

Interesting Chinese Characters

趣味

汉字

主 编 成占民

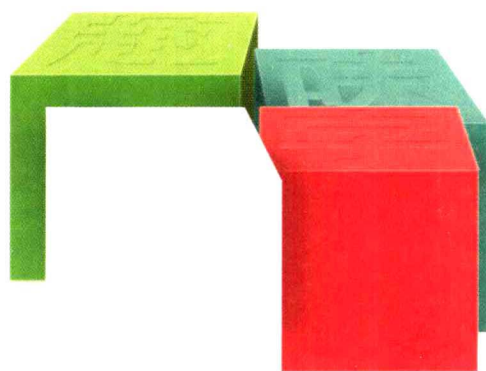


河北教育出版社

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《趣味汉字》是为海外华人少年儿童编写的初级汉语教材。本教材按照汉字的自身特点，以分类识字、趣味识字为原则，通过“猜”、“唱”、“诵”、“拼”、“说”等生动活泼的教学方式，使学生在一年内轻松掌握 1000 多个汉字，达到基本能够阅读中文书刊的水平。本教材有以下 4 个特点：

一、以字为本，分类识字

初学汉语，采取“以字为本”的教学法，从汉字的字形、字义入手，“以图带字，晓之以理”，用图画展示字形与字义间的联系，就会易学易记。

汉字起源于象形字。象形字是汉字的初文，又都是独体字，是汉字的“字根”。“字根”多为汉字的“部首”。“部首”是汉字的类别标识。本教材选择使用频率高的部首字根字，单字设课，分类识字，从而使汉语教学能提纲挈领，执简驭繁，走上教学的快车道。

二、部首识字，部件识字

汉字区别于其他文字的一个重要特点，就是汉字多是由部件组合而成的。组合方法包括：一是独体字重合，如：二“人”为“从”，三“人”为“众”；二是部首与部件组合，如：“日”、“月”为“明”，“田”、“力”为“男”。

部件识字是学习汉字的简易之路。大量实验证明：按整体来识记汉字是模糊的；按笔画来识记汉字是繁琐的；按部件来识记字是简易的，并且是科学的、易于理解的。如：“好”就是“女”加“子”，“甜”就是“舌”加“甘”。

三、寓教于乐，趣味识字

教学的最高境界是“乐学”，是“玩索而有所得”。少儿汉语教学的艺术，就是顺应少年儿童的天性，巧妙地将知识传授的过程游戏化，让学生在玩中学、学中玩。

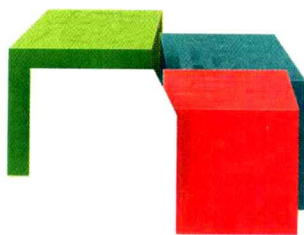
本教材每一课的字根字都配有图形，都可以“猜”，可以与别的字“拼合”成其他的字。“字族歌”合辙押韵，可以“唱”，可以“诵”。教学以看图猜字的方式导入，以唱歌、背诵的方法学习课文，以拼字、加减笔画的途径扩展识字，以日常对话的形式进行口语练习。寓教于乐，趣味识字，从而降低汉字学习的难度，提高汉语学习的效率。

四、以少胜多，实用会用

教材依据中国国家汉办《汉字水平词汇与汉字等级大纲》，共收录汉字 1027 个，其中甲级字 448 个，乙级字 269 个，丙级字 126 个，丁级字 96 个，其他字 88 个。

本教材精选 66 个汉字常用部首作为“字根字”，统领 1000 多个常用汉字、200 多个词语、100 多句日常用语，使初学汉语的海外少年儿童快速入门，走进趣味无穷的汉语学习的殿堂。

本教材分上、下两册，共 12 个单元、66 课，每课需 2~3 个课时。



Introduction

Fun and Fascinating Chinese Characters is a junior Chinese teaching material compiled for overseas Chinese youngsters. Based on the unique characteristics of Chinese characters and by adhering to the dual principles of learning characters by classifying them and making them interesting to learn, this text enables students to easily master 1000 Chinese characters within a year and achieve a level of basic proficiency at which they can read Chinese books and periodicals through guessing, singing, recitation, spelling, speaking and other lively and invigorating teaching methods. This text has the following four features:

1. Using characters as a foundation and learning characters through classification

When a youngster begins learning Chinese, the language will be easy to learn if the instructor adopts a teaching method of using characters as the foundation of study, begins with the shape and meaning of the characters, uses pictures to bring out the meaning of the character, uses logic to help the youngster understand, and uses pictures to illustrate the relationship between the shape of the character and its meaning.

Chinese characters originated as pictographic characters. Pictographic characters are the earliest written form of Chinese. Pictographic characters are all single characters, which are the roots of all Chinese characters. Most of these “roots” are also “radicals.” Radicals are indicators of the categories to which Chinese characters belong. This text chooses to use high-frequency characters that contain these radicals, or character “roots,” and the strategy of learning characters based on their classification and designs each lesson based on a single character in order to enable teachers and learners to master the fundamentals, to master the complicated by understanding the simple, and to step out on the expressway to faster Chinese learning.

2. Learning characters from radicals and component parts

One factor that distinguishes Chinese characters from other writing systems is that Chinese characters are made up of combinations of specific component parts. There are two ways of combining these component parts: the first is repeating a single character, as in “从” (cóng, “from”), written with two “人” (rén, “person”), or “众” (zhòng, “crowd”), written with three “人” (rén, “person”). The second is combining a radical and a different component, as in “明” (míng, “bright”), written by combining “日” (rì, “sun”) and “月” (yuè, “moon”), or “男” (nán, “male”), written by combining “田” (tián, “field”) and “力” (lì, “strength”).

Learning characters from component parts is the simple and easy way to learning Chinese. A great number of studies have shown learning Chinese characters by

memorizing whole characters is confusing, learning characters from stroke order is complex and that learning characters from component parts is simple, scientific and easy to understand. For example, “好” (hǎo, “good”) is just combined “女” (nǚ, “female” or “woman”) with “子” (zǐ, “baby”), and “甜” (tián, “sweet”) is just combined “舌” (shé, “tongue”) with “甘” (gān, “sweet”).

3. Educating with entertainment and learning characters for fun

The most sophisticated level of education is “joyful learning,” that is, “to gain through playful exploration.” The art of Chinese childhood education is to adapt instruction to fit the child’s nature, to cleverly turn the process of the transfer of knowledge into a game, and to make students learn while playing or play while learning.

In this text the “root” character of every lesson has accompanying pictures, each of which can be guessed and can be combined with other characters to form different characters. The “Word Family Chant” can be either sung or chanted. Learning begins by having students guess the character from the picture, and then, students use singing and recitation to learn the text of the lesson. By means of spelling characters, adding and subtracting strokes, students expand the number of characters they recognize. By means of daily conversation, students practice their oral language skills. The processes of educating students by entertaining them and learning by making characters interesting decrease the difficulty of learning Chinese characters, and improve the effectiveness of the learning process.

4. Using a little to gain a lot, and mastering skills through practical application

Based on The Office of Chinese Language Council International’s “Outline of HSK Vocabulary and Chinese Character Level,” this text includes a total of 1027 Chinese characters, among which are 448 Group A characters, 269 Group B characters, 126 Group C characters, 96 Group D characters, and 88 other characters.

This text specially selected 66 high-frequency radicals as “root characters,” from which more than 1000 high-frequency characters, more than 200 phrases, and more than 100 sentences common in daily conversation can be composed, thus enabling overseas youngsters to quickly embark upon a fascinating journey of learning the Chinese language.

This text is divided into two volumes, including a total of 12 units, 66 lessons, and every lesson needs two to three class periods to complete.



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第

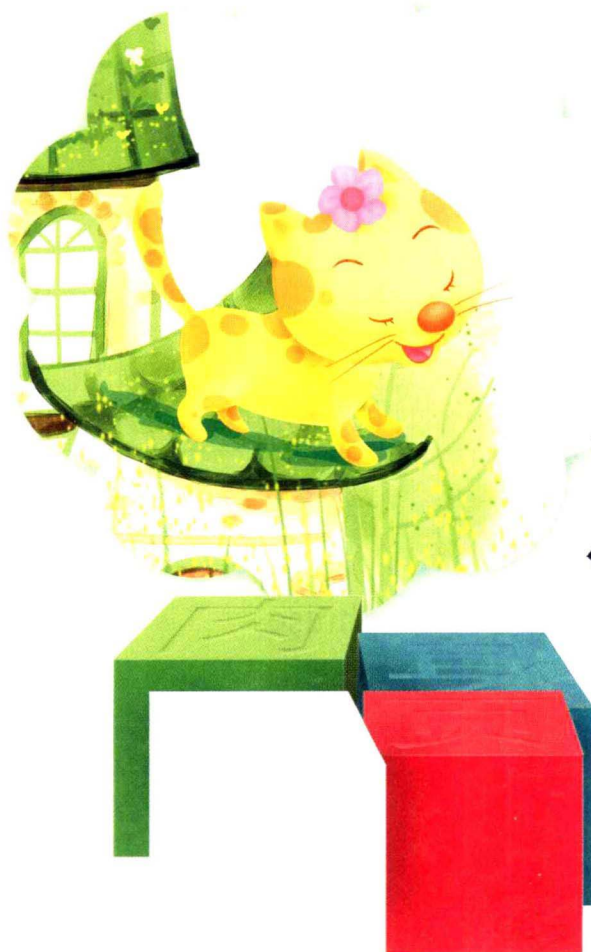
一

单元



人体

(三)



儿

页

心

肉

身

尸

第 1 课

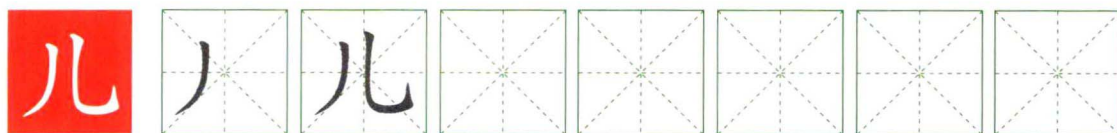
ér
儿
child; son



xiě yi xiě

写一写

Write the character



zǔ cí

组词

Form phrases



儿子 • ér zi
• son



儿女 • ér nǚ
• sons and daughters;
children



儿歌 • ér gē
• children's song;
nursery rhymes

zì zú gē



字族歌



Word family chant

ér
儿

cǎo ér lǜ huā ér xiāng
草 儿 绿, 花 儿 香,
chūn huí dà dì hǎo fēng guāng
春 回 大 地 好 风 光。
xiǎo mì fēng wú xīn shǎng
小 蜜 蜂, 无 心 赏,
xiōng mèi zhēng xiān cǎi mì máng
兄 妹 争 先 采 蜜 忙。

草 儿 • cǎo ér
• grass

花 儿 • huā ér
• flower

风 光 • fēng guāng
• scene; view; sight

兄 • xiōng
• elder brother

先 • xiān
• earlier; before;
in advance



★ 情景对话 Dialogue

guó jì ér tóng
国际儿童
jié shì nǎ yì tiān
节是哪一天?

What date is
Children's Day?



yuè rì
6月1日。

June 1st.

♥ 课堂活动 Class activity

1. 扩展识字

儿 + 二 = 元 yuán

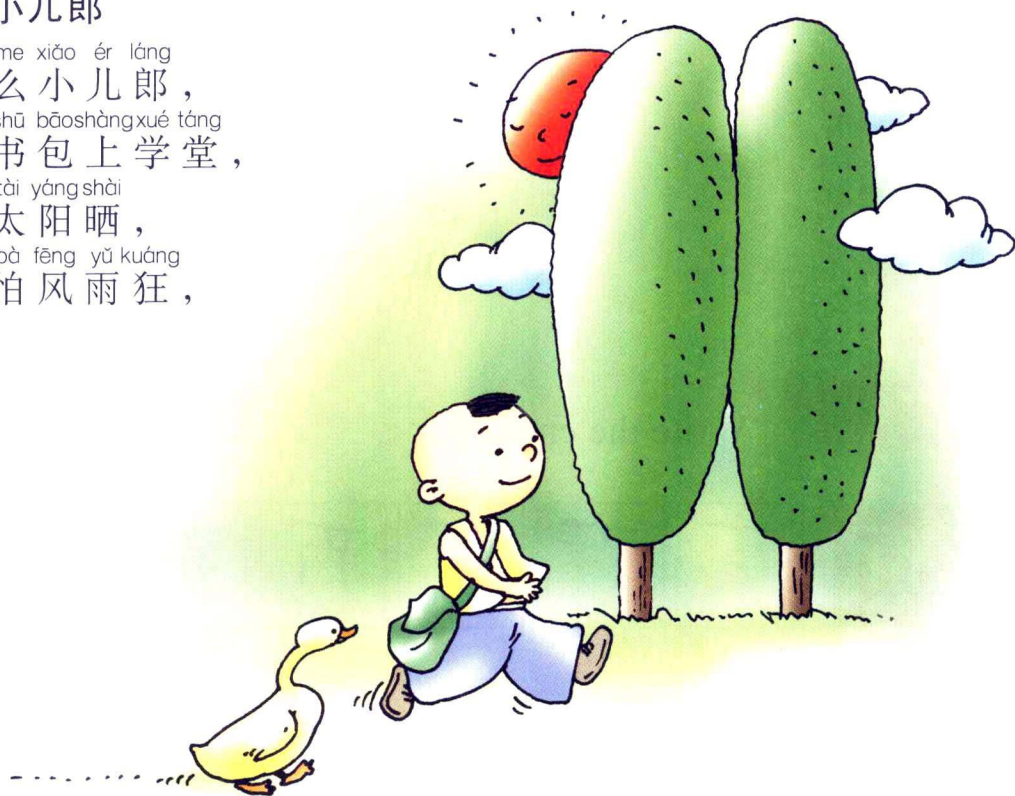
儿 + 口 = 兄 xiōng



2. 读儿歌

xiǎo ér láng
小儿郎

xiǎo ya me xiǎo ér láng
小呀么小儿郎，
bēi zhe shū bāoshàng xué táng
背着书包上学堂，
bú pà tài yáng shài
不怕太阳晒，
yě bú pà fēng yǔ kuáng
也不怕风雨狂，
.....



儿 光 兄 先 元

【甲古文】

【金文】

【小篆】

【楷书】



“儿”，象形字。甲骨文中，“儿”的字形是一个面朝左站着的大头娃娃，头顶中间是开口的，表示婴儿“头囟未合”。

“儿”的本义是“幼儿”。古时男称“儿”，女称“婴”，后来笼统都称作“儿”。

“儿”是个部首字。在汉字中，从“儿”的字大都与“人”有关，如：“元”、“先”、“兄”等。

第 2 课

yè
页

leaf; sheet; page

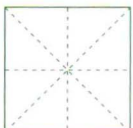
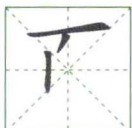
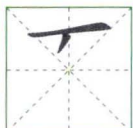
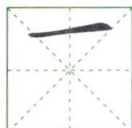


xiě yì xiě

写一写

Write the character

页

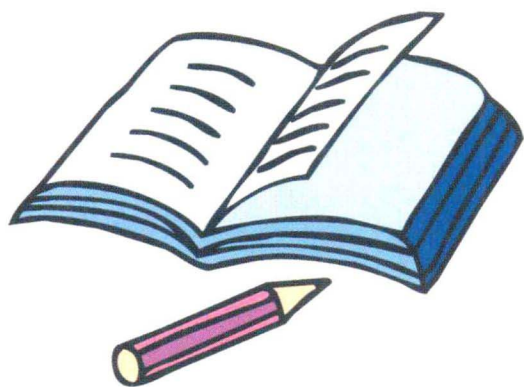


zǔ

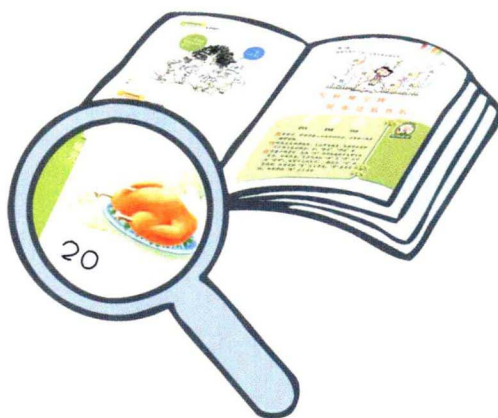
cí

组词

Form phrases



书 页 • shū yè
• book page



页 码 • yè mǎ
• page number