



职场篇

智慧版

新应用大学英语

APPLIED
NEW COLLEGE ENGLISH

总主编
张克建

主 编
何明霞
崔艳萍

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新应用大学英语

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前言

为进一步深化大学英语教学改革，提高教学质量，即将颁布的《大学英语教学指南》（以下简称《指南》）指出：大学英语课程对大学生的未来发展具有现实意义和长远影响；一方面要满足国家战略需求，服务于改革开放和经济社会发展，另一方面，也要满足学生专业学习、国际交流、工作就业等方面的需要。因此，“应充分挖掘大学英语课程丰富的人文内涵，实现工具性和人文性的有机统一”，培养具有中国情怀和世界眼光的国际化高素质人才。

为此，开发体现新时期高等教育调结构、分层次发展要求，服务国家发展战略，满足经济社会发展需要，符合应用技术型本科院校转型发展，培养高素质应用技术型人才的优质教材成为时代所需、当务之急。

编写宗旨

《新应用大学英语》系列教材旨在贯彻落实国务院“引导一批普通本科高校向应用技术型高校转型”的精神，服务经济发展调结构、转方式的国策，服务中国制造向中国创造转变，服务区域经济发展特色，适应国家现代高等教育发展的趋势和要求，致力于秉承高校大学英语课程的人文性，强化大学英语课程的应用性和实用性，融入现代职业教育理念和终身学习理念，发掘大学英语课程的潜能与活力，满足培养应用技术型高素质人才的需要。

编写理念

《指南》指出：大学英语课程是高等学校人文教育的一部分，兼有工具性和人文性。大学英语课程的工具性既体现在提升和拓展基础教育阶段的英语教学，进一步提高学生听、说、读、写、译的能力上，也体现在专门用途英语上，学生通过学习与专业或未来工作相关的学术英语或职业英语，提高在学术或职业领域的交流能力。就人文性而言，大学英语课程的重要任务之一是进行跨文化教育，以人为本，弘扬人的价值，注重人的综合素质培养和全面发展。

本科院校学生在校期间仍处于“学校人”的阶段，必须历经“两化”过程，即社会化和职业化，方可成为对社会有用之人。经过社会化的培养，学生将成为“社会人”；经过职业化的培养，学生将成为“职业人”。

为此，本系列教材根据以帕森斯（T. Parsons）为代表的结构功能主义社会学和英克尔斯（A. Inkeles）关于人的社会化理论，借助美国麻省理工学院斯隆管理学院教授、著名职业生涯管理学家施恩（E. H. Schein）的职业生涯论，确定了“人文性与工具性有机结合”的编写理念，并融入了现代应用技术型人才培养的思想，围绕培养现代技术型人才、社会实用型人才和终身学习型人才而展开。

编写特色

《新应用大学英语》系列教材根据国家及地方经济社会发展的要求和学生个性化发展的需要,本着培养“实践、实战、实用、实干”的“四实”应用技术型人才的原则,以语言知识和语言技能模块为基础,体现语言知识与社会知识的结合、语言技能与职场技能的结合、人文素质与职场素质的结合、社会实践与职业发展的结合,重在提高学生的英语应用能力、交际能力、职场竞争力、职业发展能力以及人文素质和职场素质,培养出集“社会人”和“职业人”于一体的综合应用型人才。

教材结构

《新应用大学英语》系列教材分为三个子系列:即学生用书(包括基础篇、职场篇和拓展篇)以及配套的教师用书和拓展训练。这三个系列构成了《新应用大学英语》完整的教材和教学体系。

其中,基础篇(第1、2册)针对《指南》中的基础目标而编,侧重人文素质的培养,其人文性占70%,工具性占30%。职场篇(第3、4册)针对大学英语的提高阶段而编,充分体现职场特色,其工具性占70%,人文性占30%。拓展篇根据大学英语的发展阶段而设计,为学术英语或职业英语教学服务;拓展篇教材为开放性教材,根据本科院校的学科专业分类分册编写。

◎ 学生用书

《新应用大学英语》学生用书的基础篇和职场篇每册包括8个单元。每单元包含3篇课文,学习时以第一篇课文为主,第二篇课文为辅,第三篇课文为延伸性阅读。教材注重学习者听、说、读、写、译能力的全面提升,每单元均设计有预热练习、课文理解、强化练习、实用听说、写作提升、核心知识和技能、团队项目、职场掠影等板块。这些板块相辅相成,以求输入与输出均衡,多方位打造和提升学生应用语言、适应社会和发展职业的能力。

《新应用大学英语》学生用书的基础篇侧重培养大学生的人文素养,所以单元主题主要涉及生活、社会、经济、文化、科普、环境、道德、人物等方面,旨在培养社会化的人。每个人必须经过社会化才能使外在的社会行为规范和准则内化为自己的行为标准。这是社会交往的基础,也是人类特有的行为。通过社会化的教育,人才能在适应社会环境、参与社会活动、学习社会规范、履行社会角色的过程中,逐渐认识自我,并获得社会的认可。总之,基础篇重在使学生认识社会,走近职场。

《新应用大学英语》学生用书的职场篇侧重培养大学生的职场意识,所以单元主题以施恩的职业生涯论为依据,立足于人生不同年龄阶段面临的主要问题和职业任务,在语言输入的同时,让学生充分了解有关职场的知识,目的在于培养职业化的人。总之,职场篇重在使学生步入社会,走进职场。

此外,各单元在编写过程中还遵循了以下选篇原则:

主题:各单元主题以国家和区域经济社会发展对人才的要求和需求为前提,均与学生个人的全面发展或未来职业发展息息相关。基础篇以人文话题为主,但不失应用特色;职场篇以职场话题为主,凸显应用特色,兼具人文性。

体裁:为体现应用技术型本科大学英语课程的应用性和实用性,课文体裁以说明文、议论文为主,兼顾多样性。选材时注意文章的普适性、导向性和时代感,同时兼顾应用技术型本科院校学生的英语水平、学习需求和教材编写宗旨。

题材:基础篇和职场篇的人文性和工具性比重不同,题材也不同。基础篇的题材紧扣人文话题,适度延伸至职场和职业领域,旨在帮助学生形成正确的人生观、价值观和世界观,引导学生走近职场。职场篇的题材紧扣学生未来的就业需求和职场交际需求,旨在帮助学生走进职场,提高语言应用能力、交际能力和职场竞争力。

来源:为使教学符合时代的需求、塑造引领时势的人才,选材力求与时俱进,重点选择英语学习、英文报刊或商务类网站上面的文章。此外,为了避免全盘美国化的倾向,选材兼顾了多样性。

选篇长度:各册课文长度逐级递增。基础篇每单元的3篇文章长度分别约为600词、500词和300词;职场篇每单元的3篇文章长度分别约为700词、600词和400词。

◎ 教师用书

作为学生用书不可或缺的配套用书,《新应用大学英语》教师用书是辅助教学实践的有效工具,旨在帮助教师摆脱繁重的文字摘录工作,明确教学重点和难点,设计教学流程,实现“用教材教”而不是“教教材”或“教教参”的目的;同时,也为教师的教学实践活动留有足够的空间发挥其主观能动性和创造性;再者,为做到“实用、够用、好用”,实现“导学”与“导教”的完美统一,教师用书采用了教学讲解与课文内容对照排版以及将练习题答案直接置入的方式,使用起来非常直观和便捷。

◎ 拓展训练

《新应用大学英语》的拓展训练用书是主教材的必要补充和有效延伸,也是学生自主学习和自我评估的重要工具:一方面,帮助学生拓展在主教材中所学的内容;另一方面,给学生的自主学习提供更多素材和训练机会;同时,引导学生自我评估学习效果、反思学习过程、调整学习策略、总结经验教训、提高学习兴趣、体验进步与成功,逐渐养成系统的良好学习习惯。此外,学生自我评估的结果对教学也有很好的促进作用,教师可以据此随时掌握学生的学习情况,找准课堂教学的重点和难点,调整教学进程,进行有针对性、有目的性的教学,提高教学质量。

《新应用大学英语》的拓展训练用书兼顾对主教材人文性和工具性的拓展,素材均与主教材的单元主题密切相关,词汇练习也与主教材的词汇对应。考虑到大

学生参加全国大学英语四、六级考试的需要,训练题型与最新的全国大学英语四、六级考试题型基本一致,涉及听、读、写、译等方面。《拓展训练》1-2册还针对每单元中出现的四级词汇进行针对性训练,例句选自近年来四级考试全真试题。

拓展训练围绕词汇、句子、篇章纵深展开,有针对性地训练主教材涉及的重点知识和技能,每册8个单元,每单元编有拓展训练材料一套;此外,还配有中期末测试题,“以练促学、以练促教、以练促考”,以求达到通过拓展训练助力学生语言应用能力提升和未来职业能力发展的目的。

教材特点

► 定位明确

教材建设是教学改革的重要环节。《新应用大学英语》系列教材定位于体现新时期高等教育分层次、调结构的教育思想和教育理念,主动适应国家从制造业大国转变为制造业强国的发展战略,融工具性和人文性于一体,致力于提高教学质量、深化教学改革、培养经济社会建设急需的高素质应用技术型人才。编写这种将语言技能与职场技能相结合、人文素质与职场素质相结合、社会实践与职业发展相结合的大学英语教材在我国尚属先例。

► 理念新颖

本系列教材诞生于国家大力发展现代职业教育之际,《指南》充分阐释了大学英语“工具性和人文性有机统一”的理念,以学生未来的个人发展为着力点,以培养学生的语言能力和职业发展能力为重点,以发掘课程内涵、深化教学改革为目标,力图培养新时期我国经济社会发展需要的应用技术型人才。

► 体系完备

本系列教材分基础篇、职场篇、拓展篇(即基础英语、职场英语、学术英语或职业英语)三个学习阶段。第一阶段进行基础英语学习,着重培养学生的英语应用能力。第二阶段进行职场英语学习,引领学生认识社会、走进职场,开始学习职业规划与发展。第三阶段进行学术英语或职业英语学习,由“职场”过渡到“专业”,使学生接受完整的社会人和职业人教育。这三个阶段正好和《指南》中提出的三个目标(即基础目标、提高目标和发展目标)不谋而合。

► 目标鲜明

本系列教材的教学目标在于提高学生的英语应用能力、交际能力、职场竞争力和职业发展能力,融人文素质和职场素质为一体,使课堂与社会、课堂与职场、课堂与职业紧密结合在一起,从课堂步入社会、走近职场、走进职业,这样循序渐进,从而使教学目的更明确、教学过程更合理、教学步骤更科学、教学效果更理想。

► 资源多样

本系列教材配有录音光盘和电子教学课件，还将利用互联网技术和 Unipus 平台推出丰富多彩的精品共享资源，比如微课和翻转课等，供广大师生使用，从而改善语言学习环境，创新语言教学模式。

教材选用

《新应用大学英语》基础篇与职场篇相互衔接，形成一体，可以整套选用，也可以根据具体需要选用。由于大多数本科院校英语教学分四个学期实施，基础篇适合大学英语学习的基础阶段，可供第一、二学期选用；职场篇适合大学英语学习的提高阶段，可供第三、四学期选用。若有些院校的英语教学只安排两个学期，可根据学生的英语水平和学校的教学要求，在基础篇和职场篇中选择其一进行教学。对于实施三学期教学的院校，可根据本院校的教学目标和要求选择基础篇（第1、2册）+ 职场篇（第3册），或者基础篇（第2册）+ 职场篇（第3、4册）的模式组织教学。对于学生英语水平较高的院校，可直接选用《新应用大学英语》的拓展篇，为学生提供高于基础目标和提高目标并且体现学术或职业特色的英语教学。

诚然，对于如何选用教材，各院校可根据自身实际情况确定，以上只是我们不成熟的建议。

本系列教材在编写过程中得到了外语教学与研究出版社的大力支持，在此，对出版社工作人员严谨的工作态度和崇高的职业精神深表敬意！

在编写过程中，本系列教材参考了国内外诸多文献和资料。在此，特向相关作者和出版者表示由衷的感谢！编写这样的大学英语教材是个尝试，难免有不足之处，敬请专家、学者和同仁不吝赐教。

编者

2015年6月

内容简介

《新应用大学英语》系列教材以即将颁布的《大学英语教学指南》为先导，以培养“实践、实战、实用、实干”的应用技术型人才为目标，秉承高校大学英语课程的人文性，强化应用性和实用性，融入现代职业教育理念和终身学习理念，旨在提高大学生的英语应用能力和职场竞争力，致力于推动应用技术型本科高校培养高素质的应用技术型人才。

《新应用大学英语（职场篇）·教师用书3》是《新应用大学英语（职场篇）3》的配套用书，以“实用、够用、好用”为原则，力求实现“导学”与“导教”的统一。本书旨在帮助教师减轻备课负担，以更加充沛的精力去研究教学方法、设计教学流程、明确教学重点与难点，实现“用教材教”而不是“教教材”或“教教参”的目的。

全书以《新应用大学英语（职场篇）3》的单元结构和课文板块为基础，采用了教学讲解与课文内容对照排版以及将练习题答案直接置入的方式，使用起来非常直观和便捷。本书可供普通本科院校，尤其是应用型高校所有学习大学英语提高课程的学生使用。

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内容简介

《新应用大学英语》系列教材以即将颁布的《大学英语教学指南》为先导，以培养“实践、实战、实用、实干”的应用技术型人才为目标，秉承高校大学英语课程的人文性，强化应用性和实用性，融入现代职业教育理念和终身学习理念，旨在提高大学生的英语应用能力和职场竞争力，致力于推动应用技术型本科高校培养高素质的应用技术型人才。

《新应用大学英语（职场篇）·教师用书3》是《新应用大学英语（职场篇）3》的配套用书，以“实用、够用、好用”为原则，力求实现“导学”与“导教”的统一。本书旨在帮助教师减轻备课负担，以更加充沛的精力去研究教学方法、设计教学流程、明确教学重点与难点，实现“用教材教”而不是“教教材”或“教教参”的目的。

全书以《新应用大学英语（职场篇）3》的单元结构和课文板块为基础，采用了教学讲解与课文内容对照排版以及将练习题答案直接置入的方式，使用起来非常直观和便捷。本书可供普通本科院校，尤其是应用型高校所有学习大学英语提高课程的学生使用。

UNIT

1

Self-discovery

After studying this unit, you will be able to:

- ▶ describe different personalities;
- ▶ evaluate your suitability for a job;
- ▶ know more about argumentation writing;
- ▶ know more about diction in translation;
- ▶ get an insight into self-assessment.

Warm-up

Task 1 Work in pairs. Read the following descriptions of three famous people, guess who they are and discuss their personalities.

1 He has a strong sense of mission to lead people to pursue freedom and happiness. He is called the father of his country. He is the first president of the United States. He is _____.

2 He belongs to those who are very fun-loving and spontaneous. He is fascinated with artistic creation and free expression of his thoughts. Many people enjoy his music even today. He is famous for the fifth symphony "Destiny." He is _____.

3 He highly values reason and logic. He enjoys thinking, reasoning and other academic research that requires knowledge of a number of expansive subjects. He is known to the whole world for the theory of relativity. He is _____.

Task 2 Work in pairs. Fill in the forms, compare your self-assessment with your partner's impression of you, and then report back to the whole class.

"I" in my eyes	
Hobbies and interests	
Favorite color	
Favorite sports	
Favorite music type	
Personality	
Dream job	

My partner in my eyes	
Hobbies and interests	
Favorite color	
Favorite sports	
Favorite music type	
Personality	
Dream job	

In-depth Reading



Topic Preview:

When you are faced with career choices, your self-reflection is of great importance. Having a sense of autonomy and being competent seem more significant than being merely passionate. It is necessary to understand yourself at the turning point from college to embarking on a career, since self-discovery can help you find the right direction to success.

Follow a Career Passion? Let It Follow You

- 1 In the spring of 2004, during my **senior** year of college, I faced a hard decision about my future career. I had a job offer from Microsoft and an **acceptance** letter from the computer science **doctoral** program at the Massachusetts Institute of Technology. I had also just handed in the **manuscript** for my first **nonfiction** book, which opened the option of becoming a full-time writer. These are three **strikingly** different career paths, and I had to choose which one was right for me.
- 2 For many of my peers, this decision would have been with anxiety. Growing up, we were told by guidance counselors, career advice books, the news media and others to “follow our passion.” This advice **assumes** that we all have a **pre-existing** passion waiting to be discovered. If we have the courage to discover this **calling** and to match it to our livelihood, the thinking goes, we’ll end up happy.
- 3 To a small group of people, this advice makes sense because they have a clear passion. Maybe they’ve always wanted to be doctors, writers, musicians and so on, and can’t imagine being anything else.
- 4 Cal Newport, a computer science professor at Georgetown, says many people lack a “true calling” but have a sense of **fulfillment** that grows over time.
- 5 But this philosophy puts a lot of pressure on the rest of us—and demands long **deliberation**. Every time our work becomes hard, we are pushed toward an **existential crisis**, centered on an **unanswerable** question: “Is this what I’m really meant to be doing?” This constant doubt generates anxiety and **chronic** job-hopping.
- 6 As I considered my options during my senior year of college, I **ignored** the **cult** of passion. The alternative career philosophy that drove me is based on this simple premise: The traits that lead people to love their work are general and have little to do with a job’s specifics. These traits include a sense of **autonomy** and the feeling that you’re good at what you do and are having an impact on the world. Decades of research on workplace motivation back this up.

- 7 These traits can be found in many jobs, but they have to be earned. Building valuable skills is hard and takes time. For someone in a new position, the right question is not, “What is this job offering me?” but, instead, “What am I offering this job?”
- 8 Returning to my story, I decided after only **minimal** deliberation to go to MIT. True to my alternative career philosophy, I was confident that all three of my career options could be **transformed** into a source of passion, and this confidence freed me from worrying about making a wrong choice. I ended up choosing MIT, mainly because of a slight **preference** for the East Coast, but I would have been equally content heading out to Microsoft’s **headquarters** near Seattle. Or, with the advance from my first book, I could have **hunkered** down in a quiet town to write.
- 9 During my initial years as a graduate student, I certainly didn’t enjoy an **unshakable** sense that I had found my true calling. The beginning of doctoral training can be rough. You’re not yet skilled enough to make **contributions** to the research **literature**, which can be frustrating. And at a place like MIT, you’re surrounded by **brilliance**, which can make you question whether you belong.
- 10 Had I **subscribed** to the “follow our passion” **orthodoxy**, I probably would have left during those first years, worrying that I didn’t feel love for my work every day. But I knew that my sense of fulfillment would grow over time, as I became better at my job. So I worked hard, and, as my **competence** grew, so did my engagement.
- 11 Today, I’m a computer science professor at Georgetown University, and I love my job. The most important lesson I can draw from my experience is that love has nothing to do with figuring out at an early age that I was meant to be a professor. There’s nothing special about my choosing this particular path. What mattered is what I did once I made my choice.
- 12 To other young people who constantly wonder if the grass might be greener on the other side of the **occupational** fence, I offer this advice: Passion is not something you follow. It’s something that will follow you as you involve in the hard work to become valuable to the world.

(742 words)

Words

senior /'si:nɪə/ *a.* connected with the last year in high school or college 毕业班的

acceptance /ək'septəns/ *n.* allowing sb. to join sth. or be a member of a group 接收, 接纳

doctoral /'dɒkt(ə)rəl/ *a.* connected with a doctorate (the highest university degree) 博士的

manuscript /'mænʃu,skript/ *n.* a copy of a book before it has been printed 手稿, 原稿

nonfiction /nɒn'fɪkʃn/ *n.* books, articles, or texts about real facts, people, and events 非小说类图书

strikingly /'straɪkɪŋli/ *ad.* in a striking manner, in an unusual way 显著地, 突出地

assume /ə'sju:m/ *v.* think or accept that sth. is true but without having proof of it 假定, 假设

pre-existing /,pri:ŋ'zɪstɪŋ/ *a.* existing previously or before sth. 先前的, 预先存在的

calling /'kɔ:lɪŋ/ *n.* a strong desire or feeling of duty to do a particular job, especially one in which you help other people (从事某种职业或活动的) 强烈的使命感, 内心冲动

fulfillment /fʊl'fɪlmənt/ *n.* a feeling of satisfaction at having achieved what has hoped for or expected 成就感, 满足感

deliberation /dɪ,lɪbə'reɪʃn/ *n.* the process of carefully considering sth. 考虑, 细想, 深思熟虑

existential /,egzɪ'stenʃl/ *a.* connected with human existence or the theory of existentialism 存在的, 存在主义的

crisis /'kraɪsɪs/ *n.* a time of great danger, difficulty, or confusion when problems must be solved or important decisions must be made 危机