

2007年修订本
2007 Revised Edition



经贸初级汉语口语

Business Chinese Conversation

[Elementary]

黄为之/主编

下册 II



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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经贸初级汉语口语

Business Chinese Conversation

[Elementary]

经贸初级汉语口语 上册

Business Chinese Conversation [Elementary] I

经贸初级汉语口语 下册

Business Chinese Conversation [Elementary] II

经贸中级汉语口语 上册

Business Chinese Conversation [Intermediate] I

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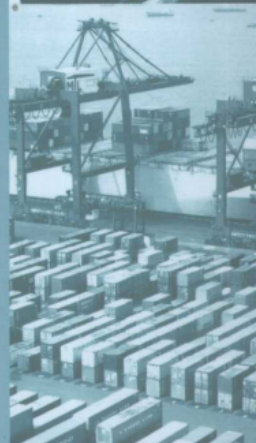
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Business Chinese Conversation [Advanced] II



Business Chinese Conversation
[Elementary]



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[Elementary]

下册 Ⅱ

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第三版前言

这次再版,主要作了四方面的修改:

一、《经贸初级汉语口语》上册,原来只有1~10课的课文配有拼音课文,现在根据外国留学生的要求,为了初学者学习口语的方便,增补了后16课的拼音课文;下册每课练习最后一题的小故事,对初学者也有一定的难度,这次修改也一并删去了。

二、世界发展很快,与时俱进,修改一些陈旧了的信息是必要的,如改“对外经济贸易合作部”为“商务部”,改“欧洲共同体”为“欧洲联盟”,改“关贸总协定”为“世贸组织”;欧元流通以后,法国法郎、德国马克等已不再流通,也作了相应修改;书中引用的各种数据,有许多变化,凡是能查到的,都修改征引了最新资料;等等。

三、修改了部分课文、注释和练习,以反映社会生活和经济生活的巨大变化。

四、修订了一些打字排版的错误和书写不规范之处。

这次修订一定还有不尽如人意的地方,欢迎专家、同行、外国朋友和留学生指正。

对外经济贸易大学

黄为之

2006年5月

Preface to the Third Edition

The major changes of this edition include the following four parts:

Firstly, as only texts in the first 10 lessons of *Business Chinese Conversation* (*Elementary*) were supplied with *pinyin* in the previous editions, *pinyin* texts of the other 16 lessons have been added for the convenience of foreign Chinese beginners. Short stories in the last exercise of each lesson in Book Two are deleted to decrease the difficulty for beginners.

Secondly, changing old terms is necessary along with the development of the world. For example, “Ministry of Foreign Trade and Economic Cooperation” has been changed into “Ministry of Commerce”, “European Communities” into “European Union” and “General Agreement on Tariffs and Trade” into “World Trade Organization”. As francs and marks are taken out of circulation, they are replaced by euros.

Thirdly, some of the notes, exercises and texts have been revised so as to mirror the great changes in social and economic lives.

Fourthly, some typos and nonstandard writings have been corrected.

We realize that this edition is not free of errors and shortcomings, and suggestions from experts, fellow teachers, foreign friends and students are welcome.

Huang Weizhi

University of International
Business and Economics,
May, 2006

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，觉得对这本口语教材，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 many universities and colleges and self-taught learners. The situation of China's international trade 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 first-hand 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 from 36 to 50, and the new edition consists of two volumes. The contents have also been enriched, with new topics and new expressions in the arena of trade and economy added, and the difficulty lowered so that the progressive education is exemplified step by step. 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的零起点特点,必须像教孩子学话一样,从一字一词教起,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。我们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作课前准备或课后复习。本教材在进入教学过程后,必将以它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,而决不作教授式的讲演。教学活动的单调、缓慢,学生学习的被动、疲沓,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、趣味盎然的教学气氛。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

Preface to the First Edition

This textbook is meant for Chinese 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 a language imitation ability as strong as small children, but at the same time, they have an understanding and receptive skills 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. Learning also is a process of accumulation. The characteristics of the learners also require the teachers to pay attention to the fact that their students are adults, and they cannot be treated as small children. The teachers have to use every means to bring the students initiative into full play, mobilizing their advantages 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 teaching speed have been either too advanced or lagging behind. In writing this book of elementary Chinese conversation, we have taken these aspects into consideration, trying to resolve the aforementioned contradictions in the process of Chi-

nese-learning by the foreign students, 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 much difficulty 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 aimed 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 *putonghua* (standard Chinese pronunciation).

This textbook is a Chinese-teaching material for business purpose, 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, means of travel, and the life in campus. The present book endeavors to combine the useful parts of the above 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 the difficulty are suitable for beginners.

According to the principle that language has such properties as communicative situation and communicative functions, this book has adopted a system of combining learning in class and after class. Starting from Lesson Five (Lesson 11 of the 1999 edition), there are two lessons for each topic. More specifically, daily business life is divided into several parts, each of which is presented in two lessons. The "in-class" text is for learning under the teacher's instruction. It is closed-door practice, aimed at laying a solid foundation. The "after-class" text is for students to learn when they participate in social practice. As the saying goes, 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 aspect of "economic life". This teaching system has broken down the closed-end teaching 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 topic. After entering into the teaching process, the content of this textbook, with its active and lively teaching style, will arouse great interest among 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 intensified training 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 intensified 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 absorbed 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 period of time by the students.

As this book has followed a new path in both its content and form, errors and shortcomings are inevitable. Further exploration is needed in the future teaching

and Chinese learning. Therefore, criticisms and suggestions from fellow teachers and foreign students are highly 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 National Office for Teaching Chinese as a Foreign Language have provided guidance and support for the compilation and publication of the 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 Weizhi
University of International
Business and Economics,
January, 1993

使用说明

对外汉语教学有许多特点。就学习者来说,他们来自不同国家,不同民族,有不同经历和不同文化背景,在学习汉语时,会明显表现出各自的特殊性和彼此的差异性;就教师来说,每一个教师,都有自己的教学个性和教学经历,教学风格和教学方法。鉴于此,不可能有一个整齐划一的教法与学法,我们这里的“使用说明”,仅仅是一个建议,供使用这套《经贸汉语口语》的教师和学习者参考。事实上,许多问题已经在这套书各册的前言中说到了,这里就不再重复,现在只作如下几点补充说明。

这套《经贸汉语口语》虽然是从零学起,但它“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”。从上面一段话,我们知道,这套书涉及的内容很广,又有相当的难度,一个学期大致要学完一册书,因此,预习和复习,就显得特别重要,尤其是预习,学生更要多花些时间,多下些功夫。像课文中的生词和语法点,书中已有简明扼要的注释,学生可以自学习得,教师只需讲解其中的难点,作些熟巧练习;每一篇课文,应要求学生在预习时,通过学生词和参看课文的英语翻译,能比较顺畅地阅读下来并基本理解,教师可通过师生互相问答,检验学生阅读与理解的程度,讲解其中的疑难问题;课文中有关文化知识的注释及课文后的一篇短文,也要以自学为主。有些练习,也当作如是处理。不要把有限的课堂时间耗费在课文及相关材料的阅读上,要以课文和这些材料为“谈资”,开展生动活泼的谈话;“大容量”,要求许多东西在课下消化;“高密度”,则要求合理有效地利用时间,强化口语训练。总之,教师与学习者,都要有一个牢固意识,这是一部口语教材,练习口语,习得一口流利的汉语,是这套教材的终极目的。

与上述问题相关的,是在教与学的过程中,如何抓住重点。以这套书的《中级口语》和《高级口语》为例,每一课都是生词量大,内容多,篇幅也相对长,企图在一个教学单元时间里(4~6课时),把课文中出现的全部生词和全部内容都学会、都掌握,一般来说,几乎是不可能的。要善于根据课文题目的提示,找出每一课的关键词、重点句和核心内容,学会和掌握这些关键词、重点

句和核心内容即可,其余的,在以后的重现中会逐渐习得和熟悉。教材在编写过程中,十分重视新知识的重现率和温故而知新的学习渐进性,老师和学习者都不需担心顾此失彼。

《初级口语》上、下册一共 50 课,每课 4 课时,一周 6 课时;《中级口语》上、下册一共 40 课,每课 4~6 课时,一周 6 课时;《高级口语》上、下册一共 32 课,每课 4 课时,一周 4 课时。如果条件允许,尽可能多安排一些课外实践活动。如《初级口语》,每一个话题都有“课内”和“课外”两篇课文,在学习“课外”一篇课文前,一定要学生走出去,学生社会上会得到许多新鲜的东西,“课外”课文就变活了;学习《中级口语》时,可以组织去观摩正式谈判,或观看正式谈判录像,也可以到市场演练货物贸易谈判,有做生意经历的学生还可以现身说法;学习《高级口语》时,可围绕一个文化专题组织一些参观、访问和座谈活动。社会实践方式是多种多样的,这里只是举例而已,目的是要把死的文字材料变成活的知识,变成学生可以自由表达的口语能力。

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