

THE CHINA BUSINESS READER

中国商务读本

READING, WRITING & THINKING IN ENGLISH

—— 用英语读·写·思维

Steven Darian Mi Zhiying



中国商务出版社
CHINA COMMERCE AND TRADE PRESS

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Short Biography for **Steven Darian**

Steven Darian was a professor at Rutgers University (in New Jersey) for 30 years. He has been a Fulbright Visiting Professor in India, Uzbekistan, and Ukraine, and has taught and studied in nine countries, including Turkey, Saudi, and Switzerland. From 2004 – 2006, he taught at Zhengzhou University and UIBE in Beijing. His degrees are in applied linguistics (Ph.D., M.A.), international relations, oriental studies, and creative writing. His interests include management of innovation & change, organizational behavior, cultural elements in international business, management training, English for business and English for science. He has written six books (both scholarly and popular), over 30 articles, and two novels (not yet published).

宓智瑛 (Mi Zhiying), 毕业于原上海外国语学院 (现上海外国语大学) 英语系。历任对外经济贸易部翻译、对外经济贸易大学英语学院讲师、副教授; 中国驻毛里求斯大使馆文化侨务处翻译和中国驻泰国大使馆一等秘书; 对外经济贸易大学出版社副总编和编审; 现为对外经济贸易大学卓越国际学院英语系教授。曾于1989年公派赴加拿大卡尔顿大学主修应用语言学。从教三十余年, 擅长各门基础英语课程以及高年级商务英语阅读、写作、听力与翻译等课程的教学; 同时热心服务于我国出版业, 被对外经济贸易大学出版社聘为社外编审、被中国商务出版社聘为顾问。

主要业绩: 曾先后荣获“北京市优秀教师”、“教书育人先进工作者”、“北京市五一劳动奖章”。多次被评为校级优秀共产党员并荣获各种教学、教研奖项。

出版个人专著、译著、合作编著的作品先后有:《中国的小城镇建设》、《高校英语八级听力模拟试题集》、《如何使自己更富有》、《动物官能趣话》、《英语高考口试模拟考场》、《开心英语 (初、中、高级本)》、《趣味英语》、《趣味英语 (农村普及本)》、《英汉英国际经济贸易词典》以及《怎样谈成一笔好生意》等, 并担任《中国对外经济贸易年鉴 (英文版) 2001/2002 年》、《中国对外经济贸易年鉴 (英文版) 2002/2003 年》的审订工作。在国家级核心期刊上发表《浅论文体学与商务法律英语书稿的编辑加工》等论文多篇。

TO THE STUDENTS

(致 学 生)

Welcome to *The China Business Reader*. We hope you will enjoy this little book, and that it will help you in many different ways. First, it contains lots of information about Chinese business and its relation to the rest of the world. You probably know some of this information already. If that is the case, it will be easier to learn the concepts in English. If you do *not* know most of the information, it is important stuff—important things you should know if you have any connection to the world of Chinese business.

Implications. Facts are important, but they are not the most important thing. What is even more important is the *implications* of those facts; in other words, what are the possible *effects* of that information. Try to remember this question when you are examining facts:

What are the implications?

Questions. The next most important thing to learn from the book is: *asking questions*. Question everything! If you don't understand something, ask a question. If you don't ask, you will remain ignorant. And what's the use of going to college if you remain ignorant? If you want more information, ask a question. If you disagree with something, ask a question. In addition, foreign teachers—especially Americans—are really impressed by questions.

The name of the game is questions.

Making Connections. Just as important as anything else is: making

connections; in other words, relating the material from *The China Business Reader* to other things—material from other courses, information from the TV, newspapers, and magazines. This is the real meaning of knowledge and of knowing: understanding how things *relate to each other*.

The aim of all this is—developing your ability to think in English. For this reason, we have included many activities designed to help you do that. Some of the problems we have used are not difficult. The important thing is to try solving them in English.

Here are the five most important things for you to learn from this course:

- ***New Information***
- ***Making Connections***
- ***Asking Questions***
- ***Implications***
- ***Thinking in English***

If you learn these things, everything else will be easy. And even more important, it will change the way you think—now, and for the rest of your life.

TO THE INSTRUCTOR

(致 老 师)

SOME GENERAL CONCEPTS

Making Connections

One of the major learning problems of Chinese students (and students in general) is: not making connections. Chinese students often memorize things, then forget them. It may help them pass the test, but in terms of learning, *it is a waste of time*. Within a course, they may memorize something from Chapter 1, but not be able to apply it to Chapter 3; memorize material from Chapters 2 and 3, but not be able to relate it to Chapter 10. Learning means ***making connections***: not just from different chapters, but from other courses, from newspapers and magazines, from students' own experience and ***knowledge-of-the-world***. In other words, relating the text to things beyond the text.

We have tried to encourage this mental habit in various activities throughout the book, including (a) The Reading Passage; (b) Reviewing Information: Using the Whole Book, The Importance of Sources; (c) Critical Thinking: Judgment/Opinions Questions, Implications/Predictions; (d) Analyzing Data: Interpreting the Data; and wherever possible.

*If we want students to learn, we must encourage them—which often means **teaching** them—to make connections.*

The Name of the Game is Questions

It is important to remember that there are different *kinds* of questions in the readings and elsewhere in the text. Comprehension questions (Reviewing

Information) are important, but they are the *lowest level* of questioning. In order to *involve* the students and help them *relate* the information to their world, we must vary the types of questions that we ask. Here are some question types that are found in the text. Please study them carefully, *understand* the differences, and vary your own questions accordingly:

1. **Comprehension Questions.** Questions whose answers can be found in the text (“How would you compare changes between regions?”)
2. **Opinion, or Judgment Questions.** Questions that ask students for *their* opinion or judgment on a topic (“What effect do you think this approach would have on Chinese workers?”)
3. **Relational Questions.** Questions that allow students to relate the material to their own experience (“Have you ever had a problem like this? How did you deal with it?”)
4. **Implications/Prediction Questions.** Questions that ask the student to predict future trends or events (“What are some possible effects of these trends?”)

MODELING

If you want students to be able to do something, show them how *you* would do it. In other words, model the behavior (e.g., analyzing something) for them. For instance, in presenting such things as the topic of the paragraph, structure of the paragraph, outlining, summarizing—go through the relevant part and model your thought process out loud.

LEVELS OF DIFFICULTY

We have tried to include activities with a range of difficulty. If an exercise is too hard or too easy, you may want to omit it—unless it is the basis for later activities.

PRESENTING THE READING PASSAGE

1. Before students read the passage, (a) mention the *title* and the importance of it. (b) Point out the *classification tree* (the

diagram) at the top of each article. It is basically an outline of the chapter. (c) Ask students to mention all the things they can think of that relate to the topic and to the items in the diagram. As students mention something, (d) write it on the board. **OPTION:** You may then want to group items under the same heading. (e) For the article in the first chapter, you may want to **model** the activity, depending on how much the students know and on their willingness to speak.

2. Have students read the article silently and put a circle around words they don't know. Give them plenty of time.

3. Read the passage to the class—a paragraph at a time. As you do, explain the key words and concepts students probably do not know. Ask them for words they do not know.

4. All the articles in the book contain **shaded material**. The types of shaded items are different for each chapter and illustrate topics presented in the chapter or in a previous chapter. For example, the shaded items in Chapter I are comparisons. The chapter also introduces the topic of comparison in the section on Critical Thinking. In this case, first present the concept in Critical Thinking. *Then*, return to the article and point out the shaded examples of comparisons.

VOCABULARY: UNDERSTANDING WORDS

Definitions

Go over the vocabulary list with the class. Point out the major concepts. Point out that there are many ways of defining and learning vocabulary. They include:

(1) by synonyms. "What's a *synonym* for (X)?"

(2) by opposites. If it is needed, ask: "What's the *opposite* of (Y)?"

(3) straight definitions.

- (4) Point out that definitions are often found in *parentheses*; Chinese students often ignore material in parentheses (This is discussed in the section on punctuation).
- (5) Point out that *paraphrase* is often used for defining.
- (6) Classifying exercises: It helps our understanding to know, e.g., that a hammer is a tool.
- (7) Visuals often explain the meaning of a word or concept.
- (8) Context Clues: A word is often defined by the sentence and the paragraph it appears in; e.g., the word *insulation*, in Chapter 10. Ask the students what the paragraph is about (The inefficient use of energy in China). Then, have them look at the sentence: "Apartment houses are poorly built, with little or no insulation." Then students know that insulation is something (a) that relates to the inefficient use of energy, and (b) that apartment houses have very little of. At that point, they should be able to guess the meaning of the word.

Try to use as many different techniques as possible and develop students' abilities to use these resources.

UNDERSTANDING & REVIEWING INFORMATION

Have students answer the questions without looking at the text. If they have problems with this, give them the sentence or paragraph number where they can find the information. Remember: This is the basic level—in a sense, the lowest level—of questions: recalling information.

ANALYZING DATA

A great deal of economic and business information is presented in visual—graphic—form (charts and graphs, diagrams and tables). It is important for students to be able to analyze the data and *crucial* to be able to interpret it (What are its possible effects or *implications*?).

Indeed, one of the most important skills students need when making business decisions—or any decisions in life—is figuring out implications. This is probably one of the half a dozen skills students can get from a university degree: being able to answer the question:

What are the implications ?

CRITICAL THINKING

Point out that different thought patterns (e.g., comparison, C&E, etc.) often relate to each other. Examples and classifications are often part of a formal definition. Point out various combinations here and there throughout the book. Again, it all involves making connections.

Thinking in English

The purpose of learning a language is developing the ability to *think* in that language. The students are encouraged to develop that ability, especially in sections like Describe Your Thinking, and throughout the book. Wherever possible, try to develop this ability.

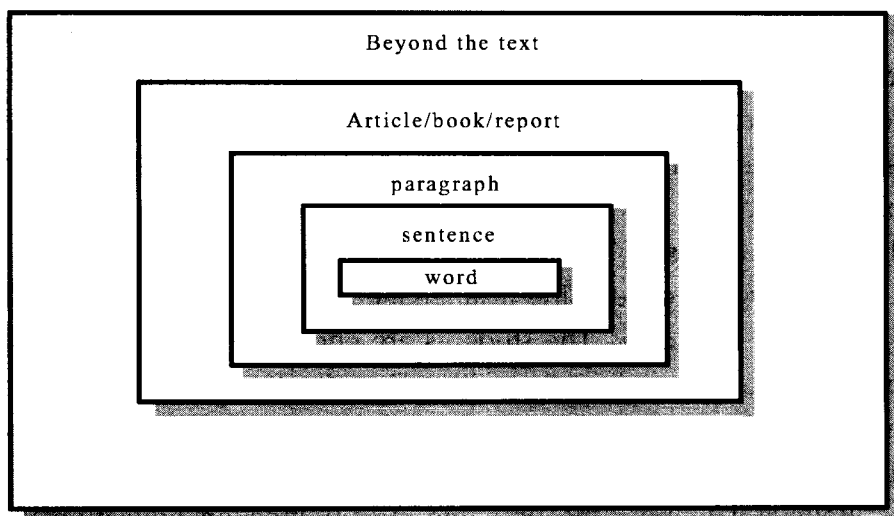
Visual Thinking

Believe it or not, the best line ever written on education was actually written by Kong Fuzi: “I hear and I forget. I see and I remember. I *do*, and I understand.” This shows us the importance of seeing—*visuality*, or *visualizing*—in language. Accordingly, we have stressed visual activities—as a tool for remembering and understanding, analyzing and problem-solving—in the sections on Analyzing Data, Critical Thinking, and elsewhere. In spite of the fact that Chinese is the most visual language in the world, it is a skill that needs to be developed.

SENTENCES & PARAGRAPHS

Nothing exists by itself—not even atoms. Words are parts of sentences, sentences are parts of paragraphs, paragraphs are parts

of sections, sections belong to a chapter or an article and chapters belong to a report or some other *genre* (a proposal, a book, etc). Our point here is this: try not to teach words or sentences or even paragraphs—in isolation; always try to relate them to the larger context. Think of writing—and speaking as well—as whole, like this:



When students don't understand a word, tell them to look at the sentence it appears in. The sentence will often give them a clue to the meaning. If they still don't understand it, have them look at the paragraph. That should give them the Clues they need.

THE WHOLE TEXT

The Sense of Structure

One of the keys to writing an essay, a report, an article, or any *genre* is being able to structure or organize the entire piece. For this reason, our text has focused on those items that help students develop that ability. These items include: *main sections*, *main themes*, *outlining*, and *summarizing*. Think of these items as all having the same

purpose. Regularly stress the relationship between these items—how they constantly react with each other, to help the writer develop the entire piece.

WRITING, WRITING, WRITING

Try to have students do some paragraph-length writing every week. The text has suggested several ways of doing this. Still another way—depending on students' language level—is dictation. As we've mentioned below, you might dictate a few summaries as dictation.

WRITING ASSIGNMENT

Genres

The book has topics for 3 different types of writing: (1) reports; (2) essays on personal economic, and social topics; and (3) imaginative and narrative topics. The first and second types are closer to the kinds of writing that students will do after they graduate—in their professional life. The second and third types allow for the kind of writing that is traditionally taught in Chinese schools: narrative and esthetic description. Thus, it is an easier kind of writing for students to do. Encourage students to choose topics from all the different types of writing (genres).

Topics and Grammar

Some topics require certain types of grammatical forms in order to write about them. A topic that deals with past events requires a lot of past tense forms. A topic that describes an imaginary situation requires the use of conditional verbs: "It would/would have been. . ."

Talking about Writing

The last section of Chapters 1 and 3 deals specifically with terms and concepts used in the writing process. While an extended discussion is found only in these chapters, it is useful to emphasize the concepts—

to call students' attention to them—throughout the book. While these concepts have been applied all through the text, it is our belief that students' awareness and use of these concepts can be increased by knowing and understanding the terminology.

SEQUENCING (LEVELS OF DIFFICULTY)

What are the various levels of difficulty—often unseen—in presenting a concept, such as punctuation or summarizing? Depending on the students' language level, you might include more or fewer steps. But first, it is important to determine what those steps *are*. This is not always obvious. And missing one of those steps can be the reason for students not learning the concept. To illustrate this point, let's take the concept of summarizing. Here is a suggested sequence for presenting the concept:

1. Present the reading passage, pointing out the heads and subheads, which show the main sections of the article. This is discussed in Chapter 1 (The Whole Article).
2. Exercises on the Topic of the Paragraph (Sentences & Paragraphs) gives students a further "feel" for the main ideas of the article.
3. A further step towards summarizing is noting headings of sections.
4. Chapters 1 and 2 show how an outline provides the basis for the summary.
5. Chapter 2 contains a summary of the article. Depending on students' level, you might read the summary as a dictation with the students' books closed.
6. Several chapters—starting with Chapter 2—provide a list of summary words. Show how the summary words are used in the paragraph.
7. Finally, Chapter 4 asks students to write their own summary—using the outline as a basis.

Another good example is the sections on punctuation. Take the exercises on commas, for example. They are presented in the

following order; (1) *Demonstration*: the concept is explained by the teacher; (2) *Identification*: Students are asked to identify the comma's function in the sentence; (3) *Guided response*: The teacher reads the sentence aloud, and students add punctuation according to the teachers reading; (4) *Independent response*: Students read the sentence and add commas in the appropriate place.

FINAL THOUGHTS

Here are the 4 most important things for students to learn from this course:

- ▶ Making Connections
- ▶ Asking Questions
- ▶ Implications
- ▶ Thinking in English

If they can learn *these* things, everything else they do will be an endless and exciting journey of discovery.

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