

2nd Revised Edition  
第二次修订本

# A PRACTICAL CHINESE GRAMMAR

## 实用汉语语法

房玉清 著

漢語  
語法



北京语言大学出版社  
BEIJING LANGUAGE AND CULTURE  
UNIVERSITY PRESS

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CHICAGO PRESS

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第三版 附 1

语法



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# 使用说明

## 一、本书适用对象

本书适用对象有两类：一类是汉语水平较高的外国人，主要是来华留学生中的高级进修生、高年级本科生和研究生；另一类是对外汉语教师和对外汉语教学专业的学生。

第一类对象的特点是：他们来自世界各地，国别不同，母语不同，大部分在中国或本国学过汉语，基本能用汉语交谈，但运用汉语的熟练程度较差，语法错误较多。不过，他们文化程度较高，有一定的语法知识，课上常向老师提出句法分析和汉语习惯用法的一些问题。

第二类对象的特点是：母语是汉语，已掌握汉语的基本技能和基础理论知识。不过有的没有系统学习过汉语语法理论和分析方法，有的没有对外汉语教学的经验，对他们来说，学习的重点是了解外国人学汉语的难点在哪里，汉语的句法结构和表达方式有哪些特点，如何让学生熟练地掌握汉语的语法规则等。因此，要学习分析句子和解答学生提出的各种问题的方法和理论。

## 二、本书特色

本书的框架是：前半部（第一～十三章）侧重句法结构的分析，即进行从形式到意义的分析，从最小的语法单位（语素和词）讲到较大、较复杂的语法单位（短语、句子、复句和句群）。作者借鉴了多种语法分析方



法,结合汉语特点加以变通活用,主要采用了中国式的层次分析法和变换分析法。后半部(第十四~二十章)侧重语义分析,即进行从意义到形式的分析,讲了四个语法范畴——数量范畴、动态范畴、时空范畴和语气范畴,从语用的角度,详细介绍了各类助词的特点及由助词组成的短语的特征和用法,并对相关句式进行了比较。作者的思路是,尽可能地做到把结构和语义的分析结合起来。

本书有三个特色:

### (1) 针对性和实用性较强

作者有40多年对外汉语教学的经验。在教学实践中搜集、分析了外国学生大量的病句,发现“-了”“-着”“-起来”等黏着词是他们学习的难点。而这些句法成分的功能大体上跟印欧语的形态变化(inflection)相似。因此本书把助词的讲授作为重点,细分为动态助词、结构助词、比拟助词、语气助词、处所助词、时间助词、数量助词、关系助词等八类,并从表达的角度概括为四个语法范畴。学好一种语言,要多听、多说、多读、多用,不怕重复。所以本书引用的例句较多,许多语法规则体现在例句中;并且设计了大量练习,编写了一册《习题及解答》,供学生反复操练。书后又附了《名词、量词组合表》和《动词、动态助词组合表》供学生参考。

### (2) 论述简明、易懂

为了使外国学生易于读懂,易于了解汉语特点,本书尽量不用太抽象的术语,论述时脉络清晰,重点突出。第一章论述了汉语语法不同于印欧语语法的八个特点;第二章论述了汉语语法的四种单位及我们采用的分析方法,强调汉语的构词法和造句法的结构规则基本相同,句法的不同平面(词、短语、句子)基本由十一种结构组成;第七至第十章详细描述了八种句法成分的结构关系和语义关系。实际上,只要能辨认十一种结构和八种句法成分,就掌握了分析汉语句子的钥匙。在第五章作者强调,汉语跟外语不同,不必把词作为句法分析的基本单位,应把短语作为句法分析的基本单位。大多数短语在句中出现时,都必须带各种助词,因此语法教学的重点应放在短语结构的分析上。

### (3) 重视例句的规范性和生动性

作者在搜集例句上下了很大功夫,所引例句大多选自文学名著,力求

体现出语言美和时代特色。王力先生认为“五四”后的文学作品带有不同程度的欧化倾向，不能完全说明汉语口语的本来面貌，他的《中国现代语法》全部以《红楼梦》的例句作为研究对象。本书选用例句，时代跨度大、涵盖面广，既选清代曹雪芹、文康作品的例句，也选“五四”后鲁迅、老舍作品的例句，但更多的是当代著名作家及报刊上的例句，而且重视语言的规范性和生动性。另外，作者也引用了在教学中搜集的学生的许多病句做例句和习题。由于语料丰富，并且大多数都有出处，所以全书的分析和论证比较有说服力，文学性也较强，增加了可读性。

### 三、教学方法

学生往往认为语法枯燥无味，不太喜欢上语法课。因此，有经验的老师必须把语法讲得生动、有趣，并且使学生渐渐领悟到学好语法的必要性。

讲语法不能念讲稿。要少用抽象的语法术语，要精讲多练，要多提启发性的问题让学生思考。教师讲某种语法规则之前，最好先提出一种语言现象让学生讨论。例如讲第一章时先板书：

(a) 跑的跑，跳的跳。

(b) 老的老，小的小。

接着提问：“这两个句子的形式和意义是不是相同？”学生开始思考，有的发言，有的沉默。他们的回答往往不全面。教师要鼓励平时不开口的学生开口，可以指名提问，这样渐渐出现讨论的气氛。最后教师加以总结，按书上说的概括为语法规则。接着再做《习题及解答》第一章的习题一，最好指名让每个学生各做一题。

又如，讲汉语语法的特点时，可以举一些简明、生动的例子写在黑板上：

我	读	书。
Я	читать	книга.

如果班上有懂俄语的学生，一定会笑着说：“老师，这句话俄语的语法错了。”

“错在哪里？”

“俄语的动词、名词放到句子里要有变化。”这时老师指出：印欧语

的语法关系一般用词的形态变化来表示。俄语的动词有人称、数等形态变化，主语 я (我) 是第一人称、单数，原形动词 читать (读) 做谓语，必须改变词尾，说成 читаю (老师用红粉笔把 ть 改为 ю)；名词 книга (书) 是第一格，做宾语必须变为第四格，说成 книгу (老师用红粉笔把 га 改成 гу)。可是汉语的动词、名词、形容词做句法成分没有形态变化，语法关系靠语序和虚词来表示。“我读书”不能说成“读书我”“书我读”和“读我书”；而俄语的句法成分有形态标志，语序并不表示语法关系，可以说 Читаю книгу я, Книгу я читаю, Читаю я книгу。语序无论怎样变化，意义不变。

又如，讲语音和语法的关系，教师可在黑板上写一个句子：

我想起来了。

接着指名让几个学生念这个句子。学生念时会发现：重音在“想”字上和重音在“起来”上语义有很大差别；前者是“想到了什么”，“想”有了某种结果；而后者是原来躺着，现在要起来了。教师指出：在现代汉语里，“起来”实际上已经分化为两个语音、语义不同的词。接着让学生做第一章习题六。

第二章、第五章和第七至第十章都有分析结构和层次的习题。教师最好先在黑板上写上要分析的短语和句子，一上课就叫几个学生到黑板前分析，然后教师在黑板上一边批改，一边讲解。事实证明，这种精讲多练的方法使学生对语法课产生了兴趣，效果很好。

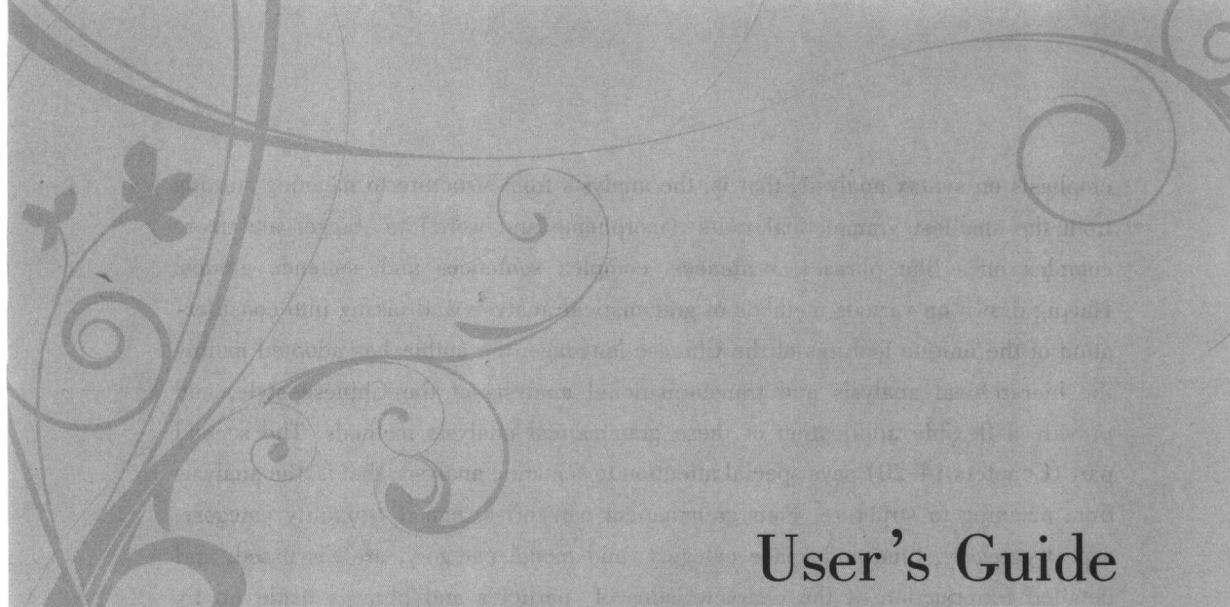
本书也可供读者自学，但自学时一定要做习题。书中论述的语法规则，只有通过练习，才能加深理解，才能熟练掌握。做习题如遇到困难，可查阅《习题及解答》后的解答。

#### 四、教学安排

本书可以做来华留学生汉语专业高年级（三、四年级）选修课教材。授课时间需 120 学时，即每周 4 学时，加上复习、考试，全部课程安排为一学年。

教师授课，平均每章约 6 学时，不过应根据各章难易程度安排时间，有的也许要 10 学时，有的只要 4 学时就行了。每章的习题，一部分在课上做，另一部分可以让学生在课外做。





# User's Guide

## **Target Users of This Book**

The book is intended for two groups of users. One group are advanced Chinese learners who are foreigners, including visiting students for advanced Chinese study and university seniors and graduates majoring in Chinese, and the other group are teachers who are engaged in teaching Chinese as a foreign language (TCFL), undergraduates and graduates majoring in TCFL.

The characteristics of the first group are: they are from different countries all over the world, speaking different native languages; most of them have experience in learning Chinese at their home countries or in China, and are able to carry basic conversations in Chinese despite many grammatical errors. Besides, they usually have good education background, with certain knowledge of grammar, and often ask the teacher questions about syntax and usages of Chinese set phrases.

The characteristics of the second group are: they are native Chinese speakers with good mastery of basic skills of Chinese and linguistic theories. However, they lack the experience in TCFL, and haven't studied the theories and methodology of TCFL systematically. For them, the learning focus would be to learn what are the difficult points for foreign students in learning Chinese, what are the characteristics of Chinese syntax and expressions, and how to help students master Chinese grammatical rules, etc. Therefore, they need to learn the methods and theories to analyze the sentences and answer the questions from the students.

## **Features of This Book**

The structure of this book is as follows. The first part (Chapters 1–13) puts

emphasis on syntax analysis, that is, the analysis from structure to meaning starting from the smallest grammatical units (morpheme and word) to bigger and more complex ones like phrases, sentences, complex sentences and sentence groups. Having drawn on various methods of grammatical analysis and taking into consideration of the unique features of the Chinese language, the author has adopted mainly the hierarchical analysis and transformational analysis of the Chinese style, and provide a flexible application of these grammatical analysis methods. The second part (Chapters 14–20) pays special attention to semantic analysis, that is, the analysis from meaning to structure. Four grammatical categories, namely quantity category, aspect category, time and space category, and modal category, are discussed; and detailed introduction of the characteristics of particles and phrases made up by these particles, usage of these phrases, and comparison of the related sentence patterns are given from the pragmatic perspective. The author intends to combine the analysis of structure with that of meaning.

The following are the three features of this book.

#### 1) High pertinence and applicability

Having taught Chinese as a foreign language for over 40 years, the author has collected lots of incorrect sentences made by foreign students, through the analysis of which, he has discovered that the bound words like “-了”, “-着”, “-起来”, etc. are the difficulties for foreign students, and the sentences with these words have the similar function to that of the inflection of Indo-European language. Therefore, this book lays special emphasis on eight groups of particles, namely aspect, structural, analogical, modal, locative, temporal, quantitative and relative, which are put into four grammatical categories based on their expressive characteristics. The author believes that “practice makes perfect”. Therefore, an abundance of example sentences illustrating the grammatical rules are provided, and a wealth of exercises are also provided in *EXERCISES and ANSWERS* for students to practice. Table of Combination of Nouns and Measure Words and Table of Combination of Verbs and Aspect Particles are attached for student’s reference.

#### 2) Simple and easy-to-understand discussion

In order to make the book easy to read and understand, the author has tried not to use too abstract terms and tried to be clear in argument and highlight the key points. Chapter One discusses the eight features that distinguishes the Chinese

language from Indo-European languages. Chapter Two introduces the four units of Chinese grammar and the analytical methods used. The author states that the formation methods of Chinese words and sentences are basically the same, and different levels of syntax (word, phrase and sentence) are constructed based on eleven types of structures. Chapters Seven to Ten give a detailed description of the structural and semantic relationships among the eight syntactic constituents. The author believes that the mastery of these eleven types of structures and the eight syntactical constituents is the key to the analysis of Chinese sentences. In Chapter Five the author emphasizes that Chinese is different from other languages, and it is unnecessary to take “ci”(word) as the basic unit of syntax analysis; phrase, instead, should be taken as such a unit. When phrases are used in sentences most of them have to take a particle of a certain kind; therefore the teaching of grammar should focus on the analysis of the structure of phrases.

### 3) Standard and vivid example sentences

The author has put great efforts in collecting example sentences, most of which are from famous literary works, bearing the beauty of the Chinese language in different eras. Mr. Wang Li once said that literary works after the May 4th Movement have been more or less “Europeanized”, lacking the original taste of Chinese spoken language. And his *A CONTEMPORARY CHINESE GRAMMAR* had selected sentences from *A DREAM of the RED MANSIONS* as the example sentences. Example sentences in this book cover a long time span and a wide range, with some from Cao Xueqin and Wen Kang’s works in the Qing Dynasty, some from Lu Xun and Lao She’s works after the May 4th Movement, while most from the contemporary literary works, newspapers and magazines, with a focus on the standardization and vividness of the language. In addition, the author also cited many wrong sentences made by students as example sentences and also used as exercises. With rich language materials, the book provides persuasive analysis and argumentation, and is of high literary value and readability.

## Teaching Methods

Students always think that the grammar is dull, and they don’t like attending a grammar class. So the teacher has to find ways to explain grammar points in a vivid and interesting way, and let students realize the importance of learning the grammar.

Here are some suggestions from the author. Do not read the lecture notes when teaching grammar; use less abstract grammatical terms, give brief explanation of the essence of grammar and provide abundant practice; and ask inspiring questions for students to think. Before introducing a grammatical rule to be taught, let students discuss a particular language phenomenon. For example, before teaching Chapter One, the teacher writes on the blackboard:

- (a) 跑的跑,跳的跳。
- (b) 老的老,小的小。

Then he or she raises the question, “Are the structures and meaning of these two sentences the same?” Some students may try to answer the question, while some may remain silent. Their answers tend to be partially right. The teacher should encourage those shy students to talk, and appoint some to answer the question. This way an atmosphere of discussion could be created. At the end, the teacher gives a summary of the grammatical rules, and asks the students to do the exercises. A better way is to let each student finish one item of the exercises.

Again, when teaching the characteristics of Chinese grammar, the teacher may write down simple and vivid example sentences on the blackboard, for example:

我	读	书。
Я	читатъ	книга.

If there are Russian students in the class, they may say, “The grammar of the Russian sentence is wrong.”

“In which way? ”

“In Russian nouns and verbs in sentences must have inflections.”

Then the teacher points out that the grammatical relationship of Indo-European languages is usually indicated through the inflection of words. In Russian verbs must have inflections of person and number; the subject, я (我), is the first person in singular form; the suffix of the verb, читатъ (读), used as the predicate, must be changed into “читаю” (the teacher changes “тъ” to “ю” using a red chalk.). The noun, книга, is in the first case; when used as an object, it must be changed into the fourth case, книгу, (the teacher change “ra” to “ry” using a red chalk). However, in Chinese, verbs, nouns and adjectives do not have inflection. The grammatical relationship is indicated by word order and function words. “我读书” can’t be said as “读书我”, “书我读” or “读我书”. While in Russian, the elements of the

sentence have marks of inflection and the word order doesn't represent the grammatical relations. The sentence can be *Читаю книгу я*, *Книгу я читаю*, or *Читаю я книгу*. No matter how the order changes, the meaning remains the same.

When teaching the relationship between phonetics and grammar, the teacher may write on the blackboard:

我想起来了。

Then he or she appoints several students to read the sentence, and they may notice that there is a big difference in meaning when the emphasis is on “想” and on “起来”. The former is “想到了什么”(think of sth.), and the verb “想” has some result; while the latter means that one wants to get up. The teacher then points out that in contemporary Chinese, “起来” actually has been split into two morphemes with different meanings and different pronunciations. Then the teacher asks the students to do Exercise Six of Chapter One.

Chapters Two, Five, Seven and Ten have exercises on the analysis of structure and hierarchy. The teacher may write on the blackboard some phrases and sentences beforehand and asks students to analyze them when class begins. Then the teacher corrects the students' errors and gives explanation. This method has proved to be effective in intriguing students' interest.

The book can also be used as a textbook for self study; however, the learners must do the exercises, only through which the grammatical rules learnt can be consolidated and mastered. When they meet difficulty when doing the exercises, they can resort to the keys and explanations at the back of *EXERCISES and ANSWERS*.

## Teaching Arrangement

This book can be used as the textbook for a selective Chinese course for university junior and senior foreign students who major in Chinese as a foreign language. The total class hours are 120 hours, with 4 hours per week. Together with reviews and exams, it will take one school year to learn the whole book .

About an average of 6 class hours are needed for each chapter. However, the arrangement can be flexible. Some might need 10 hours while others will need only 4. Some of the exercises of each chapter in the book should be done in class, others can be done after class.

# 序

汉语语法研究从《马氏文通》到现在取得了不少成就，近年来又在方法论方面有所进展。但是，汉语语法研究的历史毕竟还很短，而汉语又是一种显性语法形式极少，隐性语法形式较多的语言，不像显性语法形式较多的西方语言那么容易处理，容易验证，所以汉语语法有不少问题一时还搞不清楚，难以取得一致意见。

要把汉语的基本语法规律描写和解释清楚，制定符合汉语特点的一整套分析方法，建立起一个符合多数人的语感并为多数人公认的汉语语法体系，看来还得有几代人的艰苦努力，绝不是一蹴而就的。因此，这就需要有更多的人来从事汉语语法研究，要鼓励多方面的探索，要活跃学术空气，要重视不同的观点和哪怕是不那么全面和成熟的一得之见。对“一得之见”要“取其一端，不及其余”，这样才能做到百花齐放，群策群力，开拓一个汉语语法研究的新局面。

汉语语法研究正在酝酿新的突破，这些年来有不少新观点值得引起重视。房玉清同志的《实用汉语语法》就包含一些很值得重视的新观点。

《实用汉语语法》1984年在北京语言学院内部印行过，已经引起了社会的反响。特别是作者对汉语的动态范畴、数量范畴、时空范畴、语气范畴的研究以及对某些助词的处理很有特色，有不少创见。

前人已经注意到，汉语的动词和形容词有“态”的问题，也进行过研究，同时也发现趋向动词有时候并不表示动作的趋向，而表示动作过程的开始（“起来”）或继续（“下去”）。房玉清同志对汉语动词和形容词的动态范畴进行了比较系统的研究。他的研究表明，像“起来”“下去”这样的趋向动词在现代汉语中用来表示动态的用例实际上远比用来表示趋向的用例多，而且“来”和“去”以及由“来、去”组成的“起来、出来、出去、下来、下去、过来、过去、上来、上去、开来”都可以表示一定的动态。在第十六章《动态助词和动词分类》中列出了丰富的用例。这些用例令人信服地说明了其中的趋向动词不是真正的趋向动词，已经不再表示空间趋向，表示的是某种动态。第十七章《动态助词的组合和变换》对动态助词的用法作了很细致的描写，不少地方很有启

发性。第十八章《时空范畴》讲了汉语中时空概念的表达方式，包括方位词的功能。第十九章和第二十章《语气范畴》详细讲了汉语中表达语气的各种语言手段，除了语气助词以外，还讲到了叹词、语气副词和语序。

语法范畴是一类语法意义的概括，而语法意义则是一定的语法形式所表达的意义。因此，要确立一种语法范畴最关键的一步是要找到相应的语法形式或一系列语法形式。但是，什么是语法形式却并不是没有争议的。正宗的传统语法只承认形态是语法形式，不承认形态以外的任何语法形式。19世纪末到20世纪初，从事英语语法研究的语法学家好不容易才为语序、虚词、重音、语调这些非正统的语法形式争取到了作为语法形式的合法地位。可是直到40年代，有的语法学家还不承认所谓分析形式是语法形式，因而只承认英语有两种时态，即有形态变化的现在式和过去式，而认为由助动词加动词的不定式或过去分词构成的各种时态形式不是语法形式，只是词汇形式。现在持这种僵化观点的人当然越来越少了。但是要语法学界跳出传统的框子，承认这些合法的语法形式以外的某种形式也是语法形式，恐怕道路也一样是曲折崎岖的。我国语法学界常说的“搭配”关系与乔姆斯基说的“选择性限制”是不是一种语法形式就有争议。有人说是，因为“搭配”关系或选择性限制反映了一定的内在规律，和区分词类的道理一样，只不过有效范围小一些而已；可是不少人不同意，认为那只是语义问题，不是语法问题。这一类问题单纯从理论上展开争论很难有结果，最终还得在科学研究的实践过程中去解决。趋向动词有弱化倾向，这些弱化了了的趋向动词能不能算是助词，对此肯定有不同意见。不过这没有什么关系，可以先研究起来，研究透彻了，意见就会慢慢一致起来。算什么，不算什么，仅仅是个名称问题，并不很重要。

汉语语法肯定有自己的语法范畴，至于有哪些语法范畴，每一种语法范畴包含哪些内容，这些都是需要深入去研究的，也是完全可以有不同意见的。房玉清同志研究了四种范畴，内容很具体，这就为这方面的研究作出了贡献。

胡明杨

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