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C. Chou, D. Chao: Intermediate Reader of Modern Chinese

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PREFACE

The Intermediate Reader of Modern Chinese has been prepared for American students who have already completed two semesters of college level Chinese. The text contains twenty-two lessons, which are sufficient for a two-semester course with five contact hours per week.

The book consists of three sections. Lessons one through ten focus on college life in the United States. Lessons eleven through fifteen concern political and social issues in contemporary China. Lessons sixteen through twenty present biographies of three well-known figures and two discussions of significant historical events. The purpose of the last two lessons, “Chinese Translations of Foreign Place Names” and “Persian Gulf War,” is to prepare students for reading newspapers. The format of the lessons progresses from correspondence and dialogue to short essays.

The Intermediate Reader of Modern Chinese has two special features: controversial subject matter and a straightforward writing style. While political propaganda plays a key role in many Chinese language textbooks published in China, we have instead chosen to portray real-life situations in clear, understandable language. Quite often, we also adopt a tongue-in-cheek tone. It is our hope that this format will not only stimulate student interest but also enhance the language learning experience.

The textbook is divided into two volumes. The first includes the text of the lessons. The second includes vocabulary, sentence patterns and exercises for each lesson. Two romanization systems are used in the vocabulary volume: *Hanyu pinyin* and *Gwoyue Romatzyh*. Audio tapes for the text and vocabulary are available as supplementary materials.

The production of this text was sponsored by the Consortium for Language Teaching and Learning. We would like to express our gratitude to Mr. Peter Patrikis, the Executive Director of the Consortium, for his insight, enthusiasm and unfailing support of the project. Our heartfelt thanks go to our late colleague Ta-tuan Ch'en, Professor Emeritus at Princeton University, who not only initiated the project but also provided us with insightful guidance and much-needed encouragement. We were greatly saddened by his sudden passing, and we deeply regret that he was unable to see the final publication of this book.

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Our special thanks also go to those teachers of second-year Chinese who have taught at the Middlebury College Chinese Summer School over the past four years. Their comments and criticisms have been most valuable. We would like to share the happiness of completing this book with each of these teachers who have used this book in their classes in that small Vermont town.

Last, but certainly not least, we would like to express our gratitude to Mr. Ryan O'Connell, Ms. Debbie McEvoy, and Ms. Claudia Schreib, who took pains in processing and editing the entire book.

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