

A SKETCH OF CHINESE HISTORY

An Advanced-Level
Text for Modern
Chinese

Henry C. Fenn

PART ONE: Text (in simplified characters), Exercises
and Vocabulary.



中国
历史
纲要

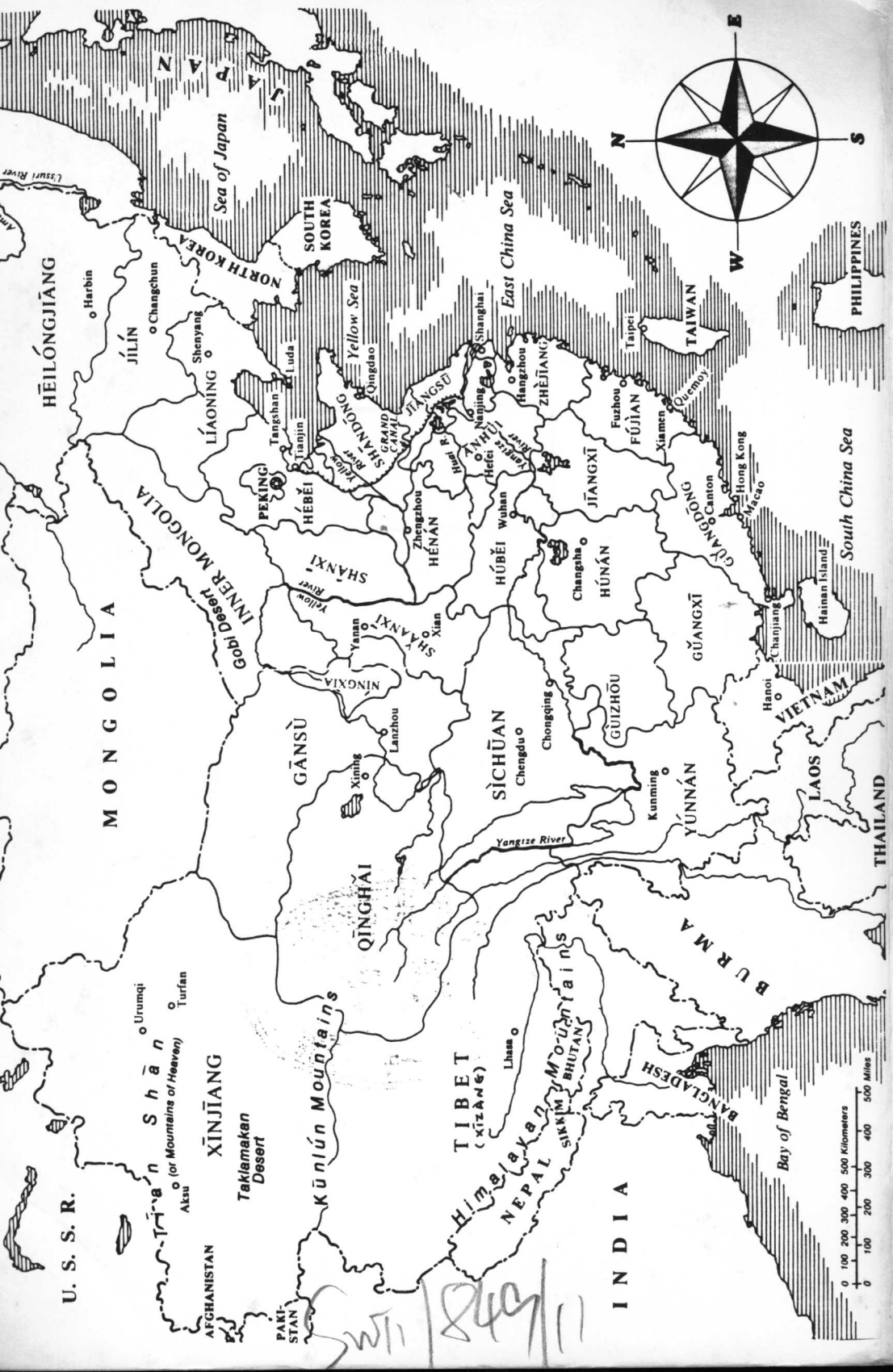
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中国历史纲要

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FOREWORD

The Yale 'Mirror Series' For a long time the process of developing a series of texts has been going on at Yale University. Texts used at the Institute of Far Eastern Languages, known as the 'Mirror Series', include the following for spoken Chinese:

SPEAK CHINESE, by M. Gardner Tewksbury, a beginner's text based on the structural patterns of spoken Mandarin and the grammatical principles to be found in them. (Vocabulary 600)

CHINESE DIALOGUES, by Fred Wang, dialogs based on vocabularies of everyday life. This is planned to follow *Speak Chinese* as a second level text. (Vocabulary 1000)

and the following for written Chinese:

READ CHINESE BOOKS One, Two and Three. Introduce 1000 characters and their simplified equivalents (approximate total 1300). Texts in vernacular Chinese, fully coordinated with the spoken texts.

READINGS ON CHINESE CULTURE, IFEL Staff. Twelve lessons on various aspects of Chinese culture and politics meant as a review text for the three readers. Minimum introduction of new vocabulary.

For use of the present work the student is advised to complete the two spoken texts, and at least the three readers. Many other supplementary aids are also available for reinforcement at the various levels. Tapes for all the books (including this text) are available and recommended for use.

Historical Vocabulary zhōngguó lìshǐ gāngyào, as the name applies, is a very sketchy summary of Chinese History from earliest times down to the establishment of the first republic in 1912. Its primary object is to familiarize the student with the terms and patterns used

in discussing current affairs. Secondly and incidentally it gives him a few of the basic facts of Chinese history and culture. In actual use, it has been found to be a good preparation for Newspaper Chinese. The style is a mixture of *báihùa* and what has been termed *báihùawén*. Thus it provides a transition from the pure vernacular to the modern language of print. Needless to say, it provides a good general vocabulary for classroom discussion of current political, social and economic questions.

Classroom procedure based on this text will necessarily differ with the teacher. It may not be out of place, however, to enumerate here some of the practices which have been used both at the Institute of Far Eastern Languages at Yale University, and at the College of Chinese Studies in Peking. Following the text, two types of teaching aids are included: English sentences for translation into Chinese, and oral report topics.

Sound Recordings Since this textbook aims at fluency in the spoken language, the lesson should be introduced orally rather than visually. If the instructor can give this oral introduction by reading the chapter interpretively to the class, that is probably the ideal approach. He can interject explanations of new terms in Chinese, thus giving an exercise in comprehension at the same time that he introduces the lesson materials. Whether this is feasible or not, the student should listen to a sound recording before he even looks at the text. A second listening to the record may be followed with textbook open. Starting with the sound record, even before the vocabulary has been studied, means that every new term is first met *in its proper setting* rather than in isolation. In a large proportion of cases, it will be found that a new term may be guessed from its use in a setting. If this experience comes first, the study of the vocabulary is made easier, less time-consuming, and more effective.

A recent class was asked toward the end of their course whether they felt that the final edition of this text should include a glossary. They unanimously rejected the idea as unnecessary in the light of their experience. They had learned to guess many new words from the context.

Question and Answer The traditional question and answer drill is a method which cannot safely be slighted, not to say superseded. Drills should be in small groups, ideally of not more than five students. Questions should be asked at the speed of normal speech and the aim should be to get prompt as well as idiomatic

answers. If the answer is not promptly forthcoming, it is probably that the instructor's question was too advanced for the student. Many simple questions accomplish more than a few complicated ones. Questions for classroom use prepared in advance by the teacher should be of increasing difficulty. It has been found that after ten or a dozen sessions of direct questions, simple topics may be assigned for oral report or paragraph length. Toward the end of the text, topics have been assigned which require a little reading in some English text on Chinese history in preparation for a 10 minute report in Chinese.

Memorization Instructors differ as to how much memory work should be required but agree that some of it is essential. It helps the student to acquire long phrases and sentences which can be tossed off at high speed and thereby increase fluency. It seems appropriate to require the memorization of a selected paragraph here and there throughout the text. The colloquial renderings from classical writers found in Chapter 5 lend themselves to such use; likewise the stories of Chapter 11. A longer story for memorization has been prepared in connection with Chapter 21, and is printed following the sentences for translation.

Translation Rendering the Chinese text into English has been found a rather futile procedure and wasteful of both teacher and student time. It is customary to allow time for the student to ask for explanation of passages which he has not been able to work out. The instructor does this explaining in Chinese as far as possible, resorting to English only where absolutely necessary. Adequate question drills will insure that the student has mastered the content of the chapter. The real need is for carefully checked translation from English to Chinese. For this purpose a set of sentences or paragraphs has been prepared for each chapter. These likewise have been graduated from the level of sentences which can be turned into Chinese more or less word for word to that ultimate level on which the translator has to ask himself not 'How does

that word translate into Chinese?' but 'How would Chinese express that thought?' The student soon learns that the lengthy sentences characteristic of English writing frequently have to be broken down into several sentences in Chinese, and that the word order may need to be completely changed.

It has been our practice to have the student bring to class a written translation of these English sentences and correct his own work in the light of the instructor's blackboard discussion of the several possible ways to translate each sentence. Thus the sentences are treated as practice work rather than as a test to be graded. Written and oral examinations are given at stated intervals.

Vocabulary The number of new terms involved in this text is rather heavy, running to about 1000 in all. Of these, a considerable number are combinations in which one or more elements are already familiar. To encourage acquisition of new terms by the analysis-synthesis method, these semi-new items are grouped under major items in the general vocabulary.

It is my considered judgment that it is better to expose the student to a large vocabulary but not hold him responsible for the entire list, expecting him to retain those items which frequently recur, than to give him a limited vocabulary and expect him to retain every item.

Time should be reserved, after the class has studied a given assignment for questions on the new terms and their usage. The instructor should offer examples of the different uses of a given item appropriate to the lesson.

Maps and Charts The first tentative version of this text had no graphic aids. It soon became apparent that simplified maps could perform a double function, clarifying geographic situations referred to in the text, and at the same time offering something concrete to guide a student's recitation. Many a reci-

tation has since consisted largely of explaining a map in Chinese. Similarly time charts have been used as outlines for unprepared oral reports in class. Any device which gives the student a cue without giving him at the same time the patterns of speech needed to follow the cue has value in the classroom.

John S. Montanaro
General Editor, Mirror Series
1982

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中国历史纲要

第一章 中国立国

序 言

你们大概学过美国历史，也许还看过世界历史，那么中美两国的历史有几个不同的地方，自然是知道的，例如：美国是一个新兴国家，没有五百年的历史，中国可不然，他立国的年代在四千年上下以前，就已经开始了。美国历史因为是近代的，所以有可靠的证据；中国历史，因为年代那么长，可就不同了。他头两千年的证据很少，就是有也不一定靠得住。

夏 代

美国人都知道美国是在一七七六年立的国，也许有人要问中国立国的年代一定是在前四千年吗？这个问题不容易回答。按着新历史家说，纪元前两千年，在黄河下流的两边已经有了中国人。他们的文化比较四周围民族的文化进步的多。那时候人民所用的器具还都是石头造的，因为铜铁还没发现呢，所以生活是很简单的。除去种一点小米，打鱼，打猎以外就是打仗。房子也不象现在的房子这么讲究。冬天住的房子是地里挖的坑，房顶是树枝做的。夏天天气一暖和了，人民就赶快的爬出坑来，

在树里盖房子，这是因为他们很怕野兽。那时候在中国北部已经有老虎，有野猪，也有象。

在铜器没发现以前，当然不能有铜钱，所以做买卖都是对换东西。有的东西是从很远的地方来的，例如：中亚洲跟南洋。在中国历史上这个时代就叫夏朝或是夏代。因为那时候山西省西南部有一个最开化的城，名叫夏。这个夏国的领土很小，只有山西省汾河流域的下部，可是这带地是中国文化的起源，也可以说是中国文化的发源地。

第二章 商 代

在纪元前一千七百年，商国兴起来了。起头商国也就是一个大城，管理周围的些个村庄。领土也是在山西省的西南部，可是商国的文化比邻国的文化进步的多；所以邻国慢慢地受了商国的影响，到了儿也被他同化了。商朝的文化可不象夏朝的文化。夏朝是石器文化，商朝是铜器文化，用铜造器具。这是一种很大的进步。商朝人所造的铜器，到现在还是精美无比的。

还有一样的进步，就是夏朝人都是在地洞里住，或者在树上。商朝人不然；他们会造砖盖房子，当然就是有钱的人能用砖盖房，其余的老百姓还是住洞住树。吃食也还是简单的。肉类不过是猪，狗，鸡，鱼，这几样；粮食就是大米，小米，跟高粱。猪，狗，鸡都是在家里养活的。牛羊马这一类的大动物还是没有的。

安 阳

商朝的历史上有一件很要紧的事情。在纪元前一千四百年上下，京城还在山西省，离潼关不远。不知道是因为什么缘故，商朝决定把京城搬到东边儿去，也许是因为西北方的敌人太强盛，商朝打不过他们，就想要躲避他们的侵略。

无论怎么样，商朝迁都了，迁到现在河南省的北部，在这个新地方造了一个很大的城，名叫安阳，宫殿盖的又宽又大，城里的街修的又宽又直，以前中国人没看过那么美的一个城。商朝越来越兴旺，领土比夏朝的领土大的多，从现在的万里长城一直到淮河，从山东的泰山，一直到陕西的潼关。

过了四百年，安阳这个城被西北边来的一个周人毁了，商朝就灭亡了。近来有考古学家把安阳城的根基给挖出来了，所以我们现在知道安阳有多大，并且从地里挖出来的有许多商朝的器具，有铜器也有石器，有军队用的武器，也有老百姓用的家伙。从这些证据可以看出来那时候人民的生活是什么样的。

文 字

现在不能决定中国字是什么时候发明的，也许在商朝以前，已经有了很简单的字。反正商朝那时候人很会写字，这是一定的。绸子，木头，竹片，铜器，骨头，都成了他们写字或刻字

用的东西了。绸子，木头，竹片，早就毁了；可是铜器和骨头还存在。带字的骨头，已经挖出来的有好几万块，那没挖出来的，恐怕还很多吧。

