

# A Freshman English Reader

## 新编英语泛读教程

### 第一册

The ups and downs of life may seem to have no predictable plan. But scientists now know there are very definite life patterns that almost all people share. Today, when we live 20 years longer than our great-grandparents, and when women mysteriously outlive men by seven years, it is clearer than ever that the "game of life" is really a game of trade-offs. As we age, we trade strength for insight, speed for thoroughness, passion for wisdom. These exchanges may not always seem fair, but at every age, there are some advantages. So it is reassuring to note that even when you've passed some of your "prime" years, there are other prime years to experience.

When you were young, you had a lot of energy. Now you have a lot of experience. You may find that your ability to perform mathematical calculations is declining, but your I.Q. for other tasks climbs. Says Berkeley psychologist Arthur Jensen, "Your vocabulary at age 45, for example, is as great as when you graduated from college. At age 60, your brain possesses almost four times as much information as it did at age 21. This trade-off between sharpness and wisdom has led psychologist Dr. Leopold Bellak to suggest that "maturity quotients" (M.Q.'s instead of I.Q.'s) be adopted for adults.

**WHEN ARE YOU HEALTHIEST? For men, from 15 to 25; for women from 15 to 30.**

"A man is in his best shape in the decade before age 25," says New York internist Dr. Donald Tomkins. "His muscles are firmest, his resistance to colds and infections is highest, and his body is most efficient in utilizing nutrients." Women, for reasons scientists do not understand, get a five-year bonus. Peak health begins to decline when the body process, called anabolism (cell growth) is overtaken by the opposite process, catabolism (cell death). "Cells have been dying since birth," says Tomkins, "but in our late 20's, they start dying faster than they are replaced." Also, muscle is replaced with fat.

Women also get an additional bonus of good health later in life: National Institute of Health figures show that the onset of such "old age" diseases as arthritis, rheumatism, and heart ailments begin around age 60 in men, at age 65 in women. It is hard to deny the generally greater fitness of women: Life expectancy for men is now 68.3; for women, 75.9. Says U.S. aging authority William Kannel, "Older women with low blood pressure are practically immortal." However, psychologists believe that by entering the competitive job market in increasing numbers, women may eventually give up their statistical advantage.

**WHEN ARE YOU MOST LIKELY TO DEVELOP MENTAL DISORDERS? From 30 to 35.**

This surprisingly narrow peak is very real. The National Institute of Mental Health (NIMH) reports

overdone, but pain is important to me. This bizarre taste makes me an avid player of all sports a fantastic spectator. Pain is a part from the entertainment value of human achievement, considered to be a humane education. I became conscious of the difference between play and sport when I helped organize a football team at the age of 13. This was a directed activity, one where we would win or lose. Our opponents were prepared. They studied us. Half the team was injured, and all of us humiliated.

#### Follow the Leader

It dawned on us that we were engaged in a new kind of play. If we were to play decently, let alone win, we would have to prepare, and the only way was to follow the discipline of practice.

Looking back, I realize that at that moment I underwent a profound experience. We entered into a social contract that bound us together with ties that were strong after more than 30 years.

Our quarterback imposed his rule on us. He was never elected captain or coach, but simply assumed these offices. His voice was stentorian, and his will was indomitable. He focused my attention on the importance of pain and the reaction to it.

We had been pushed around unmercifully by a larger and stronger opponent. On our 5-yard line, he told the team he would take the ball on every play, and we lost it. And, from the look in his eye, we all knew we had better not lose it. He was not large, and it seemed folly to plunge into the center of the line, especially since he had no pads or helmet to protect himself.

The first rush caught the other team by surprise, and he went for 10 yards. On the second play, he stiffened, but we still moved. For 60 yards, we inched forward. After the first few rushes, it was clear that our offense consisted of a series of small gains. The center, at the time we had a lead of 30 yards, was up the center. The quarterback was giving the same amount of pain and blood, but giving the same amount of pain and blood to the other team. "The ball to the center."

A surprising thing happened. The opponent



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regardless of personal agony, had demoralized the other boys, all as big as (or bigger than) he, and as good (or better) football players. Their undoing was their inability to understand how the human will can overcome the body to do things that defy reason.

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## 第一册

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## 前 言

《新编英语泛读教程》供高等学校英语专业一、二年级教学使用。学生学了这套教材，可以增加英语国家文化背景知识，扩大英语词汇，提高英语阅读能力。

根据《高等学校英语专业基础阶段英语教学大纲》，泛读课与综合英语课（原精读课）不同，属单项技能训练课。泛读课的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言材料的内容呈百科知识性，包括社会生活各个方面。同时，语言材料的文体呈多样性，既有文学作品，又有记叙文、说明文、议论文、新闻、广告等语言风格不同的各类文章。就“读”而言，泛读课的重要任务是指导学生掌握各种阅读方法，从而提高理解的准确性，加快阅读速度。泛读课的阅读量大，这亦是与综合英语课的区别之一。学生通过大量阅读，逐步扩大词汇量。泛读课应帮助生活在信息爆炸时代的学生学会通过阅读，快速、准确地获取并处理信息。

《新编英语泛读教程》所选用语言材料的内容涉及英语国家的社会、政治、经济、文化、历史、新闻、宗教、体育、医药、文学、风土人情、科普知识等各个领域。《新编英语泛读教程》全套四册。每册十八单元，按阅读方法编为三到四组。每一单元分三个部分。

第一部分 (Section A) 要求在课堂上处理，学生不要预习。

词汇测试 (Word Pretest) 所列单词选自 Section A 的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

课文 (Text) 根据难易程度，由浅入深编排。课文长度从第一册的 650 字左右逐渐增加到第四册的 1 200 字左右。除专业性词汇以外，四册课文基本词汇分别掌握在《大纲》三、四和五、六级词汇以内。

阅读方法 (Reading Skill) 循序渐进、系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，熟悉英语句子结构，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木，不见森林”的现象，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评鉴赏能力。Reading Skill 属单项技能强化训练，即同一种阅读技能要连续在几个单元内反复操练，以使学生能真正掌握，运用自如。

词汇练习 (Vocabulary Building) 在第一、第二册系统介绍常见构词法，第三、第四册进行词形变化练习。

完形填空 (Cloze) 重点是测验学生阅读理解能力，培养学生语感。

补充词汇 (Glossary) 增列与题材相关的单词，旨在帮助学生扩大词汇量。

第二部分 (Section B) 所选课文长度超过第一部分课文，内容是对相关题材的深化或补充，供学生课外阅读，教师在课堂上进行检查，也可结合 Section A 课文作适当讲解。

第三部分 (Section C) 有三至四篇相关题材的短文，主要用于快速阅读训练。阅读必须在规定时间内完成，但教师可根据学生的情况对阅读时间进行适当调整。

每个单元的最后有两个思考题，供学生在课堂或课外讨论。

《新编英语泛读教程》在南京大学英语系、国际商务系试用时，得到学生和教师的支持和配合，他们提出了不少宝贵的建议，在此特表示谢意。

由于我们水平有限，错误缺点在所难免，欢迎使用《新编英语泛读教程》的同志批评指正。

王守仁  
一九九六年八月

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## Reading Skill: Context Clue to Word Meaning I

What would you do when you come across a new word in your reading? You take a guess, then read on, because you expect the writer to give you some clues to the meaning of the new word. Actually, the meanings of many words will be clear from context — the words or sentences before or after the item you do not know. You can figure out the meaning of an unfamiliar word by looking for clues provided by context. For example, if you did not know the word “context” but finished reading the previous sentence, you will have comprehended well enough what it means: “the words or sentences before or after the item you do not know.”

Context sometimes provides **definition clues**. Consider: “*Linguistics*, the scientific study of language, is very important for language students.” Notice the italicized word is clearly defined. Besides the formal definition, the writer may also give explanation after such punctuation marks as comma (,), dash (—) or within parentheses. Consider: “Some good readers find it helpful to use their sense to *visualize* — or picture — what they read.” Using information provided in the context, you will have some idea of the meaning of the italicized word “visualize”: “to form a picture of something in the mind.”

Context sometimes gives **example clues**. Consider: “Like horses, human beings have a variety of *gaits*: they amble, stride, jog and sprint.” Notice several examples are given to shed light on the meaning of the italicized word “gait”: “a way of walking.” In the sentences with example clues, the examples are usually signaled by certain words or phrases like *such as, including, for example, for instance* or *to illustrate*. Consider: “*Phobias*, such as fear of height, fear of water, or fear of crowds, can be eliminated through conditioning.” With the help of the example clues given by the context, you can quite easily guess the meaning of the italicized word: “a strong, unnatural, and usually unreasonable fear.”

Although context clues are useful in discovering the meaning of an unknown word, there are some limitations to this approach. The meaning you get from the context may be vague or general. Sometimes there is too much unfamiliar language to allow you to use the context. While you don't interrupt your reading to look up new words in a dictionary, you may still want to check your guess if you find that some word is used often, and seems to be an important one in your field. In such cases, mark the unknown words when you are reading, and look them up later.

# Unit 1 University Student Life



## Section A

**Directions:** *You are expected to study this section in class. Don't preview.*

### ◆ Word Pretest

*For each italicized word, choose the best meaning below.*

1. After graduation, he decided on law as his *profession*.  
A. field  
B. skill  
C. special interest  
D. occupation
2. Housekeeping *involves* cooking, washing dishes, sweeping, and cleaning.  
A. ties  
B. includes  
C. contains  
D. lists
3. He *explored* three continents by boat.  
A. traveled to enjoy  
B. traveled to find out  
C. traveled alone  
D. traveled with other people
4. As she turned the knob, the sound in the room *diminished*.  
A. became sharper  
B. became louder  
C. became weaker  
D. became harsher
5. I *urged* him to take a week off to study drawing.  
A. spoke  
B. asked  
C. advised  
D. tried hard to persuade



6. She won an award for her excellent academic *performance*.  
A. acting                                      B. speech  
C. exhibition                                    D. activity
7. The teacher couldn't keep *discipline* in his classroom. The students are very noisy while he is speaking.  
A. control                                        B. silence  
C. training                                        D. punishment
8. Three railwaymen were *sacked* because they would not join a union.  
A. employed                                      B. dismissed  
C. hired    D. lost
9. They *lingered* over their meals.  
A. finished quickly                              B. enjoyed  
C. finished slowly                                D. disliked
10. I hated the big formal dances and felt very *awkward*.  
A. pleasant                                        B. happy  
C. uncomfortable                                 D. boring

◆ Text

### On Being a Student

Going up to university to study for a degree means you have decided to study professionally, rather than as an amateur; so being a student is now your profession for at least the next four years.

This involves a change of attitude in many ways. Although the process has been going on since you went to middle school, the biggest change is going to take place. Now, instead of taking several subjects, you have chosen one major subject because you find it interesting and worth exploring further. The choice was yours. You also have before you the goal of getting a degree. The degree, and the stages you have to pass through to achieve it, give you motivation, even though it may become weak from time to time, and not all parts of the course will be exciting; a sure way to lose interest is to do too little work. It is a law of diminishing returns — the less work you do, the less interest you will have and the more bored you will become. So regular work is needed to keep up your interest as well as to keep pace with new work.

Another change is in the relationship with those who teach you. This may well have changed during middle school and high school, but now the whole context is different. You are no longer forced to stay in school all day, and apart from your class time, you organize your own time and place for studying. You are there to study (an active process) rather than to be taught (passive). Your teachers may or may not urge

you, but they do want you to share their interest in the subject and they want you to succeed.

The teacher works as your coach or trainer. If you were becoming a professional tennis player or musician, you would expect your coach to look out for ways of improving your performance, and to criticize your work all the time; you would be silly to feel fed up about this — in fact you would sack your coach if s/he just said everything was fine. So if you get work back with a poorer mark than you expected and with various criticisms, don't feel discouraged by this; if you don't understand what is wrong and how to improve, then ask your teacher to explain and don't be satisfied until you do understand.

Professionalism involves discipline. Nobody becomes or remains a professional pianist or football player without putting in hours of regular practice. They have to learn to use time well, and they practice to improve their skills.

Some activities, like reading, writing, note-taking, speaking and discussing are basic to studying. Make sure that you are doing these efficiently.

Efficient reading is part of your training. Many of us keep on reading the same way we did in primary school. Since it is a learned skill we can change it and relearn it. By taking this course, you will learn how to read fast — how to read with your eyes rather than your throat, how to avoid lingering lovingly over words like "of" and "the", and how to keep what you read.

Poor handwriting is a disadvantage. It makes your own notes slower to read, and it is hard for those like teachers who have to read your work. Unless you have a physical disability, you can reform it: try practicing on the notes you make in a slow and boring lecture — it will strengthen your interest and is of more use than talking in class!

Note-taking is done for yourself, not for anyone else, so make your notes easy to read, economical and pleasing to the eye. Vary, or change, the arrangement on the page to suit the material (diagrams, columns, underlining), use colored pens to give you a color code (system) for different topics, or just to catch the eye and make things stand out. Work out your own shorthand speedwriting.

Group discussions give you a chance to train yourself to speak and discuss more effectively. They will fail in their purpose if you keep silent — and if you start off this way, the harder it will become to get out of the situation of being the non-speaking member of the group. In the future you are almost certainly going to have to be good at speaking, so get into the way of talking about your subject now. This is actually more fun than sitting being silently miserable because you are not saying anything. Nobody will think what you say is foolish. Everyone will be thankful not to face awkward silence.

Total words: 771

Total reading time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds

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The text is based on "Student Services Information," King's College London.

### ◆ Reading Skill: Context Clues to Word Meaning

Guess what the italicized word or phrase means in each sentence. Underline the words which you think define the italicized word or phrase.

1. It is a *law of diminishing return*—the less work you do, the less interest you will have and the more bored you will become.
2. Use colored pens to give you a color *code* (system) for different topics.
3. This revision should be *cumulative* — adding a bit to the total at a time, covering briefly all the work done so far in the term.
4. Put it in a *prominent*, or noticeable, place in your room, or carry it with you.
5. A *carrel* is a small table with “walls” around three sides.
6. Some students prefer one kind of lighting, one kind of table or desk, and one kind of chair. Other students prefer a different kind of lighting and *furniture*.
7. Although there are formal lectures during which the student has a *passive role* (i.e., listening and taking notes), many courses are organized around classroom discussions, student questions, and informal lectures.
8. The “*honor system*” demands that the student be honest in all areas of school work.

### ◆ Reading Comprehension

According to the text, decide whether each of the following statements is true or false. Write T in front of the true statement and F in front of the false one.

- \_\_\_ 1. A university student has a major subject to study.
- \_\_\_ 2. Sometimes you lose interest for a course simply because you have not done much work in it.
- \_\_\_ 3. It may be a good thing to receive criticism on the homework from the teacher.
- \_\_\_ 4. Sportsmen and musicians need to spend much time in practicing; students don't need it.
- \_\_\_ 5. Poor handwriting can make trouble for both the writer and the reader.
- \_\_\_ 6. Sometimes students will talk in class if they are bored.
- \_\_\_ 7. Sitting silently in class can be miserable.
- \_\_\_ 8. In group discussion, you'd better keep silent if you are not sure about the topic because what you say may seem foolish to your classmates.

## ◆ Vocabulary Building

### ① Word Match

*Match the following words with their definitions within each group of five words.*

amateur	different
major	sudden fear
various	nonprofessional
panic	strengthen
consolidate	main
assignment	of living things
biological	stressful; requiring effort and energy
flexible	overall
strenuous	not fixed
master	homework
recreation	rest
estimate	first concern
routine	calculate roughly
priority	regular; usual
relaxation	way of spending free time

*Complete the sentences by using the words above. Change the forms if necessary.*

1. My plans are \_\_\_\_\_. I can change them if necessary.
2. My friend is a(n) \_\_\_\_\_ musician. He spends almost all his spare time playing the violin.
3. He was filled with \_\_\_\_\_ when he saw the monster.
4. Today is a \_\_\_\_\_ day for me. I rearranged my furniture in my bedroom.
5. As students we must give \_\_\_\_\_ to our study. We should finish our homework before we go to the movies.
6. Doing morning exercises is part of my \_\_\_\_\_ work.

### ② Suffix

*Many verbs end in suffix -ize. Study the examples, and then list some verbs that end in this suffix in the space provided. Add more if you can.*

Suffix	Examples
-ize	realize, organize, criticize, characterize

-ize 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**Many adverbs end in the suffix -ly. Study the examples, and then list some adverbs that end in this suffix in the space provided. Add more if you can.**

suffix	examples				
-ly	efficiently, certainly, professionally				
-ly	1. _____	2. _____	3. _____	4. _____	5. _____
	6. _____	7. _____	8. _____	9. _____	10. _____

**Fill in each of the blanks with a given word in its proper form.**

- Before playing the new game, \_\_\_\_\_ yourself with the rules. (familiar)
- Can you \_\_\_\_\_ how big this company will be in ten years' time? (visual)
- She did not have to be so angry; I \_\_\_\_\_ asked her name. (mere)
- Don't \_\_\_\_\_ the situation. (ideal)
- I don't know whether we still need to revise the plan; our boss is going to \_\_\_\_\_ it tonight. (final)
- Most people think that we have more natural resources than we need, but it is not \_\_\_\_\_ true. (necessary)
- There are people who are \_\_\_\_\_ strong but mentally weak. (physical)
- Tom is a good student; all his teachers speak \_\_\_\_\_ of him. (high)

### ◆ Cloze

**Fill in each of the blanks with a word given below.**

their	respected	favorable	changes	role	help
professors	expect	authority	need	several	his

Many instructors believe that an informal, relaxed classroom environment is \_\_\_\_\_ to learning. It is not uncommon for students to have easygoing and friendly relationships with \_\_\_\_\_ professors. The casual professor is not necessarily a poor one and is still \_\_\_\_\_ by students. Although students may be in a subordinate position, some \_\_\_\_\_ treat them as equals. However, no matter how friendly professors would like to be, they still are in a position of \_\_\_\_\_.

Professors may establish social relationships with students outside of the classroom, but in the classroom they keep the instructor's \_\_\_\_\_. A professor may have coffee one day with students but the next day \_\_\_\_\_ them to meet a deadline for the submission of a paper or to be prepared for a discussion or an exam. The professor may give extra attention outside of class to a student in \_\_\_\_\_ of help but probably will not treat him or her differently when it comes to evaluating school work. Professors have \_\_\_\_\_ roles in relation to students; they may be counselors and friends as well as teachers. Students must realize that when a teacher's role \_\_\_\_\_, they must properly change their behavior and attitudes.

## Section B

**Directions:** *Please read this section before you come to class.*

### ◆ Text

#### Getting the Best Value for Time

Are you satisfied with what you achieve in the hours spent studying, or do you wonder where all the time has gone, without much to show for it? How hard are you really working? Here are some hints to help you make the most of your study time.

#### I. EFFECTIVE LEARNING

1. **Review lecture notes as soon after a lecture as possible.** Half an hour spent while the lecture is still fresh in your mind will do more to help you to develop an understanding of what you have heard and remember it than twice the time later on. It can be helpful to go over new work with other students to check that you have grasped all the points.
2. **If you have been given an essay or assignment to do,** note accurately what is required and start it when your memory of it is clear.
3. **Revise and review regularly.** Set regular weekly times to review the work in each course. This revision should be cumulative — adding a bit to the total at a time, covering briefly all the work done so far in the term. This way you will consolidate the groundwork and avoid panic before exams.
4. **When you revise, space out the time devoted to any one topic.** You will learn more in six one hour periods spread over one week than in one six hour period.
5. **Limit your blocks of study to 2 hours on any one topic or type of work.** After 1 1/2 to 2 hours of intensive study you begin to tire and concentration weakens. Take a break at some "achievement point" (end of a chapter, solving a problem, etc.) and then changing to another part of the course or another type of work (e.g., from reading to writing) will provide the change necessary to keep up your efficiency.
6. **Find out the best times for working for yourself.** Some times may be better than others for different types of work and also for your own biological clock: if you tend to feel sleepy in the afternoon, this may not be the best time to try to read history or work out math problems. You may think that working into the early hours suits you, but does it fit in with an early class next morning? You are likely to feel tired next day and so gain nothing!

## II. PRACTICAL STEPS

1. **Plan a program of balanced activities.** University life has many aspects which are important for getting full benefit from your time here. Some activities have fixed time requirements (e.g., classes, meetings, sport), others are more flexible (e.g., recreation, relaxation, study time, personal matters, eating, sleeping).
2. **Plan how you will use your study time.** Knowing what you are going to do and when saves a lot of time spent on making decisions, false starts, retracing your steps to get the books you need, etc. Commit yourself to studying a particular assignment at a particular time.
3. **Study at a regular time and in a regular place.** You will learn to associate that time and place with working. This is after all what the world's workers have to do.
4. **Trade time and don't steal it.** When something unexpected happens and takes up time you had planned for study, decide immediately how you can make up the study missed.
5. **Give yourself rewards for work completed on time** (e.g., 2 hours solid work = 1 cup of tea or coffee; essay completed = 1 hour's TV). After a strenuous evening finishing an essay or a set of problems, allow yourself "unwinding time" before bed.

## III. PLANNING TIME

Working out a time-table will not turn you into a perfectly efficient person, but having a plan and sticking to it for a few weeks can help you to form better study habits and actually to save time, so that in the end you have more free time than before. Here is a way to plan your time which is flexible and practical.

1. Make out a **master time-table** for the term, marking your fixed commitments only: classes, society meetings, sport, etc. Make it clear and attractive as you will have to look at it for a long time.
2. Draw up a **weekly work program** based on your present work assignments and study commitments: take a blank postcard or file card and divide it up, and then list:
  - a. your work assignments and study commitment for the week;
  - b. estimated amount of time needed for each of these;
  - c. dates when the work is due or when it is to be done. Include routine reading and revising as well as set work.

Put it in a prominent, or noticeable, place in your room, or carry it with you. A good time to prepare this might be Sunday evening as you plan the week ahead.

3. Make a **daily "shopping list"** of things you have to do next day and when you will do them. Use a small card which will can be put into a pocket where it is easily found. The best time to prepare this is before going to bed. Include everything you have to do next day, not just work but posting a friend's birthday card, going to the launderette, etc.

Having prepared your cards and planned out your work, **stick to your program.** Cross out each item as you deal with it. If you give study hours top priority, the remaining hours will be really free.

**A journey of a thousand miles starts with the first step** (Chinese proverb).

Total words: 926

Total reading time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds

The text is based on "Student Services Information," King's College London.

### ◆ Reading Comprehension

*Circle the letter of the best answer.*

1. This article is mainly about \_\_\_\_\_.
  - A. where you should study
  - B. what you should study
  - C. when you should study
  - D. why you should study
2. Which of the following statements is true?
  - A. To review notes soon after class is more effective than to do it later on.
  - B. To review notes soon after class is just as effective as to do it later on.
  - C. To review notes soon after class will save you half an hour.
  - D. You will spend half an hour more time on your review if you do it long after the class.
3. If you have three subjects to review in three days, the best method is \_\_\_\_\_.
  - A. to review one subject a day
  - B. to divide the time equally between the three subjects in each day
  - C. to review whatever you like
  - D. to review the most difficult subject in three days
4. The best time to work out math problems is \_\_\_\_\_.
  - A. in the early hours
  - B. in the afternoon



- C. in the morning  
D. no answer from the text
5. If a student has friends visiting him at a time when he should review his lessons, he could \_\_\_\_\_.
- A. review his lessons all the same  
B. entertain his friends  
C. entertain his friends and find some other time to review his lessons  
D. review his lessons and find some other time to entertain his friends
6. If you want to be efficient, you should \_\_\_\_\_.
- A. work out a plan  
B. work out a plan and stick to it  
C. form better study habits and save time  
D. be flexible and practical
7. The writer suggests that the “daily shopping” list of things you have to do next day should include \_\_\_\_\_.
- A. all the important things only  
B. your work and posting your friend’s birthday card  
C. all the things you have to do  
D. your work, posting your friend’s birthday card and going to the launderette
8. If you give study hours top priority, the remaining hours will be really free. This sentence means:
- A. If you finish your study first, your free time will really be free.  
B. If you study all the time, your free time will really be free.  
C. After your study, the rest of the time will be your free time.  
D. You can study in your free time.

## Section C

**Directions:** *The passages in this section are meant to be read through quickly. Try to finish them within 6 minutes. Don't preview.*

**Questions 1 to 2 are based on the following passage.**

Every student needs a place to study. Some students like to study in the quiet atmosphere of a library. Most school libraries have large study tables with many chairs. They also have individual study booths called *carrels*. A carrel is a small table with “walls” around three sides. A carrel is for one person, so there is only one chair at each carrel. Other students prefer to study in their own rooms at home or in a dormitory. In their rooms, these students have a desk, some bookshelves, and perhaps a study lamp