

Third Edition

# Reader's Choice

读者的选择

第3版

E. Margaret Baudoin  
Ellen S. Bober  
Mark A. Clarke  
Barbara K. Dobson  
Sandra Silberstein

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**THIRD EDITION**

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*Developed under the auspices  
of the English Language Institute  
at The University of Michigan*

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## 内容简介

本书是一种速成英语泛读精选教材。其特点是:课文选材广泛,内容与生活和社会紧密结合,富有知识性与趣味性;练习丰富,有英语理解、构词法、词根、词源及前后缀等。修订后的第3版,经过编排顺序的适当调整和新材料的补充更趋完善。本书已被我国多所大学选作英语系高年级和研究生阅读教材或教学参考书。

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# **Reader's Choice**

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## 关于《读者的选择》

英语阅读教材 Reader's Choice 由美国密执安大学英语学院的教员编写,初版于1977年,经修订后,分别于1988年和1994年发行第2版和第3版。

本教材问世后,受到我国英语教学界的重视。世界图书出版公司北京公司积极引进,向密执安大学出版社购得在中国大陆发行第2版的重印权,现又购得第3版的加注中文重印权。

本教材的对象是把英语作为第二语言或外语的学习者,因此适用于我国的英语学习者。考虑到全书用英语编写,课文内容又有一定深度,对已完成中级阶段的学习者更为理想。

本书的最大特色在于它是以如何提高学习者的阅读技能为目的而编写的。多年来,阅读课在我国外语教学中一直是主干课,其中心思想是企图通过阅读课来带动听、说、读、写、译五种技能的训练。由于对一篇范文从不同角度讲解和操练,学生从心理上容易感到厌烦。而从几块豆腐干式的文章中也难以吸取更多的养料。这样,阅读课本应提高学习者的阅读技能这个主要职能未受到应有的重视,学习者运用英语的实际能力也未能得到相应的提高。传统教学法的这种弊病已受到我国外语教育工作者的注意。在改革开放的大好形势下,我国许多已编写出或正在编写的新的阅读课教材,有了良好的开端。本教材的再次出版,既可供我国英语教学工作编写教材和教案时参考,也可供一些教学单位作为教材直接使用,特别是可用作大学英语或高级英语学习班的阅读教材。

所谓阅读究竟应注意哪些方面呢?首先,要把阅读过程看作是逐步解决阅读中所碰到难题的过程,也就是理解过程,要解决难点,学习者应学会综合运用各种阅读技巧。不仅如此,水平高的学习者应懂得如何根据阅读材料的不同内容选择不同的阅读方法和技巧。第三,有经验的读者往往在通读全文之前对文章内容作一些基本估计,并在阅读过程中检查自己的预期假设是否正确。最后,阅读是个读者和作者交往的过程,读者应对文章的内容和作者的观点根据自己的理解和掌握的知识形成自己的观点,或同意,或反对,或有取有舍。在课堂教学中,又存在学生和教师,学生和学生的思想交往过程,展开讨论。显然,有关阅读课程的方方面面应通过系统的指导和训练才能得心应手,而这又取决于编写一本为这种指导和训练服务的阅读教材。正是基于上述认识,《读者的选择》在单元设置和练习编写上独具匠心。

本教材共15个单元,分成三类。1,3,5,7,9,11这六个奇数单元含有阅读技能训练的练习,其目的是培养读者能通过最低限度的线索从选文中获得最大限度信息的能力。2,4,6,8,10,12这六个偶数单元则含有各种选文,让学习者利用这些技能去理解课文内容和评估其观点。由此可见第一组和第二组是相对应的。

13,14,15 这三个单元则提供篇幅更长、难度更大的课文,俾能复习和巩固所学内容。

本教材的练习分成两大类。一类侧重于语言点,一类侧重于阅读理解。有关语言点的练习是为了提高学习者的阅读能力。如碰到一个生词时,学习者应根据课文的主题,上下文中其它词的语义,以至含有该词的句子结构去抓住这个生词的可能词义。这里,我们不是为语法而学语法,而是通过一定的语法知识去理解词义,最终为理解课文服务。第二种方法对词进行分解,弄清其词根和词缀。英语词有不少是希腊语、拉丁语和古英语发展起来的,词根和词缀数量有限,但两者的结合可派生不少语义相关的新词。这样,我们不只是为词汇学而学习词汇,而是通过词语构造的规则去掌握新词的文章中的可能语义。除单词外,本教材还有一些练习帮助学习者分析句子结构,以弄清楚句子中各个成分及其意义的关系。有的练习针对段落,通过段落猜测某一词语的意义,能回答段落中有关某一特定细节的问题。最后,引导读者根据整篇文章的信息和运用自己的生活知识来理解课文。有关理解技能的练习包括:(1)略读——旨在快速的浏览一篇文章的大致内容,这种阅读方法在时间有限的情况下颇为实用。(2)查阅——也是一种快速阅读方法,目的是为了在阅读材料中查找某特定信息,如某日期、人名、地名、号码等。(3)全面理解——要求细读,以理解文章的全部意义,总结作者的观点。(4)评论性阅读——对所阅读的内容作出判断,发现问题,回答问题。

应当指出,语言技能和理解技能的训练虽各有侧重,但不是截然分开的。如前所述,语言技能的提高最终是为提高阅读技能服务的。因此,对本教材所录用的某些篇章,特别是不成文的阅读材料,如工具书、说明书、图表、广告等应抱正确态度。同样,阅读技能提高了,也有助于语言技能的提高和对词义的了解,如在阅读技能中介绍的查阅方法对学习使用词典和其它工具书非常有用。第二,采用本教材,虽是为了提高阅读技能,并不意味着不要提高实际运用语言水平。教材肯定了词的形态学和句法结构是掌握词语语义的重要手段。它融语言水平的提高于阅读理解过程之中。第三,采用本教材强调课堂讨论,小组和分对活动,有助于学习者真实地口头表达自己的思想和观点,活跃课堂气氛。第四,本教材每个单元均有多种课文和练习,课堂教学也好,个人自学也好,可根据实际情况和个人兴趣加以调整,使用起来较为灵活。对于自学者来说,本教材的练习答案起到检查回答和理解正确与否的作用。对于参加班组学习的学生宜听从教师的统一安排,以保证取得理想的学习效果。

胡壮麟

北京大学英语系

1996年12月



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# Introduction

## To Students and Teachers

*Reader's Choice* is a reading textbook for students of English as a second or foreign language. The authors of *Reader's Choice* believe that reading is an active, problem-solving process. This book is based on the theory that proficient reading requires the coordination of a number of skills. Proficient reading depends on the reader's ability to select the proper skills or strategies to solve each reading problem. Efficient readers determine beforehand why they are reading a particular selection and they decide which strategies and skills they will use to achieve their goals. They develop expectations about the kinds of information they will find in a passage and read to determine if their expectations are correct. The exercises and readings in *Reader's Choice* will help students to become independent, efficient readers.

When you look at the Contents page you will notice that there are three kinds of units in *Reader's Choice*. The odd-numbered units (1 through 11) contain skills exercises. These exercises give students intensive practice in developing their ability to obtain the maximum amount of information from a reading selection using the minimum number of language clues. The even-numbered units (2 through 12) contain reading selections that give students the opportunity to use the skills they have learned, to interact with and evaluate the ideas of texts. Finally, Units 13, 14, and 15 consist of longer, more complex reading selections.

Basic language and reading skills are introduced in early units and reinforced throughout the book. The large number of exercises presented gives students repeated practice. Students should not be discouraged if they do not finish each exercise, if they have trouble answering specific questions, or if they do not understand everything in a particular reading. The purpose of the tasks in *Reader's Choice* is to help students improve their problem-solving skills. For this reason, the process of attempting to answer a question is often as important as the answer itself.

*Reader's Choice* contains exercises that give students practice in both language and reading skills. In this Introduction we will first provide a description of language skills exercises followed by a description of the reading skills work contained in the book.

## Language Skills Exercises

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### Word Study Exercises

Upon encountering an unfamiliar vocabulary item in a passage there are several strategies readers can use to determine the message of the author. First, they can continue reading, realizing that often a single word will not prevent understanding of the general meaning of a selection. If further reading does not solve the problem, readers can use one or more of three basic skills to arrive at an understanding of the unfamiliar word. They can use context clues to see if surrounding words and grammatical structures provide information about the unknown word. They can use word analysis to see if understanding the parts of the word leads to an understanding of the word. Or, they can use a dictionary to find an appropriate definition. *Reader's Choice* contains numerous exercises that provide practice in these three skills.

#### Word Study: Vocabulary from Context

Guessing the meaning of an unfamiliar word from context clues involves using the following kinds of information:

- a) knowledge of the topic about which you are reading
- b) knowledge of the meanings of the other words in the sentence (or paragraph) in which the word occurs
- c) knowledge of the grammatical structure of the sentences in which the word occurs

Exercises that provide practice in this skill are called Vocabulary from Context exercises.

When these exercises appear in skills units, their purpose is to provide students with practice in guessing the meaning of unfamiliar words using context clues. Students should not necessarily try to learn the meanings of the vocabulary items in these exercises. The Vocabulary from Context exercises that appear with reading selections have a different purpose. Generally these exercises should be done before a reading selection is begun and used as an introduction to the reading. The vocabulary items have been chosen for three reasons:

- a) because they are fairly common, and therefore useful for students to learn
- b) because they are important for an understanding of the passage
- c) because their meanings are not easily available from the context in the selection

#### **Word Study: Stems and Affixes**

Another way to discover the meanings of unfamiliar vocabulary items is to use word analysis, that is, to use knowledge of the meanings of the parts of a word. Many English words have been formed by combining parts of older English, Greek, and Latin words. For instance, the word *bicycle* is formed from the parts *bi*, meaning two, and *cycle*, meaning round or wheel. Often knowledge of the meanings of these word parts can help the reader to guess the meaning of an unfamiliar word. Exercises providing practice in this skill occur at regular intervals throughout the book. The Appendix lists all of the stems and affixes that appear in these exercises.

#### **Word Study: Dictionary Use**

Sometimes the meaning of a single word is essential to an understanding of the total meaning of a selection. If context clues and word analysis do not provide enough information, it will be necessary to use a dictionary. We believe that advanced students should use an English/English dictionary. The Word Study: Dictionary Use exercises in the skills units provide students with a review of the information available from dictionaries and practice in using a dictionary to obtain that information. The Dictionary Study exercises that accompany some of the reading selections require students to use the context of an unfamiliar vocabulary item to find an appropriate definition of these items from the dictionary entries provided.

#### **Sentence Study Exercises**

Sometimes comprehension of an entire passage requires the understanding of a single sentence. Sentence Study exercises give students practice in analyzing the structure of sentences to determine the relationships of ideas within a sentence. Students are presented with a complicated sentence followed by tasks that require them to analyze the sentence for its meaning. Often the student is required to use the available information to draw inferences about the author's message.

#### **Paragraph Reading and Paragraph Analysis Exercises**

These exercises give students practice in understanding how the arrangement of ideas affects the overall meaning of a passage. Some of the paragraph exercises are designed to provide practice in discovering the general message. Students are required to determine the main idea of a passage: that is, the idea which is the most important, around which the paragraph is organized. Other paragraph exercises are meant to provide practice in careful, detailed reading. Students are required not only to find the main idea of a passage, but also to guess vocabulary meanings of words from context, to answer questions about specific details in the paragraph, and to draw conclusions based on their understanding of the passage.

#### **Discourse Focus**

Effective reading requires the ability to select skills and strategies appropriate to a specific reading task. The reading process involves using information from the full text and information

from the world in order to interpret a passage. Readers use this information to make predictions about what they will find in a text, and to decide how they will read. Sometimes we need to read quickly to obtain only a general idea of a text; at other times we read carefully, drawing inferences about the intent of the author. Discourse-level exercises introduce these various approaches to reading, which are then reinforced throughout the book. These reading skills are described in more detail in the discussion that follows.

### **Nonprose Reading**

Throughout *Reader's Choice* students are presented with nonprose selections (such as a menu, bus schedule, road map, etc.) so that they can practice using their skills to read material that is not arranged in sentences and paragraphs. It is important to remember that the same problem-solving skills are used to read both prose and nonprose material.

## **Reading Skills Exercises**

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Students will need to use all of their language skills in order to understand the reading selections in *Reader's Choice*. The book contains many types of selections on a wide variety of topics. These selections provide practice in using different reading strategies to comprehend texts. They also give students practice in four basic reading skills: skimming, scanning, reading for thorough comprehension, and critical reading.

### **Skimming**

Skimming is quick reading for the general idea(s) of a passage. This kind of rapid reading is appropriate when trying to decide if careful reading would be desirable or when there is not time to read something carefully.

### **Scanning**

Like skimming, scanning is also quick reading. However, in this case the search is more focused. To scan is to read quickly in order to locate specific information. When you read to find a particular date, name, or number, you are scanning.

### **Reading for Thorough Comprehension**

Reading for thorough comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the author's ideas but has not yet made a critical evaluation of those ideas.

### **Critical Reading**

Critical reading demands that readers make judgments about what they read. This kind of reading requires posing and answering questions such as *Does my own experience support that of the author? Do I share the author's point of view? Am I convinced by the author's arguments and evidence?*

Systematic use of the exercises and readings in *Reader's Choice* will give students practice in the basic language and reading skills necessary to become proficient readers. Additional suggestions for the use of *Reader's Choice* in a classroom setting are included in the section To the Teacher.

# To the Teacher

It is impossible to outline one best way to use a textbook; there are as many ways to use *Reader's Choice* as there are creative teachers. However, based on the experiences of teachers and students who have worked with *Reader's Choice*, we provide the following suggestions to facilitate classroom use. First, we outline general guidelines for the teaching of reading; second, we provide hints for teaching specific exercises and readings in the book; and finally, we suggest a sample lesson plan.

## General Guidelines

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The ultimate goal of *Reader's Choice* is to produce independent readers who are able to determine their own goals for a reading task, then use the appropriate skills and strategies to reach those goals. For this reason, we believe the best learning environment is one in which all individuals—students and teachers—participate in the process of setting and achieving goals. A certain portion of class time is therefore profitably spent in discussing reading tasks before they are begun. If the topic is a new one for the students, teachers are encouraged to provide and/or access background information for the students, adapting the activities under *Before You Begin* to specific teaching contexts. When confronted with a specific passage, students should become accustomed to the practice of skimming it quickly, taking note of titles and subheadings, pictures, graphs, etc., in an attempt to determine the most efficient approach to the task. In the process, they should develop expectations about the content of the passage and the amount of time and effort needed to accomplish their goals. In this type of setting students are encouraged to offer their opinions and ask for advice, to teach each other and to learn from their errors.

*Reader's Choice* was written to encourage maximum flexibility in classroom use. Because of the large variety of exercises and reading selections, the teacher can plan several tasks for each class and hold in reserve a number of appropriate exercises to use as the situation demands. In addition, the exercises have been developed to make possible variety in classroom dynamics. The teacher should encourage the independence of students by providing opportunities for work in small groups, pairs, or individually. Small group work in which students self-correct homework assignments has also been successful.

Exercises do not have to be done in the order in which they are presented. In fact, we suggest interspersing skills work with reading selections. One way to vary reading tasks is to plan lessons around pairs of units, alternating skills exercises with the reading selections. In the process, the teacher can show students how focused skills work transfers to the reading of longer passages. For example, Sentence Study exercises provide intensive practice in analyzing grammatical structures to understand sentences; this same skill should be used by students in working through reading selections. When communication breaks down, the teacher can pull sentences from readings for intensive classroom analysis, thereby demonstrating the value of this skill.

It is important to *teach, then test*. Tasks should be thoroughly introduced, modeled, and practiced before students are expected to perform on their own. Although we advocate rapid-paced, demanding class sessions, we believe it is extremely important to provide students with a thorough introduction to each new exercise. At least for the first example of each type of exercise, some oral work is necessary. The teacher can demonstrate the skill using the example item, and work through the first few items with the class as a whole. Students can then work individually or in small groups.

## Specific Suggestions

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*Reader's Choice* has been organized so that specific skills can be practiced before students use those skills to attack reading selections. Although exercises and readings are generally graded

according to difficulty, it is not necessary to use the material in the order in which it is presented. Teachers are encouraged:

- a) to intersperse skills work with reading selections
- b) to skip exercises that are too easy or irrelevant to students' interests
- c) to do several exercises of a specific type at one time if students require intensive practice in that skill
- d) to jump from unit to unit, selecting reading passages that satisfy students' interests and needs
- e) to sequence longer readings as appropriate for their students either by interspersing them among other readings and skills work, or by presenting them at the end of the course

## **Language Skills Exercises**

### **Nonprose Reading**

For students who expect to read only prose material, teachers can point out that nonprose reading provides more than an enjoyable change of pace. These exercises provide legitimate reading practice. The same problem-solving skills can be used for both prose and nonprose material. Just as one can skim a textbook for general ideas, it is possible to skim a menu for a general idea of the type of food offered, the price range of the restaurant, etc. Students may claim that they can't skim or scan; working with nonprose items shows them that they can.

Nonprose exercises are good for breaking the ice with new students, for beginning or ending class sessions, for role playing, or for those Monday blues and Friday blahs. Because they are short, rapid-paced exercises, they can be kept in reserve to provide variety, or to fill a time gap at the end of class.

The Menu, Newspaper Advertisements, Bus Schedule, and Road Map exercises present students with realistic language problems they might encounter in an English-speaking environment. The teacher can set up simulations to achieve a realistic atmosphere. The Questionnaire exercise is intended to provide practice in filling out forms. Since the focus is on following directions, students usually work individually.

With poetry, students' problem-solving skills are challenged by the economy of poetic writing. Poetry is especially good for reinforcing vocabulary from context skills, for comprehending through syntax clues, and for drawing inferences.

### **Word Study**

These exercises can be profitably done in class either in rapid-paced group work or by alternating individual work with class discussion. Like nonprose work, Word Study exercises can be used to fill unexpected time gaps.

Context Clues exercises appear frequently throughout the book, both in skills units and with reading selections. Students should learn to be content with a general meaning of a word and to recognize situations in which it is not necessary to know a word's meaning. In skills units, these exercises should be done in class to ensure that students do not look for exact definitions in the dictionary. When Vocabulary from Context exercises appear with reading selections, they are intended as tools for learning new vocabulary items and often for introducing ideas to be encountered in the reading. In this case they can be done at home as well as in class.

Stems and Affixes exercises appear in five units and must be done in the order in which they are presented. The exercises are cumulative: each exercise makes use of word parts presented in previous units. All stems and affixes taught in *Reader's Choice* are listed in the Appendix with their definitions. These exercises serve as an important foundation in vocabulary

skills work for students whose native language does not contain a large number of words derived from Latin or Greek. Students should focus on improving their ability to analyze word parts as they work with the words presented in the exercises. During the introduction to each exercise students should be encouraged to volunteer other examples of words containing the stems and affixes presented. Exercises 1 and 2 can be done as homework; the matching exercise can be used as a quiz.

Dictionary Study exercises provide review of information available in English/English dictionaries. Dictionary Use exercise 1 in Unit 1 requires a substantial amount of class discussion to introduce information necessary for dictionary work. Students should view the dictionary as the last resort when attempting to understand an unfamiliar word.

### ***Sentence Study***

Students should not be concerned about unfamiliar vocabulary in these exercises; grammatical clues should provide enough information to allow them to complete the tasks. In addition, questions are syntax based; errors indicate structures that students have trouble reading, thus providing the teacher with a diagnostic tool for grammar instruction.

### ***Paragraph Reading and Paragraph Analysis***

If Main Idea paragraphs are read in class, they may be timed. If the exercises are done at home, students can be asked to come to class prepared to defend their answers in group discussion. One way to stimulate discussion is to ask students to identify incorrect responses as too broad, too narrow, or false.

Restatement and Inference and Paragraph Analysis exercises are short enough to allow sentence-by-sentence analysis. These exercises provide intensive practice in syntax and vocabulary work. In the Paragraph Analysis exercises the lines are numbered to facilitate discussion.

### ***Discourse Focus***

Skimming and scanning activities should be done quickly in order to demonstrate to students the utility of these approaches for some tasks. The short mysteries can profit from group work, as students use specific elements of the text to defend their inferences. Prediction activities are designed to have students focus on the discourse signals that allow them to predict and sample texts. The diversity of student responses that emerges during group work can reinforce the notion that there is not a single correct answer, that all predictions are, by definition, only working hypotheses to be constantly revised.

### ***Reading Selections***

Teachers have found it valuable to introduce readings in terms of ideas, vocabulary, and syntax before students are asked to work on their own. The newly added section, Before You Begin, introduces the concepts and issues encountered in reading selections. Several types of classroom dynamics have been successful with reading selections after an introduction to the passage.

1. In class—teacher reads entire selection orally; or teacher reads part, students finish selection individually; or students read selection individually (perhaps under time constraint).
2. In class and at home—part of selection is read in class, followed by discussion; students finish reading at home.
3. At home—students read entire selection at home.

Comprehension questions are usually discussed in class with the class as a whole, in small groups, or in pairs. The paragraphs in the selections are numbered to facilitate discussion.



The teacher can pull out difficult vocabulary and/or sentences for intensive analysis and discussion.

Readings represent a variety of topics and styles. The exercises have been written to focus on the most obvious characteristics of each reading.

- a) Fiction and personal experience narratives are to be read for enjoyment. Teachers often find it useful to read these to students, emphasizing humorous parts.
- b) Well-organized readings with many facts and figures are appropriate for scanning and skimming. This type of reading can also be used in composition work as a model of organizational techniques.
- c) If the reading is an editorial, essay, or other form of personal opinion, students should read critically to determine if they agree with the author. Students are encouraged to identify excerpts that reveal the author's bias or that can be used to challenge the validity of the author's argument.
- d) Satire should be read both for enjoyment and for analysis of the author's comment on human affairs.

### **Longer Readings**

These readings can be presented in basically the same manner as other selections in the book. Longer readings can be read either at the end of the course or at different points throughout the term. The schedule for working with longer readings is roughly as follows:

- a) Readings are introduced by vocabulary exercises, discussion of the topic, reading and discussion of selected paragraphs.
- b) Students read the selection at home and answer the comprehension questions. Students are allowed at least two days to complete the assignment.
- c) In-class discussion of comprehension questions proceeds with students referring to the passage to support their answers.
- d) The vocabulary review can be done either at home or in class.
- e) Vocabulary questions raised on the off day between the assignment and the due day may be resolved with items from Vocabulary from Context exercises and Figurative Language and Idioms exercises.

"The Milgram Experiment" requires students to confront their own attitudes toward authority. The unit begins with a questionnaire that asks students to predict their behavior in particular situations and to compare their behavior with that of fellow natives of their culture and of Americans. Psychologist Stanley Milgram was concerned with the extent to which people would follow commands even when they thought they were hurting someone else. Because the results of the study are surprising and because most people have strong feelings about their own allegiance to authority and their commitment to independence, small group discussions and debriefing from the teacher will be important in this lesson.

"The Dusty Drawer" is a suspense story whose success as a teaching tool depends on students understanding the conflict between the two main characters. Teachers have found that a preliminary reading and discussion of the first eleven paragraphs serves as an introduction to the most important elements of the story. The discussion questions can be integrated into the discussion of comprehension questions.

"In the Shadow of Man" is well organized and may, therefore, be skimmed. Teachers can ask students to read the first and last sentences of the paragraphs, then paraphrase the general position of the author. Discussion of some Discussion/Composition items can serve as an effective introduction to the reading. In addition, some questions lead discussion away from the passage and might, therefore, lead to further reading on the topic. Some teachers may want to show the film *Miss Jane Goodall and the Wild Chimpanzees* (National Geographic Society; Encyclopedia Britannica Educational Films) in conjunction with this reading. Teachers should be aware that this selection raises the subject of evolution, a sensitive topic for students whose religious or personal beliefs deny evolutionary theory.