

*Access to
Chinese Language
in One Textbook*

汉语入门

一本通

王淦华 编著

- 500个最常用汉字
- 2000多个例词
- 1000多个例句
- 汉语、汉语拼音、英语三者相互对照
- 学好这些汉语字、词、句，就能认识现代汉语书面语的75%左右，达到汉语水平考试（HSK）的中等水平，可以说迈进了“汉语”殿堂的门槛。



暨南大学出版社
JINAN UNIVERSITY PRESS

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序

世界上最古老却又最年轻，有着全球四分之一人口，曾对人类文明做出过巨大贡献的中国，在近代几个世纪，因积弱而饱受列强欺凌，民不聊生，以致数千万拳拳赤子流离异国他乡，沦为海外“孤儿”。

20 世纪末，随着新中国的“和平崛起”，综合国力的不断增强，与世界各国各民族的交往也随之日益频繁，汉语已成为全世界不可或缺的重要交流工具。全球上千所各类学校已把开设汉语专业当作时髦，一股学习汉语的热潮已汇成势不可当的洪流，并随着 21 世纪的历史步伐滚滚向前，汹涌澎湃。

纵观历史，如果说 18—20 世纪是以英国为首的使用“炮舰——殖民地”政策强制推行英语，从而使英语得以在世界范围内广泛通行，那么，21 世纪则是世界各国被“和平崛起”的“中国经济磁铁”所吸引，而“心甘情愿”地主动学习和使用汉语，使它自然地在世界范围内广泛通行，并在未来岁月里不断发扬光大。

赤子离乡思母切，侨胞学子缅宗亲。海外游子，虽然许多都早已成为异国公民，但由于血管里流的是华夏民族的血，根在神州，因此，只要条件成熟的地方，就可以看到这些黄皮肤、黑眼睛的拳拳赤子们不遗余力地创办中文报纸杂志，开设中文学校，进行现代汉语文教学，努力在海外弘扬博大精深的中华文化，使海外侨胞一代又一代永远不忘本，在掌握所在国通用语言的基础上，也掌握祖国具有悠久历史、丰富内涵的汉语言文字，从而永远记着自己是堂堂正正的炎黄子孙，并为此而感到无比骄傲与自豪。

20 世纪 50 年代初期,王淦华先生开始在中国从事“速成识字”教学工作,数十年来,他倾尽毕生精力,潜心于现代汉语文的教学与研究。90 年代初,他移居澳大利亚,为了让众多的华人青少年在熟练掌握英语的基础上,能够迅速掌握祖国通用的汉语文,十多年来,他又热情似火地投入到对青少年的现代汉语文教学中,亲身实践,摸索、探讨出一套“速成”教学的成熟经验,并编写了这套《汉语入门一本通》(汉英对照),供从事中文教学的教师参考,以及家长辅导子女和学生自学使用。此外,由于它是汉英对照,所以,它也是中国青少年学习英语,外国人学习汉语的一本很好的入门书。

汉字,这种在世界文字族群中独具一格的“方形”文字,其最显著的特点是:方国端正,骨格精神,行藏慷慨,间隔均匀,蕴涵一种其他种文字不易有的内在的“洒脱变幻任驰骋”的自然艺术美。当然,缺点是有少部分字笔画较多,结构部件的组合形式也多,所以一些出生在海外,已习惯使用拼音文字的华人青少年,往往容易错误地认为这是一种“难写”、“难认”的文字,不免对学习或多或少有些畏难情绪。

怎样才能做到用较少的时间,在短期内能够使海外华人青少年多、快、好、省地学好汉语文,是个十分艰巨而又复杂的任务。

这本书就是根据海外华人青少年懂英语,且多数人在家里还懂得或大致懂得讲祖籍国通用的汉语普通话,或某种汉语方言的特点,以中国教育部公布的 2500 个常用字为总字量,以“速成识字”为最高目标逐一进行编写的。

为了达到“速成识字”的目的,就必须解决“化难为易”这个大问题。本书难能可贵之处,就是作者充分运用汉字体系里的内在特点,调动人脑记忆规律,做到举一反三、牵一成串。本书具有以下几个鲜明的特点:

(1) 先易后难,由浅入深。2500 个常用字的编写程序,从

“一”开始，按照人的认识规律，先学独体字，基础字，笔画少、使用频率高的字，然后学合体字，笔画多、使用频率低的字。

(2) 连环相扣，提纲挈领。作者根据多年来的教学经验，总结出一套行之有效的速成识字法，用来贯穿全书。那就是：形近相聚，字族相连，偏旁相通，字义相对。这 16 个字，像连环扣，像大网的纲，把一个个独立的汉字串联在一起，既便于联想，又易认易记。

(3) 方法多样，目标单一。为了达到速成识字这一目标，作者编写的每个基本常用字都以“部件、结构”作为最佳记忆单位；而且每个字的字形、读音、字义、部首、笔画数、笔顺等，都清楚明白地告诉了读者。这种别具一格的创作，可以说是作者多年呕心沥血从教学实践中总结出来的精华。

(4) 汉英对照，一箭双雕。编写本书的目的，是为了便于海外已掌握英语的华人青少年学习汉语文。为了便于他们理解，每个字从读音、字义到例句，都采取汉英对照。这不仅方便了华人青少年学习和掌握汉语文，就是一般不懂得汉语文的外国人，也可以通过它来学习汉语。本书列举了 500 个常用字，一般每字列举 4 个例词，2 个例句，总计有 2000 多个例词，1000 多个例句，学会了就可以为阅读中文书报、用中文写作打下坚实的基础。因此，它也是一本外国人学习汉语文的好书。

随着中国在东方这块古老而富饶的神州大地上“和平崛起”，世界各地众多的人，因仰慕及各种原因，纷纷来到中国经商、旅游，或进行广泛的文化交流。从而使作为相互交流工具之一的汉语文的地位显得更加重要。可以肯定，21 世纪既然是中国“和平崛起”的世纪，是“东方睡狮”觉醒的世纪，那么，理所当然也是汉语文在全世界广泛通行、发扬光大、异彩纷呈的世纪！

这是一本海外华人和外国人学习汉语的好书。我为王淦华先生在海外弘扬中华文化所取得的成就而感到由衷的高兴，特愿为他推

介，是为序。

金 钟

2004年6月于澳洲悉尼北区 金钟书斋

(注：本序的作者为著名中国语言文字家、编辑家、香港大学中文系亚洲研究中心客座教授、名誉研究员)

Preface

As a country being the most ancient yet still young, a country with a population of 1/4 people of the world, a country having once made her great contribution to human civilization, China was bullied and humiliated to the full by big powers for centuries in the past because of her weakness. The poverty made her people have no means of livelihood so that tens of millions of them had to wander about abroad for making a living and fell into overseas “orphans” .

With new China’s “Peaceful Growing-up” and her comprehensive national power being continuously enhanced in the end of past century, China’s association with other countries and nationalities of the world is getting more and more frequent and thereby Chinese language has become an indispensable and important tool for their communication. Opening a Chinese class is taken as a fashion profession in thousands of schools of various types the world over. A tidal wave of studying Chinese has converged into an irresistible current and is surging forward in companion with the historical steps of the 21st century.

From historical point of view, if we say English language was carried out coercively to the worldwide by means of "Fleet + Colony" policy pushed by U.K. as a head in the period of 18th-20th centuries so that English was popularized in the world, then in the 21st century, countries the world over are attracted by the "economy magnet of peaceful growing-up China", and they are willing to learn and use Chinese on their own initiative, so that Chinese is used naturally and extensively throughout the world and being enhanced continuously in the years to come.

Children being away from their own native homes miss their mothers keenly and overseas Chinese recall their ancestral kinsfolk through learning Chinese. Although many of overseas Chinese wanderers did become citizens of foreign countries long time ago, their root is still in the Divine Land China due to the blood of China nation flowing in their blood vessels. Therefore those with yellow skin and black eyes are seen to originate Chinese papers and magazines, set up Chinese schools, teach contemporary Chinese language and try hard to promote and expand the broad and profound Chinese culture wherever circumstances permit, for the purpose of making overseas Chinese never forget the past one generation after another, and on the basis of mastering the languages of their present residential countries, thoroughly understand the history-long and intension-rich native language of their own parent country thereby to remember forever they are dignified Chinese generations, open and above-board, and feel proud of this incomparably.

Mr. Wang Ganhua has devoted all his life and energy to and concentration on the teaching and study of contemporary Chinese language for decades of years since he, as a pedagogue, was engaged in "Speed-up Recognizing Chinese Characters Drive" in the early 50s of the 20th century. He migrated to Australia in the early 90s of the

last century. In order to help numerous overseas teenagers be able to quickly master general Chinese language of their own motherland in addition to their well-versed English, he has burst out his fiery enthusiasm and thrown himself into teaching the teenagers contemporary Chinese language for more than ten years. Through his personal exploring and practice, he has grouped a set of matured experience for speed-up teaching, and based on this he has summed up this complete and scientific set of pedagogy for speed-up learning practice, and compiled as well this set of *English-Chinese Access to Chinese Language in One Textbook*. Therefore, this book is not only a scientific reference for teachers engaged in teaching Chinese in primary schools, but a very practical-use book for family heads of these overseas to coach their children in learning Chinese, and an introduction reference tool for Chinese teenagers in their learning of English language and for foreigners in their learning of Chinese language as well.

The most outstanding characteristic of Chinese character, the unique "square ideography" in the world writing family, is: its square regular, framework-style spirited, track generous, intervals even, concealing an inherent-in natural artistic beauty "with its irregular change galloping whereabouts free and easy" which other sorts of characters are uneasy to have. Of course it has its shortcomings, e.g. small part of it having a little more strokes and more combined forms in its structure and components, etc. Therefore, to those overseas Chinese teenagers born abroad and used to alphabetic writing, the Chinese character is wrongly considered to be a kind of "hard to write" and "hard to recognize" one. With this in mind, they might have more or less fear of difficulties in their learning process.

It is a formidable and complicated task yet a significant program as well to make overseas teenagers of Chinese descendants spend less

time in learning Chinese language well within a shorter time in a way of achieving greater, faster, better and more economical results.

The *Access to Chinese Language in One Textbook* is thus compiled by taking the following as its base: Overseas teenagers understand English and most of them can or roughly can speak Chinese mandarin or some Chinese dialect at home; Total sum of common-use Chinese characters is 2500 announced by China National Ministry of Education; “Speed-up Learning” is set as its ultimate goal.

To attain this “Speed-up learning” goal, such a big problem as “turning difficulty into easiness” should be solved. The praiseworthiness of the book is that the author has managed to have a perfect command of the inherent-in characteristic in Chinese character system, bring into play the memory law of human brain, draw references about other cases from one instance and pull one out that induces a string followed so that this problem is solved in such a better way. The book has such bright features as follows:

(1) The easy is taught ahead of the difficult and the simpler ahead of the more complicated.

The compiling sequence of the 2500 everyday characters starts right from the Chinese character “一”, teaching the monomer characters, the basic characters, characters with less strokes and high occurrence ones ahead of complex characters and characters with more strokes and low occurrence ones.

(2) One ring is interlinked with another and brings out essentials.

A set of “efficient approach to read Chinese in a shorter time”, summarized by the author based on his perennial matured experience in teaching Chinese language and running through the whole textbook, is expressed merely by 4 character groups and totally 16 Chinese characters, the meaning respectively “Characters with similar form getting together”, “Family characters united”, “Same character

radical shared by its derivatives” and “Character pair opposite in meaning complementary to each other”. The 4 groups of expression, just like a kind of interlinked rings and a head-rope of a fishing net, link serially together each independent Chinese character so as to offer idea-associated convenience, easy memorizing and easy reading as well.

(3) Varied approaches of study and only one unified goal.

To reach the goal of recognizing Chinese characters in a shorter time, each of the basic daily-used characters compiled by the author is taught by taking its “components and structure” as its optimal memorizing unit, and such contents of each character as its form, phonetics, meaning, radical, stroke number, stroke order, etc., are all clearly explained to the readers. And this creation with such a distinctive style might be considered as the essence abstracted and summed up by the author through shedding his heart’s blood in his many years of teaching practice.

(4) Using an English-Chinese mutually-checking way to hit two birds with one stone.

The aim of compiling this textbook is for helping the teenagers of overseas Chinese and foreign Chinese, who have already mastered English, in their study of Chinese languages. For the purpose of helping them get an easy understanding, the way of English-Chinese mutually-checking is adopted for each character in the aspects from the character’s pronunciation and its meaning to its example sentences. Doing this is not only to offer convenience for the said teenagers to study and master Chinese language, but also for the foreigners generally having no idea about Chinese language to learn Chinese in this way of doing. As the book contains 500 everyday characters and commonly each having 4 example words and 2 example sentences, totally more than 2000 example words and more than 1000 example sentences.

Having them all learned would lay a solid foundation for them to read Chinese books and magazines and to write in Chinese. From this point of view, the textbook is in fact such a good book for foreigners to learn Chinese well.

History develops along with the world trend. Along with China's "peaceful growing up" on this oriental piece of both ancient and richly endowed Divine Land, numerous people of the world are coming to China one after another to go into business, travel, or carry out extensive cultural exchange because of their admiration or various other reasons. And this makes the Chinese language play an even more important role in acting as one of the tools for mutual communication. We are pretty sure that since the 21st century is the one in which China is doing her "peaceful growing up" and the one in which the "oriental sleeping lion" will be awake, then the century is naturally the one in which the Chinese language will be widespread, carried out and show up its own extraordinary splendor throughout the world.

The *Access to Chinese Language in One Textbook* is a good book for foreign Chinese descendants and foreigners to learn Chinese. As I feel very pleased from the bottom of my heart to see Mr. Wang Ganhua has made great success in promoting Chinese culture abroad, so I am willing to recommend this book and write a preface for him.

By Jin Zhong

In Jin Zhong Study, North Region, Sydney, Australia

June, 2004

(Jin Zhong: A well-known Chinese linguistic writer, compiler, visiting professor and honorary researcher of the Asian Researching Center of Chinese Department, Hong Kong University)

前 言

《汉语入门一本通》，是针对华侨、华人少年子弟的智能特点和华侨、华人家长辅导其子弟学习中文的需要编写而成的。

作者从事现代汉语教学多年。20 世纪 50 年代初期，中国普遍开展扫除文盲“识字教育运动”期间，担任过几年“成人识字速成学习班”的专职教员，对速成识记汉字有一定的经验。1993 年，移居澳大利亚以来，为了承传中华文化，也为了子孙后代，希望他们不会忘记祖国，希望他们能有较好的前程，作者一直非常重视并积极对几个孙辈进行中文家庭教学。及至自编教材，亲自授课。在较短的时间内，孙辈们的中文水平都有了长足进步。

在参与华人社区文化娱乐的活动中，作者结识了许多来自世界各地的华侨、华人同龄朋友，深感这些“祖父母、外祖父母级”的同龄人和自己一样，都很热爱中华文化，重视少年子弟的中文教育；特别希望在中国经济不断腾飞的今天，自己的孙辈能以良好的中文水平为未来的事业打下扎实的基础。这些同龄朋友大多数受过中高等教育，具有较高的中文水平。他们很想尽自己的所能，充分利用孙辈们的课余时间，在家辅导他们进一步学好中文，但因缺乏适用的教材，而较难实现这个愿望。有鉴于此，作者便决心将自己十多年来在海外教授中文的经验总结起来，为华侨、华人家长辅导其子弟学习中文提供方便；以期在华人社区普及现代汉语、发展华文教育、弘扬中华文化起一点促进作用。从 2002 年初着手，历经五载，反复修改，几易其稿，终于完成了这本书的编写。

本书的主要特点有四：

(1) 注重基础，讲究方法。不是以“课文”，而是以“单字”（单个汉字）为教学基本单位。识字教学在汉语教学中具有特别重要的地位。因为汉字是汉语的基本结构单位；汉语的阅读和写作都要以识汉字为基础；“字能通词，词能生句；因句而成章，积章而成篇”。课程安排，由浅入深，由简而繁，循序渐进。从汉字的基础知识讲起；从汉语拼音方法和汉字书写基本方法教起。教识字之前，先解决“读字”、“写字”的问题。以中国国家语言工作委员会公布的 2500 个现代汉语常用字作为教学总字量。为便于联想、易记，运用汉字“以形寓音，因形见义”的特点和字频规律，采取“形近相聚”、“字族相连”、“偏旁相通”、“字义相对”等方法科学编排识字顺序。先学独体字，后学合体字；先学基础字，后学系列字；先学笔画少、出现频率高、使用度大的字，后学笔画多、出现频率低、使用度小的字，以达到既快速又深刻地识字形、明字音、知字义的目的。

(2) 以“识字为本”，学用结合。坚持“字不离词，词不离句”，集中识记汉语的字、词、句。每学会一个字种的形、音、义，同时还要连带学会该字的例词（4 个）、例句（2 个）。依据少年儿童的智力水平、心理特点、生活情趣和日常生活中的常用词语进行选词、择句，使识字和用字紧密结合。学会 2500 个常用汉字，连带学会 1 万个例词，5000 个例句，就能为阅读中文书报和用中文写作奠定坚实的基础。

(3) 教学主要内容，采用汉语、汉语拼音、英语三者互相对照；繁体字、简体字两者并存。“三对照”，可以发挥华侨、华人少年子弟会讲汉语或汉语方言，又会讲英语的潜力。每个单字（字种）简、繁并存，家长可以按照自己的习惯各取所需。学生可以繁简兼学，或者以简为主，识繁用简。

(4) 力求规范化、标准化、信息化。读字、写字、识字、用字，全面严格贯彻中国国家有关部门发布的语言、文字规范标准。

华侨、华人少年子弟从小学阶段起，就能学习和掌握规范的中国语言文字，对于他们未来能够适应信息时代，运用中文电脑语言等，会有很大的帮助。

总之，本教材针对性强、实用性高、适应性广，便于华侨、华人家长或中文老师进行教学或辅导，实为一本难得的中文教学工具书。

Foreword

Access to Chinese Language in One Textbook, is based on the characteristics of the juveniles' intelligence of overseas Chinese and foreign Chinese descendents, aims at and edited for the needs of these overseas family heads in coaching their own children to learn Chinese.

The author has engaged in teaching modern Chinese for many years. As the author was once a several-year full-time teacher of "Speed-up Adults Character-Recognition Class" in the period of "Character-Recognition Drive Against Illiteracy" in the early 50s of the 20th century, he has accumulated certain experiences in teaching how to read Chinese within a short time. For the purpose of handing down the Chinese culture and for reminding his descendants of remembering forever their own motherland, hoping they would have an even brighter future in their causes, he has been paying great care to and actively carrying out personally teaching Chinese at home with self-edited textbook since migrating to Australia in 1993. His grandchildren have made considerable progress in their Chinese level within a very short time.

The author has got acquainted with lots of contemporary friends of

overseas Chinese and those foreign citizens with Chinese background (i.e. foreign Chinese) coming from the world over in his involving in cultural recreational activities held in the Chinese communities. He has deeply experienced that, just like him, these contemporary grandparents love Chinese culture, pay great attention to their descendants in learning Chinese and especially hope their descendants will be able to well master a good Chinese today when China keeps its economy continuous uprising so as to lay a solid and favorable foundation for their own future cause and prospect. Most of the contemporaries have a higher Chinese level due to their own education received in the secondary and high schools. They wish to do what they could to make full use of the after-school time to coach their grandchildren at home to further improve their Chinese learning, but the desire is not easy to realize because of shortage of proper textbook. In view of this, the author decided to summarize his own experience of more than 10 years long in teaching Chinese overseas in order to offer convenience for these overseas family heads to coach their own descendants in learning Chinese, and to promote a bit the popularization of modern Chinese in the Chinese communities, the development of Chinese teaching and the promotion of Chinese culture. The author has spent 5 years since early 2000 to make realized his long-standing wish in compiling this textbook (Book One) after repeated modification and updating of the draft.

The key characteristics of the textbook:

(1) Emphasis is on laying solid foundation and advocating ingenious learning approach. "Word" (single Chinese character) other than "Text" is treated as the basic teaching unit. Character recognition plays a special role in the teaching of Chinese language and its characters, because Chinese character is the basic structural unit and reading and writing of Chinese are all based on the recognition of Chinese characters; and

“A character is a word and with words we make sentences; sentences construct paragraphs and chapters, and the accumulation of chapters yield an article.” The courses are arranged in such a way going from the easier to the more advanced, from the simpler to the more complicated, and proceed in an orderly way step by step. The lecture is started right from giving the basic knowledge of Chinese characters, from teaching how to use the phonetic alphabets of Chinese characters-PINYIN, and from offering the basic skill of writing Chinese characters. Teaching “How to read characters” and “How to write characters” should go ahead of teaching “How to recognize them”. The 2500 everyday Chinese characters published by China National Language Working Committee are set as the total volume in teaching. For offering idea-associated convenience and easy memorization, such features of Chinese character as “the pronunciation residing in character form and form disclosing meaning” and the law of character occurrence are used. Also such teaching approaches as “characters with similar form getting together”, “family member characters united”, “character radicals interlinked” and “character’s meanings interrelated”, etc. are employed. With all the above in hand, learning order is thereby scientifically arranged in the following way: first learning such characters as of the simplified, of basis, of less strokes, of more occurring and of higher use, and then the characters of the complex, of series, of more strokes, of less occurring and of lower use, so as to quickly reach the goal of correctly recognizing the character form, memorizing its pronunciation and well understanding its meaning.

(2) Character-based learning is combined with character application. The rule of “Characters are not off words, and words are not off sentence” is stuck to so that our concentration can be focused on recognizing and memorizing the characters, words and sentences. Once mastering the form, pronunciation and meaning of a character, you should simultane-