

2007年修订本  
2007 Revised Edition



# 经贸高级汉语口语

## Business Chinese Conversation

[Advanced]

黄为之/主编

下册 II



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

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主编：黄为之

参加编写人员：杨廷治 陈 辉 黄锡之 杨天舒

杨立群 苏伯华 成伟武



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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

## 前 言

《经贸高级汉语口语》，是系列教材《经贸汉语口语》中的最后一本。《经贸初级汉语口语》和《经贸中级汉语口语》自 1992 年后分别出版过英汉、日汉对照两种不同的版本。这两种教材，除了我校留学生教学使用外，全国各地的大专院校和有关培训单位也陆续采用；美国、日本、韩国、新加坡、西班牙等国家的大学也纷纷引进。根据教学情况看，各方面的反应都比较好。

这本《经贸高级汉语口语》，遵循《初级》和《中级》的编写原则和风格，仍然以经济贸易生活为基本内容，但专业性更强。除了有关商品学知识的汉语学习外，更偏重于国情知识和经贸文化知识的学习。换句话说，这本教材教授的，不是一般意义上的经贸汉语，而是更高层次的经贸文化。从本书的目录可以看出，上册包括了经贸文化的一些宏观问题，下册是微观问题。在谈论微观问题时，我们的标题，常常是用“与”字连接起来的两部分。比如“茶与茶文化”，前一部分，谈的是“商品”本身，如“茶”的色、香、味、形、原料、制作等等，是从事经贸工作的人应该了解的商品学知识；后一部分，则是与该“商品”相关的广泛的文化知识，比如它的历史源流，它的现状和未来趋势，它在政治、经济、文化、社会习俗、伦理诸方面产生的影响，等等。20 世纪 80 年代以后，企业文化在经济发达国家日益受到重视。90 年代以后，中国也出现了“文化热”，虽然“文化”一词有用得过滥的非议，但那些有价值的企业文化思想，还是在中国的企业界和理论界扎下了根，并已经在我们的生活中产生了巨大的社会效益和经济效益。中外无数雄辩的事实说明，谁想进入高层次经贸活动领域并获得成功，谁就必须认真学习经贸文化、企业文化，特别是学习市场目标国的国情和文化，具备丰富的跨国文化知识。本书就是从这个角度，为培养高级经贸人才提供的教材。

《经贸初级汉语口语》和《经贸中级汉语口语》的课文，用的是对话体。《经贸高级汉语口语》为适应内容的需要，课文则用了力求口语化的散文体，在练习的编写上充分体现口语教材的特点。这种编写方法，会便利教学，达到教学目的。

《经贸高级汉语口语》的每一课分为四个部分,即课文、生词、注释和练习。每一课的练习由三部分组成。第一部分是课文内容会话练习;第二部分是课文词语练习和一些问答和讨论题;第三部分是一篇短文,内容是商用语言文化,是现代经济生活中常用的成语、典故,大都有生动的故事。学习这些语言文化,对今天的商务交际和经营,都会有裨益。全书最后,是课文英文翻译和生词总表。

本书内容十分丰富,编写时力求意到而言不尽,给师生教与学都留下了较大空间,学生可以充分发挥自己的主观能动性,教师授课也有充分的游刃有余地。

《经贸汉语口语》系列教材初级、中级、高级三册,是国家对外汉语教学领导小组的规划教材。对这套教材的编写和出版,国家对外汉语教学领导小组给予了具体指导和大力资助。我校副校长黄震华教授,在长达数年的时间里,坚持完成了这一套书的英文注释和翻译。本书的英文译文经英国专家 Mr. John Hilton 校阅。众多教师在使用初级、中级两册书的过程中,为我们提供了许多宝贵的实践经验,对我们编写高级本和修订初级本、中级本,教益匪浅。在此,我们对所有关心、支持、帮助我们的领导和同志们,表示深深的谢意!

对外经济贸易大学

黄为之

1999 年 3 月

## PREFACE

*Business Chinese (Advanced)* is the last of its series, the other two being *Business Chinese (Elementary)* and *Business Chinese (Intermediate)*. Since 1992, the Chinese-English and the Chinese-Japanese editions of the elementary and intermediate books have been published, which, apart from being used for foreign students at the University of International Business and Economics, have been used by many Chinese institutions of higher learning or some training units, and also introduced to universities in the USA, Japan, South Korea, Singapore and Spain. They have been well received by all judging from the teaching and learning performances.

The present book, following the principles and style of the elementary and intermediate books, takes business and economic life as its main content, but with a higher level of specialization. Apart from the Chinese language related to the study of commodities, it lays special emphasis on China's actual conditions and the cultural knowledge as reflected in business and economic life. In other words, what the present book teaches is not merely business Chinese in the ordinary sense, but the culture in business and economic life, which is at a more advanced level. It can be noticed from the contents that Volume 1 of the present book deals with some macro aspects of this field and Volume 2 tackles the micro aspects. In discussing the micro subjects, the titles we use normally consist of two parts which are linked together with a word "and". For instance, in "Tea and Its Culture", the first part refers to the commodity itself, the color, flavor, taste, shape, and its production, i. e. , the knowledge of the commodity that anyone engaged in business and trade should know; the second part introduces broader cultural knowledge related to that commodity, such as its historical development, its present situation and future trend and its influence in such aspects as politics, economy, culture, social customs, and ethics. Since the 1980s, corporate culture has received closer attention



with each passing day. During the 1990s, China has also witnessed the “culture craze”. Even though there has been a tendency to overuse the word “culture”, the valuable concept of corporate culture has taken root among Chinese theorists and in China’s business circles. It has produced enormous social and economic benefits in our daily life. Innumerable facts both in China and elsewhere in the world have proved eloquently that whoever wishes to enter and be successful in high-level business and economic activities must earnestly study culture as reflected in business and economic life as well as corporate culture, especially the actual situation and culture of the target country, and raise a high-level of cross-cultural awareness. The present book aims at training high-ranking business executives from the cultural perspective.

All the texts in the elementary and intermediate books were in conversation form. To cooperate with the content, the texts in *Business Chinese (Advanced)* are in the form of colloquial prose, with the characteristics of an oral course exemplified in the exercises. We believe that this approach will facilitate both teaching and learning and help attain the study goal.

Each lesson in *Business Chinese (Advanced)* is divided into four parts, i. e. , the text, new words, notes, and exercises. The exercise of each lesson consists of three parts. The first part is a conversation exercise on the content of the text. The second includes exercises on the words and expressions of the text, and question-and-answer drills and discussions. The third is a short passage dealing with the culture related to business and economic life. Most of the passages contain vivid stories, with idioms and literary quotations that are frequently used in present-day business and economic activities. Learning these linguistic and cultural items will be beneficial to business communication and management. At the end of the book is the English translations of all the texts and the vocabulary list.

The present book is rich in content, and in the course of writing the book, we try to express the main ideas without exhausting every detail, thus leaving ample space for maneuver both for the teachers and the students. The students can bring into full play their own initiatives, and the teachers can do their job with high skill and great ease.

This series has been planned by the National Office for Teaching Chinese as a Foreign Language, who has given ample guidance and support to the writing and publication of the present series. Professor Huang Zhenhua, Vice-President of the

University of International Business and Economics, has made painstaking effort for several years to finish the English annotations and translations of all the texts. The English version of the present book has been polished by Mr. John Hilton from Britain. Numerous teachers have provided us with their teaching experiences in using the elementary and intermediate books of this series, which are of tremendous help in the writing of the present book and for revising the previous two books. We would like to express our heartfelt thanks to all the above-mentioned leaders and colleagues who have given us their concern, support and help.

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

# 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,学生在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。

对外经济贸易大学

黄为之

2006 年 10 月

## Users' Guide

Teaching Chinese as a foreign language has its own characteristics. The learners are from different countries of different ethnic groups with different life experience and cultural background and display their own characteristics in learning Chinese, while the teachers too have their own teaching styles, methods and experiences. Considering this diversity, we do not want to offer a standardized teaching and learning method to use this series of Chinese textbooks. However, we'd like to offer some suggestions for teachers and learners. Since some questions have been discussed in the Preface, we only address several additional points here.

*Business Chinese Conversation* adopts the teaching method for intensive training characterized by low threshold, large volume of content, high density, and staged and quick progressing in teaching. With a wide range of topics, the content of certain difficulty and the curriculum requirement to finish one volume within a term, it attaches particular importance to the preview and review. Especially for preview students should spend more time and efforts on new words and grammar points and try to learn on their own with the aid of explanations and English translation of the texts. They should read through the texts and gain basic understanding before class. Then in class the teacher can use "questions and answers" to examine their reading comprehension, and will only need to explain the difficult points. The notes on cultural knowledge and the short essays at the end of the lesson should also be learned by students themselves. Some of the exercises should also be handled this way. Don't waste class hours on reading the texts and related materials, which should instead be the "lead" to lively dialogues among the students. "Large volume of content" indicates that lots of content have to be digested after class; "high density" requires effective use of time and intensive training of speaking. All in all, teachers and learners together should be aware that this is a series of textbooks for practicing speaking with the ultimate goal to enable learners

to speak fluent Chinese.

Closely related to these questions is the question of how to grasp the key points during teaching and learning. Take the *Intermediate* and *Advanced* of this series for example. In each lesson there are a large number of new words, rich content, and texts of longer length. The attempt to master all the new words and content within a teaching unit (4 ~ 6 class hours) is almost impossible. Therefore, students should be able to focus on key words, important sentences and core content of each lesson according to the hint of its title. As for the rest, they will achieve the mastery of them in their later reappearance. During the compilation, we put a lot of emphasis on the reoccurring rate of new knowledge and the progressiveness of learning, so the teachers and learners can rest assured of our arrangement.

Altogether the two volumes of *Business Chinese Conversation (Elementary)* have 50 lessons, with four class hours for each lesson and six class hours each week. The two volumes of *Business Chinese Conversation (Intermediate)* have 40 lessons, with four to six class hours for each lesson and six class hours each week. And the two volumes of *Business Chinese Conversation (Advanced)* have 32 lessons, with four class hours for each lesson and four class hours each week. If possible, please arrange extracurricular activities as many as possible. For example, in *Business Chinese Conversation (Elementary)*, there are usually one text for “in-class learning” and the other for “after-class learning” under each topic. Before learning the latter one, ask the students to go outside, and they can bring in lots of fresh stuff which will enliven the learning. While teaching the *Intermediate*, the teacher can arrange students to watch a real negotiation or one on the video; students can go to practice trade negotiation themselves; and those with experience in doing business can also talk about their own stories about negotiation. While teaching the *Advanced* a variety of social activities like visits, discussion, etc. are also encouraged. Our purpose is to turn the “dead” language materials into “live” knowledge, and further into the students’ ability to express themselves freely in Chinese.

Huang Weizhi  
University of International  
Business and Economics,  
October, 2006

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## 饮食与饮食文化(一)

## Lesson 16 Cuisine and Its Culture (1)

说起中国人的“吃”，世界上的人无不交口称赞，这是因为中国有独特的烹调艺术和饮食文化。

中国的烹调，可谓源远流长。从文字学看，“烹调”二字就很有些说道。“烹”字下边从“火”，就是用火烧鸟兽之肉，变生吃为熟吃。据考古证实，中国人远在北京猿人时代（绝对年代不少于69万年），就已经用火烹食了。1927年北京猿人被发现时，北京周口店猿人洞穴内还有木炭、灰烬的痕迹。而在8000年前，中国人就已经用陶器烹煮食物了。烹食的出现，在真正意义上把人类和动物区别开来，这是人类的一大进步。但是人类如果只知用火烧熟食物，那么人类还是处在低级阶段；人类向高级阶段发展的标志之一，就是日益追求食物的精美，不但讲究美味可口，而且讲究赏心悦目。于是人类在烹的同时或在烹的基础上，开始用各种作料、各种方法，把食物调制、料理得色、香、味、形俱佳。这就是“烹调”艺术的出现与发展。此外，汉字中又有“膳”字、“美”字。按许慎《说文解字》的解释，“膳”，即“善”；“美”，“羊大为美”，“羊大则肥美无比”；又说，“美”，即“甘”，是“五味之一”，“五味之美皆曰甘，引申之，凡好皆谓之美”。在中国古代，羊是一种主要膳食，所以说，“美与善同义”。按许慎的这种解释，我们古人常说的“用膳”，就不只是为了吃饱肚子，而同时也在追求美的享受。可见，中国的烹调艺术，有多么古老的历史，在汉字出现的同时，烹调艺术，就已经出现并受到人们的高度重视了！

事实上，食必先求饱，然后求美，这是人类社会的一个共同规律。从“茹毛饮血”的生食，到“钻木取火”的熟食，再到“食不厌精，脍不厌细”，烹调技艺的不断发展，刺激人类逐渐摆脱只求果腹