中央军委副主席
白立任总政治部主任

中央军委副秘书长
杨白冰为中国人民解放军总参谋长，白立任为中国人民解放军总政治部主任，赵南起为中国人民解放军总后勤部部长。

他们今天已全部到职。

万里若咫尺
星通信网开通

和互不相联历史宣告结束

1、辽河、库尔、胜利、长庆、江汉、濮阳、深卫星通信地面
2 座数字微
3、地面站设立卫星通信网，除此外，还可以开
4、数据传输等业

中国男篮夺回亚洲桂

过苦战击败南朝鲜队

中国男篮在丢掉亚洲桂冠1年11个月后，
5、今日又重新把它夺回来。第14届亚洲
6、男篮锦标赛决赛今天在这里举
7、行，中国队经过延长苦战，以
8、6：79战胜老对手南朝鲜队。

这是中国男篮第6次登上亚洲冠军宝座。在本届亚洲锦标赛上，中国男篮共出战8场，获得全胜，但
9、是夺冠道路并不平坦，对伊拉克队和菲律宾队，中国队都是在最后关头才以三分优势险胜的。
STOP: Read Lesson One BEFORE working on this lesson!

HOW TO READ HEADLINES AND BY-LINES

Headlines with larger, thicker characters carry the principal information, and those with smaller characters carry secondary messages. Size of a headline is more important than its location; a main headline may be to the right, left, top, middle, or below smaller headlines. Headline information is always repeated in greater detail in the body of the article. The main headline is usually restated in the first paragraph or two, and the information given in the secondary headlines is elaborated upon somewhere later in the article. In this lesson, the main headline of line 1 is restated in lines 3 & 4 and that of line 24 in lines 26-28. Restatement of secondary headlines is generally in relation to their size and location. The sub-headline of line 2 is restated in lines 4 & 5, and that of line 25 in lines 28-31.

Grammatical principles are observed in headlines, but the omission of grammatical markers often makes headlines terse and more difficult to understand. When you do not understand a headline, it is often more efficient to read the first paragraph or two of the story and then come back to the headlines.

Being able to scan a newspaper page by looking at the headlines is an important reading skill. After you have studied the main texts and are familiar with the vocabulary and subject matter, work with the headline exercise in each lesson and continually build your ability to read Chinese headlines.

The usual order in by-lines is for the news agency or source to come first, here 本报 (‘this newspaper’). The location of the news story follows, here 广州 (Guǎngzhōu, ‘Canton’). The date generally comes next followed by the method of transmitting the text, here 电. Names of reporters usually follow that, and a verb meaning ‘report’, here 报道 (bàodào), often ends the by-line.
STRUCTURE NOTES (A tag definition is also given for each structure at its line occurrence in the Vocabulary. Structure notes line numbers refer to the original text. Vocabulary line numbers refer to the re-typed text and may differ slightly.)

2: 又 Verb = ‘verb action (repeated) again’ Distinguish 又 V from 再 V ‘(resuming an interrupted) verb action again’ and 还 V ‘(continuing) verb action again.’ See also line 28 below and 8:23. Use 又 as a device to locate the core verb of a structure, since the verb will come after it. Two examples of this usage are:

a. 我们明天又得考试。
b. 辽宁女篮队是全国第一。她们又战胜了广东队。

4-5: 在 Clause之后, = ‘After clause, (then Y)’ 之后 (and its synonyms 以后 and 后) followed by a comma marks the material in the structure before it as a dependent time clause. Keep in mind that the English equivalent for 之后 marks the head of the clause rather than the end. See also l. 26-27 below. (See 3:7 for comments on 之时 time clauses.) Examples are:

a. 他昨天拜访了白先生以后, 就到书店去了。
b. 她打破了女子400米全国记录之后感到很高兴。

5: 了 When used within a sentence or comma unit, 了 marks completion of the core verb action. Thus 了 is highly useful in locating the main verb in a sentence or comma unit. See l. 10, 12, and 14 below. Do not confuse this function with the use of 了 as part of a verb-potential complement such as 吃不了 or 走得来, or with its use in vocabulary items such as 了解, 好极了, etc.

5-8: , = ‘enumerative comma’ The presence of enumerative commas
identifies a series of roughly equal grammatical structures; usually nouns, but sometimes phrases or even clauses. Use to locate grammatical structures which have multiple subjects or objects. The last two items in the series are usually marked by the conjunctions 和 or 以及, see l. 8-9, 11 and 19 below. Writers are not always careful to maintain the distinctions between enumerative and regular comma usages, see Lesson 7. Two examples are:

a. 书、笔、纸和墨水你们学生都应该买。
b. 击剑、田径、举重和体操的记录都分别被打破了。

8-10: , When you begin working with a text, it is important that you notice the placement of the punctuation markers, especially the commas. You will find that while Chinese use commas to mark grammatical structures within sentences, commas are very often used to indicate pauses and emphases in ways which English comma usages do not allow. It is common to find sentences such as S, VO, SV, O, ST, PVO, SP, V among others in which a comma separates the subject from its core verb, the core verb from its object, etc. The key to working with Chinese comma usages is to analyze the grammatical structures of each unit of material end-marked by a comma. If there is no core verb within one of these "comma units", the materials within that unit will be part of a grammatical structure which extends across the comma, and you will need to go into the next comma unit to locate the core verb. For example, do not see something such as 劳动 in 正在装线上紧张劳动的工人... as the core verb of this comma unit. The of marks 劳动 as modification of the noun 工人, so even though 劳动 is frequently used as the main verb of structures, it is part of a modification clause here and therefore not the core verb of the comma unit. If there is a core verb within a comma unit, as there is in l. 9 and 10, that unit will be a clause to be processed before you go on to the next comma unit. If you keep in mind that core verbs are usually preceded or followed by markers such as 还, 了, 着, etc., you will find it easier to locate them.
When a location phrase comes before the subject of a clause or sentence, as it does here in l. 8, it must be end-marked with a comma, and you will find its subject, verb, etc. after the comma. See also l. 13, 33 and 35-36 below. Similarly, adverbial phrases placed before the subject must be end-marked by a comma to indicate they are out of the usual adverbial position directly before the verb phrase, see 4:42. On the other hand, time phrases preceeding the subject may or may not be end-marked by a comma, see l. 18. Additionally, location, time and adverbial phrases in their normal position between the subject and the verb can be separated from the verb by a comma for emphasis, as happens in l. 12 and 14.

Commas can be very useful reading tools which help you recognize the parameters of grammatical structures, if you understand how Chinese use them. They can be very confusing if you assume they function just as they do in English.

14: 以 X, Verb phrase = ‘Use/ by means of X to do the verb phrase’ Notice that a comma separates the constituent elements of this pattern in this sentence. 以 is also frequently used in the structure verb 以 X = ‘verb by means of X’. Recognise 以 as the head marker of a very common structure. See also l. 18, 22, 30-31, and 36-37 below. Examples are:

a. 谢文石同学以99分考得全校第一名。
b. 我们上星期四以三比一胜过第五十五中学队。

15: The structure S 是 TPVO 的 is used to mark emphasis on when (T), where (P), or why a verb action occured. Here the structure marks emphasis on the place (海口) where the verb action (进行) happened. 是 is usually found after the subject in this structure, but it is omitted here. See also l. 36-37 below. Examples of 是...的 are:

a. 我们是三四年前开始学习中文的。
b. 中国男篮是去年一月在东京丢掉亚洲桂冠的。
28: 把 marks placement of the object before the verb in a S(T)(P)把O1 V(O2) structure. Keep in mind that the transposed object may be heavily modified and thus come many characters after the 把 marker. Recognising 把 (and its synonym 将, see 5:32) is an important step towards locating the object, and thus the following core verb of a sentence or comma unit. For example:

a. 真奇怪。他常把“十”字看作“千”字！
b. 在六届全运会上运动员差不多把所有的记录都打破了。

35: 并 negative Verb = ‘strongly negative verb’ This pattern is used to emphasize that the expected verb action did not, is not, or will not occur. Note the use of 并 as a conjunction in 4:22. Two examples of its use with negatives are:

a. 你个人的事情我并没告诉他！
b. 他们并不能再一次超过亚洲的射击记录。
VOCABULARY

So that you can devote more energy to mastering the skills needed to recognize the grammatical structures while reading, vocabulary beyond the second year level is glossed and placed next to the text for easy reference. As a way of helping you see the inter-connections between some vocabulary items and to make learning the vocabulary easier, particular attention is given in the Vocabulary to groups of words found within a lesson which have one or more characters in common. Members of these "Word Groups" are glossed at the occurrence of the first member of the group in the format WG>4:. This indicates that the word being glossed is part of a Word Group and first appears in the fourth line of the text. As a stimulus to you to recognize and use these Word Groups, subsequent members of Word Groups are listed at their line positions in the text and reference to membership in a Word Group given in the format ‘?’ 字:1. This means that the English equivalent is not shown and that it is a member of the 字 Word Group glossed in line 1. If you do not remember the meaning of a WG member from its initial glossing, you should use your understanding of its Word Group connections to predict its meaning before looking up the gloss given earlier.

Words are glossed in the lessons according to their function in the grammatical structures and contexts in which they occur. You need to keep in mind that because many Chinese words can be used in different places for different grammatical values, they can be correctly translated with a variety of English equivalents. When learning vocabulary, you should memorize a core, almost a-grammatical value for words, and select a correct English equivalent based on how the words are used in the Chinese text before you when you translate.
六届全运会赛事过半

昨天射击又超过两项亚洲纪录

本报广州11月27日电 记者温子健，吴骅
报道：自开幕以来持续高潮的第六届全运会在
结束了今晚的争夺之后，赛事过半。游泳，体
操，举重，花样游泳，击剑，赛艇，帆板，技
巧和武術等九个项目结束了比赛。

VOCABULARY

1: 届 [jiè] ‘(measure for periodic events)’
1: 全运会 [quán yùnhuì] ‘athletic event’
1: 赛事 [sài shì] ‘competition’ WG>6; 赛艇 [sài tíng] ‘racing boat’;
   WG>7: 比赛 [bǐ sài] ‘competition’; WG>29: 决赛 [jué sài] ‘final
   in a tournament’; WG>29: 锦标赛 [jǐnbiāo sài] ‘championship’
   [jī bài] ‘defeat’
2: 又 [yòu] Verb ‘(verb action repeated) again’ (SN)
2: 超过 [chāo guò] ‘surpass’
2: 项 [xiàng] ‘(measure for items)’ WG>7: 项目 [xiàng mù] ‘item’
2: 亚洲 [yà zhōu] ‘Asia’ See l. 16 for different usage of 亚。
2: 纪录 [jí lù] ‘record’ (Note: 纪录 is also sometimes written as 记录.)
3: 温子健 [Wēn Zǐjiàn]、吴骅 [Wú Huá] ‘(names of two reporters)’
   See the discussion at the end of Vocabulary for comments on
   how to recognize Chinese names.
4: 自 [zì] ‘from’
4: 开幕 [kāimù] ‘start an event’
4: 持续 [chíxù] ‘continue, sustain’
4: 高潮 [gāocháo] ‘high tide’
5: 在 X 之后 [zài X zhīhòu] ‘after X’ (SN)
5: 结束 [jiéshù] ‘conclude’
5: V 了 Verb le ‘marks verb completion’ (SN)
   WG>35:夺冠 [duóguān] ‘seize back first place’
5: 游泳 [yóuyǒng] ‘swimming’ WG>6:花样游泳 [huāyàng yóuyǒng]
   ‘synchronized swimming’
5: 、 [dùnhào] ‘enumerative comma’ (SN)
5: 体操 [tǐcāo] ‘gymnastics’
   WG>29:举行 [jǔxíng] ‘hold (a meeting, ceremony, etc.)’
6: 花样游泳 [huāyàng yóuyǒng] ‘?’ 游 WG:5
6: 击剑 [jījiàn] ‘?’ 击 WG:2
6: 赛艇 [sàitǐng] ‘?’ 赛 WG:1
6: 帆板 [fānbān] ‘sailing’
6: 技巧 [jìqiǎo] ‘acrobatics’
7: 武术 [wǔshù] ‘martial arts (swordplay, shadow boxing, etc.)’
7: 等 [děng] ‘etc.’ (summarizes the noun series)
7: 项目 [xiàngmù] ‘?’ 项 WG:2
7: 比赛 [bísài] ‘?’ 赛 WG:1
在今天的射击比赛中，广东刘海英，解放军苏冰，湖南张秋萍四次超过两项亚洲纪录，前卫体协池行乐平了一项亚洲纪录。湖北陈菊英，广东王永乐，河北赵存林今天下午在田径场，分别打破了女子400米栏和男子400米全国纪录。举重比赛的最后一个级别争夺中，辽宁选手才以215公斤的成绩，打破了215公斤的挺举全国纪录。帆板比赛在海口进行的，辽宁张德春获冠军，广东张小冬获亚军。

目前，广东代表团以总分850分，金牌39枚的成绩，居各路健儿之首，上海队其次，总分728分，金牌26枚。第三名辽宁队总分591分，金牌27枚。北京以508分名列第四。

VOCABULARY

8:  ,  [dòuhào] ‘comma’ (SN)
8: 刘海英 [Líu Hǎiyīng]、苏冰 [Sū Bīng]、张秋萍 [Zhāng Qiūpíng] ‘(names of people)’
8: 解放军 [Jiěfàngjūn] ‘People’s Liberation Army’
10: 前卫体协 [Qiánwèi tǐxié] ‘(abbr. for 前卫体育协会) Vanguard Athletics Association’
10: 池行乐 [Chí Xínglè] ‘(name of a person)’
10: 平 [píng] ‘tie, even’ WG>35:平坦 [píngtǎn] ‘level, smooth’
10: 陈菊英 [Chén Júyīng]、王永华 [Wáng Yǒnghuá]、赵存林 [Zhào Cúnlín] ‘(names of people)’
11: 田径场 [tiánjìngchǎng] ‘field for track and field events’
12: 打破 [dǎpò] ‘smash, break’
12: 米 [mǐ] ‘meter (length)’
12: 栏 [lán] ‘hurdle’
Lesson Two

13: 级别 [jíbié] ‘?’ 别 WG:12
13: 辽宁 [Liáoníng] ‘Liaoning (province)’
14: 才力 [Cái Li] ‘(name of a person)’
14: 公斤 [gōngjīn] ‘kilograms’
15: 挺举 [tíngjǔ] ‘?’ 举 WG:6
15: S是PV的 [S shì PV de] ‘stresses past verb action location’ (SN)
15: 海口 [Hǎikǒu] ‘harbor (here the name of a city)’
15: 进行 [jìn xíng] ‘carry out’ WG:29: 举行 [jǔ xíng] ‘hold (an event etc.)’
16: 张德春 [Zhāng Déchūn], 张小冬 [Zhāng Xiǎodōng] ‘(names of people)’
16: 获 [huò] ‘attain, win’
16: 亚军 [yà jūn] ‘second place (in a competition)’
17: 目前 [mù qián] ‘right now, at present’
17: 代表团 [dàibiǎotuán] ‘delegation, team’
17: 总分 [zǒng fēn] ‘total points’ WG:17: 分 [fēn] ‘points’
17: 分 [fēn] ‘?’ 分 WG:18
17: 金牌 [jīn pái] ‘gold medal for first place’
18: 枚 [méi] ‘(measure for medals)’
18: 战绩 [zhàn jì] ‘?’ 绩 WG:14
18: 居 X [jū X] ‘be situated at X’ (e.g. 居 X 之首 [jū X zhī shǒu] ‘be at the head of X’)’
18: 健儿 [jiàn ér] ‘good athlete’
18: 队 [duì] ‘team’
18: 其次 [qí cì] ‘next, second’
19: 名列 [míngliè] ‘name ranking’
中国男篮夺回亚洲桂冠
经过苦战击败南朝鲜队

本报曼谷11月27日电 中国男篮在丢掉亚洲桂冠1年11个月后，
今天又重新把它夺回来。第14届亚洲男篮锦标赛决赛今天在这里举行，
中国队经过延期长期苦战，以86:79战胜对手南朝鲜队。
这是中国队第6次登上亚洲冠军宝座。在本次亚洲锦标赛上，中国男篮共出战8场，获得全胜，但
是夺冠军道路并不平坦。对伊拉克队和菲律宾队，中国队都是最后关
头才以两三分优势险胜的。

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VOCABULARY

24: 男篮 [nánlán] ‘(abbr. for 男子篮球) men’s basketball’
24: 桂冠 [guìguān] ‘?’ 盖 WG:16
    WG>34:出战 [chūzhàn] ‘go forth to combat’
25: 击败 [jībài] ‘?’ 击 WG:2
25: 南朝鲜 [Nán Cháoxiān] ‘South Korea’ (See below for comments on
    foreign place names.)
26: 曼谷 [Màngū] ‘Bangkok’
27: 丢掉 [diūdiào] ‘lose’
28: 重新 [chóngxīn] ‘again, anew’ (Note that 重 is chóng when it means ‘again’ and [zhòng] when it means ‘heavy’. See 举重 in l. 6)
28: 把OV [bā OV] ‘marks object placed before verb‘ (SN)
28: 夺回 [duóhuí] ‘? 夺 WG:5
29: 锦标赛 [jǐnbìāosài] ‘?’ 赛 WG:1
29: 决赛 [juésài] ‘?’ 赛 WG:1
29: 举行 [jǔxíng] ‘?’ 举 WG:6; 行 WG:15
30: 延长期 [yánchángqī] ‘overtime period’
30: 战胜 [zhànshèng] ‘?’ 战 WG:25; 胜 WG:37
31: 对手 [duìshǒu] ‘?’ 手 WG:14
32: 登上 [dēngshàng] ‘mount, get up on’
32: 宝座 [bǎozuò] ‘precious throne, coveted position’
34: 出战 [chūzhàn] ‘?’ 战 WG:25
35: 夺冠 [duóguān] ‘?’ 夺 WG:5; 冠 WG:16
35: 并 Neg [bīng negative verb] ‘definitely negative verb’ (SN)
35: 平坦 [píngtǎn] ‘?’ 平 WG:10
35: 伊拉克 [Yīlàkè] ‘Iraq’
36: 菲律宾 [Féilùbīn] ‘Philippines’
36: 关头 [guàntóu] ‘(crucial) moment’
37: 优势 [yōushì] ‘favorable position’
37: 险胜 [xiǎnshèng] ‘win by a narrow margin’ WG>31: 战胜 [zhànshèng]
    ‘defeat (an opponent)’

(Did you notice a military flavor to much of this vocabulary?)
NOTE ON CHINESE NAMING PRACTICES

Recognizing names in Chinese is a constant problem, but if you are aware of the structural principles behind names it will be easier. The names of Chinese people may be two (陈明) or four characters long (司马文生), but the majority of them are three characters long (余志坚). The family name, 90% of the time one character (李, 张, 王, 何), but occasionally two characters long (欧阳, 司徒), always comes first. The given name, usually two characters (友坤, 汉忠), but often only one (冰, 萍), always comes after the family name. The meaning of the family name is not important for naming purposes, while the meaning of the given name is. The name as a whole rarely makes sense, which along with its two to four character length and its grammatical function as a noun are solid clues to it being a name. Chinese personal names come after the names of their units and positions (中国国务院委员兼外交部长吴学谦), but names come before titles (吴学谦外长). What does this reflect about Chinese cultural values?

Names of foreigners are usually transliterated and have as many characters as it takes to render the name (杰克·肯普). A solid dot [ ] is placed at mid-level in the line to mark the sub-divisions of foreign names. The [ ], the lack of meaning to the character string, its length, and its grammatical function are good clues to the presence of a foreign name.

There are several patterns behind how the names of countries are rendered into Chinese. They are most often transliterated based on how the citizens of the countries pronounce the names: e.g. 美国 ‘America’, 德国 ‘Deutschland’, 西班牙 ‘España’. The combinations of characters most often do not make sense by themselves, but occasionally the whole names of countries are translated: e.g. 冰岛 ‘Iceland’, 象牙海岸 ‘Ivory Coast’, in which case the character combinations make sense. Sometimes names of countries are a combination of transliteration and translation: e.g. 新西兰 [Xin Xilán] ‘New Zealand’, 苏联 [Súlián] ‘Soviet Union’. Alphabetically arranged tables of country names can be found in the back of many dictionaries.
GRAMMAR EXERCISES

1. Identify the grammar of the following headlines and translate them into English:

- 第二届世界室内田径锦标赛成绩喜人
  一天刷新4项世界纪录

- 两“虎”相争 头球建功
  广东队胜辽宁队获足球金牌

- 上海金牌总数跃居第二

- 不幸运的美国女篮球员

- 网球名将和棋坛高手昨立下战功
  上海金牌总数跃居第二
2. Fill in the blanks using the correct structural marker from those in parentheses at the end of each sentence and translate:

一) 四个田径运动员分别打破_____一些全国记录。(之后、了、把)
二) 温子健、吴桦_____第六届全运会的赛事报道给我们。(又、把、以)
三) 中国男篮战胜了南朝鲜队，_____亚洲桂冠夺回来了。(并、以、把)
四) 陈菊英打破了女子400米栏_____不是小事。(并、了、是...的)
五) 中国男篮是_____两、三分优势险胜的。(又、以、之后)
六) 这届运动会的比赛项目有击剑____技巧____体操和武术等等。

( 。 ； ； ）

3. Use the correct structural marker to fill in the blank and then translate: 以、了、又、之后、是...的 and 。

一) 中国男篮_____登上了亚洲冠军宝座。
二) 第十四届亚洲男篮锦标赛_____11月27日在广州举行_____。
三) 辽宁队_____591分的总成绩名列第三。
四) 廣州代表团以总分850分获得_____39枚金牌。
五) 明天的比赛结束了_____，选手都要回国。
六) 張秋萍_____张德春____张小冬以及王永华都不是技巧运动员。

4. Rewrite and translate the following sentences using the markers given at the end of each sentence:

一) 苏冰在射击比赛中打破了一项亚洲记录。(是...的)
二) 孙力打破了挺举记录，就居各路健儿之首。(之后)
三) 刘海英打破了一项全国记录。(又)
四) 中国男篮虽然赢了这场，但是成功的道路不很平坦。(并)
SIGHT READINGS

Sight reading passages are chosen for topics and grammatical structures similar to those found in the primary text. You can either read them silently to yourself, or out loud as a class. While familiarity with the vocabulary from the primary text is assumed, further glossing is done for the sight readings so that you may concentrate on practicing the reading strategy and tactics learned from working with the primary text without concern for looking up vocabulary. Glossing is done immediately next to the passages to maximize reading ease and speed. Words Groups are not indicated here because the goal is to nurture the skills needed to read for general comprehension; but as a vocabulary building exercise, try developing Word Groups with the vocabulary items from the sight reading texts and then connect them with the vocabulary from the main text.

Try answering the questions posed at the end of each sight reading after skimming the text once or twice. Keep re-reading the texts until you can answer all of the questions. Form the habit of recognizing and retaining crucial bits of information as you practise skim reading.
全英羽毛球公开赛结束
我国选手获女单、混双、男双冠军

本报伦敦 20 日电 (记者彭惕强) 1988 年全英羽毛球公开赛决赛今天下午在伦敦温伯利体育馆举行。我国选手辜家明轻取南朝鲜选手李淑英获女单冠军，两局的比分都是11:2。王明仁与史方静以15:9, 18:13击败丹麦选手努森和尼尔森获双混冠军。男双比赛是这次公开赛的高潮，李永波和田秉毅抵御住了马来西亚的西迪克兄弟的轮番重扣并猛烈反击，以15:6, 15:7的战绩蝉联这个项目的冠军。

VOCABULARY

1: 公开 [gōngkāi] ‘open’
2: 女单 [nǚdān] ‘women’s singles’
3: 混双 [hùnshuāng] ‘mixed doubles’
4: 伦敦 [Lúndūn] ‘London’
5: 彭惕强 [Péng Tíqiáng] ‘(name of a person)’
6: 温伯利 [Wēnbóli] ‘Wembly Stadium’
7: 辜家明 [Gū Jiāmíng] ‘(name of a person)’
8: 轻取 [qīngqǔ] ‘win an easy victory’
9: 李英淑 [Lǐ Yīngshū] ‘(name of a person)’
10: 局 [jú] ‘(measure for games)’
11: 王明仁 [Wáng Míngrénn] ‘(name of a person)’
12: 与 [yǔ] ‘and, with’
6: 史方静 [Shǐ Fāngjìng] ‘(name of a person)’
7: 丹麦 [Dānmài] ‘Denmark’
8: 拒绝 [Jùjié] ‘(name of a person)’
9: 田家 [Tián Jiā] ‘(name of a person)’
10: 马来西亚 [Mǎlái xiá] ‘Malaysia’
11: 西迪克 [Xìdíkè] ‘(name of a person)’
12: 反击 [Fǎnjī] ‘counter attacks’
13: 蝉联 [Chánlián] ‘continue to win’

QUESTIONS

A. How many championships did the Chinese athletes win?
B. How many single championships did they win?
C. What nationality were the opponents in men’s doubles?
D. Were most of the matches close, or were they walkovers?
E. What mistake was made in reporting the scores?
中国将主办世界女排锦标赛

据新华社北京3月22日电（记者薛剑英）1990年世界女排锦标赛将在北京、上海、沈阳等4个城市举行。

今天下午，国际排联和中国排球协会在这里举行了举办这次锦标赛的议定书签字仪式。国际排联主席阿科斯塔和中国排球协会副主席魏纪中在议定书上签了字。

在简短的签字仪式之后，举行了记者招待会。阿科斯塔高度评价了北京、沈阳等地的体育场馆，称这些场馆是“世界第一流”的。他向关心排球事业发展的中国人民表示感谢，并希望这次锦标赛获得成功。

VOCABULARY

1: 主办 [zhǔbàn] ‘sponsor’
1: 世界 [shìjiè] ‘world’
1: 女排 [nǚpái] ‘women’s volleyball’
2: 签字仪式 [qiānzi yíshi] ‘signing ceremony’
4: 沈阳 [Shěnyáng] ‘Shenyang’
5: 国际排联 [Guójì páilián] ‘International Volleyball Federation’
5: 举办 [jǔbàn] ‘hold (a competition, meeting, etc.)’
6: 议定书 [yídìngshū] ‘protocol’
8: 招待会 [zhāodàihuì] ‘reception’
9: 高度 [gāodù] ‘high degree’
9: 评价 [píngjià] ‘evaluate’
9: 称 [chēng] ‘state, declare’
10: 流 [liú] ’level, class’

QUESTIONS

A. How many Chinese cities will host the 1990 International Volleyball Championship?
B. What event happened today?
C. What did the chair of the International Volleyball Federation say about the Chinese facilities?
D. What group of people did he thank in particular?