



高职高专
公共英语类课程规划教材

新世纪

世纪英语

CENTURY ENGLISH

读写教程 IV

新世纪高职高专教材编委会组编

总主编 吴小琴 王玉章

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学生用书 (第三版)

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《世纪英语》是新世纪高职高专教材编委会富有积极的进取精神的一次大胆尝试。

由大连理工大学出版社组织推动的新世纪高职高专教材编委会,是一个由全国100余所志同道合的优秀高职高专院校组成的高职高专教材建设者联盟。编委会走过的历程,见证了我们的与众不同:编委会是迄今为止第一个完全按照市场原则来长期进行高职高专教材建设运作的大型组织。从编委会诞生的第一天起,我们就选择了以高职高专教材的特色建设为己任。这不仅是由于我们拥有对高职高专教育未来发展的更为贴近实际的认识,也由于我们拥有一整套完全属于自己的切实可行的关于教材建设的创新理念、创新组织形式与创新运作方式,更由于我们一直以来对高职高专教材品牌、特色与创新的始终如一的执著追求和坚忍不拔的长期努力。

在编委会的所有经历中,关于教材建设理念的独到解释非常值得一提。这一理念可简述如下:所谓教材建设,就是建立在教学实践基础上的教材的不断深化、不断完善的过程。在编委会的整个教材建设过程中,这一理念不仅已成为我们的核心指导原则,而且它的深受高职高专教学单位欢迎的结果,也鼓舞了我们实现任何高职高专教材特色建设的勇气。

然而,高职高专英语教材特色建设的情形则有所不同。就其实用性而言,高职高专与非高职高专的英语教育并无本质区别,加之我国高职高专教育发展的历史尚短,高职高专英语教学优秀人才的累积也略显不足。因而,许多早期高职高专英语教材的编写,宁可倚重非高职高专院校的英语教师参与,有其积极的意义。但是,按照我们教材建设的上述理念,如果不能以高职高专一线教师为主体来实施高职高专英语教材建设的具体运作,就根本无法实现完全适合高职高专教学需要的英语教材建设预期。

这的确是一个两难选择。事实上,编委会要建设自己品牌的高职高专英语教材的想法由来已久。但我们也深知完全依靠一直很少涉足英语教材建设的高职高专一线教师来完成这一重任的艰难程度。因此,我们并没有从一开始就贸然地启动这个项目,而是选择在较好地实现了足够数量的非英语类高职高专教材特色建设的经验累积,若干专业英语类相关教材建设的成功尝试,以及对公共英语相关项目的具有积极意义的探索和准备之后,才开始尝试涉足这个领域的。

尽管我们在推进高职高专英语教材建设的过程中遇到了诸多困难,但终能如愿以偿,在很大程度上也有赖于我们的一些具有重要指导意义的体悟。编委会有一句名言:我们相信用心与努力胜过相信经验与资历。编委会会有一个信条:在目标一致基础上达成的共识优于任何情况下的一己之见。这些在非英语类高职高专教材建设中屡试不爽的成功做法,在高职高专英语教材建设的过程中也得到了同样的印证。

我们欣喜地看到:由于我们付出的辛勤努力,我们的关于教材建设的上述理念,也正在英语教材建设中显现其非凡魅力。在我们高职高专一线教师所立足的英语教学实践这个基础之上,由我们自己培育出来的一株幼苗正在茁壮成长。我们现在或许还不能做到足够完美,但是,我们始终坚信:我们会比任何人都更加清楚地知道自己需要什么,只要我们坚定不移地朝着既定目标不懈努力,就一定会越做越好。

我们已经跨越了起跑线。我们绝不会放松前进的脚步。我们正在推出的高职高专英语系列教材——《世纪英语》及其稍后将要推出的《世纪英语综合教程》等将伴随着赞誉的鼓励与批评的鞭策,日臻完善,走向成熟。

耕耘过后,我们期待着在一个有足够创新精神的编委会的土壤里成长出更多更优秀的高职高专英语教育人才,期待着收获一个更好更切合高职高专英语教学实际的教材品牌。

新世纪高职高专教材编委会

2004年6月

大连理工大学出版社告诉我,他们组织了一个有相当规模的高职高专教材编委会,而着手编写高职高专英语系列教材,则是年初的事。当时,他们找到我,希望提供一些帮助,由于这是自己学校的出版社,也由于我目前担任“高职高专教育英语课程教学指导委员会”主任的工作,他们的许多想法又符合我国高职高专英语教学改革的大方向,而推动高职高专英语教学改革,包括教材改革又是我作为课程指导委员会主任的责任,我便应允了。

近年来,由于负责全国高职高专教育英语课程教学指导委员会的工作,所以对高职高专教育的特色和侧重点有了比较深入的了解与研究。我为自己学校的出版社愿意为高职高专英语教材建设做出贡献而感到高兴,也很赞赏他们敢于以高职高专一线英语教师为主体来完成其系列教材建设的勇气。

课委会指导和推动高职高专教材建设的方针,是既推动使用推荐教材,又鼓励按照《基本要求》编写具有特色的多种教材,但又反对粗制滥造的“低层次重复”。大连理工大学出版社这次组织编写的这套高职高专英语系列教材,既严格遵循《基本要求》,又突出考虑了高职高专院校的特点和需求,必将有助于高职高专英语教材的推陈出新。

这套新编的高职高专英语教材在特色建设上独辟蹊径。首先,他们坚持以高职高专一线教师为主体来完成这套高职高专英语教材建设的想法,十分有助于把握好高职高专英语教学的实际需要。其次,他们不是单纯地将教材的编写看作获取商业利益的机会,而是立志要打造一个高职高专英语教材的品牌。再次,是他们的满腔热忱和脚踏实地的做事态度。最后,是这支队伍的较强的凝聚力。组织编写一套英语教材是一项重大的系统工程,高职高专一线的英语教师又分散在不同的院校,经验也欠丰富,能将他们有效地组织、凝聚在一起编写教材不是一件容易的事。我很欣赏他们的这种凝聚力。

高职高专教育是以培养应用型人才为目的,因此注重教学内容和教学过程的实际和实用效果就是至关重要的。编写高职高专英语教材尤其不能好高骛远,要特别突出培养学生实际使用英语的能力这一特点。我认为,大连理工大学出版社这次推出的英语系列教材,在按照高职高专培养目标要求设定教材架构、针对高职高专学生英语基础相对薄弱相应降低教材难度等方面所做出的尝试,具有现实意义。

最近十多年来受教育部高教司委托负责高职高专英语教育,自觉不自觉地已经把它当成了自己的一项事业,因此也就多了对它的一份关心,一份牵挂。我很希望能有更多更好的适合高职高专英语教学需要的好教材问世,也很希望能有更多的高职高专一线教师加入到高职高专英语教材建设的研究和实践中来。大连理工大学出版社和他们组织推动的新世纪高职高专教材编委会的做法,无论是从实现高职高专英语教材特色建设的角度来看,还是从培养高职高专英语教育人才的角度来看,都不无可取之处。

盛情难却,谨以此文勉为其序。

孔庆炎

2004年7月于大连

前言

《世纪英语——读写教程 I~IV(第三版)》是在第二版投入试用的基础上,通过整合信息、整合作者等相关资源进行的一次彻底的具有创新意义的修订。

本次修订更加深入地贯彻了《高职高专教育英语课程教学基本要求(试行)》,坚持“以应用为目的、实用为主、够用为度”的大方向,强调打好语言基础和培养语言应用能力并重,强调语言基本技能的训练和培养实际从事涉外交际活动的语言应用能力并重。同时,也很好地兼顾了高等学校英语应用能力考试 A、B 级考试大纲的要求,充分考虑了高职高专学生的英语基础现状,最大限度地使教材与学生的基础相适应,与培养目标相一致。

修订版教材不论从教学理念、教学模式、选材、编排,还是从练习的设计、教材的表现手法等方面都进行了彻底的革新,充分体现了认知规律,把重点放在学习的过程中,材料的选择和安排、练习和活动的设计等都通过任务的形式来体现,围绕任务来展开。

在选材方面,强调趣味性、实用性与教育性,同时兼顾时代性、科学性、文化性、知识性、多样性、可读性,使学生能够实现快乐学习。

在编写方面,始终遵循教学过程应告诉学生“做什么”,教会学生“怎么做”的原则,在明确各单元教学目标、目的和要求的基础上,找准教学重点和学习难点,明确教学方法和手段,精心设计教学活动模块。

在练习的设计、安排方面,注重实用性与实效性,尽量贴近日常生活交际,编写出各种有助于开展交际活动的语言材料、语言教学活动和教学形式,达到训练学生语言交际能力的目的。练习的设计有的放矢,使阅读技能、词汇运用能力、翻译与写作能力在同一主题下通过多种联系形式反复循环、深化、巩固和加强,在深入理解和输出的教学进程中增强学习效果,努力构建更为实用合理的英语教学模式,使学生学习时有兴趣,学习后有成就感,循序渐进地提高学生的读、写、译技能。

修订后的教材具有以下鲜明的特色:

1. 主题与扩展兼顾。采用主题式教学理念,每单元围绕一个主题,同时对与主题相关的内容进行扩展。

2. 实用与考试兼顾。本系列教材从选材内容到训练形式都从实用角度出发,选材内容贴近学生生活及社会生活的各个方面;训练过程侧重读、写、译实用技能的培养。同时,围绕 A、B 级应用能力测试大纲和大学英语四级考试的要求,将教、学、考有机地统一起来,以用促教,以教促学,以学促考,以考促用,使学生在获得实用技能的基础上能顺利通过 A、B 级考试和大学英语四级考试。

3. 继承与创新兼顾。本教材保存了原版教材中的精华部分,从编写理念、选材内容、训练形式等都在博取众家之长的基础上有所创新。选材内容注重实用性和趣味性,力图改变老师不愿教、学生不愿学的局面;练习设计注重精讲多练,对课文中的语言点、句型等进行精心提炼,力求准确把握重难点,通过多种形式反复操练,使所学知识得到循环、深化,使学生真正做到“学一点,练一点,会一点,用一点”,在课堂上就能掌握所学知识。另一个值得一提的创新是有关生词的处理,本系列教程打破传统教材的一贯做法,对于大纲所规定的重难点词汇,除了在课文和练习中反复出现外,还有意使其在各分册甚至同一分册生词表中重现。这样做,不仅有助于学生强化记忆,也为降低学生学习的难度提供了方便。学生不会因为积累过少而对当前所学内容望而生畏,同时也方便了教师根据需要对教材进行适当增删。

本系列教程分为4册。每册10个单元,其中第5单元和第10单元分别为期中、期末测试题。第1册为PRETCO B级的难度,第2、3册为PRETCO A级的难度,第4册为大学英语四级考试的难度。每册有学生用书、教师用书、配套录音带和多媒体辅助教学课件等组成。考虑到地区差别,我们还准备了预备级教程(共2册),供零起点学生使用,或帮助有一定基础的学生温故知新,从而更方便地进入本系列教程的学习。

《世纪英语——读写教程Ⅳ(第三版)》除第5单元和第10单元为阶段性复习单元外,其他单元都由以下模块组成:

1. **开篇图片** 每单元开篇有一幅或数幅描绘此单元主要内容场景或语言材料的图片与三个围绕单元主题的问题。学生可通过图片的浏览预测该单元的内容,并且以讨论问题的方式进入本单元学习,促使其积极参与、开口说英语,以此调动学生学习的主观能动性。
2. **课文学习**
 - (1) **Questions**——根据任务式教学法的理论,先给出问题,让学生带着任务阅读,训练学生迅速寻找信息的能力。
 - (2) **Text**——课文的呈现。
 - (3) **New Words**——不仅出现本课文生词,也适当复现前面课文已经出现过的大纲规定的重难点词汇,增加复现率,帮助记忆,方便学生的学习。
 - (4) **Useful Expressions**——本课文中出现的常用短语与搭配。
 - (5) **Proper Names**——本课文中出现的专有名词。
 - (6) **Extra Expressions**——与单元主题相关的扩展单词或词组,以增加学生的词汇量,弥补单元选材可能对大纲词汇的覆盖不足。
 - (7) **Notes**——难点的解释与相关知识的介绍。
 - (8) **Reading Comprehension**——测试对本课文的总体把握情况。
 - (9) **Focus on Words**——重点讲解4~5个单词的基本用法,方便学生。
 - (10) **Exercises**——形式多样,通过对课文的重难点进行反复多次的操练,增加重现率,巩固所学知识。所有练习尽可能与课文内容及考试题型相结合。
3. **补充课文**——在主课文的基础上,本书又增加了一篇补充课文。学生水平较好的情况下,老师可将其作为加餐扩展与主题相关的知识,亦可作为补充阅读材料供练习之用。
4. **补充阅读**——选材与单元主题相关,旨在拓展学生的知识面,强化学生的阅读理解能力。补充课文与补充阅读除了注重融趣味性、思想性、实用性、知识性等为一体外,同时也注重了弥补主课文对大纲词汇覆盖的不足,兼顾了练习题型与A、B级考试和大学英语四级考试要求的一致。由于教学时间有限,我们建议在使用本系列教程时,可以把主课文的部分练习留给学生课外完成,省出时间帮助学生梳理补充课文与补充阅读的难点,从而帮助学生扩大阅读量。
5. **写作训练**——以各种应用文体为主,先讲解写作要点,介绍常用表达,给出范文,再让学生进行句子写作-短文写作-应用文套写的补充训练,内容与格式并重。所设计的练习与范文接近,便于学生掌握所学内容。
6. **轻松一刻**——寓意深刻的英语小幽默及实用小知识,会让学生在开心一笑的同时,增加对英语学

习的兴趣,感受英语语言的魅力。

《世纪英语——读写教程IV(第三版)》由吴小琴、任玉伟任主编,吕晓南、梁晶、郭海霞任副主编。参加编写的教师还有张晓瑜。具体编写分工如下:吴小琴编写了第一、四、五单元;张晓瑜参与了第四单元编写;任玉伟编写了第二、十单元;吕晓南编写了第六、九单元;梁晶编写了第三、七单元;郭海霞编写了第八单元。

本系列教程在编写过程中参考了大量的国内外有关资料,得到了许多学界前辈、同行及外籍教师的热心帮助和指导,尤其是吴小琴老师为本书做了大量的审阅与修改工作。由于高职高专教育教学思想、理念、改革、发展日新月异,我们的认识也需要有一个不断提升的过程,加之编写时间仓促,难免存在错误和不当之处,恳请各院校在使用本教材的过程中给予关注,并将改进意见及时反馈给我们,以便在下次修订时完善。

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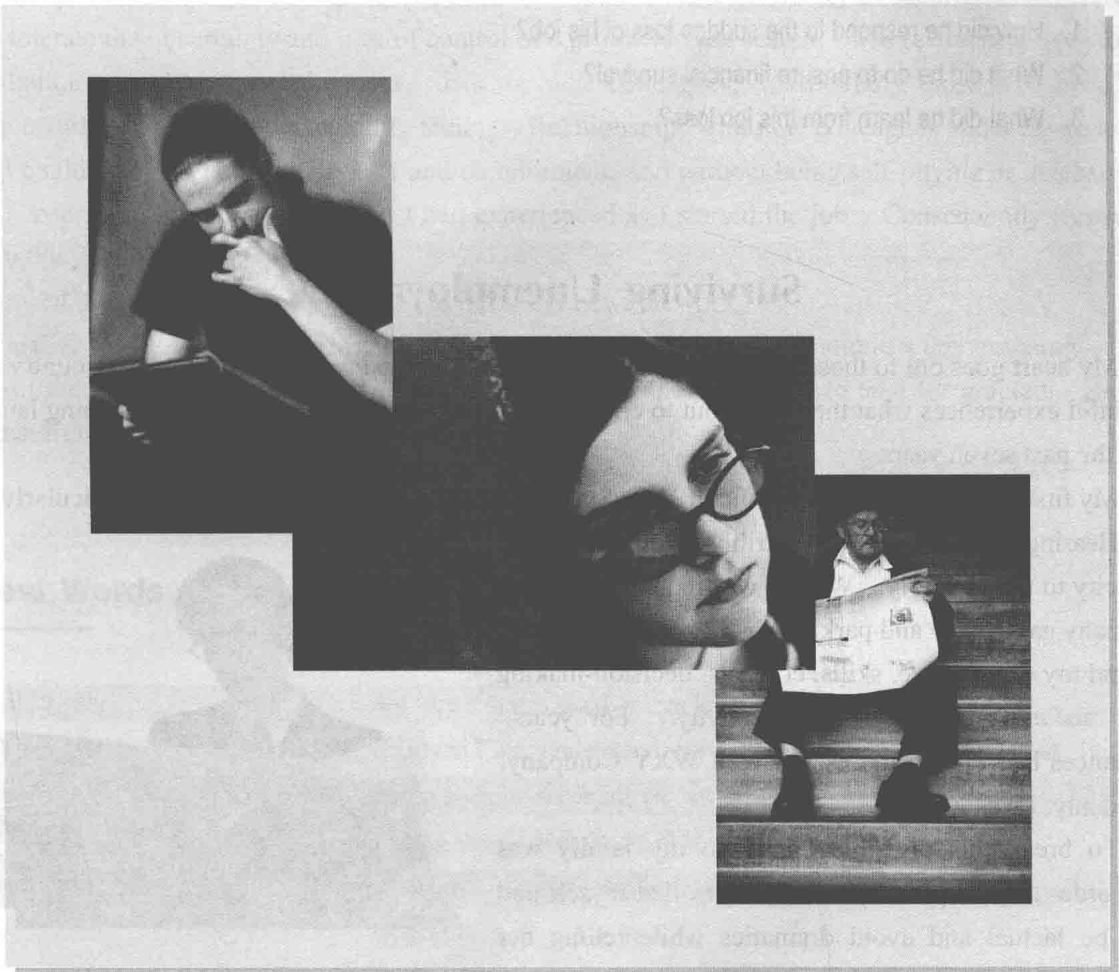
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Unit 1

Coping With Unemployment



WARM-UP

- ✿ Would you prefer to have an unstable job with a handsome salary or a stable job with a low salary? Why?
- ✿ What kinds of employees are likely to be fired?
- ✿ What problems may jobless workers have? How do you think they can overcome their difficulties?



Text Learning

Preparation

Read the text and answer the following 3 questions.

1. How did he respond to the sudden loss of his job?
2. What did he do to ensure financial survival?
3. What did he learn from this job loss?

Surviving Unemployment

1. My heart goes out to those strangers whenever I read about the layoffs planned in this country. I know from painful experiences what they are about to endure. I've had the dubious "honor" of being laid off four times in the past seven years.

2. My first layoff was the most difficult. As a Stanford M.B.A., unemployment hit me particularly hard.

3. Hearing my job loss, I felt terribly ashamed and lost the capacity to think clearly. When I was required to return my company garage key and parking pass, it appeared that I left behind my experience, skills, contacts, decision-making ability, accomplishments, and creativity. For years, acquaintances had known me as Jim with WXY Company, and, suddenly, I was just Jim.

4. To break this disturbing news to my family was hard. In order not to upset my wife, I controlled myself and tried to be factual and avoid dramatics while telling her about losing my job. It took her some time to calm down. She felt it necessary to let the kids know that any changes would be temporary. It was important that they see stability at home. They might not fully understand what this meant, but they could notice changes, sense stress and become concerned about us.

5. However, the layoff was still difficult. The next day, I woke up with no agenda to keep me moving forward as usual. I thought, "I need a job. I need a job now... any job." And I began burning up the phone lines, calling former colleagues and recruiter contacts, grasping for straws as I worked myself into a frenzy. My anger and fear came across as desperation. As a result, I didn't get out of my pajamas. The sofa looked awfully inviting. I wasted hours surfing the Web, ate poorly and didn't want to go outdoors. At the end of the day, I accomplished nothing and felt terrible about myself.



6. Staying inside all day alone was damaging, so I went and read newspapers at the library. Even when I wasn't interacting with people, simply being among others did wonders for my psyche. I felt like a member of society and I came to realize how much we actually relied on colleagues for company.

7. To ensure financial survival, I had to put my ego in storage and worked as a garage collector while trying to get an offer that I wanted. It was embarrassing, but then it was less embarrassing working in a job for which I was overqualified than to fail to meet my responsibilities.

8. Instead of considering switching my career or starting a business like other laid-offs, I decided to maintain career continuity. I had enjoyed my former job and believed my experience and transferable skills would be attractive to an employer in an allied profession because I had to learn only a small piece of the business rather than start as a rookie.

9. Finally, I entered a good company. But I didn't feel the sense of victory or security as expected. I was unable to tolerate the uncertainty and lack of control of a protracted job search. I was recovering from the shock and humiliation of sudden unemployment. But my new colleagues, particularly those who hadn't made frequent job shifts, couldn't understand my feelings. Relationships with new colleagues and a desire to be part of a group could open new doors to loyalty and commitment. So without being self-pitying or defensive, I let superiors, peers and inferiors know what I had experienced as I started the job. Consequently trust returned when something worth trusting appeared.

10. I owed it to myself and my employer to make my new job work.

11. I realized if I lost my job again, the transition period would be easier and less demoralizing. I learned the value of the routine I used to scorn and the importance of the job I used to take for granted. But what I gained most from that job loss was a lot more compassion.

New Words

dubious /'dju:bjəs/	a. not sure if sth. is good or true 疑惑的, 不能确定的
capacity /kə'pæsɪti/	n. ability to learn, understand, experience, produce sth. 学习、理解、体会的能力; ability to hold or contain sth. 容量, 容积
ashamed /ə'ʃeɪmd/	a. feeling shame 惭愧的; 感到羞耻的
contact /'kɒntækt/	n. a person you know who may be able to help you or give you advice about sth. 能提供帮助或建议的熟人
accomplishment /ə'kɒmplɪʃmənt/	n. a thing that is achieved 成就; a learned skill 才艺, 技艺; successful completion 完成
creativity /kri:'eɪtɪvəti/	n. 创造力; 创造
acquaintance /ə'kweɪntəns/	n. a person whom one knows but who is not a close friend 相识, 泛泛之交
disturbing /dɪ'stɜ:bɪŋ/	a. causing sb. to worry 使人烦恼或不安的
upset /ʌp'set/	vt. to cause to be disturbed; to trouble 扰乱计划等; 使心烦, 使不安 v. to tip over; to overturn 打翻; 倾覆
factual /'fæktʃuəl/	a. concerned with fact, full of facts 与事实有关的; 充满事实的
dramatics /drə'mætɪks/	n. speech or behavior showing the feelings or character in a lively or exaggerated

	way 夸张的言词、行为等
temporary /'tempərəri/	a. lasting for, designed to be used for, a short time only 暂时的, 临时的
stability /stə'bilɪti/	n. quality of being firm or not likely to move or change 坚固性; 稳定性; 安定
agenda /ə'dʒendə/	n. (list of) things to be done, business to be discussed 待办事项或待讨论的事 务; 议程
recruiter /rɪ'kru:tə/	n. 招聘人员; 征兵人员
grasp /grɑ:sp/	v. to seize sb. or sth. firmly 抓住, 抓紧
frenzy /'frenzi/	n. violent excitement 狂乱; 极其激动; 狂怒
desperation /,despə'reɪʃən/	n. the state of being filled with despair and ready to do anything, regardless of danger 绝望; 孤注一掷
pajamas /pə'dʒɑ:məz/	n. loose-fitting jacket and trousers for sleeping in 宽松的睡衣裤
awfully /'ɔ:fuli/	ad. very (much) 非常, 极其
damaging /'dæmɪdʒɪŋ/	a. having a bad effect 有破坏性的, 损害的
psyche /'psaɪki/	n. human soul or mind 心灵; 灵魂
company /'kʌmpəni/	n. being together with another or others 陪伴; 与他人在一起
ensure /ɪn'ʃʊə/	vt. to make sure; to guarantee; to make certain to get sth. 确保; 保证得到
ego /'i:gəʊ/	n. self-esteem 自负; 自尊
embarrassing /ɪm'bærəsɪŋ/	a. causing sb. to feel self-conscious, awkward or ashamed 令人困窘的, 令人害 羞的
switch /swɪtʃ/	v. (to cause sth.) to change suddenly (使)转换或改变
continuity /,kɒntɪ'nju:ɪti/	n. 连续性, 连贯性
transferable /træns'fɜ:rəbəl/	a. 可转移的; 可转换的; 可调动的
allied /æ'laiəd/	a. connected; similar 有关联的; 类似的
rookie /'ruki/	n. an inexperienced newcomer to a team, an organization, etc. 新手
security /sɪ'kjʊərəti/	n. freedom or protection from danger or worry 安全; 保护; 保障
tolerate /'tɒləreɪt/	vt. to endure sb. or sth. without protesting 忍受
protracted /prə'træktɪd/	a. lasting for a long time 延长; 拖延
humiliation /hju:ˌmɪlɪ'eɪʃən/	n. 羞辱, 蒙耻
shift /ʃɪft/	n. a change of place, nature, form, etc. 移动; 移位; 改变
loyalty /'lɔɪəlti/	n. being true and faithful; loyal behavior 忠诚; 忠诚行为
commitment /kə'mɪtmənt/	n. state of being dedicated or devoted to sth. 致力; 献身
superior /su:'piəriə/	n. a person of higher rank, authority, etc. than any other, or who is better in sth. than any other 上司; 长官; 长辈; 高手
peer /piə/	n. a person who is equal to another in rank, merit, or status, or a person who is the same age as another 同等的人; 同龄人
inferior /ɪn'fɪəriə/	n. a person who is lower in rank, ability, etc. 下属; 晚辈; 能力水平较低的人
consequently /kɒnsɪkwəntli/	ad. as a result; therefore 所以; 因而
transition /træn'zɪʃən/	n. changing from one state or condition to another 过渡; 变迁
demoralize /dɪ'mɒrəlaɪz/	vt. to weaken the courage or self-confidence of; to dishearten 削弱勇气或自信 心; 使泄气; 使士气低落

scorn /skɔ:n/

vt. to feel or show contempt for 蔑视

n. contempt 轻蔑; 蔑视

compassion /kəm'pæʃən/

n. pity for the sufferings of others, making one want to help 同情, 怜悯

Useful Expressions

calm down

平静下来, 镇静下来

become concerned about/ for...

为……担忧; 为……烦恼

break the news to sb.

最先(向某人)道出实情(尤指令人惊讶或不悦的事)

as usual

与往常一样

come across as...

使人产生某种印象

rely on....

依赖, 依靠

interact with sb.

与……一起活动或互相合作(尤指相互关系)

do/work wonders

创造奇迹

but then

但另一方面; 不过

meet one's responsibilities

承担起自己的责任

recover from...

从……恢复

take... for granted

想当然地认为; 视某人/某事为当然

gain from

从……中受益, 得到好处

Extra Expressions

a living wage 基本生活工资

careful calculation and strict budgeting 精打细算

downgrade a person 使……降职

economic boom 经济繁荣

economic recovery 经济复苏

fire/dismiss/discharge a person 解雇某人

go bankrupt 破产

lose one's livelihood 丧失生计

purchasing power 购买力

retire a person early 使提早退休

bubble economy 泡沫经济

cut down expenses 缩减开支

downsizing 紧缩编制, 裁员

economic depression 经济萧条

financial stress 财政困难

get the sack 被解雇

inflation 通货膨胀

make (both) ends meet 收支仅能相抵

recession (经济)衰退期

scrape by 勉强糊口

Notes

1. It was important that they see stability at home. 让他们看到家庭稳定是非常重要的。
注意: 当 important, necessary, essential, crucial 等形容词做表语时, 主语从句中通常要用虚拟语气。形式为 should +do, should 也可以省略。例如:
It is necessary that you should discipline your son. 你有必要管教管教你的儿子。
2. I began burning up the phone lines, calling former colleagues and recruiter contacts, grasping for straws as I worked myself into a frenzy. 我开始拼命地打电话, 打给我从前的同事与认识的招募人员, 试图去抓住每一根救命稻草, 到最后我简直要疯掉了。

Reading Comprehension

There are 5 questions or unfinished statements below. For each question or statement there are 4 choices marked A, B, C and D. You should read the text in no more than 10 minutes and make the best choice based on the text.

1. What does the author think of those laid-offs?
 - A. He scorns them because they are less capable.
 - B. He understands their suffering and sympathizes with them.
 - C. He thinks they should be ashamed of themselves.
 - D. He thinks they have done something to deserve the dismissal.
2. In what manner did the author tell his wife about his dismissal?
 - A. Objectively.
 - B. Sorrowfully.
 - C. Emotionally.
 - D. Indignantly.
3. What happened over the next few days after his job loss?
 - A. He burned the phone in anger because no one that he called could help him.
 - B. He was too fearful to go outdoors.
 - C. He tried to be among people so that he wouldn't feel isolated.
 - D. He drank excessively in order to forget his trouble.
4. Why didn't he have the sense of victory or security he expected when he entered a good company?
 - A. Because he had expected too much of his new job.
 - B. Because he was eager to be a part of the group but no one accepted him.
 - C. Because he was still overwhelmed with the shock and humiliation of sudden unemployment.
 - D. Because the uncertainty and lack of control of the protracted job hunting was intolerable and had an effect on his psyche.
5. Which of the following is not true about the author according to the text?
 - A. He liked his former job and refused to switch his career.
 - B. He thought it more embarrassing to fail to support his family than to work as a garage collector.
 - C. He used to take his work for granted before his job loss.
 - D. He remained reserved and defensive after he entered the new company.