

新編 日常美語

NEW DAILY

AMERICAN LANGUAGE

CHARLES S. J. CHU



"I'd like to register this letter."



"May I have my check, please?"



"Try this one on."



"I want to get a haircut."

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負責人	劉 燈 明
發行所	文鶴出版有限公司
地 址	台北市和平東路1段109號6樓
郵政劃撥	01079261
電 話	3934497 • 3941791
總經銷	衆文圖書公司
地 址	台北市重慶南路1段9號
印刷所	保華製版有限公司
定 價	160 元

本書錄音帶乙套六卷

When Charles asked me to write something for this newly revised text, I was busy working on the outline of a project on cultural awareness and the American literature. I thought that one could never get a good grasp of a culture unless he actually lived in that society long enough and had involved himself in all sorts of social activities which were customary and typical of the culture. I was wondering how a person who never set his foot on the land of the United States could write a textbook to effectively prepare students for communication in the American language. Frankly I did not think that the author would be able to manage all the cultural elements presented in his book. After reading his text, however, I found that my presumption was wrong. Charles has convinced me that he actually has a tremendous understanding of the American culture and that his textbook is as good as any other conversation textbook written by a native speaker. I think the fact that New Daily American Language was reprinted six times during the last six years testifies to its quality.

When teaching conversation, one looks for ways to help students learn how to express themselves and understand others fully and clearly. This may not sound too difficult to manage. After all, most students have already had several years of English education before entering any advanced educational institute to learn English oral communication. There is a

limit, however, to how effective their oral communication can be. Some students may speak grammatically correct English, but their speech may not make any sense to a native speaker; others may speak fluently and clearly, but somehow their speech does not sound right to a native speaker. Besides pronunciation, there are other factors that lead to this problem, and they mainly lie in the way an English conversation textbook is written.

A good conversation book must include the following features. Usability: its contents must be interesting and stimulating to students. They must be designed in a way that can really help students get the most out of their efforts, whether the text is to be used in the classroom or at home by students themselves. Practicality: it must allow the students to make practical use of the material they learn from each lesson, i. e., no matter where a student travels—in his own country, in the United States, or anywhere else in the world, he must be able to put his knowledge of the English language to use. Any outdated usage which wastes a student's time should not be included. Idiomaticity: this perhaps is the most difficult part in the learning of any language. Being idiomatic means that one uses the natural speech of a native speaker. English is so full of idioms that even a very advanced non-native speaker finds it hard to manage all the idiomatic expressions. Students, however, must not be

discouraged from learning them. A good English conversation textbook, therefore, should be so designed as to challenge the students to work on these expressions.

New Daily American Language is a careful reworking of the earlier edition; and it certainly has covered all of the above mentioned features. I am glad that the author has revised it to suit the need of our constantly changing society. Adding the two sections, "Words and Meanings" and "Questions for Oral Practice," is truly an excellent move in making the text more complete.

I am happy to offer my sincere congratulations to the author for all the impressive work that he had done in making New Daily American Language one of the very rare excellent textbooks available for people who are enthusiastic in learning American conversational language.



At the University of Nebraska—
Lincoln, U. S. A.

My first impulse in writing a preface to New Daily American Language was to discuss the book's great relevance to the topic at hand, namely, the teaching and learning of present-day American English. Here, I would like to emphasize some things which particularly impressed me.

First, the author of New Daily American Language has a surprisingly complete grasp of the American idiom, and he puts this knowledge to use well in his teaching method: the extensive lists of Questions for Oral Practice force students to think of American English in terms of their own daily experience. This, I think, is the key to effective teaching, for what comes nearest to the student, what he or she can turn to use, will stick in the mind. Second, along these same lines, New Daily American Language, unlike any other book I have come across, contains a large number of English renderings of common Chinese words and objects. This is important because I find some native Chinese speakers frustrated by an inability to talk about, for instance, the foods they eat, in English.

All this, I feel, is the most desirable quality in an intermediate or advanced English text. But this is not, I point out, only a teacher's perspective. I have asked students what they most want to learn. The unanimous response: "I want to

use my English." With this in mind, I am happy to recommend New Daily American Language as a good practical introduction to really using modern American English.

Michael Zisler

At Harvard College
Cambridge, Massachusetts
U. S. A.

PREFACE

This book was originally named Daily American Language, which was first printed on April, 1978, six months after I began my teaching career in college. This conversation book had really benefited a great number of students, because they all felt the book interesting and stimulating.

During the six years of teaching, however, I also found that the students had a need to learn more to speak about things of traditional Chinese color. To make the book more complete, therefore, I set out to revise the edition, adding two sections which contain Chinese traditions and custom, in the hope of helping students to describe things in their daily lives, for example, Moon Festival, typhoon, dragon dance, public TV, puppet show, Peking opera, calling-card telephone, etc. This is one of the most significant features as mentioned by Mr. Michael Fisher in the preceeding writing.

New Daily American Language, designed for learners of English from high school upward, has been planned for use over two semesters. Each unit, in general, falls into five sections: Words & Meanings, Dialogue, Reading, Questions on the Reading, and Questions for Oral Practice.

Words & Meanings has two parts. The first part is made up of the words and expressions likely to be used both at home and abroad. They are words and expressions which

can either be found in the Dialogue and the Reading, or be used as hints to answer the practical Questions for Oral Practice, about that particular topic. The second part lists the most useful phrases and sentences taken from the Dialogue or the Reading. All these are arranged alphabetically, and Chinese translations are also provided.

Then comes a dialogue or two, or maybe more. Each of the dialogues always begins with an interesting cartoon. What the cartoon is about, I think, is also worth discussing in class. Below the cartoon is provided an italic subscript, the most useful sentence in that dialogue. This way of arrangement, I hope, may stimulate the students to learn more and keep them from getting bored.

The purpose of the Reading in each unit is to help the students go over the topic again. It is to train the students to talk about things long enough and to express themselves fully and clearly. After the Reading, we have Questions on the Reading. This is to test the comprehension ability of the students.

Last, but not the least, is the Questions for Oral Practice, which usually has 20 practical and interesting questions about the particular topic of that unit. They are all related to daily life in Taiwan. In asking each one of the questions, the teacher may request a reply of three or more related comments, instead of a single-line answer. As for the students, when preparing at home for the Questions, they may

refer to Words & Meanings in order to get hints to answer well. I put them at the end of the unit, because the students having learned everything from the previous parts of the unit may here get a challenge to express themselves and try to make their communication understood.

Everything in each unit, except Questions for Oral Practice, is recorded by Michael Fisher and Susan Candler. The tapes are made, for six hours' playing, with some sound effects, and suitable music for each unit. Because of this, I believe students listening to the tapes may feel interested and will learn better.

Here I would like to give my heartfelt thanks to all of those who gave me a hand to complete the book. First, I would like to thank Phoenix Lee, a famous cartoonist, who spent lots of time and effort drawing the cartoons for this book. Without her illustrations, this book would not be as vivid as it is. I am also grateful to Mike Chu, who was busy with his doctorate degree but nevertheless reviewed the book from cover to cover and presented excellent opinions. I am also indebted to Mr. Michael Fisher for his reading the Questions for Oral Practice and giving me precious suggestions on the use of some expressions. I would also like to express my gratitude to Samuel and Emily, two of my best friends, who volunteered to read the original text and offered practical assistance. I am thankful to my wife Stella, too, who took good care of the kids and gave me peace to work on the book.

I sincerely invite comments and criticism from all my readers. I am the only one who has to answer for the mistakes, if there are any, and I will surely correct them before each reprinting.

Charles S. J. Chu

At Tamsui

August, 1985

關於本書

• 本書之增訂

本書原名「日常美語」，於民國六十七年四月初版，至今發行七版，由於內容生動，使許多讀者受益良多。編著者於六年使用本書期間，確實也發現學生仍然有需要多學一些字語表達本國文化，因此着手增訂本書，增加兩個部份，以期涵蓋本國的傳統與習俗，使讀者能使用英語表達日常生活的切身事物，例如中秋節，颱風，舞龍，公共電視，布袋戲，平劇，卡式公共電話等等。

• 適用之讀者

大專學生，甚至高中生和社會青年，皆為本書適用之對象。本書增訂本，不僅能助益國內讀者，亦能幫助即將出國的朋友，因為本書之增訂，除了列舉國內事物的英語說法之外，並保留美國口語的對話和文化背景。

• 本書之編排

本書共有三十三課，日常生活所論及的主題皆包羅在內，可供學校兩學期的使用。每課大體上分為五個部份：字義與語義，對話，閱讀，閱讀問答，和口說問答練習。

第一部份的字義與語義又可分為兩個部份。前半部所列举的是該課課文所用到的單字片語，以及與該課有關的中國文化表達法；此外，這些字語亦可做為提示，用來回答每課最後一部份的口說問答練習。後半部是為讀者方便，而將課內摘錄出來的最實用的句子和片語，

讀者應用心熟記。此一部份全以字母順序排列，而且附有中文翻譯。

第二部份是對話。每一對話都有一幅漫畫，漫畫之下有一斜體字的漂亮句子，道出該對話的精髓。此一安排方式，最能激發讀者學習的興趣。

第三部份是閱讀，以文章的方式論及該課的主題，訓練讀者用一連串的句子，來充分表達自己的想法。接下去的第四部份是閱讀問答，藉以測驗讀者的閱讀能力。

最後一部份，也是最重要的，就是口說問答練習。此部份通常有二十個與該課主題有關的實用問題，問的都是讀者日常生活環境內可能遭遇的事情。老師每問一個問題，都可以向學生連續問兩三句或以上的引申問題。而學生在家準備此一部份的問題，最好能從第一部份的字義與語義尋找提示，以便藉此機會和老師做充分的對話與溝通。

• 本書之錄音

除了每課的第五部份之外，編著者特聘 Michael Fisher 和 Susan Candler 兩位發音純正的美籍教師，將全書錄製成六個小時的高傳真語言帶，而且加上音效。此外，每課都精選適恰的立體標題音樂，例如第一課是搭公車與火車，所選的標題音樂是 One Way Ticket，相信讀者聽來定會興趣盎然，倍加學習效果。

• 本書之贊助者

本書之增訂，實在歸功於多人的協助。李銀鳳小姐的精彩插圖，使本書生動有趣；已經修得博士學位的 Mike 百忙之中審閱全書，並書一文相贈；Michael Fisher 也二校全書，並且提供不少的意見；Emily 和 Samuel 兩位好友自動提供協助；以及內人全力照顧小孩，使本人得以安寧工作。在此一併致以誠摯謝意。

最後感謝文鶴出版公司劉燈明先生的全力支持，使本書得以順利發行。

編者謹識於北淡水
民國七十四年八月