

汉英双语版  
CHINESE-ENGLISH EDITION

# 国际少儿汉语 Chinese for Children

主编 朱一飞

## 图解词典 CHINESE CHARACTERS IN PICTURES



《国际少儿汉语》是一套外籍少儿汉语系列教材，供在华国际学校、外国小学汉语教学以及外国少儿短期汉语学习使用。

《国际少儿汉语》以“寓教于乐”为指导思想，贯彻结构、功能、文化三结合的编写原则，参照中国少儿汉语水平考试[HSK（少儿）]的要求编写而成。

《国际少儿汉语》根据少年儿童的生理、心理特点及其需求与爱好，注重内容的科学性、趣味性和实用性。

《国际少儿汉语》包括《学生课本》、《活动手册》和《指导手册》各12册，《汉语拼音·课本》和《汉语拼音·指导手册》各1册，以及与之相配套的《国际少儿汉语图解词典》3册，全套共41册。

策划编辑 韩天霖  
项目负责 李振荣  
责任编辑 李振荣

版式设计 卞骐真  
封面设计 戴玉倩



ISBN 978-7-5446-0651-6



9 787544 606516 >

定价：46.00 元



# 国际少儿汉语

## Chinese for Children

### 图解词典

#### CHINESE CHARACTERS IN PICTURES



上海外语教育出版社  
赠书

外教社  
COMPLIMENTARY COPY  
SHANGHAI  
FOREIGN LANGUAGE EDUCATION PRESS

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图书在版编目(CIP)数据

国际少儿汉语图解词典. 第3册 / 朱一飞主编.

—上海: 上海外语教育出版社, 2008

ISBN 978-7-5446-0651-6

I. 国… II. 朱… III. 汉语—对外汉语教学—图解词典

IV. H195.61

中国版本图书馆CIP数据核字(2007)第198902号

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出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300(总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 李振荣

印 刷: 上海译文印刷厂

经 销: 新华书店上海发行所

开 本: 889×1194 1/16 印张6 字数40千字

版 次: 2008年7月第1版 2008年7月第1次印刷

印 数: 5000册

书 号: ISBN 978-7-5446-0651-6 / G · 0311

定 价: 46.00元

本版图书如有印装质量问题,可向本社调换

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# 前言

《国际少儿汉语》是一套外籍少儿汉语系列教材。

本教材是根据在华国际学校和母语为非汉语的外国小学汉语教学的需要，以及外国少年儿童短期学习汉语的需求，参照中国少儿汉语水平考试[HSK(少儿)]的要求编写而成的。

本教材包括《学生课本》、《活动手册》和《指导手册》各12册，《汉语拼音·课本》和《汉语拼音·指导手册》各1册，以及与之相配套的《图解词典》3册，全套共41册。其中，12册《学生课本》有144课和48个单元复习，汇集了730个生字，1176个词语，144个基本句子。

本教材的编者根据外国少年儿童的生理、心理特点和他们的需求与爱好，努力注意课文内容的科学性、趣味性和实用性。

本教材具有如下特点：

一、寓教于乐，讲求内容的科学性、趣味性和实用性。

“寓教于乐”的教学理念贯穿本教材始终。“寓教于乐”是少儿汉语教学的灵魂，也是少儿汉语教材的灵魂。

为了激发少年儿童的想像力、思考力和创造力，帮助他们达到能初步运用汉语进行听说读写的学习目标，本教材根据少儿的生理和心理特点，选择并设计了相应的教学内容与活动方式，选取贴近他们学习、生活、兴趣的题材，运用对话、采访、节目主持、儿歌、游戏、折纸、角色扮演、讲故事、实物演示和室外教学等多种方式，使他们对汉字和汉语产生兴趣，在教材创设的各种日常学习、生活和游戏的语言场景中，轻松、愉快地学习汉语。

二、贯彻结构、功能、文化三结合的编写原则。

本教材的教学目标是使外籍少儿学生具备初步的汉语普通话听说读写的言语交际技能，为进一步学习汉语和了解中华文化打下良好的基础。

本教材的编写，着重选取汉语言和文化中外国少年儿童感兴趣的话题，从话题的内容到形式，都注意贯彻“以学生为主体，教师为主导”、“培养言语交际能

力，听说读写全面发展”的教学理念。

本教材不讲语法理论，而是注重基本句型的教学，字词句反复操练，让少儿在对大量语言现象形成感性认知的基础上，逐步领会汉语的遣词造句规则，并让他们既能听懂汉语，会说汉语，又对中国文化有了初步的了解。

### 三、重视汉字教学，展现汉语的独特风貌。

本教材努力遵循少儿的认知规律和汉字结构规律，从汉字的初始写法入手，由独体字到合体字，按笔画、笔顺、部件的顺序，先易后难，充分展示汉字形、音、义相结合的特点，努力把汉字教学与汉语教学结合起来，使少儿觉得汉字有趣，学得会，写得好；同时，使他们能真切地感受到汉语和中国文化的魅力，从而激发起他们学习汉语的兴趣。

### 四、汉语拼音单独编写成册。

汉语拼音，是外国少儿学习汉语的有效工具，至于将它安排在哪一个年级哪一个时间段教学最合适，可由各国各个学校汉语教师视学生的具体情况及实际需要而定。因此，本教材将汉语拼音单独编写成《汉语拼音·课本》和《汉语拼音·指导手册》。这样编排，既使教师把汉语拼音安排在何时教学有了充分的灵活性，又避免了母语为英语的一二年级小朋友在同时学习英语和汉语时可能产生的字音混淆问题。

《汉语拼音·课本》将汉语的语音教学与字、词、短语、句子的教学紧密地结合在一起，以求达到“既能读准声母、韵母、声调和整体认读音节，又能准确地拼读音节；既学会了汉语拼音，又学习了说话”的教学目标。

### 五、图文并茂，形象生动。

《学生课本》、《活动手册》和《汉语拼音·课本》的每一课都配有主题画，生字、生词、课文和练习也都有插图，文中有图，图中有文；还配之以录音带、光盘等，增加了词语的形象性和语境的真实性，小朋友学起来亲切自然，容易理解。

策划并组织编写《国际少儿汉语》教材的是上海虹桥语言文化专修学校，它是一所专门培训外国人学习汉语语言 and 文化的学校。

上海虹桥语言文化专修学校邀请上海美国学校、复旦万科实验学校 and 上海新基础教育实验学校等国际学校，以及中国小学长期工作在外籍学生汉语教学第一



线的教师共同编写本教材,同时特邀复旦大学国际文化交流学院院长朱永生教授、陈光磊教授、夏义民教授,南京大学海外教育学院院长程爱民教授,上海师范大学范开泰教授,上海美国学校中文部主任章悦华博士,在美国 University of Pennsylvania 与 West Windsor-Plainsboro High School 两所学校任教的吴威玲博士等国内外长期从事对外汉语和英语教学的专家学者担任顾问,指导本书的编写。

上海外语教育出版社领导对这套教材十分重视,将其列为“十一·五规划”中的重点项目。在外教社的大力支持下,主编朱一飞和副主编陈舒、胡达慧等三十余位教师、翻译、绘画者和编务人员同心协力,历时一年多终于完成了《国际少儿汉语》的编写任务。

在此,我谨代表《国际少儿汉语》编委会和上海虹桥语言文化专修学校,衷心感谢上海外语教育出版社社长庄智象教授、项目负责人李振荣博士和策划编辑韩天霖先生的鼎力支持,衷心感谢以上各位顾问的热情指导,衷心感谢复旦大学国际文化交流学院、上海美国学校、复旦万科实验学校 and 上海新基础教育实验学校等单位与个人积极参与,协同编写。

限于编写者的水平与经验,本教材在设计与编排上定有疏漏不当之处,恳切希望各国专家、教师、少儿家长以及使用本书的小朋友们提出意见和建议,以期使本教材通过修订而日臻完善,为进一步推动世界少儿汉语教学做出我们的贡献。

朱一飞

中国 上海

2007年8月



## Preface

*Chinese for Children* is a textbook series for foreign children who wish to learn Chinese. The goal of this course is to help cultivate learners' ability to communicate in Chinese. It is designed for primary school children in foreign countries or in international schools in China.

*Chinese for Children* consists of forty-one books in all. Each level is made up of a student's book, an activity workbook, and a teacher's book. Each book contains twelve lessons and four revision units to ensure that students can well master the characters, phrases and sentence structures that have been taught in the foregoing lessons.

*Chinese for Children* follows a balanced approach in developing learners' listening, speaking, reading and writing abilities. Emphasis is placed on teaching sentence patterns, with new vocabulary introduced to allow learners to build a solid foundation in the language, rather than on the memorization of grammatical rules. Using a variety of activities such as songs, games, story-telling, role play, and oral exercises, necessary linguistic information is repeated throughout the series to ensure a good understanding.

*Chinese for Children* is carefully designed to stimulate learners' interest in an unfamiliar language and encourage them to develop a greater understanding of the richness of the Chinese language and culture. It also makes use of stimulating materials that learners can apply what they learn to real-life situations. When children are able to apply what they learn they may develop a stronger curiosity and become more eager to apply what they learn in the classroom or in real-life communication.

As well as listening and speaking, the course also teaches some written Chinese. According to the order of the strokes and components in Chinese characters, Chinese characters are introduced in order of increasing difficulty — from easier one-stroke characters to more complex ones. The basic strokes and rules are introduced in the first book in the series. Each new book builds on the characters, phrases and sentence patterns learned in the preceding book or books in the series. By the time learners reach the last book in the series they are expected to be able to communicate in some way in Chinese on the basis of some 700 words and expressions.

The series also includes a simple 3-part pictorial dictionary of Chinese characters entitled *Chinese Characters in Pictures*. This dictionary may serve as a useful reference tool for learners. The Chinese Phonetic Alphabet is introduced in two separate books, *Chinese Pinyin (Student's Book)* and *Chinese Pinyin (Teacher's Book)*.

*Chinese for Children* is written and edited by the Shanghai Hongqiao Language and Culture School which offers many different Chinese language and culture courses to children from over twenty

countries.

The series has greatly benefited from Zhuang Zhixiang, director of the Shanghai Foreign Language Education Press, having made the writing of this Chinese course for children of other countries an important project for the Press in its 11th 5-year Plan. After many months dedicated to the task, chief editor Zhu Yifei, vice chief editors Chen Shu and Hu Dahui and over thirty other teachers and translators working in close cooperation have finally completed the present forty-one books of the course.

On behalf of the board of compilers, we would like to express our deep gratitude to the Shanghai Foreign Language Education Press, Fudan University, the Shanghai American School, the Fudan-Vanke Experimental Private School, and the Shanghai New Basic Education Experimental School for their generous support and encouragement in the preparation and publication of this textbook series.

Zhu Yifei  
Shanghai, China

## 使用说明

### 一、《图解词典》与其他教学用书的关系。

《图解词典》分3册，共54课，同《国际少儿汉语》的《学生课本》、《活动手册》既可配套又可相对独立使用。

所谓“配套”，就是说三者可以互为补充。而《图解词典》比《学生课本》与《活动手册》的图画更多、更形象，因而也更加有趣和容易学习；所谓“相对独立”，就是说3册《图解词典》共创设了50余个主题情景，汇集了729个词语，208个句子，30多首儿童歌谣、歌曲，让各国小朋友能够饶有兴趣地看图识字，看图说话，轻轻松松学汉语。从这个意义上来说，《图解词典》是一套供初学汉语的外国小朋友学习汉语的简易读本。

### 二、编写的指导思想。

《国际少儿汉语》的《学生课本》与《活动手册》，其内容是以汉字、词语、句子、会话和短文的教授为主，辅之以插图，指导小朋友们系统地学习汉语、运用汉语。而《图解词典》则是用生动形象的图画来诠释汉语的词语、句子、会话和儿童歌谣、歌曲的意思，从而帮助小朋友们理解和把握主题所包含的内容，激发他们学习汉语的兴趣。

### 三、《图解词典》的每一课都是一个独立的场景。

第一册：汉语拼音、打招呼、家庭成员称谓、数字、身体、文具、水果、玩具、野餐、月份、饮料、时间、衣服、生日聚会、颜色、卧室、星期和学校等。

第二册：国家、爱好、天气、动物、看病、蔬菜、吃饭、客厅、比较、卫生间、形状、交通工具、方向、大自然、夏天、冬天、昆虫和节日等。

第三册：鸟类、职业、海底世界、太空、宇宙、奥运会、儿童乐园、电脑、厨房、社区设施、环境、春节、量词、计量单位、乐器、四大发明、名胜古迹和唐诗等。

### 四、编写的方法及其使用时的注意事项。

每一课均由四个部分组成。

第一部分是主题画。画中包括了本课所要学的全部词语。为了吸引小朋友阅

读了解整幅主题画的内容，在画面的左下角或右下角有一句话，提示小朋友在看画的同时找出隐藏在图画中的小图标。

第二部分是词语。每一个词语都有相对应的图画，每一个词语也都注有汉语拼音和英文。

第三部分是句子。每篇课文都有4个句子，每个句子也都注有拼音和英文，在每个句子上边都有一幅画，帮助小朋友更直观地理解句子的意思。

第四部分是活动。每篇课文都安排有儿歌、歌曲或讨论题，以便使小朋友在生动活泼的场景中学习汉语。

编者

中国上海

2007年8月



## An Introduction to the *Chinese Characters in Pictures*

First, a few words about the relationship between the *Chinese Characters in Pictures* and the textbook.

The *Chinese Characters in Pictures* consists of three volumes, with fifty-four lessons all together. It can be studied along with the Student's Book and the Activity Workbook of *Chinese for Children* or be used independently, in a relatively sense of course.

The *Chinese Characters in Pictures* and *Chinese for Children* are complementary to each other. But the *Chinese Characters in Pictures* has more vividly-drawn pictures and contents that are highly interesting. So it is more user-friendly and maybe easier to study. The three-volume *Chinese Characters in Pictures* centers around more than fifty themes / situations, introducing in all 729 words, 208 sentences and more than 30 songs. Such a design attracts children naturally to the pictures, and thus speaking, reading, and studying Chinese may be made easier. So, in this sense, the *Chinese Characters in Pictures* is a set of simplified readers for children beginning to learn Chinese.

Second, about the guiding principle of the book.

Student's Book and Activity Workbook of *Chinese for Children* are mainly written in Chinese, including Chinese characters, words, sentences, dialogues and short passages and some pictures to help children to learn Chinese more or less systematically, while the *Chinese Characters in Pictures* makes use of many vividly-drawn pictures to illustrate the uses of Chinese words, sentences, dialogues and songs. Such a format may help children understand and master the main ideas and stir up their interest in Chinese.

Third, each lesson in the *Chinese Characters in Pictures* presents an independent situation.

The first volume: Chinese *pinyin*, greetings, forms of address of family members, numbers, body parts, stationery, fruit, toys, picnic, months in a year, beverages, expressions of time, clothes, birthday party, colors, bedroom things, days in a week, school and so on.

The second volume: country names, hobbies, weather, animals, seeing a doctor, vegetables, taking meals, dining-room, bathroom, shapes, traffic tools, directions, nature, summer, winter, insects, festivals and so on.

The third volume: birds, jobs, the world under the sea, outer space, the universe, Olympic Games, children's playground, computer, kitchen, leisure facilities in the neighborhood, environment, Spring Festival, measure words, musical instruments, the four great inventions in Chinese history, scenic and historical places, Tang poems and so on.

Third, structure of the books and some advice about their use.

Each lesson consists of four parts.

The first part is a picture, with all the words a child is expected to learn. To help children to understand the pictures, at the lower left corner or the upper right corner there is a sentence to remind children how to find the icons hidden in the picture.

The second part consists of words. Each word has an illustration, and each has both its Chinese *pinyin* and its English translation.

The third part consists of sentences. Each text has four sentences, and each sentence has its Chinese *pinyin* and its English translation. Above each sentence there is a picture to help children to understand its meaning.

The fourth part focuses on activities. Each lesson is accompanied with songs or questions for discussion to help children learn Chinese in vivid situational contexts where they may have much fun.

The editor  
Shanghai, China

# 目录 Table of Contents

## Mùlù

- 1 小鸟飞来了 The little bird is here on the wing  
Xiǎoniǎo fēi lái le 1
- 2 你长大以后想做什么?  
Nǐ zhǎng dà yǐ hòu xiǎng zuò shén me? 5  
What would you like to be when you grow up?
- 3 奇妙的海底世界 The wonderful undersea world  
Qí miào de hǎi dǐ shì jiè 9
- 4 遨游太空 Travelling in space  
Ào yóu tài kōng 13
- 5 神奇的宇宙 The mysterious universe  
Shén qí de yǔ zhòu 16
- 6 奥运会 Olympic Games  
Ào yùn huì 20
- 7 儿童游乐场真热闹  
Ér tóng yóu lè chǎng zhēn rè nao 24  
A lively scene at the children's playground
- 8 你会上网吗? Do you know how to surf the net?  
Nǐ huì shàng wǎng ma? 28
- 9 我家的厨房 The kitchen at my home  
Wǒ jiā de chú fáng 32
- 10 我家附近 Our neighborhood  
Wǒ jiā fù jìn 36

- 11 我家楼下 The floor below us 40  
Wǒ jiā lóuxià
- 12 热闹的春节 A festive occasion during the Spring Festival 44  
Rè'nao de chūnjié
- 13 有趣的量词 Interesting measure words 48  
Yǒuqù de liàngcí
- 14 你知道中国有多大吗? Do you know how big China is? 52  
Nǐ zhīdào Zhōngguó yǒu duō dà ma?
- 15 动物音乐会 An animal concert 56  
Dòngwù yīnyuèhuì
- 16 古老的中国 China, a country with a long history 60  
Gǔlǎo de Zhōngguó
- 17 你去过哪些地方? What places have you visited? 64  
Nǐ qù guo nǎxiē dìfāng?
- 18 游子吟 The wandering son's song 68  
Yóuzi yín
- 词语表 Word list 70  
Cíyǔbiǎo



# 1. 小鸟飞来了 The little bird is here

Xiǎo niǎo fēi lái le on the wing

