

中学教师进修高等师范本科教材

An Integrated English Course

(专升本)

多元英语

学生用书

第1册

主 编 何广铿
副主编 官超英 谭 玮

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外教社

上海外语教育出版社

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前 言

本教材是供中学教师进修高等师范本科(专科起点)使用的大学英语教材。教育部师范司为落实《面向 21 世纪教育振兴行动计划》,全面提高中学教师和管理人员的素质,在全面调研的基础上,制订了《中学教师进修高等师范本科(专科起点)教学计划》。本套教材的编写正是为了推动这项计划的实施。

现将本教材的编写原则、使用说明介绍如下:

本教材的教学对象是进修高师本科的中学教师(非英语专业专科毕业),他们已经在学校从事多年教学工作,需要继续学习英语,提高英语水平和使用英语进行交际的能力,这样他们就能借助英语这一广泛使用的语言去进一步学习,以便更好地掌握与其专业相关的先进科学技术和现代教育理论。他们学习英语的目的是要学会运用英语这一工具进行有效的交际。为了帮助他们达到此目的,我们编写了这套教材。我们编写时力求注意以下几个方面:

1. 突出基础,强调实用。本教材注重培养学生读、听、说、写(含译)四种语言技能,并将它们纳入一个系统,而不是“各自为战”。

2. 难易度适中,循序渐进,便于自学。本教材教学对象已在专科阶段受过初步的读、听、说、写的训练,按理已掌握基本的语音和语法知识,掌握 2 000 个左右单词,基本达到大学英语二级水平。但由于毕业多年,大多数人的实际英语水平下降,因此本教材的难易度略低于大学英语二级水平。本教材的编写充分考虑到学生的时间和精力,阅读和训练量适当,课文和练习内容由易到难,循序渐进。本教材配有自学指导书,便于学生自学。

3. 符合有关大纲的要求。本教材是依据《大学英语教学大纲》(修订版),并参照《成人高等教育英语课程教学基本要求》及《普通高等专科学校英语课程教学基本要求》而编写的。在编写本教材前我们曾对广东省近 10 所师范院校四百多名专科学生做过问卷调查(89.9% 的学生入学前学过 5 年以上的英语,60.1% 具有 2 000 个左右的词汇量),了解到学生的情况和具体要求。在编写教材时我们严格按照教育部师范司明确的教学对象和学时要求,以培养学生读、听、说、写、译等综合语言应用能力为宗旨。

本教材的词汇量与本科大纲相同,以第一册为例:全册共十个单元。每单元包括课文 A 和课文 B。课文 A 平均 605.9 个单词,四级词汇占 98.5%,六级以上词汇占 1.5%;课文 B 平均 710.1 个单词,四级词汇占 98.8%,六级以上词汇占 1.2%。全册(课文 A 和课文 B)共 871 个生词,占课文平均词数 6.6%。其中,四级词汇 454 个,占 3.6%,六级以上的词汇 216 个,占 1.7%。

本教材的结构有如下几个特点:

1. 教材内容

按照《中学教师进修高等师范本科(专科起点)教学计划》的规定,公共必修课英语的课时分配为 144 学时,本教材共有两册(一、二册),每册教学课时约 70 学时。每册有学生用书和自学指导书。学生用书每册十个单元,每单元约 6 学时。学时教学分两个主要环节,第一环节主

要围绕课文的语言材料,进行阅读理解、词汇、语法结构、完形填空、翻译等项目的训练;第二环节主要围绕课文主题,进行听说训练、写作练习,以达到复习检查和巩固提高的目的。

每单元的课文主题和交际主题大体相同,既有重复,也有扩展。课外阅读文章和练习也是有关该主题的内容,目的在于通过各种细分的读、听、说、写、译的训练,使学生巩固有关的语言知识,培养学生的语言技能和交际能力。

2. 教学目标

每单元教学含语言认知点和技能点。认知点包括课文生词、短语和句型;技能点为阅读理解和情景交际能力。

每单元中的词汇、语法练习以每课所列的生词、短语和课文语言点为主。单词和短语例句、课文语言点详解均放在自学指导书中,不列入课堂教学,只要求学生自学,在应用中自然习得。

3. 课文教学

课文教学的重点是引导学生把握语篇的整体性、词与词之间、句与句之间的联系,在语篇的基础上分析和理解。

课文教学也要利用背景知识,加深学生对作者的中心思想的理解,同时引导学生学会用课文的生词、短语、句型来表达思想,使课文学习融入情景交际之中。

4. 练习和自学

练习分课内和课外练习。课内练习以口头练习为主,通过有意义的口头操练,调动学生学习积极性和增加学习兴趣,巩固所学内容。课外练习以笔头为主,兼顾口头操练,侧重复习、巩固和提高。教师应充分利用课堂教学时间,不要把课内练习随意减去。

自学主要指学生在课前、课后的预习和复习。教师可根据学生实际情况酌情布置、改编或创新。

5. 复习、巩固和提高

自学指导书中的每个单元都配有听、说、读、写的练习。同时,还根据每课教学目标设计了一些补充练习,为学生提供了自己复习提高的机会。

本教材由华南师范大学外国语言文化学院《中学教师进修高等师范本科(专科起点)专升本大学英语教材》编写组编写。主编为何广铿,副主编为宫超英、谭玮,参加编写的有:何恒幸、谭立坚、宫超英、谭玮、孙兵、张秋玲、方琳、吴剑丽。

在编写过程中,许多同志给了我们很多指导和帮助。华南师范大学外国语言文化学院黎汉材、曾美倩教授亲自审稿。对此,我们深表谢意。

衷心希望教师和学生对本书进行批评指正,使之在使用中日趋完善。

《专升本大学英语教材》编写组

2004年6月5日

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Unit One

TEXT A

Culture Shock

“**Y**ou’re going to the United States to live? How wonderful!
You’re really lucky!”

2 Does this sound familiar? Perhaps your family and friends said similar things to you when you left home. But does it seem true all the time? Is your life in this new country always wonderful and exciting? Specialists in counseling and intercultural studies say that it is not easy to adjust to life in a new culture. They call the feelings which people experience when they come to a new environment *culture shock*.

3 According to these specialists, there are three stages of culture shock. In the first stage, the newcomers like their environment. Then, when the newness wears off, they begin to hate the city, the country, the people, the apartment, and everything else in the new culture. In the final stage of culture shock, the newcomers begin to adjust to their surroundings and, as a result, enjoy their life more.

4 Some of the factors in culture shock are obvious. Maybe the weather is unpleasant. Perhaps the customs are different. Perhaps the public service systems such as the telephone, post office, or transportation are difficult to figure out and you make mistakes. The simplest things seem difficult. The language may be difficult. How many times have you just repeated the same thing again and again and hoped to understand the answer eventually? The foods may seem strange to you and you may miss the familiar smells of the food you are accustomed to in your own country. If you don’t look similar to the natives, you may feel strange. You may feel like everyone is watching you. In fact, you are always watching yourself. You are self-conscious.

TEXT A

Culture Shock

TEXT B

Manners Here , Manners There

LISTENING

SPEAKING

WRITING

Unit One

5 Who experiences culture shock? Everyone does in some form or another. But culture shock comes as a surprise to most people. A lot of the time, the people with the worst culture shock are the people who never had any difficulties in their own countries. They were active and successful in their community. They had hobbies or pastimes which they enjoyed. When they come to a new country, they do not have the same established positions or hobbies. They find themselves without a role, almost without an identity. They have to build a new self-image.

6 Culture shock produces a feeling of disorientation. This disorientation may be homesickness, imagined illnesses, or even paranoia (unreasonable fear). When people feel the disorientation of culture shock, they sometimes feel like staying inside all the time. They want to protect themselves from the unfamiliar environment. They want to create an escape within their room or apartment to give themselves a sense of security. This escape does solve the problem of culture shock for the short term, but it does nothing to familiarize the person more with the culture. Familiarity and experience are the long-term solutions to the problem of culture shock.

475 words

WORD BANK

familiar	/fə'miljə/	a.	熟悉的
similar	/'similə/	a.	相似的
specialist	/'speʃəlist/	n.	专家
counseling	/'kaʊnsəliŋ/	n.	咨询
intercultural	/,ɪntə'kʌltʃərəl/	a.	跨文化的, 不同文化间的
experience	/ɪk'spiəriəns/	vt.	经历
		n.	经验; 经历
environment	/ɪn'vaɪərənmənt/	n.	环境
stage	/steɪdʒ/	n.	阶段
apartment	/ə'pɑ:tmənt/	n.	公寓房间
surroundings	/sə'raʊndɪŋz/	n.	[pl.] 环境
factor	/'fæktə/	n.	因素
obvious	/'ɒbvɪəs/	a.	明显的
custom	/'kʌstəm/	n.	风俗, 习惯
system	/'sɪstəm/	n.	系统, 体系
transportation	/,træns'pɔ:tɪʃən/	n.	交通

eventually	/ɪ'ventʃʊəli/	ad.	最终
native	/ˈneɪtɪv/	n.	本地人, 本国人
self-conscious	/ˌselfˈkɒnʃəs/	a.	不自然的; 有自我意识的
successful	/sək'sesfʊl/	a.	成功的
community	/kə'mju:nɪti/	n.	社区; 社会
hobby	/ˈhɒbi/	n.	嗜好
pastime	/ˈpɑ:staim/	n.	消遣; 娱乐
established	/ɪ'stæblɪʃt/	a.	已确立的
position	/pə'zɪʃən/	n.	地位
role	/rəʊl/	n.	角色; 作用
identity	/aɪ'dentɪti/	n.	身份
self-image	/ˌself'ɪmɪdʒ/	n.	自我形象
disorientation	/dɪsɔ:riən'teɪʃən/	n.	迷失方向; 迷惑
homesickness	/ˈhəʊmsɪknɪs/	n.	想家; 思乡
paranoia	/ˌpærə'noɪə/	n.	妄想症, 偏执狂; 多疑症
unreasonable	/ˌʌn'reɪzənəbl/	a.	不合理的, 荒谬的
unfamiliar	/ˌʌnfə'mɪljə/	a.	不熟悉的, 不常见的
escape	/ɪ'skeɪp/	n.	逃避
sense	/sens/	n.	感觉
security	/sɪ'kjʊərəti/	n.	安全
solve	/sɒlv/	vt.	解决
familiarity	/fə'mɪlɪ'ærəti/	n.	熟悉
long-term	/ˈlɒŋtɜ:m/	a.	长期的
solution	/sə'lu:ʃən/	n.	解决, 解决办法

PHRASES AND EXPRESSIONS

according to
adjust to
wear off
as a result
figure out
be accustomed to
in fact
in ... form
come as a surprise
familiarize ... with

根据, 按照
适应
逐渐减少, 逐渐消失
结果
理解, 明白
习惯于
事实上
以……形式
使……惊讶(震惊)
使熟悉, 使通晓

VOCABULARY FOCUS

1. culture shock 文化冲击
2. Does this sound familiar? (Para. 2)
这话听起来熟悉吧?
3. public service (Para. 4) 公益服务, 公用事业
4. You may feel like everyone is watching you. (Para. 4)
你会觉得大家都在看着你。
like: *conj.* 好像, 似乎, 在此句中引导状语从句。此句的谓语动词为“feel”(觉得)。
5. But culture shock comes as a surprise to most people. (Para. 5)
但文化冲击令大多数人感到始料不及。
as: *prep.* 像, 如同, 引导状语。
6. ... they sometimes feel like staying inside all the time. (Para. 6)
……他们有时候想一直都呆在屋子里。
这里 feel like 为一动词短语, 意为“想要”, 常用结构为: feel like doing sth.
7. They want to protect themselves from the unfamiliar environment. (Para. 6)
他们想保护自己不受陌生环境的干扰。

READING COMPREHENSION

1. Here are eight unfinished statements about the text, each with four choices below. You are to choose from the four choices the one that best completes each statement.
 - 1) This passage is mainly about _____.
 A. the definition of culture shock B. the factors that cause culture shock
 C. different feelings of culture shock D. various aspects of culture shock
 - 2) Choice _____ is supported by the passage.
 A. It's lucky for one to go to the United States.
 B. It takes a long time for newcomers to get rid of the feeling of culture shock.
 C. People have difficulty adapting themselves to life in a new culture.
 D. Everybody's life in a new place is wonderful and exciting.
 - 3) Choice _____ is the general sequence of the change of a person's feelings when he comes to a new culture.
 A. Be surprised at everything—like the environment—enjoy his life.
 B. Like the environment—hate everything in the new culture—adjust to his sur-

roundings.

C. Love the new surroundings—be familiar with the local people—enjoy his life.

D. Be uneasy with the new customs—hate everything in the new surroundings—feel like staying inside.

4) As for the factors that contribute to culture shock, the writer mentions all the following except _____.

A. the unpleasant weather

B. the different customs

C. the difficult language

D. the unfriendly natives

5) The word “self-conscious” in Para. 4 means _____.

A. aware of one’s weak points

B. concerned about one’s outer appearance

C. aware of one’s existence, thoughts and actions

D. worried and embarrassed about other people’s opinions or reactions

6) _____ may be with the worst culture shock.

A. Those who can’t speak the local language

B. Those who have trouble with the use of the public service systems

C. Those who used to be successful in their own countries

D. Those who do not look similar to the natives

7) When people feel the disorientation of culture shock, they may _____.

A. stay at home all the time

B. return to their own countries

C. get ill and fear unreasonably

D. hate the local people

8) To solve the problem of culture shock, people should _____.

A. retreat into their room or apartment to seek a sense of security

B. familiarize themselves with the new culture and get more experience

C. ignore the cultural differences between the two countries

D. consult psychologists or intercultural experts about the problem

2. Fill in the blanks with suitable words to complete the outline of the passage.

1) A brief introduction to culture shock (Para. 1—2):

It is not easy to _____ life in a new culture. The feelings which people experience when they come to a new environment are called _____.

2) The analysis of culture shock (Para. 3—5):

A. There are three stages of culture shock. In the first stage, the newcomers _____; in the second stage, they begin to _____; in the last stage, they begin to _____ and _____.

B. Various factors like unpleasant _____, different _____, difficult-to-figure-out _____, difficult _____, strange _____, and dissimilar _____ may cause culture shock.

C. Everyone experiences culture shock in some form or another, but the people with the worst culture shock are those _____.

3) Conclusion (Para. 6):

The effect of culture shock and the solution to it.

Culture shock produces a feeling of _____. Escape is not a good way to solve the problem. _____ and _____ are the long-term solution to the problem.

VOCABULARY & STRUCTURE

1. Fill in the blanks with suitable words or expressions from the list given below. Change the form if necessary.

experience	surroundings	wear off	obvious	stage	security
as a surprise	protect oneself from	successful	eventually		

- 1) If it's a choice between higher pay and job _____, I'd prefer to keep my job.
- 2) I know you don't like Helen, but there's no need to make it so _____ to everyone.
- 3) She's learning self-defence so she can _____ being attacked.
- 4) Last night's heavy snow came _____. Two poor old men died in the street.
- 5) It's important that the buildings you are going to build should fit in with their _____.
- 6) She runs a very _____ computer business.
- 7) New companies often _____ a loss in their first few years.
- 8) This medicine works. Most patients find that the numbness _____ after about an hour.
- 9) Don't worry, he'll do it _____, but he might spend a long time getting round to it.
- 10) The test is in its final _____ and should be completed tomorrow.

2. Write the opposites of the following words.

- | | |
|---------------|-----------------|
| 1) easy — | 2) like — |
| 3) first — | 4) reasonable — |
| 5) familiar — | 6) pleasant — |
| 7) newcomer — | 8) similar — |

3. Rewrite the following sentences, using the words or phrases given in the brackets.

- 1) You are 16, but you give me an appearance of being younger. (*seem + a.*)

- 2) I have a desire for a swim—do you want to come? (*feel like*)
- 3) The boy who is carrying a camera comes from the United States. (*with*)
- 4) I bought a guidebook to learn something about the country before I went there.
(*familiarize oneself with*)
- 5) As a teacher you have to change your teaching methods in order to make them more effective and suitable for the needs of slower students. (*adjust to*)
- 6) Being treated like this is not a familiar experience for me. (*be accustomed to*)
- 7) As stated by our records you owe us \$ 300. (*according to*)
- 8) He hasn't written to me recently—it is possible that he's lost my address. (*perhaps*)

4. Write sentences after the following models and with the words given.

Model A: They call the feelings ... culture shock.

- 1) (*call, the twins, Katherine and Thomas*)

_____.

- 2) (*call, me, fat*)

How dare _____!

Model B: ... they sometimes feel like staying inside all the time.

- 3) (*have a nice cool glass of lemonade*)

_____.

- 4) (*make their children active and successful in the school*)

_____.

Model C: This escape does solve the problem of culture shock for the short term.

- 5) Shut up, Tom, and get on with your homework.

_____.

- 6) I know the smaller one is cheaper, but I prefer this one.

_____.

Model D: In the final stage of culture shock, the newcomers begin to adjust to their surroundings and, as a result, enjoy their life more.

- 7) (*become used to the smells of Chinese food, and, as a result, enjoy one's life in Beijing*)

_____.

- 8) (*be trapped in the traffic jam, as a result, be late for class*)

_____.

TRANSLATION

Translate the following sentences, using the words or phrases in the brackets.

- 1) 我琢磨不透你为什么要辞掉工作。(figure out)
- 2) 他们不得不努力工作,塑造新的自我形象。(self-image)
- 3) 她的礼物完全出乎我的意料。(come as a surprise to sb)
- 4) 旅游是他喜爱的消遣。(pastime)
- 5) 他不介意你的批评。实际上,他很高兴。(in fact)

TEXT B

Manners Here, Manners There

Because their way of behaving is different from ours, people of other cultures may appear to us to be lacking in manners. But each culture has its own rules for polite behavior. Whether a society is simple or complex, its rules describe proper behavior on certain occasions.

2 Whether you do or do not open a gift in the presence of the giver; whether you put on your coat before or after you leave the host's house; whether you eat as quietly or as noisily as possible; whether you carry on a conversation during a meal—these and a thousand other customs vary from one culture to another. The idea behind all codes of behavior is to make life flow smoothly. No one way of behavior is right or wrong, and no one way can be called “good” or “bad” manners except as a culture defines it so.

3 There are rules for entrances and exits. In some cultures you do not open a closed door without knocking, unless it is your own or one clearly in a public place. Nor do you enter a private home without first being asked to come in. In many countries where much of daily life is carried on outside people's houses, a stranger does not enter the village without an invitation. At least he doesn't do so if he knows his manners. He stops just at the edge of the village, where he can be seen and heard. He coughs once or twice to attract attention to his presence. He then sits down to wait until the appropriate person approaches to greet him and to invite him to enter the village.

4 Most people consider it bad manners to stare at others, but few of them are aware of the fine points of seeing and not seeing that are part of behavior patterns in many societies.

Unexpected visitors to a Japanese home may be ignored by the host as he leaves the room to prepare himself to receive the guests. If the visitors are well mannered, they do not “see” the host until the latter returns to the room properly dressed and, for the first time, “sees” his guests. This behavior is not too different from the pattern followed on overnight coach trains when people find it convenient to be looking out of the windows as their unkempt fellow passengers make their way down the aisle with soap, comb, and toothbrush in the morning.

5 In almost all societies there are patterns of behavior connected with the giving and receiving of gifts, and there are occasions when gift giving becomes, for all practical purposes, obligatory. In many societies, hosts present gifts to arriving guests, who give gifts in return, or the procedure may be reversed, with the guest offering the first gift. It may be extremely important that a return gift be as good or better than the one received, but under no circumstances should it be given in such a way as to appear to be a payment. Sometimes the giver will disparage his or her gift while the receiver magnifies its value. When a man gives a goat among the Thonga of Africa, he should say, “I give you this hen.” The receiver should reply, “It is an ox.” In some societies, one need not express verbal thanks for a gift. To do so might imply that the gift was unexpected or that the giver was not in the habit of being generous.

6 We teach children to say “Thank you” for a gift. In much of the rest of the world the child is taught that gifts must be received with both hands. This is in no sense a grabbing gesture but one that says, “This gift is so important that it takes both hands to receive it.” The giver, too, should use both hands, for he or she is saying, “You are so important that even my small gift must be conveyed to you with both hands.”

7 There are few, if any, cultures in which the partaking of food is a purely casual and unregulated affair, and each culture has its own rules of the etiquette regarding food. For many people, eating noisily or belching at the table is considered bad manners, but in some cultures these acts are the proper way to express to your host that you are being adequately fed and that you are enjoying the food prepared in your honor.

744 words

WORD BANK

behave /bi'herv/
lacking /'lækin/

vi. 行为, 表现
a. 缺少的, 不足的

behavior	/bɪ'hɛvjə/	n.	行为,表现
complex	/'kɒmpleks, kəm'pleks/	a.	复杂的
occasion	/ə'keɪʒən/	n.	时刻;场合
vary	/'veəri/	vi.	变化;不同
code	/kəʊd/	n.	准则;规范
define	/dɪ'faɪn/	vt.	解释;给……下定义
entrance	/'entrəns/	n.	进入;进入方式
exit	/'eksɪt, 'egzɪt/	n.	出去;出口
invitation	/ɪnvi'teɪʃən/	n.	邀请
appropriate	/ə'prəʊpriət/	a.	适合的,恰当的
approach	/ə'prəʊtʃ/	vi.	接近,靠近
unexpected	/ɪnɪk'spektɪd/	a.	没有料到的;意外的
ignore	/ɪg'nɔ:/	vt.	忽视;不理
mannered	/'mænəd/	a.	举止……的;态度……的
overnight	/ɔvə'nait/	a.	持续一夜的
convenient	/kən'vi:njənt/	a.	方便的;合适的
unkempt	/ɪn'kempt/	a.	未梳理的,凌乱的
aisle	/aɪl/	n.	通道
obligatory	/ɒ'blɪgətəri/	a.	必须的,有义务的
present	/pri'zent/	vt.	赠送
procedure	/prə'si:dʒə/	n.	程序;步骤
reverse	/rɪ'vɜ:s/	vt.	使反向,使倒转
payment	/'peɪmənt/	n.	支付;报偿
disparage	/dis'pæɪdʒ/	vt.	贬低
magnify	/'mægnɪfaɪ/	vt.	夸大;放大
imply	/ɪm'plaɪ/	vt.	暗示,意味着
generous	/'dʒenərəs/	a.	慷慨的
sense	/sens/	n.	含义,意义
grab	/græb/	vt.	抓,取
gesture	/'dʒestʃə/	n.	手势
convey	/kən'veɪ/	vt.	传递,传送
partake	/pɑ:'teɪk/	vi.	共享,吃
casual	/'kæʒjuəl/	a.	随便的;不拘礼节的
unregulated	/ɪn'regjuleɪtɪd/	a.	未受管理(或控制,约束)的
etiquette	/'etɪket/	n.	礼节,礼仪
regarding	/rɪ'gɑ:dɪŋ/	prep.	关于
belch	/beltʃ/	vi.	打嗝
adequate	/'ædɪkwət/	a.	适当的;足够的