

北大版 新一代对外汉语教材·商务汉语系列

A Practical Business Chinese Reader

# 基础实用商务汉语

(修订版)

关道雄 编著

# 语

北京大学出版社

**A Practical Business Chinese Reader**  
**(Revised Edition)**

# **基础实用商务汉语**

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**Daoxiong Guan**

北京 大学出版社  
北 京

## 内 容 简 介

本书是为已有一定基础的汉语学习者编写的基础商务教程。全书以一个美国商务代表团访问中国为线索,依次介绍了商务活动的各项环节和相关的社交、礼仪活动。课文的语言简练,生动,富于幽默感。所附的材料大都是商务活动中的真实原件,力求把学生带入到真实的环境中去。练习形式多样,活泼,富于启发性。全书循序渐进,内容既前后衔接,又相对独立,便于教学。本书是一部高质量的教材。

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*To our students whose love of Chinese  
encouraged us to complete this book .*

## 修订版前言

《基础实用商务汉语》一书自 2000 年出版以来,先后为国内外一些学校选用作教材。其韩文版亦于 2002 年由韩国多乐院有限公司在汉城出版。此次修订再版,除了订正原稿中的错误并更换、补充了若干课文中的部分内容以外,主要对每课的练习作了大幅度的扩充和调整。修订后的词汇总表共收入生词 1040 个,句型总表共收入句型 154 个。

需要说明的是,本书的原作者之一遇笑容教授因为出任加州大学海外学习项目驻华中心主任,此次未能参与修订工作。但是本书得以成稿问世却是与她的长期关心、支持与参与分不开的。北京大学出版社的徐刚先生和郭力女士从本书的撰写到修订出力甚多,在此一并表示感谢。

关道雄

2003 年 3 月于加州大学圣塔芭芭拉校区  
东亚语言文化研究系

## Preface for the Revised Edition

Since it was first published in 2000, *A Practical Business Chinese Reader* has been adopted as a textbook by schools in China and overseas. The Korean edition (*Ok! Business Chinese*) was published by Darakwon Inc. at Seoul in 2002. This revised edition has corrected some mistakes and partially replaced or replenished content in several lessons. However, the majority of the revision was made to the exercises in each lesson. Almost all the exercises have been rewritten or redesigned. As a result, the number of the exercises in this book has increased by as many as 3—4 times. There are only slight changes in vocabulary and sentence patterns. A total of 1040 new words and 154 sentence patterns has been introduced in the revised edition.

It was very unfortunate that Professor Hsiao-Jung Yu, the co-author of the original edition of this book, could not work on the new version of the book this time. She was appointed as director of the UC EAP (University of California Education Abroad Program) Study Center at Beijing last year and has committed herself completely into this immense responsibility. There is no doubt that it would have been impossible for me to complete this book from the very beginning without her support, concern, and contribution. Many thanks also go to Mr. Xu Gang and Ms. Guo Li at Peking University Press. Their continuous support and help have made the revision successful.

Daoxiong Guan  
Department of East Asian Languages and  
Cultural Studies at University of California,  
Santa Barbara, March, 2003

## 初版前言

近年来,商务汉语在海外汉语教学中逐渐引起了相当的注意。在美国,目前已经有不少大学相继开设了商务汉语课程。一些大学甚至正在计划、酝酿开设层次不同、训练重点不同的系列商务汉语课。显然,商务汉语正开始成为对外汉语教学中的新热点。

商务汉语课的出现无疑与中国经济的迅速发展有着密切的关系。可以肯定地说,只要中国经济继续保持良好的发展趋势,商务汉语课的发展将是非常有潜力的。但是,作为一门新的学科,商务汉语面临着众多急需解决的问题。其中,编写、出版适合对外汉语教学所使用的商务汉语课教材的任务尤为迫切。这就是我们编写《基础实用商务汉语》的起因。

《基础实用商务汉语》一书的主要适用对象定位为至少已经学习了一年到一年半汉语、对主要的现代汉语语法结构已有所了解的学生。其已经掌握的词汇量应当在一千左右,即大致相当于《汉语水平词汇与汉字等级大纲》中甲级词的水准。在编写体例与架构上,《基础实用商务汉语》一书共分为十六课,以一个美国商务代表团访问中国为线索,依次介绍了商务谈判的各项主要环节和其他相关的商务、社交活动。内容上既前后衔接又相对独立,以便任课教师根据需要调整自己的课程教学安排。就难易程度而言,前八课稍易,后八课较难。每课包括:

1. 主题对话;
2. 阅读短文;
3. 词汇和句型;
4. 练习和活动;
5. 附录。

全书最后编有总附录,包括全部课文的英译、词汇总表、句型总表、重要网址、中国地图和主要参考书目。全书共计列出生词 1010 个,句型 152 个。通过这本课本的学习,学生可望达到中级或中级以上的汉语水平。

把本书设计在上述的汉语水平层次上是基于这样的考虑:

我们认为,商务汉语的学习应该在已经初步具有了一定的汉语语言能力的基础上进行。商务汉语课不需要也不应该在“商业”的名目之下再教授发音、识字或是最基本、最常用的汉语词汇和语法。如果要那样做的话,势必会模糊一般对外汉语课和商务汉语课的界限。商务汉语课应该是一门具有特定目标、特定内容的对外汉语语言课程。它所提供的是现代汉语中常用的商务词汇的知识以及与此相关的社会、文化知识,培养学生在汉语语言环境中进行商务活动所需要的语言交际技能。作为对外汉语课程中的一种,商务汉语与普通汉语课存在着密切的联系。但是商务汉语课的教学目的显然有别于普通汉语课。其教材与教法也应当具

有自己的特色。换句话说,商务汉语课必须在其教学内容上提供普通汉语课无法提供的语言、文化知识,才能真正成为一门独立的、无法替代的课程。

基于上述的想法,我们在《基础实用商务汉语》一书的总体设计和具体编写中做了以下的尝试:

(一)注重培养学生在实际汉语语言环境中进行商务活动的语言能力。能力语言教学法是近二三十年来在美国外语教学界一再讨论及推行的外语教学理论。能力语言教学法强调培养外语学习者实际的语言交流能力,把从书本上学到的语言知识及时地(即时地)运用在真实的生活情境之中。为了在商务汉语课中达到这一目的,《基础实用商务汉语》的课文选题力求概括最具代表性、最有普遍意义的实际商务活动。课文对话的编写力求真实而生动、实用且不乏风趣,尽可能避免单调的或教科书式的语言。每一课的练习与活动的设计均旨在鼓励学生的主动参与。在帮助学生理解课文内容的同时,尽量利用多种形式,为学生提供在真实语境中熟练掌握乃至灵活运用该课词汇与句型的机会。每课的附录则结合课文的需要,提供相关的中文商业信函、文件、表格等实例,以期帮助学生熟悉实际商务活动中可能接触到的这类材料,取得学以致用用的效果。

(二)重视相关文化背景知识的介绍。将文化背景、风俗民情、社交礼仪乃至思维方式的介绍融入外语教学之中的文化、语言融合教学法也是近年来美国欧美语言教学界讨论的重点之一。这种教学理论的一个明显的好处就是使学习外语的人可以通过语言的学习来了解文化、通过了解文化来提高其外语水平。我们觉得商务汉语教学有必要与文化知识的介绍相结合。了解中国人的思想、行为模式以及在待人接物上的种种习惯,将有助于在实际商务活动中双方的有效沟通与交流,避免某些不必要的误会。基于这样的认识,《基础实用商务汉语》一书在每课的主题对话之外,又安排了一篇阅读短文。其内容是与该课主题对话相关的社会背景、文化背景信息。换言之,本书每一课的主题对话是以具体的商务活动设立单元,而每课的阅读短文则是以介绍文化背景设立单元。在文体上,前者是口语,后者是书面语。这样不但可以同时训练学生的会话和阅读能力,同时也增加了学生的学习兴趣。

(三)从商务汉语的角度出发,合理挑选课文词汇和句型。在从事对外汉语教学的实践中,我们深深感到课本词汇的合理甄选和使用是非常值得重视的一个问题。编写一本汉语教材,应该仔细审慎地考虑它所准备使用的字、词和词组。在决定哪些字词应该介绍给学生、哪些应该列为必需掌握的生词的时候,编写者应该尽量避免主观性和随意性。对外汉语课本中词汇的取舍标准无疑应该建立在科学统计的基础上。商务汉语课本更不能例外。根据《汉语水平词汇与汉字等级大纲》的统计,对外汉语教学基础阶段的词汇量应当以3000词为界标。根据我们的分析,在这3000个词中,有可能被收入任何一本商业汉语词典的词大约在百分之一左右。因此,一本理想的商务汉语教材所提供的基本词汇,应当能够最直接地反映出其不同于一般汉语课本的特征。在《基础实用商务汉语》一书的编写中,我们决定以《汉语水平词汇与汉字等级大纲》的甲级词表为界线。甲级词表共收词1033个,都是现代汉语中使用频率

最高的基本常用词,也是初学者在基础阶段应该首先掌握的词汇。这样一个词汇量正好符合我们为本书使用者设定的汉语水平起点。因此,凡是被收入甲级词表的词汇,在这本教材中均被编者视为学生已经掌握的词汇,不再列入生词部分。必须说明的是,由于我们还缺乏商务汉语词汇使用频率方面的统计资料,因此在选择这方面的词汇的时候,本书可能有不少考虑不周的地方。我们真诚地盼望读者提出批评和建议。

《基础实用商务汉语》一书的内容和体例由关道雄与遇笑容拟定。关道雄负责主题对话、阅读短文、生词表、句型表的编写以及全书的统稿,遇笑容负责每课练习与活动的设计和编写。课文的英文翻译由史香侬(Shannon Lee Du)承担。中国江西财经大学经济文化传播系的熊焰、陈秀平教授审读了本书的初稿,且为本书的附录搜集、提供了一些有用的信息和原始材料。陈毓贤女士(Susan Chan Egan,原美国 Scudder, Stevens & Clark, Inc. 资深证券分析师)为书中涉及的专业词汇的英汉对译解决了不少难题。在此一表示衷心的感谢。我们还应该特别感谢审读本书的北京大学出版社的郭力女士和徐刚先生。因为他们的关心和帮助,本书才能够得以顺利出版。

本书的初稿曾在圣塔芭芭拉加州大学试用。这使我们有机会在实践中对这本教材做出修改。在此我们也想对我们的学生表示由衷的谢意,正是他们对汉语学习的强烈兴趣和热爱给了我们编写本书的动力。

关道雄、遇笑容

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东亚语言文化研究系

## Preface for the First Edition

In recent years, Business Chinese has drawn increasing attention in the field of overseas Chinese teaching. In the United States, some universities are already offering Business Chinese courses. Others are even considering or planning to offer series of Business Chinese courses at different levels, each placing the emphasis on various aspects. Obviously, Business Chinese is becoming a popular new course in the field of teaching Chinese as a foreign language.

The popularity of Business Chinese is a by-product of China's economy, which has grown rapidly in the last decade. There is no doubt that Business Chinese has a tremendous potential as long as China's economy maintains this positive trend and continues growing. On the other hand, Business Chinese as a newborn course is facing a number of questions that have to be solved without delay. What is most urgent and crucial now is to compile textbooks that properly fit the needs of Business Chinese in the field of teaching Chinese as a foreign language. That was our intention in writing this textbook, *A Practical Business Chinese Reader*.

*A Practical Business Chinese Reader* is designed for those who have completed at least one year to one and a half years of Chinese study at the college level and have gained a good knowledge of basic grammar in modern Chinese as well as around a 1,000-word vocabulary in Chinese, equivalent to the beginning level in *Guidelines of Chinese Proficiency and the Degree of Difficulty of Chinese Characters*. We believe that Business Chinese should be taught beyond the beginning level. There is no need to teach pronunciation, character writing or beginning level vocabulary and grammar in a Business Chinese course. Although there are similarities and connections between Business Chinese and other Chinese language courses, the goal of Business Chinese certainly is different than other Chinese language courses, and so is its content. Business Chinese courses train students to develop their communication skills both in oral and written forms in order to conduct business in a Chinese language environment. The emphasis is placed on the usage of business terms in modern Chinese and on language proficiency in a business context as well as on business related social-cultural awareness.

By following the progress of an American business delegation in China, *A Practical Business Chinese Reader* has developed sixteen lessons in all to introduce some typical business activities and business related social events in the Chinese business world. The contents of the lessons may be seen in the chronological order of events or as sixteen individual stories so that instructors may adjust their teaching plans according to their own needs. In terms of difficulty, the first eight lessons are more basic while the latter eight lessons are more advanced by comparison. However, these sixteen lessons, should they all be used, are sufficient for one semester or two quarters. Each of the sixteen lessons in the book contains the following sections:

1. Dialogues: The dialogues in each lesson are set at various authentic sites in China. The

scenarios are intended to be typical of those encountered by foreigners conducting business in P. R. China. Authentic language of modern Chinese, which occurs in realistic business contexts, is employed to the greatest extent in order to provide the most efficient examples for students to imitate and eventually enhance their Chinese language proficiency.

2. **Reading Passages:** The reading passage in each lesson is a short essay, in which the topic of the lesson is further explored. The reading passages are intended to sketch some general pictures of cultural background in Chinese society and its business world. In the terms of language style, the reading passages in the book are in written form while the dialogues present a more lifelike spoken style.

3. **Vocabulary and Patterns:** The book presumes prior competence or mastery of about a 1000-word vocabulary. The Glossary of Beginning Level in *Guidelines of Chinese Proficiency and the Degree of Difficulty of Chinese Characters*, which has a 1033-word vocabulary of the most frequently used words, has been adopted as the measure to establish the vocabulary glosses for each lesson. The words that are not covered in this 1033-word vocabulary glossary are considered as new words for the book. Due to the fact that there is no supporting data of lexicostatistics in business Chinese, it was very difficult to decide what vocabulary items should be included. In order to better equip students with useful business terms in Chinese, a great effort has been made to select proper vocabulary words from a practical standpoint of conducting business. We therefore would welcome the input of teachers and students alike, so that we can continue to best meet the needs of the changing context of Business Chinese in the classroom. The patterns are another component of this section. Normally eight to ten patterns are presented in each lesson. There are certain important patterns that students may have been exposed to in their prior study but that they might not have mastered. Each pattern heading is followed by two examples. The first one is drawn from either the Dialogues or the Reading passage while the second one serves as an additional example.

4. **Exercises and Activities:** Exercises and activities are designed to reinforce newly introduced vocabulary and patterns as well as to help students in understanding the content of the dialogues and the reading passage in each lesson. Some questions posed in this section require students to do research in business related topics by using various media sources, including the internet, while some questions are intended to lead students into discussions of cultural differences. Instructors may choose to use these exercises in whole or in part, as written homework or as in-class oral exercises.

5. **Appendix:** Appendixes in each lesson provide examples of business documents in Chinese as well as other useful information such as a Customs Declaration Form, a Product Catalogue, an Order Sheet, a Letter of Credit, a Letter of Intent, a Contract, and Common Chinese Signs etc. Some of them are duplicates of the originals.

The book has also compiled a General Appendix, which contains a complete English translation of all dialogues and reading passages, vocabulary, patterns, useful web sites, a map

of China, and a bibliography. There are 1010 new words and 152 sentence patterns introduced in the book. All the texts, vocabulary and patterns are printed in both traditional and simplified characters. Through study of this textbook, students may attain an intermediate level of Chinese or higher.

This book was designed by Daoxiong Guan and Hsiao-jung Yu. Daoxiong Guan wrote the dialogues and the reading passages. He also made vocabulary and pattern glossaries and took the responsibility for finalizing the whole book. Hsiao-jung Yu created the exercises and activities. Shannon Lee Du translated all of the dialogues and the reading passages into English. We want to thank Professor Xiong Yan and Chen Xiuping (Jiangxi Finance and Economy University), who not only provided some valuable materials and examples of business documents but also proofread the first draft of the book. Our gratitude also goes to Mrs. Susan Chan Egan (Chartered Financial Analyst, former Vice President at Scudder, Stevens & Clark, Inc.). Her special knowledge in business solved many problems that we encountered during translating business terms into English. We owe a special thanks to Ms. Guo Li and Mr. Xu Gang (Beijing University Press), who proofread the whole book. It would have been impossible to publish this book without their continuous support. Finally, we want to express our gratitude to our students at University of California, Santa Barbara. It was their love of Chinese that encouraged us to complete this book.

Daoxiong Guan, Hsiao-jung Yu  
The Department of East Asian Languages and  
Cultural Studies,  
University of California,  
Santa Barbara  
May, 2000

## 主要人物表

美方：

史强生 美国国际贸易公司亚洲地区总裁

Johnson Smith, CEO of Asia Region, American International Trading Company

白琳 美国国际贸易公司亚洲地区总裁助理

Lynn Petty, Assistant to CEO of Asia Region, American International Trading Company

中方：

王国安 中国东方进出口公司总经理

Wang Guo'an, President, China Eastern Import & Export Corporation

李信文 中国东方进出口公司副总经理

Li Xinwen, Vice President, China Eastern Import & Export Corporation

张红 中国东方进出口公司公共关系部主任

Zhang Hong, Director of Public Relations, China Eastern Import & Export Corporation

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# 第一课 到达中国

史强生先生和白琳小姐是美国国际贸易公司的代表。这次他们来中国做生意。史先生过去在台湾工作过两年。白小姐去年来过北京,跟东方进出口公司的李先生认识。史先生和白小姐说中文说得都很好。

## (一) 对话

### 1. 入境

(在海关)

海关官员: 您好! 您是来旅行的吗?

史强生: 不,我是来做生意的。这是我的护照。

海关官员: 请打开这个箱子。

史强生: 好吧。

海关官员: 这些是什么?

史强生: 这些是样品,这一件是礼物。这些东西需要交税吗?

海关官员: 五百美元以上的礼物要交税,样品可以免税。不过,您还是得填一张海关申报单。

白琳: 这是我的护照、入境登记卡和健康申明卡。

海关官员: 你有什么需要申报吗?

白琳: 没有。

海关官员: 那是什么?

白琳: 那是我的好朋友!

海关官员: 好朋友?

白琳: (笑)是呀,那是我的电脑。我们每天在一起,是最好的朋友!

海关官员: (笑)你的中文真不错!

白琳: 哪里哪里!