

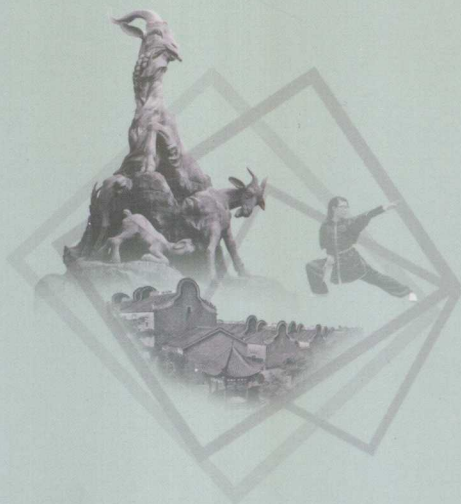
大学英语拓展课程系列规划教材

# 中华文明及广东文化

HIGHLIGHTS OF CHINESE CIVILIZATION AND CANTONESE CULTURE  
READING, WATCHING, LISTENING AND SPEAKING

## 英文阅读与视听说

主 编 张仁霞 钟 坚  
副主编 丁 力



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# 前言

现在越来越多的外国人学汉语，西方人也开始研究学习甚或痴迷于古老的东方智慧，但是大学英语教材和教学过度强调英美文化，造成了大学生集体出现本族文化失语症，面对外国友人不知道如何表达中国文化，无法胜任中国优秀传统文化的对外传播。

本书的目的是培养学生对中华民族传统文化和广东区域传统文化对外传播的意识和能力。通过各类文化主题内容的阅读、视听说和课后练习，让学生掌握关于中国文化的基本词汇和表达，促进学生的中国传统文化人文素质的提高和语言基本功训练，提高学生在对外交流中弘扬民族文化的意识和能力。

本书既反映了中华民族特色又彰显了地方特色：既有汉字，文化历史与名胜古迹，中华武术，中医，中华传统艺术，民间艺术，中华服饰，中国古典文学，中华传统节日和习俗，中华饮食文化，中华建筑，中华传统思想、哲学和宗教等中华传统文明；又精选了广东传统文化内容，包括粤语、越秀公园、五羊石像、南越王墓、李小龙、广东凉茶、粤剧、舞狮、中山装、迎春花市、冬至习俗、广州早茶文化、粤菜、潮汕功夫茶、陈家祠堂、广州骑楼、开平碉楼、禅宗、六祖慧能等具有浓郁广东地方特色的文化内容。

本书综合视听说和阅读材料，体现“做中学”的理念。每个话题构成一个单元，每个单元分别以简介、阅读、视频、练习等部分组成。阅读又分为问题导入、阅读文章、生词、注释、阅读理解题、读后活动以及补充阅读材料等。视频也分为导入、单词、注释、视听理解题、观后活动等。其中读后活动和观后活动的“Learn by Doing”是基于“做中学”的理念，通过同学们的讨论、小组合作完成一项任务来达到语言训练和了解文化的目的。练习包括基于阅读文章的单词练习、句子翻译练习以及一些学生需要课下进行的调查实践练习，再次体现“做中学”的理念。从而让学生在体验和互动以及文化自豪感的积极情感的配合下，学习语言 and 了解文化。

中共十七届六中全会提到：“中国共产党从成立之日起，就既是中华优秀传统文化的忠实传承者和弘扬者，又是中国先进文化的积极倡导者和发展者。”中共广东省委十届七次全会出台了《广东省建设文化强省规划纲要（2011—2020年）》，明确提出“提高现代文化传播能力，增强广东文化辐射力”和“实施文化走出去工程”等具体目标、任务和要求。广东的对外交流日益增多，



文化对外传播的任务与广东学生中华传统文化缺失的现状已经不相称。广东要建设文化大省，必须充分挖掘本土资源，进一步加大对对外文化交流的力度，丰富对外文化交流的形式，让更多的文化产品和文化活动进入国际市场，扩大广东文化在世界上的影响力。相信本教材对于中华传统文化的弘扬以及广东对外交流人才的培养是有帮助的。

本书共 10 个单元，分别由曾加劲、梁雪琼、谭文婷、关银霞、郭姗姗、谭云芳、刘欢、高阿林、龚娟、张仁霞编写，全书由张仁霞与钟坚审核并统稿，丁力参与了本书的审核工作，并提供有价值的材料。

英国 Huddersfield 大学的 Jane Burrows 以及 Ian Rushton 对本书的编写提供了帮助，在此表示最真诚的感谢。

本书可作为大学英语后续拓展课程的教材，也可作为外国留学生学习中国文化的用书，还可作为对中华文明及广东文化对外传播感兴趣的人的参考用书。

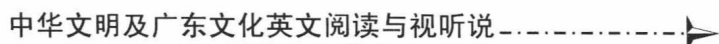
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张仁霞

2012 年 11 月

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# Unit 1 *Chinese Characters*

## Introduction

Written language is a visual symbol system which is based on the spoken language, so the characters' functions are to convert the spoken language into the written one. As with all other characters in the world, the Chinese characters record the Chinese language from the beginning of its development. The question is, "How do Chinese characters record Chinese language?" The Chinese characters represent the speech purpose of Chinese in its written form, so it has three elements: figure, sound and meaning.

Perhaps the correspondence between the Chinese character units and speech **constituent** (构成) can be confusing; sometimes one unit represents a Chinese word; sometimes it is a **morpheme** (语素); and at other times it is a syllable.

Chinese is the oldest extant character system; Egyptian **hieroglyphs** (象形文字) and **Mesopotamian** (美索不达米亚) **cuneiform** (楔形文字) have long ceased to be used.

When did Chinese characters originate? It is difficult to reach a convincing conclusion at present. According to archaeological evidence, the basics of Chinese characters appeared in the late primitive society. In 1974, Chinese archaeologists found four **pictographic** (象形文字的) symbols from **Dawenkou** (大汶口) relics in Shandong Province. Comparing the symbols with the inscriptions on bones, shells and bronze, experts eventually confirmed the relationship between them. Since Dawenkou relics are more than four thousand years old, we know that the Chinese characters have a very long history.



## Part I Reading

### Text A The Legend of Cangjie

#### Activity 1 Lead-in Questions

1. Do you know how Chinese characters were first invented?
2. Share with your partner any legends you know about the Chinese characters.
3. There are many differences between Chinese characters and Western language forms.  
List as many of these differences as you can.

*“When Cangjie created writing, heaven rained millet and the ghosts wailed at night.”*  
—Huainanzi

This is a description of what happened when Chinese characters were created.

Legend tells us that Cangjie was a very important figure in ancient China (2650 B. C. ). He is said to have been a **bureaucrat** during the **reign** of the **Yellow Emperor** and is credited with being the inventor of Chinese characters. Legend has it that he had four eyes and four **pupils** and that when he invented the characters, as the above legend suggests, the ghosts cried and the sky rained millet, as it marked the beginning of the world.

Shortly after unifying China, the Yellow Emperor, being terribly dissatisfied with the “**rope knot tying**” method (e. g. , *Quipu*) of recording information, charged Cangjie with the task of creating a more reliable system of writing. Cangjie, a wise man who had faith in, and loyalty to, the great emperor, and the desire to contribute to the culture capital of the nation, then settled down on the bank of a river and devoted himself to the completion of the task at hand. However, even after devoting much time and effort during his **prolonged** period of **reflective** practice, he was unable to create even one character. At this point, lesser **mortals** would probably have given up the project in vain, but not our strong-willed hero Cangjie. Fortunately, Cangjie was able to draw on support from colleagues in the animal kingdom where he became accepted as a non-threatening presence at the river bank.

Like human society, animals have their positions, roles and responsibilities and the **phoenix** was persuaded by her husband, the dragon, to adopt the role of bearer of good

news. The next day, Cangjie **rejoiced** at the sight of the phoenix flying in the sky above, carrying an object in its **beak**. The object fell to the ground directly in front of Cangjie, just narrowly missing his left ear and he screamed “My God! That was close!” Cangjie recognized the object to be an impression of a **hoof-print** although, not being able to recognize which animal the print belonged to, he asked for the help of a local hunter who was passing by on the road. The hunter told him that it was, without a shadow of doubt, the hoof-print of a **Pixiu**. The fact that it was different from the hoof-print of any other living beast greatly inspired Cangjie. Cangjie was left believing that, if he could capture in a drawing the special characteristics that set apart each and every thing on the earth, then he would truly be in the position to develop the perfect kind of character for writing. From that day forward, Cangjie studied the animals of the world, the landscape of the earth, and the stars in the sky. He paid close attention to the characteristics of all things including the sun, moon, stars, clouds, lakes and oceans as well as all manners of birds and beasts. He began to create characters according to the special characteristics he found, and before long, had **compiled** a long list of characters for writing and finally had invented a symbolic system called zì — Chinese characters.

To the delight of the Yellow Emperor, Cangjie presented him with the complete set of characters. The emperor then called the **premiers** of the nine provinces together in order for Cangjie to teach them the new system of writing in what many people suspect may have been the first format of a formal and structured education system. As a result, monuments and temples were erected in Cangjie’s honor on the bank of the river where he created these characters and the phoenix won the **undying** respect of her husband because she had done what he asked her to do. (637 words)

(This article is edited from: <http://www.ask.com/wiki/Cangjie?qsrc=3044>.)

### **Related Readings**

1. [http://en.wikipedia.org/wiki/Chinese\\_calligraphy](http://en.wikipedia.org/wiki/Chinese_calligraphy)
2. <http://www.bbc.co.uk/news/world-asia-pacific-14693677>
3. <http://ts.hjenglish.com/page/345990/>
4. [http://en.wikipedia.org/wiki/Talk:Chinese\\_character/Archive\\_1](http://en.wikipedia.org/wiki/Talk:Chinese_character/Archive_1)
5. <http://faculty.virginia.edu/cll/chinese/introduction.html>
6. <http://guodongr.blog.sohu.com/8594554.html>
7. <http://english.cntv.cn/program/learnchinese/20100803/100891.shtml>
8. [http://www.china.org.cn/video/2009-11/18/content\\_18911578.htm](http://www.china.org.cn/video/2009-11/18/content_18911578.htm)
9. [http://en.wikipedia.org/wiki/Chinese\\_character](http://en.wikipedia.org/wiki/Chinese_character)



## New Words and Expressions

millet [ˈmilit] <i>n.</i> 小米, 粟	wail [weɪl] <i>vt. &amp; vi.</i> 哭叫, 哀号
bureaucrat [ˈbjʊərəʊkræt] <i>n.</i> 官员; 官僚	
reign [rein] <i>n.</i> 统治; 在位期间 <i>vi.</i> 统治	
pupil [ˈpjuːpl] <i>n.</i> 瞳孔	knot [nɒt] <i>n.</i> (绳等的) 结
prolonged [prəʊˈlɒŋd] <i>adj.</i> 持续很久的	reflective [rɪˈflektɪv] <i>adj.</i> 沉思的
mortal [ˈmɔːtl] <i>n.</i> 凡人	phoenix [ˈfiːniks] <i>n.</i> 长生鸟; 凤凰
rejoice [riˈdʒɔɪs] <i>vi.</i> 欣喜	beak [bi:k] <i>n.</i> 鸟嘴
hoof [huːf] <i>n.</i> 蹄	hoof-print [ˈhuːfprɪnt] <i>n.</i> 蹄印
compile [kəmˈpaɪl] <i>vt.</i> 编译; 编制; 编纂	
premier [ˈpremiə] <i>n.</i> 首相, 总理	
undying [ʌnˈdaɪɪŋ] <i>adj.</i> 不朽的; 永恒的	

## Notes

1. When Cangjie created writing, heaven rained millet and the ghosts wailed at night.  
“仓颉作书而天雨粟，鬼夜哭。”此句出自：《淮南子·本经训》。
2. *Huainanzi* 《淮南子》。又名《淮南鸿烈》《刘安子》，是我国西汉时期创作的一部论文集，由西汉皇族淮南王刘安主持撰写，故而得名。该书在继承先秦道家思想的基础上，综合了诸子百家学说中的精华部分，对后世研究秦汉时期文化起到了重要作用。
3. Yellow Emperor 黄帝（公元前 2697 — 公元前 2599 年）。黄帝号轩辕氏。因有土德之瑞，故号黄帝。他因首先统一中华民族的伟绩而载入史册。黄帝、颛顼、帝喾、尧、舜即是五帝。所以说黄帝是五帝之首。黄帝与炎帝都被看做是华夏民族的始祖，故中国人有时自称“炎黄子孙”。
4. rope knot tying 结绳记事。结绳记事是文字发明前，人们所使用的一种记事方法，即在一条绳子上打结，用以记事。上古时期的中国及秘鲁印第安人皆有此习惯，即使到了近代，一些没有文字的民族，仍然采用结绳记事来传播信息。
5. Quipu 发音“魁普”([ˈkiːpu])，是印加人（西班牙人征服前的秘鲁王国的印第安人）使用的作为记录和发送信息的一种结绳文字。
6. Pixiu 貔貅。古书上记载的一种凶猛的野兽，能吞万物而从不泄，故有纳食四方之财的寓意。

**Activity 2 After-reading Exercises**

I. Choose the correct answer for each of the following statements according to Text A.

1. The first paragraph describes Cangjie as having \_\_\_\_\_.  
A. two eyes and two pupils                      B. four eyes and two pupils  
C. two eyes and four pupils                      D. four eyes and four pupils
2. According to Paragraph 2 of the text, the concept of “rope knot tying” means \_\_\_\_\_.  
A. a means of measuring the depth of water from a river bank  
B. a means of recording information in ancient China  
C. a means of trapping phoenix in ancient China  
D. a means of satisfying the Yellow Emperor during the unification of China
3. The text suggests that Cangjie’s relationship with the Yellow Emperor can be described as \_\_\_\_\_.  
A. loyal and faithless                              B. loyal and friendly  
C. faithful and loyal                                D. faithful and lovable
4. Which of the following best describes Cangjie’s relationship with the animal kingdom?  
A. A good communicator.                      B. A collector of animals.  
C. A coordinator of animals.                      D. A colleague of animals.
5. The written account suggests that the first Chinese character probably was \_\_\_\_\_.  
A. a Pixiu’s hoof-print                              B. a human’s foot-print  
C. a phoenix’s claw print                              D. a dragon’s claw print
6. Linguists believe this account justifies Chinese characters as being \_\_\_\_\_.  
A. a unique representation of everyday matter  
B. alphabetically structured  
C. not symbolically expressed  
D. easy to pronounce
7. The Yellow Emperor gathered together a group of people to be the first ones to learn the new writing system. They were the \_\_\_\_\_.  
A. ambassadors                                      B. councilors  
C. Pixiu    D. premiers
8. The emperor was overjoyed to receive from Cangjie \_\_\_\_\_.  
A. a complete set of ivory chopsticks  
B. a complete set of cigarette cards



- C. a complete set of characters  
D. a complete set of quiz questions
9. Cangjie was credited with inventing \_\_\_\_\_.  
A. the first millet grinder                      B. the “rope knot tying”  
C. the first anti-phoenix gun                      D. the first Chinese characters
10. Which of the following adjectives has not been used in the text to describe Cangjie?  
A. Reflective.                                      B. Reliable.  
C. Devoted.                                        D. Strong-willed.

## II. Work in groups to discuss the following questions.

What are the differences between a legend and a historical account of an event? Reading the text from a purely historical point of view, what do you think is missing from this version of the legend of Cangjie?

### Activity 3 Learn by Doing

Directions: In groups, discuss ways in which the missing parts of the story could be discovered and give a report.

## Text B Approaching Chinese Characters

### Activity 1 Lead-in Questions

1. Legend says that Cangjie created Chinese writing. Do you believe it? Why or why not? If not, how do you think Chinese characters originated?
2. With a partner, list as many characteristics of Chinese characters as you can. You can think about the sound, shape and meaning of these Chinese characters.

Knowledge of Chinese characters provides a useful basis for anyone wishing to understand China itself. Chinese is one of the world's oldest, most mysterious, and most charming languages. Every character is a picture, a note, and has a story, a history, even a soul. To approach China, let's approach Chinese characters as a start; to know China, let's first make friends with its characters.

#### *Invention of Chinese Characters*

In ancient China, an unusual man was born with four eyes, which gave him the talent to see things far away, with great vision and amazing accuracy. He also had the ability to memorize anything he had seen and never forget it. This man's name was Cangjie and it was he who, according to legend, invented Chinese characters.

About four to five thousand years ago, Cangjie worked as an historian under the



Yellow Emperor, who we regard as the ancestor of Chinese people. Once he went hunting with the emperor. Seeing how experienced hunters could tell different animals by the trail they left on the ground, Cangjie had an idea. He suggested that they should draw signs based on the shape of objects so as to record the things that represent different **tribes**. The Yellow Emperor approved of the idea and commanded him to go around tribes and teach them the method. Thus, Chinese characters originated.

Modern **archaeology** has discovered that even ten thousand years before the Yellow Emperor's time, signs that were the early forms of Chinese characters had been **inscribed** in rock drawings, which, in part, reveal the secret of the origin of Chinese characters.

In reality Chinese characters were created in everyday life by Chinese people, and passed down from generation to generation. It is likely that it was Cangjie who collected them.

### ***Word-formation of Chinese Characters***

The hieroglyph is the earliest form of Chinese written characters. Hieroglyphic writing is based on drawing objects. For example, in ancient Chinese, “山” (hill) was written as 𡵓 which looks like a hill, “日” (sun) was written as 𠂔 which looks like the sun, and field as 田. Similarly, “月” (moon) looks like the moon, “水” (water) looks like a river and “目” (eye) looks like an eye.

### ***Early Development***

However, there is a great limitation to forming words by drawing pictures. Some objects cannot be represented by drawings, and abstract principles, like truth, cannot be drawn. So, meaning and sound were added to shapes when creating characters. Thus, six invention laws of Chinese characters developed, i. e. **pictographs**, **self-explanatory characters**, **pictophonetic characters**, **associative compounds**, **mutually explanatory characters** and **phonetic loan characters**.

Statistics show hieroglyphs only account for 5% of the total number of Chinese characters, yet they are significant in helping us learn about the origin and creation of Chinese writing.

### ***Structure and Writing Sequence***

Chinese characters are in the shape of squares, and therefore are called “**square words**”. Every character takes about the same amount of space and is composed of several **strokes**, which include the heng (horizontal stroke), shu (vertical stroke), pie (a long left-falling stroke), dian (dot), na (right-falling knife-shaped stroke), ti (short right-rising stroke), etc. There are fixed rules about the direction and sequence of strokes, and this is called “orders of strokes”.