

Handbook of the

鄭秀芝 王春光 編著

Chinese

常用漢語同義詞

漢英雙解手冊

Synonyms

with Bilingual Explanations

今日中國出版社

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说 明

汉语中有大量的同义词，这使得我们的语言丰富多彩，能准确地反映事物间的细微差别，正确地表达人们的思想感情。但是由于同义词往往大同小异，它们之间的细微差别不易辨析，这也给学习汉语的人带来一定的困难，尤其是不以汉语为母语的人就更不易分辨。编写这本手册的目的，是为帮助外国学生和学习英语的中国学生、知识青年在理解和使用这两种语言（汉语和英语）时起辅导作用，并可作为对外汉语教学时的参考。

本手册从实用出发，尽量精选日常用语和阅读中碰到的同义词。共选同义词 343 组，754 个词条。如“二”和“两”，在有些场合可以通用，我们可以说“二百”或“两百”。但在有些场合却不行，我们说“两个人”，却不说“二个人”。“二”和“两”译成英语都是“two”。这对中国人不成问题，但对不以汉语为母语的外国初学者来说，何时需用“二”，何时需用“两”，何时可以通用，就不那么容易了。本手册除可供初学汉语的外国学生使用外，对已学过一些汉语的外国学生也有帮助。如“朴实”和“朴素”，都是形容词，都表示“不加修饰”的意思。译成英语，都有“simple、plain”的意思。但我们说“朴素的生活”，却不说“朴实的生活”。正确地理解和区分这些同义词，有利于外国学生提高汉语口语的表达能力和阅读、写作能力。

另外，对学习英语的中国学生和知识青年也有参考价值。如“平常”和“平凡”，译成英语时，都有“ordinary, common”的意思。但由于汉、英两种语言完全属于两种不同的语系，在使用时就不同。这本手册通过解释“平常”和“平凡”在汉语中的不同和相同点，并用英语翻译出来，可以使学生在翻译使用这两个词时做参考。

本手册在解释每组同义词时，根据这样两条原则：1.解释每组的相同点和不同点时，重点放在不同点上，以便区别；2.解释力求简单明了。

本手册编写过程中，得到了戴尔清，于炳照，李祥仲，李连庆等同志的大力支持和帮助，并得到了出版社支鄂湘、阎凤兰同志的通力合作。定稿后，当代语言学家张寿康教授又在百忙中热情地为它撰写序文，才使得这本手册得以和读者见面，在此一并表示感谢。

由于水平有限，错误和不当之处在所难免，切望读者批评指正。

郑秀芝
王春光

Introduction

Chinese abounds in synonyms, which help to give the language its richness and variety. They enable us to convey fine distinctions precisely and to express our thoughts and feelings effectively. However, the task of differentiating their subtle shades of meaning can be daunting, especially for people whose mother tongue is not Chinese.

The objective in compiling this handbook is to afford assistance to foreign students of Chinese and Chinese students of English, and to supply teachers of Chinese as a foreign or second language with a much-needed work of reference.

The handbook, which is based strictly on the criterion of practical usefulness, is a select compendium of those synonyms which are most likely to be encountered in everyday conversation and in modern Chinese prose. It comprises 343 groups of synonyms, with a total of 754 entries. Special attention has been paid to phenomena which, while presenting no difficulty to native speakers, can prove serious stumbling blocks for non-native beginning learners. For example, the words 两 liǎng and 二 èr, both of which correspond to the number 2, are, in some cases, interchangeable. Thus, we can express "two hun-

dred" either as 二百 èrbǎi or as 两百 liǎngbǎi. However, this is not always so. We say 两个人 liǎng ge rén — two persons, but never 二个人 èr ge rén.

Apart from its practical value at beginners' and elementary level, the handbook will be of use to foreign students who already have some command of modern Chinese. For instance, the two adjectives 朴实 pǔshí and 朴素 pǔsù both carry the meaning of unadornment 不加修饰, and are rendered in English as simple, plain. Nevertheless, we can say 朴素的生活 pǔsù de shēnghuó — a simple life, but not 朴实的生活 pǔshí de shēnghuó. By mastering these distinctions, foreign learners can enhance their powers of oral and written expression, and come to appreciate the nuances in what they hear and read.

The handbook will assist Chinese-speaking students of English in developing their awareness of the difference between the two languages. For example, the Chinese words 平常 píngcháng and 平凡 píngfán both become ordinary, common in English translation; but since the Chinese and English terms belong to two discrete linguistic systems, their usage differs. Because of its comparative strategy — the example and explanations are all accompanied by idiomatic English versions — the

handbook will constitute a valuable work of reference for students engaged in translation work.

In interpreting the synonyms within each group, the compilers have followed two guidelines:

1. When explaining similarities and differences emphasis should be placed on the difference.
2. The definitions and examples must aim, above all at clarity, simplicity and straight-forwardness.

We offer our sincerest thanks to Yu Bingzhao, Li Xiangzhong, Li Lianqing, Dai Erqing and the many other friends who gave us their unstinting support and assistance; to Zhi Exiang and Yan Fenglan of *China Today*, for their efficient and wholehearted collaboration; and finally to the distinguished scholar of modern Chinese, Professor Zhang Shoukang, who so generously found time, amid his many commitments, to write the foreword to this book. Without them the handbook would never have seen the light of day.

Zheng Xiuzhi

Wang Chunguang

序 言

学习一种语言，语音是语言的读音；语汇是语言的材料、内容，学习语汇就必然要学读音，两者是统一的；语法是连缀词语的形式。这三者比较起来，学习语汇最为重要。学习母语和学习外语都是如此。

汉语是以语汇丰富著称的。学习语汇要丰富同义词语。“丰富”有两个意义：一是汉语的词汇系统中，同义词语是丰富的；二是学习者应当丰富、积累自己的同义词语，充实语言的建筑材料，便于在表达思想、事物和感情时，能够意到笔到，得心应手。

学习母语要注意分辨同义词语。古人已懂得同义词语的收集和分辨。《尔雅》可以说是分辨同义词语的最早的书，是第一部“同义词典”。比如：“初、哉、首、基、肇、祖、元、胎、俶、落、权舆，始也。”始是以上名词的共同意义，也就是说，“初、哉”等是同义词。《尔雅》的用意还是在分辨。比如“初者裁衣之始，哉者草木之始，基者筑墙之始，肇者开户之始，祖者人之始，胎者生之始”，等等（见郝兰皋《尔雅义疏》）。可以见出《尔雅》的编者是意在分辨的。现代汉语的同义词语，比古代汉语丰富得多，学习母语更要加以分辨。

分辨同义词语有很多用处。一则分辨同义词语

要在运用词语的语境中分辨其同，更要分辨其异。这样就可以提高人们的求同、求异的思维能力。二则分辨同义词语的异同，才能更适合情境地运用词语。比如该用“郊野”的地方就不能用“原野”，因为“原野”的意义范围比“郊野”大。该用“操持”的地方就不能用“把持”，因为“把持”有贬斥的色彩。三则有了这种认识，可以说，在说写中就具有了选择、推敲词语的功力。作家、文章家都十分注意同义词语的选择和推敲。如：

1.他是最使我感激，给我奖励的一个。（鲁迅《藤野先生》原稿）

这一则，鲁迅先生在定稿的时候，把“奖励”改为“鼓励”，这属于同义词的选择。这一修改是确当的。“奖励”侧重物质上的奖赏，而“鼓励”则重在精神上的勉励。因为“鼓励”就更符合鲁迅先生与藤野先生关系的实际情况。

2.另一位先生听得厌烦，把嘴里香烟屁股掷到街心。（叶圣陶《多收了三五斗》原稿）

这一则中的“掷”，作者修改稿改为“扔”。“扔”和“掷”是同义词。“掷”有文言意味，用“掷”则语体不协调。改为“扔”就口语化了。

以上的例子，说明分辨同义词语很重要。

分辨同义词语，不仅学习母语重要，而且对说汉语的人学英语，说英语的人学汉语，也就是说，对内、对外的汉语教学都要十分重视这一点。

1984年6月1日，王力先生在参加《语言教学与研究》创刊五周年的纪念会上说：“欧美人不懂

我们中国话‘穿’和‘戴’的区别。他们说汉语常把‘戴’说成‘穿’。我就听见一位美国朋友说过‘我今天没戴眼镜’，‘我今天没戴帽子’之类的话。为什么会出现这种情况呢？很明显，在英语里‘穿’和‘戴’是用一个词来表示的。”（见1984年第3期《语言教学与研究》第6页）王力先生的话揭示了认识汉语和英语之间同义表达的相同点和不同点十分必要。那个纪念会，我也参加了。王力先生的话，我当时听了，便深表赞同。

要认识、分辨汉语、英语同义词在表达上的异同点，就要有一本工具书。郑秀芝同志和王春光同志编著的《常用汉语同义词汉英双解手册》（以下简称《手册》）便是这样的工具书。

这本《手册》是很有特点的。第一，注意应用。从选词来看，它选编了汉语同义词343组，含词目754条，而且这些都是从日常使用的口头语和书面语言中精选出来的，从应用出发，一些生僻的词没有入选。第二，辨异简明。从释义来看，它用汉语和英语讲清各组同义词在含义，用语、语法特点、感情色彩等方面的异同，并把着重点放在“异”的方面，简明扼要，重在分辨。第三，对译双解。从举例来看，各组同义词中每个词条都有适当的例句来显示意义和用法。每个例句都分别用汉语和英语对译，以便比照分辨，它称为“汉英双解”是十分确当的。总括以上各点，形成了这本《手册》的一大特色：不仅具有汉英同义词比较研究的价值，而且具有指导语言实践的实用品格。

郑秀芝同志近三十年来一直从事外语院校的汉语研究和教学工作。1986 年秋曾应聘赴美讲学。在对外汉语教学方面积累了丰富的经验和资料。由她和王春光同志合著的这本《手册》，就体现了他们的教学经验和研究成果。在改革开放的今天，国际交往日益频繁，友谊交流方兴未艾，编写这本《手册》是很有现实意义的。《手册》是应运而生的，相信它会受到广大读者的欢迎，取得很大的社会效益。是为序。

张寿康

Preface

To learn a language we must study both phonetics and vocabulary, for phonetics gives pronunciation, while vocabulary is the content of a language. Grammar links vocabulary. Of the three, vocabulary is the most important, whether one is learning one's mother tongue or a foreign language.

The Chinese language has a rich vocabulary. To learn vocabulary, we must enrich our synonyms, first by learning them systematically, then by accumulating our own supply to express our thoughts and feelings in either verbal or written form.

To learn the Chinese language, we must be able to discriminate synonyms. The ancient Chinese knew how to accumulate and discriminate synonyms. *Erya* can be regarded as the first synonym dictionary in China. For example it says that "chū (begin), zāi (start), shǒu (head), jī (foundation), zhào (commence), zǔ (ancestor), yuán (first), tāi (foetus), chù (begin), luò (fall), and quán yǔ (start) all mean shǐ (beginning)." That is, these words are synonyms. *Erya* then makes discriminations. For example, "Chū is the beginning of tailoring, zāi is the beginning of growing grass and trees, jī is the beginning of building walls, zhào is the beginning

of setting up a household, zǔ is the beginning of man, tāi is the beginning of life," etc. (See Hao Langao's *Erya Yishu, Detailed Notes of Erya*.) So it can be seen that the editors of *Erya* noted the minor differences among synonyms. Modern Chinese has far more synonyms than the ancient language, so to learn it well we must discriminate among them.

Discriminating synonyms has three main benefits. First, in noting the similarities and differences of synonyms, we promote our thinking and discriminating abilities. Second, we can use the appropriate word for the context. For example, jiaoye (wild land in the outskirts) can't be replaced by yuanye (open country), since yuanye is larger than jiaoye in its connotation. Similarly, caochi (handle) can't be replaced by bachi (dominate), since bachi is derogatory. Third, we can sharpen our ability to choose the right and appropriate word. Writers pay much attention to the right choice of word. For example:

1. He's the one who made me feel most grateful and gave me reward (jiǎnglì). (Lu Xun's original manuscript for *Teacher Fujino*)

In his last version Lu Xun changed "reward" to "encouragement" (gǔlì). This change was very appropriate, since reward has a material aspect,

whereas encouragement has a spiritual aspect. "Encouragement" was more appropriate for the actual relationship between Lu Xun and Teacher Fujino.

2. Another gentleman, tired of listening, cast (zhi) his cigarette butt to the middle of the street. (Ye Shengtao's master copy of *Taking in Three to Five More Dou of Grain*)

Here "cast" (zhì) is replaced by "throw" (rēng), since "zhì" is classical writing style, thus inappropriate in the context. "Rēng" is more colloquial.

The above examples show the significance of discriminating synonyms.

Knowing the differences and similarities of synonyms is important to people learning Chinese either as their mother tongue or a foreign language.

On June 1, 1984, while attending the celebration of the fifth anniversary of *Language Teaching and Study* magazine, Wang Li said, "Europeans and Americans can't tell the difference between chuan and dai (both mean 'wear'). They often confuse the proper usage of these two words. I heard an American friend say, 'Today I am not wearing (chuan instead of dai) glasses,' and 'Today I am not wearing (chuan instead of dai) a hat.' Why does such a problem exist? Obviously because chuan and dai are both expressed by 'wear' in

English." (See *Language Teaching and Study*, No. 3, 1984, P.6.) In this way Mr. Wang demonstrated the necessity to know the differences and similarities of synonyms in both Chinese and English. I also attended the celebration and quite agree with him.

To properly discriminate Chinese and English synonyms we need a dictionary. The Handbook of Chinese Synonyms with Bilingual Explanations, compiled by Zheng Xiuzhi and Wang Chunguang, exactly meets our requirements.

This handbook has three advantages. First, it's practical. The compilers have selected 343 groups of Chinese synonyms, altogether 754 entries, from common oral and written expressions. Rarely used words are not included. Second, the handbook offers concise discriminations in both Chinese and English for each group of synonyms as to meaning, usage, grammatical characteristics and emotional overtones. Third, every entry is used in a sample sentence in both Chinese and English to show its meaning and usage. This arrangement is also convenient for comparison. The handbook thus not only contributes to comparison and research of Chinese and English synonyms, but guides language learning.

Zheng Xiuzhi has been engaged in teaching

and researching Chinese in a foreign languages institute for nearly 30 years. In 1986 she was invited to lecture in the US. Thus she has accumulated rich experience and background in teaching Chinese as a foreign language. This handbook that she and Wang Chunguang compiled reflects their teaching experience and research results. The compilation of this handbook during China's period of reform and intensified international exchange is significant. I believe it will be welcomed by many and prove to be of considerable practical use.

Zhang Shoukang