

1999年修订版
1999 Revised Edition

黄为之 编著

经贸初级汉语口语

Business Chinese (Elementary)

上册
BOOK ONE



华语教学出版社

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BUSINESS CHINESE (ELEMENTARY)

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SINOLINGUA

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再版 前言

《经贸初级汉语口语》，1993年出版后，受到社会各界的热烈欢迎，被各院校和自学者广泛采用。出版六年来，中国的国际贸易形势发生了很大变化，有许多新的内容、新的语言需要学习；在教学实践中，我们也积累了经验，听取了各方面的意见，觉得对本口语教材，现在进行修订、再版，是适时的。

1999年新版《经贸初级汉语口语》，在保持初版体例和优点的基础上，作了较大的全面修改。全书从原来的36课增加到50课，由一册分为上、下册，原有的内容作了调整，增加了经贸领域出现的新话题、新词语；减缓了学习进程的坡度，由浅入深、循序渐进的教学原则，得到了更充分的体现。我们相信，这个新版本，会在更高的水准上满足教师和学习者的需要。

1999年新版《经贸初级汉语口语》的英语翻译是黄震华教授。

对外经济贸易大学
黄为之
1999年2月



Preface to the 1999 Edition

Since its publication in 1993, *Business Chinese (Elementary)* has been well-received by various circles of the society, and adopted as textbook by various universities and colleges and self-taught learners. The situation of China's international business has witnessed great changes during the past six years, which means that there are lots of new things to learn. In our teaching practice, we have also accumulated experiences and listened to suggestions from all sources. We feel that it is the right time now to revise and republish this book.

The 1999 edition of *Business Chinese (Elementary)*, while keeping the format and merits of the first edition, has undergone major and comprehensive revision. The number of lessons has been increased to 50 from 36, and the new edition appears in two volumes. The contents have also been enriched, with new topics and new expressions in the arena of business and economics added, and the slope of the degree of difficulty lowered so that the principle of proceeding step by

step from the easy to the difficult is better exemplified. We believe that the new edition will be better able to meet the needs of the teachers and learners.

The English translator of the 1999 edition of *Business Chinese (Elementary)* is Professor Huang Zhenhua.

Huang Weizhi
University of International
Business and Economics,
February, 1999

原版 前言

本教材的适用对象是从零开始的初学者。

留学生学习汉语有他们自身的特殊性。一方面，他们对汉语一无所知，没有听说汉语的能力；另一方面，他们又大多是成年人，有充分发达的智能，丰富的社会阅历和科学知识；他们没有孩子那样强的语言模仿力，而同时又具有孩子无可比拟的理解力和接受力。留学生的这个特殊性，在汉语学习过程中，形成一对突出的矛盾。它一方面要求教师注意学生零起点特点，必须象教孩子学话一样，从一字一词学起，学生也必须从一字一词学起，学习必然存在着一个日积月累，循序渐进的过程；另一方面，它又要求教师充分注意到学生的成人特点，在教学过程中，不要把学生简单地当学话的孩子对待，而应该运用各种手段调动学生的主观能动性，发挥他们的智能、阅历和知识优势，使他们既学得扎实，又学得快捷。如何认识留学生学习汉语的这种特殊性，并把这种认识运用在教材编写和教学过程中，过去往往被人们忽略。教学内容和教学进度的超前或滞后，是常有的现象。我在编写这本初级口语时，考虑到上述情况，试图解决好留学生在学习汉语中存在的这种矛盾性，使教与学都取得最理想的效果。

本教材具有下面一些特点：

一至四课集中学习汉语拼音,这是为零起点的初学者编写的。来自东方国家的留学生,声母和韵母的发音难点较多;而来自西方国家的留学生,声调语调的问题则较突出。这四课中,有针对性地编入了大量练习。五至十课,还有拼音练习,以巩固前四课的学习成果。通过严格的教学实践,学生就可以比较好地解决这些语音问题,为学好标准的普通话打下坚实基础。

本教材是经贸专业汉语教材。教材内容与常见的普通汉语教材内容有极大不同。普通汉语教材中,日常衣食住行和校园生活内容,占有相当大比重,本教材则把其中的有用部分与日常经济生活巧妙地结合了起来,而以经济生活为主要内容。日常经济生活,包括买卖东西、讨价还价、货物挑选、商业服务、销售广告、经营特色、公关工作、推销技巧等,内容丰富,涉及面广,切近生活,实际有用,而教材的词汇、句型及难易程度,又都与初学者的实际水平相当。

本教材根据语言有交际情景与交际功能属性的原理,采用了课内与课外相结合的教学体系。从第五课开始,每两课一个专题。换句话说,我把日常经济生活,分为若干个层面,每一个层面,都用两篇课文来认识它,表述它。课文“在课内”,是在教师指导下的学习。这是闭门操练,务求根基扎实。课文“在课外”,是学生走出课堂,参与社会实践。这是亲自下海,在游泳中学游泳,意在复习和运用课堂学到的语言知识。两篇课文,内容紧密相关而天地各不相同。学生学完并掌握了这两篇课文,也就学到了经济生活中一个层面的日常用语。这种教学体系,冲出了封闭式的课堂。教师在组织每一个专题课时,都可以要求学生在课前或课后,去参加相应的社会实践,为这一个专题的教学做课前准备或课后复习。本教材在进入教学过程后,必将以其生动活泼的教学形式,引起学生的极大兴趣,充分调动起学习积极性,发挥出成年人的学习优势,取得预期的效果。

本教材在教学安排上,采用了低起点,大容量,高密度,分阶段而又大步推进的强化训练教学法。每一篇课文,生词量和篇幅长

度,都超出了常见的同级普通汉语课本;整个教学过程,都以学生为主,课内课外的一切活动,都要求学生主动积极地去完成,教师只是参与,启发,引导,而决不做教授式的讲演。教学活动的单调、缓慢,学生学习的被动、疲塌,都是影响教学质量的不利因素。本教材提供了强化训练的丰富素材和各种手段,教师可以充分利用这些素材和手段,激发学生的强烈学习欲望和潜在能力,使学生进入学习的兴奋状态和紧张状态。我所说的“紧张状态”,绝不排斥生动活泼、趣味盎然的教學气氛。恰恰相反,这种教学气氛越浓,学生也就越兴奋,越投入,知识的学习与运用也就越能达到最佳境界,一切看似不可能一下学会的东西,就有可能在最短的时间里学到手,甚至运用得熟巧。

这本教材,从内容到形式,都走了一条新路子,肯定是不完善,不成熟的,还需要在今后的教学实践中作更深入的探索,希望能听到同行教师和留学生们的批评意见。

本教材由我校副校长黄震华教授负责全书的英文注释和翻译。加拿大籍专家 David Packer 先生校阅了课文译文。我校校长孙维炎教授最后审定了全书。国家对外汉语教学领导小组办公室的领导同志,对本教材的编写与出版给予了指导和帮助。我校校领导、出版社和外事处的同志们,都给本教材的出版以大力支持。在此,我对他们表示由衷的感谢。

对外经济贸易大学

黄为之

1993年1月

A decorative border with a repeating floral or geometric pattern surrounds the title text.

Preface to the First Edition

This textbook is meant for beginners.

Foreign students learning the Chinese language have their own specific characteristics. On the one hand, they know nothing about Chinese, and they do not have the listening comprehension and speaking abilities concerning this target language. On the other, most of them are adults with fully-developed intellects, rich social experience and scientific knowledge. They do not have as strong a language imitation ability as small children, but at the same time, they have an understanding and receptive ability with which small children cannot compare. These characteristics are, in a way, contradictory. Teachers are required to pay attention to the fact that their students are starting from scratch, and they have to begin their teaching from simple words, just like teaching small children to speak. Students have to start their learning from simple words too. The learning process is one of gradual accumulation. The characteristics of the learners also require the teachers to pay attention to the

fact that their students are adults, and not to treat them like small children. They have to use every means to bring the students' initiative into full play, mobilizing their superiority in intelligence, experience and knowledge, so that they can learn solid knowledge quickly. The question of how to understand the special characteristics of foreign students learning Chinese and to utilize such knowledge in the compilation of textbooks and in the teaching process has often been neglected. It has frequently been the case that the content and speed of teaching has been either too advanced or lagging behind. In writing this elementary Chinese conversation book, I have taken these aspects into consideration, trying to resolve the aforementioned contradictions in the process of foreign students' learning Chinese, so as to bring about the most satisfactory results in both learning and teaching.

The present textbook has the following characteristics:

Lessons one to four concentrate on the learning of the Chinese phonetic alphabet or *pinyin*. This is for the benefit of beginners. Students coming from Oriental countries have more difficulties in the pronunciation of vowels and consonants, while those from Western countries have their main problems in tones and intonation. These four lessons contain a large number of exercises directed at such problems. Phonological exercises continue in lessons five to ten, with a view to consolidating what was learned in the first four lessons. Through strict learning and teaching practice, students can solve these phonological problems, laying a solid foundation for mastering standard *putonghua* (the common dialect).

The purpose of the present textbook is to teach Chinese on

international business, the content of which is very different from those of ordinary textbooks, where a large proportion is devoted to such daily matters as food, clothing, shelter and transportation, and to life in campus. The present book endeavours to combine the useful parts of the previously mentioned topics with those daily business routines such as buying and selling, bargaining, selection of goods, commercial services, advertising, special features of management, public relations, salesmanship, etc. Emphasis is placed on these aspects and the content is such that the students are exposed to a broad range of knowledge that is realistic and practical. The book's vocabulary, sentence structures, and level of difficulty are suitable for beginners.

According to the principle that language has such properties as communicative situation and communicative functions, the present book has adopted a system of combining learning in class and out of class. Starting from lesson five (lesson 11 of the 1999 edition), there are two lessons for each topic. More specifically, I have divided daily business life into several strata, each of which is presented in two lessons. The "in class" text is for learning under the teacher's guidance. It is closed-door practice, aimed at laying a solid foundation. The "out of class" text is for students to learn when they participate in social practice. In the vernacular, we might say this is "going into the sea and learning how to swim by swimming". Its purpose is to review and use the linguistic knowledge that has been learned in class. The content of the two texts is closely related, but with different fields of activity. When the students have learned and mastered both texts, they have also learned the daily expressions for one

stratum of "economic life". This teaching system has broken down the closed classroom approach. In organizing the teaching of a topic, the teacher can always ask the students to take part in the corresponding social practice either before or after class, as a preview or review of the theme. After entering into the teaching process, the present textbook, with its active and lively teaching style, will arouse great interest from the students, motivate them to learn, and take into account the extraordinary learning capabilities of adults, so as to achieve the expected results.

The present textbook starts with basic greetings, and, through careful yet intensive introduction of key vocabulary and expressions, moves through successive stages so that the number of new words and the length of the texts have both exceeded those of the ordinary Chinese textbooks. The whole teaching process is student-centred. Students are required to accomplish both the in-class and the after-class activities before they proceed. The teacher's role is to participate, inspire, and guide, but never lecture. The monotony and slow pace in the teaching and learning activities, and the passiveness and slackness on the part of the students are negative factors affecting the learning result. The present book has provided ample materials and means for intensive training, which can be fully utilized by the teachers to stimulate the students' strong desire and potential to learn. Students respond to a lively and interesting learning atmosphere. The better the learning atmosphere, the more excited and involved the students will become. Hence the optimal state will be attained for learning and use of knowledge. Things that seem impossible to learn will be mastered within the shortest possible time.

As this book has followed a new path in both its content and form, errors are inevitable. Further exploration is needed in teaching and learning a language. Therefore, criticisms and suggestions from fellow teachers and foreign students are most welcome.

The English translation of all the texts and explanations has been done by Professor Huang Zhenhua, vice president of our University. Mr David Packer, a Canadian expert working at our University, assisted with the English translation. And finally Professor Sun Weiyan, president of our University, examined the manuscript of the whole book. Senior members from the Office of the Leading Group for the Teaching of Chinese to Foreign Learners have provided guidance and support for the compilation and publication of the present book. Leading members of our University, and colleagues from our University Press and Foreign Affairs Office have also given substantial support to this book. I hereby extend my heartfelt thanks to all of them.

Huang Weizi
at the University of International
Business and Economics
January, 1993



目录
Contents

Table of the Combinations of the Initials
and Finals in Common Speech

第一课	你好	1
Lesson 1	Hello	
第二课	他是谁	13
Lesson 2	Who Is He	
第三课	我的朋友	25
Lesson 3	My Friends	
第四课	怎么称呼	37
Lesson 4	How to Call a Person	
第五课	打电话	48
Lesson 5	Making Telephone Calls	
第六课	预订房间	58
Lesson 6	Booking a Room	
第七课	换钱	66
Lesson 7	Changing Money	
第八课	出租车	75
Lesson 8	Taxi	

第九课	他没来上班	85
Lesson 9	He Has Not Turned Up for Work	
第十课	今天是她的生日	94
Lesson 10	It Is Her Birthday Today	
第十一课	你想做什么(一)	105
Lesson 11	What Do You Want to Do (1)	
第十二课	你想做什么(二)	114
Lesson 12	What Do You Want to Do (2)	
第十三课	你会说中国话吗(一)	122
Lesson 13	Do You Speak Chinese (1)	
第十四课	你会说中国话吗(二)	131
Lesson 14	Do You Speak Chinese (2)	
第十五课	你会买东西吗(一)	139
Lesson 15	Do You Know How to Make Purchases (1)	
第十六课	你会买东西吗(二)	149
Lesson 16	Do You Know How to Make Purchases (2)	
第十七课	她怎么了(一)	158
Lesson 17	What's the Matter with Her (1)	
第十八课	她怎么了(二)	168
Lesson 18	What's the Matter with Her (2)	
第十九课	是谁的错(一)	178
Lesson 19	Whose Fault Is It (1)	
第二十课	是谁的错(二)	189
Lesson 20	Whose Fault Is It (2)	
第二十一课	住在哪儿(一)	199
Lesson 21	Where Are You Staying (1)	

第二十二课	住在哪儿(二)	208
Lesson 22	Where Are You Staying (2)	
第二十三课	今天怎么样(一)	217
Lesson 23	What's the Weather like Today (1)	
第二十四课	今天怎么样(二)	225
Lesson 24	What's the Weather like Today (2)	
第二十五课	逛北京(一)	234
Lesson 25	Roaming Around Beijing (1)	
第二十六课	逛北京(二)	245
Lesson 26	Roaming Around Beijing (2)	
英译课文		257
English Translation of the Texts		
生词总表		294
Vocabulary List		