

**CHINESE BIOGRAPHIES**

**人物传记**

*Pinyin Annotated Readers* 中文拼音辅助读本

**JEREMY LIN**

**林书豪**

新亚裔传奇

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 1000–2000 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 **[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.

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 2013

## 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，在经过一次又一次的失败挫折中，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 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高层次的文化讨论。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  
2013 年 7 月

## 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, Phoenix Tso, 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.

I would also like to thank Ms. Zhiping Yi and Ms. Fang Song from the Inter-University Program at Tsinghua University, and Ms. Yi Li and Ms. Yaoyan Zhou at the University of Pennsylvania for their work on the grammar exercises and audio files on the companion website. Last, but certainly not least, my thanks go to my team of assistants—Mr. Ryan Ye and Ms. Jian Liu—for their diligent work and patience in editing and providing technical assistance throughout the development of these books.

SAMPLE



Dì yī zhāng

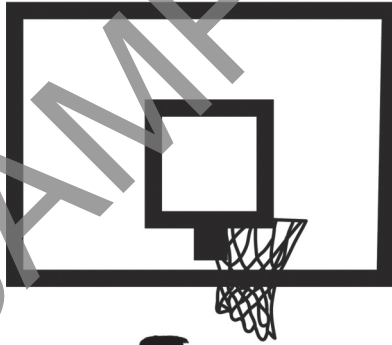
# 第一章

# 1

Jīhuì shì liú gěi zhǔnbèi hǎo de rén

❖ 机会是留给准备好的人 ❖

Opportunities Come to Those Who Prepare



## 阅读前讨论题：

---

1. ❖ Nǐ zhīdào Lín Shūhào shì shuí ma? Nǐ kànguò tā de bǐsài ma? Rúguǒ méiyǒu, qǐng shàngwǎng chá zīliào bìng fēnxiǎng nǐ chá dào de zīliào.  
你知道林书豪 (Jeremy Lin) 是谁吗? 你看过他的比赛吗? 如果没有, 请上网查资料并分享你查到的资料。

Do you know who Jeremy Lin is? Have you ever seen him play? If you have not, please do some research online, and share what you have found out.

2. ❖ Nǐ tīngguò (“Linsanity” (“Lín lái fēng”)) ma? Nà shì shénme yìsi?  
你听过“Linsanity” (“林来疯”) 吗? 那是什么意思?

Have you ever heard of “Linsanity”? What does it mean?

3. ❖ Nǐ rènwéi “jīhuì shì liúgěi zhǔnbèi hǎo de rén” ma? Wèishénme? Qǐng nǐ jǔ gè lìzi.  
你认为“机会是留给准备好的人”吗? 为什么? 请你举个例子。

Do you believe that opportunities are for people who are ready to take them? Why? Provide an example.

## 2 | 机会是留给准备好的人



“Lín Shūháo bìngfēi yí yè chéngmíng, tā yǐjīng zhǔnbèi duōshí,  
“林书豪并非一夜成名，他已经准备多时，  
zhǐshì kǔ wú jīhuì. Nǔlì bùhuì báifèi, jīhuì shì liú gěi  
只是苦无机会。努力不会白费，机会是留给  
zhǔnbèi hǎo de rén”.  
准备好的人”。

Měiguó jiàoyù bùzhǎng, Dèngkěn.  
—美国教育部长，邓肯  
*Arne Duncan, United States Secretary of Education*

nián yuè hào shì “Hǎfó xiǎozǐ” Lín Shūháo shēngmìng zhōng de  
2012年2月4号是“哈佛小子”林书豪生命中的  
zhuǎnzhédiǎn. Niǔyuē Níkè duì yīnwèi liǎng dà  
转折点。NBA纽约尼克队 (New York Knicks) 因为两大  
zhǔlì qiúyuán bùnéng shàngchǎng. Níkè duì hào Lín Shūháo tìbǔ  
主力球员不能上场。尼克队17号林书豪替补  
shàngchǎng duìkàng Xīnzéxī Lánwǎng duì chāoguò fēnzhōng,  
上场对抗新泽西篮网队 (New Jersey Nets) 超过36分钟，  
Dédào fēn, cì zhùgōng, gè lánbǎn, cì qiǎngduàn. Niǔyuē  
得到25分、7次助攻、5个篮板、2次抢断。纽约  
Níkè duì zài liánxù shū qiú de qíngkuàng xià, zhōngyú yǐ bǐ fēn  
尼克队在连续输球的情况下，终于以99比92分  
dǎbài Xīnzéxī Lánwǎng duì.  
打败新泽西篮网队。

Lín Shūháo zhè wèi chángqī zuò lěng bǎndèng de lánqiú yuán cóng zhè  
林书豪——这位长期坐冷板凳的篮球运动员从这  
yī tiān qǐ kāishǐ shòudào jiàoliàn, duìyǒu hé duìshǒu de zhùyì. Suīrán  
一天起开始受到教练，队友和对手的关注。虽然  
Lín Shūháo shì gè cóng gāozhōng, dàxué dào NBA qījiān yīzhí bùduàn de  
林书豪是个从高中，大学到NBA期间一直不断地  
bèi dīgū, bèi fàngqì de wúmíngxiǎozú. Dànshì, tā bùdàn bù  
被低估，被放弃的无名小卒。但是，他不但  
fàngqì, bìngqiě bǎwò jīhuì, kàoze chūzhòng de qiújì, chōngfèn de  
放弃，并且把握机会，靠着出众的球技，充分的  
zhǔnbèi, dàilǐng Niǔyuē Níkè duì dǎchū jǐ chǎng shèng zhàn.  
准备，带领纽约尼克队打出几场胜战。

Jiēzhe, yuè rì, Níkè duì hé Juěshì duì de bǐsài,  
接着，2月7日，尼克队和爵士队(Utah Jazz)的比赛，  
Lín Shūháo dédào shǒufā jīhuì, chūchǎng fēn miǎo, tóu zhōng  
林书豪得到首发机会，出场44分52秒，17投10中  
dédào fēn, cì zhùgōng, gè lǎnbǎn. Jiēxiàláide bǐsài, yī chǎng  
得到28分、8次助攻、2个篮板。接下来的比赛，一场  
bǐ yī chǎng jīngcǎi, nián yuè rì, Lín Shūháo zài Niǔyuē  
比一场精彩，2012年2月11日，林书豪在纽约  
Màidìxùn Huāyuán Guǎngchǎng duìkàng Luòshānjī  
麦迪逊花园广场(Madison Square Garden)对抗洛杉矶  
Húrén duì, Lín Shūháo ná xià fēn hé gè zhùgōng,  
湖人队(Los Angeles Lakers)，林书豪拿下38分和7次助攻，  
chāoguò lántán chāojí míngxīng Kēbǐ · Bùlái'èntè  
超过NBA篮坛超级明星科比·布莱恩特(Kobe Bryant)。  
Lín Shūháo chǎng shǒufā dédào fēn, zhè shì zì nián yǐlái  
林书豪4场首发得到109分，这是NBA自1977年以来

4 | 机会是留给准备好的人

de zuì jiā jìlù. Lín Shūháo kàoze zhìhuì, jìshù hé xìnxīn zài  
的最佳纪录。林书豪靠着智慧，技术和信心在  
dà fàng guāngcǎi. Tā chāoyuè le Àifú sēn chāoyuè le  
NBA大放光彩。他超越了艾弗森 (Allen Iverson)，超越了  
Àoní'ěr chāoyuè le Mǎikè'ěr · Qiáodān  
奥尼尔 (Shaquille O'Neal)，超越了迈克尔·乔丹 (Michael Jordan)。

Tóngshí, Lín Shūháo hái zài chāoyuè hé bùduàn de shuāxīn Níkè duì de  
同时，林书豪还在超越和不断地刷新尼克队的  
gè xiàng jìlù. Tā zhèyàng chūsè de biǎoxiàn, jūrán yīzài bèi bùtóng  
各项纪录。他这样出色的表现，居然一再被不同  
de qiúduì, jiàoliàn hūlüè, shì bùshì yīnwèi Měiguó shèhuì duì Yàqí  
的球队，教练忽略，是不是因为美国社会对亚裔  
nánxìng de kèbǎn yìxiàng ne? Níkè duì zǒng jiàoliàn Dàidōngní  
男性的刻板印象呢？尼克队总教练戴东尼 (D'Antoni)  
shènzhì gǎntàn de shuō: "Yīgè réncái jìngrán bèi máimò zhème jiǔ,  
甚至感叹地说：“一个人才竟然被埋没这么久，  
zhēnshì bùkěsīyì, nányǐ xiǎngxiàng".  
真是不可思议，难以想象”。

Lín Shūháo de gùshì hé kuàisù cuànghóng, bùjīn zài Měiguó de  
林书豪的故事和快速窜红，不仅在美国的  
méití chéng le rèdiǎn, zài Táiwān, Zhōngguó, Xiānggǎng hé Xīnjiāpō yě  
媒体成了热点，在台湾、中国、香港和新加坡也  
dōushì xīnwén de jiāodiǎn. Suīrán tā kànqǐlái xiàng yī xī bào hóng, qíshí  
都是新闻的焦点。虽然他看起来像一夕暴红，其实  
tā shì yòng chángjiǔ de nǔlì hé jiānchí huàn lái de. Tā de lánqiú zhī  
他是用长久的努力和坚持换来的。他的篮球之  
lù qíshí zǒu de màncháng, zǒu de xīnkǔ. Tā yuànyì wèile mèngxiǎng  
路其实走得漫长，走得辛苦。他愿意为了梦想

jiānchí bùxiè。 Jiù xiàng tā shuō, “Wǒ cóngxiǎo jiù xiǎng dǎ lánqiú, wǒ  
坚持不懈。就像他说，“我从小就想打篮球，我  
zhīdào huì yùdào hěn duō kùnnán, dànshì zhè shì wǒ de xuǎnzé”。  
知道会遇到很多困难，但是这是我的选择”。

Lín Shūháo de gùshì zhīsuǒyǐ ràng hěn duō rén chǎnshēng gòngmíng,  
林书豪的故事之所以让很多人产生共鸣，  
zhèng shì yīnwèi tā bùshì détiāndúhòu de chénggōng zhě。 Tā yīlù zǒu  
正是因为他不是得天独厚的成功者。他一路走  
lái hěn kǎnkě, zāoyù qíshì, bù bèi rén zūnzhòng。 Tā de jīnglì gèng  
来很坎坷，遭遇歧视，不被人尊重。他的经历更  
xiàng yīgè pǔtōng rén。  
像一个普通人。

Lín Shūháo de chénggōng gěi hěnduō niánqīng rén shùlì le yīgè hǎo  
林书豪的成功给很多年轻人树立了一个好  
bǎngyàng。 Yīgè rén de chénggōng chúle láizì zìshēn de nǔlì, yě yào  
榜样。一个人的成功除了来自自身的努力，也要  
yǒu miànduì kùnnán yǒngbù dītóu de lèguān tàidù。 Cóng tā de gùshì,  
有面对困难永不低头的乐观态度。从他的故事，  
niánqīng rén kěyǐ zhīdào, zhǐyào nǐ yǒu mèngxiǎng, yǒngbù fàngqì, nǐ  
年轻人可以知道，只要你有梦想，永不放弃，你  
huì fāxiàn zìjǐ yǒu wúxiàn jìnbù de kōngjiān, jīhuì shì liú gěi  
会发现自己有无限进步的空间，机会是留给  
zhǔnbèi hǎo de rén。  
准备好的人。



Yuèdú hòu lǐjiě tāolùntí

## 阅读后理解讨论题

- Níkè duì zǒng jiàoliàn Dàidōngní shènzhì gǎntàn de shuō:  
1. ❖ 尼克队总教练戴东尼甚至感叹地说:

“Yīgè réncái jìngrán bèi máimò zhème jiǔ, zhēnshì bùkěsīyì,  
“一个人才竟然被埋没这么久，真是不可思议，  
nányǐ xiǎngxiàng”。 Lín Shūháo chángqī bèi qiúduì, jiàoliàn hūlüè de  
难以想象”。林书豪长期被球队，教练忽略的  
yuányīn shì shénme?  
原因是什么？”

The head coach of the Knicks, Coach D’Antoni, even exclaimed,  
“It’s incredible and unbelievable how this talent was hidden for such  
a long time!” What is the reason for Jeremy Lin being continuously  
ignored by the teams and the coaches?

Yībān Měiguó rén duì Yàì nánxìng de kèbǎn yìnxàng shì shénme?  
2. ❖ 一般美国人对亚裔男性的刻板印象是什么?

Duì fēiyì nánxìng ne? Duì Hǎolái wù yǐngxīng ne? Duì Jiāzhōu rén  
对非裔男性呢? 对好莱坞影星呢? 对加州人  
ne? Duì Niǔyuē rén ne? Duì Chángchūnténg xuéxiào de  
呢? 对纽约人呢? 对常春藤 (Ivy League) 学校的  
xuéshēng ne? Nǐ rènwéi yào zěnmeyàng cáinéng dǎpò yībānrén de  
学生呢? 你认为要怎么样才能打破一般人的  
“kèbǎn yìnxàng”?  
“刻板印象”?

What are some of the stereotypes that Americans might have of Asian males? Of African males? Of Hollywood stars? Of Californians? Of New Yorkers? Of Ivy League students? How do you think people can break down stereotypes?



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