CAMBRIDGE

Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

A Student Grammar of Chinese

Written for beginning learners of the language, this concise introduction to Chinese grammar assumes only a basic knowledge of Chinese, and no knowledge of grammatical terminology or practices. Comparing Chinese grammar patterns and rules with those of English, and illustrated with a wealth of real-life examples, it allows learners to understand the similarities and differences between the two languages. Using engaging and accessible language, it examines the Chinese sound system, writing system, word formation rules, parts of speech, and simple and complex sentences, as well as explaining special constructions that are typically challenging to second language learners. Each chapter begins with clear learning goals and ends with a useful summary highlighting the chapter's main points. To call attention to specific issues, sidebars are interspersed throughout the text, and exercises within the book and online answer keys help students to reinforce learned material and assist with self-study.

Yongping Zhu is Associate Professor and Department Chair (2014–2021) at the University of Notre Dame, Indiana, as well as President of the Chinese Language Teachers Association, USA (2021–2022). Notable publications include *Linguistic Analysis of Meaning and Syntactic Change in the Grammaticalization of Chinese Prepositions* (2010) and *A Teacher's Manual for the Instruction of Chinese* (co-authored, 2018).

Chu-Ren Huang is Chair Professor of the Department of Chinese and Bilingual Studies at the Hong Kong Polytechnic University. He is fascinated by what language can tell us about human cognition and our collective reactions to natural and social environments. Related publications include *A Reference Grammar of Chinese* (2016), *Mandarin Chinese Words and Parts of Speech* (2017), *The Routledge Handbook of Chinese Applied Linguistics* (2019), and *The Cambridge Handbook of Chinese Linguistics* (2022).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

A Student Grammar of **Chinese**

YONGPING ZHU
University of Notre Dame, Indiana

CHU-REN HUANG
Hong Kong Polytechnic University

CAMBRIDGE UNIVERSITY PRESS

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE

Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781009233460

DOI: 10.1017/9781009233507

© Yongping Zhu and Chu-Ren Huang 2023

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

First published 2023

A catalogue record for this publication is available from the British Library.

Library of Congress Cataloging-in-Publication Data
Names: Zhu, Yongping, 1956– author. | Huang, Chu-Ren, author.
Title: A student grammar of Chinese / Yongping Zhu, University of Notre Dame, Indiana ; Chu-Ren Huang, Hong Kong Polytechnic University.
Description: Cambridge ; New York, NY : Cambridge University Press, 2023. | Includes bibliographical references and index.
Identifiers: LCCN 2022040841 (print) | LCCN 2022040842 (ebook) | ISBN 9781009233460 (hardback) | ISBN 9781009233491 (paperback) | ISBN 9781009233507 (epub)
Subjects: LCSH: Chinese language–Grammar. | Chinese language–Textbooks for foreign speakers–English. | Chinese language–Self-instruction. | LCGFT: Textbooks.
Classification: LCC PL1111 .Z48 2023 (print) | LCC PL1111 (ebook) | DDC 495.15–dc23/eng/20220923
LC record available at https://lccn.loc.gov/2022040841
LC ebook record available at https://lccn.loc.gov/2022040842

ISBN 978-1-009-23346-0 Hardback
ISBN 978-1-009-23349-1 Paperback

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

Contents

List of tables *page* xi
Preface xiii
Acknowledgments xv
Glossary of grammatical terms and abbreviations xvi
Special symbols xxv

UNIT I INTRODUCTION

1 Chinese and Mandarin 3
1.1 What is Chinese? 3
1.2 Do Chinese people speak Chinese? 3
1.3 Summary 4

2 Chinese grammar 5
2.1 Grammar 5
2.2 Ways of learning grammar 6
2.3 The characteristics of Chinese grammar 8
2.4 Summary 12
2.5 Exercises 12

3 The sound system 14
3.1 The special features of Chinese sounds 14
3.2 The structure of Chinese syllables 16
3.3 Basic tones 17
3.4 Neutral tone 19
3.5 Changed tones 19
3.6 Chinese initials 21
3.7 Chinese finals 23
3.8 Summary 25
3.9 Exercises 25

4 Words and Chinese characters 30
4.1 The relationship between words and characters 30
4.2 The formation of words 31
4.3 The types of compounds 32
4.4 Features of Chinese characters 33

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

4.5 Ways of forming characters 34
4.6 Learning Chinese characters 37
4.7 Writing Chinese characters 39
4.8 Summary 40
4.9 Exercises 41

UNIT II PARTS OF SPEECH

5 Introduction to parts of speech in Chinese 47
5.1 Summary 50

6 Nouns 51
6.1 Definition and features of Chinese nouns 51
6.2 The types of Chinese nouns 52
6.3 Nouns and measure words (classifiers) 54
6.4 Nouns: singular and plural 55
6.5 Nouns: prefixes and suffixes 57
6.6 Nouns in sentences 61
6.7 Summary 63
6.8 Exercises 63

7 Numbers 65
7.1 Basic numbers 66
7.2 Ordinal numbers 71
7.3 Multiple numbers, decimals, and fractions 72
7.4 Approximate numbers 72
7.5 二 èr vs. 两/兩 liǎng (two) 74
7.6 Special uses of 半 bàn (half) and 几/幾 jǐ (several) 75
7.7 Numbers in sentences 76
7.8 Summary 77
7.9 Exercises 78

8 Measure words 80
8.1 Measure words (MW) and standard measure words 80
8.2 Nominal measure words 81
8.3 Verbal measure words 84
8.4 Compound measure words 85
8.5 Measure words in sentences 86
8.6 Reduplications of measure words 87
8.7 Summary 88
8.8 Exercises 89

9 Pronouns 91
9.1 Personal pronouns 91
9.2 Demonstrative pronouns 93

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

9.3 Interrogative pronouns 98
9.4 Interrogative pronouns not used as questions 102
9.5 Special pronouns: 每 měi (every) and 各 gè (each; every) 103
9.6 Summary 104
9.7 Exercises 105

10 Verbs 107
10.1 Transitive verbs 108
10.2 Intransitive verbs 109
10.3 Verb-object compounds 109
10.4 Verb suffixes: 了 le, 着/著 zhe, 过/過 guo 111
10.5 在 zài, a progressive marker for an action in progress 118
10.6 Reduplication of verbs 119
10.7 Verbs in sentences 121
10.8 Summary 122
10.9 Exercises 123

11 Modal verbs 126
11.1 The most common modal verbs 126
11.2 Willingness and intention: 要 yào (want) vs. 想 xiǎng (would like) 127
11.3 Ability: 能 néng (can) vs. 会/會 huì (can; know how to) 130
11.4 Permission and possibility: 可以 kěyǐ (may) vs. 能 néng (can) and 会/會 huì (will; can) 131
11.5 Necessity and obligation: 应该/應該 yīnggāi (should; ought to) vs. 得 děi (have to; must) 132
11.6 The grammatical features of modal verbs 133
11.7 Summary 134
11.8 Exercises 135

12 Adjectives 138
12.1 Grammatical features of Chinese adjectives 138
12.2 Reduplication of adjectives 140
12.3 Adjectives in sentences 141
12.4 Restrictions for some adjectives 144
12.5 Summary 145
12.6 Exercises 146

13 Adverbs 149
13.1 Grammatical functions of Chinese adverbs 150
13.2 Special uses and nuances of some common adverbs 151
13.3 The positions of adverbs in sentences 160
13.4 Adverbs used in pairs 161
13.5 Summary 162
13.6 Exercises 162

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

14 Prepositions 165
14.1 Some similarities and differences between Chinese and English prepositions 165
14.2 Meanings of prepositions 166
14.3 Postverbal position of Chinese prepositions 170
14.4 Prepositions or verbs 174
14.5 Summary 177
14.6 Exercises 179

15 Conjunctions 182
15.1 Types of conjunctions 182
15.2 Functions of conjunctions 183
15.3 Common connective expressions 191
15.4 Chinese conjunctions vs. adverbs and prepositions 192
15.5 Summary 193
15.6 Exercises 195

16 Particles 199
16.1 Structural particles 199
16.2 Aspectual particles (verb suffixes) 206
16.3 Modal particles 208
16.4 Summary 212
16.5 Exercises 213

UNIT III SIMPLE SENTENCES

17 Introduction to simple sentences 219
17.1 The structure of simple sentences 219
17.2 The functions of simple sentences 224
17.3 Sentences without subjects or predicates 227
17.4 Summary 229
17.5 Exercises 229

18 Elements of a sentence 1: subject and predicate 232
18.1 The subject 232
18.2 The predicate 237
18.3 Summary 243
18.4 Exercises 243

19 Elements of a sentence 2: object 246
19.1 Meaning relationships 246
19.2 Words or phrases that can serve as the object 248
19.3 Double objects 250
19.4 Summary 251
19.5 Exercises 251

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

20 Elements of a sentence 3: complement 254
20.1 Resultative complement 255
20.2 Manner complement 257
20.3 Potential complement 261
20.4 Directional complement 266
20.5 Quantitative complement 273
20.6 Summary 276
20.7 Exercises 278

21 Elements of a sentence 4: attributive and adverbial 281
21.1 Attributive 282
21.2 Adverbial 288
21.3 Summary 293
21.4 Exercises 294

UNIT IV SPECIAL SENTENCES

22 The 把 bǎ construction 301
22.1 The features of the bǎ construction 301
22.2 The structure of the bǎ construction 303
22.3 When to use or not use the bǎ construction 311
22.4 Summary 324
22.5 Exercises 324

23 The 被 bèi construction 327
23.1 Similarities and differences between the bǎ construction and the bèi construction 328
23.2 Main function and features of the bèi construction 331
23.3 Passive voice expressed with other forms 334
23.4 Summary 337
23.5 Exercises 337

24 Questions 340
24.1 Yes–no questions 340
24.2 Question-word questions 345
24.3 Affirmative–negative (*A*-not-*A*) questions 350
24.4 Alternative questions (*A* 还是/還是 háishi *B* questions) 355
24.5 Rhetorical questions 359
24.6 Summary 360
24.7 Exercises 362

25 Comparisons 365
25.1 比 bǐ comparative sentences displaying difference 365
25.2 跟 gēn comparative sentences indicating sameness 370
25.3 Summary 372
25.4 Exercises 375

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

26 Existential sentences 379
26.1 Place words 380
26.2 Stative existential sentences 382
26.3 Dynamic existential sentences 385
26.4 *Indefinite* vs. *definite*: existential sentence vs. N + 在 zài + PW sentence 386
26.5 Summary 391
26.6 Exercises 392

27 Emphatic sentences 396
27.1 Emphatic construction: 连/連. . .都/也 lián. . .dōu/yě 396
27.2 Emphatic contraction: 是. . .的 shì. . .de 399
27.3 Summary 402
27.4 Exercises 404

UNIT V COMPLICATED SENTENCES

28 Compound sentences 409
28.1 Coordinative relation 409
28.2 Successive relation 410
28.3 Incremental relation 410
28.4 Alternative relation 411
28.5 Summary 411

29 Complex sentences 412
29.1 Causative relation 412
29.2 Concessive relation 413
29.3 Conditional relation 414
29.4 Purposive relation 415
29.5 Preference relation 415
29.6 Summary 416
29.7 Exercises 419

Appendices
Appendix 1 Common measure words 422
Appendix 2 Common prepositions 426
Appendix 3 Localizers 428
Appendix 4 Common sentence patterns 431
Bibliography 448
Index 450
Word-to-Grammar Index 456

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

Tables

2.1 Comparison of Lego and grammar *page* 7
3.1 The structure of Chinese syllables 16
3.2 Pitch contours of Chinese (Mandarin) tones 17
3.3 Tones, tone marks, and pitches 18
3.4 The pitches of the neutral tone 19
3.5 Tone change for 一 yī (one) 21
3.6 Tone change for 不 bù (not) 21
3.7 Chinese initials and the corresponding English sounds 22
3.8 Chinese finals and the corresponding English sounds 24
3.9 Tones in two syllabic combinations 26
4.1 Evolution of Chinese scripts 35
4.2 Additional common radicals 39
5.1 Functions of Chinese parts of speech 47
5.2 Chinese parts of speech 49
6.1 Types of Chinese nouns 53
7.1 Reading the number 134,567,892 68
7.2 Reading of 零 líng (zero) 70
7.3 Chinese numbers 77
8.1 Indefinite measure words 82
8.2 Examples of quasi-measure words 83
8.3 Examples of temporary measure words 84
8.4 The meaning of reduplicated MWs and 每 měi (every) 87
9.1 Demonstrative pronouns 93
9.2 Pronunciations of 这/這 zhè, 那 nà, and 哪 nǎ 94
9.3 Nouns and pronouns used with zhèr/nàr as a place word 97
9.4 The position of interrogative pronoun 谁/誰 shéi (who) and answer in a sentence 101
9.5 The types of Chinese pronouns 104
10.1 The types of events/activities described by verbs 107
11.1 Examples of words used with 要 yào (want) and 想 xiǎng (would like) 128
12.1 The meanings and grammatical features of Chinese adjectives 145
14.1 Correct/incorrect expressions with locative prepositions 168
14.2 The features and meanings of prepositions 178
15.1 The main grammatical relations indicated by conjunctions 194
16.1 The affirmative and negative forms of aspectual particles 207

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

16.2 The particle 吗/嗎 ma CANNOT be used with other interrogative sentences 210
17.1 Steps for dividing components of a sentence 223
18.1 Correct and incorrect expressions for the negation of verbs 237
18.2 Correct and incorrect expressions for the negation of nouns and numerals 239
20.1 The major differences of potential and manner complements 266
20.2 Compound directional complements 268
20.3 Types of complements 277
21.1 The differences between the attributive and the adverbial 294
22.1 The bǎ sentences and the corresponding SVO sentences 312
22.2 The obligatory conditions of using the bǎ construction with more complex complements 321
23.1 A comparison of the bǎ construction and the bèi construction 328
24.1 Yes–no questions 344
24.2 Question-word questions 350
24.3 Affirmative–negative (*A*-not-*A*) questions 354
24.4 Alternative (*A* 还是/還是 háishi *B*) questions 359
24.5 Types of questions and their features 361
25.1 The types of comparisons 373
26.1 Place words (PW) 381
26.2 The types of existential sentences 391
27.1 The main features of the two emphatic constructions 403
29.1 The types and common correlatives of complicated sentences 417

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

Preface

Mandarin Chinese is one of the two most spoken native languages in the world and is fast becoming a global language. Chinese is the only language in the world that has more than three thousand years of continuous written documentation. It is widely borrowed from in what is called the Sinosphere, and its influence, especially in terms of loan words and writing systems, can be easily detected in Japanese, Korean, and Vietnamese. There are many fascinating stories about Chinese to share; however, since you have picked up this book, we assume that you do not need convincing and are already interested in learning more about the Chinese language and Chinese culture. It is important to note that, contrary to popular misconceptions, Chinese does have grammar, just like every other language in the world. Chinese grammar is neither simpler nor more complicated than other grammar systems, it is just a bit different.

The development of this book began with a concerted effort to present Chinese grammar in an easily accessible way by focusing on the detection of patterns as well as the differences and similarities between Chinese grammar and the English grammar that the reader is already familiar with. The features of this grammar book, which are designed to ensure easy navigation and accessibility, are as follows:

Content:

- plain language without theoretical jargon;
- comprehensive coverage of the Chinese sound and writing systems;
- a glossary at the beginning of the book to introduce basic terms;
- a comprehensive index at the end of the book to provide easy access to specific grammar points and keywords;
- exercises at the end of chapters that allow students to apply what they have learned and verify their knowledge of the chapters, as well as reinforce learning outcomes;
- online answer keys to the exercises and additional appendixes to assist students' self-study at www.cambridge.org/ZhuHuang.

Format:

- clear learning goals at the beginning and a brief summary at the end of each chapter to help readers quickly grasp the main points of the chapter;
- *Tip*, NOTE, Attention, and Alert! boxes are provided to emphasize common errors as well as to provide guidance for understanding challenging grammatical points;

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

- succinct tables for improving comprehension and providing an overall picture;
- both simplified and traditional characters are provided for examples, with the format of the traditional characters following the simplified characters (简/繁). Only one form will be provided when the same character is used for both simplified and traditional character sets. This provides ease of access to readers by providing the writing system that they are more comfortable with, while also giving interested readers the ability to explore the differences between the two writing systems.

To create a friendly reading environment, we have invited two "bright" fellow students to accompany you on your journey of learning grammar. You will get to know more about *Xiaoming* (小明) (*lit.* "little bright") and *Xiaoliang* (小亮) (*lit.* "little light") through reading example sentences in the book. We think that you will find them to be engaging, although not always diligent. There are also some examples with interesting and easy-to-read sentences that are made of common words and some fun tongue twisters in the exercises. We hope that all of these features will help you to find both fun and fulfillment in learning Chinese grammar.

Most of all, do bear in mind that the best way to learn grammar is to speak more! Please make sure that you practice making sentences with the grammar you have learned and talk to your classmates or teacher. If you are self-studying, try to construct a dialogue with *Xiaoming* or *Xiaoliang* based on what they say in the book.

This grammar book can supplement any textbook used in Chinese language classes, or it can stand alone as a textbook for a class on Chinese grammar. It can also serve as a reference book for beginner- to higher-level students, as well as Chinese language instructors teaching at those levels. The structure of this book allows students some flexibility to tailor and self-pace their study plan, including heritage learners who may have already mastered some grammatical points. As a student grammar book, the grammatical discussion in this volume is limited in scope and depth by design. For students and teachers who need more comprehensive coverage, we recommend *A Reference Grammar of Chinese* (Huang and Shi, 2016).

Dr. Yongping Zhu began drafting this book in 2008 with students' needs in mind and Dr. Chu-Ren Huang joined the effort around 2014. Our long-distance collaboration led to rendezvous at various places in China and the US, but was also constantly delayed by duties at our home institutions. During this long process, in addition to remaining focused on providing comprehensive coverage of linguistic facts with concise and transparent explanations, we have also had the advantage of receiving feedback from different sources. Students from our targeted readership (i.e., those who have studied Chinese for one to five years) have helped us to draw a clear roadmap for readers to navigate with ease. Experienced Chinese instructors have helped us to hone our writing more concisely. For content development, we have drawn on our experience of teaching Chinese as a second language and conducting linguistic research for the past 30 years, as well as the accumulated knowledge of the field. We hope that our readers find this book to be the key required to unlock boundless knowledge of the Chinese language.

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

Acknowledgments

This book is greatly indebted to many sources, some of which are listed in the Bibliography of this book. The final form of this book has benefited greatly from the existing research and studies on Chinese grammar.

First of all, we would like to thank Ms. Helen Barton of Cambridge University Press for her encouragement, guidance, patience, and above all, unfailing confidence in us throughout this long journey. We would also like to offer our sincerest gratitude to Ms. Isabel Collins of Cambridge University Press for her valuable advice and assistance in preparing the final draft for production. We are greatly indebted to colleagues and students who have provided helpful input at various stages of this book and provided support in many other ways. In particular, we would like to thank Professor Kathleen Ahrens, Dr. Bo Peng, and graduate students Jing Chen, Yanlin Li, and Siyu Lei from the Hong Kong Polytechnic University; Professor Li-ping Chang from National Taiwan University; undergraduate students Yue Chong, Christopher Hayden, Ann Hermann, Kaylan Knott, Andrew Meisenbacher, Hayden Ousley, Erin Reilly, Joseph Sierotko, Sophie Spartz, Alejandro Mujica Vierci, and Emily Vincent from the University of Notre Dame; and Richard Zhu.

We would like to take this opportunity to express our sincere gratitude to Ms. Katie Hazell, Professor Jin Zhang, and Dr. Yin Zhong for their careful reading and editing of the final draft, as well as the anonymous reviewers who provided invaluable feedback, which improved this book in ways too numerous to mention. Needless to say, any remaining errors are ours.

Work on this book has been partially funded by the financial support of the University of Notre Dame and the Hong Kong Polytechnic University-Peking University Research Centre on Chinese Linguistics.

Yongping Zhu, South Bend, Indiana, USA

Chu-Ren Huang, Hong Kong

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

Glossary of grammatical terms and abbreviations

Term	*Abbreviation*	*Gloss*[1]
ADJECTIVE xíngróngcí 形容词/形容詞	**adj**	A word that describes a noun and functions as the predicate of a sentence in Chinese, e.g., **高** 山 **gāo** shān (**tall** mountain), and 她/他很**高** tā hěn **gāo** (she/he is **tall**) (Chapter 12).
ADVERB fùcí 副词/副詞	**adv**	A word whose function is to modify a verb or an adjective, e.g., **刚**到/**剛**到 **gāng** dào (**just** arrived), and **很**好 **hěn** hǎo (**very** good) (Chapter 13).
AGENT (DOER)		A doer who performs an action, often represented by a noun or a noun phrase, e.g., **她/他**吃苹果/**她/他**吃蘋果 **tā** chī píngguǒ (**she/he** eats apples) (Chapters 22 and 23).
ASPECT		A particle attached to a verb signifying information on the relative time of the event (§10.4 and §16.2).
Perfective		An aspect that indicates the completion of an event, such as 了 le, e.g., 她/他去**了**中国/她/他去**了**中國 tā qù **le** Zhōngguó (she/he has gone to China).
Durative		An aspect that indicates the continuation of an event, such as 着 zhe, e.g., 她/他拿**着**一本书/她/他拿**著**一本書 tā ná **zhe** yì běn shū (she/he is holding a book).
Experiential		An aspect that indicates a highly relevant event that happened before, such as 过 guo, e.g., 她/他去**过**中国/她/他去**過**中國 tā qù **guo** Zhōngguó (she/he has been to China [before]).
CHARACTER Hànzì 汉字/漢字		The basic writing unit of Chinese (§4.4 and §4.5).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
Associative huìyì 会意/會意		A character formed by two or more pictograms or ideograms, e.g., 明 míng (bright); also known as a joined-meanings character.
Ideographic zhǐshì 指事		A character formed by an indicative symbol, e.g., 一 yī (one), 二 èr (two), 三 sān (three).
Pictographic xiàngxíng 象形		A character formed by a single pictogram, i.e., a visual representation of the meaning, e.g., 山 shān (mountain).
Pictophonetic xíngshēng 形声/形聲		A character formed by joining a semantic and a phonetic component, e.g., 妈/媽 mā (mother) in which the semantic part is 女 (nǚ, female) and the phonetic part is 马/馬 mǎ (horse); also known as a phonetic-semantic compound.
Radical bùshǒu 部首		A semantic component of a character indicating its broad category and relatedness, e.g., the radical 女 (nǚ, female) from the character 妈/媽 mā (mother). Most characters have radicals.
CLAUSE		A sentence-like unit within a sentence, containing a subject and predicate, e.g., 我希望**你高兴**/我希望**你高興** wǒ xīwàng **nǐ gāoxìng** (I hope **you are happy**) (§18.1.2).
Main		A clause carrying the core idea in a complex sentence, e.g., 她/他病了, **所以没去上课**/她/他病了, **所以沒去上課** tā bìng le, **suǒyǐ měi qù shàng-kè** (she/he was sick; **thus, she/he did not go to class**) (Chapter 29).
Relative		A gapped clause modifying a noun and linked to the noun with the gap, e.g., **她/他买的**书很新/**她/他買的**書很新 **tā mǎi de** shū hěn xīn (the book **that she/he bought** is new), the object is missing and linked to the noun (§16.1.1).
Subordinate		A clause that is dependent on, and typically precedes, the main clause to express a supplementary meaning of a complex sentence, e.g., **她/他病了**，所以没去上课/**她/他病了**, 所以沒去上課 **tā bìng le**, suǒyǐ měi qù shàng-kè (**she/he was sick;** thus, he did not go to class) (Chapter 29).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
CONJUNCTION liáncí 连词/連詞	**conj.**	A word linking two linguistic units (words, phrases, clauses, or sentences), e.g., 我会说中文**和**英文/我會說中文**和**英文 wǒ huì shuō Zhōngwén **hé** Yīngwén (I can speak Chinese **and** English) (Chapter 15).
GRAMMAR		The rules for constructing sentences and meanings (Chapter 2).
MEASURE WORD liàngcí 量词/量詞	**MW**	A word that serves as a counting unit for nouns and expresses some properties of the noun, e.g., 三**本**书/三**本**書 sān **běn** shū (three books); also known as a classifier (Chapter 8).
NOUN míngcí 名词/名詞	**N**	A word that serves as a name for an entity, concept, or event, e.g., 我是**学生**/我是**學生** wǒ shì **xuésheng** (I am a **student**) (Chapter 6).
NUMBER shùcí 数词/數詞		A word that stands for a number, e.g., 一 yī (one), 二 èr (two), 十 shí (ten) (§7.1).
Ordinal		A word that indicates the order of things, e.g., 第一 dì-yī (the first), 第三 dì-sān (the third) (§7.2).
PARTICLE zhùcí 助词/助詞	**part**	A word that marks sentence types, such as stance or modality. It is typically monosyllabic and atonal (Chapter 16).
Aspectual		A particle attached to a verb, e.g., 了 le, 过/過 guo, and 着/著 zhe (see ASPECT).
Mood		A particle that appears at the end of a sentence and indicates the sentence type, including mood and stance, e.g., 吗/嗎 ma for an interrogative sentence: 你是学生**吗**/你是學生**嗎** nǐ shì xuésheng **ma** (are you a student?); 了 le for a new situation or a state change: 我是大学生**了**/我是大學生**了**wǒ shì dàxuéshēng **le** (I am a college student now); 呢 ne for a follow-up question: 我周末看电影，你**呢**/我週末看電影，你**呢**wǒ zhōumò kàn diànyǐng, nǐ **ne** (I will watch a movie on the weekend, how about you?), or for the introduction/affirmation of new information: 我看书**呢**/我看書**呢** wǒ kàn-shū **ne** (I am

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
		studying now); 吧 ba for a non-assertive question: 你会说中文**吧**/你會說中文**吧** nǐ huì shuō Zhōngwén **ba** (you can speak Chinese, right?), or for concessive consent: 好**吧** hǎo **ba** (all right) (§16.3).
Structural		A particle that marks the relation of the components that it links in a sentence, e.g., 的 de links the attributive (modifier, including relative clause) and the head noun (modified) as in 我**的**书/我**的**書 wǒ **de** shū (my book); 地 de links a manner adverbial and a verb as in 她/他很高兴**地**唱歌/她/他很高興**地**唱歌 tā hěn gāoxìng **de** chàng-gē (she/he sang happily); and 得 de links a complement to the verb as in 她/他说**得**很快/她/他說**得**很快 tā shuō **de** hěn kuài (she/he speaks fast) (§16.1).
PATIENT (RECEIVER)		An undergoer at the receiving end of an action, e.g., 她/他吃**苹果**/她/他吃**蘋果** tā chī **píngguǒ** (she/he eats **apples**) (Chapter 22).
PHRASE		A linguistic unit formed by the combination of words, which can then be combined to form a sentence following grammatical rules (Chapter 2).
Noun	**NP**	A phrase with a noun/pronoun as its head (italicized) that performs the grammatical function of a sentence element, e.g., **很多*学生*** 在图书馆努力地学习中文/**很多*學生*** 在圖書館努力地學習中文 **hěn duō *xuésheng*** zài túshūguǎn nǔlì de xuéxí Zhōngwén (**many *students*** study Chinese diligently at the library).
Verb	**VP**	A phrase with a verb as its dependents, such as the object, complement, or other modifiers. It functions as the main predicate in a sentence, e.g., (小明)**学习中文**/(小明)**學習中文** **xuéxí Zhōngwén** (study Chinese) in the NP example sentence above. It can also be an element, e.g., the object of 喜欢 xǐhuan (like) as in 小明喜欢**学习中文**/小明喜歡**學習中文** Xiǎomíng xǐhuan **xuéxí Zhōngwén** (Xiaoming enjoys **studying Chinese**).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
Prepositional	**PP**	A phrase contains a preposition and a noun phrase as its object, e.g., **在图书馆/在圖書館 zài túshūguǎn** (at the library) in the NP example sentence above.
PREFIX		A syllable attached to the front of a word/stem to form a new word, e.g., 小 xiǎo as in **小**明 **Xiǎo**míng (young/little Ming) (§6.5).
PREPOSITION jiècí 介词/介詞	**P/prep**	The word in a prepositional phrase that indicates the relation between the object of a noun phrase and the event described by the verb, such as time, place, reason, instrument, or object. For example, 从 cóng (from) in 我**从**外国来/我**從**外國來 wǒ **cóng** wàiguó lái (I came **from** a foreign country) (Chapter 14).
PRONOUN dàicí 代词/代詞	**pr**	A word that functions as a noun phrase and represents a previously used word, e.g., 我 wǒ (I), 她/他 tā (she/he), 怎么 zěnme (how) (Chapter 9).
Demonstrative		A word to "point" to what is referred to in context, e.g., 这/這 zhè (this) and 那 nà (that); time 这会儿/這會兒 zhèhuìr (now), 那会儿/那會兒 nàhuìr (then); place 这儿/這兒 zhèr/这里/這裏 zhèlǐ (here), 那儿/那兒 nàr/那里/哪裏 nàlǐ (there); manner/degree 这么/這麼 zhème (this way), 那么/那麼 nàme (that way), 这样/這樣 zhèyàng (like this), and 那样/那樣 nàyàng (like that) (§9.2).
Interrogative		A question word, e.g., 谁/誰 shéi (who), 什么/什麼 shénme (what), 哪儿/哪兒 nǎr (where), 怎么/怎麼 zěnme (how) (§9.3).
Personal		A word standing for a noun, e.g., 我 wǒ (I), 你 nǐ (you), 他 tā (he), 她 tā (she), 它 tā (it), 大家 dàjiā (everyone, all) (§9.1).
SENTENCE ELEMENT jùzi chéngfen 句子成分		A linguistic unit that plays a grammatical role in a sentence, also known as component (Chapters 2 and 17).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
Adverbial zhuàngyǔ 状语/狀語		An element that modifies and restricts the predicate, e.g., 我们**都**是学生/我们**都**是學生wǒmen **dōu** shì xuésheng (we **all** are students) (§21.2).
Attributive dìngyǔ 定语/定語		An element that modifies and restricts a noun phrase or a noun, e.g., **新**学生喜欢**这所**学校/**新**學生喜歡**這所**學校**xīn** xuésheng xǐhuan **zhèi suǒ** xuéxiào (**new** students like **this** school) (§21.1).
Complement bǔyǔ 补语/補語	**C/comp**	An element that provides additional information on the manner, result, or state of the predicate and occurs after the predicate. The five types of complements are: ***Resultative***, 她/他听**懂**了/她/他聽**懂**了tā tīng.**dǒng** le (she/he understood by listening); ***Manner***, 她/他说得**很好**/她/他說得**很好** tā shuō de **hěn hǎo** (she/he speaks very well); ***Potential***, 她/他说得**好**/她/他說得**好** tā shuō de **hǎo** (she/he can speak well); ***Directional***, 她/他进**来**了/她/他進**來**了 tā jìn**lai** le (she/he came in); ***Quantitative***, 她/他说了**两遍**/她/他說了**兩遍**tā shuō le **liǎng biàn** (she/he spoke twice) (Chapter 20).
Object bīnyǔ 宾语/賓語	**O/obj**	An element that undergoes the activity or change described by the predicate, e.g., 她/他吃**苹果**/她/他吃**蘋果** tā chī **píngguǒ** (she/he eat **apples**) (Chapter 19). Some verbs can take two objects. The one that directly undergoes the activity or change is the **Direct Object**. The one affected by the full event of [Predicate + Direct Object] is the ***Indirect Object***, which is typically considered to be the recipient of a transfer. For example, 老师教*我们***中文**/老師教*我們***中文** lǎoshī jiāo *wǒmen* **Zhōngwén** (the teacher teaches *us* **Chinese**); 中文 Zhōngwén (Chinese) is the **direct object**, the content being taught; and 我们/我們 wǒmen (us) is the *indirect object* (§19.3).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
Predicate wèiyǔ 谓语/謂語	**P**	The core element of the sentence that defines the event that other elements, such as the subject, are involved in, e.g., 她/他**学**中文/她/他**學**中文 tā **xué** Zhōngwén (she/he **studies** Chinese (§18.2).
Subject zhǔyǔ 主语/主語	**S/subj**	An element central to the event that the predicate describes, e.g., **我**是学生/**我**是學生 **wǒ** shì xuésheng (**I** am a student) (§18.1).
SUFFIX		A syllable that is attached to the end of a word, e.g., the personal plural 们/們 men in 学生**们**/學生**們** xuéshēng**men** (students) (§6.5).
SYLLABLE		The basic phonological unit corresponding to a character that contains a vowel sound, e.g., 她/他 tā (she/he) (§3.2).
Initial shēngmǔ 声母/聲母		The consonant at the beginning of a syllable, such as m in **mā** (妈/媽 mother).
Final yùnmǔ 韵母/韻母		The non-initial part of the syllable, which contains at least one vowel and possibly an ending nasal consonant, e.g., an in **nán** (男 male).
Tone shēngdiào 声调/聲調		The lexical pitch of a syllable. There are four tones in Mandarin Chinese, e.g., the first tone (high level tone) such as mā (妈/媽 mother), second tone (rising tone) such as má (麻 numb; hemp), third tone (contour tone) such as mǎ (马/馬 horse), and fourth tone (falling tone) such as mà (骂 /罵 scold) (§3.3).
VERB dòngcí 动词/動詞	**V**	A word that represents an action or a state, and is the main part of the predicate of a sentence, e.g., 学/學 xué (study) in 我**学**中文/我**學**中文 wǒ **xué** Zhōngwén (I **study** Chinese) (Chapter 10).
Intransitive	**vi**	A verb that takes no object, e.g., 哭 kū (cry) in 她/他**哭**了 tā **kū** le (she/he **cried**) (§10.2).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
Modal		A verb, also known as an Auxiliary Verb, that occurs before another verb to express the moods of a sentence, such as willingness, ability, possibility, permission, necessity, or obligation, e.g., 可以 kěyǐ (may) in 小亮**可以**请假/小亮**可以**請假 Xiǎoliàng **kěyǐ** qǐng-jià (Xiaoliang **may** ask for leave) (Chapter 11).
Transitive	**vt**	A verb that takes one or two objects, e.g., 看 kàn (look; watch) in **看**电影/**看**電影 **kàn** diànyǐng (**watch** movie). A few verbs can take two objects, e.g., 教 jiāo (teach), 给/給 gěi (give), and 问/問 wèn (ask) (§10.1).
VERB-OBJECT COMPOUND	**V-O/VO**	A compound word formed with a verb and its object (noun). Many V-O compounds can be separated in a sentence, but they usually function as intransitive verbs when they are not separated, e.g., 看书/看書 kàn-shū (lit. look-book; to study/read) in 她/他在图书馆**看书**/她/他在圖書館**看書** tā zài túshūguǎn **kàn-shū** (she/he **studies** at the library); the same compound can be separated to form a VP, e.g., 她/他在图书馆**看*中*文书**/她/他在圖書館**看*中文*書** tā zài túshūguǎn **kàn *Zhōngwén* shū** (she/he **reads Chinese books** at the library) (§10.3).
VERB-COMPLEMENT	**V-C/VC**	A compound word formed with a verb and its complement (Chapter 20). The form VC specifically refers to a verb and its resultative complement. The VC construction is inseparable and should be considered as a single unit (resultative complement is italicized below), e.g., 听*懂*/聽*懂* tīng.dǒng (to understand [on hearing]) in 我**听*懂*了**/我**聽*懂*了**wǒ **tīng.*dǒng*** le (I [listened and] understood) (§20.1).
WORD		A minimal meaningful free unit in a language (Chapter 2 and §4.1).

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

(*cont.*)

Term	*Abbreviation*	*Gloss*[1]
WORD ORDER		The sequential order of words in a sentence; a pattern that results from the grammatical rules of a language, e.g., the basic word order in Chinese is Subject-Verb-Object, and the modifier typically precedes the modified, i.e., the head noun comes last in a noun phrase, and the adverbial precedes the predicate in a sentence (§2.3 and Chapter 21).
	SVO	An abbreviation for subject-verb-object word order.
	SVC	An abbreviation for the subject-verb-complement word order

[1]Keywords are in bold.

© in this web service Cambridge University Press & Assessment www.cambridge.org

CAMBRIDGE
Cambridge University Press & Assessment
978-1-009-23346-0 — A Student Grammar of Chinese
Yongping Zhu , Chu-Ren Huang
Frontmatter
More Information

Special symbols

?	Indicates that a word or sentence is questionable
*	Indicates that the sentence is unacceptable
(V).(C)	A dot . between a verb and a resultative complement in a verb-complement construction indicates that the construction is inseparable and should be used as one unit, e.g., 听懂/聽懂 tīng.dǒng (understand by listening)
(V)-(O)	A hyphen – between a verb and an object in a V-O construction indicates that the construction is separable, e.g., 说话/說話 shuō-huà (lit. speak-word, speak) vs. 说**中国**话/說**中國**話 shuō **Zhōngguó** huà (speak Chinese)

© in this web service Cambridge University Press & Assessment www.cambridge.org