

# Chinese Biographies

人物传记

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Resources

LANG LANG

郎朗



Grace Wu

Chinese Biographies

Graded Readers

人物传记

中文拼音辅助读本

**Lang Lang**

朗朗

古典音乐的奇才

SAMPLE

Grace Wu



CHENG & TSUI COMPANY

Boston

For Tony, Andrew and James

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## Foreword

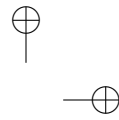
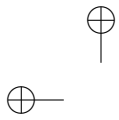
It is my distinct pleasure to write this Foreword for Grace Wu's new Chinese Graded Reader Series that is being published by Cheng & Tsui.

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.

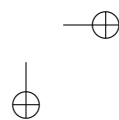
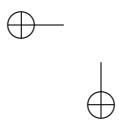
The subject matter of the first two volumes has been well chosen: the biographies of Lang Lang and Yao Ming. They will prove attractive to students from junior high school through college, and even adults who are learning Mandarin will find them valuable.

May this be the beginning of a long-lasting and flourishing series that includes not only biographies, but also the best fiction, science fiction, mysteries, and all manner of other subject matter. I am sure that the Cheng & Tsui Chinese Graded Reader 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



SAMPLE




## Preface

Cheng & Tsui's Chinese Biographies Graded Reader 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 level of proficiency, or 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. This connection to a familiar context is important for students, as it increases their engagement and confidence.

### 3. Learning resources online and in the book

This series is also accompanied by a companion website at [www.chinesebiographies.com](http://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 Chinese 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, 2010



## 前言

剑桥的“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，对非拼音文字的中文而言，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。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](http://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

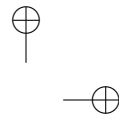
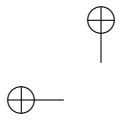


据学生不同的需要和课堂活动做调整。本系列辅助读本之所以分两大部分：书面和网络的目的是 1) 适合不同需求的读者，2) 降低出版成本，进而降低书费，减轻学生负担。

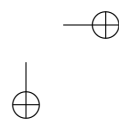
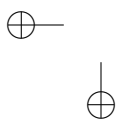
读本的每一章有阅读前讨论问题，老师可以和学生进行脑力激荡，阅读后的理解问题老师可以和学生进行更深层次的文化讨论。在美国长大的青少年，善于表达自己的见解和判断。我们不可因为学生的语言水平不足而低估了他们思辨能力。除此之外，我们将是非，选择和字谜等练习题放在网路上，是希望学生在阅读时能持续不中断，随着故事的情节享受阅读的乐趣。同时，这些美国学生喜欢的练习形式可以帮助老师设计课堂活动或学生自行练习。

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，学生可以进一步提升中文的阅读程度。

Grace Wu  
University of Pennsylvania  
June 30, 2010

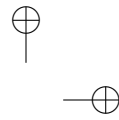
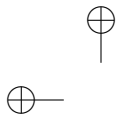


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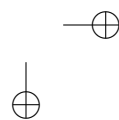
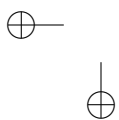


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Dì-yī zhāng

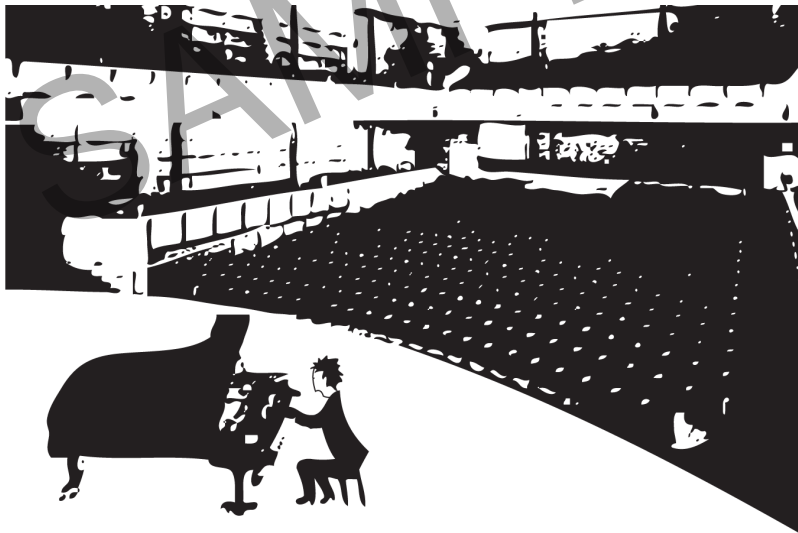
# 第一章

# 1

Yī chǎng gāngqín bǐsài

## ■ 一场钢琴比赛 ■

A Piano Competition





Yuèdú qián tāolùntí  
阅读前讨论题：

1. Nǐ xǐhuan tīng gǔdiǎn yīnyuè ma Nǐ zuì xǐhuan de yī shǒu  
你喜欢听古典音乐吗？你最喜欢的一首  
gǔdiǎn yīnyuè shì shénme Wèishénme  
古典音乐是什么？为什么？

Do you enjoy listening to classical music? What's your favorite piece of classical music? Why?

2. Nǐ tīngguò Láng Lǎng zhè wèi yīnyuèjiā de yǎnzòu ma Rúguó  
你听过朗朗这位音乐家的演奏吗？（如果  
méiyǒu qǐng shàng Nǐ xǐhuan tā de fēnggé ma  
没有，请上 YouTube。）你喜欢他的风格吗？  
Wèishénme  
为什么？

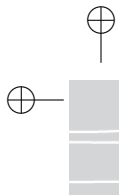
Have you heard any of Lang Lang's performances? (If not, please visit YouTube.) Do you like his musical style? Why or why not?

3. Nǐ tīngguò Lāhèmǎnínúòfū de Dì-Sān Gāngqín Xiézhòuqǔ ma  
你听过拉赫玛尼诺夫的第三钢琴协奏曲吗？  
Rúguó méiyǒu qǐng shàng Nǐ xǐhuan ma  
（如果没有，请上 YouTube。）你喜欢吗？

Have you ever listened to Rachmaninov's Piano Concerto No. 3? (If not, please go to YouTube). Do you like it?

## 2 | 一场钢琴比赛





nián yuè rì Lúndūn Ài'ěrbótè Wángzǐ Yīnyuètīng  
2000 年 8 月 22 日，伦敦 爱尔伯特 王子 音乐厅

lǐ xiǎngqǐ le Lāhènmǎnínúòfū  
(London's Royal Albert Hall) 里 响起 了 拉赫玛尼诺夫

de Dì-Sān Gāngqín Xiézòuqǔ  
(Rachmaninov) 的 第三 钢琴 协奏 曲 (Piano Concerto

Zhè zhī qǔ shì gǔdiǎn yīnyuè lǐ zuì nán tán de qǔzi  
No. 3)。这支 曲 是 古典 音乐 里 最 难 弹 的 曲 子

zhīyī dàn yě shì xǔduō zhuānyè gāngqínjiā de zuì ài yīnwèi rúguǒ  
之一，但 也 是 许 多 专 业 钢 琴 家 的 最 爱，因 为 如 果

néng bǎ zhè shǒu qǔzi tán dé hǎo jiù dàibiǎo zìjǐ de yīnyuè shuǐpíng  
能 把 这 首 曲 子 弹 得 好，就 代 表 自 己 的 音 乐 水 平

yǐ dá dào hěn gāo de jìngjiè zài zhè cì biǎoyǎn zhōng Dì-Sān Gāngqín  
已 达 到 很 高 的 境 界。在 这 次 表 演 中，第 三 钢 琴

Xiézòuqǔ tīng qilai yǒu xiē bùtóng bǐrú shuō dāng dàjiā zài děngdài  
协 奏 曲 听 起 来 有 些 不 同，比 如 说，当 大 家 在 等 待

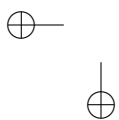
dì-yī yuèzhāng wěiduàn de gāocháo shí tīngjiàn de què shì wēnróu yōuyǎ  
第 一 乐 章 尾 段 的 高 潮 时，听 见 的 却 是 温 柔 优 雅

de gāngqín shēng Zhèyàng de tánfǎ suīrán hé píngshí de bùtóng  
的 钢 琴 声。这 样 的 弹 法 虽 然 和 平 时 的 不 同，

dànshì tīng qilai què hěn hǎotīng guānzhòng yuè tīng jiù yuè xǐhuan  
但 是 听 起 来 却 很 好 听，观 众 越 听 就 越 喜 欢，

yuè lái yuè táo zuì Chúcǐzhīwài zhè chǎng biǎoyǎn hé biéde gǔdiǎn  
越 来 越 陶 醉。除 此 之 外，这 场 表 演 和 别 的 古 典

yīnyuèhuì bùtóng de shì zài jiā yǎn jiémù shí gāngqínjiā tán de shì  
音 乐 会 不 同 的 是 在 加 演 节 目 时，钢 琴 家 弹 的 是



yī shǒu Dōngfāng qǔzi jiào Liúyáng Hé Liúyáng Hé shì  
一首东方曲子，叫《浏阳河》。《浏阳河》是  
chēngsòng Máo Zédōng zhǔxí de yī shǒu gē shì Zhōngguó yī shǒu fēicháng  
称颂毛泽东主席的一首歌，是中国一首非常  
yǒumíng de qǔzi Zhěnggè yīnyuèhuì lǐ tán de dōu shì Xīfāng yīnyuè  
有名的曲子。整个音乐会里弹的都是西方音乐，  
dàn zài jiéshù shí què tán le yī shǒu Dōngfāng de qǔzi tīngzhòng dōu  
但在结束时却弹了一首东方的曲子，听众都  
juéde hěn xīnqí Jiūjìng shì shéi néng bǎ Xīfāng yīnyuè hé Dōngfāng  
觉得很新奇。究竟是谁能把西方音乐和东方  
yīnyuè dōu tán dé zhème hǎo ne Nà jiù shì yīnyuè tiāncái Láng Lǎng  
音乐都弹得这么好呢？那就是音乐天才朗朗。

Láng Lǎng shì shìjiè shàng zuì hǎo zuì chūmíng yòu zuì niánqīng  
朗朗是世界上最好、最出名、又最年轻  
xiànzài hái èrshí duō suì de gǔdiǎn yīnyuè gāngqín yǎnzòujiā  
(现在还二十多岁)的古典音乐钢琴演奏家  
zhīyī Tā cóngxiǎo jiù yíngguò wúshù de gāngqín bǐsài céng hé duō  
之一。他从小就赢过无数的钢琴比赛，曾和多  
gè shìjièjí de jiāoxiǎng yuètuán hézuò jǔxíng yīnyuèhuì yě zài gǔdiǎn  
个世界级的交响乐团合作举行音乐会，也在古典  
yīnyuètán lǐ yíngguò bùshǎo jiǎngxiàng Chūle gāngqín zàoyì gāo wài  
音乐坛里赢过不少奖项。除了钢琴造诣高外，  
tā yě hěn jījí de tuīguǎng gǔdiǎn yīnyuè xiǎngyào ràng gèng duō rén  
他也很积极地推广古典音乐，想要让更多人  
rènshi hé xiǎngshòu gǔdiǎn yīnyuè de yōuměi suǒyǐ tā bèi chēngwéi zhè  
认识和享受古典音乐的优美，所以他被称为这  
shìjì lǐ zuì yǒu yǐngxiǎnglì hé zuì yǒu cáihuá de gǔdiǎn yīnyuèjiā  
世纪里最有影响力和最有才华的古典音乐家。

#### 4 | 一场钢琴比赛

Láng Lǎng yǒu jīntiān de chéngjiù      dào dǐ shì zěnmē huò dé de ne      Tā  
郎 朗 有 今 天 的 成 就 ， 到 底 是 怎 么 获 得 的 呢 ？ 他  
áiguò duōshǎo kǔ      Háishi yíqiè dōu shì shùnrùn-lìlì de      Tā tán dé  
挨 过 多 少 苦 ？ 还 是 一 切 都 是 顺 顺 利 利 的 ？ 他 弹 得  
zhème hǎo shì yīnwèi tā tiānshēng yǒu yīnyuè cái huá      háishi yīnwèi tā  
这 么 好 是 因 为 他 天 生 有 音 乐 才 华 ， 还 是 因 为 他  
pīnmìng nǔlì de liàn qín ne      Yào zhīdao dá'àn wǒmen jiù děi huídào  
拼 命 努 力 地 练 琴 呢 ？ 要 知 道 答 案 我 们 就 得 回 到  
Láng Lǎng de tóngnián  
郎 朗 的 童 年 。

Yuèdú hòu lǐjiě tāolùntí:  
阅 读 后 理 解 讨 论 题 :

Nǐ juéde yí gè rén de chénggōng shì yīnwèi xiāntiān de cái huá  
I. ■ 你 觉 得 一 个 人 的 成 功 是 因 为 先 天 的 才 华  
háishi hòutiān de nǔlì      Wèishénme  
还 是 后 天 的 努 力 ？ 为 什 么 ？

Do you think success is due to innate talent or hard work? Why?

Xiànzài de niánqīngrén hái xǐhuan tīng gǔdiǎn yīnyuè ma      Nǐ  
2. ■ 现 在 的 年 轻 人 还 喜 欢 听 古 典 音 乐 吗 ？ 你  
juéde Láng Lǎng kěyǐ bǎ gǔdiǎn yīnyuè jièshào gěi niánqīngrén ma  
觉 得 郎 朗 可 以 把 古 典 音 乐 介 绍 给 年 轻 人 吗 ？  
Wèishénme  
为 什 么 ？

Do young people today listen to classical music? Do you think  
Lang Lang could introduce classical music to young people? Why?



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SAMPLE

6 | 一场钢琴比赛





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