

2007年修订本  
2007 Revised Edition



# 经贸中级汉语口语

## Business Chinese Conversation

[Intermediate]

黄为之/主编

上册 I



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

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### [Intermediate]

上册 I

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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

《经贸中级汉语口语》1992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。出版至今,中国的经济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。

2001年新版《经贸中级汉语口语》,在保持初版体例和优点的基础上,作了全面修改。全书从原来的20课增加到40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。上册以货物贸易为主要内容,以贸易洽谈为中心,增加了“信用管理”、“网上贸易”等新的国际贸易运作方式;下册以“大经贸”为主要内容,从“全方位开放格局”的角度,展现经济贸易的各个领域,专业内容和专业语言,更加适应当代中国和国际经济贸易实务。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。

2001年新版《经贸中级汉语口语》的英语翻译是黄震华教授。

对外经济贸易大学

黄为之

2000年2月

## Preface to the Second Edition

Since its publication in 1992, *Business Chinese (Intermediate)* has been well-received by people from all walks of life and adopted as textbook by many universities, schools and autodidacts. Since its publication, China's situation of economy and trade has undergone great changes, providing many new contents and expressions worth learning. We have also accumulated considerable experiences in our teaching practice and listened to suggestions and comments from different sources. We feel now it is the right time to revise the book and publish the revised edition.

While maintaining the format and the merits of the first edition, the revised 2001 edition of *Business Chinese (Intermediate)* is the outcome of a comprehensive revision. The book has been extended from 20 lessons to 40 lessons, and is now divided into two books. The original contents have been adjusted, with new topics and expressions in the realm of economy and trade added. Book One mainly deals with trade in goods, with business negotiation as its center, with new modes of business operation such as "credit management" and "E-Commerce" added. Book Two takes "broadly based economy and trade" as the main content. From the angle of "the layout of all-round opening", it unfolds the various fields of economy and trade and their specific substance and language, thus being better suited to the contemporary economic and trade practice at home and abroad. We believe that this new edition will, at a higher level, meet the needs of teachers and learners.

The English translation of *Business Chinese (Intermediate)* is done by Professor Huang Zhenhua.

Huang Weizhi  
University of International  
Business and Economics  
February, 2000

## 原版前言

伴随中国对外开放的进程,外国人同中国的经济合作与贸易往来,出现了空前未有的高涨热潮。这种高涨的“经贸热”,使大有燎原之势的“世界汉语热”变得更加红火炽热。世界各国的贸易客商,想在华做生意,恨不能三日、五日,十天、半月就学好汉语。为了适应这种“经贸热”,满足外国朋友学习经贸汉语的要求,我编写了这本教材。

这本《经贸中级汉语口语》,是供具有初级汉语水平的外国朋友使用的专业汉语教材,共20课,1016个生词。内容涉及外国人在中国做生意的各个方面,从建立联系渠道,到洽谈的各个环节,乃至近十年来,在中国大地上兴起的“三资”企业、经济特区、开放城市、乡镇企业、农贸集市以及中国的改革开放政策,等等。这些内容,反映了中国实行改革开放以来,对外经济贸易方面的新形势,新课题,新词语。每一课由课文、生词、练习三部分组成。课文都用对话体,是标准的普通话;生词有汉语拼音和英文注释;练习分A、B两大组。A组是重点词语的例解和练习;B组以灵活运用新课文的语言知识为主,适当重现旧课文的语言知识。在B组还有一篇短文,内容风趣,语言生动,为学员提供了当今中国广泛的风俗民情;外国友人在中国做生意,稔熟这些风俗民情也是必不可少的。考虑到经贸中级汉语专业性强,语言难度大,我们特别把20课课文全部译成英文,附在全书之后,这样可减少学习中的困难,帮助外国朋友更准确地理解和运用汉语。书后附有生词总表。

现在常用的对外汉语教材,每一课都由包括“注释”或“词语例释”在内的四部分组成,本书没有完全采用这种体例,省去了“注释”或“例释”部分。我是这样考虑的:凡是需要学生掌握的,就不仅要让学生弄懂,更要让学生会用;所以在“注释”或“例释”之后,应该紧紧伴随适量而有效的练习;如果不要学生掌握,只为理解生词或课文,则只需查查字典或课上点明即可,不需有详尽烦琐的“注释”、“例释”,这样,学生可省去许多精力。

对外经济贸易大学对外贸易理论教授孙玉宗先生审阅全部课文,保证了

本书经贸专业知识的科学性;由对外经济贸易大学外贸英语系主任黄震华教授负责全书的英文注释和翻译,黄教授在英译过程中,还对本书的内容提过许多宝贵的修改意见;英籍专家 Angela O'Connell 女士校阅过全部英文译文;对外经济贸易大学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诸位领导同志,给本书的编写、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,都给这本书的出版以大力支持。在此,一并表示由衷的感谢。

对外经济贸易大学  
黄为之  
1991年5月

## Preface to the First Edition

Along with China's opening to the outside world, there has emerged an unprecedented upsurge among foreigners in developing economic cooperation and trade contacts with China. This growing "craze in economy and trade" has added to the "world's desire to learn Chinese", which has spread like a prairie fire. In order to do business in China, many businessmen from all over the world wish that they could learn Chinese in no time. Faced with this "craze in economy and trade", we have compiled this textbook so as to meet the desire of foreign friends to learn business Chinese.

*Business Chinese (Intermediate)*, is a Chinese textbook designed for those who have already acquired elementary Chinese for professional purpose. It consists of 20 texts, with 1016 new words and expressions in all. Its contents cover all aspects that concern a foreigner doing business in China, from the channels of establishing relations to all sections in business negotiations. It also introduces such phenomena as the three types of foreign-invested enterprises, special economic zones, open cities, township enterprises, farmers' markets, and China's reform and opening-up policy, which have emerged in China during the past 10 years and more. These contents reflect the new situation, topics and expressions used in foreign economic relations and trade since China's reform and opening to the outside world. Each lesson comprises a text, new words and exercises, three parts in all. All the texts are in dialogue form, written in standard Chinese. The new words and expressions are introduced with *pinyin* and English explanations. Exercises fall into sections A and B. Section A consists of exemplifications and exercises on key words and expressions, while Section B is mainly for the purpose of flexible practice of the linguistic knowledge learned from the new lesson, and also for review of what was learned in previous lessons. Also included in Section B is a short article which is lively and humorous. These short articles provide the learners with broad knowledge about

present customs and conditions of the Chinese people. Getting familiar with these customs and conditions of the Chinese people is also indispensable for foreign friends to do business in China. Considering that a textbook of business Chinese at the intermediate level is rather specialized with considerable difficulty of language, we have translated all the 20 Chinese texts into English and attached them to the back of the book. We hope that this will help to reduce the difficulty in learning, and to develop a more accurate understanding of, and a higher level of proficiency in, the Chinese language. A vocabulary list is provided at the back of the book.

The usual format of a Chinese textbook for foreign learners is that each lesson consists of four parts including a part called notes or exemplifications. We have not exactly followed this format in this book, but have omitted the notes and exemplifications. Our reasons are as follows: For the points that the learners should have a good command of, a mere understanding about them is inadequate. We must ensure that the learners can use them competently. Therefore, the notes or exemplifications must be followed by considerable amount of effective exercises. However, for those points that the learners do not have to master, the learners only need to look them up in the dictionary for the sake of understanding the text or the new words, or a brief mentioning in class will be sufficient. There is no need to include detailed notes and exemplifications for these points, and thus a large amount of the learners' energy can be saved.

Professor Sun Yuzong, a professor of foreign trade theories at our University, went over the manuscript so as to ensure that the knowledge embodied in this book about foreign economic relations and trade is correct. Professor Huang Zhenhua, Dean of the Faculty of International Business Communications of our University, did the English translation for all the texts and explanations. In the course of translation, he also gave many valuable suggestions and amendments to the contents of the book. Ms Angela O'Connell, a British expert working at our University, went over the English translation. And Professor Sun Weiyan, President of our University, finalized the manuscript of the whole book. Leading members from the National Office for Teaching Chinese as a Foreign Language have provided concrete guidance and financial support for the compilation and publication of the present book. Leading members from our University, and comrades from our University Press and Foreign Affairs Office have also given substantial support to this book. I hereby extend my heartfelt thanks to all those who have made contributions to the compila-

tion and publication of the present book.

Huang Weizhi  
University of International  
Business and Economics  
May, 1991

## 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,多下些工夫。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,做些熟巧练习;每一篇课文,应要求学生在预习时,通过学习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。

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 experiences and cultural backgrounds 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, seminars, etc. are also encouraged. Our purpose is to turn the “dead” language materials into “live” knowledge, and enhance the students’ ability to express themselves freely in Chinese.

Huang Weizhi

University of International  
Business and Economics

October, 2006

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