



汉英对照 学生规范字典

(初级)

周水涛 编译

周国珍 审定

**A
STANDARD
CHINESE
DICTIONARY**

WITH

**CHINESE
&
ENGLISH
EXPLANATIONS**

(FOR JUNIOR STUDENTS)

上海人民出版社

(for Junior Students)

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编 译 者 序

编一本理想的汉英词典,是恩师周国珍教授和我多年来一直想实现的一个愿望。这项工作的前提之一,是要有一本理想的汉语词典蓝本。李行健先生主编的《现代汉语规范字典》是按国家语言文字工作委员会的规划编写的(语文出版社1998年出版),比较接近编写汉英词典所需的理想的汉语词典的要求;义项前标注词类,义项按字义发展脉络的顺序编排,把语言使用中容易出现错误的问题用“提示”指出。我们获悉,这本字典实际上是在编的《现代汉语规范词典》的字头部分。这本词典无疑将是编写汉英词典的理想蓝本。经联系,这套“规范字典”的主编李行健先生同意我们以《现代汉语规范词典》为蓝本编写《汉英双解现代汉语规范词典》。与此同时,在《现代汉语规范字典》的基础上缩编而成的《小学生规范字典》也正式出版。这本小字典收字条3800余,还另增了笔画数、部首、结构和笔顺等内容,更适合初学者的需要。于是,我们当即与李行健先生商定,马上先以这本《小学生规范字典》为蓝本编译成《汉英对照学生规范字典(初级)》,一是作为编写《汉英双解现代汉语规范词典》的先期实践研究,二可为中国人学英语、外国学汉语提供一本切实可用的汉英对照双语词典。

中国人学英语的条件与英、美人学英语的条件很不一样。英语语境下那些初级、简单的话语内容,在汉语语境下并不一定是初级、简单的;反之,也一样。所以,中国人学英语很大程度上是从一些“人造的”英语语境上起步的,这种“人造语境”与中国人实际所处的汉语语境相去甚远,而这也正是绝大多数中国人学英语的困难之所在。本字典的内容,包括字条、释义例证、提示等,在汉语语境下都是最初级、最简单的,无疑也是最常用的;这样的汉语内容译成英语后,就未必那么浅易,那么简单了。

这本字典主要是为学英语的中国学生和学汉语的外国友人而编译的,所以在编译过程中,尽可能选用比较简单的英语表达方式,以贴合初级学习者语言水平的实际。要做到这一点不很容易,因为正如以

上所说,汉语中许多看似很简单的句子,表达成英语却往往并不简单。为此,在编译过程中对例句英译的表达方式常常颇费斟酌。

在词类问题上,汉英两种语法体系的分析结果必然也有不少不同之处。为此,我们与汉语蓝本的作者进行了较为深入的讨论,决定在本字典的词类标注上,对这种不同之处作较为灵活的处理;其原则是既要显示汉语语法的特征,又要兼顾从英语语法角度理解的习惯。例如,“透”字有个形容词义项“清楚、彻底”(clear; complete; thorough),但在实际的语言运用中用作副词的也不少见,用英语表达时用作副词的就更多,如这一义项下的第一个例子:把道理说透(explain a principle clearly),其中 clearly 便是副词。所以,这一义项便处理成为:

形副 a.; ad. ①清楚;彻底 clear(ly); complete(ly); thorough(ly);

把道理说~ explain a principle clearly ……

又如,“化”字有个名词义项,即“化学”(chemistry);其例证“化肥”、“化工”中的“化”完全可作形容词“用化学方法(制造)的”解,在它们的英语表达形式 chemical fertilizer、chemical industry 中,chemical 也是形容词。在本字典中,“化”字条下便增立了形容词义项,并把“化肥”、“化工”改收在形容词义项下:

形 a. 用化学方法(制造)的 chemical; ~肥 chemical fertilizer |

~工 chemical industry ……

汉语的词类问题,理论讨论已进行了大半个世纪,但实践应用上还处于起步阶段。在双语词典的编写中,对汉英两种语言间语法分析不完全对应的部分,本字典也只能在已有工作的基础上结合英语语法的视角酌加处理,一切以方便读者理解和掌握为准。

编者相信,随着汉语研究及汉语词典编写、研究的进展,汉英词典的结构和编写方法会有一个很大的改进和提高的余地。我们恳切希望学者、专家和广大读者对本字典提出批评和建议。

周水涛 2001年1月

Adapting Translator's Introduction

It's a wish cherished for years by my esteemed teacher, Prof. Zhou Guozhen, and me to compile an ideal Chinese-English dictionary. One of the prerequisites of preparing such a dictionary is an ideal Chinese dictionary for the source version. *The Standard Modern Chinese Dictionary*, published by the Language Press in 1998, was compiled according to the plan of the State Language Commission, which suits our purpose quite well; for one thing, the part of speech is marked before each of the items of definition, and for another, the orders of items of an entry headword are arranged on the basis of the changing sequence of its meanings. In addition, common mistakes are pointed out where necessary in the form of 提示 (note). We learned at that time that *The Standard Modern Chinese Dictionary* is a selection of entry headwords from another and still larger dictionary of standard modern Chinese, which was under compilation. We decided on it as an ideal source version for the Chinese-English dictionary we had in our mind. Through contact with Mr. Li Xingjian, the compiler-in-chief of standard modern Chinese dictionaries", we were authorized to adapt *A Standard Modern Chinese Dictionary with Chinese & English Explanations* from *The Dictionary of Standard Modern Chinese*. In the meantime, however, *The Standard Modern Chinese Dictionary for Junior Students* abridged from *The Dictionary of Standard Modern Chinese* came out. It has more than 3800 entries of headwords with additional notes such as on the number of strokes, the radical of each entry headword, and the order of strokes observed in calligraphy of entry headwords; all those are very useful to beginners. So after consulting with Mr. Li Xingjian we decided to adapt it into *A Standard Chinese Dictionary with Chinese & English Explanations (for Junior*

Students). We'd take this work as a preparation for the adaptation of the larger dictionary of standard modern Chinese and try to produce a useful bilingual dictionary for both Chinese who study English and foreigners who study Chinese.

The linguistic situations in which a Chinese studies English are entirely different from those in which Englishmen or Americans study their mother tongue. Simple and easy English sentences *might not be* so simple to Chinese students who study English in China, and vice versa. Therefore, to a great extent, a Chinese starts his study of English in "artificial circumstances" which differ widely from those a Chinese lives in. This is, probably, where the difficulty lies for most Chinese students of English. The contents of this dictionary – its entries, definitions, examples and notes, etc., are simple and easy and most frequently used, undoubtedly; but when turned into English, they are not necessarily as so, we are afraid.

Since this dictionary is mainly intended for Chinese students of English as well as foreigners who study Chinese, special care has been taken to choose simpler English expressions in order to suit junior learners. This is, however, not so easy as it seems to be, because, as mentioned above, the English equivalents of some simple Chinese expressions *are not necessarily as simple*. So the results are probably limited though every effort has been made.

As for the parts of speech, there are many differences between the analytical results of Chinese and English grammars; therefore we took flexible measures to mark them, maintaining the characteristics of Chinese grammar on the one hand, and giving considerations to English grammar on the other hand. For example, the entry of 透 has an adjective item; 清楚 and 彻底 (clear, complete, thorough), but 透 is also used as an adverb in many cases in the English language. The example in this item is 把道理说透 (explain a principle clearly), in which "clearly" is an adverb. Therefore this item is marked as follows:

形 副 a.: *ad.* 清楚; 彻底 *clear(ly); complete(ly);*

thorough(ly); 把道理说 – explain a principle clearly ... Another example is the entry of 化, which has a noun item, 化学 (chemistry),

and in this item there're examples 化肥 and 化工; the character 化 here is evidently an adjective, which means 用化学方法(制造)的(of ' made by a process in chemistry). In the English equivalents of 化肥 (chemical fertilizer) and 化工 (chemical industry) "chemical" is an adjective. That's why under the entry of 化 in this dictionary has an added item of an adjective, containing the examples of 化肥 and 化工:

形 a. 用化学方法(制造)的 chemical; ~肥 chemical fertilizer | ~工 chemical industry ...

Though the problems of Chinese parts of speech have been discussed for over half a century, the practical application of them has just made a start in compilation of dictionaries. So here in this bilingual dictionary the attempts that have been made to deal with these problems are only for the reader's convenience.

With the progress of compilation of more Chinese dictionaries and the research work in this field, the structures and compiling methods of Chinese-English dictionaries will consequently be better and better day by day. That's to say, this one of ours has, of course, much room for improvement. We are sincerely looking forward to getting any criticisms and suggestions from every scholar, specialist and user.

Zhou Shuitao

July 2001

前言

1998年1月《现代汉语规范字典》出版。这本字典是按国家语言文字工作委员会的规划编写的,全面严格地贯彻了国家有关部门所发布的语言文字的规范标准,所以受到广大读者,特别是教育工作者的欢迎。但这本字典收字较多,篇幅较大,学生使用不便。不少教育行政部门和学校师生,向国家语委、规范字典编写组和语文出版社反映,希望按“规范字典”的编写方针,专门为小学生编写一本《小学生规范字典》。其实,这个合理的要求,早已列入了我们的工作规划。

为了培养高素质的建设人才,中央领导要求素质教育从娃娃抓起。小学教育,是素质教育非常重要的阶段;而语文教育,又是这个阶段素质教育的重要内容,也是提高和发展素质教育的基础。只有学习掌握必要的语文知识和具备一定的应用能力,才能学好科学文化知识。同时,学习掌握运用好祖国的语言文字,也是青少年接受民族优秀传统文化传统教育和爱国主义教育必不可少的内容。这就是我们编写本字典的基本思想。把“字典”定名为《小学生规范字典》,是因为我们在编写中特别注意全面贯彻国家有关部门制定的语言文字规范标准,希望同学们从小学阶段起就能学习和掌握规范的语言文字,以适应信息化社会的需要。

语文规范水平的高低,是一个社会文化水平高低的标志之一。语文规范化是信息化社会的必然要求,也是发展高科技的需要。所以,国家制定的新时期的语言文字工作方针,就是以语言文字的规范化和标准化为中心的。我们的字典要不折不扣地贯彻国家已经发布的语言文字规范标准,如《汉语拼音方案》《简化字总表》《普通话异读词审音表》《第一批异体字整理表》《现代汉语通用字笔顺规范》等等。至于每个字义项的分合和义项的多少,释义的方式和用语,例句、例词的选择等是不可能制定什么规范的,有的也不需要制定规范。这些部分我们只要按“约定俗成”的方式处理就行了。我们认为这是应该不会引起误解的。

从内容上看,我们只收了 3800 个字头。除收 3500 个国家规定的常用字外,酌收了小学语文教材中超出常用字表的字。释义方面,删去生僻的和书面色彩浓的义项。释义用语力求浅近易懂,适合小学生的理解水平。例句、例词尽量从小学教材和日常生活口语中选取。为了适应小学识字教学的需要,在每个字头后注有该字的笔画数、所属部首、字形结构,部分字头还展示了笔顺。对容易读错、写错和用错的字,都用“提示”的方式给以说明。字典最后还附录了《汉字笔画名称表》、《常见部首名称和笔顺》和《汉字笔顺规则》等,供师生参考。

《小学生规范字典》尽量保持了《现代汉语规范字典》的优点,又针对小学生学习的需要进行了改编和增删。要把适应成年人的东西改变成适应少年儿童的东西,看似容易,实则艰辛。尽管十余位同志花了一年多时间才完成,但缺点在所难免。我们衷心期待广大师生和其他读者的批评指正,以待再版修订。

本书的编写,受到国家语委的关怀。不少语文专家、教育专家和读者,给了我们许多宝贵的指导和建议。语文出版社成立了以社主要领导吕宏伟同志为首的工作组,给编写工作有力支持。我们谨向上述各方面的同志表示诚挚的谢意。

在本书出版的时候,我们特别感到悲痛的是,编写组的首席顾问著名语言学家、语文教育家吕叔湘先生不幸在去年逝世。先生生前对我们的许多宝贵教导已经成为并将继续成为鼓舞我们编好字典和词典的巨大力量。我们决心做好今后的工作,以此表示对叔湘先生的深切缅怀和永久纪念。

李 行 健

1999 年 5 月

Preface

The Standard Modern Chinese Dictionary was published in Jan. 1998. It was compiled according to the plan of the State Language Commission, with all the norms and standards established by the departments concerned carefully and completely embodied in it, therefore it has enjoyed great popularity among the reading public, especially in educational circles. It is, however, not suitable for pupils and students because of its large number of entries and big volume. Quite a number of educational administrative departments, teachers and students have made suggestions to the State Language Commission, the compiling team of Standard Chinese Dictionaries and the Language Press, hoping that a standard Chinese dictionary for junior students should be compiled, smaller in volume and based on the same principle as is formulated for compiling standard Chinese dictionaries. As a matter of fact, this reasonable request has long turned into part of our plan.

For the purpose of training highly qualified personnel for construction, authorities of the Central Government have pointed out that quality-oriented education should start with children. Primary school education is a very important stage of quality-oriented education and the Chinese language teaching not only plays an important role during this stage but also serves as a foundation on which quality-oriented education develops. Only when a student has had a good command of his mother tongue is it possible for him to acquire scientific and cultural knowledge successfully in his further studies. In addition, a good command of our native language is indispensable for teenagers to receive education in splendid cultural tradition of our nation and education in patriotism as well. This is our essential idea for compiling this dictionary. The reason why it is entitled *The Standard Chinese Dictionary*

for *Junior Students* consists in the fact that great attention has been paid to the implementation of the language norms set by the departments concerned so that students could learn standard language from their primary school education and meet the needs of information society.

The extent of standardization of a language is one of the emblems of the cultural level of society. The standardization of our mother tongue is inevitably called for by information society and indispensable for developing high tech as well. It is, therefore, the focus of the guiding principles set by the government of our country for study of language in the new historical period. All the norms and criteria established and issued by the government are implemented to the letter in the dictionary such as *The Chinese Phonetic System*, *Complete Table of Simplified Chinese Characters*, *Table of Censured Sounds of Chinese Characters with Variant Pronunciations in Common Speech*, *Table of First Batch of Processed Chinese Characters of Variant Forms*, and *Criteria for the Stroke Order of Frequently Used Characters in Chinese*, etc.. As for the combination and separation of items, the number of items, the patterns and terms used in the definitions and the choice of sentences and words as examples, etc., it's impossible to formulate any standard for them, or no need to do so. It will be all right to treat them in the way accepted through common practice. We don't think this treatment would bring about any misunderstanding.

This dictionary contains 3800 entry headwords, of which 3500 characters are the basic vocabulary prescribed by the government, and the rest are appropriately selected from mother-tongue textbooks for the primary school. In the definitions rarely used items were deleted and every effort was made to use simple and easy expressions to fit in with the understanding of junior students. All the example sentences and words were selected from either the textbooks for the primary school or everyday Chinese. For the convenience of literacy teaching in the primary school, to each of the headwords are attached its number of strokes, radical, word-form and structure; after some entry headwords the order of strokes observed in calligraphy is given. Notes are added to those entry headwords which are, more often than not, mis-

pronounced, miswritten or misused. At the end of the dictionary are the following appendices: A Stroke Table of Chinese Characters, Common Radical Names and Orders of Strokes Observed in Calligraphy, Orders of Strokes of Chinese Characters Observed in Calligraphy, and A Brief Table of Usage of Common Signs and Punctuations, etc., for reference.

All the strong points of *The Standard Modern Chinese Dictionary* are kept up here in *The Standard Chinese Dictionary for Junior Students* as far as possible, although adaptations, additions and deletions are done to make it more practical for junior students. It seems easy to turn a dictionary for adults into one for juvenile persons, but actually arduous enough. It took ten-odd compilers more than a year to complete it. Inadequacy is, nevertheless, unavoidable. We are sincerely looking forward to getting any criticisms and corrections from teachers, students and readers in many other fields for improving it in next edition.

The State Language Commission has shown concern for the compilation of this dictionary. Many of the specialists in the Chinese language education, as well as users, have given us a large number of valuable directions and suggestions. In the Language Press a special group headed by a chief leader of it, Lü Weihong, was established and powerful supports have been rendered to us. We would like to extend our gratitude to all those mentioned above.

On the occasion of the publication of this dictionary, we couldn't help grieving over the death of Mr. Lü Shuxiang, a famous linguist and great teacher of Chinese, the chief adviser of our team, who passed away last year. Most of the significant instructions he gave us in his lifetime have turned into substantial strength, which will forever help us to make greater achievements in compilation of dictionaries. We are determined to do better in the years to come and in this way we express our fond memory and eternal commemoration of Mr. Lü Shuxiang.

Li Xingjian

May 1999

凡 例

Guide to the Use of the Dictionary

本字典是促进语言文字规范化系列工具书中的一种,它的主要服务对象是小学的学生和教师;它的英语内容,适用于初、中级程度的英语教学。字典内容紧密结合小学教和学的需要,全面严格贯彻国家有关汉字字音、字形、笔顺、笔画和部首等各项规范标准。

一、字 头

1. 收录国家语言文字工作委员会和国家教育委员会发布的《现代汉语常用字表》中的全部汉字 3500 个,并补充了现行小学语文教材中出现的常用字表外的字 300 余个,合计收字 3800 个,可以满足小学阶段课内学习和课外阅读的需要。

2. 只收规范字,规范字后不列对应的繁体字和异体字,以免增加学生负担。

3. 凡形、音相同的字,不管它义项多少,义项间差别多大,都作为一个字头收列。形同而音、义不同的字,如“长(cháng)”和“长(zhǎng)”,形、义相同而读音不同,各有使用范围的字,如“血(xuè)”和“血(xiě)”,都分立字头。

4. 字头按汉语拼音字母顺序排列。同音字按笔画由少到多排列;笔画数相同的按起笔的笔画横(一)、竖(丨)、撇(丿)、点(丶)、折(乚)排列。

二、注 音

1. 全部字头均按《汉语拼音方案》的规定,用汉语拼音字母照普通话读音注音,按四声标调。

2. 有不同读音的字,一律按《普通话异读词审音表》审订的读音注音(由于本字典篇幅较小,《审音表》审订过的读音不能全部包容)。未经审订的,一般按约定俗成的原则注音。

3. 多音字在释义完了之后,另起一行,用“另见×”注出其他读音。如“阿”(ā)字后注“另见 ē”,“阿”(ē)字后注“另见 ā”。

4. 释义和举例中出现的多音字,不易区别其读音时,加括号注出它的读音。

5. 轻声字只注音不标调。凡标调的字头在后面所出的词条或所举的例词中读轻声时,随词条或例词标注读音。如“箕”(jī)在所出词条“簸箕”中读轻声,在“簸箕”后注 bòjī,“绰”(chuò)在例词“宽绰”中读轻声,在“宽绰”后注 kuānchuo。

6. 轻声字、儿化音,必要时根据有关规定和约定俗成的原则标出读音。

三、释 义

1. 一般只收列普通话中的常用义项,不收生僻的义项、文言和方言的义项。

2. 义项按所属词类排列,词类以汉语和英语并列标示,如[名] n.、[形] a.、[动] v. 等等。同一词类下有几个义项时,义项分别按①②③……顺序排列。一个义项下还需要分条时,按 a) b) c)……顺序排列。

3. 在现代汉语中不能单独使用的字,在字头下连带收录这个字组成的词,然后注音释义。如“磅”(páng)字后收“磅礴”,“伺”(cì)字后收“伺候”。

4. 释义后一般都举出用例。先举该字单用的例句,再举由它构成的词语。释义同用例中间用“:”隔开。用例之间用“ ”隔开。用例中出现的被释字或词用“~”代替。

5. 根据小学识字教学的要求,每个字头后除注音外,还标注以下内容:

(1) 笔画数。如:子 3 画 认 4 画

(2) 所属部首。如:翹 羽部 事 一部

(3) 结构分析。如:负 上下 腐 半包围

(汉字结构分为两类六种:独体字;上下、左右、半包围、包围和特殊)

(4) 笔顺(部分字展示了笔顺)。如:凹 丨 冂 卩 門 凹

世 · 卅 卅世

关于笔画部首名称和字形结构,国家尚未发布统一规定,本字典取目前较为通行的说法。

6. 对字音、字形和字义三个方面容易混淆和出现错误的地方,均用“提示”指出。“提示”放在全部释义完了之后,“提示”二字用黑体排印。

7. 为节省篇幅,英语译文中采用了“·”号的表达形式。如:包书皮 ㄣ put a jacket/cover on a book (= 包书皮 ㄣ put a jacket on a book; put a cover on a book)。又如:骄兵必败。A proud army is bound to be defeated. (An army puffed up with pride is bound to lose. (“”前后两句译文均可用。))