HSK

HSK汉语水平考试词汇自测手册

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独特的排列，独到的功能

记忆单词，请用有限的时间读极有效率的书

本书以国家汉办《汉语水平词汇与汉字等级大纲》
（2001年修订本）为基本内容，以汉英对照、随机排列、
适宜测验的方式列出《大纲》中的所有词汇8840个。
使用本书可以找出尚未记住或记错的词语，以便加强记忆。
本书共收汉字3925个，汉字索引为编者首创的SPK查字法，
即以总笔画数和结构、偏旁相结合的方式排列，查找方便、快捷。

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编者的话

（一）

本书以《汉语水平词汇与汉字等级大纲》2001年修订本为基本内容。关于《大纲》：

一、《大纲》是中国国家对外汉语教学领导小组办公室汉语水平考试部1992年颁布的，收词近9000，汉字近3000，是在最具代表性的字表、词表基础上的频率统计和专家干预的结果，筛选过程非常科学、周到。

二、近9000词汇由近3000汉字构成，各自分为相应的甲、乙、丙、丁四个等级。

三、根据1928--1988年的60年间的15个字表，对常用字的选择大都在2000—4000之间。1988年国家语委、国家教委联合发布的3500常用字在200多万字的语料中覆盖率达99.48％，其中2500个一级常用字覆盖率达97.97％。

四、根据1959—1991年30余年间统计的15种常用词词表，汉语常用词在3000--9000范围。根据词频统计资料，3000常用词可覆盖一般语料的86％，5000常用词可覆盖91％左右，8000常用词可覆盖95％，而能够识别语料中95％的词汇，读懂语义就会超过95％。

五、学习汉语汉字，要求能达到听、说、读、写"四会"。"四会"中，"写"最难。在学习3000词阶段，要求1000词应达到"四会"；在学习5000词阶段，要求3000词应达到"四会"；在学习8000词阶段，5000词应达到"四会"。对于汉字，2500一级常用字（相当于《大纲》的甲、乙、丙以及一部分丁级字）必须达到"四会"，2500以外的，可以要求三会、两会甚至一会（会读）。

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（二）

1997 年，一个偶然的机会，我看到了《汉语水平词汇与汉字等级大纲》，立刻意识到这是一本很有价值的书。当我得知有的外国学生用它作为学习汉语汉字的辅助材料时，心中不禁掠过一丝悲哀：这只是一份文件，它的形式不太适合学生。

怎样才能适合学生使用呢？我作了一些尝试，终因不理想而作罢。此事在心里放了有一年多。因为编书太辛苦又太费脑子、太费时间，一度曾经放弃。

1998 年 10 月，我正为学习普通话编一本书时，受到某种启发，竟意外地找到了这本书的基本形式。逐渐改善以后，于 12 月底开始专心致志地编起它来。

如同我在北京商务印书馆出版的《错别字自测手册》，本书采用的方法也是测试，形式上的特点，也是按音节分类，每类音节内部采用无序的随机排列方式。因为通常的有序编排都会产生暗示从而不利于测试。测试题与答案背对背，除了方便读者，更重要的是可以作双向测试。

测试一向是检查学习效果的主要手段，其实它也是一种很有效率的学习方法，尤其适合于学习外语。

学习外语，最重要、最需要花费大量时间的是记忆单词。由于词语有常用与不太常用、比较抽象与比较具体等分别，学习一段时间以后，必然会出现有的已经记得很牢，有的却总是要出错的情况。对学习汉语者来说，《大纲》范围内数目多达近三千的汉字，字形上还有比较简单与比较复杂之分，以及存在极易相混的形近字、同音字、近音字等。如果能坚持逐步地使用测试的方法找出自己尚未很好掌握的词语以便有针对性地加强记忆，学习效果自然是事半而功倍。

尚未掌握的词语可以分为两类：尚未记住，因此读不出或写不出的；自以为会读会写实际上却是错了的。后一类我称之为"真错

别字"。系统的测试是找出真错别字最有效率的方法。

词典的功能一般是供查阅,系统性和完备性是它的特点。《大纲》虽然不是通常意义上的词典,却也具备系统性和某种意义上的完备性。本书以《大纲》为基本内容,对希望能尽快通过 HSK 的外国学生来说,在词汇与汉字的音、形、义的掌握方面,是非常有利的。

鉴于我们本国的小学生毕业时学习过的汉字都已经达 3200 多字,为有利于读者掌握更多的汉字,以便更迅速、更准确地理解、使用汉语,本书增加了 1018 个比较常见的字作为补充。每个字下设词语是为了便于对该字的理解、记忆与称说,其中有 200 来例常见成语。

《大纲》中已发现的错误都已经纠正过来。根据文字实际,对几处异形词作了改动,一部分轻声字遵从 1996 年版的《现代汉语词典》。

词汇总数 8840－8822＝18 是因为:

  1．增加 13 个《语法大纲》中提到的准备增补的丁级词语(P437);

  2．丙级词增加"公正"、"正当(zhèngdàng)";

  3．"帐"、"账"分列;

  4．"兄弟"轻声、重读分列;

  5．补上漏掉的丁级词"漫"。

汉字总数 2907－2905＝2 是因为:

  1．增加丙级象声词"嗡"的字,"翁"挪为丁级字;

  2．增加"啰嗦"中的"啰"字;

  3．增加"蔓延"中的"蔓"字;

  4．增加丁级附录字"浦、埔"中的一个;

  5．增加"账";

  6．删去"哩";

  7．删去"啥";

8．删去"咋"。

本书的主要功能是测试,也可以供查阅。本书词汇索引为音序,汉字索引为总笔画数,读者可以经由汉字查到不会读的词语。为提高查阅速度,本书的汉字索引采用了不同于传统的排列方式,我称之为"SPK"查字(排列)法。"S"代表总笔画数,"P"代表偏旁结构,"K"代表空行。

编制这样一份汉字索引,起因于我自己在国家颁布的单纯按总笔画数排序的7000通用字表中找字的艰难。我惊讶地发现笔画数相同的同结构、同偏旁的字竟然不是都排在一起。于是立即决定放弃按通用字表来给索引排序的想法,尝试用笔画数与结构、偏旁相结合的方法来排序。我相信对于普通读者来说,同笔画数的同结构、同偏旁的字都排在一起一定更有利于查找。

每5个汉字为一组,用空行隔开,是利用人的眼睛"一目十行"的功能,提高查找速度。

作为一种尝试,我希望能得到从事对外汉语教学的老师和读者朋友的帮助,以使本书在内容和形式两方面趋于完善。

本书在编写期间,曾得到北京语言文化大学李富老师的热心指导,北京大学出版社语言室主任郭力老师、责任编辑吕幼筠老师为本书花费了不少心血,华伦公司照排部的陈茜女士,任淑敏、曹霞小姐为本书付出了辛勤的劳动,北京育才学校的李迅老师为本书的英文释义耗费了大量心血,在此一并致以衷心的感谢。本书的顺利出版,与出版社领导和各部门的全力支持分不开。

今年10月,适逢母校浙江师范大学建校45周年庆典,谨以此书向母校、向辛勤耕耘的老师们表示诚挚的谢意与敬意。

潘忆影

2001.10.11

使用说明

一、本书为学习汉语汉字的外国学生编写,也适合中国人学习英语及普通话。

二、本书以《大纲》为基本内容,以背面带有答案的测试题的方式,供学生自测或教师检查教学效果。使用本书,可以找出尚未掌握的部分以便有针对性地加强记忆,能节省时间,增强学习效果。

三、本书可作双向检测:可以检测对汉语词语、汉字的读音及意义的掌握情况,也可以检测对汉语词形、汉字字形的掌握情况。

四、本书以英文表示的意义,起提示作用,以常用、主要或基本为原则,不包括所有的意义。

五、构成《大纲》词汇的 2910 个汉字,除少数多音字的另音外,都标注在相应等级的词汇中。汉字索引页码后的数字为坐标码,前一位数为横坐标码,后一位数为纵坐标码。例如"鸡 55-32","55"表示页码,"32"表示这个字在第三行第二列。

六、轻声与儿化问题。一般轻声,间或重读的词,标重读。极少数轻声与重读词义不同的词,分列。像"兄弟(xiōngdì)"、"兄弟(xiōngdi)"。汉语词的儿化韵尾,不一定都要表现在书面上。《大纲》不带韵尾"儿"的词,拼音也不带韵尾"r"。例如"滋味",虽然口语中习惯带儿化韵尾。但补充字下的词语如果口语中习惯儿化,虽然不带韵尾"儿",拼音中一般带韵尾"r"。

七、本书的使用要求是:汉字页为"读出或用拼音写出下列词

语的读音并说出意义"；拼音页为"根据拼音及意义写出下列词语的词形"。词语的意义有时比较难以说清，可代之以组成短语或造句。

八、测验计分方式：每小格无论错几个字，只扣 2.5 分，满分为 100 分。不会读不会写的，也视同错例扣分。个人之间比较成绩，应取至少 5 页平均分。

Preface

Part One

The content of this book is based on *Outline of Chinese Standard Vocabulary and Chinese Characters Grading* (2001 Revised Edition). About the *Outline*:

Ⅰ. The *Outline* was issued in 1992 by Chinese Standard Test Department of the National Foreigner Chinese Education Headquarter Office. It includes about 9000 words and 3000 Chinese characters selected from the most representative character and word tables, based on frequency statistics with linguistic experts' guidance. The process of selection is scientific and comprehensive.

Ⅱ. The nearly 9,000 vocabularies are formed by the nearly 3,000 characters. Both of them are divided into 4 levels: Level A, Level B, Level C and Level D.

Ⅲ. According to our analysis of the 15 character tables issued from 1928 to 1988, the common characters vary between 2000 and 4000. The 3500 common characters issued jointly by the National Language Administration and National Education Administration cover 99.48% of the characters used in materials of over 2 million characters. Among them the 2500 first class commonly used characters cover 97.97% of those materials.

Ⅳ. According to the 15 types of common word tables written

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during 1959 and 1991, the number of common Chinese words is between 3000 and 9000. According to frequency statistics materials, 3000 common words can cover 86% of ordinary language materials, while 5000 could cover 91% and 8000 could cover 95%. If the reader could recognize 95% of the vocabulary, then he could understand 95% of the meaning of what he reads.

Ⅴ. The goal of Chinese study is to gain the ability of Chinese listening, speaking, reading and writing. Among these four, writing is the most difficult part. The general requirements are: those with 3000 vocabulary should be able to listen, speak, read and write 1000 of them; those with 5000 vocabulary should reach that standard with 3000 of them; and those with 8000 vocabulary should be able to do these four with 5000 of them. Of all Chinese characters, learners should have the four abilities with 2500 first class common characters. Besides those 2500, it will be OK for the learners to have three or two abilities with them. Sometimes it will be enough as long as they can read it.

Part Two

It was in an accidental occasion in 1997 when I saw the *Outline of Chinese Standard Vocabulary and Chinese Characters Grading* and realized its value instantly. However, when I got to know that some foreign students took it as reference books for learning Chinese, I felt upset. It is only a document, not very suitable for students' use.

How can we make it appropriate for students' use? I took some

attempts on it, but all were suspended with no ideal solutions. I have been thinking about it for more than a year, ready to give up this idea for the high consumption of time and energy to compile a book.

But when I was writing a book for Mandarin Chinese learners in October 1998, something inspired me and I found the basic form of this book: *HSK Vocabulary and Chinese Characters Self-test Handbook*. After some perfection on my plan, I devoted myself into the writing of this book from December 1998.

Like the book I published with Beijing Business Press, *Self-test Handbook Against Wrong Characters*, this book is also written as a test book. The classification of all characters is done according to their syllables, while within each syllable the characters are listed randomly in case the usual sub-order by syllables will give additional implications when learners take the test. The tests and keys are printed on respective sides of the same paper in order to bring more convenience to the readers and make it easier to do bi-directional test.

Tests have been the main method of checking our progress. It is also a very effective way of learning, especially for the learning of a foreign language.

To learn a foreign language, what is most important and what consumes most time is vocabulary memorization. For the reason that some words are less commonly used, some are abstract and some are concrete, after some time of learning, there always occurs the situation that some vocabulary are well memorized while the others are often used the wrong way. For all Chinese learners, the over 3000 characters in the *Outline* include divisions of easy and complex word forms, of similar word forms, of same pronunciations and of similar pronunciations. If the learners could follow the method of self-test to find out the words they have not well grasped and memorize them

intensively, the outcome of learning will double the efforts they pay.

The un-grasped words could be divided into two classes: those that have not been memorized and thus could not be read or written, and those the learners think they know but are actually written the wrong way. We call the latter class "real wrong characters". The most effective way to find out one's "real wrong characters" is to do systematic tests.

The functions of dictionaries are for reference; they are famous for being systematic and complete. The *Outline*, although is not a real dictionary, is also systematic and somewhat complete. This book, with its content based on the *Outline*, is very useful for foreign students who wish to pass HSK as soon as possible in grasping the pronunciation, form and meaning of Chinese characters and words.

According to the fact that our native primary school graduates' education covers 3200 Chinese characters, and to help readers grasp more Chinese characters so that they could understand and use Chinese faster and better, an additional vocabulary of 1018 Chinese characters are put in as supplementary. The words listed in each entry serve the purpose of better understanding, memorization and using of this character. 200 words of them come from commonly used idioms.

The mistakes already found in the *Outline* and those incompatible with new regulations have already be corrected in this book. Some multi-form characters are changed here according to today's language usage, and some non-stress characters are fixed according to the *Modern Chinese Dictionary* published in 1996.

The total number of the vocabulary $8840 - 8822 = 18$, is because the following reasons:

1. Add 13 words to level D which are mentioned in the *Gram-*

mar Outline and are prepared to add to it(P437).

    2. Add"公正","正当"to Level C.

    3."帐"and"账" are listed separately.

    4. Stressed and unstressed "兄弟"are listed separately.

    5. Add "漫" to Level D.

The total number of Chinese characters $2907 - 2905 = 2$, is because the following reasons:

    1. Add onomatope"嗡"to Level C, move"翁"to Level D.

    2. Add"啰(啰嗦)".

    3. Add"蔓(蔓延)".

    4. Add"浦"or"埔"which are in the appendix in Level D.

    5. Add"账".

    6. Delete"哩".

    7. Delete"啥".

    8. Delete"咋".

The main function of this book is to test, but it is also available for reference. The index for vocabulary in this book is pronunciation index, and for characters we use index of total strokes. Thus readers can find words they cannot read via looking up the character. In order to speed up consultation, the Chinese character index of this book adopts a different method from what is traditionally used, and we call it "SPK" listing. S stands for total strokes, P stands for side parts, K stands for space.

The difficulty I encountered when using the 7000 common character table issued by China listed only according to total strokes initiated my work on this new Chinese character index. I was surprised to find that words with the same number of strokes, the same structure and the same side parts are not listed together in this table. Therefore I gave up the idea to follow the index of this table and

tried to list according to the combined condition of number of strokes, structure and side parts of Chinese characters. I believe for ordinary readers, this listing must be easier for them to make consultations.

And the form of putting five characters in one group with space between each group is based on the "ten line scanning" function of human eyes to speed up consultation.

This book is an attempt based on my ideas and experience. I hope to be helped by foreign Chinese education teachers and readers, so that more perfection could be achieved for this book in both form and content.

I should thank Mr. Li Fu, the teacher of Beijing Language and Culture University, who helped me a lot with the book, and Ms Guo Li and Ms Lü Youjun, the director and the editor of the Language Section of Beijing University Press. In addition, I should also thank Ms Chen Qian and Ms Ren, working in the Photocomposition Section of Hualun Company, for their hard working, and Mr. Li Xun, the teacher of Beijing Yucai school, who made great effort to the English explanation.

My Alma Mater, Zhejiang Normal University will hold the ceremony for her 45th birthday, I would like to extend my thanks and heartfelt respect to her with this book.

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The writer, Pan Yiying
Oct. 11, 2001

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Instructions

I. This book is written for foreign students learning Chinese and its characters and it is also suitable for Chinese people to study English and Mandarin.

II. The content of this book is based on *Outline of Chinese Standard Vocabulary and Chinese Characters Grading*. The tests with keys printed on the backside are for students to do self-test or for teachers' to examine their teaching effects. By using this book, learners can find their weak points and strengthen their memory accordingly, thus they could save time and gain better learning.

III. This book can be used for two-way examination: it can both check the readers' grasp of Chinese words and characters' pronunciation as well as meaning, and check how the readers have grasped the forms of Chinese words and characters.

IV. The English definitions this book provides serve the purpose of reminding, and are provided under the principle of chief and common meanings. Therefore not all definitions are presented here.

V. 2910 Chinese characters form the vocabulary in the *Outline*. These Characters of different standards are labeled in vocabulary of respective standards, except a few other pronunciations of multi-pronounced characters. The numbers

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