商务汉语系列教材
Business Chinese Readers

（1）
商务汉语入门——基本礼仪篇
Gateway to Business Chinese
Regular Formulas and Etiquette

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请试着点击下表的
Verify the phonetic rules for yourself by
汉语拼音
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### 注意事项

- 尝试点击“syllable”按钮来验证这些拼合规则。

### 参考资料

- [Chinese Initials and Finals](#)
《商务汉语》系列教材编写说明

编写目的

随着中国的发展，中国与世界各国，尤其是与发达国家之间的交往，贸易以及商务活动越来越多，从而推动了外国人学习中文的热潮。据调查，全球已有超过100个国家开设汉语教学课程，学习汉语的人数达到3000万人，有12400余所各级各类学校开设汉语课程，在学学生达330多万人。2003年参加汉语水平考试的考生人数达30万人，创历史新高。而学习汉语的人当中，很多人是为了与中国做生意或在中国有关关系的公司或工作，中国经济的飞速发展为全世界提供了巨大的商机，外国企业纷纷来到中国寻求发展机会。同时，随着中国成为“世界工厂”，十几万外国企业落户中国，几十万外国企业家和管理人员在中国工作。以上这些人都有掌握一些用汉语交流的能力的需求，以满足商业交往与沟通的需要。为此，在中国国家对外汉语教学领导小组办公室的支持下，我们编写了这套《商务汉语系列教材》。

适用对象

想学习汉语的工商界人士中，很少有人能够抽出一段相对集中的时间去学校系统地学习汉语课程，他们大多只能在有限的业余时间内参加速成班、进行个别教学或者自学。他们不是把汉语作为学校里的专业去学习，并不期望系统地掌握非常流利的汉语，而是希望学习与商务往来有关的一些实用的基本语言知识和技能，以便能够克服商务活动中的基本语言障碍，改善与中国人沟通的效果，增加成功的机会。本教材就是针对这些人的特殊需求编写，适用于完全没有或只具有一点汉语基础的、母语为汉语以外的语言的工商界人士以及其他希望学习一些基础商务汉语的人。

技能目标

中外经济、商务交往本质上是一种跨文化的交际行为。为了商业的成功，首先必须消除作为交际工具的语言方面的障碍，其次要消除文化的障碍，理解和掌握目的语所代表的文化、特点和规则，所以外国人学习商务汉语要获得的能力包含三个方面：

（1）与商务活动相关的、实用的、基本的汉语语言知识和技能。
（2）在中国经济环境下开展商务交往的能力，需要掌握基本的中国经济环境的特点、经济活动规则，既应包括贸易、投资、合作的方面的交际能力，也应包括企业管理方面的交际能力。
（3）在中外经济交流与合作的背景下的跨文化交际能力，包括商务礼俗、惯例和中国文化背景知识。
因此，商务汉语教学应该是在语言为载体、结合商务活动和跨文化认知的三位一体的能力培养。这种能力体现在语言交际技能上，可以划分由低到高的4个层次：
（1）必要的礼节性交际技能，如欢迎、问候、介绍、道歉、祝贺等。
（2）实用日常交际技能，如购物、旅行、乘车、通信、约定等。
（3）基本商务信息交流技能，如介绍公司、说明产品、询价、报价、征询意见、陈述意见等。
（4）一定的协商、洽谈技能，如讨价还价、制定与修改计划、讨论合作方式、事务评价、问题分析、解决纠纷等。
这套《商务汉语》系列教材就是系统地训练学习者掌握以上4个层次的基本技能。完成全部教材的学习，学习者可以掌握汉语的口语、基本语法、200多个常用的口语句型、1200个左右的词汇、500多个汉字。学习者根据自己的需要确定整体学习目标或阶段目标，选择学习到哪一层次。
汉字对于外国人来说是学习的一大难点，本教材中的汉字只作为辅助的教学内容，学习者可以自己选择学习汉字与否。

教学内容

以对华商务活动为背景，以交际功能为纲组织语言项目，重在口语会话。具体包括以下几个方面内容：
（1）汉语商务交际表达话语；以各种交际功能的汉语单句为主要教学内容，在提高和强化阶段适当引入常用的复句组合。
（2）常用商务和日常基本词汇；与会话教学相结合讲授，并适当加以扩展。
（3）语音：以汉语拼音为载体，针对所给出的词汇，循序渐进讲授和练习汉语的发音。
（4）汉字：通过展示和适当的讲解，让学习者可以认识最常用的汉字，不要求会写；根据具体情况，学习者也可以选择不学习汉字。
（5）课文和生词的英文翻译、语音、语法的英文讲解。
（6）练习：进行语音、词汇和会话训练，以加强理解、熟练掌握。
（7）文化背景知识：系统地穿插中国社会文化、风俗习惯以及商务文化背景知识的介绍。

教学方法

（1）本教材采用印刷文本和多媒体材料相结合的方式，学习者和教师可以充分
地利用多媒体材料进行学习和教学。

（2）每个教学单元以交际功能为单位组织练习，在典型和常用交际场景中学习和练习完成交际技能的语言知识和技能。

（3）利用本教材既可以进行多人集中授课的课堂教学，也可以用于个别辅导教学，还可用于自学。

教材构成

商务汉语教材共有三册：

（1）《商务汉语入门》（基本礼节篇）针对初学者，训练必要的商务与日常礼节性交际语言技能；

（2）《商务汉语入门》（日常交际篇）针对初学者，训练实用基本生活交际语言技能；

（3）《商务汉语提高》（应酬篇、办公篇、业务篇）针对已经掌握一点简单汉语的学习者，训练基本商务信息交流语言交际技能。

上述三部分既是水平由低到高的系列，同时也体现对商务汉语交际功能的不同的需求类型，具有相对的独立性。学习者根据自己的情况，可以成系列地学习，也可以选择其中的一本或两本学习。其中的《商务汉语提高》不是其前部分的低难度的提高和教学内容的扩大，而注重对已有汉语知识和能力的巩固、熟练和融会贯通。一方面，前面所学的语言项目会在后面的教材中重现，强化记忆，提高熟练程度；另一方面，语言项目复现的场景、功能会有所扩展，语境和句法组合方式也更加丰富，这可以使读者对已有语言知识扩展、加深，能更广泛、更准确地使用。

本教材配有多媒体资料，三册各配有一张多媒体光盘。

关于作者

《商务汉语》系列教材由中国北京语言大学经贸汉语系具有丰富商务汉语教学经验的教师编写。具体人员如下：

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熊学慧：《商务汉语入门》（日常交际篇）
陶晓红：《商务汉语提高》（应酬篇、办公篇、业务篇）
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A Description of Business Chinese Readers

Compilers’ Aims

Recent developments in China help accelerate her links with foreign countries, especially with the developed countries, by increasing exchange of visits and business. As a happy result a good number of foreigners take great interest in learning Chinese. It is reported that Chinese is taught to 30 million students in more than 100 countries in the world; that over 3.3 million students are taking Chinese courses at various levels in over 12,400 institutions and schools. In the year of 2003 alone the number of foreign participants in HSK (Chinese Proficiency Test) reached to 300,000, the greatest number registered ever before. A large number of the learners are believed to be those people who wish to do business with China or work for the companies which have close contact with their Chinese counterparts. China’s speedy economic progress has opened up a new vista of commercial opportunities that no foreign companies can afford to lose. Modern China has been regarded as a “World Factory” where over one hundred thousand foreign enterprises have settled down, and hundreds of thousand foreign entrepreneurs, businessmen and managers are living and working. They are very much eager to learn Chinese as their tool of daily communication with the native people, and have commercial contact with local dealers. Programmed and supported by China National Office For Teaching Chinese as a Foreign Language (NOCFL), we, the members of the Compiling Group, have prepared Business Chinese Readers.

For Whom the Course is Intended

Among the industrialists and businessmen who wish to learn Chinese there is nearly no one who is able to take a systematic course at an institution. The great majority of them would like to take a part-time short course, self-taught or person-to-person lessons instead, because they do not want to take Chinese as their major, nor do they wish to become a fluent speaker of Chinese. All they wish to do is to acquire necessary Chinese knowledge and skills that may be needed in their communication with Chinese people without too much difficulty, and thus to enhance their success in business. The present course is prepared for those industrialists and businessmen who have never learned or have just begun learning basic Chinese that is not their mother tongue.

Skills to be Taught

Any economic and commercial transaction between China and a foreign country may be viewed as cross-cultural activities in nature. The removal of language barriers and difficulties that lie in the understanding of the culture, subtle points and principles expressed by a target
language will be greatly beneficial for one's commercial success. It is advisable, therefore, for foreigners to acquire the following abilities through learning a textbook of business Chinese:

1. Basic Chinese knowledge and skills that is applicable to one’s commercial activities;
2. Communicative ability appropriate to Chinese environment ---- be able to understand the essentials of Chinese economic circumstances and rules for business performance, including trade, investment, cooperation and management of enterprises;
3. Competence for cross-cultural communication in the context of economic and cooperative interchange ---- a wide range of knowledge of business custom and rules in addition to the background information of Chinese culture.

Therefore it seems appropriate to design the teaching of business Chinese in three-in-one training pattern that combines the language as a carrier with commercial activities and cross-cultural knowledge. Such skills to be used in language communication may be provided at four levels in an ascending order:

1. Ability to use appropriate expressions on polite social occasion of reception, greeting, introduction, apology and congratulation.
2. Ability to use appropriate expressions for shopping, traveling, bus riding, telephoning and appointment making.
3. Ability to use appropriate expressions for commercial activities such as giving a brief account of a company or product, getting or giving a quotation, comment or statement.
4. Ability to use appropriate expressions in consulting, negotiating, bargaining, writing or revising a plan, discussing a way to cooperate, making a comment on a subject in addition to analyzing and sorting out problems.

The present Business Chinese Readers aim at helping learners to acquire the 4-level ability described above. By completing this course they will have learned Chinese phonetics, basic Chinese grammar, over 200 commonly used sentence patterns, about 1200 words and 500 Chinese characters. Learners may make an overall plan of their own, or decide what stage of the three that they are going to reach.

Chinese characters may be difficult for some learners, but they only function as a supplementary tool in learning this course. Learners will decide for themselves to learn them or not.

Contents Applicable to Teaching

In each text of the book the language items are organized in a conversation on the basis of communicative function against a commercial Chinese background. Precisely they are ---

1. Commercial Chinese expressions: Simple sentences are grouped together according to their correlative function. Useful compound sentences would not be introduced until they reach the advance and intensive stage.
(2) A commonly-used basic commercial vocabulary: It is provided alongside with each classroom conversation and its expansion.

(3) Pronunciation: Pinyin is taught as an instrument for phonetics in the process of learning Chinese words and expressions.

(4) Chinese characters: By following well-illustrated explanations learners will be able to recognize commonly-used Chinese characters. They may have a choice in learning or not learning to write them.

(5) English explanation is given to each text, new words, grammar items and phonetics.

(6) Exercises: Phonetic, lexical and conversational exercises are designed for learners to fully comprehend and familiarize themselves with the texts.

(7) Cultural background knowledge: Inserted in between are the brief accounts of Chinese society, culture, customs and commercial background knowledge.

**Teaching Methodology**

(1) This course provides printed textbooks accompanied by multimedia discs. Teachers and learners may avail themselves of both to get the best expected.

(2) Practice and drills are arranged for each unit classified by various communicative function. In typical and common situations learners are given necessary knowledge and skills for communication.

(3) Learners may go to a class for group tuition or take private lessons under a tutor, or even learn self-taught lessons provided by the course book.

**The Organization of the Constituent Volumes**

*Business Chinese Readers* consist of three volumes:

(1) *Gateway to Business Chinese* (Regular Formulas And Etiquette) is designed for beginners learning necessary Chinese expressions for daily commercial communication and skills for polite social intercourse.

(2) *Gateway to Business Chinese* (Daily Communication) is prepared for beginners who acquire language skills in day-to-day social dealings.

(3) *Advanced Business Chinese* (Social Gatherings, Office Work, Day-To-Day Operations) is devised for the training of intermediate learners in language skills for business information exchange.

The ascending three-stage arrangement of the textbooks will meet different needs and each one may stand by itself. Learners have a free choice in taking the course as a whole or just follow one or two parts of it. The third volume does not simply serve as an advanced textbook in terms of difficulty or expansion. What’s important is that they focus on the consolidation,
proficiency and mastery of the Chinese knowledge acquired through a comprehensive study of the subject. The repetition of the language items is beneficial for learners to memorize and employ them well, and the reoccurrence of the dialogue situations will be good for the repeated use of the expressions and the introduction of new contextual and syntactic formation. By so doing learners will be able to understand and apply what they have learned in a better, wider and more precise manner.

Each of the volumes is accompanied with a CD for multimedia use.

Co-Authors

*Business Chinese Readers* have been prepared by a group of teachers experienced in business Chinese teaching. They are---

Chief Editor: Zhang Li

Chinese Co-Authors: Shen Shuying, writer of *Gateway to Business Chinese* (Regular Formulas And Etiquette);
 Nie Xuehui, writer of *Gateway to Business Chinese* (Daily Communication);
 Tao Xiaohong, writer of *Advanced Business Chinese* (Social Gatherings, Office Work, Day-To-Day Operations)

English Co-Author: Xiong Wenhua

English Reviser: Paul Denman (Britain)

Our E-Mail Address: jmx02@bleu.edu.cn
### A List of Useful Terms

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我们现在开始学习汉语的发音。
汉语的语音系统中，音素是最小的语音片段，可分为元音、辅音两大类。汉语的声母和韵母就是由音素构成的。音节是语音的基本结构单位，是由一个或几个音素组成的。汉语的书写符号是汉字，一般来说每个汉字的读音就是一个音节。但是汉字不是纯粹的表音文字，为了方便学习汉语和认读汉字，中国设计了一套注音符号，用来标注汉字的发音，这套符号叫做汉语拼音。汉语拼音符号都是采用的跟英语一样的拉丁字母，但实际发音与英语字母的发音大部分都不同，在学习时要注意二者的区别。

To begin with, we’ll learn how to utter the Chinese sounds.
Syllables composed of vowels and consonants are the smallest units in the Chinese phonetic system. Initials and vowels are formed with syllables. A character, the written form of the Chinese language, stands for a syllable. But Chinese is not a truly phonetic language. To help learners read Chinese characters a pinyin system has been designed for transliterating them into a phonetic alphabet. The letters thus adopted are identical to the English ones, but they are not phonetically equal to each other. Therefore it is advisable for learners to take note of the difference between them.
汉语的音节由声母、韵母和声调构成。声母是一个音节的开头的部分，基本都是辅音；韵母是在声母后面的部分，由元音或元音和辅音的组合构成；声调是音节音高的变化。

A Chinese syllable is composed of an initial that forms its beginning part, and a final that covers its remainder, in addition to a tone mark that indicates a variation of speech pitch. Most of the initials are consonants, and the finals consist of the vowels or is the combination of vowels and consonant.

一、声母 Initials
声母有21个：
There are 21 initials in Chinese:

b p m f d t n l g k h j q x zh ch sh r z c s

声母的发音方法：
Ways of pronouncing the initials:

1. 发b p 时，上下唇紧闭阻住气流，气流冲破阻碍发出声音。
   “b” and “p” are pronounced by a puff of breath stopped by the tightly closing lips then let off from them.

2. 发m 时，上下唇紧闭阻住气流，气流从鼻腔中出来发出声音。
   “m” is formed by sending out air through the nasal cavity with tightly closing lips.

3. 发f时，上齿和下唇靠近，气流从缝隙中挤出发出声音。
   “f” occurs when the air is squeezed out through the air-passage narrowed between the lower lip and the upper teeth.

4. 发d t l 时，舌尖放在上齿龈上阻住气流，气流冲破阻碍发出声音。
   “d” and “t” are pronounced with the breath of air stopped by the tip of the tongue against the upper teeth gum and then let off.

5. 发n 时，舌尖放在上齿龈阻住气流，气流从鼻腔中出来发出声音。
   “n” is given by letting the air out of the nasal cavity with the tip of the tongue against the upper teeth gum.

6. 发l 时，舌尖放在上腭上，气流从舌头两边流出来发出声音。
   “l” is pronounced by the air from both sides of the tongue with its tip touching the upper palate.

7. 发g k 时，舌面后部放在软腭上阻住气流，气流冲破阻碍发出声音。
   “g” and “k” are pronounced by the air puffed out with the back of the tongue against the soft palate.

8. 发h 时，舌面后部靠近软腭，气流从缝隙中挤出发出声音。
“h” is uttered by squeezing out the air with the back of the tongue close to the soft palate.

9. 发 j 音时，舌尖前部放在硬腭上阻住气流，慢慢让气流从缝隙中挤出发出声音。
“j” and “q” are uttered with a slow breath of air from the narrow passage formed by the front of the tongue and the hard palate.

10. 发 x 音时，舌面前部靠近硬腭，气流从缝隙中挤出发出声音。
“x” is made by the air squeezed out with the front of the tongue close to the hard palate.

11. 发 zh ch 音时，舌尖放在硬腭上阻住气流，慢慢让气流从缝隙中挤出发出声音。
“zh” and “ch” are articulated with slow breath of air squeezed out from a narrow opening between the tongue-tip and the hard palate.

12. 发 sh r 音时，舌尖和硬腭靠紧，气流从缝隙中挤出发出声音。
“sh” and “r” are pronounced by allowing the air to be squeezed out with the tongue-tip raising to the hard palate.

13. 发 z c 音时，舌尖放在上齿背上阻住气流，慢慢让气流从缝隙中挤出发出声音。
“z” and “c” are pronounced when the slow movement of air is made through the narrow passage formed by the tongue-tip against the back of the upper teeth.

14. 发 s 音时，舌尖和上齿背靠近，气流从缝隙中挤出发出声音。
“s” is pronounced by allowing the breath of air to squeeze out from the narrow passage with the tongue-tip raising to the back of the upper teeth.

注意：Points to be noted:

(1) “zh ch sh” 和 “z c s” 发音的区别
The differences between the articulation of “zh”, “ch”, “sh” and that of “z”, “c”, “s”:

发 z c s 音时，舌尖是平的，发 zh ch sh 音时舌尖是卷起的。
“z”, “c” and “s” are pronounced with a flat tongue-tip whereas the articulation of “zh”, “ch” and “sh” is made by curling the tip of the tongue.

(2) b/p d/t g/k z/c zh/ch j/q 音的区别
The differences between “b” and “p”, “d” and “t”, “g” and “k”, “z” and “c”, “zh” and “ch”, “j” and “q”:

汉语的声母中有送气音和不送气音的区别。p, t, k, c, ch, q 是送气音，b, d, g, z, zh, j 是不送气音。发音时请在你的嘴前面放一张薄纸，送气音 p, t, k, c, ch, q 时，纸动了，你就发对了；相反，不送气音 b, d, g, z,
zh，j时，纸不动，你就对了。

The Chinese aspirated “p”, “t”, “k”, “c”, “ch” and “q” are different from the unaspirated “b”, “d”, “g”, “z”, “zh” and “j” in the tongue positions. Your correct pronunciation of the aspirated sounds of “p”, “t”, “k”, “c”, “ch” and “q” may be verified by the vibration of a piece of paper piece before your mouth in the utterance of them. On the other hand, no puffing is detected with such paper before the mouth when the unaspirated sounds of “b”, “d”, “g”, “z”, “zh” and “j” are pronounced.

(3) 汉语辅音没有清浊的对立，b、d、g三个音的发音部位跟英语基本相同，但发音时声带不振动，注意不要发成英语的浊辅音。

There are no corresponding pairs of voiced and voiceless Chinese consonants. “b”, “d” and “g” are almost equal to their corresponding English sounds in terms of their articulated tongue positions, but the vocal cords do not vibrate when the Chinese consonants are pronounced. Be sure not to confuse them.

二、韵母 Finals

韵母有35个，见下表:
There are 35 Chinese finals given below:

<table>
<thead>
<tr>
<th></th>
<th>i</th>
<th>u</th>
<th>ü</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ia</td>
<td>ua</td>
<td></td>
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<tr>
<td>o</td>
<td></td>
<td>uo</td>
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<td>e</td>
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<tr>
<td>eng</td>
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<td>ueng</td>
<td></td>
</tr>
<tr>
<td>ong</td>
<td>long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

三、声调 Tones

汉语的声调有区别意义的作用，汉语的基本声调有四个，分别为阴平、阳平、上声、去声，也叫做一声、二声、三声、四声，分别用“- ˊ ˇ ˋ”符号表示，标注在音节中的元音字母上面。如果在一个音节中同时有两个以上元音字母，声调就标注在主要元音上面。元音从主到次是按a、o、e、i、u、ü的顺序排列的。汉语的四个声调读起来有点像唱歌。以“a”为例，打电话时，当听
对方说话时，常常发出“á”应答声，“á”表示自己在听；当听到不明白的地方，或有不同意见时，发出反问“á”声，“á？你说什么？”表示疑问；当经过对方的解释后明白了，就会发出“á”声，“á，是这样啊。”表示已经了解；当表示赞同对方的意见时，就会说“á，对对。”表示同意。

Chinese tones are used to differentiate meanings. There are four basic tones known as the flat tone, the rising tone, the rising tone, and the falling tone, or the first tone, the second tone, the third tone and the fourth tone, respectively represented by the pitch-graphs “—”, “↑”, “↑” and “↓” on the vowels of a syllable such as “á”, “ó”, “é”, “í”, “ú”, “ũ”. If there were two or more vowels in a syllable, the mark would be labeled on the main vowel. The tones are uttered in a singing manner. For example, “á” is given as the indication of one’s response in a telephone conversation, “ó” often shows one’s doubt or disagreement, “é” represents one’s understanding after necessary explanation, and “í” is used to express one’s approval.

汉语的声调很有意思，如果你一时还不能掌握，不要着急，慢慢来。等你学会了它，你会对汉语更有兴趣的。相信你一定行。

The Chinese tones are interesting for you to learn. Take it easy when you are unable to grasp them at first. Believe it or not, once you have mastered them, you’ll feel much more eager about learning Chinese. You can surely do it.

四、拼合规则  Rules of Phonetic Spelling

1. 行韵母前面没有声母时写做 yí ya ye yao you yan yin yang yong。
In the column 1: When preceded by no initial, the finals are written as yi, ya, ye, yao, you, yan, yin, yang, yong.

2. 行韵母前面没有声母的时候写 wu wa wo wai wan wen wang weng。
In the column u: When preceded by no initial, the finals are written as wu, wa, wo, wai, wan, wen, wang or weng.

3. 行韵母前面没有声母的时候写 yu yue yuan yun, ü上两点省掉。
In the column ü: When preceded by no initial, the finals are written as yu, yue, yuan or yun without two dots above “ü”.

4. 行韵母跟 j q x 相拼的时候 ü 上两点省掉，写做 ju, qu, xu; juan, quan, xuan; jue, que, xue; jun, qun, xun。跟 n l 相拼时写做 nú lú, ü上两点不省掉。
In the column ü: When going with “j”, “q” or “x” the final “ü” is written without two dots above such as in ju, qu, xu; juan, quan, xuan; jue, que, xue; jun, qun, xun. But the two dots remain unchanged when “ü” is written with “ń” and “ľ”.

j q x 与 ü 不能相拼。
The initials “j”, “q” and “x” are never used with “ü”.

iou uei uen 前面加声母时写做 iu, ui, un。
When preceded by an initial,”iou”, “uei” and “uen” are reduced to “iu”, “ui” and “un” in their respective writing.
1. 点击跟读声母。
   Double click the “initial” button and read the initials after the demonstration.

2. 点击跟读韵母。
   Double click the “final” button and read the finals after the demonstration.

3. 点击音节，注意声调。
   Double click the “syllable” button and focus your attention on the tone given.

4. 点击音节拼合总表，跟读整体音节。
   Double click the “combination table” button and read the syllables after the demonstration.

5. 点击光盘，比较zh ch sh和z c s发音的不同。
   Open the CD, click the “initial” button, and compare the pronunciation of “zh”, “ch” and “sh” with that of “z”, “c” and “s”.

6. 点击光盘，注意ü的发音。
   Open the CD, click the “final” button and see how “ü” is pronounced.

7. 自己发一个音，试着拼一拼。
   Try to pronounce a Chinese speech sound and write it down in phonetic alphabet.
从今天起你就开始学说中国话了，在学习之前，让我们先一起来认识一下本书中的几个主要人物。这是Michael Black (图1)，美国BM化妆品公司中国分公司总经理，中国同事和朋友亲切地称呼他“麦克 (Mike)”或“麦总”；这是李琳 (图2)，该公司总经理助理。还有三位经常出现的人物：王光 (图3)，该公司销售部经理；John Smith (图4)，BM美国公司的技术指导；刘力 (图5)，BM公司的客户，长期合作伙伴。本书主要是围绕着这几个人在中国的商务活动和生活场景展开的一些交际活动。其实他们的这些活动，你在中国也会遇到，那么现在就请你和他们一起说吧。只要他们怎么说你就怎么说，你就会很快学会中国话的，那样会给你在中国的生活和工作带来很大的方便。

我们先从打招呼开始。HELLO中国人怎么说呢，今天我们就来介绍一下。学习了本课后，当你再见到中国人的时候，看看你能不能也用汉语HELLO一下。如果你能够准确说出，你就开始像一个中国人了，你还可以让你的中国朋友大吃一惊，并且对你刮目相看了。
From today onwards you are going to learn spoken Chinese. Let's meet our characters before you learn about them from the textbook. This is Michael Black, the General Manager of the China Branch of the American BM Cosmetics Company. He is called Mike or Maizong—a term of endearment by his Chinese colleagues and friends. And here is Li Lin, the assistant to the General Manager. There are three more people we'll meet time and again in the book. They are: the sales manager Wang Guang, the Technical Adviser John Smith and their longtime partner and customer Liu Li. The present textbook is about their business routine, social communication and daily life in China. You are likely to encounter such people and be involved in similar business dealings in China. Would you like to join them in learning spoken Chinese? Just repeat what they say, and you'll be able to speak Chinese well. Surely the planned lessons will be of great benefit to you and help you live and work here.

Our first topic is to say hello. What's the Chinese for it? Well, I'm going to explain them to you. It is advisable to use the expressions after you have learned them. You'll become a true member of the Chinese community with the correct use of Chinese greetings that will give your Chinese friends a happy surprise.
Everybody says “Good morning” to Mike who comes to the company for the first day after he returns to China from abroad. How do the Chinese pass the time of day with one another? Now here comes Li Lin with a handful of newspaper and letters. Mike warmly exchanges a greeting with her and extends his hand to her. Promptly Li responds by passing over all the newspapers and letters.

Mike: Hi, Li Lin. Nǐ hǎo!

Li Lin: 嗨，麦总。你 好。

Mike: Hi, Li Lin!

Li Lin: 你 好。你 好。

Mike: Oh, it's you, Maizong. Good morning!

Mike: Yes. (Extending his hand)

Li Lin: 嗨！Nǐ hǎo！Nǐ hǎo! How nice to see you back! (newspapers and letters scatter about the floor when she extends her hand to him.)

Li Lin: 好！你 好! How nice to see you back!

Li Lin: Good morning! How nice to see you back!
Mike exchanges a greeting with the staff in the office upon entering.

Mike: Hello, everybody!

Everybody stands up

大家：麦总 好！

Everybody: Good morning, Maizong!

Going up to each of the staff members Mike says hello and shakes hands with them.

Mike: Nǐ hǎo!

麦克：你 好！

Mike: Good morning!

A: Maizōng hǎo!

A: 麦总 好！

A: Good morning, Maizong!

B: Nǐ hǎo!

B: 你 好！

B: Good morning!
C is pouring water into his mug and greets Mike from behind. Mike turns round, but realizes C is now on his right side. Thus the formula involves his turning around.

C: Māizōng hǎo!
C: 麦总 好！
C: Good morning, Maizong!

Māikē: Nǐ hǎo!
麦克：你 好！
Mike: Good morning!

Accidentally Mike knocks down an electronic toy that begins talking loudly.

Gōngyìpín: Nǐ hǎo!
工艺品：你 好！
Toy: Hello!

Māikē: Nǐ hǎo!
麦克：你 好！
Mike: Hello!

Mike turns round but sees no one there before he catches sight of the toy. Everybody shares the fun with a chorus of laughing.

词语

| 1. 你 | nǐ | 代 | you (singular) | (pron.) |
| 2. 好 | hǎo | 形 | good, nice | (adj.) |
| 3. 麦克 | Māikē | 专名 | Mike | (pn.) |
| 4. 李琳 | Lí Lín | 专名 | name of a person | (pn.) |
| 5. 噢 | ǔ | 叹 | oh | (int.) |
| 6. 总 | zǒng | 名 | general, always | (n.) |
| 7. 大家 | dàjiā | 代 | everyone | (pron.) |
| 8. 工艺品 | gōngyìpǐn | 名 | handicraft article | (n.) |
语言点链接  Language Points

三声连读变调  The change of the third tones in succession

汉语中两个或两个以上音节连读时，有时会发生语流音变。当两个三声的音节连在一起读时，前面的三声变成二声。如：本课的“Nǐ hǎo”，其实际读音是“Nǐ hāo”。

Sound shifts are likely to take place in the speech stream when two or more syllables stand side by side in a string. Thus it follows that two third tones in succession result in a second tone for the foregoing syllable while the third tone of the accompanied syllable remains unchanged. E.g. “Nǐ hǎo” in the text is read as “Nǐ hāo!”.

练习  Exercises

一、请听录音或跟着老师读。
Listen to the recording or read after the demonstration.

<table>
<thead>
<tr>
<th>声母</th>
<th>韵母</th>
<th>声调</th>
</tr>
</thead>
<tbody>
<tr>
<td>nǐ → ní</td>
<td>hǎo → hāo</td>
<td></td>
</tr>
<tr>
<td>ní → nǐ</td>
<td>hǎo → hāo</td>
<td></td>
</tr>
<tr>
<td>nǐ → ní</td>
<td>hǎo → hāo</td>
<td></td>
</tr>
<tr>
<td>ní → nǐ</td>
<td>hǎo → hāo</td>
<td></td>
</tr>
<tr>
<td>māi → mái</td>
<td>līn → lín</td>
<td></td>
</tr>
<tr>
<td>māi → mái</td>
<td>līn → lín</td>
<td></td>
</tr>
<tr>
<td>māi → mái</td>
<td>līn → lín</td>
<td></td>
</tr>
<tr>
<td>kē → kē</td>
<td>zōng → zōng</td>
<td></td>
</tr>
<tr>
<td>kē → kē</td>
<td>zōng → zōng</td>
<td></td>
</tr>
<tr>
<td>kē → kē</td>
<td>zōng → zōng</td>
<td></td>
</tr>
<tr>
<td>lī → lī</td>
<td>dā → dā</td>
<td></td>
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<tr>
<td>lī → lī</td>
<td>dā → dā</td>
<td></td>
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<tr>
<td>lī → lī</td>
<td>dā → dā</td>
<td></td>
</tr>
<tr>
<td>lī → lī</td>
<td>dā → dā</td>
<td></td>
</tr>
</tbody>
</table>
二、听录音并熟读下面的句子。

Listen to the recording and read the following sentences till you learn them by heart.

1. Nǐ hǎo! Mǎikè.
   你 好！麦克。

2. Nǐ hǎo! Lǐ Lín.
   你 好！李 琳。

3. Mǎikè, nǐ hǎo!
   麦克，你 好！

4. Lǐ Lín, nǐ hǎo!
   李 琳，你 好！

5. Mǎizōng hǎo!
   麦总 好！

6. Dàjiā hǎo!
   大家 好！
三、跟读并辨别下面音节
Read the following syllables after the demonstration and try to tell one from the other.

dājiā—dājiǎ
nǐhǎo—nǐnhǎo
lǐlín—lǐlí
mǎikē—mǎikǒu

四、听读下面音节，注意三声音节连读的读音
Listen to the following syllables with special attention to the tone shift in the successive third tones.

hěnhǎo
jiǎntǎo
nǐhǎo
nǐzǒu
qípáo
lǐxiǎng

五、请让我们一起再学习几个常用的词语，然后做练习。
Learn more useful words before you do the exercises.

<table>
<thead>
<tr>
<th>补充词语</th>
<th>Supplementary Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>您</td>
<td>nín  (代)  you (a polite form) (pron.)</td>
</tr>
<tr>
<td>们</td>
<td>men (助) (suffix for plurality) (aux.)</td>
</tr>
</tbody>
</table>

选择填空 Fill in the Blanks with Appropriate Words

nǐhǎo（你好） nǐnhǎo（您好） nǐménhǎo（你们好）

1. A: Nǐ hǎo! Mǎizǒng.
   A: 你 好！麦总。
   B: __________!
2. A: __________!
   B: Nǐ hǎo!
   B: 你 好!

3. A: Nǐmen hǎo!
   A: 你们 好!
   B, C: __________!

4. A: Nín hǎo!
   A: 您 好!
   B: __________!

5. A: Lǐ Lín hǎo!
   A: 李 琳 好!
   B: ò,Mǎizōng.
   B: 噢，麦总。__________!

6. A, B: Nǐ hǎo!
   A, B: 你 好!
   C: __________!

六. 把下面表达相同意思的汉字、拼音、英文用线连起来。

Connect the equivalent expressions written in Chinese characters, pinyin and English in the three columns with a line.

1. 你好！Susan. a. Nǐ hǎo！Susan. (1) Hello, everybody!
2. Ailin，你好！ b. Dājǐā hǎo！ (2) Hi, Ailin!
3. 你好！ c. Nǐ hǎo！ (3) How do you do!
4. 大家好！ d. Ailin, nǐ hǎo！ (4) How are you, Susan.
七、下面的情景用汉语你知道该怎么说吗？请试一试。

Try to express yourself in the following situations.

1. 在公司门前遇到你的同事 Benz，请你用汉语跟他打招呼。
   How would you greet your colleague Benz in Chinese when you meet him at
   the company's entrance?

2. 你去机场接客户，见面时他先对你说“您好”，请你用汉语回答他。
   How would you reply in Chinese when your customer greets you with a “您好”
   at the airport?

3. 你向一位老人问路，你应该礼貌地跟他打招呼。请你用汉语说。
   How would you begin asking an old man the way with greetings in Chinese?

4. 麦克要向一位大学生了解产品的市场，他首先要用中文和这位大学生
   打招呼，你看他用哪种方式打招呼比较合适。
   Mike begins his request for information about the product marketing from a
   college student with greetings. What do you think are the Chinese expressions
   appropriate to the occasion?

5. 麦克来到幼儿园接孩子，他先要和幼儿园的老师打招呼，还要和
   小朋友打招呼，请你帮他用汉语说。
   One day Mike comes to collect his child from the kindergarten. He exchanges
   greetings with the teachers and says hello to all the kids there. Help him express
   himself in Chinese.

八、汉字点击。

Open the CD to view the characters.

请通过光盘点击认读、书写下面的汉字。请注意汉字书写时的
笔顺。

Read and write the following Chinese characters by double clicking the button,
focusing your attention on the stroke-order in writing.

你好 噢 大家 麦 总 李 琳

自我评估  Self-assessment

1. 你用了多长时间学会本课的问候语？
   How long does it take you to learn the Chinese greetings covered in the text?
2. 你认为学汉语有意思吗？
   Do you think Chinese is interesting to learn?

3. 你有信心学好汉语吗？
   Are you confident that you will learn Chinese well?

**文化点击  Cultural Points**

“你”和“您”的区别

The difference between “nǐ” and “nín”

“你”和“您”都是第二人称单数的面称用语。“你”是一般的称谓，用在同辈或比自己辈分小的人身上，还可以用在较熟悉的朋友之间的互称；“您”是用在对长辈或上级的面称，表示尊敬。

Both nǐ and nín are pronouns of “you”. The former is generally used with colleagues of one’s age, younger people, close friends or acquaintances. The latter is applied to elders or higher-ranking officers as a respectful form of addressing.
你知道中国人在什么情况下需要表示感谢吗？请看下面的情景，你会了解一些用法的。在合适的时候你能用上，那样中国人会对你更友好的。

When do the Chinese people say “thank you”? You will understand the expressions better after you learn the following situational dialogues. Try to use them on occasions appropriate to the subject, and you will win friendship from more Chinese people.
A waiter opens the door for him when Mike comes to the entrance.

Mike: Thank you!

服务员: 不客气。
Keeper: You’re welcome.

Li Lin brings Mike a cup of tea.

Mike: Thank you!

李琳: 不客气。
Li Lin: My pleasure.
When Mike takes out his cell phone from his bag, a piece of paper drops out. Li Lin picks it up for him.

Mike: Thank you!

Li Lin: Bú yòng xiè.

Mike: Li Lin, bāng yí gè máng.

Mike: Li Lin, lend me a hand, will you?
Li Lin comes over, checks the system and connections, and finally spots the disconnected plug. She plugs it in the wall socket, and wins an instant success.

Mēikē, A! Xièxiè nǐ! Xièxiè nǐ!

麦克: 啊! 谢谢 你! 谢谢你!

Mike: Ah, Thank you! And thank you again!

Lǐ Lín: Bú kěqì.

李 琳: 不 客气。

Li Lin: Not at all.

**Word List**

1. 谢谢 xǐe xiè (动) to thank, thanks (v.)
2. 服务员 fúwùyuán (名) waiter, person at sb’s service (n.)
3. 不 bù (副) not (adv.)
4. 客气 kǎiqì (形) polite (adj.)
5. 用 yòng (动) need, to use (v.)
6. 帮 bāng (动) to help (v.)
7. 一 yī (数) a, one (num.)
8. 个 gè (量) (a measure word) (mw.)
9. 忙 māng (名) help (n.)
10. 啊 à (叹) ah (int.)

**Language Points**

“不”和“一”的变调

Tone shifts for “bù” and “yī”

汉语中“不”的本来声调是“bù”，当“不”在四声音节前时读二声，如：课文中“bù kěqì”；当“不”在其余声调的音节前面或单说时发本调四声，如：“bù lái”。“
“一” 的本调是“yī”，当“一”单说时，读本调一声，即读为“yī”；当
“一”在一、二、三声音节前时，读四声，如“yībān, yímǎo, yībāi”；当“一”
在四声音节前时，读二声，如“yíduǎn”。

Chinese “bù” is originally in the fourth tone, but it shifts to the second tone when
followed by a syllable in the fourth tone, as in “bù kāng”, and remains unchanged when it
stands alone or is followed by a syllable in other tones, as in “bù lái”.

“yì” is generally pronounced in the first tone when standing by itself, but the tone
shifts to the fourth when followed by syllables in the first, second or third, as in “yībān,
yīmǎo, yībāi”. It also shifts to the second tone when preceding a fourth-tone syllable,
as in “yīduǎn”.

练习 Exercises

一、请听录音或跟着老师读。

Listen to the recording or read after the teacher.

- xiē → x  iē → xiē
- xiē → x  iē → xiē
- xiē → x  iē → xiē
- xiē → x  iē → xiē
- kē → k  ē → kē
- kē → k  ē → kē
- kē → k  ē → kē
- kē → k  ē → kē
- yōng → y  ōng → yōng
- yōng → y  ōng → yōng
- yōng → y  ōng → yōng
- yōng → y  ōng → yōng
- wū → w  ū → wū
- wū → w  ū → wū
- wū → w  ū → wū
- wū → w  ū → wū
- bū → b  ū → bū
- bū → b  ū → bū
- bū → b  ū → bū
- bū → b  ū → bū
- qī → q  ī → qī
- qī → q  ī → qī
- qī → q  ī → qī
- qī → q  ī → qī
- fū → f  ū → fū
- fū → f  ū → fū
- fū → f  ū → fū
- fū → f  ū → fū
- yuǎn → y  uǎn → yuǎn
- yuǎn → y  uǎn → yuǎn
- yuǎn → y  uǎn → yuǎn
- yuǎn → y  uǎn → yuǎn
bāng→b ěng→bāng
gē→g ē→gē
bāng→b ěng→bāng
gē→g ē→gē
bāng→b ěng→bāng
gē→g ē→gē
māng→m ěng→māng
gē→g ē→gē
māng→m ěng→māng
gē→g ē→gē
māng→m ěng→māng
gē→g ē→gē

二、听录音并熟读下面的句子。
Listen to the recording and read the following sentences till you learn them
by heart.

1. Xièxiè.
谢谢！
2. Xièxiè nǐ!
谢谢 你！
不 客气。
不 用 谢。
5. Bāng yī gē māng.
帮 一个 忙。

三、跟读并辨别下面音节。
Read the following sentences till you are able to tell one from the other.

xièxiè—xièxiè
kěqi—hěqi
būyòng—hūnòng
fúwù—húlu
商务汉语入门

四、读下面音节，注意“不”和“一”的发音。

Read the following syllables, paying attention to the tone shifts in bù and yī.

bù gān          yì chē
bù jiā          yì tiān
bù lái          yì bān
bù néng         yì nián
bù zǒu          yì pān
bù hǎo          yì qì
bù qù           yì miǎo
bù kān           yì gē
bù shì           yì dìng

五、请让我们一起再学习几个常用的词语，然后做练习。

Learn more useful words before you do the exercises.

补充词语  Supplementary Words

<table>
<thead>
<tr>
<th>补充词语</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>多</td>
<td>duō</td>
<td>形</td>
</tr>
<tr>
<td>非常</td>
<td>fēichǎng</td>
<td>副</td>
</tr>
<tr>
<td>感谢</td>
<td>gǎnxìe</td>
<td>动</td>
</tr>
</tbody>
</table>

选择填空  Fill in the Blanks with Appropriate Words

bú kěqi(不客气)         bù yòng xiè(不用谢)
xièxiè nǐ(谢谢你)          xièxiè nǐmen(谢谢你们)

1. A: Mǎizōng, fēichǎng gǎnxìe!
   A: 麦总，非常 感谢!
   B: ____________________.

2. A: ____________________!
   B: Bù yòng xiè.
   B: 不 用 谢。
3. A: Duō xiè! Duō xiè!
   A: 多 谢！多 谢！
   B: ！

4. A: Xièxiè nǐmen!
   A: 谢谢 你们！
   B: ！

5. A: Xièxiè nǐ!
   A: 谢谢 你！
   B: ！

6. A: Lǐ Lín
   A: 李琳， ________！
   B: Bù yòng xiè.
   B: 不 用 谢。

7. A: Mài zōng, Lǐ Lín
   A: 麦总， 李 琳， ______！
   B: Bù kēqì.
   B: 不 客气。

8. A: Fēichǎng gǎnxiè!
   A: 非常 感谢！
   B: ！

六、把下面表达相同意思的汉字、拼音、英文用线连起来。

Connect the equivalent expressions in pinyin, characters and English in the three columns with a line.

1. 谢谢你！
   a. Fēichǎng gǎnxiè!
   (1) Not at all.

2. 不客气。
   b. Bù yòng xiè.
   (2) Thank you very much.

3. 非常感谢！
   c. Bù kēqì.
   (3) Don't mention it.

4. 不用谢。
   d. Xièxiè nǐ!
   (4) Thank you!
七、下面的情景用汉语你知道该怎么说吗？请试一试。

Try to express yourself in the following situations.

1. 你的钱包掉在地上，别人帮你拣起来交给了你，请你用汉语说出对他表示感谢的话。
   How do you express your gratitude in Chinese to a man who returns the wallet you have lost?

2. 你向人问路，别人告诉你了，临走你用汉语向他表示感谢。
   How do you say “thank you” in Chinese to a person you have asked the way?

3. 你帮了别人一个忙，他向你说“谢谢”，请你用汉语表示客气。
   How do you reply in Chinese to a man who is saying “thank you” for the help you have given him?

4. 你的钥匙找不到了，同事帮你找到了，你用汉语对他表示感谢。
   How do you say “thank you” to your colleague who returns the key you have lost?

八、汉字点击。

Open the CD to view the characters.

请通过光盘点击认读、书写下面的汉字。请注意汉字书写时的笔顺。

Open the CD and read the following characters with special attention to their stroke-order in writing.

谢谢 不客气 用啊 服务员 帮一个忙

自我评估  Self-assessment

1. 学习这一课你用了多长时间？
   How much time have you spent in learning the text?

2. 你在生活中能主动用上汉语吗？
   Do you have any chance to use Chinese on your own initiative?

3. 你喜欢汉字吗？
   Do you like Chinese characters?
What time do people say “Thank you”? When does one say “Thank you”?

Traditionally a Chinese says “thank you” only when a favour has been done for him. His thanks goes, for example, to a person who returns him a lost item, or to someone who offers him a seat on the bus or in the subway. Unlike westerners, Chinese people don’t often verbalize their thanks for complimentary remarks. Chinese consumers do thank waiters for their service, but the latter seldom return their thankfulness. Similarly, a Chinese person of higher authority doesn’t often acknowledge a favour, however impressive it may be, to his/her junior partner.
这一课我们要学自我介绍了。中国人自我介绍的话有很多，我们先来了解一下最简单有用的。学会了这些，你就知道怎么和不认识的中国人搭话了。

This lesson is about self-introduction. There are many Chinese expressions for the purpose. After learning the simple and useful ones, you will be able to start a conversation with those Chinese you only have no acquaintance with.