

ENGLISH READING COURSE

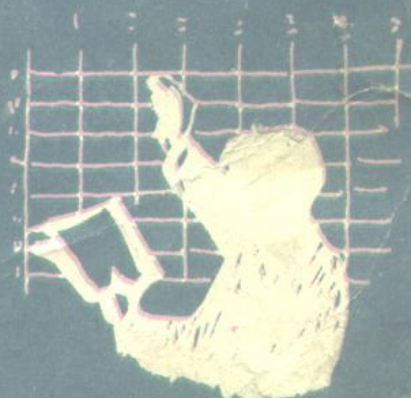
for Speed and
Comprehension

BOOK FOUR

英语阅读教程

第四册

杨廉著 编写 高云



吉林大学出版社

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前 言

阅读 (Reading), 包括快速阅读 (Fast Reading), 阅读理解 (Reading Comprehension), 在英美各地很早就受到重视, 不仅中学和高等院校开设阅读课程, 还设有专门机构对阅读技巧和阅读教材进行研究。我国教授英语虽有较长的历史, 并积累了丰富的经验, 但是对英语阅读能力, 尤其是对快速阅读能力训练的重视还是在最近几年才开始的。

在这个知识激增的信息时代, 每天都有大量新的科技文献、文史资料、报刊、书籍源源不断地出版。若想在知识的海洋中更多地获取所需要的信息, 读者必须具有快速阅读能力和高度理解能力。为此, 阅读课已经成为我国大专院校英语专业学生的基础课, 也是非英语专业学生提高阅读速度, 增强理解能力, 扩大词汇量, 增加文化背景知识的重要途径。

近几年来, 我国选派了大批本科生、研究生及进修生赴某些讲英语的国家留学深造。他们大都必须通过某种形式的英语考试。在这些考试中, 无论是 TOEFL (Test of English as a Foreign Language), GRE (Graduate Record Examination), 还是 EPT (English Proficiency Test), 词汇和阅读理解试题都占有相当大的比例。目前, 在国内各类英语考试中, 如高等院校和研究生入学的英语考试, 阅读理解都是不可缺少的内容。

现代的阅读就是要求读者在精神高度集中的情况下, 用有效的手段, 以最快的速度, 通读有关的文章, 获取所需要的全部信息。考试时, 要求考生在限定的时间内快速读完阅读试题, 全面理解, 并对供选择的答案作出正确判断。实质上, 阅读理解是对读者的英语词汇、语法、文化背景知识及分析问题能力等进行的综合测试。

为适应大专院校英语教学和英语爱好者自学的需要, 为培养读者对各种英语测试手段的应试能力, 我们编写了这套《英语阅读教程》(English Reading Course)。本书所选篇章均为英语原文材料, 题材多样, 内容广泛, 语言地道生动, 程度由浅入深, 颇具知识性、科学性、趣味性。

本书可作为大学英语专业泛读教材, 也可以作为文、理、工、医、师、农等科学学生的英语阅读教材, 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。本书曾在吉林大学外文系英语专业作为泛读教材, 也曾先后在六期中、高级英语培训班中作为阅读理解教材使用, 都收到良好效果。

本书共分四册。第一、二册每册分为三十六个单元。(已于一九八五年十月出版) 第三、四册每册分为三十个单元。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), 快速阅读练习 (Fast Reading Practice) 五部分组成。课文长度约为 1,500—2,000 个单词。生词量约为 4%—5% (包括那些词性不同, 意思不同, 而词形相同的词的反复出现和个别生僻单词的重复出现)。为了方便读者, 我们对每个生词都加注

了国际音标，同时用英文和中文注释。每篇课文配有理解练习十个，词汇练习十个，练习均为多种选择题。快速阅读练习的短文长度约300—500个单词，生词量不超过3%，并配有多种选择练习。

对书中各项练习均提供答案，供读者参考。

本书第四册由杨廉著同志编写，高云翔同志审校。另外，张绍志、宋志坚、申春平等同志在第四册编习的过程中做了大量的工作，在此一并表示感谢。

由于我们水平有限，加之时间仓促，书中难免有不当和错漏之处，望各位读者批评指正。

编者

一九八七年二月

2027/28⁰⁸

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Unit 1

PASSAGE FOR COMPREHENSION

TWINS, GENES, AND ENVIRONMENT

by Ashley Montagu

Starting Time: Minutes _____ Seconds _____

Heredity 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 ^{天生的} innate equipment of the individual—his genetic endowment. This ^{天赋的} 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 result 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 appearance 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,

Edwin and Fred

hairline, beard, complexion, ears, features, and teeth were virtually identical. Though they had been long separated, 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 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 educations. 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 absolutely 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, 使显得愚蠢; 使无用
4. innate [i'neɪt] *adj.* (of a quality, etc.) in one's nature; possessed from birth 天赋的; 生来的; 固有的
5. genetic [dʒi'netɪk] *adj.* of genes 遗传的; 遗传因子的
6. endowment [ɪn'dəʊmən] *n.* talent, gift of nature 禀赋; 天赋
7. infinitesimal [ˌɪnɪni'tesɪml] *adj.* small, too small to be measured 无限小的; 极微的
8. interact [ˌɪntə'rækt] *v.* act on each other 相互作用, 相互影响
9. identical twins *phr.* twins from one single fertilized ovum 同卵双生
10. fraternal [frə'tɜːnl] *adj.* brotherly 兄弟般的
fraternal twins *phr.* 异卵双生
11. monozygotic [mənəzai'gɒtɪk] *adj.* of one single fertilized ovum 单卵的
monozygotic twins *phr.* 由一个受精的卵细胞分裂而成的双胞胎
12. rear [rɪə] *v.* help to grow; bring up 抚养; 养育
13. concur [kən'kʊː] *v.* (with sb.) (in sth.), agree in opinion (与某人) (在某件事上) 意见一致; 同意
14. 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
15. complexion [kəm'pleksən] *n.* natural color, appearance, etc. of the skin, esp. of the face (天然的) 肤色; 面色; 面貌

16. fox terrier [fɒks, 'teriə] *n.* small and lively shorthaired dog used for driving foxes from earths, or kept as a pet 猎狐小狗
17. Ontario [ɒn'teəriəu] *n.* a province of Canada. Cap. Toronto 安大略 (是加拿大的一个省, 首府是多伦多; 也是美国和加拿大之间的一个湖)
18. suave [swɑ:v] *adj.* smooth and gracious (but possibly insincere) in manner 态度和蔼的; 娴雅的 (但可能是不真诚)
19. staid [steid] *adj.* (of persons, their appearance, behaviour, etc.) conservative, quiet and serious (指人, 其外表, 行为等) 保守的; 沉静而严肃的
20. liable ['laɪəbl] *adj.* have a tendency to; be likely to 有...倾向的; 易...的, 易于...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

6. ~~a.~~ a. an extreme example b. a common phenomenon.
~~b.~~ 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 artificially 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 ☒ closely similar
 c. significant d. destitute
5. Helen's first foster parents had proved to be unstable.
 a. irregular b. stolid
 c. not fixed ☒ 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
☒ 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 ☒ 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 ☒ 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
☒ lacking in self-confidence d. timid and shy

FAST READING PRACTICE

You are given five minutes to finish reading the following passage and making your choices according to the information given in the passage.

Of all the diseases that beset the human race, leprosy is by far the hardest to bear. It is usually disfiguring, often crippling, and not uncommonly fatal. What distinguishes leprosy from all other ailments is not the physiological dissolution that its victims must frequently endure, but the fear, horror, and violent loathing it excites in others.

The belief that leprosy makes its victims unfit for either the sympathy or the society of other men is supported by more than simple aversion. Both the Bible and the writings of Mohammed endorse the view that the leper is unclean, a creature to be shunned by all men.

As a plague, leprosy reached its zenith in thirteenth and fourteenth

century Europe. It began to vanish about the middle of the fifteenth century, and was almost extinct by the middle of the sixteenth. Many reasons have been given to account for its decline, but the timely development of a diagnostic technique flexible enough to distinguish leprosy from other disfiguring diseases is considered the most persuasive. Most authorities believe that only a fraction of the innumerable victims of medieval leprophobia were actually suffering from leprosy.

Modern leprologists are capable of understanding the extraordinary horror of leprosy that haunted ancient and medieval man, but they find its present-day persistence peculiar. Leprosy is no longer the mystery it once was, and modern understanding of its causes and cures permits most lepers to lead quite normal lives.

1. Leprosy is described as the disease
 - a. easiest to contract.
 - b. most often fatal.
 - c. most difficult to cure.
 - d. ☒ hardest to bear.
2. The factor that sets leprosy apart from other ailments is
 - a. incurability.
 - b. its painfulness.
 - c. ☒ the loathing with which people regard it.
 - d. the resultant permanent disfigurement.

3. The great aversion to lepers arose
 - a. ☒ in medieval times.
 - b. before the time of Christ.
 - c. ☒ at the beginning of the plague.
 - d. in the sixteenth century.

4. The writings of Mohammed held that lepers were
 - a. unclean and to be shunned.
 - b. atoning for past sins.
 - c. ☒ naturally antisocial.
 - d. unfortunate victims of an unavoidable disease.

5. The thirteenth and fourteenth centuries in Europe marked the
 - a. decline of leprosy.
 - b. decline of aversion to leprosy.
 - c. first attempts to cure leprosy.
 - d. ☒ peak of the occurrence of leprosy.

6. The development of a diagnostic technique was significant because it
 - a. could be used to diagnose many afflictions.
 - b. helped to develop a rational attitude toward leprosy.
 - c. distinguished leprosy from similar diseases.
 - d. ☒ uncovered many unknown cases of leprosy.

7. The abrupt decline of leprosy may have resulted from the
 - a. ☒ discovery that many supposed lepers were suffering from other

diseases.

- b. disease becoming less contagious.
- c. eventual death of most lepers from their affliction.
- d. careful avoidance of lepers by others.

8. Modern leprologists think that

- a. there is no explanation for the ancient horror of leprosy.
- b. there is no reason to be horrified by leprosy today.
- ☒ c. leprosy was never mysterious.
- d. leprosy is incomprehensible.

9. Lepers at present days are

- a. suffering a great deal in hospital.
- b. put in forbidden area.
- ☒ c. living happily as other people.
- d. none of the above

10. Implied but not stated,

- ☒ a. The attitude toward leprosy has improved.
- b. Leprosy is a crippling ailment.
- c. Leprosy is no longer considered contagious.
- d. There are still some things to be discovered about leprosy.

Unit 2

PASSAGE FOR COMPREHENSION:

YOU NEED MORE THAN A TYPEWRITER

by Erskine Caldwell

Starting Time: Minutes _____ Seconds _____

Probably 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 person onward to whatever extent he is willing to go in

order to achieve his conscious, or subconscious, goal in life.

The degree of intensity of this state of mind is the measure of success or failure. While many persons are willing to undergo almost any human hardship in order to learn how to write successfully, others, easily discouraged, find logical excuses for giving up and turning to another occupation. And just as there are these two extremes, there are also, and in greater number, those who yearn to be writers and yet lack the necessary ability to succeed.

It is often believed by many persons who have lived through long years of learning the craft of writing that those who willingly endure hardship are the ones most likely to succeed as creative writers. It would be foolish to maintain that a person must be penniless in order to fit himself for authorship, but it is true that the desire to be a writer is composed of, for one thing, a spirit of aggressiveness that impels a man or woman to strive to overcome anything that stands in the way of success. More common than wealth and ease, poverty and hunger are both symbolic and real, and the would-be writer is encouraged to greater effort as he sees himself gradually overcoming them. The same person, with similar talent but born to wealth, is likely to direct his aggressiveness toward the same goal—the gaining of fame and achievement as a man of letters. The reward of accomplishment, in the minds of the majority of authors, rich or poor, is the primary motive for writing, and the making of money is a secondary one.

I have rarely hesitated to discourage a person who says that he lacks the leisure to write, or that editors fail to appreciate his work. Such an attitude may seem to be unsympathetic; yet I feel it is honest and realistic, and consequently more beneficial than bland encouragement. Many would-be writers, perhaps unconsciously, are seeking excuses for not continuing to struggle for success, and they will live a happier existence and be more useful as citizens in an occupation other than writing. A person with the will to write can always find the opportunity; those who are not inclined to seek the opportunity usually have other interests, whether they know it or not, that are more dear to them.

Many who attempt to write fiction, either as a pastime or as a profession, would be more successful if they had a better understanding of the nature of what they are trying to do. There are many definitions of fiction. My definition of a novel or short story is that it is an imaginary tale with a meaning, interesting enough to hold the reader's attention and profound enough to leave a lasting impression on his mind. There probably are so-called natural-born storytellers, but I hold that the greater number of fiction writers acquire, either by diligent practice or by intelligent instruction, the ability to create a story