

故事欣赏 技巧训练 教法指导 教案展示
Growing up with Reading

美国少年

主编：王小萍 杨阳

文学选读

(第一册)

- 原汁原味的美国英语
- 丰富多彩的少年人生
- 语言技能的综合训练
- 课外阅读的最佳选择

世界知识出版社

美国少年文学选读

第一册

主编：王小萍 杨 阳

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首都师范大学英语阅读协会与《英语沙龙》杂志共同推荐
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Any anthology involving such large amount of selections and exercise writings must have caused years of material searching, trial reading, careful compiling and constant revising. This is just how *Growing Up with Reading—Anthology of American Young Adult Literature Vol. I* eventually came out. It is first of all the joint effort of New York State Reading Association and Capital Normal English Reading Council in the Area of Beijing. From 1998 on, New York State Reading Association has donated hundreds of contemporary young adult novels, short story collections and theoretical books on teaching of reading to Capital Normal Reading Council. Without these generous donations, the reading teachers at Capital Normal would not have had the chance to read the new American young adult books. So if the senior high and junior high students in Beijing can have a chance to get to know their peers on the other side of the earth, they should first of all thank for the teachers in New York State Reading Association. Secondly, to help Chinese young adult readers feel at ease with the authentic English novels, reading teachers at Capital Normal designed a large number of exercises to help with theme comprehension, language appreciation and vocabulary mastery. Thus, when a student starts to read an excerpt, he or she will find it quite easy to enter the story, since the teachers have written interesting questions to help them make connections between the text and their life. So these teachers' efforts should be remembered when we use the book with local students and teachers. The last, but not the least, is that we should give our profound thanks to the writers whose novel excerpt or short story or poem has been highly recommended by our American colleagues and has thus been selected by this anthology. Without their original creativity and effort, these masterpieces couldn't have become one of delicious courses of dish on the Chinese young adult reading menu. It is for the respect of them that we shall declare as the compilers of *Growing up with Reading* that this book is published only for educational purpose and it will be used only as a teacher training textbook at Capital Normal University.

The writers to whom we are indebted include:

Robert Newton Peck for the excerpt from *A Day No Pigs Would Die*



Lee Bennett Hopkins for the excerpt from *Wonder Wheels*
Richard Wright for the excerpts from *Black Boy*
Isaac Asimov for the excerpt from *The Fun They Had*
Norma Fox Mazer for the excerpt from *A Figure of Speech*
Judy Blume for the excerpt from *Are You There God? It's Me*, Margaret
and the excerpt from *Then Again, Maybe I Won't*
Ursula K. Le Guin for the excerpt from *Very Far Away From Anywhere Else*
Beverly Cleary for the excerpts from *Jean and Johnny*
Mildred D. Taylor for the excerpt from *Roll of Thunder, Hear My Cry*
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Sheila Gordon for the excerpt from *Waiting for the Rain*
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Paula Fox for the excerpt from *The Slave Dancer*
Eloise McGraw for the excerpt from *The Moor Child*
Karen Cushman for the excerpt from *The Ballad of Lucy Whipple*
Shirley Jackson for the short story *Charles*
Ray Bradbury for the short story *The Children Could Not Remember a Time When There Wasn't Rain*
Louise Plummer for the short story *Bliss at the Burger Bar*
M. E. Kerr for the short story *I've got Gloria*
T. Ernesto Bethancourt for the short story *Moon over Missouri*
Gloria D. Miklowitz for the short story *Confession*
Monica Hughes for the short story *Simon Says*
Walter Dean Myers for the short story *Stranger*
David Klass for the short story *Cradle Hold*
Ron Koertge for the short story *Duet*
Maya Angelou for the short story *A Taste of Freedom*
The unknown author for the narrative poem *Whoever Finds This, I Love You*
The anonymous author for the short story *Compassion Is in the Eyes*
Brian Keefe for the short story *A Secret Promise Kept*
Mary Sherman Hilbert for the short story *A Sandpiper to Bring You Joy*
Patricia Lorenz for the short story *The Golden Crane*
The unknown author for the short story *An Act of Kindness*
Sulamith Isk-Kishor for the short story *Appointment with Love*
Dick Abrahamson for the short story *To Beth's First-Grade Teacher*
Les Brown for the short story *Mr. Washington*



The unknown author for the short story *Footprints on My Heart*
M. Adams for the short story *No Charge*
Ed Peterman for the short story *Workin' Man*
Duane Big Eagle for the short story *The Journey*
Francisco for the short story *The Circuit*
Langston Hughes for the short story *Thank you, M' am*
Maureen Crane Wartski for the short story *A Daughter of the Sea*
Toshio Mori for the short story *Business at Eleven*
Gary Soto for the short story *The No-Guitar Blues*
Marjorie Kinnan Rawlings for the short story *A Mother in Mannville*
Martha Brooks for the short story *A Boy and His Dog*
John Updike for the short story *The Alligators*
Judith Ortiz-Cofer for the short story *American History*
Toni Cade Bambara for the short story *Raymond's Run*
Lensey Namioka for the short story *The All-American Slurp*

We are equally grateful to the young adult and children poem writers whose poems have been selected by this anthology. Their poems are full of wisdom and delight and can give Chinese middle school students much inspiration and enjoyment. Of course, thanks should also go to the Magazine compilers of "*Highlight for Children*". They are the very ones who discovered these wonderful poems.

Xiaoping Wang and Yang Yang



序 言

长期以来,我国基础英语教学受应试教育冲击,课文讲授主要是围绕语法要点。由于在词汇积累和阅读能力提高方面缓慢,大部分高中学生毕业后读英语简易本还很吃力,无法直接用英语去上专业课。1998年5月首都师范大学英语系阅读教师对北京市四所不同类型的高中所做的有关阅读兴趣调查结果表明:38%的高一学生对英语课的课文不感兴趣,61%的学生认为只是从接触信息和学习语法的角度还可以读。而83%的学生盼望能够读到与他们现实生活密切相关的当代英语适龄读物——英语国家的少年文学作品。

为满足学生们的这一愿望,首师大英语系与《英语沙龙》杂志密切合作,自1997年9月在该杂志上开辟了“阅读伴我成长”栏目。每月刊登一篇美国少年小说中选出的精彩片段供学生们赏析,并配上有关阅读理解、文学欣赏和词汇学习方面的练习,深受学生们欢迎。他们反映海外少年文学作品篇幅短、故事性强、语言浅显、通俗易懂、描述的又正好是他们这个年龄层次所特有的理想与烦恼,不仅易于产生阅读兴趣,而且使他们在身心成长、文学知识和语言学习三方面均有收获。他们第一次感受到阅读不再是压力,不是为了考试,而是一种乐趣。

文学阅读作为汲取异国文化的有效手段早已在外语教学界得到了充分的肯定。1993年当代英语教育专家吉里安·拉扎尔教授(Gillian Lazar)在《文学与语言教学》一书中论证了在外语教学中使用文学教材的意义。她认为文学作品最能够调动学习兴趣,是了解异国文化背景的最佳途径,文学阅读本身可以激励语言的习得,增进学生的语感,提高学生的释义和评判能力,使学生整个身心受到教育和震撼。然而,文学作品对语言教学的巨大推动力在我国中学英语教



学中没有得到充分的体现。稍对我国中学英语教学状况分析一下就会发现很多的问题：如：泛读教材老化，对已进入高科技时代的当代学生缺乏吸引力；最新引进或出版的一些教材虽然在信息量和语言新上有所突破，却又缺乏传统文学故事的感染力和震撼力；疲于应付高考，没有时间组织课外阅读。

目前首师大英语系已与出版界合作推出了三套课外阅读的双语小说，题材涉及当代少年学习生活本领、正确处理早恋与学业关系、探询如何走出贫困走向成功、救助小动物以及幻想中克隆人的青春期烦恼。加上市场上其他英语少年文学读物，可以部分地满足高中生开展英语课外阅读的需求。

供课内使用的《美国少年文学选读》课本收入了源于《英语沙龙》“阅读伴我成长”栏目的精彩片段文选，篇幅从 400 字以上到 1000 字左右。入选主要基于以下标准：（一）揭示了人类社会生活的某一真谛或做人的道理，反映了小说原著的主题；（二）在文学欣赏方面很有价值，巧妙运用了一些英语特有的修辞手段和创作手法，利于老师在课堂上展示分析，学生模仿掌握；（三）在句法和用词方面的独到之处可以帮助学生巩固和拓展已学的文法与词汇；拓展某一语境中的常用、专用语汇。教师可以在课堂上先带领学生品读这些精彩片段，使之领略小说的部分主题、艺术特色和语言特点，然后根据学生的反馈决定是否引导学生阅读原著。

应广大中学英语教师的要求，本书还收入了若干 2000 字至 6000 字左右的短篇故事，使高中生在阅读篇幅上逐步拉大力度。短篇故事的筛选以情节引人入胜为原则。配备练习方面与精彩片段相同。此外，本书还收入了相当一部分少儿诗歌。这些诗歌格律简单、主题鲜明、语言活泼、韵味实足，与精彩片段和短篇故事搭配使用，易于引发联想，开拓思维。

综上所述，《选读》中的各种选材都具有篇幅短、易阅读、适合少年人心理和品位的特点，为大学和高中生进行趣味性英语阅读提供了鲜活的故事性语言材料。教材更新只是阅读教改的一个外在条件，更重要的是课内教法的改革。

为了使广大英语教师熟悉一些新的阅读教法，本书提供了以下几种教改理论参考文献：

（一）首师大英语系关于中学生英语阅读兴趣的调查报告“Senior High School Students in Beijing Hope to Read Contemporary American Young Adult Books”。阅读此报告有助于了解目前我国中学英语教学的弊端和少年读者的



心理。

(二)《介绍美国少年文学阅读教法》一文。该文详尽介绍了美国少年文学阅读教法在美国中学生读书启蒙教育中所起的促进作用,对我国英语教师进行阅读教改会有借鉴作用。

(三)《青少年文学阅读教改模式》一文。该文从四个方面阐述了青少年阅读课的教改模式。认为激发阅读欲望,填补文学空白,培养合作精神,锻炼授课能力利于培养师范生的文学素质及综合能力,是进行素质教育的好模式。

(四)一篇美国中学教师撰写的教改论文“**Literary Circles in the Middle School Classroom**”,谈在班里组织文学阅读兴趣小组的益处。对开展课外阅读尝试的教师们有所启发。

(五)如何组织课外阅读。此部分介绍了国内外组织课外阅读的常见方法,具体分十大步骤。

(六)学生日志、书析、教师教案范例选登。

总之,在2004年的今天,我们决心与全国各地的教育工作者们共同努力,一定要在阅读教学方面探索出一条新路。让我们欣慰的是:国家教委在2001年专门为我国初高中生英语课外阅读制定了新标准,要求初中生课外累计阅读量毕业时要达到15万字以上,高中毕业生的累计阅读量在毕业时应达到36万字以上。英语教师终于可以名正言顺地抓好课外阅读了。



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Excerpts of American
Young Adult Novels



美国少年小说精彩片段



本章细目

Name of the story: 故事名	Level of Difficulty: 难度系数	Plot Summary: 内容小结
1. Helping Father Kill Pinky	G.2.2	Killing a pet for survival in hard times
2. Life Is A Merry-Go-Round	G.3.8	Reflection about life over a friend's death
3. The Kitten	G.4.4	Revenge and animal abuse
4. A Life Can't Be Killed So Simply	G.4.4	Teaching a child to respect life
5. The Fun They Had	G.4.0	Losses in a totally computerized school
6. Talk At The Dinner Table	G.4.4	Generation gap
7. Club Meeting	G.2.2	A club to share secrets of pre-teen girls
8. I Don't Want To Go To State	G.3.3	Holding one's goal and generation gap
9. After The Dance	G.3.3	A girl's fantasy about love
10. Awakening From The Dream	G.4.3	Getting out of self-delusion
11. Then Again, Maybe I Won't	G.1.6	A father trying to tell his son about sex
12. Worn Out Books	G.6.5	Anti-racial discrimination
13. The Final Combat	G.5.0	A boy against school gangs' intimidation
14. You Are The Best Thing You Have	G.3.7	A city boy's survival in the wilderness
15. The First Night On The River	G.5.6	Survival on the river
16. Being Jumped	G.4.4	Conflicts of the poor kids with the rich kids
17. The Return Of The Prodigal	G.3.1	A dying kid's advice to his fighting friends
18. Unexpected Meeting	G.5.8	Reunion of two friends after segregation
19. Three Funny Little Monkeys	G.5.8	Friendship of an old man and two students
20. Homesickness	G.2.2	Missing home during the war
21. Rona Cooper 'n' Paul Wallace	G.4.5	Worrying about wearing glasses
22. Taken In A Trap	G.4.8	A boy being kidnapped by slave captors
23. Music Of The Moor	G.7.4	Fairy tale about a girl different from others
24. Lucky Diggins Is Home	G.5.4	Setting up a new home in a small town



Helping Father Kill Pinky

—Excerpts from Chapter 14 of *A Day No Pigs Would Die*

Robert Newton Peck

王小萍 选编



一、Introduction (选文简介)

罗伯特·牛顿·佩克 (Robert Newton Peck) 撰写的小说《总有一天猪不会再死》(*A Day No Pigs Would Die*) 讲述了一位美国农夫努力教子成人的故事。故事中的小猪 Pinky 是儿子小罗布引以为豪的宠物,曾在县里举办的比赛中为主人赢得过最高奖蓝丝带。然而这只漂亮聪明的小猪却因主人家中收成不好必须被杀掉以换取全家生活的必需品。小罗布不忍心更不愿意做父亲的帮手,但他还是按父亲的要求,硬下心肠去做了。虽然看到终日与己为伴的宠物死去令他心碎,但他却体验到了大人们为求生存必须勇敢面对人生的真谛:该做的事就必须去做。



二、Questions before reading (阅前思考题)

1. Have you ever kept an animal as a pet (a cat, bird or dog)?
2. What is this pet meant to you (friend, playmate, pride)?
3. How will you feel when you know it must die or be killed for some reason (the pet's illness, being too old to live, your having no room to keep it, the family's needs to kill it and sell it for money)?



三、Selection (原文选摘)

The crop was lean¹. The few apples we harvested were not large, and many had worm holes. Papa hunted early almost every morning, but each time he got the short gun ready, the deer were gone. Once he even sat for four hours in a cold rain, waiting. He coughed after that and his lungs² got so bad that he stopped sleeping with Mama.

Pinky (my pet pig who once won a blue ribbon³ in a race) did not have a litter of pigs⁴. She was bred⁵ and she was barren⁶. And she ate too much to keep as a pet⁷.

One dark December day, Father called from inside the house, "Rob (my name), let's get it done."



I didn't ask what. I just knew. I followed Papa out to where we kept the tools. I watched him put on some heavy rubber boots and sharpen the knives. In a few minutes, we were ready. And we drove Pinky into the box pen⁸ and slid the bars⁹ across.

I kneeled down to see Pinky for the last time and my throat seemed to catch¹⁰. Pinky, I said to myself, try and understand¹¹. If there was any other way. If only Papa had got a deer this fall¹². Or if I was old enough to earn money. If only...

"Help me, boy," said Papa, "It's time. Back away."

"Papa," I said, "I don't think I can."

"That ain't¹³ the issue, Rob. We have to."

Slowly I moved away from Pinky as Papa went to her head. She just stood there in the fresh snow, looking at my feet. I saw Papa raise the crowbar¹⁴ high over Pinky's head and it was then I closed my eyes. My mouth opened like¹⁵ I wanted to scream¹⁶ for her. I waited. I waited the noise that I finally heard.

It was a strong crushing¹⁷ noise and Pinky was down, still moving and breathing. I didn't look at her but held her hind¹⁸ legs high no matter how hard she kicked and screamed. Papa quickly stuck¹⁹ the knife into her throat and the blood gushed bubbled out²⁰ in heaving floods. Soon she was quiet...

At that moment, I broke down²¹. Papa stood beside me and let me cry it all out.

"Oh, Papa. My heart's broken."

"So is mine," said Papa. "But I'm thankful you're a man. That's what being a man is all about, boy. It's just doing what's got to be done."



四、Post-reading exercises (阅后自测练习)

I. Questions on literary elements 文学要素问题:

1. Characters 角色: Who were in the story? What was their relationship?
2. Plot development 情节进展: Where did the story take place? What time of the year was it? What happened in the story? Are you satisfied with the ending? If not, how do you suggest it might be ended?
3. Comprehension 理解: Why did they have to kill Pinky? How did the boy feel about this? Do you think he grew up in some way after this event?

II. Questions on language and grammar 语言和语法问题:

1. Pick out the slang expressions 找出文中的俚语。
2. Pick out words about farming 找出与农业有关的词语。
3. Summarize the sentence structures used by the author by following these steps 按如下步骤概括出作者使用的句型:
 - (1) Numbering all the sentences 将文中所有的句子编上数码。
 - (2) Putting each number of the sentence in the right classification of sentence structure 将每一个句子的数码准确地放入句子结构分类中。



4. Classifications of sentence structure 句子结构分类:

- (1) simple 简单句
- (2) compound 并列句
- (3) complex 复合句
- (4) compound complex 并列复合句
- (5) subjunctive 虚拟语气句



五、Keys to the exercises (练习答案)

I. Literary Elements 文学要素:

1. Characters 角色:

- (1) little Rob, Father, Pinky
- (2) child—parent, owner—pet

2. Plot development 情节进展:

- (1) on a Vermont farm
- (2) autumn
- (3) Little Rob had to help his father kill his pet pig, Pinky
- (4) No. I suggest that they find some other way to overcome the financial crises.

3. Comprehension 理解:

- (1) They had no other way to make a living.
- (2) He felt very sorrowful for Pinky's death, but he realized they had to do it.
- (3) Yes. He learned what it is to be a man.

II. 1. slangs 俚语: ain't

2. words about farming 农业用语: crop, lean, harvest, worm holes, hunt, be bred, be barren, box pen, slide the bar across, crowbar

3./4. Sentence structure 句子结构:

- (1) simple 简单句: 1, 6, 8, 9, 10, 11, 13, 14, 15, 17, 22, 23, 24, 25, 26, 27, 32, 37, 38, 39, 40, 41, 42.
- (2) compound 并列句: 2, 7, 16, 36.
- (3) complex 复合句: 4, 12, 28, 31, 33, 35, 43, 44, 45.
- (4) compound complex 并列复合句: 3, 5, 29, 30, 34.
- (5) subjunctive 虚拟语气句: 18, 19, 20, 21.



六、Notes (注释)

1. lean [lin] *adj.* 欠收的

2. lung [lʌŋ] *n.* 肺

3. ribbon ['ribən] *n.* 丝带

4. did not have a litter of pigs 没有怀上一



窝小猪

5. was bred 配过种

6. was barren 没有怀孕

7. pet [pet] *n.* 宠物

8. box pen 方形木围栏

9. bar [bɑː] 横杠; 门栓

10. my throat seemed to catch 我的嗓子有些哽咽

11. Pinky, I said to myself, try and understand. 正规文体中应为加引号的直接引语

12. fall [fɔːl] *n.* 秋季

13. ain't 正规文体中应为 isn't

14. crowbar ['krəʊbɑː] *n.* 撬棍; 长铁棍

15. like 口语体中该词后面会出现句子, 但书面语中应该用 as if

16. scream [skri:m] *vi.* 尖叫17. crushing ['krʌʃɪŋ] *adj.* 压倒的18. hind [haɪnd] *adj.* 后面的19. stick [stɪk] *vt.* 刺; 插; 戳

20. gushed bubbled out 正规文体中应为 gushed

21. break down 垮; 崩溃



Life Is A Merry-Go-Round

—Excerpt from Wonder Wheels (Chapter 3 and Chapter 16)

Lee Bennett Hopkins

赵 婴 选编



一、Introduction (选文简介)

“生活像个旋转木马”选自美国作家李·贝内特·霍普金斯 (Lee Bennett Hopkins) 的小说《神奇飞轮》(Wonder Wheels)。这部小说描写了少年麦克的心理成熟过程。“神奇飞轮”是一座旱冰场的名字, 每逢周六都有一大群高中生来溜冰。一场重要的比赛即将开始, 在众多跃跃欲试的年轻人中, 麦克是最出色的一个。他动作优美娴熟, 每次上场, 大家的目光都会齐刷刷地汇聚到他身上。人群中一个叫基蒂的姑娘总是静静地欣赏麦克的表演, 麦克发现了她, 逐渐被她吸引。他们一起滑双人舞, 成了最亲密的朋友。基蒂对麦克几乎无话不谈, 只有一件事她一直开不了口。在滑冰大赛开始之前, 基蒂突然和以前的男朋友一起死于意外事故。这突如其来的打击令麦克伤心欲绝, 但他仍坚持参加了比赛, 并获得冠军。赛后坐在空旷的旱冰场里, 麦克独自陷入了沉思……



二、Questions before reading (阅前思考题)

1. Have you ever wondered what the true meaning of life is?



2. Have you discussed that with your parents? If so, what is their idea?



三、Selection (原文选摘)

Mick couldn't stop thinking about the store customers and the other faceless faces who seemed to be passing through his life at a more rapid pace than ever.

"You know. Dad, the older I get the more I think that everyone is like a horse on a merry-go-round¹. You know what I mean?" he said one night after dinner.

"Not exactly", his father replied.

"What I mean is, like when you're a kid and go to an amusement park², it seems that almost everything goes around and around—the Ferris wheel³, the caterpillar⁴, the whip⁵—most rides just go around and around and around and you never know what car you're in or what horse you're on. They're just there, constantly⁶ going around and around. People are like that sometimes to me. Like the customers at the store. They come in day after day, week after week, pushing carts up and down the aisles⁷ like they're in a giant maze, ending up at the register⁸, going out the door and coming back at another time, going up and down again, like merry-go-round horses or cars on a Ferris wheel."

"That's a good analogy⁹", his father said. "I know what you mean. But so what? You can't know everyone who passes through your life. Life is a merry-go-round. You hit it right on the horse's hoof¹⁰, kid. It's all one big hell of a merry-go-round. Be happy that you know a few people real well¹¹—people that you want to know real well. You really want to know half the creeps¹² you tell us about who shop at the supermarket?"

"No, but sometimes I'd like to know more about some of them—like Bargain Gertie¹³. Who she really is, where she lives, how she lives, how she manages. I don't even know her name."

"You just said her name was Bargain Gertie."

"That's just a name Andy gave her. She has to have a last name."

"Ask her."

"You don't ask people who shop in the store those kinds of questions. You don't ask them anything. Old Murph¹⁴ gets crazy if you talk to the customers."

"Before you're old and hoary¹⁵ you're going to meet plenty of horses on the merry-go-round. Zillions! You forget most of them. Even those you thought were important at one time in your life. It's the age of alienation¹⁶ and isolation¹⁷. It's the merry-go-round generation¹⁸ in all its glory. Nobody gives a damn about anybody today. All they're interested in is themselves—I, mine, I, me, mine. It's harder today to know someone well. That's because when you start getting to know them well, you either wished you hadn't bothered, or they go away! Smack¹⁹! Right out of your life. Another turn of the carousel²⁰."

Although he knew it was true, it didn't satisfy Mick. At times he yearned to know someone well—to share things with, to exchange thoughts and feelings. Someone to know more