

海外视角商务汉语教材系列



中国国家汉办  
规划教材

Textbook

II

# A BUSINESS TRIP TO CHINA

Xiaojun Wang Ph. D.

张旺熹 孙德金

Conversation & Application

基础商务汉语 下

会话与应用



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

Bonus Interactive CD  
included





海外视角商务汉语教材系列



中国国家对外汉语教学领导小组办公室规划教材  
Project of NOTCFL of the People's Republic of China

Textbook

II

# A BUSINESS TRIP TO CHINA

Xiaojun Wang Ph. D.

张旺熹 孙德金

Conversation & Application

基础商务汉语 下

会话与应用



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

(京)新登字157号

## 图书在版编目(CIP)数据

基础商务汉语:会话与应用.下册.

Textbook & Workbook=A Business Trip To China: Conversation & Application/

(美)王晓钧,张旺熹,孙德金编著.

—北京:北京语言大学出版社,2005

ISBN 7-5619-1524-1

I.基…

II.①王…②张…③孙…

III.商务—汉语—口语—对外汉语教学—教材

IV.H195.4

中国版本图书馆CIP数据核字(2005)第126614号



书 名: **基础商务汉语**: 会话与应用 (下册)

责任印制: 乔学军

---

出版发行: **北京语言大学出版社**

社 址: 北京市海淀区学院路15号 邮政编码: 100083

网 址: <http://www.blcup.com>

电 话: 发行部 82303648/3591/3651

编辑部 82303647

读者服务部 82303653/3592

印 刷: 北京北林印刷厂

经 销: 全国新华书店

---

版 次: 2005年11月第1版 2005年11月第1次印刷

开 本: 889毫米×1194毫米 1/16 印张: 19.25

字 数: 197千字 印数: 1—3000

书 号: ISBN 7-5619-1524-1/H·05138

07200 (全套) (随书赠CD一张)

---

凡有印装质量问题,本社出版部负责调换。电话: 82303590



## Preface 序

**Timothy Light**

黎天睦

**I** was very honored when Professor Wang Xiaojun asked me to write a preface to his excellent textbook. A highly successful teacher, an effective department administrator and leader, and a very accomplished scholar in applied linguistics and teaching materials, Professor Wang, as always, makes a significant contribution to the field with this much needed material. His natural gifts for leading are also evident, as he has been assisted in this project by five others. Anyone who has attempted to write a textbook with several other people knows the daunting challenges presented by the number. That the product has emerged so successfully is a credit to all of the participants.

I wish that there had been textbooks such as this one when I first began to study Chinese in the mid 1960's. Available to us in the United States at that time were oral texts for the beginning level that were based on grammar manipulation exercises and reading texts that were valued on the basis of the number of characters that one could learn in the shortest amount of time. Beyond the beginning level, classes in the United States tended not to branch too far beyond decoding and translation. (Not surprisingly, classes in Hong Kong and Taiwan were a good deal more interactive and demanding even then.) I also wish that there had been more widely available materials for studying Chinese for special purposes, such as a possible career in business. The Mandarin Center, the Taipei Language Institute, the Stanford Center (all in Taiwan) and the New Asia—Yale-in-China Chinese Language Centre at the Chinese University of Hong Kong all produced fine specially focused materials for use within their own walls. But American students studying at home were left

largely in the dark that there were such things and so did not imagine there was a possibility of formally learning specialized vocabulary and discourse formats.

How far we have come is exemplified by *A Business Trip to China—Conversation & Application*. Notably interactive, these materials introduce vocabulary that is fundamental to business and provide useful and relevant dialogues and exercises to practice that vocabulary and the linguistic-cultural conventions for using that vocabulary in business situations. The authors have been imaginative and thoughtful in the situations which they have selected for the bases of the dialogues and accompanying exercises. They have been comprehensive in including practice with typical forms that business people must fill out during the course of their working day.

Going to a country to work when one has at one's command only a general knowledge of basic language is frequently quite disorienting. One can get along to a degree in the simplest of daily tasks and can negotiate transport and lodging and order a meal, but often even the most elementary tasks of one's professional life are simply out of reach. The fortunate students who study this book have before them the happy prospect of having a significant jump ahead of their predecessors when they arrive in China and begin to get to work.

The authors collectively—and especially Professor Wang are to be thanked for this contribution to the advancement of the students of Chinese.

## To the Users

**A** business Trip to China—Conversation & Application *I* and *II* are designed for learners at a pre-intermediate level who have learned basic Chinese in a variety of settings. They are English speakers, or are using English as their principal second language, and they are interested in having a career or doing business among Chinese speaking communities.

At the outset of the twenty-first century, Chinese is spoken by over 1.3 billion people—more than any other language. The demand for Chinese language instruction is therefore increasing rapidly. There is, however, a lack of suitable teaching materials for English speakers wanting to learn Chinese for business communication. Although some textbooks of business Chinese have recently been published in the USA and China, these materials tend to be designed for students who have studied Chinese for at least three years or more. Very often, the contents of these texts are quite complicated and use many uncommon business terms.

Students at overseas universities, with varying language backgrounds, often desire instruction in aspects of real world Chinese business language and culture. To provide a practical, motivating, and user-friendly business Chinese textbook, we have employed the following pedagogical approaches to meet the needs of both instructors and students:

■ A communicative approach: We believe that the fundamental goal of these textbooks is to improve learners' business Chinese communication abilities. For this purpose, the lessons in the textbooks feature a series of business conversations portraying a Western businessman's business trip to China. We have tried to make these conversations short and interesting in order to motivate students to "role play" and thus be able to memorize large portions of them. We have also carefully selected frequently used words and terms, especially business vocabulary featured from our statistical research, and "recycled" them throughout the conversations. In order to encourage students to speak using the target language without looking at the text, we have provided a series of pictures after each workbook lesson, thus encouraging students to speak out using the new vocabulary and sentence structures.

■ An integrated approach: To communicate with Chinese speakers in a business environment, not only are language skills required, but also a knowledge of Chinese business culture and economic information. Therefore, unlike most Chinese textbooks, we have included two components in addition to the textbook's language component—Chinese business culture and

economic information. To introduce the culture in a more interesting and engaging way, David—the American businessman who goes to China for the first time, narrates his own stories, including his personal experiences and culture shocks in the form of a diary. The “Economic Information” sections, included after each lesson, are introduced visually with concise tables and in plain English. We also believe that the four language skills—listening, speaking, reading and writing, are related to each other, even though they can be acquired at different paces. It is our goal to integrate the training of the four skills by designing a large number of exercises, many of which incorporate authentic materials.

■ An interactive approach: In order to provide a textbook that can meet most learners’ needs, we have made the business Chinese easy enough for pre-intermediate students to get started, but also challenging enough to allow students of varying language experience to group together and learn from each other. Therefore, students will not have to wait to learn professional level language and usages until they reach an advanced level. In both the textbooks and workbooks, we have designed many communicative activities designed to foster interaction among students as well as between teachers and students. These activities include dialogues, questions and answers, group activities, and role-plays. We also believe that students should master basic sentence structures as well as generate new sentences while emphasizing communicative functions. In order to present grammatical training in a communicative manner, we have not only given concise explanations based on the features of each sentence structure, but also a basic format of the structure and examples of usage. In addition, we have provided substitutive drills as often as possible, and use or recycle the relevant vocabulary in those examples and drills.

In an effort to be user-friendly, this textbook series is divided into two parts (I&II), with each part having two volumes—a textbook and a workbook. According to a typical university curriculum, it will normally take one semester to cover each part of the course. Each lesson in the textbook includes two dialogues, grammar and sentence pattern drills, a diary in English comparing Chinese and Western business culture, concise economic information, and supplementary bilingual business words presented with statistical tables. Each dialogue is given in both simplified and traditional characters with the associated Pinyin and English translations. The workbooks are designed to complement the textbooks. For the students’ convenience, each section in the workbooks provides the vocabulary list for each dialogue appearing in the textbook. The various exercises (10 to 11 different kinds in each section) are based on communicative and interactive approaches with the focus on business conversation and applications. It is expected that instructors’ preparation time will be saved while still meeting the various needs of students. The listening exercises should be used in conjunction with the accompanying CD. Appendices and bilingual vocabulary indices are also included in each book.



### 《基

础商务汉语——会话与应用》系列教材可供具有初级汉语水平以上的学习者使用。凡是以英语为母语或主要交流语言并有兴趣在中国及华人社区从事商务活动的人，都可使用本教材来提高商务汉语的交际能力。

在 21 世纪之初，以汉语为母语的人口已达到 13 亿，其数量超过了世界上其他任何一种语言。汉语热也迅速升温。但是，很多以英语为媒介语的学习者却难以找到适合他们使用的商务汉语教材。虽然这样的教材近年来在中国和国外都出版过一些，但是往往要求学习者具备三年以上的日常汉语训练后才能涉猎，其课文内容的冗长复杂和专业词汇的生僻晦涩常常使初学者望而生畏。国外高校的汉语学生尽管有着不同的语言文化背景，但是他们都渴求学习到中国商务活动中真实的语言和文化。为了给学习者提供一部实用方便而又生动有趣的入门教材，我们在教学法上进行了下列的探索和创新，以满足师生的需要。

■ 突出交际能力的训练：我们深信商务汉语教学基本的和最终的目的都是提高学习者在商务活动中的交际能力。因此，这套教材的课文内容跟随一位西方商人的中国之行一步步展开。与此同时，我们尽量使每课的对话简短真切而又生动有趣，以便鼓励学生进入角色，进而能够记住大部分内容。我们也在词频统计的基础上仔细地选取使用频率较高的词汇，尤其是商业词汇，并尽量增加这些高频词在对话和练习中的重现率。为了鼓励学生用学到的商务汉语自由进行交际，我们还在练习册每课的后面提供了连环图片，学习者可根据图片的情节线索尝试使用新学到的词语和句型。

■ 加强综合技能的培养：在中国或以华人为主的商务氛围中进行交流，不仅要求有汉语技能，同时也需要具备一定的商业文化知识和对当地经贸情况的了解。有鉴于此，本教材有别于大多数语言教材的地方是，除了语言这一要素之外，还添加了另外两个要素——中国的商业文化和经贸信息。为了使学习者对中国商务文化有身临其境的感受，美国商人大卫用日记体的形式分段扼要地讲述了他第一次到中国经商的切身体会和感悟到的文化差异。每课正文之后我们还采用图表和简明的英语介绍相关的商业信息。在语言方面，我们也强调综合能力的训练。我们认为，语言的听、说、读、写四种能力是相辅相成的，但不必同步发展。为此，我们设计并提供了大量的仿真练习以提高学习者综合的语言能力。



■ 提倡互动式教学：为了满足绝大多数学习者的需要，我们的教材一方面尽量化难为易，使具备初级汉语水平的学生就可开始学习商务汉语；另一方面则带有一定伸缩性和挑战性，以利于不同程度的学习者结成语言伙伴，互相学习，取长补短。这样，学生就可以根据自己的需要，早日选择学习的方向，而不必等到学完高年级日常汉语之后才接触职业汉语。在相互配合的课本和综合练习册中，我们设计了很多交际练习以鼓励学习者之间和师生之间的互动交流。这些活动包括对话、问答、分组活动、模拟角色等等。在突出交际能力训练的同时，我们也意识到学习者必须掌握基本句型及类推以生成新句子的能力。为了达到在商务交际活动中进行语法训练的目的，我们不仅根据每个句型的特点作了针对性的说明，而且提供了基本的句式和用例，并引导学生运用新学到的词语做大量的句型操练，以建立语言接受能力和生成能力的互动。

基于方便教学者使用的目的，本教材分为上下两册，每册包括课本和综合练习两个分册。根据比较常见的国外大学的课程安排，每册教材一般可供一个学期使用。课本中的每一课都包括两段对话、相关的句型、注释和替换练习，以及日记体的中外商务文化比较和简要的经贸信息。为了扩大学习者的词汇量且便于查阅参考，每课还有汉英对照的用图表分类列出的常用商务词汇。每段对话都有简体字、繁体字、汉语拼音和英文翻译的相互对照，以便于学习者根据自己的情况选择和参考。综合练习册配合课本的内容而设计。为了学习者的便利，练习册中每课都提供了与课文中每个对话对应的词汇表。为每课设计的各种不同的练习都以功能教学和互动教学理念为指导，注重商务汉语会话和商务汉语应用能力的训练。我们希望这些教学材料在满足学生需要的同时，也能够节省教师的备课时间。此外，每册教材还附有与课文和练习配套的 CD 光盘，以及各类附录和双语词汇索引。



## Abbreviations for Parts of Speech

|         |                      |
|---------|----------------------|
| Adj.    | Adjective            |
| Adv.    | Adverb               |
| AP      | Adjective Phrase     |
| AV      | Auxiliary Verb       |
| CE      | Common Expression    |
| Collo.  | Colloquial           |
| Conj.   | Conjunction          |
| Exc.    | Exclamation          |
| IE      | Idiomatic Expression |
| Interj. | Interjection         |
| Loc.    | Localizer            |
| MW      | Measure Word         |
| N       | Noun                 |
| NP      | Noun Phrase          |
| Num.    | Numerals             |
| Obj.    | Object               |
| P       | Particle             |
| PN      | Proper Noun          |
| Pol.    | Polite Expression    |
| Prep.   | Preposition          |
| Pron.   | Pronoun              |
| PW      | Place Word           |
| QW      | Question Word        |
| Subj.   | Subject              |
| TW      | Time Word            |
| V       | Verb                 |
| VP      | Verb Phrase          |



# Contents

---

Preface 序 I

To the Users III

致使用者 V

Abbreviations for Parts of Speech VII

---

## Lesson 7 Small Businesses 小本生意

---

1

Dialogue 1 Strolling around the Streets 逛街 1

Dialogue 2 Vendor's Stands 小摊儿 13

David's Diary: Day 6 24

Economic Information: Non -Public Economy 25

---

## Lesson 8 Signing the Contract 签约

---

27

Dialogue 1 Contract Draft 合同草案 27

Dialogue 2 Official Contract Signing 正式签字 39

David's Diary: Day 7 51

Economic Information:

China International Fair for Investment and Trade 53

Lesson 9 Visiting the Factory 参观工厂

---

55

Dialogue 1 Ordering Products 订货 55

Dialogue 2 Inspection 检验 65

David's Diary: Day 8 75

Economic Information: Employment and Salary 77

Lesson 10 Foreign Investment 投资

---

79

Dialogue 1 Joint Ventures 合资经营 79

Dialogue 2 Stock Market Quotations 股市行情 91

David's Diary: Day 9 103

Economic Information: Stock Market in China 105

Lesson 11 Business Connections 生意往来

---

107

Dialogue 1 Public Relations 公关 107

Dialogue 2 Building Connections 拉关系 119

David's Diary: Day 10 129

Economic Information: China and the WTO 130

Lesson 12 Saying Goodbye 辞行

---

131

Dialogue 1 On the Way to the Airport 去机场的路上 131

Dialogue 2 See You Next Time 后会有期 143



David's Diary: Last Day 154

Economic Information: Tourism 155

Appendices 附录

---

157

Appendix 1: Chronicle of Major Events in China's Reform and  
Opening Up

中国改革开放大事记 (1978~2004) 157

Appendix 2: Index of Supplementary Vocabulary

(Textbook I & II) 162

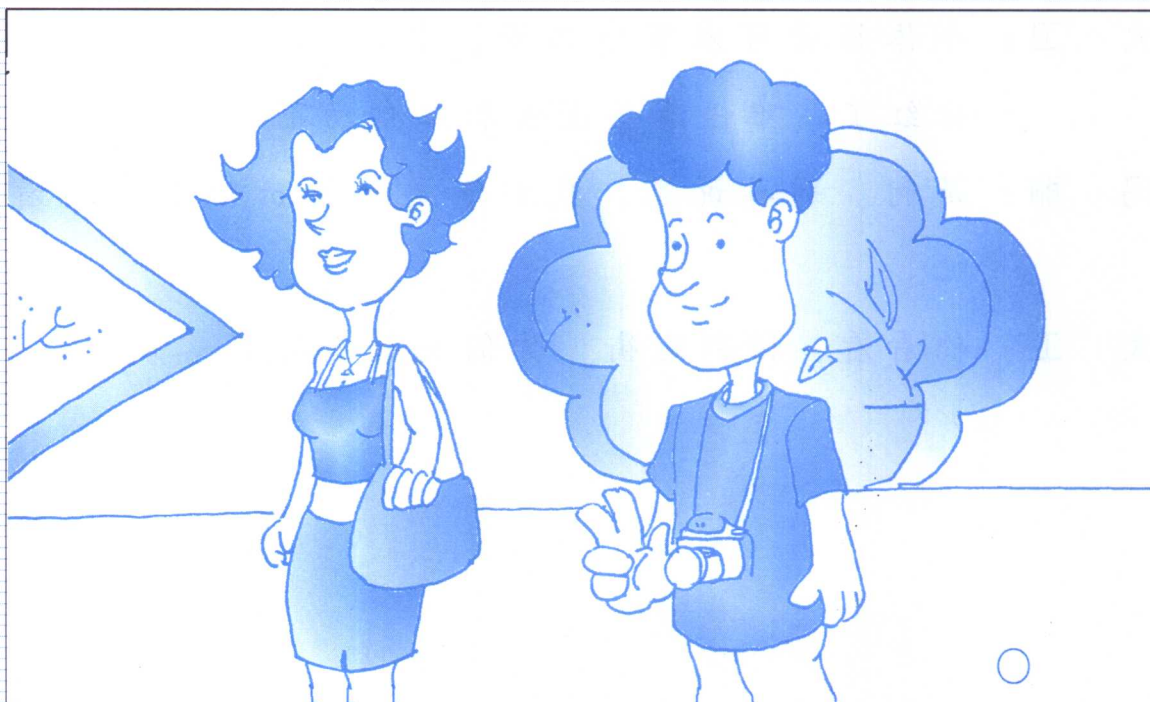
Acknowledgements 165

鸣谢 166

# 第七课 小本生意

## Lesson 7 Small Businesses

Dialogue 1 Strolling around the Streets | 逛街







## 一、逛 街

玛 丽：我们今天的行程有半天空闲，要不要上街逛逛？

大 卫：好主意！我也想借机了解一下这里的自由市场，看看有哪些热门商品值得投资。

玛 丽：听说现在中国人的收入增加，生活水平也提高了很多，那些经营小本生意的叫“个体户”，要是生意做得好，钱赚得比工薪阶层还多呢！

大 卫：个体经营可以节省工资，老板也用不着给雇员分红了，难怪有些国营职工自动下海了。

玛 丽：是啊。别再说了，我们还是赶快出门上街看看吧。

大 卫：你看看，讲到逛街，你们女人就特别感兴趣。

## Pinyin



## Duihua I    Guàng Jiē

**Mǎlì:** Wǒmen jīntiān de xíngchéng yǒu bàntiān kòngxián, yào bu yào shàngjiē guàngguang?

**Dàwèi:** Hǎo zhūyi! Wǒ yě xiǎng jièjī liǎojiě yíxià zhèlǐ de zìyóu shìchǎng, kànkàn yǒu nǎxiē rènmén shāngpǐn zhíde tóuzī.

**Mǎlì:** Tīng shuō xiànzài Zhōngguó rén de shōurù zēngjiā, shēnghuó shuǐpíng yě tígāo le hěn duō, nàxiē jīngyíng xiǎoběn shēngyì de jiào “gètǐhù”, yàoshi shēngyì zuò de hǎo, qián zhuàn de bǐ gōngxīn jiēcéng hái duō ne!

**Dàwèi:** Gètǐ jīngyíng kěyǐ jiéshěng gōngzī, lǎobǎn yě yòng bu zháo gěi gùyuán fēnhóng le, nánguài yǒuxiē guóyíng zhígōng zìdòng xiàhǎi le.

**Mǎlì:** Shì a. Bié zài shuō le, wǒmen háishì gǎnkuài chūmén shàngjiē kànkàn ba.

**Dàwèi:** Nǐ kànkàn, jiǎngdào guàngjiē, nǐmen nǚrén jiù tèbié gǎn xìngqu.



## 一、逛 街

瑪麗：我們今天的行程有半天空閒，要不要上街逛逛？

大衛：好主意！我也想借機了解一下這裡的自由市場，看看有哪些熱門商品值得投資。

瑪麗：聽說現在中國人的收入增加，生活水平也提高了很多，那些經營小本生意的叫“個體戶”，要是生意做得好，錢賺得比工薪階層還多呢！

大衛：個體經營可以節省工資，老板也用不着給雇員分紅了，難怪有些國營職工自動下海了。

瑪麗：是啊。別再說了，我們還是趕快出門上街看看吧。

大衛：你看看，講到逛街，你們女人就特別感興趣。