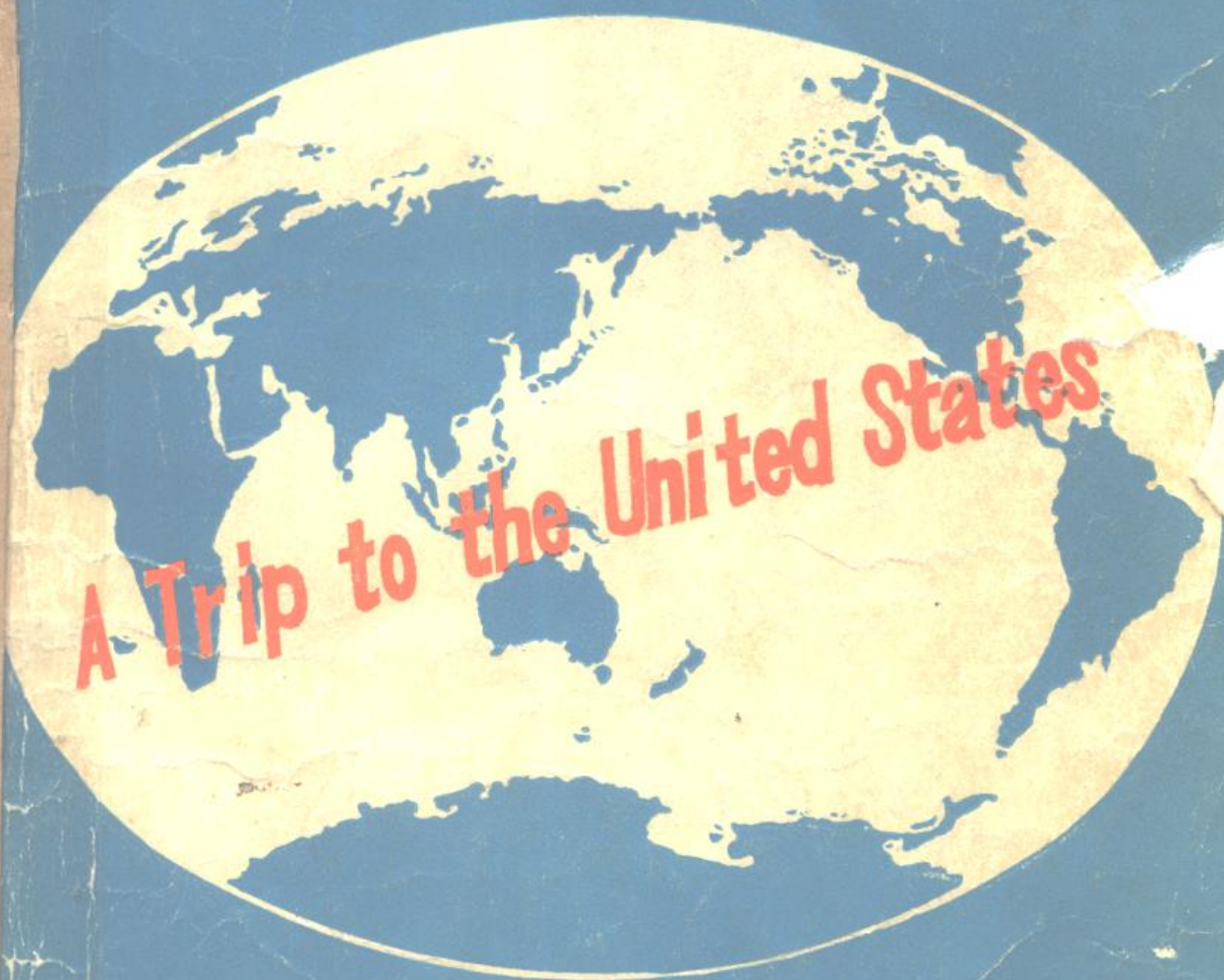


# 留美會話專集



A Trip to the United States

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# 留美会话专集

A Trip to the United States



## 本书简介

本书以一留美研究生为背景，汇集了 36 单元的会话。内容遍及她在国内学习英语、申请入学，以及赴美求学期间的学习、社交、娱乐、生活等各个方面。内容丰富、语言生动，可谓赴美留学会话大全。

书中的对话是地道的美国英语。而且在会话过程中，同时也介绍了留学申请手续、美国的教育制度、社会风貌、社交礼节等有关知识。每一单元除了“词汇”、“对话”两部分外，还附有“文化背景”的中文注释，这是学习英语不可缺少的环节。

这一印本除了对个别中文注解作了少量文字修改外，还加印了行码，以便于教学。

本书属于中级水平。对于已经具备基本英语训练的准备出国深造的留学生和访问学者，这是一本难得的好书。

## PREFACE

It's a well-known fact that students sometimes fall in love with their profs. It's a lesser known (or publicized) fact that teachers also sometimes fall in love with their students. In this particular affair the feeling is mutual. With the fellows, it's automatic, for Prof Li is a very attractive lady indeed. With the girls, it's usually admiration via imitation, which surprises the prof but which she finds most flattering.

I joined this group of devotees in the fall of '71 having come to Taipei with the idea of doing some research in Chinese Art History and learning a little Chinese. I joined at first by accident. I had no choice for Professor Li's house was always full of students and in order to talk to my friend Pao-yu, I had to wait for a lull in the students' clatter to get a word in edgewise.

I defeated my own purpose of course, for who can learn to speak Chinese in a house where the major topic of conversation is English? The students were complaining about their English texts. The general consensus was that they were "out-dated", "bookish" and "a real drag". Prof Li, they insisted, should write her own material. They didn't want to learn "school-kid", "stuffed shirt" English, they said, but they wanted to speak like a native — like Miss Li.

When I came into the picture they latched onto me too. "Would I help?" They were charming — who could resist — yes, if they could talk Miss Li into it — I would help. That was a year ago. The winter activity at the Li house has been feverish. Students running in and out, typing, translating, dreaming up advertisements, making posters. Miss Li writing, correcting, rewriting, proofreading and rewriting again. Barbara R. Schuyler helping out with all the final revising and proofreading. And me — getting my kicks, cooking up the sketches for the chapter headings. It was fun but it was a struggle for all of us. We burned the candle at both ends. The students trying to keep up with their homework, Pao-yu trying to keep up with her teaching job and me trying to finish my research project. But with the enthusiasm of amateurs on the verge of their professional accomplishment we finally finished the job. Is it perfect? Is anything ever? The verdict — not bad, not bad at all! So what do we do now? Write another book, naturally!

Meanwhile I have now joined the Pao-yu Fan Club. In the U.S. she was just one more person with a good academic background in English. There in Taipei she has blossomed into a real teacher the kind you always wished to have but seldom were ever lucky enough to get.

As for me — I didn't learn much Chinese but I did learn a lot of things about English. For instance — It's a pretty interesting language and I'm not putting you on. I'm a natural born American.

Sundi Newcomb, M.A.

# INTRODUCTION

I first met Professor Li — she was then Miss Li — several years ago in the United States. She was an Education major at Miami University in Oxford, Ohio, concentrating in the field of teaching English to the Foreign Student. After she earned her M.A. degree, she taught at a high school in New Jersey.

I next met Miss Li quite unexpectedly when I was invited to speak at a Tamkang College seminar on American Civilization. Miss Li was also there leading the American Education discussion. I was not surprised to discover she is now a professor teaching English to young Chinese students. If anyone could master the language, it was Miss Li with her burning desire for knowledge and for an understanding of the strange culture of those foreigners — the Americans.

Professor Li has not been content to limit her teaching of English to the relatively few students fortunate enough to be in her class. As a result of her experiences in America, she realized that students in China were at a serious disadvantage. They were being taught an outdated and stuffy English. Moreover, the main emphasis was on only learning the rules of English grammar. The results of such teaching methods were not encouraging.

I myself have met many young Chinese students on my duty since 1955 whose knowledge of English grammar is far superior to mine. The only problem is that they cannot speak or write proper English. I've been hoping someone would help solve this problem by writing a useful conversation book to help the students.

Professor Li, as a Chinese as well as a former student and teacher in the States, is aware of the problems faced by Chinese students trying to learn English. She is also aware of the need to teach modern English to Chinese students. She has the qualifications of being proficient in both Chinese and American English and she also has an understanding of cultural differences. She has written this English language book which takes advantage of what she observed and learned during her stay in the United States and presents a refreshing new approach to the language. This combination of insights results in a book

which will prove to be of great value to young Chinese anxious to learn and speak English.

You will not find dry, technical explanations of English grammar in her book. Instead, she has presented English as it is presently spoken by Americans. Her book contains the accepted slang and colloquial expressions which are commonly used and heard in the United States. Her lessons are examples of the living use of English.

If you want to learn English the way it is now used in the United States, I can think of no better book than Professor Li's. Forget about the grammatical rules for awhile. Read and learn what Professor Li has to say about American English. You will get an appreciation of how Americans speak and think, of their cultural background and of their everyday style of living.

I particularly recommend this book to any student who desires to study in the United States. It will save him much trouble and discomfort if he masters Professor Li's lessons.

Burton Levin

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Ruth P. Y. Li



# CONTENTS

1. Learning English .....	1
2. An Assistantship .....	6
3. Physical Exams and Immunization .....	12
4. Making an Appointment .....	17
5. Travel Information.....	31
6. Gifis .....	36
7. Bargain Hunting.....	42
8. Ready to Leave .....	48
9. On the Airplane .....	52
10. Approaching the Destination .....	57
11. At the Restaurant .....	64
12. Registration .....	71
13. The Campus .....	76
14. Cafeteria .....	82
15. Living Facilities .....	86
16. Breakfast .....	93
17. Post Office .....	99
18. Dating .....	104
19. The Busy Student.....	110
20. Wedding .....	117
21. Woman Trouble.....	124
22. Blind Date .....	131
23. Double Dates .....	136
24. At the Dance .....	140
25. Holidays & Festivals.....	146
26. A Chat After the Vacation .....	152
27. Down Payment .....	159
28. Department Store .....	166
29. Meeting .....	174
30. Graduation .....	180
31. Beauty Salon and Barber Shop .....	188
32. Banking .....	198
33. Supermarket .....	205

34. The Farm.....	213
35. Buying or Renting .....	220
36. Sports Review and Farewell .....	227

# CHAPTER 1 LEARNING ENGLISH

## Part A VOCABULARY AND EXPRESSIONS

What keeps you so busy?	怎么那样忙呢?
lately	近来; 最近。
a bit	有点儿。
get confused	弄不清楚; 搞糊涂了。
Test of English as a Foreign Language (= TOEFL)	托福考试。
expression	字或辞 (表达特别意思的一群字)。
complicated	复杂的。
awkward	不顺 (口) 的; 不合适的; 别扭的。
people lose me in a conversation	别人听不懂我讲什么。
vice versa	反之亦然 (原为拉丁文)。
torture	折磨。
(Let's) take a break.	让我们休息一下吧!
at a distance	远处的。
near-sighted	近视。
far-sighted	远视。
contact lenses	隐形眼镜。
wouldn't work for me	不适合我用。
take your word for it	相信你的话。
Ah-choo! (She sneezes)	啊啾! (她打喷嚏。)
(God) Bless you!	祝福你。
It's chilly (out).	(外头) 有点凉。
chat	聊天。
Just as you say.	好吧; 随你的便。
Let me fix some coffee for you.	我去给你煮 (冲) 点咖啡。
You take it black, right?	你喝咖啡不放奶 (连糖也不搁) 对吗?
Make yourself at home.	别拘束啊! (就像在你自己家里一样)!
I'll be right with you.	我马上就来。
playing mah-jongg	打麻将。
to kill time	消磨时间。
tutor	家庭教师。
a bunch of	一大堆。

apply	应用。
boring	可厌的；烦人的；乏味的。
record player	唱机。
tape recorder	录音机。
record	唱片。
tape	录音带。
native voice	道地的腔调（纯正的口音）。
listening comprehension	听力。
native tongue	本国语。
develop	扩充运用（启发性的训练）。
the muscles of speech organs	发音器官（声带、舌、口、鼻腔）等。
instrument	工具。
cultural background	文化背景。
intimately tied to	与……有密切的关连。
bound up with	与……有密切的关系。
developed in different areas	在不同的地区发展。
master's degree (= M. A.; M. S.)	硕士学位。
dissertation	博士论文。
doctorate degree	博士学位。
How marvelous!	多好啊！
Hit the sack.	睡吧。
Capital idea!	好主意。
Take care (of yourself).	保重（等于再见）。

## Part B DIALOGUE

Burt: What keeps you so busy lately?

Ruth: Studying English.

Burt: What makes you study English so hard?

Ruth: You know I'm planning to go to the United States this coming summer if I'm lucky enough to be admitted to Miami University. I'm a bit nervous about my English. ⑤

Burt: Your English is very good.

Ruth: Thank you, but I'm afraid my pronunciation isn't accurate enough and that I might get confused.

Burt: Don't worry about it. As an American, I understand you quite well. ⑩  
Besides, you've passed the Test of English as a Foreign Language.

- Ruth: Yes I have passed the TOEFL but I still find the word order very difficult. Sometimes I know every word in an expression, but I don't know what it implies. Honestly, I understand very little.
- Burt: Yes, it is complicated. Sometimes the sentence structure is awkward for Chinese-speaking people. (5)
- Ruth: You know, I'm embarrassed when people lose me in the middle of a conversation or vice versa.
- Burt: Relax, Ruth. You shouldn't torture yourself. Let's take a break.
- Ruth: O.K., fine. Ten minutes.
- Burt: Ten minutes! Shall we take a walk to the swimming pool? (10)
- Ruth: Swimming pool? What do you intend to go there for?
- Burt: To get some fresh air. You need a rest and so do your eyes. You've been reading a lot lately.
- Ruth: Oh yes, my eyes get tired easily. Sometimes after I read too much, I can't see things at a distance. (15)
- Burt: Have you checked with the doctor? You might be near-sighted.
- Ruth: You know, I would hate to have to wear glasses.
- Burt: These days a lot of people wear contact lenses. I'm slightly far-sighted, so I need glasses to read. Contact lenses wouldn't work for me.
- Ruth: I'll take your word for it, Burt. I'll make an appointment with a doctor tomorrow. Ah-choo! (She sneezes.) (20)
- Burt: Bless you!
- Ruth: It's chilly out. Why don't we just stay home and have a little chat?
- Burt: Just as you say.
- Ruth: Let me fix some coffee for you. You take it black, right? (25)
- Burt: Right.
- Ruth: Make yourself at home. I'll be right with you.  
(Time passes.)
- Burt: So, tell me more.
- Ruth: Well, it's funny. I used to study English for entertainment because I didn't have a special hobby, like playing mah-jongg, to kill time. Now I have a particular purpose for it. (30)
- Burt: So what's the problem?
- Ruth: The tutor assigned me a bunch of home work. She wants me to memorize all the phrases and expressions. (35)
- Burt: She simply wants you to practice them over and over again until they are fixed in your mind.

Ruth: Yes, she said it is necessary to drill as much as possible and the more I apply it in real situations the more natural it will become. Drill is boring!

Burt: She is right.

Ruth: So, that's the problem. I need so much practice and I'm getting discouraged. ⑤

Burt: Actually, the fastest way to reach your goal would be to have a record player or a tape recorder.

Ruth: Why all of that?

Burt: Well, the records or tapes have native voices and you can study them by listening again and again and imitating the sounds as many times as you wish. ⑩

Ruth: That's a good idea. That way I'm not only training my listening comprehension but also my speaking ability.

Burt: Besides, since English is not your native tongue, you must develop the muscles of your speech organs to produce unfamiliar sounds. When you read, read aloud. ⑮

Ruth: And the tutor also said that language is an instrument. People use it to express their ideas, thoughts, feelings, etc., and all these are determined by culture. When you understand the cultural background, you can better use the language. ⑳

Burt: Yes, language is intimately tied to man's feelings and activities. It is bound up with nationality, religion, and the feeling of self. As groups of men developed in different areas of the world, each group created its own spoken language. However, the written language came about long after the spoken language was created. ㉕

Ruth: She said that, too.

Burt: She surely sounds like an expert.

Ruth: She is, I guess. She holds her master's degree in Education and now she is doing research for her dissertation for her doctorate degree. ㊳

Burt: How marvelous! You're certainly lucky to have her as your tutor.

Ruth: I'm glad to hear you say that.

Burt: I've enjoyed our talk but I have to leave now. Why don't you hit the sack for an hour? It would do you good.

Ruth: Capital idea! However, I don't have time for a nap this afternoon. ㊸

Burt: Well, take care.

Ruth: 'Bye.

## Part C CULTURAL BACKGROUND

1. Oxford, Ohio: 俄亥俄州的牛津城 (Oxford) 是一个大学城。城里有两所大学, 其一为 Miami 州立大学, 创校于一八〇九年, 学生现约有一万三千人, 其中以教育学院最著名。该校的足球队在美国相当出名, 其体育系的毕业生多成为著名的足球教练, 所以他们称 Miami University 为 football cradle, 但此 Miami 非 Florida 海滩之 Miami。牛津的另一校为 Western College, 创校于一八五三年, 为一贵族女校, 学生约有六百人; 该校注重国际文化背景的交流与其比较研究, 故学生包括来自世界六十余国之多。以上两校只隔一条马路, 四周有大树丛环绕, 环境优美。该城在学校放假期间, 电影院、饭馆等都关门休息。
2. Take it black. (此 it 指咖啡): 喝咖啡不加糖只加奶, 或只加糖而不加奶, 或者两样东西都不加, 有多种说法, 即连美国人自己也弄不清楚, 盖各个地区的移民习惯不同也。总之, 说 Take it black 时, 咖啡里不是少掉糖, 就是少掉奶, 或两样都没加。
3. Hit the sack: "sack" 一字原意为袋子, 在世界大战时, 军人为了行军临时住宿方便, 美国大兵背上都有各人的保暖袋子, 做得与人一般大小 (美国人称睡袋)。袋上有一长拉链, 人钻进去后, 就把拉链拉上, 只留头在外头, 用这种袋子替代床 (bed)。  
"Hit" 是 go to 的意思, 所以 Go to bed = Hit the sack。
4. Cultural Background: 由于近日语言学者应教学的需要而从事于各国各地语言之比较研究, 发现传统的英语教学失败之最大症结乃在于学习过程中未能辅以文化背景。是以往往学上几年英文而徒劳无功, 一讲就错, 提起笔来又踌躇得不知如何下笔。文化背景于学习语言之重要性已见于本书之序文, 此书之 Part C 更是朝着这个目标对 Part B 之课文加以补充发挥。虽样, 鄙陋之处在所难免, 但抛砖引玉之义亦所窃比焉。

## CHAPTER 2 AN ASSISTANTSHIP

### Part A VOCABULARY AND EXPRESSIONS

Penny for your thoughts.	告诉我你想什么 (一分钱买你的思想)。
I'm still in shock.	我还在兴奋。
got the green light	得到……许可。
loot	美俗语为钱 (原意为战利品)。
to boot	又有; 多加。
Fantastic!	好极了 (妙极了之意)。
fellowship	研究院的一种奖学金 (给资格高的)。
assistantship	助教奖学金 (给研究院学生的)。
scholarship	奖学金。
stipend	薪水; 薪俸。
cover	包括; 足敷。
tuition	学费。
room and board	食宿。
to sponge off	依赖 (如海绵吸取于)。
my folks	我的家人。
That's great!	好极了; 好棒。
round-trip (ticket)	来回 (车票)。
miscellaneous costs	杂费。
academic year	学年。
U. (= University)	大学的简写。
sunny South	暖和的南方 (指最南方较繁华区)。
You've got a regional hang-up.	你被地区搞糊涂了。
(It) just happens to be	刚巧是 (加重语气时讲)。
What's your field?	你主修什么; 你是那一系的?
to major	主修。
working part time	半工半读。
M. A. degree (= degree of Master of Arts)	文学硕士。
Ph. D. (= Doctor of Philosophy)	博士学位。
the big time	了不起的事; 梦想。
master's (= master's degree)	硕士学位的简写。
grubstake	由别人供给的经济上的援助。



nab	取得; 获得。
back at the farm	言归正传。
to switch majors	转系。
pro (= professional)	从事专门职业的人。
following in your father's footsteps	继承你父亲的衣钵; 效法。
appeal to me	令我喜欢; 对我有吸引力。
make-up	补修(课)
credit	学分。
as far as I can figure from (that)	就我能从……算出的来说。
transcript	成绩单。
semester	学期(一年两期制)。
thesis	硕士论文。
full-time	专任。
full-time student	专门读书不兼工作的学生。
to audit	旁听。
roll call	点名。
oral examination	口试。
called by	被……召集。
dissertation	(见第2页。)
trimester system	一年三学期制。
quarter system	一年四学期制。

## Part B DIALOGUE

Burt: Hey, wake up! Penny for your thoughts.

Ruth: Oh, hi. They're worth more than that this time. I'm still in shock. I just got the green light from admissions and loot to boot.

Burt: Fantastic! What did you get — fellowship, assistantship or scholarship?

Ruth: They offered me an assistantship. It's better than I'd hoped for. The stipend will cover tuition, room and board. With that I won't have to sponge off my folks. ⑤

Burt: That's great! So you only have to provide the round-trip transportation fee, vacation expenses and miscellaneous costs, because assistantships usually cover an academic year, which is nine months. Which school, Texas U.? ⑩

Ruth: No, Miami University.

Burt: So, you'll go to the sunny South.