The Chinese Broken Marks Dictionary

商务馆学汉语字典

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序

　　黄全愈教授正在为学汉语的学生和教汉语的老师做一件非常有价值的事情。他创造的可在本字典中使用的断笔码检字法为初学者提供了一个简易、便捷的学习通道。汉语教师和学生一直在寻找这样一个新的、得心应手的学汉语的工具。这种检字法甚至能使初学者轻而易举地分解最复杂的汉字。

　　为初学者设计汉语字典需要经年累月的努力。学生从网络上获得中文的信息和材料已是易如反掌，因此现在学生更需要查寻汉字进而熟悉汉字。能够查到的汉字越多，能够分辨汉字的结构越早，越有利于他们对汉字的音、形、义的掌握。

　　对于母语非汉语的初学者来说，汉字的笔画看起来纷乱繁杂，缺乏有机联系。在他们"舞文弄墨"了相当长一段时间后，才会注意到汉字的结构元素，并在眼里变得清晰起来。但这是一个巨大的系统工程，即使有精确的检字法使用说明，使用常规的汉语字典也是一个渐进的过程，正所谓"熟"才能生巧。

　　这部字典能帮助初学者顺利地过渡到对常规汉语工具书的使用。我希望我的学生们能获得这个工具，并且使用它去查找过去已学的或新学的词汇，以此来养成有效地使用词典的好习惯，并且在他们学习汉语的生涯中提升控制和自我管理的重要素质。

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　　首位获汉办认可的在美推广汉语的杰出专家，已培养出十位"汉语桥"竞赛优胜者，其中包括三个第一名、两个第二名、三个第三名。

Foreword

A great favor has been done for students and teachers of Chinese by Professor Quanyu Huang. By creating his Broken Mark method in this dictionary, Professor Huang has made Chinese characters accessible to even the newest student of the language. Chinese teachers and students are constantly looking for a new tool that will give learners of Chinese more control over the process of learning characters and reading Chinese. By providing a simple way to look at a Chinese character and counting the marks, the Broken Marks method allows even the least experienced learner to find the most complicated character.

This is an age when a character dictionary created for the beginning learner is needed. The beginning learner of Chinese can easily go on the Internet and find Chinese materials and messages. Now that learner can look up Chinese characters and develop a familiarity with the construction and use of the writing system. The more learners look at characters, the sooner they will be able to distinguish those components that they will later identify as the radicals and phonetics that will permit them to look up characters in standard dictionaries and guess pronunciation.

To a beginning student of the Chinese language, characters will appear to be a jumble of strokes that seem to randomly follow one another. After closely examining and manipulating them for a time, the reoccurring elements come into focus. The systematic nature of the writing system slowly becomes clearer. It is a system   just a really big system. Even with the most rigorous instruction the system of radicals and phonetics by which the standard dictionaries are organized emerges slowly. The more exposure learners have to the writing system, the sooner the roles of these reoccurring elements are detected and put to use.

This dictionary is an intermediate step toward the efficient use of standard Chinese language reference works. I hope my students acquire this tool early in their study of the language, use it to review previously studied characters, and learn new ones. By doing this, a good habit of efficiently referencing a dictionary can be developed, and an important element of control and self-management can be built into their Chinese language-learning career.

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The first outstanding expert popularizing Chinese in the U.S. to be recognized by Hanban; has trained ten Chinese Bridge Competition winners including three first places, two second places, and three third places.

前　言

　　我们曾在美国迈阿密大学一至四年级300多名学中文的学生中做过调查，只有两人用汉语字典，不到0.7%。在俄亥俄州立大学20名中文专业研究生（其中不乏"汉语桥"竞赛优胜者）的调查中发现：大多数人在学中文两三年后才开始用字典。

　　我们又对在中山大学、北京师范大学、华东师范大学和辽宁师范大学学习汉语的，来自31个国家的143名留学生进行了调查，尽管老师规定必须使用字典，仍有15.38%的学生不用。在使用字典的学生中，46.86%只使用英—汉检索，28.67%只使用拼音检字法，仅有24.47%使用部首检字法（大多数为日、韩学生）。汉语字典是依据汉字的表意特点设计的。因此，不会使用部首查字，不能看作会用汉语字典。根据上述调查，母语为拉丁语系的学生，在他们开始学习中文的两三年内，是没有字典可用的。这是因为他们面临着三个障碍：

一、部首

　　母语为汉语或非汉语者习得汉语的过程是不同的。

　　母语为汉语者习得汉语的过程：音 → 义 → 形

　　如：华人孩子首先知道"xuéxiào"的读音；然后，知道"xuéxiào"是"从事教育的地方"的定义；往往到上学后，才学习怎么写"学校"这两个汉字。因此，对他们来说，既然已知音和义，"形"的检字法几乎形同虚设。我们曾请三位姓"尹"的华人（其中一人为博士）用商务印书馆出版的《新华字典》查自己的姓，因为不知道"尹"字属"ㄱ"部，姓"尹"者均望"典"兴叹。如果你请华人通过"形"去查找"我"字，100个里有99个会狼狈不堪，甚至包括教汉语的老师。

　　母语为非汉语者的习得过程："音"与"形" → 义

　　外国学生先学"xuéxiào"的读音及认读"学校"两个汉

字；然后了解其含义。或者也可以说，三者是同时进行的。然而，学习是一个反复的过程，一旦音、形、义的联系出现混乱时，必须借助字典来重构它们之间的联系。因此，外国学生按"形"检字的几率之高是中国人无法想象的。

掌握"形"的检字法，必须具备相当厚实的中文基础。这又成了"先有鸡还是先有蛋"的哲学命题。显然，要求所有外国学生像母语为汉语者那样，在汉语环境里先学数年的"音"和"义"，再学"形"是不现实的。于是，200多个连华人都不甚了了的部首，就成了母语为非汉语者的第一道难以逾越的障碍。

二、笔画

中文的笔画带有很深的历史痕迹。例如"乙"字的"乚"为什么与上一画连成一笔，而不是两笔，甚至三笔？没有用过毛笔的人是很难理解笔势的（他们往往是直观地分解笔画）。对外国学生来说，即使弄清了"尹"字的部首是"�"，但这个部首带了个"勾"，与实际的书写有出入，这个字到底是多少画？难以确定。既可以是三画，也可以是四画，还可以是五画。

通过"形"查汉语字典，包括六个步骤：

（1）至少熟知201个部首；

（2）判断要查的字属于哪个部首；

（3）计算部首的笔画；

（4）从检字表中找到部首；

（5）计算所查之字中除去部首后剩下的笔画；

（6）根据所剩笔画数在检字表的有关部分查找该字。

这六个步骤环环相扣，一错全错。于是，绝大多数外国学生是黔驴技穷，狼狈不堪，叫苦连天。

三、分词

就算他们"过五关斩六将"，历尽艰辛找到了想找的汉字，他们又遇到第三个难题：在书面英语里，词与词之间是分开的；但汉字是排列成行、紧密相连的，学生必须进行词的切分。比如说"同商朝之'尹'相类似"这句话，查到了生字"尹"，但"尹"应该跟左边的"之"，或者右边的"相类似"，又或者左边的"之"右边的"相类"合成一个词？或者"尹"字本身就是一个独立的词？极难判定。

面对这"三座大山"，绝大多数美国学生放弃使用汉语字典。一两年过后，许多人干脆放弃学中文。

针对这个对外汉语教学中独有的难题，我们设计编写了这部《商务馆学汉语字典》。本字典具有以下三大特点：

一、易查

除附有一般字典所有的检字法（拼音、部首、英—汉检索），还包含了我们独创的断笔码检字法（详见"断笔码使用方法"）。

二、易懂

本字典采取英文释义的方式，且所有例句都配有译文。外国学生能充分利用自己的优势，通过一目了然的英文释义来快速、准确地理解汉语，避免了"本来就是因为不懂某个字才查字典，结果跑出来更多不懂的字"的"找火柴点灯，还是点灯找火柴"的尴尬。

三、易学

1. 上文已提到，外国学生查到生字后难以进行词的切分。本字典除了像一般的词典列出以某字为词首的词外，还列出该字在词中或词尾的最常用的相关词。因此，只要查到一个字，就能找到本字典中所有与之相关的词。

2. 量词搭配也是外国学生学汉语的一个难题。本字典给相应的名词列出了与之搭配的量词。

3. 我们利用字典里的例句，创造了一个叫杰克的留学生与中国姑娘婷婷相遇、相识、相爱的感人故事，从而使得例句生动活泼，即便查找生词也能兴趣盎然。许多例句阐释了有趣的文化现象。比如，"中文的'左翼'是保守派，'右翼'是自由派；正好与英文相反。"学生在查字典的同时也能学习文化知识，了解中国文化。许多例句富有哲理，读来发人深思。如，"孩子把玩具当朋友，大人把朋友当玩具。"

此外，一个例句里常常包括两三个不同的例词。比如，"不要拼命地拼凑一些不成为理由的理由来说服我。"读者可以从一个句子中学习到两个不同词性的词语的使用方法。

4. 翻阅已有的英汉或汉英词典，你可能会发现一个有趣的现象：同一个词，其汉语的词性可能与英语的词性不同。只有准确地了解一个词的词性，才能正确地使用它，了解词性在学习语言中非常重要。因此，我们花了大量的时间和精力，尽量使词语的中文词性和英文词性一致。例如，"徒劳"一词，商务印书馆出版的《现代汉语词典》定为动词，但一般美国人会把"徒劳"说成"fruitless（labor/effort）"。为了使两者的词性一致，我们把"徒劳"的英文译为"to work to no avail"或者"to make a futile effort"。但是，也有一些实在难以统一的词性。例如，"临别"《现代汉语词典》定为动词，但是"临别"最恰当的英文是"just before parting"，更像一个副词性的短语。不过总体来说，不一致的情况极少。

5. 本字典共收录2000个最常用的单字条目，以及由此扩展的20000多个多字条目，包含汉语水平考试所要求掌握的5000个常用词，并且用HSK1—6标明它们的等级，其中大部分词都配有例句。

Preface

We conducted a survey of the students taking Chinese classes at Miami University. Out of over 300 students studying Chinese at various levels of proficiency, there were only two who actively used a Chinese dictionary, less than 0.7%. In a separate survey, we found that the majority of graduate students majoring in Chinese at Ohio State University (including those who were "Chinese Bridge" competition winners) used a Chinese dictionary only after they had studied Chinese for at least two to three years.

We also conducted a survey of 143 foreign students from 31 countries studying Chinese at Zhongshan University, Beijing Normal University, East China Normal University, and Liaoning Normal University. Even though their teachers required them to use a Chinese dictionary, 15.38% never used a dictionary at all. Among those who did use dictionaries, 46.86% only used the English-Chinese search function and 28.67% only used the pinyin function. Barely 24.47% (most of them Korean and Japanese students) used the radical and stroke function. Since Chinese dictionaries are designed based on the ideographic characteristics of Chinese characters, those who are unable to use the radical and stroke functions are severely hamstrung. The basic function of a Chinese dictionary (looking up an unfamiliar character) is lost on them. None of the foreign students in the aforementioned surveys had access to dictionaries that were usable in the first two to three years of learning Chinese. These students face several obstacles in using standard Chinese dictionaries.

Radicals

The process of studying Chinese for native Chinese speakers and non-natives is different. For native speakers of Chinese, the process of learning is Pronunciation → Meaning → Form. For instance, as children, natives learn and know how to pronounce the word "xuéxiào" along with its meaning, "where people engage in education," long before they go to school and learn how to write or recognize its written form, "学校." Since they already know the pronunciation and meaning, the written form is attributed to the pronunciation and meaning as a label. The association of the written form with the character's sounds and meaning comes naturally and easily.

We once asked three Chinese people (one of them a Ph.D.), whose last names were all "尹," to find this character in the *Xinhua Dictionary* (published by the

Commercial Press in 2004). None of them could find it immediately. It took all of them many tries and one even came close to giving up. Because they didn't know "尹" is listed in the radical "彐" according to the traditional radical system, they all struggled to do what should have been a relatively straightforward task: looking up their own surname. Believe it or not, even the very common character "我" ("I" and/or "me") is surprisingly difficult to find through the radical and stroke function. When radicals prove difficult even for native speakers to handle, their unwieldy nature is only amplified in the hands of non-native students.

On the other hand, non-native students learn how to pronounce "xuéxiào," learn how to read and write the characters "学校," and then learn its meaning. Alternatively, they might simply learn the three objects all at once. For these students, the association of these three parts is not as strong. They must frequently use a dictionary to reorganize and reassociate sounds, characters and meaning with one another.

Due to these differences in processes of learning, native Chinese rarely need to use the radical and stoke system to look up written forms of characters. Since non-native learners, however, learn sounds, written forms, and meanings together, they are forced to use the radical and stoke system very often to reassociate sounds, characters and meanings. As we shall see below, this is a severe disadvantage.

Strokes

Strokes bring with them deep vestiges of history. For example, why is it that the "乚" of the character "乙" links with the "一" and counts as one stroke, but not two strokes or even three? For those who have never had formal Chinese calligraphy training in school, it is difficult to intuitively distinguish one stroke from another. Even if one realizes that "尹" belongs to the radical "彐," the radical has a little "hook" which makes it different from the real character. Coming up with the accurate number of strokes in this character would be a real headache for just about any non-native student. Most would count five strokes in this character. Some may even think it is three; but it is four strokes according to the rules. The culprit is the "linked stroke," an unintuitive device that shows up often enough to throw off the search for even the simplest character.

Consider what is required to look up a character in a common Chinese dictionary. There are six prerequisite steps to using the radical and stroke search function effectively:

(1) The user must know more than 200 different radicals;

(2) The user must identify a character's radical;

(3) The user must count the radical's strokes;

(4) The user must find the character from a group of characters according to the remaining strokes;

(5) The user must count the remaining strokes; and

(6) The user must find the character from a group of characters according to the remaining strokes.

These six steps are bound together in a way that a failure at any step of the process would prevent the user from finding the desired character. It is no wonder that most American students simply feel helpless when using a Chinese dictionary.

Distinguishing Words

Even if one were able to find a character, there exists another obstacle. In written English, each word is separated clearly from the words around it by spaces. Unfortunately, all Chinese characters (of which words are composed) are linked together. Students must compose a word using a given character combined with other character(s). Even if one can identify a character's radical, and count its strokes correctly, (for example, the character "尹" from the sentence "同商朝之'尹'相类似"), one would still have a difficult time figuring out the word in which "尹" was used in this particular

sentence. Should it be combined with the character to its left ("之尹") or the one to its right ("尹相类似")? It might even be the two characters to the left and one to the right, or two to the right and one to the left ("朝之尹相," "之尹相类") or the middle character of three ("之尹相") or more. Or does it form a word all on its own? It is fruitless if one cannot identify the word in which it is being used.

Facing these barriers, most non-native students give up on using a Chinese dictionary. These issues have left non-native students without a tool that students of other languages would call valuable, if not indispensable. After one or two years, many of them may simply give up studying Chinese.

Focusing on this unique problem in teaching Chinese as a foreign language, we have created and designed *The Chinese Broken Marks Dictionary*. This dictionary is not only a traditional reference book for checking a character or finding a word, but also a multifunctional text designed to be used by students of all levels. We believe that a dictionary is a vital tool for students of a foreign language—especially beginning students. Unfortunately, the vast majority of students of Chinese lack access to a functional, usable dictionary. This text is an elegant, just-under-the-nose solution to this seemingly insoluble problem. Its elegance lies in its simplicity. Not only does this text address the major obstacles discussed above, it is easy to use, quick, and comprehensive. Here are some of its major features:

Easy to Search

Outside of our own Broken Marks method, the dictionary features three other methods of search available in any common Chinese dictionary: Regular Radical and Stroke, Chinese Phonetic Pinyin, and English-Chinese search methods. Altogether, the four featured methods of searching for a character allow for a great amount of flexibility in using this text, so that those studying traditional characters can easily use our new system without losing the familiar functions of a standard Chinese dictionary.

Easy to Understand

Non-native users of this dictionary will be able to quickly, easily and accurately understand unfamiliar Chinese characters and phrases through carefully crafted English definitions and examples. This helps avoid a common pitfall of Chinese dictionaries: creating more questions than answers. Instead of defining a strange Chinese character with even more unfamiliar characters, our characters come with clear explanations and examples in English. This significantly simplifies the process and can potentially save users a lot of trouble and frustration.

Easy to Learn

1. We mentioned previously that foreign students have difficulty distinguishing words after they find the characters. This dictionary, as do others, lists a large quantity of words which start with a given character. However, each character entry also has a list of the most popular related words containing it, regardless of whether the character's position in the word is at the end or in the middle. Simply by looking through the list of all of the related words that contain a given character, one can spot the appropriate usage specific to each particular sentence.

2. Many Chinese nouns have specific "measure words." For many students, this foreign concept is one of the most confusing parts of the language. This dictionary lists corresponding nouns with their matching measure words.

3. The dictionary features the characters "Jack" and his Chinese girlfriend, "TingTing," in many of the example sentences. These witty and humorous example sentences describe their perseverance and hard work, the difficulties they face, and successes they enjoy. Their touching story not only makes example sentences very vivid, but also makes checking the dictionary fun.

The example sentences have been enriched with unique, cultural tidbits about China. For example, 中文的'左翼'是保守派，'右翼'是自由派；正好与英文相反。*In Chinese, the left is conservative, but the right is liberal. This is the exact opposite of their meanings in English.* Just by using the dictionary, students may increase their cultural understanding of China. There are a number of meaningful and thoughtful example sentences which might stimulate deep thought. For instance, 孩子把玩具当朋友，大人把朋友当玩具。*Kids treat toys like their friends; adults treat their friends like toys.*

To help navigate through the similarity of many words, we have worked to incorporate similar words into example sentences together to highlight their differences. As such, a single example sentence may contain two or more example words to demonstrate their different functions and how to use them in a sentence. For instance, 不要拼命地拼凑一些不成为理由的理由来说服我。*Don't try to piece together some unreasonable argument to persuade me.*

4. There is an odd phenomenon you may have noticed when flipping through existing English-Chinese or Chinese-English dictionaries. Chinese words often have an asymmetrical counterpart in English. Using a word correctly as part of a sentence is an important element in learning a language. For this reason, we have taken great pains to modify most of the asymmetric English definitions in order to match their Chinese part of speech. For example, "徒劳," is a verb in Chinese according to *Modern Chinese Dictionary*, (published by the Commercial Press in 2005). Americans, however, usually say "fruitless labor." We have modified the first English definition ("to give a futile or useless effort") to match this usage. We have also included a second definition ("fruitless labor") as a supplement to understanding the word. Despite our efforts, there are some that cannot be easily matched. For example, "临别," considered a verb in Chinese based on the *Modern Chinese Dictionary*, is best translated as "at parting" or "just before parting" in English—an adverbial prepositional phrase. It is hard to come up with a verb formulation for this same concept. In general, there are few of these.

5. While this dictionary has entries for 2,000 of the most frequently used Chinese characters, these characters lead to more than 20,000 of the most widely-used Chinese words, including 5,000 words for which mastery is required for the HSK. The words contain a corresponding HSK level (1 – 6) relative to their difficulty. Furthermore, the majority of them include example sentences.

Throughout almost five years of compiling this dictionary, Hanban, Miami University, and The Commercial Press (particularly Hongbo Zhou, deputy chief editor, and Zhichu Li and Mengmeng Duan, editors, and Aaron Gilkison, English editor) have provided us with strong support and an inestimable amount of effort. Additionally, Zhongshan University, East China Normal University, Beijing Normal University, and Liaoning Normal University have given us a great deal of assistance. We would like to express our deepest appreciation to these individuals and organizations for their help and support. Thanks also to Sang Zhang for designing the back cover. Finally, in order to continually improve the quality of this dictionary for our readers, we welcome any comments and suggestions you may have.

心 vs. 心   辶 vs. 辶

由于大多数印刷品使用宋体字，因此，我们把"心"字算作六个笔码，"辶"算作五个笔码。不管你认读的是什么字体，只要记住"心"字和"辶"的宋体笔码就可以了。

万一按照你计算的总笔码查不到该字，可能是你计算有误，你可以到"多"一笔码或"少"一笔码的汉字中查找。

第二步：确认第一码 (FM)

1. 第一码通常是在这个汉字的最左边的最上面。
2. 如果该汉字的最左边的最上面没有笔码，最左边的算第一码。
3. 如果该汉字的最左边也没有笔码，最上面的就是第一码。

然后，你需要从下面四种笔画中确认第一码：

一

丨

丿（或直或微弯，或向左或向右）

丶（或向左或向右）

例如，"丝"字的第一码是"丿"，"心"字的第一码是"丶"。"三"字既没有最左边最上面的笔码，也没有最左边的笔码，最上面一横是第一码。

实际上，算出总笔码后就能找到所要查找的字，只是有的笔码的汉字较多，通过确认第一码能更快地从较小的范围内找到所需汉字。

如果有些汉字的第一码不太好确认，请记住两个最简单的规则：

• 凡是"十"字交叉的，"丨"算作第一码。例如：土 由 上 大
• 凡是"厂"交接的，也把"丨"算作第一码。

计算总笔码、确认第一码后，你就可以到简体字断笔码索引或繁体字断笔码索引中找到所查汉字的对应序号（CN）。本字典收录2000个汉字，根据总笔码和第一码的排列，每个汉字都有一个序号。找到所查汉字的序号，翻开字典就能查到该字的拼音、释义、量词搭配、相关词和例句。

你可以试一试下面的练习，这些汉字基本包括了你所能看到的各种类型的笔画。

飞 石 个 高 风 中

田 它 州 三 丝 能

Using the Broken Marks Method

The Broken Marks method of finding a character contains two steps.

1. Counting a character's total marks (TM).

2. Picking a character's first mark out of four options (FM).

The entire process was designed with ease-of-use and efficiency in mind. With some light practice, the entire process should take you no longer than 60 seconds per character.

Step 1: Counting Total Marks (TM)

All Chinese characters can be seen as compositions of distinct "marks." Marks are different from the complex traditional Chinese concept of "strokes." (For a more detailed description of the difference, please refer to the "Breaking the Linked Stroke" in the Introduction).

We will define a MARK as a piece of a character that can be big or small, long or short, straight or slightly curved.

Marks are separated by either physical space or significant changes in direction (a change in direction is considered significant if it is (close to) 90 or sharper).

Example 1 口

Using the definition above, we see that it's composed of four distinct marks. Each mark is separated by a change in direction.

One per each side, the total marks (TM) for this character is **4**.

Example 2 飞

How many marks are in this character?

The horizontal line (1) on top is one mark. It takes a sharp turn into the long, curved right-falling slash (2). The slash ends in the hook at the bottom (3). Two "wings" (4, 5) protrude from the back of the character, giving it **5** total marks (TM).

Example 3 丝

How many marks are in this character?

The first four marks (1-4) are separated by sharp directional changes. The identical right side of the character adds another four marks. The final mark is the horizontal line at the bottom (5). There are **9** total marks (TM).

If you were able to successfully count the marks in the above characters (and you're feeling adventurous), you may

find the FM in those situations.

Rule: The FM of a cross formation is the vertical mark.

Whenever the highest section of the character is a "cross" formation, such as 十, the first mark is the vertical one: 十.

Examples: 土, 由, 上, 大. Note how the FM may be either a vertical line or a bent left falling slash.

Rule: The FM of a right angle is the vertical mark.

Whenever the leftmost, highest section of a character meets at a right angle like this 厂, the first mark is always the vertical one.

厂 This rule applies to both "box" type characters and also the ones with a "cape" 冂.

Now that you know how to identify the FM of a character, you are fully ready to use this dictionary. Read on below for a short description of character numbers.

Finding the Character Number (CN)

Once you've found the TM and FM of a character, go to Broken Marks Index for Simplified Chinese Characters (or Broken Marks Index for Traditional Chinese Characters) to discover the character's corresponding CN. Each of the 2,000 characters are assigned a CN based on its TM and FM. After locating the CN, it's just a simple matter of flipping to the appropriate page to gain access to a wealth of information about that character: proper pinyin, pronunciation, definitions, measure words, all manner of RELATED WORDS, and numerous example sentences.

Practice Examples

The following are some examples. Practice searching for the following characters by finding their FMs and TMs. These examples cover just about every type and shape of character you're likely to see.

飞　　石　　个　　高　　风　　中

田　　它　　州　　三　　丝　　能

If you need help, please check the following correct answers. FMs are highlighted. TMs and Character Numbers are listed below.

飞	石	个	高	风	中
TM: 5	TM: 6	TM: 3	TM: 14	TM: 6	TM: 5
CN: 85	CN: 138	CN: 19	CN: 1608	CN: 199	CN: 87

田	它	州	三	丝	能
TM: 6	TM: 8	TM: 6	TM: 3	TM: 9	TM: 17
CN: 162	CN: 483	CN: 232	CN: 10	CN: 620	CN: 1874

目 录 Contents

简体字断笔码索引
Broken Marks Index for Simplified Chinese Characters

Use this index to locate the entry for a Simplified Chinese character (for example, 中).

1. Determine the number of **Total Marks** (5) in the character (中).
2. Determine the **First Mark** (丨) of the character (中).
3. Using the **TM/FM** column, locate the character (中) in the **SIMP CHAR** column.
4. Follow the character number in the **CHAR NO** column (87) to find the correct entry.

TM/FM	SIMP CHAR	TRAD CHAR	PINYIN	CHAR NO
TM 1 FM 一	一		yī	1
TM 2 FM 一	二		èr	2
TM 2 FM 丨	十		shí	3
TM 2 FM 丿	人		rén	4
	入		rù	5
	八		bā	6
	厂	廠	chǎng	7
TM 3 FM 一	丁		dīng	8
	下		xià	9
	三		sān	10
	工		gōng	11
	干	乾	gān	12
	干	幹	gàn	12
	又		yòu	13
TM 3 FM 丨	上		shàng	14
	土		tǔ	15
	士		shì	16
TM 3 FM 丿	大		dà	17
	丈		zhàng	18
	个	個	gè	19
	千		qiān	20
	川		chuān	21
TM 3 FM 丶	广	廣	guǎng	22
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	了		le	29
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	犬		quǎn	44
	夫		fū	45
	女		nǚ	46
	小		xiǎo	47
	少		shǎo	48
	少		shào	48
	介		jiè	49
	久		jiǔ	50
	夕		xī	51
	么	麼	me	52
	午		wǔ	53
	斤		jīn	54
	牛		niú	55
	爪		zhǎo	56
	爪		zhuǎ	56
	升		shēng	57
	父		fù	58
	力		lì	59
	儿	兒	ér	60
	井		jǐng	61
	尸	屍	shī	62
	什		shén	63
	什		shí	63
	仁		rén	64
	仆	僕	pú	65
	从	從	cóng	66