

A Lecture Series on Newspaper Topics

UNDERSTANDING CHINA THROUGH NEWSPAPER READINGS

Elemental

Pan Zhaoming Chen Ru

报刊系列专题讲读

读报刊 看中国

初级本

潘兆明 陈 如编著

北京大学出版社

Peking University Press

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责任编辑:郭 力

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前言

北京大学汉语中心的“报刊阅读”一直是深受外国学生欢迎的热门课程。起初只设“高级报刊阅读”，供高级班学生选修，结果是文科各系的外国进修生纷纷前来加修或旁听，形成了喧宾夺主的局面。随着学生的增加，不得不一再换教室。有时，就连最大的教室也宣告“客满”。

为什么学生喜欢这门课程呢？用他们自己的话说是：“读报课能帮助我们了解中国各方面的社会现实，还能帮助我们学习最新最实用的书面汉语。”根据我们多年的教学体会，觉得中国的报刊语言，实用性和时代性都很强，要真正掌握它不是很容易的，因为它几乎是一种包罗万象的书面汉语：既有社会上最新流行的时髦词语，又常包含不少文言语词和句式；除了各行各业的专门用语，还有各式各样的俗语、缩略语和方言词语；当然也还有一些报刊惯用的套语和格式；再加上不同层次不同体裁所展示的不同的语言表达风格，各种表层的和深层的社会背景知识等等。总之，想真正读懂中国报刊上的各类文章，对外国学生来说，实在不是一件容易的事。所以开始我们只把它定为汉语高级班的选修课。

两年前，应中级班学生的要求，我们开设了“中级报刊阅读”。在选文的内容和语言上适当降低深度，篇幅一般不超过千字，两年教下来，效果很好，同样深受欢迎。随后，初级班学生也纷纷要求上报刊课。于是我们产生了编写一套可以适应初、中、高不同层次学生学习而在内容上又可以互相补充的报刊阅读教材的构想：这种教材应当突出强调对中文报刊中的常用词语和惯用句式的学习，应当突出报刊阅读中某些基本技能（如阅读标题、导语等）的训练，还应当对中国社会现状、文化传统、国家体制、政策法规、人民生活、群众心态等方面的有关背景知识作扼要的介绍，总之，使它能够真正提高学生阅读中文报刊的能力，并增进学生对中国社会各方面的了解。

经过一年多的努力，三易其稿，终于完成了这套《读报刊 看中国》教材，分初级本、中级本、高级本三册。每册均为三十四课。三级课本中，同一课次所选的三篇课文，内容相近，而有深浅难易的差别。各册之间既有纵的程度上的差异，又有横的内容上的联系。各册课本可供不同层次学生一学年（136学时）使用，也可用于自学。

课文全部选自中国主要的报刊，如《人民日报》、《光明日报》、《中国青年报》、《文汇报》、《经济日报》、《北京晚报》等。文体以新闻报道为主，以通讯、特写、评论为辅。全书包括三大部分内容：一是中外交往。包括我国政府与外界往来的礼仪，首脑互访、会见、对话、会谈、宴请的报道，公报、协定，以及国际会议的情况等等。

二是国际新闻。如国际形势报道、重大国际事件；国际间的经济、文化往来，学术交流；磨擦战乱，以及各类有价值的社会新闻等。三是国内新闻。如有关政治、经济体制的改革情况，廉政建设、文教体育、婚姻家庭、医药卫生、风俗习惯、群众生活，以及社会新闻。考虑到外国学生的学习需要，第三部分是重点，约占四分之三的篇幅。初级本课文为四五百字的短文。中级本课文复杂一点，一千字以内。高级本课文内容丰富，篇幅稍长。绝大部分课文均选自最新报刊（有些选文有所删改），以尽量体现新闻的时间性。考虑到各国学生的不同情况和要求，我们在高级课文中选了几篇繁体字课文。

课文中的生词都作了注音和注解，对一般报刊中的常用词和常用格式也加以必要的注释和说明，并适当提供例句；对涉及文化背景的人物、事件、习俗等亦作简要的注释。

全套课本根据三种不同深度的课文，分别编写了练习。练习分泛读、精读和复习三个步骤。涉及语言表达和内容理解等各个方面。在初、中级本课文后，列出了常用词和常用句式，进行搭配、填空等各种练习，以及区分和运用同音词、同义词的练习。这些练习都紧紧围绕对课文内容的理解来编排。初、中级本课文后，为加深学生对报刊文章标题的理解，在课文格式上有所体现，并编排了专门的练习。对于高级本课文，主要提供报刊常用格式例解，以及思考题、讨论题，以便组织课堂讨论或写读后感，使阅读水平较高的学生能拓宽思路，加深理解。

以上的一些编排设想，虽有几年的教学经验作为基础，但多少还包含着主观的因素。我们希望它能成为一套较为合用的报刊阅读教材，并打算再经过教学实践检验后，根据大家的意见，隔几年修订一次，使它保持内容新鲜，又适合教学需要。

我们有幸请到美国哈佛大学政治系林静聪博士和哈佛大学东亚研究中心研究员张纯教授为本书作英文注释工作。他们在中文方面的精深造诣和认真细致的工作态度，给我们留下了深刻的印象，我们的合作是非常愉快的。我们也要感谢北京大学出版社的编审胡双宝先生和本书责任编辑郭力女士，他们为本书的出版倾注了大量心血，实在功不可没。我们也要感谢多年来先后在北大上过报刊阅读课的留学生们，他们虽然没有直接为本书的编写提供意见，但他们学习课文时所提出的不少有价值的要求、建议和评论，实际上成了本书编写时的参考依据。希望今后的学生也能不断给我们提出宝贵的意见。

本书附有录相带《读报刊 看中国》，希望它能对提高学生学习兴趣和加深对课文的理解方面有所帮助。

潘兆明 陈 如

1992年6月

PREFACE

"Readings in Newspapers" has always been a popular course with foreign students at Peking University's Centre for Teaching Chinese to Foreigners. At first, only "Advanced Readings in Newspapers" was offered to advanced-level Chinese language students. The result, however, has been that advanced-level foreign students from the Departments of Chinese, History, Political Science, Law and Economics came in droves to select or audit the course; "the guests were crowding out the hosts". As the number of students increased, we had to change from a small classroom to a big one, and from the big one to the biggest. At times even the biggest had to announce "enrollment closed".

Why did the students like the course? To use their own words, "The course in Readings in Newspapers really helps us to understand various aspects of Chinese social realities; moreover, it helps us to learn the newest and the most practical written Chinese". There is a good deal of truth in this statement. We know from many years of teaching experience, however, that it is not easy to really master the Chinese language of newspapers, although it is both very practical and refreshingly contemporary. The reason why it is not easy to master is that it encompasses nearly the whole range of written Chinese; it contains the words and expressions that are presently in vogue as well as many classical Chinese words and phrases. In addition to specialized technical terms of different fields and professions, it includes a great variety of refined, popular and abbreviated expressions and vocabulary from regional dialects. Of course, there are a number of conventional phrases and stylistic patterns that are customarily used by newspapers. Moreover, there are different styles of linguistic expressions displayed by different arrangements of ideas and forms of literature as well as social background knowledge on both the superficial and deeper levels. In summary, it is indeed not a very easy task for foreign students to understand all the different types of articles in Chinese newspapers. That is why we began offering this course for advance-level Chinese language students.

Two years ago, in response to strong demand by students at the intermediate level, we offered "Intermediate Readings in Newspapers". The degree of difficulty both in content and language of the selected articles were proportionately lowered and the length was generally no more than a thousand words. After two years of teaching such a course, we feel that the result has been heartening, and like the advanced-level course, it has been well received. About a year ago, even the elementary-level students let it be known that they would very much like to have an opportunity to take a course in readings in newspapers. Would it be possible to reduce the degree of difficulty again and give it a try? Thereupon, it occurred to us to compile a textbook of readings in newspapers that would meet the needs of students of all three different levels, i. e. , elementary, intermediate and advanced, and at the same time would complement one another in content. This textbook should stress learning the expressions and sentence patterns that are customarily used in Chinese newspapers. It should highlight training in some basic skills in reading newspapers (for instance, how to read headlines, subheadings, and so on.) Furthermore, it should introduce relevant background knowledge on current state of Chi-

nese society, cultural tradition, state system, policies and laws, the peoples' life, popular psychology, etc. In a word, it should be able to measurably improve the students' ability to read Chinese newspapers as well as further their understanding of various aspects of Chinese society.

After a year of hard work and three revisions, we finally completed the work "Understanding China Through Newspaper Readings." It is divided into 34 units and can be used by students of different levels for one academic year (136 hours). It may also be used as a text for self-study.

All of the texts are selected from some of the major newspapers of our country, such as "People's Daily", "Guangming Daily", "China Youth Daily", "Wenhui Daily", "Economic Daily", "Beijing Evening News", and so on. In terms of types of writing, news reports are given the priority and dispatches, features, short commentaries and full-length commentaries are treated as subsidiary. The content of the text as a whole is divided into three parts: The first part concerns China's contacts with foreign countries. It includes reports on diplomatic protocol, mutual exchange of visits between heads of state, receptions, dialogues, talks and banquets, communiques and diplomatic agreements, and other events such as international conferences. The second part covers international news; for instance, reports on the international situation and major international events, economic, cultural and academic exchanges, conflicts and chaos caused by war as well as a variety of international human interest stories. The third part focuses on domestic news, such as the present state of political and economic reform, the issues of instituting efficient administration, cultural and physical education, marriage and family, medicine and hygiene, social customs, popular life styles, and a variety of other social news. In consideration of the needs of foreign students the focus of the textbook is on the third part and hence it constitutes three quarters of the textbook. Each unit consists of three categories, that is, elementary, intermediate and advanced level texts. The elementary texts are simple in content and the length ranges from four to five hundred words. The intermediate ones are a little more difficult, and the length is approximately a thousand words. Finally, the advanced ones are longer and of course much more difficult in content. Most selections are from the latest newspapers so as to reflect the timeliness of the news.

In this work, all new words of the texts are marked with "pinyin" phonetic notations and explanatory notes. Frequently-used expressions and sentence patterns in widely-read newspapers are annotated and explained as needed. Moreover, appropriate illustrative sentences are provided. Additionally, the textbook supplies concise sociopolitical, cultural or other background notes on the personalities, events and customs that appear in the texts.

In light of the three kinds of texts, we have compiled different exercises. They are carried out in the order of extensive reading, intensive reading and review, and they cover various aspects of language expression and reading comprehension. The elementary and the intermediate level texts are followed by a list of expressions and sentence patterns in common usage. Exercises include writing in "pinyin" phonetic symbols, filling in blanks and collocating words, etc., as well as delineating different meanings between words and making proper use of synonyms and words of similar structure. These exercises are precisely designed for grasping the central objective of the textbook, that is, understanding the substance of various texts. As for the texts of advanced-level, the exercises mainly deal with

problems to be analyzed and discussed so as to facilitate classroom dialogue or to prepare oneself to write down one's impression and evaluation of the texts; hence, the students of advanced-level reading will be able to further their ability for critical analysis and deepen their comprehension.

We have stated above some of the considerations and purposes behind our compiling this work. Although the work is based on many years of teaching experience, it must embody some subjective factors as well as errors. We hope that the work will prove to be a relatively suitable teaching material for readings in newspapers, and we hope that after the textbook has been tested by teaching experiences of our professional colleagues, it will undergo further corrections with the help of criticisms and suggestions of these colleagues thereby improving the quality of this textbook.

It is our good fortune to have asked Dr. Kevin P. Lane of the Department of Government, Harvard University, and Professor Leo S. Chang of Regis College and The Fairbank Center of Harvard University, to translate and annotate the book in English. Their competency in Chinese as well as their earnest and thoughtful attitude toward work strongly impressed us. Our collaboration has been a very pleasant and happy one. We would also like to thank Comrade Hu Shuangbao, a general editor of Peking University Press and Ms. Guo Li who was chiefly responsible for editing this volume. As the editor principally responsible for this work, they made many valuable suggestions from compiling style of the book as a whole to suggestions with respect to selection or exclusion of particular articles. Without their generous help, it would have been difficult to have this work published. We would like to express our gratitude to foreign students who took the course in readings in newspapers over the years. Although they did not directly offer their views on this book, the requests, suggestions and comments they made when taking the course served as important reference sources in the course of writing this book. It is our hope that students will continue to make valuable suggestions to us in the future.

There is a video "Understanding China Through Newspapers Readings" that accompany this text. Hopefully, this video will heighten the student's interest in this subject and will facilitate a deeper understanding of Chinese newspaper reading.

Pan Zhaoming Chen Ru

June 1992

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第 一 课

I. 课文

李瑞环会见日本客人

新华社北京二月二十七日电(记者周树春) 中共中央政治局常委李瑞环今天上午在人民大会堂会见日本旭通信社董事长兼中国电视有限公司社长稻垣正夫,同他进行了亲切友好的交谈。

会见中,李瑞环对稻垣正夫致力于宣传中国的积极态度表示赞赏,并感谢他向中国儿童少年电视基金会捐资,支持中国儿童电视片的拍摄和发展。李瑞环还希望中日双方进一步发展在广播、电影、电视领域的交流与合作。

中国电视有限公司是中国中央电视台与日本旭通信社于一九八九年四月合资创办的。据介绍,一年多来,这个公司在开展中日文化交流方面取得了显著的成果。去年一年,日本各电视台播出并购买了大约一百个(集)中国电视节目,这个公司还向日本及其他国家的七个电视台发行中国电视新闻。

广播电影电视部副部长王枫、中央电视台台长黄惠群参加了会见。稻垣正夫是应中央电视台邀请来华访问的。

(1991年2月28日《人民日报》)

II. 学习步骤及练习

第一步:阅读标题

先学习后面的生词1,然后说一说标题的意思。

第二步:阅读正文

一、学习生词和注释

1. 会见

huìjiàn

to meet

2. 董事长	dǒngshìzhǎng	chairman of board of directors
3. 兼	jiān	concurrently
4. 进行	jìnxíng	to hold; conduct
	进行讨论/会议正在进行	
5. 亲切	qīnqiè	cordial
6. 友好	yǒuhǎo	friendly
7. 交谈	jiāotán	conversation
8. 致力于	zhìlì yú	to work for; devote oneself to
	致力=把力量用在某个方面	
9. 宣传	xuānchuán	propaganda
	致力于宣传工作	
10. 积极	jījī	enthusiastic
11. 赞赏	zànshǎng	appreciation; to appreciate
12. 捐资	juānzī	to donate funds
13. 支持	zhīchí	to support
	支持这项工作/互相支持	
14. 电视片	diànshìpiān	television programs
15. 拍摄	pāishè	to film
16. 发展	fāzhǎn	to develop; development
17. 双方	shuāngfāng	both sides
	中英双方/双方同意	
18. 进一步	jìnyíbù	further
	进一步发展/进一步支持	
19. 领域	lǐngyù	realm; field
	文化领域/在自然科学领域内	
20. 交流	jiāoliú	exchange
	文化交流/交流经验	
21. 合作	hézuò	to cooperate; cooperation
	技术合作	
22. 电视台台长	diànshìtái táizhǎng	television station director
23. 参加	cānjiā	to participate
	参加会见	
24. 应...邀请	yīng...yāoqǐng	to accept an invitation
	应=接受	

25. 来(华) lái (huá) to come (to China)

26. 访问 fǎngwèn to pay a visit; visit
来中国访问/访问日本

专 有 名 词

- | | | |
|--------------|------------------------------------|-------------------------------------|
| 1. 李瑞环 | Lǐ Ruihuán | Li Ruihuan |
| 2. 中共中央 | Zhōnggòng Zhōngyāng | Central Committee of the CPC |
| 3. 政治局常委 | Zhèngzhìjú Chángwěi | Politburo Standing Committee |
| 4. 人民大会堂 | Rénmín Dàhuìtáng | Great Hall of the People |
| 5. 旭通信社 | Xù Tōngxìnshè | Asahi Press Agency |
| 6. 稻垣正夫 | Dàoyuán Zhèngfū | Masao Ina Gaki <i>person's name</i> |
| 7. 中国少年电视基金会 | Zhōngguó Shàonián Diànshì Jījīnhuì | China Youth Television Foundation |

注 释

1. 新华社——中华人民共和国的国家通讯社。
2. 中共中央政治局常委——中国共产党中央政治局常务委员会委员的简称。
3. 李瑞环——1934年生,天津市宝坻县人,当过工人,八十年代初曾任天津市长。1987年当选为中共中央政治局委员;1989年当选为中央政治局常委。

二、泛读课文后,选择下面正确的答案

1. 李瑞环是:

- a. 中国政府领导人
- b. 中国全国人大常委
- c. 中共中央政治局常委

2. 李瑞环会见的是:

- a. 日本旭通信社董事长
- b. 中国电视有限公司社长
- c. 旭通信社董事长兼中国电视有限公司社长

3. 中国电视有限公司是:

- a. 中国中央电视台创办的
- b. 中国中央电视台和日本旭通信社合资创办的

c. 日本旭通信社办的

三、精读课文后,做下列报刊语言的练习

1. 用下列常用词语、格式各说一句和课文有关的话

会见	进行亲切友好的交谈
进行合作	致力于
对……的态度表示……	感谢……对……的支持
希望进一步发展……	在……领域的……
应……的邀请……	对……表示赞赏

2. 比较下列两组词语的意思,并选词填空

a. 会见 访问

李瑞环亲切____了日本客人。

中央电视台台长去年应邀____了东京。

两位美国朋友下个月将去上海____。

双方代表昨天在人民大会堂进行了____。

b. 领导 领域

黑人的政治领袖____了这次罢工运动。

双方希望进一步发展广播、电视____的交流合作。

他在文学____内的研究取得了很大成绩。

他____的通信社对中日文化交流表现了积极态度。

第三步:回答与课文有关的问题

一、李瑞环是谁?他在会见日本客人时的态度如何?

二、李瑞环表示了些什么?

三、日本客人是谁?他是应谁的邀请来华访问的?

第 二 课

I. 课文

中 印 外 长 会 谈

本报北京二月一日讯 记者温宪报道： 钱其琛外长今天下午在钓鱼台国宾馆与印度外长维迪亚·查兰·舒克拉举行了会谈。

两位外长指出，一九八八年十二月拉·甘地总理访华后，两国关系取得了迅速的发展，两国人员往来增加。他们表示愿意在和平共处五项原则基础上进一步加强两国在经贸、科技、文化等领域的合作，使中印关系得到进一步发展。

两国外长原则上同意中国在孟买、印度在上海恢复设立总领事馆。

两位外长就国际形势特别是海湾战争交换了看法。双方一致认为，伊拉克应无条件撤出科威特，恢复科威特的主权、独立、领土完整及合法政府。同时，他们都希望和平解决海湾冲突，并表示愿意为此继续做出努力。

印方重申不允许在印西藏人在印度领土上进行分裂中国的政治活动。

舒克拉外长一行是应钱外长的邀请，于今天中午抵京对我国进行正式友好访问的。

(1991年2月20日《人民日报》)

II. 学习步骤及练习

第一步：阅读标题

请用口语说出标题的意思，再和下面的参考答案对照：

中国和印度两国外交部长进行了会谈。

第二步:阅读正文

一、学习生词和注释

1. 外长	wàizhǎng	foreign minister
2. 指出	zhǐchū	to point out
3. 取得	qǔdé	to acquire; gain
	取得很大成绩/取得国际社会支持	
4. 迅速	xùnsù	rapid
	迅速发展	
5. 往来	wǎnglái	visits; contacts
	往来=互相访问	
6. 在…基础上	zài...jīchǔshàng	on the basis of
	在友好合作的基础上	
7. 经贸	jīng mào	economics and trade
8. 原则上	yuánzéshàng	in principle
	原则上同意	
9. 设立	shèlì	to establish
10. 领事馆	lǐngshìguǎn	consulate
	设立领事馆	
11. 交换	jiāohuàn	to exchange
	交换意见/交换看法/交换情况	
12. 一致	yízhì	consistent; unanimous
	双方意见一致/一致同意	
13. 无条件	wú tiáojiàn	without conditions
14. 撤出	chè chū	to withdraw
	撤出军队	
15. 主权	zhǔquán	sovereignty
16. 独立	dúlì	independent
17. 领土完整	lǐngtǔ wánzhěng	integrity of territory
18. 合法政府	héfǎ zhèngfǔ	legitimate government
19. 冲突	chōngtū	conflict
	发生冲突	
20. 为此	wèi cǐ	for this reason (or purpose)
	为此=为这个	
21. 重申	chóng shēn	to reiterate

22. 允许	yǔnxǔ	to permit
	允许=同意人的要求	
23. 分裂	fēnliè	to split; break up
24. …一行	…yìxíng	party (travelling together)
	代表团一行十人	
25. 于	yú	at (a time or place)
	于=在	
	代表团一行三人于下月出国访问	
	于1992年	

专 有 名 词

1. 钓鱼台国宾馆	Diàoyútái Guóbinguǎn	Diaoyutai State Guest House
2. 印度	Yìndù	India
3. 维迪亚·查兰·舒克拉	Wéidíyǎ Chálán Shūkèlā	Vidyacharam Shukla <i>Indian Foreign Minister</i>
4. 伊拉克	Yīlākè	Iraq
5. 科威特	Kēwēitè	Kuwait

注 释

和平共处五项原则——1954年中国和印度等国倡导的处理国家之间相互关系的基本原则,即:互相尊重主权和领土完整,互不侵犯,互不干涉内政,平等互利,和平共处。

二、泛读课文后,选择下面正确的答案

- 中印两国关系在1988年后取得了
 - 一些发展
 - 迅速发展
 - 很大发展
- 两国外长就国际形势
 - 交换了看法
 - 发生了争论
 - 发表了声明
- 印方重申对在印度的西藏人进行分裂中国的政治活动
 - 不过问
 - 不允许