

中国太极拳文化推广系列教程

中国26式陈氏太极拳

(英汉双语教程)

The 26-form Chen's Taijiquan of China
(A Course in English and Chinese)

主 编 成正凯 任天麟



北京体育大学出版社

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Preface

The 26-Form Chen's Taijiquan of China is the first bilingual textbook of the Chinese Taijiquan Culture Promotion Series, developed in accordance with the requirements of *National College English Curriculum*, which is based on the learner-oriented educational concept. It is, so far, the most comprehensive learning material in English. It is not only suitable for sophomores, juniors, or learners at the equivalent level, but convenient for English teachers engaged in English Language Teaching of Taijiquan culture, but also a valuable reference book for Taijiquan lovers at home and abroad.

The textbook adopts the 26-form Chen's Taijiquan, which has been listed into the standard routines of national traditional sports events; and is one of the eight series of Chen's Taijiquan routines promoted all over the world by Jiaozuo Municipal Government. Ren Tianlin, one of the co-authors, is the founder of this routine, the twelfth-generation successor of Chen's Taijiquan and the official disciple of Wang Xi'an, one of the Four Great Masters of Chen's Taijiquan. Mr. Ren, Level 7 holder of martial arts, is one of the first inheritors of the intangible cultural heritage of Taijiquan in Jiaozuo. He has won, the first place in the National Chen's Taijiquan Championship, and in 2013, he was awarded the second place in the first National Standard Martial Arts Examination. Mr. Ren has also published four series of Chen's Taijiquan promotion routines.

On the way to publishing the textbook, we have received the arduous support from Beijing Sport University Press, Schools of Taijiquan Martial Arts and of Foreign Languages from Jiaozuo University. We also have engaged prestigious Taijiquan great masters or martial artists such as Wang Xi'an, Chen Peiju and Ren Chenggong as

technical directors. Herein we extend our heartfelt gratitude to all of them.

In this book, the learner-oriented educational thought is embodied in the following five aspects.

1. Comprehensive Contents

This book, characterized by clear learning objectives, excellent pictures, lines, and a CD that demonstrates the movements of Taijiquan. It consists of four parts in content: English communicative skills, Taijiquan culture, 26-form Chen's Taijiquan and traditional Chinese culture. It is so far the most comprehensive English material in Taijiquan learning, convenient for learners to improve their spoken English, master this set of Taijiquan, and at the same time make up for their lack of knowledge in traditional Chinese culture.

2. Layout Innovation

On the one hand, this textbook is bilingual in English and Chinese. It is very convenient for learners to have a contrasting study of the differences between the two languages and to realize their language learning objectives to acquire authentic English. On the other hand, it is an integration of pictures, languages, translations and explanations. It is a continual pursuit to be perfect in translation as such, there are related words marked with phonetic symbols. It is comfortable for the learners to study Chen's Taijiquan; and at the same time, it is quite easy for students to study in class and conduct a self-study out of class.

3. Structure Innovation

This textbook is closely centered on teaching Chen's Taijiquan. In structure, the whole book consists of two parts: Approaching Chen's Taijiquan and Teaching and Learning the 26-form Chen's Taijiquan. It is consistent with the principle of cognitive learning, aiming to help the learner or reader of this book learn Chen's Taijiquan easily.

Each unit consists of two parts: learning objectives and four stages. The four stages are as follows; Warm-up, Read and Speak, Research and Presentation, and Homework, designed to reach the objectives, as is in accordance with the principle of task-based learning.

The first stage Warm-up includes two dialogues. Both of them are respectively a brief introduction to the second stage (Read and Speak) and an third stage (Research and

Presentation). In other words, the latter two stages are an extension of the first stage, but richer in content and higher in difficulty. Owing to the fact that the structure is designed according to the concept of learning the new, by reviewing the old, advocated in *The Analects of Confucius*; learners who read this book will acquire skills in both Taijiquan as well as the English Language.

4. Knowledge Innovation

In this textbook there are questions in Warm-up, Read and Speak, and Research and Presentation. These questions are carefully and delicately designed in accordance with the way of thinking, analyzing and solving a question. All of them are centered on the 26-form Chen's Taijiquan, including its origins, form names, learning confusions, its application and promotion, and so on. In the stage of Warm-up, most of the dialogues are put forth at home and abroad in an aim to explore Chen's Taijiquan in a comparative way.

Based on traditional Chinese philosophy and the theory of Chen's Taijiquan, all of the questions in the dialogues have been made an intellectual inquiry with conclusions summed up. Some questions go as follows; What is the wonderful use of Beginning Form? What secret is there behind *Louxi'aobu* (Brush Knee and Twist Step)? How many stars on earth are there in *Shangbuqixing* (Stepping Forward for Seven Stars)? Until now there has been no clear or detailed discussion about these questions in other Taijiquan learning materials. But in this textbook the reader or learner may feel relaxed in exploring fresh, interesting, and creative answers.

As far as the questions including those in the second and third stages are concerned, there are many interesting comments, intellectual answers, and open discussions. The first questions bring the learner joy to his or her learning life. The middle, lead the reader to take into consideration Taijiquan learning and even confusion in life, and the last, make the Taijiquan lovers, open-minded and persistent in their learning road.

5. Suitable Teaching

Firstly, the book is in line with the principle of learning from the easier to the more advanced, on a gradual basis. The sequence is arranged from dialogues (warm-up), to easy reading (Read and Speak), to in-depth reading (Research and Presentation). This is a convenient way for teachers to choose the content from the learning material and teach

their students according to their aptitude.

Secondly, it is consistent, in contents, with the principle of learning the new by reviewing the old. The dialogues in Warm-up go around the in-depth reading in content. The choice to study a dialogue first, or to read a passage first, is up to the learning interaction in class, or the students' background knowledge of English. It is designed to encourage students to learn in pleasure and apply what they have learned.

Finally, it conforms to the principle of authenticity. All of the dialogues, as well as the questions included in the second and third stages, come from actual teaching and learning classroom; that is to say, both the learner's mentality and his or her learning reality have been taken into consideration to a large degree in this material. The learner will be driven by curiosity. They are always on the way to answer the question, and move on in discovery. In a word, the learner will eventually gain something, either by learning or being in dilemma.

Looking back, it is a long, hard, but fruitful and rewarding road to make this book public. It took over four years, from some lecture materials to simple handouts and now an upcoming publication, to come up with a new standpoint of learning and exploring Chinese Taijiquan in a more holistic way by integrating the 26-form Chen's Taijiquan with the traditional Chinese culture. During the editing and writing of this book, all of the team members have contributed great energy and made great efforts under the sincere and specific directions of Professor Xing Shuqiang, dean of the School of Taijiquan Martial Arts, with the corresponding cooperation from School of Foreign Languages, Jiaozuo University.

On the completion of this book, Cheng Zhengkai, editor-in-chief, was in charge of; the content layout and teaching designs of the whole book, completed parts of learning objectives, the first and fourth stages, and translated all of the Taijiquan classics. Ren Tianlin, the other chief editor, and Professor Xing Shuqiang co-provided such contents as the classics, theories and culture of Taijiquan, the editing of the 26-form Chen's Taijiquan, and took part in the whole CD-making process. Bai Xiuling was responsible for writing and editing Stage three of the former ten units; Zheng Zhongyao completed Stage three parts of the latter eight units. We would like to thank the staff at Beijing Sport University Press for the many hours they have spent bringing the book to

completion. In particular, we would like to thank Gao Yunzhi and Xie Zhanwei for their extraordinary help, patience, and attention to detail.

The 26-form *Chen's Taijiquan of China* is the most comprehensive introduction to Taijiquan for Chinese college students.

Cheng Zhengkai and Bai Xiuling

September 15, 2016

Mid-Autumn Festival

前言

《中国 26 式陈氏太极拳（英汉双语教程）》是“中国太极拳文化推广系列教程”中的第一部，同时也是配合国家《大学英语课程教学要求》而开发，基于“以学习者为中心”的教育理念而编写的。本教程是迄今为止最为全面的太极拳英语学习教程，不仅适合大学各专业二、三年级的大学生及水平相当的学习者使用，方便广大英语教师从事太极拳文化英语教学，而且也是国内外太极拳爱好者学习太极拳的一本宝贵的参考书。

本教程采用了列入国家传统赛事的标准套路——26 式陈氏太极拳，是焦作市人民政府向国内外推广的八个系列套路之一，示范者是创编人任天麟。任天麟是著名陈氏太极拳大师王西安嫡传弟子，陈氏太极拳第十二代传人，武术七段，首批焦作市太极拳非物质文化遗产传承人，全国武术太极拳锦标赛男子陈氏太极拳第一名，2013 年全国首届武术国考国标奖第二名，著有陈氏太极拳四个系列推广套路。

在本教程的出版发行过程中，我们得到了北京体育大学出版社，尤其是高云智先生的热忱帮助，焦作大学太极武术学院和外国语学院高度重视，并聘请了王西安、陈沛菊、任成功等著名太极拳大师、武术家作为技术指导，在此我们深表谢意。

本教程中的“以学习者为中心”的教育思想体现在如下五个方面。

1. 内容全面

本教程目标明确，图文并茂，并配有光盘给予动作示范，包括英语交际技能、太极拳文化、中国 26 式陈氏太极拳和中国传统文化四个方面。在太极拳学习方面，它是迄今为止比较全面的学习资料，非常方便学习者提高英语口语并掌握这套太极拳。与此同时，也弥补对中国传统文化知识的不足。

2. 体例创新

一方面，本教程是英汉双语，非常方便读者对照学习，体会英汉语言的差异，从而在语言辨析中实现语言学习目标——掌握地道的英语。另一方面，本教程融图、

文、译、释为一体，翻译方面孜孜不倦追求完美，相关词语部分标注音标。这种体例不仅方便学习者学习陈氏太极拳，同时在很大程度上方便学生课堂对照学习和课下自学。

3. 结构创新

本教程紧紧围绕陈氏太极拳教学编排。结构上，全书包括“走近陈氏太极拳”和“26式陈氏太极拳教与学”两部分，符合认知学习原则，旨在让本书的读者距离陈氏太极拳渐行渐近。

每单元包含“目标”和“四个阶段”两部分。四个阶段如下所示：热身跟进、读与说、研究与陈述和家庭作业。所有四个教学阶段的设计旨在达到学习目标，符合任务型学习理念。

第一阶段“热身跟进”包括两个对话。它们分别是第二阶段“读与说”和第三阶段“研究与陈述”的简介。换言之，后两阶段是第一阶段的延伸，因此内容上更丰富，难度上更高。这个结构的设计遵循《论语》中所倡导的“温故而知新”的学习理念。

4. 知识创新

本教程里的热身跟进、读与说、研究与陈述部分有相当多的问题，都是按照提出问题、分析问题、解决问题的思路进行认真甚至是精心设计而成。所有的问题设计都是围绕中国26式陈氏太极拳而展开，包括其名字渊源、学习困惑和太极拳的应用推广等等。“热身跟进”的绝大部分内容都是国内外首次出现的资料，旨在比较全面地探讨“陈氏太极拳”。

基于传统的中国哲学和陈氏太极拳理论，对话中的所有问题都得到了良好的探讨并且总结出了符合思辨规律和较为可信的结论。一些问题如下。比如起势有什么妙用？搂膝拗步背后有什么秘密？上步七星里究竟有多少颗星星？迄今为止，在其他的太极拳学习材料中，这些问题还没有得到明确详细的探讨。但是在本书中，追求陈氏太极拳——一种地道的传统武术的读者或学习者很有可能感受到一些新鲜有趣而且极有可能是创新性的理解。

就问题（包括第二阶段和第三阶段中的）而言，既有趣味性见解，也有知识性方案、还有开放性结果；前者让学习者体会学习生活中的轻松快乐，中间让学习者思考太极拳学习乃至人生的困惑，后者则让学习者保持开放头脑、坚持永远探求和永不放弃的学习道路。

5. 符合教学原则

首先，本书顺序上符合由易到难、层层递进原则；对话、简易阅读和深度阅读等三阶段的顺序编排十分方便老师选择相应内容，对学生因材施教。

其次，本书内容上符合“温故知新”的原则。“热身跟进”中的对话内容围绕深度阅读展开，先对话后阅读或者先阅读后对话，取决于课堂交互的实际情况或者视学生的英语背景知识进行，但无论如何，学生在设计或鼓励中都可以在“学而时习之”或“知识再现”中“乐学”或应用所学。

最后，本书顺应“真实性”原则。所有的对话编写，包括二、三阶段中的问题设计，均来自实际教学课堂。也就是说，学习者的学习心理和学习实际很大程度上在本书中都得到了体现。学习者会在好奇心的驱动下，在不断解决问题的过程中，发现式学习，“或学而知之，或困而知之”，终有所知。

回顾过去，本教程的出版是一个漫长而艰难但却富有成效颇有回报的道路。

从一些讲座资料到简单讲义，再到而今即将出版的书，本书历时超过了四年，得到了一种全新的观点，即通过把二十六式陈氏太极拳融入到中国传统文化中来中更全面地学习探讨中国太极拳。本书的编著过程中，在太极拳武术学院院长邢树强教授的具体指导下，同时得到了外国语学院通力合作，我们工作团队的全体成员集思广益，付出了巨大努力。

成书过程中，成正凯负责了全书的内容编排和教学设计，完成了学习目标和每一单元Stage 1 和 Stage 4 部分的撰写以及拳经的翻译。邢树强教授和任天麟老师提供了拳经、拳理、拳文化的内容，并负责了26式陈氏太极拳的编撰和光盘的制作工作，即每一单元的Stage 2 部分。白秀玲老师编著了前10单元的Stage 3 部分，郑忠耀老师完成了后8单元的Stage 3 部分。除了我们的艰辛努力之外，本书历经北京体育大学出版社五次修改，因此也包含了他们的编辑们尤其是高云智先生的勤勉敬业的汗水，在此再次深表谢意。

鉴于编著者的水平有限，本书中会有一些不足之处。我们真诚地祈请见谅，并期盼广大学习者提出宝贵意见，这对本书的进一步修订和改进一定大有裨益。

谨以《中国26式陈氏太极拳》献给所有喜爱中国太极拳的国内外友人。

成正凯 白秀玲
2016年9月15日中秋

目 录

Part One Approaching Chen's Taijiquan	1
第一部分 走近陈氏太极拳	1
Unit 1 Taijiquan Is Good	1
第一单元 太极拳好	1
Unit 2 Chen Wangting and His Theories of Taijiquan	12
第二单元 陈王廷及其太极拳理论	12
Unit 3 Chen's Taijiquan—a Unique Kung Fu	24
第三单元 陈氏太极拳——一项独一无二的功夫	24
Unit 4 The Origins of Chen's Taijiquan	36
第四单元 陈氏太极拳的起源	36
Unit 5 An Outline of the 26-form Chen's Taijiquan	49
第五单元 26 式陈氏太极拳概述	49
Part Two Teaching and Learning the 26-Form Chen's Taijiquan	62
第二部分 26 式陈氏太极拳教与学	62
Unit 6 Qishi and Jingangdaodui	62
第六单元 起势和金刚捣碓	62
Unit 7 Lanzhayi and Liufengsibi	80
第七单元 懒扎衣和六封四闭	80

Unit 8 Danbian and Baiheliangchi	96
第八单元 单鞭和白鹤亮翅	96
Unit 9 Xiexing and Louxi'aobu	110
第九单元 斜行和搂膝拗步	110
Unit 10 Yanshougongquan and Jingangdaodui	128
第十单元 掩手肱拳和金刚捣碓	128
Unit 11 Pieshenchui and Shuangtuizhang	145
第十一单元 撇身捶和双推掌	145
Unit 12 Zhoudichui and Daojuangong	161
第十二单元 肘底捶和倒卷肱	161
Unit 13 Shantongbei and Yanshougongquan	178
第十三单元 闪通背和掩手肱拳	178
Unit 14 Liufengsibi and Danbian	194
第十四单元 六封四闭和单鞭	194
Unit 15 Yunshou and Quedilong	210
第十五单元 云手和雀地龙	210
Unit 16 Shangbuqixing and Xiabukuahu	226
第十六单元 上步七星和下步跨虎	226
Unit 17 Bailianjiao and Dangtoupao	245
第十七单元 摆莲脚和当头炮	245
Unit 18 Jingangdaodui and Shoushi	262
第十八单元 金刚捣碓和收势	262



Part One Approaching Chen's Taijiquan

第一部分 走近陈氏太极拳

Unit 1 Taijiquan Is Good

第一单元 太极拳好



Learning Objectives

- | | |
|---|-------------------|
| 1. Briefly introduce the influence of Taijiquan. | 1. 简述太极拳的影响。 |
| 2. Talk about how to master more English words. | 2. 探讨如何扩大英语词汇量。 |
| 3. Learn the history of Chenjiagou Village and Chen Family. | 3. 了解陈家沟和陈氏家族的历史。 |

Stage 1 Warm-up

太极拳好
陈小平 一九七八年十一月十日



Dialogue 1 Taijiquan—an International Sport

对话1 太极拳——一项国际运动

A: Hi, Jack. Nice to see you.

B: Hi, Mary. Me too.

A: Do you know, what shall we learn today?

B: Of course, Taijiquan.

A: I mean what will we talk about in this class. You know it is the first **oral English**¹ class for Taijiquan.

B: Do you know why we learn it?

A: Because “Taijiquan is good.”

B: You got it. You know who wrote this **inscription**²?

A: Yes. Deng Xiaoping did it while meeting with Japanese friends in 1978.

B: Great! Perhaps it is the best **promotion**³ of Taijiquan. Now, Taijiquan has been spread to more than 150 countries **around the world**⁴.

A: Wait a minute. I remember that there is a “World Taijiquan Month” each year. Which month?

B: May. It was named by the **International Wushu Federation**⁵ in July 2000 to celebrate this increasingly **fashionable**⁶, **global**⁷ exercise. Since then people around the world increasingly regard it as a **fitness exercise**⁸.

A: I see. The exercise will attract more **enthusiastic**⁹ learners from around the world. As we know, Chen's Taijiquan is the oldest and most **authentic**¹⁰ of all Taijiquan.

B: OK. Mary, let's learn this wonderful fitness exercise.

甲: 你好, 杰克。很高兴见到你。

乙: 你好, 玛丽。见到你我也很高兴。

甲: 你知道我们今天学什么吗?

乙: 当然是太极拳喽。

甲: 我的意思是说, 这次课的重点是什么。你知道, 这可是第一次太极拳英语口语课。

乙: 你知道我们为什么要学习太极拳吗?

甲: 因为“太极拳好”啊。

乙: 对。那你知道谁写的这个题词吗?

甲: 知道。邓小平于1978年在会见日本朋友时题写的。

乙: 了不起! 或许那是对太极拳最好的推广了。如今, 太极拳已经传播到全世界150多个国家了。

甲: 等等。每年一次的“世界太极拳月”是几月份?

乙: 5月份。它是国际武术协会于2000年7月命名的, 目的是为了庆祝这个日益时尚的全球性运动。从那时起, 全世界的人们开始将其看作一项健身运动。

甲: 我明白。这项运动将会吸引世界上越来越多的热心学习者。据我们所知, 在所有的太极拳流派当中, 陈氏太极拳是最古老、最地道的。

乙: 好了, 玛丽。咱们一块学习这项了不起的健身运动吧。



Learning tips

1. oral English 英语口语 spoken English
2. inscription [ɪn'skrɪpʃən] *n.* 题词 inscribed words
3. promotion [prə'məʊʃn] *n.* 推广; 促进 making popular or successful
4. around the world 遍及全世界; 遍及全球 throughout or all over the world
5. the International Wushu Federation 国际武术联合会, 简称国际武联, 于 1990 年 10 月 3 日在北京成立
6. fashionable ['fæʃənəbəl] *adj.* 时尚的; 时髦的 popular or prevailing
7. global ['gləʊbl] *adj.* 全球的; 全世界的 worldwide
8. fitness exercise 健身运动 body building exercise
9. enthusiastic [ɪn,θju:zɪ'æstrɪk] *adj.* 热心的; 热情的 interested or eager
10. authentic [ɔ:'θentɪk] *adj.* 原汁原味的; 正宗的 original or real

手



hand

头



head

膝盖



knee

鼻子



nose

肩膀



shoulders

Dialogue 2 How to Master English Words?

A: Hello, Jack! Nice to see you.

B: Hello, Mary. Me too.

对话2 如何掌握英语词汇

甲: 你好, 杰克! 很高兴见到你。

乙: 你好, 玛丽。见到你我也很高兴。



A: You seem a bit **upset**¹. What's the matter with you?

B: There's something wrong with my English learning. I feel it quite difficult to master English words.

A: To tell the truth, it's not easy. But Jack, do you know who is with you now?

B: Thanks for the **reminder**². I nearly forgot you're the **master**³ of English vocabulary. Could you tell me some ways to help, Mary?

A: One **approach**⁴ to expand words is to sit down and **memorize**⁵ lists of words and their meanings.

B: I know that. But the more I memorize, the more I forget.

A: Another way is to refer to a dictionary.

B: **No kidding**⁶. But in today's fast world, how can I always carry a thick and heavy dictionary with me?

A: Sorry, it's really a **traditional**⁷ method, but it's effective. Since it doesn't suit you, you might as well do a guessing game. I mean you can learn words in **context**⁸.

B: Context? What do you mean?

A: Learn a word in a context. For example, in the sentence "There is a **dimple**⁹ in each of her cheeks, which makes her look more lovely", you can easily guess out what a dimple is.

B: I see. Thank you.

甲: 你似乎有点儿失落啊。怎么了?

乙: 我英语学习有点儿困难。我觉得英语单词太难掌握了。

甲: 说实话, 英语学习不容易。可是, 杰克, 你知道现在谁跟你在—起吗?

乙: 谢谢提醒。我差点儿忘了你是英语词汇大师了。玛丽, 你能告诉我一些英语学习方法吗?

甲: 扩充词汇的一个途径就是坐下来, 熟记大串的单词和其意思。

乙: 我知道。可是我记得越多, 忘得也越多啊。

甲: 另一种方法就是去查词典。

乙: 别开玩笑。在今天这个快节奏的世界, 我怎么能随身带着一本又厚又沉的词典呢?

甲: 抱歉, 这个办法虽然老气, 但是挺奏效。既然它不适合你, 那你不妨做个猜字游戏吧。我的意思是在上下文中学习单词。

乙: 上下文? 此话怎么理解?

甲: 在上下文中学单词。比如, 在“她的每个脸颊上都有一个酒窝, 这让她看起来更可爱”这个句子中, 你可以轻松地猜出来dimple的意思。

乙: 明白了。谢谢你。

Learning tips

1. upset [ʌp'set] *adj.* 心烦意乱的 unhappy or disappointed