

# CHINA IN DEPTH

An Integrated Course in Advanced Chinese

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汪 洋 朱 波

焦点中国 高级汉语综合教程

北京大学出版社  
PEKING UNIVERSITY PRESS



Better Chinese

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# 前 言

为适应日益重视当代中国研究的中文教学新趋势,以培养学习者从事“中国研究”及相关工作所需的高级汉语能力为目标,依据内容教学法(Content-Based Instruction)的基本原则和ACTFL外语水平测试的“高级”(Advanced)“优级”(Superior)标准,我们精心编撰了这本《焦点中国:高级汉语综合教程》。本教材内容力图多方面反映当代中国的迅速发展和变化的来龙去脉及最新热点。全书由社会篇、经济篇、国际关系篇、人物篇四大板块共十四个专题组成,有机整合了大量视听与阅读真实语料,集高级听说读写技能训练与广义的“中国研究”内容学习于一体,尤其侧重论辩性思维与语篇能力的训练。本教程适合北美大学四、五年级中文常规教学使用,亦能满足各种短期中文项目高年级提升班的教学需要。

## 一、教材编写背景及编写理念

近年来,对外汉语学习出现学生低龄化和学习背景多元化的现象。北美“汉语热”呈现出深化和提升的趋势,这主要表现在大学高级汉语课的学生人数增长和学生总体汉语水平提升。与早年相比,高年级汉语学习者中真正以中文或中国文学为专业的比例并不高,绝大多数的高年级汉语学习者所学专业是跟中国有关的政治、经济、社会、环境等社会科学门类(即广义的中国研究)。根据我们的调查,越来越多的高年级汉语学习者希望在提高汉语语言技能的同时,能够学习与自己的专业或者与当代中国研究有关的热点专题内容。针对这一新的学习需求和教学发展趋势,不少中文教学项目已经开始了新的课程设计和教学内容改革,比如开设专门的媒体中文课或在传统的四年级课程大纲中增加有关当代中国焦点时事的内容。然而,北美市场目前使用的高年级中文教材还是以文学作品或改写报刊文章的读本为主,急缺以真实语料为中心,主题性、时代性、讨论性的集视听和阅读为一体的综合教材。

为了适应北美大学中文教学日益重视当代中国现实问题学习与研究的新趋势,培养

学习者从事广泛的“中国研究”课题的汉语能力,我们在对高年级汉语学习者的学习需求进行分析的基础上,参照主题式内容教学法的基本理念和ACTFL制定的“优级”外语学习标准,编写了这本高级汉语综合教程。内容教学法即基于内容的教学法或以学科内容为中心的教学法,目的是在传统的以语言技能为中心的教学模式之外,尝试寻找一条新的教学路径——将学科内容与语言学习有机融合,不但提高学生的语言实际运用能力,而且满足他们学习相关学科内容知识的要求。主题式内容教学法是内容教学法的一种主要形式,即以主题为纲,把语言和内容融合在一起。目标是通过主题内容的学习和自主选择的项目研究来扩展学生在某一专题内容方面的知识,同时进一步提高其相关的语言技能。

过去几年,本教材的几名编者分别在肯扬大学、布朗大学、蒙特雷国际研究院、明德大学杭州分校和美国国家领航项目天津中心为高年级学生开设过“当代中国特别话题”课程,由于找不到合适的现成教材,各自根据课程的特点和要求尝试编写了一些全新的教学材料。本教程所选内容均从这些材料中根据实际教学效果和学生的反馈精选而成,其中大部分材料都试用过多次。在编写本书时,又根据各个专题的最新内容作了一些更新和补充,力图能及时准确反映当前中国经济和社会发展现状及语言使用情况。我们希望通过这些专题的教学,在帮助高年级汉语学习者提高汉语技能的同时,也能满足他们了解和研究当今中国社会的需要,在汉语学习和中国研究之间搭起一座有益的桥梁。

## 二、教材主要特色

本教材具有以下四大特色:

(1) **主题式教学,把握时代焦点。**编者根据北美汉语学习者最普遍的专业学习需求,以社会、经济、国际关系、人物四大主题为纲,选取了研究当代中国社会的经典话题。比如,“非诚勿扰”这一专题谈的是市场经济与传统道德观的博弈以及社会宽容度的提升,“男孩危机”谈的是中国社会对性别的刻板印象及当代独生子女问题,“山寨 vs. 微创新”谈的是模仿与创新的辩证关系,“‘愤青’的爱国情怀”谈的是当代中国青年一代的爱国情结和他们的世界观等等。本书各章主题不仅具有很强的时事性和可讨论性,更是研究中国现代化进程的必谈话题,不会转瞬即陈。

(2) **视听和阅读真实语料相结合,多角度、多层面展示主题内容。**视频材料包括专题



报道或采访对话,配有文字转写,具有较强的视觉冲击力,直观反映当前中国社会的真实面貌,既可以增强学生的学习兴趣,也是练习实况听力的好材料。阅读材料主要是对焦点事件的深度报道或对某一社会现象的深入评论,有些阅读文章做了适应语言难度和篇幅上的调整,但思想上保持了应有的深度。选择材料和编写练习时,编者力求从不同角度客观、平衡地探讨主题内容,鼓励学生的批判性思维及表达能力,避免一家之言。

(3) 课后练习做到语言操练、专题研究和抽象思维三者兼顾。许多现有的高年级教材的课后练习只侧重语言操练。我们不仅针对课文内容编写了详细的语言点说明和例句,并配以大量句式、词汇练习以及句段篇章练习,同时,增加了培养“优级”语言能力并带有学术研究性质的综合练习,如专题新闻报道、专题调查报告、专题讨论与辩论、专题作文以及项目研究等形式。希望这些练习不但可以深化教学内容,还能提升学生学术研究的能力和论辩性思维能力。

(4) 课内与课外、线上与线下的融合式教学设计。本书秉承融合式教学设计理念,把以课堂教学为中心的传统教学优势和网络教学优势结合起来,为课内与课外、线上与线下的融合式教学提供支持。我们为本书设计了专门的教学支持网站,将书中所有视频全部放在网站上供学习者下载使用。网站按照主题式教学的思路,还提供其他各类辅助教学资源,如相关语言点练习、篇章框架、补充阅读材料等。

### 三、教材使用说明

1. 本教材共十四个专题,这些专题既互相联系又各自独立,每个专题的内容由重点学习材料、补充学习材料和课后练习组成。如果使用全部章节,可作为美国高年级常规教学(每周3—4学时)一学年的教材。使用者也可以根据“宽备窄用”的原则,根据教学实际需要和学生的兴趣选取书中部分专题,或专题中部分学习材料,这样本书也可以作为美国中文常规教学一学期的教材或者短期强化项目的教材。

2. 本书每个专题包括四篇学习材料,其中三篇采用视频和文字配合的方式,文字部分是视频的转录材料,内容基本上为专题报道或采访对话,目的是从多角度、多层面展示专题内容。另一篇是阅读文章,一般是发表于中国主流媒体的评论文章,目的是引发学习者对专题有关内容进行更深入的思考与讨论。专题一、三、六、八、十一的重点学习材料是三个视听理解,补充学习材料是一篇阅读文章;专题二、四、五、七、九、十、十二、十

三、十四的重点学习材料是一篇阅读文章,补充学习材料是三个视听理解。每个专题只有重点学习材料配有语言点、词语搭配和成语解释,但是所有的学习材料都配有思考题、生词表和注释。每一专题的四篇学习材料既相互联系,又各自独立,教师可以根据教学时间和学生语言水平等实际情况灵活选用。无论是以视频材料为主的专题还是以阅读材料为主的专题,我们都建议老师们从视频材料入手,这样可以帮助学生对话题有更直观、更感性的认识,这样讨论起来才能避免夸夸其谈,做到言之有物、言之有理。

3. 每一专题都参照 ACTFL 美国外语教学协会的 Proficiency Guidelines 制定具体的学习目标,各专题要达到的语言难度从“高级中”(advanced-mid)到“优级”(superior)不等。为了强化语言形式的学习,我们针对课文内容编写了详细的语法解释、词语搭配和例句,以及语法、词汇练习。除此之外,我们还特别增设“从句段到篇章”这部分,帮助学生提高中文篇章表达能力。在这部分中,我们根据课文内容找出一个典型的语篇结构,进行例示说明,补充大量用于此类篇章结构的常用句型、词汇,最后配以练习。

4. 本教材另一个重点是提高学生进行专题研究的能力,以培养学生的论辩性思维,同时加强他们成段表达的清晰性与逻辑性。为达到这一目标而设计的练习形式包括“新闻报道”“专题调查与报告”“辩论”和“讨论与写作”。高年级教学难度大的一个主要原因是对学生的背景知识、逻辑思维有较高要求,在设计任务时,我们尽量在内容、思路上有提示,给学生一些把握内容和研究方法的“抓手”。因此,讨论部分的练习(第六题到第九题)形式多样,难度不等,请老师们根据学生程度、兴趣有选择地使用。

5. 本书建有专门的教学网站,学习者可在网上观看书中所有视频,网站按照主题式教学的思路,提供其他各类辅助教学资源。本教材教学网站的网址是:<http://brown.edu/research/projects/china-in-depth/>。

在本书的编写过程中,我们得到了北京大学出版社汉语编辑室王颀主任和沈岚老师的大力支持;布朗大学英文系的博士生 Jerrine Tan 女士也在繁忙的研究工作中,拨冗帮助完成了本书的相关翻译;张蕾老师参与了最后琐碎细致的校对工作。我们在此向他们表示衷心的感谢。

本书从网络上选取了一些评论文章作为课文或者补充课文,在此,我们特别感谢入选本书的各位原文作者的大力支持。另外,由于个别篇目作者信息不详或者无法找到联系方式等原因,暂时还无法取得联系。希望这些作者看到本教材后,及时与编者或出版社联系。在此一并致以深切的谢意。

本教材是我们根据新形势下北美高年级汉语学习需求,尝试采用新的教学思路所作的一种努力和探索。新事物产生和成长过程中,必然存在许多不完善之处,再加上时间较紧、编者水平有限,错讹和不足之处在所难免,希望使用本教材的各位同仁与学习者不吝批评赐教,以共同促进高年级中文教材建设的发展。

编者



# Preface

*China in Depth: An Integrated Course in Advanced Chinese* is designed to meet the emerging needs of advanced students of Chinese as a foreign language who are increasingly interested in learning about important issues on contemporary China while advancing their Chinese language skills. This book will equip students with the necessary advanced level Chinese language proficiency that will enable them to conduct “Chinese research” and other related work. The book adopts an innovative and content-based approach that aims to enable students of advanced-level proficiency to develop superior-level (on the ACTFL OPI scale) Chinese competency through myriad learning materials on various topics related to China Studies. It strives to reflect a wide range of topics related to the rapid development of contemporary China, as well as the most recent hotly debated issues. The book consists of fourteen topics under four major units: Social Issues, Economic Development, International Relations, and Influential People. In addition to the conventional print materials, the book utilizes various alternative media such as on-line audio and video materials that are suitable for developing superior-level proficiency in Chinese and conducive to fostering critical thinking. This book is appropriate for a typical fourth-or fifth-year Chinese course at a four-year college in North America. It can also be adopted by short-term advanced Chinese intensive language programs.

## 1. Rationales and the Guiding Principles of the Book

In recent years there has been a general trend of students starting to learn Chinese as a foreign language at a younger age. Furthermore, the students who are interested in Chinese have been coming from a much wider range of disciplines. The “Chinese Heat” in North America has produced many more students at the advanced levels. Despite the increase in the number of students in advanced Chinese, the percentage of students with Chinese majors

who want to pursue advanced studies in Chinese linguistics or literature has not increased a great deal. Instead, many of these students come from disciplines such as politics, economy, sociology, environmental studies etc., with a focus on China. According to our survey, more and more students at the advanced levels want learning materials that deal with various issues on contemporary China, especially in the areas of their major studies, while advancing their Chinese language skills. To fulfill the emerging needs of these students, many institutions have started to go beyond the conventional materials of Chinese literature in their material selection to offer content-based courses such as business Chinese or Media Chinese. However, the textbooks available for advanced-level Chinese in North America are still mostly literature-based or consist of only newspaper articles. There is an urgent need for a textbook that incorporates authentic materials from various media—print, audio and video—which approaches reading and discussion through a wider range of issues related to China.

Based on our analysis of learners' needs and our research on advanced Chinese language pedagogy, we have decided to adopt the guiding principles of a theme-based and proficiency-oriented approach in our design of the instructional model. Our belief is that successful language learning occurs when learning is situated in meaningful and purposeful contexts. In this integrated course, students are immersed in a variety of learning materials organized according to themes. Guided by ACTFL Proficiency guidelines, we have designed instructional and learning activities that help advanced students of Chinese develop superior level Chinese proficiency. In this integrated course, the focus is not on drilling students on the formal aspects of the Chinese language. Instead students' development of Chinese language proficiency is situated in rich and meaningful materials and engaging learning activities that not only enable them to develop their superior level proficiency but also their knowledge of China.

In the past few years, the authors of this book have offered special topic courses on contemporary China at their institutions: Kenyon College, Brown University, Monterey Institute of International Studies, Middlebury in China Program and the Flagship Center at Tianjin Normal University. Because of a lack of textbooks that fit our needs for the special topics, we selected authentic materials from different media sources and developed innovative instructional procedures and learning activities for the effective use of these materials. Based on the feedback after several trial uses, we further improved the

instructional procedures and learning activities. The book is a joint effort of the authors based on their action research and field-testing of the learning units. The authors hope to develop an advanced Chinese course that effectively integrates the learning of the language and the content knowledge of contemporary China issues.

## 2. Major Characteristics of the Book

There are four unique characteristics that make this book distinguished.

2.1 Carefully selected themes that deal with essential issues of contemporary China keep students actively engaged in their in-depth study of China. Based on their analyses of learner needs, the authors identified fourteen chapters which they organized into four major themes: Social Issues, Economic Development, International Relations, and Influential People. For instance, the chapter “非诚勿扰” deals with the changes of traditional cultural values around marriage as a result of the impact of the current market driven economy. The chapter “男孩危机” teaches students about China’s traditional gender stereotypes and the problems of the one-child family. The chapter “山寨 vs. 微创新” prompts students to think about the dialectical relationship between imitation and creativity through the investigation of high technology industry. The chapter “‘愤青’的爱国情怀” introduces students to how their peers in China view their homeland and the world. In sum, the topics in the selected materials are not only intriguing but also essential to students’ understanding of important issues pertaining to contemporary China. These topics serve well as points of departure for active and sustained discussion because they are imperative to discussions on China’s development and not simply transient and fleeting news items that become irrelevant over time.

2.2 The selected materials consist of different types of authentic media and present varied views on the issues covered in the chapters. The video material is composed of interviews with celebrities and theme-based in-depth reports so students are exposed to different registers and speaking styles. Transcripts of the video material are provided. The use of video material is particularly beneficial because it reflects the real face of Chinese society, which will both pique students’ interests and also enable students to develop advanced level listening comprehension. The reading materials are mostly in-depth reports and discussion on important social issues. The language of some reading passages was

adapted, but the content remains intact. In the process of selecting materials and developing learning activities we tried to present different views on the issues in discussion. Our purpose is to encourage students to express different opinions on the issues and develop their analytical and critical thinking skills.

2.3 The practice sections contain not only language practice, but also research questions and activities and discussions that foster critical thinking. This book provides not only detailed glossaries and grammar explanations with illustrative sentences, but also plenty of language practices at the word, sentence, and paragraph levels. Moreover, unlike most other advanced Chinese textbooks, we also designed integrated learning activities such as the research reports and the theme-based debates, discussions and writing exercises that help students develop their analytical thinking and research skills.

2.4 Our incorporation of in-class and out of class activities as well as on-line and off-line learning in our curriculum reflect the integrated approach taken in our instructional design. In addition to the conventional classroom instruction and learning, we also added other integral components such as on-line learning. We have created a web site to support the use of this advanced Chinese course. The web site, hosted by Brown University, provides more instructional support such as videos, discourse structures for different types of writing, and additional supplementary readings.

### 3. Suggestions for the Use of the Book

3.1 This book consists of 14 chapters, which are related but can be used as independent units as well. Each chapter consists of the following sections: Learning Guide, Major Learning Material, Supplementary Learning Material and Practice Section. The book is for a yearlong course for a college or university program that meets three to five times a week. Teachers can also choose to use this book for a one-semester course or a shorter intensive language program by selecting certain chapters or certain parts in each chapter.

3.2 Each chapter of the book consists of four sections of learning material; three of them come with both videos and transcripts. They are either special in-depth reports or interviews. The purpose of including several videos in each chapter is to expose students to different viewpoints on the subject matter. The fourth section is a reading passage— usually a

commentary from a mainstream media source that is thematically related. The purpose of including the commentary is to encourage students to learn and talk about the issue with more depth. The major learning material section of Chapters 1, 3, 6, 8, 11, consists of three video passages with transcripts, supplemented by a reading passage. The major learning material section of the other chapters consists of one reading passage, supplemented by three video passages. For each chapter, all sections come with glossaries of the difficult words and discussion questions, but the major learning material section also consists of explanations of word usage and grammar with illustrative sentences. Each of the four sections of every chapter are related thematically, but can be used independently. Teachers can choose which section(s) to use based on their students' learning interests and level of proficiency. Our suggestion is that when teaching a new chapter, start with the video materials because they familiarize students with the subject matter.

3.3 The learning guide of each chapter was designed according to ACTFL's OPI guidelines. The proficiency-based learning objectives of the chapters vary from the Advanced-Mid level to Superior level. In order to facilitate language learning, we prepared detailed glossaries, explanations of word usage and grammar with illustrative sentences and exercises for students to practice new grammar structures and vocabulary. Additionally we prepared a section with learning activities to help students to develop extended discourses: from paragraph to essay. In this exercise, we model the structure of an extended discourse from the learning materials with explicit explanations. We also provide sufficient vocabulary and structures to help students produce essay-length arguments.

3.4 One of the instructional objectives of this integrated course is to help students develop their analytical and critical thinking and research skills. In order to achieve this objective we prepared advanced level exercises such as news reports, theme-based interviews and reports, and debates on various topics. One of the challenges in developing students' superior level language competency is supplying them with the requisite extensive background knowledge and higher-level thinking skills. In order to facilitate the learning process, we provide background knowledge and assistance in research methods. Some of the practice activities in the discussion section vary in terms of difficulty level. Teachers can decide what to use based on their students' Chinese proficiency level.

3.5 We have set up a web site for this integrated course. Teachers and students can use

this web site to view the videos and download other learning materials. The address of the website is: <http://brown.edu/research/projects/china-in-depth/>

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The book consists of on-line articles. We express our sincere gratitude to the original authors of the articles for their support. We are not able to reach all the original authors because some articles do not contain accurate contact information of the authors. We hope that the authors that we are not able to reach can contact the publisher or us so that we can send you our thanks and appreciation.

This integrated course is a new and innovative approach to the teaching and learning of advanced Chinese to meet the emerging needs of the advanced level learners of Chinese in North American institutions of higher education. Even though we have revised the book and put it through field-testing, we are sure that there will inevitably be errors and oversights since we are trying many new methods and techniques for the teaching of advanced Chinese. We sincerely hope that users of this book can send us your valuable comments and suggestion so that we can work together to create a quality curriculum for the learning and teaching of advanced Chinese.

Authors



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