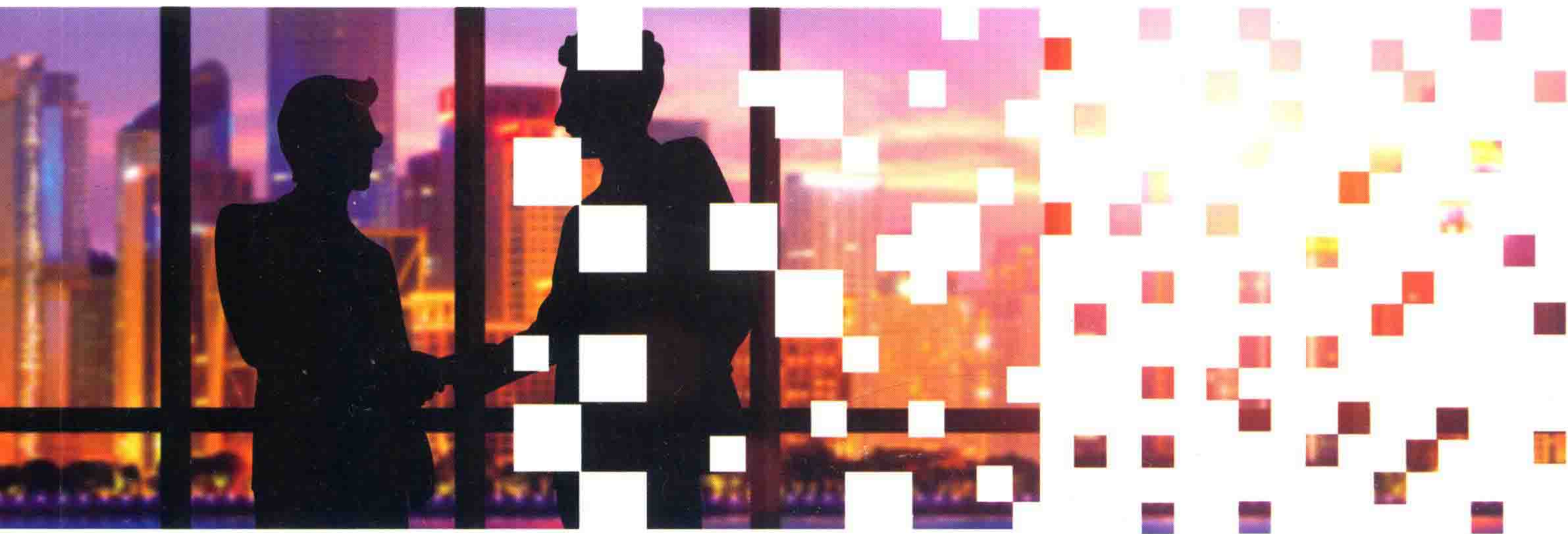


Third Edition • Volume I
A Practical Business Chinese Reader



基础实用商务汉语
(第3版)

上册

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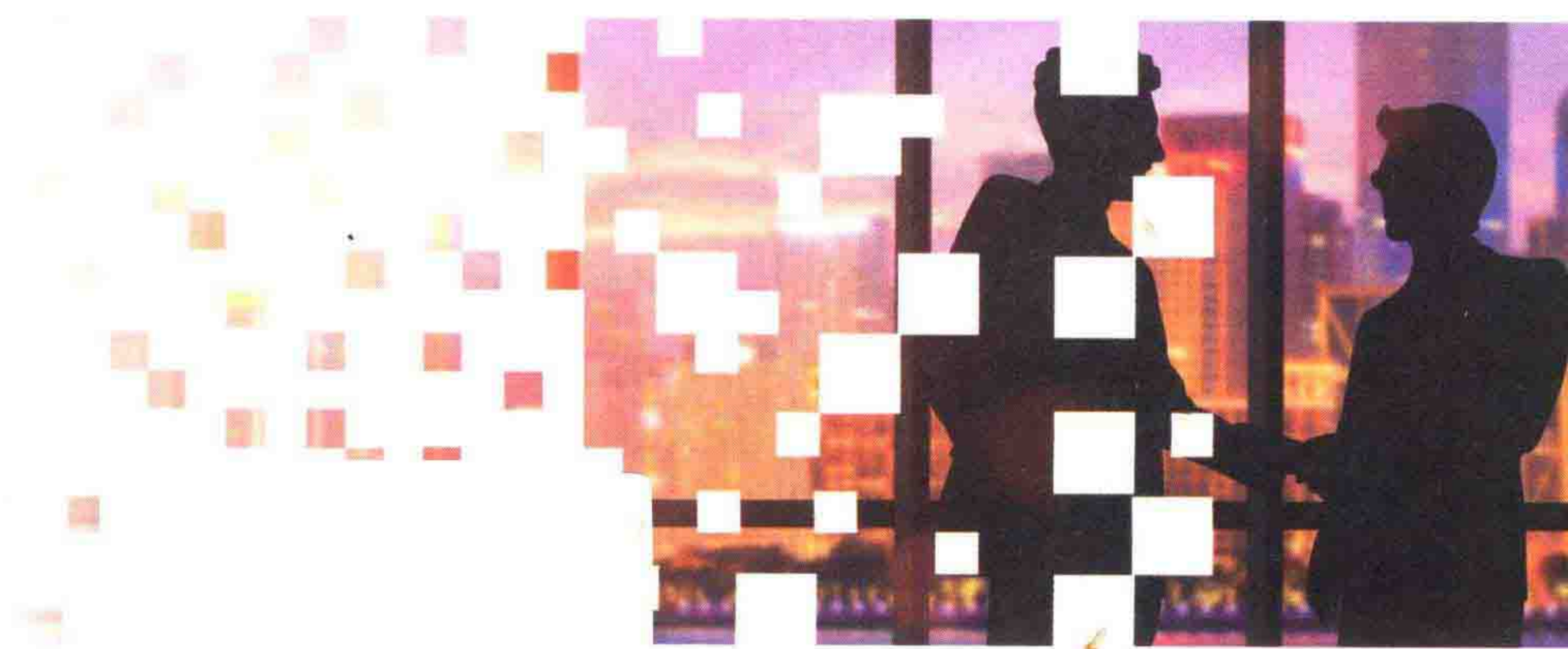
北京大学出版社
PEKING UNIVERSITY PRESS

Third Edition · Volume I

A Practical Business Chinese Reader

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图书在版编目(CIP)数据

基础实用商务汉语. 上册 / 关道雄编著. —3 版. —北京: 北京大学出版社, 2018.1

ISBN 978-7-301-29132-0

I. ①基… II. ①关… III. ①商务—汉语—对外汉语教学—教材 IV. ①H195.4

中国版本图书馆CIP数据核字(2017)第326024号

- 书 名** 基础实用商务汉语(第3版)上册
JICHU SHIYONG SHANGWU HANYU (DI-SAN BAN) SHANG CE
- 著作责任者** 关道雄(Daoxiong Guan) 编著
- 责任编辑** 孙 娴
- 标准书号** ISBN 978-7-301-29132-0
- 出版发行** 北京大学出版社
- 地 址** 北京市海淀区成府路205号 100871
- 网 址** <http://www.pup.cn> 新浪微博: @北京大学出版社
- 电子信箱** zpup@pup.cn
- 电 话** 邮购部 62752015 发行部 62750672 编辑部 62753374
- 印 刷 者** 北京大学印刷厂
- 经 销 者** 新华书店
- 787 毫米 × 1092 毫米 16开本 14.5 印张 215 千字
- 2000 年 9 月第1版 2003 年 9 月第2版
- 2018 年 1 月第3版 2018 年 1 月第 1 次印刷
- 定 价** 78.00 元

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*To our students whose love of Chinese
encouraged us to complete this book.*

第三版修订说明

《基础实用商务汉语》是一部以一般商务用途汉语（Chinese for General Business Purpose or CGBP）为学习内容的教材。它所服务的对象主要是已经学习了一年半汉语课程、对基本的现代汉语语法结构已有所了解的汉语非母语的学习者。

本书第三版的修订工作主要涉及以下几个方面。

（一）将原有的十六课分为上下两册，可供两个学期使用。

体例上保持了“内容上既前后衔接又相对独立”和“前八课稍易，后八课较难”¹的设计，但对原来全书各课的先后次序做了微调。教师也可以根据自己学生的具体情况，选择使用其中的一册。

（二）更新课文内容。

第三版每课的课文内容（即“对话”和“阅读短文”）均有程度不同的更新。其中《广告与促销》的课文完全重写；《招聘面试》和《工业园区》两课为新增，替换了原有的《文化异同》和《经济特区》两课。这样做的目的是为了更使课文话题和内容能够更好地切合中国经济发展的现实情况以及实际商务活动中的典型场景，增加本教材的实用性。


（三）大幅更新全书每课的“练习与活动”。

第三版的“练习与活动”分为三大部分，即“词汇练习”“句型练习”及“阅读、讨论和其他活动”。作者在设计、编写这些练习与活动时，融入了交际法、任务教学、合作学习等理念，同时也不排除使用一些比较传统的练习、活动方式。此次修订着重充实了“词汇练习”与“阅读、讨论和其他活动”两大部分的含量，增加（或改进）了多种不同类型的练习、任务和活动。另外，每课“练习与活动”的最后部分均新增了“快速复习”。“快速复习”以补充阅读的形式呈现。阅读内容实际是对本课对话或本课与前一课两课对话的整合、重写。阅读材料中尽可能不出现任何本课和本课以前各课没有出现过的生词。这样设计的目的是为了帮助学习者巩固已经学过的内容，同时提高教材中词汇的复现率。商务汉语教材词汇复现率一直是一个不容易解决的问题。《基础实用商务汉语》第三版在修订

1 见初版前言。

过程中对这一问题给予了更多的注意。作者一方面有意识地让一些商务词汇在前后课文中多次出现，另一方面通过新增加的“快速复习”以及其他各项练习与活动来提供多次操练这些商务汉语词汇的机会。这些做法在一定程度上确实提高了本教材词汇的复现率。

（四）增加听力材料。

除了原有的课文对话、阅读短文和生词录音以外，练习部分中的一些句型练习和每课的快速复习部分的短文也配了录音。所有录音材料均以符号标出。

（五）新增了扫二维码查看课文英译和听录音的功能。

为了给使用者提供更多的方便，第三版新增了扫码听录音和查看课文英译的功能。每一课大标题旁均印有一个二维码，加注“听力材料”字样。扫描该码后可以看到这一课按编号排列的（即001、002）所有听力材料的完整录音目录。点击任意子目录，就可以在线收听录音材料。此外，每课对话和阅读短文前的二维码，加注“课文英译”字样。扫描该码后即可在线阅读相应的英译材料。使用者也可以从北京大学出版社网站的下载专区(<http://www.pup.cn/dl/newsmore.cfm?sSnom=d203>)下载相应的录音文件，从书后的“总附录”中查看所有课文英译。

（六）修订每课的附录。

本书第三版对所有的附录材料都做了更新、替换，尽可能使本教材的附录材料对教与学都有一些实际的用处。

《基础实用商务汉语》第三版总词汇表共列词汇1114个，句型总表共收句型142个。每课的课堂教学时间一般为5—6课时。建议教师根据实际的教学情况作出必要的调整。

《基础实用商务汉语》一书自2000年出版以来，收到海内外很多使用者的热心反馈。这些意见对于本书的修订无疑有莫大的助益。北京大学出版社一直对本书的编写、出版和修订给予充分的支持和帮助。第三版责编孙娴女士为修订提供了很多有益的建议。作者在此一并表示诚挚的感谢。

关道雄 dxguan@ucsb.edu

2017年5月于美国加州大学

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Preface to the Third Edition

A Practical Business Chinese Reader is a language textbook that teaches Chinese for General Business Purpose (CGBP). It aims to serve those non-Chinese speakers who have completed one to one and a half year of Chinese courses at the college level, as well as having an understanding of most of the basic modern Chinese grammatical structures.

The changes to the third edition of this textbook mainly cover the following:

1) Dividing 16 lessons into 2 volumes.

It preserves the design that “the contents of the lessons may be seen in the chronological order of events or as sixteen individual stories” and “the first eight lessons are more basic while the latter eight lessons are more advanced by comparison”.¹ Nevertheless, the order of lessons in this edition has been adjusted slightly. Teachers may choose one of the two volumes for teaching based on the practical need from students.

2) Updated lesson content.

Of the lessons, “Advertising and Sales Promotion” has been completely rewritten; “Job Interview” and “Industrial Park” are newly added lessons, replacing “Cultural Similarities and Differences” and “Special Economic Zones”. The purpose of doing so is for the topics and contents of the lessons to better represent the current state of Chinese economic development and typical scenarios in practical business activities, contributing to the practical usability of this textbook.


3) Large scale changes to the “Exercises and Activities” in each chapter.

In the third edition, the “Exercises and Activities” are split into three categories: “Vocabulary Exercises”, “Sentence Pattern Exercises”, and “Reading, Discussion, and Other Activities”. In designing and composing these exercises and activities, the author blends the communicative approach, task-based teaching, cooperative learning, etc., while also keeping usage of some more traditional methods of exercises and activities. This edition heavily expands on the contents of “Vocabulary Exercises” and “Reading, Discussion, and Other Activities”, adding (or enhancing) many different types of exercises, tasks, and activities. In addition, “Quick Review” was added to the last part of “Exercises and Activities” in each lesson. “Quick Review” is presented in the form of supplementary reading. The reading material is a simple combination and rewrite of the dialogues in the current lesson, or the current lesson plus the previous lesson. There are almost no vocabulary words new to the lesson or previous lessons appearing in this reading material. The goal of this design is to help students strengthen their grasp of material already learned, as well as raising the word recurrence frequency in the text. Word recurrence frequency has always been

¹ See the preface, First Edition.

a difficult problem in Business Chinese teaching materials. *A Practical Business Chinese Reader* pays more care to this issue in the Third Edition. The author deliberately repeats some business Chinese vocabulary words throughout the text, while also providing opportunities for students to practice these words many times through the “Quick Review” and other exercises and activities. These approaches have indeed increased the word recurrence frequency in this text.

4) Adding more listening materials.

In addition to the original audio recordings of the dialogues, reading passages, and vocabulary words, new audio recordings have been provided for some Sentence Pattern Exercises and the Quick Review passages in each lesson. All audio materials have been marked with the  symbol.

5) Added functionality of scannable QR code to access English translations of the lessons and audio recordings

To provide greater convenience for the user, the Third Edition has added scannable QR codes to access English translations of the lessons and audio recordings. The QR code next to the title of each chapter marked with “Audio Recordings” contains a complete list of all audio recordings for this chapter. After scanning the QR code, you can view the full list of contents for all audio materials (e.g., 001, 002) for each lesson. You can click the links to listen to the recordings. In addition, QR codes placed before Dialogues as well as Reading Passages of each lesson are marked with “English Translation”. Scanning these codes will allow you to read the corresponding English translations online. Users can also download the audio recordings from the website of Peking University Press (<http://www.pup.cn/dl/newsmore.cfm?sSnom=d203>), and look up all English translations of the lessons from the General Appendix at the back of the book.

6) Editing the appendices to each lesson.

In the Third Edition, all appendices have been updated or replaced, enhancing the practical value of the appendix material to both teaching and learning.

In total, *A Practical Business Chinese Reader Third Edition* includes 1114 vocabulary words and 142 sentence patterns. Each lesson will need approximately 5 to 6 hours of instruction time. It is suggested that instructors make adjustments based on their own teaching circumstances.

Ever since *A Practical Business Chinese Reader* was published in 2000, I have received enthusiastic feedback from many users in China and abroad. These comments have been immensely beneficial to the editing and revision of this book. The Peking University Press has always been greatly supportive and helpful with the composition, publishing, and revision of this book. The editor for the Third Edition, Ms. Sun Xian, provided many beneficial suggestions. The author expresses sincere gratitude.

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May, 2017

第二版前言

《基础实用商务汉语》一书自 2000 年出版以来，先后为国内外一些学校选用作教材。其韩文版亦于 2002 年由韩国多乐园有限公司在首尔出版。此次修订再版，除了订正原稿中的错误并更换、补充了若干课文中的部分内容以外，主要对每课的练习作了大幅度的扩充和调整。修订后的词汇总表共收入生词 1040 个，句型总表共收入句型 154 个。

需要说明的是，本书的原作者之一遇笑容教授因为出任加州大学海外学习项目驻华中心主任，此次未能参与修订工作。但是本书得以成稿问世却是与她的长期关心、支持与参与分不开的。北京大学出版社的徐刚先生和郭力女士从本书的撰写到修订出力甚多，在此一并表示感谢。

关道雄

2003 年 3 月于美国加州大学

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Preface to the Second Edition

Since it was first published in 2000, *A Practical Business Chinese Reader* has been adopted as a textbook by schools in China and overseas. The Korean edition (*Ok! Business Chinese*) was published by Darakwon Inc. at Seoul in 2002. This revised edition has corrected some mistakes and partially replaced or replenished content in several lessons. However, the majority of the revision was made to the exercises in each lesson. Almost all the exercises have been rewritten or redesigned. As a result, the number of the exercises in this book has increased by as many as 3-4 times. There are only slight changes in vocabulary and sentence patterns. A total of 1040 new words and 154 sentences patterns has been introduced in the revised edition.

It was very unfortunate that Professor Hsiao-Jung Yu, the co-author of the original edition of this book, could not work on the new version of the book this time. She was appointed as director of the UC EAP (University of California Education Abroad Program) Study Center at Beijing last year and has committed herself completely into this immense responsibility. There is no doubt that it would have been impossible for me to complete this book from the very beginning without her support, concern, and contribution. Many thanks also go to Mr. Xu Gang and Ms. Guo Li at Peking University Press. Their continuous support and help have made the revision successful.

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March, 2003

初版前言

近年来，商务汉语在海外汉语教学中逐渐引起了相当的注意。在美国，目前已经有不少大学相继开设了商务汉语课程。一些大学甚至正在计划、酝酿开设层次不同、训练重点不同的系列商务汉语课。显然，商务汉语正开始成为对外汉语教学中的新热点。

商务汉语课的出现无疑与中国经济的迅速发展有着密切的关系。可以肯定地说，只要中国经济继续保持良好的发展趋势，商务汉语课的发展将是非常有潜力的。但是，作为一门新课程或者说新领域，商务汉语面临着众多急需解决的问题。其中，编写出版适合对外汉语教学所使用的商务汉语课教材的任务尤为迫切。这就是我们编写《基础实用商务汉语》的起因。

《基础实用商务汉语》一书的主要适用对象定位为至少已经学习了一年或一年半汉语、对主要的现代汉语语法结构已有所了解的学生。其已经掌握的词汇量应当在一千字左右，即大致相当于《汉语水平词汇与汉字等级大纲》中甲级词的水准。在编写体例与架构上，《基础实用商务汉语》一书共分为十六课，以一个美国商务代表团访问中国为线索，依次介绍了商务谈判的各项主要环节和其他相关的商务、社交活动。内容上既前后衔接又相对独立，以便任课教师根据需要调整自己的课程教学安排。就难易程度而言，前八课稍易，后八课较难。每课包括：

1. 主题对话；
2. 阅读短文；
3. 词汇和句型；
4. 练习和活动；
5. 附录。

全书最后编有总附录，包括全部课文的英译、词汇总表、句型总表、重要网址、中国地图和主要参考书目。全书共计列出生词 1010 个，句型 152 个。通过这本课本的学习，学生可望达到中级或中级以上的汉语水平。

把本书设计在上述的汉语水平层次上是基于这样的考虑。我们认为，商务汉语的学习应该在已经初步具有了一定的汉语语言能力的基础上进行。商务汉语课不需要也不应该在“商务”的名目之下再教授发音、识字或是最基本、最常用的汉语词汇和语法。如果要那样做的话，势必会模糊一般对外汉语课和商务汉语课的界限。商务汉语课应该是一门具有特定目标、特定内容的对外汉语语言课程。它所提供的是现代汉语中常用的商务词汇的知识以及与此相关的社会、文化知识，培养学生在汉语语言环境中进行商务活动所需要的语言交际技能。作为对外汉语课程中的一种，商务汉语与普通汉语课存在着密切的联系。但是商务汉语课的教学目的显然有别与普通汉语课。其教材与教法也应当具有自己的特色。换句话说，商务汉语课必须在其教学内容上提供普通汉语课无法提供的语言、文化知识，才能真正成为一门独立的、无法替代的课程。

基于上述的想法，我们在《基础实用商务汉语》一书的总体设计和具体编写中做了以下的尝试：

（一）注重培养学生在实际汉语语言环境中进行商务活动的语言能力。

能力语言教学法是近二三十年来在美国外语教学界一再讨论及推行的外语教学理论。能力语言教学法强调培养外语学习者实际的语言交流能力，把从书本上学到的语言知识及时地（即时地）运用在真实的生活情境之中。为了在商务汉语课中达到这一目的，《基础实用商务汉语》的课文选题力求概括最具代表性、最有普遍意义的实际商务活动。课文对话的编写力求真实而生动、实用且不乏风趣，尽可能避免单调的或教科书式的语言。每一课的练习与活动的设计均旨在鼓励学生的主动参与。在帮助学生理解课文内容的同时，尽量利用多种形式，为学生提供在真实（或模拟真实）的语境中操练、使用该课词汇与句型的机会。每课的附录则结合课文的需要，提供相关的中文商业信函、文件、表格等实例，以期帮助学生熟悉实际商务活动中可能接触到的这类材料，取得学以致用的效果。

（二）重视相关文化背景知识的介绍。

将文化背景、风俗民情、社交礼仪乃至思维方式的介绍融入外语教学之中的文化、语言融合教学法也是近年来欧美语言教学界讨论的重点之一。这种教学理论的一个明显的好处就是使学习外语的人可以通过语言的学习来了解文化、通过了解文化来提高其外语水平。我们觉得商务汉语教学有必要与文化知识的介绍相结合。了解中国人的思想、行为模式以及在待人接物上的种种习惯，将有助于在实际商务活动中有效的沟通与交流，避免某些不必要的误会。基于这样的认识，《基础实用商务汉语》一书在每课的主题对话之外，又安排了一篇阅读短文。其内容是与该课主题对话相关的社会背景、文化背景信息。换言之，本书每一课的主题对话是以具体的商务活动设立单元，而每课的阅读短文则是以介绍文化背景设立单元。在文体上，前者是口语，后者是书面语。这样不但可以同时训练学生的会话和阅读能力，同时也增加了学生的学习兴趣。

（三）从商务汉语的角度出发，合理挑选课文词汇和句型。

在从事对外汉语教学的实践中，我们深深感到课本词汇的合理甄选和使用是非常值得重视的一个问题。编写一本汉语教材，应该仔细审慎地考虑它所准备使用的字、词和词组。在决定哪些字词应该介绍给学生、哪些应该列为必需掌握的生词的时候，编写者应该尽量避免主观性和随意性。对外汉语课本中词汇的取舍标准无疑应该建立在科学统计的基础上。商务汉语课本更不能例外。根据《汉语水平词汇与汉字等级大纲》的统计，对外汉语教学基础阶段的词汇量应当以 3000 词为界标。根据我们的分析，在这 3000 个词中，有可能被收入任何一本商务汉语词典的词大约在百分之一左右。因此，一本理想的商务汉语教材所提供的基本词汇，应当能够最直接地反映出其不同与一般汉语课本的特征。在《基础实用商务汉语》一书的编写中，我们决定以《汉语水平词汇与汉字等级大纲》的甲级词表为界线。甲级词表共收词 1033 个，都是现代汉语中使用频率最高的基本常用词，也是初学者在基础阶段应该首先掌握的词汇。这样一个词汇量正好符合我们为本书使用者设定的汉语水平起点。因此，凡是被收入甲级词表的词汇，在这本教材中均被编者视为学生已经掌握的词汇，不再列入生词部分。必须说明的是，由于我们还缺乏商务汉语词汇使用频率方面的统计资料，因此在选择这方面的词汇的时候，本书可能有不少考虑不周的地方。我们真诚地盼望读者提出批评和

建议。

《基础实用商务汉语》一书的内容和体例由关道雄与遇笑容拟定。关道雄负责主题对话、阅读短文、生词表、句型表的编写以及全书的统稿，遇笑容负责每课练习与活动的设计和编写。课文的英文翻译由史香侬（Shannon Lee Du）承担。中国江西财经大学经济文化传播系的熊焰、陈秀平教授审读了本书的初稿，并且为本书的附录搜集、提供了一些有用的信息和原始材料。陈毓贤女士（Susan Chan Egan, 原美国 Scudder, Stevens & Clark, Inc. 资深证券分析师）为书中涉及的专业词汇的英汉对译解决了不少难题。在此一表示衷心的感谢。我们还应该特别感谢审读本书的北京大学出版社的郭力女士和徐刚先生。因为他们的关心和帮助，本书才能够得以顺利出版。

本书的初稿曾在加州大学圣塔芭芭拉分校试用。这使我们有机会在实践中对这本教材做出修改。在此我们也想对我们的学生表示由衷的谢意。正是他们对汉语学习的强烈兴趣和热爱给了我们编写本书的动力。

关道雄、遇笑容
2000年5月于加州大学
圣塔芭芭拉分校
东亚语言文化研究系

Preface to the First Edition

In recent years, Business Chinese has drawn increasing attention in the field of overseas Chinese teaching. In the United States, some universities are already offering Business Chinese courses. Others are even considering or planning to offer series of Business Chinese courses at different levels, each placing the emphasis on various aspects. Obviously, Business Chinese is becoming a popular new course in the field of teaching Chinese as a foreign language.

The popularity of Business Chinese is a by-product of China's economy, which has grown rapidly in the last decade. There is no doubt that Business Chinese has a tremendous potential as long as China's economy maintains this positive trend and continues growing. On the other hand, Business Chinese as a newborn course is facing a number of questions that have to be solved without delay. What is most urgent and crucial now is to compile textbooks that properly fit the needs of Business Chinese in the field of teaching Chinese as a foreign language. That was our intention in writing this textbook, A Practical Business Chinese Reader.

A Practical Business Chinese Reader is designed for those who have completed at least one year to one and a half years of Chinese study at the college level and have gained a good knowledge of basic grammar in modern Chinese as well as around a 1,000-word vocabulary in Chinese, equivalent to the beginning level in Guidelines of Chinese Proficiency and the Degree of Difficulty of Chinese Characters. We believe that Business Chinese should be taught beyond the beginning level. There is no need to teach pronunciation, character writing or beginning level vocabulary and grammar in a Business Chinese course. Although there are similarities and connections between Business Chinese and other Chinese language courses, the goal of Business Chinese certainly is different than other Chinese language courses, and so is its content. Business Chinese courses train students to develop their communication skills both in oral and written forms in order to conduct business in a Chinese language environment. The emphasis is placed on the usage of business terms in modern Chinese and on language proficiency in a business context as well as on business related social-cultural awareness.

By following the progress of an American business delegation in China, A Practical Business Chinese Reader has developed sixteen lessons in all to introduce some typical business activities and business related social events in the Chinese business world. The contents of the lessons may be seen in the chronological order of events or as sixteen individual stories so that instructors may adjust their teaching plans according to their own needs. In terms of difficulty, the first eight

lessons are more basic while the latter eight lessons are more advanced by comparison. However, these sixteen lessons, should they all be used, are sufficient for one semester or two quarters. Each of the sixteen lessons in the book contains the following sections:

1. Dialogues: The dialogues in each lesson are set at various authentic sites in China. The scenarios are intended to be typical of those encountered by foreigners conducting business in P. R. China. Authentic language of modern Chinese, which occurs in realistic business contexts, is employed to the greatest extent in order to provide the most efficient examples for students to imitate and eventually enhance their Chinese language proficiency.

2. Reading Passages: The reading passage in each lesson is a short essay, in which the topic of the lesson is further explored. The reading passages are intended to sketch some general pictures of cultural background in Chinese society and its business world. In the terms of language style, the reading passages in the book are in written form while the dialogues present a more lifelike spoken style.

3. Vocabulary and Patterns: The book presumes prior competence or mastery of about a 1000-word vocabulary. The Glossary of Beginning Level in Guidelines of Chinese Proficiency and the Degree of Difficulty of Chinese Characters, which has a 1033-word vocabulary of the most frequently used words, has been adopted as the measure to establish the vocabulary glosses for each lesson. The words that are not covered in this 1033-word vocabulary glossary are considered as new words for the book. Due to the fact that there is no supporting data of lexicostatistics in business Chinese, it was very difficult to decide what vocabulary items should be included. In order to better equip students with useful business terms in Chinese, a great effort has been made to select proper vocabulary words from a practical standpoint of conducting business. We therefore would welcome the input of teachers and students alike, so that we can continue to best meet the needs of the changing context of Business Chinese in the classroom. The patterns are another component of this section. Normally eight to ten patterns are presented in each lesson. There are certain important patterns that students may have been exposed to in their prior study but that they might not have mastered. Each pattern heading is followed by two examples. The first one is drawn from either the Dialogues or the Reading passage while the second one serves as an additional example.

4. Exercises and Activities: Exercises and activities are designed to reinforce newly introduced vocabulary and patterns as well as to help students in understanding the content of the dialogues and the reading passage in each lesson. Some questions posed in this section require students to do research in business related topics by using various media sources, including the internet, while some questions are intended to lead students into discussions of cultural differences. Instructors

may choose to use these exercises in whole or in part, as written homework or as in-class oral exercises.

5. Appendix: Appendixes in each lesson provide examples of business documents in Chinese as well as other useful information such as a Customs Declaration Form, a Product Catalogue, an Order Sheet, a Letter of Credit, a Letter of Intent, a Contract, and Common Chinese Signs etc. Some of them are duplicates of the originals.

The book has also compiled a General Appendix, which contains a complete English translation of all dialogues and reading passages, vocabulary, patterns, useful web sites, a map of China, and a bibliography. There are 1010 new words and 152 sentence patterns introduced in the book. All the texts, vocabulary and patterns are printed in both traditional and simplified characters. Through study of this textbook, students may attain an intermediate level of Chinese or higher.

This book was designed by Daoxiong Guan and Hsiao-jung Yu. Daoxiong Guan wrote the dialogues and the reading passages. He also made vocabulary and pattern glossaries and took the responsibility for finalizing the whole book. Hsiao-jung Yu created the exercises and activities. Shannon Lee Du translated all of the dialogues and the reading passages into English. We want to thank Professor Xiong Yan and Chen Xiuping (Jiangxi Finance and Economy University), who not only provided some valuable materials and examples of business documents but also proofread the first draft of the book. Our gratitude also goes to Mrs. Susan Chan Egan (Chartered Financial Analyst, former Vice President at Scudder, Stevens & Clark, Inc.). Her special knowledge in business solved many problems that we encountered during translating business terms into English. We owe a special thanks to Ms. Guo Li and Mr. Xu Gang (Peking University Press), who proofread the whole book. It would have been impossible to publish this book without their continuous support. Finally, we want to express our gratitude to our students at University of California, Santa Barbara. It was their love of Chinese that encouraged us to complete this book.

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May, 2000