

新编
汉语成语
接龙词典

刘克智 主编

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汉语成语接龙词典

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内 容 提 要

汉语成语语言简意赅、生动形象,是汉语语言 and 文化的精华,为人们所喜闻乐见。《新编汉语成语接龙词典》收录成语 1 万余条,采用游戏代替死记硬背的方法——接龙法或称顶针、联珠法学习记忆汉语成语,无疑是学习成语的行之有效的捷径。本书可供各种文化水平的读者阅读,相信此书会得到广大读者的喜爱。

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谨以此书献给全世界
孔子学院学习汉语成语的
朋友们！

谨以此书献给全国青
少年希望学习汉语成语的
朋友们！

高高兴兴学成语！

快快乐乐写作文！

前 言

汉语成语是汉语语言和文化的精华,它言简意赅、生动形象,为人们所喜闻乐见。电影、电视、网络、广播、报刊,书面与口头交流都离不开中华民族的瑰宝——汉语成语。

学习掌握汉语成语,是每个中国人的责任和义务。它是传承中华民族文化的必备知识,是丰富词汇、增长知识、提高语言表达能力的有效途径。

然而,学习成语并非易事,要花苦功夫,要耗费大量的时间和精力。很多中小学学生、老师、家长都曾向笔者提出能否有一个快快乐乐、高高兴兴学习成语的办法。有,可用游戏代替死记硬背的方法——接龙法或称顶针、联珠法、顶针续麻法。这是修辞学上的辞格之一。即用前面成语的结尾,做下一成语的开头,如,弹丸之地——地大物博——博古通今——今非昔比——比比皆是——是可忍,孰不可忍……也可用音同或音近字不同的成语来接,如,弹丸之地——低声下气——起死回生——声势浩大——打草惊蛇——舍己救人——仁至义尽……

用接龙法或顶针法学习成语的好处有五个方面:

- 一、能极大地提高学生学习成语的兴趣;
- 二、可以化难学为易学;化课堂为课下;化有限空间为无限空间;化苦为乐;
- 三、在学校老师带学生一块做游戏,第一个学生说一个成语,第二学生接下去,第三学生再接下去,接不下去要唱歌、跳舞,或讲故事说笑话;
- 四、在家里父母可以与子女一起来做成语接龙游戏。

五、不限人数,任何场合和空闲时间都可以做接龙游戏。

接龙学习成语的理论根据是:

一、这种方法符合高级神经生理学原则。旧的学习成语方法是死记硬背,如“落叶归根”,有的学生趴在桌子上不抬头地写上十几遍甚至几十遍,猛然问他“你写了什么”,他竟然答不上来,我们把这种方法叫“小和尚念经——有口无心”。这种方法要不得,因为它不科学,不符合高级神经生理学原则。这种方法,是一种单调地连续不断地对大脑皮层进行刺激,它会引起大脑神经的保护性抑制。你越想记住,大脑发出的信号却是别记住,别记住!

二、这种方法符合一般心理学原则。记忆与兴趣的关系是非常密切的。一般说来,在其他条件相同的情况下,凡是能够引起我们兴趣的事物,就易于记住,并保持得长久些;反之,凡是我们所不感兴趣的事物,就不易把它留存在记忆中。

为什么兴趣能提高记忆的效果呢?

这是因为,兴趣能使我们的注意力集中到所要记忆的对象上去,也能使我们对所要记忆的对象去积极地进行思考;

这是因为,集中注意力和积极思维,乃是提高记忆效果的两个必不可少的条件;

这是因为,兴趣能使人精力充沛,不知疲倦,这对于加强记忆显然是有很大作用的。

三、这种方法是一种循环记忆法。我们知道,要把成语记住,也就是要使记忆升级,即从感觉性记忆阶段发展到第三级记忆阶段。于是就有必要考虑如何提高刺激强度、延长信息储存时间的问题。在新的信息传入大脑、印象还没有消逝以前,及时整理,接着进行多次重复,完全有可能把传入的信息变成牢固的记忆。这完全符合生理学关于记忆的特征。

四、这种方法是解决思想和情绪的正确途径。学习任何知

识,都需要思想高度集中,摒除一切杂念,这已经是人们的共识。但是,我们的主张是:为了达到良好的效果,要求每一个学习成语的人在进行记忆时都要保持轻松、愉快的情绪。学习时的紧张气氛、呆板的情绪,往往会干扰、抑制人脑的正常活动,从而带来不利的影响。对一些人来说,要做到思想高度集中倒容易,而同时要保持轻松、愉快的情绪却是不容易办到的。让学生爱上汉语成语,重要的一条就是让学生有乐趣,乐趣使大脑释放出“内啡肽”,它让学生处于一种极为放松、无压力的状态,并且想重复这种体验。因此,学生便能自动自觉地学习成语,丰富自己的语言表达能力,提高写作和交际水平。

五、这种方法是从相声接龙段子中移植过来的,以相声让人发笑的方法记住成语。

用接龙方法学汉语成语是一种新的尝试,敬请读者批评指正。

编 者

Foreword

Chinese idioms are the essence of the Chinese language and culture. Simple yet vivid, the idioms are pleasantly used by the public. Written and spoken languages, in forms of movies, televisions shows, Internet, broadcasting, magazines and newspapers, depend on the usage of the treasure of the Chinese - Chinese idioms.

Learning and Mastering Chinese idioms are the responsibilities and obligations of every Chinese. It is also an efficient way to enlarge your vocabulary, enrich your knowledge and improve your language expressions.

However, learning Chinese idioms is not easy and requires hard work. Many primary school students, teachers and parents ask me whether there is a way to learn Chinese idioms in a pleasant manner. The answer is yes, instead of forcing students to memorize the idioms, we can teach idioms through games - idiom anadiplosis, also called a doubling or folding up, one concept in rhetoric referring to the repetition of the last character to start a new idiom. For example: "dan wan zhi di" (meaning a small place) - "di da wu bo" (meaning a vast place rich in resources) - "bog u tong jin" (meaning has a good knowledge of the past and the present) - "jin fei xi bi" (meaning today is quite different from yesterday) - "bi bi jie shi" (meaning something can be seen every-

where) - “shi ke ren, shu bu ke ren” (meaning if one can put up with this, one can put up with anything)... The last word of the preceding idiom only needs to sound the same as the first word of the next idiom, for example, “dan wan zhi di” (meaning a small place) - “di sheng xia qi” (meaning being unwillingly humble) - “qi si hui sheng” (meaning back to life) - “sheng shi hao da” (meaning of a great scale) - “da cao jing she” (meaning rush action alerts the enemy) - “she ji jiu ren” (meaning sacrificing one’s life to save others) - “ren zhi yi jin” (meaning offering the utmost help and kindness)... and the list goes on and on.

There are five advantages of learning idioms through idiom anadiplosis:

First, it makes the students interested in learning idioms;

Second, it enables the readers to learn something difficult in an easy and pleasant way. With this method, readers can learn idioms anytime anywhere;

Third, at school, teachers can ask students to play games: the first student says an idiom, and the next one;

Fourth, parents can play idiom anadiplosis with the students at home;

Fifth, readers can play idiom anadiplosis with others anytime anywhere.

The theoretical foundation for this method is:

First, it is in line with the principle of the advanced neurophysiology. The traditional way to learn idioms is force students to rote. For example, some students are asked to write the idiom “fallen leaves return to their roots” for scores

of times, but they fail to tell you what they are really writing. This is called "An apprentice monk reciting scriptures, saying what one does not mean." And this method is not scientific and runs against the principle of the advanced neurophysiology because it stimulates the cerebral cortex with continuous monotonous signals in a way that results in neural nerves sending signals to prevent you from memorizing the words!

Second, it is in line with psychology. Memory is closely linked to interests. Generally speaking, with all other conditions the same, we would remember the things interest us more easily and for a longer period of time, and it's difficult for us to remember the things we don't find interesting.

Why interest can improve our memory?

On one hand, interest enables us to focus on and think about the information we need to memorize; which are two prerequisite for a better memory; on the other, interest can make one alive and full of life, which is beneficial to a better memory.

Third, it reinforces our memory. To memorize the idioms, we have to upgrade from the sensory memory to the third stage of memory. It means we have to increase the level of stimulation and prolong the time of information storage. So the information needs to be reorganized timely after it is transmitted into the brain and before it is forgotten, and after repeating this process for several times the information can be turned into long-term memory. The whole process is in line with the neurophysiology's theory on memory.

Fourth, it gives the readers a light mood. The conven-

tional view is that learning requires a focused mind. But to get a good result, everyone learning the idioms should be able to do this with a light mood and in a pleasant manner. A tense environment and stiff mind tend to obstruct and suppress the normal activities of mind, exerting a bad influence. For some people, it is relatively easy to focus but difficult to relax and enjoy a relaxing mind. To get students to fall in love with Chinese idioms needs to arouse interest in the students so that their brain would produce endorphin, a substance makes the students feel relaxing and free from pressure, an experience they want to repeat. Therefore, the students would start to learn the idioms on their own, thus enriching their expressions, improving their writing and communication.

Fifth, it is similar to the cross-talk, so it enables the readers to memorize idioms with laughs along the way. This method of learning Chinese idioms is my attempt to try something innovative and I welcome the suggestions and criticism from the readers.

By The Author

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嘉 (224)	娇 (230)	今 (234)	旧 (241)	kan
戛 (224)	胶 (230)	斤 (234)	咎 (241)	坎 (246)
假 (224)	蛟 (230)	金 (234)	救 (241)	侃 (246)
价 (224)	焦 (230)	津 (235)	就 (241)	看 (246)
驾 (224)	狡 (230)	筋 (236)	ju	kang
嫁 (225)	绞 (230)	襟 (236)	居 (242)	康 (246)
jian	矫 (230)	锦 (236)	鞠 (242)	慷 (246)
坚 (225)	脚 (231)	谨 (236)	局 (242)	ke
监 (225)	叫 (231)	尽 (236)	举 (242)	苛 (246)
兼 (225)	教 (231)	进 (237)	踽 (243)	可 (247)
缄 (226)	jie	近 (237)	拒 (243)	克 (247)
艰 (226)	皆 (231)	噤 (237)	据 (243)	刻 (247)
肩 (226)	接 (231)	jìng	具 (243)	恪 (247)
尖 (226)	揭 (231)	泾 (237)	聚 (243)	客 (247)
简 (226)	嗟 (231)	经 (238)	juan	kong
见 (226)	街 (231)	荆 (238)	卷 (244)	空 (248)
间 (227)	子 (231)	兢 (238)	jue	kou
剑 (228)	节 (232)	惊 (238)	决 (244)	口 (249)
渐 (228)	劫 (232)	精 (239)	绝 (244)	扣 (249)
鉴 (228)	洁 (232)	井 (239)	jun	ku
箭 (228)	结 (232)	径 (240)	君 (244)	枯 (249)
jiang	捷 (232)	敬 (240)		苦 (250)
江 (228)	桀 (232)	jiong		
将 (229)	竭 (232)	迥 (240)		