

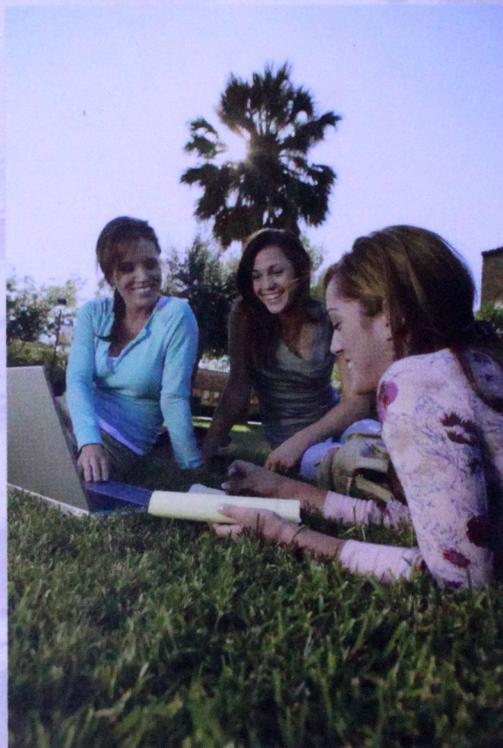


“十二五”普通高等教育本科国家级规划教材

总主编 翟象俊 陈永捷 余建中

S 版

21st Century College English



21世纪大学英语

Students' Book

综合教程 2

本册主编 余建中 程敏 黄涛

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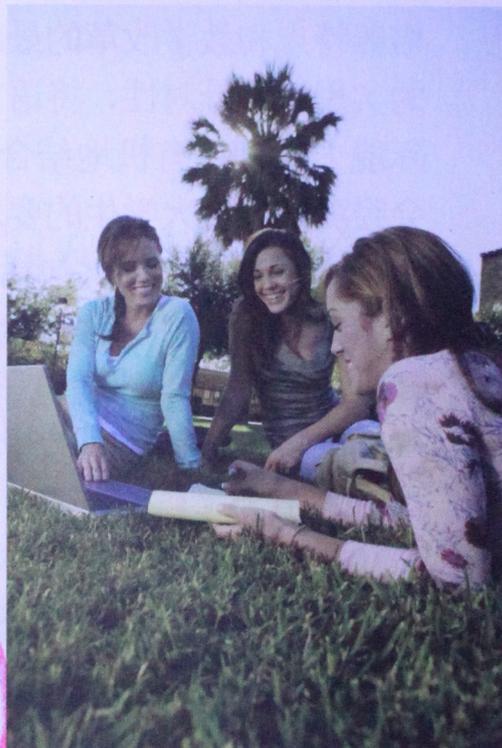
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总主编简介

翟象俊，1962年毕业于复旦大学外文系英美语言文学专业，1966年在复旦大学研究生毕业。曾任复旦大学英语部主任兼外文系副主任、教授、硕士生导师，上海市翻译家协会副会长，享受国务院特殊津贴。曾参与《英汉大词典》、《英汉双解英语短语动词词典》的编写。主编《大学英语》（精读）（获国家优秀教材特等奖）及“九五”国家重点教材《21世纪大学英语》（获国家优秀教材二等奖）；译著有《乱世佳人》、《钱商》和《阿马罗神父的罪恶》及英美作家海明威、霍桑、贝克特等人的中短篇小说多种。

陈永捷，上海交通大学教授、博士生导师。现任上海市大学英语教学研究会理事长、教育部高等学校大学外语教学指导委员会委员、全国职业教育学会高职英语教学委员会委员，曾任上海交通大学外国语学院副院长、全国大学外语教学研究会副会长。主编普通高等教育“十一五”国家级规划教材《实用英语综合教程》系列教材、《21世纪大学英语视听说》（第四册）、《新视野大学英语》（读写第四级），为《大学核心英语》（修订版）、《21世纪大学英语》、《新视野大学英语》主要编者之一。曾获得多项国家和上海市优秀教学成果奖、省部级优秀教材奖，以及宝钢教育奖等。

余建中，复旦大学外文学院教授。现任全国大学外语教学研究会副会长。代表译著和主编的教材有：《朗文英汉双解英语成语词典》（主译），《21世纪大学英语》（主要编者、部分分册主编），《大学英语综合教程》（全新版）（主编之一），《新世纪文科英语教程》（主编）等。曾获上海市育才奖、宝钢教育奖等。



内容提要

《21世纪大学英语》(S版)系列教材根据教育部颁发的最新《大学英语课程教学要求》以及我国高等院校人才培养特点和教学改革的最新成果编写而成,突出教学内容的实用性和针对性,将语言基础能力的培养与实际涉外交际能力的训练有机地结合起来,以满足21世纪全球化社会经济发展对大学生的要求。

本系列核心教材包括《综合教程》、《综合练习》、《教学参考书》(每一种分为1-4册)及配套的MP3光盘、音带、多媒体课件、电子教案、网络课程等。本套教材供高等院校普通英语教学使用。

本书为《综合教程》第2册,共8个单元,每个单元由听、读、说、译和写以及轻松时刻等5个部分组成。听(Listening)和说(Speaking)部分围绕每单元的主题,并结合大学生学习生活和毕业后工作的实际需要,进行听力与口语方面的专门训练。阅读板块包括Text A(精读)、Text B(泛读)和Text C(扩展阅读),并配有相应的练习。译(Translation)和写(Practical Writing)部分根据我国高等教育发展的特点和实际需求,提供以强化实用技能和素质为目标的实用训练。本书最后还附有Grammar Review及相关练习,帮助学生复习和巩固语法知识。

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Amy Goldman, Ph. D.

前言

《21 世纪大学英语》(S 版)系列教材根据教育部颁发的《大学英语课程教学要求》编写,核心教材包括《综合教程》、《综合练习》和《教学参考书》(每一种分为 1—4 册)及配套的 MP3 光盘、音带、多媒体课件、电子教案和网络课程等,另外还有《视听听说教程》(1—4 册)及其他相关的快速阅读、语法、写作等教程。本套教材供高等院校普通英语教学使用,一般以第 1 册作为起点,基础较好的学生则可以将第 2 册作为起点。

我们认为,一般而言,编写大学英语教材应当遵循以下原则。

首先,教材应该对使用者具有吸引力。教材的框架设计、选材、版面等应该让使用者耳目一新,乐于接受。其次,一套好教材应该具有“四性”,即有效性、适用性、实用性和灵活性。有效性意味着教材内容及训练方法必须满足教学要求并且实现编者预定的各级教学目标。跟有效性紧密相关的是教材的适用性。由于学生的英语基础存在差异,学习习惯也各有不同,教材编写者应该充分考虑中国学生的特点,吸收国内外英语教材的优点,着眼于特定群体的总体需求,编写出适合他们使用的教材。在确保有效性和适用性的前提下,大学英语教材必须讲究实用性,学以致用。在教材编写的过程中,编写者必须考虑教材内容是否对学生真正有用,对他们今后的工作和生活有多大帮助。教材的灵活性则是指整套教材给使用者留出灵活处理各项内容的余地。另外,一套完整的好教材还必须给予教师切实的教学帮助。

在本教材的编写过程中,我们除了遵循上述编写原则外,还在以下各方面作了特别的努力。

1. **选材。**本教材的编写人员一贯认为,选材是一套教材成功与否的关键。因此,我们坚持以实用性、趣味性、信息性、可思性和前瞻性为标准,从英美国家的报刊和教学文库中精心挑选难易适中的素材作为本教材的课文和其他内容。

2. **教材结构。**核心教材着眼于循序渐进地培养学生的英语基本能力和实用技能。第一、二册在强调实用性的同时,更加注重提高学生的英语基本能力,第三、四册则更多地关注学生英语实际运用能力的培养。《综合教程》各单元由听、读、说、译和写及轻松时刻等 5 个部分组成。《综合练习》则由视听练习、课文练习和大学英语四级考试(CET-4)练习组成。在编写过程中,我们力图使《综合教程》和《综合练习》各有侧重,但相互间又紧密配合,形成一个有机的整体。

3. **注解和练习用语。**由于本系列核心教材的起点词汇量为 1 200 词,我们在编写过程中,通过计算机筛选,严格控制注解和练习用词,原则上在学生已学的词汇量内

做文章。为了让注解和练习用词更加规范、贴切，并且围绕课文主题展开，我们对所有的注解和练习都字斟句酌，并经过外籍专家严格把关。

4. 以人为本。在教材编写的各个环节，我们都从使用者的角度来考虑问题。首先，学生是使用本教材的主体，我们的选材和练习都应以学生为中心来展开。比如，在选材过程中，决定材料取舍前先征求部分学生的意见，在确定练习形式前，尽量考虑学生的喜欢程度等。另外，为了给教师提供更加实用的帮助，本教材的《教学参考书》尽可能详尽地考虑了教学过程中的方方面面，并且按照《综合教程》的先后次序列出了教学要点。

总之，《21世纪大学英语》(S版)吸取了现行国内外同类教材的优点，以我国高等院校人才培养特点和教学改革成果为依据，将语言基础能力与实际涉外交际能力的培养有机地结合起来，以满足21世纪全球化社会经济发展对人才的要求。具体说来，本套教材具有下列特点。

1. 注重培养听说能力。本教材根据相关课程体系改革的要求，与时俱进，以“听、说”为重点，将听、说题材与课文主题保持一致，把听、说、读、写、译的技能训练有机地结合起来，使学生的听、说训练贯穿于课程教学的始终。

2. 强调培养实用技能和素质。根据高校毕业生求职及工作岗位上的实际需求，本教材通过核心加拓展的方式，提供了相关的实用训练，力求使学生通过切合实际的学习过程打下一定的基础，在今后的日常或涉外工作时能更加熟练地掌握和使用英语。

3. 将“教、学、练、考”融为一体。除了与课文内容相关的练习外，本教材还配有专门针对大学英语四级考试的习题和题解，以期让学生在巩固所学内容的同时，能够适应大学英语四级考试。

4. 拓展教学时空，实现教材的立体化。本教材不仅选材广泛，注重“跨文化”知识的教学，还充分利用现代科技的力量，将纸质教材和音带、MP3光盘、多媒体助学课件、电子教案及网络课程等相互配套，让使用者充分利用现代教学手段，立体、互动地引导学生开发各种学习潜能。

《21世纪大学英语》(S版)核心教材由复旦大学、上海交通大学的翟象俊、余建中、陈永捷、梁正溜教授等主编。上海和全国各地多所高等院校的资深专家共同参加了全套教材的编写工作。

编者

2013年3月

使用说明

本书为《21世纪大学英语》(S版)《综合教程》第2册。全书共8个单元,供一学期使用。

每一单元包括听(Listening)、读(Reading)、说(Speaking)、译与写(Translation and Writing)及轻松时刻(Time to Relax)5个部分。

第一部分听力含一段短篇讲话和一短一长两篇会话。短篇讲话起到导入并简介单元内容的双重作用。短篇会话一般较为简单,内容围绕单元主题展开。长篇会话与短篇会话相互照应,并进一步扩展短篇会话的内容。

无论是短篇讲话还是两篇会话,学生在听之前都应该先熟悉相关词库(Useful Language)中的生词或词组。短篇讲话共有两个练习,第一个练习旨在帮助学生从总体上把握讲话的内容,第二个练习则帮助学生听懂讲话细节。短篇会话也有两个练习,设计角度同短篇讲话,即前主旨,后细节。长篇会话后共有5个多项选择题,包含了主旨、细节、推断等各种内容。

第二部分阅读含Text A、Text B和Text C 3项内容。

Text A为精读材料,后面的练习比较丰富,包括Reading Aloud, Understanding the Text, Vocabulary & Structure等。Reading Aloud练习选用的段落,一般都是课文中比较精彩的部分,教师应当要求学生熟读。Understanding the Text练习一般分为三个部分,先是从总体上对课文进行阅读分析,然后就课文的难点和重点通过多项选择题的形式进行提问,最后对一些重要问题进行讨论。教师可以在讲解课文前后根据学生的预习情况让学生当场完成分析任务。当然,教师也可以把本练习作为回家作业,让学生课后完成。Vocabulary练习主要针对课文中出现的常用词和词组,帮助学生掌握它们的用法。教学要求以外的词和词组一般不出现在这一练习中。Structure通常选用课文中最为有用的英语句子结构或表达方式。教师应该在课堂上通过诸如句型转换、完成句子、翻译、造句等形式,让学生切实学会使用它们。

Text B为泛读材料,后面的练习相对较为简单,包括Comprehension of the Text, Vocabulary, Effective Use of Language等。Comprehension of the Text练习以多

项选择题的形式出现。Vocabulary 练习中包含了 Text B 中出现的有用单词和词组。Effective Use of Language 则列出课文（包括 Text A 和 Text B）中的精彩语句或语言现象，配合一定数量的练习，让学生了解并掌握这些语句或语言现象。

Text C 为扩展阅读材料，对文中较难的生词作了中文注释，文后附有 Notes on the Text，帮助学生更好地理解课文，并完成文后的练习。这部分内容可以在课外完成。

第三部分包含 Dialogue（对话）和 Monologue（单人演讲）两个部分。无论是对话还是单人演讲，教师都应要求学生学会使用已学的单词、词组或句子结构来表达意思和观点。一般而言，对话可由学生分组后集体完成，单人演讲则可让学生课后准备，然后在课堂上单独完成。

第四部分包括 Translation 和 Practical Writing 两项内容。Translation 又分为汉译英和英译汉两个部分。汉译英练习一共 8 句，主要目的是让学生将课文中的词语和表达方式准确地应用到句子中去。英译汉练习部分则主要操练英译汉的一些最基本技能，帮助学生逐步提高常用翻译技能。翻译部分的练习一般可以作为学生的回家作业。Practical Writing 是根据学生今后工作需要而编写的实用写作训练，内容较多，其中的大部分练习应该由学生在课后完成。教师除了定期抽查学生的写作练习外，还应该在课堂上多讲一些范文或实例，以帮助学生学习写作要点。

第五部分 Time to Relax（轻松一刻）以歌曲为主，内容一般都和单元主题有一定的关联。学生通过聆听优美、有趣的歌曲，既可放松身心，又可学习一些有用的英语词语和表达方式。

最后，本书还附有 Grammar Review 及相关练习，帮助学生复习和巩固语法知识。

一般来说，课堂上处理本书一个单元应花 8 节课时间，具体做法可参见教师用书的相关部分。

编者

2013 年 3 月

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UNIT 1

Time Management

Highlights

- Part I Listening
- Part II Reading
 - Text A: *Time-Out!*
 - Text B: *Ready, Set, Go — and Get There!*
 - Text C: *The Time of Your Life*
- Part III Speaking
- Part IV Translation & Writing (*Résumé Cover Letters*)
- Part V Time to Relax

Part I Listening

1 Listen to the upcoming short talk and complete the related statements below accordingly. Getting to know the following useful language first might be helpful.

Useful Language

run over	超过
create /kri:'eɪt/ vt.	创造
impression /ɪm'preʃən/ n.	印象
span /'spæn/ n.	一段时间(尤指人的一生)
evolve /ɪ'vɒlv/ vi.	进化
time-conscious /'taɪm,kɒnʃəs/ a.	有时间概念
pace /'peɪs/ n.	节奏
multitasker /'mʌltɪ,tɑːskə/ n.	一心多用者

1) We can't gain more time for ourselves with technology: time is _____, so it's not some thing that we can lose.

- 2) We often have the feeling that “time flies” because we are _____ in terms of pace.
- 3) We can learn how to pick up the right skills and tools _____.

2 Listen to the short talk again and fill in the blanks below with the missing words.

Hello class,

There goes the bell! Time for class, everybody. Class begins 1) _____ because otherwise we would have to run over time. And no one would like that, would you?!

Can you imagine what our lives would be like 2) _____? Hard to imagine, isn't it? We humans may have invented time, but we've never been able to actually 3) _____. Technology can't help us gain more time for ourselves either because in fact time is 4) _____. So it's not something we can either gain or lose. “Time” as we know it results from our impression of the 5) _____.

Because time can not be created, only spent, we humans have 6) _____ into time-conscious beings. This sensitivity often leads us, unfortunately, to the feeling that “7) _____,” that too much time has passed by before 8) _____. You know why? It's partly because we value life and don't want to see it end. But it's also partly because our living pace is getting 9) _____ with every passing year. By that I mean we are living 10) _____. As a result, most of us are becoming multitaskers — we write emails while talking on the phone, eat while driving, or cook dinner with the TV on, etc. You didn't think you're the only one doing that kind of stuff, did you? For sure, no: we are all just the same.

So today we 11) _____ to manage time. If we can pick up the right skills and tools to 12) _____, our experience of life will be that we have more time — even if that's not literally so.

3 Cherie and Victor are talking about time. Listen to their conversation and then decide whether the conversation-based statements below are true (T) or false (F). Getting to know the following useful language first might be helpful.

Useful Language

rush /rʌʃ/ vi.	匆忙
issue /'ɪʃjuː, 'ɪsjuː/ n.	问题
pin down	使受约束, 阻止, 压制
on top of	在...之上; 熟练掌握
make sense	有道理

- _____ 1) Neither Cherie nor Victor wants to be a slave to time.
- _____ 2) Something can be done about the clock, as suggested by Cherie.
- _____ 3) According to Victor, life is about how many things you can do.

4 Listen to the conversation again and answer the following questions.

- 1) What are Cherie and Victor talking about?

- 2) What are time slaves?

- 3) Why does Victor think that being a time slave is “an issue of choice?”

- 4) What does Victor mean when he says that we can do something about ourselves?

- 5) What is life all about according to Victor?

5 Dennis and Belle are talking at lunch. Listen to their conversation and then answer the questions below by choosing the best response. Getting to know the following useful language first might be helpful.

Useful Language

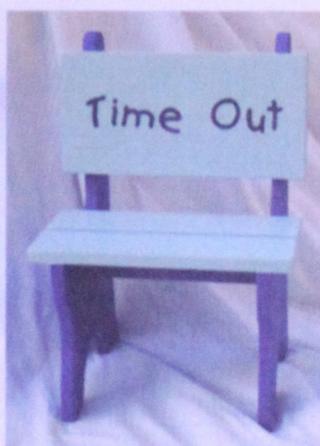
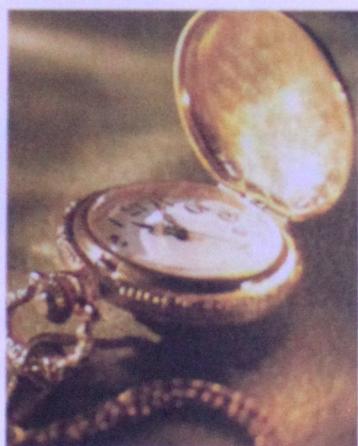
What is the rush?	为什么这样匆匆忙忙?
be supposed to	= should, ought to
pace /peɪs/ vt.	调整...的速度
appetite /'æpɪtaɪt/ n.	食欲
pressure /'preʃə/ n.	压力
breathe /'bri:ð/ vi.	呼吸
focus on	集中

- 1) Where is this conversation most probably taking place?
A) In a shop. B) In a library. C) In a classroom. D) In an eating place.
- 2) Why is Belle leaving so much of her lunch?
A) Because she is a slow eater. B) Because she is in a hurry.
C) Because she eats fast. D) Because she is sick.
- 3) What is Dennis trying to do?
A) To finish lunch as soon as possible. B) To lunch with Belle.
C) To eat less at lunch. D) To pace Belle.
- 4) What does Dennis think Belle is?
A) A sweetheart. B) A liar(撒谎者). C) A time-slave. D) A slow eater.

- 5) What is Dennis trying to say?
- A) To enjoy lunch is to enjoy life.
 - B) Talk less and eat more.
 - C) Lunch is late.
 - D) Life is hard.

Part II Reading

▶▶▶ Text A



Time-Out!

Tracey Middlekauff

There are only 24 hours in a day, and you can't create extra time. You can only control your own actions and what you are going to do with the time you have.

Getting Started

2 Do you find yourself turning in homework late? Forgetting about quizzes? Feeling as if you could have done a better job had you only had more time? Those are clues that you need to work on your time management skills.

3 National youth speaker Grant Baldwin, who runs a popular workshop for students called *So Much to Do, So Little Time*, has some advice for starting to manage your time. He suggests choosing three overall priorities that are most important to you. For each priority, list your goals for the next six months to a year and the tasks you'll need to complete. For example, if you list schoolwork as a priority, perhaps your goal is to earn a 3.5 grade point average for the year.

5

10

- 15 Then you need to list which tasks — doing your homework, turning papers in on time, not waiting until the last minute to start a big project — will help you achieve those goals.

Finding the Right Tools

- 20 4 OK, so you've set your priorities and goals, and you know what you need to do to succeed. Now it's time to figure out which organizational tools will help you get there. Of course, there is no single, magical tool that will work for everyone — it really depends on your personal preferences and what feels right. You may even have to try a few systems out before you settle on one.

- 25 5 If the thought of keeping track of your schedule online sounds appealing, you have a lot of options. Evernote (www.evernote.com) is a free service that allows you to access your tasks and to-do lists from any computer or smart phone. If you work on a Mac or have an iPhone, you might like Things, an application that allows you to divide your time according to tasks, projects, and areas of responsibility. And of course, there's Google Calendar (calendar.google.com), a free online tool you can use to make a schedule, create reminders, and even share your schedule with others. Yahoo's free calendar service is at calendar.yahoo.com.

- 35 6 Are you always on the go? Too busy to write down reminders? If your phone has a voice memo feature, use that to set reminders for yourself.

Staying on Track

- 40 7 There are a lot of distractions out there, and they can undermine even the best organizational system if you let them. Do you try to answer IMs, text your friends, and check your email while you're doing homework? If so, your homework is going to take a lot longer than it should, and you won't do your best. Set aside time for your friends — but not while you're trying to accomplish another task.

- 45 8 Chris Ajemian, CEO of a New York-based educational and test prep company, tells his students, "Turn off your phone. ... Everyone has a busy life, but turn it off and focus." He suggests setting time limits. For example, turn off your phone from 5 to 7 p.m. while you do work, then take a break and check your messages. Then turn the phone off again, and go on to your next task. And so on.

- 50 9 Baldwin adds, "I'm not a big fan of multitasking. If you have five tasks to do, you can't do any of them well if you try to do them all at once. Focus on one thing at a time."
(521 words)

New Words

time-out /'taɪm'aʊt/ *n.*

a brief suspension of activity; intermission or break 暂停; 休息

quiz /kwɪz/ *n.*

an informal test given to students 小测验

clue /kluː/ *n.*

线索; 提示

skill /skɪl/ *n.*

the ability to do sth. well; a particular ability or type of ability 技巧; 技艺; 技术; 技能

workshop /'wɜːkʃɒp/ *n.*

研讨会; 讲习班

advice /əd'vaɪs/ *n.*

an opinion or a suggestion about what sb. should do in a particular situation 忠告; 建议; 意见

priority /praɪ'ɒrəti/ *n.*

sth. that you think is more important than other things and should be dealt with first 优先考虑的事

schoolwork /'sku:lwɜːk/ *n.*

work that students do at school or for school 学校作业

project /'prɒdʒekt/ *n.*

a piece of work involving careful study of a subject over a period of time, done by school or college students (大、中学生的) 专题研究; 课题

organizational

组织(上)的

/ɔːgənaɪ'zeɪʃənəl/ *a.*

magical /'mædʒɪkəl/ *a.*

containing magic; wonderful 有魔力的; 奇妙的

depend /dɪ'pend/ *vi.*

视...而定, 取决(于); 依靠(*on, upon*)

personal /'pɜːsənəl/ *a.*

your own; not belonging to or connected with anyone else 个人的; 私人的

preference /'prefərəns/ *n.*

a greater interest in or desire for sb. or sth. than sb. or sth. else 偏爱, 喜爱

schedule /'ʃedjuːəl, 'skedʒuːəl/ *n.*

a plan that lists all the work that you have to do and when you must do each thing 工作计划, 日程安排(表)

online /ɒn'laɪn/ *a., ad.*

在线的(地), 在因特网上的(地)

appealing /ə'piːlɪŋ/ *a.*

attractive 有吸引力的

option /'ɒpʃən/ *n.*

choice 选择

smart /smɑːt/ *a.*

intelligent; controlled by a computer, so that it appears to act in an intelligent way 聪明的; 智能的

responsibility /rɪ'spɒnsə'bɪləti/ *n.*

责任(心); 职责

calendar /'kælɪndə/ *n.*

日历; 日程表; 记事录

reminder /rɪ'maɪndə/ *n.*

提醒者; 起提醒作用的东西

share /ʃeə/ *vt.*

have or use (sth.) at the same time as sb. else; give some of (what you have) to sb. else; tell sb. (sth.) so that he/she can know it too 共有; 合用; 分享; 告诉

memo /'meməʊ/ *n.*

= memorandum 备忘录

feature /'fi:tʃə/ *n.*

特征; 特色; 特点