



中国—欧盟青年经理培训项目资助

Funded by the EU-China Junior Managers Training Programme

经理人汉语

CHINESE FOR MANAGERS

语音篇

PHONETICS

经理人汉语系列教程 CHINESE FOR MANAGERS SERIES

总主编

张晓慧

编著

李明

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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语音篇

PHONETICS

《经理人汉语·语音篇》适用于将汉语作为第二语言的基础语音教学。全书共分三个单元,分别对音节构成要素、语流音变、朗读技能进行了学习和训练。全书特别重视语音实践,并将基础发音训练和朗读训练结合起来,简明扼要,生动有趣,便于自学。本书可与该系列教材的《生活篇》配合使用,也可作为普通话语音入门教材单独使用,对已有一定汉语基础的学生纠正发音、提高朗读水平也极具参考价值。

经理人汉语 系列教程

张晓慧 总主编

《语音篇》

李明 编著

汉语语音入门教材，供汉语零起点或学过少量汉语的外国人使用。全书共分发音训练、声调练习、朗读学习和训练三个单元。语音知识介绍简明扼要，生动有趣。教材配有英文翻译，便于自学。

《生活篇》

李明 丁安琪 主编

零起点的商务汉语基础教材，适合汉语零起点或学过少量汉语的外国人，特别是从事对华商务活动的外国人使用。编者选取了外国商务人员在华日常生活中最具交际价值的20个话题，在每一话题下都提供了听说读写综合训练，以使学习者能在短期内迅速提高语言能力。

《商务篇》

张红 主编

初级商务汉语综合教材，集听说读写于一体，共包括20个单元，每单元选取商务活动中的一个话题展开，并将语言学习与案例教学相结合，注重培养学习者综合运用语言的能力以及运用汉语分析和解决商务活动中问题的能力。

《经贸篇》

张晓慧 主编

中级商务汉语综合教材，内容包括人力资源、国企改革、外资利用、西部开发等当代中国的热点经济话题，从不同侧面反映了中国社会经济生活的基本情况。本教材以听说训练为先导，以阅读理解为基础，以成段口语表达和书面表达为训练重点，全面提高学习者的汉语交际能力。

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序

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这套商务汉语系列教材的编写是欧盟—中国青年经理培训项目的一项重要成果。欧盟之所以资助这套教材的编写，是因为我们相信只有深入了解中国的国情、民情、风俗习惯和工作方式，才能在中国取得商业上的成功，而学习汉语有助于加深这种了解。

在欧盟—中国青年经理培训项目(1999—2003)之前，没有适合专业人士学习的汉语教材。因此我们决定和我们的合作伙伴——北京外国语大学共同开发一套教材。北京外国语大学做了大量的工作，对教材进行开发。来自欧盟15个成员国的有着不同文化背景和使用不同语言的欧洲商务人员试用了这套教材。我相信，这套教材是市场上最好的商务汉语教材。

这套教材里有真实的商务场景、富于挑战性的对话和课文，这些对今后将在中国从事商务活动的人士具有很强的针对性和实用性。学习这套教材，可以为学习者在中国的职业生涯做好必要的准备。当然，语言学习只是这种准备的一部分，我们还需要了解人们的思维方式和人际交往的方式，这样才能在中国或在世界上的任何地方获得成功。

在此，我预祝各位学业顺利！

感谢北京外国语大学所有参与过欧盟—中国青年经理培训项目的教师。在执行项目的五年时间里，北京外国语大学的教师不仅为欧洲经理们教授汉语，而且以北京外国语大学教师特有的严肃而热情的态度、专业精神、奉献精神开发教材。我还要感谢陈乃芳校长，因为有陈校长的支持，这个项目才会像现在这样在中欧商界享有声望，并为中国其他高校的商务汉语教学提供了值得借鉴的宝贵经验。

安高胜博士

欧洲联盟欧洲委员会驻华代表团团长

PREFACE ONE

This series of learning materials for business Chinese have been produced through the European Union-China Junior Managers Training Programme. The EU has invested in producing these materials because we believe that doing business successfully in China requires cultural understanding of the country, its people, their habits and ways of working. And that understanding goes through learning the language.

Before the EU-China Junior Managers Training Programme (1999-2003), there were no adequate materials to teach Chinese to professionals, so we decided we should develop them with our partner, the Beijing Foreign Studies University. BFSU did a tremendous job, developing and testing the materials on the demanding lot of young European businesspeople-themselves from 15 different EU countries with their own languages and cultural backgrounds. I am confident, that these materials are the best on the market for anyone who wants to learn Chinese for business.

You will find real business situations, challenging texts and dialogues that will prepare you for your career in China. You will be well equipped to embark on your business, but remember, learning the language is only one step, you need to learn about people, about ways of thinking and dealing with each other to be successful here, as anywhere.

I wish you good luck with your studies!

My thanks go to all the teachers at BFSU who have worked hard not only on teaching our managers, but on developing these materials with the rigour and enthusiasm, professionalism and dedication that were so characteristic for BFSU staff over the five years of our programme. My thanks also to BFSU President Chen Naifang, without whose support this programme would not have had the success which made it so famous in the European and Chinese business community and among Chinese universities who could pick up on the experiences of this programme to teach Chinese for business in the new way developed at BFSU.

Dr. Klaus Ebermann, Ambassador
European Commission Delegation in China

序

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中国—欧盟青年经理培训项目已经圆满结束了，作为项目成果之一的商务汉语系列教材《经理人汉语》将正式出版，这让我感到十分欣慰。

我校的国际交流学院从1999年至2003年底承担了中国—欧盟青年经理培训项目五批学员的商务汉语培训。项目实施初期，我国的商务汉语教学还十分薄弱，由于认识上的局限性，许多教材的内容仅限于对外贸易方面，缺乏适合既有商务知识又有商务工作经历的欧洲学员使用的商务汉语教材。面对欧盟委员会和学员对项目寄予的热切期望，我们感到必须为项目设计、开发一套专用教材。为此，国际交流学院参与项目培训的教师们努力借鉴我国商务英语教学的成功经验和研究成果，深入探索商务汉语教学的特点和规律，在一年多的时间里，经过开发、使用、修改、补充和完善等环节，终于完成了可供学员在不同阶段使用的三套商务汉语主干教材的编写工作。可以说，这三套教材为项目的顺利进行，并最终取得圆满成功提供了良好的保障。在教材的开发、编写过程中，欧洲联盟欧洲委员会驻华代表团和中国国际贸易促进委员会给予了多方面的指导、支持和大力资助。今天，这三套教材经过进一步修改和整合，成为一套商务汉语系列教材，并正式出版。在此，我对国际交流学院取得的成功表示热烈祝贺，对欧洲联盟欧洲委员会和中国国际贸易促进委员会给予的支持表示衷心感谢。

随着经济全球化的不断发展，世界各国在政治、经济、文化等各个领域的交流和合作日益增长。近年来，中国与欧盟及欧洲各国之间的交流和合作日渐频繁，而推动这种合作与交流持续发展，确保这种合作与交流取得成功的重要因素之一就是要培养和造就一大批合格的专门人才，而语言技能是专门人才最为重要的标准之一。中国—欧盟青年经理培训项目就是培养和造就这种专门人才的摇篮，而学员们在我校接受的商务汉语培训，

是他们掌握商务汉语交际能力的重要途径。中国—欧盟青年经理培训项目为我们提供了认识、研究商务汉语教学的良好机会，使我们在商务汉语教学方面积累了较为丰富的经验。教材的成功开发，为我们拓宽商务汉语教学的领域奠定了坚实的基础。我认为，这套教材既具有针对性又具有普遍意义，因为，目前在中国高校学习汉语的外国人中有相当一部分和欧盟学员有着相似的教育背景、工作经历以及学习需求和目的。我相信，这套商务汉语系列教材的出版，必将填补这一领域中的一片空白，给商务汉语教学带来一些新的思路和创意，对推动我国商务汉语教学的发展产生积极的影响。

我希望，中国的商务汉语教学能有更大的发展，各种不同用途的商务汉语教材能更多地面世，中国与世界各国的商务交流与合作能在更深更广的层面上展开。

陈乃芳

北京外国语大学校长

2004年12月

PREFACE TWO

It delights me immensely that the training for the EU-China Junior Managers Training Programme has come to a full cycle and the *Chinese for Managers* series of textbooks are coming off the press.

During the period 1999-2003, the BFSU International Exchange Institute put five batches of junior managers through a business Chinese course under the EU-China Junior Managers Training Programme. In the early days of this course, the training in business Chinese was rather weak; the textbooks available were mostly about foreign trade, and those suitable for our European trainees who had both managerial expertise and practical experience were hard to come by. To meet the expectations of the EU Committee and our trainees, we felt compelled to develop a set of textbooks for this Junior Managers Training Programme. Thus the faculty of the Beijing Foreign Studies University went about drawing on past experience and achievements in business English teaching and exploring the norms for business Chinese teaching. On that basis they came up with the first draft, but it took them more than two years to experiment with that draft in the classroom and make repeated amendments before they could offer their trainees three textbooks on business Chinese. I venture to say that the first round of training under the EU-China programme could not have been a success without the timely arrival of these books. Having made further amendments and readjustments, we are able to present this series of standard textbooks on business Chinese to a larger audience of learners. I would like to take this opportunity to congratulate my colleagues at the International Exchange Institute. I am also deeply indebted to the EU Committee and China Council for the Promotion of International Trade for their guidance and unstinting financial support.

With economic globalization proceeding apace, political, economic and cultural exchanges and cooperation are burgeoning between China and the European Union and among EU member countries. To bring forth a large contingent of professionals is pivotal to sustaining such exchanges and cooperation, and language proficiency is an indispensable quality for these professionals. The EU-China Junior Managers Training Programme is a cradle for such professionals, and the business Chinese training course offered by

the BFSU International Exchange Institute provides a major channel by which professionals learn how to communicate in a standard Chinese business language. The training program has offered us a good opportunity to study teaching in business Chinese and pool our experience in this field. The successful compilation of this series of business Chinese textbooks has furnished a solid groundwork for us to expand this field of teaching and learning. In my opinion, these textbooks not only have a target audience but are also useful for a much wider spectrum of learners, considering the fact that many international students have very much the same education backgrounds, work experience and learning goals as those taking the business Chinese course at the International Exchange Institute. Apart from their positive impact on business Chinese teaching, the unique significance of these textbooks also lies in that they provide some innovative ideas about teaching Chinese as a second language.

It is my hope that more progress will be made in the teaching of business Chinese, that more and better business Chinese textbooks will come along to meet our learners' diverse needs, and that business exchanges and cooperation between China and other countries will be deepened and broadened without a letup.

Chen Naifang
President, Beijing Foreign Studies University
December, 2004

前言

1999年初,北京外国语大学国际交流学院承担了中国—欧盟青年经理培训项目的汉语培训工作。学员是来自欧盟各国的青年商务人士,他们既具有良好的教育背景,又具有一定的商务实践经验。欧盟希望通过该培训项目为企业培养一批掌握与中国进行有效商务合作所需的语言知识及商务文化的青年经理人。为了实现项目的目标,任课教师们尝试使用了现有的多种教材,但效果均不理想。因此学院决定根据项目的要求和学员的特点,编写一套突出目标性、针对性和实用性的商务汉语系列教材,并成立了编写组。经过一年多的编写,两年多的使用、修改和补充,今天终于推出了《经理人汉语》这套系列商务汉语教材。

这套系列教材由《生活篇》、《商务篇》、《经贸篇》和《语音篇》四部分组成,每篇分上下两册,均为集听说读写为一体的综合汉语教材,《语音篇》为基础阶段辅助教材。除《语音篇》外的三组主干教材,内容各有侧重,程度为基础、初级、中级三个等级。既可连续使用,也可分册单独使用。《生活篇》以商务人士日常生活所需的基础汉语为主,以办公室日常工作所需的商务汉语为辅;《商务篇》以日常商务交往所需的专业商务汉语为主,以反映社会经济生活的经贸汉语为辅;《经贸篇》则是以中国社会经济生活为话题的经贸汉语。

在教材的编写过程中,编写组对商务汉语教学的性质、特点和规律进行了深入探讨,对教学对象进行了认真研究,对商务汉语教学的内容进行了界定,对教学模式进行了优化选择。所以,这套教材体现了我们对商务汉语教学,尤其是对国外职业商务人士进行商务汉语培训的认识和理念。较之以往的教材,它具有以下特点:

一、将商务汉语引入基础汉语教学阶段

商务汉语是具有专门用途的汉语。对一般学习者来说只有具备了一定的汉语水平,才能学习商务汉语。但我们所要培训的对象却具有特殊性。他们一方面具有丰富的商务知识和实践经验;另一方面汉语水平较低或基本没学过汉语。由于学习时间相对较短,他们希望在有限的时间内获得最

大的收益，即在掌握汉语日常生活交际能力的同时，尽早、尽量多地了解和掌握商务汉语知识和技能。而他们的教育背景和工作背景，为其学习商务汉语奠定了良好的专业基础。因此，编写组在《生活篇》中选取了最具交际价值的日常生活话题，同时加进了一些办公室工作情景和相当数量的商务词汇，使学习者从一开始就接触这些词汇，并尽早进入商务汉语学习阶段，以满足他们的需求。

二、以功能为纲，以话题为线索，兼顾结构与文化

将语言教学细化为普通语言教学和专用语言教学，是语言学家在对语言社会功能进行研究的基础上提出的。商务汉语涉及管理、营销、贸易等众多领域，只有在需求分析的基础上，选取最有价值的功能项目，才能使培训富有成效。所以，三组教材均以功能为纲，每个单元一个话题，使学习者接触、了解与话题相关的情景、语言表达方式和交际文化知识，通过各种训练，达到掌握和运用的目的。由于《生活篇》和《商务篇》均属于基础阶段教材，所以，在安排话题的顺序时，编写组也兼顾了语言结构的特点，以便于讲授和学习。

三、集听说读写为一体，突出集中强化培训的特点

对职业人士的语言培训一般具有集中强化的特点，时间至多不会超过一年，因此，对效率有很高的要求。编写组认为，集听说读写为一体的教学模式更适合这种培训。这种教学模式有利于教师对学习者的全面了解，便于教师针对学习者的具体情况，按照培养目标的要求安排或及时地调整训练重点和时间，以避免因不同课型的配合不当影响教学效率和效果。所以，这三组教材均为汉语综合教材，每一单元围绕同一话题进行听说读写等各种技能训练。我们按照言语行为的一般规律，以“听”为信息输入的先导，通过各种口语训练帮助学习者对信息进行理解、反馈和内化。在此基础上，再让学习者阅读相关话题的书面材料，通过视觉输入，进一步扩大信息量，使学习者了解相关话题的书面表达方式，再模仿运用这些方式进行各种书面表达练习，达到既可听懂、看懂每个话题的相关信息，又可通过口头或书面表达，进行相关交际活动的目的，最终全面提高学习者的听说读写能力。

四、以提高学习者的商务汉语交际能力为目标，引入案例教学，注重练习的可操作性

职业人士的语言培训非常注重实用性，在培训中，帮助学习者用汉语

分析和解决商务交往和活动中出现的问题就显得尤为重要。而把一些典型的案例作为培训的语料和信息，既可以调动学习者已有的商务知识和经验，发现问题，提出解决方案，同时，教师也可以介绍中国人对同一问题的见解。通过课堂讨论，学习者可以在对比分析中发现中外之间的差异，并在此基础上完善自己的解决方案。这是一种自主性学习，学习者始终在用汉语发现问题、分析问题和解决问题，学习的过程是完成一系列任务的过程，在这一过程中，学习者的汉语综合交际能力会不知不觉地得到提高。编写组在《商务篇》和《经贸篇》中引入了一些案例，将语言学习和案例分析有机地结合起来，使学习内容和练习方式的实用性更加突出。

此外，编写组还设计了大量课外实践活动，使学习者在参观访问、调查座谈中进一步提高汉语交际能力，并亲身感受中国的社会经济生活。

这套系列教材编写组的成员全部担任过中国—欧盟青年经理培训项目的汉语教学任务，并接受过项目管理办公室安排的商务英语、跨文化交际以及欧洲相关背景知识、中欧关系等课程或专题的培训，具有较为丰富的专业知识、教学经验和可贵的创新精神，正是在大家的共同努力下，这套教材才具有了诸多创意。还有一些教师，尽管他们没有被列入编写组成员名单，但他们也为教材的编写付出了辛勤的努力。

教材编写工作得到了项目管理办公室的指导和大力资助，得到了陈乃芳校长的鼓励和关怀，得到了欧盟各国学员的积极配合。北京语言大学著名专家刘珣教授审阅了教材，并提出了宝贵的意见。外语教学与研究出版社为这套教材的正式出版给予了积极支持。借此机会向所有关心这套系列教材并为之付出努力的人们表示衷心的感谢！

商务汉语教学即将进入蓬勃发展的时期，这套系列教材如能为今后的教学开拓一些新的思路，我们将会感到由衷的欣慰。恳请各位专家和同行对这套系列教材提出宝贵意见。

张晓慧

2004年12月于北京

INTRODUCTION

In 1999, the BFSU International Exchange Institute joined the EU-China Junior Managers Training Programme in providing a business Chinese training course to up-and-coming business managers from Europe. All our trainees were well educated and had had some experience in the business world. The European Union sent them to our university in the hope that our training course could help them learn the Chinese language and culture for effective communication and cooperation with Chinese businesspeople. To meet the expectations of our European friends, my colleagues tried quite a few available coursebooks on our trainees, but the results left much to be desired. This prompted us to compile our own business Chinese coursebooks in line with the requirements of the EU-China Junior Managers Training Programme and the characteristics of our trainees. It took us a little more than one year to come up with the first draft, and another two years to amend it before this business Chinese series of coursebooks became ready to go to press.

This series consist of four coursebooks each with two volumes: *Everyday Chinese*, *Business Chinese*, *Economy and Commerce Chinese* and *Phonetics*. *Phonetics* serves as a supplement to teaching business Chinese at the beginner's level. The other three books, arranged progressively at beginner's, elementary and secondary levels, may be used in a sequence or independently. Each has a distinct focus, but all of them integrate listening, speaking and writing to make for a congenial learning experience. *Everyday Chinese* teaches the kind of Chinese language that businesspeople use on a daily basis and supplements it with office work usages. *Business Chinese* features a professional language that enables business managers to "talk shop" among themselves, and it is also augmented with usages and expressions that reflect Chinese social and economic life. The Chinese taught in *Economy and Commerce Chinese* covers topics on the socioeconomic life of contemporary China.

This series of coursebooks are an outcome of in-depth studies of the norms governing the teaching of business Chinese. Their contents are carefully screened and condensed by bearing our trainees' learning needs in

mind. The teaching methodology is optimized on the basis of repeated comparisons of alternatives. In short, these coursebooks symbolize our philosophy of teaching business Chinese as a foreign language for professionals in the business world. They differ from other Chinese textbooks in the following aspects:

First, teaching business Chinese at the beginner's level. As a special-purpose language, business Chinese can normally be learned by those who have acquired more than a smattering of Chinese, but this was not the case with our European trainees, who were seasoned in business management but knew little or no Chinese to begin with. They took our training course in the hope that in a short span of time they could become efficient enough to communicate with their Chinese colleagues and know as much about the Chinese business world as they could. Despite being new to the Chinese language, their fine education and career backgrounds stood them in good stead in learning business Chinese. That is why in *Everyday Chinese* we make a point of selecting topics with communication value, and mingle them with office situations and a considerable amount of business terms and expressions. This arrangement is designed to bring learners in touch with business Chinese right at the beginning.

Second, stressing linguistic functions through topical scenes and discussions. Linguists around the world divide language teaching into general teaching and special-purpose teaching. Business Chinese apparently falls into the category of special-purpose teaching, as it covers a wide range of fields such as management, marketing and trade, and learners can master it only when they are taught its essential functions. These linguistic functions are highlighted in our coursebooks, in which each unit of texts is centered on a single topic so as to acquaint learners with the scenes, expressions and cultural backgrounds surrounding that topic and teach them to apply the business language through diverse forms of drills and exercises. In *Everyday Chinese* and *Business Chinese*, topics are couched in sentence structures tailored to the learning level of beginners who are both books' target audience.

Third, intensifying learning by integrating listening, speaking and writing. We put a high premium on teaching efficiency, given the short duration of our intensive training course of EU business professionals, which lasted no more than 12 months. Apparently, integrating listening, speaking and writing is appropriate for this type of training. In this way teachers can follow curricular arrangements and students' progress to readjust the timetable and focal points of training in a timely fashion and avoid assigning mismatched coursework that affects teaching efficiency and results.