

Dr. Zhou's Rhymes For
Learning Culture

晓康歌谣 学文化

周晓康 著

Dr. X. Zhou & T. Gourdon 译

By Dr. Xiaokang Zhou

Translated by Dr. X. Zhou & T. Gourdon

第1集
Book 1



配动画卡拉OK DVD



北京大学出版社
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序 I

从《晓康歌谣学汉语》的传播到《晓康歌谣学文化》的出版，晓康把歌谣跟汉语和文化紧紧融合在一起，用炽热的激情和专注的坚毅走出了一条充满阳光的道路。

有人曾提出：最初的人类语言产生于歌谣，人类的生活也离不开歌谣。从粗犷激越的劳动号子到轻柔优美的摇篮儿歌，每一个人都是在歌声中长大。歌声给我们愉悦的情趣，歌声给我们积极的心态。晓康用歌谣的方式来教汉语，让学生伴着歌声学习，既是独辟蹊径，又是回归自然。

当今世界，神奇的汉语负载着中华文明，古老的东方文化正在慢慢揭开神秘的面纱。文化在哪里？文化在心灵中。晓康知道：一种文化的集中表现是传统节日。春节、元宵节、清明节、端午节、中秋节、七夕节、重阳节，都是反映中华文化的传统节日；圣诞节、复活节、感恩节、万圣节、母亲节、父亲节、情人节，则是反映西方文化的传统节日。再加上新年、妇女节、劳动节、儿童节这些国际化的节日，放在一起教学，是希望学生有多元文化的素养。同时，把纪念汶川地震、怀念歌王杰克逊以及庆祝北京奥运会和上海世博会的歌谣也放进来，是为了同样的目标：东方和西方交融，传统与现代共处，期盼人类和平、世界安宁。

多年来，我坚信学习汉语应该是一种愉悦的体验，一直在追求一种快乐汉语的教学模式。现在晓康用成功的实践给出了答案。用歌谣教汉语的优越之处是为课堂注入了快乐，激发学习的兴趣。晓康十分注意调动学生的听觉和视觉，利用多种接收通道来进行学习。本教材的歌谣全都配上中文演唱、中英文配乐朗诵和动画光盘。可以说是一种全方位的学习。另外晓康还有博客网站跟学生及读者互动交流，又可以说是一种全天候的学习。快乐不仅体现在过程，更收获在结果。学生取得进步，增强了自信心；老师看到成果，充满成就感。这就是师生同乐，良性互动。还有什么比这更快活呢？

晓康跟我应该是老朋友了。二十年前我在主编《海外中国语言学研究》时曾特邀晓康赐稿“系统功能语法与汉语研究”。那时她是墨尔本大学语言学的博士生，系统功能语法领域的一位非常有希望的年轻学者。后来我一直关注着她从研究到教学的成功发展。从新金山教育基金优秀教师奖到国家汉办的创新示范课奖，从美国“月光”（Moonbeam）最佳国际少年图书奖到澳大利亚维多利亚州政府颁发的多元文化杰出贡献奖，我深深理解晓康在鲜花和笑脸背后所付出的艰辛和努力。

2010年初，晓康回国参加汉语教学会议，同时赴广州、北京、天津、上海、苏州多所大学讲演报告歌谣教学法。我亲眼看着她在南开大学面对二百多位师生，做《吟唱歌谣学汉语》的精彩报告，还是那样热情洋溢，还是那样充满活力。我不禁深为感叹：我们少了一位功能语言学家，却多了一位汉语传播的开拓者。

让我们为晓康而骄傲，为晓康而自豪。

石铎

Preface I

From the first appearance of *Dr. Zhou's Rhymes for Learning Chinese* to the current publication of *Dr. Zhou's Rhymes for Learning Culture*, Xiaokang has embarked on a bright new path, full of sunshine, with passion, determination and perseverance, by combining her rhymes and songs with the Chinese language, as well as aspects of Eastern and Western culture.

It has been said that human language originated from rhymes and songs. Human life is accompanied and complimented by rhymes and songs. People have long worked together in rhythm through vigorous singing that complements the actions required to do various physically demanding tasks. From the harsh laboring type of singing to the gentle and soothing rhythm of lullabies, we all grow up with musical sounds. Singing brings us pleasant feelings, singing nourishes our minds and singing strengthens our bodies. Xiaokang uses her rhymes and songs to teach Chinese so that her students learn the language through rhythmical singing, which is an innovative way of teaching as well as returning to the natural human instinct.

Nowadays, the magical Chinese language carries with it the Chinese civilization. The ancient Eastern culture is gradually opening the veil of mystery that surrounds it. Where is culture? Culture is in our heart. Xiaokang knows that the essence of a culture is seen in its traditional festivals. The Spring Festival, The Lantern Festival, The Dragon Boat Festival, The Mid-Autumn Moon Festival and Chinese Valentine's Day are the traditional festivals that reflect Chinese culture whereas Christmas, Easter, Thanks Giving, Halloween, Mother's Day, Father's Day and Valentine's Day are the traditional festivals that reflect Western culture. There are also significant International Days such as Women's Day, Labour Day and Children's Day. Teaching all these festivals together helps students develop multi-cultural outlooks. Similarly, teaching rhymes such as Wenchuan Earthquake Anniversary, Michael Jackson King of Pop, Beijing Olympic Games and Shanghai Expo, serves the same purpose: the blending of Eastern and Western cultures, the mingling of traditional and contemporary life as well as attempting to achieve peace and harmony throughout the world.

Over many years I have developed a strong belief that learning Chinese should be a pleasant experience, and I have been pursuing a teaching model that encourages students to learn Chinese cheerfully and happily. Now Xiaokang has given us the answer with her new and successful teaching practice. One of the advantages of using rhymes and songs in teaching Chinese is that it injects happiness into the classroom and arouses students' interest in learning. Xiaokang has focused on bringing into play the audio and visual senses, utilizing multi receptive channels that are fundamentally important in learning. Xiaokang's rhymes include singing in Chinese, reading aloud in both Chinese and English, as well as the flash animation. Therefore they encompass almost all the angles in learning languages. In addition, Xiaokang has an Internet blog to communicate with

students and readers interactively on line. This can be seen as learning in “all weather” conditions. Happiness in learning Chinese this way is not only reflected in the process of learning, but also in the harvest of results. Students progress very well which increases their confidence; teachers see the fruit which gives them a sense of success. The culmination of this is both students and teachers are happy and interactive, resulting in a positive outcome. What could be more pleasant than this?

Xiaokang and I have been friends for many years. It was twenty years ago when I asked her to submit a paper entitled Systemic Functional Grammar and the Study of Chinese Grammar, which she did, to the book I was editing called *Studies in Chinese Linguistics Abroad*. At that time she was a Ph. D student in the Department of Linguistics at the University of Melbourne, a very promising young scholar in the field of Systemic and Functional Grammar. Since then I have been observing her successful transition from research to teaching. From the Golden Land Education Fund Awards of the Most Excellent Chinese Teachers in Australia to the Chinese Language Council International Awards of Excellence in Innovative Teaching, from The International Moonbeam Children’s Book Awards in America to the Victorian Multicultural Awards for Excellence in Australia, I thoroughly understand the hard work and efforts Xiaokang has put in behind the flowers and smiles.

At the beginning of 2010, Xiaokang returned to China to attend an International conference on Chinese Language Teaching, and presented lectures on her rhyme teaching methods at universities in Guangzhou, Beijing, Tianjin, Shanghai and Suzhou. I was present at her marvelous lecture about “Learning Chinese through Rhymes and Songs” to over two hundred students and teachers at Nankai University, Tianjin. She was still so passionate and vigorous. I was so impressed that I thought to myself: we have lost a Functional linguist, but have gained a Chinese language teaching pioneer.

Let’s be proud of and grateful to Xiaokang.

Shi Feng

Dean of School of Chinese as a Foreign Language
Nankai Univeristy

序 II

自从认识晓康，就一直想写点儿什么，关于她的歌谣教学法，关于她对教育的激情投入，关于她超乎常人的执著与勤奋。无论哪一点，只要与她结识的人，都会深深受到感染。

知道周晓康，是通过她的歌谣。第一次看到她的歌谣，就被那欢快的画面、动人的旋律和中英文掺杂的特殊编写方式深深吸引。据我了解，《晓康歌谣学汉语》的诞生，是被澳洲学生的活泼、多动甚至散漫给逼出来的，如何吸引学生的学习兴趣、调动学生的学习积极性，是她多年来苦苦思索的问题。而这也正是几乎所有的澳洲中文老师所面临并渴望解决的问题。为了能让我们的老师更透彻地了解并理解本套教材的精髓，有效地用于自己的课堂教学，2009年4月作为新南威尔士州邀请的汉办外派专家之一，周晓康博士给新州汉语教师做了几场专门培训，培训的效果是令人鼓舞的。有的老师非常激动地说：“这是我找了十几年的东西，今天终于找到了！”

本套教材所以如此倍受推崇，首先因为晓康的歌谣本身就是教学内容，它是按照在澳洲普遍使用的、很适合澳洲本土教学的教材《你好》，结合维多利亚州的教学大纲编制而成。晓康把《你好》中的每一篇课文都变成了儿歌，把必须教授的语言内容生动化、趣味化、音乐化。学生只要会唱每一首儿歌，就掌握了大纲要求他们学习的东西。因而晓康的歌谣更具有系统性、条理性和持续性，也更具有实用性，学生在学习歌谣的同时，自己的语言知识和技能也螺旋式上升。

其次，晓康的歌谣内容丰富多彩，为学生了解中澳双方文化的精髓提供了便利。以这本《晓康歌谣学文化》第一集为例，通过《过春节》、《元宵节》、《端午节》、《中秋节》等，澳洲学生可以更好地了解中国的节日文化，而通过《澳大利亚日》、《圣诞节》、《万圣节》、《感恩节》、《老兵节》、《蒙巴节》等富有西方文化特色的节日，又向国人敞开了了解西方文化的窗口。唱《奥运歌》、《和平颂》、《上海世博会》同时也向孩子们传播了团结、友爱、和谐、共进的国际精神。晓康是真正的教育者、传播知识、开拓视野、陶冶身心、促进交流，增进友谊。

晓康歌谣的丰富、实在难以用一文以蔽之，好在我们的老师都已经习惯了常常登陆她的博客，在那里感受晓康无处不在的创作激情。在分享她的创作成果的同时，也惊讶她的精力充沛，欣赏着她的才思敏捷，感佩着她的执著和勤奋。

常言道：众人拾柴火焰高！如果我们的中文老师能够广泛交流，互相学习，博采众家之长，丰富自己的教学，那我们的中文教学一定会长足发展。

原绍锋

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新南威尔士州教培部汉语教学顾问

Preface II

Ever since I first met Xiaokang, I have always wanted to write something, something about about her teaching method through rhymes and songs, about her passion for education, about her unusually strong perseverance, determination and diligence, any of these qualities would deeply impress those that know her.

It was through her rhymes and songs that I came to know about Xiaokang. When I saw her rhymes for the first time, I was deeply impressed by the cheerful pictures, beautiful melody and her unique way of writing rhymes by mixing Chinese with English. According to what I know, Xiaokang's rhymes (also called *Dr Zhou's Rhymes*) were born out of the Australian learning environment where students tend to be extremely free and active, and some are even restless and too relaxed in class to the extent that they would not take this subject seriously. How to draw students' attention and arouse their interest and initiatives in learning were the questions she was pondering and trying to tackle for many years. These are also the problems almost all Chinese teachers in Australia are facing and wish to solve. In order for our teachers to know and thoroughly understand the essence of Xiaokang's rhymes and use them effectively in their own teaching in Chinese classes, Xiaokang was invited by New South Wales Department of Education as one of the three experts sent by Chinese Language Council International in China to give a number of special training sessions to Chinese teachers in New South Wales in April 2009. The result of the training was amazing and inspiring. Some teachers said that this was what they were looking for over many years, and now they finally found it!

Why have Xiaokang's rhymes become so popular and highly valued? First of all Xiaokang's rhymes themselves have the full content for the teaching required. They are based on one of the most popular and commonly used Chinese textbooks called *Nihao* in Australia, and were written with reference to the teaching curriculum of Victoria. Xiaokang has turned every lesson in *Nihao* into a rhyme, thus making the content of language vivid, interesting and musical. Once students learn to sing each rhyme, they actually master the content they are supposed to learn. Therefore, Xiaokang's rhymes are more systematic, methodical, and continuous, and therefore more practical. While learning these rhymes and songs, students' linguistic knowledge and language skills are also developing spirally.

Secondly, Xiaokang's rhymes are rich in content and variety. They are convenient for students

to learn both Chinese and Australian cultures. Take this book of *Dr. Zhou's Rhymes for Learning Culture*, for example, Australian students can obtain a better understanding of Chinese festive culture through the rhymes such as Celebrating Spring Festival, Lantern Festival, Dragon Boat Festival and Moon Festival; whereas the rhymes with typical Western festive features such as Australia Day, Christmas Day, Halloween, Thanks-giving Day, Anzac Day and Moonba Festival also open a window for Chinese people to understand Western culture. Similarly, singing about Olympic Games, World Peace Day and Shanghai Expo can teach children the International spirit about unity, friendship, harmony, co-operation and mutual development. Xiaokang is a true educator, spreading knowledge, broadening vision, nourishing the mind and body, facilitating communication and increasing friendship.

The richness of Xiaokang's rhymes is impossible to be covered in one article like this. Fortunately our teachers are accustomed to visiting her Internet blog where they can feel Xiaokang's creative passion. While sharing her creative work, we are also amazed at her fully charged energy, admiring her quick and sharp thinking and are moved by her strong determination and diligence.

As the Chinese proverb says, the flame rises higher when everyone picks up a stick to put on the fire. If our Chinese teachers can exchange their experiences, learn from each other, and enrich their own teaching by collecting strong points from others, then our teaching will develop fully to embrace a bright future.

Shaofeng Yuan

Chinese Advisor

New South Wales Department of Education and Training

Australia

前言

《晓康歌谣学文化》是《晓康歌谣学汉语》系列的延续，其内容更多地涉及东西方文化的各种元素，这在第一集中尤为明显。本集所收入的30首歌谣直接来自我的教学第一线，是在我们海外中文课堂里日积月累、师生同乐的原创和结晶。它们大部分是反映中国的传统节日、公休假日和近两年来影响较大的纪念日，如春节、元宵节等；也有一部分是介绍西方的一些传统节日和纪念日，如圣诞节、复活节等，为的是让我们的学生和广大读者对这两种文化中的节日现象有个比较全面的了解和欣赏。

和《晓康歌谣学汉语》系列一样，这些具有更多文化色彩的歌谣在我们的语言教学中同样能有效地发挥寓教于乐的作用，从某种意义上说，能更好地激发和提高学习者对所学语言和文化的兴趣和积极性，因为它们包含了在语言基础上的更多的文化知识和信息，给语言学习者打开了一个了解该语言背后的文化背景、风俗人情的窗口，透过它能看到一个崭新的、更为广阔的天地。这使得语言学习和文化不仅密切相关，而且能互相促进，各有所长。本书既可以用作语言教学的辅助教材，也可以适用于那些只是对文化感兴趣，或有志于研究不同文化的非语言专业的学生和读者群，还可以作为大众音乐爱好者的歌曲欣赏。

与《晓康歌谣学汉语》系列相比，本系列的歌谣在语言点和知识面等方面都有了一个量和质的飞跃，使学习者既扩大了词汇量、又学到了更多的句型、语法结构、成语典故和各种修辞手段、从而提高他们的听说读写唱的语言能力、文化修养和文学欣赏水平，从初级阶段逐步过渡到中高级阶段。

从外语教学的需要出发，本系列歌谣全都配有中文演唱、中英文配乐朗诵三种版本，同时还配有学生们所喜闻乐见的动画版本，即动画DVD光盘和MP3光盘。每首歌谣的歌词采取字面直译、汉英对照，使学习者能更直观地了解所学两种语言的差别和异同。而在英文翻译方面，则采取意译变通的做法，以韵文见长，使之更具有可读性和趣味性。可以说，本系列歌谣，词曲简单明了，语言幽默风趣，内容丰富多彩，形式生动活泼，音乐旋律优美，动画有趣可爱，给语言教学、文化交流和艺术欣赏提供了最直观、最具视觉和听觉效果的“全方位”享受，真正做到了寓教于乐，其乐无穷！

本书还设有和读者互动交流的博客网站 <http://blog.sina.com.cn/xkgy>，提供相关的教学资源、教学手记、教学提示、课堂视频、学生习作等等。有助于和广大读者在线交流，互相学习，共同探讨。

在此，我要向所有支持我、鼓励我、协助我的同行朋友们、家长学生们致以最诚挚的谢意。对中国语言学界的老前辈、中国社科院语言研究所研究员赵世开先生为本书所起的既响亮又亲切的名字，对我上世纪八十年代的学长、今中国南开大学石锋教授和

国家汉办派驻澳大利亚新州教育部中文顾问原绍锋老师欣然为本书作序，表示衷心的感谢！

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中文朗诵：Angela Ha，于永杰、哈伟

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英文编译：Tim Gourdon

伴奏、合成：方雄、罗剑

动画制作：西安锐卡通动画工作室、北京阿蓝动画工作室

没有以上每个成员齐心协力的精诚合作，夜以继日的辛勤耕耘，就不可能有这一部集语言、文化、音乐、美术、动画、卡拉OK于一体的作品的问世。

我衷心地期望《晓康歌谣学文化》给每位师生和广大读者带来一份独特的惊喜和收获，使语言学习和文化交流成为人生中的一份快乐和享受！

周晓康
伊丽莎山庄

Foreword

Dr Zhou's Rhymes for Learning Culture is a continuation of the series of *Dr Zhou's Rhymes for Learning Chinese* (first published by Peking University Press in 2009). It contains a variety of cultural elements of the Eastern and Western traditions. This is more salient in this book on Festivals and Anniversaries, which is the first book of *Dr Zhou's Rhymes for Learning Culture*. The thirty rhymes included in this book came from the front line of my teaching. They were the fruit of the original work created and accumulated right in our Chinese classes in Australia day after day as a result of our innovative teaching and learning, in a cheerful and happy atmosphere for both the teacher and students. They present mainly traditional Chinese festivals, public holidays and some important anniversaries in the recent years, such as Spring Festival (Chinese New Year), Lantern Festival, Dragon Boat Festival, Mid-Autumn Moon Festival, Chinese Valentine's Day, Labour Day, National Day, Beijing Olympic Games and Shanghai Expo. There are also some rhymes which introduce Western traditional festivals and anniversaries such as Christmas, Easter, Thanks Giving Day, Halloween, Anzac Day, Mother's Day, Father's Day and Valentine's Day. They are meant to help our students and general public to have a better understanding and appreciation of the festive phenomena in different cultures.

Just like *Dr Zhou's Rhymes for Learning Chinese*, these festival rhymes with more cultural elements can also bring more fun and pleasure to language learners in our teaching more effectively. In a sense, they can better arouse learners' interest and enthusiasm in both the language and culture they are studying, because they contain more cultural information and knowledge on the bases of the language being learned, thus opening a window to the cultural background and traditions and customs behind the language, through which learners can see a brand new and greater world. This not only makes language study closely related to culture, but also serves to strengthen the relationship between language and culture generally, each having its own merits. Therefore this book can be used not only as a supplementary textbook to language learning, but also suit non-linguistic background students or readers who are simply interested in culture or involved in cultural studies, or those who just love music and songs.

Compared with *Dr Zhou's Rhymes for Learning Chinese*, this series of *Dr Zhou's Rhymes for Learning Culture* shows a significant leap forward in terms of language points and the scope of knowledge, to the extent that learners not only increase their vocabulary, but also learn more sentence patterns, grammatical structures, idioms and allusions, as well as rhetorical techniques, thus improving their linguistic competence including listening, speaking, reading, writing and singing skills, literary comprehension and appreciation, as well as progressing from beginners' level to intermediate and advanced levels.

In order to cater for the needs for learning a foreign language, this series of rhymes are produced in three forms: singing in Chinese, reading aloud in both Chinese and English with the background music of each song. Each book has a DVD of cartoon flashes extremely attractive to students and an MP3 CD which is also very well received. In the book format, each rhyme has a word-for-word translation which can help learners to see the differences between the two languages straight away. As for the real translation, it takes a semantic approach and is rather flexible so that each verse in Chinese can also be read as a rhyme in English, thus making it more fun and interesting. As we can see, this series of festival rhymes provide language learners with the most straightforward visual and audio effects in all areas, thanks to the simplicity in lyric and tune, yet charged with humour and fun, rich and colourful content, its delightful and various ways of expression, beautiful music and interesting and lovely cartoon pictures, thus injecting happiness into language teaching, cultural exchange and artistic creation, and reaping enormous fun and pleasure out of it.

This series of *Dr Zhou's Rhymes for Learning Culture* also has an Internet blog: <http://blog.sina.com.cn/xkgy> to communicate and interact with readers, presenting relevant teaching resources, teaching journals, teaching instructions, class video clips and students' work. Hopefully this will help us to exchange views and experiences with the general public, learn from each other and explore issues together.

Here I would like to express my gratitude to all my colleagues, friends, students and their parents, as well as my family, who have supported, encouraged and assisted me over the years. I am particularly grateful to Professor S. Zhao, the pioneer scholar in Chinese Linguistics, the former research fellow in the Linguistic Division of the Chinese Academy of Social Science, who gave this book a unique name. I am also

very grateful to Professor F. Shi, Dean of School of Chinese as a Foreign Language, Nankai University in Tianjin, China, who was a great academic friend of mine in the 1980s, and to S. Yuan, the Chinese Advisor of Department of Education in New South Wales who was sent to Australia by the Chinese Language Council International in China, for their kindness in writing the prefaces for this book.

Finally I would like to extend my sincerest thanks to my highly talented and hard working team. They are:

Chinese singing: A. Ha, L. Long, W. Ha, Y. Yu, and J. Chang

Chinese reading: Y. Yu, W. Ha, and A. Ha

English reading: Robert and Sue Savige, Angela Ha and Robin Du

English adaptation: Tim Gourdon

Music arrangement: X. Fang and J. Luo

Flash: A Blue Studio Beijing, R Cartoon Studio Xi'an

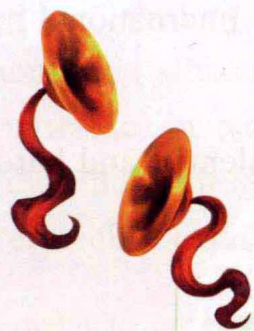
Without their harmonious effort and dedicated cooperation and diligent day and night hard work, there would be no such a textbook which combines language teaching, rhyme writing, culture, music, arts, flash cartoon and Karaoke all together.

I sincerely hope this series of *Dr Zhou's Rhymes for Learning Culture* will bring a great sense of achievement and a unique surprise to all students, teachers, as well as readers in the general public, to make language learning and cultural exchange one of the most exciting and pleasant joys in life!

Xiaokang Zhou
Mount Eliza, Australia

guò chūn jié
过 春 节

Celebrating Spring Festival



chūn jié dào luǒ gǔ qiāo
春 节 到, 锣 鼓 敲,
Spring festival arrive gong drum beat

dōng qiāng dōng qiāng zhèn tiān xiǎng
咚 锵 咚 锵 震 天 响。
Sound of gongs and drums shake sky loud



bài nián hè suì fēn hóng bāo
拜 年 贺 岁 分 红 包,
Bow year celebrate age distribute red packet

jiā jiā hù hù xǐ yáng yáng
家 家 户 户 喜 洋 洋。
Every family every household happy

