

言
良
禾
白

常用汉字部首

新编基础汉语·写字篇

张朋朋
(Zhang Pengpeng) 著

The Most
Common
Chinese Radicals

NEW
APPROACHES
TO LEARNING
CHINESE



 华语教学出版社
SINOLINGUA



常用 用 汉 字 部 首

常用
用
汉
字
部
首

常用
用
汉
字
部
首

常用
用
汉
字
部
首

常用
用
汉
字
部
首

常用
用
汉
字
部
首



New Approaches to Learning Chinese

新编基础汉语

The Most Common Chinese Radicals

常用汉字部首

北京语言文化大学

张朋朋 著

写
字
篇

华语教学出版社

SINOLINGUA

责任编辑：贾寅准 郁 苓

封面设计：禹 田

《新编基础汉语·写字篇》

常用汉字部首

张朋朋 著

*

©华语教学出版社

华语教学出版社出版

(中国北京百万庄路 24 号)

邮政编码 100037

电话:010-68320585

传真:010-68326333

网址:www.sinolingua.com.cn

电子信箱:hyjx@sinolingua.com.cn

北京外文印刷厂印刷

中国国际图书贸易总公司海外发行

(中国北京车公庄西路 35 号)

北京邮政信箱第 399 号 邮政编码 100044

新华书店国内发行

2001 年(16 开)第一版

2009 年第八次印刷

(汉英)

ISBN 978-7-80052-576-6

9-CE-3419P

定价:27.00 元

First Edition 2001
Eighth Printing 2009

ISBN 978-7-80052-576-6
Copyright 2001 by Sinolingua
Published by Sinolingua
24 Baiwanzhuang Road, Beijing 100037, China
Tel: (86)10-68320585
Fax: (86)10-68326333
[http: //www.sinolingua.com.cn](http://www.sinolingua.com.cn)
E-mail: hyjx@sinolingua.com.cn
Printed by Beijing Foreign Languages Printing House
Distributed by China International
Book Trading Corporation
35 Chegongzhuang Xilu, P.O. Box 399
Beijing 100044, China

Printed in the People's Republic of China

前言

对于外国人来说,学习和掌握汉语和汉字并不是一件非常困难的事情。过去,人们之所以不这样认为,主要是和教授这种语言和文字的方法不当有关。

过去,教授汉语和汉字一般是采用“语文一体”的方法,即“口语”和“文字”的教学同步进行。这种方法和教授英、法语等使用拼音文字的语言是一样的。本人认为:“语文一体”的方法对于教授拼音文字的语言是合理和有效的,但用于教授汉语、汉字是不合适的,这是使外国人对学习汉语产生畏难情绪的主要原因。

一、汉字不是拼音文字。汉字是一种从象形文字发展而来的表意文字。汉字的形体不表示汉语的语音。因此,如果采用“语文一体”的方法,口语的内容用汉字来书写,将不利于学习者学习口语的发音,使汉字成为了他们学习口语的“绊脚石”。

二、汉字的字形是一个以一定数量的构件按照一定的规则进行组合的系统。因此,教学上,应先教这一定数量的构件及组合规则,然后再教由这些构件所组合的汉字。可是,“语文一体”的教法必然形成“文从语”的教学体系。也就是说,学什么话,教什么字。这种教法,汉字出现的顺序杂乱无章,体现不出汉字字形教学的系统性和规律性,从而大大增加了汉字教学的难度。

三、汉字具有构词性,有限的汉字构成了无限的词。“词”是由“字”构成的,知道了字音可以读出词音,知道了字义便于理解词义,“字”学的越多,会念的“词”就越多,学习“词”就越容易。也就是说,“识字量”决定了“识词量”。因此,汉语书面阅读教学应该以汉字作为教学的基本单位,应该把提高学习者的“识字量”作为教学的主要目标。“文从语”的做法恰恰是不可能做到这一点。因为,教材的编写从口语教学的要求和原则来考虑,自然要以“词”作为教学的基本单位。由于口语中能独立运用的最小的造句单位是“词”,所以在教“中国”一词时,必然只介绍“China”这一词义,而不会介绍“中”和“国”两个字的字义。中国语文教学历来是以“识字量”作为衡量一个人书面阅读能力强弱的标准,而“语文一体”这种教法等于是取消了汉字教学,从而大大影响了汉语书面阅读教学的效率。

综上所述,如果根据汉语和汉字的特点来对外国人进行基础汉语教学,在总体设计上就不应采用“语文一体”的模式。我认为应该遵循以下几个原则来设计:

● 教学初期把“语”和“文”分开。

实现的方法是:口语教学主要借助汉语拼音来进行,对汉字不做要求。这样,使汉字不成其为“绊脚石”,使口语教学将变得极为容易。汉字教学另编教材,先进行汉字的字形教学,教材的内容从基本笔画入手,以部首为纲,以构件组合为核心。汉字字形教学和口语教学并行,这样,既有利于口语教学,又使汉字的字形教学具有了系统性和规律性。系统而有规律地进行汉字教学不仅可以大大降低学习的难度,而且从一开始就给了学习者一把开启神秘汉字大门的钥匙,这对他们是受益无穷的。

- 先进行口语教学和汉字字形教学,后进行识字阅读教学。

也就是说,对汉字的认读教学不要在初期阶段进行,而应安排在进行了一段口语和在结束了汉字字形教学之后。因为,具有了口语能力和书写汉字的技能对识字教学有促进作用,从而可以使学习者较为轻松地跨越“识字”这第二道“门槛”。

- 阅读教学应以识字教学打头,采用独特的识字教学法。

“识字教学”和“写字教学”一样也是汉语教学中所独有的教学环节,应该根据汉字的特点编写适合外国人使用的识字课本。识字课本应以“字”作为教学的基本单位,以“以字组词”为核心,以快速提高学生的识字量和阅读能力为教学目标。

- 识字教学要和口语教学、阅读教学相结合。

具体做法是用所识的字和词编写口语对话体课文和叙述体散文作为这一阶段教材的内容。这一阶段的教学在程序上是一环扣一环的,在练习方式上是一种有听、有说、有读、有写的综合式教学。

上述总体设计图示:

第一阶段	第二阶段
口语课(学习并使用汉语拼音)	综合课 { 识字教学 (集中识字) 口语教学 (使用汉字) 阅读教学 (散文小品) 写字教学 (书写字句)
写字课(学习汉字的基本构件)	

根据上述原则,本人编写了一套基础汉语教程。本教程包括三本教材:

- 一是口语篇,书名是《口语速成》。此书用于口语课。
- 二是写字篇,书名是《常用汉字部首》。此书用于写字课。
- 三是识字篇,书名是《集中识字》。此书用于综合课。

使用这套教材,初学者先学习《口语速成》和《常用汉字部首》,学完之后再学习《识字课本》,就像吃西餐一样,一道菜一道菜来,循序渐进。这样,学习者不仅不会觉得汉语难学,而且还会被汉字的文化内涵和艺术魅力所深深吸引。

张朋朋

Introduction

The Chinese language has for too long been perceived as being beyond the grasp of the foreign learner. This misconception has been caused, unfortunately, for the most part by an improper teaching approach.

For several decades the spoken and written form of Chinese have been taught simultaneously to beginners. There is nothing wrong with this approach in teaching Western languages like French or English that employ a phonetic system or alphabet as an aid to learning pronunciation, but it is certainly not the best method for teaching the Chinese spoken language and Chinese characters. The reasons for this are threefold:

1. Chinese characters cannot be read phonetically. Chinese characters developed from pictographs into ideographs. This means that there is no direct relationship between the form and structure of Chinese characters and their pronunciation. So the hotchpotch teaching of both the spoken language and Chinese characters at the beginning stage will not help foreign learners master pronunciation, and the characters will, if anything, only be a stumbling block to their acquisition of oral fluency.

2. Each Chinese character is made up of components that follow a specific stroke order and rules of formation. So it is logical that the simple component be taught first, progressing to the more complicated component and whole characters. But in the approach of teaching speaking and writing simultaneously, whatever is learnt in the spoken language will be followed by a corresponding written character. Obviously, in this approach the characters are not chosen systematically according to their structural compositions, and so the rules that govern the writing of Chinese characters are not reflected, making the teaching and learning of characters only more chaotic and difficult.

3. Chinese characters should form the basis of courses in reading texts. Single syllable characters can be combined to make various disyllabic or multi-syllabic words. There are unlimited combinations that can be made by adding characters to change or expand meanings. If you know how to pronounce some characters, it follows that you will be able to read the word they form. Knowing the meaning of certain characters will help you understand the meaning of the word they make. As you learn more characters, your ability to recognize more words increases. Learning words thus becomes easier. Since character recognition determines word recognition, the main objective in teaching Chinese characters should be to raise the learner's level of character recognition.

However, this is not possible with the "writing following speaking" approach. When teaching colloquial Chinese we naturally use words instead of characters as the basis of teaching

because the word is the smallest unit in making a sentence. When teaching the word 中国 for example, we will invariably explain its meaning with the English “China”, but the two characters that make up the word 中 “middle” and 国 “kingdom” are not explained. Traditional Chinese language teaching has always used “character recognition” as the criterion in judging a learner’s ability to read texts. The “writing following speaking” approach simply disregards the necessity of teaching the characters on their own and does not give the characters the place they deserve, thus greatly reducing the efficiency of teaching Chinese reading.

Our new approach may be summarized as follows:

- In the initial stages of learning, “spoken Chinese” and “character recognition and writing” should be taught separately.

- Teaching materials for oral class use mainly a system of romanization called *Hanyu pinyin*. The students are not required to deal with the characters. There are obvious reasons for this. Learning to speak Chinese becomes a lot easier using a phonetic system of romanization.

- While when teaching spoken Chinese we start to introduce systematically the form of Chinese characters: the strokes, radicals (radicals are the basic components of Chinese characters), and the structural components. These “stumbling blocks” become much more friendly in this way, and the students are given a key to the secret of Chinese characters which will help them greatly in their later reading stage.

- Then proceed to the reading stage by learning to read characters. Only when the learner is able to speak and has learned the form and structure of characters can we begin to teach him how to read. Texts should be specially designed, focusing on character recognition and word formations, with the aim of quickly enlarging vocabulary and acquiring reading ability.

- In the reading stage character learning should be combined with continuous spoken language training and reading aptitude training. The texts should be put in the form of dialogues and narrative prose pieces written with the characters learned in each lesson, so they are very short, and easy to read and remember. The exercises should include comprehensive forms of listening, speaking, reading and writing that are closely linked and complementary to each other.

What is discussed above can be illustrated as below:

Initial stage	Second stage
<p>Oral Course</p> <p>Learn to use <i>pinyin</i></p>	<p>Comprehensive Course</p> <p>Character learning: intensive training</p> <p>Oral training: application of characters</p> <p>Reading: prose, etc.</p> <p>Writing: characters and sentences</p>
<p>Writing Course</p> <p>Learn the basic structural components of characters</p>	

Based on the above design and consideration, *New Approaches to Learning Chinese* has been devised, which includes three textbooks:

Intensive Spoken Chinese (oral course)

Includes 40 conversational lessons, about 1,000 commonly used words and numerous grammatical notes.

The Most Common Chinese Radicals (writing course)

Contains about 100 Chinese radicals and the basic structure of Chinese characters.

Rapid Literacy in Chinese (comprehensive course)

Uses 750 commonly used Chinese characters and 1,300 words formed from them to make 25 short sentences, 25 conversational dialogues and 4 narrative prose pieces.

Beginners who have completed *Intensive Spoken Chinese* and *The Most Common Chinese Radicals* can proceed to *Rapid Literacy in Chinese*. So by going step by step they will feel that learning Chinese is not difficult at all. Furthermore, there is much that can be learned about Chinese culture from Chinese characters, besides their alluring charm and fascination.

Zhang Pengpeng

编写体例

本书是一本为外国人编写的学习书写汉字的基础教材。

汉字是有一定结构规律的文字，它是以一定数量的构件按照一定的规则进行组合的，有其完整的系统性。也就是说，成千上万个汉字是由少量的构件有规律地组合而成的。英文的所有单词都是由 26 个字母组合而成的。汉字以构件组字和英文以字母组词不同：一、汉字的构件数量比英文字母要多，大约 300 多个，常用构件有 100 多个。二、汉字以构件组字不是线形排列，而是在一个方框内以上下、左右、内外等方式拼合而成。三、汉字构件的拼合具有逻辑性，也就是说，它与字义有着密切的关系。因此，学习汉字只要掌握了这少量的最基本的构件和汉字的组合规则，就可以书写几乎所有的汉字了。这样学习，不仅节省时间，而且也有利于对字义和字形的记忆。

根据上述认识，本书的编写体例确定为从笔画入手，以部首为纲，以构件组合为核心。

一、从笔画入手

汉字的构件是由笔画构成的。因此学习汉字构件要从笔画入手。本书共介绍了 8 个基本笔画。对每个笔画还介绍了它的几种变形写法以及笔画的名称和笔顺规则。

二、以部首为纲

汉字在结构上分两大类，一类是独体字，一类是合体字。独体字又分象形字和指事字，合体字又分会意字和形声字。合体字是由独体字或由独体字演变来的偏旁构成的。汉字的部首一般是独体字或由独体字演变而来的偏旁，所以，部首本身可以说是汉字最基本的构件。另外，部首往往又是合体字中会意字的偏旁和形声字的形旁，所以，以部首为纲教汉字，便于对合体字中的会意字和形声字进行结构上分析和字义上的说明。汉语的工具书和词典多是以部首来检字。以部首为纲来编写此书的另一个目的是想为学习者将来使用汉语工具书打下一个坚实的基础。

本书共介绍了 108 个最常用的部首，按照由易到难，即从笔画少到笔画多的顺序排列。对每个部首，本书介绍了它的名称、意义、作用、来源以及它的写法和笔画数等多项内容。

三、以部件组合为核心

在每个部首下介绍几个带有同一偏旁的合体字。对每个合体字不仅介绍了它的字音、字义，而且突出介绍了它和构件之间的逻辑关系以及构件组合的结构类型。

To the User

This book introduces to foreign students the basics of how to write and learn the Chinese characters in the most efficient way.

Chinese characters developed from pictographs which were formed in a regular way with a certain number of components that are comparable to the 26 letters in the English alphabet. However, these components are different from the letters in the English alphabet in that 1) the components are much larger in number, about 300 in which over 100 are in common use; 2) the components are not arranged in a horizontal line but in the upper-lower, left-right, inside-outside and other forms; 3) the components are combined in a logical or meaningful way. Therefore, once one knows these basic components and the rules for arranging them, one can write almost all the Chinese characters. This is not only a time-saving approach, it is also an easy way to remember the form and meaning of a character.

The format of the lessons is as follows:

1. Starting from the most basic strokes

All the components are formed of strokes, and before one can learn the components, one has to be familiar with these strokes. The book introduces the eight basic types of strokes, with the variant forms, stroke names and rules for forming them.

2. Learning the characters through the radicals

Structurally Chinese characters can be classified into two kinds: one-component characters and compound characters. The first kind can be further categorized into pictograms and indicative characters, and the second kind, into associative characters and picto-phonograms. The compound characters are composed of one-component characters or components evolved from them, and the two kinds generally constitute the radicals. Therefore, radicals can be taken as the most basic components of Chinese characters. In addition, radicals also appear as meaningful components in the associative characters and picto-phonograms. Thus, teaching the characters through the radicals makes it easier to analyze the structure and meaning of the picto-phonograms and the associative characters. As almost all Chinese dictionaries use radical indexing systems for characters, it is essential to prepare the students for the use of dictionaries.

Introduced in this book are the 108 most commonly used radicals, sequenced from the simple to the more complicated according to the number of their strokes. Each radical is accompanied by its name, meaning, function, origin, way of writing and number of strokes.

3. Focusing on the combination of components

Under each radical there are several compound characters containing it. Each compound character is given its pronunciation and meaning. Emphasis is placed on the logical relationship between its components, its meaning and the structural type of its components.

◆ 笔画 bǐhuà strokes

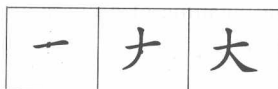
汉字数量虽多,但都是由二十几种笔画构成的。在这二十几种笔画中最基本的有八种,其余的十几种是在这八种基础上有不同程序的变化。本书第一至第八页介绍基本笔画。

Although there are many Chinese characters, there are only about 20 kinds of strokes used to form them. Among these however, it is only necessary to learn the eight most important strokes and view the others as their variants. See pages 1-8 for the basic strokes.

◆ 笔顺 bǐshùn stroke order

在书写一个汉字时,有的笔画先写,有的后写,是有一定顺序的,这就是笔顺。如:

In writing Chinese characters, one should follow a certain order of the strokes, i. e. some strokes precede others, e. g.



◆ 笔顺规则 bǐshùn guīzé rules of stroke order

笔顺规则是指独体字哪一笔先写,哪一笔后写的规则。本书在介绍基本笔画的同时也介绍了几条笔顺规则。参见第一至第八页。书写合体字要遵循结构顺序规则,有关结构顺序规则,本书在介绍合体字时用图来表示,如:

The rules of stroke order specify that in a one-component character, certain strokes should precede others. This is elaborated on pages 1-8 while introducing the eight basic strokes. In writing compound-component characters, one should follow the structural order, which is explained through diagrams as follows, e. g.



明



尘

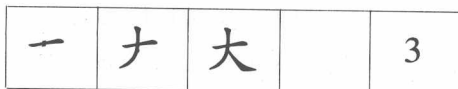


园

◆ 笔画数 bǐhuàshù stroke numbers

构成一个汉字的笔画数量叫笔画数,如“大”字是三画。查字典时需要知道笔画数。

The stroke number is the total number of strokes that compose a Chinese character, e. g. 大 has three strokes. This is basic knowledge necessary for consulting a dictionary.



◆ 独体字 dútǐzì one-component characters

独体字是由笔画组成的、不能再分成两部分的字，如：“人”“木”，“日”“月”。独体字有两种，一种是象形字，一种是指事字。

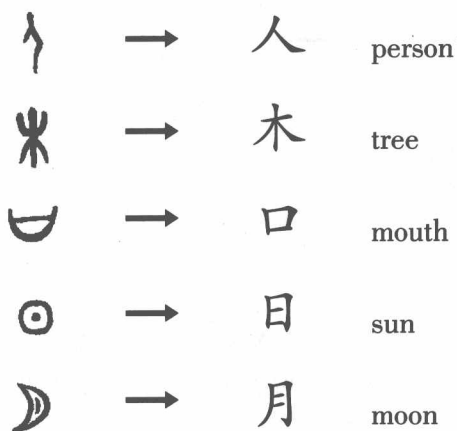
One-component characters have only one basic part and cannot be subdivided, e. g. 人, 木, 日, 月. One-component characters can be subdivided into two kinds: pictograms and indicative characters.

人 木 日 月

◆ 象形字 xiàngxíngzì pictograms

字的形状像所表示的具体事物的独体字叫象形字。如：“人”“口”“木”“日”“月”等。独体字中象形字占大多数。

Pictograms represent in stylized form the objects they refer to, e. g. 人, 口, 木, 日, 月. A great part of the one-component characters are pictograms.



◆ 指事字 zhǐshìzì indicative characters

用笔画的组合揭示出某种抽象意义的独体字叫指事字，如：“上”“下”“中”等。

Strokes can be combined to show an abstract meaning. One-component characters composed in this way are called indicative characters, e. g. 上, 下, 中.

上 above 下 under 中 among

◆ 合体字 hétǐzì combined characters

合体字是由两个或两个以上部分组成的字,如:“从”“众”“休”“河”。

Characters composed of two or more parts are called combined characters, e. g. 从, 众, 休, 河.

从 众 休 河

◆ 偏旁 piānpáng components

构成合体字的部分叫偏旁。偏旁有两种,一种是独体字,一种是由独体字演变来的符号,如:“亻”就是由“人”演变来的。偏旁在合体字中有时表音,有时表义。表义的偏旁叫形旁,表音的偏旁叫声旁。

The parts which form the combined characters are called components. The components are either one-component characters themselves or symbols derived from them, e. g. 亻 is a symbol derived from the pictogram 人. Some components show meaning; others indicate sound.

人 → 亻

水 → 氵

手 → 扌

◆ 会意字 huìyìzì associative characters

由两个或两个以上的具有意义的偏旁组合在一起来表示一个新的意义的合体字叫会意字。如:“明”“尘”。

Associative characters come from the combination of two or more meaningful components to create a new character with a new meaning, e. g. 明, 尘.

日 + 月 = 明
sun moon bright

小 + 土 = 尘
small soil dust

◆ 形声字 xíngshēngzì picto-phonograms

构成合体字的偏旁,一个表义,一个表音,这种合体字叫形声字。如“妈”。合体字中大部分是形声字。

Picto-phonograms are a kind of combined characters, with one component indicating its meaning, the other indicating its pronunciation, e. g. 妈. Most of the combined characters are picto-phonograms.

女	+	马	=	妈
woman		horse		mother
semantic part		phonetic part		mā

◆ 部首 bùshǒu radicals

汉语字典根据汉字形体的偏旁分成不同的门类,如“口部”“人部”等。口部中的字都有“口”字旁,人部中的字都含有“人”字旁。这些偏旁就叫做“部首”。

In Chinese dictionaries, the characters are arranged according to the different category of components, e. g. 口部,人部. All the characters in 口部 contain the component 口, and all the characters in 人部 contain the component 人. These components are called 部首 or radicals.

【口部】 kǒubù the radical mouth 喝 唱 叫 吃 喊 听

【人部】 rénbù the radical person 从 众 个 合 介

◆ 汉字结构 Hànzì jiégòu character structure

汉字结构是指合体字的结构。合体字的结构类型主要有三种,即左右结构、上下结构、内外结构。如:“林”“明”“好”是左右结构。“男”“尘”“尖”“忘”是上下结构。“回”“国”“园”等是内外结构。

The structures of the combined characters are divided into three principal types: left-right structure, top-bottom structure, and inside-outside structure, e. g.




林 明 好		left-right structure
男 尘 尖		top-bottom structure
回 国 园		inside-outside structure

Table of the Basic Strokes and Commonly Used Chinese Radicals

基本笔画和常用部首表

一 horizontal	丶 small	水 water	虍 tiger
丨 vertical	土 soil	[氵] water	米 rice
ノ left-falling	弓 bow	贝 seashell	西 west
㇏ right-falling	口 square	车 vehicle	羊 sheep
丁 turning	巾 towel	戈 dagger-axe	页 head
乚 hook	辶 walk	斤 axe	衣 clothes
丶 dot	马 horse	气 air	[衤] clothes
ノ rising	宀 roof	欠 yawn	竹 bamboo
人 person	女 woman	犬 dog	自 self
亻 person	尸 corpse	[犴] dog	老 old
刀 knife	彡 ornament	文 script	走 walking
刂 knife	广 wide	王 king or jade	身 body
力 strength	门 door	心 heart	豕 pig
儿 son	夕 sunset	[忄] heart	言 speech
冫 ice	攴 hand holding a stick	歹 evil	[讠] speech
又 right hand	户 single door	穴 hole	足 leg, foot
廴 structure	毛 hair	目 eye	足 leg, foot
厂 factory	爪 claw	田 field	金 gold
阝 single ear	𠂇 claw	禾 cereal	[钅] gold
阝 mound, town	木 tree, wood	白 white	鱼 fish
大 big	片 flat	立 standing up	雨 rain
纟 silk	父 father	疒 sickness	食 food
工 work	牛 ox	皿 receptacle	[饣] food
彳 step with the left foot	牝 cattle	石 stone	革 leather
子 child	日 sun	示 show	黑 black
孑 child	月 moon	[衤] show	
口 mouth	手 hand	鸟 bird	
山 mountain	[扌] hand	母 mother	
艹 grass	火 fire	舟 boat	
小 small	灬 fire	虫 insect	
		耳 ear	