

大学英语系列教材

大学英语

快速

阅读教程

College English Fast Reading

3

总主编 / 穆后方

主 编 / 郭成玉 郑 雨



高等教育出版社
HIGHER EDUCATION PRESS

A könyvtár megdől!

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《大学英语快速阅读教程》1—4册是按照教育部《大学英语课程教学要求》中对快速阅读的要求编写而成的。其目的是有针对性地、系统地向学生传授英语快速阅读技巧,进行快速阅读训练,培养良好的阅读习惯,丰富语言知识,扩大词汇量,提高阅读速度和理解的准确性。

一、编写原则

1. 本教程以新的外语教学理论为指导,以激发学生阅读兴趣、培养学生良好的阅读习惯及提高学生快速阅读能力为目标。

2. 《大学英语课程教学要求》规定,在一般要求层次,“在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟100词。能就阅读材料进行略读和寻读。能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章,掌握中心大意,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”本教程根据这一精神,确定选材的长度与难度以及阅读速度,通过多样性的材料和有针对性的技巧训练培养学生的快速阅读能力。

3. 按照循序渐进的原则,安排阅读技巧训练和阅读内容。此教程选材的主题分别与《大学体验英语》和《新视野大学英语》配套,可配合这两种教材使用,也可单独使用。

4. 《大学英语课程教学要求》指出:“大学英语课程不仅是一门语言基础知识课程,也是拓宽知识,了解世界文化的素质教育课程。……要尽可能地利用语言载体,让学生了解科学技术、西方社会文化等知识。要强调通过大量的自主阅读来提高词汇量和增加知识。”本教程的选材尽量满足这些要求,题材涉及《大学体验英语》和《新视野大学英语》中的60多个主题,体裁主要为散文、故事、科普文章、议论文、应用文等。

二、编写特点

1. 本教程分4册,每册16单元,每单元有两篇短文和一篇长文。第1、2册每篇短文长度为300~400词,每篇长文为800~1000词;第3、4册每篇短文长度为400~500词,长文

长度为 900~1 200 词。

2. 本教程将快速阅读技巧分散在各册之中,每 4 单元讲解、训练一种阅读技巧。第 1、2 册重点训练如何形成良好的阅读习惯,了解四级考试中关于快速阅读的要求和应试技巧,如何获取文章的大意与细节,如何推测生词词义和预测等;第 3、4 册着重从文章的体裁方面入手,训练学生在阅读常见文体时应注重的问題,从较深层次上了解作者的观点、写作目的与风格等。

3. 每篇文章的关键词放在文章开头,便于学生推测文章大意,培养学生的预测能力。生词以注释的方式附在文后,供自学参考。

4. 每单元的主题分别与《大学体验英语》和《新视野大学英语》的题材配套,偶数单元的两篇短文对应《大学体验英语》,奇数单元的对应《新视野大学英语》各册的前 8 个单元,各单元的长文与四级考试中的快速阅读相对应。

5. 练习编写以便于快速检查理解率为原则,主要为是非判断和选择题。每篇短文后附有是非判断题或选择题;长文后的练习题与四级考试快速阅读部分的考题形式一致。

6. 本教程的文章大多选自英美国家出版的报纸、杂志和教材,题材广泛,语体多样;同时注意内容的健康性、趣味性、信息性、时代性和实用性。

7. 本教程所选材料皆经过 Word Smith 分析,从词汇量、句子长度、单词长度等方面初步确定文章的难易度,然后再根据语篇结构、文化背景知识等因素由全体编委讨论确定最终的难易度。

三、使用建议

1. 本教程分 4 册,每册 16 个单元,分别供一、二年级四个学期使用。每周使用一个单元,每四周训练一种阅读技巧。

2. 建议先浏览关键词,推测文章的主题;再浏览是非判断题和选择题,猜测文章大意;接着快速浏览文章,然后做练习。

3. 短文后面提供每篇文章的单词数、阅读速度表和理解率表。学生记下自己的阅读时间、答对的题数,便可从表上查出自己的阅读速度与理解率。

4. 短文的阅读与做题时间控制在 6~8 分钟,长文的阅读与做题时间控制在 15 分钟以内。

本教程由穆后方担任总主编,负责全书整体设计和制定编写原则,对各册的练习题与注释进行修改与审核,并通读了全部书稿。第 1 册主编为吴明军、苏简军、穆后方;第 2 册主编为何学兵、穆后方;第 3 册主编为郭成玉、郑雨;第 4 册主编为王玉山、郑雨。

本教程在编写过程中参阅了许多国内外有关书籍和文献,有些引文由于辗转引用,无法查出原著作者,在此,编者对原作者表示衷心的感谢。

由于编者水平有限,不当或谬误之处在所难免,恳请专家、师生和其他读者批评指正。

编 者

2009 年 6 月

前言

FOREWORD

《大学英语快速阅读教程》是根据教育部颁发的《大学英语教学基本要求》以及大学英语四、六级考试最新题型编写的。改革后的大学英语四、六级考试的阅读理解部分更注重快速阅读能力的培养。本教材旨在帮助读者提高阅读速度和阅读理解能力,扩大英语词汇量,了解有关历史、文化、风俗、人情以及自然科学和人文科学方面的知识。

遵循《大学英语快速阅读教程》的编写宗旨和原则,本册突出了识别文章体裁、确定阅读重点从而达到加快阅读速度和提高理解能力的目的。

英语文章的体裁一般分为记叙文、议论文、说明文和应用文。因此,我们将本书分为相应的四大部分。体裁不同,文章的语篇模式也不同,例如:记叙文是以写入叙事为目的,其语篇结构通常为:背景描写——人物介绍——事件及发展——结局与评论。在阅读记叙文时应该掌握 **when, who, what, where, why** 和 **how** 这些记叙文写作的六要素,从而准确把握文章的主旨和重要细节。说明文是以说明事物或事理为目的,其语篇模式的特点通常表现为:提出所说明的事物或事理——说明的意图——说明事物或事理特点——总结。因此,在阅读说明文时读者应将理解的重点放在所说明事物或事理的特点及作者的说明意图上。议论文往往是作者针对某个现象或问题发表自己观点的,语篇模式通常表现为:提出问题——反驳与论证——结论。因此在阅读议论文时,读者要明确文章的论点,作者在论证时所使用的论证方法以及作者对该论点所持的观点和态度。应用文是人类在长期的社会实践活动中形成的一种具有相对固定行文方式的应用文体。应用文所提供信息的重点根据其写作目的的不同而各不相同。本书在应用文部分介绍了信件、广告、请柬、求职信、简历、演讲稿等,指出其不同的写作目的与行文模式,以及应该关注的重点信息。

本册有 16 个单元,48 篇文章,分为 4 部分,每部分首先介绍一种体裁的特点及其阅读技巧,接着用 4 个单元 8 篇文章来进行训练。每个单元的主题分别与大学英语教材《新视野大学英语读写教程》第 3 册和《大学体验英语综合教程》第 3 册相对应,内容涉及西方文化、商

业、教育、环保、医疗、历史、科技、人性等。另外,在选材上注意选文的科学性、可读性和趣味性,内容丰富有趣,尽量选择原汁原味的佳作,使学生能够接触到语言地道,表达准确,格式规范的英语文章,也为学生的英语写作提供了范文。每个单元共有3篇文章,分别为Text A、Text B和Text C,其中短篇Text A和Text B长度大约在400~600词,长篇Text C长度大约在1 000词左右。

根据不同体裁文章对阅读理解重点的要求不同的原则,本书有针对性地设计了一些能够突出文章体裁特点的练习,使学生通过练习掌握该体裁的特点,并能在最短的时间内掌握文章的主旨和某些重要细节。此外,还保留一些能够继续训练第1、2册书中涉及到的一些快速阅读技巧的练习,例如猜测词义及通过阅读主题句掌握文章主旨等。练习题的形式为是非判断、选择及补全句子,与全国大学英语四、六级考试中快速阅读理解题的题型一致。

本册的特点是根据英语文章体裁训练学生的阅读速度和理解能力。通过本册的训练,学生能够根据文章的特点,判断文章的体裁,快速定位不同体裁的文章所提供的重要信息,从而准确把握文章主旨,提高理解能力。

本册共有16个单元,供大学二年级学生第一学期使用。由于本册每个单元主题和《新视野大学英语读写教程》第3册和《大学体验英语综合教程》第3册的主题基本一致,因此,教师可在授完读写教程每个单元后,根据学生的实际能力情况辅导学生完成本册教材两个单元的内容。

本书在编写过程中参阅了许多国内外有关书籍、文献以及网络资源,在此,编者对原作者表示衷心的感谢。

鉴于编者水平有限,如有不当之处,恳请专家、师生和其他读者批评指正。

编 者

2009年6月

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阅读技巧

记 叙 文

(Narration)

记叙文是以记人叙事为主要写作目的的文章,它的内容主要包括事件的时间、背景、起因、过程及结果,即我们通常所说的五个 W(what, who, when, where, why)和一个 H(how)。由于记叙文的重点在于“述说”和“描写”,因此我们在阅读记叙文时要重点把握以下几个方面:

记叙文的六要素

根据记叙文的六要素,我们在阅读记叙文时要确定作者讨论的是“谁”在“什么时间”发生了“什么事情”;作者是以何种叙述方式(时间顺序或空间顺序)将故事发展下去的;事件或故事发生的原因及结果是什么。准确地确定记叙文的这六要素也就全面地掌握了整篇文章的叙述重点。例如:

Johnny Shiloh

Johnny was small for his age, but what he lacked in size was more than made for courage and determination.

By the time Johnny was nine, the rumbling of the Civil War was heard in Ohio Young Johnny was not content to stand idly by while able-bodied men marched to war.

One day Johnny told his startled family that ... he tagged along with the troop
.... At first, he worked as, but eventually he exchanged At Shiloh

Johnny was only thirteen when the war ended After the war Johnny went home He was given a commission in the United States Army by President Grant for his unbelievable accomplishments.

从上文中的划线部分我们可以完整地了解到该故事发生的时间(by the time Johnny was nine, Civil War, one day, when the war ended, after the war)、地点(United States, Ohio, Shiloh)、人物(Johnny Shiloh)、叙述方式(以时间为线索)以及故事的结局(He was given a commission in the United States Army)。

叙述的人称

记叙文一般是从第一或第三人称的角度来叙述的。如果是对周围世界的观察,作者的描述和观点则更具客观性,而如果是对自身亲身经历的描述,文章则会更多地带有作者主观感情色

彩。因此,在阅读记叙文时,读者要根据人称确认作者记叙的是其对周围世界的观察和客观认识还是自身的亲身经历。例如:

I was driving my new red car to school. It was beautiful, more beautiful than anything else in the school parking lot. I flew like the wind with the knowledge that now the other kids wouldn't have any reason to make fun of me, or call me names, or laugh at my worn-out clothes. I could see them admiring my car, talking to me, maybe calling me up to ask me over for a party.

由人称代词 I 可以判断,该段是从第一人称的角度描写了作者自身的经历,即开着新车去学校时的内心所想。

用第三人称记述故事的记叙文,文章的客观叙述性更强。例如:

Katharine Graham graduated from the University of Chicago in 1938 and got a job as a news reporter in San Francisco And Katharine was also recognized as an important leader in newspaper publishing. She was the first woman to head a major American publishing company In a few years, she successfully expanded the company to include newspaper Her friends said she would be remembered as a woman who had an important influence on events in the United States and the world.

该段记叙的人称多为人名 Katharine Graham 和第三人称代词 she,因此可以判断:该段是从第三人称的角度对一位名叫 Katharine Graham 的人物进行的客观记叙。

此外,在记叙的过程中,作者根据实际需要,还会使用其他一些人称代词、不定代词或指示代词等代替文中所提及的人或事。因此,读者在阅读记叙文时要注意这些代词的使用,确定其所指代的内容,从而提高阅读理解的准确性。

动词的时态

在记叙文中,记和叙都离不开动词。动词出现率最高,且富于时态变化。因此,在阅读记叙文时,读者要注意动词的时态变化以便正确把握事件发展的先后顺序及事件之间的逻辑关系。由于记叙文往往记叙的是发生在过去的故事,所以动词过去时态的使用较多。但在有倒叙和插叙的记叙文中,动词时态的变化则较为丰富。例如:

More than three hundred firefighters perished in the tragedy of the World Trade Center By the time I sat around their table in the back of the firehouse two weeks later and heard them recount it, the firefighters of Ladder 6 had said these words many times, but every word was still flooded with the vibrant sound of their gratitude.

They had gone to the World Trade Center that day to give. To rescue They run into burning buildings against instinct and nature, while the rest of us are running out, trying to save our lives. They had entered the building at Number One, as had so many of their brothers, after the first plane had mortally wounded it. People were streaming

down beside them

这一段叙述充分体现了英语记叙文中利用动词不同时态的转换反映事件发展的前后顺序的特点。本文记叙了美国“9·11事件”中两个消防队 Ladder Company 6 和 Josephine 消防队员的故事。本节选中的第一部分是作者对“9·11事件”后采访消防队员的叙述。第二部分主要是对“9·11事件”中消防队员行为表现的描写，所以动词时态以过去完成时为主。而在第二部分中出现了一句动词为一般现在时的句子，即 They run into burning buildings against instinct and nature, while the rest of us are running out, trying to save our lives. 动词的一般现在时表示经常发生的动作或事物存在的状态，因此作者在这里使用一般现在时想要向读者传递的信息是：每次执行扑救任务时，消防员总是冲进着火的大楼，而普通人总是本能地向外奔跑逃命。

叙述的顺序

记叙文比较常见叙述方式有时间顺序和空间顺序。其中时间顺序还可以分为顺序、倒叙、插叙等。顺叙是最常用的一种叙述方法，作者按照事件发展的先后顺序给读者提供有关事件的空间和时间线索。但有时候为了吸引读者，作者会采用倒叙的方法，即不按照事件发展的先后顺序来叙述，而是从最重要、最能引人入胜的事件开始，然后再回过头来追叙故事的开端和经过。阅读时要学会从事情本身的发展去理解故事情节而不要只看事件在文中出现的先后位置。例如：

Today she was sure there would be something. Myra wouldn't forget her mother's birthday, even if she seldom wrote at other times. Of course Myra was busy. Her husband had been made Mayor, and Myra herself had got a medal for her work for the aged.

Yesterday Mrs. Morrison had given the flat an extra clean, and today she had brought a card and a bunch of marigolds when she came to do the breakfast. Mrs. Grant downstairs had made a cake, and in the afternoon she was going down there to tea. The little boy, Johnnie, had been up with a packet of mints, and said he wouldn't go out to play until the post had come.

本文主要叙述的是老太太生日当天发生的事情，因此全文动词以过去时为主。而本节选中的第二自然段是对生日前一天发生的事情以及当天将要发生事情的记叙，因此在这一自然段中动词使用了过去完成时(had given)和过去将来时(was going down there)。

事件发展的逻辑关系

阅读记叙文时，读者应该理清事件发展的逻辑关系。英语记叙文往往通过一些时间副词或时间顺序标志词“first, next, second, then, last, finally, later, while, before, after”及一些副词从句的使用将句子和观点有逻辑地连接起来。例如：

When I was sixteen years old, the last of my three sisters got married. The ceremony took place early in the day, and the wedding party and the immediate family attended a brunch at a nearby banquet hall. After brunch, my brother chauffeured the car to the main entrance of the hall As my brother pulled away, we both heard a

loud tearing sound — followed by a scream bellowing from the back seat. He slammed on the brakes.

在本自然段中,作者用了时间状语从句(When I was ..., As my ...)和时间副词(early, after)表示事件发展的前后顺序。

例文评析

下面我们以 2000 年 12 月全国大学英语四级考试阅读理解 Passage Two 为例来进一步说明记叙文的阅读技巧:

Engineering students are supposed to be examples of practicality and rationality, but when it comes to my college education, I am an idealist and a fool. In high school, I wanted to be an electrical engineer and, of course, any sensible student with my aims would have chosen a college with a large engineering department, famous reputation and lots of good labs and research equipment. But that's not what I did; I chose to study engineering at a small liberal arts (文科) university that doesn't even offer a major in electrical engineering. Obviously, this was not a practical choice; I came here for more noble reasons. I wanted a broad education that would provide me with flexibility and a value system to guide me in my career. I wanted to open my eyes and expand my vision by interacting with people who weren't studying science or engineering. My parents, teachers and other adults praised me for such a sensible choice. They told me I was wise and mature beyond my 18 years, and I believed them; I headed off to college sure I was going to have an advantage over those students who went to big engineering "factories" where they didn't care if you had values or were flexible. I was going to be a complete engineer: technical genius and sensitive humanist (人文学者) all in one; Now I'm not so sure. Somewhere along the way my noble ideals crashed into reality, as all noble ideals eventually do. After three years of struggling to balance maths, physics and engineering courses with liberal arts courses, I have learned there are reasons why few engineering students try to reconcile (协调) engineering with liberal arts courses in college. The reality that has blocked my path to becoming the typical successful student is that engineering and the liberal arts simply don't mix as easily as I assumed in high school. Individually they shape a person in very different ways; together they threaten to confuse. The struggle to reconcile the two fields of study is difficult.

这篇文章的结构可以概括如下:

主题句:

Engineering students are supposed to be example of practicality and rationality, but when it comes to my college education I am an idealist and a fool.

作者先前的经历或想法:

In high school I wanted to be ..., but I didn't chose a college with a large engineering

department.

作者的选择和理由：

I chose to study engineering at a small liberal arts university for a broad education I came here for more noble reasons

作者接下来的经历：

I headed off for sure that I was going to have an advantage over others.

作者观点的改变：

Now I am not so sure I have learned the reasons why few engineering students try to reconcile engineering with liberal arts courses in college.

作者的结论：

I have realized that the struggle to reconcile the study of engineering and liberal arts is difficult.

下面的题目主要是围绕上述提纲进行设计的。

26. The author chose to study engineering at a small liberal arts university because he _____.

- A) wanted to be an example of practicality and rationality
- B) intended to be a combination of engineer and humanist
- C) wanted to coordinate engineering with liberal arts courses in college
- D) intended to be a sensible student with noble ideals

从 because 一词我们可以看出：该题是对事件之间逻辑关系的考查。因为作者在重要的抉择面前做出了不同于大多数人的决定，读者当然要把理解的重点放在促使作者做出这种决定的理由之上。通过对文章相关内容的阅读得知，该题的正确答案为 B。

27. According to the author, by interacting with people who study liberal arts, engineering students can _____.

- A) balance engineering and the liberal arts
- B) receive guidance in their careers
- C) become noble idealists
- D) broaden their horizons

28. In the eyes of the author, a successful engineering student is expected _____.

- A) to have an excellent academic record
- B) to be wise and mature
- C) to be imaginative with a value system to guide him
- D) to be a technical genius with a wide vision

第 27 题和第 28 题均是就作者对某件事物的看法提出的问题。本文叙述的是作者的一次亲身经历，文中对事物的看法也带有强烈的主观色彩，因此在回答这类问题时，要紧扣文章所叙。该两题答案均为选项 D。

29. The author's experience shows that he was _____.

- A) creative
- B) ambitious
- C) unrealistic
- D) irrational

该题是对作者经历的一个总结，考查读者是否完整地把握了整个故事的发展以及对结束语

The struggle to reconcile the two fields of study is difficult. 的理解。从 difficult 一词以及对文章的整体把握,我们可以确定该题的正确答案应该是选项 C。

30. The word “they” in “... together they threaten to confuse.” (Para. 5) refers to _____.

A) engineering and the liberal arts

B) reality and noble ideals

C) flexibility and a value system

D) practicality and rationality

该题是对文中代词所指的考查。由于记叙文以记人叙事为主要目的,文章中会出现大量的人称代词,对人称代词的所指的准确把握也就成了正确理解全文的重要因素之一。通过对文章上下文的阅读,我们可以确定该题的正确答案应该是选项 A。

Unit 1

Text A Christmas Present (I)

Key Words: Ben milkman gloom debtor condolences

When Ben delivered milk to my cousin's home that morning, he wasn't his usual sunny self. The slight, middle-aged man seemed in no mood for talking. It was late November 1962, and as a newcomer to Lawndale, Calif., I was delighted that milkmen still brought bottles of milk to doorsteps. In the weeks that my husband, kids and I had been staying with my cousin while house-hunting, I had come to enjoy Ben's jovial¹ repartee².

Today, however, he was epitome³ of gloom as he dropped off his wares⁴ from his wire carrier. It took slow, careful questioning to extract the story from him. With some embarrassment, he told me two customers had left town without paying their bills, and he would have to cover the losses. One of the debtors owed only \$10,

but the other was \$79 in arrears⁵ and had left no forwarding address. Ben was upset at his stupidity for allowing this bill to grow so large.

"She was a pretty woman," he said, "with six children and another on the way. She was always saying, 'I'm going to pay you soon, when my husband gets a second job.' I believed her. What a fool I was! I thought I was doing a good thing, but I've learned my lesson." All I could say was, "I'm so sorry."

The next time I saw him, his anger seemed worse. He bristled⁶ as he talked about the messy young ones who had drunk up all his milk. The charming family had turned into a parcel of brats⁷.

I repeated my condolences⁸ and let the matter rest. But when Ben left, I found