

SHANGWUGUAN XUÉHÀNYŮ CÍDIǎN

商務館

学汉语词典

商务印书馆辞书研究中心编
(双色本)

主编 鲁健骥 吕文华

*The Commercial Press
Learner's Dictionary of
Contemporary Chinese*



商務印書館
THE COMMERCIAL PRESS

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江蓝生序

凡编写词典大致都要面对为谁编，编什么，怎么编，谁来编这样几个问题。为谁编，是要确定词典的使用对象；编什么，是根据使用对象的要求，有针对性地设计词典的内容和功能；怎么编，主要解决词典的体例、形式以及编写流程等；谁来编，则是选择和组织最适任的主编和编写人员。我觉得《商务馆学汉语词典》在这几方面都做得相当好。

这部词典是迄今为止我国第一部专门为具有中级汉语水平的外国人编的汉语原文词典，它的主编和编写者都是具有长期对外汉语教学实践经验的教师，他们最知道外国人学汉语的盲点、难点，最知道外国人需要什么样的词典。主编鲁健骥、吕文华教授，不仅在长期的对外汉语教学工作中积累了丰富的经验，而且还善于把这方面的经验和规律加以总结，撰写了不少相当有新意和深度的论著。由这样的专家领衔，由这样的专业人员来编写，真是得其人哉！

汉语素称难学，有人作过比较：母语是英语的全日制学生，学会并掌握法语、德语、西班牙语需要6个月左右的训练。要达到同样目标，学习俄语需要10个月，学习印度语需要一年，而学习汉语则需要两年。现在学汉语的外国人越来越多，迫切需要一部合用的工具书。

这部词典在收字收词、释义举例以及语词辨析、提示注意、插图附录等方面都颇具匠心，处处贯穿了从读者的实际出发，为读者着想的理念，具有很强的针对性，实用性。而且查找方便，读着易懂；既简明扼要，又生动丰富；既借鉴和吸取了以往一些词典的成果，又不乏自主创新之处。例如词条按语素义排列，便于外国人理解由多义项的单字(词或语素)组成的多字词的意义；在每个字头下从正序和逆序两个方向出词，便于学习者掌握更多与此义项相关的词汇，加深和强化对词义的理解；列出声旁字，把有相同声旁的字排列在一起，便于使用者掌握汉字读音的规律等。在词性标注上，本词典的创新之处在于设有“短语词”一类，包括动一宾(如“见面”)、动一结(如“抓住”)、动一趋(如“进来”)、动一介(如“开往”)四小类。这是编者“长期以来对对外汉语教学语法

体系思考的结果”，从理论上可以简化补语系统，从实用上便于学习者掌握复音词的结构，解决离合词教学的难点，也有利于跟国外汉语教学接轨。诸如上述种种，读者只要阅读一下本词典前面的《编者的话》《关于这本词典》和《说明》就可以知道这部词典的特色及编写者的匠心所在，这里就不再重复了。

由于本词典的定位所限，有一些常用词未能收入，但这无妨，具有中级汉语水平的外国读者完全还可以到其他中型语文词典如《现代汉语词典》等中去查找。

这些年出了不少汉语词典，但真正具有原创性、创新性的并不多见，倒是不乏一些抄袭、变相抄袭的侵权之作，或是模仿、杂凑毫无新意的重复之作。任何精神产品都贵在创新，词典也不例外。从这个意义上我们很高兴《商务馆学汉语词典》的问世，它以独有的特色填补了我国对外汉语原语词典的空白，相信它一定会受到学习汉语的外国朋友的欢迎。是为序。

江蓝生

2006年6月18日于北京听雨斋

江蓝生：中国社会科学院副院长、学部委员、研究生院博士生导师，
中国辞书学会会长

Preface

Jiang Lansheng

To compile a dictionary, one has to decide who it is for, what kind of dictionary it is, how it is to be compiled, and who the lexicographers are. The question who it is for determines who will be the users of the dictionary. The question what kind of dictionary it is determines the design of the content and function of the dictionary in accordance with the needs of the dictionary users. The question how it is to be compiled mainly determines the style and format of the dictionary and the work procedure of the lexicographers. Finally, the question of who the lexicographers are determines how to identify the most competent editor-in-chief and editorial team. I think the *Commercial Press Learner's Dictionary of Contemporary Chinese* is exemplary in all those respects.

This dictionary is so far the first Chinese dictionary designed specifically for intermediate foreign learners of Chinese. Its editorial team consists of experienced teachers of Chinese as a foreign language, who understand best what the blind spots and difficult points are for foreign learners of Chinese, and what kinds of dictionaries foreign learners need. The two Editors-in-Chief, Professor Lu Jianji and Professor Lü Wenhua, not only have accumulated rich experience in their long-term teaching of Chinese as a foreign language but also are good at summing up their experience and findings, as testified by the number of academic papers and monographs they have published. With such experts in charge and with such professional lexicographers on the team, the compiling of this dictionary is in sure hands.

Chinese has always been known as a difficult language. Someone once made a comparison: for native English speakers, it takes about six months of full-time training to learn and have a good command of

French, German or Spanish; ten months to reach the same level in Russian; one year to learn Hindi; whereas to learn Chinese it takes two years. As more and more people in the world are learning Chinese, they urgently need a suitable dictionary to facilitate their learning.

The compilers of this dictionary have made a painstaking effort in controlling the head-characters and headwords, in definition and citation, in the provision of notes and tips, in illustrations and in compiling the appendices in order to meet the practical needs of the dictionary users and to make the dictionary user-friendly. Being target-specific and very practical, the dictionary is easy to consult, easy to read, concise and yet detailed enough. It has both adopted some good features of previous dictionaries and created some new features of its own. For instance: a) the entries are arranged in accordance with the senses of morphemes to help non-native speakers understand the senses of compound words made up of multi-sense characters (words or morphemes); b) under each head-character are listed words with the head-character in both front and end position so that learners get to know more words that are related to the particular sense and deepen their understanding of the meaning of the word; c) characters with the same phonetic component are listed together so as to make it easier to grasp the rules of pronunciation of the characters. In word class labelling, the dictionary is original in identifying a class called “phrasal words”, which consists of four subclasses, including verb-object construction (such as 见面), verb-result construction (such as 抓住), verb-direction construction (such as 进来), and verb-preposition construction (such as 开往). This is the result of their long-time reflection on the grammatical system of Chinese as a foreign language. From a theoretical point of view, it simplifies the complement system; in terms of practical use, it makes it easy for the learner to grasp the structure of multi-syllabic words, help reduce the difficulty in the teaching of separable compound words, and bring TCFL in China in line with TCFL overseas. For other features, the reader may

refer to the *Editor's Remarks, About This Dictionary and Guide to the Dictionary/How to Use the Dictionary*, which can be found at the beginning of the dictionary.

Because of its size, this dictionary does not contain some common words. But it does not detract from its merits. Non-native intermediate readers are recommended to consult other medium-sized general-purpose dictionaries like *the Contemporary Chinese Dictionary*.

In recent years quite a number of Chinese dictionaries have been published, but few of them are truly original, innovative works. We see instead too many cases of plagiarism, disguised plagiarism, imitations, hotchpotch, and repetitions. Intellectual works are valued for their originality and creativity; dictionaries are no exception. We are delighted that the *Commercial Press Learner's Dictionary of Contemporary Chinese* serves to fill a gap in the China's TCFL dictionaries with its unique characteristics. I believe it will become a popular dictionary for foreign learners of Chinese.

Jiang Lansheng

In the Rain-Listening Study

Beijing, 18 June 2006

Jiang Lansheng: Vice President of the Chinese Academy of Social Sciences, Member of the Chinese Academy of Social Sciences, Professor of the Graduate School of the Chinese Academy of Social Sciences, President of the Lexicographical Society of China

陆俭明序

上个世纪80年代以来，自称是为外国学生学习汉语用的字典、词典出版了不少，但是说实在的，基本上都是《新华字典》和《现代汉语词典》的删减本，没有真正从外国学生学习汉语的角度来考虑编写，包括收字、收词、释义、举例等。今天商务印书馆推出的由长期从事对外汉语教学的鲁健骥、吕文华二位教授主编的《商务馆学汉语词典》(以下简称《学汉语词典》)，可以说是专为外国人学汉语而编写的汉语原文词典。该词典所具有的下列特色，清楚地说明了这一点：

第一，收录的都是现代汉语里最常用的字、词，所选列的义项也是作为一个具有中级汉语水平的外国人所必须学习、了解、掌握的义项。例如，“矛”字头只收了“矛盾”这一个词，而“矛盾律”、“矛头”不收；“恐”字头就收了“恐怖”、“恐慌”、“恐惧”、“恐吓”、“恐怕”五个词，而像“恐龙”、“恐龙蛋”、“恐怖主义”、“恐水病”、“恐高症”等就没有收录；“购”字头，一般词典收录了“购并”、“购价”、“购买”、“购买力”、“购销”、“购置”等，而现代很流行的“购物”一词反而不收录，《学汉语词典》在“购”字头下则只收录了“购买”一词，另外收录了现代流行的“购物”一词。再拿义项来说，“撑”这个字、这个词，目前一般的字典、词典，如《新华字典》、《现代汉语词典》、《新华词典》和《应用汉语词典》，都列有“把篙或竿插向水底或地面，借以用力”(用《应用汉语词典》释义)这一义项，《学汉语词典》则不列此义项；再如“功课”一词，一般词典还列有“佛教徒按时诵经念佛等称为功课”这一义项，《学汉语词典》则也不列此义项。这些都是从学汉语的外国学生的实际水平和实际需要考虑取舍的。

第二，一个字一般都有几个不同的义项，过去的辞书，哪一义项的字只作语素用，哪一义项的字可以作为词用，是不作说明的；近年来再版或出版的辞书开始给词标注词类，其义项能成为词的字，在其后或前标注了词类，其义项不能成为词的，不做标记。《学汉语词典》为便于外国学生的学习、了解，每个字头都按义项清楚地标明是词还是语素——如果是词，直接在其后用圆括号注明词类；如果不能成词，只能作为构词语素

用，就在其后用“(素)”加以标明。例如：

空 kōng ①(素)天空

.....

②(形)里面没有东西

.....

③(形)空洞

.....

这就清楚地告诉读者，表示“天空”这一义项的“空”只作构词语素用，不能成词；而表示“里面没有东西”或“空洞”的“空”，都可以成词(属于义项②的如“空的盒子|家都搬空了”，属于义项③的如“这篇文章写得很空”)。

第三，释义，在不失准确的前提下，尽可能采取通俗易懂、易为外国学生接受的浅近说法。就拿上面所举的“撑”的第一个义项为例，一般都注释为“抵住”。《学汉语词典》则注为“用棍子等顶住，使不塌下”。再如“生命”，《现代汉语词典》注释为“生物体所具有的活动能力，生命是蛋白质存在的一种形式”。《现代汉语词典》作为一部中型汉语词典，并兼有百科性质，对“生命”这样注释是完全合适的。作为一部专为中等汉语水平的外国学生编写的汉语词典如果照搬这个注释就不合适了。现在《学汉语词典》注释为“生物所具有的活动能力”。这一释义显然更易为外国学生所理解，而又不失准确。

第四，例子多而简短，大多比较精当，一般在四个左右，多的达七八个，而且类型丰富，形式多样，能反映词的最常见的用法和搭配。这有助于外国学生更好地体会、了解词的意义和用法。

第五，比较注意说明词的使用环境，也就是说比较注意说明词的具体用法。这是外国学生最需要了解掌握的。说明的方式多样——有的在释义里交代，如“优越”，一般辞书注释为“优良，优胜”，本词典注释为“(条件)非常好”，这就将“优越”的适用语境告诉了读者；有的通过词条下所设立的“注意”项，向读者交待使用该词的语义背景和用法，如“按说”、“空荡荡”、“先生”、“省得”等；有的则通过同义词辨析来进一步说明词的用法，如“有名—著名”(设在“有名”条下)、“怕—害怕”(设在“怕”条下)等。

第六，在字的各个义项下，双向列出该字处于不同排序的词。例如：

奇 qí ① (形) 很少见的，特别的：……

□奇：稀奇 | 新奇

【奇怪】……

【奇特】……

【奇异】……

② (形) 使人意料不到的，难以理解的：……

□奇：好奇 | 惊奇 | 神奇

【奇迹】……

这样做显然有助于外国学生通过查阅《学汉语词典》扩大词汇量。

我们相信，《学汉语词典》出版后一定会受到海内外学习汉语的外国学生和外教学生的欢迎，也会受到从事汉语教学的广大老师的欢迎。当然，《学汉语词典》也不能说已经非常理想、非常完美了，还有需要进一步改进的地方。除了某些注释的文字还可以进一步斟酌、推敲外，突出的一点也还是在词的用法方面。例如“淘汰”的注释(“去掉不好的。”)就没有注意说明这个词的使用条件。外国学生如果按这个注释来理解、运用“淘汰”，很可能会说出、写出这样的偏误句：

*这圆珠笔写不出水了，把它淘汰掉。

一个外国学生了解一个词的意义不是太难做到，难的是不易掌握词的具体用法。不过，本词典在这方面已经有了一个好的开头，我们相信，《学汉语词典》的编者一定会不断对词典进行修订，使这部词典精益求精，日趋完美。是为序。

陆俭明

2006年7月8日于北京大学蓝旗营

陆俭明：北京大学中文系教授、博士生导师，世界汉语教学学会会长

Preface

Lu Jianming

Since the 1980s many dictionaries have been published that claim to be designed for learners of Chinese as a foreign language. But in fact, they are essentially abridged versions of *Xinhua Dictionary of Chinese Characters* (《新华字典》) and *the Contemporary Chinese Dictionary* (《现代汉语词典》), neither of which is compiled specially for the benefit of learners of Chinese as a foreign language in terms of head-character and headword control, definition, citation, etc. Now the situation has changed with the publication of this *Commercial Press Learner's Dictionary of Contemporary Chinese* (《商务馆学汉语词典》) (LDCC, for short) compiled by Professors Lu Jianji and Lü Wenhua, who have been teaching Chinese to international students for many years. This is a Chinese-Chinese dictionary specifically designed for foreign learners of Chinese. Its following features clearly testify to this:

First, the head-characters and headwords included are the most common ones in modern Chinese, and the senses given are those an intermediate foreign learner of Chinese must learn, understand and use correctly. For example, under the head-character 矛 is given only one word 矛盾, while words like 矛盾律 and 矛头 are not included; under the head-character 恐 we find 恐怖, 恐慌, 恐惧, 恐吓, 恐怕 while 恐龙, 恐龙蛋, 恐怖主义, 恐水病, 恐高症, etc., are not included; under the head-character 购, whereas a common dictionary has 购并, 购价, 购买, 购买力, 购销, 购置 but omits the commonly used word 购物, LDCC gives only 购买 and 购物. In terms of senses, common general-purpose dictionaries, including *Xinhua Dictionary of Chinese Characters*, *the Contemporary Chinese Dictionary*, *the Xinhua Dictionary of Chinese Words* (《新华词典》) and *the Applied Dictionary of Chinese* (《应用汉语词典》), define one of the senses of 撑 as “把

篙或竿插向水底或地面,借以用力” (as in the *Applied Dictionary of Chinese*), whereas *LDCC* does not give this sense. Another example is the word 功课, which has the sense “佛教徒按时诵经念佛等称为功课” in most common general-purpose dictionaries, in *LDCC*, however, this sense is omitted. All decisions concerning the inclusion or exclusion of characters, words and senses are made in special consideration of the actual level and practical need of learners of Chinese as a foreign language.

Second, *LDCC* marks a head-character either as a word or as a morpheme when it is used in a certain sense. A character usually has several senses. In some sense(s) it may only be used as a bound morpheme, while in others it may be used as a free morpheme or a word. In the past, dictionaries attached no labels to the different senses of a character to indicate whether it can be used as a bound morpheme or a word. In recent years, Chinese-Chinese dictionaries have begun to indicate the word class of the head-characters or headwords. If a character can be used as a word in a certain sense, it is labeled as such; if not, it is not labeled. Now, to facilitate the learning of Chinese by non-native speakers, *LDCC* labels each sense of a head-character as either a word or a morpheme. If it can be used as a word, its word class is given in brackets; if it can only be used as a word-forming morpheme, it will be labeled as (素). For example:

空 kōng ① (素) 天空

② (形) 里面没有东西

③ (形) 空洞

In this way the reader sees clearly that the character 空 in the sense ‘sky’ can only be used as a word-forming morpheme, but not as a word, while in the senses of ‘void, empty’ (as in 空的盒子 | 家都搬空了) and ‘hollow’ (as in 这篇文章写得很空) it can be used as a word.

Third, without compromising its accuracy, the definition is given in

terms as simple as possible so that it is easy for non-native learners to understand. Take for example the first sense of 撑. In dictionaries for native Chinese speakers, it is usually defined as “抵住”. In *LDCC*, it is defined as “用棍子等顶住, 使不塌下”. Another example is 生命, which is defined in *the Contemporary Chinese Dictionary* as “生物体所具有的活动能力, 生命是蛋白质存在的一种形式”. For a medium-sized general-purpose dictionary with some encyclopedic function, it is perfectly appropriate to define 生命 in this way. It would not be appropriate, however, to transplant it into a dictionary designed for intermediate learners of Chinese as a foreign language. Now *LDCC* defines 生命 as “生物所具有的活动能力”, which, while retaining accuracy, is obviously easier for non-native speakers of Chinese to understand.

Fourth, the examples are plentiful, simple and short, mostly to the point and effective. There are usually four examples to each entry, sometimes as many as seven or eight, and they come in a rich variety of types and forms, reflecting the most common usages and collocations. These examples are very helpful to learners of Chinese in understanding the nuances of words in meaning and usage.

Fifth, more attention is paid to the context of the use of each word, i.e. to explaining the actual usage of the word, which is what learners of Chinese most need. The explanation takes a wide variety of forms. Sometimes it is given directly in the definition. For example, the word 优越 is defined in ordinary dictionaries usually as “优良, 优胜”; in *LDCC*, it is defined as “(条件)非常好”, thus the context of the use of the word is provided for the reader. Sometimes the semantic background and usage are provided in the 注意 column under the entry, as in the case of 按说, 空荡荡, 先生, 省得, etc. Sometimes the usage of the word is further explained by way of differentiating synonyms, as in 有名—著名 (under the headword 有名), 怕—害怕 (under the head-character 怕), etc.

Sixth, in each sense of a head-character are listed words in which the head-character comes both first and last, for example:

奇 qí ① (形) 很少见的, 特别的: ……

□奇：稀奇 | 新奇

【奇怪】……

【奇特】……

【奇异】……

②(形)使人意料不到的，难以理解的：……

□奇：好奇 | 惊奇 | 神奇

【奇迹】……

This will help international students expand their vocabulary.

I am confident that *LDCC* will be well received by non-native learners of Chinese and teachers of Chinese as a foreign language all over the world. Of course, *LDCC* is by no means a perfect dictionary. There is still room for improvement. For instance, the wording of the definition of some head-characters and headwords can be improved. Another outstanding weakness is in the explanation of usage. For example, the word 淘汰 is defined as “去掉不好的”，which fails to illustrate the condition under which it is used. If a non-native learner of Chinese interprets the word and uses it as such, he or she might make an inappropriate sentence as follows:

* 这圆珠笔写不出水了，把它淘汰掉。

It is not very difficult for a non-native learner to understand the meaning of a word. What is difficult is the actual use of the word. *LDCC* has made a good start in this respect. I believe that the editors of the dictionary will keep revising it to make it better and better.

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编者的话

学习外语应该尽早地使用原文词典，这是外语教学界的共识，但学习汉语的外国学生，即使到了高年级，却还主要靠汉外双语词典，不用或很少使用用汉语解释汉语词的单语词典。究其原因，无非是两个方，一是市面上的单语词典，多是为中国人编的，外国人使用起来有诸多不便之处，而且这些词典的释义、举例比较繁难，外国学生读不懂(即使是双语词典，大多也不是为外国人编的，外国人用起来也并不顺手)；二是外国人学汉语对汉字有一种畏惧感，所以即使有适合他们使用的单语词典，他们也会望而却步。学汉语的外国人常常强烈呼吁编写带拼音的汉外词典，却未见有人希望编出用汉语解释汉语词的词典，就是这种畏惧感的表现。

因此，为了能让学汉语的外国学生尽早地使用单语词典，就要编出适合他们使用的易查、易懂的词典；还要向他们解释使用单语词典的好处和必要性，引导他们克服对汉字的畏惧心理，敢于使用汉语单语词典。

我们这一本《商务馆学汉语词典》，就是为具有中级以上汉语水平的外国学生编写的单语学习词典。为了让外国人觉得这本词典易查、易懂，无论在检索方法、字和词的选择和排列上，还是释义、举例，以至于附录的编写上，我们都想了一些办法，做了一些尝试。从这本词典，读者不难发现我们的一些理念和思路。当然，这些理念和思路是不是行得通，还是要经过读者的检验。

这本词典的编写班子，是由从事对外汉语教学的老、中、青三代教师组成的，编写这样一部词典，是大家的共同愿望。但由于受到自身经验和学识以及其他条件的限制，常感力不从心，难免有各种问题和不足，希望得到读者的批评指正。