

主编
赵昉

大学英语

时文阅读教程

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Once there was a scarecrow
in Farmer Smith's cornfield
to scare away the crows.
He kept those crows
and eating the corn.
But he was not
Since he was
nor go into
Neither could
for his slouch
Also he was very lonely
in the wide outdoors with
that he frightened away and
that took a short-cut through

There was a scarecrow who stood all summer long
in Farmer Smith's cornfield and waved this arm in the air
to scare away the crows. He did a good job of it, too.
He kept those great, black birds from flying down out of the sky
to eat the corn before it could grow.
But he was not very comfortable and not at all happy.
Once he was tied to a fence post he could never lie down at night
to go into the house to cool himself in the heat of the day.
He could not look up and watch the white clouds sailing through the sky,
his slouch hat was pulled too far down on his forehead.
He was very lonely standing by himself
in the wide outdoors with no one to talk to but the birds.
Sometimes he was frightened away and occasionally a cottontail rabbit
would take a short-cut through the field.

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总主编 赵增虎

主 编 赵 昉

编 委 赵 昉 李西新 王红英 李佳雨

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内 容 提 要

本书为《大学英语时文阅读教程》第2册，共10单元。每单元围绕某一话题精选4篇精读和4篇快速阅读文章，并辅以双语注解和习题操练。题型涉及阅读理解、英汉翻译、词汇选择、简短回答、判断正误、选择填空等，所涵盖的知识点和能力测试与大学英语四、六级考试改革的方向一致，可帮助学生熟悉新题型、提高应试能力；所选文章内容丰富，体裁多样，融知识性和趣味性于一体，可拓宽知识面、提高学习能力、培养学习兴趣，为真正运用英语打基础。

本套教材适合非英语专业本科一、二年级和新高职学生使用，建议与《大学英语》精读教材同步使用，也可作为广大英语爱好者提高英语水平的自学教材。

前言

在英语学习中，阅读是掌握语言知识、打好语言基础、获取信息的重要渠道。从语言学习规律来看，英语应用能力的提高是建立在大量阅读基础之上的。阅读不仅是语言输入的主要来源，也是听、说、写、译其他技能发展的基础和源头。没有足够的语言输入，其他技能的发展与提高也是有限的。本套教材是按照《大学英语课程教学要求》，在兼容大学英语泛读教程和快速阅读教程特点的基础上，针对大学英语四级考试的特点而专门设计编写的辅助性教材。其主要目的就是在扩大学生英语词汇量的基础上，拓宽学生知识面，提高逻辑思维能力，培养学生独立分析和理解语言的能力，培养学生良好的阅读习惯，巩固熟练各种阅读技巧，增强语感，提高常用词汇和语法现象的识读速度，进而促进学生语言综合能力的全面提高。

本套教材所选文章皆出自国内外 20 世纪 90 年代以来出版的书籍、报刊、杂志以及互联网络。汇集英文名篇，透过名家之眼观察世界，内容原汁原味、新颖别致。注重趣味性、信息性、可思性、时代性和前瞻性。题材既包括暴力、种族歧视、艾滋病等敏感话题，也涉及家庭教育、好莱坞电影、经济、环境保护、网络等大众话题；既有科普文章、社会人文，也有独特人物、异地风情，不一而足。与国内同类读物相比，该教材具有以下特色：

一、经典时新，兼容并蓄。文章的选取，既注重经典名篇的精华选辑，也注重最新报刊杂志上时文、美文的挑选。选取的文章均具有知识性、趣味性、时代性和可读性。

二、主题明确。每单元设一个主题，都是目前学生关注的热点话题，所选文章都是此话题的卫星文章。

三、实用性、针对性强。第一，超纲词汇的注解，既扩充词汇量，又节省阅读时间，降低阅读难度，有利于对文章的整体理解；第二，阅读技能的讲解可以帮助学生在短时间内正确理解文章内容，提高阅读速度；第三，每单元设置了精读和快速阅读文章，并顺应大学英语四、六级考试改革的要求，有针对性地配置了多元化的题型。

本套教材共分 1, 2, 3, 4 分册，每册共 10 单元，每单元围绕某一话题精选 4 篇精读和 4 篇快速阅读文章，内容丰富，体裁多样。题型涉及阅读理解、英汉翻译、词汇选择、简短回答、判断正误、选择填空等，适应大学英语四、六级考

试改革，以帮助学生熟悉新题型，提高应试能力。

本套教材适合非英语专业本科一、二年级和新高职学生使用，建议与课堂精读教材同步使用，也可作为广大英语爱好者提高英语水平的自学教材。

本套教材总主编为赵增虎，本册主编为赵昉。本册编写分工如下：1~3单元由李西新编写，4~6单元由王红英编写，7~9单元由李佳雨编写，10单元由赵昉编写。

本教材在编写过程中，得到了河南理工大学校领导、教务处的大力支持，同时也得到了英语界同仁的倾力相助，在此向他们表示衷心的感谢！

限于水平，书中肯定存在一些缺点和不足，恳请读者批评指正。

编 者

2006年6月

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Unit One

Campus Life

Background

The campus is a new world where you may find college life is different from your previous school environment. Many students can be easily overwhelmed by the details of running a well-balanced life. Some may have the know-how, and can benefit from learning about the experiences of others who have walked the college halls before you did. As important as academic success is, this is the time for building and sharpening other equally important yet intangible skills like the ability to survive. In other words, campus life is going to teach you the basics of life. Life on campus can work both for you and against you. It is up to the individual to turn it to his or her advantage.

Part I Intensive Reading

Directions: There are four passages in this part. Each passage is followed by some questions or unfinished sentences. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter.



Passage 1

University Days

I passed all the other courses that I took at my university, but I could never pass **botany**.

This was because all botany students had to spend several hours a week in a laboratory looking through a microscope at plant cells, and I could never see through a microscope. I never once saw a cell through a microscope. This used to make my instructor very angry. He would wander around the laboratory, pleased with the progress all the students were making in drawing

the **complex** and interesting structure of flower cells, until he came to me. I would just be standing there. "I can't see anything," I would say. He would begin patiently enough, explaining how anybody can see through a microscope, but he would always end up in a **fury**, claiming that I could too see through a microscope but just pretended that I couldn't.

"Try it just once again," he'd say, and I would put my eye to the microscope and see nothing at all, except now and again a **nebulous** milky substance.

"I see what looks like a lot of milk," I would tell him. This, he claimed, was the result of my not having adjusted the microscope properly, so he would readjust it for me, or rather, for himself. And I would look again and see milk.

10 I finally took a delayed pass, as they called it, and waited a year and tried again. (You had to pass one of the biological sciences or you couldn't graduate.)

The professor had come back from vacation brown as a berry, bright eyed, and eager to explain cell structure again to his classes.

"We'll try it," the professor said to me, seriously, "with every adjustment to the microscope known to man. As God is my witness, I'll arrange this glass so that you see cells through it or I'll give up teaching. In twenty-two years of botany, I..."

So we tried it with every adjustment of the microscope known to man. With only one of them did I see anything but a collection of spots and dots. These I quickly drew. The instructor, noting my activity, came back from a neighboring desk, a smile on his lips and his eyebrows high in hope.

20 He looked at my cell drawing. "What's that?" he demanded.

"That's what I saw," I said.

"You didn't, you didn't, you didn't!" he screamed, losing control of his temper instantly, and he bent over and **squinted** into the microscope. His head **snapped** up. "That's your eye!" he shouted. "You've fixed the lens so that it reflects! You've drawn your eye!"

Another course that I didn't like, but somehow managed to pass, was economics. I went to that class straight from the botany class, which didn't help me any in understanding either subject. I used to get them mixed up. But not as mixed up as another student in my economics class who came there direct from a physics laboratory. He was a **tackle** on the football team, named Bolenciewicz. At that time Ohio State University had one of the best football teams in the country, and Bolenciewicz was one of its outstanding stars. In order to be qualified to play, it was necessary for him to keep up in his studies, a very difficult matter, for while he was not **dumber** than an ox he was not any **smarter**. Most of his professors were kind and helped him along. None gave him more hints, in answering questions, or asked him simpler ones than the economics professor, a thin, timid man named Basum.

30

One day when we were on the subject of transportation and distribution, it came Bolenciewicz's turn to answer a question.

"Name one means of transportation," the professor said to him. No light came into the big tackle's eyes. "Just any means of transportation," said the professor.

Bolenciewicz sat staring at him. "That is," **pursue** the professor, "any medium, agency, or
40 method of going from one place to another."

Bolenciewicz had the look of a man who is being led into a trap.

"You may choose among steam, horse-drawn, or electrically driven vehicles," said the instructor. "I might suggest the one which we commonly take in making long journeys across

land.” There was a thorough silence in which everybody **stirred** uneasily, including Bolenciewicz and Mr. Bassum.

Mr. Bassum suddenly broke this silence in an amazing manner. “Choo-choo-choo,” he said, in a low voice, and turned instantly red. He glanced **appealingly** around the room. All of us, of course, shared Mr. Bassum’s desire that Bolenciewicz should keep up with the class in economics, for the Illinois game, one of the hardest and most important of the season, was only, week off.

“Toot, toot, tootooooooooot” some student with a deep voice **moaned**, and we all looked encouragingly at Bolenciewicz. Somebody else gave a fine imitation of an old train letting off steam. Mr. Bassum himself **rounded off** the little show.

“Ding, dong, ding, dong,” he said, hopefully. Bolenciewicz was staring at the floor now, 10 trying to think, his great brow **furrowed**, his huge hands rubbing together, his face red.

“How did you come to college this year, Mr. Bolenciewicz?” asked the professor.

“My father sent me,” said the football player.

“What on?” asked Bassum. “I get an **allowance**,” said the tackle, in a low, **husky** voice, obviously embarrassed.

“No, no,” said Bassum. “Name a means of transportation. What did you ride here on?”

“Train,” said Bolenciewicz.

“Quite right,” said the professor. “Now Mr. Nugent, Will you tell us—”

(895 words, 选自《英语学习》2005年第4期, 外语教学与研究出版社)

Notes

allowance *n.* something, such as money, given at regular intervals or for a specific purpose 津贴, 补贴, 零用钱

appealingly *adv.* 上诉地, 哀求地

botany *n.* the science or study of plants 植物学

complex *adj.* involved or intricate, as in structure; complicated 复杂的

dumb *adj.* conspicuously unintelligent; stupid 十分不明智的, 愚蠢的

furrow *v.* to form deep wrinkles in 使起深皱纹

fury *n.* violent anger; rage 狂怒

husky *adj.* hoarse or rough in quality 沙哑的, 粗糙的

moan *v.* to utter a moan or moans 发出呜咽声

nebulous *adj.* lacking definite form or limits; vague 模糊不清的

pursue *v.* to carry further; advance 继续执行; 前进

round off 使完成, 使完美

snap *v.* to move swiftly and smartly 快速且灵活地移动

squint *v.* to look with the eyes partly closed, as in bright sunlight 半眯着眼睛看 (如在强阳光下)

stir *v.* to alter the placement of slightly; disarrange 移动

tackle *n.* either of the two line players on a team positioned between the guard and the end 阻截队员 (站位处于后卫和边锋之间的两名线上队员中的一名)

Questions 1 to 5 are based on Passage 1

1. The author could never pass botany because he _____.
 - A. was not interested in botany
 - B. had got an incompetent teacher
 - C. could not see flowers through a microscope
 - D. could not adjust a microscope properly
2. When the author claimed again and again that he could not see through a microscope, the instructor would _____.
 - A. became very angry at the author
 - B. became very patient
 - C. explain how anybody can see through a microscope
 - D. readjust the microscope for the author
3. With a microscope the author finally saw _____.
 - A. plant cells
 - B. a vague milky substance
 - C. nothing
 - D. his own eye reflected by the lens
4. Which of the following about Bolenciewicz is not True?
 - A. He used to get botany mixed up with economics.
 - B. He was one of the outstanding players on the football team of Ohio State University.
 - C. He had to keep up in his studies in order to be qualified to play.
 - D. He was not a clever student.
5. The tone of the author in this passage is _____.
 - A. serious
 - B. formal
 - C. humorous
 - D. ironic



Passage 2

Psychological Barriers: Students under Pressure

Ma Jiajue, 23, comes from a poor rural family in a remote village in **Guangxi Zhuang Autonomous Region**. Entering the famous Yunnan University, Ma found himself unable to cope with a study environment.

He had anger issues arising from shame about his family's poverty and made few friends. In

February, after a quarrel with his classmates, Ma hit four of them to death with a hammer. This incident shocked the entire nation. Many asked what's wrong with our children.

Adjustment Periods

College students, known in China as "God's favored ones," live an exciting life and get relatively well-paid jobs upon graduation. Campus suicides, violence and the recent cruel killing of four Yunnan University students, however, have made mental health an urgent issue. One freshman, who requested **anonymity**, told of the problems he had adjusting to the college environment. Naturally shy, the trouble he experienced keeping up with other students strengthened his **introversion**. "A sense of **inferiority** makes me feel ignorant," he says. "I can't behave naturally around my classmates, and as time has gone on, I've become **isolated**. The Yunnan serial killing makes me recognize my problems, and I'm afraid that one day I will also lose control." 10

According to Shi Gang, a psychology professor at China Agricultural University, each year has its own psychological problems. Freshmen have trouble adapting to the new study environment and with **interpersonal** relations. After scholarships are issued at the end of the first semester to students who get the required scores, many **sophomores** find the pressure unbearable.

Another problem is that **sexual** psychology lags far behind physiological maturity. Senior's main concern is finding a good job. "Most of these problems are the unavoidable outcome of growing up, but if handled inappropriately, can lead to tragedy," says Shi.

Behind the Issues

Old Liu's son is a university senior. He is **addicted to** online games and has no interest in communicating with other students. "We did not have such problems, why do they have so many?" Liu asks. At the Eastern Psychological Counseling Center, doctor Dong Lijun told Old Liu that psychological problems existed when Old Liu was a youth, but with China's economy development, mental health has been neglected **in the pursuit of** materialism. "Social development has brought about many problems," Dong says. "A speeded pace of life and high employment pressure make college students more likely to suffer from **maladjustment**." 20

There are many reasons other than social changes for the increase of psychological problems. "Under the current education system, college students encounter few frustrations, so lack the ability to adapt," says Shi. Family environment also plays a key role in a child's psychological development. Beijing University doctor Fang believes that an unhealthy family environment has an negative effect on health issues. "A large percentage of students with psychological problems are from problem families," Fang says. "They lack the ability to handle **interpersonal** relationships and can't cope with pressure. For rural students, a sense of inferiority due to their parents' lower and poor status is the biggest problem." In their efforts to attract as many students as possible, schools pay little attention to students' mental health. 30

Support Systems

Psychological issues are rarely taken seriously in China. People with psychological problems are viewed as "madmen," so most are reluctant to seek help, often preferring to go to temples for spiritual comfort. Psychological **consultation** is relatively rare in China, and though college students are generally open-minded, when such problems occur, they don't go to psychologists. "I

prefer to share my problems with close friends,” says Beijing Institute of Technology student Wang Hao. “I believe I can cope with them by myself rather than by seeing a **psychiatrist**.”

As society advances, so do outlooks. “Students’ attitudes have changed a lot,” says Zhao, a psychological **consultant** at the Central University of Finance and Economics. “When consultations began, nobody came, but now they are very popular. Students come here seeking advice on things like study skills and emotional problems. This is the result of social change.”

To deal with this problem, 70 percent of Beijing-based colleges and universities have established psychological consultation centers to provide students with access to professionals with whom they can discuss their conflicts and issues. But mental health education has not been
10 systematic. Some universities do not have a single consultation room, let alone necessary equipment. A psychological consultant at a Beijing-based university said most centers were established at the request of the Ministry of Education and that consultants have no formal training. Doctor Dong at the **Eastern Psychological Counseling Center** said: “The function of campus consultants is to make a basic **assessment** of problems, and transfer students with serious problems to professional organizations. The pity is that they are not qualified to do more, as in some cases, it would be much easier to help those in **distress** if their problems were treated earlier.”

Professional psychologists hold that campus psychological health education is seriously lacking because of a lack of professional staff. The ratio of students to psychological consultants at most universities is 10,000 to one, far from enough to deal with the increasing number of students
20 with psychological problems.

(854 words, from www.chinadaily.com.cn/english/doc/2004-06/01/)

Notes

anonymity *n.* 匿名, 作者不明 (或不详)

assessment *n.* the act of assessing; appraisal 评估, 估价

be addicted to 沉溺于某种嗜好中

consultant *n.* one that gives expert or professional advice 顾问; 提供专家意见或专业意见的人

consultation *n.* 请教, 咨询; 磋商

distress *n.* anxiety or mental suffering 忧虑; severe strain resulting from exhaustion or an accident
精神紧张

Guangxi Zhuang Autonomous Region 广西壮族自治区

in the pursuit of 追逐, 追寻

inferiority *n.* 自卑

interpersonal *adj.* relating to, occurring among, or involving several people 人与人之间的

introversion *n.* 内向

isolated *adj.* separated from others; solitary or singular 孤立的; 孤单的或单个的

maladjustment *n.* (psychology) inability to adjust to the demands of interpersonal relationships and the stresses of daily living (心理学) 适应不良 (对人际关系的需要和日常生活适应无力)

psychiatrist *n.* 精神病医师, 精神病学家

sexual *adj.* of, relating to, involving, or characteristic of sex, sexuality, the sexes, or the sex organs

and their functions 性的

sophomore *n.* a second-year student in college 大学第二年的学生

the Eastern Psychological Counseling Center 东方心理咨询服务中心

Questions 6 to 10 are based on Passage 2

6. According to the first two paragraphs, which is not mentioned as the reason that caused Ma Jiajue's killing of his four classmates?
 - A. He felt a sense of shame about his family's poverty.
 - B. He was incapable of making friends.
 - C. He was lacking in the ability to cope with campus life.
 - D. He could not get on well with his classmates and teachers.
7. Which of the following statements is True according to the passage?
 - A. Students may have the problem of adjusting to college environment in their first year of college or university.
 - B. Students may find it hard to communicate with other fellow students in their second year of college or university.
 - C. Students may feel stressed when keeping up with other students in their third or fourth year of college or university.
 - D. None of the above.
8. There are many reasons for the increase of psychological problems among college students except _____.
 - A. competition in entrance examination
 - B. development of the society
 - C. pursuit of materialism
 - D. pressure of employment
9. According to the passage, when students suffer from some psychological problems, more and more students nowadays begin to _____.
 - A. go to temples for spiritual comfort
 - B. go to see a psychological consultant
 - C. talk with their parents
 - D. solve them alone
10. In China, mental health education on campus is _____.
 - A. well developed
 - B. very systematic
 - C. seriously inadequate
 - D. very formal

Passage 3

Freshmen Survival Advice for Life

The campus is a new world, and here, it is not the strong but those who are willing to learn who survive. Institutions for post-secondary education are not just about classrooms and laboratories; there is more to learn at college or university than what is covered in class.

So to this new group of freshman, and to those who have already begun their academic career, I offer some tips for student survival based on the experiences of those who have already survived. Seize the day! Be brave, be bold, be ready to learn and be prepared.

Prioritize: There are so many new things to do at a new college or university, social and academic. Give yourself time to make new friends and become familiar with the campus, but don't forget why you are there. Set **parameters** for social activities and manage your time wisely.

10 Learn the rules: Every campus has its own set of rules and regulations, and they are usually pretty good at letting you know what they are. Guidelines, restrictions, rules and regulations of all kinds can usually be found in your student handbook (student guide, **joining** instructions, and calendar).

Knowing how the system works will help you to be a more effective student, a better room mate, a more organized graduate and a better job candidate. Don't be surprised. Remember — ignorance of the law is no excuse!

Study: This point cannot be overemphasized. You have heard it before and you will hear it again, so take heed. Consider this—80.2% of college students in the United States pay between \$3,000 and \$9,000 per year for their education, and that's just tuition. Think about the money you
20 will be spending and consider how much of it you are wasting for every course you have to repeat or replace.

You are a student now—studying is your job. Prepare your daily twenty-four hour budget with this in mind: 1 hour of classroom or laboratory time = 2~3 study hours (average).

A course that requires 3 hours in class per week will require at least 6 hours of study per week. You know what you have to do; don't **underestimate** the time it takes to be prepared for classes, papers and exams. Don't **procrastinate** and say you'll read something later. Later never comes.

Be thoughtful: You will learn a lot about who you are while you are at college or university, but there will always be more to learn. Explore new ideas and how they relate to you, but don't make **hasty** decisions. Some decisions are better when **spontaneous**—and have few side effects —
30 but they are very few. The choices you make in college could continue to affect you for the rest of your life. And that may not be a good thing.

Consider your options, and what you are interested in. Take some time and think about it.

Network: Getting to know your instructors and fellow students is invaluable to learning and to your future plans.

A good working relationship with your instructor will make your course work a lot less confusing. Don't be afraid to ask questions. Take advantage of their office hours. Make yourself known to them, so that they are in a better position to help you. Be aware that as a first year student, this will present challenges. Most first-year courses are **over-registered** and the instructors will be pressed to remember their own name, let alone anyone else's. Be **persistent**, but not **obnoxious**.

And don't forget your fellow students. Though some **disciplines thrive** on competition, students can still work together. Study together and form study groups, share resources and edit each other's work. These may be friends or career **boosters** you are building up for a lifetime—don't neglect them.

Communicate: A large part of the learning process at this level is learning to be a better 10 communicator.

There's an old saying that says you have two ears and one mouth for a reason — listen more and talk less. Pay attention to those who have spent years in the field you are interested in and learn from the experiences of senior students.

Stay healthy: Your mind will be very active while you are in college—make sure that your body is up to the challenge.

Exercise helps to increase the flow of **oxygenated** blood to every part of the body. All of your muscles and organs—including the brain—require oxygen, so make sure you spend time every day (or every second day) raising your heart rate through some kind of **aerobic** activity.

To exercise and study effectively, your body also needs fuel. Make sure you are eating a 20 well-balanced diet. Finances and lack of time force many students to adopt unhealthy eating habits — a lot of fast-food, eating out or canned/frozen/boxed food at home. Don't eat out, if you can avoid it. Eat fresh food whenever possible (vegetables are usually a lot cheaper than frozen pizza). Drink water. Pay attention to your physical health. Your life needs balance.

(846 words, from www.iamnext.com/academics/frosh10tips.html)

Notes

aerobic *adj.* involving or improving oxygen consumption by the body 有氧健身法的

booster *n.* an enthusiastic promoter, as of a sports team or school 积极的支持者

discipline *n.* a branch of knowledge or teaching 学科, 科目

hasty *adj.* done or made too quickly to be accurate or wise; rash 急躁的; 匆忙的

joining *n.* 连接, 接缝; 连接物

obnoxious *adj.* very objectionable; hateful 使人非常讨厌的; 可憎的

over-registered *adj.* 注册人数过多的

oxygenate *v.* to treat, combine, or infuse with oxygen 充氧

parameter *n.* a factor that determines a range of variations; a boundary 决定变数范围的要素; 范围, 界限

persistent *adj.* refusing to give up or let go; persevering obstinately 坚持不懈的, 顽固坚持的

prioritize *v.* to put things in order of importance 优先考虑, 以重要性为顺序进行排列

procrastinate *v.* to put off doing something, especially out of habitual carelessness or laziness 推迟、拖延做某事 (尤指出于习惯性的粗心或懒散)