

汉语病句辨析九百例

Error Analysis of 900 Sample Sentences —For Chinese Learners from English Speaking Countries

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序

病句是个疑难杂症，它不是那么容易治疗的。庸医固然不行，头疼医头脚疼医脚也不行。遇上良医，手到病除。

病句实际上不单纯限于句子，叫它语病或许更恰当一些。从病情上面来说，有的属于语言结构方面出了问题，有的属于其他方面（例如逻辑、事理、习惯、情调等等）出了问题。就语言结构来说，单词、词组、句子、段落等不论哪个环节弄不好都可能闹毛病。因为语言是表达的根本，句子是语言表达的根本，不论语病怎么错综复杂，我们把语病叫成病句，治理也主要抓句子里面各个组成部分，还是完全可以的。

要检查学生的语文水平如何，素养深浅，观察能力是否敏锐，有一种办法，人们称之为开“文章病院”，各科门诊俱全，修改病句。给这种办法起个简化的叫名儿，称之为“改错儿”。大致是：列出一些句子让学生①指出哪条是病句，如果把无病之句判断为病句，这当然不行；②对病句进行修改，如果把坏牙留下，把好牙拔掉，这当然也不行；③要求修改为健康的句子，如果把阑尾确实割干净了，却把剪子纱布缝在肚子里头，这也照样不行；④说明修改的理由。

这种训练对于提高学生语文能力还是有效的，训练方法也比较简明扼要，切实可行，适合于中等学校使用。范围最好是在日常的学习中使用。病句简单的，容易改，只有一种答案；这样的修改，小学也无妨采用。病句复杂的，往往有许多种修改的可能，什么样的改法算是完整的准确的，大家并不一定马上就取得一致意见；还有更麻烦的事，脱离了具体语言环境，没有上下文，你还很难说你

所“修改”的“病句”就是改对了的，弄不好，你这“改错儿”很可能反到是改错了哩。这样的修改，高中也无妨多练习，使学生扩展眼界，活跃思路。

修改病句，如果用于高级中学毕业地方性统一“会考”，用于高等学校一年级新生入学考试，我个人认为是不合适的。主要的原因是：题目虽小，较难控制，要求作出唯一、全面、正确的标准答案，并不容易，几十万人考卷乃到几百万人考卷里面出现了意想不到而又是合理的答案是完全可能的。修改病句所得分数有限，牵扯太多，费时费力，实非上策。

以上是就本国学生学习本民族语言文字来说的。有许多人往往把修改病句看成很简单很容易的事，其实它也有很复杂很艰难的。不能小看它。

在第二语言的学习过程中，使用修改病句来提高学生语文水平确是各种最佳方法之中的一种。

这本书精心挑选了900条病句，概括了使用英语的留学生在学汉语时容易出问题的96个“使用不当”。“误”先列，“正”后出，然后说明修改的理由。

假定这本书的读者看完了《总说》之后，从本书（一）词法方面常见的错误这一部分起，看每条病句的时候，你可先把“正”和修改的理由盖上完全不看，自己修改而且动脑子想为什么要修改的道理，然后再看书，比较一下。你改对了，当然很高兴啦。你改错了，改的理由也站不住，不要泄气，因为你提高了认识，这对你就有很大的帮助，你也学到了正确的修改方法，也很愉快。如果你下定决心，坚持从第1句到第900句都这样认真，那么，我向你表示热烈祝贺，因为：

第一，你真有毅力。有毅力的人，天大的困难也难不倒，高山向你低头，河水为你让路，你会以更大的毅力在许许多多方面获得更大的胜利的。

第二,你以最简捷的途径抓住学习汉语的一些主要关键性问题。

第三,你学会了辨认病句和修改病句的方法。学会方法比学会知识有时或许更重要些。

收获如此之多,还能不向你表示热烈祝贺?

这本书是由程美珍老师发起并邀集李珠老师等很多人齐心协力,分工合作而编写成的。不但这项工作成果重要,这种集体主义的精神也是很可珍贵的。

是为序。

张清常

1996年11月7日

FOREWORD

Erroneous sentences are a difficult and complicated case to cope with. Someone like a quack doctor can not help. Neither will the kind of palliative remedies the problem. However, difficulties can be smoothed away in the case of a "good doctor".

The so-called erroneous sentences are actually not merely confined to sentences. Thus, the term faulty wording may be more precise to be used. With respect to the source of error, sometimes the problem lies in linguistic structure, sometimes in other aspects such as logic, reason, convention, or mood etc. So far as language structure is concerned, errors may be found in any level of language — word, phrase, sentence or paragraph. Language is the base of expression and sentence is the base of language. Hence, however complicated a faulty wording can be, we may refer to it an erroneous sentence and focus our attention on its constituents while making corrections.

There is a method to test how well students have mastered the language and see whether they have keen observation. It is called to open a language hospital which offers all outpatient services for erroneous sentences. We simply call it error correction. That is to require the students 1) to find out the erroneous sentence. If the student takes a right sentence for a wrong one, he certainly fails. 2) to decide where is wrong. It certainly won't do if a good tooth is

pulled out with the bad one kept. 3) to change the wrong sentence into a correct one. Removing the appendix but with the scalpel and gauze left inside is not a successful operation. 4) to explain why the correction should be made.

This kind of drill is helpful to develop students' language capacity. As a simple and practical method, it is applicable to secondary schools, but better be kept within the scope of ordinary practice. Exercises of correcting wrong sentences that are easy and have only one possible answer may also be adopted by primary schools. However, complicated sentences may have several possible ways of correction and it is uncertain as to which one is perfect. What is even more bothersome is that without a specific context, one can not rely on his correction which is probably not correct. Nevertheless, this type of exercise may be used extensively in high schools in order to prompt the students to think more creatively.

I personally consider it improper to use error correction for local joint examinations for high school graduates. Neither is it fit for entrance examinations to institutions of higher learning. The main reason is that it is not an easy task to give the only comprehensive and standard answers to such exercises. It is quite possible that other reasonable answers, unexpected, occur among some of the millions of test papers. Additionally, sentence correction involves many factors. It takes time and energy but does not score proportionally. Hence this is not the best way.

So far we have considered things from the viewpoint of students learning native language. Many people tend to regard error correction as an easy matter. But in fact, it is sometimes very complicated and troublesome and should not be overlooked.

For second language learning, error correction proves to be one of the best ways to enhance students' language ability.

The present book has carefully selected 900 erroneous sentences and generalized 96 types of improper use which English-speaking students are likely to have problems with. The wrong example stays above and the correct one comes below and then follows the explanation.

Suppose you start from the section of COMMON ERRORS IN MORPHOLOGY after reading the General View. With each example, you cover the correct sentence and the explanation and try to find an answer using your own head, and then contrast with what is on the book. If you are right, it is very well; if not, don't feel depressed, for you also benefit from the right answer and having learnt a proper method of correcting errors is also a pleasant thing. If you are determined to treat every example attentively, from the 1st to the 900th, then warmly congratulate you for:

1) You have a strong will. No difficulty whatever it is can beat a person of strong will. Even mountains bow to him and rivers make way for him. With greater willpower, you will be able to achieve greater success in many other aspects.

2) You have grasped the keys to some of the major issues of learning Chinese by a most simple and short way.

3) You have obtained the method of identifying and correcting erroneous sentences. To learn method is in a sense more important than to study knowledge.

How shall we not congratulate you when you have achieved such a great deal?

This book has been compiled on the initiative of Prof. Cheng

Meizhen who invited many other teachers, such as Li Zhu, to work in collaboration, with each individual devoted specially to one particular part of the book. Their joint work has not only made an important academic achievement, but also demonstrates the value of collective spirit.

Zhang Qingchang

11. 7, 1996

前 言

在长期的对外汉语教学实践中,我们积累了相当数量的病句。不同母语或媒介语的学生,在学习汉语的过程中,出现的错误既有相同之处,又有不同之点,为此,我们专为英语国家地区汉语学习者编写了《汉语病句辨析九百例》。

《汉语病句辨析九百例》是针对以英语为母语或媒介语的初学汉语的外国朋友在学习普遍存在的典型病句进行分析或对比,以期使读者知道哪种说法是错误的,哪种说法是正确的。书后编有病句索引,目的在于说明不同的学习阶段产生的病句是不同的。全书采用汉英对照的形式。以上三点是本书区别于其他有关病句分析书籍的地方。此书供外国朋友自学或研究汉语使用,也可作为从事对外汉语教学的教师教学或编写课本的参考书。

书中九百例病句摘自1964—1989年的一年制基础汉语教学不同阶段的试卷、作业、课堂练习以及二年级的部分试卷,包括词法、句法及标点符号三个方面。此书在尊重原句意思的前提下,对每个病句不仅修改其谬误,而且指出错误的原因和纠正的方法。力求讲解简明扼要,语言通俗易懂,尽量少用语法术语。编排次序和内容选择都以切合英语国家地区朋友们学习汉语的需要为出发点。

全书共五个部分。“第一章总说”是编写此书遵循的几个原则;第二、三、四章是本书的正文,每个句子的排列方式是病句在上边,改正的句子在下边,误正对照,一目了然;第五部分是索引,提示每个病句出现的学习阶段、使用的课本、序号(与正文序号一致),以

便使此书更具有实用价值。

本书能愿动词误用由韩玉芳执笔；副词“才”和“就”由朱庆明执笔；连词“和”误用由韩孝平执笔；助词“吗”误用由崔福英执笔；状语误用由胡志英执笔；动量补语误用由杜同蕙、彭志平、李秀清执笔；时量补语和“跟……一样”误用由李成才执笔；假设、条件、因果和转折关系复句的误用由董原执笔；反诘句误用由王秀云执笔；其余的部分由李珠、程美珍执笔。最后由程美珍统稿。

本书的英文翻译，贾钰。

参加资料整理工作的有（按姓氏笔划为序）：王珏、刘美琴、刘青、韩焰、满汉英、穆恩龄。

本书在编写过程中得到了许多同志的帮助，不少同志提供了学生的病句，阎得早同志为本书作了大量的准备工作，常宝儒、陈亚川、鲁健骥、赵金铭同志对本书的编写提出了宝贵意见，石佩雯同志审阅了书稿，张清常先生在百忙之中为本书写了序言，在此一并表示衷心的感谢。

由于水平有限，不妥之处在所难免，恳请专家、同行和朋友们批评、指正。

编者 1996.6.10

PREFACE

We have gathered an enormous number of erroneous sentences through the years of teaching Chinese as a foreign language. It has been observed that students from different native or intermediary language backgrounds make the same mistakes in some cases and different in others. This book (which will simply be referred to as *Error Analysis 900*) is intended for English speakers.

In this book, we give contrastive analysis of typical errors frequently committed by Chinese beginners from English-speaking countries, in order to help the readers to distinguish between the *correct and incorrect ways of expression*. *The book is in Chinese-English bilingual form, and with an index at the end showing that types of errors vary with stages of learning.* Such characteristics mentioned above differentiate the present book from other books concerning error analysis. We expect it to benefit foreigners in self-study or research work in Chinese language and also serve as a reference book for teaching and textbook compiling.

The 900 illustrative examples of errors were selected from test papers, assignments, class drills of one year elementary Chinese course and some of the test papers for sophomores made between 1964 and 1989. *These errors involve three aspects—morphology, syntax and punctuation.* In the book, we not only offer the grammatical forms identical in meaning with the original ungrammatical

ones, but also give the reason and ways to correction. The explanations were intended to be brief and to the point, through easy language and with grammatical terms reduced to a minimum. The contents were selected and ordered to meet the need of English speakers.

The book has five parts, among which (I) (II) (IV) constitute the main body and the first part serves as A General View that states what principles we followed in writing the book. In the main body, the right version is arranged below the wrong one for clear contrast. V is the index which makes our book even more practical by suggesting at what stage each type of error tends to appear and the textbook concerned. Sentences are numbered in the index corresponding to the numbering in the main body.

This book is attributed to a group of writers; Errors in the use of Auxiliary Verbs by Han Yufang, Adverb "才" and "就" by Zhou Qingming, Conjunction "和" by Han Xiaoping, Particle "吗" by Cui Fuying, Adverbial Adjuncts by Hu Zhiying, Complements of Frequency by Du Tonghui, Peng Zhiping, Li Xiuqing, Complements of Duration and "跟...一样" by Li Chengcai, Complex Sentences of Suppositional, Conditional, Causative and Adversative Relation by Dong Yuan, Rhetorical Question by Wang Xiuyun, and the rest by Li Zhu, Cheng Meizhen. The work of integrating separate sections into a final whole was performed by Cheng Meizhen.

English translation by: Jia Yu.

Those who joined the work of sorting out reference include (listed in stroke order of surname): Wang Jue, Liu Meiqin, Liu Qing, Han Yan, Man Hanying, Mu Enling.

In the course of compilation, we have benefited from the assis-

taqce of many comrades among whom some presented errors made by students. Comrade Yan Dezhao did a great deal of preparatory work. Comrade Chang Baoru, Chen Yachuan, Lu Jianji and Zhao Jinming provided valuable comments on compiling the book. Comrade Shi Peiwen read through the manuscript. Finally, Mr. Zhang Qinchang tried and found time to write the preface. Here, we extend our hearty thanks to them all.

Due to our limited ability, defects are inevitable. We earnestly request comments and criticism from specialists, colleagues and friends.

Editor

6.10,1996

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