

高等学校试用教材

大学英语

(文理科本科用)

精读

INTENSIVE READING

1

上海外语教育出版社

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精 读

第 一 册

瞿象俊 主编

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前 言

《大学英语（文理科本科用）》试用教材是根据国家教育委员会审定批准的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础教学，从各方面保证文、理科的通用性，适用于综合大学、师范院校和文科院校。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册，每级一册；语法与练习编写四册，供1—4级使用。精读与听力教程均配有教师用书和录音磁带。

上述五种教程根据各自的课型特点自成体系，但又相互配合，形成整体，以贯彻大纲所提出的三个层次的要求：“培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力”。全套教材由复旦大学、北京大学、华东师范大学和中国人民大学合作编写，复旦大学董亚芬教授审订，同时还聘请两名专职外籍专家参加编写和文字审定工作。

《大学英语（文理科本科用）》精读教程由复旦大学大学英语教学部负责编写，翟象俊、李荫华两位副教授担任主编，程雨民、孙骊两位教授担任主审。

本书为精读教程第一册，由翟象俊副教授主编，张增健、王德明、任建国、赵建、杨晨等同志参加编写，供大学英语一级学生使用。除主审外，还承美籍专家 Janet W. Helfand 协助编写与审阅。

由于时间仓促，编者水平与经验有限，教材中不妥之处在所难免。希望广大读者批评指正。

编 者

一九八六年三月

使用说明

本书为《大学英语(文理科本科用)》精读教程第一册,教学对象为大学英语一级的学生。他们在学习本册之前应该已经掌握英语的基本语音和语法知识及1,600个英语单词,并在读、听、写、说等方面受过初步的训练。

第一册共有十个单元,供一个学期使用。每一单元由课文(Text)、生词(New Words)、注释(Notes)、练习(Study & Practice)、阅读练习(Reading Practice)和写作练习(Writing Practice)六部分组成。重点放在培养学生的阅读能力上,并兼顾写和说的能力的培养。

课文全部选用原文材料,但有少量删改。选材力求题材多样,内容丰富有趣,并具有一定的启发性。课文讲解应从全篇内容着眼,并对一些常用词和词组的用法进行分析,既要防止只讲语言点而忽略通篇内容,也要避免只注意文章内容而不重视语言基础训练。

生词释义采用英、汉结合的方式。在一般情况下,尽可能用英语释义,不太明确的加注汉语,难以用英语解释清楚的则直接以汉语释义。这样做的目的在于逐步培养学生查阅原文词典的能力。开始时,一部分学生可能感到困难,但坚持下去就会慢慢习惯并有所收益。

基于同样的考虑,注释均用比较浅近的英语。注释主要介绍有关的背景知识,说明一些特殊的语言现象,供学生预习时参考。

练习一律称为Study & Practice。本册的练习包括朗读(Reading Aloud)、课文理解(Comprehension of the Text)、词汇(Vocabulary)、构词(Word Building)、结构(Structure)、完形填空(Cloze)和翻译(Translation)等部分。朗读练习主要要求学生掌握句重音和意群划分。最初几个单元的练习按意群和句重音分别用符号标明;后几个单元的练习则只注了句重音而未刻意群。课文理解练习要求学生根据课文回答问题或要求学生针对某些内容陈述自己的看法。有条件的班级可用一定的时间在教师引导下进行讨论,以提高学生的口头表达能力。词汇练习旨在巩固课文中所学常用词和词组的用法。构词练习要求学生熟悉现代英语中的主要构词法,熟练掌握一些常用的前缀、后缀,借以扩大词汇量。结构练习的目的是使学生掌握一些英语常用句型,以提高学生的表达能力。完形练习是一种综合性的练习,本册以虚词的运用为重点,也兼顾实词的掌握。这一练习有相当难度,需要由教师予以启发引导。翻译练习每课安排八句汉译英,可作为课外书面作业。阅读练习旨在培养学生的阅读技能,每单元编列一项技能,并配有一篇内容与课文相近但难度较浅的阅读材料。教师应紧扣技能的培养,不必在语言现象的讲解上花太多时间。写作练习在本册中主要是培养学生连词成句的能力,为下一阶段的连句成段打下基础。

总之,练习是按照教学大纲和本册教程的要求编写的,练习量较大,难度适当照顾各类学生的需要。教师可根据学生的具体情况有选择地加以使用。

编者

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Text

HOW TO IMPROVE YOUR STUDY HABITS

and you will remember it longer. Regular review leads to improved performance on tests.

Perhaps you are an average student with average intelligence. You do well enough in school, but you probably think you will never be a top student. This is not necessarily the case, however. You can receive better grades if you want to. Yes, even students of average intelligence can be top students without additional work. Here's how:

1. Plan your time carefully. Make a list of your weekly tasks. Then make a schedule or chart of your time. Fill in committed time such as eating, sleeping, meetings, classes, etc. Then decide on good, regular times for studying. Be sure to set aside enough time to complete your normal reading and work assignments. Of course, studying shouldn't occupy all of the free time on the schedule. It's important to set aside time for relaxation, hobbies, and entertainment as well. This

weekly schedule may not solve all of your problems, but it will make you more aware of how you spend your time. Furthermore, it will enable you to plan your activities so that you have adequate time for both work and play.

2. Find a good place to study. Choose one place for your study area. It may be a desk or a chair at home or in the school library, but it should be comfortable, and it should not have distractions. When you begin to work, you should be able to concentrate on the subject.

3. Skim before you read. This means looking over a passage quickly before you begin to read it more carefully. As you preview the material, you get some idea of the content and how it is organized. Later when you begin to read you will recognize less important material and you may skip some of these portions. Skimming helps double your reading speed and improves your comprehension as well.

4. Make good use of your time in class. Listening to what the teacher says in class means less work later. Sit where you can see and hear well. Take notes to help you remember what the teacher says.

5. Study regularly. Go over your notes as soon as you can after class. Review important points mentioned in class as well as points you remain confused about. Read about these points in your textbook. If you know

what the teacher will discuss the next day, skim and read that material too. This will help you understand the next class. If you review your notes and textbook regularly, the material will become more meaningful and you will remember it longer. Regular review leads to improved performance on tests.

6. Develop a good attitude about tests. The purpose of a test is to show what you have learned about a subject. The world won't end if you don't pass a test, so don't worry excessively about a single test.

Tests provide grades, but they also let you know what you need to spend more time studying, and they help make your new knowledge permanent.

There are other techniques that might help you with your studying.

Only a few have been mentioned here. You will probably discover many others after you have tried these. Talk with your classmates about their study techniques. Share with them some of the techniques you have found to be helpful. Improving your study habits will improve your grades.

New Words

average [ə'veɪdʒ] a. ordinary; usual 普通的

intelligence [ɪn'telɪdʒəns] n. ability to learn and understand 智力

top a. best; highest

necessarily [nɪ'sesɪrɪli] ad. inevitably 必定

case [keɪs] n. what has really happened, actual condition 案情

grade [ɡreɪd] n. the mark given to a pupil for his work in school

(评分) 等级

additional [ə'dɪʃənəl] a. added

weekly [wi:kli] a. done or happening every week

schedule [ˈʃedʒu:l, 'skedʒul] n. timetable 时间表

chart [tʃɑ:t] n. big drawing or map to give information 图(表)

commit [kə'mɪt] vt. 指定...用于

etc. [ɪt'setə] ad. (Latin, shortened form for et cetera)

normal [ˈnɔ:ml] a. usual; ordinary 正常的

assignment [ə'saɪnmənt] n. sth. given out as a task (布置的) 作业

occupy [ˈɒkjupai] vt. take 占用

relaxation [ˌri:læks'eɪʃən] n. (sth. done for) rest and amusement
休息, 娱乐

hobby ['hɒbi] n. what one likes to do in one's free time

entertainment [ˌentə'teɪnmənt] n. show, party, etc. that people enjoy
娱乐

solve [sɒlv] vt. find the answer to (a problem)

furthermore [ˈfɜːðə'mɔː] ad. moreover; in addition 而且; 此外

enable [ɪ'neɪbl] vt. to make (sb.) able (to do sth.)

activity [æk'tɪvɪti] n. sth. (to be) done 活动

adequate ['ædɪkwɪt] a. as much as one needs; enough

area ['eəriə] n. any place, or part of it

distraction [dɪs'trækʃən] n. sth. that draws away the mind or attention 干扰

concentrate (on or upon) ['kɒnsəntreɪt] vi. pay close attention (to)

subject ['sʌbdʒɪkt] n. sth. (to be) studied, talked or written about

skim [skɪm] vt. read quickly to get the main ideas of 略读

passage ['pɑːsɪdʒ] n. part of a book, story, speech, etc.

preview ['priːvjuː] vt. have a general view of sth. beforehand 预习

content ['kɒntent] n. what is written in a book 内容

organize ['ɔːɡənaɪz] vt. form into a whole 组织

skip [skɪp] vt. pass over 略过

portion ['pɔːʃən] n. part; share

double ['dʌbl] v. make or become twice as great or as many

comprehension [ˌkɒmpri'hensən] n. ability to understand

mention ['menʃən] vt. speak or write about sth. in a few words

remain [rɪ'meɪn] vi. continue to be

confused [kən'fjuːzd] a. troubled in mind 迷惑的, 混淆的

performance [pə'fɔːməns] n. achievement 成绩

develop [dɪ'veləp] vt. acquire gradually 养成

attitude [ˈætɪtjuːd] n. what one thinks about sth. 态度

purpose ['pɜːpəs] n. aim

excessively [ɪk'sesɪvli] ad. too much

permanent [pə'mənənt] a. lasting for a long time; never changing

technique [tek'niːk] n. way of doing sth. 技巧

fill in	write in
decide on	choose
set aside	save for a special purpose
be aware (of)	know (sth.); know (what is happening)
look over	examine (quickly)
go over	review; repeat

Notes

1. This text is adapted from Lado English Series, Book 6.
2. This is not necessarily the case, however.
But this is not inevitably true (the actual state of affairs).
Other examples:
He thought he had found the right answer, but that was not the case.
-- Is it true that Mary is leaving tomorrow morning?
-- No, that's not the case.
3. Fill in committed time such as eating.
"Committed time" is the time during which a person feels it necessary to do certain things.
4. ... plan your activities so that you have adequate time for both work and play.
"So that" is used here to introduce an adverbial clause of purpose.
Other examples:
Prof. Smith spoke slowly at first so that we could follow him easily.
I got up very early this morning so that I could catch the first bus to town.

Study & Practice

Reading Aloud

Read the following paragraph, paying special attention to sense groups and the sentence stress:

'Plan your 'time 'carefully.// 'Make a 'list of your 'weekly 'tasks.//
'Then / 'make a 'schedule or 'chart of your 'time.// 'Fill 'in com-
'mitted 'time / such as 'eating, / 'sleeping, / 'meetings / 'classes,
et'c.// 'Then / de'cide on 'good, / 'regular 'times for 'studying.// Be
'sure to 'set a'side e'nough 'time / to com'plete your 'normal 'read-
ing / and 'work as'signments.// Of 'course, / 'studying 'shouldn't 'oc-
cupy 'all of the 'free 'time / on the 'schedule.// It's im'portant / to
'set a'side 'time / for rela'xation, / 'hobbies, / and enter'tainment
as 'well.// 'This 'weekly 'schedule / may 'not 'solve 'all of your 'pro-
blems, / But it will 'make you 'more a'ware of 'how you 'spend your
'time.// 'Further'more, // it will e'nable you / to 'plan your ac'tivi-
ties / so that you have 'adequate 'time / for 'both 'work and 'play.//

Comprehension of the Text

Answer the following questions:

1. Do you think an average student will never become a top student?
2. Why is it important to plan your time carefully?
3. Do you spend all your free time studying? If not, what other things do you do in your spare time?
4. Where do you usually study in the evening? In your bedroom, in your classroom or in the library? Why?
5. What does skimming mean? Why is it important?
Can you say something about it from your own experience?
6. How can you make good use of your time in class?
7. Do you think it helpful to take notes while listening to your teacher? Why or why not?
8. Do you think it necessary to write down everything that the teacher says? What kind of information do you write down?
9. What should you do after class? Why is it important to review your lessons regularly?
10. What is the purpose of a test?
11. Which of the six suggestions in the text do you find the most helpful for you? Give your reasons.
12. Have you any other suggestions to offer to your classmates?

Vocabulary

- I. Choose the definition from Column B that best matches each underlined word or phrase in Column A:

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1. an <u>average</u> student 2. <u>set aside</u> enough time 3. <u>occupy</u> all of your free time 4. <u>hobby</u> 5. <u>mentioned</u> in class 6. make your new knowledge <u>permanent</u> 7. <u>skim</u> before you read 8. have <u>adequate</u> time for work 9. <u>skip</u> some of these <u>portions</u> 10. <u>review</u> important points | <p>B</p> <ol style="list-style-type: none"> a. go over again b. talked about c. enough d. lasting a long time e. parts f. an activity or interest pursued outside of one's regular work g. ordinary h. put by for a special purpose i. take up j. look over quickly |
|--|--|

- II. Fill in the blanks with the words or expressions given below. Change the forms if necessary:

develop	concentrate on	hobby	go over	fill in
solve	enable	aware	confuse	lead to

1. This new technique will enable them to double their production.
2. If you try to learn too many things at a time, you may get confused.
3. It was several minutes before I became aware of what was happening in the classroom.
4. Too much discussion will only lead to confusion.
5. He made a careful study of the problem and solved it within two days.
6. She has developed the good habit of taking notes while reading.

7. I can't _____ what I'm doing because it's so noisy here.
8. Would you please _____ your name, address and telephone number here?
9. She _____ the plans again and discovered three mistakes.
10. Stamp-collecting is an educational _____ I've pursued it for many years.

Word Building

- I. Study the table and then form nouns from the verbs given below, using the suffixes -ment, -ation, -tion, -sion or -ion. Make changes in the spelling where necessary.

Verb	Suffix	Noun
assign	-ment	assignment
relax	-ation	relaxation
introduce	-tion	introduction
comprehend	-sion	comprehension
concentrate	-ion	concentration

- | | | | |
|-------------------|---------------------|--------------------|---------------------|
| 1. agree _____ | 2. announce _____ | 3. combine _____ | 4. complete _____ |
| 5. connect _____ | 6. consider _____ | 7. continue _____ | 8. decide _____ |
| 9. form _____ | 10. distract _____ | 11. divide _____ | 12. suggest _____ |
| 13. employ _____ | 14. encourage _____ | 15. enjoy _____ | 16. entertain _____ |
| 17. examine _____ | 18. expect _____ | 19. improve _____ | 20. recognize _____ |
| 21. manage _____ | 22. move _____ | 23. organize _____ | 24. produce _____ |
| 25. protect _____ | 26. translate _____ | 27. treat _____ | 28. act _____ |
| 29. imagine _____ | 30. confuse _____ | | |

- II. Study the following words. Then use them correctly in the sentences below:

Verbs	Nouns	Adjectives	Adverbs
care	care	careful	carefully
	carelessness	careless	carelessly
add	addition	additional	
use	use	useful	
		useless	
		used	
mean	meaning	meaningful	
		meaningless	
comfort	comfort	comfortable	comfortably
	probability	probable	probably

1. care (v.), care (n.), carelessness, careful, careless, carefully, carelessly

- 1) You must be very _____ not to say anything to Paul.
- 2) She _____ for the old woman as if she were her own mother.
- 3) A _____ driver is a danger to us all.
- 4) All the children here are taken good _____ of.
- 5) If Bob drove more _____, he wouldn't have so many accidents.
- 6) He is not a diligent student. He shows great _____ in every-thing he does.
- 7) Spend more time on your work. You did your homework very _____ days.

2. add, addition, additional
- 1) In _____ to English, you'd better learn another foreign language.
 - 2) Mother needs _____ help in the kitchen on weekends when all of us come home from school.
 - 3) The fire is going out; will you _____ some wood?
3. use (v.), use (n.), useful, useless, used
- 1) Prof. Wang tells us to make good _____ of our time in class.
 - 2) My bicycle is broken; it is completely _____.
 - 3) May I _____ your English dictionary for an hour or two?
 - 4) This is a very _____ dictionary for beginners of English.
 - 5) It's much cheaper to buy a _____ car than a new one.
4. mean, meaning, meaningful, meaningless
- 1) Could you explain the _____ of the title to me?
 - 2) The more you read the poem, the more _____ you will find it to be.
 - 3) As Lenin says, forgetting the past _____ betrayal.
 - 4) It's a waste of time doing such _____ work.
5. comfort (v.), comfort (n.), comfortable, comfortably
- 1) You can sit very _____ in this new car.
 - 2) I tried to _____ her; but what could I say?
 - 3) Young men should not seek _____ and enjoyment and shirk hardship.
 - 4) Sit down, please, and make yourself _____.
6. probability, probable, probably
- 1) If you go to the park early in the morning, you will _____ find the old artist taking a walk there.
 - 2) In all _____ he will go with you to the museum.
 - 3) It is _____ that the cost will be greater than we think.

Structure

Complete the following sentences, using so that, as well as or as ...

as one can:

1. I took an English book with me (以便有空时可以读一下).
2. He posted the letter early in the morning (为的是让她下午能收到).
3. Would you speak a little louder (好让每个人都听得见)?
4. We'd better get some milk, some bread, (再弄一些鸡蛋).
5. He is a versatile writer. He writes poems, novels, (还有剧本).
6. Last year he visited Japan, Canada, (还有美国).
7. He plays basketball and football, (他还游泳滑冰).
8. You should (尽早给他们一个答复).
9. (请尽快把这本书看完). I have to return it to the library tomorrow afternoon.
10. When he left his parents he promised them that he would (尽量多写信).

Cloze

Many of you are studying English and you may be wondering why it is so difficult to learn. It is actually not _____ difficult to learn

_____ you know some basic facts _____ the language and the culture
that _____ reflects.
Perhaps the first thing you need _____ know about English is that
_____ is made up of several other languages _____ as French, German,
Latin, Greek _____ Anglo-Saxon. In addition, there are words _____
Spanish in English and many American Indian words and names; even some
Chinese and Japanese _____ have found their way _____ the English
language. This borrowing of words _____ other languages is _____ of
the key reasons _____ some of the difficulties that people meet with
_____ they are learning English.

Translation

1. 这场大雨使道路变得泥泞不堪,难以行走。
2. 请一定不要忘记离家前你父母对你说过的话。
3. 不要为你的儿子过分担心,他已经大了,可以很好地照料自己了。
4. 彼得已计划好每月留出一些钱来以便明年好买辆旧车。
5. 如果你能充分利用时间,你一定会成为一个尖子学生。
6. 略读不仅可以帮助你时将要阅读的东西有所了解,还可以帮助你读得快些,提高你的阅读理解力。
7. 有些人以为男孩子比女孩子聪明。然而,事实未必如此。
8. 即使我们失败一百次,天也不会塌下来。只要我们不失去信心,我们终将成功。

Reading Practice

Reading with understanding depends on the interplay of three factors: vocabulary, structure (grammar), and meaning; in other words, successful comprehension depends on one's actual command of the language. But generally a good knowledge of reading techniques or skills will not only make reading easier, but also help improve reading comprehension to a certain extent.

Basic Reading Skill I

How to Read a Text

It is advisable to read a comprehension passage at least twice: the first time, to obtain a global impression of the text, and then a second time to concentrate on the important details. Sometimes a third reading is necessary - to check items that caused difficulty.

First Reading

Read the following text once, at your normal speed, trying to get

a good general idea of what the passage is about, and then do Exercise A. Answer the following questions without turning back to the passage.

LEARNING TO READ -- IN COLLEGE

The Timkens sent their child Laura off to college with a check for \$7,000 in tuition and thought that was the end of it. But soon after they received a letter from the dean of studies.

"We are happy to announce that we have started a remedial reading class for college freshmen and strongly advise that your daughter Laura participate in it. If she doesn't, it is our opinion that Laura will not be able to keep up with her studies. The cost will be \$250."

Timken read the letter. "I thought Laura could read," he said to his wife.

"So did I. I think the problem is she can read, but she does not understand what she reads."

"What did they teach her in public school and high school?"

"I have no idea, but if the college says she needs remedial reading we'd better see that she gets it or \$7,000 will be thrown away."

A few days later they got another letter from the dean.
"The English Department has informed us that your daughter Laura cannot write. They have suggested that she enroll in the remedial writing class. We started it two years ago when we discovered this was a common problem for most college students. If you agree that Laura should get this special help, please send a check for \$250."

Timken was angry now.

"How did she get in college if she can't write?"

Mrs. Timken was much more optimistic about it. "Laura can write. She just can't write complete sentences."

"She went to school for 12 years and she can't write a sentence?" Timken said. "They made an illiterate out of my daughter!"

"Oh, I believe that's a bit strong. I'm sure, anyway, the college can help her learn to write. After all, it is an institution of higher learning."

"So now we have to pay \$250 for something they should have taught her in grammar school?"

"Don't you remember what the principal said years ago? It was the school's responsibility to make good citizens out of the students, and the parents' responsibility to teach the children to read and write. It seems that we're the ones who failed."

Timken sent in the check, and was not surprised to find another letter waiting for him a week later.

It read: "We have found that no one in the freshman class can add, multiply, subtract or divide simple sums. We feel it is urgent that this deficiency be corrected early in a student's college career. Therefore, we are setting up a special remedial arithmetic course. The fee will be \$250. If you do not want your daughter to take this course we cannot guarantee she will graduate."

Once again Timken flew into a rage. "I thought Laura got A's in math in high school."

Mrs. Timken said, "That was conceptional math. She never could add or subtract. Don't you remember when you complained once about it and Laura's teacher told you, 'She can always learn to add and subtract when she gets to college.'?"

- Art Buchward.