

CHINESE BIOGRAPHIES

人物传记

Pinyin Annotated Readers 中文拼音辅助读本

ANG LEE

李安

游走中西文化的电影大师

Grace Wu



CHENG & TSUI COMPANY
Boston

For Tony, Andrew and James

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Mùlù

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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 six volumes has been well chosen: the biographies of Lang Lang, Yao Ming, Vera Wang, Jay Chou, Jeremy Lin, and Ang Lee. 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

SAMPLE

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 1,000–2,000 vocabulary words, 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 with *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. Jeremy Lin, a Harvard graduate who was drafted into the NBA, shares a remarkable and inspiring story, too. Over the course of many setbacks, he finally grasped the opportunity to achieve his dreams in 2012. Finally, Ang Lee, the 2006 and 2013 Oscar Best Director Winner, has not only built a great reputation in Hollywood, but has directed movies that resonate with a global audience. With his films, he bridges the gap between Eastern and Western culture, and gets people to think about the important things in life.

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 **cheng-tsui.com/chinesebiographies** 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.

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 immerse themselves 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 provide 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
July 2014

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。这套教材主要面向已拥有1000到2000词汇量的初级和中级中文学者，特别是已有普通话口语基础，而中文阅读水平不足的学生。

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。第三册“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，学生得以自发性地将自己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。第四册“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。在此系列加入第五册“林书豪”：打进NBA的哈佛毕业生，他的故事精彩又振奋人心，在经过一次一次的失败挫折中，在2012年抓住机会，终于美梦成真。第六册“李安”：2006和2013年奥斯卡金像奖最佳导演，他的影片不但成功打进好莱坞同时也在全球热卖。他是一个游走在中西文化中的电影大师，引导观众去思考人生的价值。

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自信心。

3. 网络辅助资源

本系列阅读教材搭配免费配套网站（cheng-tsui.com/chinesebiographies），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。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

2014 年 7 月

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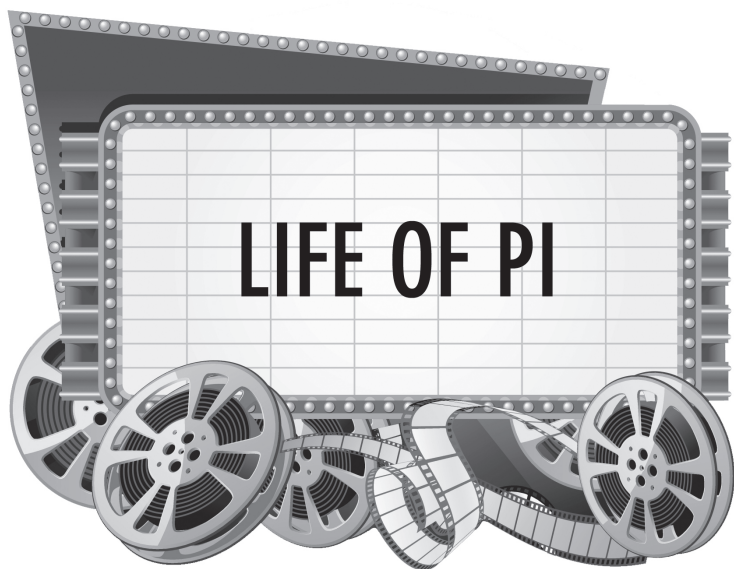
SAMPLE

Dì yī zhāng
第一章

1

Shàonián de Qíhuàn Piāoliú
❖ 少年 Pi 的 奇幻 漂流 ❖

Life of Pi



阅读前讨论题:

Yǒurén shuō shì xīn de diànyǐng tèxiào, nǐ tóngyì ma?

1. ❖ 有人说3D是新的电影特效,你同意吗?

Nǐ kànguò nǎxiē de diànyǐng? Nǐ xǐhuan ma?

你看过哪些3D的电影?你喜欢吗?

Some say 3D is the new special effects in filmmaking. Do you agree?

Have you seen any 3D movies? Did you like them?

Nǐ zhīdào Lǐ Ān shì shuí ma? Nǐ kàn guò tā de diànyǐng

2. ❖ 你知道李安是谁吗?你看过他的电影

ma? Shì shénme?

吗? 是什么?

Do you know who Ang Lee is? Have you seen any of his movies?

Which ones?

Nǐ dúguò "Shàonián de Qíhuàn Piāoliú" zhè běn shū ma?

3. ❖ 你读过《少年Pi的奇幻漂流》这本书吗?

Nǐ kànguò "Shàonián de Qíhuàn Piāoliú" zhè bù diànyǐng ma?

你看过“少年Pi的奇幻漂流”这部电影吗?

Nǐ xǐhuan ma? Wèishénme?

你喜欢吗?为什么?

Have you read the book *Life of Pi*? Have you seen the movie? Did

you like them? Why?

4. ❖ “Shàonián de Qíhuàn Piāoliú” shì guānyú yī gè shíliù suì
《少年 Pi 的 奇幻 漂流》是关于一个十六岁
nánhái hé yī zhī lǎohǔ zài hǎishàng piāoliú èrbǎi èrshíqī tiān de
男孩和一只老虎在海上漂流二百二十七天的
gùshi, nǐ rènwéi zhèyàng de gùshi pāi chéng diànyǐng huì yù dào
故事，你认为这样的故事拍成电影会遇到
shénme yàng de kùnnán?
什么样的困难？

Life of Pi is a story about a sixteen-year-old boy and a tiger who spend 227 days drifting in the ocean. In your opinion, what difficulties are involved in turning such a story into a movie?

❖
“Shàonián de Qíhuàn Piāoliú” zhè běn shū shì “duì shàngdì zhī
“少年 Pi 的 奇幻 漂流”这本书是“对上帝之
cúnzài de yōuyǎ zhèngmíng, wánměi zhǎnshì le gùshi de
存在的优雅证明，完美展示了故事的
lìliàng”.
力量。”

Měiguó zǒngtǒng Àobāmǎ
— 美国 总统 奥巴马

Barack Obama, President of the United States

“Wǒ hé diànyǐng zhōng de yīyàng, yī fāngmiàn fēicháng wēnhé,
“我和电影中的 Pi 一样，一方面非常温和，
yī fāngmiàn nèixīn yòu rú měnghǔ yīyàng chōngmǎn yěxìng.”
一方面内心又如猛虎一样充满野性。”

Lǐ Ān
— 李安

nián yuè rì dì bāshíwǔ jiè “Àosīkā Jīn Xiàng Jiǎng”
2013 年 1 月 10 日 第 八十五 届 “奥斯卡 金 像 奖”

gōngbù tíng míngdān, huárén zhùmíng dǎoyǎn
(The Academy Awards) 公布 提名 名单, 华人 著名 导演

Lǐ Ān xīnzuo “shàonián Pí de qíhuàn piāoliú,” bùfùzhòngwàng,
李 安 新作 “少年 Pi 的 奇幻 漂流” (*Life of Pi*), 不 负 众 望,

rùwéi shíyī xiàng dàjiǎng, qízhōng bāokuò “zuì jiā dǎoyǎn jiǎng” hé
入 围 十 一 项 大 奖, 其 中 包 括 “最 佳 导 演 奖” 和

“zuì jiā yǐngpiàn jiǎng.” Chú cǐ zhī wài, hái rùwéi le zuì jiā diànyǐng
“最 佳 影 片 奖”。除 此 之 外, 还 入 围 了 最 佳 电 影

gēqǔ jiǎng, zuì jiā gǎibiān jùběn jiǎng, zuì jiā shèyǐng jiǎng, zuì jiā
歌 曲 奖、最 佳 改 编 剧 本 奖、最 佳 摄 影 奖、最 佳

jiǎnjiē jiǎng, zuì jiā yuánchuàng yīnyuè jiǎng, zuì jiā bùjǐng shèjì jiǎng,
剪 接 奖、最 佳 原 创 音 乐 奖、最 佳 布 景 设 计 奖、

zuì jiā yīnxiào jiǎnjiē jiǎng, zuì jiā yīnxiào hùnyīn jiǎng, zuì jiā shìjué
最 佳 音 效 剪 接 奖、最 佳 音 效 混 音 奖、最 佳 视 觉

xiàoguǒ jiǎng. Zài dì qīshí jiè “Jīn Qiú Jiǎng” zhè
效 果 奖。在 第 七 十 届 “金 球 奖” (Golden Globe Awards) 这

bù diànyǐng huòdé le zuì jiā yǐngpiàn, zuì jiā dǎoyǎn hé zuì jiā
部 电 影 获 得 了 最 佳 影 片、最 佳 导 演 和 最 佳

pèiyuè sān xiàng dàjiǎng. “Shàonián de qíhuàn piāoliú” shì gēnjù
配 乐 三 项 大 奖。“少 年 Pi 的 奇 幻 漂 流” 是 根 据

tóngmíng chàngxiāo xiǎoshuō gǎibiān chéng diànyǐng de. Zhè běn xiǎoshuō de zuòzhě
同 名 畅 销 小 说 改 编 成 电 影 的。这 本 小 说 的 作 者

jiào Yáng Mǎtè'ěr.

叫 扬 · 马 特 尔 (Yann Martel)。

Gùshi shì zhèyàng de, yǒu yī wèi shíliù suì de Yīndù shàonián,
故事是这样的，有一位十六岁的印度少年，
tā de míngzì jiào de jiā zài Yīndù yǒu yī gè dòngwùyuán.
他的名字叫 Pi。Pi 的家在印度有一个动物园。
Yǒu yī tiān, tā de fùqīn juéding dàizhe jiārén hé dòngwùyuán de
有一天，他的父亲决定带着家人和动物园的
dòngwù yímin dào Jiā'nádà. Zài hǎishàng lǚxíng shí yù dào dà fēngbào,
动物移民到加拿大。在海上旅行时遇到大风暴，
chuán chén le, tā de jiārén hé dòngwù dōu nìshuǐ sǐ le. Jiùshēngtǐng
船沉了，他的家人和动物都溺水死了。救生艇
shàng zhǐ shèng xià yī zhī cháiláng, yī zhī xīngxīng, yī zhī shòushāng de
上只剩下一只豺狼、一只猩猩、一只受伤的
bānmǎ hé yī zhī lǎohǔ. Lǎohǔ de míngzì jiào Lǐchá Pàikè.
斑马和一只老虎。老虎的名字叫 理查·派克
Cháiláng xiān yǎo sǐ shòushāng de bānmǎ hé xīngxīng,
(Richard Parker)。豺狼先咬死受伤的斑马和猩猩，
ránhòu lǎohǔ yòu yǎo sǐ le cháiláng. Shàonián hé lǎohǔ Lǐchá Pàikè
然后老虎又咬死了豺狼。少年 Pi 和老虎理查·派克
zài dàhǎi shàng gòngchǔ le èrbǎi èrshíqī tiān hòu, xiǎochuán zhōngyú
在大海上共处了二百二十七天 后，小船终于
kào'ān huòjiù. Zài hǎishàng piāoliú zhōng, shàonián kàn dào hǎishàng
靠岸获救。在海上漂流中，少年 Pi 看到海上
qímào de jǐngsè, duì xìnyǎng hé rénshēng jiàzhí yǒule xīn de rènshi.
奇妙的景色，对信仰和人生价值有了新的认识。
Guānzhòng yě cóng de shēnshang kàn dào le xìnyǎng, yǒngqì hé wèile
观众也从 Pi 的身上看到了信仰、勇气和为了
huó xiàqù ér miàn duì kùnnán de lìliàng.
活下去而面对困难的力量。

Zài Lǐ Ān zhīqián, yǒu hǎojǐ wèi yǒumíng de diànyǐng dǎoyǎn céngjīng
在李安之前，有好几位有名的电影导演曾经
jìhuà pāishè “shàonián ”, dànshì yīnwèi zījīn hé kùnnán dù ér
计划拍摄“少年Pi”，但是因为资金和困难度而
fàngqì le. Pāi diànyǐng de rén dōu zhīdào, xiǎohái, dòngwù hé shuǐ shì
放弃了。拍电影的人都知道，小孩、动物和水是
sān gè diànyǐng zuì nán pāi de yuánsù. Suǒyǐ zhè bù diànyǐng jiù hé
三个电影最难拍的元素。所以这部电影就和
xiǎoshuō de nèiróng yíyàng, cóng yī kāishǐ jiù yù dào le yī cì yòu yī cì
小说的内容一样，从一开始就遇到了一次又一次
de tiǎozhàn, zhōngyú dào nián piàn shāng zhǎo shàng le Lǐ Ān, zhè bù
的挑战，终于到2009年片商找上了李安，这部
piànzi cái kāishǐ yǒule jìnzhǎn.
片子才开始有了进展。

Lǐ Ān shuō zhè bù piànzi shì tā suǒyǒu pāishè guò diànyǐng zhōng
李安说这部片子是他所有拍摄过电影中
zuì kùnnán de yī bù. Zài sì nián de pāishè guòchéng zhōng, zǒnggòng yǒu
最困难的一部。在四年的拍摄过程中，总共有
sānqiān rén cānyǔ qízhōng, měi gè xìjié dōu hěn bù róngyì, yīnwèi yào
三千人参与其中，每个细节都很不容易，因为要
bǎ yī bù chōngmǎn zhé lǐ sīkǎo de zuòpǐn pāi chéng zhǔliú shāngyè dàpiàn
把一部充满哲理思考的作品拍成主流商业大片
shì yīgè hěn dà de kǎoyàn. Dì yī, Lǐ Ān wèile jiàngdī chéngběn,
是一个很大的考验。第一，李安为了降低成本，
jiànyì piàn shāng zài Táiwān pāishè. Tā shǒuxiān zài Táiwān Táizhōng jiàn lì
建议片商在台湾拍摄。他首先在台湾台中建立
le yīzuò cháng qīshíwǔ gōng chǐ, kuān sānshíwǔ gōng chǐ, shēn sān
了一座长七十五公尺，宽三十五公尺，深三

gōng chǐ de réngōng zào làng chí lái mōnǐ hǎiyáng, lìngwài, tā zài Yīndù
公尺的人工造浪池来模拟海洋。另外，他在印度
cóng sānqiān rén zhōng xuǎn chū liǎng wèi xīnrén dāng zhǔjiǎo. Zhèxiē juéding
从三千人中选出两位新人当主角。这些决定
chénggōng de jiāng yīdiǎnwǔ yì de yùsuàn jiàngdào yī yì. Zàilái, diànyǐng
成功地将一点五亿的预算降到一亿。再来，电影
zhōng yǒu èrshísì gè jǐngtóu shì yòng le sì zhī zhēn de lǎohǔ. Gège
中有二十四个镜头是用了四只真的老虎。各个
guójiā de dòngwù bǎohù zǔzhī jīngcháng lái chá kàn zhèxiē lǎohǔ, Lǐ Ān
国家的动物保护组织经常来查看这些老虎，李安
de tuánduì yě yào dìngqī xiàng zhèxiē zǔzhī xiě bàogào. Dì sān gè
的团队也要定期向这些组织写报告。第三个
kùn nán jiùshì pāi shuǐ. Shuǐ de měi yī gè zhéshè dōu biànhuà wànqiān,
困难就是拍水。水的每一个折射都变化万千，
tā hé gōngchéngshī huā le hǎo jǐ gè yuè de shíjiān yánjiū shuǐ de
他和工程师花了好几个月的时间研究水的
bōcháng, làngxíng hé jiézòu, yòu huā le liǎng nián de shíjiān yòng diànnǎo
波长、浪形和节奏，又花了两年的时间用电脑
zhìzuò yánsè hé fǎnguāng.
制作颜色和反光。

Zài “shàonián ” zhè bù diànyǐng zhōng tàn suǒ le Yīndùjiào, Jīdūjiào
在“少年Pi”这部电影中探索了印度教、基督教
hé Yīslánjiào sān zhǒng bùtóng de zōngjiào, Lǐ Ān rènwéi xìnyǎng
和伊斯兰教三种不同的宗教。李安认为信仰
xiàng yī dòng fángzi, lǐmiàn yǒu hǎo jǐ céng, měi céng yǒu bùtóng de
像一栋房子，里面有好几层，每层有不同的
fángjiān, qízhōng hái yǒu huáiyí de kōngjiān. Zài diànyǐng lǐ, Lǐ Ān bùduàn
房间，其中还有怀疑的空间。在电影里，李安不断

de dàizhe guānzhòng qù sīkǎo shàngdì shì shénme, xìnyǎng shì shénme,
地带着观众去思考上帝是什么、信仰是什么、
xīnlíng shì shénme, Yīncǐ, zhè bù diànyǐng yǔqí shuō shì duì zōngjiào
心灵是什么，因此，这部电影与其说是对宗教
de sīkǎo, bùrú shuō shì měi gè rén duì xīnlíng de zhuīqiú.
的思考，不如说是每个人对心灵的追求。

Shū hé diànyǐng de yìshù xíngshì bùtóng, yīncǐ tāmen yǒuzhe bùtóng
书和电影的艺术形式不同，因此它们有着不同
de tèsè. Bǐrú shuō, zài yuánzhù xiǎoshuō zhōng, shàonián wú kě
的特色。比如说，在原著小说中，少年 Pi 无可
zhìyí de chī le rén, ránér zài diànyǐng zhōng, shàonián shì búshì chī
置疑地吃了人，然而在电影中，少年 Pi 是不是吃
rén bìng bù qīngchu. Zài shū zhōng de shàonián méiyǒu nǚ péngyǒu, diànyǐng
人并不清楚。在书中的少年 Pi 没有女朋友，电影
zhōng yǒu; zài shū zhōng, xiǎodǎo méiyǒu jùtǐ de yàngzi, diànyǐng zhōng
中有；在书中，小岛没有具体的样子，电影中
yǒu; shū zhōng bìng méiyǒu guòduō miáoxiě dàhǎi, dànshì diànyǐng zhōng
有；书中并没有过多描写大海，但是电影中
jīngyú yīyuè'érqǐ, jīngyíngsìjiàn, rúshīrúhuà. Lǐ Ān xīwàng
鲸鱼一跃而起，晶莹四溅、如诗如画。李安希望
diànyǐng chúle yǒu shìjué qíguān, yě yào gěi guānzhòng yīgè
电影除了有视觉奇观，也要给观众一个
xiǎngxiàng de kōngjiān. Diànyǐng yīnggāi shì yào cìjī guānzhòng de gǎnqíng
想象的空间。电影应该是要刺激观众的感情
hé xiǎngxiànglì, zài shāngyè hé yìshù shàng dá dào yīgè qiǎomiào
和想像力，在商业和艺术上达到一个巧妙
de pínghéng, zuìhòu néng yǐndǎo guānzhòng qù sīkǎo rénshēng de jiàzhí.
的平衡，最后能引导观众去思考人生的价值。



Yuèdú hòu lǐjiě tāolùntí

阅读后理解讨论题

Diànyǐng zhōng zuì nán pāi de yuánsù shì shénme? Wèishénme?

1. ❖ 电影中最难拍的元素是什么？为什么？

In general, what are the most difficult parts to shoot in movies?
Why?

Lǐ Ān rènwéi xìnyǎng xiàng yī dòng fángzi, lǐmiàn yǒu hǎo jǐ

2. ❖ 李安认为信仰像一栋房子，里面有好几

céng, měi céng yǒu bùtóng de fángjiān, qízhōng hái yǒu huáiyí de
层，每层有不同的房间，其中还有怀疑的

kōngjiān. Hěnduō rén juéde zhè zhǒng shuōfǎ hěn jù diānfù xìng,
空间。很多人觉得这种说法很具颠覆性，

nǐ rènwéi xìnyǎng xiàng shénme? Wèishénme?

你认为信仰像什么？为什么？

Ang Lee believes religion is like a house: there are multiple floors, each with different rooms, but also open space for doubt. Many people find this interpretation controversial. What do you think religion is like? Why?

3. “Shàonián ” de shū hé diànyǐng yǒuxiē shénme bùtóng de dìfāng? Wèishénme?
地方? 为什么?

What differences are there between the book and movie adaptation of *Life of Pi*? Why?

4. Qǐng nǐ fēnxiǎng nǐ kànguò de yī běn shū hé yǐ tā gǎibiān de diànyǐng. Yǒu shénme bùtóng de dìfāng? Nǐ xǐhuan shū háishì diànyǐng? Wèishénme?
请你分享你看过的一本书和以它改编的电影。有什么不同的地方? 你喜欢书还是电影? 为什么?

Please talk about a book that you've both read and seen a movie adaptation of. What differences were there between the two versions? Did you like the book or movie more? Why?



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