

“经贸汉语口语”系列教材

第4版  
The Fourth Edition

**BUSINESS  
CHINESE  
CONVERSATION**

(Intermediate)

# 经贸中级 汉语口语

下 II

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## 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力，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、非乃至全世界经济会产生重大影响；“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

2018年5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

May, 2018



## 第三版前言

这次“经贸汉语口语”系列教材再版，主要做了四方面的修改：

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，也做了相应修改；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, as only texts in the first 10 lessons of *Business Chinese Conversation (Elementary)*—*Book One* 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. Latest data are used to replace the old ones as long as they are available.

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，做了全面修改。全书从原来的 20 课增加到 40 课，由一册分为上、下册，原有的内容做了调整，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，展现经济贸易各个领域的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 Conversation (Intermediate)* has been well-received by various circles of the society, and adopted as a textbook by many universities, colleges and self-taught learners. 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 from all sources. We feel that it is the right time now to revise and republish this book.

While keeping the format and the merits of the first edition, the 2001 edition of *Business Chinese Conversation (Intermediate)* has undergone major and 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, and new modes of international 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 translator of the 2001 edition of *Business Chinese Conversation (Intermediate)* is 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 language", 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", I have compiled this textbook so as to meet the requirements of foreign friends to learn business Chinese.

*Business Chinese Conversation (Intermediate)* is a Chinese textbook for professional purpose designed for those who have already acquired elementary Chinese. It consists of 20 lessons, with 1,016 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 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” or “exemplifications”. My 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 a moderate 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 new words or the text, or a brief mentioning in class will be sufficient. There is no need to include detailed “notes” or “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 University of International Business and Economics (UIBE), went over all the texts so as to ensure that the knowledge embodied in this book about economy and trade is correct. Professor Huang Zhenhua, Dean of the Faculty of International Business Communications of UIBE, 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 UIBE, went over the English translation. And Professor Sun



Weiyan, President of UIBE, finalized 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 this 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  
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，又有相当大的难度，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，都要有一个牢固的意识，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、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，这样“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

2018 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 a 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 in 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 *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 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 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, 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 *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 talk about their own stories about negotiation. While teaching *Business Chinese Conversation (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.

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## 一、中国对外贸易的现状和未来

亨 特：爱德华先生，我介绍一下，这是我的中国朋友江奇先生，在商务部工作。

江 奇：很高兴认识您，爱德华先生！

爱德华：我也很高兴认识您，江先生！

亨 特：江先生，爱德华先生这次来中国做商业旅行，我们公司负责为他安排一切事务。今天是他的第一项日程安排，就把你给请来了。

爱德华：江先生，在全球金融危机中，中国的经济不仅没有衰退，反而取得了辉煌成就，实在了不起，所以我来中国做这次商业旅行，就是要亲眼看看中国。

亨 特：爱德华先生的公司是一家大型跨国公司，在这种大好形势下，他们决定要进一步扩大同中国的合作。

江 奇：这很好啊，我们热烈欢迎！

爱德华：我注意到，这些年，中国的对外贸易取得了长足进步。

江 奇：是的，现在中国的对外贸易排名世界第一。

亨 特：中国的经济建设成就和发展蓝图，向世界展示出无限的经济贸易合作机会！

爱德华：是的。

江 奇：那么，爱德华先生有什么打算呢？

爱德华：啊，我们这次来想更深入了解一下中国未来的发展方向。

江 奇：爱德华先生是不是还心存疑虑？

爱德华：那倒也不是。许多外国公司在中国的成功，已经让我们羡慕不已！

亨 特：爱德华先生是想更清楚地知道中国未来有什么新举措。

江 奇：哦，中国将以更加开放的姿态迎接未来！积极参与世界和区域的经济技术合作，大力发展双边和多边贸易关系，加快实现市场多元化！

亨 特：这非常符合全球经济一体化的潮流。

爱德华：世界变得越来越小了，各国人民都需要互相交流，取长补短，共同发展。

江 奇：中国人民愿意为此做出更大的贡献。

## 二、改革开放的新机遇

爱德华：江先生，我对您提到的“全方位开放”十分感兴趣，您能说得再具体一点儿吗？

江 奇：您可能知道，改革开放以前，中国的对外贸易，基本上是单一的货物进出口贸易。

亨 特：好像贸易额也不大。

江 奇：那时我们在世界贸易中的排名仅是第32位。

爱德华：这与中国这样的大国极不相称。

江 奇：更重要的是极大地阻碍了中国同世界各国的交流与合作，束缚了我国国民经济的发展。

爱德华：所以现在要搞“全方位开放”？

江 奇：是的。我们首先是要彻底转变观念，用改革开放促经济发展，用经济发展促改革开放。

爱德华：这是一个好思路！

江 奇：当前，中国经济已由高速增长阶段转向高质量发展阶段，高质量发展决定着中国必须推进更大的开放，这不仅是中国之需，也是经济全球化惠及世界之需，会越开越大。而且，我们的开放是全方位的。

爱德华：这就意味着，中国将从单一货物贸易转向同世界各国全方位的交流与合作。

亨 特：不是“将从”，中国已经这样做了。

爱德华：这样全方位的开放，对我们这样的大型跨国公司，有巨大的吸引力。

江 奇：是的。我们所说的“全方位开放”，不只是货物贸易，也包括服务贸易、技术、投资、金融、保险各个领域，积极、有效地“引进来”和“走出去”，大力开拓国内和国际两个市场，实现全方位的双向交流与合作。同时，也包括地域开放。

爱德华：这是名副其实的全方位开放！请问，中国对外国人都开放了哪些地域？

江 奇：中国开放的地域，已经从经济特区、沿海开放城市，扩大到了沿边、沿江、省会城市等内陆地区。

亨 特：据我所知，中国现在正在积极引导外资向中国的中、西部发展。

江 奇：是的。总之，我们已经形成了一个全方位、多层次、多渠道的对外开放格局。

爱德华：这太令人兴奋了！

亨 特：中国有句话，叫“海阔凭鱼跃，天高任鸟飞”，爱德华先生，就看你的了！

爱德华：你们就看好吧！



## 生词

- |          |                |  |
|----------|----------------|--|
| 1. 格局    | géjú           | pattern, structure   |
| 2. 现状    | xiànzhuàng     | present situation  |
| 3. 未来    | wèilái         | future   |
| 4. 事务    | shìwù          | work, (general) affair(s)  |
| 5. 衰退    | shuāituì       | to decline; recession  |
| 6. 反而    | fǎn'ér         | on the contrary, instead   |
| 7. 辉煌    | huīhuáng       | magnificent, glorious  |
| 8. 成就    | chéngjiù       | achievement  |
| 9. 长足    | chángzú        | by leaps and bounds  |
| 10. 蓝图   | lántú          | blueprint  |
| 11. 疑虑   | yílù           | doubt, misgiving   |
| 12. 羡慕不已 | xiànmù bù yǐ   | to admire immensely  |
| 13. 举措   | jǔcuò          | move, measure  |
| 14. 姿态   | zītai          | attitude, posture, pose  |
| 15. 迎接   | yíngjiē        | to welcome, to usher in  |
| 16. 取长补短 | qǔcháng-bǔduǎn | to overcome one's own weak points<br>by learning from others' strong<br>points |
| 17. 贡献   | gòngxiàn       | contribution   |
| 18. 相称   | xiāngchèn      | to match, to suit, to be worthy of   |
| 19. 阻碍   | zǔ'ài          | to hinder, to block  |
| 20. 束缚   | shùfù          | to bind up, to restrict  |
| 21. 转变   | zhuǎnbiàn      | to change  |
| 22. 观念   | guānniàn       | idea, concept  |
| 23. 意味着  | yìwèizhe       | to mean  |
| 24. 领域   | lǐngyù         | domain, realm  |
| 25. 引进   | yǐnjìn         | to introduce from elsewhere  |
| 26. 双向   | shuāngxiàng    | bi-directional, two-way  |
| 27. 地域   | dìyù           | region, district   |
| 28. 名副其实 | míngfùqíshí    | the name matches the reality   |
| 29. 引导   | yǐndǎo         | to guide, to lead  |

30. 海阔凭鱼跃, hǎi kuò píng yú yuè, the sea is wide enough for all fish to  
天高任鸟飞 tiān gāo rèn niǎo fēi leap and the sky is high enough for  
all birds to fly—people have a broad  
platform to give full play to their  
potentials



## 练习

## A

## 反而

表示在前文提到的情况下, 通常应当产生某种结果, 可是实际上产生了相反的结果, 在句子中起转折作用, 语气也比较强。“反而”常与“不但”“不仅”等配搭使用, 这时“不但”等后面多是否定格式。

It indicates that the circumstances mentioned above should normally bring about a certain result, but actually an opposite result was produced. It plays the role of transition, and the tone is fairly strong. 反而 often collocates with 不但 or 不仅 (not only). In such cases, the part following 不但 is more often than not in the negative form.

一、熟读下列各句, 体会“反而”的意义和用法。

1. 他的贡献最大, 得到的反而最少。
2. 他经历了这次不幸, 反而变得更坚强了。
3. 在激烈的市场竞争中, 这个企业不但没有垮掉, 反而更加发展壮大。
4. 积极引进外资, 不仅没有影响民族工业的发展, 反而增强了民族工业发展的活力。

二、请用“反而”完成下列句子。

1. 你怎么越说我\_\_\_\_\_。
2. 越有经验的人\_\_\_\_\_。
3. 老板在外经商, 多年没回家看望老母亲了, 这次回家\_\_\_\_\_。

4. 高新技术不断开发，世界变得越来越小了，但人们之间的\_\_\_\_\_。

5. 吃惯了山珍海味\_\_\_\_\_。

## 意味着

意思是“含有某种意思、可以理解为……”它前面的主语多为动词、动名词或小句，它的后面必带动词、动名词或小句做宾语。

Its meaning is “having a certain meaning, can be understood as...”. The subject that precedes it is normally a verb, a gerund or a clause, and it must take a verb, a gerund or a clause as its object.

一、熟读下列各句，体会“意味着”的意义和用法。

1. 电子商务的出现，意味着传统贸易方式的结束。
2. 信息产业的繁荣，意味着一个新时代的开始。
3. 彻底转变观念，这就意味着要抛弃落后的旧思想，接受先进的新思想。
4. 我们之间虽然发生了一些不愉快的事情，但这绝不意味着我们双方已经没有合作的基础了。

二、请用“意味着”完成下列句子。

1. 全球经济一体化，\_\_\_\_\_。
2. 合同经双方签字后，\_\_\_\_\_。
3. 双方有合作的意向，\_\_\_\_\_。
4. 搞大经贸，\_\_\_\_\_。
5. 货物一旦投保\_\_\_\_\_。

## 看好吧

课文里的“就看你的了”和“你们就看好吧”，是口语中常能听到的对话。“看你的”，意思是“我要观察你究竟会怎么做，会有什么结果”，表示出某种希望与期待的心情；而“你就看好吧”则是一种肯定的回答，表示一定能做好、有好的结果。

就看你的了 and 你们就看好吧, as used in the text, are expressions frequently



used in spoken Chinese. 看你的 means “I’ll watch how you are going to do it and what the result will be”, expressing a hope or an expectation. 你就看好吧, on the other hand, is an affirmative reply, expressing the certainty of achieving a good result.

### 一、熟读下列各句，体会“看好吧”的意义和用法。

1. A: 这事儿就拜托你了。

B: 没问题，你就看好吧！

2. A: 你能把这事办成吗？

B: 这有什么难？你就看好吧！

### 二、请用“看你的”或“看好吧”完成下列对话。

1. A: 你是中国通，你在中国有许多贸易伙伴，希望你能为我公司牵线搭桥。

B: \_\_\_\_\_。

2. A: 这次全球金融危机，对我国的进出口贸易造成很大压力，我们与贵公司是多年的贸易伙伴，请多多关照。

B: \_\_\_\_\_。

3. A: 我公司希望进一步开拓国外市场，你能提供我们需要的信息吗？

B: \_\_\_\_\_。

4. A: 中国全方位开放后，贵公司有什么举措？

B: \_\_\_\_\_。

## B

### 一、请用下列词语组成短语。

转变 观念 开放 双向 阻碍 姿态 合作  
交流 积极 引导 格局 束缚 发展 开拓

### 二、请用括号里的词语完成下列句子。

1. 近年来，中国经济\_\_\_\_\_。(辉煌成就)

2. 改革开放以前，中国的对外贸易和它在世界贸易中的排名\_\_\_\_\_。  
\_\_\_\_\_。(相称)

3. 众多外国公司在中国的成功，吸引了更多外商来华投资，现在中国政府\_\_\_\_\_。（积极引导）
4. 当今中国的经济成就和发展蓝图，向世界\_\_\_\_\_。（合作机会）
5. 中国将以更加开放的姿态迎接未来\_\_\_\_\_。（全球经济一体化潮流）

三、熟读下列短语，并选择适当的短语填空。

羡慕不已      名副其实      海阔凭鱼跃，天高任鸟飞  
取长补短      长足进步      机不可失，时不再来

1. 中国改革开放以来，经济发展，市场繁荣，人民生活水平普遍提高，对外贸易取得了\_\_\_\_\_，令世界各国朋友欢欣鼓舞。
2. 随着高新科技的发展，世界变得越来越小了，各国人民都需要互相交流，\_\_\_\_\_。
3. 中国对外商来说是一个很有吸引力的市场，中国政府为外商和来华投资者提供了许多优惠政策，他们在中国做生意，真是\_\_\_\_\_。
4. 不仅贸易领域开放，地域也开放，在“引进来”的同时也“走出去”，实现双向交流与合作，这才是\_\_\_\_\_的全球开放。
5. 这是一次难得的机会，希望你好好想想，\_\_\_\_\_哟。
6. 贵公司在激烈的竞争中不断开拓市场，发展新产品，几年来使公司利润翻了几番，令同行们\_\_\_\_\_。

四、想一想，谈一谈。

1. 在全球的金融危机中，你对中国经济在亚洲及世界经济中的地位和影响怎么看？
2. 你知道中国面对未来有什么新举措吗？
3. “全方位开放”是什么意思？为什么全方位开放对大型跨国集团公司有巨大吸引力？
4. 中国已经并正在形成什么样的对外开放格局？你能对此谈谈自己的看法和认识吗？

五、阅读下面的短文，然后回答问题。

“一带一路”

当前，世界政治经济格局正在进行深刻调整，世界多极化、经济全球化、文化多元化、社会信息化，正在深入发展。中国经济与世界经济已经高度融合。中国将实行更为积极主动的开放战略，构建全方位开放的新格局。

2013年9月和10月，中国国家主席习近平出访中亚和东南亚期间，先后提出共建“丝绸之路经济带”和“21世纪海上丝绸之路”的重大倡议，之后并称“一带一路”。推进“一带一路”建设，既是中国扩大和深化对外开放的需要，也是加强与亚、欧、非及世界各国互利合作的需要。“一带一路”战略，高举和平发展的旗帜，主动发展中国与“一带一路”沿线国家的经济合作伙伴关系，共同打造政治互信、经济融合、文化包容的利益共同体、命运共同体和责任共同体。“一带一路”的倡议，引起了全世界的关注和“一带一路”沿线国家的积极响应。丝绸之路沿线各国和城市，自然资源得天独厚，历史文化和积淀深厚，民族风情浓郁独特。资源共享，优势互补，互惠互利，合作共赢，有利于相关国家发展经济，增加就业，减少贫困。现在，中国和“一带一路”沿线国家在基础设施互联互通、产业投资、资源开发、经贸合作、金融合作、人文交流、生态保护、海上合作等领域，已经落实了一大批重点项目，对“一带一路”的未来充满了信心。

1. 你知道中国古代的“丝绸之路”吗？
2. 你知道“一带一路”沿线国家都有哪些国家吗？
3. “一带一路”的目标是什么？
4. “一带一路”已经落实或已经启动的重点项目有哪些？你能举一两个例子说说吗？