



普通高等教育“十一五”国家级规划教材

# 英语阅读技巧与实践

计时阅读

**BOOK 4**  
**Teacher's Book**

总主编 / 刘学明

本册主编 / 刘金玲

English  
Reading  
Skills  
And  
Practice



湖南师范大学出版社  
HUNAN NORMAL UNIVERSITY PRESS



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# English Reading Skills And Practice 英语阅读技巧与实践

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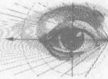
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## 致 教 师

《英语阅读技巧与实践》自出版以来一直得到各主管部门的好评及广大师生的厚爱。1995 年获湖南省教学成果三等奖。1996 年获湖南省优秀教材二等奖。1996 年被湖南省教委确定为湖南省高等教育“九五”重点教材。1997 年进行第一次修订。2000 年进行第二次修订。2001 年,“英语阅读课教材、教学方法及测试改革(含教材)”获国家级教学成果二等奖和省级教学成果一等奖。2004 年进行第三次修订。2005 年获中国大学出版社协会优秀教材一等奖。2006 年被教育部确定为普通高等教育“十一五”国家级规划教材。

### ►►教师用书编排说明

教师用书共 7 册,分别与学生用书对应。教师用书的内容及编排方式与一般的教师用书不同,它总体上分为两大板块:

第一大板块是课文和练习。此板块与学生用书基本相同,不同的是教师用书有重点和难点的注释符号,这样,教师只需要一本教师用书就够了,既方便实用又节省开支。

第二大板块为练习的答案、注释及词汇表。这样编排是为了方便教师,因为上阅读课的惯例是教师先布置学生阅读课文和做练习题,然后马上核对答案并针对学生阅读理解方面存在的问题进行讲解,最后就是讲解课文中的重点和难点。词汇表为教师的备课提供方便。



### ►► 本册教学使用说明

本册的重点仍然是运用第一册学到的基本阅读技巧,千方百计扩大词汇量,提高阅读速度和理解率。本册每篇文章后都注明有单词数,以便教师按教学大纲规定的阅读速度组织教学。首先教师要求学生在规定的时间内读完课文并做完第一大练习题(理解题),然后检查答案。课文后还有很多其他练习题,除了快速阅读以外,教师在本册中要特别注重 cloze test,因为它是对学生语言能力的综合检测。在做这道题时,教师不能只对答案,而应教给学生如下技巧:上下文线索、习惯搭配、语法知识及常识。利用好这四条技巧,做题时一般能做对 70%~80%。同时也要重视综合改错题,做改错题的技巧与做完形填空题的技巧基本相同。

编者

2008 年 6 月于湖南师范大学

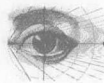
# 序

黄源深

阅读对于学习语言的重要性是不言而喻的。古人有言，“读书破万卷，下笔如有神”，指的就是阅读对掌握语言、提高写作能力所起的作用。另一说“读万卷书，行万里路”，也包含着类似的意思。至于“青灯黄卷”、“寒窗苦读”，则除了倡导发愤学习，还说明了对大量阅读的重视。

语言学习是相通的。大量阅读对掌握外语也同样重要。阅读有助于培养语感。对一种语言的感受，是建立在对该语言的频繁接触上的。对在母语环境里的外语学习者来说，可以说没有大量阅读就不可能产生对所学外语的语感，而没有语感，则只能得语言之皮毛。大量阅读也有助于增加语汇和表达方式，无论是本国语还是外语，我们所掌握的用以书面传递思想的词汇和句法，大多是通过阅读得来的，书读得越多，掌握的表达方式也越多，表达能力也越强。阅读对写作所起的作用更为直接。通常，写不好的根本原因，除了思想贫乏、逻辑混乱等内在智力因素外，主要还应归结于读得太少，没有从阅读别人的文章中学得自己写作所需的语汇和表达方式。阅读还能丰富我们的文化知识，培根就认定“读书使人充实”，而掌握有关国家的文化背景知识，对外语学习者来说尤为重要。一篇域外的文章，一部外国的小说，都会向我们展示一个新的世界，都有助于我们对其语言的了解和领悟。阅读对学习外语的重要性是怎么强调也不会过分的。

如果把英语学习中的阅读分为精读和泛读两类的话，那么现时人们的注意力往往过多地置于精读，而忽略了泛读。精读不能说不重要，古人也有“熟读唐诗三百首，不会作诗也会吟”之类强调精读之说。问题在于我们大多着眼于试验田式的小块文章上的“精耕细作”(不厌其烦地释义，反反复复地解释语法，不无炫耀地解析词汇，等等)，而把“大量阅读”放在极其次要的地位。虽然设有泛读课，但大多泛读不“泛”，阅读量极其有限，说到底不过是精读的变种。尽管对一小篇课文的研读可以把文中的词汇与句式搞得滚瓜烂熟，对英语学习也有所帮



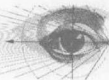
助, 尽管这种试验田里的悉心耕耘有着一定的必要性, 但我们忽视了将其推向“大田”, 即放松了对语言学习至关重要的“大量阅读”, 无法获得真正的大面积丰收。小块文章的狭窄语境(加之缺乏重复)限制了学习者对词语的理解和领悟; 靠反复诵读而记住的词汇和结构往往难以活用, 导致生搬硬套而出错; 很小的阅读量当然无法培养语感。其结果, 学习者不得不依赖记忆中的语法条条和结构来遣词造句, 所得句子也许语法无误, 但往往不地道, 甚至出现笑话, 这应当说是轻视“大量阅读”所造成的恶果。

近几年来, 这个问题已引起了部分院校的注意, 开始在大量阅读上下工夫, 其中我知道比较突出的例子是湖南师范大学外国语学院。他们采取了周密的措施来加强学生的阅读, 尤其是课外阅读。说实在的, 一种外语光靠课内的几个学时是无论如何也学不好的, 必须大力开拓课外空间才行。湖南师范大学外国语学院的老师们深谙这个道理, 并努力付诸实施。他们通过各种途径自筹经费, 买来一批批课外读物, 年复一年, 日积月累, 建立了一个粗具规模的图书室。每学期之始, 教师开出书单, 规定学生要读完这些书, 并定期用口头和书面(写读书报告)的方式进行检查, 检查结果计入成绩, 作为学业评估的一个重要部分。几年坚持下来, 学生的英语水平大幅度地提高, 为其他院校所瞩目。除了因为该校的英语教学管理得当之外, 这不能不说是落实大量阅读的一大功绩。

湖南师范大学外国语学院对阅读的重视, 还体现在由刘学明教授牵头、有蒋洪新教授等参加, 精心编写了一套《英语阅读技巧与实践》的阅读教材, 对学生进行较系统的阅读技巧指导, 使课内外阅读互相呼应。这套教材针对性强, 注重实用, 富有特色。它把讲授阅读理论与技巧同大量的阅读实践结合起来, 使学生能在有关阅读理论的指导下, 通过“大运动量”的阅读训练, 掌握“根据上下文判断推理、抓大意、快速阅读”等技巧, 达到最终提高阅读能力的目的。全套教材由浅入深, 从基本阅读技巧入手, 逐步过渡到有相当难度的评判性阅读和鉴赏性阅读, 便于学生吸收和掌握。此外, 该套教材内容丰富, 体裁多样, 涉及小说、散文、诗歌等。书中的文章短小精悍, 富有时代气息, 趣味性强, 极具吸引力。总之, 这是一套系统性强、富有创意、便于操作、编写得相当出色的教材, 特予以推荐。

2000年6月30日

于上海



## 前 言

《英语阅读技巧与实践》是为高等学校英语专业学生编写的一套阅读（以前称为泛读）教材。全套书共7册，既可供英语专业本、专科生使用，也可供教师进修学院、函授大学和夜大的英语专业学员使用。

本套教材依据《高等学校英语专业英语教学大纲》对英语阅读课程的要求编写，其编写的目的是：教给学生阅读理论和技巧，培养他们细致观察语言的能力和假设判断、推理验证等逻辑思维能力；培养他们阅读的兴趣，使他们在较短的时间里尽快扩大词汇量和知识面，提高思想和文化素养，从而提高阅读水平和能力，通过阅读更快更好地获取世界上各国有用的政治、经济、文化和科技等方面的信息，为我国的改革开放和社会主义建设服务。

本套教材的特点是：①编排的独特性。全书以阅读理论和技巧为主线，使学生在理论和技巧的指导下进行实践。②内容的广泛性。书中既有政治、社会、经济、文化、历史、天文、地理、科普、图表等内容，也有小说、诗歌等内容。③选材的知识性。学生在学语言的同时也能学到很多领域方面的知识，扩大视野。④课文的精练性。课文短小精悍，适合于课堂使用，避免文章太





长而使学生产生厌烦情绪,以及过长的 silent reading 而使课堂死气沉沉(长篇阅读在课外阅读中解决)。<sup>⑤</sup>练习的丰富性。“练习部分”具有很强的针对性和实用性,能牢牢吸引学生的注意力。

第1册为四个单元,集中介绍各种重要的阅读理论和技巧,并在技巧指导下进行实践。在第2~4册中,每册有40个 passages,每篇后注明单词数并配有各种练习,便于学生综合运用各种技巧,进行计时阅读。第5册为评判性阅读,共四个单元。第6册为报刊阅读,共三个单元。第7册为鉴赏性阅读,共三个单元。

使用本套教材前四册时,要求学生不进行预习,否则很多练习(尤其是猜新词和理解练习)将失去意义,而且教师也无法了解学生对技巧的掌握及他们的阅读速度和理解率。

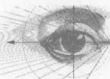
全套书总主编为刘学明教授。第1册和第2册由刘学明教授主编;第3册和第6册由吴丁娥教授主编;第4册和第5册由刘金玲教授主编;第7册由蒋洪新教授和郑燕虹副教授主编。

本套教材的编写和出版得到了湖南省教育厅、湖南师范大学、湖南师范大学出版社及湖南师范大学外国语学院等的大力支持,我们深表谢意。全国许多高校的英语阅读课教师对该书提出了很多宝贵意见,我们在此一并表示感谢。

由于水平有限,书中一定会有许多不足之处,敬请广大读者,尤其是使用该书的同行们提出宝贵意见,以便进一步修正。

编者

2008年2月于湖南师范大学

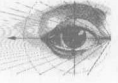


## CONTENTS

<b>PASSAGE 1</b>	Yellow Fever .....	1
<b>PASSAGE 2</b>	Intelligence in Animals .....	7
<b>PASSAGE 3</b>	Electronic Burglar Alarms .....	13
<b>PASSAGE 4</b>	America's New Recession .....	20
<b>PASSAGE 5</b>	The Discovery of a Sunken Ship .....	28
<b>PASSAGE 6</b>	Man Hunters of the USA .....	35
<b>PASSAGE 7</b>	Frank Turner .....	41
<b>PASSAGE 8</b>	The Interaction of Body and Mind .....	49
<b>PASSAGE 9</b>	The Land and the People .....	56
<b>PASSAGE 10</b>	Supermarkets .....	63
<b>PASSAGE 11</b>	Sex on the Job .....	70
<b>PASSAGE 12</b>	From the Other Side of the Generation Gap ...	78
<b>PASSAGE 13</b>	A Virtual University .....	85
<b>PASSAGE 14</b>	WTO Finds US Trade Damaged by EU Beef Import Ban .....	93
<b>PASSAGE 15</b>	Two Major Parties in Britain .....	101
<b>PASSAGE 16</b>	Reeds, Pens and Beyond .....	108
<b>PASSAGE 17</b>	Why Tortoise's Shell Is Not Smooth .....	114
<b>PASSAGE 18</b>	How Hurricanes Get Their Names .....	121
<b>PASSAGE 19</b>	Indo-European Languages .....	128
<b>PASSAGE 20</b>	Death: a Part of Life .....	134
<b>PASSAGE 21</b>	Tame Volcanoes .....	141



<b>PASSAGE 22</b>	The Secret Language of Barrier Signals ...	148
<b>PASSAGE 23</b>	The Birth of Jesus .....	156
<b>PASSAGE 24</b>	The Man with the Jade Mask .....	163
<b>PASSAGE 25</b>	The Piece of String .....	170
<b>PASSAGE 26</b>	Robert Baden-Powell, Secret Agent .....	178
<b>PASSAGE 27</b>	Stuck on Stamps .....	185
<b>PASSAGE 28</b>	The American Tax System .....	192
<b>PASSAGE 29</b>	We Are Not a Nation of Tax Cheats .....	199
<b>PASSAGE 30</b>	Insurance .....	207
<b>PASSAGE 31</b>	Investment Banking Companies .....	214
<b>PASSAGE 32</b>	Weather Catastrophe—Then and Now? .....	222
<b>PASSAGE 33</b>	Bittersweet Companions .....	230
<b>PASSAGE 34</b>	Safeguarding Life .....	239
<b>PASSAGE 35</b>	The Red Data Books .....	247
<b>PASSAGE 36</b>	The First Ecologists .....	256
<b>PASSAGE 37</b>	Twins, Genes and Environment .....	265
<b>PASSAGE 38</b>	The Antler Riddle .....	273
<b>PASSAGE 39</b>	Beneath the Canopy .....	280
<b>PASSAGE 40</b>	Paralinguistic Communication .....	287
<b>APPENDIX</b>	Keys, Notes and Vocabulary .....	293



# PASSAGE 1

## Yellow Fever<sup>①</sup>

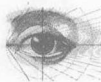
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### Text

[1] Hopes for a victory over the disease<sup>②</sup> of yellow fever were raised still further when one of a team of Rockefeller<sup>③</sup> doctors, studying yellow fever in Ghana, scored a major victory in the summer of 1927. Visiting a village where there was an outbreak, the doctor took blood from a good-looking young African, Asibi by name<sup>④</sup>, who had a mild touch of fever. The doctor now injected some of his blood into four animals including one monkey that had just arrived from India. Only the monkey went down with yellow fever<sup>⑤</sup>. For the first time the virus of the disease had been passed into an animal other than man. Having animals that could be given the disease opened the way to new lines of experiments.

[2] The Asibi virus was kept going from monkey to monkey. In this way they gradually developed a virus whose power to make people ill had been greatly lowered. But still it had enough strength to develop resistance in human beings. So from the blood of a West African a vaccine was finally developed that now protects millions of people from yellow fever.

[3] Such, then, was the point reached in 1932. Yellow fever appeared to be on the way out, at least in the Americas<sup>⑥</sup>. Then there occurred an outbreak in a country district in Brazil. This was strange, since yellow fever had always been believed to be a disease of the city, one that people caught by being bitten in their own homes by the city type of mosquitoes, bred within a hundred yards of their



houses. Something much more surprising, however, was in store for the members of the Brazilian Yellow Fever Service<sup>⑦</sup>, when they reached the area. There was yellow fever in the district, without doubt. The Service found it was present by all the standard tests. But there were no city-type mosquitoes, not one.

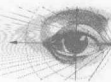
[4] One morning a doctor went into the jungle with some woodcutters. He wanted to collect mosquitoes, but they weren't biting. The doctor was just ready to leave, when one of the men shouted that a tree was about to fall. He stood back and watched the great mass come down. Sunlight streamed through the hole made in the roof of the jungle and from the upper branches of the fallen tree rose a cloud of blue mosquitoes<sup>⑧</sup> which circled around the men.

[5] So it was learned that these blue mosquitoes, relatively rare on the floor of the jungle, exist in great numbers in the treetops. There too, the monkeys live. This discovery completed a chain of facts about the way jungle yellow fever is caught and spread. It is mainly a disease of monkeys in the jungle treetops. They are infected by the bites of several kinds of mosquitoes, blue mosquitoes being one of the most common attackers. The pattern is carried on from monkey to mosquito and back to monkey. But men going into the jungle may also get the disease, particularly if their work disturbs the roof of the jungle. If the man bitten by an infected mosquito returns to a city where there are mosquitoes of the city type, he may start again the pattern of man to mosquito to man. (about 550 words)

## Exercises

### I. Tick off the best choice according to the information given in this passage.

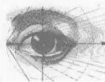
1. A further advance in the fight against yellow fever was made when it was discovered that the disease could be passed from \_\_\_\_\_.  
A. man to mosquito                      B. animal to man  
C. animal to mosquito                    D. man to animal
2. The vaccine for yellow fever that is used today is developed from the original sample of blood from \_\_\_\_\_.  
A. experimental monkeys                B. American doctors  
C. a West African                         D. infected mosquitoes
3. Up to 1932, yellow fever had been mainly a disease of \_\_\_\_\_.  
A. the city              B. the country      C. the jungle      D. inland places



4. In the jungle the doctor found \_\_\_\_\_.  
A. the city type of mosquitoes      B. blue mosquitoes  
C. all types of mosquitoes      D. very few mosquitoes
5. Jungle yellow fever can only exist where there are \_\_\_\_\_.  
A. any type of mosquitoes      B. blue mosquitoes  
C. monkeys      D. animals and mosquitoes
6. Men going into the jungle are especially likely to get yellow fever if their work \_\_\_\_\_.  
A. is near water      B. disturbs the roof of the jungle  
C. involves handling wood      D. keeps them there after dark
7. The doctors in this story were interested in discovering \_\_\_\_\_.  
A. the pattern of the disease  
B. the signs of yellow fever  
C. the kind of people who get the disease  
D. how monkeys stay healthy
8. An interesting finding in this story is that \_\_\_\_\_.  
A. only one type of mosquitoes carries yellow fever  
B. at least two types of mosquitoes carry yellow fever  
C. any mosquitoes can carry the disease  
D. monkeys are necessary in keeping yellow fever going
9. An important thought you might get from reading this story is that doctors studying a disease must \_\_\_\_\_.  
A. be ready for unexpected things      B. always go into the jungles  
C. work mostly with animals      D. be interested only in humans
10. The use of monkeys in the virus experiments was \_\_\_\_\_.  
A. bad      B. very fortunate  
C. a pure accident      D. not necessary

**II. In the given paragraph find the word that best fits the meaning below. Write the word.**

1. achieved(Para. 1)
2. part or area(Para. 3)
3. flew freely(Para. 4)
4. swarm(Para. 4)

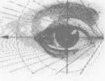


**III. Fill in the blank with a suitable word of its correct form.**

1. victor, victory, victorious
  - A. The army won its first \_\_\_\_\_.
  - B. The \_\_\_\_\_ team had a celebration.
  - C. The \_\_\_\_\_ won by a score of seven to two.
2. resist, resistant, resistance, resistor
  - A. Some insects have become \_\_\_\_\_ to DDT.
  - B. The enemy's \_\_\_\_\_ was completely destroyed.
  - C. This instrument needs a \_\_\_\_\_.
  - D. That nation was unable to \_\_\_\_\_ the invasion.
3. protect, protector, protection, protective
  - A. This is a chest \_\_\_\_\_.
  - B. They have invented a \_\_\_\_\_ device on the machine.
  - C. This child needs \_\_\_\_\_.
  - D. It's my duty to \_\_\_\_\_ my sister.
4. infect, infection, infectious
  - A. Cholera is an \_\_\_\_\_ disease.
  - B. The disease is usually spread by \_\_\_\_\_.
  - C. The wound was \_\_\_\_\_ with germs.

**IV. Cloze test.**

The food we eat seems to have profound effects on our health. Although science has 1 enormous steps in 2 food more fit to eat, it has, at the 3 time, made many foods 4 to eat. Some researches have shown that perhaps eighty 5 of all human illnesses are related 6 diet and forty percent cancer is related to the 7 as well, especially 8 of the colon. Different cultures are more prone 9 contract certain illness because of the food 10 is characteristic in these cultures. That food is 11 to illness is not a new discovery. In 1945, government researchers 12 that nitrates and nitrites, commonly used to preserve color in meats, and other food additives, 13 cancer. Yet, these carcinogenic additives 14 in our food, and it becomes more difficult 15 the time to know which things 16 the packaging labels of processed food are helpful 17 harmful. The additives which we eat are not 18 so direct. Farmers often give penicillin 19 beef and poultry, and because of this, penicillin has been found in the milk of treated 20.



Sometimes similar 21 are administered to animals not 22 medicinal purposes, but for financial reasons. The farmers are simply trying to fatten the animals in 23 to obtain a higher price 24 the market. Although the Food and Drug Administration (FDA) has tried repeatedly to control these procedures, the practices continue.

#### V. Fast reading.

During the Revolutionary War the Hudson River and its valley was of special interest to the British. Not only was it a direct route to and from Canada and a base for military operations, but it served as a means of dividing the colonies. This was a prime objective of the British army. And at the mouth of the Hudson lay New York City, a large island containing farms for supplies and ample lands for troop encampments. Of great importance to the British navy, it was also surrounded by navigable waters. By 1776, the British had already suffered defeat at Boston and were forced to leave the city. General Sir William Howe took his troops first to Nova Scotia, and then to New York. By July Howe had 32 000 professional soldiers on Staten Island, including, for the first time, German mercenaries, and many ships of various sizes and types in the lower harbor.

More than anyone else, Washington knew the value of the Hudson River. He also knew the condition of his own army—troops that were untrained, undisciplined, and, at best, only willing to serve out their short-term enlistments. Weighing these problems against the fresh, well-trained British army suggested what was to come in battle. At all costs, however, Washington had to keep the Hudson River free of British warships.

In August, Howe began ferrying his troops across the Narrows to Long Island. He landed at what is now Dyker Beach Park. The landing was unopposed. The Americans were manning crude forts with a battery at what is now Prospect Park. Just behind this vulnerable position was the East River.

The British attack came shortly before midnight. Two columns fought the Americans at their front batteries. A third column moved around to the right to encircle Washington's troops. Outnumbered, the Americans retreated to the forts before the trap could be finished. Faced with having to make a frontal assault, Howe waited. A storm came up that kept British ships from using the East River, giving Washington his chance to escape. All through the night small boats carried Washington's men across the river to Manhattan. The Americans were





defeated and Washington himself just missed being captured. The British had won the first phase of the battle for Manhattan.

By the time Howe landed in Manhattan two weeks later, Washington had decided to give up the island. (400 words)

1. What place held a special military attraction for the British?  
A. Nova Scotia. B. Washington, D. C.  
C. The Hudson River. D. Boston.
2. The prime objective of British military strategy was to conquer by \_\_\_\_\_.  
A. deceit B. division C. diplomacy D. economy
3. Forces which helped the British were \_\_\_\_\_.  
A. French B. German C. Canadian D. Russian
4. The main British attack came shortly before \_\_\_\_\_.  
A. midnight B. noon C. dawn D. dark
5. The American forces were \_\_\_\_\_.  
A. outnumbered B. superior C. frightened D. timid
6. Washington's troops were \_\_\_\_\_.  
A. well trained and eager to win the war B. poorly equipped but well disciplined  
C. superior but timid D. unruly and poorly trained
7. The results of the British-American encounter were \_\_\_\_\_.  
A. easy to predict B. difficult to assess  
C. impossible to forecast D. difficult to guess
8. What prevented the British ships from using the East River?  
A. Bad weather suddenly developed.  
B. Bombers dropped bombs.  
C. American troops blockaded the river.  
D. Reinforcements arrived just in time.
9. From this selection, the reader can conclude that \_\_\_\_\_.  
A. George Washington was a leader with great foresight  
B. British forces were well-trained and well-led  
C. Canada played an important role in the Revolutionary War  
D. British soldiers were short of weapons
10. The author develops this selection through the use of \_\_\_\_\_.  
A. intelligent personal opinions B. factual description  
C. controversial arguments D. irony