

编写说明

新丝路“中文+职业技能”系列教材是把中文作为第二语言，结合专业和职业的专门用途、职业用途的中文教材，不是专业理论教材，不是一般意义的通用综合中文教材。本系列教材定位为职场生存中文教材、立体式技能型语言教材。教材研发的目标是既要满足学习者一般中文环境下的基本交际需求，又要满足学习者职业学习需求和职场工作需求。它和普通的国际中文教材的区别不在语法，而在词汇的专门化程度，在中文的用途、使用场合、应用范围。目前，专门用途、职业用途的中文教材在语言分类和研究成果上几近空白，本系列教材的成功研发开创了中文学习的新视野、新领域、新方向，将“中文+职业技能+X等级证书”真正融合，使学习者在学习中文的同时，也可通过实践掌握职业技能，从而获得X等级证书。

适用对象

本系列教材将适用对象定位为双零基础（零语言基础、零技能基础）的来华学习中文和先进技能的长期或者短期进修生，可满足初、中、高各层次专业课程的教学需要。教材亦可供海内外相关的培训课程及“走出去”的中资企业培训本土化员工使用。

结构规模

本系列教材采取专项语言技能与职业技能训练相结合的中文教学及教材编写模式。教材选择当前热门的物流管理、汽车服务工程技术、电子商务、机电一体化、计算机网络技术、酒店管理等六个专业，培养各专业急需急用的技术岗位人才。每个专业教材均包括初、中、高级三册。每一册都配有专业视频教学资源，还附有“视频脚本”“参考答案”等配套资源。

编写理念

本系列教材将词语进行分类，区分普通词语和专业词语，以通用语料为基础，以概念性、行为性词语为主，不脱离职场情境讨论分级，做到控制词汇量，控制工作场景，控制交流内容与方式，构建语义框架。将语言的分级和专业的分级科学地融合，是实现本系列教材成功编写的关键。

教材目标

语言技能目标：

初级阶段，能熟练掌握基础通用词语和职场的常用专业词语，能使用简短句子进行简单

的生活及工作交流。中级阶段，能听懂工作场合简单的交谈与发言，明白大意，把握基本情况，能就工作中重要的话题用简单的话与人沟通。高级阶段，能听懂工作场合一般的交谈与发言，抓住主要内容和关键信息，使用基本交际策略与人交流、开展工作，能初步了解与交际活动相关的文化因素，掌握与交际有关的一般文化背景知识，能排除交际时遇到的文化障碍。交际能力层次的递进实现从初级的常规礼节、基本生活及工作的交流能力，到中级的简单的服务流程信息交流能力，最后达到高级的复杂信息的交流和特情处理的能力。

职业技能目标：

以满足岗位需求为目标，将遴选出的当前热门的专业工作岗位分为初、中、高三级。物流管理专业初、中、高级对应的岗位分别是物流员、物流经理、物流总监；汽车服务工程专业初、中、高级对应的岗位分别是汽车机电维修工、汽车服务顾问、技术总监；电子商务专业初、中、高级对应的岗位分别是电子商务运营助理、电子商务运营员、电子商务客服；机电一体化专业初、中、高级对应的岗位分别是机电操作工、机电调整工、机电维修工；计算机网络技术专业初、中、高级对应的岗位分别是宽带运维工程师、网络运维专员、网络管理员；酒店管理专业初、中、高级对应的岗位分别是前厅基层接待员、前厅主管、前厅经理。每个专业分解出三十个工作场景 / 任务，学习者在学习后能够全面掌握此岗位的概况及基本程序，实现语言学习和专业操作的双重目标。

编写原则

1. 语言知识技能与专业知识技能并进，满足当前热门的、急需急用的岗位需求。
2. 渐进分化，综合贯通，拆解难点，分而治之。
3. 语言知识与专业知识科学、高效复现，语言技能与专业技能螺旋式上升，职场情境、语义框架、本体输入方式相互配合。
4. 使用大量的图片和视频，实现专业知识和技能呈现形式可视化。
5. 强化专业岗位实操性技能。本系列教材配有专业技术教学的视频，突出展示专业岗位的实操性技能，语言学习难度与技能掌握难度的不匹配可通过实操性强的视频和实训环节来补充。

特色追求

本系列教材从初级最基础的语音知识学习和岗位认知开始，将“中文 + 职业技能”融入在工作场景对话中，把工作分解成一个个任务，用图片认知的方式解决专业词语的认知

问题，用视频展示的方法解决学习者掌握中文词语与专业技能的不匹配问题，注重技能的实操性，注重“在做中学”。每一单元都设置了“学以致用”板块，目的不仅仅是解决本单元任务的词语认知问题，更是将学习的目标放在“能听”“能用”“能模仿说出”上。我们力争通过大量图片的使用和配套视频的展示，将教材打造成立体式、技能型语言教材，方便学习者能够更好地自主学习。

使用建议

1. 本系列教材每个专业分为初、中、高级三册，每册10单元，初级每单元建议8~10课时完成，中级10~12课时完成，高级12~14课时完成。
2. 教材注释和说明着力于简明扼要，注重实操性，注重听说技能培养，对于教材涉及的语法知识，教师可视情况予以细化和补充。
3. “单元实训”板块可以在课文和语言点学完之后作为课堂练习使用，建议2课时完成。教师要带着学习者按照实训步骤一步步完成，实训步骤不要求学习者能够看懂，读懂，重要的是教师要引领操作，实现学习者掌握专业技能的目标。
4. “单元小结”板块是对整个单元关键词语和核心内容的总结，对于这部分内容，教师要进行听说练习，以便更好地帮助学习者了解本单元的核心工作任务。
5. 教师上课时要充分利用教材设计的练习，引导学习者多听多练，听说结合，学做合一。
6. 教师要带着学习者熟练诵读课文，要求学习者把每课的关键词语和句子、课堂用语背诵下来。

特别感谢

感谢教育部中外语言交流合作中心将新丝路“中文+职业技能”系列教材列为重点研发项目，为我们教材编写增添了动力和责任感。教材编写委员会负责整套教材的规划、设计与编写协调，并先后召开上百次讨论会，对每册教材的课文编写、体例安排、注释说明、练习设计、图片选择、视频制作等进行全方位的评估、讨论和审定。感谢编写委员会成员和所有编者高度的敬业精神、精益求精的编写态度，以及所投入的热情和精力、付出的心血与智慧。感谢关注本系列教材并贡献宝贵意见的国际中文教育教学界专家和全国各地的同人。

新丝路“中文+职业技能”系列教材编写委员会

2023年4月

Compilation Instructions

The New Silk Road “Chinese + Vocational Skills” is a series of Chinese textbooks for specialized and vocational purposes that combine professional and vocational technologies with Chinese as a second language. Instead of being specialized theoretical textbooks, or comprehensive or universal Chinese textbooks in a general sense, this series is intended to be Chinese textbooks for career survival, and three-dimensional skills-based language textbooks. The textbooks are developed with a view of meeting the basic communication needs of learners in general Chinese environment, and their professional learning needs and workplace demands as well. They are different from ordinary Chinese textbooks for foreigners in the degree of specialization of vocabulary, in the purpose, usage occasion, and application scope of Chinese (not in grammar). At present, Chinese textbooks for specialized and vocational purposes are virtually non-existent in terms of language classification and research results, so the successful development of this series has opened up new horizons, new fields and new directions for Chinese learning, and virtually integrated “Chinese + Vocational Skills + X-Level Certificates”, which enables students to practically master vocational skills and obtain X-level certificates while learning Chinese.

Applicable Targets

This series is targeted at long-term or short-term students who come to China to learn Chinese and advanced skills with zero language basis and zero skill basis, which can meet the teaching needs of elementary, intermediate and advanced specialized courses. This series can also be used for relevant training courses at home and abroad and for Chinese-invested enterprises that “go global” to train local employees.

Structure and Scale

This series adopts a Chinese teaching and textbook compilation model combining special language skills and vocational skills training. The series includes the textbooks for six popular majors such as logistics management, automotive service engineering technology, e-commerce, mechatronics, computer networking technology, and hotel management to cultivate technical talents in urgent need. The textbooks for each major consist of the textbooks at the elementary, intermediate and advanced levels. Each textbook is equipped with professional video teaching resources, and “video scripts”, “reference answers” and other supporting resources as well.

Compilation Concept

This series classifies the vocabulary into general vocabulary and specialized vocabulary. Based on the general vocabulary, they focus on conceptual and behavioral words, not deviating from workplace situations, so as to manage the vocabulary, control the work scenarios and content and means of communication, and build the semantic framework. The integration of language classification and specialty classification in a scientific way is the key to the successful compilation of textbooks.

Textbook Objectives

Language Skill Objectives

For students at the elementary level, they are trained to be familiar with basic general vocabulary and common specialized vocabulary in the workplace, and be able to use short sentences for simple communications in life and at work. For those at the intermediate level, they are trained to understand simple conversations and speeches in the workplace, comprehend the main idea, grasp the basic situation, and communicate with others in simple words on important topics at work. For those at the advanced level, they are trained to be able to understand general conversations and speeches in the workplace, grasp the main content and key information, use basic communication strategies to communicate with others and carry out the work, have a preliminary understanding of cultural factors related to communication activities, master the general communication-related cultural background knowledge, and clear cultural barriers encountered during communication. The progression in level of communicative competence helps them to leap forward from routine etiquette, basic communication in life and at work at the elementary level, to simple information exchange of service processes at the intermediate level, and finally to complex information exchange and handling of special circumstances at the advanced level.

Vocational Skill Objectives

To meet job requirements at the elementary, intermediate and advanced levels, the professional positions that are most urgently needed overseas are selected. The positions corresponding to logistics management at the elementary, intermediate and advanced levels are logistics staff, logistics managers and logistics directors; the positions corresponding to automotive service engineering

technology at the elementary, intermediate and advanced levels are automotive electromechanical maintenance staff, automotive service consultants and technical directors; the positions corresponding to e-commerce at the elementary, intermediate and advanced levels are e-commerce operation assistants, e-commerce operators and e-commerce customer service staff; the positions corresponding to mechatronics at the elementary, intermediate and advanced levels are mechanical and electrical operators, mechanical and electrical adjusters, and mechanical and electrical maintenance staff; the positions corresponding to computer networking technology at the elementary, intermediate and advanced levels are broadband operation and maintenance engineers, network operation and maintenance specialists, and network administrators; the positions corresponding to hotel management at the elementary, intermediate and advanced levels are lobby receptionists, lobby supervisors and lobby managers. Through 30 work scenarios/tasks set for each major, learners can fully grasp the general situation and basic procedures of the position after learning, and achieve the dual goals of language learning and professional operation.

Principles of Compilation

1. Language knowledge skills and professional knowledge skills go hand in hand to meet the demands of current popular and urgently needed job positions;
2. It makes progressive differentiation and comprehensive integration, breaking down, dividing and conquering difficult points;
3. Language knowledge and professional knowledge recur scientifically and efficiently, language skills and professional skills spiral upward, and the situational stage, semantic framework, and ontology input methods cooperate with each other;
4. Professional knowledge and skills are visualized, using a lot of pictures and videos;
5. It strengthens the practical skills in professional positions. This series of textbooks is equipped with videos of professional technical training, highlighting the practical skills for professional positions. It addresses the mismatch between the difficulty of language learning and that of mastering skills by supplementing with practical videos and practical training.

Characteristic Pursuit

Starting from the basic phonetic knowledge learning and job cognition at the elementary level, this series integrates “Chinese + Vocational Skills” into the working scene dialogs, breaking down the job into various tasks, solving lexical cognition problems by means of picture cognition, solving the problem of the mismatch between learners’ mastery of Chinese vocabulary and professional skills by means of displaying videos, stressing the practicality of skills, and focusing on “learning by doing”. Each unit has a “Practicing What You Have Learnt” module, which not only solves the problem of lexical cognition of this unit, but also takes “being able to comprehend”, “being able to use” and “being able to imitate” as the learning objectives. We strive to use a large number of pictures and display supporting videos to build the textbooks into three-dimensional skills-based language teaching materials, so that learners can learn more independently.

Recommendations for Use

1. Each major of this series consists of three volumes at the elementary, intermediate, and advanced levels, with 10 units in each volume. For each unit, it is recommended to allocate 8-10 class hours for the elementary level, 10-12 class hours for the intermediate level, and 12-14 class hours for the advanced level.
2. The notes and explanations in the textbooks focus on conciseness, practicality, and the training of listening and speaking skills. The grammar knowledge involved in the textbook can be detailed and supplemented by teachers as the case may be.
3. “Unit Practical Training” can be used as a classroom exercise after the texts and language points, preferably to be completed in two class hours. Teachers should guide students to complete the training tasks step by step. Students are not required to read and understand the training steps. It is important that teachers guide students to achieve the goal of mastering professional skills.
4. “Unit Summary” summarizes the keywords and core content of the entire unit. Through listening and speaking exercises, this part can better help learners understand the core tasks of this unit.
5. Teachers should make full use of the exercises designed in the textbooks during class, and

guide students to listen more and practice more, combine listening and speaking, and integrate learning with practice.

6. Teachers should guide students to proficiently read the texts aloud, asking them to recite the keywords, sentences and classroom expressions in each unit.

Acknowledgements

We are grateful to the Center for Language Education and Cooperation of the Ministry of Education for listing the New Silk Road “Chinese + Vocational Skills” series as a key research and development project, which adds motivation and a sense of responsibility to our textbook compilation. The Textbook Compilation Committee is responsible for the planning, design, compilation and coordination of the entire set of textbooks, and has held hundreds of seminars to conduct a comprehensive evaluation, discussion, examination and approval of text compilation, style arrangement, notes and explanations, exercise design, picture selection, and video production of each textbook. We are indebted to the members of the Compilation Committee and all compilers for their professional dedication, unwavering pursuit of perfection in the compilation, as well as their enthusiasm, hard work and wisdom. We are thankful to the experts in international Chinese language education and colleagues from all over the country who have kept a close eye on this series and contributed their valuable opinions.

Compilation Committee of New Silk Road “Chinese + Vocational Skills” Series

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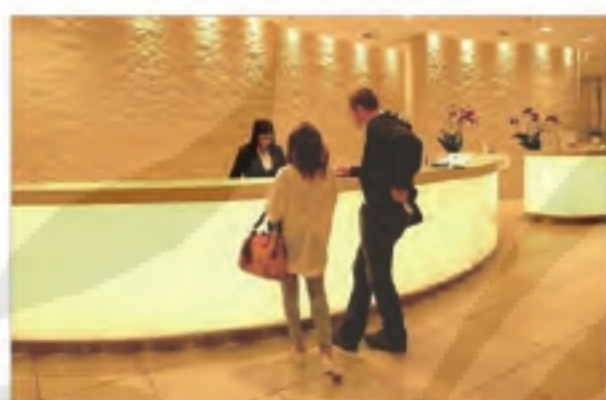
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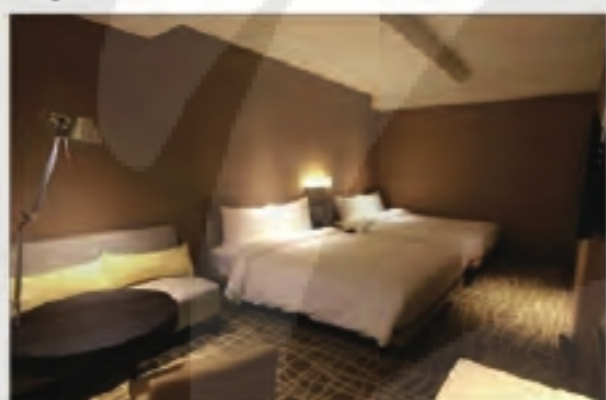
3

Diàohuàn fángjiān 调换房间 Changing into Another Room

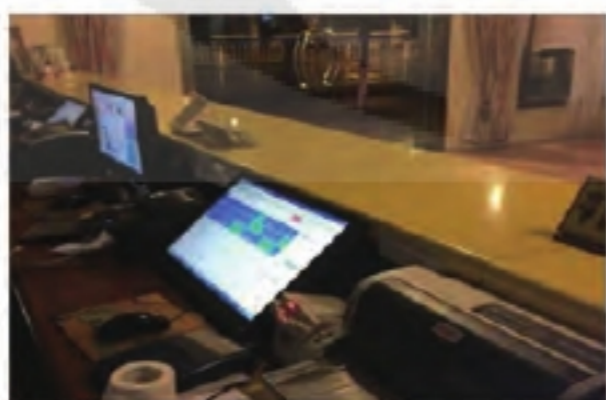
diàohuàn fángjiān chǔlǐ liúchéng
调换 房间处理流程
Process of Changing into Another Room



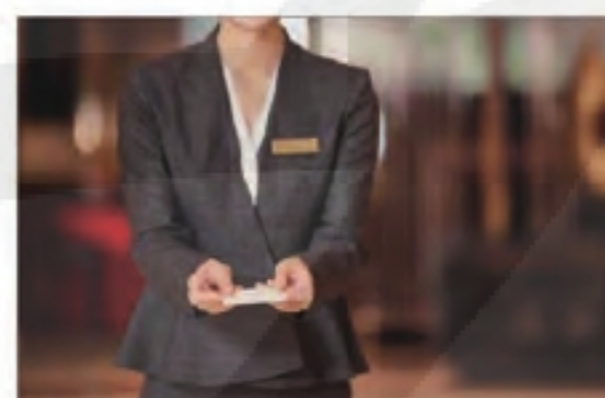
liǎojiě huàn fáng yuányīn (zàoshēng, fángjiān shèshī
了解换房原因 (噪声、房间设施
gùzhàng, fángjiān wèishēng zhuàngkuàng chà děng)
故障、房间卫生状况差等)
Getting to know the reasons for changing into another
room (noise, malfunction of room facilities, poor
sanitary conditions of the room, etc.)



rú yǒu héshì fángjiān, mǎnzú huàn fáng xūqiú
如有合适房间，满足换房需求
Changing into another room if there are suitable
rooms available



xiūgǎi diànnǎo zhōng de zīliào
修改电脑中的资料
Modifying the information in the computer



biǎodá qiànyì
表达歉意
Making an apology



bànlǐ huàn fáng shǒuxù
办理换房手续
Going through the formalities



cúndàng
存档
Putting it on file

题解 Introduction

1. 学习内容：酒店调换房间的流程和服务用语。

Learning content: The process and service expressions for changing into another hotel room.

2. 知识目标：掌握调换房间相关的核心词语，学习汉字的笔画“乚”“丿”“㇏”“㇏”、笔顺“先中间后两边、先外边后里边”，学写本单元相关汉字。

Knowledge objectives: To master the core vocabulary related to changing into another room, learn the strokes “乚”, “丿”, “㇏”, “㇏” and the stroke orders “strokes in the middle before those on both sides”, “outside strokes before inside strokes” of Chinese characters, and write the characters related to this unit.

3. 技能目标：能正确处理客人调换房间的要求。

Skill objective: To be able to properly handle a guest's request to change his/her room into another one.

第一部分 Part 1

课文 Texts

一、热身 rèshēn Warm-up

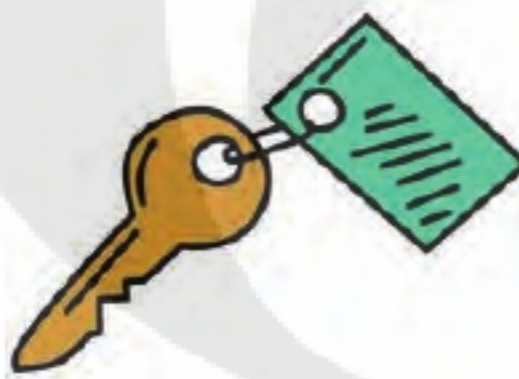
1. 给词语选择对应的图片。 Choose the corresponding pictures for the words.



A



B



C



D

zàoshēng

① 噪声

noise

fángkǎ

③ 房卡

room card

yàoshi

② 钥匙

key

xínglǐ

④ 行李

luggage

2. 观看视频，根据视频内容对下列服务流程进行排序。

Watch the video and arrange the following service processes in order based on the video.



qiántái xúnwèn yuányīn

A. 前台 询问 原因

The receptionist asks why.

tōngguò diànhuà cháxún, quèrèn yǒu kōngfáng kěyǐ diàohuàn

B. 通过 电话 查询，确认有 空房 可以 调换

After making a phone inquiry, the receptionist finds that there are still vacant rooms available.

diàohuàn fángjiān chénggōng

C. 调换 房间 成功

The guest has successfully changed his room into another one.

kèrén yāoqiú diàohuàn fángjiān

D. 客人 要求 调换 房间

The guest wants to change his/her room into another one.

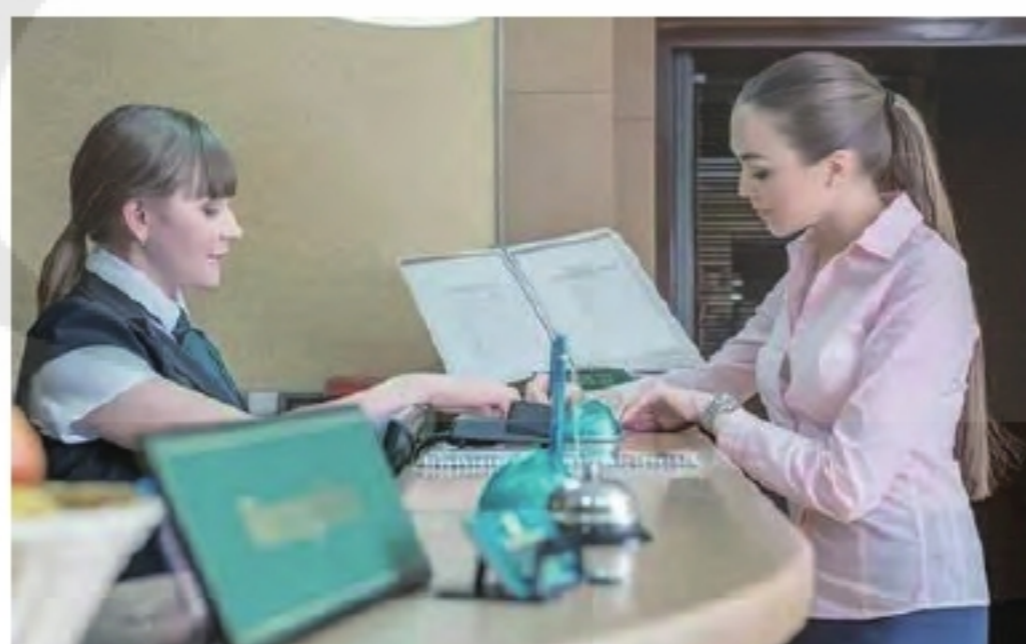
①

②

③

④

二、课文 kèwén Texts



A 03-01

qiántái jiēdàiyuán: Nín hǎo, qǐngwèn yǒu shénme kěyǐ bāngdàonín?

前台 接待员: 您好, 请问有什么可以帮到您?

kèrén: Nín hǎo, wǒ shì 303 fángjiān de kèrén, wǒ xiǎng diàohuàn yíxià fángjiān.

客人: 您好, 我是 303 房间的客人, 我想调换一下房间。

qiántái jiēdàiyuán: hǎo de 303 shì dàchuángfáng, qǐngwèn nín xiǎng huàn shénme fángjiān?

前台 接待员: 好的, 303 是大床房, 请问您想换什么房间?

kèrén: Míngtiān yǒu kèhù lái fǎngwèn, wǒ xiǎng huàn yì jiān tàiofáng.

客人: 明天有客户来访问, 我想换一间套房。

qiántái jiēdàiyuán: Hǎo de, tàiofáng zài liù lóu.

前台 接待员: 好的, 套房在六楼。

kèrén: Qǐngwèn tàiofáng yǒu huìkètīng ma?

客人: 请问套房有会客厅吗?

qiántái jiēdàiyuán: Shìde, tàiofáng yǒu yì jiān huìkètīng.

前台 接待员: 是的, 套房有一间会客厅。

kèrén: Hǎode, qǐng bāng wǒ diàohuàn.

客人: 好的, 请帮我调换。

qiántái jiēdàiyuán: Kèfáng de yuángōng huì lái lái bāng nín ná xínglǐ.

前台 接待员: 客房的员工会来帮您拿行李。

kèrén: Hǎode, xièxie.

客人: 好的, 谢谢。

qiántái jiēdàiyuán: Bú kèqì, qǐng nín zài fángjiānděng hòu.

前台 接待员: 不客气, 请您在房间等候。

译文 yìwén Text in English

Receptionist: Hello, what can I do for you?

Guest: Hello, I'm the guest in Room 303. I'd like to change my room into another one.

Receptionist: OK, 303 is a queen room. What kind of room would you like to change into?

Guest: A client will visit me tomorrow, so I want to change into a suite.

Receptionist: OK, the suites are on the sixth floor.

Guest: Is there a living room in the suite?

Receptionist: Yes, there is.

Guest: OK. Please help me change to that one.

Receptionist: The guest room staff will help you with your luggage.

Guest: Thank you!

Receptionist: You're welcome. Please wait in your room.

普通词语 pǔtōng cíyǔ General Vocabulary



03-02

1. 客户	kèhù	n.	client
2. 访问	fǎngwèn	v.	visit
3. 员工	yuángōng	n.	staff
4. 等候	děnghòu	v.	wait

专业词语 zhuānyè cíyǔ Specialized Vocabulary



03-03

1. 调换	diàohuàn	v.	exchange, swap
2. 换	huàn	v.	exchange
3. 会客厅	huìkètīng	n.	living room
4. 客房	kèfáng	n.	guest room

B 03-04

kèrén: Nǐ hǎo, wǒ xiǎng diàohuàn yíxià fángjiān.

客人: 你好, 我想 调换 一下 房间。

qiántái jiēdàiyuán: Nín hǎo, qǐngwèn shì shénme yuányīn?

前台 接待员: 您好, 请问是 什么 原因?

kèrén: Wǒ de fángjiān duìzhe mǎlù, yǒudiǎnr chǎo.

客人: 我的房间 对着 马路, 有点儿 吵。

qiántái jiēdàiyuán: Hǎo de, nín yùdìng de shì chéngjǐngfáng, wǒ kěyǐ bāng nín huànchéng

前台 接待员: 好的, 您预订的是 城景房, 我可以帮 您 换成

yuánjǐngfáng.

园景房。

kèrén: Yuánjǐngfáng zài shénme fāngxiàng?

客人: 园景房 在 什么 方向?

qiántái jiēdàiyuán: Yuánjǐngfáng zài chéngjǐngfáng de fǎn fāngxiàng, miànduì jiǔdiàn de huāyuán.

前台 接待员: 园景房 在 城景房 的反 方向, 面对 酒店的花园。

kèrén: Hǎo de, xièxie.

客人: 好的, 谢谢。

qiántái jiēdàiyuán: Bú kèqì!

前台 接待员: 不客气!

译文 yìwén Text in English

Guest: Hello, I'd like to change my room into another one.

Receptionist: Hello, may I know the reason?

Guest: My room faces the road, so it's a bit noisy.

Receptionist: OK. You reserved a city view room. I can help you change into a garden view room.

Guest: In what direction is the garden view room?

Receptionist: It is opposite to the city view room, facing the garden of the hotel.

Guest: OK, thanks!

Receptionist: You're welcome!

普通词语 pǔtōng cíyǔ General Vocabulary

03-05

1. 原因	yuányīn	n.	reason
2. 对	duì	v.	towards
3. 马路	mǎlù	n.	road
4. 吵	chǎo	adj.	noisy
5. 方向	fāngxiàng	n.	direction
6. 反	fǎn	adj.	opposite
7. 面对	miànduì	v.	face
8. 花园	huāyuán	n.	garden

专业词语 zhuānyè cíyǔ Specialized Vocabulary

03-06

城景房	chéngjǐngfáng	n.	city view room
-----	---------------	----	----------------

三、视听说 shì-tīng-shuō Viewing, Listening and Speaking

1. 观看前台接待员帮领队为团队客人调换房间的视频，根据听到的内容选择正确选项，两人一组，模拟对话。

Watch the video about the receptionist helping the tour leader change one of his guest's room into another one, choose the right answers based on what you hear, and simulate a conversation in pairs.



lǚxíngtuán lǐngduì: Nǐ hǎo! Wǒ shì Nánfāng Lǚxíngtuán de lǐngduì,

旅行团 领队：你好！我是南方旅行团的领队，①。

qiántái jiēdàiyuán: Qǐngwènnín kèrén de míngzì shì?
前台 接待员: 请问 您 客人的名字 是?

lǚxíngtuán lǐngduì: Lǐ Lín.
旅行团 领队: 李林。

qiántái jiēdàiyuán: ②。
前台 接待员: ②。

lǚxíngtuán lǐngduì: Fángjiānhào shì 303.
旅行团 领队: 房间号 是 303。

qiántái jiēdàiyuán: Nín de kèrén yǐjīng yùdìngle yì jiān shuāngchuángfáng, ③?
前台 接待员: 您的客人已经 预订了一间 双床房, ③?

lǚxíngtuán lǐngduì: Huànchéng dàchuángfáng.
旅行团 领队: 换成 大床房。

qiántái jiēdàiyuán: Hǎo de, wǒ bāng nín diàohuàn, ④。
前台 接待员: 好的, 我 帮您 调换, ④。

lǚxíngtuán lǐngduì: Xièxie!
旅行团 领队: 谢谢!

zhè shì nín de xīn fángkǎ
A. 这是 您的新房卡
This is your new room card.

wǒ xiǎng bāng wǒ de kèrén diàohuàn yíxià fángjiān
B. 我 想 帮 我的客人 调换一下 房间
I'd like to change the room into another one for my guest.

qǐngwèn nín kèrén de fángjiānhào
C. 请问 您 客人的房间号
May I have your guest's room number?

qǐngwèn yào huànchéng shénme fángxíng
D. 请问 要 换成 什么 房型
What kind of room would you like to change into?

2. 说一说 Let's talk.

练习说一说调换房间的步骤。 Talk about the steps of changing rooms.

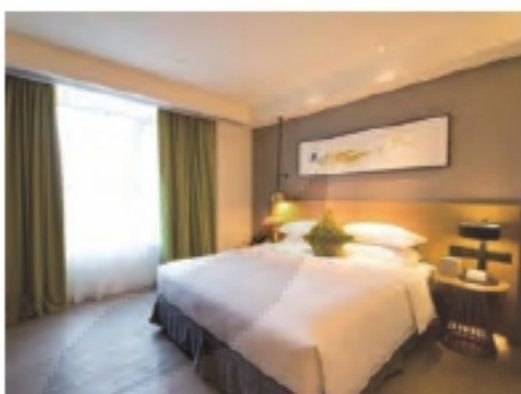
四、学以致用 xuéyǐzhìyòng Practicing What You Have Learnt



Wǒmen xuéxíle jiǔdiàn gèzhǒng fángjiān lèixíng, xiànzài jiǎshè nǐ shì Guāngmíng Lǚxíngtuán de lǐngduì,
我们 学习了酒店 各种 房间 类型, 现在假设你是 光明 旅行团的领队,

jiǔdiàn qiántái jiāng yī hào jiātíng (yí duì fūqī) fēn zài le B fángjiān, èr hào jiātíng (sān kǒu zhī jiā) fēn zài le C fángjiān, sān hào jiātíng (sì kǒu zhī jiā) fēn zài le A fángjiān. Nǐ fāxiàn zhèyàng bù héshì, qǐng wèi tāmen diàohuàn fángjiān.
酒店前台将一号家庭（一对夫妻）分在了B房间，二号家庭（三口之家）分在了C房间，三号家庭（四口之家）分在了A房间。你发现这样不合适，请为他们调换房间。

We've learnt about various hotel room types. Now suppose you are the tour leader of Guangming Tour Group. The hotel receptionist assigns Room B to Family No. 1, Room C to Family No. 2, and Room A to Family No. 3. You realize it's not appropriate. Please swap rooms for your guests.



A



B



C

①

②

③

五、小知识 xiǎo zhīshi Tips

Rúhé yìngduì kèrén diàohuàn fángjiān de yāoqiú 如何应对客人调换房间的要求

Qiántái zài rùzhù dēngjì shí yīng xúnwènqīngchū kèrén de tèshū yāoqiú, yǒu zhēnduìxìng de gěi kèrén ānpái fángjiān. Dāng kèrén yāoqiú huàn fáng shí, qiántái xū xúnwèn huàn fáng yuányīn. Rúguǒ shì yīnwèi shèbèi gùzhàng, qiè duǎn shíjiān nèi kěyǐ xiūfù, jiù jǐnliàng bú huàn, zhēngqǔ dédào kèrén liàngjiě. Bàn lǐ huàn fáng shǒuxù shí yào gēnghuàn xiāngyīng fángkǎ huò fángjiān yàoshì; tiánxiě xiāngyīng de “fángjiān / fángjià biàngēng tōngzhīdān”, kèrén qiānzì quèrèn hòu, jiǔdiàn qiántái hé kèrén gèzì bǎoliú yí fèn tōngzhīdān.
前台在入住登记时应询问清楚客人的特殊要求，有针对性地给客人安排房间。当客人要求换房时，前台需询问换房原因。如果是因为设备故障，且短时间内可以修复，就尽量不换，争取得到客人谅解。办理换房手续时要更换相应房卡或房间钥匙；填写相应的“房间/房价变更通知单”，客人签字确认后，酒店前台和客人各自保留一份通知单。

How to Respond to a Guest's Request to Change His/Her Room into Another One

When the guest checks in, the receptionist should inquire about his/her special requirements about the room and arranges a room based on his/her needs. When a guest asks for changing his/her room into

another one, the receptionist needs to inquire about the reason for the change. If it is due to equipment malfunction and can be fixed in a short time, try not to change the room into another one and to get the guest's understanding. When handling the procedures, receptionist should change the corresponding room card or room key and fill out the "Room/Room Rate Change Notice". After the guest signs and confirms, both the hotel receptionist and the guest keep a copy of the notice.

第二部分 Part 2

汉字 Chinese Characters

一、汉字知识 Hànzì zhīshi Knowledge about Chinese Characters

1. 汉字的笔画 (3) Strokes of Chinese characters (3)

笔画 Strokes	名称 Names	例字 Examples
→	横钩 hénggōu	买
丿	竖钩 shùgōu	小
㇏	弯钩 wāngōu	子
乚	竖弯钩 shùwāngōu	七

2. 汉字的笔顺 (3) Stroke orders of Chinese characters (3)

规则 Rules	例字 Examples	笔顺 Stroke orders
先中间后两边 Strokes in the middle before those on both sides	小	丨 丿 ㇏
先外边后里边 Outside strokes before inside strokes	问	丶 丨 门 问 问 问

二、汉字认读与书写 Hànzì rèndú yǔ shūxiě The Recognition and Writing of Chinese Characters

认读下列词语，并试着读写构成词语的汉字。

Recognize the following words, and try to read and write the Chinese characters forming these words.

调换 会客厅 行李 城景房

调					换					会					客				
厅					行					李					城				
景					房														

第三部分 Part 3

日常用语 Daily Expressions

- ① 我来介绍一下，这位是李伟先生。Wǒ lái jièshào yíxià, zhè wèi shì Lǐ Wěi xiānsheng. Let me make an introduction. This is Mr. Li Wei.
- ② 请问，南京饭店在哪儿？Qǐngwèn, Nánjīng Fàndiàn zài nǎr? Excuse me, where's Nanjing Hotel?

第四部分 Part 4

单元实训 Unit Practical Training

模拟调换房间

Simulated Changing into Another Room

实训目的 Training purpose

通过本次实训，了解并熟练掌握酒店调换房间的步骤流程和服务用语。

Through the training, students will get to know and proficiently master the steps of changing a guest's room into another one in a hotel and the service expressions used during the process.

实训组织 Training organization

每组 2 ~ 3 人

2-3 students in each group

实训内容 Training content

某酒店客人因噪声困扰需要调换房间，前台经过核实后，成功帮该客人调换房间。

A guest in a hotel needs to change his/her room into another one due to the noise. After verification, the receptionist helps the guest make it.

实训步骤 Training steps

- ① 教师将实训教室分成若干个虚拟的酒店前台。

The teacher divides the classroom into several mimetic hotel receptions.

- ② 将参加实训的学员分成若干小组，每组 2 ~ 3 人。

Divide the students into groups of 2-3.

- ③ 带领学员模拟调换房间的步骤流程，过程中给予学员适当帮助。

Guide the students to simulate the process of changing into another room, and provide them with appropriate assistance during the process.

- ④ 小组成员轮流扮演客人和前台接待员，练习并表演对话。

The group members take turns to play guests and receptionists, practicing and acting out the dialogs.

- ⑤ 教师总结评价，实训结束。

The teacher makes a summary and evaluation, and ends the training.