

A PASSAGE TO CHINESE CULTURE

中国文化之旅

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序

汤因比（1889—1975），为英国史学泰斗。他说，21 世纪将是中国文化的时代，中国文化将是 21 世纪人类走向全球一体化、文化多元化的凝聚力和融合器。

听起来，我们确实有些高兴，高兴之余，也有点不安。我们该怎么办？在这片土地上，在整个中华民族里，我们的文化能够塑造 5000 年的灿烂民族文明；但在全球化的今天，我们的民族文化又能否承受“兼济天下”之重呢。

21 世纪伊始，“中国文化”热浪正在全球传播。无论是近期中央电视台黄金时间连续播出的《大国外交》《辉煌中国》，还是英国 BBC 公司倾力打造的《中国的故事》《美丽中国》《中国新年》《野性中国》《舌尖上的中国》等一部部作品，无不讲述着中国的故事，无不传递着中国的声音。在街头小巷、饭馆茶肆，我们倾听着老人们讲述着以往故事，注视着老人们满眼里的泪水，感受着这些话语里的自豪。看着老人们坐在电视机前，一遍遍聆听着中国当代的故事。人们的目光跟着习主席的步伐，来到农家，在炕头上盘腿而坐，倾听农民的心声；或进厂矿，和工人兄弟们促膝而谈。我们感受到了那种情怀、那种自信、那种自豪、那种责任意识。

外交的自信、经济发展的自信，源于文化的自信、源于道路的自信，源于整个民族 5000 年不间断文明的自信。

进入全球化时代，中国文化正从各个方面受到重视。伴随着中国文化的对外传播，高校外语教育工作者该如何更好地发挥自身的作用呢？

作为高校外语工作者，在高校外语教学过程中，笔者深切地感到民族文化自信在对外文化交流中意义深远。外语工作者在传播西方文化的同时，更应该首先关注民族文化，积极传播民族文化，讲好中国的故事。

中国文化之旅

尤其是在培养自身的自信及莘莘学子的民族文化自信的时候，以及在对外传播意识的时候。为了培养这种文化自信意识，笔者选择了英国 BBC 广播公司以精准英语、精心制作的中国文化系列教学材料，精心编辑成书，以满足大学师生和文化爱好者的渴求，为全球一体化、文化多元化，贡献微薄之力。

笔者水平有限，错误难免，希望读者不吝指正。

编者

2018 年 2 月于北京

前 言

根据高等院校英语专业中国文化教学大纲要求，笔者编写了《中国文化之旅（*The Passage to Chinese Culture*）》专业教材，供高校英语专业及其他专业英语师生能与民族文化相结合和学习使用。在加强大学生英语基础教学的同时，大学英语教学的重点应该是侧重中国文化的阅读与传播。通过对民族文化的社会、文化、政治、经济、文学、历史、宗教、风土人情等，风格各异各类材料文章，来积累丰富民族文化知识，并为加强民族文化自信而学习。

根据多年的英语教学经验，以及在对外文化交流中遇到的问题，有众多英语专业师生难以正确表述的民族文化术语、内涵，以及难以讲好听好懂的中国故事等尴尬现象。笔者编写的这部教材，旨在提升学生英语水平的同时，更好地理解 and 讲述民族文化，规范对外文化交流中民族文化术语及内涵，进而加强民族文化自信。为此，笔者选编了以 BBC 纪录片为核心的，包括地理、历史、饮食、节假日为主的多个方面材料。在编写过程中，秉承了讲述中国历史文化的同时，传播正能量，剔除材料中个别对于中国历史文化中误解偏见以及负面观点。

全册共分为地理、饮食、节假日、历史四部分，计 19 单元，每个单元结构如下所述。

第一部分，主要是地理部分。讲述中国地理，涉及自然文化、风景以及美学意义，激发学生对祖国大好河山的自豪感和讲好祖国美丽山水的基本能力。

第二部分，主要是中国美食文化简介。通过对中国特色美食文化展示，凸显具有地方特色、民族特色的饮食文化，更好地讲述中国悠久历史文化内涵。更好地向世人展示中国人的民以食为天理念。

中国文化之旅

第三部分，主要是中国传统文化中的过新年。中国传统文化中的过新年对整个世界的影 响，以及所传达的民族文化内涵。由此进一步阐释 5000 年连续文明的背景及内涵。

第四部分，是中国历史文化部分。讲好中国的故事是关键。中国故事反映了历史文化，秉承了整个民族文化，也是民族文化的脊梁。简要阐述了寻根问祖、丝绸之路、大唐盛世、两宋文化科技、大明王朝航海时代，以及大清帝国、新中国成立前后，一步步走向辉煌的历史。客观、真实地诠释了中华民族历史文化，在兴旺发达的进程中见证辉煌 的过去及展望民族复兴的未来。

在教材编写过程中，笔者得到许多同人的大力支持及建议，在此表示深切感谢。由于编写组成员的知识水平有限，对材料的理解度和感知力不同，书中存在的问题及差错在所难免，希望读者予以指正。

罗学锋

2018 年 2 月

目 录

(Contents)

Part I Geography

Chapter One Heart of the Dragon	(3)
1.1 The last hidden world——China	(3)
1.2 Rice and swallow in the warm subtropical south of China	(4)
1.3 The Karst and the caves	(7)
1.4 The endangering wildlife of the South and the protection	(11)
1.5 A review of the South of China	(15)
Chapter Two Shangri-la	(18)
2.1 Introduction	(18)
2.2 The different ethnic groups and the dwelling animals	(18)
2.2.1 The Dai people and the Water Splashing Festival	(18)
2.2.2 The Lisu people and the Yunnan snub-nosed monkey	(19)
2.2.3 The Chinese red panda	(20)
2.2.4 Abundant plants and the Plant Hunters	(20)
2.2.5 Various animals and the bamboo	(23)
Chapter Three Tibet	(31)
3.1 Introduction of Tibet	(31)
3.2 Tibetan religion	(33)
3.3 Various wild creatures	(34)
3.3.1 The hot spring snake	(34)

3.3.2	The jumping spider	(35)
3.3.3	Chiru	(36)
3.3.4	Yak	(37)
3.3.5	Yatsa gunbu	(37)
3.3.6	The spiritual culture and conservation	(38)
3.3.7	The black-necked crane	(39)
3.3.8	The pika	(40)
3.3.9	Threats to the wild animals	(41)
3.4	Tibet's most secret corner	(42)
3.4.1	The Yarlung gorge	(42)
3.4.2	Mount Kailash	(42)
3.4.3	Tibet's glaciers	(44)
Chapter Four Beyond the Great Wall		(46)
4.1	Introduction of the Great Wall	(46)
4.2	The Northeast China	(47)
4.2.1	The Black Dragon River and the Hezhe people	(47)
4.2.2	Wild animals in the south of the Black Dragon River	(48)
4.2.3	Changbaishan	(49)
4.3	The Mongolian Steppe	(50)
4.3.1	The grasslands	(50)
4.3.2	The Mongolian and horses	(51)
4.3.3	Bayanbulak	(51)
4.3.4	Swans	(51)
4.3.5	Gazelles	(52)
4.3.6	Jiayuguan	(52)
4.4	The Taklimakan	(53)
4.4.1	The silk and the Silk Road	(53)
4.4.2	Sea of Death	(54)
4.4.3	Turpan oasis	(56)
4.4.4	Kashgar	(57)
4.5	Tian Shan	(57)
4.5.1	Kazakhs	(58)
4.6	The Junggar Basin	(58)

4.6.1	Hamsters	(59)
4.6.2	Wild horses	(59)
4.6.3	Golden eagle and hunters	(60)
4.7	Harbin	(61)
Chapter Five Land of the Panda		(62)
5.1	Introduction	(62)
5.2	Exploration journey	(63)
5.2.1	Ideas about relations between man and nature in Beijing	(63)
5.2.2	Influence of the Loess Plateau and the Yellow river on Chinese people	(64)
5.2.3	Relations between man and wild animals in Qinling Mountains	(65)
5.2.4	The relationship between the Chinese people and their environment	(67)
5.3	Hope for human living in harmony with nature in China	(75)
Chapter Six Tides of Change		(78)
6.1	Introduction	(78)
6.2	Journey of cranes from north of China to the south	(78)
6.2.1	The red-crowned cranes in northern China's Haling Nature Reserve	(78)
6.2.2	Friendship between swans and human in Mount Jinping	(79)
6.2.3	Snakes and birds in Shedao Island	(81)
6.2.4	Fishing and jellyfish in Chuwang Harbour	(82)
6.2.5	Milu in Jiangsu Province	(83)
6.2.6	Birds in Yancheng	(83)
6.2.7	Living creatures in the Yangtze River	(84)
6.2.8	From hunters to conservationist in Chongming Island	(85)
6.2.9	Bigger invasion to birds and river life in Shanghai	(85)
6.2.10	Tea planting in Tami Mountains	(86)
6.2.11	Migrating birds in Hongkong harbour	(89)
6.2.12	Chinese white dolphins in Landau Island	(90)
6.2.13	Carol and coral reefs in the South China Sea	(91)
6.2.14	The wild macaques in the Dongzhaigang Mangrove	

Reserve	(92)
6.3 The path chosen for Chinese economic development and environmental protection	(93)

Part II China—A Culinary Adventure

Chapter Seven Beijing	(97)
7.1 Introduction of the journey	(97)
7.2 City dishes	(98)
7.2.1 Noodle	(98)
7.2.2 Stir-fry of aubergines with mild green chillies	(99)
7.2.3 Zha Jiang Mian	(99)
7.3 Wangfujing Night Market	(100)
7.4 Jingshan Park and Ken's growing up memory	(100)
7.5 Hutong's Peking Duck	(101)
7.6 Local breakfast-Baozi with Intestine Soup	(102)
7.7 Dumpling	(103)
7.7.1 Making dumplings	(103)
7.7.2 Cooking dumplings	(104)
7.8 Ching's growing up memory	(105)
7.9 Countryside meals	(105)
7.9.1 Stir-fry of pork and wild mushrooms	(106)
7.9.2 Spring onion flatbread	(107)
7.9.3 Corn porridge	(107)
7.10 Ken's Meeting Hongying	(108)
7.10.1 Roasted and fried Chicken wing and Stir-fried cabbage	(108)
7.11 Meeting Chef Dadong	(109)
7.11.1 Sweet and sour duck balls	(109)
7.11.2 Twice cooked crispy duck and apple salad	(110)
7.11.3 Duck minced up with lettuce cups	(110)
Chapter Eight Chengdu	(112)
8.1 Chengdu's spice market	(112)
8.2 Fly restaurant Ming Ting	(113)

8.2.1	Ma Po Dofu	(113)
8.3	Visiting Jenny's grandparents' house	(114)
8.3.1	Pickles making	(115)
8.3.2	Stir-fried rabbit meat	(116)
8.3.3	Boiled fish dish	(117)
8.3.4	Stir-fried crispy fragrant Sichuan sausage	(117)
8.4	Street food	(118)
8.4.1	Baozi bun	(118)
8.5	Fondue	(119)
8.6	Visiting pig farmers-Mr. and Mrs.Peng	(120)
8.6.1	Pig's ear salad	(121)
8.6.2	Twice-cooked pork	(121)
8.7	Visiting factory of Pixian bean paste	(122)
8.8	People' Park	(123)
8.9	Meeting Chef Li-Cantonese Executive Chef	(123)
8.9.1	Crispy Aromatic Duck	(124)
8.10	Panda	(125)
8.11	Chef Yu Bo food art	(125)
8.11.1	Guaiwei cucumber	(125)
Chapter Nine	Yunnan	(127)
9.1	Yunnan cuisine	(127)
9.1.1	Dai Minority cuisine	(127)
9.1.2	Bulang minority cuisine	(132)
9.1.3	Stir fried rice-noodles with broad beans and bamboo shoots	(136)
9.2	Kashgar in Xinjiang Uyghurs Autonomous Region	(137)
9.2.1	Naan Bread	(138)
9.2.2	Roasted lamb	(139)
9.2.3	Uyghur dish polo	(139)
9.2.4	Laghman	(140)
9.2.5	Chuchura	(141)
Chapter Ten	Guangdong	(143)
10.1	Cantonese cuisine	(143)

中国文化之旅

10.1.1	Huangsha market	(143)
10.1.2	Steamed Cantonese scallops	(144)
10.1.3	Stir-fried razor clams	(145)
10.1.4	Dim sum	(145)
10.1.5	Yum cha	(145)
10.1.6	Bao Hua road market	(146)
10.1.7	Sweet and sour pork	(147)
10.1.8	Black chicken soup	(148)
10.1.9	Cantonese opera	(150)
10.2	Ching's Homecoming to Taiwan	(150)
10.2.1	Zongzi	(151)
10.2.2	Drunken prawns	(152)
10.2.3	Stir-fried fresh clams	(153)
10.3	Ken's homecoming to Kaiping City	(153)
10.3.1	Sweet and sour goose	(154)
10.3.2	Bitter melon with black bean sauce	(155)
10.4	Meeting at Hong Kong	(156)

Part III Traditional Festival

Chapter Eleven	Returning Home	(159)
11.1	Mass migration	(159)
11.2	Harbin	(159)
11.3	Ice festival	(160)
11.4	Light display	(161)
Chapter Twelve	Reunion	(162)
12.1	Coming home	(162)
12.2	Beijing	(162)
12.3	Celebration	(163)
12.4	Bell	(163)
Chapter Thirteen	Festivity	(165)
13.1	Getting together	(165)
13.2	Hong Kong	(165)

13.3	Fish market	(166)
13.4	Dragon dance	(167)
13.5	Temple fair	(168)
13.6	Night parade and fireworks	(168)

Part IV History

Chapter Fourteen	Ancestors	(173)
14.1	The Qingming Festival	(174)
14.2	The plain of the Yellow River	(174)
14.3	The legend of King Yu	(176)
14.4	The Shang Dynasty	(177)
14.5	The Mound of Shang	(179)
14.6	Taoism	(181)
14.7	The first golden age of Chinese philosophy	(182)
14.8	The First Emperor-Qin Shihuang	(184)
Chapter Fifteen	Tang Dynasty	(186)
15.1	The Silk Road	(187)
15.2	The Buddha	(188)
15.3	Christianity	(195)
15.4	The Crisis	(195)
Chapter Sixteen	Song Dynasty	(197)
16.1	Introduction	(197)
16.2	The Golden Age	(197)
16.2.1	Kaifeng	(197)
16.2.2	The Festival of the River Kaifeng	(200)
16.2.3	Cuisine	(201)
16.2.4	Printing	(202)
16.2.5	Civic values	(203)
16.2.6	Su Song	(203)
16.2.7	Religion	(204)
16.2.8	Kick-ball	(204)
16.2.9	Education	(205)

中国文化之旅

16.2.10	Li Qingzhao	(206)
16.2.11	Wang An-shi	(207)
16.3	Paradise lost	(208)
16.4	New paradise built	(210)
16.4.1	Hangzhou	(210)
16.4.2	Zhu Xi	(212)
16.5	End of the Song Dynasty	(212)
Chapter Seventeen	Ming Dynasty	(214)
17.1	Nanjing	(214)
17.2	Desire for control	(215)
17.3	The Great Ming Code	(215)
17.4	Yongle Emperor	(216)
17.5	New capital	(217)
17.6	Trade and voyage	(218)
17.7	The renovation of the Great Wall	(219)
17.8	Lacquer making	(220)
17.9	Cotton and silk industry	(221)
17.10	Gardens in Suzhou	(222)
17.11	Tourism	(222)
17.12	Matteo Ricci	(223)
17.13	Adoption of Solar calendar	(224)
17.14	Seclusion from the world	(225)
17.15	Crisis	(226)
17.16	End of Ming Dynasty	(227)
Chapter Eighteen	Qing Dynasty	(228)
18.1	The end of Ming Dynasty and the birth of Qing Dynasty	(228)
18.2	The rule under Kangxi	(229)
18.3	Qing's policy towards the ethnic minorities and its civilization	(230)
18.4	Ruling in the Chinese tradition and stressing agriculture	(231)
18.5	Kangxi's stress on culture and the Bondsman Cao Yin	(232)
18.6	Yangzhou's rise with Manchu patronage	(233)
18.7	The salt merchant and philanthropist—Bao Zhidao	(234)
18.8	The opera and drama supported by rich people	(235)

18.9	A flourishing culture and popular fiction	(236)
18.10	Old Kangxi's advice to his son	(237)
18.11	Yongzheng's trials of Cao Yin and Cao Xueqin's <i>The Red Mansion</i>	(238)
18.12	The rise of the British and the possible influence on the course of Chinese history	(239)
18.13	Opium to China and China was at risk	(240)
18.14	Qianlong's refusal to do business with Britain became a reason of the Opium War	(241)
18.15	Lin Zexu's destruction of the British opium	(243)
18.16	The first Opium War and China lost Hong Kong	(244)
Chapter Nineteen The Age of Revolution		(246)
19.1	The Taiping Revolution	(246)
19.1.1	Religious and political Background	(246)
19.1.2	Hong's revolutionary and religious ideas	(247)
19.1.3	The spread of the Taiping Ideology	(248)
19.1.4	The Taiping State	(249)
19.1.5	The end of Taiping	(250)
19.2	The boxer rising	(251)
19.2.1	The rise of political forces after the Second Opium War ...	(251)
19.2.2	The boxer rebellion	(251)
19.2.3	The inevitable revolution recorded in Liu Dapeng's dairy	(252)
19.2.4	The end of feudal dynasties	(253)
19.3	The May 4th Movement	(254)
19.3.1	Student demonstration and the voice from Lu Xun	(254)
19.3.2	The founding of Chinese Communist Party	(255)
19.4	The birth of the People's Republic of China	(256)
19.4.1	Westernization in cities	(256)
19.4.2	The War between the Nationalist Government and the Communists	(256)
19.4.3	The united front between Nationalists and Communists towards Japanese	(257)

中国文化之旅

19.4.4 The founding of the People’s Republic of China after the
Civil War (258)

19.4.5 Maoism (259)

19.4.6 Deng’s “Opening up” and China today (260)

References (参考文献) (262)