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汉字

CHINESE
CHARACTERS

汉字

陈枫 方鹏 主编
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编写说明

《汉字》是利用汉字特点集中识字的对外汉字教学教材。其旨在于通过形声字意符分析和声符归类,帮助学生了解占汉字 90% 以上形声字的结构特点,提高识字效率,掌握书写规则。通过图画和古汉字知识的介绍,帮助学生了解汉字历史和汉字文化。《汉字》适用于已认识 1500 多个词和一定数量汉字、并初步掌握汉字书写方法的留学生。可以作为二年级第一学期的汉字识字教材。

全书共三十课,课文由汉字意符、字、词、句组成。我们以汉字意符为纲,选取 74 个造字力强的常用意符,以意符为中心编写课文内容。我们选取得意符大都是象形字,字形和字义有密切关系。但由于现代汉字的象形特征已基本消失,字形所表示的事物不能凸显出来,因而每个意符下我们都配以图画和古汉字。不仅可以加深学生对意符的理解,直观地了解字形的变化,而且生动有趣,便于记忆。在释义方面,从字形分析入手阐释意符的本义,说明意符与字义之间的关系,但立足于现代汉语通行的字义和词义,因此在解释本义的基础上说明意义的变化。

每一意符下都列有用这一意符构成的形声字和个别会意字。这些字和意符在意义方面有某种联系,将它们集中在一起记认,便于学生理解和掌握,提高识字效率。这种利用汉字意符系统集中识字的方法,对于初次接触汉字的留学生来说有一定的难度,因而我们选取的字不仅是常用字,而且有一部分是第一学年已学过的。这样学生可以通过已了解的知识,由浅入深地认识、掌握意符和每个字,并对形声字的结构有所了解。在每个字下都组成几个常用词,每个词又有例句说明其在语言中的用法。学习以掌握意符和常用字的形、音、义三方面知识为重点,了解字、词在句中的应用,以及字义在不同词中的变化,加深对字义的理解。

练习部分主要帮助学生掌握汉字书写规则和巩固课文中学过的知识。通过

“描写与临摹”，学生可以掌握每个字的笔顺，记住每个字的写法。把形近字放在一起进行比较，可以帮助学生解决形近字容易混淆的问题。组词、造句、填空等练习可以帮助掌握字、词在句中的应用。

附录是为了能更好地学习、理解课文内容而编写的。附录一“汉字常识”简单介绍了汉字历史和汉字结构，帮助学生了解课文中涉及到的古汉字和汉字文化等内容。附录二介绍了汉字的笔画和笔顺，帮助学生掌握汉字的书写规律。附录三是按声符集中排列的形声字表。声符是形声字的表音部分，由于语音的变化，现在声符的有效表音率很低，但语音变化是有规律的。将常用的形声字按声符排列，不仅可以帮助学生正确读音，纠正简单按声符读音的错误，还可以提高识字效率。附录三不是学习的内容，所以收录的范围和难度都大一些，为学生今后的汉字学习准备了一份参考资料。

本书由陈枫、方鹏、朱湘荣、杨冰郁撰写。课文、附录中的英文部分由李斐、马毛朋、张禹翻译，并请 Alice Wang 审定。唐莉、张禹编写了部分练习。杨国庆书写了书中的古文字。

陈枫

于陕西师范大学

Preface

Chinese Characters is a character textbook for foreigners which uses the features of Chinese characters to learn centralizedly to read, with a purpose that analyzing picto-radicals of picto-phonetic characters and classifying the phonetic radicals may help students understand the structure feature of the picto-phonetic characters, which constitutes more than 90% of characters, and raise the efficiency of learning and grasp the rules for writing. And the introduction to special pictures and ancient Chinese characters would help them know about the history and culture of characters. *Chinese Characters* is fit for those who have learnt about 1,5000 simple characters and

phrases and have grasped the rules for Chinese writing. It could be used as a textbook for the first semester of Grade two.

There are altogether 30 lessons in the textbook. Each lesson is composed of picto – radicals, characters, phrases and sentences. We use the picto – radicals as the key links. 74 frequent and creative picto – radicals are chosen to organize the texts. Most picto – radicals chosen are pictographs, whose meanings have a close relationship with their figures. However, with the disappearing of those picto – features in modern Chinese characters, the objects they suggest can't be seen clearly. Thus each picto – radical in the textbook has its own picture and ancient forms, in order to make students understand more about the radicals, learn their developing forms directly and grasp the radicals in an easier way. As to the meaning explanation, we explain original meanings of the picto – radicals based on structure analysis, and also explain the relationship between the radicals and the meanings. But we pay more attention to their modern meanings today, so also offer an explanation of meaning developing on the foundation of the original ones.

Besides, there are picto – phonetic characters and several self – explanation characters under each picto – radical, which, in a sense of meanings, have a certain relationship with the radical. We just put them together while learning in order to help students understand and grasp them, and raise the learning efficiency. This particular way of learning centralizedly in the system of Chinese picto – radicals is a bit difficult to those at the beginning of their study. Therefore, the chosen characters are in common use and some even have been learnt in the first academic year. So through what they have learnt students may learn and grasp picto – radicals and every character little by little, and have a deep understanding about their structures. Each character is followed by some daily phrases, and each daily phrase has several examples to explain the usage. In order to deepen the understanding of character meanings, our learning must be focused on picto – radicals and the knowledge of the figure, sound, and meaning of the characters, and emphasis should be put on characters and phrases usage in sentences, and meaning changing in different phrases.

The exercises mainly help students to grasp the writing rules and strengthen the

knowledge they've learnt. Tracing and Copying decomposes the strokes of every characters so that students may grasp every stroke and writing rule by tracing, and copying repeatedly could help to memorize. Comparing the characters with familiar forms may help students solve the problem of confusing familiar forms. Phrase making, sentence making, blanks filling and other exercises can help to grasp the character usage in phrases or sentences.

The Appendixes are written in order to understand and learn the book better. Appendix I *A Brief Introduction Of Chinese Characters* gives a short explanation of the history and structure of characters, helping students to understand the ancient characters and some character culture mentioned in the textbook. Appendix II introduces the strokes and their orders in Chinese characters and hopes to help students grasp the writing orders. Appendix III addicted at the end of the book is a form of picto - phonetic characters arranged centralizedly according to their phonetic radicals. The phonetic radical is the pronunciation expressing part of those picto - phonetic characters. Because of the pronunciation developing, the actual efficiency of pronunciation expressing is quite limited. However, the changes have followed certain rules. Picto - phonetic characters arranged by phonetic radicals can not only help students to correct their pronunciation and avoid the mistakes of pronouncing simply by phonetic radicals, but also raise the efficiency of learning. Appendix III is not for learning in class, so it's more wide and difficult, in order to offer a reference for advanced character learning in the future.

Chen Feng, Zhang Fangpeng, Zhu Xiangrong and Yang Bingyu write the textbook. Li Fei, Ma Maopeng and Zhang Yu give the English translations in the lessons and appendixes. Alice Wang kindly examines the translation. Tang Li and Zhang Yu write some of the exercises. Yang Guoqing writes the ancient characters in the textbook.

Chen Feng

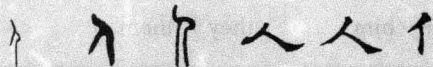
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第一课



人[rén] 古汉字的 𠤎 像一个侧面站立的人。

他的身体稍稍弯曲,双臂下垂,一副谦逊有礼的样子。经过几千年的变化,“人”字变成了现在的样子。人还可以在其它字中作表意偏旁。作为偏旁,写在左边时,它写成“亻”。用人作表意偏旁的字大都和人有关。譬如:他、你、们,代指不同的人;体、位,表示人的身体和位置;休、

借、停、传、偷、从等,表示人的动作。

The ancient Chinese character 𠤎 (人) is like the side view of a man whose body bends slightly, with two arms down, in a modest manner. After several thousand years, the character 人 has become its present form. 人 can be also used as the root meaning in other characters, and written like “亻” when in the left part of a character. These characters are mostly related to man. For example, 他(he) 你(you) and 们(plural suffix of personal pronouns) are different personal pronouns; 体(body) 位(position) represent a man's body and position; 休(rest) 借(borrow) 停(stop) 传(hand over) 偷(steal) 从(one person follows another) represent the actions of a man.

人
[rén]
person

男人
[nán rén]
man

女人
[nǚ rén]
woman

工人
[gōng rén]
worker



1. 人与人之间应该互相帮助。
2. 很多男人都喜欢抽烟。
3. 她是个爱干净、整洁的女人。
4. 你妹妹是工人吗?

他[tā] he/ him

他

[tā]

he /him

他们

[tā men]

they / them

他的

[tā de]

his

他人

[tā rén]

others



1. 他是法国人
2. 他们住哪儿?
3. 这些都是他的书吗?
4. 轻点儿,不要影响他人。

你[nǐ] you

你

[nǐ]

you

你好

[nǐ hǎo]

how do you do

你们

[nǐ men]

you



1. 你有几个哥哥?
2. 你好! 认识你很高兴。
3. 你们在这儿习惯吗?

们[mén] showing plural

人们

[rén men]

people

我们

[wǒ men]

we/us

她们

[tā men]

they/them



1. 在中国,人们周末常干什么?
2. 今天下午我们一起去书店吧?
3. 她们是亲姐妹。

体 [tǐ] body

体育

[tǐ yù]

physical education

体温

[tǐ wēn]

body temperature

身体

[shēn tǐ]

body



1. 明天我们要上体育课。
2. 你需要量一下体温。
3. 亲爱的爸爸妈妈,你们身体好吗?

位 [wèi] measure word

位

[wèi]

measure word

座位

[zuò wèi]

seat



1. 这学期我们来了一位新老师。
2. 飞机降落时,请坐在自己的座位上,系好安全带(safety belt)。

假 [jiǎ] false

假冒

[jiǎ mào]

fake

假如

[jiǎ rú]

if

假装

[jiǎ zhuāng]

pretend



1. 小心! 不要买假冒商品。
2. 假如我有足够的钱,我就去国外旅游。
3. 其实他已经知道自己的病很重,为了不让妈妈难过,他假装什么也不知道。

假 [jià] holiday

假期

[jià qī]

vocation

暑假

[shǔ jià]

summer holiday

寒假

[hán jià]

winter holiday



1. 这个假期我打算回国。
2. 中国的暑假一般有六个星期。
3. 元旦以后我们就要放寒假了。

件 [jiàn] measure word



1. 哦,对不起,我忘了一件事。
2. 这件工作很麻烦。

4

作 [zuò] do / make

作业

[zuò yè]

home work

作文

[zuò wén]

composition

工作

[gōng zuò]

work



1. 下节课我们要交作业。
2. 她的作文写得好极了。
3. 我一边工作一边学汉语,常常忙得很晚才休息。

借 [jiè] borrow/lend



1. 我想借一本英汉字典。
2. 我把自行车借给了他。

休 [xiū] rest

休假

[xiū jià]

have a holiday/be on leave

休息

[xiū xi]

have a rest



1. 我想回国休假。

2. 我刚刚下班,休息一会儿再做饭吧。

停 [tíng] stop

停

[tíng]

stop

停车

[tíng chē]

parking



1. 雨一直下个不停。

2. 这儿不准停车。

偷 [tōu] steal

偷

[tōu]

steal

小偷

[xiǎo tōu]

pickpocket

偷偷

[tōu tōu]

secretly



1. 老太太哭得很伤心,她的钱包被偷了。

2. 警察抓住一个小偷。

3. 趁(while)阿姨(the nurse)不注意,这个小朋友偷偷溜出(sneak off)房间,去院子里玩。

传 [chuán] pass

传

[chuán]

pass

传说

[chuán shuō]

legend

传真

[chuán zhēn]

fax

流传

[liú chuán]

spread; hand down



1. 把这几份试卷传下去。
2. 关于西湖有许多传说。
3. 我今天晚上就给他发传真。
4. “愚公移山”是从古代流传下来的寓言(allegory)故事。

但 [dàn] but / yet / still

但

[dàn]

but / yet / still

但是

[dàn shì]

but

不但

[bù dàn]

not only



1. 我今天很忙,不能去你那儿,但明天我一定去。
2. 她太累了,想睡一会儿,但是睡不着。
3. 她不但是个好老师,而且是个好母亲。

化 [huà] change

变化

[biàn huà]

change

化学

[huà xué]

chemistry



1. 西安这几年变化很大。
2. 玛丽很喜欢上化学课。

ノ	亻	亻	亻	作					ノ	亻	亻	亻	亻	亻	亻	亻	借	借	借	借
作				作					借					借						
ノ	亻	亻	亻	休					ノ	亻	亻	亻	亻	亻	亻	亻	停	停	停	停
休				休					停					停						
亻	亻	亻	亻	偷	偷	偷	偷	偷	ノ	亻	亻	亻	传	传						
偷				偷					传				传							
ノ	亻	亻	亻	但	但	但	但		ノ	亻	亻	化								
但				但					化				化							
ノ	亻	亻	亻	住	住				ノ	人	人	从								
住				住					从				从							

二、读拼音，写汉字：

nǐ hǎo () hán jià () zuò yè ()
shǔ jià () gōng zuò () wǒ men ()
xiū xi () dàn shì () cóng qián ()

三、用下面的偏旁写五个汉字：

亻 _____

四、仔细辨认，然后组词：

休() 件() 化() 位()
体() 作() 传() 但()

五、用线将下面的词连接起来：

他 真
变 们
传 化
停 位
座 车

六、选词填空：

作 住

我今天有许多_____业要做。

他家_____在什么地方？

七、用下列词语造句：

身体 借 休息 住址