学习者的动机调查结果来看, 接近一半的人选择了“增加就业机会”, 加之其他实用目的的选项, 可见绝大部分汉语学习者是由于实用的目的, 商务汉语尤其如此。商务汉

语作为专门用途语言，需要突出商务汉语技能，将语言交际技能的训练和商务专业知识的讲授结合起来，因此必须强调实用性。本套教材结合留学生的生活实际，突出生活中的经济因素，核心课文全部情景化，为学习者营造真实的交际环境，强调交际策略和交际技能的训练。

三、融商务文化于语言学习

以前距离和时间是进行国际商务交往的最大障碍，现在文化差异已成为主要障碍之一。跨越文化障碍是国际商务交往成功的保证。同样，学习商务汉语，离不开对商务文化特别是在汉语言环境下的商务文化的理解。而文化教学的目的不只是传授文化知识，还在于培养学生排除因文化差异而形成的交际障碍的能力。本套教材注重将中国的文化背景、社交礼仪乃至中国人的思维方式融入教材之中，将有助于学习者在未来实际商务活动中能与中国人进行更有效的沟通与交流。

本套教材在编写和出版过程中，得到了外语教学与研究出版社总编蔡剑峰先生以及汉语出版分社社长彭冬林先生的大力支持，责任编辑李彩霞、许杨二位女士为本套教材出版贡献尤多，在此深表感谢。同时也特别感谢对本套教材编写给予过指导的各位专家。我们期待着在教材使用中能得到来自各个方面的宝贵意见，以使之日臻完善。

董瑾

2007年5月于北京

PREFACE

During the fall of 2002, we compiled *New Century Business Chinese Series* (intermediate and advanced courses) to meet the needs of the foreign undergraduate students majoring in trade and economics. It has gained wide attention and sound reputation among readers since publication. Five years since, great changes have taken place in the education of business Chinese. On the one hand, with the increasing popularity for Chinese language education around the world, there has been a dramatic increase in the demand for business Chinese language either in diploma education or in trainings designed for learners interested in Chinese language. The kick-off global test for Business Chinese Test (BCT) (October, 2006) symbolized the fact that business Chinese was one of the most popular courses. On the other hand, it is inspiring to have the academic discussions concerning business Chinese education and the compiling of the related teaching materials. The precious comments and suggestions provided by experts and scholars on our text books have urged us to concentrate not only on the perfection of the existing textbooks for diploma education but also on the wider learners and their requirements and interests. Therefore, we compiled the *Business Chinese Series* (elementary course) under the support of Foreign Language Teaching and Research Press.

This set of text books is designed for foreign students of the preliminary level (with the vocabulary of 500 words) who plan to study trade and economics. It can also be used for the self-study learners working in China. The set of text books includes *Business Chinese for Beginner · Reading*, *Business Chinese for Beginner · Speaking* and *Business Chinese for Beginner · Listening*.

This set of text books brings a lot of new features based on the concept of “building up the platform for language learning under the circumstance of trade and economic activities”.

1. Basic level for beginners

Thanks to the participation of the program “Macro Research on the Promotion of Global Business Chinese and Demand Status” by the Office of Chinese Language Council International, we gained new understanding on business Chinese and its worldwide promotion. As a specialized language teaching, the content should primarily be determined by its objective and target. Actually, there’s great difference in the demand of learning business Chinese from intermediate-advanced demand to lower one. Distinctions in learning require the variation and multi-dimension in the compiling of the text books.

A survey shows that for the general foreign staffs working in foreign enterprises in China, the most necessary training is basic Chinese language skills and some work-related daily conversations, since most business activities are conducted in English while Chinese is only used to carry out regular communications with other staffs and in other necessary social and economic needs such as going to banks, booking tickets, etc. *Business Chinese Series* (preliminary) has also satisfied the need of foreign students to solve their language problems for the initial days in China and make a smooth transition to their specialized study in Chinese in the future.

2. Being practical and practice-involved

Nearly half of the people surveyed chose “to increase employment opportunity” as the intention to study Chinese, which is the ultimate purpose of business Chinese. It is the combination of language skills training and the delivery of economic knowledge, thus being practical is the major concern. This set of text books is based on the real life of foreign students, highlighting economic elements, to build an actual communicative environment for the training of communication strategies and skills.

3. Integration of commercial culture into language study

In the past time, time and distance constituted the biggest barriers to international business, while cultural difference is considered the major one nowadays. Thus, the understanding of the commercial culture within the environment of the language is crucial for learning business Chinese. The aim for cultural education lies not only in the transmission of knowledge but also in the formality of the ability to overcome the obstacles imposed by cultural differences. This textbook integrates the Chinese cultural background, social etiquette and even the Chinese ways of thinking, which will enable learners to communicate more effectively in the real commercial activities with their Chinese counterparts in the future.

We would like to express our gratitude to Mr. Cai Jianfeng, Chief Editor of Foreign Language Teaching and Research Press and Director of Chinese Publishing Mr. Peng Donglin who offered us great support during the process of making the book. We especially acknowledge editors in charge Ms. Li Caixia and Ms. Xu Yang who contributed a lot in the publishing of the book. Special thanks go to each expert who has provided precious instruction for the writing of the book. We're looking forward to the precious comments from different readers and experts to make it better.

Dong Jin

May 2007, Beijing

编写说明

该教材是“新世纪商务汉语系列教程”的初级口语部分，是为已掌握 500—800 词汇的在华经贸专业留学生编写的初级口语教材，也可以作为从事对华经贸工作的学习者的自学教材。本书可单独使用，也可与本系列的其他教材配套使用。建议每周四课时，使用一年。

一、本书的主要特点

1. 注重实用性，为学习者搭建汉语与经贸知识相结合的学习平台。

本书将日常学习生活中具有实用价值的语料与经贸知识融为一体，让学习者在学习语言知识的同时尽早接触并熟悉经贸专业词汇和相关的表达方式，为经贸汉语系列教程中高级阶段的学习铺路，为今后的经贸专业学习奠定坚实的基础。

2. 强调交际性，快速提高学习者的口语表达能力。

本书参照《对外汉语教学大纲》，突出初级口语教学的特色。以交际功能项目为经线，以现实场景、人物、话题为纬线编写课文内容，以对话、问答、叙述等会话技巧为中心训练汉语表达。让学习者尽快提高日常学习生活及商务活动中的口语交际能力。

3. 突出参与性和趣味性，充分调动学习者的兴趣和积极性。

为了有效激发学习者的学习兴趣，本书在编写过程中力求课文内容生动有趣，贴近现实生活；话题范围广泛时尚，突出时代气息；练习形式新颖实用，图文并茂；语言实践活动丰富多彩，富于吸引力；社会调查与商务活动接轨，参与性、互动性强。

二、本书的编排体例

本教材共 20 课。每课围绕一个主题，包括两篇课文、生词表、语言点注释、综合练习。

1. 课文：分为课文一和课文二。内容由浅入深，第一篇课文侧重展开主题，第二篇课文在第一篇课文的基础上进一步探讨和深入主题。

2. 生词：每单元列出 30—35 个生词，是参考《汉语水平词汇与汉字等级大纲》选出的。

3. 语言点注释：从语用的角度解释词语的社会、文化背景，经贸知识及相关的用法，配有英文翻译。

4. 综合练习：每单元设计 9 项练习。包括语音语调练习，词语的填写和搭配，句型句式的替换和扩展，问答和对话的训练，连词成句和连句成段的训练，课堂语言实践，课外社会调查等。

编者

2007 年 4 月

NOTES

Business Chinese for Beginner • Speaking, as one of the *New Century Business Chinese Series*, is a course book for those business students who have mastered 500-800 Chinese words. It can also be used as a self-study book for those businessmen who are keen to know more about China. The recommending teaching time for this book is 4 hours per week (totally one year).

Business Chinese for Beginner • Speaking has a good combination of Chinese language skills training and economic knowledge of current China, which aims to enhance learner's oral skills and lay a solid foundation for future study at intermediate and advanced levels.

Business Chinese for Beginner • Speaking gives prominence to teaching skills of elementary Chinese according to *Syllabus for Teaching Chinese as a Foreign Language*. Through vivid images, dramatic plots, useful topics and characterization of distinct personalities, the text book helps to enhance the learners Chinese conversation skills in dialogues, question-answer and narration, and foster an interest in spoken Chinese and improve the learners' Chinese spoken ability as soon as possible.

In order to stimulate the learner's interest, the text book integrates vivid and down-to-earth Chinese materials, extensive and up-to-date topics, creative and practical exercises, rich and colorful activities and attractive on-the-spot business investigation into the content.

Paradigm of the book

The text book has 20 units together. Each unit consists of two texts, vocabulary, grammar notes and comprehensive exercise in each topic category.

Text

It consists of two reading materials. The first one brings out topics and the second one gives further discussion and provides relevant materials concerning the topic.

Words

Based on *Syllabus of Graded Words and Characters for Chinese Proficiency*, the text lists 30-35 new words for learners.

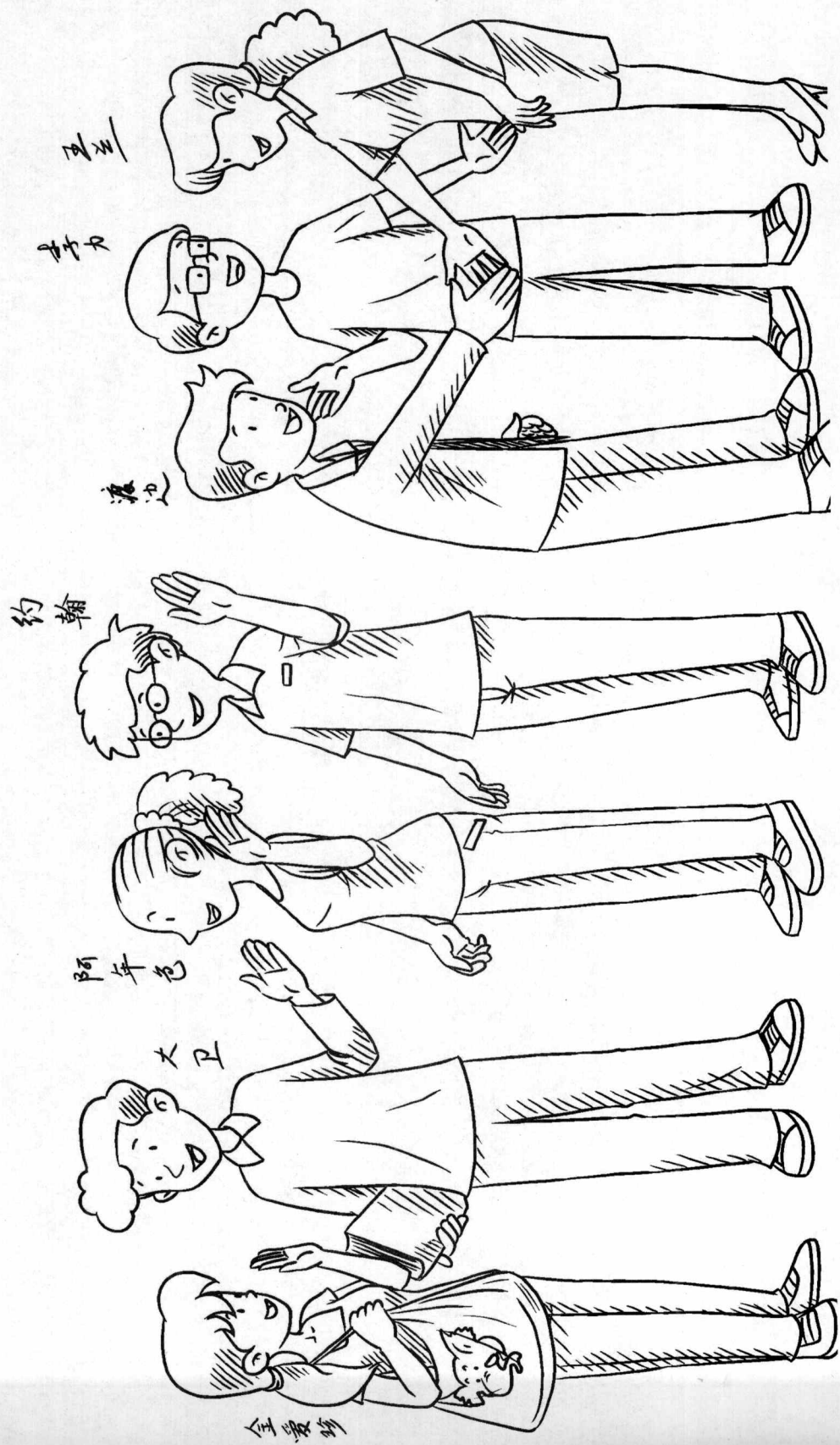
Notes and grammar

It explains the social and cultural background of each word, introduces business knowledge and gives English translation.

Comprehensive exercise

Each unit has such 9 types of exercises as pronunciation, word-matching, sentence substitution, conversation drills, sentence-making, class practice and social investigation.

Compilers
April, 2007



课文主要人物

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第一课 新学期·新同学

Lesson One New Term · New Classmates



课文一

(在迎接新生的晚会现场)

金爱珍： 请问，这儿是有个迎新晚会吗？

大卫： 是啊！你们是刚来的新生吧？欢迎，欢迎！我叫大卫，是
老生。以后有什么困难尽管说，我一定尽力而为。



阿年色：太谢谢你了。

金爱珍：我姓金，叫金爱珍，从韩国来的。她是意大利人，叫阿年色。

阿年色：我现在和金爱珍是同屋。一年前我来过一次中国，去的是上海。

大卫：上海？听说上海是金融、商业大都市，也是娱乐、餐饮、购物的天堂。

阿年色：可不是，上海的确是一座充满活力的现代化城市。

金爱珍：那你为什么不去上海而来北京留学呢？

大卫：这还用问？在我看来，学汉语说普通话，首选是北京。

阿年色：没错。再说北京是中国的首都，是政治、经济、文化的中心。她不仅历史悠久，还有很多名胜古迹呢。

约翰：聊什么呢，这么热闹？

大卫：哎，快来，我给你们介绍一下。这位是我的老朋友约翰。他不但汉语说得棒，而且兴趣广，知识面宽，朋友多，大家都叫他“中国通”……

约翰：哪里，别听他吹牛了。你们好！认识你们很高兴，这是我的名片。

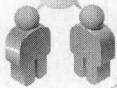
金爱珍：认识你我们也很高兴。

阿年色：今后还请你多多关照。

约翰：没问题。我会尽全力帮助你们的。

大卫：光顾说话，忘了招待客人了。那边有各种饮料，咱们边喝边聊，怎么样？

约翰：还是大卫想得周到，请吧！



课文二

(在校园图书馆)

大 卫： 老同学，好久不见，你可回来了。

渡 边： 回来了。放假你没回国，休息得一定不错吧？

大 卫： **哪儿啊**，一个假期我又当英语**家教**又忙着补习汉语口语和听力，**连周六周日都没睡过懒觉**，比平时上课还紧张呢！

渡 边： 是吗？你的假期可真**充实**呀！不像我回国一个月，光顾玩儿了，连一句汉语也没复习过。

大 卫： 别担心，你的汉语**基础**比我好，肯定没问题。

渡 边： 从现在开始，我一定要**加倍努力**，争取今年HSK考试**通过6级**，明年进入**本科学习国际金融专业**。你可得帮我哟。

大 卫： 当然，咱们互相帮助。对了，你这次回国见到山本了吗？好长时间没有他的**消息**了，**怪想他的**。

渡 边： 不住一个城市所以没见到他。不过我们通了几次电话，他还让我问你好呢。

大 卫： 他找到**满意的工作**了吗？

渡 边： 找到了，他现在是**佳能公司海外营业部的业务经理**。说不定什么时候就会来北京出差，也许还会在北京的分公司常驻呢！

大 卫： 真的？这可是个好消息。你有他的**电邮**吗？我想给他发个**E-mail**，祝贺他找到了这么理想的工作。

渡 边： 没问题。

生词和短语 New Words and Phrases

注释 Notes

综合练习 Comprehensive Exercise

| | | |
|----------|------------------|---|
| 1. 尽管 | (副) jǐnguǎn | although |
| 2. 尽力而为 | jìnlì'érwéi | do the best one can |
| 3. 金融 | (名) jīnróng | finance |
| 4. 娱乐 | (名) yúlè | entertainment |
| 5. 餐饮 | (名) cānyǐn | food and drink |
| 6. 天堂 | (名) tiāntáng | heaven |
| 7. 的确 | (副) díquè | indeed, surely |
| 8. 充满 | (动) chōngmǎn | be full of, fill |
| 9. 活力 | (名) huólì | energy, vigor |
| 10. 普通话 | (名) pǔtōnghuà | mandarin |
| 11. 首选 | (形、名) shǒuxuǎn | (adj.) be the first chosen/selected; (n.) the first preference |
| 12. 悠久 | (形) yōujiǔ | age-old, long-standing |
| 13. 名胜古迹 | míngshèng gǔjì | scenic spots and historical sites |
| 14. 中国通 | (名) zhōngguótōng | China expert |
| 15. 吹牛 | (动) chuīniú | boast, brag |
| 16. 顾 | (动) gù | take into account, attend to |
| 17. 招待 | (动) zhāodài | entertain, serve (customers) |
| 18. 周到 | (形) zhōudào | considerate |
| 19. 家教 | (名) jiājiào | private tutor |
| 20. 懒觉 | (名) lǎnjiào | lie-in |
| 21. 充实 | (形) chōngshí | rich, substantial |
| 22. 基础 | (名) jīchǔ | basis |
| 23. 加倍 | (副) jiābèi | doubly |

| | | |
|----------|------------------|--------------------------------|
| 24. 通过 | (动) tōngguò | pass |
| 25. 本科 | (名) běnkē | undergraduate course |
| 26. 国际金融 | (名) guójìjīnróng | international finance |
| 27. 消息 | (名) xiāoxi | information |
| 28. 怪 | (副) guài | (spoken Chinese) quite, rather |
| 29. 满意 | (形) mǎnyì | satisfactory |
| 30. 营业部 | (名) yíngyè bù | sales department |
| 31. 业务经理 | (名) yèwùjīnglǐ | sales manager |
| 32. 电邮 | (名) diànyóu | e-mail |



专有名词 Proper Noun

- ▶ 佳能公司 Jiānéng Gōngsī Canon (a world-renowned camera maker in Japan and is now a global multimedia corporation)

注释 Notes

生词和短语 New Words and Phrases

综合练习 Comprehensive Exercise

1. 有什么困难尽管说。

“什么”是疑问代词，表示不确定的事物或人。省去“什么”，句子意思不变，但语气比较直率。这句话的意思是有不清楚不明白的都说出来。

“什么”(interrogative pronoun) indicates uncertainties, and it can be understood except the frank manner of speaking. “有什么困难尽管说” here means “be free to ask questions unclear”.