

第四版前言

当前，中国经济已经高度融合于世界经济体系，中国倡导的合作共赢、打造全球命运共同体的理念，越来越具有世界影响，中国经济在更高层次上的新一轮改革开放格局，已经形成。“一带一路”的建设对亚欧非乃至全世界经济产生重大影响；“亚投行”作为开放包容、互联互通的成果，助力于亚洲经济圈发展；“中国制造”涌现出众多高端名牌产品，引起了全世界的关注和争购；中国企业走向世界，成为全球资本市场最活跃的投资生力军；“互联网+”的万众创新，日益改变着社会经济形态和生活方式。所有这一切，正在深刻改变世界经济和国际贸易格局。我们的经贸汉语教材，应该对这种新常态、新趋势、新情况，做出及时反映和解读，这对外国留学生了解中国的现实情况，会有很大帮助。

本次修订版保留了原书的体例和基本内容，增加了四篇新课文，修改了部分课文，增加了一些练习。

黄为之

2017年6月

Preface to the Fourth Edition

At present, China's economy has been highly integrated in the world economic system and embraces a new round of reform and opening up at a higher level, with its concept of win-win cooperation and global community of common destiny enjoying greater influence around the world. The Belt and Road initiative exerts deep influence on Asia, Europe, Africa and even the whole world. The Asian Infrastructure Investment Bank, as a result of openness, inclusiveness, and interconnection, promotes the development of the economic circle of Asia; with the emergence of many high-end brand-name products, "Made in China" attracts so much attention that people rush to buy them; Chinese enterprises reach out to the world and become the most active investment force in global capital market; the innovative "Internet +" changes social and economic patterns and lifestyles day by day. As a result, the world economy and international trade pattern undergo profound changes. Our business Chinese textbooks should reflect and interpret the new normal, new trend and new situation in a timely manner so as to help foreign students in understanding China's reality.

The revised edition, on the basis of the original style and basic content, modifies some texts and adds four new ones and some exercises.

Huang Weizhi

June, 2017

第三版前言

这次“经贸汉语口语”系列教材再版，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，为能与时俱进，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 of *Business Chinese Conversation* include the following four parts:

Firstly, unlike the previous editions of *Elementary: Volume 1* where only texts of the first 10 lessons were supplied with *pinyin*, this edition provides *pinyin* texts for the other 16 lessons for the convenience of foreigners beginning to learn spoken Chinese. Short stories in the last exercise of each lesson in *Volume 2* have been deleted to reduce 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 have been taken out of circulation, they are replaced by euros. Other data cited in the book have also been updated.

Thirdly, some of the texts, notes and exercises 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》自 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。出版的这些年来，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，做了较大的修改。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 Second Edition

Since its publication in 1993, *Business Chinese Conversation (Elementary)* has been well-received by various circles of the society, and adopted as a textbook by many universities and colleges and self-taught learners. The situation of China's international trade has witnessed great changes during the past 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 Conversation (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 adjusted, with new topics and new expressions in the arena of trade and economy added, and the difficulty lowered so that progressive instruction is exemplified. We believe that the new edition will better meet the needs of teachers and learners.

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

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

原版前言

初级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，而同时又具有孩子不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汉语中存在的这种矛盾性，使教与学都取得最理想的效果。

初级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。

初级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。

初级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，我们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。

初级教材在教学安排上，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。我们所说的“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做更深入的探索，希望能听到同行教师和留学生的批评意见。

初级教材参加编写的人员还有杨廷治、陈辉、黄锡之、杨天舒、杨立

群、苏伯华、成伟武等同志，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 hand, 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 children do, but at the same time, they have an understanding and receptive abilities with which 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 children to speak. Students have to start their learning from simple words too. Learning is also a process of accumulation. Also, the characteristics of the learners require the teachers to pay attention to the fact that their students are adults, and they cannot be treated as 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 is common that the content and teaching schedule are 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 foreign students' Chinese learning process, so as to bring about the most satisfactory results in both learning and teaching.

The present textbook has the following characteristics:

Lessons 1-4 concentrate on the learning of the Chinese phonetic alphabet or *pinyin*. This is for the benefit of beginners. Students 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 aiming at such problems. Phonological exercises continue in Lessons 5-10, 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).

This textbook is a Chinese teaching material for business purposes, the content of which is very different from that of ordinary textbooks, where a large proportion is devoted to such daily matters as food, clothing, shelter, means of travel, and life on campus. The present book endeavors to combine the useful parts of the above mentioned topics with 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 difficulty are suitable for beginners.

According to the principle that language has such properties as communicative situations and communicative functions, this book has adopted a system of combining learning in class and after class. Starting from Lesson 5, 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 contents of the two texts are closely related, but with different fields of activities. 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 adopts the teaching method for intensive training, characterized by low threshold, large volume of content, high density, and staged and quick progressing in teaching. The number of new words and the length of the texts have both exceeded those of ordinary Chinese textbooks. The whole teaching process is student-centered. Students are required to accomplish both the in-class and after-class activities actively on their own initiative. 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. This textbook provides 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 at once will be mastered within the shortest period of time by the students.

As this textbook follows a new path in both its content and form, errors and shortcomings are inevitable. Further exploration is needed in future teaching practice. Therefore, criticisms and suggestions from fellow teachers and foreign students are highly welcome.

Those who participated in the compilation of the textbook include Yang Tingzhi, Chen Hui, Huang Xizhi, Yang Tianshu, Yang Liqun, Su Bohua, and

Cheng Weiwu. The English translation of all the texts and explanations has been done by Professor Huang Zhenhua, vice president of University of International Business and Economics (UIBE). Mr. David Packer, a Canadian expert working at UIBE, assisted with the English translation. And finally Professor Sun Weiyan, president of UIBE, 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 UIBE, and colleagues from UIBE 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、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，现在只做如下几点补充说明。

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，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，也当做如是处理。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《经贸中级汉语口语》和《经贸高级汉语口语》为例，每一课都是生词量大，内容多，篇幅也相对长，试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。

《经贸初级汉语口语》上、下册一共 54 课，每课 4 课时，一周 6 课时；《经贸中级汉语口语》上、下册一共 40 课，每课 4 ~ 6 课时，一周 6 课时；《经贸高级汉语口语》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《经贸初级汉语口语》，每一个话题都有“课上”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《经贸中级汉语口语》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《经贸高级汉语口语》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

2016 年 5 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 characteristics, experiences, styles and methods. 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 each 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 has to be digested after class; “high density” requires effective use of time and intensive training in speaking. All in all, teachers and learners alike 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 what's mentioned above is the question of how to grasp the key points during teaching and learning. Take *Business Chinese Conversation (Intermediate)* and *Business Chinese Conversation (Advanced)* of this series for example. In each lesson there are a large number of new words, rich content, and long texts. 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 the key words, important sentences and core content of each lesson according to the hint of its title. As for the rest, students will achieve the mastery of them through their later reappearances. 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 54 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 conditions permit, arrange as many extracurricular activities as possible. For example, in *Business Chinese Conversation (Elementary)*, there are usually one text for “in-class learning” and one 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 *Business Chinese Conversation (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 tell their own stories about negotiation. While teaching *Business Chinese Conversation (Advanced)*, the teacher can arrange a variety of social activities like visits and discussions. Our purpose is to turn the “dead” language materials into “live” knowledge, and further into the students’ ability to express themselves freely in Chinese.

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第二十九课 坐高铁去旅行（一）

Lesson 29 Travel by High-Speed Rail (I)

课 文

Text

在课上

王老师：同学们，假期你们想去旅行吗？

珍妮：想，我们都准备去旅行。

王老师：你们打算怎么旅行呢？

杰克：骑自行车！中国是自行车王国，会有许多旅行的伙伴。

珍妮：在中国有很多自行车运动爱好者。去比较近的地方，我也喜欢骑自行车，可以锻炼身体，但是去远的地方骑车的话就比较累了。

杰克：那就坐飞机啊。我们在美国旅行，要么自己开车，要么就坐飞机。

珍妮：为什么不坐火车？

杰克：美国的铁路比较少，坐火车不太方便。

珍妮：在欧洲旅行，人们要么开私家车，要么坐火车，很少有人坐飞机。

山口：那是因为在欧洲，从一个国家到另一个国家很近，旅途很短，火车又四通八达，所以开车、坐火车，

都很方便。这跟日本的情况差不多。

王老师：可见，各个地方的情况不一样。那么，在中国呢？

珍妮：听中国朋友说，以前中国人常常坐火车旅行，时间很长，也比较累。

山口：不过现在私家车在中国已经普及了，中国的高速公路越来越多，所以很多家庭都喜欢开车去旅行。

杰克：现在还有了高铁，时速可以达到二三百公里，速度提高了，价格却很便宜，所以坐高铁旅行又方便又快捷。

王老师：你们说得很对！在中国旅行，开私家车、坐高铁、坐飞机，都是不错的选择。下课以后，你们好好儿谈谈，打算怎么在中国旅行。

生词

New Words



- | | | |
|--------|----------|------------------------------------|
| 1. 高铁 | gāotiě | high-speed rail |
| 2. 旅行 | lǚxíng | to travel |
| 3. 假期 | jiàqī | holiday |
| 4. 打算 | dǎsuàn | to plan |
| 5. 王国 | wángguó | kingdom |
| 6. 许多 | xǔduō | many |
| 7. 伙伴 | huǒbàn | fellow, companion |
| 8. 运动 | yùndòng | sport |
| 9. 爱好者 | àihàozhě | fan, lover (of a particular thing) |
| 10. 锻炼 | duànliàn | to exercise |
| 11. 比较 | bǐjiào | relatively |
| 12. 累 | lèi | tired |
| 13. 要么 | yàome | either... (or...) |

14. 铁路	tiělù	railway
15. 私家车	sījiāchē	private car
16. 国家	guójiā	country
17. 旅途	lǚtú	journey
18. 四通八达	sìtōng-bādá	to extend in all directions
19. 情况	qíngkuàng	situation
20. 可见	kějiàn	as you see
21. 各	gè	each
22. 高速公路	gāosù gōnglù	expressway
23. 时速	shísù	speed per hour
24. 达到	dá dào	to reach
25. 速度	sùdù	speed
26. 提高	tígāo	to increase
27. 却	què	but
28. 快捷	kuàijíe	fast
29. 不错	búcuò	good
30. 选择	xuǎnzé	option

专 名 Proper Noun

欧洲

Ōuzhōu

Europe

注 释

Notes



1 “要么……要么……”，表示选择，结果是非此即彼。例如：

“要么……要么……” indicates choice. The result is either this or that. For example:

1. 你要么今天来，要么明天来，我这两天都有空儿。
2. 要么你来，要么我去，我们今天得好好谈谈！
3. 你要么打个电话，要么发个短信，把这事告诉他。

2 “可见”，连词，承接上文，表示可以做出判断或结论。例如：

可见, a conjunction, is a connecting link between the preceding and following text to show that a judgment or conclusion can be made. For example:

1. 这么简单的题都写错了，可见他没有复习。
2. 这么大的事他都没告诉你，可见他没把你当朋友。
3. 杰克家有很多藏书，可见他是一个爱读书的人。

3 汉语用相邻的两个数词连用表示概数。例如：

In Chinese, adjacent numerals can be used together to indicate an approximate number. For example:

1. 走路过去十一二分钟就能到。
2. 他大概二十三四岁的样子。
3. 从这儿到书店大概五六百米。

4 “却”，副词，表示转折。例如：

却, an adverb, indicates a transition. For example:

1. 我想坐公交车，他却要骑自行车。
2. 我以为上海很冷，没想到却很暖和。
3. 我喜欢看电影，哥哥却喜欢看比赛。

补充生词

Additional New Words



1. 星巴克	Xīngbākè	Starbucks
2. 地铁	dìtiě	subway
3. 挤	jǐ	crowded
4. 大巴	dàbā	bus
5. 公共交通	gōnggòng jiāotōng	public transportation
6. 科幻	kēhuàn	science fiction

练习

Exercises



一、替换练习。

Substitution drills.

A: 我们都准备去旅行。

B: 去哪儿?

A: 去上海。

B: 我也跟你们一起去。

吃午饭

学生食堂

换钱

中国银行

喝咖啡

星巴克

学习

图书馆

A: 你怎么去学校?B: 走路。A: 怎么不坐公交?B: 太挤。

公司

坐地铁

打的

地铁便宜

颐和园

骑车

坐出租车

太贵

旅行

坐旅游大巴

开车

太远

上海

坐高铁

坐飞机

太贵

二、把下面的词组成句子。

Rearrange the following words into sentences.

1. 旅行 哪儿 打算 你们 去 假期

2. 伙伴 认识 我 新 很多 了

3. 国家 不同 情况 的 各个

4. 中国 私家车 普及 在 已经 了

5. 四通八达 中国 的 高速公路

6. 人 选择 去 很多 坐 旅行 高铁

7. 一个 运动 是 爱好者 他 自行车

8. 周末 旅行 我们 去 开车 准备 一家

三、完成下面的对话。

Complete the following dialogues.

A: 我是一个自行车运动爱好者。

B: _____?

A: 因为骑自行车, 哪儿都能去。

B: _____。

A: 你们国家的公共交通怎么样?

B: _____。

A: 你们怎么去旅行?

B: _____。

A: 晚上去哪儿吃饭?

B: 要么_____。

A: 我不想去食堂。

B: _____。

A: 你想看什么电影?

B: 要么_____。

A: 我也喜欢科幻电影。

B: _____。

四、用“却”完成下面的句子。

Complete the following sentences with 却.

1. 我说的都是真的, _____。

2. 我请他吃饭, _____。

3. 我想吃比萨, _____。

4. 他喜欢上海, _____。

5. 我已经告诉过他, _____。

6. 天气预报说今天是晴天，_____。
7. 这件事是他做错了，_____。
8. 我送她鲜花，_____。

五、谈谈你们国家的交通情况。

Talk about the transportation in your country.