

Comparative Illustration  
of Common Chinese  
Words and Expressions

常用词语  
对比例释  
对外汉语

卢福波 编著

北京语言文化大学出版社

# 对外汉语常用词语对比例释

## Comparative Illustration of Common Chinese Words and Expressions

卢福波 编 著  
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# 序

凡是参与过对外汉语教学工作的人,都一定曾体会到对外国学生讲解汉语词语的困难。尤其是词义和用法相近的词语,要说清楚它们的区别,有时费尽九牛二虎之力,效果却不见得好。这是从教师角度说的。从学生的角度说,由于他们的汉语语感还比较薄弱,对词语的理解和运用往往会出问题;尤其对意义和用法相近的词更不容易分辨其间的区别,因此使用起来往往出错。以上情况说明,无论从教或学的角度看,都很需要对意义和用法相近的词语进行对比分析、解说的工具书性质的著作。不错,国内已经出版了几种同义词词典,但正如卢福波女士所说,这些词典都是为中国人写的,即为对汉语有丰富语感的人写的,所以其分析、解释都很难为外国学生所理解。他们使用这种词典会遇到很大困难。所以从对外汉语教学的角度来看,急需一种以外国人学汉语为对象的词语对比分析的工具书。卢福波女士的这部《对外汉语常用词语对比例释》正适应了这种需要,因而我相信这部书一定会受到对外汉语教师和外国学生的欢迎。

我有幸读了这部书的部分样稿,感到此书有以下几个特色:

1. 从实用出发,把相关的词语编成组,进行对比分析,特别在如何使用上下功夫,因而显得分外实用。一般同义词词典进行分组时都有严格的理论标准,比如词性要同一。这样做在该种词典中是必要的,但对于对外汉语教学来说,就显得拘泥了,因为外国学生发生的问题并不限于同一词性的范围之内。因此

本书打破这个框框,按照实际需要进行分组,只要是容易相混、容易出问题的,都收在一起进行比较分析,因此其实用性就大大增强了。

2. 从分布上讲解词语用法,而限于单纯对词义解释。这样使解说更准确,又使学生容易掌握。例如“才、都、就”,这组词是带有主观评价性质的词,用法比较复杂。如按词典义项的分法去讲,将会很繁琐,读者也不易记。本书作者将它分成几种格式:

“时间、数量词语等 + 才……时间、数量词语等 + 就……”

“才 + 时间、数量词语等……就……”

“都 + 时间、数量词语等……了,才……”

然后对每种形式所表示的意义进行对比分析,说明其意义的区别,效果就好多了。

3. 对比分析十分详细、周到,对组内各词在词义、用法上的细微差别都详加解说;同时进行正误对比,很容易为读者理解。

本书的优点还很多,这里就不一一赘述。细心的读者一定还会发现更多的优点。

从上述可以看出,作者写作此书是花了大量心血的。有过编工具书经验的人都知道,如果是创造性地进行工作,而不是陈陈相因地抄袭,此项工作是既繁琐又艰难,没有足够耐心和相当的积累,是做不好这项工作的,何况本书又是面向对外汉语的开创之作呢?卢福波女士积多年的教学工作经验,积累了正反两方面的大量材料,又经过细心地对比分析,终于完成了这部辞书性质的著作。她的努力和贡献是应该得到充分的肯定的。我认为这部书对对外汉语教学将会产生积极的较大的影响。

从事语言研究的朋友们也会从此书中得到一定的启发。所

## II

以此书也具有一定的学术价值。

大作完成后,作者嘱我写几句话以为序。我就就我所见写了如上的一些话,不见得准确,尚希读者诸君批评指正。

宋五柱

1997年酷暑中写于南开园

## Preface

Those who have engaged in teaching Chinese as a foreign language must have experienced the difficulty in explaining Chinese words and expressions to foreign students. It is especially difficult to explain the distinction among words and expressions with similar meanings and usages. Sometimes teachers have to spend a great deal of efforts in explaining the distinction but may not achieve good effects. That is from the point of view of teachers. From the angle of students, since their language sense in Chinese is rather weak, they often have difficulties in understanding and using words and expressions, and it is especially hard for them to make a distinction among those with similar meanings and usages, which may often cause mistakes in using the language. The above show that from the perspective of both teaching and learning, there is a great need of reference books that can give comparative analyses and explanations of words and expressions with similar meanings and usages. Several synonym dictionaries have been published in China, nevertheless, just as Ms. Lu Fubo has said, these dictionaries are written for Chinese, namely those who have strong language sense in Chinese, thus its analyses and explanations are difficult for foreign students, who may have great difficulty in using this kind of dictionary. Therefore, from the perspective of teaching Chinese as a foreign language, reference books intended for foreigners which offer comparative analyses of words are badly needed. *Comparative Illustration of Common Words and Expressions* by Ms. Lu Fubo meets this need, and I believe that this book will surely be welcomed by both

teachers who teach Chinese as a foreign language and foreign students.

Having read part of this book, I feel this book possesses the following characteristics:

I. Based on practical use, the author puts related words into groups and gives comparative analyses, with a special emphasis on how to use them, which proves to be very practical. Common synonym dictionaries follow strict theoretical standards when putting words into groups. For example, words in the same group should have the same function. This method is necessary in this kind of dictionary, but it seems too rigid in the field of teaching Chinese as a foreign language, as foreign students' problems may not necessarily exist among words with the same function. Thus, this book breaks the stereotype and puts the words into groups according to practical need. Words that may be easily confused or may cause problems are put together for comparative analyses, thus its practicality is greatly strengthened.

II. The author gives explanations of word usages in terms of distribution, not limited to simple explanations of word meanings, which makes the explanation more precise and also easier for students to master. For instance, the words “才,都,就” as a group have subjective and evaluative sense and are rather complicated in usage. If explanations are given according to the semantic items as listed in dictionary entries, they will be rather complicated and difficult to remember. The author of this book has divided this group into several patterns:

“Time or numeral-classifier compound + 才… , time or numeral-classifier compound + 就…” “才 + time or numeral-classifier compound … 就…” “都 + time or numeral-classifier compound… 了, 才…”

Then comparative analyses are made on the meanings conveyed by



each pattern, with explanations of the differences among the meanings, thus achieving much better effects.

III. Comparative analysis is very detailed and comprehensive, with detailed explanation of the minute differences among the various words in the group in terms of their meanings and usages. Meanwhile, right and wrong usages are offered, which makes it easy for readers to understand.

The book has many more advantages, which will not be elaborated here. And it is my belief that readers will certainly find more merits.

From the above, it can be seen that the author has spent great efforts writing this book. Anyone who has compiled reference books knows that this kind of work is complicated and hard if one works creatively rather than copies, and that one cannot do this job well without enough patience and accumulation. Ms. Lu Fubo, who has many years of teaching experience and has accumulated rich materials, has finished this work, only after much careful comparative analyses. Her efforts and contribution should be affirmed. I believe that this book will exert significant influence on teaching Chinese as a foreign language.

Scholars who are engaged in language research will surely get certain enlightenment from this book, so this book is also of scholastic value.

Having completed this book, the author asked me to write a few words as the preface. I have written the above sentences, which may not be precise. It is open to your comment.

Song Yuzhu  
Nankai University, summer, 1997

## 前 言

《对外汉语常用词语对比例释》是一部具有学习和参考价值的辞书性著作,它的主要使用对象是把汉语作为外语或第二语言的学习者、从事对外汉语教学与研究的教师和研究生等。它是将现代汉语中一部分最常用的、意义相近的或有相似点的词语分组进行对比分析,指出意义上、色彩上、搭配上、使用上的异同,以便学生正确理解、掌握与使用,为教师教学与研究提供参考。

到目前为止,词语辨析类工具书国内已出版了几部,最有代表性的要算刘叔新先生主编的《现代汉语同义词词典》,此外汉语综合性工具书中由冯志纯、周行健先生主编的《新编汉语多功能词典》也对大量词语进行了辨析,那么为什么还要写这部书呢?这主要是因为使用对象的不同。现有的此类书主要是以操汉语的中国人为对象编写的,因此无论是选词范围、分析角度,还是例句选用都以汉语语感丰富的中国人的理解、体味及存在的问题为切入点和研究点,这往往解决不了外国留学生存在的问题。外国留学生遇到的词与词的对比,常常并不局限在同一词性上,如:“怕”、“害怕”与“可怕”,“全体”、“全部”与“整个”,“希望”与“愿望”,“友好”与“友谊”等;有些词意义上似乎不那么相近,如:“想”与“要”、“还是”与“或者”、“知道”与“了解”、“问”与“打听”、“教”与“请教”、“信心”与“决心”等;有些词用法上完全混为一谈,如:“见”与“见面”、“看”与“看见”、“帮”与“帮忙”、“送”与“送行”;还有很多弄不清的意义虚的或较虚的词,如:“再”、“又”、“也”等,“很”、“真”、“太”等,“对”、“对于”、“跟”、“朝”、“向”、“往”等,“的”、“了”等等。外国学生对于这些词不是理解了就会用,因为语感达不到,往往需要有具体规则帮助他们把握可用或不可用的情况,用具体例子告诉他们可取与不可取

的用法,这些是一般的辨析词典几乎不涉及的问题,也是编写这部书的难点、重点所在。外国留学生遇到的难题,常常也是教师的难题。因为一般的工具书很难解决学生的问题,这些问题常常自然地摆在老师面前。这些在中国人眼中十分熟悉、习焉不察的词,对比起来往往相当困难。老师们常常为解决几个词的对比较尽脑汁、查遍所有的工具书,既费时又费力。为此,学习汉语的外国人、从事对外汉语教学的教师等都迫切需要一部适应对外汉语教学的词语对比类的工具书和参考书。

《对外汉语常用词语对比例释》是以外国人学习汉语遇到的问题为主要切入点、研究点。它以外国学生学习汉语中最常用的、意义或用法易混淆的词语为对比对象和选词范围,所对比的一组词语中不管词性是否一致、实虚是否统一,也不管是词还是词组;对比的角度不仅限于词义,还更多地注意结构、语用等方面;分析论述及例句的选择基本照顾到外国学生一般的接受水平,部分内容与例句还作了英语翻译,分析对比中为帮助学生具体理解意义和规则,还进行了正误用例的对照。在词与词对比的义项上,既不是所有的义项都对比,也不一定局限在一个义项上,学生出现的错误常常并不局限在一个义项里,有时是两个、三个义项的混用,因此只能根据学生最常出现的问题决定义项的选择。总之,从实际需要和实际问题出发,切实地解决汉语学习和教学中的问题,使之成为方便、实用的工具书或参考书,是写这部书的宗旨。

这部书的意义主要在于它对于教与学的实用价值,从对外汉语的角度,也算填补了一种对比类工具书的空白。此外从研究的角度看,它对汉语词汇、语法、语用等的研究也具有一定的学术价值。书中很多对比分析与研究对于语义对结构、语用的制约作用、搭配规则和语用环境对结构的影响等有一些新的揭示和见解,对于某些词语的搭配组合有较深入的理据分析,这对于从事汉语词汇与语法研究的研究生、教师、学者来说,会有一定的参考价值。

书稿完成后,我请求我的老师宋玉柱先生为本书作序,宋先生欣然允诺。宋先生本是从日本回国度假的,然而却顶着炎炎酷暑,认真地阅读书稿并作序,其精神实在令人感动。我在此谨向宋玉柱先生表示深深的敬意和谢意。此外,洪惠玲女士、刘萍女士承担了本书的英文翻译工作(洪惠玲女士承担了从 A 到 H 还有 Z 部分的翻译;刘萍女士承担了从 J 到 Y 部分的翻译),我对于二位女士的积极配合和协助致以真诚的感谢。本书得到北京语言文化大学出版社及王建勤先生、周建民先生和陈华兰女士的积极支持和帮助,得以问世,在此一并表示由衷的感谢。由于本人水平有限,工作繁忙,时间紧促,尽管参阅了大量文献资料,得到不少同行的帮助指点,依然难免有疏漏、问题乃至错误,恳请各位同仁多予包涵并批评指正。

作者

1997年9月于南开园

## Introduction

*Comparative Illustration of Common Chinese Words and Expressions* is a lexicographical work of learning and reference value. It is mainly intended for learners who learn Chinese as a foreign language and a second language, teachers and postgraduates who are engaged in teaching and research of Chinese as a foreign language. The book, which may serve as a reference book for teaching and research, puts into groups and makes comparative analyses of some of the most common words with similar meanings or usages, pointing out the difference and similarities in their meanings, colours, collocations and usages, so that students can understand, master and use them correctly.

Up to now, several reference books on word discrimination have been published in China, among which *Modern Chinese Synonym Dictionary* compiled by Mr. Liu Shuxin is the most representative. In addition, *New Chinese Multi-functional Dictionary* compiled by Feng Zhichun and Zhou Xingjian, as a general Chinese reference book, also offers discrimination on a great many words. Then why should this book be written? This is mainly because their users are different. At present, this kind of books are mainly written for native Chinese speakers. Thus, the selection of words, the angle of analyses and the selection of illustrative sentences are based on the understanding, perception and the problems of Chinese who have rich language sense in Chinese. Often, this can not solve the problems facing foreign students who often make comparison among words of different syntactical functions, for example: “怕”, “害怕” and “可怕”; “全体”, “全部” and “整个”; “希望” and “愿望”; “友好” and “友谊”, etc. In some cases, they are often confused by words that do not appear to have very similar

meanings, such as: “想” and “要”; “还是” and “或者”; “知道” and “了解”; “问” and “打听”; “教” and “请教”; “信心” and “决心”. In other cases, they can not tell the differences of words with different usages, for example, “见” and “见面”; “看” and “看见”; “帮” and “帮忙”; “送” and “送行”, etc. Also, they do not know how to use words with abstract or relatively abstract meanings, such as “再”, “又”, “也”, “很”, “真”, “太”, “对”, “对于”, “跟”, “朝”, “向”, “往”, “的”, “了”, and many others. As foreign students do not have strong language sense, it is likely that they are unable to use these words although they can understand them. So specific rules are needed to help them familiarize with actual use of these words and specific examples are required to tell them the accepted and unaccepted use of the words. This area is almost uncovered by ordinary discrimination dictionaries and is also where the difficulties and key points in compiling this book lie. The difficulties foreign students often meet with are usually also the problems encountered by teachers. As ordinary reference books usually cannot solve them, these problems remain for the teachers. It is often rather difficult to compare these words, which are very familiar to native Chinese speakers. In order to make comparison on several words, the teachers often have to rack their brains and consult all the reference books, which consumes a lot of time and efforts. Thus, foreigners who study Chinese and teachers who are engaged in teaching Chinese as a foreign language are in urgent need of a reference book which contains comparison of words, aimed at teaching Chinese as a foreign language.

*Comparative Illustration of Common Chinese Words and Expressions* takes the problems foreigners often have in learning Chinese as the starting point and the focus point. It chooses the most common words in foreign students' Chinese learning and words whose meanings and usages are difficult to distinguish as objects of comparison and selec-

tion. Within the groups of words selected, comparisons are made no matter whether they have the same syntactical functions, they are notional words or function words they are words, or phrases. The comparison is made not only in the light of meanings, but also in terms of structures and pragmatics. The analyses and the selection of illustrative sentences are made with consideration of foreign students' acceptance level, and there is English translation for some of the content and example sentences. In order to help students understand the meanings and rules, comparisons of right and wrong usage examples are offered. In comparison of words, not all their semantic items are compared and it is not limited to one. The mistakes students make are not confined to one item. Sometimes the mistakes involve the confusing of two or three items. Thus the selection can be only made in accordance with the most common problems students have. In conclusion, the aim of this book is to solve the problems in Chinese learning and teaching and to meet the practical need, so as to make it a practical reference book.

The significance of this book lies in its practical value in the field of teaching and learning. From the perspective of teaching Chinese as a foreign language, it somewhat fills a gap in comparative reference books. From the viewpoint of research, it is of certain scholastic value in terms of the research on Chinese words, grammar and pragmatics. A lot of comparative analyses and research in this book offer some new views and opinions on the restrictive functions of semantics on structures and pragmatics and the influences of collocation rules and pragmatic environments on structures, and the book offers comparatively thorough analyses of the collocation of certain words, which is of reference value to postgraduates, teachers and scholars who conduct research on Chinese words and grammar.

Having completed the manuscript, I invited my teacher Mr. Song Yuzhu to write the preface. Mr. Song, who returned from Japan to

spend the summer vacation, read the manuscript and wrote the preface in spite of the hot weather, which was really moving. I hereby express my deep respect for him. Ms. Hong Huiling undertakes the translation of the book from A to H and Z, and Ms. Liu Ping from J to Y. I hereby give my sincere gratitude to these two ladies who have offered active cooperation and help. The book is published with the support and help from Mr. Wang Jianqin and Mr. Zhou Jianmin and Ms. Chen Hualan at Beijing Language and Culture University Press, to whom I also express my sincere gratitude. Although I have read a lot of materials and received the help and advice of many scholars in this field, there must be omission, problems and even mistakes in my book. I welcome the comment and criticism from readers.

Author

Nankai University, September, 1997



# 凡 例

## Guide to the Use of the Book

- (一) 本书以把汉语作为外语或第二语言的学习者在学习汉语中最常用的、意义或用法易混淆的词语为对比对象和选词范围。

This book, which is mainly intended for learners who learn Chinese as a foreign language and a second language, selects, puts into groups and makes comparative analyses of some of the most common words with similar meanings or usages that are easily confused.

- (二) 本书对比的词语组例为 254 例, 涉及 630 多个词。

The book contains two hundred and fifty-four groups of examples of comparative analyses, involving over six hundred and thirty words.

- (三) 全书按汉语拼音字母顺序排列, 以对比词语组例中第一个词的首字进行音序排列。书后另附词目音序索引和词目笔画索引。

The entries are done according to the alphabetical order in Chinese Pinyin of the first character of the group. And at the end of the book are attached both pinyin index and stroke index of comparative words.

- (四) 词目的声调及轻声的标示方法, 依据《汉语拼音方案》, 即阴平 - 阳平 ˊ 上声 ˋ 去声 ˋ, 轻声不标声调符号。

The phonetic symbols of the Four Tones and Light Tone are cited according to the Chinese Phonetic System, namely the first tone ˉ, the second tone ˊ, the third tone ˋ, and the fourth tone ˋ. The light tone is not marked.

- (五) 对比组中属于词的都标有词类, 词类用“〈 〉”表示。标有一种词类的, 说明对比主要在该词类范围内进行; 标有两种甚至三种词类的, 说明对比在两种或三种词类内进行。

The parts of speech in a group are marked by “〈 〉”. If a single kind of part of speech is marked, it indicates that the comparison is mainly made in