

# ENGLISH READING COURSE

for Speed and Comprehension

BOOK FOUR

## 英语阅读教程

(修订本)

第四册

■ 原编著/杨廉著 ■ 修订者/刘希彦/吴景惠



吉林大学出版社

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吉林大学出版社出版  
(长春市解放大路 125 号)

吉林大学出版社发行  
长春大学印刷厂印刷

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开本：787×1092 毫米 1/16

1995 年 9 月第 1 版

印张：22.375

2000 年 10 月第 3 次印刷

字数：566 千字

印数：17 001—20 000 册

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ISBN 7-5601-0030-9/G·3

定价：17.00 元

## 前 言

在这个信息时代,存在着三大矛盾:一是无限的书籍和有限的阅读时间的矛盾;二是呈几何基数激增的信息和人们原有接收能力的矛盾;三是大量新知识和人们理解能力的矛盾。要解决这些矛盾,现代读者(包括政府工作人员,企事业管理人员,科技人员,大学生和研究生)都必须具备快速阅读能力和高度理解能力。为了培养他们的阅读能力,在过去的二十多年里,在全世界范围内掀起一个讲授阅读课的热潮,快速阅读法已成为不少国家的时髦课。我国讲授英语虽已有二百多年的历史,但是对英语阅读能力,尤其是对快速阅读能力的开发和训练还是在最近几年才开始的。

几年来,我国选派了大批本科生、研究生及进修生出国留学深造,他们大都必须通过某种形式的英语考试。在这些试题中,无论是 TOEFL, 还是 GRE, 阅读理解和词汇都占有相当大的比例。

在国外试题影响下,我国英语测试正发生深刻变革。英语专业四、八级统考,非专业英语四、六级统考,高等院校本科生、研究生入学英语考试,EPT, VST, 阅读理解都是不可缺少的内容,并占有相当大的比例。

为了训练学生的快速阅读能力,培养他们对各种测试手段的应试能力,阅读课已成为我国大专院校英语专业学生的骨干课,也是非专业英语学生提高阅读能力,扩大词汇量,增加文化背景知识的重要途径。特别是实行英语专业四、八级统考,非专业英语四、六级统考以来,阅读课倍受重视。主要原因就是在这些试卷中,阅读理解和词汇约占 65%(包括完形填空和综合改错)。

为适应大专院校英语教学的需要,我们于 1985 年编写了这套《英语阅读教程》。《教程》一问世就受到了读者的热烈欢迎,出版的当年,第一次印刷的二万套便销售一空。迄今,《教程》已重版了五次,总印数已突破五万大关。

为了使《教程》更加适应教学改革的需要,我们在原书的基础上进行了第一次修订。在修订过程中,我们特别注重科学性。为了防止在排序过程中的随意性和片面性,特意编制程序,用电脑进行了单词的选择和查频工作。根据文章的长短、文章中出现的不同单词数和低频词这三个参数来判断文章的难易。此外我们还考虑了语法现象、文化知识、语义、习语、俚语等诸多方面。这就使《教程》的排序更趋合理和科学。

修订后的《教程》,每册三十个单元。每个单元由课文(Passage for Comprehension)、生词和习语(Words and Expressions)、理解练习(Comprehension)、词汇练习(Vocabulary)、掠读和寻读(Skimming and Scanning)、完形填空(Cloze Test)和综合改错(Proofreading)共七部分组成。课文长 1,300—1,500 单词,生词量约为 2—3%,生词用中、英文双语注释,并注音标。每篇课文配有理解练习和词汇练习各十个。练习均为多项选择式。掠读和寻读练习短文长 300—500 词,生词量不超过 2%,并配有理解练习题二个。完形填空和综合改错系根据全国统考试卷设计,均配有练习 20 个。这样,每个单元有练习 62 个,每册有练习 1,860 个,全书(一、二、三、四册)共有练习 7,440 个。为了方便老师教学,书中各项练习的答案不再附在书后,而是以活页形式随书发出。

本书可作为大学英语专业泛读教材,也可作为理工科学生通过四、六级统考练习用书,还可供各类中、高级英语培训班及有一定英语基础的人使用。

本书由刘希彦同志主持修订,由吴景惠、刘希彦合作完成。

作 者

一九九五年八月

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## Unit 1

### PASSAGE FOR COMPREHENSION

# TWINS, GENES, AND ENVIRONMENT

by Ashley Montagu

Starting Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

**H**eredity or environment: which is stronger?  
The potentialities with which a person is born naturally relate in some way to what he does in life; but the belief that what a person is born with *determines* what he will later do, and that therefore heredity is fate, a kind of predestination, is stultifying and damaging. On the other hand, when heredity is understood in the light of scientific fact, it is seen to be a science whose findings enable us to improve the welfare and happiness of mankind.

The usual definition of heredity is that it is the innate equipment of the individual—his genetic endowment. This endowment is conferred on the individual through infinitesimal units called *genes*, tiny particles of matter that constitute the basic genetic material from which an individual develops. However, genes do not work in a vacuum: as soon as we begin considering the role that they play in the development of the individual as a functioning organism, we see that there can be no development without the interacting environment. No characteristic is caused exclusively by environment.

The relative effects of heredity and environment in interaction are most clearly observable in identical twins. Of the approximately forty thousand sets of twins born in the United States each year, three-fourths are fraternal twins, who resemble each other no more closely than do brothers and sisters born at different times. One-fourth of the twin births results in identical, or monozygotic, twins—twins who developed from the same fertilized egg, and so contain the same set of genes. Monozygotic twins are always of the same sex and resemble each other so closely that they are hardly distinguishable.

Most identical twins are reared together and are remarkably alike in both appear-

ance and behavior: such cases demonstrate that individuals with the same genes, when reared in the same environment, will respond to it in much the same way. They do not indicate what would happen if these identical but separate individuals were reared in different environments.

A number of studies have been made of identical twins reared apart, and all findings concur that there are both remarkable likenesses and remarkable differences between them. The twins who were the subjects of these studies lived in America, were reared in much the same physical environments, and experienced much the same nutritional histories; therefore, as might have been expected, in physical appearance, height, and weight, they maintained the closest resemblance to each other. Exceptions occurred when one twin had developed a rather severe illness and the other had not; but on the whole everyone is impressed by the great psychological and physical likenesses that exist between monozygotic twins, even those who have been separated from infancy.

In a study of nineteen sets of twins who had been separated from birth, investigators found that in all but six of the sets there were no more significant differences than existed among unseparated pairs of twins. This strongly suggests the power of the genes and the limitation of the effect of environment. However, it must be remembered that, although the identical twins who were studied lived in different families far removed from each other, the environments in those families were not, on the whole, substantially different. Usually every effort would be made to put each child in a home with a background similar to that of its own family, and therefore it should not be surprising to find that the twins developed similarly. But in those cases in which there had been a greater difference in the environments of the separated twins, the differences between the twins were more substantial.

First let us look at the case history of one set of separated identical twins that throws a rather astonishing light upon the power of the genes. Edwin and Fred were separated in very early infancy and were adopted by families of essentially the same social and economic status who lived in the same town. They attended the same school for a time, but were not aware of their relationship. When the boys were about eight years old, the families both moved away and became permanently separated. Edwin lived most of his life in a large city in eastern Michigan, and Fred in a medium-sized city in western Iowa. On the whole there seem to have been no marked differences in their social environments.

When they were adults, the twins learned of each other's existence. Arrangements were made for the pair to meet, and the following facts emerged: Edwin and Fred looked as like each other as identical twins reared together. In height and weight they were similar; their eye color, hair color and form, hairline, beard, complexion, ears, features, and teeth were virtually identical. Though they had been long separat-



ed. Edwin and Fred had led remarkably parallel lives. Each had been reared as if he were an only child, and both had had about the same amount of education. Both had developed an interest in electricity and had become expert repairmen in branches of the same telephone company. They had married young women of about the same age and type, each in the same year. Each had a baby son, and each—believe it or not—owned a fox terrier named Trixie!

Edwin and Fred illustrate what may happen when identical twins, though separated, grow up in similar environments. Now let us observe a case illustrating what happens to identical twins when they are brought up in contrasting environments.

Gladys and Helen were born in a small Ohio town and were separated at about eighteen months of age. They did not meet again until they were twenty-eight years old. Helen had been twice adopted. Her first foster parents had proved to be unstable, and Helen had been returned to the orphanage after a couple of years; after several months she was again adopted, by a farmer and his wife who lived in southeastern Michigan. This was her home for the next twenty-five years. Her second foster-mother, though she had few educational advantages herself, was determined that Helen should receive a good education; Helen eventually graduated from college, taught school for twelve years, married at twenty-six, and had a daughter.

Gladys was adopted by a Canadian railroad conductor and his wife. When she was in the third grade, the family moved to a rather isolated part of the Canadian Rockies, where there were no schools, and Gladys' formal education came to an end, not to be really resumed even when the family returned to Ontario. She stayed at home and did housework till she was seventeen, and then went to work in a knitting mill. She went to Detroit at nineteen, got a job, and married when she was twenty-one.

Helen had been healthier than Gladys, in childhood and adulthood, but aside from that, their environments had been very similar except for their education. Their weight, height, hair color, and teeth were highly similar. The differences that distinguished them were obviously associated with the different social lives they had led.

Helen was confident, suave, graceful, made the most of her personal appearance, and showed considerable polish and ease in social relationships. Gladys was diffident, ill at ease, staid and stolid, without charm or grace of manner. A scientist who studied them remarked, "As an advertisement for a college education the contrast between these two twins should be quite effective."

Considering the nature of their environmental experiences, the differences in Helen and Gladys are not surprising. Since psychological traits depend so much upon experience, it is to be expected that they will reflect it. On the other hand, traits that are not liable to be influenced by the environment are more likely to exhibit a high degree of similarity in identical twins. Important as they are, genes alone are never ab-

solutely responsible for any trait. What we can do is set by the genes, but what we actually do is largely determined by the environment.

Finishing Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

## WORDS AND EXPRESSIONS

1. gene [dʒi:n] *n.* (*biol.*) unit in chromosome controlling heredity (生物) 遗传因子; 基因
2. heredity [hi'rediti] *n.* tendency of living things to pass their characteristics on to offspring 遗传
3. stultify ['stʌltɪfaɪ] *v.* cause to seem foolish or to be useless 愚弄; 使无用
4. genetic [dʒi'netɪk] *adj.* of genes 遗传的; 遗传因子的
5. endowment [in'daʊmənt] *n.* talent, gift of nature 秉赋; 天赋
6. infinitesimal [ɪnfini'tesɪml] *adj.* small, too small to be measured 无限小的; 极微小的
7. interact [ɪntə'rækt] *v.* act on each other 交互作用; 相互影响
8. identical twins *n.* & *phr.* twins from one single fertilized ovum 同卵双生兄弟(姐妹): 同性孪生
9. fraternal [frə'tɜːnl] *adj.* brotherly 兄弟(般)的 fraternal twins *n.* *phr.* 异卵双胞胎
10. monozygotic [mənəzai'gɒtɪk] *adj.* of one single fertilized ovum 同卵的; 单卵的 monozygotic twins *n.* *phr.* 同一受精卵分裂而产生的双胞胎
11. concur [kən'kʌː] *v.* (with sb. or in sth.), agree in opinion (与某人)(在某事上) 意见一致; 同时发生 (with sth.)
12. nutrition [nju:'trɪʃən] *n.* the process of supplying and receiving nourishment; the science of food values 营养(作用); 营养学 nutritional *adj.* of nutrition 营养学的
13. fox terrier [fɒks — 'teriə] *n.* small and lively short-haired dog used for driving foxes to their earth, or kept as a pet 猎狐小狗
14. Iowa [aiəwə] *n.* a Middle West state of the US. cap. Des Moines 依阿华州
15. Ontario [ɒn'tɛəriəu] *n.* a province of Canada. Cap. Toronto 安大略(加拿大一省, 首府多伦多; 亦为美加间一湖名)
16. Rockies ['rɒkɪz] *n.* the Rocky Mountains, a mountain system of W. North America between the US and Canada 洛基山
17. suave [swa:v] *adj.* smooth and gracious (but possibly insincere) in manner 热情和蔼; 优雅潇洒(但可能并不真诚)
18. staid [steɪd] *adj.* (of persons, their appearance, behavior, etc.) conservative, quiet and serious (指人行为表现) 保守; 沉默而严肃; 不苟言笑
19. liable ['laɪəbl] *adj.* have a tendency to; be likely to 有...倾向; 易...的

## COMPREHENSION

Here are ten questions or unfinished statements about the passage, each with four suggested ways of answering or finishing it. You are to choose the one you consider the most suitable without looking back at the passage. Give one answer only to each question.

1. The belief that inborn potential predetermines what a person will do is
  - a. always accurate.
  - b. more often accurate than not.
  - c. a dangerous misconception.
  - d. a harmless error.
2. Monozygotic twins are useful in genetic studies because they may have
  - a. identical genes; different environments.
  - b. identical environments; different genes.
  - c. different genes; different environments.
  - d. both a and b.
3. Of the nineteen sets of twins, most showed
  - a. no significant differences.
  - b. major differences caused by environment.
  - c. major differences from unknown causes.
  - d. differences caused by illness and diet.
4. The case of Edwin and Fred primarily shows the influence of
  - a. environment.
  - b. heredity.
  - c. education.
  - d. none of the above.
5. The fact that Edwin and Fred knew each other in school is a point that
  - a. probably lessens the validity of the whole experiment.
  - b. has little or nothing to do with the experiment.
  - c. proves the point of the experiment.
  - d. makes the experiment almost useless.
6. The parallel lives of Edwin and Fred are
  - a. an extreme example
  - b. a common phenomenon.
  - c. a misleading coincidence.
  - d. an occurrence to be expected.
7. Except for one important point, the environments of Helen and Gladys were
  - a. similar.
  - b. dissimilar.
  - c. identical.
  - d. not compared.
8. The assumption that persons with identical genes will react to the same environment the same way is
  - a. proved by the author.
  - b. undemonstrable.
  - c. accepted by the author.
  - d. ignored by the author.
9. Traits most influenced by environment are
  - a. psychological.
  - b. physical.
  - c. intellectual.
  - d. hereditary.

10. The writer believes that genes are
- a. in no way responsible for any character trait.
  - b. never absolutely responsible for any character trait.
  - c. responsible for most character traits.
  - d. responsible for all character traits.

## VOCABULARY

In each of the following sentences, one word or phrase is underlined. You are to select the best meaning or synonym for the word or phrase among the choices given.

1. The potentialities with which a person is born naturally relate in some way to what he does in life: but the belief that what a person is born with determines what he will later do, and that therefore heredity is fate, a kind of predestination, is stultifying and damaging.
- a. as one might expect
  - b. innately
  - c. not artificial
  - d. accurately
2. On the whole there seem to have been no marked differences in their social environments.
- a. scarred
  - b. singled out
  - c. noticeable
  - d. infinitesimal
3. Their eye color, hair color and form, hairline, beard, complexion, ears, features, and teeth were virtually identical.
- a. practically
  - b. to some extent
  - c. undoubtedly
  - d. as you cannot imagine
4. Though they had been long separated, Edwin and Fred had led remarkably parallel lives.
- a. happy and pleasant
  - b. closely similar
  - c. significant
  - d. destitute
5. Helen's first foster parents had proved to be unstable.
- a. irregular
  - b. stolid
  - c. not fixed
  - d. unreliable
6. Helen had been returned to the orphanage after a couple of years.
- a. home of children whose parents are unstable
  - b. the custodian of an orphan
  - c. the kindergarten
  - d. an institution for the care of children whose parents are dead
7. The family moved to a rather isolated part of the Canadian Rockies, where there were no schools.
- a. cold and less populated
  - b. remote and marooned
  - c. dingy and frozen
  - d. rugged and rough

8. The differences that distinguished them were obviously associated with the different social lives they had led.
- |              |            |
|--------------|------------|
| a. set apart | b. broke   |
| c. described | d. defined |
9. Helen was confident, suave, graceful, made the most of her personal appearance, and showed considerable polish and ease in social relationships.
- |                       |                |
|-----------------------|----------------|
| a. gloss              | b. refinement  |
| c. cleaning substance | d. brightness. |
10. Gladys was diffident, ill at ease, staid and stolid.
- |                               |                       |
|-------------------------------|-----------------------|
| a. indifferent                | b. not having ability |
| c. lacking in self-confidence | d. timid and shy      |

## SPEED READING

You are given only one minute to **SKIM** the following passage and then answer the questions by making your choices.

The human volunteer is a man who is in greater and greater demand in these days of expanded scientific research. For the time comes, despite all laboratory work, all the experiments with animals, and all the microscopic analyses, when only a human being can provide the true test.

Today, the human volunteer may fall into one of three broad groupings: military men, prisoners, and volunteers whose religious or other convictions lead them to such work. Among these men and women you will find those who will take shots of the new vaccines, who will swallow radioactive drugs, who will fly higher than anyone else, who will watch malaria-infected mosquitoes feed on their bare arms, who will eat nothing but rice for six weeks, and who will permit themselves to be locked alone in chambers too small to stretch their legs.

Why do human guinea pigs volunteer? Some may be seeking adventure; others, recognition; but most are moved by religious convictions or a strong sense of scientific dedication.

Studies by psychiatrists of several groups of volunteers have shown that, in addition to these reasons, some have been motivated by the desire to avoid unpleasant situations at home or to hold off making decisions on their future careers, while still others volunteered because, unconsciously, they felt guilty of something they had done or thought they had done and wanted to atone for it. One study made of 29 volunteers also indicated that there was some emotional disturbance in 15 of them, ranging from personality disorders to neurotic reactions.

Is there a little of the volunteer in all of us? Maybe. The polls report that more than five million Americans are willing to take the first flight to the moon.

1. The article states that the time comes in research when only a human being can provide the true test. From this, one could infer that sending a dog into outer space
  - a. would not provide a true test of the effect of space travel on man.
  - b. would provide adequate information to make space travel safe for man.
  - c. is unfeasible.
  - d. is an example of why scientists can get along without human volunteers.
2. This article is mainly about
  - a. motives.
  - b. methods.
  - c. experiments.
  - d. guinea pigs.

## CLOZE TEST

There are 20 blanks in the following passage. For each blank there are four choices marked a. b. c. and d. on the right column. You are to choose the one that best fits into the blank.

Jose de San Martin was born in Yapeju, in what today is Argentina, on February 25, 1778. He was educated in Madrid and prepared for a military 1. In 1812, he 2 his services to his country in its war of 3. Two years later he was placed in command of the 4 army 5 against the Spaniards in upper Peru. Shortly, however, he resigned his 6, realizing that 7 success depended 8 the expulsion of the Spaniards from Chile. With the assistance of Chilean leader Bernardo O. Higgins he raised and 9 an army of Chileans and Argentinians for the invasion of Chile, which took place in 1817. With success in the north of Chile, he 10 the government over to O. Higgins and concentrated his attention 11 the south of the country.

- |                  |                 |
|------------------|-----------------|
| 1. a. career     | b. attack       |
| c. conquer       | d. battle       |
| 2. a. went into  | b. took         |
| c. presented     | d. offered      |
| 3. a. aggression | b. independence |
| c. peace         | d. justice      |
| 4. a. enemy      | b. reactionary  |
| c. revolutionary | d. royal        |
| 5. a. operating  | b. practising   |
| c. beating       | d. working      |
| 6. a. plan       | b. will         |
| c. instruction   | d. command      |
| 7. a. long       | b. permanent    |
| c. persisting    | d. lasted       |
| 8. a. in         | b. from         |
| c. upon          | d. over         |
| 9. a. trained    | b. ordered      |
| c. taught        | d. led          |
| 10. a. moved     | b. communicated |
| c. transferred   | d. turned       |
| 11. a. at        | b. on           |
| c. to            | d. over         |



Here he was 12 able to rout the enemy. Thus, just one year after the rebel invasion, the complete independence 13 was established.

But the job was only 14. Next came the attack on Peru. San Martin reorganized the army, and, 15 British naval commander Thomas Cochrane, constructed a fleet to work 16 with the land forces. In July, 1821, the Spaniards were forced to evacuate Lima and retire to the mountains. San Martin entered the city and proclaimed the independence of Peru. 17 a year he took over the reins of government. 18 in 1822, after consulting with Simon Bolivar in Guayaquil, resigned as protector and returned to the land of his birth. Two years later he went to Europe to live. He died 19 in 20 poverty in 1850.

- |                      |                  |
|----------------------|------------------|
| 12. a. only          | b. yet           |
| c. also              | d. all           |
| 13. a. of Chile      | b. of Spain      |
| c. of the north      | d. of the south  |
| 14. a. done a little | b. a little done |
| c. done half         | d. half done     |
| 15. a. by means of   |                  |
| b. with the aid of   |                  |
| c. under the way of  |                  |
| d. in the form of    |                  |
| 16. a. affectively   |                  |
| b. attentively       |                  |
| c. simultaneously    |                  |
| d. independently     |                  |
| 17. a. For           | b. During        |
| c. With              | d. Among         |
| 18. a. and           | b. therefore     |
| c. though            | d. but           |
| 19. a. here          | b. there         |
| c. then              | d. so            |
| 20. a. special       | b. genteel       |
| c. comparative       | d. competent     |

## PROOFREADING

Proofread the following passage and correct any errors as you find them in the numbered lines. Note that no line has more than one error while some are correct.

Editing methods:

In case of a correct line, put a tick ( V ) in the blank following that line.

For an extra word: write a minus sign ( - ) and then the word to delete in the blank.

When a word is missing: write a plus sign ( + ) followed by the word to be added.

If it is a wrong word: write and cross ( x ) it out in the blank, then provide the correct one.

### EXAMPLE:

When art museum wants a new exhibit, it never buys things in finished form and hangs them on the wall. When a natural history museum wants an exhibition it must often build it.

- |    |   |         |
|----|---|---------|
| 1. | + | an      |
| 2. | - | never   |
| 3. |   | V       |
| 4. | x | exhibit |

Once upon the time a pair of crows were continually upsetted by a cobra. Every year the snake crawled into their nest to eat the younger crows before they learned to fly. They asked their clever friends, the jackal, what to do. "Do not desperate," he told them. "We cannot stop the cobra by force, as we are not stronger enough. We will have to use craft to destroy that greedy beast. Just to do what I tell you and you will be safe."

The crow obediently flew off to the river where a princess was bathing, guarded all her servants. He snatched up the most beautiful necklace had left on the shore and flew away just out of reach of the angry servants. Once they were running straightly for the cobra's home he darted ahead and settled up at the window pretending to be lost.

Cobra attacked at once. "Stupid crow," he thought. "He only just managed to escaped, but dropped this valuable necklace in his haste. What will his wife said? Then I will be the most magnificent cobra in the world." However, no sooner has he put it on than the servants appeared and killed him to take the precious thing back. That year the crow's family grew up healthy and safe.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Unit 2

### PASSAGE FOR COMPREHENSION

## YOU NEED MORE THAN A TYPEWRITER

by Erskine Caldwell

Starting Time: Minutes \_\_\_\_\_ Seconds \_\_\_\_\_

**P**robably almost everyone who makes his living as a storyteller has at some time asked himself how it happened that he did not become an actor or a banker or a shoe salesman instead of an author. And whenever anyone who professes to have the ambition to be a writer comes to an author for help and advice, several questions generally can be expected to be heard. The two questions spoken and written, most frequently asked of me are: "How do you write a story?" and "How do you get a story published?"

After all these years I still do not know how to answer these questions to the complete satisfaction of curious readers and eager young writers. Evidently most of them think I am withholding a secret, because few are satisfied with my answer. The reply I usually make is that it has been my experience that the best way to learn to write is by writing, and that the best way to get a story published is to send it to magazines until an editor is found who is willing to accept it for publication.

Housewives in Texas, taxi drivers in Ohio, students in Nebraska, and clerks in California who have received such replies from me could rightfully complain that I failed to give clear and ample instructions for finding the "how" of writing and publication. Perhaps the reason I am a successful writer is that I consider creative writing to be motivated by a certain state of mind; and I believe that only those who are born with the gift or who acquire the indefinable urge to express themselves in print can accomplish it.

This state of mind, as I call it, is an almost uncontrollable desire that seeks fulfillment at any cost; it is a craving that will not be denied similar to the overpowering physical necessity for food and drink. The intensity of this state of mind forces a per-