

对外汉语选修课教材
A Series of Chinese Textbooks for Elective Courses

读报知中国

——报刊阅读基础

Learning about China
from Newspapers

Elementary Newspaper Reading (Book 2)

吴雅民 编著
范立云 翻译



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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使用说明

本教材是“报刊阅读”课程的入门教材,适合学完汉语基础语法、掌握 2500 个左右词语的学生学习。全书分上、下两册,供一学年使用。

在教材编写过程中,为了较好地解决“报刊阅读”固定教材与报刊新闻的时效性这一矛盾,本教材在范文选编上注意了以下两个问题:

1. 按照中国报刊的“要闻”、“财经”、“科教文卫”、“法制”、“社会”、“文艺体育”等基本版面类型确定选题,选择具有常规性、成长性或者周期性的话题文章作为范文,使教材通过提供较为系统的版面阅读指导、提供话题基本词汇以及提供话题背景等方面的作用,较长时期保持自身的作用和价值,以力争在最大程度上克服“报刊阅读”固定教材内容陈旧老化的问题。

2. 将具有新闻时效性的补充课文,视为“报刊阅读”课程教学体系中不可缺少的一部分。为此,本教材较大幅度地削减了范文数量和篇幅,大体按照 1/2 到 3/4 课时量进行设计编排,即每周一课,每课的 4 学时中,固定教材教学比例只占 2~3 课时,预留 1~2 课时作为补充课文教学时间。在每一课的课后练习中,也为补充课文的选择和练习目的,提出了必要的参考意见。任课教师应尽量按照巩固深化和扩展教学内容的要求精心选择补充课文,除了突发的重大新闻以外,最大限度地将补充课文纳入固定教材系统的教学轨道,以避免补充课文教学中可能出现的随意性问题。这样既兼顾了“报刊阅读”课程的系统性和新闻时效性,又很好地体现了这门课程的应用性和实践性,有利于学生学习兴趣的培养和实际报刊阅读能力的提高。

除了上述问题以外,为了更好地达到培养学生的实际报刊阅读能力这一根本目标,本教材还作了以下几个方面的努力和尝试:

其一、重视中文报刊常识的教学

中文报刊常识(中文报纸的主要种类、中文报纸的一般版面结构及相关词语等),虽然内容不多也并不复杂,但是,如果缺少了这一环,本门课程就会仅局限于教材之内,难以区别于一般的阅读课程;并且会脱离所依存的实践基础和对象,阻碍学生整个学习过程中独立课外阅读实践的顺利开展。另外,中文报刊常识的教学,对于排除学生学习障碍、提高外国留学生阅读中文报刊的兴趣有着不可低估的作用,在教学实践中一直深受学生欢迎,所以本教材把它单独作为一课来强调,并且安排在上册之首。在下册之首,则安排了网络新闻阅读常识课,以适应当代社会的需求。

其二、力争提供与报刊阅读能力培养要求相适应的社会文化常识

“语言与文化相结合”的原则已经成为对外汉语教学界的共识。但是,由于中国独特的发展历史,以及国内外宣传上的一些偏颇,多数外国留学生在阅读中文报刊时,不仅缺乏必要的文化背景知识,也缺乏必备的中国当代社会常识。例如像“‘十一五’期间”、“‘两会’期间”等报刊常见词语,只有具备相应的中国当代社会常识才能够理解。因此,本教材力求改变仅以范文为中心的文化背景介绍,而尝试着围绕提高中文报刊阅读能力这一中心,比较系统地介绍相关文化背景和中国当代社会常识,并适当加大它在整个教材中所占的比重,以期在满足学生部分需求的同时,引发学生对此问题的重视,自觉加以关注和积累。

其三、适当加大词语教学的比重

词汇量是除了报刊语言特点(书面语、简缩语、报刊惯用格式等)以外,报刊阅读能力构成的基本要素之一。特别是报刊词汇几乎是无限的,这决定了报刊课的词语教学要和一般课程的词语教学有很大不同。报刊阅读课不可能仅以掌握指定范围的词语为满足,而必须将提高学生的词语认知能力和独立的词语拓展能力作为自己的根本目标,才有可能达到迅速扩大学生词汇量、有效提高学生报刊阅读能力的目的。

在以往的报刊阅读类教材中,部分教材是以范文为中心进行词语教学。而这样的词语教学,对于扩大词汇量、培养形成一般报刊阅读能力并不是非常有效的。因为最理想的范文,也难于承负起这样的作用。另一部分教材虽然以词语教学为中心,但是又略显枯燥,而且在篇章阅读指导上也有不足。

在汲取了以上两种教材优点的基础上,本教材仍以范文阅读指导为主,但是适当增加了词语教学的比重。即在范文阅读练习以外,又根据专题阅读的需要设立了“词语和综合练习”,对范文中的词语适当进行扩展、补充,使之相对系统化,以培养和增

强学生的专题阅读能力。作为一种探索,本教材还设立了“猜词”和“词语扩展”两种类型的开放式练习,希望学生能够在创造性的发现中,逐步熟练运用和巩固所学的汉语知识技能,开阔视野、最终形成自我发展所必需的知识和能力。在这种练习中,特别是练习的开始阶段,任课教师要给予必要的引导帮助,逐渐减少学生对教师和词典的依赖性,慢慢习惯自主扩大单词量,提高阅读速度和效率。

其四、突出重点词语的词义辨析教学

准确理解把握报刊文章中所表达的事件、观点立场、态度要求等,是学生报刊阅读中非常实际的需要,也是衡量报刊阅读能力的重要标准之一。而对于理解报刊信息具有区别作用的一些重点词语,和一般汉语教程中所确定的重点词语是有所区别的。例如:“会见、会谈”;“坦诚地交换意见、坦率地交换意见”;“谈判、磋商、交涉”;“达到、仅为”;“超过、突破”等等,它们在信息传递中,都有着重要的意义区别作用。因此,本教材在课后练习中设立了词语辨析,特别加以强调。在以往的教学实践中,这些教学内容也受到了学生的广泛欢迎。

还需要说明的是,下册第1课是网络新闻阅读常识,其余15课各专题略作调整:2~3课:政治专题;4~6课:经济专题;7~8课:文化交流专题;9~13课:社会问题专题;14~16课:体育文艺专题。

最后提出两个教学建议:“报刊阅读”在整个对外汉语教学体系中,属于应用汉语课程的范畴,授课中教师应注意和相关汉语课程、特别是汉语阅读课程在知识点和技能训练上的衔接,适当强化应用性的练习和指导。另外,课后作业也应视作实践性课程中不可或缺的一环,可采用读后感等形式进行,作业量可视具体情况灵活确定,并加强作业讲评和交流。作业水平的提高,也是“报刊阅读”课程教学目标实现程度的重要标志之一。

希望使用本教材的各位同仁不吝批评指教,以共同促进报刊教材建设的发展。

在这里,还应该感谢的是对新闻阅读教材编写给予大力支持的各位记者。另外,有个别篇目因没有明确署名等原因,暂时还无法与其联系。希望这些记者看到本教材后,及时与出版社或编者联系,在此一并致以深深的谢意!

编者

2006年1月

Overview of the Course

Newspaper Reading is an introductory course for those students who have finished learning the basic Chinese grammar and mastered a vocabulary of approximately 2,500 words. The course consists of two books for one academic year.

Due to the unique feature of news, i. e. timeliness, the course pays special attention to the selection of news stories and reports with the following two points in mind:

1. The topics of the course correspond to those of the page makeup of the typical newspaper including "Highlights", "Financial News", "Science, Education, Culture and Health", "Legal Reports", "Social News", "Entertainment and Sports", etc. All the articles hereby selected as model essays are topics of routine, recurrence or development. The reason for this is that the contents of news may become outdated soon while the routine or recurrent topics are relatively stable. It is hoped that the frame for this course will remain, in a relatively long period, valuable and helpful to readers by providing systematic guide for page makeup reading, the basic vocabulary for the concerned topics and the related background information.

2. Supplementary articles with news limitation are viewed as an indispensable part of the course. As a result, the compiler has considerably cut the number of the model essays and shorten the length of them as well. The sample reading materials used in class only make up one half to three-fourths of all the teaching materials. For example, if one unit takes 4 periods in a week, the explanation of the sample article only takes two to three periods. The rest one to two periods are left for supplementary reading. In the exercises of each lesson, some suggestions are provided for the selection and the goals of the exercises. So teachers should be careful in selecting supplementary reading materials so as to stick to the syllabus and enhance students' reading ability as well. Except some random tendency which cannot be neglected, the teaching materials should involve sample reading and supplemen-

tary reading. In order to help teachers avoid unsystematic teaching materials, we provide some suggestions for selecting supplementary reading materials and exercises for reference at the end of each unit. As a result, the course Newspaper Reading, can be systematic, effective, practical and applicable.

Besides the points mentioned above, the compiler has also made the following efforts to develop readers' ability in reading Chinese newspapers.

Firstly, great care is taken in teaching the general knowledge of Chinese newspapers.

Chinese newspapers are neither complicated nor difficult to understand in terms of the contents, kinds, page makeup and related words. However, without the general knowledge of Chinese newspapers, the course will be no different from other reading courses which only focus on reading materials without any practical skill and students will not be able to understand Chinese newspapers on their own in practice. Besides, the general knowledge of Chinese newspapers will help foreign students to overcome some difficulties in reading and hence they will be motivated to read Chinese newspapers. As a matter of fact, the general knowledge of Chinese newspapers has been very popular among foreign students and is illustrated at the beginning of Book One. To meet the needs of modern society, the general knowledge of network news reading is placed at the beginning of Book Two.

Secondly, social and cultural background is introduced.

The principle of combining language-learning with cultural awareness is generally accepted in teaching Chinese as a foreign language. However, for various reasons, especially China's unique development history and some inappropriate reports at home and abroad, many foreign students lack not only Chinese cultural background but also some necessary knowledge of the contemporary China. For example, many foreigners don't understand such terms as “‘十一五’期间” (during the Eleventh Five-Year Plan Period) and “‘两会’期间” (during the two conferences) only if they know a lot about the contemporary China can they understand these terms. Therefore, instead of introducing the article-oriented background, the compiler does his effort to introduce the background information systematically so as to improve students' ability in reading Chinese newspapers. Furthermore, the compiler attaches more importance to the background information with the hope to arouse students' attention to and interest in the issues discussed.

Thirdly, vocabulary teaching is emphasized.

To have better understanding of newspapers, besides having awareness of the features of the newspaper language (including written Chinese, abbreviations and useful patterns),

one has to have a reasonably abundant vocabulary. The development of the newspaper vocabulary is nearly limitless. New words are often coined and the meanings of original words are developed continuously. This fact determines the uniqueness of newspaper vocabulary teaching. Therefore, the goal of the textbook is to develop students' cognitive ability in vocabulary and expanding ability on the basis of basic vocabulary in reading so as to enlarge students' vocabulary and improve students' reading competence.

For some newspaper reading textbooks, vocabulary teaching is carried out on the basis of model essays. This mode has some problems in enlarging students' vocabulary and developing their reading ability. On the one hand, even the most ideal model essays cannot cover all the aspects of vocabulary, especially the variants; on the other hand, it is boring to teach vocabulary for the sake of vocabulary, which is not helpful to students' reading.

Therefore, the textbook pays more attention to vocabulary teaching along with the instruction towards the model essays for reading. Based on topics, new words and exercises are provided after each unit to extend the words learned herein, hoping to help students build a pool of such words and expressions which will facilitate the understanding of the articles related to the topic. Two kinds of open exercises, Guessing Words and Words Extension, are supplied as a trial, hoping to develop students' creative application of what has been learned and to widen their field of views. It is worth mentioning that at the beginning, teachers should give a clear instruction towards what to do as those are quite new exercises. With their less and less dependence on the dictionary and teachers, students will become more and more independent in reading and developing their own vocabulary so as to improve their reading comprehension and efficiency.

Fourthly, prominence is given to discriminating the key words.

To have precise understanding of the events, one has to grasp the point of view and attitudes of the reports, which is one of the criteria for testing one's ability in reading newspapers. Some words, which are slightly different in meaning and connotation, are very crucial in understanding a particular event, so the explanation and illustration of this kind of words are different in this textbook from those of some ordinary Chinese textbooks. For instance, “会见”和“会谈”, “坦诚地交换意见”和“坦率地交换意见”, “谈判”, “磋商”和“交涉”, “达到”和“仅为”, and “超过”和“突破” will bring some subtle differences in meaning. After each unit, therefore, the exercise of words differentiation is provided, which has been very popular among foreign students.

Furthermore, Book Two is also planned in 16 lessons with the first lesson focusing on some basic information about network news reading. The other 15 lessons fall into five topics with slight change: Lesson 2-3 about politics; Lesson 4-6 about economy; Lesson 7-8

about cultural exchanges; Lesson 9 – 13 about social problems; and Lesson 14 – 16 about sports and entertainment.

Here I would like to offer two suggestions: Newspaper Reading in teaching Chinese as a foreign language is an applied course. In teaching, teachers should pay attention to the connection between the course and other related ones, especially the course of Chinese Reading in knowledge understanding and skill training. Practical exercises and instructions should be emphasized. Furthermore, homework is an indispensable part for practice and application, and can take the form of after-reading comments. How much homework to be assigned depends on the teaching schedule. Comments on and exchange about students' homework cannot be neglected. To have students better their homework is another important goal of the course.

We appreciate criticism and comments on all aspects of the textbook from all experts both at home and abroad so as to improve newspaper reading textbooks.

In addition, I'm much obliged to all the journalists who have made great contributions to the success of the textbook. Meanwhile, I apologize to those writers whose unsigned articles are used in the textbook without acknowledgment because of being unable to contact them. We sincerely hope those who come across the textbook do not hesitate to contact with us.

Compiler
January 2006

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1

第一课

教学提示:

1. 了解和熟悉中文网络新闻频道——找到自己需要阅读的新闻种类
2. 了解和熟悉中文网络新闻栏目——选择自己需要阅读的新闻
3. 了解和熟悉中文网络提示语——自由地进行相应操作

Teaching Tips

1. To familiarize students with the channel of Internet news—information about how to get the kind of news they are interested in
2. To familiarize students with the section of Internet news—information about how to get the specific news they are interested in
3. To familiarize students with Internet tips—information about how to surf the Internet

中文新闻网站阅读常识

General Knowledge on Reading Chinese News Websites

中文网络常见新闻频道

Common News Channels in Chinese Networks

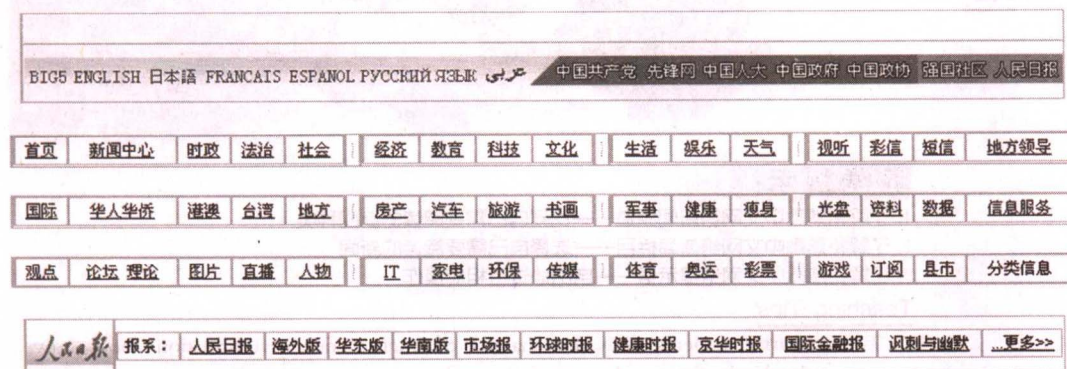
人民网主要新闻频道

Major News Channels on [www. people. com. cn](http://www.people.com.cn)

进入一个中文新闻网站以后,除了网站名称、网站标志以外,首先看到的是该网站各频道的名称。各新闻网站的频道名称大同小异,与报刊版面名称也有类似之处。下面以人民网主要新闻频道为例,介绍一下中文新闻网站的主要频道名称,请特别关注你感兴趣的新闻频道名称。

Once you enter a Chinese news website, besides the name and mark of the website, the first things you see are the titles of each channel. Channel titles of each news website are of no more difference. They are similar to page titles in

newspapers and magazines. Take the major news channels of [www. people. com. cn](http://www.people.com.cn) below as an example to familiarize yourself with the channel titles. Please give special attention to the news channel titles you are interested in.



生词

- | | | | |
|--------|-------|----------|-------------------------------------|
| 1. 频道 | (名) | píndào | channel |
| 2. 时政 | (名) | shízhèng | the political situation of the time |
| 3. 法治 | (名) | fǎzhì | rule of law |
| 4. 娱乐 | (动、名) | yúlè | to entertain; entertainment |
| 5. 彩信 | (名) | cǎixìn | multimedia message service (MMS) |
| 6. 书画 | (名) | shūhuà | painting and calligraphy |
| 7. 瘦身 | (动) | shòushēn | to lose weight |
| 8. 光盘 | (名) | guāngpán | disc |
| 9. 资料 | (名) | zīliào | information |
| 10. 数据 | (名) | shùjù | data |
| 11. 信息 | (名) | xìnxī | information |
| 12. 观点 | (名) | guāndiǎn | point of view |
| 13. 论坛 | (名) | lùntán | forum |
| 14. 理论 | (名) | lǐlùn | theory |
| 15. 图片 | (名) | túpiàn | picture |
| 16. 直播 | (动) | zhíbō | to televise live |

| | | | |
|--------|-----|----------|---------------------|
| 17. 传媒 | (名) | chuánméi | medium |
| 18. 彩票 | (名) | cǎipiào | lottery |
| 19. 订阅 | (动) | dìngyuè | to subscribe |
| 20. 县市 | (名) | xiànshì | counties and cities |
| 21. 先锋 | (名) | xiānfēng | pioneer |
| 22. 社区 | (名) | shèqū | community |
| 23. 系 | (名) | xì | system |
| 24. 金融 | (名) | jīnróng | finance |
| 25. 讽刺 | (动) | fěngcì | to satirize |
| 26. 幽默 | (形) | yōumò | humorous |

■ 专 名

| | | |
|----------|--------------------------|--|
| 1. 港澳 | Gǎng-Ào | Hong Kong and Macao |
| 2. 台湾 | Táiwān | Taiwan |
| 3. 奥运 | Àoyùn | Olympics |
| 4. 中国共产党 | Zhōngguó Gòngchǎndǎng | the Chinese Communist Party |
| 5. 人大 | Réndà | the National People's Congress |
| 6. 政协 | Zhèngxié | the Chinese People's Political Consultative Conference |
| 7. 华东 | Huádōng | East China |
| 8. 华南 | Huánán | South China |

课堂讨论(Classroom discussion)

1. 人民网各频道内容大概可以分为几类?

How many sections can each channel of People's Daily Online fall into?

2. 你最感兴趣的频道内容是什么?

Which section is your favorite?

中文新闻频道常见的栏目名称

Column Titles of News Channels

人民网部分频道栏目

Some Sections of News Channels on People's Daily Online

选定频道以后,点击频道名称就可以进入该频道。每个频道也设有不同的新闻栏目。下面我们还是以人民网的“新闻中心”“社会频道”“经济频道”“国际频道”“娱乐频道”“体育在线”为例,熟悉一下主要的新闻栏目名称。还是请特别关注你需要阅读的那些栏目名称。

Once you have chosen a channel, click the title, and then you enter into the channel. Each channel has different news sections. In the following we will take “News Center”, “Social Channel”, “Economic Channel”, “International Channel”, “Entertainment Channel”, “Sports on Line” as examples to familiarize yourself with major column titles. Please give special attention to the column titles you are reading as well.

