

体验汉语®

# 图解学习词典

THE EXPERIENCING CHINESE PICTURE DICTIONARY

主编 / 李晓琪



高等教育出版社  
HIGHER EDUCATION PRESS

体验汉语  
Experiencing Chinese

体验快乐  
Experiencing Happiness

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《体验汉语图解学习词典》遵循“图解式输入”原则，将与日常生活密切相关的14个单元话题分解为95个子单元，共收录词语1606个。学习者能够通过易于理解的图示，按照词语义类寻找相关词语，从而激发学习者的内在学习动力。

本词典的插画针对少儿心理绘制，画面精美，风格多样，兼具实用性与观赏性，能够有效激发学习兴趣。

本词典的每个子单元均配有一段文化背景介绍，帮助学习者了解中国文化。此外，每个子单元都列有常用句型或句式，学习者可以模仿例句，举一反三，说出和运用所学词语。

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# 前言

词典的功能定位是工具性，即为使用者查阅词语的读音和释义提供帮助，这一定位尤其体现在为本族语使用者编写的单语词典上。关于这一点，学界的认识是基本一致的。那么，为第二语言学习者编写的双语词典是否应该仍然定位在工具性上，还是应该定位在学习性上，或者应为二者的结合，这无疑是一个值得探讨的课题。定位的不同，关系到词典的编撰理念，关系到词典使用者对词典的认同。

近年来，汉语热在全球各国不断升温，学习汉语的人群从起初的大学生和研究人员向中小學生和社会各界人士扩展。这种新的形势向汉语词典编纂工作者提出了新的挑战，即面向以汉语作为第二语言的、处于入门阶段的学习者，编写工具性与学习性相结合的学习词典。这种学习词典应该易学、好用，并符合语言学习理论。这也正是编写《体验汉语图解学习词典》的初衷。为达到上述目标，本词典突出了如下特点：

## 词语图解式输入

认知语言学研究证明，学习者接受的输入材料应为可被学习者理解的内容，并且所输入的材料还应该略高于学习者当前的水平，这是因为略高于学习者当前水平的输入最容易为学习者所关注。这提示我们，要想编写一本词典与教材合一的词典，使之既可以作为供使用者查阅的工具书，又可以成为供学习者学习的教科书，就要特别注意“可理解输入”（comprehensible input）。本书所采用的词语“图解式输入”，正是一种有效的可理解输入方法，这种编撰模式已经获得了大多数词典编纂者、特别是第二语言学习词典编纂者的认同。

《体验汉语图解学习词典》遵循“图解式输入”原则，将与日常生活密切相关的14个单元话题分解为95个子单元，共收录1606个词语。按照每个子单元一面图示的方式进行编排，使学习者能够通过易于理解的图示，按照词语义类寻找相关词语，从而激发学习者的内在学习动力。如子单元“教室”中，包含18个与主题“教室”密切相关的词语：老师、黑板、投影仪、黑板擦、粉笔、讲台、地球仪、白板、学生、课桌、座位、课本、练习册、白板笔、白板擦、地图、钟、挂图。与这些词语相匹配的是精心设计的图示，图示不仅为词典使用者提供了充分的“可理解输入”，而且使学习变得更有乐趣，激发了学习者的学习动力。

## 文化背景简介

语言学习与语言背后的文化背景密不可分。为把学习语言与了解文化和谐地结合起来，《体验汉语图解学习词典》在每一个子单元均编写了一段简短的相关文化背景介绍。如在第三单元第一子单元“家庭”中，有下一段文字：

Chinese family titles are divided up by generation. Many of the relationship titles

have a formal version used for writings and an informal version used in everyday speech. Besides, Chinese culture has many fine-grained terms for different types of family relationships. For example, “uncle” in English can refer to a brother or brother-in-law of either parent while in Chinese, there are different terms for paternal and maternal uncles.

为方便使用者，每段文化背景介绍都会包含本单元所学词语，学习者在学习本单元词语时，能够自然地联想到相关文化知识。文化背景简介为学习者展示了中国文化的宏观图景，并帮助他们快速、准确地了解某方面的中国文化概况。

### 句型

学习词语、了解文化，目的是一步一步引导学习者达到使用本词典的最终目标——运用词语。为此，本词典在每个子单元中都列出几个常用句型或句式，其主要词汇来源于本单元的学习词语。如第五单元第一子单元“水果和坚果”，图示词语包括：

椰子、苹果、梨、桃、芒果、橘子、葡萄、榴莲、菠萝、松子、核桃、花生、杏仁……

列举的常用句型有：

我买了苹果（西瓜、香蕉……）。

葡萄（橘子……）有点酸。

学习者可以模仿例句，举一反三，说出和运用所学词语。句型的设立，也是本词典的亮点和创新之一。

将图示词语、文化背景、句型学习结合起来，是这本学习词典的特点，也是编纂学习词典的一种新尝试。愿这本词典能够为汉语学习者、尤其是初学者提供切实的帮助。

感谢高等教育出版社的创意和努力，感谢编辑们的工作！

《体验汉语图解学习词典》编纂组

2009年8月于燕园北京大学

## Preface

Dictionaries, especially monolingual dictionaries whose target users are native speakers, are supposed to be instruments that provide pronunciation and explanation of the words being searched. The academics have basically reached a unanimous view on this point. However, as for the dictionaries compiled for second language learners, it is still a subject that deserves exploration to determine whether the dictionary should be instrument-oriented, learners-oriented, or both. Different orientations of the dictionaries could affect the compilation principles of the lexicographers as well as the acceptance of the dictionary users.

In recent years, Chinese learning has been more and more popular all over the world. Not only university students and scholars, but also high school students, primary school children and all walks of life start to learn Chinese. Such a new trend brings us, the dictionary compilers, a new challenge: to compile a dictionary of both instrument-oriented and learners-oriented for second language learners' at the beginner level. The dictionary should be reader-friendly as well as theory-based. Such a dictionary is exactly what we expected when this dictionary was conceived. To achieve this aim, this dictionary has given special regard to several features as follows:

### **Lexical Pictorial Input**

Research in cognitive linguistics has proved that people acquire language through input that is comprehensible yet also a little beyond their current level of competence. It is because that the input that is a little beyond current level of competence could most easily draw learners' attention. In regard to such research, particular attention is paid to "comprehensible input" when we compile this learners' dictionary, which is supposed to serve as an instrument-oriented dictionary as well as a learner-oriented textbook. Most lexicographers, especially second language learners' dictionary compilers believe that "pictorial input" is one of the most effective ways to provide comprehensible input.

Adhering to the principle of "pictorial input", 14 topics, 95 units and 1606 words are included within this dictionary, which are closely related to daily life. Each unit is condensed and compiled into one picture covering two pages. Users are motivated to search for words by looking at the comprehensible pictures as well as recognizing the semantic category of the words. For instance, the Unit "Classroom" includes 18 words closely associated with the topic of the classroom: teacher, blackboard, projector, blackboard eraser, chalk, platform, terrestrial globe, whiteboard, student, classroom desk, seat, textbook, exercise book, whiteboard pen, whiteboard eraser, map, clock, wall map. Accompanied with these words are well-designed illustrations that not only provide dictionary users with ample "comprehensible input", but also great fun and motivation to learning.

### **Culture Notes**

Language learning cannot be separated from cultural understanding. In this dictionary, the

vocabulary of each unit employs and also reflects relevant cultural knowledge. To merge language learning and cultural understanding harmoniously, this dictionary adds a short introduction of background knowledge in unit as “Culture Notes”. For example, in the Unit “Family”, the background introduction is as follows:

*Chinese family titles are divided up by generation. Many of the relationship titles have a formal version used for writings and an informal version used in everyday speech. Besides, Chinese culture has many fine-grained terms for different types of family relationships. For example, “uncle” in English can refer to a brother or brother-in-law of either parent while in Chinese, there are different terms for paternal and maternal uncles.*

For the convenience of dictionary users, every culture note covers the words learnt in each unit, which would subsequently remind them of relevant cultural knowledge. We believe that the short introductions of background knowledge would help students grasp the bigger picture of Chinese culture, and quickly gain knowledge in certain aspects of Chinese culture in a more accurate way.

### **Sample Sentences**

By introducing vocabulary and relevant culture, this dictionary would lead users to our ultimate destination — making use of the words. With this goal in mind, each unit offers a few sample sentences which are frequently used in daily life. Moreover, words applied in these sentences are mainly the words pictorially introduced in the given unit. For instance, the words introduced in the Unit “Fruits and Nuts” are:

Pear, peach, apple, tangerine, watermelon, pawpaw, grape, orange, grapefruit, banana, mango, durian, lichee, pineapple, coconut, walnut, peanut, almond, pine nut...

Sample sentences listed are:

I like apple (watermelon, banana,...)

The grape (tangerine,...) is a little bit sour.

Language learners can draw inferences about other cases from these sample sentences. The list of sample sentences is also one of the showing point as well as innovations of this dictionary.

Lexical pictorial input, culture notes, and sample sentences are combined and fused together, which are three major features of this dictionary, and represent the innovation of its compilation. We sincerely hope that Learners’ Pictorial Dictionary can be fundamentally helpful to Chinese language learners, especially the beginners.

Thanks to the idea and effort of Higher Education Press. Special thanks are due to editors who participated in the compilation and publication of this dictionary.

The Lexicographers Group  
Yanyuan, Beijing University August 2009



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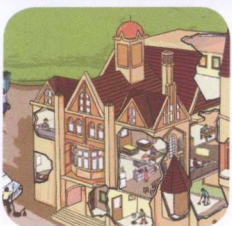
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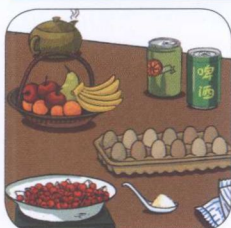
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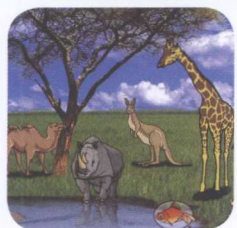
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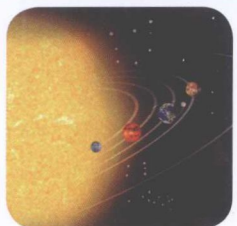
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## 1


**数字**  
**Numbers**

- |                             |  |
|-----------------------------|--|
| <b>01</b> 零<br>líng<br>zero | <b>11</b> 十<br>shí<br>ten                  |
| <b>02</b> 一<br>yī<br>one    | <b>12</b> 十一<br>shíyī<br>eleven            |
| <b>03</b> 二<br>èr<br>two    | <b>13</b> 二十<br>èrshí<br>twenty            |
| <b>04</b> 三<br>sān<br>three | <b>14</b> 位数<br>wèishù<br>order of units   |
| <b>05</b> 四<br>sì<br>four   | <b>15</b> 一百<br>yībǎi<br>one hundred       |
| <b>06</b> 五<br>wǔ<br>five   | <b>16</b> 一千<br>yīqiān<br>one thousand     |
| <b>07</b> 六<br>liù<br>six   | <b>17</b> 一万<br>yīwàn<br>ten thousand      |
| <b>08</b> 七<br>qī<br>seven  | <b>18</b> 一百万<br>yībǎi wàn<br>one million  |
| <b>09</b> 八<br>bā<br>eight  | <b>19</b> 一千万<br>yīqiān wàn<br>ten million |
| <b>10</b> 九<br>jiǔ<br>nine  | <b>20</b> 一亿<br>yīyì<br>a hundred million  |

**Culture Note**

A complete numeral system (one, two, three, four etc.) was found in inscriptions on bones or tortoise shells of the Shang (商) Dynasty in China, the earliest Chinese characters ever found till the present day. Moreover, in Chinese, different numerals are endowed with different cultural connotations. For instance, the number 8 (bā) is regarded as a lucky number in that it sounds like the Chinese word “fā” (发), meaning “prosperous”; while the number 4 (sì) is a taboo as it sounds the same as “sǐ” (死), meaning death.

1 一、二、三、四、五、六、七, 七、六、五、四、三、二、一。

2 四分之一 等于 零点二五。

二分之一 零点五

百分之七十 十分之七

一千万 十个一百万

句

型

21 序数  
xùshù  
ordinal number

22 第一  
dì-yī  
first

23 第二  
dì-èr  
second

24 第三  
dì-sān  
third

25 分数  
fēnshù  
fractional number

26 四分之一  
sì fēnzhī yī  
one fourth

27 十分之三  
shí fēnzhī sān  
three tenths

28 百分之七十  
bǎi fēnzhī qīshí  
seventy percent

29 小数  
xiǎoshù  
decimal fraction

30 零点五  
líng diǎn wǔ  
zero point five

31 一点二五  
yī diǎn èr wǔ  
one point two five

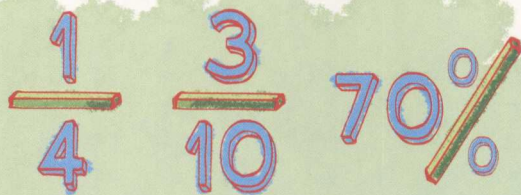
序数

21



分数

25



26

27

28

小数

29

0.5 1.25

30

31

## 1

## 2

## 时间

## Time

**01** 一秒钟  
yī miǎozhōng  
one second

**02** 一分钟  
yī fēnzhōng  
one minute

**03** 一刻钟  
yī kèzhōng  
a quarter

**04** 一小时  
yī xiǎoshí  
one hour

**05** 一年  
yī nián  
one year

**06** 一个月  
yī gè yuè  
one month

**07** 一个星期  
yī gè xīngqī  
one week

**08** 一天  
yī tiān  
one day

**09** 零点 / 十二点  
líng diǎn / shíèr diǎn  
zero hour, midnight

**10** 七点零五分 (7:05)  
qī diǎn líng wǔ fēn  
five past seven

**11** 九点一刻 (9:15)  
jiǔ diǎn yīkè  
a quarter past nine

**12** 十点半 (10:30)  
shí diǎn bàn  
half past ten

**13** 差五分十一点 / 十点五十五分 (10:55)  
chà wǔ fēn shíyī diǎn /  
shí diǎn wǔshíwǔ fēn  
five to eleven / ten fifty five



01



02



03



04

05

07

06

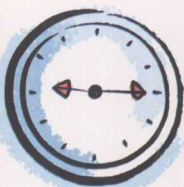
08



09



10



11



12



13





- 14 清晨**  
qīngchén  
dawn
- 15 上午**  
shàngwǔ  
morning
- 16 中午**  
zhōngwǔ  
noon
- 17 下午**  
xiàwǔ  
afternoon
- 18 黄昏**  
huánghūn  
dusk
- 19 白天**  
báitiān  
day
- 20 夜晚**  
yèwǎn  
night

1 一小时等于六十分钟。

2 我 **上午** **八点一刻** 上课。

**中午** **十二点半**

**下午** **三点四十**

**晚上** **七点五十五**

句型

### Culture Note

In Chinese, time is expressed in the order of year, month, day, hour, minute, and second. For example, 2011年12月1日晚8点. Chinese people know well that time is transient and never to return, so they value time and try hard to grasp time. The saying "A year's plan starts with spring, a day's plan starts with morning (一年之计在于春, 一日之计在于晨)" indicates that we should well arrange our time.