

CHINESE BIOGRAPHIES

人物传记

Pinyin Annotated Readers 中文拼音辅助读本

JAY CHOU

周杰倫

亞洲流行天王

Grace Wu



CHENG & TSUI COMPANY
Boston

For Tony, Andrew and James

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Foreword

It is my distinct pleasure to write this Foreword for Grace Wu's *Chinese Biographies* series that is being published by Cheng & Tsui.

The format of *hanzi* (Chinese characters) with *pinyin* (spelling) annotations is one that I have long energetically advocated. To see these books now being edited by my esteemed colleague is truly a cause for joy. What is even more to be applauded is the fact that the *pinyin* annotations in these volumes are orthographically correct, with spacing for word separation and proper punctuation. It is extremely rare nowadays—whether in China or abroad—to find such careful attention being paid to *pinyin* orthography.

The subject matter of the first four volumes has been well chosen: the biographies of Lang Lang, Yao Ming, Vera Wang, and Jay Chou. They will prove attractive to students from junior high school through college, and even adults who are learning Mandarin will find them valuable.

May this be the beginning of a long-lasting and flourishing series of biographies featuring a wide range of figures in science, sport, education, the arts, public life, and other fields of endeavor. I am sure that the Cheng & Tsui *Chinese Biographies* series edited by Grace Wu will be warmly welcomed by students and teachers alike, and that they will benefit greatly from these excellent, well-conceived textbooks.

Victor H. Mair
Professor of Chinese Language and Literature
University of Pennsylvania

PREVIEW

Preface

Cheng & Tsui's *Chinese Biographies* series consists of Chinese learning materials targeted towards high school and college students. One of the most challenging aspects of learning Mandarin is mastering the skills of reading and writing. Extensive reading practice is the best way to improve Mandarin reading ability, fluency, and word usage, but there is a shortage of reading materials specifically geared towards learning Mandarin. In the United States, students typically learn colloquial Mandarin (口语) and are rarely exposed to more formal written language (书面语). The goal of this series is twofold: to serve as a useful teaching resource for educators, and to provide engaging leisure reading material, accompanied by *pinyin*, for students. This series specially targets students at the advanced-beginner to low-intermediate levels of proficiency, or with knowledge of approximately 350–700 characters, whose Mandarin speaking skills are comparatively stronger than their Mandarin reading skills.

This series includes special features designed for maximum educational effectiveness, such as:

1. Chinese characters accompanied by *pinyin*

As mentioned above, improving Chinese reading skills requires considerable practice, but students may be intimidated by the absence of *pinyin* in many Chinese reading texts. Displaying Chinese characters and *pinyin* together decreases student anxiety and allows the student to overcome this challenge. In the past, most publications have paired

Chinese characters with *pinyin* equivalents at the character level (for example, 汽车 is paired to *qì chē*). But by using recently developed software, this series matches Chinese characters with *pinyin* at the word level, a more linguistically accurate practice. For example, 汽车 is paired with *qìchē*, which more precisely matches the syntax of the Chinese. This distinction is especially important for learning Mandarin, and also facilitates student interpretation of the text by aiding students to develop skills in discerning word boundaries and sentence structure.

Consistent *pinyin* annotation also has the advantage of being easily adaptable for students at different proficiency levels. By including *pinyin* throughout the book instead of glossing only selected words, we have made it easy for students to look up words they have not encountered before, customizing the reading experience to their own proficiency level. Since *pinyin* is provided together with Chinese characters, there is only minimal disruption to the experience of continuous reading. With this flexibility built in, the books are appropriate for students from many different backgrounds—heritage speakers developing their reading skills, as well as learners of Chinese as a foreign language.

2. Simple, easy-to-understand Mandarin with content suitable for American students


Beginner-level Mandarin reading materials published in China, Taiwan, Hong Kong, and Singapore primarily contain fairy tales, fables, historical stories, or stories about the origins of Chinese idioms. However, these stories can be less suitable for students raised outside Chinese-speaking areas, who may not be as familiar with the underlying historical and cultural background. Lang Lang and Yao Ming, the subjects of the first two biographies in this series, are two well-known figures in American society. Both were born in China but developed their careers in the

United States and are popular internationally. Students will be able to compare American and Chinese cultures through reading their life stories, and may also empathize with Lang Lang and Yao Ming regarding the challenges of being a young person in America. Jay Chou is known as Asia's King of Pop. By learning about his life and music, students will be encouraged to think about and discuss the differences between their own cultural backgrounds and the traditional Chinese values expressed in his lyrics. Vera Wang is not only well-known in America, but she is especially popular among the younger generation. The story of a successful businesswoman who manages to balance family and career is one that many students will find inspiring. Reading comprehension requires sufficient background knowledge as well as word recognition; by reading about topics that are interesting and familiar to them, American students can increase their engagement and confidence in their Chinese reading skills.

3. Learning resources online and in the book

This series is also accompanied by a companion website at **www.chinesebiographies.com** that includes vocabulary lists, interactive exercises, audio recordings, additional exercises, and teaching resources. Teachers can adapt these resources to the particular needs of their students and classrooms. This series includes both printed and online components for two reasons: to flexibly meet the different needs of diverse readers, and to keep the printed materials slim and affordable, reducing the burden on students buying class materials. Readers can even join the forums to share opinions and ideas with a community of Chinese learners and teachers all over the world.

Online materials include true-false questions, multiple choice questions, and crossword puzzles for further practice to improve



grammar and vocabulary. The exercises are located online in the hope that students can be immersed in the reading experience and follow the plot of the story with minimal interruption. These exercises can also serve as a template for teachers to design classroom activities or students to engage in additional independent study.

Each chapter in the book includes pre-reading questions designed to facilitate brainstorming and discussion. The post-reading questions in each chapter are intended to delve deeper into cultural discussions; young people who grew up in the United States can articulate their opinions and compare their experiences. As teachers, we should encourage our students' capacity for critical thinking, even though their language skills may be basic.

My hope is that these books will not only contribute enjoyment and interest to the process of learning the Chinese language, but also foster students' appreciation of contemporary figures who have contributed to world culture in many different spheres. The ability to comprehend reading materials independently is an important and exciting stage of learning a language. What better way to exercise this skill than to learn about these notable figures, who overcame so many obstacles in developing their own exceptional talents?

Grace Wu
University of Pennsylvania
June 30, 2012

前言

剑桥出版社的“人物传记：中文拼音辅助读本系列”是针对在美国长大的青少年所设计的辅助中文学习教材。学习中文的最大难处，除了四声音调之外，就在读写。然而，要使阅读能进步的方法就是通过大量的阅读来提高阅读水平，流利程度和用词遣字。在美国，由于缺乏专门为中文学习者编写的中文泛读教材，学生在学习中文的过程中，主要以学习“口语”的教科书为主，学习“书面语”的环境则相对不足。本系列旨在设计一套老师方便使用，也能引发学生自行阅读的中文拼音读本。主要的对象是已经有普通话口语基础，而中文阅读水平不足的美国青少年学生。

本系列的特点如下：

1. 汉字和汉语拼音并列

如上述，阅读水平的提高是通过大量的阅读。然而，对非拼音文字中文而言，如果识字不多，如何能进行阅读呢？汉字和拼音的并列提供了解决的方式，使阅读者能有效率地进行阅读。在过去，大部分汉字和拼音并列材料是汉字和拼音一对一的排列，而本系列最大的特点之一，即是利用最新开发的软件，根据汉语

拼音正词法正确地标注拼音。正确的拼音正词法对汉语学习者尤其重要。比如，以“qìchē”来代表“汽车”。如果“qì chē”两个拼音分开，对学生而言，可能有不同的理解。透过使用汉语拼音正词法学习词汇，进而到句子，段落和故事篇章是本系列一大特色。

2. 使用浅易的文字（浅语），内容适合美国青少年的心智程度

在中国、台湾、香港、新加坡所出版的“浅语”中文读物，大多数属于童话故事、动物故事、历史故事或成语故事。对美国青少年而言，一则，与其心智程度不符，再则，对其历史背景和民情风俗不了解。本系列第一册“朗朗”和第二册“姚明”都是在美国家喻户晓的人物。他们都是在中國出生，来美国发展并走向世界的佼佼者。通过他们的故事，学生能看到中美文化的不同，并从他们在美国成长奋斗的过程中产生共鸣。周杰伦被喻为亚洲流行天王，透过了解他的生平与创作歌曲，学生得以自发地将自身的文化背景与歌词中流露出的中国传统核心价值相比较。我希望透过强烈的对比，引发课堂上讨论的动机和对文化差异的思考。在此系列中加入“王薇薇”，一来，她是美国家喻户晓的人物，也是年轻人注意的对象。二来，我希望学生们看到一位成功女性如何在家庭和事

业之间维持平衡。由于阅读除了文字以外，还需要相当成分的背景知识，因此选择美国学生熟悉、喜欢的题材必能提高学习的兴趣和阅读的信心。

3. 网络辅助资源

本系列阅读教材搭配免费辅助网络（www.chinesebiographies.com），提供学生生词表，录音，练习题和课堂建议活动等教学资源。教师可以根据学生不同的需要和课堂活动做调整。本系列辅助读本之所以分两大部分：书面和网络的目的是 1) 适合不同需求的读者，2) 降低出版成本，进而降低书费，减轻学生负担。

读本的每一章有阅读前讨论问题，老师可以和学生进行脑力激荡，阅读后的理解问题老师可以和学生进行更深层次的文化讨论。在美国长大的青少年，善于表达自己的见解和判断。我们不可因为学生的语言水平不足而低估了他们思辨能力。除此之外，我们将是非，选择和字谜等练习题放在网路上，是希望学生在阅读时能持续不中断，随着故事的情节享受阅读的乐趣。同时，这些美国学生喜欢的练习形式可以帮助老师设计课堂活动或学生自行练习。

我期望这系列的辅助教不但可以增进学生阅读中文的乐趣，也可以从这些当代人物身上看到他们对世界不同文化的贡献。对学生来说，独立地阅读和理解是

学习语言非常重要和令人兴奋的阶段。藉着阅读名人传记看到他们克服困难，迈向成功的同时，学生将可以进一步提升中文的阅读程度。

Grace Wu
University of Pennsylvania
June 30, 2012

PREVIEW

Acknowledgments

I would like to thank Professor Victor Mair of the East Asian Languages and Civilizations Department at the University of Pennsylvania for his tireless advocacy of the use of *pinyin* alongside Chinese characters as a pedagogical tool, and for his expertise and guidance in bringing this project to fruition.

During the process of collecting materials, I received SAS Language Teaching Innovation Grants and an SAS Teaching Relief Award from the University of Pennsylvania. My special thanks go out to Dr. Mien-hwa Chiang, Dr. Maiheng Dietrich, Dr. Christina Frei, Dr. Dixon, Ms. Lada Vassilieva, and all of my colleagues at Penn for their constant encouragement. Thanks to their continued confidence in and strong support of my work, the *Chinese Biographies* series won first place in the 2012 Penn School of Arts and Sciences grants showcase competition.

I am indebted to Jill Cheng, Sam Lasser, Eavan Cully, and Ellen Maxwell at Cheng & Tsui for their expertise and guidance, and to Zhanqing Liu for her careful attention to the copy editing of these books.

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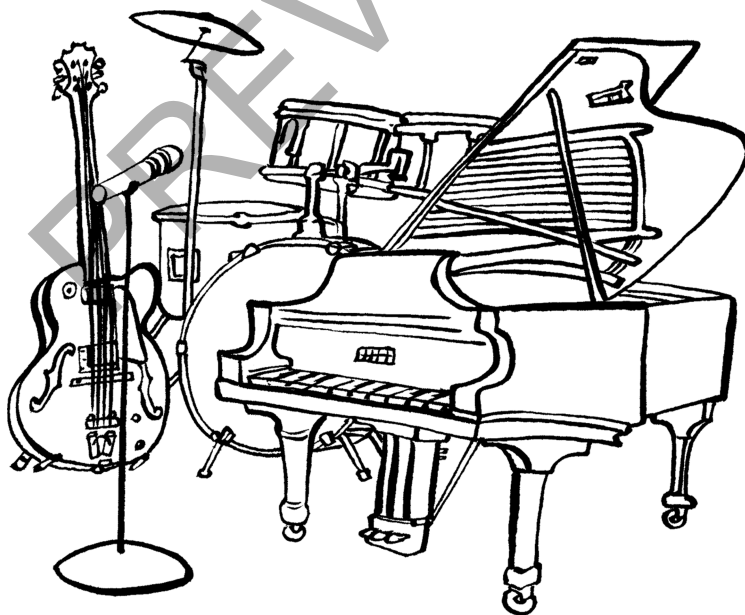
PREVIEW

Dì yī zhāng
第一章

1

Tīng māma de huà
❖ 听妈妈的话 ❖

Listen to What Mom Says



阅读前讨论题：

1. ❖ Nǐ xǐhuan tīng liúxíng yīnyuè ma? Nǐ zuì xǐhuan de yī
shǒu gē shì shénme? Yǎnchàng zhě shì shuí?
你喜欢听流行音乐吗？你最喜欢的一
首歌是什么？演唱者是谁？

Do you like pop music? What's your favorite song? Who sings it?

2. ❖ Nǐ zhīdào Zhōu Jiélún shì shuí ma? Nǐ tīngguò tā de
gē ma?
你知道周杰伦是谁吗？你听过他的
歌吗？

Do you know who Jay Chou is? Have you heard any of his songs?

3. ❖ Nǐ juéde nǐ shì "Tīng māma de huà" de hái zi ma?
Wèishénme? Nǐ juéde wèishénme yào tīng māma de huà?
你觉得你是“听妈妈的话”的孩子吗？
为什么？你觉得为什么要听妈妈的话？

Do you think you are a child who listens to your mother? Why?

Why do you think a child should listen to his or her mother?



nián qī yuè, zài dàjiā de qīdài xià, huárén yīnyuè jiè de
2003年七月，在大家的期待下，华人音乐界的
jùxīng, Zhōu Jiélún fāxíng tā de dì sì zhāng zhuānjí. Tā yòng tā
巨星，周杰伦发行他的第四张专辑。他用他
māma de míngzì, “Yè Huiměi” zuòwéi zhèzhāng zhuānjí míngzì,
妈妈的名字，“叶惠美”作为这张专辑名字，
dàngzuò tā sòng gěi tā māma de yīgè lǐwù. Zhōu Jiélún zài
当做他送给他妈妈的一个礼物。周杰伦在
nián chūle língwài yīzhāng zhuānjí “Yīrán fàntèxī”. Zài zhè
2006年出了另外一张专辑“依然范特西”。在这
zhāng zhuānjí zhōng, Zhōu Jiélún shōulùle yīshǒu tā zìjǐ tiáncí
张专辑中，周杰伦收录了一首他自己填词
de yīshǒu gē, jiàozuò “Tīng māma de huà”. Zhèshǒu gēqǔ jiào
的一首歌，叫做“听妈妈的话”。这首歌曲教
háizi yào nǔlì xiàngshàng, hòulái zhèshǒu gē hái bèi xuǎn rù Táiwān
孩子要努力向上，后来这首歌还被选入台湾
xiǎoxué jiàocái, gēcí li zhèyàng xiězhe:
小学教材，歌词里这样写着：

Tīng māma de huà
听妈妈的话

Bié ràng tā shòushāng
别让她受伤

Xiǎng kuài kuài zhǎngdà
想快快长大

Cáinéng bǎohù tā
才能保护她

Měili de bái fà
美丽的白发

Xìngfú zhōng fāyá
幸福中发芽

Tiānshǐ de mófǎ
天使的魔法

Wēnnuǎn zhōng cíxiáng
温暖中慈祥

Zhōu Jiélún zài zhèshǒu qǔzi zhōng xìnnì de miáoxiè chū māma
周杰伦在这首曲子中细腻的描写出妈妈
yīnwèi rìyè wèi tā cāoxīn, ér bái le de tóufà, bìngqiě yòng
因为日夜为他操心，而白了的头发，并且用
zhèshǒu gē lái biǎoshì zìjǐ yào bǎohù māma de xiàoxīn yǐjí
这首歌来表示自己要保护妈妈的孝心以及
duì tā wújīn de ài yǔ gǎnjī, zhèshǒu gē bú dàn ràng Zhōu māma
对她无尽的爱与感激，这首歌不但让周妈妈
gǎndòng de liúxià yǎnlèi, yě ràng quán shìjiè suǒyǒu de mǔqīnmen
感动地流下眼泪，也让全世界所有的母亲们
dōu fēicháng xiànmù Zhōu māma de fúqì.
都非常羡慕周妈妈的福气。

Zhōu Jiélún kěyǐ shuō shì dāngjīn shìjiè shàng zuì yǒu yǐngxiǎng lì,
周杰伦可以说是当今世界上最具有影响力，
zuì yǒumíng de huárén liúxíng gēshǒu. Tā shì Yàzhōu liúxíng yuètán
最有名的华人流行歌手。他是亚洲流行乐坛
zuì chénggōng yě zuì gémingxìng de yīnyuè chuàngzuò jiā, yǒu “Yàzhōu
最成功也最革命性的音乐创作家，有“亚洲
Liúxíng Tiānwáng” zhī chēng. Tā dǎpò Yàzhōu yīnyuè de zhǔtí,
流行天王”之称。他打破亚洲音乐的主题、

xíngshì. Tā yòng bùtóng, duōyuán de yīnyuè sùcái, chuàngzào chū
形式。他用不同，多元的音乐素材，创造出
duō biàn de gēqǔ fēnggé. Tā bú dàn chū chàngpiàn, yě dāng dǎoyǎn
多变的歌曲风格。他不但出唱片，也当导演
pāi diànyǐng, yě shì liúxíng fúshì shèjìshī. Bú yào kàn tā xiànzài
拍电影，也是流行服饰设计师。不要看他现在
zhèyàng de chénggōng, tā de chénggōng zhī lù kěshì yídiǎn yě bù
这样的成功，他的成功之路可是一点也不
píngtǎn. Zhèwèi huárén yīnyuè jiè de tiānwáng jùxīng zhī suǒyǐ huì
平坦。这位华人音乐界的天王巨星之所以会
yǒu jīntiān de chéngjiù, shì yīnwèi zài tā de tóngnián pòsuì de
有今天的成就，是因为在他的童年破碎的
jiātíng li, yǒu yīwèi wěidà de māma, duì tā fùchū wánquán
家庭里，有一位伟大的妈妈，对他付出完全
de zhīchí yǔ guān'ài. Zhōu Jiélún céngjīng yíci yòu yíci de
的支持与关爱。周杰伦曾经一次又一次地
zài méití qián biǎodá duì mǔqīn de ài hé gǎnxiè, yíbiàn yòu
在媒体前表达对母亲的爱和感谢，一遍又
yíbiàn de dàshēng shuō: "Zhǐyào māma gāoxìng, wǒ yuànyì wèi tā
一遍地大声说：“只要妈妈高兴，我愿意为她
fùchū yīqiè".
付出一切”。

Zhōu Jiélún shì zěnyàng jīnglì guò hànshuǐ hé lèishuǐ de nǔlì,
周杰伦是怎样经历过汗水和泪水的努力，
chéngwéi jīntiān dàjiā suǒ kàn dào de Zhōu Jiélún ne? Xiànzài,
成为今天大家所看到的周杰伦呢？现在，
wǒmen jiù yào cóng Zhōu Jiélún chūshēng de nà yīnián shuō qǐ...
我们就要从周杰伦出生的那一年说起……



Yuèdú hòu lǐjiě tāolùntí

阅读后理解讨论题：

1. ❖ “Tīng māma de huà” zài Táiwān bèi xuǎn wéi xiǎoxué yī niánjí de jiàocái. Lǎoshīmen rènwéi zhèshǒu gē de gēcí yǒu qiányímòhuà de jiàoyù yìyì. Nǐ rènwéi ne? Nǐ rènwéi dāng yīgè gōngzhòng rénwù shì búshì yǒu shèhuì zérèn? Shì búshì yīnggāi dāng xiǎo háizi de bǎngyàng? Wèishénme?

“Listen to What Mom Says” (“Tīng māma de huà”) is included in first-grade teaching materials in Taiwan. Teachers think that the lyrics have a subtle educational message. Do you think that public figures have social responsibilities? Should they be role models for children? Why?

2. ❖ Duì Zhōngguó rén lái shuō, tīng māma de huà shì “xiàoshùn” de biǎoxiàn. “Xiàoshùn” jiùshì “fú cóng”, “tīng huà”. Zhōu Jiélún shènzhì shuō: “Zhǐyào māma gāoxìng, wǒ yuànyì wèi tā fùchū

yīqiè”。 Nǐ yě huì shuō tóngyàng de huà ma? Wèishénme?
一切”。你也会说同样的话吗？为什么？

Nǐ rènwéi Zhōngguó rén hé Měiguó rén duì fùmǔ de fāngshì yǒu
你认为中国人和美國人对父母的方式有
shénme bùtóng?
什么不同？

For Chinese people, listening to one's mother is an expression of filial piety. "Xiàoshùn" (filial piety) means obeying and listening. Jay Chou once said, "I am willing to suffer everything for my mother in order to make her happy." Would you do the same? Why? In your opinion, what are some differences between the ways Chinese and Americans treat their parents?

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