

**Serial Verb Constructions (SVCs)
in Mandarin Chinese**

by

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ABSTRACT

SVC in Mandarin Chinese is a controversial phenomenon partially due to its conflicting definitions and classifications. As a data-driven project, this thesis focuses on 118 “true” SVCs and classifies them into four groups. The data can be freely accessed on the online multi-lingual database TypeCraft. In this thesis we mainly discuss the semantic feature of Mandarin SVCs, and explore the semantic relationship between V_1 and V_2 . In addition, we try to outline the internal semantic structure of our data, in order to develop a general semantic classification of Mandarin SVC.

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CHAPTER 1: INTRODUCTION

1.1 Background

Cross-linguistically, two or more predicates of a single clause may share a subject. Such a construction may take the form of a verb particle construction, or a verb plus noun construction, light verb construction (Butt 2003), and in the African context, multi verb construction (MVC)¹. MVC consists of verbs in series that can function as independent verbs in simple sentences, with at least one shared argument and no marking of syntactic dependency (Ameka 2005: 2). According to Hellan & Dakubu (2010), MVC falls into four construction types for West African languages: Serial Verb Construction (SVC), Extended Verb Complexes, Auxiliary Verb Constructions and Verbids. Among them, SVC is considered to be a superficially similar construction not only cross languages but also within a single language (Lord 1993). That is to say, SVCs in different languages may have similar syntactic feature but different semantic features, and within the same language, SVC can be divided into several sub-types according to their semantic differences.

Kröger (2004: 229-230) has proposed several characteristic features of serial verbs in “true” SVCs, which specifically contains: two verbs may share at least one semantic argument, but only one grammatical subject. Li & Thompson’s (1989) Subject/Object Clauses, Pivotal Construction (equal to Lü’s Transmittable Predicate Construction) and Descriptive Clauses are according to Kröger’s list of SVC properties not prototypical SVCs.

1.2 Objective of the research

Based on a comparison between the classification of Mandarin SVCs by four Chinese linguists- Chao (1968), Li & Thompson (1989), Lü (2006) and Zhu (1982) and following Kröger's (2004) proposal about the characteristics of prototypical SVCs cross languages given above, the thesis divides 118 [SVC-examples](#) into [4 sub-groups](#): the Vector SVC, the Anchoring SVC, the Chaining SVC and the Aspectual SVC. These SVC classes are then subdivided into smaller groups. Based on this classification, the thesis explores the relationship between V₁ and V₂ to suggest a semantic structure of SVCs. The theoretical support comes from Vendler (1957, 1967), Dowty (1979, 1981), Smith (1997) and Jackendoff (1972), as well as from Gruber (1976) and Fillmore (1968).

¹ <http://www.ling.hf.ntnu.no/tross/TROSS03-toc.html>

1.3 Methodology

The thesis is a data-driven project using primary and secondary data. Using the online multilingual database TypeCraft, the data are re-annotated and re-grouped into a small Mandarin SVC corpus which contains 118 examples. Its theoretical focus is to develop a syntactic and semantic taxonomy of serial verb constructions which reflects traditional Chinese approaches and Western approaches alike. In addition, the phrase structure and feature structure (HPSG) of Mandarin SVC will be described. Further, to generalize the semantic relation between serial verbs, the theories about events and thematic roles are will be involved in this thesis.

1.4 Outline

The thesis is organized as follows: In Chapter 1, the background of the phenomenon, the objective of the research, the methodology of the study as well as the structure of the thesis are outlined. Chapter 2 refers to the literature review related to defining and classifying Mandarin SVC. Besides, the author of this work provides her approach in classifying Mandarin SVC. Chapter 3 as the core chapter of the thesis focuses on the description of the relationship between V_1 and V_2 through the representation of their semantic structures. Chapter 4 refers to the summary and conclusions.

CHAPTER 2: SERIAL VERB CONSTRUCTIONS (SVCS) IN MANDARIN CHINESE

Serializing languages are spoken in West Africa, Oceania, Central America and South-East Asia. Many of these serializing languages are isolating languages and lack well-developed prepositional and inflectional systems (Lipenkova & Müller 2009). SVC is a very common phenomenon in Chinese grammar, however, sinologists in the West and in China neither agree on its definition nor its classification. In this chapter we will do some literature review about the definition and classification of Mandarin SVC first, and then the approach in this thesis will be determined.

2.1 Literature Review

Internationally, Kröger (2004: 229-230) has proposed several characteristic features of “true” SVCs, which provides an important reference for the study of Mandarin SVC. Focusing on syntactic features, Li & Thompson (1981, 1989) define a Mandarin SVC as a sentence with two or more juxtaposed verb phrases or clauses without any marker indicating their relationship. Yin (2007) writes: “SVC refers to a sequence of verbs or verb phrases in a sentence in which there is no intervening conjunction.” Lipenkova & Müller (2009) consider SVC as “a complex predicate structure formed by two or more verbal phrases which select for the same subject”. More concretely, Tao (2009) formulates that an SVC refers to “a syntactic structure in which two or more verbs are juxtaposed to form a complex predicate to express series of related actions within a single clause”.

Chinese linguists began to study this phenomenon around 1950’s (Wang 1954, Chao 1968, Zhu 1982, Wu 1990, Ding 2004 and Lü 2006, etc.). Among them, Wang and Zhu advocate a broad view of SVC, where an SVC is constituted by a group of consecutive verbal strings, divided into several sub-groups, e.g.: Coverb, Compound, Pivotal Construction, Subject/Object-clause, Existential sentence and Sentence for emphasis, etc. Other linguists have narrower definition of SVC which focuses only on one type of serial verb construction which can easily be distinguished from other syntactic phenomena. That is Kröger’s (2004) “true” SVCs where verbs share the subject. In the teaching materials and text books (Hu 1995), Huang & Liao 2002) for universities in China, the “true” SVC is most accepted.

2.1.1 Kröger (2004)

As one of the influential linguists in the West, Kröger has summarized a list of properties of “true” SVCs cross-linguistically:

- a. A prototypical SVC contains two or more morphologically independent verbs within the same clause, neither of which is an AUX.
- b. There are no conjunctions or other overt markers of subordination or coordination separating the two verbs.
- c. The serial verbs belong to a single intonation contour, with no pause separating them.
- d. A true SVC may contain only one specification for tense, aspect, modality, negation, etc., though these features are sometimes redundantly marked on both verbs.
- e. The two verbs in the SVC may share at least one semantic argument.
- f. Obligatory non-coreference: a true SVC will not contain two overt NPs, which refer to the same argument.
- g. A prototypical SVC contains only one grammatical subject.

2.1.2 Chao (1968), Li & Thompson (1989), Lü (2006) and Zhu (1982)

Among the analysis mentioned above, Chao's and Li & Thompson's work is well known internationally, while Lü and Zhu are leading sinologists in China. Chao (1968) states that SVCs are V-V series which have the following properties:

- a. The order of the serial verbs affects the overall interpretation of the sentence.
- b. No subordinate particle is inserted between the serial verbs in an SVC.
- c. The serial verbs share a subject.
- d. The serial verbs encode two or more separate events occurring consecutively or simultaneously².

Li & Thompson' (1989) claim that "the verb phrases in a serial verb construction always refer to events or states of affairs which are understood to be related as parts of one overall event or state of affair." (1989: 594) Based on this description, Li & Thompson divide Mandarin SVC into four sub-groups:

- I. Separate events
- II. Subject/Object Clauses
- III. Pivotal Construction (PC)

² The term "simultaneous" events are not mentioned by Li & Thompson (1989), but appear in Paul (2008).

IV. Descriptive Clauses

Among the four classes of SVC, only a group aligns subject-sharing SVC, which is Group I. While Group I corresponds to Chao's (1968) V-V series, Group II corresponds to the S-P Subject of the latter, which doesn't belong to SVC according to Chao (1968: 325-328). Li & Thompson's Group II has a sub-group Object Clauses which exists also in Chao's system where it is called Clause Object. In addition, there is no corresponding phenomenon of Descriptive Clauses in Chao (1968). Compared to Kröger's proposal, Li & Thompson's (1989) Subject/Object Clauses, Pivotal Construction (equal to Lü's Transmittable Predicate Construction mentioned below) and Descriptive Clauses are not prototypical SVCs.

In traditional Mandarin grammars and textbooks it is observed that the word order of the serial verbs cannot be changed, and that each verb can build a Subject-Predicate relation with the subject of the whole phrase. In addition, there is no pause and connecting word between the verbs. Lü (2006:66) distinguishes between SVC *Lián Dòng Shì* and *Dì Wèi Shì* "Transmittable Predicate Construction" or Pivotal Construction. He classifies the latter as Complex Predicate.

Zhu (1982) identifies SVC as a sub-class of *Lián Wèi Jié Gòu* "Serial Predicate Construction" (SPC), which consists of V-V, P(reposition) -V, P(reposition) -A(djective) and V-A(djective) patterns. Also, Zhu assumes that SVCs have a different syntactic structure than Coordination Structure, Verbal Object and Complement Construction. Verbal Objects (*Wèi Cí Xíng B ī n Yǔ*) refer to verbs or verbal phrases serving as the object of the whole sentence (corresponding to Chao's Clause Object). In a Complement Construction (*Bǔ Yǔ Jié Gòu*), there are two predicative components: V_1 and V_2 , or a verb and an adjective. The two verbs V_1 and V_2 can serve as one united transitive or intransitive verb, but may have different subjects.

Despite of the different definitions, the four Chinese sinologists have reached a consensus on one pattern $V_1(+ADV/N)+V_2(N)$ where V_1 and V_2 share the same subject, there is no conjunction or other syntactic marker between them. In addition, the semantic relation between V_1 and V_2 varies depending on the context.

2.2 Classifying the Corpus of Mandarin SVC on [TypeCraft](#)

2.2.1 Corpus Creation

As a data-driven project, this thesis uses the primary and secondary data which are re-annotated through the [TC-editor of TypeCraft](#). All data are freely accessible and can be used for further

research. The primary data come from the recorded text “[Simon’s cat](#)”, and the secondary data are collected from different literature in the form of [Interlinear Glossed Text](#) that are displayed on a [TypeCraft webpage](#). Except for some data from literature written in Chinese, all the secondary data have original annotation in English. Through clicking the link of the Chinese sentences on the Original Interlinear Glossed Text, one can access a more in-depth annotated version of the data. Re-annotations in order to make already existing data more accessible was part of the author's thesis project. However, according to the author, only 118 examples of the primary and secondary data belong to “true” SVCs, which constitute the small corpus of [SVC in Mandarin Chinese](#) on TypeCraft.

2.2.2 Linguistic Tools

To make the data of Mandarin SVC more accessible and direct-viewing, we use TypeCraft editor (TC-editor) to generalize the interlinear glossed target text. We also utilize the phrase structure tree and HPSG grammar to analyze the syntactic and semantic structure of some Mandarin SVCs. In addition, to formalize the relationship between serial verbs and their arguments, the semantic theories about argument structure, thematic roles, aspect as well as event are also involved.

2.2.3 Classification of the Corpus

According to standard convention, we use the capital letter E or S to indicate an event (E) or a state (S), and the capital words PATH, DEIXIS, COMPLETIVE, INCEPTIVE, STATIVE, PERFECTIVE and NOT refer to semantic categories. The subscript numbers of these capitals correspond to the number of the relevant verb in a sentence. In addition, the subscript labels of the capital letter E represent different event classes (activity, achievement and accomplishment). The combination between two situations is expressed by a square bracket, the subscript of which indicates the new derived situation (events or states) type. Besides, the descriptive word with two short strings inserted between two independent situations demonstrates the relationship between serial verbs. Table 1 below is the summary of what will be studied in 3.2.

Table 1

Group		Semantic Structure		Examples	
		event-based relationship between V ₁ and V ₂	argument structure of V ₁ and V ₂		
I	Vector SVC	a). Directional	[E _{1-activity} + PATH ₂ + DEIXIS ₃]. directed motion	“ fly <Agent _i >” + “ across <(Theme _i)>” + “ come <(Theme _i)>”	1). fēi guò lái “fly here”
			[DEIXIS ₁ + E _{2-activity}]-achievement	“ come <Agent _i >” + “ play <(Agent _i)>”	9). lái wánér “come to play”
		b). Completive	[E _{1-activity} ⁺ COMPLETIVE ₂]-achievement	“ fly <Agent _i >” + “ reach <(Theme _i), Goal _j >”	14). fēi dào “fly to”
		c). Inceptive	[INCEPTIVE ₁ + E _{2-activity}]-activity/accomplishment	“ begin <Agent _i >” + “ work <(Agent _i)>”	23). kāishǐ gōngzuò “begin to work”
II	Anchoring SVC	a). Circumstantial	E _{1-activity} -circumstantial- S ₂	“ go out <Agent _i >” + “ is afraid <(Experiencer _i)>”	24). chūqù hàipà “go out and fear”
		b). Purposive	E _{1-accomplishment} -purposive- [E _{2-achievement} + E _{3-activity}]-activity	“ write <Agent _i , Theme _j >” + “ give <(Benefactor _i), Beneficiary _k >” + “ greet <(Agent _i)>”	29). xiě xìn gěi tā bànnián “write a letter to him to say ‘Happy New Year’”
		c). Manner or Instrumental	E _{1-manner/instrumental} - [S ₂ + E _{3-activity}]-activity	“ use <Agent _i , Theme _j >” + “ be with <(Agent _i), Conative _k >” “ bet <(Agent _i), (Conative _k) ³ , (Instrument _i)>”	48). yòng yī gēn xì āngyān gēn lǐsì dǎdǔ “bet Lisi a cigarette”
		d). Supplemental	S ₁ -supplemental- [E _{2-activity} + E _{3-activity}]-activity	“ don’t have <Possessor _i , Theme _j >” + “ face <(Agent _i), Goal _k >” + “ explain <(Agent _i), (Goal _k),	57). méi fǎzi duì lǎ obān jiāodài “don’t know how to

³ Conative construction refers to the “verb-at” construction in English (Perek & Lemmens 2010, Kim 2008a & 2008b). Nakano & Oya extends the scope of the conative construction to other prepositional obliques, for example “with NP” where the NP refers to the person or thing that accompanies to the event a verb denotes. That NP is given the thematic role: conative.

				(Theme _i)>”	explain to my boss”
		e).Causal	S ₁ - causal- NOT E ₂ -achievement	“ have <Possessor _i , Theme _j >” + “ cannot come <(Agent _i)>”	60). yǒu bìng bùnéng lái “cannot come because of sickness”
		f).Conditional	S ₁ -conditional- E ₂ -activity	“ have < Possessor _i , Theme _j >” + “ call <(Agent _i), Patient _k >”	63). yǒu shì zhǎo lǎowáng “if you have problem, just call Laowang”
	g). <i>Gěi</i>	presenting	E ₁ -activity + E ₂ -achievement	“ send <Presenter _i , Theme _j , (Recipient _k)>” + “ give <(Presenter _i , (Theme _j),Recipient _k)>”	64). sòng yībēn shū gěi tā “send him a book”
E ₁ -accomplishment + E ₂ -achievement			“ knit <Agent _i , Patient _j >” + “ give < (Presenter _i , (Theme _j), Recipient _k >”	66). zhī yījiàn máoyī gěi tā “knit a sweater and give it to him”	
E ₁ -activity + E ₂ -achievement			“ send give <Presenter _i , Theme _j , Recipient _k >”	65). sòng gěi tā yīběn shū “send him a book”	
benefacting		E ₁ -achievement +E ₂ -accomplishment	“ give <Benefactor _i , Beneficiary _k >” + “ knit <Agent _i , Patient _j >”	67). gěi tā zhī le yījiàn máoyī “have knitted a sweater for him”	
III	Chaining SVC		t ₁ > t ₂ > t ₃ ...t _{n-1} > t _n E ₁ -activity -consecutive- E ₂ -activity	“ get <Agent _i , Theme _j >” + “ bathe <Agent _i >”	76). dǎ shuǐ xǐzǎo “get water and bathe”
IV	Aspectual SVC	a).-zhe	[E ₁ -activity+STATIVE] _{state} - manner- E ₂ -activity	“ sit-ting <Agent _i >” + “ read <(Agent _i),Theme _j >”	85). zuò zhe kàn bào “read a newspaper sitting”
		b).-le	E ₁ -activity-resultative-	“ drink <Agent _i , Patient _j >”	97). hē jiǔ hēzui le

			[S ₂ +PERFECTIVE] _{state}	+ “ is.drunk <(Theme _i)>”	“drink alcohol and become drunk”
			[E _{1-activity} +PERFECTIVE] _{achievement-} consecutive-E _{2-activity}	“ boiled <Agent _i , (Patient _j)>” + “ eat <(Agent _i), (Patient _j)>”	112). zhǔ le chī “eat (it) after boiling”

(Note: V= verb, E= event, S= state)

CHAPTER 3: THE SEMANTIC STRUCTURE OF SVCS IN MANDARIN CHINESE

This work focuses on the investigation of prototypical SVCs in Mandarin Chinese where V₁ and V₂ share the same subject, and there is no pause, conjunctions or other overt markers of subordination or coordination separating the two verbs. We will concentrate on representing the semantic relationship between serial verbs and their argument structure in this chapter.

3.1 Event types and thematic roles

According to Vendler (1957, 1967) and Dowty (1979), the use of a verb involves the notion of time, so the verbs are divided into four types based on their aspectual properties: activity, accomplishment, achievement and state. Smith (1997: 3) proposes five situation types: States, Activity, Accomplishment, Semelfectives and Achievement. A summary of verb types and their features is given below:

Table 2

Situation types	Temporal Features	Typical Examples
<i>States</i>	static, durative	“know the answer”, “love Mary”
<i>Activity</i>	dynamic, durative, atelic	“laugh”, “stroll in the park”
<i>Accomplishment</i>	dynamic, durative, telic, consisting of process and outcome	“build a house”, “walk to school”, “learn Greek”
<i>Semelfectives</i>	dynamic, atelic, instantaneous	“tap”, “knock”
<i>Achievement</i>	dynamic, telic, instantaneous	“win a race”, “reach the top”

Next to lexical aspect, linguists recognize grammatical aspect, which refers to a view point. Smith (1997: 3) proposes three viewpoints: perfective, imperfective and neutral. Perfective viewpoints focus on the whole situation “including both initial and final endpoints”, while imperfective viewpoints focus only on part of the situation without initial and final endpoints. Perfective, which is also called retrospective (Harrison 1996-2006), is considered to include completive, resultative (Smith 1997, Bao 2005), experiential and emphatic (Bao 2005). Some linguists divide imperfective into habitual and continuous, the latter of which contains two oppositions: progressive and non-progressive (Comire 1976: 25). In addition, stative, inceptive, inchoative and dynamic are also categorized into imperfective (Bao 2005, Smith 1997).

Situations are not only classified by the aspects but also by the argument structure (Bresnan 1995). In the mid-1960s and early 1970s (Gruber, 1976; Fillmore, 1968; Jackendoff, 1972), the term thematic relation was introduced. The participants play different thematic roles in their relation to the main verb. The recognized roles are: Predicate, Agent, Patient, Experiencer, Theme, Location, Goal (EAGLES, 1996a), Instrument, Recipient, etc.

An Agent is an active participant who intends to do something or cause something to happen. Patient refers to a participant that is affected by what happens. An Experiencer is aware of something. Theme is a participant that undergoes the action without changing its state, but it may change its position. Location refers to a place. Goal refers to the endpoint of a motion. Instruments are what the name implies. Recipient receives something in a situation. Other thematic roles are: Direction, Benefactor, Beneficiary, Conative, Possessor and Presenter.

3.2 Representing the Semantic Structure of Mandarin SVCs

The SVCs in Mandarin Chinese are sub-categorized into four groups based on the relations between events encoded by serial verbs. In Group I a) of Table 1, the main verb expressing the main event is combined with a verb (or verbs) indicating notions such as path, deixis or aspectual information. We name it the Vector SVC. In SVC, two or more juxtaposed verbs can express different types of semantic relations, we call it the Anchoring SVC; Group III consists of the Chaining SVC which must occur successively; The last group refers to the Aspectual SVC where an aspect marker follows one of the serial verbs and the semantic relation between these serial verbs is affected by the aspect marker.

Among them, the Vector SVC and the Aspectual SVC involve the derivation of new situation after the combination of the main verb and its vector verb or aspectual marker, while the Anchoring SVC and the Chaining SVC concern the relation between events encoded by serial verbs. This section will investigate the semantic structure for each group as well as their sub-groups in detail.

3.2.1 Vector SVC

In the Chinese phrase *fēi guò lái* “fly pass come” that means “fly here”, there are three successive verbs V_1 *fēi* “fly”, V_2 *guò* “pass” and V_3 *lái* “come”. Chao (1968) and Li & Thompson (1981) consider V_2 and V_3 to be the directional verb complement of V_1 . Further, Smith (1997) believes that in the phrase *fēi dào* “fly reach”, V_2 *dào* “reach” belongs to completive resultative verb complement of V_1 , while Chao and Li & Thompson name it as phase verb complement.

In linguistics, there is a term called vector verb which “serves as the second verb or light verb in a compound and encodes aspectual or directional information” (Doornenbal 2009), that is to say, vector verbs have “another contribution to the semantics of the whole” than main verbs. Borrowing this term, we categorize the SVC consisting of one main verb and one or more directional verbs into the Directional Vector SVC. We name the SVC composed of one main verb and one completive phase verb as the Completive Vector SVC. And an SVC with a vector verb indicating inceptive aspect and a main verb is called the Inceptive Vector SVC in this work.

3.2.1.1 Directional Vector SVC

There are two patterns in the Directional Vector SVC: E + PATH+ DEIXIS, and DEIXIS+ E. In the former, the sequential V_1 , V_2 (and V_3) encode different semantic meanings: the motional verb V_1 expresses the main activity, V_2 indicates the path and the deixis verb V_3 indicates the direction of V_1 . Look at the example below.

1).然后突然有一只苍蝇飞过来

“Then, suddenly, there flies a fly.”

ránhòu	tūrán	yǒu	yì	zhī	cāngyīng	fēi	guò	lái
ránhòu	tūrán	yǒu	yì	zhī	cāngyīng	fēi	guò	lái
then	suddenly	there.is	one	CL	fly.SBJ	fly.PRED	across.PATH	come
ADVtemp	ADV	V	ART	CLFnum	Ncomm	V1	V2	V3

Generated in TypeCraft.

The three serial verbs *fēi* “fly” *guò* “pass” *lái* “come” in sentence 1) express one whole event “fly here” whose core semantic meaning is expressed mainly by V₁ *fēi* “fly”. V₂ *guò* “pass” indicates the path of *fēi* “fly” and the deixis V₃ *lái* “come” expresses the direction of *fēi* “fly”. From the viewpoint of situation aspect, the serial verb pattern consisting of V₁, V₂ and V₃ expresses a directed motion derived from the combination of an activity expressed by V₁, a path expressed by V₂ and a direction expressed by the deictic V₃. So the semantic structure for sentence 1) is represented as [E_{-activity}+ PATH +DEIXIS]_{-directed motion}. Since V₁ is an intransitive verb, its argument structure is labeled as <Agent_i>. V₁'s vectors are labeled as <Theme_i>, because their participants have changed positions due to the action of V₁. Similar examples are 2) *zǒu guò lái* “walk pass come”, 3) *pū guò qù* “jump pass go”, 4) *pū shàng qù* “jump on/up go”, 6) *guì xià lái* “knee down come” and 7) *zǒu guò qù* “walk pass go”, which can be seen through the Appendix enclosed at the end of the work.

The table below shows the semantic structures for the Directional Vector SVC with the pattern [E + PATH+ DEIXIS]. As for the event relationship, all sentences involve the derivation of a directed motion after the combination of an activity encoded by the main verb and the path as well as the direction by the vectors.

Table 3

E + PATH+ DEIXIS	Event Relationship	Argument Structure
1) ... <i>fēi guò lái</i> “...fly pass come”	[E _{-activity} + PATH +DEIXIS] _{-directed} motion	V ₁ <Agent _i > + V ₂ <(Theme _i)> + V ₃ <(Theme _i)>
2) ... <i>zǒu guò lái</i> “...walk pass come”		
3) ... <i>pū guò qù</i> “...jump pass go”		
7) ... <i>zǒu guò qù</i> “...walk pass go”		
4) ... <i>pū shàng qù</i> “...jump on/up go”		
6) ... <i>guì xià lái</i> “...knee down come”		
5) ... <i>zǒu lái</i> “...walk come” <i>zǒu qù</i> “walk go”	[E _{1-activity} +DEIXIS] _{-directed} motion - alternating- [E _{2-activity} +DEIXIS] ₋ directed motion	V ₁ <Agent _i >+V ₂ <(Theme _i)>+V ₁ <(Agent _i)>+V ₃ <(Theme _i)>

Different from other sentences in Table 3, Example 5) seems to be a little complicated. *zǒu lái* “walk come” *zǒu qù* “walk go” is a coordination of two Directional Vector SVCs where the main verbs are both *zǒu*, and the directional vectors are *lái* and *qù*. In addition, *zǒu lái* and *zǒu qù* are two verbal phrases between which there is no syntactic marker indicating their relationship. In the syntactic convention of Mandarin Chinese, the two juxtaposed verbal phrases function as two coordination clauses without the overt conjunction *hé* “and”, and semantically, the relationship between them is alternating, which means the events *zǒu lái* “walk come” and *zǒu qù* “walk go” happen alternatively, more importantly, their order cannot be changed, otherwise, the sentence or phrase will sound weird.

Comparing to the former Directional Vector SVC, the latter one has an opposite order between the main verb and the vector verb, which is reflected in the semantic structure: [DEIXIS₁+ E_{2-activity}]-

achievement•

9)来玩儿

“come to play”

lái wáner

lái wáner

come.PRED *play*.PRED

V1 V2

Generated in TypeCraft.

Different from sentence 1) where the activity verb precedes the deixis verb, the activity verb follows the deixis verb in 9). In this case, the core event is expressed by the second verb V_2 **wáner** “play”, and the deixis verb V_1 **lái** “come” indicates the direction of the activity expressed by V_2 . Then the combination of the deixis and the activity derives a new achievement. Since both verbs are intransitive, their argument structures are both $\langle \text{Agent}_i \rangle$, which indicates that the argument structure for the whole construction is “come $\langle \text{Agent}_i \rangle$ ” + “play $\langle (\text{Agent}_i) \rangle$ ”.

Table 4 shows different event relationships and argument structures in the pattern $[\text{DEIXIS}_1 + \text{E}_2\text{-activity}]$ -activity of the Directional Vector SVC:

Table 4

DEIXIS+ E	Event Relationship	Argument Structure
9) ... <i>lái wáner</i> “...come play”	[DEIXIS ₁ + E ₂ -activity]-achievement	$V_1 \langle \text{Agent}_i \rangle + V_2 \langle (\text{Agent}_i) \rangle$
10) ... <i>qù chī</i> ... “...go eat...”		$V_1 \langle \text{Agent}_i \rangle + V_2 \langle (\text{Agent}_i), \text{Patient}_j \rangle$
12) ... <i>qù zuò</i> ... “...go do...”		
13) ... <i>qù mǎi</i> ... “...go buy...”		
11) ... <i>qù děng</i> ... “...go wait...”		$V_1 \langle \text{Agent}_i \rangle + V_2 \langle (\text{Agent}_i), \text{Time}_t \rangle$
8) ... <i>qù dǎ...jiào</i> ... “...go make... reserve...”	[DEIXIS ₁ + E ₂ -activity - purposive-E ₃ -activity]-activity	$V_1 \langle \text{Agent}_i \rangle + V_2 \langle (\text{Agent}_i), \text{Theme}_j \rangle + V_3 \langle (\text{Agent}_i), \text{Theme}_j \rangle$

From 9) to 13), the event relationships are all labeled as [DEIXIS₁+ E_{2-activity}]-achievement. Except for in 9) *lái wán* “come play” and 11) *qù d ě ng yī huèr* “go wait for a while”, V₂s in all sentences of Table 4 have complements, so their argument structures are either <Agent_i> + <(Agent_i), Patient_j> or <Agent_i> + <(Agent_i), Time_t>. Among them, example 8) is a coordination of the Directional Vector SVC and the Purposive Anchoring SVC (which will be mentioned in the next section). The former is reflected in the relationship between the deixis verb V₁ *qù* “go”, the main verbs V₂ *dǎ diàn huà* “make phone call” and V₃ *jiào chē* “reserve car”, that is to say, V₁ indicates the direction of V₂ and V₃. And the latter is indicated by the purposive semantic relationship between two events encoded by V₂ and V₃, the combination of which is interpreted as “make phone call in order to reserve a car”.

In addition, the modifier *yī h u ì er* “a while” of V₂ *děng* “wait” in example 11) indicates the temporal duration of the activity encoded by V₂, so the thematic role that *yī huèr* “a while” instantiates is Time_t and the argument structure of V₂ is labeled as <(Agent_i), Time_t>.

Different from the pattern E+ PATH+ DEIXIS, the derived event type after the combination of the vector verb and the main verb in the pattern DEIXIS+ E is achievement.

3.2.1.2 *Completive Vector SVC*

The Completive Vector SVC consists of V₁ encoding the event activity and V₂ encoding the completive aspect, and the combination of them derives a new event type, namely, achievement.

14) 苍蝇飞到茶杯上。

“*The fly settles on a cup.*”

cāngying	fēi	dào	chábēi	shàng
cāngying	fēi	dào	chábēi	shàng
<i>fly</i> .SBJ.AGT	<i>fly</i> .PRED	<i>reach</i> .ENDPNT	<i>teacup</i> .OBJ.GOAL	<i>surface</i> . OBJ.GOAL
Ncomm	V1	V2	Ncomm	N

Generated in TypeCraft.

V₁ *fēi* “fly” as an intransitive verb expresses an activity which has no telicity, while V₂ *dào* “reach” as a transitive verb indicates the final phase or goal of V₁ and has a completive reading. When they are combined together, the activity “fly” has a goal and the whole event becomes an achievement. In other words, V₁ and V₂ form a unit in the Completive Vector SVC, just as V₁ and V₂ in the Directional Vector SVC do. Other Completive Vector SVCs include 16) *pū dào* “rush reach”, 17) *fàng dào* “put reach”, 19) *tiào dào* “jump reach”, 22) *gē dào* “place reach” and etc.

The Completive Vector SVC distinguishes from the Resultative Verbal Complement in the event type of V₂. Almost all the Resultative Verbal Complements, for example, *kànjiàn* “look perceive”, *chīwán* “eat finish”, *kūhóng* “cry is.red” and *hēzui* “drink is.drunk” consist of an activity E₁ encoded by V₁ and a state S₂ encoded by the complement element (verb or adjective) of V₁, while in the Completive Vector SVC, the whole event is a combination of the activity E₁ expressed by V₁ and completive semantic information carried by V₂ that encodes an achievement when used separately, for example: *dào chábēi shàng* “reach cup surface”.

Further, the thematic roles assigned by V₁ and V₂ in the Completive Vector SVC are distinct from those in Resultative Verbal Complement: in the former, only an agent is required by V₁, a theme as well as a goal are required by V₂. In Resultative Verbal Complement, however, the thematic relations among the arguments of V₁ and V₂ are diverse: both V₁ *kàn* and V₂ *jiàn* in *kànjiàn* “look perceive” assign the same agent and theme, the agent of V₁ *chī* “eat” in *chīwán* “eat finish” is not the implicit subject of V₂ *wán* “finish” whose subject is however the object of V₁, which is similar to the example *kūhóng* “cry red”. V₁ and V₂ in *hēzui* “drink drunk” share the same subject, but assign different thematic roles to it: agent and theme respectively. Look at the comparison of argument structures of the whole construction and individual verbs between the Completive Vector SVC and Resultative Verbal Complement through Table 5:

Table 5

Type	Argument Structure
Completive Vector SVC	<i>fēi dào</i> “fly reach” <Agent _i , Goal _j > → <i>fēi</i> “fly” <Agent _i > + <i>dào</i> “reach” <(Theme _i), Goal _j >
Resultative Verbal Complement	<i>kàn jiàn</i> “look perceive” <Agent _i , Theme _j > → <i>kàn</i> “look” <Agent _i , (Theme _j)> + <i>jiàn</i> “perceive” <(Agent _i), Theme _j >
	<i>chīwán</i> “eat finish” <Agent _i , Theme _j > → <i>chī</i> “eat” <Agent _i , (Theme _j)> + <i>wán</i> “finish” <Theme _j >
	<i>kūhóng</i> “cry is.red” <Agent _i , Theme _j > → <i>kū</i> “cry” <Agent _i > + <i>hóng</i> “is red” <Experiencer _j >
	<i>hēzùi</i> “drink is.drunk” <Agent _i > → <i>hē</i> “drink” <Agent _i , (Theme _j)> + <i>zùi</i> “is drunk” <(Experiencer _i)>

3.2.1.3 Inceptive Vector SVC

23)开始工作

“begin to work”

kāishǐ gōngzuò

kāishǐ gōngzuò

begin.PRED work.PRED

V1 V2

Generated in TypeCraft.

Similar to English verbs *begin, start, cease, resume, end, stop* (Dowty 1981), Mandarin *kāishǐ* “begin” belongs to the “super-lexical morpheme” which “gives a narrow view of a situation” (Smith 1997). That is to say, with the usage of *kāishǐ* “begin” in a “verbal constellation”, the speaker intends to focus on the starting point of a situation. In this case, the “super-lexical morpheme” *kāishǐ* is called inceptive verb (Smith 1997), according to which this work gives the third Vector SVC the name the Inceptive Vector SVC that consists of an inceptive verb V₁ and the main verb V₂.

Syntactically, V₁ *kāishǐ* “begin” plays a role of grammatical aspect referring to the beginning of an event, and semantically, it is “the integral part of the eventuality described by its complement” (Damova & Bergler 2000), here V₂ *gōngzuò* “work”. That means, V₁V₂ as one united predicate carries two following information: the temporal start implicated by V₁ and the “topical eventuality” encoded by V₂.

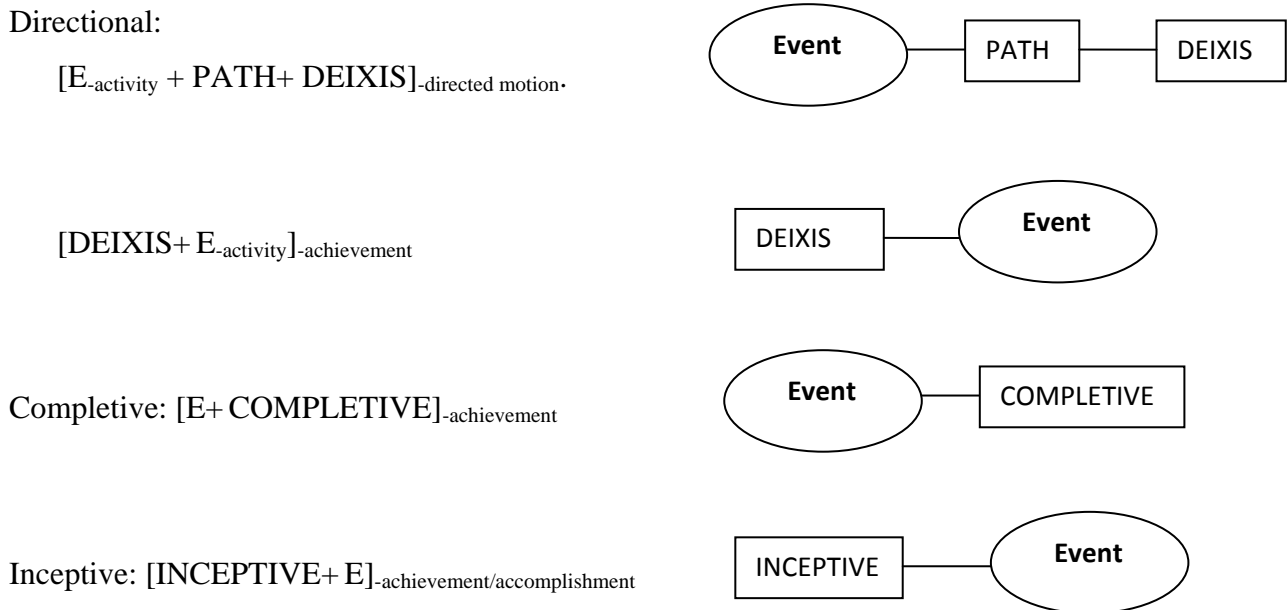
According to Damova & Bergler (2000), the “topical eventuality” can be either a process or a state. In Example 23), the complement V₂ *gōngzuò* “work” expresses a process whose endpoint needs to be lexically indicated or contextually inferred. Look at these Chinese sentences:

tā kāishǐ gōngzuò. Xiàwǔ 2 diǎn de shíhou, tā wánchéng le tā.
he.PRON begin.V1 work.V2. afternoon.ADV 2 o'clock PART time he.PRON finish.V PRF
it.PRON.
“He began to work. At 2 pm, he finished it.”

The pronoun *tā* “it” refers to the eventuality “work” whose endpoint has arrived. In this case, V₂ expresses an accomplishment. If there is no other information added to the sentence “He began to work”, the verb “work” describes an activity. So this pattern is labeled as [INCEPTIVE + E_{-activity}]-activity/accomplishment-

To sum up, the Vector SVC refers to a kind of SVC in Mandarin Chinese where there is only one core event expressed by the main verb, and the vector verb(s) encode(s) either the direction or aspect information of the main verb. There are three sup-groups: the Directional Vector SVC, the Completive Vector SVC and the Inceptive Vector SVC, whose event structures are demonstrated in Figure 1:

Figure 1



The first pattern of the Directional Vector SVC [E_{-activity} + PATH+ DEIXIS]_{-achievement} is distinguished from the second pattern [DEIXIS+ E_{-activity}]_{-achievement} not only in their different orders of the main verbs and vectors, but also in the different event types the “verb constellation”’s encode. That is to say, the event type of V₁V₂ in the former becomes directed motion after the combination of the main verb and vector verb, while the event type of V₁V₂ in the latter is achievement, which resembles the Completive Vector SVC. While the Directional Vector SVC concerns the direction of an event, the Completive Vector SVC and the Inceptive Vector SVC refer to the temporal features of an event. Table 6 below shows the aspects and situation types the Completive Vector SVC and the Inceptive Vector SVC carry:

Table 6

SVC Types	Aspect	Situation Types	Examples
Completive Vector SVC	completive perfective	Achievement	14) <i>fēi dào</i> “fly reach”
Inceptive Vector SVC	inceptive imperfective	Activity/Accomplishment	23) <i>kāishǐ gōngzuò</i> “begin work”

3.2.2 Anchoring SVC

This group is called the Anchoring SVC because the semantic relationship between VP₁ and VP₂ depends on the reader's 'anchoring', which relies on the linguistic convention or pragmatic context. Different from the Vector SVC which semantically consists of one core event and its satellite with deictic or aspectual meaning, the Anchoring SVC is made up of two individual sub-events, one of which is anchored based upon the conventional and conversational reading of the sentence.

The Anchoring SVC is characterized by the fact that two verbs or verb phrases, VP₁ and VP₂, are juxtaposed, and there is neither a conjunction nor a government relation between them. Their interpretation often depends on the pragmatic context. The group of the Anchoring SVC consists of 7 sub-groups: Circumstantial-, Purposive-, Manner/Instrumental-, Supplemental-, Causal-, Conditional- and *Gěi*- Anchoring SVCs. The last sub-group *Gěi* is then divided into presenting *Gěi* and benefacting *Gěi*, whose semantic meanings depend on the position of *gěi* and the event type expressed by the verb(s) it combines with.

3.2.2.1 Circumstantial Anchoring SVC⁴

The Circumstantial Anchoring SVC refers to an SVC where the event or state expressed by V(P)₁ is the circumstance when or where the event or state performed by V(P)₂ occurs or exists. When VP₁ is deleted, the completeness of the sentence will not be destroyed, for example:

24a) *tā* [wǎnshàng yīgèrén **chūqù**] [**hàipà**]

VP₁ V₂

“She is **afraid** to **go out** at night alone.”

24b) *tā* [**hàipà**]

V₂

“She is **afraid**.”

But if V(P)₂ is deleted, the hearer will expect to know what happens when VP₁ occurs, that is to say, V₂ provides supplemental information for VP₁. In this case, sentence 24) can also be seen as a Supplemental Anchoring SVC (in 3.2.2.4).

⁴ <http://typecraft.org/tc2wiki/Circumstantial>

24)她晚上一个人出去害怕

“She is afraid to go out at night alone.”

tā	wǎnshàng	yīgèrén	chūqù	hàipà
tā	wǎnshàng	yī gè	chūqù	hàipà
she.SBJ.3SG.FEM	at.night	one CL	go.out.PRED	is.afraid.PRED
PN	ADVtemp	ADV	V1	V2

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TypeCraft.

The event relation between VP₁ and VP₂ in sentence 24) is represented as: E_{1-activity}-circumstantial-S₂. VP₂ *hàipà* “is afraid” expresses the situation of a state, and VP₁ *chūqù* “go out” encoding an activity provides the background or circumstance for such a state. In this sub-group, all VP₁s refer to an activity, VP₂s in all sentences, except for 28) *qí mǎ chōu yān* “ride horse pump smoke” where VP₂ encodes an activity, describes a state.

In addition, both V₁ and V₂ in sentence 24) are intransitive verbs, which is to say, they have only one argument, that is, the subject. And V₁ and V₂ share the same subject *tā* “she”, despite of that, the thematic role of the subject for each verb is different. For V₁ which expresses an activity, its subject plays an agent role, while for V₂ whose event type is a state indicating one’s feeling or experience, its subject is considered as an experiencer. So the argument structure for sentence 24) is: “go out <Agent_i> is afraid of <(Experiencer_i)>”. The other examples in this group have different argument structures, which depends on the different properties of lexical items, for example: 25) “talk <Agent_i>...like <(Agent_i), Theme_j>”, 26) “read <Agent_i, Theme_j>...have <(Possessor_i), Result_k>” and 28) “ride <Agent_i, Patient_j>...smoke <Agent_i, Theme_k>”. But if these observations were to be represented in HPSG AVMs, one could not co-index the INDX values of the subjects of V₁ and V₂, which is shown by Figure 3 and Figure 5 in the section 3.2.2.2, since their specifications are different, due to their different ROLES.

Table 7 shows the event relationships and argument structures for all examples in this sub-group:

Table 7

Circumstantial Anchoring SVC	Event Relationship	Argument Structure
24) 27)... <i>chūqù hàipà</i> “...go out is afraid”	E _{1-activity} -circumstantial- S ₂	V ₁ <Agent _i > + V ₂ <(Experiencer _i)>
25) ... <i>shūōhuà ài...</i> “...talk...like...”		V ₁ <Agent _i >+ V ₂ <(Agent _i), Theme _j >
26) ... <i>niàn...yǒu...</i> “...read...have...”		V ₁ <Agent _i , Theme _j > + V ₂ <(Possessor _i), Result _k >
28) ... <i>qí...chōu...</i> “...ride ...pump...”	E _{1-activity} -circumstantial- E _{2-activity}	V ₁ <Agent _i , Patient _j > + V ₂ <(Agent _i), Theme _k >

Different from the first four examples, whose VP₂ encodes a state, example 28) refers to two verbal phrases expressing two activities, among which the first activity provides the circumstance for the second one. According to Li & Thompson (1989), the relationship between E₁ and E₂ in this example can be inferred as circumstantial, alternating, consecutive or purposive. However, in most cases, when one utters *tā qí mǎ chōu yān* “he ride horse pump smoke”, he expects the hearer to understand the utterance in such a way: “he smoked while riding”. Similar examples are *shàng bān kàn xiǎoshuō* “work read novel” and *kǎoshì zuòbì* “do exam cheat”, etc.

In a word, the relationship between the two situations expressed by two adjacent verb phrases VP₁ and VP₂ is circumstantial. More precisely, in the conversation context, the event encoded by VP₁ expresses the circumstance where the situation encoded by VP₂ happens.

3.2.2.2 Purposive Anchoring SVC⁵

In the Purposive Anchoring SVC, the event expressed by the verbal phrase VP₂ is usually interpreted as the purpose of the event or state expressed by VP₁. Sentence 29) is an example consisting of three serial verbs V₁, V₂ and V₃, and the purposive relationship exists between V₁ and V₂+V₃:

⁵ <http://typecraft.org/tc2wiki/Purposive>

29)写信给他拜年

“write a letter to say ‘happy new year’ to him”

xiě	xìn	gěi	tā	bàinián	
xiě	xìn	gěi	tā	bài	nián
write.PRED	<i>letter.TH</i>	<i>give he.BEN</i>	<i>greet.PRED</i>	<i>new.year.TH</i>	
V1	N	V2	PN	V3	

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The activity encoded by the serial verbal pattern VP₂+VP₃ ***gěi tā bàinián*** “give him greet New Year” (free translation: “say ‘happy new year’ to him”) is the purpose of the accomplishment event expressed by VP₁ ***xiě xìn*** “write a letter”. Among others, the activity is derived from one achievement event “give him” expressed by VP₂ and one activity event “greet New Year” encoded by VP₃. Hence, the event relationship of serial verbs in sentence 29) is represented as: E₁-accomplishment -purposive- [E₂-achievement E₃-activity]-activity.

Since V₁ ***xiě*** “write” is a transitive verb which requires both a subject mapped onto Agent and an object mapped onto Patient, its argument structure is <Agent_i, Theme_j>. ***Gěi... bài*** “give...greet” refers to a verbal combination consisting of V₂ “give” and V₃ “greet” whose argument structures are respectively <(Benefactor_i), Beneficiary_k> and <(Agent_i), Theme_l>. The phenomenon regarding to “give” will be further discussed in the *Gěi*-Anchoring SVC. All examples in this subgroup cover the following event relationships and argument structures:

Table 8

Purposive Anchoring SVC		Event Relationship	Argument Structure	
A. Functional Control $V_1N_1V_2N_2$	29) ... <i>xiě</i> ... <i>gěi</i> ... <i>bài</i> “...write...give...greet”	$E_{1\text{-accomplishment}}$ -purposive- [$E_{2\text{-achievement}}$ + $E_{3\text{-activity}}$]- activity	V_1 <Agent _i , Theme _j > + V_2 <(Benefactor _i), Beneficiary _k > V_3 <(Agent _i), Theme _j >	
	35) ... <i>dǎ</i> ... <i>jiào</i> “...make ...reserve”	$E_{1\text{-activity}}$ -purposive- E_2 - activity	V_1 <Agent _i , Theme _j > + V_2 <(Agent _i), Theme _k >	
	37) ... <i>mǎi</i> ... <i>qiē</i> “...buy ...cut”			
	38) ... <i>ná</i> ... <i>chī</i> “...take...eat”			
	40) ... <i>hē</i> ... <i>zhuàng</i> “...drink...strengthen”			
	41) ... <i>dǎ</i> ... <i>zhēngqiú</i> “...make...ask for”			
	39) ... <i>zhù</i> ... <i>gēn</i> ... <i>dǎ</i> ... “...live...is.with...do...”	S_1 -purposive- [S_2+E_3 - activity]-activity	V_1 <Theme _i , Location _j > + V_2 <Agent _i , Partner _k > + V_3 <(Agent _i), Patient _i >	
	30) ... <i>huí</i> ... <i>gùo</i> “...return ...spend”	$E_{1\text{-achievement}}$ -purposive- E_2 - accomplishment	V_1 <Agent _i , Goal _j > + V_2 <(Agent _i), Theme _k >	
36) ... <i>shàng</i> ... <i>kāi</i> “...go...attend”				
B. Functional Control & Thematic Control	V_1NV_2	31) ... <i>zhòng</i> ... <i>chī</i> “...plant ...eat”	$E_{1\text{-activity}}$ -purposive- E_2 - activity	V_1 <Agent _i , Patient _j > + V_2 <(Agent _i), (Patient _j)>
		32) ... <i>zhǎo</i> ... <i>jiāo</i> “...search ...teach”		
		34) ... <i>mǎi</i> ... <i>kàn</i> “...buy ...read”		
	$V_1N_1V_2N_2$ 2	42) ... <i>xūyào</i> ... <i>jiā</i> “...need...break”	$S_{1\text{-state}}$ -purposive- $E_{2\text{-activity}}$	V_1 <Agent _i , Theme _j > + V_2 <(Agent _i), (Instrument _j), Patient _k >

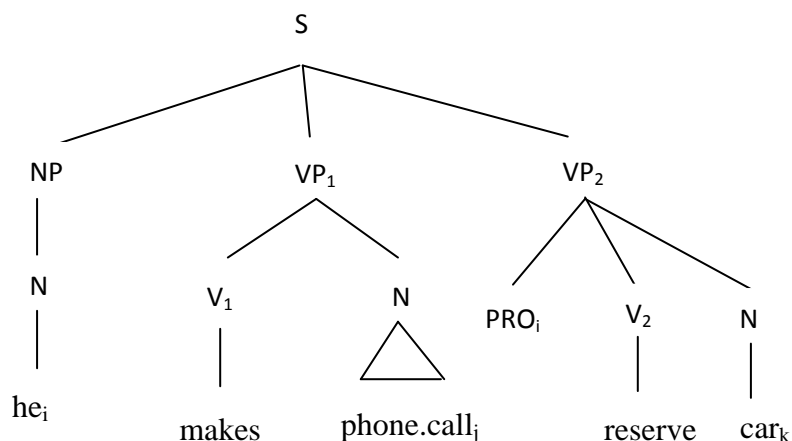
In LFG, functional control refers to the control relationship where the controller and the controlee share some grammatical function. In representing Thai Sequential SVC, Sudmuk (2003) uses a term

“thematic control” to describe the thematic relation between the object of V_1 and the object of V_2 . Similarly, in the Purposive Anchoring SVC of Mandarin Chinese, thematic control also occurs.

All situations encoded by VP_2 s in Table 8 belong to events which include activities and accomplishments, while situations encoded by VP_1 s cover both events and states. Borrowing the LFG term “functional control”, and following Sudmuk’s (2003a) proposal of “thematic control”, these examples are divided into two groups: A. Functional Control and B. Functional Control & Thematic Control.

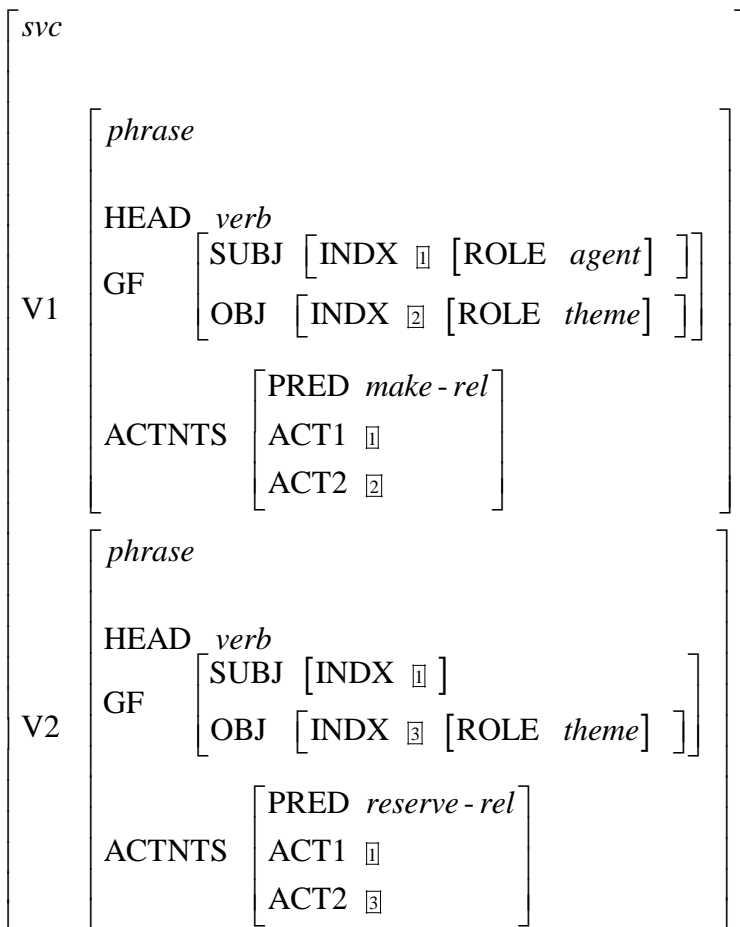
In the first group with 9 examples, the implicit subject of V_2 is anaphorically linked to the overt subject of V_1 . So they belong to functional control. V_1 and V_2 are two independent verbs whose semantic relationship is reflected on the relationship between the events E_1 performed by VP_1 and E_2 performed by VP_2 , and such a relationship is interpreted as purposive. Sentence 35) *tā dǎ diànhuà jiào cā hē* “he makes phone call reserve car” is one of the examples:

Figure 2



Based on the computational implementation system LKB (Copestake 2002), Hellan (2011) has discussed the representation of SVCs in HPSG, in which the syntactic and semantic phenomena are interlinked. Here I borrow Hellan’s ideas in illustrating the feature structure or AVMs (attribute-value matrices) of Ga SVC (Hellan 2011: 15) to formalize the feature structure of sentence 35):

Figure 3



Inside the whole matrix, the italic *svc* indicates the type of the construction, V1 and V2 are two attributes introduced by this type. The values of V1 and V2 are two smaller matrixes where the attributes HEAD, GF (grammatical function) and ACTNTS (actants) are declared by the type *phrase*. The specification of GF is realized in a small AVM where two attributes, SUBJ and OBJ, are introduced. For V1, the value of SUBJ, identified by the reentrancy box 1 here, is interlinked to the value of ACT1. And the value of OBJ is interlinked to the value of ACT2, which is pointed by the reentrancy box 2. The specifications of the SUBJ and OBJ are respectively [ROLE agent] and [ROLE theme], which means the subject of V1 plays an agent role and its object plays a theme role.

Similarly, the values of SUBJ and OBJ are also interlinked to the values of ACT1 and ACT2 respectively inside the AVM of V2. Besides of this, the value of SUBJ of V2 is also interlinked to the value of SUBJ of V1, that is to say, the subjects of V1 and V2 are identical (with the index number ①). Further, that the values of OBJ and ACT2 of V2 are pointed by the reentrancy box ③, rather than ②, means that the objects of V1 and V2 are different.

From the HPSG analysis in Figure 3, we can also see that the objects of V₁ and V₂ play the same thematic role, namely the theme, although they refer to different things (② and ③). Similar examples are 35), 37), 38), 40) and 41). In other examples, however, the situation is diverse. 30) and 36) have the same argument structure where the object of V₁ plays a goal role and the object of V₂ plays as a theme. In addition, examples 30) and 36) have not only the same argument structure, but also the same event relationship between V₁ and V₂, which resembles the situation among 35), 37), 38), 40) and 41).

Sentences 29) and 39) are two special examples, because on the one hand, they are SVCs with three serial verbs V₁, V₂ and V₃. On the other hand, they have complicated event relationships and argument structures. For example, 29) expresses two serial events with purposive relationship. The first event refers to an accomplishment E_{1-achievement} and the second event refers to an activity that is derived from the combination of one achievement E_{2-achievement} and one activity E_{3-activity}. Besides, the implicit subjects of V₂ and V₃ are anaphorically linked to the overt subject of V₁, so the subjects of the three verbs are functionally controlled. Further, the objects of V₁ and V₃ play the same thematic role: theme, while the object of V₂ plays as beneficiary whose benefactor is played by the implicit subject of V₂, namely, the overt subject of V₁.

29)写信给他拜年

“write a letter and say “happy new year” to him”

xiě	xìn	gěi	tā	bàinián
xiě	xìn	gěi	tā	bài nián
write.PRED	letter.TH	give he.BEN	greet.PRED	new.year.TH
V1	N	V2 PN	V3	

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Similarly, 39) expresses series of situations where the activity derived by a state S₂ and an activity E_{3-activity} is the purpose of the state S₁. And the event-information carriers V₁, V₂ and V₃ have the

same subject, that is, the overt subject of V₁. The theme role is assigned by both V₁ and V₂ to their shared subject. The second participant of V₁ plays a location role because of its locative property. V₂ assigns a partner role to its second participant, since the NP following V₂ is the partner of the NP preceding V₂.

39)我住在这跟他们打交道。

“I live here and have contact with them.”

wǒ	zhù	zài	zhèi	gēn	tāmen	dǎ	jiāodào
wǒ	zhù	zài	zhèi	gēn	tāmen	dǎ	jiāodào
I.SBJ.AGT.1SG	live.PRED	in.LOC	here.LOC	with	they	beat.PRED	interaction.OBJ.PT
PN	V1	PREP	ADV	PREP	PN	V2	Ncomm

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TypeCraft.

The second group refers to both functional control and “thematic control”, which is then divided into two groups: V₁NV₂ and V₁N₁V₂N₂. Figure 4 shows the sentence structure of example 31) *wǒmen zhòng nèizhǒng cài chī* “we plant that vegetable eat”, which belongs to the pattern V₁NV₂:

31)我们种那种菜吃

“We plant that kind of vegetable to eat.”

wǒmen	zhòng	nèizhǒng	cài	chī
wǒmen	zhòng	nèi zhǒng	cài	chī
we.SBJ.AGT.1PL	plant.PRED	that CL	vegetable.OBJ.PT	eat.PRED
PN	V1	QUANT	Ncomm	V2

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Figure 4

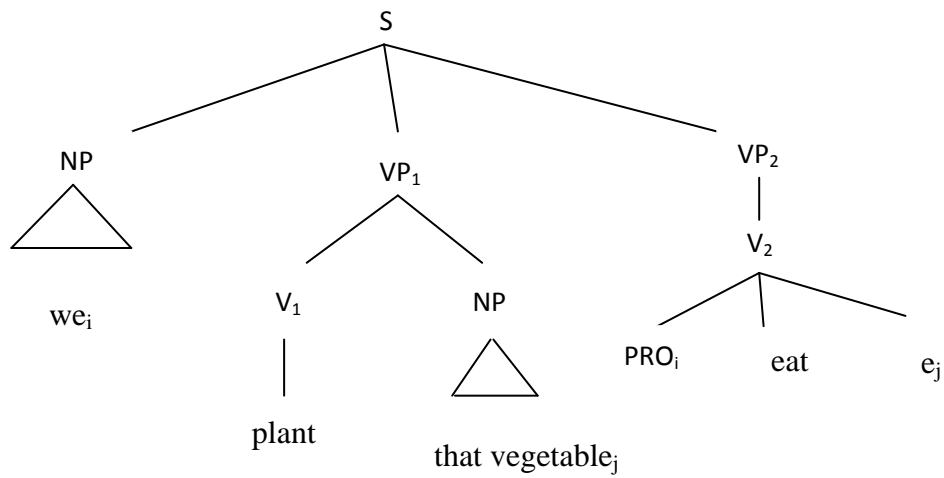
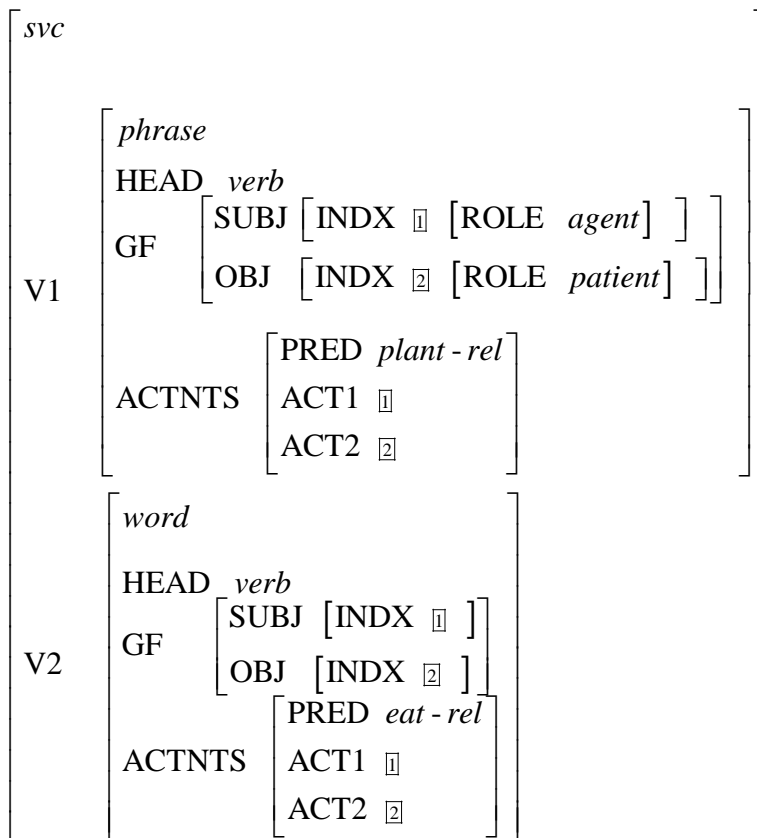


Figure 5



Syntactically, there is neither overt subject nor overt object for V₂ in sentence 31), but functionally, the implicit subject of V₂ (PRO_i) is anaphorically linked to the overt subject of V₁ we_i, and thematically, its syntactically empty object (represented as “e_j” in Figure 4) plays a patient role

(INDEX in Figure 5) which is interlinked to the object of V_1 *that vegetable_j*. In other words, the overt object in this pattern is shared by serial verbs thematically.

Differently, in the pattern $V_1N_1V_2N_2$, V_1 and V_2 have different objects assigned different thematic roles: Theme_j and Patient_k. Take the sentence 42) *tāmen xūyào jiāzi jiā hétáo* “they need clamp break walnut.seed” below for example:

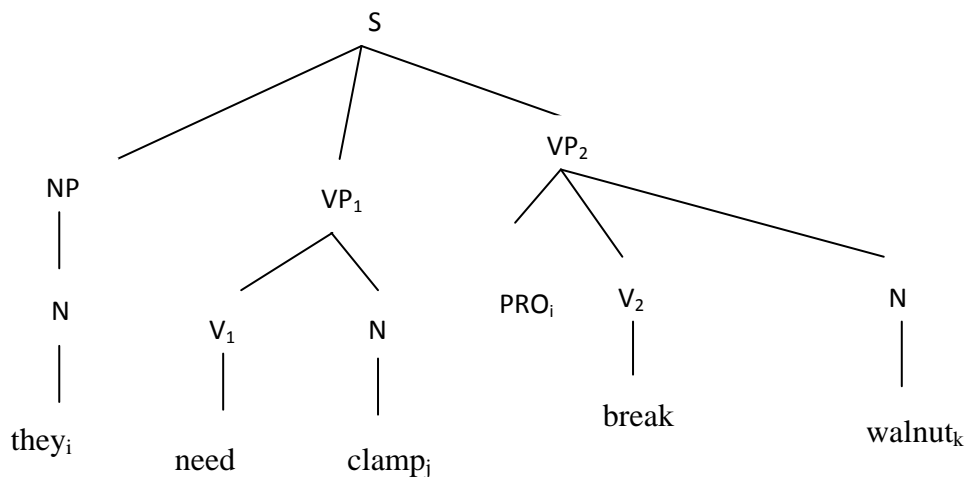
42) 他们需要夹子夹核桃。

“They need a clamp to break walnut seeds.”

tāmen	xūyào	jiāzi	jiā	hétáo
tāmen	xūyào	jiāzi	jiā	hétáo
<i>they</i> .SBJ.AGT.3PL	<i>need</i> .PRED	<i>clamp</i> .OBJ.PT	<i>break</i> .PRED	<i>walnut.seed</i> .OBJ.PT
PN	V1	Ncomm	V2	Ncomm

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Figure 6



In sentence 42), V_1 and V_2 share the same subject *they_i*, the object *clamp_j* of V_1 assigned with a theme role (Theme_j) serves as the instrument (Instrument_j) at the same time for V_2 whose object is *walnut_k* playing a patient role. Between *clamp_j* and *walnut_k* there is a relationship of “thematic control”, since the instrument of the predicate *break* “break” is indexed to the theme of the predicate *need*.

need <Agent_i, Theme_j>...break <(Agent_i), Patient_k, (Instrument_j)>

To sum up, in the Purposive Anchoring SVC, all the four situation types (state, activity, achievement and accomplishment) encoded by serial-verb patterns are covered. Inferred from the context, the situation performed by VP₂ or VP₂+VP₃ is the purpose of the situation performed by VP₁. In addition, most of Purposive Anchoring SVCs refer to the functional control, while for some Purposive Anchoring SVCs (Group B), the thematic control happens, which means that the object of V₁ is thematically linked or related to the object of V₂.

3.2.2.3 Manner or Instrumental Anchoring SVC ⁶

The manner or instrumental Anchoring SVC refers to VV patterns whose first sub-event serves as the manner or instrument of the second sub-event. In this group, V₁ and V₂ as the two predicates of the sentence share two arguments, one is the shared subject playing an agent role for both predicates through functional control, another one is the object of V₁, which plays a patient role for the first predicate V₁ and at the same time serves as the instrument or manner of the second predicate V₂. The V₁V₂ patterns with such a “thematic control” in this group include 48)/50)/51)“...use...bet/buy/eat”, 49)/52)“...take...go/arrive”, 54)“...drink...strengthen”, 55)“...buy...enter” and 53)/56)“...hold...consider”. Sentence 48) is one of these examples.

48) 张三用一根香烟跟李四打赌下过雨。

“Zhangsan bets Lisi a cigarette that it has rained.”

zhāngsān	yòng	yī	gēn	xiāng	yān	gēn	lǐsì
zhāngsān.SBJ.AGT	use.PRED	one	CL	scented.MOD	cigarette.TH	is.with	lǐsì
Nbare	V1	NUM	QUANT	Ncomm		V2	Nbare
dǎdǔ	xià	guò	yǔ				
dǎdǔ	xià	guò	yǔ				
bet.PRED	fall.down.PRED	PRF	rain.				
V3	V4	PART	N				

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V₁ *yòng* “use” requires an agent *zhāngsān* serving as the subject for V₁, V₂ and V₃. And the object of V₁ *xiāngyān* “cigarette” plays the theme role and at the same time it is the instrument for V₃. In

⁶ http://typecraft.org/tc2wiki/Manner_or_Instrumental

addition, V_2 assigns an agent role on its first participant or subject and a conative role on its second participant. Besides of the agent and instrument, there is also a conative (*lǐsi*) required by V_3 , because the event “betting” is supposed to have not only a “better” ($Agent_i$) and a gamble fund ($Instrument_j$), but also other person(s) who accompanies/accompany to this event. So the argument structure of 48) is represented as:

V_1 *yòng* “use” $\langle Agent_i, Theme_j \rangle \dots V_2$ *gēn* “is.with” $\langle (Agent_i), (Conative_k) \rangle V_3$ *dǎdǔ* “bet” $\langle (Agent_i), (Conative_k), (Instrument_j) \rangle$

There are 9 examples in this group, which are shown in Table 9:

Table 9

Manner/Instrumental Anchoring SVC	Event Relationship	Argument Structure
48) ... <i>yòng</i> ... <i>dǎdǔ</i> “use...bet”	E _{1-activity} -instrumental-E _{2-activity}	$\langle Agent_i, Theme_j \rangle + \langle (Agent_i), Conative_k \rangle + \langle (Agent_i), (Conative_k), (Instrument_j) \rangle$
50) ... <i>yòng</i> ... <i>mǎi</i> ... “use...buy...”		$\langle Agent_i, Theme_j \rangle + \langle Agent_i, Patient_k, Instrument_j \rangle$
51) ... <i>yòng</i> ... <i>chī</i> ... “use...eat...”		
49) ... <i>zuò</i> ... <i>qù</i> “take...go”	E _{1-activity} -manner-E _{2-achievement}	$\langle Agent_i, Instrument_j \rangle + \langle (Agent_i) \rangle$
52) ... <i>zuò</i> ... <i>dào</i> “take...arrive”		
54) ... <i>hē</i> ... <i>zhuàng</i> ... “drink...strengthen...”	E _{1-activity} -manner-E _{2-activity}	$\langle Agent_i, Patient_j \rangle + \langle Agent_i, Patient_k, (Manner_j) \rangle$
55) ... <i>mǎi</i> ... <i>jìnqù</i> “buy...enter”	E _{1-activity} -manner-E _{2-accomplishment}	$\langle Agent_i, Patient_j \rangle + \langle (Agent_i), (Manner_j) \rangle$
56) ... <i>kāi</i> ... <i>kǎolǜ</i> .. “hold...consider...”	E _{1-activity} -manner- E _{2-activity}	$\langle Agent_i, Patient_j \rangle + \langle Agent_i, Patient_k, (Manner_j) \rangle$
53) ... <i>kāi</i> ... <i>tǎolùn</i> .. “hold...discuss...”		

All V_1 s in Table 9 are transitive verbs, and the events encoded by V_1 s together with their arguments are all activities. Except for VP_2 s in sentences 49) *zuò*...*qù* “take...go”, 52) *zuò*...*dào* “take...arrive” and 55) *mǎi*...*jìnqù* “buy...enter”, all VP_2 s in this table express activities. The situations encoded by VP_2 s in 49) and 52) are achievements, while the VP_2 in 55) expresses an accomplishment. Overall, the VP_1 s and VP_2 s in all sentences encode events.

It is also observed that all V₂s in sentences 50), 51), 53), 54) and 56) in Table 9 require an object. And between the objects of V₁ and V₂ in these examples, there is a “thematic control”, that is, the object of V₁ is shared by V₂ whose object plays certain role that is thematically related to the role the object of V₁ plays.

3.2.2.4 Supplemental Anchoring SVC⁷

In the Supplemental Anchoring SVC, the situation expressed by VP₂ serves as the supplemental information for the situation expressed by VP₁. Based on the observation of this sub-group, the situation encoded by VP₁ is a state, and the situation expressed by VP₂ or VP₂+VP₃ is an activity, which can be represented as: S₁ -supplemental- E_{2-activity} or S₁ -supplemental- [E_{2-activity}+ E_{2-activity}]-activity. Sentence 57) is an example of the latter pattern:

57) 我没法子对老板交代。

“I don't know how to explain it to my boss.”

wǒ	méi	fǎzi	duì	lǎobǎn	jiāodài
wǒ	méi	fǎzi	duì	lǎobǎn	jiāodài
I.SBJ.AGT.1SG	have.not.PRED	method.OBJ.PT	face.PRED	boss.OBJ.GOAL	explain.PRED
PN	V1	N	V2	Ncomm	V3

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When VP₂ and VP₃ are deleted, the addressee may raise such a question: “(you) don’t have method...**to do what?**”, so the situation encoded by VP₂ +VP₃ *duì* lǎobǎn *jiāodài* “explain to boss” supplements some information to the situation performed by VP₁ *méi fǎzi* “don’t have method”. As a stative verb, *méi* “don’t have” has such an argument structure: <Possessor_i, Theme_j>. V₂ *duì* “face” requires both an agent and a goal, so its argument structure is <(Agent_i), Goal_k>. *jiāodài* “explain” requires not only an explainer and an explained, but also a targeted hearer, namely, a goal. Hence, the argument structure for sentence 57) is: V₁<Possessor_i, Theme_j> + V₂ <Agent_i, Goal_k> V₃ <Agent_i, (Goal_k), Theme_j>. Besides of 57), Table 10 below illustrates the semantic properties of other sentences in this group:

⁷ <http://typecraft.org/tc2wiki/Supplemental>

Table 10

Supplemental Anchoring SVC	Event Relationship	Argument Structure
57) ... <i>méi</i> ... <i>jiāodài</i> “...don’t have...explain”	S ₁ -supplemental- [E _{2-activity} +E _{3-activity}]-activity	V ₁ <Possessor _i , Theme _j > + V ₂ <(Agent _i), Goal _k > V ₃ <(Agent _i), (Goal _k), (Theme _e)>
58) ... <i>yǒu</i> ... <i>zuò</i> “...have...do”	S ₁ -supplemental- E _{2-activity}	<Possessor _i , Theme _j > + <(Agent _i), (Patient _j)>
59) ... <i>yǒu</i> ... <i>mǎi</i> “...have...buy”		<Possessor _i , Theme _j > + <(Agent _i), (Manner _j), Theme _k >

Like all examples in Mandarin SVC, V₁ and V₂ in examples of Table 10 share the same subject. But different thematic roles are assigned to the subject: Possessor_i and Agent_i. Example 59) resembles the sentence 42) *tāmen xūyào jiāzi jiā hétáo* “they need clamp break walnut.seed” of Table 8 in the relation between the objects of the two serial verbs, that is, the object of V₁ serving as both a theme role for V₁ and a manner role for V₂. The difference between them is the different thematic roles that the subjects of V₁s play, that is, in 59) the subject of V₁ is assigned as a Possessor_i and the implicated or covert subject of V₂ is an Agent_i, while in 42), both the overt subject of V₁ and the implicit subject of V₂ are assigned as the Agent_i.

59) 我有钱买书。

“I have money to buy books.”

wǒ	yǒu	qián	mǎi	shū
wǒ	yǒu	qián	mǎi	shū
I.SBJ.AGT.1SG	have.PRED	money.OBJ.PT	buy.PRED	book.OBJ.PT
PN	V1	Ncomm	V2	Ncomm

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In summary, the Supplemental Anchoring SVC concerns two adjacent serial verbal phrases VP₁ expressing a state and VP₂ expressing an event, whose relationship is inferred as supplemental pragmatically. That is to say, the event expressed by VP₂ provides the supplemental information for the state expressed by VP₁. V₁ and V₂ share the same subject functionally, but assign different thematic roles (V₁ assigns a possessor role and V₂ assigns an agent role) to their shared subject. In

some sentence, for example, 58), the overt object of V₁ is linked to the object of V₂ thematically, and in some sentence, for example, 59), the objects of V₁ and V₂ are thematically controlled.

3.2.2.5 Causal Anchoring SVC⁸

The Causal Anchoring SVC has the same function as the causal clause. The difference between them is that the former doesn't have overt causal conjunctions, while the latter does. For example, the sentence 60) can be rewritten as *yīnwéi yǒu bìng, suǒyǐ bùnéng lái* "Because (she) have sickness, (she) cannot come."

60)有病不能来

"cannot come because of the sickness"

yǒu	bìng	bùnéng lái
yǒu	bìng	bùnéng lái
have.PRED	<i>sickness.OBJ</i>	<i>cannot come.PRED</i>
V1	N	Vmod V2

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This pattern consists of a stative verb V₁ *yǒu* "have" indicating the state, a modal verb *bùnéng* "cannot" expressing the modality of possibility and an intransitive verb V₂ *lái* "come" expressing an achievement. So the event relation between serial verbs in this sentence is: S₁ causes NOT E₂-achievement. Since V₁ expresses the meaning of possession, its subject is called the possessor, so the argument structure for V₁ is <Possessor_i, Theme_j>. There is only one preceding argument of V₂, namely: <Agent_i>, which is mapped onto the implicit subject of V₂. However, the situation about V₁ and V₂ in the sentence 61) is different:

⁸ <http://typecraft.org/tc2wiki/Causal>

61) 张三喝酒喝醉了。

“Zhangsan drank alcohol and then was drunk.”

zhāngsān	hē	jiǔ	hēzùi	le
zhāngsān	hē	jiǔ	hēzùi	le
Zhangsan.SBJ.AGT	drink.PRED	alcohol.OBJ.PT	is.drunk.PRED	PRF
Nbare	V1	Ncomm	V2	PART

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The activity expressed by VP₁ *hē jiǔ* “drink alcohol” causes the occurrence of the state “is drunk” encoded by VP₂, so the event relationship between VP₁ and VP₂ is represented as E_{1-activity} causes S₂. V₁ *hē* “drink” as a transitive verb requires both an agent and a patient, so its argument structure is <Agent_i, Patient_j>, and V₂ *hēzùi* “is drunk” as a stative verb has an argument structure <Theme_i>. The same index attached to the agent of V₁ and the theme of V₂ tells that the serial verbs share the same subject.

Table 11

Causal Anchoring SVC	Event Relationship	Argument Structure
60) ... <i>yǒu</i> ... <i>bùnéng lái</i> “...have...cannot come”	S ₁ - causal- NOT E _{2-activity}	<Possessor _i , Theme _j > + <(Agent _i)>
61) ... <i>hē</i> ... <i>hēzùi</i> “...drink... is drunk”	E _{1-activity} -causal- S ₂	<Agent _i , Theme _j >+ < Agent _i , Patient _k >
62) ... <i>chàng-gē ànghā</i> ... <i>y</i> “...sing make...hoarse”		

In a word, based on the analysis of the data above, the Causal Anchoring SVC involves two adjacent serial verb phrases expressing two situations with a causal relationship, which means, the situation encoded by VP₁ causes the situation encoded by VP₂.

3.2.2.6 Conditional Anchoring SVC⁹

Syntactically, this subgroup is a covert conditional sub-clause which has a template “if...then...”. Without overt conjunctions *rúguǒ* “if” and *nàme* “then” indicating the conditional relationship

⁹ <http://typecraft.org/tc2wiki/Conditional>

between VP₁ and VP₂, the meaning of the sentence of the Conditional Anchoring SVC is implicated pragmatically. Sentence 63) is one example:

63)有事找老王

“(If you)have problem, call Laowang”

yǒu	shì	zhǎo	lǎowáng
yǒu	shì	zhǎo	lǎowáng
have.PRED	<i>issue.OBJ</i>	call.PRED	<i>Laowang.OBJ</i>
V1	N	V2	Nbare

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This sentence has an imperative force which is used in a discourse where the speaker suggests the hearer call Laowang if the hearer encounters a problem. Other similar examples are *yǒu wèntí gàosù wǒ* “have problem tell me”, *yǒu qián néng shǐ guǐ tuī mò* “have money can make the ghost to mill” (free translation: “money can make the mare go”), etc. The general property of this pattern is that VP₁ as a stative verbal phrase provides the supposed premise of the occurrence or realization of the event expressed by VP₂. The event relationship between VP₁ and VP₂ in sentence 63) is formalized as “if S₁, then E_{2-activity}” and the argument structure for this V₁V₂ pattern is “have <Possessor_i, Theme_j>...call <(Agent_i), Patient_k>”.

In other words, the Conditional Anchoring SVC refers to a serial verb construction where the semantic relationship between VP₁ and VP₂ is colored with a modality of condition.

3.2.2.7 Gěi Anchoring SVC¹⁰

The verb *gěi* “give” appears as a special linguistic phenomenon in many Asian Languages, for example, the Thai verb *háj* “give” which is used as a preposition to “indicate intentional benefaction” (Lord 1993:44), and in Vietnamese *cho* “give” which “is used as main verb ‘give’ and as a benefactive preposition and postposition” (Matisoff 1991:429, 437).

¹⁰ http://typecraft.org/tc2wiki/G%C4%95i_%E2%80%9Cgive%E2%80%9D

Similarly, the verb *gěi* “give” in Mandarin Chinese has double grammatical functions: preposition and verb, based on which many grammarians in China name it as a “coverb” that serves as both a preposition and a verb. This work will not consider the prepositional “give”, rather focus on its verbal property.

In the single-verb sentence *wǒ gěi tā yīběn shū* “I give him a book”, the verb “give” indicates the meaning of “presenting” and expresses an achievement event. Its argument structure is <Presenter_i, Recipient_k, Theme_j>, that is to say, the verb “give”. However, in the group of *Gěi*-Anchoring SVC, “give” can have the meaning of either “presenting” or “benefacting”.

The *Gěi*-Anchoring SVC has two subgroups: presenting *gěi* with syntactic pattern V_1V_{2-give} and benefacting *gěi* with $V_{1-give}V_2$. Sentences 64), 65) and 66) belong to the former and sentence 67) belongs to the latter.

64) 送一本书给他

“send a book to him”

sòng	yīběn	shū	gěi	tā
sòng	yī	běn shū	gěi	tā
send.PRED	<i>one</i> CL	<i>book</i> .OBJ.TH	give.PRED	<i>he</i> .OBJ.BEN.3SG.MASC
V1	QUANT	N	V2	PN

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64a) 送他一本书

“send him a book”

sòng	tā	yīběn	shū
send.PRED	<i>he</i> .OBJ.BEN.3SG.MASC	<i>one</i> CL	<i>book</i> .OBJ.TH
V1	PN	QUANT	N

In sentence 64), V_1 *sòng* “send” as an activity verb requires a presenter *i*, and V_2 *gěi* “give” as an achievement verb also requires a presenter *i*. Besides, both of them require a theme and a recipient, however, the recipient of V_1 and the theme of V_2 are not syntactically displayed, rather thematically

implicated. So the argument structure for 64) is formalized as “send <Presenter_i, Theme_j, (Recipient_k)>...give <(Presenter_i), (Theme_j), Recipient_k>...”. That is to say, in sentence 64), the meaning of “presenting” is encoded by both V₁ “send” and V₂ “give” which are combined to form an SVC. The verb “send” in 64) has the same argument structure as the “send” in the single-verb sentence *wǒ sòng yīběn shū* “I send a book” where the recipient is implicit. But if there is a pronoun following the verb “send” in this sentence, for example, 64a) “send him a book”, the argument structure for “send” becomes <Presenter_i, Recipient_k, Theme_j>. The tree below shows the difference between 64) “send a book give him” and the sentence 64a) “send him a book”:

Figure 7

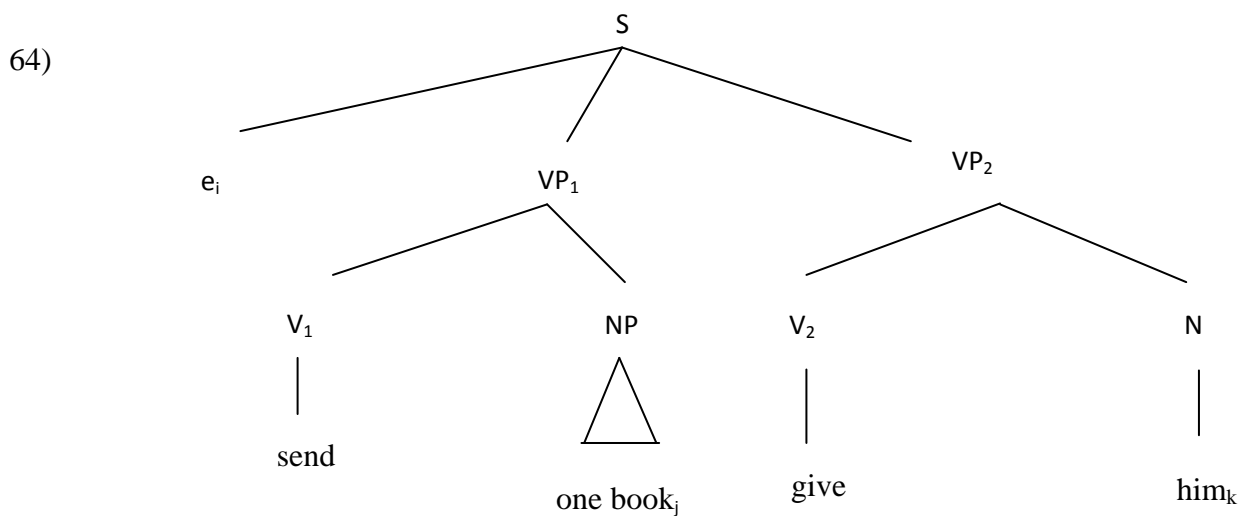
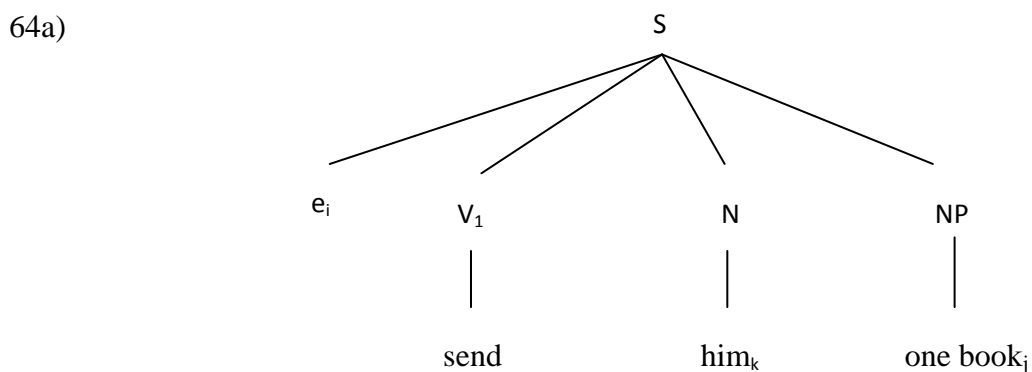


Figure 8



65) 送给他一本书

“give him a book (as a present)”

sòng gěi tā yīběn shū
sòng gěi tā yī běn shū
send.PRED give.PRED he.OBJ.BEN.3SG.MASC one CL book.OBJ.TH
V1 V2 PN QUANT N

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Since V_1 and V_2 in 64) have the same argument structure, we can treat V_1V_2 as one unit, just like sentence 65) shows. In this case, V_1V_2 serves as one predicate whose presenter is played by their shared subject (omitted here), and the first NP following V_1V_2 is assigned the recipient role and the second following NP serves as the theme role, which can be represented as $V_1V_2 \langle \text{Presenter}_i, \text{Recipient}_j, \text{Theme}_k \rangle$.

66) 织一件毛衣给他

“knit a sweater and give it to him”

zhī yījiàn máoyī gěi tā
zhī yī jiàn máoyī gěi tā
knit.PRED one CL sweater.OBJ.PT **give.PRED** he.OBJ.BEN.3SG.MASC
V1 QUANT N V2 PN

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Despite of the same syntactic structure V_1NV_2N , sentences 64) and 66) can be distinguished in two aspects. One difference between them lies in the distinct event types of V_1N s: V_1N in sentence 64) encodes an activity “send a book”, while V_1N in 66) encodes an accomplishment “knit a sweater”. Another difference refers to the different argument structures. Both V_1 and V_2 in 64) require a presenter, a theme and a recipient. However, in 66), V_1 and V_2 have different argument structures: $V_1 \langle \text{Agent}_i, \text{Patient}_j \rangle$ and $V_2 \langle (\text{Presenter}_i), (\text{Theme}_j), \text{Recipient}_k \rangle$, which indicates V_1 and V_2 in 66) are two predicates that cannot be united.

64) **send** a book **give** him = (65) **send give** him a book

66) **knit** a sweater **give** him \neq 66a)* **knit give** him a sweater

66) **knit** a sweater **give** him = 67) **give** him **knit** a sweater

From the comparison above, we can see that 64) “send...give” pattern can be rewritten as 65) “send give...”, while 66a) “knit give...” is not the grammatical allotype of 66) “knit...give”. However, 66) can be rewritten as 67) “give...knit”:

67)给他织了一件毛衣

“(I) have knitted a sweater for him”

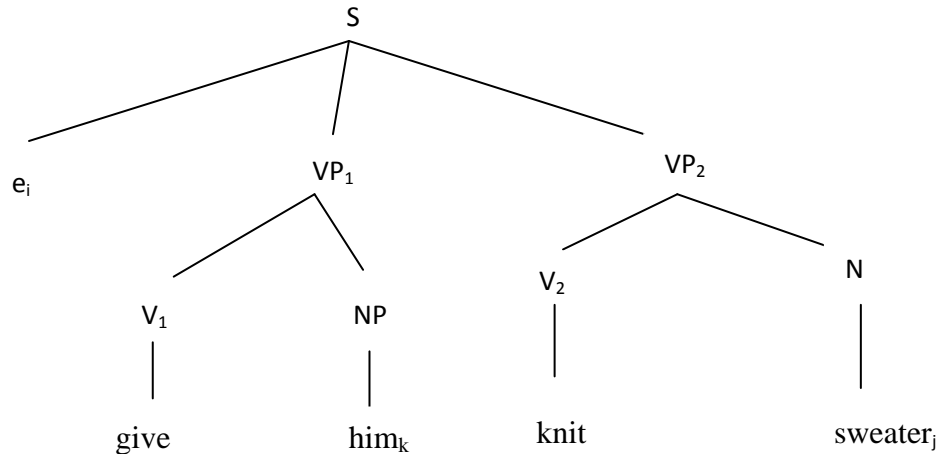
gěi	tā	zhī	le	yījiàn	máoyī
gěi	tā	zhī	le	yī jiàn	máoyī
give.PRED	he.OBJ.BEN.3SG.MASC	knit.PRED	PRF	one CL	sweater.OBJ.PT
V1	PN	V2	PART	QUANT	N

Generated in
TypeCraft.

It is observed that 66) has the opposite word order to 67), that is to say, the second verbal phrase **gěi tā** in 66) becomes the first verbal phrase in 67). The change touches upon not only the position of the verb “give”, but also its argument structure. In 67), the actor of the action “knit” may intend to but not begin to give the knitted sweater to someone, so the pronoun *tā* “he” doesn’t play a role of recipient, rather beneficiary, which is introduced by the verb **gěi**. As a result, the argument structure for serial verbs in 67) is “give <Benefactor_i, Beneficiary_k>...knit <(Agent_i), Patient_j>”. This phenomenon can be shown through Figure 9:

Figure 9

67)



Then what causes the fact that 64) is rewritten as 64a), while 66) cannot be rewritten as 66a), rather 67)? Borrowing Vendler’s (1957, 1967) ideas in distinguishing English activity and accomplishment, I suppose that the Mandarin verb phrase *sòng shū* “**send book**” encodes an event without goal or duration, while *zhī máoyī* “**knit sweater**” indicates an event with a goal and duration. That is to say, V_1N in 64) expresses an activity, while V_1N in 66) is an accomplishment. So we can hypothesize that, for the group *Gěi*-Anchoring SVC, $V_1N_1 V_{2-give}N_2$ can be rewritten as $V_1V_{2-give} N_2N_1$, only if V_1N_1 encodes an activity, the relevant verbs of which are mostly motion verbs with directional implication, for example, *sòng* “send”, *rēng* “throw” or *dì* “pass”; however, if V_1N_1 expresses an accomplishment, and the relevant verbs can encode events with a process, for example, *zhī* “knit”, *huà* “paint” or *xiě* “write”, the $V_1V_{2-give} N_2N_1$ pattern for such a verb sounds unnatural or ungrammatical, the grammatical way, however, is $V_{2-give}N_2 V_1N_1$ where the beneficiary is introduced by V_{2-give} which stands in the front of the sentence. Table 12 displays the event relationship and argument structure for examples 64)-67):

Table 12

<i>gěi</i> -Anchoring SVC	Event Relationship	Argument Structure
64) <i>sòng... gěi...</i> “send...give...”	$E_{1-activity} E_{2-achievement}$	$V_1 \langle \text{Presenter}_i, \text{Theme}_j, (\text{Recipient}_k) \rangle + V_{2-give} \langle (\text{Presenter}_i), (\text{Theme}_j), \text{Recipient}_k \rangle$
65) <i>sòng gěi...</i> “send give...”	$E_{1-activity} E_{2-achievement}$	$V_1 V_{2-give} \langle \text{Presenter}_i, \text{Recipient}_k, \text{Theme}_j \rangle$
66) <i>z h ī... g ě i...</i> “knit...give...”	$E_{1-accomplishment} E_{2-achievement}$	$V_1 \langle \text{Agent}_i, \text{Patient}_j \rangle + V_{2-give} \langle (\text{Presenter}_i), (\text{Theme}_j), \text{Recipient}_k \rangle$
67) <i>gěi...zhī...</i> “give...knit...”	$E_{1-achievement} E_{2-accomplishment}$	$V_{2-give} \langle \text{Benefactor}_i, \text{Beneficiary}_k \rangle + V_1 \langle (\text{Agent}_i), \text{Patient}_j \rangle$

Overall, the *Gěi* -Anchoring SVC is a special SVC which refers to a construction formed by the verb *gěi* “give” encoding an achievement and another verb encoding different events, specifically, activities and accomplishments. The V_1 s can be combined with V_2 *gěi* “give” as one unit, if the VP_1 s encode activities and V_1 s have motional and directional meanings; while the V_1 s are not allowed to do this, if VP_1 s encode accomplishments. However, in the latter, VP_1 and VP_2 (*gěi*) can change their word order without destroying the grammaticality of the sentence, where the thematic role assigned to the object of the second verb *gěi* may be changed from recipient to beneficiary.

In conclusion, the meaning of the Anchoring SVC not only relies on the cognitive bias and pragmatic inference, it also has something to do with the situation types of serial verbs and their argument structures. Moreover, the shared subject may play different thematic roles assigned by the serialized verbs. For example, in some cases of the Circumstantial Anchoring SVC, the shared subject is assigned an agent role by V_1 and an experiencer role by V_2 , or an agent role for V_1 and a possessor role for V_2 ; in the Manner/Instrumental- and some of the Purposive Anchoring SVCs, the object of V_1 and the object of V_2 are thematically controlled; in the Supplemental-, Causal- and Conditional Anchoring SVCs, the two serial verbs assign their common subject a possessor role and an agent role respectively; in the *Gěi*-Anchoring SVC, the shared subject may be assigned the same thematic role by the two verbs (i.e. $Presenter_i$), sometimes however, it has different thematic roles: either an agent, a presenter or a benefactor. Ultimately, however, the relationship between the serial verbs must be inferred pragmatically.

3.2.3 Chaining SVC

The Chaining SVC refers to a sequence of adjacent verbs expressing actions occurring in a fixed temporal order. It is similar to the Consequential SVC in Edo (Ogie 2009) and the Sequential SVC in Thai (Sudmuk 2003a), the latter of which has a closer grammatical system to Mandarin Chinese than the former which has a rich inflectional system. If the order of V_1 , V_2 (and V_3) of Chaining SVC is switched, the meaning of the sentence will be changed, which differs from the coordinate clauses mentioned by Chao (1968).

The Chaining SVC not only expresses the temporal order of the serial verbs, but also indicates the integrity of the whole event composed of several sub-events. Because of the temporal consecutivity between the serial verbs, this pattern is labeled as $t_1 > t_2 > t_3 \dots t_{n-1} > t_n$. Some of the Anchoring SVCs, for example, the Purposive-, Instrumental-, Causal- and Conditional-, also obey the strict word order to indicate the temporal consecutivity of serial verbs, but they have much more subtle internal

semantic relations between serial verbs than the Chaining SVC where V_1 and V_2 have no logical or some kind of necessary correlation based on the pragmatic inference. Besides, the Circumstantial Anchoring SVC can be easily distinguished from the Chaining SVC by the simultaneous temporal structure of its serial verbs.

Sentence 76) is a typical Chaining SVC because of the consecutive actions performed by V_1 and V_2 . Look at the interlinear annotations for 76):

76) 打水洗澡

“get water and wash the body”

dǎ	shuǐ	xǐzǎo
dǎ	shuǐ	xǐzǎo
collect.PRED	<i>water</i> .TH	bathe.PRED
V1	N	V2

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Both VP_1 and VP_2 encode an activity event, so the event relationship between them can be shown as: $E_{1-activity-consecutive-E_{2-activity}}$. The argument structure for the V_1V_2 pattern of 76) is “collect $\langle Agent_i, Theme_j \rangle \dots bathe \langle (Agent_i) \rangle$ ”. However, the event relationships and argument structures of the Chaining SVC are not limited to this modal because of the variation of the verb types. There are 12 examples belonging to the Chaining SVC on TypeCraft, which are displayed in Table 13:

Table 13

Chaining SVC	Event Relationship	Argument Structure
76) <i>dǎ...xǐzǎo</i> “get..bathe”	E _{1-activity} -consecutive-E _{2-activity}	V ₁ <Agent _i , Theme _j > +V ₂ <(Agent _i)>
77) <i>ná ...shā...</i> “take ...kill...”		V ₁ <Agent _i , Theme _j > + V ₂ <(Agent _i), Patient _k >
78) <i>ná ...xiě</i> “take...write...”		V ₁ <Agent _i , Theme _j > + V ₂ <Agent _i , Theme _k >
80) <i>ná...chī...</i> “take... eat...”		V ₁ <Agent _i , Theme _j > + V ₂ <Agent _i , Patient _k >
82) <i>děng... qù</i> “wait ...go”		V ₁ <Agent _i , Time _j > + V ₂ <(Agent _i)>
79) <i>gào... zuò... huí.ěn sh g...</i> “tell...sit...return...visit...”	E _{1-activity} -consecutive-E _{2-activity} - consecutive- E _{3-activity} - consecutive-E _{4-activity}	V ₁ <Agent _i , Theme _j > + V ₂ <(Agent _i), Instrument _k > + V ₃ <(Agent _i), Goal _l > + V ₄ <(Agent _i), Theme _m >
73) <i>gē dào...zhà</i> “put into...fry”	E _{1-achievement} -consecutive-E _{2-activity}	V ₁ <Agent _i , (Theme _j), Goal _k > + V ₂ <(Agent _i), (Patient _j)>
75) <i>zǒu guò qù kāi...</i> “walk over open...”		V ₁ <Agent _i > + V ₂ <(Agent _i), Patient _j >
81) <i>guì xià lái qǐú...</i> “kneel down beg...”		
74) <i>tuō ... gěi ... xǐ ...</i> “take off... give... wash...”	E _{1-activity} -consecutive-[E ₂ - achievementE _{3-activity}]-activity	V ₁ <Agent _i , Theme _j > + V ₂ <(Benefactor _i), Beneficiary _k > + V ₃ <(Agent _i), Theme _l >
83) <i>zhēteng... fāxiàn...</i> “do over... find...”	E _{1-activity} -consecutive-S ₂	V ₁ <Agent _i , Time _j > + V ₂ <Experiencer _i , Theme _k >
84) <i>kàn...fāxiàn...</i> “watch ... find...”		V ₁ <Agent _i , (Theme _j), Time _k > + V ₂ <(Experiencer _i), Theme _l >

Overall, VP₁s and VP₂s in some examples (76-80) in table 13 express activities. Some examples are different: in 73), 75) and 81), VP₁ encodes the meaning of achievement, VP₂ in 74) expresses an achievement, while VP₂ in 83) and 84) encodes a state. All examples except for 74), 83) and 84) demonstrate the fact that V₁ and V₂ not only share the subject functionally, they also assign the

shared subject the same thematic role- Agent_i. In sentences 83) and 84), the shared subject is assigned an agent role by V₁ and an experiencer role by V₂. Example 74) refers to a situation where the *Gěi*-Anchoring SVC is embedded to the Chaining SVC. In the embedding *Gěi*-Anchoring SVC, the achievement encoded by VP₂ and activity encoded by VP₃ are combined together as one activity, which builds a consecutive relationship with the achievement expressed by VP₁.

3.2.4 Aspectual SVC

The Aspectual SVC refers to an SVC consisting of V₁ + aspect marker and V₂ or V₁ and V₂+aspect marker. V₁ together with its aspect marker may express the status of V₂, or the events encoded by V₁ + aspect marker and V₂ happen consecutively, like a Chaining SVC, or V₂+aspect marker describes the result of V₁. In this group, the “viewpoint morphemes” *-zhe* and *-le* are the main targets of the research.

3.2.4.1 *-zhe*

85) 坐着看报

“*read a newspaper while sitting*”

zuò	zhe	kàn	bào
zuò	zhe	kàn	bào
<i>sit.PRED STAT read.PRED newspaper.TH</i>			
V1	PART V2	N	

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According to Smith (1997), Mandarin Chinese has three perfectives (*-le*, *-guò* and RVC¹¹), three imperfectives (*-zài*, *-zhe* and stative sentences) and a neutral viewpoint, which are syntactically optional. *-zhe* has a stative meaning, so it is labeled as STATIVE in Table 1. As a result, in sentence 85), a state is derived from the combination of the activity *zuò* “sit” encoded by V₁ and the imperfective *-zhe*, which is formalized as: [E_{1-activity}+STATIVE]_{state}. In addition, VP₂ *kàn bào* “read newspaper” expresses an activity, and the state expressed by VP₁ provides a manner for the

¹¹ Part of RVC, namely, the completive, is categorized into the Vector SVC in this work.

activity expressed by VP₂, so the event relation in this Aspectual SVC can be formalized as [E₁-activity+STATIVE]_{state} -manner- E₂-activity.

3.2.4.2 -le

There are two distinctive patterns referring to the perfective *-le*: E₁-activity-resultative-[S₂+PERFECTIVE]_{state} and [E₁-activity +PERFECTIVE]_{achievement}-consecutive-E₂-activity.

97) 张三喝酒喝醉了。

“Zhangsan drank alcohol and then was drunk.”

zhāngsān	hē	jiǔ	hēzuì	le
zhāngsān	hē	jiǔ	hēzuì	le
Zhangsan.SBJ.AGT	drink.PRED	alcohol.OBJ.PT	is.drunk.PRED	PRF
Nbare	V1	Ncomm	V2	PART

Generated in TypeCraft.

VP₂ in sentence 97) is a resultative RVC that has stative meaning. Generally, perfective *-le* suggests completion in Mandarin Chinese, but the viewpoint of the “verb constellation” *hēzuì-le* “**is drunk**” needs to be discussed. Smith (1997) states that when “stative verb constellations occur with *-le*, they have dynamic, shifted interpretation. The derived situation type may be inchoative, presenting the coming about of a state.” (Smith 1997: 265) In this case, the “verb constellation” *hēzuì* (VP₂) *-le* “**is drunk**” indicates that the undrunk state of the agent begins to change to the drunk state after the activity “drink alcohol” encoded by VP₁. That is to say, the endpoint of “drink alcohol” is at the same time the start point of “become drunk”. According to this, the viewpoint of the “verb constellation” VP₂-*le* should be inceptive. However, according to Bybee (1994), a “resultative denotes a state that was brought about by some action in the past”, which is also the case in this example where the viewpoint encoded by VP₂ is resultative.

Both approaches analyze the same situation, namely, the state, in two different points of view: the former focuses on the start point of the state changing, while the latter considers the current state as the result caused by certain action. Despite of that, the semantic relationship between VP₁ and VP₂ has no ambiguity, that is, resultative.

112) 煮了吃

“eat (it) after boiling (it)”

zhǔ le chī

zhǔ le chī

boil.PRED PRF **eat.PRED**

V1 PART **V2**

Generated in TypeCraft.

Another example relating to the perfective *-le* has a different interpretation because of the consecutive semantic relationship between V₁ and V₂. While VP₁ and VP₂ in 97) have a close causal semantic relationship, VP₁ and VP₂ in 112) is related temporally, that is to say, the action *chī* “eat” encoded by VP₂ and the action *zhǔ* “boil” encoded by VP₁ happen consecutively. In addition, only after finishing the activity “boil”, the action “eat” can occur, so the viewpoint of the “verb constellation” *zhǔ-le* is supposed to be completive.

With terms regarding to aspects proposed by Bybee (1994), Smith (1997) and Vendler (1957, 1967), I draw a table to show the aspectual viewpoints and aspectual situations for the “verb constellations” where the imperfective *-zhe* and the perfective *-le* are involved:

Table 14

verb constellations	Viewpoint	Situation
85) <i>zuò-zhe</i> IMPERFECTIVE	stative imperfective	State
97) <i>hēzui-le</i> PERFECTIVE	inceptive imperfective/ resultative perfective	State
112) <i>zhǔ-le</i> PERFECTIVE	completive perfective	Accomplishment

Table 14 indicates that when a verb and an aspect marker are combined to a “verb constellation”, the aspect marker may affect or not affect the viewpoint of that “verb constellation”. For example, a verb plus an imperfective aspect marker *-zhe* in 85) still expresses an imperfective viewpoint, and a verb plus a perfective marker in 112) still expresses a perfective viewpoint. However, the “verb

constellation” *hēzui-le* in 97) can be inchoative imperfective, even though the aspect marker *-le* indicates perfective.

Further, the situation type of one “verb constellation” is closely related to the viewpoint of that “verb constellation”, for instance, 85) *zuò-zhe* with a stative viewpoint expresses a state, and 112)) *zhǐ-le* with a completive viewpoint encodes an accomplishment. Lastly, an activity expressed by a verb may change into a state when an imperfective aspect marker is attached to that verb, for example, 85) *zuò-zhe* “sit-ting”.

CHAPTER 4: SUMMARY AND CONCLUSIONS

4.1 Summary

The SVC in Mandarin Chinese is a controversial phenomenon. There is no agreement on its definition and classification between linguists and sinologists from both China and Western. Comparing different hypotheses about the definition and classification of Mandarin SVC, this thesis takes the “true” SVC as the objective of the research. That is to say, Mandarin SVC in this work is characterized by the fact that two subject-sharing verbs, V_1 and V_2 , are juxtaposed, and there is neither a conjunction nor a government relation between them.

Based on these properties of “true” Mandarin SVC, primary and secondary data are collected, annotated and regrouped to build a small corpus which can be freely accessed through the online multi-lingual database TypeCraft. The small corpus of the Mandarin SVC is then divided into four groups: the Vector SVC, the Anchoring SVC, the Chaining SVC and the Aspectual SVC, which possess different semantic structures.

4.2 Conclusions

The Vector SVC refers to a kind of Mandarin SVC where there is only one core event expressed by the main verb, and the vector verb(s) encode(s) either the direction or aspect information of the main verb. The meaning of an Anchoring SVC not only relies on the pragmatic inference, but also has something to do with the situation types of serial verbs and their argument structures. Moreover, the shared subject may play different thematic roles relative to the serialized verbs. Similar to the Consequential SVC in Edo (Ogie 2009) and the Sequential SVC in Thai (Sudmuk 2003a), the Chaining SVC in Mandarin Chinese concerns a sequence of adjacent verbs expressing actions occurring in fixed temporal order and the sequence of verbs indicate the integrity of the whole event composed of several sub events.

Similar to the completive and Inceptive Vector SVC, the Aspectual SVC refers to a VV pattern where V_1 or V_2 carries the aspectual information and the relationship between V_1 and V_2 is influenced by the viewpoint aspect and situation aspect the “verb constellation” encodes. However, the aspectual information in the former is carried by a vector verb, while in the latter, the aspectual meaning is encoded by the aspect marker.

Further, the analysis of the data on TypeCraft shows that Mandarin SVC processes rich event patterns (e.g. event-event, event-state and state-event) and argument structures. For all Mandarin SVCs, the shared subject may play different thematic roles assigned by the serialized verbs. Hence, conflict will arise when the feature structure of some Mandarin SVCs, where V_1 and V_2 have functionally shared subject with different thematic roles, is represented in HPSG, because one could not co-index the INDX values of the subjects of V_1 and V_2 , since their specifications are different, due to their different ROLES.

In some cases, the situation type encoded by a verb may determine the thematic roles of the arguments required by that verb (i.e. state: *have*, <Possessor_i>; activity: *drink*, <Agent_i, Theme_j>; achievement: *reach*, <Theme_i, Goal_j>; accomplishment: *write letter*, <Agent_i, Theme_j>). Moreover, lexical meanings may determine the event type of “verb constellation” and the argument structure of verbs: “send a letter” and “knit a sweater”, for example. Further, the situation type of one “verb constellation” is also closely related to the viewpoint of that “verb constellation”.

The generalizations in this thesis may have some limitation due to the limited data and the restricted linguistic knowledge. So the collection of larger data and more detailed and intensive analysis need to be done in the future work.

APPENDIX

The 118 SVC examples in the appendix below are classified into four groups, which can be also available on-line: http://typecraft.org/tc2wiki/Classifying_SVC_Mandarin_Chinese

1) 然后突然有一只苍蝇飞过来。

“Then, suddenly, there flies a fly.”

ránhòu	tūrán	yǒu	yì	zhī	cāngyīng	fēi	guò	lái
ránhòu	tūrán	yǒu	yì	zhī	cāngyīng	fēi	guò	lái
<i>then</i>	<i>suddenly</i>	<i>there.is</i>	<i>one</i>	CL	<i>fly.SBJ</i>	<i>fly.PRED</i>	<i>pass.PATH</i>	<i>come.PATH</i>
ADVtemp	ADV	V	ART	CLFnum	Ncomm	V1	V2	V3

2) (它)就大胆地走过来，

“(It) then comes here boldly.”

(tā)	jiù	dàdǎn	de	zǒu	guò	lái
(tā)	jiù	dàdǎn	de	zǒu	guò	lái
<i>(it).SBJ</i>	<i>then</i>	<i>boldly</i>		<i>walk.PRED</i>	<i>pass.DIR</i>	<i>come.DIR</i>
PN	ADV	ADV	PART	V1	V2	V3

3) 小猫就扑过去。

“Then the little cat rushes to it.”

xiǎo māo	jiù	pū	guò	qu	
xiǎo māo	jiù	pū	guò	qu	
<i>little cat.SBJ</i>	<i>then</i>	<i>jump.PRED</i>	<i>pass.PATH</i>	<i>go.DIR</i>	
ADJ	Ncomm	ADV	V1	V2	V3

4) 然后小猫就扑上去

“Then the little cat jumps onto it.”

ránhòu	xiǎo māo	jiù	pū	shàng	qù
ránhòu	xiǎo māo	jiù	pū	shàng	qù
then	little cat.SBJ		jump.PRED	on.PATH	go.DIR
ADVtemp	ADJ	Ncomm	PART	V1	PREP
					V2

5) 他走来走去。

“He is walking up and down.”

tā		zǒu	lái	zǒu	qù
tā		zǒu	lái	zǒu	qù
he.SBJ.SG.3.AGT.MASC		walk.PRED	come.DIR	walk.PRED	go.DIR
PN		V1	V2	V3	V4

6) 他跪下来求我。

“He knelt down to beg me.”

tā		guì	xià	lái	qiú	wǒ
tā		guì	xià	lái	qiú	wǒ
he.SBJ.SG.3.AGT.MASC		kneel.PRED	down.PATH	come.DIR	beg.PRED	I.OBJ.PT.1SG
PN		V1	ADV	ADV	V2	PN

7) 他走过去开门

“He walked over and opened the door”

tā		zǒuguòqù	kāi	mén
tā		zǒuguòqù	kāi	mén
he.SBJ.AGT.3SG.MASC		walk.over.PRED	open.PRED	door.OBJ.TH
PN		V1	V2	N

8) 左先生去打电话叫车了。

“Mr. Zuo has called to reserve the car.”

zuǒxiānshēng	qù	dǎ	diànhuà	jiào	chē	le
zuǒxiānshēng	qù	dǎ	diànhuà	jiào	chē	le
Mr.Zuo.SBJ.AGT	go.PRED	beat.PRED	phone.OBJ.PT	reserve.PRED	car.OBJ.PT	PRF
Nbare	V1	V2	Ncomm	V3	Ncomm	PART

9) 来玩儿

“come to play”

lái	wánér
lái	wánér
come.PRED	play.PRED
V1	V2

10) 去吃饭

“go to eat”

qù	chī	fàn
qù	chī	fàn
go.PRED	eat.PRED	food.OBJ.PT
V1	V2	N

11) 去等一会儿

“Go and wait for a while!”

qù	děng	yīhuìér
qù	děng	yīhuìér
go.PRED	wait.PRED	a.while.MOD
V1	V2	ADV

12) 去做事

“go to do something”

qù	zuò	shì
qù	zuò	shì
go.PRED	do.PRED	issue.PT
V1	V2	N

13) 我去买菜

“I go to buy vegetables”

wǒ	qù	mǎi	cài
wǒ	qù	mǎi	cài
I.SBJ.AGT.1SG	go.PRED	buy.PRED	vegetable.OBJ
PN	V1	V2	N

14) 苍蝇飞到茶杯上。

“The fly settles on a cup.”

cāngying	fēi	dào	chábēi	shàng
cāngying	fēi	dào	chábēi	shàng
fly.SBJ	fly.PRED	reach.ENDPNT	teacup.OBJ	on.LOC
Ncomm	V1	V2	Ncomm	PREP

15) 然后苍蝇又飞到了台灯上。

“Then the fly flies onto the lamp”

ránhòu	cāngying	yòu	fēi	dǎo	le	táidēng	shàng
ránhòu	cāngying	yòu	fēi	dǎo	le	táidēng	shàng
then.DM	fly.SBJ	then	fly.PRED	reach.DIR.ENDPNT	PFV	lamp	on.LOC
ADVtemp	Ncomm		V1	V2	PART	Ncomm	PREP

16) 小猫又扑到台灯上。

“The little cat jumps onto the lamp, too.”

xiǎo māo	yòu	pū	dào	táidēng	shàng
xiǎo māo	yòu	pū	dào	táidēng	shàng
<i>little cat</i> .SBJ	<i>again</i>	<i>jump</i> .PRED	<i>reach</i> .ENDPNT	<i>lamp</i> .OBJ	<i>on</i> .LOC
ADJ	Ncomm	ADV	V1	V2	Ncomm
					PREP

17) 再把苍蝇放到主人的胸口。

“Then (it) puts the fly on the chest of its master.”

zài	bǎ	cāngying	fàng	dào	zhǔrén	de	xiōngkǒu
zài	bǎ	cāngying	fàng	dào	zhǔrén	de	xiōngkǒu
<i>then</i>		<i>fly</i> .OBJ	<i>put</i> .ACTV.PRED	<i>reach</i>	<i>master</i>	POSS	<i>chest</i> .OBJ
ADV	PART	Ncomm	V1	V2	Ncomm	PART	Ncomm

18) 后来那个苍蝇飞到了地板上。

“Later, that fly flies on the floor.”

hòulái	nàge	cāngying	fēi	dào	le	dìbǎn	shàng
hòulái	nàge	cāngying	fēi	dào	le	dìbǎn	shàng
<i>later</i>	<i>that</i>	<i>fly</i> .SBJ	<i>fly</i> .PRED	<i>reach</i> .ENDPNT	PFV	<i>floor</i>	<i>on</i> .LOC
ADV	DET	Ncomm	V1	V2	PART	Ncomm	PREP

19) 然后（它）跳到沙发上

“Then it jumps onto the sofa.”

ránhòu	(tā)	tiào	dào	shāfā	shàng
ránhòu	(tā)	tiào	dào	shāfā	shàng
<i>then</i>	<i>(it)</i> .SBJ	<i>jumps</i> .PRED	<i>reach</i> .DIR	<i>sofa</i> .OBJ	<i>on</i> .LOC
ADVtemp	PN	V1	V2	Ncomm	PREP

20) 小猫跳到窗帘上想把它抓住。

“The little cat jumps onto the curtain and wants to catch the fly.”

xiǎo māo	tiào	dào	chuānglián	shàng	xiǎng	bǎ	tā	zhuā	zhù
xiǎo māo	tiào	dào	chuānglián	shàng	xiǎng	bǎ	tā	zhuā	zhù
<i>little cat</i> .SBJ	<i>jumps</i> .PRED	<i>reach</i> .DIR	<i>curtain</i>	<i>on</i> .LOC	<i>want</i>		<i>it</i> .OBJ	<i>catch</i> .ACTV	
ADJ Ncomm	V1	V2	Ncomm	PREP	V3	PART	PN	Vvector	PART

21) 然后苍蝇又飞到台灯上。

“Then the fly flies onto the lamp”

ránhòu	cāngying	yòu	fēi	dāo	le	táidēng	shàng
ránhòu	cāngying	yòu	fēi	dāo	le	táidēng	shàng
<i>then</i> .DM	<i>fly</i> .SBJ	<i>then fly</i> .PRED	<i>reach</i> .DIR.ENDPNT		PFV	<i>lamp</i>	<i>on</i> .LOC
ADVtemp	Ncomm	V1	V2		PART	Ncomm	PREP

22) 搁到锅里炸了吗?

“Have you put (it) into the pot and fired (it)?”

gē	dào	guō	lǐ	zhà	le	ma?
gē	dào	guō	lǐ	zhà	le	ma?
<i>place</i> .PRED	<i>to</i> .DIR	<i>pot</i> .GOAL	<i>inside</i> .GOAL	<i>fry</i> .PRED	PFV	INTR
V1	PREP	Ncomm	PREP	V3	PART	PART

23)开始工作

“*begin to work*”

kāishǐ	gōngzuò
kāishǐ	gōngzuò
<i>begin.PRED</i>	<i>work.PRED</i>
V1	V2

24)她晚上一个人出去害怕

“*She is afraid to go out at night alone.*”

tā	wǎnshàng	yīgèrén	chūqù	hàipà
tā	wǎnshàng	yī gè rén	chūqù	hàipà
<i>she.SBJ.3SG.FEM</i>	<i>at.night</i>	<i>one CL person</i>	<i>go.out.PRED</i>	<i>is.afraid.PRED</i>
PN	ADVtemp	ADV	V1	V2

25)那个老师说话爱转文。

“*That teacher likes to misuse literary words when he talks.*”

nèigè	lǎoshī	shuōhuà	ài	zhuǎn
nèi gè	lǎoshī	shuōhuà	ài	zhuǎn
<i>that CL</i>	<i>teacher.SBJ.AGT</i>	<i>talk.PRED</i>	<i>like.PRED</i>	<i>misuse.PRED</i>
QUANT	Ncomm	V1	V2	V3

wén
wén
literary.words.OBJ.PT
Ncomm

26)你念书很有成就吧?

“Is your studying going very well?”

nǐ	niàn	shū	hě	yǒu
nǐ	niàn	shū	hě	yǒu
you.SBJ.AGT.2SG	read.PRED	book.OBJ.PT	very	have.PRED
PN	V1	Ncomm	ADV	V2

chéngjiù	ba?
chéngjiù	ba?
sucess.OBJ.PT	INTR
N	PART

27)我一个人晚上出去很害怕。

“I am very afraid of going out at night alone.”

wǒ	yīgè	rén	wǎnshàng	chū	qù	hě	hàipà
wǒ	yī	gè	rén	wǎnshàng	chū	qù	hàipà
I.SBJ.AGT.1SG	one	CL	person	at.night.TEMP	exit.PRED	go.DIR	fear.PRED
PN	QUANT	N	ADV	V1	V2	ADV	V3

28)他/她骑马抽烟。

“S/He smokes while riding a horse.”

tā	qí	mǎ	chōu	yān
tā	qí	mǎ	chōu	yān
s/he.SBJ.AGT.3SG.FEM.MASC	ride.PRED	horse.OBJ.PT	pump.PRED	smoke.OBJ.PT
PN	V1	Ncomm	V2	Ncomm

29)写信给他拜年

“write a letter and say “happy new year” to him”

xiě	xìn	gěi	tā	bàinián	
xiě	xìn	gěi	tā	bài	nián
write.PRED	letter.TH	give	he.BEN	greet.PRED	new.year.TH
V1	N	V2	PN	V3	

30)她会回娘家过节去的。

“She will return to her mother's home to spend the holiday.”

tā		huì	huí	niángjiā	guò	jié	qù	de
tā		huì	huí	niángjiā	guò	jié	qù	de
she.SBJ.AGT.3SG.F		will	return.PRE	mother's.home.OBJ.G	spend.PRED	holiday.OBJ.	go.DI	
EM		D	OAL		PT		R	
PN		AU	V1	N	V2	Ncomm	V3	PAR
		X						T

31)我们种那种菜吃

“We plant that kind of vegetable to eat.”

wǒmen	zhòng	nèizhǒng	cài	chī
wǒmen	zhòng	nèi	zhǒng cài	chī
we.SBJ.AGT.1PL	plant.PRED	that	CL	vegetable.OBJ.PT
PN	V1	QUANT	Ncomm	V2
				eat.PRED

32)我找学生教。

“I'm looking for students to teach.”

wǒ	zhǎo	xuéshēng	jiào
wǒ	zhǎo	xuéshēng	jiào
I.SBJ.AGT.1SG	look.for.PRED	students.OBJ.PT	teach.PRED
PN	V1	Ncomm	V2

33)他买那本书给你看。

“He bought that book for you to read.”

tā	mǎi	nèiběn	shū	gěi	nǐ	kàn
tā	mǎi	nèi	běn shū	nǐ	kàn	
he.SBJ.AGT.3SG.MASC	buy.PRED	that CL	book.OBJ.PT	you.OBJ.2SG	read.PRED	
PN	V1	QUANT	Ncomm	V2	PN	V3

34)买一份报看

“buy a newspaper to read”

mǎi	yī	fèn	bào	kàn
mǎi	yī	fèn	bào	kàn
buy.PRED	one	piece.CL	newspaper.OBJ.PT	read.PRED
V1	NUM	QUANT	N	V2

35)他打电话叫车。

“He calls to reserve the car.”

tā	dǎ	diànhuà	jiào	chē
tā	dǎ	diànhuà	jiào	chē
he.SBJ.SG.3.AGT.MASC	beat.PRED	phone.OBJ.PT	call.PRED	car.OBJ.PT
PN	V1	Ncomm	V2	Ncomm

36)上北京开会

“go to Beijing to attend meeting”

shàng	běijīng	kāi	huì
shàng	běijīng	kāi	huì
go.PRED	Beijing.OBJ.GOAL	attend.PRED	meeting.OBJ.TH
V1	Nbare	V2	N

37)买把刀切菜

“buy a knife and cut vegetables”

mǎi	bǎ	dāo	qiè	cài
mǎi	bǎ	dāo	qiè	cài
buy.PRED	CL	knife.OBJ	cut.PRED	vegetables.OBJ.PT
V1	CLFnom	N	V2	N

38)他拿一双筷子吃饭。

“He eats food with a pair of chopsticks.”

tā		ná	yīshuāng	kuàizi	chīfàn
tā		ná	yī shuāng	chī	fàn
he.SBJ.SG.3.AGT.MASC		take.PRED	one CL	eat.PRED	food.OBJ.PT
PN		V1	QUANT	Ncomm	V2

39)我住在这跟他们打交道。

“I live here and have contact with them.”

wǒ	zhù	zài	zhèi	gēn	tāmen	dǎ	jiāodào
wǒ	zhù	zài	zhèi	gēn	tāmen	dǎ	jiāodào
I.SBJ.AGT.1SG	live.PRED	in.LOC	here.LOC	with	they	beat.PRED	interaction.OBJ.PT
PN	V1	PREP	ADV	PREP	PN	V2	Ncomm

40)喝点酒壮壮胆子

“Drink a little wine, and it will give you courage.”

hē	diǎn	jiǔ	zhuàngzhuàng	dǎnzi
hē	diǎn	jiǔ	zhuàngzhuàng	dǎnzi
drink.PRED	some.MOD	wine.OBJ.PT	strengthen.strengthen.PRED	courage.OBJ.PT
V1	DET	Ncomm	V2	Ncomm

41)我没打电话征求李四的意见

"I didn't call Lisi to ask for suggestions."

wǒ	méi	dǎ	diànhuà	zhēngqiú	lǐsì	de	yìjiàn
wǒ	méi	dǎ	diànhuà	zhēngqiú	lǐsì	de	yìjiàn
<i>I.SBJ.AGT.1SG</i>	<i>not.NEG</i>	<i>call.PRED</i>	<i>phone.OBJ.PT</i>	<i>ask.for.PRED</i>	<i>Lisi</i>	<i>POSS</i>	<i>suggestion.OBJ</i>
PN	ADV	V1	Ncomm	V2	Nbare	PART	Ncomm

42)他们需要夹子夹核桃。

"They need a clamp to break walnut seeds."

tāmen	xūyào	jiāzi	jiā	hétáo
tāmen	xūyào	jiāzi	jiā	hétáo
<i>they.SBJ.AGT.3PL</i>	<i>need.PRED</i>	<i>clamp.OBJ.PT</i>	<i>break.PRED</i>	<i>walnut.seed.OBJ.PT</i>
PN	V1	Ncomm	V2	Ncomm

43)他上楼睡觉。

"He went upstairs to sleep."

tā	shàng	lóu	shuìjiào
tā	shàng	lóu	shuìjiào
<i>he.SBJ.AGT.3SG.MASC</i>	<i>ascend.PRED</i>	<i>stairs.OBJ.PT</i>	<i>sleep.PRED</i>
PN	V1	Ncomm	V2

44)左先生去打电话叫车了。

"Mr Zuo has called to reserve the car."

zuǒxiānshēng	qù	dǎ	diànhuà	jiào	chē	le
zuǒxiānshēng	qù	dǎ	diànhuà	jiào	chē	le
<i>Mr.Zuo.SBJ.AGT</i>	<i>go.PRED</i>	<i>beat.PRED</i>	<i>phone.OBJ.PT</i>	<i>reserve.PRED</i>	<i>car.OBJ.PT</i>	<i>PRF</i>
Nbare	V1	V2	Ncomm	V3	Ncomm	PART

45)他脱袜子洗脚。

“He took off his socks and washed his feet.”

tā	tuō	wàzi	xǐ	jiǎo
tā	tuō	wàzi	xǐ	jiǎo
he.SBJ.SG.3.AGT.MASC	take.off.PRED	socks.OBJ.PT	wash.PRED	feet.OBJ.PT
PN	V1	Ncomm	V2	Ncomm

46)他去学校打篮球。

“He goes to school to play basketball.”

tā	qù	xuéxiào	dǎ	lánqiú
tā	qù	xuéxiào	dǎ	lánqiú
he.SBJ.SG.3.AGT.MASC	go.PRED	school.OBJ.PT	play.PRED	basketball.OBJ.PT
PN	V1	Ncomm	V2	Ncomm

47)我买份儿礼送人。

“I bought a present to give to someone.”

wǒ	mǎi	fènr	lǐ	sòng	rén
wǒ	mǎi	fènr	lǐ	sòng	rén
I.SBJ.AGT.1SG	buy.PRED	CL	present.OBJ.PT	give.PRED	someone.OBJ.GOAL
PN	V1	QUANT	Ncomm	V2	PN

48) 张三用一根香烟跟李四打赌下过雨。

“Zhangsan bets Lisi a cigarette that it has rained.”

zhāngsān	yòng	yī	gēn	xiāng	yān	gēn	lǐsì
zhāngsān.SBJ.AGT	use.PRED	one	CL	scented.MOD	cigarette.TH	follow	lǐsì
Nbare	V1	NUM	QUANT	Ncomm		V2	Nbare
dǎdǔ	xià	guò	yǔ				
dǎdǔ	xià	guò	yǔ				
bet.PRED	fall.down.PRED	PRF	rain.				
V3	V4	PART	N				

49) 我们坐火车去好吗?

“Shall we go by train?”

wǒmen	zuò	huǒchē	qù	hǎo	ma?
wǒmen	zuò	huǒchē	qù	hǎo	ma?
we.SBJ.AGT.1PL	take.PRED	train.OBJ.PT	go.PRED	good.PRED	INTR
PN	V1	Ncomm	V2	ADJ	PART

50) 我用钱买书。

“I buy books with money.”

wǒ	yòng	qián	mǎi	shū
wǒ	yòng	qián	mǎi	shū
I.SBJ.AGT.1SG	use.PRED	money.OBJ.PT	buy.PRED	book.OBJ.PT
PN	V1	Ncomm	V2	Ncomm

51)他们用手吃饭。

“They eat food with hands.”

tāmen	yòng	shǒu	chī	fàn
tāmen	yòng	shǒu	chī	fàn
they.SBJ.3PL.AGT	use.PRED	hand.OBJ.PT	eat.PRED	food.OBJ.PT
PN	V1	Ncomm	V2	Ncomm

52)张三坐汽车到了。

“Zhangsan has arrived with the car.”

zhāngsān	zuò	qìchē	dào	le
zhāngsān	zuò	qìchē	dào	le
Zhangsan.SBJ.AGT	take.PRED	car.OBJ.INSTR	arrive.PRED	PRF
Nbare	V1	Ncomm	V2	PART

53)我们开会讨论了那个问题。

“We have discussed that problem through holding the meeting.”

wǒmen	kāihuì	tǎolùn	le	nèigè	wèntí
wǒmen	kāihuì	tǎolùn	le	nèi gè	wèntí
we.SBJ.AGT.1PL	hold.meeting.PRED	discuss.PRED	PFV	that CL	problem.OBJ.PT
PN	V1	V2	PART	QUANT	Ncomm

54)喝点酒壮壮胆子

“Drink a little wine, and it will give you courage.”

hē	diǎn	jiǔ	zhuàngzhuàng	dǎnzi
hē	diǎn	jiǔ	zhuàngzhuàng	dǎnzi
drink.PRED	some.MOD	wine.OBJ.PT	strengthen.strengthen.PRED	courage.OBJ.PT
V1	DET	Ncomm	V2	Ncomm

55) 我买票进去。

"I bought a ticket and went in."

wǒ	mǎi	piào	jìn	qù
wǒ	mǎi	piào	jìn	qù
I.SBJ.1SG.AGT	buy.PRED	ticket.OBJ.TH	enter.PRED	go.DIR
PN	V1	Ncomm	V2	V3

56) 我们开会考虑那个问题。

"We will hold a meeting to consider that question."

wǒmen	kāi-huì	kǎolù	nèi-gè wèntí
wǒmen	kāi-huì	kǎolù	nèi-gè wèntí
we.SBJ.AGT.1PL	hold.meeting.PRED	consider.PRED	that question.OBJ.PT
PN	V1	V2	DET Ncomm

57) 我没法子对老板交代。

"I don't know how to explain it to my boss."

wǒ	méi	fǎzi	duì	lǎobǎn	jiāodài
wǒ	méi	fǎzi	duì	lǎobǎn	jiāodài
I.SBJ.AGT.1SG	have.not.PRED	method.OBJ.PT	face.PRED	boss.OBJ.GOAL	explain.PRED
PN	V1	N	V2	Ncomm	V3

58) 有事情做

"have something to do"

yǒu	shìqíng	zuò
yǒu	shìqíng	zuò
have.PRED	issue.OBJ.TH	do.PRED
V1	N	V2

59) 我有钱买书。

"I have money to buy books."

wǒ	yǒu	qián	mǎi	shū
wǒ	yǒu	qián	mǎi	shū
<i>I.SBJ.AGT.1SG</i>	<i>have.PRED</i>	<i>money.OBJ.PT</i>	<i>buy.PRED</i>	<i>book.OBJ.PT</i>
PN	V1	Ncomm	V2	Ncomm

60) 有病不能来

"cannot come because of the sickness"

yǒu	bìng	bùnéng lái
yǒu	bìng	bùnéng lái
<i>have.PRED</i>	<i>sickness.OBJ</i>	<i>cannot come.PRED</i>
V1	N	Vmod V2

61) 张三喝酒喝醉了。

"Zhangsan drank alcohol and then was drunk."

zhāngsān	hē	jiǔ	hē	zuì	le
zhāngsān	hē	jiǔ	hē	zuì	le
<i>Zhangsan.SBJ.AGT</i>	<i>drink.PRED</i>	<i>alcohol.OBJ.PT</i>	<i>drink.PRED</i>	<i>be.drunk.PRED</i>	<i>PRF</i>
Nbare	V1	Ncomm	V2	V3	PART

62) 张三唱歌唱哑了嗓子。

"Zhangsan sang songs and became hoarse after that."

zhāngsān	chàng-gē	chàngyā	le	sǎngzi
zhāngsān	chàng-gē	chàng yā	le	sǎngzi
<i>Zhangsan.SBJ.AGT</i>	<i>sing.song.PRED</i>	<i>sing hoarse</i>	<i>PRF</i>	<i>throat.OBJ.PT</i>
Nbare	V1	V2	PART	Ncomm

63)有事找老王

“(If you) have problem, call Laowang”

yǒu	shì	zhǎo	lǎowáng
yǒu	shì	zhǎo	lǎowáng
have.PRED	issue.OBJ	call.PRED	Laowang.OBJ
V1	N	V2	Nbare

64)送一本书给他

“send a book to him”

sòng	yīběn	shū	gěi	tā	
sòng	yī	běn	shū	gěi	tā
send.PRED	one	CL	book.OBJ.TH	give.PRED	he.OBJ.BEN.3SG.MASC
V1	QUANT	N	V2	PN	

64a) 送他一本书

“send him a book”

sòng	tā	yīběn	shū	
send.PRED	he.OBJ.BEN.3SG.MASC	one	CL	book.OBJ.TH
V1	PN	QUANT	N	

65)送给他一本书

“give him a book (as s present)”

sòng	gěi	tā	yīběn	shū	
sòng	gěi	tā	yī	běn	shū
send.PRED	give.PRED	he.OBJ.BEN.3SG.MASC	one	CL	book.OBJ.TH
V1	V2	PN	QUANT	N	

66) 织一件毛衣给他

“knit a sweater for him”

zhī	yījiàn	máoyī	gěi	tā	
zhī	yī	jiàn	máoyī	gěi	tā
knit.PRED	one	CL	sweater.OBJ.PT	give.PRED	he.OBJ.BEN.3SG.MASC
V1	QUANT	N		V2	PN

67) 给他织了一件毛衣

“(I) have knitted a sweater for him”

gěi	tā		zhī	le	yījiàn	máoyī
gěi	tā		zhī	le	yī	jiàn
give.PRED	he.OBJ.BEN.3SG.MASC		knit.PRED	PRF	one	CL
V1	PN		V2	PART	QUANT	N
						sweater.OBJ.PT

68) 写信给他拜年

“write a letter and say “happy new year” to him”

xiě	xìn	jǐ	tā	bàinián	
xiě	xìn	jǐ	tā	bài	nián
write.PRED	letter.TH	give	he.BEN	greet.PRED	new.year.TH
V1	N	V2	PN	V3	

69) 他买那本书给你看。

“He bought that book for you to read.”

tā		mǎi	nèiběn	shū	gěi	nǐ	kàn
tā		mǎi	nèi	běn	shū	nǐ	kàn
he.SBJ.AGT.3SG.MASC		buy.PRED	that	CL	book.OBJ.PT	you.OBJ.2SG	read.PRED
PN		V1	QUANT	Ncomm	V2	PN	V3

70)他脱袜子给我们洗脚。

“He took off his socks and washed our feet.”

tā	tuō	wàzi	gěi	wǒmen	xǐ
tā	tuō	wàzi	gěi	wǒmen	xǐ
he.SBJ.SG.3.AGT.MASC	take.off.PRED	socks.OBJ.PT	give.PRED	we.OBJ.2PL	wash.PRED

PN	V1	Ncomm	V2	PN	V3
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jiǎo
jiǎo
feet.OBJ.PT

Ncomm

71)我不懂外国话，请你给（我）翻译

“I don't understand the foreign language, please translate (it) for me.”

wǒ	bù	dǒng	wàiguó	huà,	qǐng	nǐ
wǒ	bù	dǒng	wàiguó	huà,	qǐng	nǐ
I.TH.SBJ.1SG	not.NEG	understand.PRED	foreign.country	language. TH.OBJ	please.MOD	you.AGT.SBJ.2 SG
PN	ADV	V1	N	N		PN

gěi (wǒ) fānyì
gěi (wǒ) fānyì
give I.BEN translate.PRED
V2 PN V3

72)我倒杯茶给你喝

“I make a cup of tea for you to drink”

wǒ	dǎo	bēi	chá	gěi	nǐ	hē
wǒ	dǎo	bēi	chá	gěi	nǐ	hē
<i>I.SBJ.AGT.1SG</i>	<i>pour.PRED</i>	<i>cup.CL</i>	<i>tea.OBJ</i>	<i>give.PRED</i>	<i>you.OBJ.BEN.2SG</i>	<i>drink.PRED</i>
PN	V1	CLFnom	N	V2	PN	V3

73)搁到锅里炸了吗?

“Have you put (it) into the pot and fired (it)?”

gē	dào	guō	lǐ	zhà	le	ma?
gē	dào	guō	lǐ	zhà	le	ma?
<i>place.PRED</i>	<i>to.DIR</i>	<i>pot.GOAL</i>	<i>inside.GOAL</i>	<i>fry.PRED</i>	PFV	INTR
V1	PREP	Ncomm	PREP	V3	PART	PART

74)他脱袜子给我们洗脚。

“He took off his socks and washed our feet.”

tā	tuō	wàzi	gěi	wǒmen	xǐ
tā	tuō	wàzi	gěi	wǒmen	xǐ
<i>he.SBJ.SG.3.AGT.MASC</i>	<i>take.off.PRED</i>	<i>socks.OBJ.PT</i>	<i>give.PRED</i>	<i>we.OBJ.2PL</i>	<i>wash.PRED</i>
PN	V1	Ncomm	V2	PN	V3

jiǎo
jiǎo
feet.OBJ.PT
Ncomm

75)他走过去开门

“He walked over and opened the door”

tā	zǒuguòqù	kāi	mén
tā	zǒuguòqù	kāi	mén
he.SBJ.AGT.3SG.MASC	walk.over.PRED	open.PRED	door.OBJ.TH
PN	V1	V2	N

76) 打水洗澡

“get water and wash the body”

dǎ	shuǐ	xǐzǎo
dǎ	shuǐ	xǐzǎo
collect.PRED	water.TH	wash.body.PRED
V1	N	V2

77)他拿刀杀一只猪。

“He takes a knife to kill a pig.”

tā	ná	dāo	shā	yīzhǐ	zhū
tā	ná	dāo	shā	yī zhǐ	zhū
he.SBJ.SG.3.AGT.MASC	take.PRED	knife.OBJ.PT	kill.PRED	one CL	pig.OBJ.PT
PN	V1	Ncomm	V2	QUANT	Ncomm

78)拿笔写字

“write with a pen.”

ná	bǐ	xiě	zì
ná	bǐ	xiě	zì
take.PRED	pen.OBJ.PT	write.PRED	characters.OBJ.PT
V1	Ncomm	V2	Ncomm

79)告假坐飞机回国省亲

“ask for leave and return to homeland taking a plane and visit relatives.”

gào	jià	zuò	fēijī	huí	guó	xǐng	qīn
gào	jià	zuò	fēijī	huí	guó	xǐng	qīn
tell.PRED	leave.TH	sit.PRED	plane.INSTR	return.PRED	country.GOAL	visit.PRED	relatives.TH
V1	N	V2	N	V3	N	V4	N

80)拿筷子吃饭

“eat food with chopsticks”

ná	kuàizi	chī	fàn
ná	kuàizi	chī	fàn
take.PRED	chopsticks.INSTR	eat.PRED	food.PT
V1	N	V2	N

81)他跪下来求我。

“He knelt down to beg me.”

tā	guì	xià	lái	qiú	wǒ
tā	guì	xià	lái	qiú	wǒ
he.SBJ.SG.3.AGT.MASC	kneel.PRED	down.PATH	come.DIR	beg.PRED	I.OBJ.PT.1SG
PN	V1	ADV	ADV	V2	PN

82)等一会儿去!

“(We should) wait for a while (before we) go!”

děng	yīhuìr	qù
děng	yīhuìr	qù
wait.PRED	a.while.MOD	go.PRED
V1	ADV	V2

83) (它) 折腾了半天发现那支苍蝇好像是死了。

“After doing over it repeatedly, (it) finds that the fly seems to be dead”

(tā)	zhēteng	le	bàntiān	fāxiàn	nàzhī cāngying	hǎoxiàng	shì
(tā)	zhēteng	le	bàntiān	fāxiàn	nàzhī cāngying	hǎoxiàng	shì
(it).SBJ	repeatedly.do.over	PFV	a.half.day	find.PRED	that fly	seemingly	is.COP.PRED
PN	V1	PART	ADVtemp	V2	DET Ncomm	ADV	V1
sǐ	le						
sǐ	le						
die	PFV						
V2	PART						

84) (它) 看了半天发现苍蝇还是死的

“(it) has watched for a long time and finds that the fly is still dead.”

(tā)	kàn	le	bàn	tiān	fāxiàn	cāngying hái	shì
(tā)	kàn	le	bàn	tiān	fāxiàn	cāngying hái	shì
(it).SBJ.1	watch.PRED	PFV	half.ADJ>ADV	day	find.PRED	fly.SBJ.2 still	is.COP
PN	V1	PART	ADJ	Ncomm	V2	Ncomm	ADV V
sǐ	de						
sǐ	de						
dead	de.STAT						
ADJ	PART						

85) 坐着看报

“read a newspaper while sitting”

zuò	zhe	kàn	bào
zuò	zhe	kàn	bào
sit.PRED	STAT	read.PRED	newspaper.TH
V1	PART	V2	N

86)开着窗户睡觉

“*sleep with opened windows*”

kāi	zhe	chuānghù	shuìjué
kāi	zhe	chuānghù	shuìjué
open.PRED	STAT	window.OBJ.PT	sleep.PRED
V1	PART	N	V2

87)她织着毛衣看书。

“*She reads while knitting.*”

tā	zhī	zhe	máoyī	kàn	shū
tā	zhī	zhe	máoyī	kàn	shū
she.SBJ.AGT.3SG.FEM	knit.PRED	PROG	sweater.OBJ.PT	look.PRED	book.OBJ.PT
PN	V1	PART	Ncomm	V2	Ncomm

88)他拍着手笑

“*He laughs while clapping hands.*”

tā	pāi	zhe	shǒu	xiào
tā	pāi	zhe	shǒu	xiào
he.SBJ.SG.3.AGT.MASC	clap.PRED	PROG	hand.OBJ.PT	laugh.PRED
PN	V1	PART	Ncomm	V3

89)跟着唱

“*sing along*”

gēn	zhe	chàng
gēn	zhe	chàng
follow.PRED	STAT	sing.PRED
V1	PART	V2

90)他脱下鞋，走着进去。

“He took off his shoes and entered with walking.”

tā	tuō	xià	xié,	zǒu	zhe	jìn	qù
tā	tuō	xià	xié,	zǒu	zhe	jìn	qù
he.SBJ.AGT.3SG.MASC	take.off.PRE	down.DI	shoes.OBJ.P	walk.PRE	PROG	enter.DI	go.DI
C	D	R	T	D		R	R
PN	V1	ADV	Ncomm	V2	PART	V3	V4

91)他跟着我回家。

“He is following me home.”

tā	gēn	zhe	wǒ	huíjiā
tā	gēn	zhe	wǒ	huíjiā
he.SBJ.AGT.3SG.MASC	follow.PRED	PROG	I.OBJ.PT.1SG	return.home.PRED
PN	V1	PART	PN	V2

92)跟着他走

“follow him to go”

gēn	zhe	tā	zǒu
gēn	zhe	tā	zǒu
follow.PRED	STAT	he.OBJ.PT.3SG.MASC	go.PRED
V1	PART	PN	V2

93)他跟着我回了家

“He has gone home following me.”

tā	gēn	zhe	wǒ	huí	le	jiā
tā	gēn	zhe	wǒ	huí	le	jiā
he.SBJ.AGT.3SG.MASC	follow.PRED	PROG	I.OBJ.PT.1SG	return.PRED	PFV	home.OBJ.GOAL
PN	V1	PART	PN	V2	PART	Ncomm

94)你是客，坐着喝了水再说。

“You are the guest, drink some water while sitting before we discuss.”

nǐ	shì	kè,	zuò	zhe	hē	le	shuǐ	zài
nǐ	shì	kè,	zuò	zhe	hē	le	shuǐ	zài
you.SBJ.AGT.2SG	are.PRED	guest.OBJ	sit.PRED	PROG	drink.PRED	PFV	water.OBJ.PT	then
PN	V1	Ncomm	V2	PART	V3	PART	Ncomm	ADV
shuō								
shuō								
say.PRED								
V4								

95)他对着我说了实话。

“He has told me the truth facing me.”

tā	duì	zhe	wǒ	shuō	le	shíhuà
tā	duì	zhe	wǒ	shuō	le	shíhuà
he.SBJ.AGT.3SG.MASC	face.PRED	PROG	I.OBJ.PT.1SG	tell.PRED	PFV	truth.OBJ.PT
PN	V1	PART	PN	V2	PART	Ncomm

96)你是客，坐着喝水吧。

“You are the guest, please drink some water while sitting.”

nǐ	shì	kè,	zuò	zhe	hē	shuǐ	ba
nǐ	shì	kè,	zuò	zhe	hē	shuǐ	ba
you.SBJ.AGT.2SG	are.PRED	guest.OBJ	sit.PRED	PROG	drink.PRED	water.OBJ.PT	
PN	V1	Ncomm	V2	PART	V3	Ncomm	PART

97)张三喝酒喝醉了。

“Zhangsan drank alcohol and then was drunk.”

zhāngsān	hē	jiǔ	hē	zuì	le
zhāngsān	hē	jiǔ	hē	zuì	le
Zhangsan.SBJ.AGT	drink.PRED	alcohol.OBJ.PT	drink.PRED	be.drunk.PRED	PRF
Nbare	V1	Ncomm	V2	V3	PART

98)张三唱歌唱哑了嗓子。

“Zhangsan sang songs and became hoarse after that.”

zhāngsān	chàng-gē	chàng	yā	le	sǎngzi
zhāngsān	chàng-gē	chàng	yā	le	sǎngzi
Zhangsan.SBJ.AGT	sing.song.PRED	sing.PRED	hoarse.PRED	PRF	throat.OBJ.PT
Nbare	V1	V2	V3	PART	Ncomm

99)张三追赶猫打扰了李四。

“Zhangsan interrupted Lisi when he was chasing a cat.”

zhāngsān	zhuīgǎn	māo	dǎrǎo	le	lǐsì
zhāngsān	zhuīgǎn	māo	dǎrǎo	le	lǐsì
Zhangsan.SBJ.AGT	chase.PRED	cat.OBJ.PT	interrupt.PRED	PRF	Lisi.OBJ.PT
Nbare	V1	Ncomm	V2	PART	Nbare

100)后来，苍蝇飞到了窗帘上。

“Later, the fly flies onto the curtain.”

hòulái	cāngying	fēi	dào	le	chuānglián	shàng
hòulái	cāngying	fēi	dào	le	chuānglián	shàng
later	fly.SBJ	fly.PRED	reach.ENDPNT	PFV	curtain	on.LOC
ADV	Ncomm	V1	V2	PART	Ncomm	PREP

101)后来那个苍蝇飞到了地板上。

“*Later, that fly flies on the floor.*”

hòulái	nàge	cāngying	fēi	dào	le	dìbǎn	shàng
hòulái	nàge	cāngying	fēi	dào	le	dìbǎn	shàng
<i>later</i>	<i>that</i>	<i>fly</i> .SBJ	<i>fly</i> .PRED	<i>reach</i> .ENDPNT	PFV	<i>floor</i>	<i>on</i> .LOC
ADV	DET	Ncomm	V1	V2	PART	Ncomm	PREP

102)左先生去打电话叫车了。

“*Mr. Zuo has called to reserve the car.*”

zuǒxiānshēng	qù	dǎ	diànhuà	jiào	chē	le
zuǒxiānshēng	qù	dǎ	diànhuà	jiào	chē	le
<i>Mr.Zuo</i> .SBJ.AGT	<i>go</i> .PRED	<i>beat</i> .PRED	<i>phone</i> .OBJ.PT	<i>reserve</i> .PRED	<i>car</i> .OBJ.PT	PRF
Nbare	V1	V2	Ncomm	V3	Ncomm	PART

103) 搁到锅里炸了吗?

“*Have you put (it) into the pot and fired (it)?*”

gē	dào	guō	lǐ	zhà	le	ma?
gē	dào	guō	lǐ	zhà	le	ma?
<i>place</i> .PRED	<i>to</i> .DIR	<i>pot</i> .GOAL	<i>inside</i> .GOAL	<i>fry</i> .PRED	PFV	INTR
V1	PREP	Ncomm	PREP	V3	PART	PART

104)他跟我回了家。

“*He has followed me home.*”

tā	gēn	wǒ	huí	le	jiā
<i>he</i> .SBJ.AGT.3SG.MASC	<i>follow</i> .PRED	<i>I</i> .OBJ.PT.1SG	<i>return</i> .PRED	PFV	<i>home</i> .OBJ.GOAL
PN	V1	PN	V2	PART	Ncomm

105)他跟着我回了家

“He has gone home following me.”

tā	gēn	zhe	wǒ	huí	le	jiā
tā	gēn	zhe	wǒ	huí	le	jiā
he.SBJ.AGT.3SG.MASC	follow.PRED	PROG	I.OBJ.PT.1SG	return.PRED	PFV	home.OBJ.GOAL
PN	V1	PART	PN	V2	PART	Ncomm

106)他对着我说了实话。

“He has told me the truth facing me.”

tā	duì	zhe	wǒ	shuō	le	shíhuà
tā	duì	zhe	wǒ	shuō	le	shíhuà
he.SBJ.AGT.3SG.MASC	face.PRED	PROG	I.OBJ.PT.1SG	tell.PRED	PFV	truth.OBJ.PT
PN	V1	PART	PN	V2	PART	Ncomm

107)他拿刀杀死了一只猪。

“He has killed a pig with a knife.”

tā	ná	dāo	shā	sǐ	le	yīzhǐ	zhū
tā	ná	dāo	shā	sǐ	le	yī	zhǐ
he.SBJ.SG.3.AGT.MASC	take.PRED	knife.OBJ.PT	kill.PRED	die.PRED	PFV	one	CL
PN	V1	Ncomm	V2	V3	PART	QUANT	Ncomm

108)我们开会讨论了那个问题。

“We have discussed that problem through holding the meeting.”

wǒmen	kāihuì	tǎolùn	le	nèigè	wèntí
wǒmen	kāihuì	tǎolùn	le	nèi gè	wèntí
we.SBJ.AGT.1PL	hold.meeting.PRED	discuss.PRED	PFV	that CL	problem.OBJ.PT
PN	V1	V2	PART	QUANT	Ncomm

109)他开车走了。

“*He has driven away.*”

tā	kāi	chē	zǒu	le
tā	kāi	chē	zǒu	le
he.SBJ.SG.3.AGT.MASC	drive.PRED	car.OBJ.PT	go.PRED	PRF
PN	V1	Ncomm	V2	PART

110)张三坐汽车到了。

“*Zhangsan has arrived with the car.*”

zhāngsān	zuò	qìchē	dào	le
zhāngsān	zuò	qìchē	dào	le
Zhangsan.SBJ.AGT	take.PRED	car.OBJ.INSTR	arrive.PRED	PRF
Nbare	V1	Ncomm	V2	PART

111)我弟弟开车出事了。

“*My younger brother had an accident when driving.*”

wǒ	dìdì	kāi	chē	chū	shì	le
wǒ	dìdì	kāi	chē	chū	shì	le
I.MOD	younger.brother.SBJ.AGT	drive.PRED	car.OBJ.PT	exit.PRED	accident.OBJ	PRF
PNposs	Ncomm	V1	Ncomm	V2	Ncomm	PART

112)煮了吃

“*eat (it) after boiling (it)*”

zhǔ	le	chī
zhǔ	le	chī
boil.PRED	PRF	eat.PRED
V1	PART	V2

113)睡完了起来

“get up after finishing sleeping”

shuìwán		le	qǐlái				
shuì	wán	le	qǐlái				
sleep.PRED	finish.COMPL	PRF	get.up.PRED				
V1		PART	V2				

114)他脱了鞋走进房去。

“He took off his shoes and went into the house.”

tā	tuō	le	xié	zǒu	jìn	fáng	qù
tā	tuō	le	xié	zǒu	jìn	fáng	qù
he.SBJ.SG.3.AGT.MAS	take.off.PRE	PFV	shoes.OBJ.P	walk.PRE	enter.PRED	room.GOA	go.DIR
C	D		T	D		L	
PN	V1	PART	Ncomm	V2	V3	Ncomm	V4

115)他脱了鞋走了进去。

“He has taken off his shoes and went in.”

tā	tuō	le	xié	zǒu	le	jìn	qù
tā	tuō	le	xié	zǒu	le	jìn	qù
he.SBJ.AGT.3SG.MAS	take.off.PRED	PFV	shoes.OBJ.PT	walk.PRED	PFV	enter.DIR	go.DIR
C							
PN	V1	PART	Ncomm	V2	PART	V3	V4

116)折腾了半天发现那支苍蝇好像是死了。

“After doing over it repeatedly, (it) finds that the fly seems to be dead”

(tā)	zhēteng	le	bàntiān	fāxiàn	nàzhī cāngying	hǎoxiàng	shì
(tā)	zhēteng	le	bàntiān	fāxiàn	nàzhī cāngying	hǎoxiàng	shì
(it).SBJ	repeatedly.do.over	PFV	a.half.day	find.PRED	that fly	seemingly	is.COP.PRED
PN	V1	PART	ADVtemp	V2	DET Ncomm	ADV	V1

sǐ	le
sǐ	le
die	PFV
V2	PART

117) (它)看了半天发现苍蝇还是死的

“(it) has watched for a long time and finds that the fly is still dead.”

(tā)	kàn	le	bàn	tiān	fāxiàn	cāngying	hái	shì	sǐ
(tā)	kàn	le	bàn	tiān	fāxiàn	cāngying	hái	shì	sǐ
(it).SBJ.1	watch.PRED	PFV	half.ADJ>ADV	day	find.PRED	fly.SBJ.2	still	is.COP	dead
PN	V1	PART	ADJ	Ncomm	V2	Ncomm	ADV	V	ADJ

de
de
de.STAT

118)你是客，坐着喝了水再说。

“*You are the guest, drink some water while sitting before we discuss.*”

nǐ	shì	kè,	zuò	zhe	hē	le	shuǐ
nǐ	shì	kè,	zuò	zhe	hē	le	shuǐ
<i>you.SBJ.AGT.2SG</i>	<i>are.PRED</i>	<i>guest.OBJ</i>	<i>sit.PRED</i>	<i>PROG</i>	<i>drink.PRED</i>	<i>PFV</i>	<i>water.OBJ.PT</i>
PN	V1	Ncomm	V2	PART	V3	PART	Ncomm

zài	shuō
zài	shuō
<i>then</i>	<i>say.PRED</i>
ADV	V4

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