

新编中文课外阅读丛书

TALES AND TRADITIONS

VOLUME 1 FABLES, MYTHS, AND HISTORICAL FIGURES

寓言、神话与名人故事

FOR ADVANCED BEGINNERS

SECOND EDITION

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PREFACE TO THE SECOND EDITION

Chinese is the language of the country with the largest population in the world, and in the United States, Chinese is the language of the second-largest group of non-English speakers, after only Spanish. To date, although a number of comprehensive Chinese textbooks are currently available in the United States, interesting and informative pleasure-reading materials specifically designed for Chinese are scarce at all levels. Learners and instructors of Chinese as a foreign language (CFL) have longed for such materials, and as the first AP[®] Chinese Language and Culture exam was offered in 2007, the need for quality readings that familiarize students with expressions essential to understanding Chinese culture is now greater than ever.

Tales and Traditions 《新編中文課外閱讀叢書》 / 《新編中文課外閱讀叢書》 was created to meet the need for supplementary reading materials for Chinese language learners. Foreign language acquisition research has shown that extensive pleasure reading, in which students read large quantities of level-appropriate books and materials, is essential to attaining fluency in a foreign language. Pleasure reading not only improves students' reading skills, speed, and language proficiency, but also leads them to lifelong fluency and enjoyment of reading in the target language. This series presents stories and anecdotes that are a part of the Chinese literary canon and essential for cultural fluency: sayings from classical philosophers, folk tales, legends, excerpts from great works of literature, and more.

Volume 1 is designed for students who have finished the beginning level of Chinese study. Its three chapters, organized by theme, include ten Chinese literary quotations and fables; seven anecdotes from well-known figures such as Confucius and Sima Guang; and six mythological

stories and fantasies. Material within each theme increases in difficulty, but students and teachers should be able to read the selections in any order.

Each text in this series has an interesting story line, a vocabulary list, and stimulating post-text questions. The texts can be used both for individual student reading and/or for instructor-facilitated classroom reading. Using the discussion questions, teachers can engage students in comprehension checks, cross-cultural comparisons, real-life reflections, and extended research. Students may also enjoy acting out the stories (see the “Teaching Note” at the end of this Preface for more information). Teachers will find the texts easy to use and an essential tool to improve learners’ presentation skills. The stories will help students gain literacy and familiarity with Chinese written texts that are at the heart of Chinese culture. This focus on reading comprehension and cultural knowledge makes *Tales & Traditions* an excellent companion for students who are preparing for the AP[®] Chinese Language and Culture exam, or other standardized tests.

An appendix of *pinyin*-annotated texts is included for students who struggle with character recognition, and a comprehensive index of all vocabulary words, arranged in alphabetical order by *pinyin*, will help students review and look up unfamiliar words. Proper nouns that appear in the stories are underlined, so that students can easily recognize and identify them.

About the *Tales & Traditions Series*

Differentiated in the use of characters, phrases, sentence patterns, and discourse features, the series consists of four volumes for advanced-beginning, intermediate, low advanced, and advanced levels. All stories are adapted to a level appropriate for learners of Chinese. Each level includes a variety of genres, such as myths, legends, classical and popular short stories, fables, Tang/Song poems, satirical and amusing essays and stories, and excerpts of well-known literature. Texts from beginning to advanced levels are all illustrated. Authentic texts, vocabulary words, and sentence patterns were adapted to keep the stories level-appropriate, while maintaining their originality.

In each volume, vocabulary words, forms of usage, idioms, and phrases are selected according to their frequency of use and expository requirements. Vocabulary glossing is cumulative, so that if a word is glossed in the first story, it will not be glossed again in later stories. Students should focus on reading for comprehension, rather than being able to recognize each and every character. For students' ease of vocabulary reference, however, an appendix of *pinyin* texts is included so that students can quickly check the pronunciation of a word and look it up in the glossary or in a dictionary.

To adapt these stories and compile vocabulary lists, we used three main sources: *Xiandai Hanyu Pinlu Cidian* (現代漢語頻率詞典) (1986), *Hanyu Shuiping Dengji Biaozhun he Dengji Dagang* (漢語水平等級標準和等級大綱) (1988), and *Far East 3000 Chinese Character Dictionary* (遠東漢字三千字典) (2003). Words and phrases used at the beginning, intermediate, and advanced levels are selected in accordance with the 甲 乙 丙 levels specified in 漢語水平等級標準和等級大綱. The length of the texts gradually increases as the academic level advances, from 150 to 1,000 characters per text for the

beginning and intermediate levels, and from 500 to 2,000 characters per text for the advanced levels. For the first two levels, we selected the 1,500 most frequently used words listed in 現代漢語頻率詞典 and expanded to 3,500 words for the advanced levels.

As globalization, multiculturalism, and multilingualism change the way people interact with each other around the globe, a high level of Chinese language proficiency has become an important qualification for individuals in the United States and other English-speaking countries to gain a competitive advantage in academics, business, and other areas. We hope this series of stories will help students become fluent readers and speakers of Chinese, as well as global citizens with a multicultural perspective.

What's New in the Second Edition?

Discussion questions in the new edition of *Tales and Traditions* have been revised to better prepare students for the reading comprehension questions on the AP[®] Exam in Chinese Language and Culture. The layout of the text is now easier to read. Background information about historical figures has been added before related texts.

TEACHING NOTE

For teachers and students who are using this book as supplementary reading for a Chinese course, we have provided questions to stimulate class discussions of the stories. In addition, students can be asked to retell the stories in their own words when class time allows. For extra speaking practice, students may enjoy acting out the stories in small groups. Each group selects a story, writes speaking lines, and assigns roles. A special day or two can be set aside at mid-term or semester's end for performance of the plays.

ABBREVIATIONS OF PARTS OF SPEECH

Part of Speech	Definition
adj.	<i>Adjective</i>
adv.	<i>Adverb</i>
conj.	<i>Conjunction</i>
mw.	<i>Measure word</i>
n.	<i>Noun</i>
on.	<i>Onomatopoeic word</i>
part.	<i>Particle</i>
pn.	<i>Proper noun</i>
v.	<i>Verb</i>
vc.	<i>Verb plus complement</i>
vo.	<i>Verb plus object</i>

SAMPLE

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I

FABLES AND LITERARY QUOTATIONS

第一章 寓言典故

第一章 寓言典故

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1

PULLING SEEDLINGS UP TO HELP THEM GROW

拔苗助长₁

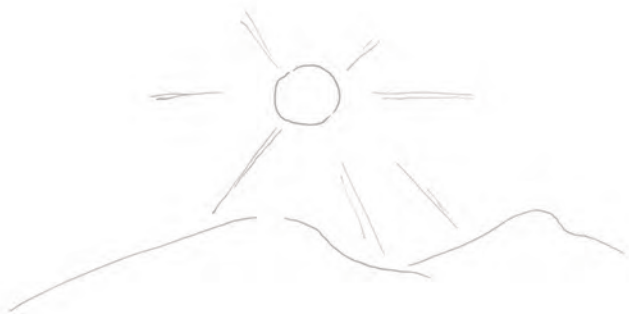
拔苗助長₁

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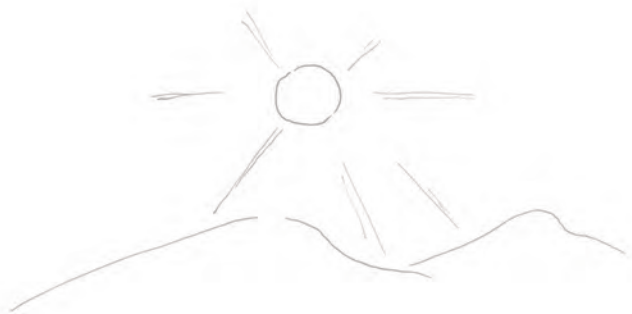


从前，有一个农民₂住在一个小村子₃里。他每天早上很早起床到地里去工作，晚上很晚才回家。

一年春天，他在地里下了种子₄，不久就长出了禾苗₅。他非常高兴，天天给禾苗浇水₆，希望它们快快长高。他还每天都用一把尺子去量₇这些禾苗，看看它们长高了多少。十几天过去了，他觉得禾苗长得太慢了，很着急₈。他想：“怎样才能让这些禾苗长得快一点呢？”

他想啊想啊，想出了一个办法：“如果我把这些禾苗都往上拔高一点儿，它们不就都长高了吗？”他很快跑到地里，把所有的禾苗都拔高了一点儿。

他拔到半夜才回家。虽然很累₁₀，但是很高兴。他告诉儿子说：“我今天帮助地里的禾苗长高了！”他的儿子到地里一看，却发现₁₁所有的禾苗都死₁₂了。



從前，有一個農民₂住在一個小村子₃裡。他每天早上很早起床到地裡去工作，晚上很晚才回家。

一年春天，他在地裡下了種子₄，不久就長出了禾苗₅。他非常高興，天天給禾苗澆水₆，希望它們快快長高。他還每天都用一把尺子去量₇這些禾苗，看看它們長高了多少。十幾天過去了，他覺得禾苗長得太慢了，很著急₈。他想：“怎樣才能讓這些禾苗長得快一點呢？”

他想啊想啊，想出了一個辦法：“如果我把這些禾苗都往上拔高一點兒，它們不就都長高了嗎？”他很快跑₉到地裡，把所有的禾苗都拔高了一點兒。

他拔到半夜才回家。雖然很累₁₀，但是很高興。他告訴兒子說：“我今天幫助地裡的禾苗長高了！”他的兒子到地裡一看，卻發現₁₁所有的禾苗都死₁₂了。

VOCABULARY LIST

	SIMPLIFIED CHARACTERS	TRADITIONAL CHARACTERS	PINYIN	PART OF SPEECH	ENGLISH DEFINITION
1.	拔	拔	bá	v.	to pull
	苗	苗	miáo	n.	seedling; shoot
	助	助	zhù	v.	to help
	长	長	zhǎng	v.	to grow
2.	农民	農民	nóngmín	n.	farmer
3.	村子	村子	cūnzi	n.	village
4.	种子	種子	zhǒngzi	n.	seeds
5.	禾苗	禾苗	hémiao	n	shoots of grain
6.	浇水	澆水	jiāoshuǐ	vo.	to give water to plants
7.	量	量	liáng	v.	to measure
8.	着急	著急	zháojí	adj.	worry
9.	跑	跑	pǎo	v.	to run
10.	累	累	lèi	adj.	tired
11.	发现	發現	fāxiàn	v.	to discover
12.	死	死	sǐ	v.	to die or to become withered

*Note: All vocabulary words in this book are numbered within the texts for easy reference.

QUESTIONS

Reading Comprehension

1. What did the farmer do in the spring?
 - A. He moved to a small village.
 - B. He worked at home all day.
 - C. He planted some seeds in the field.
 - D. He bought some grain.

2. What did the farmer do first to help his plants grow faster?
 - A. He watered them daily.
 - B. He watered them every other day.
 - C. He pulled them up.
 - D. He measured them with a ruler.

3. What did he find and how did he feel several days later?
 - A. He found that the plants grew quickly and was enthusiastic.
 - B. He found that the plants grew quickly and was satisfied.
 - C. He found that the plants grew slowly and was disappointed.
 - D. He found that the plants grew slowly and was impatient.

4. After thinking things over, the farmer decided to
 - A. work extra hard by getting up early in the morning and going home late at night.
 - B. move from the village to the field.
 - C. pull all the plants up a little bit.
 - D. ask his son for help.

5. How did he feel when he came home at midnight?
- A. Happy and exhausted
 - B. Happy and energetic
 - C. Sad and discouraged
 - D. Sad and hungry
6. What did the farmer's son discover when he went to the field?
- A. The plants were taller.
 - B. The plants were dead.
 - C. The plants were extremely tall.
 - D. The plants were not there.
7. Which sentence best describes the moral of this story?
- A. One should not interfere with nature.
 - B. It is better to start early than rush at the end.
 - C. A gentle approach will produce better results.
 - D. It is better to wait patiently than to act rashly.

Discussion

1. Do you know any idioms or proverbs from another culture that have a similar message?
2. Describe a situation in which it would be appropriate to use this idiom.

SAMPLE

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ABOUT THE AUTHORS

Yun Xiao is Professor of Chinese Language and Linguistics at Bryant University. She has a Ph.D. degree in linguistics. Her research interests are second language acquisition and pedagogy, Chinese syntax and discourse analysis, and Chinese teacher education. Her recent publications include more than twenty articles and book chapters. She is the primary author of *Tales and Traditions* (Volumes 1–4, 2007–2010); co-author/ co-editor of *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (2008); co-author/co-editor of *Chinese as a Foreign Language: Theories and Applications* (2009); and primary editor of *Current Issues in Chinese Linguistics* (2011).

Faye Hui Xiao is Associate Professor in the Department of East Asian Languages and Cultures at the University of Kansas. Her special areas of interest include modern and contemporary Chinese literature, popular culture, film studies, and gender studies. Her publications have appeared in *Asian Cinema*, *Journal of Contemporary China*, *Chinese Films in Focus* (2nd edition), *Globalization and Chineseness: Postcolonial Readings of Contemporary Culture*, and *From Camera Lens to Critical Lens: A Collection of Best Essays on Film Adaptation*. She is the author of *Family Revolution: Marital Strife in Contemporary Chinese Literature and Visual Culture* (2014) and a co-author of Volumes 1, 2, and 4 of *Tales and Traditions*.

Ying Wang is a Visiting Instructor of Chinese at Wheaton College. She obtained her M.A. from the Department of Asian Languages and Literatures at the University of Massachusetts Amherst and her B.A. in Chinese Language and Literature from Beijing University. She has taught at the Central Broadcasting and TV University in Beijing. Her areas of interest include classical Chinese literature; the history of Chinese writing; and the development, simplification, and standardization of Chinese characters. She is the author of *The Selected Works of Chinese Classical Literature*, and translator of two books for children by Chiang Yee: *Chin-Pao at the Zoo* and *Chin-Pao and the Giant Pandas*.

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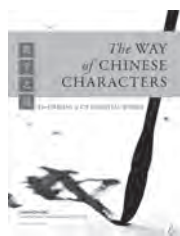
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