

CHINESE KILOWORD

黎景鸿/编著

**廣生省《版集图** 广东人名《旅社 只要掌握了使用频率最高的1000个汉字,就能基本掌握约90%的汉语阅读和会话能力。本书就是以使用频率最高的1000个汉字写成的。读者通过轻松地阅读有趣的学习材料,能在一个较短的时间内。学好记率1000个高频汉字和相关的上万个词组、熟语和成语、为进一步的学习打下坚实的基础。

As long as we can understand 1000 Chinese words which are on the top of the frequency sorting list, we can handle 90% of reading and speaking in Chinese. This book includes the most frequently used 1000 words through which the readers can also learn phrases and idioms coined by these words. By reading the interesting materials in this book, one can build a solid foundation for further study.



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# 汉语千字文

### CHINESE KILOWORD

黎景鸿 编著

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### 前 言 Foreword

## 学汉语千字文, 做中国通

Learn 1000 Chinese Words,
Be an Expert of China

外国朋友学习汉语,面对着上万个汉字,茫然不知从何人手。哪 些汉字要先学,哪些汉字可以后学,自己一点都不清楚,也很难找到 这方面的辅导材料,这给希望尽快掌握基本汉语的外国朋友带来了很 大的困难。

When foreign people learn Chinese, in front of them are thousands of characters, where should they start? Which character to learn first, which one can be held for later? They hardly have a clue or find any material. It brings up a big problem to people who want to understand basic Chinese.

有人统计过,对中文单字按使用频率排列后,只要掌握了使用频率最高的 1000 个汉字,就基本掌握日常生活中汉语阅读和会话的 90% 左右的能力了。

According to statistics, one can handle around 90% of reading and speaking in our daily life with 1000 Chinese characters which are on the top of the frequency sorting list.

根据这个结论,我们参考了中国多家权威出版社的统计数据,按汉字使用频率高低的顺序,以 500 字为一级,编写了一些阅读材料。按照这个阅读材料去学,就是使用频率较高的汉字先学,使用频率较低的迟一点学。在学好了 1000 个汉字的同时,就可以比较轻松地连带学到由这 1000 个汉字组成的上万个词组、熟语和成语。

Therefore, we made our usage list by refering to statistics from numbers of authoritative publishers, 500 characters a level, and compiled some reading materials which are base on this list. Following this textbook, students can catch the common characters and words first and the less common ones later. When students fully understand the most frequently used 1000 characters, they can also learn numerous words, idioms and idiomatic phrase coined by these characters.

我们编写这本《汉语千字文》的目的,就是希望并相信通过轻松地阅读一些有趣的分级学习材料,让学习者能在一个较短的时间内,学好记牢1000个高频汉字和相关的上万个词组、熟语和成语,为进一步的学习打下坚实的基础。

The purpose of publishing this CHINESE KILOWORD book, is to help students to master these 1000 characters well by reading some funny materials of different levels, and build a solid foundation for further study.

当然,也要学点汉语语法,还要在日常的阅读和使用中注意词语习惯用法等的积累。但无论怎样,有了这使用频率最高的1000个汉字作基础,就容易进入下一步的学习了!

Naturally, learning grammar and accumulating words usage is necessary. Nevertheless, with the knowledge of these 1000 most frequently used characters, getting into next step is just a piece of cake.

我们还通过一些音像资料和故事,把中国的文化背景向外国朋友作一个较为生动的介绍,让朋友们"学汉语千字文,做中国通"!

We will introduce Chinese culture to foreign students with some audios and stories. Let's "learn 1000 Chinese words, be a Chinese expert"!

希望本书对想尽快学到汉语、了解中国的外国朋友有所帮助。

Hopefully, we can help you learn Chinese and know China faster and better.

### 编者的话

中国自从1978年实行改革开放以来,伟大的中华民族复兴时代开始了。随着我国综合国力的不断提升,以及国际影响力逐渐增强,人们对汉语越来越感兴趣了。但中华传统文化博大精深,汉语文字集形、音、义于一体,在世界上独此一家,令诸多外国友人觉得难以上手。为此,本人不揣浅陋,编写了这本《汉语千字文》读本,以应外国朋友学习之需,引以入门。在编写的过程中,得到了许多朋友的关心和鼓励。上海市匡大方老师对中文文稿多次作了详细的审阅,并作了许多具体指导。广州学者刘冬和先生提出了许多具体的宝贵意见,并对全文做了多方面的审阅工作。新乡市张秀英老师也给予了很多帮助,并审订了全部汉语拼音标注。聊城的姚媛女士负责了全书的翻译工作,广州的李历家先生负责了书稿的审校工作。在美国工作的黎德生先生负责前言及附录的翻译工作。编者在此一并致谢!

本书所用资料截至2007年底。

#### Words from the Editor

Since 1978 when the Reform and Openning-up Policy was implemented, China had ushered in an era of rejuvenation. With the promotion of China's comprehensive national strength and international influence, more and more people are interested in learning Chinese. However, China has a profound culture. The Chinese language is also a special language in the world, which combines the study of form, sound and meaning together, making many foreign learners feeling hard to study. Hence I edit this book, aimed at helping foreign learners getting started. I have received care and courage from many friends during the work. Mr. Kuang Dafang from Shanghai reviewed the manuscript many times and gave

me many valuable suggestion. Mr. Liu Donghe, a scholar in Guangzhou raised many suggestions and also did a lot of reviewing. Ms. Zhang Xiuying from Xinxiang, Henan Province also helped me a lot with the examining of all the Chinese phonetic labels. Ms. Yao Yuan from Liaocheng city translated the whole book and Mr. Li Lijia from Guangzhou reviewed the translation. Mr. Li Desheng who is working in the U. S. translated the foreword and the appendix. I would like to extend my thanks to them all.

All the materials used in the book are updated before the end of 2007.

### **Contents**

### 目 录

# 第一部分 Part One 第一单元 我们的大学 Unit One Our University

第一课 我是一个学生
Lesson One I am a Student
第二课 理工大学
Lesson Two University of Science and Engineering 007
第三课 本科生
Lesson Three Undergraduate Students 013
第四课 北京人
Lesson Four Beijing People
第五课 学院
Lesson Five College ······ 022
第六课 我的家在上海
Lesson Six My Home is in Shanghai ······ 028
第七课 运动
Lesson Seven Sports 033
第八课 时间
Lesson Eight Time
第九课 到中国学习
Lesson Nine Going to Study in China 048
第十课 学习安排
Lesson Ten Study Arrangement

第十一课 你有没有时间
Lesson Eleven Do You Have Time
第十二课 我们的学校
Lesson Twelve Our University
第二单元 进出口贸易
Unit Two Import & Export Trade
第十三课 交易会
Lesson Thirteen The Trade Fair 072
第十四课 专利技术
Lesson Fourteen Patented Technology
第十五课 加入 WTO
Lesson Fifteen Joining the WTO
第十六课 热水设备
Lesson Sixteen Hot Water Equipment 089
第十七课 参观工厂
Lesson Seventeen Visiting the Factory
第十八课 参观生活区
Lesson Eighteen Visiting the Residential Area 10
第十九课 合作会谈
Lesson Nineteen Cooperation Discussion 10
第二十课 商品包装
Lesson Twenty Product Packing
第二部分 Part Two
• •
第一单元 我们的生活
Unit One Our Life
第二十一课 小黄的家
Lesson Twenty-one Xiao Huang's Home 12

第二十二课 医院	
Lesson Twenty-two Hospital	133
第二十三课 春节	
Lesson Twenty-three The Spring Festival	143
第二十四课 春游	
Lesson Twenty-four Spring Outing	154
第二十五课 走万里路	
Lesson Twenty-five Traveling Extensively	165
第二十六课 奥运会	
Lesson Twenty-six The Olympic Games	177
第二十七课 专业镇	
Lesson Twenty-seven Specialized Towns	192
第二十八课 素质教育	
Lesson Twenty-eight Essential-qualities-oriented Education	207
第二十九课 疗养院	
Lesson Twenty-nine Sanatorium	222
第二单元 认识中国	
Unit Two Understanding China	
第三十课 我们的地球	
Lesson Thirty Our Globe	235
第三十一课 中国农业	
Lesson Thirty-one China's Agriculture	251
第三十二课 中国古代科学技术	
Lesson Thirty-two Ancient Chinese Science and Technology	267
第三十三课 中国工业	
Lesson Thirty-three Chinese Industry	282
第三十四课 中国的股市	
Lesson Thirty-four Stock Market in China	298
<del>-</del>	

第三十五课 中国的古代建筑 Lesson Thirty-five Chinese Ancient Architecture ··················	312
第三部分 Part Three 关于中国的对话 Dialogues about China (阅读练习 Reading Practice)	
一、中国的行政区域	
I. Administrative Regions in China	327
二、要学简体汉字	
II. To Learn Simplified Chinese Characters	334
三、中国的诗歌	
III. Chinese Poesies ·····	340
四、中国书画	
IV. Chinese Calligraphy and Painting	348
五、中医与养生	
V. Traditional Chinese Medicine and Health Preservation	357
六、中国的税务	
VI. Tax in China	368
七、到中国留学 VII. Going to Study in China ····································	275
八、中国菜	3/3
ハ、中国来 VIII. Chinese Food ··································	380
九、中国文学	360
IX. Chinese Literature	390
十、中国的民族	570
X. Nationalities in China	398
十一、中国的戏剧	
XI. Operas in China	406
十二、中国的节日	

XII. Chinese Festivals 412
十三、中国风光
XIII. Scenery in China 420
十四、从勾股定理到"1+2"
XIV. From the Pythagorean Theorem to "1 + 2" ······ 428
十五、从算盘到超级计算机
XV. From Abacus to Super Computer 437
十六、从四大发明到"嫦娥一号"
XVI. From the Four Great Inventions to Chang'e I 445
十七、中国家族称谓
XVII. Appellations in Chinese Families451
十八、汉语中的动词
XVIII. Verbs in Chinese Language 457
十九、汉语中的量词
XIX. Quantifiers in Chinese Language 464
附录一、汉字笔画名称表
Appendix 1. Chinese Stroke Table 474
附录二、汉字书写笔顺规则表
Appendix 2. Chinese Stroke Order Table 475
附录三、标点符号表
Appendix 3. Chinese Punctuation Table 477
附录四、汉语语法人门表
Appendix 4. Chinese Grammar Study Table 481
附录五、如何查阅中文词典
Appendix 5. How to Look up Chinese Dictionary 500
附录六、房屋和家具名称表
Appendix 6. Building and Furniture Table 502
附录七、中国历史年代简表
Appendix 7. Chinese History Chronology 504

### 第一部分 Part One

# 第一单元 我们的大学 Unit One Our University

第一课 我是一个学生 Lesson One I am a Student

A

我是学生。 他也是学生。 我们都是学生。

#### Translation:

I am a student.

He is a student, too.

We are both students.

### Vocabulary:

- 1. \*我 wǒ (代) I
- 2. \*是 shì (动) [used to connect the subject of the sentence to its complement] be
- 3. \*学xué(动) study; learn
- 4. \*生 shēng (名) pupil; student
- 5. 学生(名) student; pupil
- 6. \*他tā (代) he
- 7. \*也yě (副) [used in simple sentences] also; too
- 8. \*们men (后缀) [used after a personal pronoun or a noun to show

plural number]

9. \*都 dōu (副) all; both; without exception

10. 我们(代) we; us; our

**Note:** characters with "." symbols are new words in the lesson. As Chinese characters are very rich in meaning, it is impossible for us to learn it all at one go, so the meanings of the characters are basically restricted to the need of this lesson. If other usage of the same character appears in other lessons in the future, it will be further explained.

### Text reading:

wǒ shì xué shēng 我是学生。 tā yě shì xué shēng 他也是学生。 wǒ men dōu shì xué shēng 我们都是学生。

В

我是去年来的,现在是二年级学生。 你是今年来的。 他也是去年来的吗? 他不是去年来的,他是今年入学的新生。

### Translation:

I came last year. I am a sophomore now.

You came this year.

Did he come last year too?

He did not come last year. He is a freshman who came this year.

#### Vocabulary:

- 1. \*去 qù (动) past; last
- 2. \* 年 nián (名) year
- 3. 去年(名) last year
- 4. \*来lái (动) come; arrive
- 5. \*的de(助) of
- 6. \*现 xiàn (形) present; current; existing
- 7. \*在zài (介) at/in (a place or time)
- 8. 现在 (名) the time being; the moment; the present time; now
- 9. \*二 èr (数) two; second
- 10. \*级jí(名) grade; class; form
- 11. 年级(名) grade; year (in school)
- 12. \* 你 nǐ (代) you
- 13. \*今jīn (名) today
- 14. 今年(名)this year
- 15. \* 吗 ma (助) ① [used at the end of an interrogative sentence] ② [used within a sentence to mark a pause before introducing the theme of what one is going to say] ③ [used at the end of a rhetorical question]
- 16. \*不bù (动) no; not
- 17. \*人rù(动) enter: enroll
- 18. 学(名) school; college
- 19. 人学 (动) enter school; enter college
- 20. \*新 xīn (形) appearing for the first time; new; fresh
- 21. 新生(名) new student/pupil; freshman

### Text reading:

wǒ shì qù nián lái de xiàn zài shì èr nián jí xué shēng 我是去年来的,现在是二年级学生。 nǐ shì jīn nián lái de 你是今年来的。 tā yě shì qù nián lái de ma 他也是去年来的吗? tā bù shì qù nián lái de tā shì jīn nián rù xué de xīn shēng 他不是去年来的,他是今年入学的新生。

#### Grammar :

Strictly speaking, the "Grammar" here is not a complete grammar system. It just provides the readers, who have already had some knowledge about Chinese grammar, with an additional explanation of the features of Chinese. If necessary, readers could read the Introduction to Grammar attached to this book or other grammar books. In this way, readers are able to avoid repeated study and save their time and energy.

According to the mood, there are only four kinds of sentences in Chinese: Declarative Sentence, Imperative Sentence, Interrogative Sentence and Exclamatory Sentence. Auxiliary words are usually used at the end or in the middle of a sentence to express deferent moods.

- I. Declarative Sentence A declarative sentence is a sentence that tells the others one thing, explains a fact or a principle. At the end of the sentence, a "o" is used to mark the end. For example:
  - i) 我是学生。
    I am a student.
  - ii) 他也是学生。 He is a student, too.

Sometimes, there will be an auxiliary word at the end of a declarative sentence. For example:

我是今年来的。

I came this year. (Strengthen the affirmative mood) "的" is an auxiliary word. There are other auxiliary words that we

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