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must be pretty bad.
Parents owe their child
respect the rights and
best way to teach such values is by example. A child who is lied to will lie. A child who sees his parents steal
tools from the factory or towels from a hotel will think that it is all right to steal. A youngster who sees no
laughter and no love in the home will have a difficult time laughing and loving.

大学英语 快速阅读教程

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大学英语 快速阅读教程

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藏书章

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前言

英语快速阅读能力的培养是大学英语教学的重要任务。

大学英语快速阅读的教学目的是培养学生的英语综合理解和快速反应能力，特别是思辨性的理解能力，提高英语综合水平，使之在今后的工作和社会交往中能用英语有效地进行信息交流，以适应我国社会发展和国际交流的需要。

《大学英语快速阅读教程》是以新的《大学英语课程教学要求（试行）》为指南，在参考国内外多种英语快速阅读教材的基础上，根据编者多年从事大学英语快速阅读教学的经验，以及我国大学生目前整体英语水平和实际英语能力编写而成。

本教程共分4册，每册18个单元，每单元三篇课文，长度大约为700—1,200词。其中Text A略难于Text B和Text C，为教师课堂训练和指导的材料，Text B和Text C供学生自我训练用。

每篇课文后精心设计针对性较强的10个相关练习题，其中前面7个为正误判断题，后面3个为填空题，大多数答案是原文中出现的词语，要求读者在15分钟内完成。书后附有练习的参考答案。文章中的超纲词在括号内用汉语进行标注，便于阅读理解。

本套教材的编写体现了如下特点：

内容新：阅读材料选自近几年的国内外书刊原文；

选材广：题材涉及友谊、环保、历史、科普等，体裁涉及叙事文、议论文、书信、广告宣传等；

题型活：按照新的《大学英语课程教学要求（试行）》进行题型设计，采取了主观题和客观题相结合的办法，便于检验读者的阅读水平；

难度适中：采取循序渐进的原则，注意了每册书之间的难易梯度。

参加本教程编写的单位有：长沙理工大学、中南林业科技大学、湖南农业大学、湖南工业大学、湖南工程学院等。

本教材在编写过程中得到了曾凡贵、刘明东等教授的指导和帮助，得到了外语教学与研究出版社的大力支持，在此一并表示感谢。

编者

2006年4月于长沙

快速阅读理论与策略



一、快速阅读的理论依据

阅读常常被认为是信息的被动接收过程，信息在传递过程中，可能会遇到障碍，信息接收者的脑海里产生了疑问。读者是否能完全接收到作者的信息，取决于读者对信息的难易程度和信息类型的了解。在阅读过程中，读者能否将被动信息迅速转化为主动接收信息，取决于读者自身的知识和经历。Goodman (1967) 以及Smith (1971) 认为：阅读是积极的认知过程，阅读效率高的读者根据阅读材料的线索期望对阅读内容作出预测，然后迅速确认或排除这些预测。信息确认后，读者就在大脑里贮存主题信息。

根据不同阅读目的和不同类型的阅读材料，阅读理解可分为如下几种类型：一是字面理解 (literal comprehension)，即理解、记忆或回忆文章中明确表述的信息；二是推理性理解 (inferential comprehension)，指运用读者的经验和直觉通过推理去寻找文中隐含的信息；三是评论性或评价性理解 (critical or evaluative comprehension)，即把文章中的信息主旨与读者本人知识和价值观念进行比较；四是欣赏性阅读 (appreciative comprehension)，即通过阅读文章得到感情上或认知上的共鸣。快速阅读就是迅速、准确地获取所需信息，并对相关问题迅速作出判断。读者的阅读速度取决于对阅读技巧的运用。

Jeremy Harmer (1983) 把阅读技巧定义为接收性技巧 (receptive skills)，共分为6项：(1) 预测技巧 (predictive skills)，即读者对课文内容作出预测，边读边理解所预测内容是否与课文内容相符；(2) 寻读 (scanning)，即提取某个信息；(3) 略读 (skimming)，即获取全文大意；(4) 获取细节信息 (extracting detailed information)；(5) 根据上下文推断意义 (deducing meaning from context)；(6) 辨认 (识别) 语法功能，语篇结构及提示词 (recognizing function and discourse patterns and markers)，即识别文中的时态、指示代词等，识别文章的种类，文章的论点、论据，识别承上启下词等。

读者在快速阅读过程中，常常运用的阅读技巧有：略读 (skimming，抓住主要信息、忽略次要信息)，寻读 (scanning，即带着目的阅读，迅速在文中寻找相应信息)，交互型阅读方法 (interactive reading，即采取自上而下、自下而上的阅读方法全面理解语言信息)等。

在传统阅读中，大脑对文字信息处理的过程是书面的文字信息对眼睛产生光学刺激之后，视网膜把这种物理过程转化为神经活动，由此传送到大脑的视觉中枢，由视觉中枢处理后再传达到语言中枢，语言中枢再传递到听觉中枢，最后由听觉中枢传输到记忆中枢。这种阅读实际是在“读书”，而不是在真正“看书”。而快速阅读是一种“眼脑直映”式的阅读方法，它是将书面的文字信息对眼睛产生光学刺激之后所产生的整体文字图像，直接传送到右脑以图像的形式记忆住，之后再由大脑将文字图像解析出来。快速阅读这种“眼脑直映”式的阅读方法省略了语言中枢和听觉中枢这两个可有可无的中间环节，即文字信号直接映入大脑记忆中枢进行理



解和记忆，省去了发声阅读或心声阅读的环节，这是一种单纯运用视觉的阅读方式。“眼脑直映”式的快速阅读才是真正意义上的“看书”。

由于人的思维反映非常迅速，特别是大脑内的言语思维，有很强的跳跃性和简缩性，常常是一闪而过。但是在传统阅读中，文字信息在到达大脑记忆中枢的过程中，一定要有听觉中枢的参与，由于听觉中枢要将文字转化为声音，而声音又只能一个一个“串行”式地传输到大脑，所以，精读不能很快且大量地提供给大脑足够的信息进行处理，这样一快一慢，两者不能协调运作，效率当然就很差，阅读速度自然受影响和牵制而快不起来。快速阅读时就应特别注意眼脑配合的训练。

就阅读的理解和记忆效果而言，快速阅读能利用人脑对图像的超强记忆能力来整体记忆摄入的文字，运用经训练后所具备的优良的超宽视觉能力，大量和快速地摄取文字信息，使得提供信息的速度和大脑处理信息的节奏更接近，更容易协调和匹配，能够在很短的时间处理大量的文字材料。所以经过严格、科学、系统的快速阅读训练，大脑的理解记忆水平毫不逊色于传统阅读方式下的理解记忆。一个技巧熟练的快速阅读者，在速读时的理解记忆效果也比较好。所以速读是最有利于记忆的阅读。

二、大学英语快速阅读的基本要求

快速阅读的目的是扩大阅读范围，增加词汇数量，提高阅读速度，丰富语言知识，增强学生英语语感，培养学生独立和广泛阅读的能力。新的《大学英语课程教学要求（试行）》对大学英语快速阅读作出了定性定量的具体要求，根据学生情况分为3个不同层次：

《大学英语课程教学要求（试行）》对快速阅读能力的要求

要求层次	阅读速度(词/分钟)	阅读要求
一般要求	100	能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节，阅读理解准确率不低于 70%。
较高要求	120	能就阅读材料进行略读或寻读，并能正确理解中心大意，抓住主要事实和有关细节，阅读理解准确率不低于 75%。
更高要求	未规定	能读懂有一定难度的文章，理解其意义，能借助词典阅读英语原版教材和英语国家报刊杂志上的文章，能比较顺利地阅读所学专业的综述性文献。阅读理解准确率不低于 80%。

三、大学英语快速阅读的特性

所谓快速阅读就是利用视觉运动的规律,通过一定的方法训练,在较短的时间阅读大量的文字资料的一种科学的摄入信息的方法。快速阅读这一概念的内涵应由以下几个属性构成:

①阅读文字材料的快速性;②阅读文字材料的无声性;③阅读方法的科学性。

阅读文字材料的快速性

要达到阅读的快速性,关键是眼肌能训练,即用特殊方法,使眼肌能灵活自如,达到视角、视幅、视停、视移等视觉最佳状态,使视线如行云流水般地快速阅读。训练方法可按手指法(即目光随着手指左右、上下移动,头不要摇动)、图谱法(目光沿着点、圆、抛物线等图形快速移动)、词谱法,或用投影仪进行快速阅读的基本功训练。当眼肌能训练适应之后,可采用快速阅读初级方法之一:跳读法。所谓跳读法就是指眼光从一个“意群”跳到另一个“意群”进行识读(意群是由多个单词组成的)。这个过程中,眼球按“凝视——跳跃——凝视”的程序不断运动,例如:

The man in/the brown coat/was reading a book.

在熟练跳读练习之后,可进行扩大视力识读文字单位面积的训练。首先进行5个单词的练习,练习时主视区总应放在中间,也就是主视区中间的3个单词,两边单词用余光扫视。例如:

We/have a colour/TV.

5个单词的训练熟练之后,就可加宽视区练习,一下看6—7个单词,甚至达到9个单词,逐渐加宽视区范围,延长目光移视长度,这样就能缩短凝视时间,达到快速阅读的目的。

阅读文字材料的无声性

阅读时无声要比有声快,这是因为有声阅读是眼、脑、口、耳四个器官一起活动,文字符号反映到眼睛后再传到大脑,大脑命令嘴发音,耳再监听辨别正确与否。而无声阅读只是运用眼和脑两大器官,省去了口的发音和耳朵的监听,因而它的速度要快。快速阅读的信息转换方式为:书面信息→眼睛扫描信息→大脑记忆中枢的信息。因此可用特殊方法和手段消除读音和心音。特殊手段就是用自身单声调鼻音,单声调心声或外界背景音乐抵消并消除读音和心音的手段,对特别顽固的不发音不能阅读的人,还可用一套自创歌曲,边唱边读,获得“眼脑直映”式的快速阅读效果,最后达到无音阅读以提高阅读速度。

阅读文字材料的科学性

阅读的科学性是提高阅读效果的重要环节。在快速阅读时,读者必须通过直觉、联想、想象、逻辑分析和综合判断等一系列思维活动,才能把按顺序进入视觉的一连串文字信号转换成概念和思想,完成阅读过程。进行科学阅读可以采纳以下几个技巧:



1. 略读的运用

略读是用最快的速度抓住文章大意。为了提高阅读速度首先应抓住关键词句, 因为它是连接上下文的纽带, 快速阅读时只注意瞬时关键词, 其他便可迎刃而解。抓住关键句子也就是找出主题句, 主题句是文章中用来概括大意的句子, 主题句往往是每个段落的第一个句子, 有时可能是最后一个句子, 在特殊情况下可能出现在段落当中。通过识别主题句, 可以快速、准确地抓住文章中各个段落的主要意思。如果抓住了每一段落的大意, 就抓住了全文中心思想。在阅读中识别主题句, 准确理解其意思, 可帮助读者了解作者的行文思路, 分析文章的内容结构, 弄清各个段落之间的逻辑关系, 有利于提高阅读速度 and 理解的准确性。

2. 寻读的运用

寻读指有目标地去找文中某些特定信息。对文章有所了解(即略读)后, 在文章中查找与某一问题、某一观点或某一单词有关的信息, 寻找解题的可靠依据。寻读时, 需快速扫视文章, 确定所查询的信息范围。同时, 还应该注意题目中体现出的所查信息的特点。例如在问题或填空的句子中涉及到人名、地名时, 则寻找首字母大写的单词; 有关日期、数目的问题, 则要查找具体数字; 有关某个事件、某种观点等, 就需要寻找与此相关的关键词, 而与所查信息无关的内容可一掠而过。如在: In the United States the building of landfills is the job of both federal and local governments 一句中, 一些特殊的用词 United States、building of landfills 能提示读者顺利找到原文 In the United States, taking care of trash and building landfills are local government responsibilities, 由此本命题的正误判断练习 In the United States the building of landfills is the job of both federal and local governments 的答案也就一目了然了。

3. 逻辑关系的运用

快速阅读理解能力的提高尤其应注意文章中逻辑关系的运用。逻辑关系体现在句子内部、句子以及段落之间。最基本的逻辑关系有以下几种:

- ① 因果关系: as a result、therefore、hence、consequently、because、for、due to、thence、consequently 等。
- ② 并列、递进关系: and、or、then、in addition、besides、in other words、moreover 等。
- ③ 转折关系: however、but、yet、in fact 等。

读者常见的这些逻辑提示词不但能衔接文章的句子, 而且还提示读者哪些句子是有效信息, 哪些是相对重要的信息, 哪些是相对不重要的。读者在处理文章的时候, 必须思路清晰, 才不会整版阅读文章, 转而重点去寻找能帮助获取主旨信息的关键词。例如: You have just finished your meal at a fast-food restaurant and you throw your uneaten food, food wrappers, drink cups, utensils and napkins into the trash can. You don't think about that waste again. On trash pickup day in your neighborhood, you push your can out to the curb, and workers dump the contents into a big truck and haul it away. You don't have to think about that waste again, either. But maybe you have wondered, as you watch the trash truck pull away, just where that garbage ends up. 该段最后一句话里的but, 说

明该句的逻辑主旨发生了变化，因此，转折逻辑词之前的信息就显得并不重要了。简单的处理方法是重点扫视转折词之后的信息。同样，并列、递进关系等词，意味着其前后衔接的信息主旨未发生变化，只突出了前后句子主旨的相似性，所以阅读其中一半便可。这样，既保证了阅读质量，又提高了阅读速度。如在 *How Is a Landfill Operated?* 中有这样一段：

Along the site, there are drop-off stations for materials that are not wanted or legally banned by the landfill. A multi-material drop-off station is used for tires, motor oil, lead-acid batteries. Some of these materials can be recycled.

In addition, there is a household hazardous waste drop-off station for chemicals (paints, pesticides, other chemicals) that are banned from the landfill. These chemicals are disposed of by private companies.

其中in addition意味着其后内容和上一段信息主旨基本一致，可以放弃本句的阅读。

4. 标点符号的运用

标点符号(破折号、小括号、冒号)可用于了解生词或句子的含义。由于快速阅读用词相对比较简单，很容易理解和把握标点前的被解释信息，所以，可以将这些标点符号后面的信息删除，从而更加快速地把握文章的主旨。例如：

Dump—an open hole in the ground where trash is buried and that is full of various animals (rats, mice, birds). (This is most people's idea of a landfill!)

Landfill—carefully designed structure built into or on top of the ground in which trash is isolated from the surrounding environment (groundwater, air, rain). This isolation is accomplished with a bottom liner and daily covering of soil.

Sanitary landfill—landfill that uses a clay liner to isolate the trash from the environment.

Municipal solid waste (MSW) landfill—landfill that uses a synthetic (plastic) liner to isolate the trash from the environment

在 dump、landfill 之后分别有一个破折号，其作用在于对前者进一步进行解释，明白这些单词的基本含义后则可放弃其后信息的阅读。因为阅读理解强调把握文章主旨信息，而不是具体的细节信息。

5. 特殊信息点的运用

“特殊信息点”指文章中很容易识别的词汇，诸如时间、数字、大写字母等形式的语言点。这些信息点一方面很容易识别出来，另一方面，其表现的一般都是文章的琐碎信息，对于主旨的理解和把握而言，不过是更进一步论证说明而已，因此，可以忽略这些信息的阅读。如果测试题中确实涉及到了，再回来细读也无妨，毕竟它们的表现形式非常利于查找和定位判断。如：

The trash production in the United States has almost tripled since 1960. This trash is handled in

various ways. About 27 percent of the trash is recycled or composted, 16 percent is burned and 57 percent is buried in landfills. The amount of trash buried in landfills has doubled since 1960.

在这段文字中充斥了大量的数字信息，可以判断该部分信息为具体描述，可以放弃阅读。

总之，快速阅读旨在培养学生在短时间内获取篇章主旨和特定信息的能力，因此，它更强调正确的阅读方法和技巧的运用。只要掌握一定的方法，培养良好的阅读习惯，就能取得事半功倍的效果。

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Unit 1

Directions: In this part, you are to go over three passages quickly within the given time and answer the questions that follow.

For questions 1-7, mark

Y (for YES) if the statement agrees with the information given in the passage;

N (for NO) if the statement contradicts the information given in the passage;

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8-10, complete the sentences with the information given in the passage.

Text A

With Friends like These

Words: 1,166 **Reading Time:** 10 minutes

My 15th birthday was one of the worst days of my life, all because of a bright bouquet of flowers. I couldn't imagine who had sent them. Maybe my parents—my dad had sent me good-luck roses the day I tried out for show choir. Who else would send such a sweet gift?

I cradled the flowers in my arm as I headed toward my locker. Everyone watched me as I walked by, slowly, trying to read the sender's card without running into a wall (or, worse, a senior).

"Happy Birthday Elesha. Love, Peter."

My stomach sank. Peter was a super-shy guy who'd had a crush on me for months. I had returned his interest for a little while, but then his puppy-dog persistence started to really annoy me. He wasn't a bad guy or anything, but he was the last person I wanted to get flowers from, especially with the word "love" on the card!

Knowing the flowers was from Peter made me want to get rid of them as soon as possible. I was afraid he might see me carrying them, and then he'd say something, and then I'd have to say something. And I had no idea what I was going to say.

The truth is, I felt really bad about Peter—or more specifically, about how I had been treating him. When he hadn't picked up on my subtle hints that we had no future as a couple, I couldn't bring myself to give him the official "just friends" talk. Instead, I ignored him and hoped he'd go away. That didn't work, so I tried even harder to chase him off. I acted like I was too cool to talk to him. I made fun of him. And even though he still smiled when he saw me at school, his eyes showed how much I was hurting him.

When I got down the hall, I tried to stuff the flowers—and the whole situation—into my locker. But

somehow, all my friends knew about my birthday present. Before, after and during every class, someone was asking me what I planned to do.

While I couldn't avoid my friends' questions, I did manage to avoid Peter until fifth-period chemistry class. I waited outside the door until the bell rang, then I ducked my head and ran to my seat.

Peter was just one of several guys I knew in chemistry class. When I walked in, all of the guys except Peter were leaned in together, laughing. Peter had his head down on his desk. One of my friends saw me, and the laughing stopped.

Any place on the planet would have been more comfortable than that class. I acted like I didn't know anyone in the room. *What am I going to do?* I agonized. *And why in the world is everyone laughing at me?*

I run out of class as soon as it was over; the sounds of laughter following me down the hall. I went straight to my desk in the foreign language room and waited for my French class to start.

Hunched over my desk, letting my hair fall over my face to shut out the world, I went over the day in my mind. I hadn't told anyone about the flowers, but everyone and their brother seemed to know about them. And they were all laughing at me, except for Leah, who was always too quiet.

When the bell rang to start class, it was literally like a bell going off in my head. The day only made sense if Peter didn't send those flowers at all. Then it hit me: The whole thing must have been a big practical joke. My "friends" had watched me suffer all day, and nobody told me the truth.

I didn't even care that class had started. I got up from my desk and ran out of the room. By the time I hit the hallway I was crying, hard, from rage and humiliation. I spent the whole hour locked in a bathroom stall.

I refused to look at, speak to, or in any way acknowledge my "friends" for the rest of the day. They had betrayed me, and as far as I was concerned, that was it. If I had to be a loner for the rest of my high school years, it was better than spending time with them.

When the end of the day rolled around, I had to go to my locker one last time to get my coat. Three or four of my girl friends, the ones I usually rode home with, were waiting for me. Leah was one of them. They stood in silence as I spun my combination and banged open the door.

I grabbed the wilted (枯萎的) flowers and took a step back. "There!" I screamed, throwing them down the hall. "There's your joke! I hate you all, and I'm never speaking to you again!"

When I got home from school, I went straight to my room and locked the door. I knew if mom saw my red eyes and cheeks I'd have to tell her the story, and I really didn't want to relive it. When she called me for dinner, I said I wasn't feeling well but maybe I'd eat later.

Lying on my bed in the half-dark of evening gave me enough time to think. And for the first time since the whole thing with Peter started, I considered his feelings. From the way he looked in chemistry

class, I could tell he wasn't in on the joke, though he obviously knew about it. I bet he was even more embarrassed than I was.

At about 8:00, the doorbell rang, and I heard my mom's footsteps coming down the hall.

"Elesha? Leah's here, and she'd like to talk to you."

"I'm not talking to her."

"She really wants to see you. Could you please come out?"

Sensing it was useless to keep refusing, I opened my door and shuffled down the hall. Leah was standing just inside the front door, wet from the cold rain falling outside and crying softly. I leaned against the wall in front of her, with my arms crossed and my head down.

"I wasn't in on the flowers," she said. "I wanted to tell you, but the guys who bought them made me promise not to. I was so scared this afternoon. I thought you'd really never talk to me again. I don't want to lose you as a friend."

Her words trailed off into sobs. She really was scared. But she had the guts to come over and talk to me about how she felt. Mad as I was, I had to respect that. Besides, we'd been good friends for a long time. I knew it would be stupid to let one practical joke end our relationship.

So I forgave her. And I decided to have a talk with Peter. I hoped he'd forgive me, too.

- () 1. Receiving the sweet flowers with "love" on the card, I realized immediately that it was sent by Peter, a super-shy boy in my class.
- () 2. Peter was not a bad boy or anything, and it was his puppy-dog that started to really annoy me; from my heart I wanted to get flowers from him on my birthday.
- () 3. When Peter didn't understand my indication that we couldn't get married in the future, I ignored him and hoped he'd give up.
- () 4. At lunch, my seven friends didn't notice or didn't care that I was too upset to eat anything because of the flowers.
- () 5. I felt too bad in French class because I saw Peter was so nervous for what he had done.
- () 6. The rain didn't prevent Leah from coming to my room to tell me the truth and her feelings because she didn't want to lose one friend.
- () 7. Friendship, in Elesha's eye, is forgiveness for other's jokes or mistakes.
- 8. I threw those flowers down the hall at the end of the class because _____.
- 9. On my bed I thought of Peter's feelings in chemistry class. I forgave him because I knew that _____.
- 10. My 15th birthday would be very happy if _____.



Text B

Gardening with Children

Words: 1,006 Reading Time: 9 minutes

PERSONALIZING A CHILD'S GARDEN

Ask a child to describe the perfect garden and you are likely to get a very different answer from the one you would give yourself. Would you include a place to hide? To play in the mud? That's why, if you have the room, it makes sense to give a child his or her own garden space.

Linda Mazar, gardener, teacher, and creator of two web sites, Linda's Garden and Kid's Garden, provided one for her son and let him make the space very much his own. Here's how to do the same for your child:

Locate the garden close to the swing set and sandbox.

Put up a little white fence and let the child paint a sign that identifies the owner of the garden.

Mix up some "quick concrete" —instant concrete—and form it into stepping stones where your child can make hand and foot prints. Then place the stepping stones around the garden.

Create a hiding space—a tent formed out of scarlet runner (红花菜豆) beans tied to and growing up a trellis (格子) made out of branches. This is a perfect place to explore bugs and other critters.

Create a scarecrow (稻草人) using the child's old clothes.

Let your child put a pink flamingo (火烈鸟) in the garden or whatever else appeals to his or her imagination.

FAMILY GARDENING

The key to gardening with kids, says Patti Kraemer-Doell, family garden coordinator at the New York Botanical Gardens, is "letting them experience it themselves. We have tried to guide them, but not tell them to put the sunflowers here and the tomatoes there. The emphasis is on developing their imagination and their appreciation for being out in the garden."

Guidance comes in the form of a string grid that is stretched across a planting bed, which divides it into one-foot squares. Kids get advice about how many seeds or seedlings to put in each square and how deep to plant them. Volunteers show kids pictures of how the full-grown plants will look, so they understand how much room each plant needs.

Theme gardens have been a big hit in the program, and are easy to do in a home garden. Try a barnyard garden, suggests Kraemer-Doell, using plants whose names have associations with barnyard animals—lambs ears, hens and chicks, for example. Let kids grow a salsa garden, with all sorts of tomatoes, hot peppers, onions, and cilantro. A pizza garden can have basil, oregano, and tomatoes. In a