

RUDIMENTS
OF CHINESE CHARACTER WRITING

汉字书写入门

张朋朋 著

北京大学出版社
北 京

导 言

本书是专门为外国人编写的写字课本。

长期以来,汉字被认为是最难学的文字。不少外国学生由于感到汉字难学,从而放弃了继续学习中文的念头。

汉字难学,有它本身复杂的一面,但造成目前汉字如此难学的状况,我认为和我们的教法也有一定的关系。

目前对外国人进行汉字书写教学,基本上采用的是一种“文从语”的教学模式,即汉字教学服从于口语教学,也就是说,学什么话,教什么字。我认为这种教学模式适合拼音文字的教学,而不适合汉字教学。

汉字是形、音、义结合为一体的,每个汉字都有一定的形状,一定的读音,并表示一定的意义。汉字虽然有读音,但它的形体不表示读音,而是表示意义。

汉字是一种表意文字系统。

汉字形体的表意方式是一个富有逻辑性的、有理据的、结构清晰的系统。它最基本的构成要素是笔画。笔画构成独体字,由独体字或由独体字演变而成的偏旁构成合体字。如果在汉字书写教学中,教基本笔画后,先教独体字,再教合体字,按照汉字形体构造的系统性来进行,让学生了解汉字形体的主要表意方式,学会借助意义来记忆字形,这样是会减轻学生学写汉字的难度的。

“文从语”的教学方式使汉字的教学顺序不可能按照汉字形体构造的系统性来进行,必然使汉字的形体书写教学变得杂乱无章。今天教“你好”,明天教“谢谢”,没有充分利用汉字形体的系统性来进行教学,从而增加了教学的难度。

汉语书面语识字教学是可以和写字教学分开的,识字比写字容易得多。字不一定会写,但可以识读。这是教学中我们看到的事实。既然识字教学可以和写字教学分开,那么,在初学阶段,汉字的书写教学就可以不与书面语识字教学同步,可以独立地进行,可以按照汉字形体构造的特点,先独体字,后合体字,由简单到复杂、由易到难、循序渐进地有规律地进行。对汉字的形体结构进行系统性的教学,不仅可以使写字教学化难为易,而且学生了解了汉字的结构关系对识字教学,即识记字形、字义、字音也会起到促进作用。

常用汉字 3500 多个左右,由于字的构造是有规律的。因此,学生掌握了基本笔画和独体字以及由独体字演变而成的偏旁的写法并了解了汉字的构造

规律,他们就具有了分析字形,习得新汉字的能力。所以 3500 个汉字不必个个都教,主要应该让学生了解汉字的构造规律和掌握书写汉字的基本技能。

本着上述精神,我编写了这本写字课本。

本书的编写体例:

第一讲介绍汉字的特点以及汉字和拼音文字的主要区别。

第二讲介绍汉字的基本笔画的写法和笔顺规则。

第三讲介绍独体字在汉字形体构造系统中的基础地位以及独体字中最重要、最常用的 80 来个象形字。对每个象形字都形象地介绍了它们的表意方式(简繁体两种字形)以及字音、字义、笔顺和组词。另外还为学习者提供了练习书写的方格。

第四讲介绍指事字,介绍方式同上。

第五讲介绍 70 来个会意字,这部分增加了合体字组合结构的介绍。

第六讲介绍 80 来个形声字。

第七讲介绍“部首”这一概念并以部首打头,在每一部首下介绍一组具有相同偏旁的汉字。这一讲共介绍 70 来个常用部首和 200 多个汉字。

全书共介绍 400 多个汉字,绝大部分是最常用字,有个别字虽不是最常用字,但也作了介绍,其原因是它们的构字能力强或者是可以作偏旁和部首的字。

为了便于学生查找,书后附有《汉字目录》和《音序检字表》。

本书的编写目的是为了让学生较容易地记忆汉字的字形,培养他们的书写能力,因此,对某些字的分类以及对字的构形关系的分析上由于从教学实用的角度考虑,在处理上与传统或习惯作法不尽相同。这样作可以说是教学上的一种尝试,是否合适也望得到有关专家和同人的批评指正。

张朋朋

1997 年 10 月于北京语言文化大学

INTRODUCTION

This book is a textbook on how to write Chinese characters prepared specially for foreigners.

For a long time, Chinese characters have been regarded as the most difficult writing, and many foreign students have felt it so hard to learn Chinese characters that they gave up their study of the Chinese language all together.

Chinese characters are hard to learn because they are complex. However, I believe that another reason why the Chinese characters are hard to learn lies in our teaching.

At present, when we teach foreigners Chinese characters, we basically follow the teaching mode of "written after spoken", that is, we teach Chinese characters after we come across them in our talks. I think such teaching mode is suitable for the teaching of the alphabetic system of writing but not for the teaching of Chinese characters.

The form, sound, and meaning of a Chinese character are integrated. Every character has a certain form, pronunciation and meaning. Their forms represent meaning but not pronunciation. Chinese writing is an ideographic system.

Chinese characters have a logical, discernible structure. The basic component is a stroke, of which a number make up an independent character. Independent characters or character components make up combined characters. When we teach written Chinese characters, we teach strokes first, then independent characters, and finally combined characters in order with the structure of the forms of Chinese characters. Students may learn the main meaning of the forms of Chinese characters while memorizing their forms with the help of their meanings. In this way, they will feel it easier to learn and write Chinese characters.

The teaching mode of "written after spoken" does not aid in teaching only throw it into confusion of Chinese characters in their natural order, and will formation. If today you teach "你好" (How are you !), and tomorrow you teach "谢谢" (Thank you.), the writing of these characters cannot be taught in a systematic way, difficulties will be increased.

The teaching of reading Chinese can be separated from that of Chinese character writing. Reading is easier than writing. One who is not able to write down all Chinese characters, may be able to read all of them. This is a fact we have learned from our teaching. Since reading can be separated from writing, the teaching of writing Chinese characters may not go alongside the reading of the written language in the primary stage of learning. It can be carried out independently in accordance with the characteristics of the formation of Chinese characters. By following a natural order and advancing step by step, beginning with independent characters and then combined characters, from the simple to the complex, and from the easy to the difficult. The systematic teaching of the formation of Chinese characters may not only make it easier to teach, but more importantly help students to understand the structural relations between Chinese characters to better remember the form, meaning and pronunciation of a character.

There are more than 3500 Chinese characters in common use, each of whose structure has a regular pattern. Therefore, as students master the basic strokes, independent characters and character components, (which were derived from independent characters) as well as the pattern of the structure of the characters, they will be able to analyze the forms of Chi-

nese characters and learn new Chinese characters by themselves. It is not necessary to teach students all the 3500 characters, but it is necessary to help them to understand the pattern of the structure of characters, and master the basic technique of writing them.

It is in the above mentioned spirit, that this textbook is written.

The stylistic rules and layout of the textbook are as follows:

The first chapter introduces the characteristics of Chinese characters, and the major difference between characters and alphabetic writing.

The second chapter introduces the basic strokes for writing Chinese characters and the rules of stroke order observed in calligraphy.

The third chapter introduces the important position of independent Chinese characters in the system of Chinese characters, and the 80 most important and commonly used pictographic characters, each of which has an explanation of its expression (the simplified form and the original complex form), pronunciation, meaning, strokes and stroke order. There are also places for students to practice writing.

The fourth chapter introduces indicative characters by the above-mentioned method.

The fifth chapter introduces 70 associative characters. It also introduces the structure of combined characters.

The sixth chapter introduces about 80 pictophonograms.

And the seventh chapter introduces the concept of “*Bushou*”, radicals by which characters are arranged in Chinese dictionaries, and a group of Chinese characters with the same elements or basic structural parts of Chinese characters under each *Bushou*. This lesson covers 73 *Bushou* in common use and more than 200 characters.

The whole book introduces more than 400 Chinese characters, most of which are characters frequently in use. A few rarely used characters are also introduced. The reason why we introduce them is because of their strong capacity of forming characters and serving as basic structural parts of other Chinese characters or *Bushou*.

To help students to search for Chinese characters, the book has a “Catalogue of Chinese characters” and an “Index of Syllables of the Phonetic Transcriptions of Chinese Characters” attached to it.

The purpose of the book is to help students to easily remember the form of Chinese characters and to acquire the ability to write them. Therefore, the classification of some Chinese characters and the analysis of the structural relations in Chinese characters, which are based on my teaching practice, are different from the convention. This is a first attempt in teaching, and comments from experts and colleagues will be appreciated.

Zhang Pengpeng

August, 1997

目 录

导言	1
第一讲 汉字的特点	1
第二讲 基本笔画和笔顺	2
第三讲 独体字(上)—象形字	5
第四讲 独体字(下)—指事字	48
第五讲 合体字(上)—会意字	55
第六讲 合体字(下)—形声字	100
第七讲 部首和汉字	138
附录	
汉字目录	190
音序检字表	192
汉字字体	196

CONTENTS

Introduction	1
Chapter 1 Characteristics of Chinese characters	1
Chapter 2 Basic strokes and stroke – orders	2
Chapter 3 Independent characters (1) – Pictograms	5
Chapter 4 Independent characters (2) – Indicative characters	48
Chapter 5 Combined characters (1) – Associative characters	55
Chapter 6 Combined characters (2) – Pictophonograms	100
Chapter 7 Radicals and Chinese characters	138
Appendixes	
Catalogue of Chinese characters	190
Index of Syllables of the Phonetic Transcriptions of Chinese Characters	192
Typefaces of Chinese characters	194

1

汉字的特点

CHARACTERISTICS OF CHINESE CHARACTERS

世界上的文字可分为两大类，一类是表音文字，一类是表意文字。汉字是一种表意文字。

汉字有读音，但汉字的形体不表示读音，而表示意义。也就是说，汉字字形的不同的构造方式表示的是不同的意义。



kǒu

mouth

字形

字音

字义

form

pronunciation

meaning

拼音文字字形表音，因此可以借助字音来记忆字形。汉字字形不表音而表意，因此，不可能借助字音来记忆字形结构，那么就要借助字义来记忆字形结构。

汉语识字教学的目的是使字形、字音和字义建立联系，主要是解决汉字的认读问题，而写字教学目的主要是使字义和字形结构建立联系，主要是解决字形书写问题。因此，学习汉字的书写，主要应该了解汉字的形体有哪些表意方式以及是如何以不同的构造方式来表意的，而且要学会通过分析字形来记忆字义，学会借助字义来记忆和书写字形。

The different writing systems of the world can be divided into two categories: phonetic writing systems and semantic writing systems. The Chinese writing system is a semantic one.

Every Chinese character has its pronunciation but its written form does not show it. Instead, it shows the character's semantics. Different forms show different meanings even when the pronunciation is actually the same.

For example.

In alphabetic writing systems, the written form of a word is derived from its pronunciation. We can get help from the pronunciation to memorize the written form. In the Chinese writing system the written form of a character does not give a guide to pronunciation but to meaning. Consequently, one cannot use phonetics to help memorize the written form. It is the meaning of a character that can help in memorizing a character.

The aim in teaching to read is to link up the pronunciation and the written form of a Chinese character in order to be able to read it aloud. The aim in teaching to write is to link up the form of Chinese characters and their meaning in order to express oneself in writing. As a result, in order to learn how to write Chinese characters, one must know the different ways of expressing their meaning as well as their structural form. Through the analysis of Chinese characters one can memorize their meaning. It is also necessary to refer to the meaning of a character to help memorize the written form.

2

















基本笔画和笔顺

BASIC STROKES AND STROKE ORDER

一、基本笔画 Basic strokes

汉字数量虽然很多,但都是由二十几种笔画写成的。拼音文字是字母以线性的方式排列而成的,而汉字是以笔画组合成方块形。汉字笔画有二十多种,在二十几种笔画中最基本的有八种,其余的十几种是在这八种基础上有不同程度的变化。学写汉字首先要掌握基本笔画的写法。对于那些变形笔画将结合具体汉字来学习。

Although there are many Chinese characters, all of them are composed of no more than 30 kinds of strokes. We could draw a parallel to the alphabet which has an inventory of twenty-six letters. The difference is that Chinese is a morpho-syllabic writing while western writing systems are composed of letters. Of the 30 kinds of strokes mentioned above, it is necessary to only learn the eight most important ones and view the others as variants of these.

	笔画 Strokes	写法 Writing	要 求 Requirement	例 字 Examples	笔画名称 Names
1			从左到右,要平 From left to right, level	二	横 héng
2			从上到下,要直 From top to bottom, straight	十	竖 shù
3			从上向左下 From top to lower left	八	撇 piě
4			从左向右下 From top to lower right	大	捺 nà
5			从下向右上 From bottom to upper right	地	提 tí
6			先横后竖 From left to right and turn down	口	折 zhé
7			拐个弯 From top to bottom, turn right and tick at the end	九	钩 gōu
8			向右下 Dot toward lower right	六	点 diǎn

描写基本笔画 Trace the basic strokes

1	一	一	一	一	一	一	一	一
2	丨	丨	丨	丨	丨	丨	丨	丨
3	丿	丿	丿	丿	丿	丿	丿	丿
4	㇏	㇏	㇏	㇏	㇏	㇏	㇏	㇏
5	㇀	㇀	㇀	㇀	㇀	㇀	㇀	㇀
6	㇂	㇂	㇂	㇂	㇂	㇂	㇂	㇂
7	㇄	㇄	㇄	㇄	㇄	㇄	㇄	㇄
8	㇆	㇆	㇆	㇆	㇆	㇆	㇆	㇆

二、笔顺规则 Rules of stroke order

组成一个汉字的笔画在书写时是有一定顺序的。也就是说,有的笔画要先写,有的笔画要后写。按照正确的笔顺规则书写汉字,可以提高书写的速度和字形的准确性。

笔顺规则是指在书写独体字时哪一笔先写,哪一笔后写的问题。书写合体字有一个结构顺序问题,也就是哪一部分先写,哪一部分后写。

本讲只介绍笔顺规则。有关合体字的结构顺序,将在第五讲“合体字的结构”中介绍。

In writing Chinese characters, one should follow a certain order of the strokes which compose a character, some strokes proceed others. Following the correct stroke-order one can raise the speed of writing and ensure correctness.

Stroke-order is especially important for writing independent characters. In writing combined characters, one should follow the order of structure, some components proceed others.

This chapter presents the rules of stroke-order. About the structural rules in combined characters, see Chapter 5 “Structure of the combined character”.

	规 则 Rules	例 字 Examples	笔 顺 Stroke-order
1	先横后竖 “heng” before “shu”	十	一 十
2	先撇后捺 “pie” before “na”	人	丿 人
3	先上后下 From top to bottom	二	一 二
4	先左后右 From left to right	儿	丿 儿
5	先中间后两边 Middle before the two sides	小	丨 小 小
6	先外后内 From outside to inside	月	丿 月 月 月
7	先进后封口 Inside before the sealing stroke	回	丨 口 回 回 回 回

3

独体字(上) — 象形字

INDEPENDENT CHARACTERS(1) — PICTOGRAMS

独体字和合体字

汉字从形体构造上可分为两大类。一类是独体字,一类是合体字。独体字是指由笔画组成的、不能再分成两部分的字。合体字是指由两个或两个以上部分组成的字。

从构造上来分析,构成合体字的部分,有的就是一个独体字,或者是由独体字演变而来的符号。因此,独体字是学习汉字的基础。掌握了独体字,理解和书写合体字就容易了。

象形字

独体字从表意方式上分为两种,一种是象形字,一种是指事字。字的形状像所表示的具体事物,这种字叫象形字。

象形字占常用汉字总数的 5 % 左右。虽然它的数量少,但它是学习汉字形体构造系统的最重要的一部分。

Independent characters and combined characters

Chinese characters can be divided into two categories : independent characters and combined characters. Independent characters consist of elementary strokes which cannot be subdivided.

With regard to structure, independent characters are the basic elements out of which combined characters are made up. Combined characters will be easier to understand and write once independent characters have been mastered.

Pictograms

From the way they express meaning, independent characters can again be subdivided into two kinds: pictograms and indicative characters. Pictograms represent in stylized form the objects they refer to.

although only 5 % of all Chinese characters belong to the pictographic kind, but they are of crucial importance to the mastery of the structure of Chinese characters.

人

rén

human being

人民
人口
大人rénmín
rénkǒu
dàrénpeople
population
adult

The diagram shows the evolution of the Chinese character '人' (rén) in three stages: 1. An ancient pictograph of a standing man in profile. 2. A simplified ancient form. 3. The modern standard form of the character.

古代“人”的写法像一个侧立的人形。

The ancient form of “人” shows a standing man in profile.

ノ	人									
---	---	--	--	--	--	--	--	--	--	--

人										
---	--	--	--	--	--	--	--	--	--	--

大

dà

big, great

大家
大学
大人dàjiā
dàxué
dàréneverybody
university
adult

The diagram shows the evolution of the Chinese character '大' (dà) in three stages: 1. An ancient pictograph of a tall man with arms and legs spread out. 2. A simplified ancient form. 3. The modern standard form of the character.

古代“大”字像一个正面站立两臂张开，高大的人形。

The ancient form of “大” shows the frontal view of a tall man standing with arms and legs spread out.

一	ナ	大								
---	---	---	--	--	--	--	--	--	--	--

大										
---	--	--	--	--	--	--	--	--	--	--

夫

fū

husband, man

丈夫

zhàngfu

husband

大夫

dàifu

doctor

夫人

fūrén

wife

夫

→

夫

→

夫

古代“夫”字像一个正面直立的人形，上面的一横表示头发上插一根簪，意指已成年的男子。

The ancient form of “夫” shows the frontal view of a man with a pin through his hair, which signifies that he has reached adulthood.

一

二

夫

夫

夫

立

lì

stand, set up

站立

zhànli

stand

立刻

lìkè

at once

成立

chénglì

found

立

→

立

→

立

古代“立”字像一人两腿分开，在地上站立着。

The ancient form of “立” shows a man standing on the ground with his legs apart.

一

二

立

立

立

立

刀

dāo knife.

刀子 dāozi pocketknife
剪刀 jiǎndāo scissors
开刀 kāidāo operate

刀 → 刀 → 刀

古代“刀”的写法像一把刀子的形状,上面是刀把,下面是刀身。

The ancient form of “刀” looks like a knife, the upper part standing for the handle, and the lower part the blade.

刀	刀									
---	---	--	--	--	--	--	--	--	--	--

刀										
---	--	--	--	--	--	--	--	--	--	--

力

lì force, power

力量 lì liang force
努力 nǔlì work hard
权力 quánlì power

力 → 力 → 力

古代“力”字像古代的一种翻土的农具,种地需要用力,所以用它表示力气和力量。

The ancient form of “力” looks like a garden tool; to turn up soil one needs strength, therefore this character means strength or power.

力	力									
---	---	--	--	--	--	--	--	--	--	--

力										
---	--	--	--	--	--	--	--	--	--	--

儿 [兒]

ér child, son

儿子	érzi	son
女儿	nǚér	daughter
儿童	értóng	children

The diagram shows the evolution of the character '儿' in four stages: 1. An ancient pictograph of a child with a large head. 2. A simplified ancient form. 3. The traditional Chinese form '兒'. 4. The modern simplified form '儿'.

古代“儿”字像一个大头的小孩儿形状，繁体字“兒”还保留一点这样的意思。
The ancient form of “儿” looks like a child with a big head.

儿	儿									
---	---	--	--	--	--	--	--	--	--	--

儿										
---	--	--	--	--	--	--	--	--	--	--

子

zǐ son, child

孩子	háizi	child
子女	zǐnǚ	children
女子	nǚzi	woman

The diagram shows the evolution of the character '子' in three stages: 1. An ancient pictograph of a baby in swaddling clothes with arms raised. 2. A simplified ancient form. 3. The modern form '子'.

古代“子”像一个在襁褓中两臂张开的婴儿。
The ancient form of “子” shows a baby in his swaddling clothes with his arms raised.

子	了	子								
---	---	---	--	--	--	--	--	--	--	--

子										
---	--	--	--	--	--	--	--	--	--	--

口

kǒu mouth

口才	kǒucái	eloquence
门口	ménkǒu	entrance
路口	lùkǒu	crossing



古代“口”字像人的嘴张开的样子。
The ancient form of “口” looks like an open mouth.

丨	口	口								
口										

石

shí stone

石头	shítóu	stone
岩石	yánshí	rock
石油	shíyóu	petroleum



古代“石”字像山崖下的一块石头。
The ancient form of “石” shows a cliff with a rock underneath.

一	丿	ㄥ	石	石						
石										