

国家精品课程系列教材

顾卫星 叶建敏 主编

审阅: Alistair Boag

中华文明与地方文化英文导读

Highlights of Chinese Civilization and Local Culture



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Highlights of Chinese Civilization and Local Culture

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序

大学英语应用类课程系列教材是苏州大学英语教师多年来教学研究成果的结晶。为了更有效地提高中国大学生英语应用能力,大学英语教师们坚持不懈地学习和研究国内外外语教学前沿理论和研究成果,深入探讨外语学习成功的诸多因素,多视角地展开实验性教学研究。广大教师通力合作,理论联系课堂教学实践,从大学英语教学目标、课程设置、教材使用、教学方法、评估手段、教学对象、学习动机、学习策略等方面,广泛地展开了英语教学有效性的探索,并因此形成了本套系列教材。

随着我国基础英语教学水平的不断提高,大学阶段的英语教学应该更多地重视培养学生学以致用意识,着重提高学生综合应用英语的能力,引导学生通过口头、书面、计算机网络等途径学习和运用专业知识,获取和交流信息、开展和表达创新性思维,以便他们成为直接参与 21 世纪全球科学技术与经济发 展的优秀人才。

基于我们对大学英语教学总目标的新认识,并结合近年来广大教师课堂教学实践的成功经验,我们编写了《英语口语交际》、《大学英语写作与翻译:生成及其转换》、《跨文化交际与地球村民》、《中华文明与地方文化英文导读》、《英语影视欣赏》、《医学英语入门》、《大学英语综合能力训练》系列教材,并着力打造以下五个方面的特色:

(1) 教材题材和体裁广泛,课文取材既体现语言的经典性,又不乏

时效性；学生们既可以学到充满诗情画意的美文，又可以体验反映现代气息和幽默的当代谚语。

(2) 教材所承载的信息既反映了全球特色又表现了地方特色，尤其突出传播地方文化精华或某些学科专业知识；教材从课文到练习设计既注意满足当代大学生学习、生活、娱乐兴趣，又注意培养其思维的创造性、批判性以及深刻性。

(3) 教材练习的设计遵循二语习得的科学规律，力求创造条件以便学生展开由语言输入、大脑机制内化到语言输出的循环运用活动；学生语言运用范围普遍涵盖了从词汇与语块、单句与段落直到篇章的多重层面。

(4) 教材的编写博取多种外语教学法的长处，精心设计人际、人机途径的听、说、读、写、译语言运用练习，以求满足不同学生学习风格的需求；同时，任务型、项目型练习既注意锻炼学生的自主学习能力，又促进学生合作学习能力的发展。

(5) 教材的设计还充分利用外语学习中的学习评估作用，尤其强调过程性评估对促进学生学习和教师教学效果改善的作用，从而促进学生在学习和运用外语的过程中不断调整其学习计划、学习重点和学习策略。

毋庸置疑，本套系列教材既充分反映了国内外最前沿的外语教学理念，又及时吸取了来自课堂教学一线创新性实践的成功经验，为我国当代大学生创造了一个理想的英语学习和运用世界。

孙倚娜

2008年7月



Preface

When the Olympics opened on August 8, 2008 in Beijing, we saw Chinese civilization and national harmony being showcased. Here is what Western media were excited about: “The world sees China as it sees itself and as it wants to be seen by the world. The opening ceremony of the Olympics was about China’s historical achievements and its dreams of future success.” The rich Chinese cultural heritage and civilization demonstrated in the opening ceremony of the Beijing Olympics made the world fascinated.

China, an ancient and beautiful land with a long history, has not only nurtured countless generations of the Chinese people, but also created splendid civilization in philosophy, history, education, science and technology, ethics, morality, cultural identity, national character, life orientation, social order, folks and customs, which are also indispensable parts of the world culture. In the long historical development, the Chinese civilization has made unique contributions to the world.

Chinese civilization has a history over 5,000 years, and it is not possible for any single book to cover all the aspects. *Highlights of Chinese Civilization and Local Culture* only provides a general introduction, attempting to inspire further interest and exploration.

In the 21st century, the world has welcomed an era of new cultural integration, with different cultures accelerating their globalization processes.





Highlights of Chinese Civilization and Local Culture

As China needs to absorb the excellent aspects of the world cultures for its modernization progress, the world, whether the East or the West, also needs to take in Chinese cultural elements for further development. Also in the 21st century, China needs to know about the world more and the world needs to understand China better. The introduction of Chinese knowledge, culture and tradition will certainly help the world to have a better insight into China.

To introduce the Chinese culture and civilization to the world, college English teaching bears the responsibility. *College English Curriculum Requirements* stipulated the objective of college English teaching in the new century is “to develop students’ ability to use English in an all-round way, especially in listening and speaking, so that in their future work and social intercourses they will be able to exchange information effectively through both spoken and written channels and improve their cultural quality so as to meet the needs of China’s social development and international exchanges”.

Highlights of Chinese Civilization and Local Culture aims to develop college English learners’ sustainable ability to use English in an all-round way. English in China is a foreign language, and English learning cannot be separated from the native culture. English teaching, whether in the form of listening and speaking instruction or in the means of reading and writing training, must be endowed with new, concrete and practical teaching materials and contents. The introduction of the Chinese cultural knowledge, including regional cultural elements, not only provides vivid and understandable teaching materials for college English learners, but also enables college English learners to accurately and properly express Chinese cultural information in both spoken and written channels.

Highlights of Chinese Civilization and Local Culture hopes to improve college English learners’ cultural quality. As far as English learners’ cultural

quality is concerned, two cultures are certainly involved at least, English culture and Chinese culture. Unfortunately, there exists obvious deficiency (some scholars use the term “aphasia”) in the instruction of the Chinese language and culture for college English learners. “Chinese education has become a problem not only in foreign language field, but also in all academic circles.” This deficiency makes, to some extent, Chinese English learners ignorant of proper Chinese cultural expressions, affects the cultivation of their translation ability, and hinders the improvement of their comprehensive cultural quality.

Highlights of Chinese Civilization and Local Culture expects to promote college English learners’ cross-cultural communication. Cross-cultural communication is the information exchange and dialogue between and among different cultures. Obviously, the introduction of English culture alone cannot meet all the needs of cross-cultural communication, because cross-cultural communication also means to promote to the world traditional Chinese cultural elements. To meet the needs of China’s social development and international exchanges, college English learners’ cross-cultural communication practice lies more in introducing Chinese cultural knowledge.

Highlights of Chinese Civilization and Local Culture in accordance with “institutions of higher learning should set their own objectives in the light of their specific circumstance”, introduces the highlights of the local culture, with an aim to provide college English learners with better opportunities for regional development and growth.

The compilers of *Highlights of Chinese Civilization and Local Culture* sincerely hope that the book will arouse college English learners’ greater interest in Chinese culture in their college study and have better cross-cultural communication performance in their future work and social intercourses.





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Part One

Chinese Civilization



Chapter 1

GENERAL SURVEY

I . Geography

China lies in the east of Asia and west of the Pacific Ocean, backing the land and facing the sea. Covering one fourth of the Asian land area, or one fifteenth of that of the world, China starts in the north from the central line of the main channel of the Heilongjiang River, extending south to the Zengmu Reef of the Nansha Islands, with a north-south length of 5,500 km. Beginning in the east at the confluence of the main channels of the Heilongjiang and the Wusulijiang Rivers, China reaches the Pamier Plateau in Xinjiang Uygur Autonomous Region in the west, with a east-west distance of 5,000 km.

China's topography varies in all types, including mountainous regions, plateaus, hills, basins, plains, Gobi, deserts, and caves, which are all typical and magnificent. The Qingzang Plateau, called "the roof of the world", is the highest step in China's three-step topography, descending gradually from the west to the east, with an average elevation of 4,000 m. Around the highest step are the Kunlun Mountain, the Qilian Mountain, the Longmen Mountain, and the Daliang Mountain. At the east edge of the low step lie shallow sea slopes which are no more than 200 m deep. Mount Qomolangma in the bordering area between China and Nepal is the highest peak on the



earth.

The whole country can be divided into three natural topographical districts: the eastern moist monsoon areas with running waters; the northwestern drought areas with a mixture of wind erosions, ice erosions and running waters; the Qingzang high and cold areas with ice cold and wind erosions.

China is one of the countries in the world which have the most rivers. There are over 1,500 rivers covering 1,000 km² in area. The most famous ones are the Yangtze River, the longest in China and Asia and the third longest in the world, and the Huanghe River (also called the Yellow River), the second longest in China. There are also many man-made rivers, of which, the Grand Canal is the oldest and the longest in the world. Starting from Beijing in the north and ending at Hangzhou in the south, the Canal, with a total length of 1,800 km, flows through Beijing, Tianjin, Hebei, Shandong, Jiangsu and Zhejiang and connects the river systems of the Haihe River, the Huanghe River, the Huaihe River, the Yangtze River, and the Qiantangjiang River. The 2000-year-old Canal, as famous as the Great Wall, has played very important transportation and irrigation roles from the north to the south. China's rivers, by their flow circulation patterns, can be divided into external and internal rivers.

II . Nationality

China is a unified multi-national country. Ever since the ancient time, the Han nationality and the minority nationalities have altogether experienced historical ups and downs. Together these nationalities have developed this vast and fertile land, created the splendid Chinese history and culture, and made great contributions to the unification of China.

The current Chinese nation consists of 56 nationalities, of which, the Han nationality covers 91% of the whole population. The following are introductions of the Chinese minority nationalities.

1. Population and Distribution

Beginning from 1953, China has organized four large scale nationality identification investigations. By 1954, the Chinese government had identified 38 nationalities. Further to 1964, another 15 had been identified. The Geba nationality was identified in 1965 and Jinuo in 1979. In 2000, the total Chinese population was 1.26583 billion, of which, the Han nationality had 1.15940 billion (91.59%), and the minority nationalities covered 106.43 million (8.41%). Also, of the 55 minority nationalities, 18 had a population over 1 million. They were the Mongolia, the Hui, the Zang, and the Zhuang. There were also 15 minority nationalities, such as the Lili, the Wa, and the Fan nationalities, whose population was more than 100,000 but fewer than 1 million. Another 15 minority nationalities had a population more than 10,000 but fewer than 100,000, for example, the Brown, the Shala, and the Maonan nationalities were included. There were still another seven minority nationalities whose population was fewer than 10,000. They were the Menba, the Elunchun, and the Dulong nationalities were included. There were another 734,000 people whose nationalities were not identified. The minority nationalities, fewer than 10% of the whole population, were extensively distributed over the autonomous regions covering over 60% of the whole land.

Because of historical and geographical reasons, there was a sharp difference in population density between the minority nationalities and the Han nationality in the coastal areas. In general, the distributions of the Chinese minority nationalities have their own features.

Firstly, there are small but mixed inhabitations. The minority nationalities mostly live in the southwest, northwest, northeast provinces and autonomous regions. The 1,200 national communes, 120 autonomous banners, and 30 autonomous counties in five autonomous regions of Inner Mongolia, Xinjiang, Tibet, Guangxi and Ningxia are the living areas of the minority nationalities. But in the above mentioned



areas also live many Han nationality people. For example, in Inner Mongolia, Guangxi and Ningxia, the population of the Han nationality exceeds the population of the minority nationalities. Similarly, the Han nationality living areas are also inhabited by many minority nationalities.

Secondly, there is extensive distribution. The minority nationalities mainly live in the western and frontier areas. The figures of the population census in 2000 indicated that all nationalities were evenly distributed in 30 provinces and regions, and 29 nationalities were distributed in all provinces and regions. 11 provinces and regions had 56 nationalities, which took up 35.5% of the total provinces and regions. The population census in 2000 indicated that the total minority nationality population in Guangxi, Yunnan, Guizhou and Xinjiang covered over a half of the whole minority nationality population.

(1) Religious Belief

Most minority nationalities have their own religious beliefs. In the long process of historical development, religions have had influence on the economies, cultures, customs and habits of the minority nationalities. Some minority nationalities collectively believe in a certain religion. For example, 10 minority nationalities believe in Islam, three of which are the Hui, the Uygur, and the Kazakh. Some other minority nationalities still follow some traditional rituals, including ancestor worships, totem, witchery, and Saman. Some of these are the Dulong, the Nu, the Jingpo, the Gaoshan and the Elunchun nationalities.

(2) Custom and Habit

The different geographical locations, religious beliefs, working ways and lifestyles have enabled the minority nationalities to have formed different customs and habits, which are demonstrated in food and drink, daily living, clothing, festival and entertainment.

The Zang nationality shows courtesy by presenting Hada and the Bai nationality shows respect by offering “three courses of tea”. In food and drink, the Dong nationality prefers camellia oil tea. The Uygur