

# COMMUNICATIVE EXCHANGES



Tán Lǎoshī (Instructor Tan)

Some American students studying in Beijing visit the home of one of their Chinese instructors. They discuss study experiences and Chinese culture.

## Frame 1

Xuésheng dōu xǐhuān Tán Lǎoshī.  
Tán Lǎoshī búdàn bāitiān cháng  
gēn xuésheng yìqǐ yánjiū, wǎn-  
shang yě cháng qǐng xuésheng  
dào tā jiā qù, gěi tāmen jiē-  
shào Zhōngguó wénhuà.

All the students like Instruc-  
tor Tan. Instructor Tan not  
only often studies with stu-  
dents in the daytime, but also  
invites the students to his  
home in the evening and intro-  
duces them to Chinese culture.

### Notes:

Búdàn ... yě, "not only ... but also." This is a new pattern used to connect two related ideas.

Tā búdàn yǒu qìchē, yě  
yǒu fēijī.

He has not only cars, but also  
airplanes.

Tā búdàn huì xiě jiǎntǐzì,  
yě huì xiě fántǐzì.

He not only knows how to write  
simplified characters, but  
also to write full-form  
characters.

## Frame 2

Yī yí tiān wǎnshang, Tán Lǎoshī  
gěi wǒ dǎ diànhuà. Tā shuō,  
"Nǐ xiànzài zuò shénme ne? Xiě  
xìn ne ma?" Wǒ shuō, "Méi xiě  
xìn, wǒ kàn Běijīng Zhōubào  
ne."

One evening, Instructor Tan  
telephoned me. He said, "What  
are you doing now? Are you  
writing letters?" I said, "No,  
I'm not writing letters. I'm  
reading the Beijing Review."

### Notes:

The particle ne indicates the present progressive situation  
-ing both in the questions and answers.

Nǐ xiànzài zuò shénme ne?

What are you doing now?

Xiě xìn ne ma?

Are you writing letters?

Wǒ kàn Běijīng Zhōubào ne.

I'm reading the Beijing Review.

## Frame 3

Tā shuō, "Zuótiān nǐ shuō  
zhōumò yùbèi xiě jǐfēng xìn,  
suǒyǐ wǒ xiǎng nǐ yěxǔ zhèng-  
zài xiězhe xìn ne. Nǐ zhīdao  
wǒmen zhùde dìfāng zài nǎr.  
Rúguǒ nǐ méishì, qǐng lái wǒ  
jiā tántan."

He said, "Yesterday you said  
that on the weekend you were  
planning to write some letters,  
so I thought that perhaps you  
were in the middle of writing  
them. You know where we live.  
If you are not doing anything,  
come over for a chat."

## Notes:

The adverbs zhèngzài, zhèng or zài, "in the midst of/middle of," the verbal suffix zhe "-ing," and the particle ne "-ing," are the major elements in the present progressive situation. There are many ways of saying the same sentence, such as:

- Nǐ yěxǔ zhèngzài xiězhe xìn ne.
- (1) Nǐ yěxǔ zhèng xiězhe xìn ne.
  - (2) Nǐ yěxǔ zài xiězhe xìn ne.
  - (3) Nǐ yěxǔ zhèngzài xiěxìn ne.
  - (4) Nǐ yěxǔ zhèng xiěxìn ne.
  - (5) Nǐ yěxǔ zài xiěxìn ne.
  - (6) Nǐ yěxǔ zhèngzài xiěxìn.
  - (7) Nǐ yěxǔ zài xiěxìn.

## Frame 4

Zhèi shì wǒ dìyí cì dào Tán  
Lǎoshī jiā qù. Wǒ kànjiàn  
mén shì kāizhede, wǒ jiù  
jìngquē. Tāmen kètīng lǐ de  
shūjiàzishang fàngzhe hěnduō  
shū. Qiángshang guàzhe  
Zhōnghuá Rénmín Gònghéguó de  
guóqí.

This was my first visit to In-  
structor Tan's home. Seeing  
that the door was open, I went  
in. I saw that there were  
many books on the shelves,  
and the national flag of the  
People's Republic of China  
was hanging on the wall.

## Notes:

The particle -zhe, "-ing," is used as a verbal suffix indicating existence. In this frame, there are three examples:

- |  |  |
|--|--|
| (1) Tā kànjiàn mén shì<br>kāizhede.      | He saw that the door was open.               |
| (2) Shūjiàzishang fàngzhe<br>hěnduō shū. | There are many books on the<br>shelves.      |
| (3) Qiángshang guàzhe<br>shì guóqí.      | Hanging on the wall is the<br>national flag. |

## Frame 5

Tán Lǎoshī zhǐzhe guóqí zài  
gēn kèrén jiǎnghuà ne. Nàxiē  
kèrén, yǒude zuòzhe tīng,  
yǒude zhànzhe tīng.

Instructor Tan, pointing at the  
flag, was lecturing to the  
guests. Some of the guests  
were sitting, listening, while  
others were standing.

Notes:

The particle -zhe, "-ing," is used as a verbal suffix with an adverbial function. The adverbial function shows the manner in which the action is carried out, that is, showing the body position, zuòzhe, "sitting," while they listened to the lecture.

yǒude zuòzhe tīng

Some listened while sitting down

yǒude zhànzhe tīng

Some were listening standing up.

Additionally, the adverbial function can apply to Verb-Object compounds as well. Examples:

Zhāng Xiānsheng kànzhe  
bào chīfàn.  
(Kàn bào is a VO compound.)

Mr. Zhang eats while reading  
the newspaper.

Lǐ Tóngzhì hēzhe jiǔ xiě  
zì.  
(Hē jiǔ is a VO compound.)

Comrade LI writes characters  
while drinking.

## Frame 6

Tán Lǎoshī kànjiàn wǒ lái,  
jiù gěi wǒmen jièshào. Jièshào  
wánle, wǒ yào jiànjiàn tā  
àirén; tā shuō tā àirén zhèng-  
zài lǐtōu zuò diǎnxīn, jiù yào  
chūlái.

Seeing that I had come, In-  
structor Tan introduced us.  
Having been introduced, I  
wanted to meet his spouse; he  
said his spouse was inside  
making refreshments and that  
she would be right out.

Notes:

Cultural note. Since this was his first visit to his teacher's house, it was common courtesy to want to meet Tan's wife.

## Frame 7

Nàtiān wǎnshàngde kèrén duōbàn  
shì Měiguó xuésheng. Tāmen  
xuéxide zhuānyè dōu shì Zhōng-  
wén. Tāmen dōu yǒu juéxīn yào  
xuéhǎo Zhōngwén. Nàtiān wǎn-  
shàng wǒmen bùdàn jiāoliúle  
xuéxī jīngyàn, yě liáojiěle  
bùshǎo Zhōngguó wénhuà.

That evening, most of the  
guests were American students.  
Their specialized field of  
study was Chinese. All of them  
were resolved to learn Chinese  
well. That evening we not only  
exchanged learning experiences,  
but also became aware of quite  
a bit about Chinese culture.

Notes:

Duōbàn(r), "the greater part, majority, most of, probably, most likely, mainly," has several usages:

## (1) As a moveable adverb:

Tā duōbàn(r) bùlai. Most likely he will not come.

Duōbàn(r) tā bùlai. Most likely he will not come.

Wǒ kàn, duōbàn(r) nèige rén shì Déguó rén. In my opinion, that person is most likely a German.

Wǒ kàn, nèige rén duōbàn(r) shì Déguó rén. In my opinion, that person is most likely a German.

## (2) As a noun (numbers):

Nèrde rén, duōbàn(r) shì Měiguó rén. The majority of those people over there are Americans.

Zhèrde xuésheng, duōbàn(r) shì nánrde. Of the students here, the majority are male.