



普通高等教育“十一五”国家级规划教材  
大学英语自主系列教材

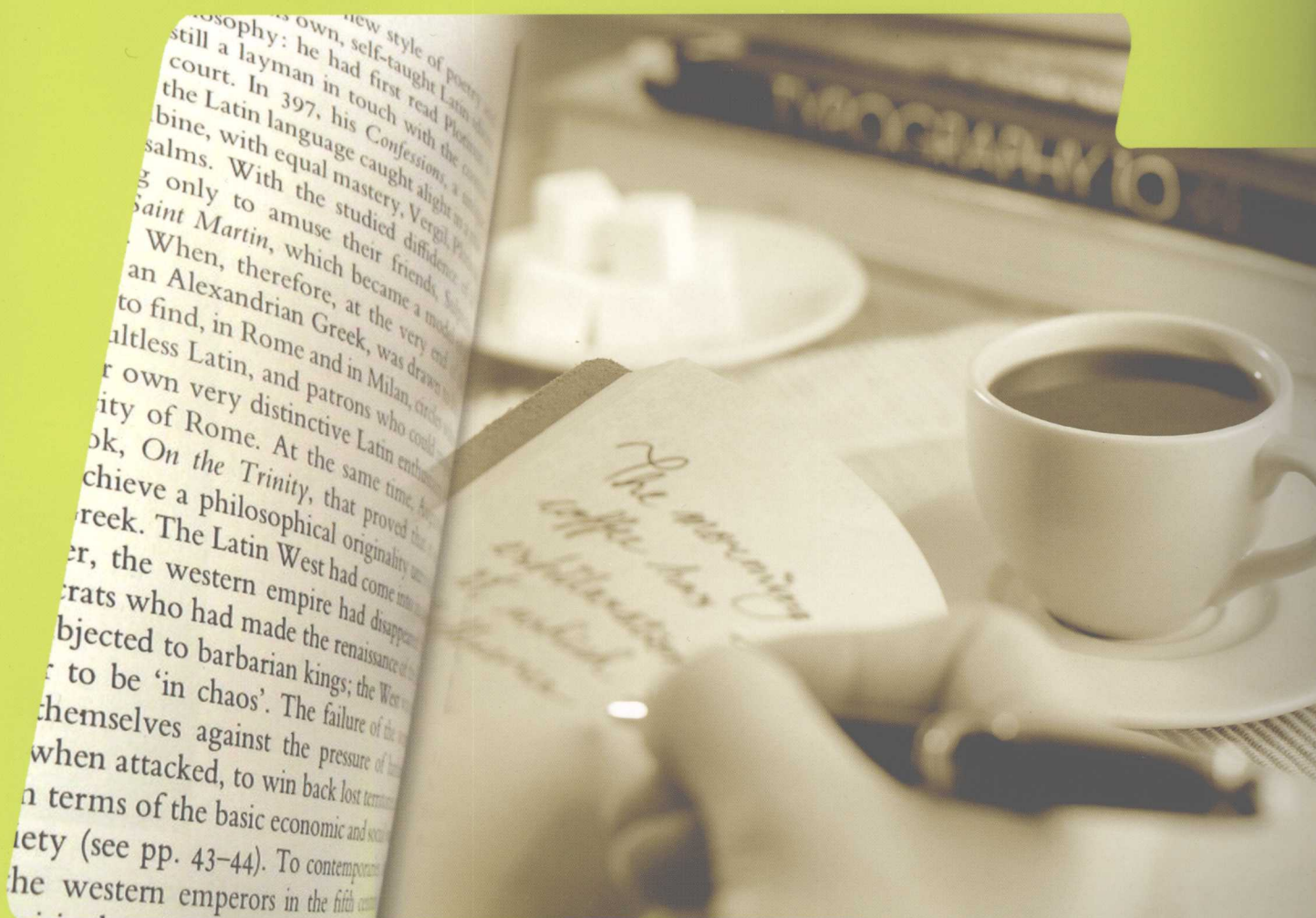
Learner Autonomy Series

# 大学英语自主阅读

1

第二版

总主编 覃朝宪 张家政 本册主编 刘淑华 易 晴



高等教育出版社  
Higher Education Press



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# 大学英语自主阅读系列教材

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# P 前言 Preface

随着我国现代化建设和改革开放的纵深发展,对既懂专业又熟练掌握外语的优秀人才的需求日益迫切,这无疑给大学英语教学提出了更新、更高的要求。因此,转变和更新大学英语学习者的学习理念、提高其综合素质、满足社会对人才的需求,成为本教材的探索目标。

**教材特色:** 根据《大学英语课程教学要求》的精神和要求,结合当前大学英语教学改革的发展趋势,编者力图以建构主义为理论基石、以动机为先导、以兴趣为动力、以学生为中心、以任务为基础、以自学为途径,编写了本套自主阅读教材。本套教材为普通高等教育“十一五”国家级规划教材。

针对学习者的特点和大学英语教学现状,根据编写原则,我们组织富有经验的专家和一线骨干教师设计全书框架,编写样课单元在学生中广泛试用,并以问卷调查及座谈会形式就教材体例、板块结构、文章题材等方面广泛收集意见和建议,然后以此为依据对教材进行反复修改,力求达到材料的最优组合和体系的最佳平衡,以保持教材的科学性、趣味性和可操作性。

本教材注重学习者的学习兴趣、生活经历和认知水平,倡导自主、体验和实践的学习方式;强调“在读中练,在练中学,在学中用,在用中学”的学习理念;突出 C—R—E—A—T—I—O—N 的八大特色:

**综合性(Comprehensive)。** 本教材内容涵盖人文、地理、文学、语言、文化、法律、经贸、名人演讲、高科技、社会焦点等领域。充分体现了现代教育理论中的“多元知识观”,有利于学习者知识、能力、科学与人文素养的整体提高。

**合理性(Reasonable)。** 本教材利用 Range 软件,对词汇出现的频率(Tokens)、文本的类符(Types)以及词簇(Families)三个纬度进行了测量,其指标均呈正态上升趋势,且梯度分明,适合学习者的认知规律。

**体验性(Experiencing)。** 本教材所选素材大多是学习者日常生活中熟悉并感兴趣的话题,学习者能在学习的过程中感觉亲切、自然;有助于激活学习者相关图式(Schemata),增加学习过程中的体验性,其实际运用语言的能力会得到很大提高。

**自主性(Autonomous)。**根据各册特点设计了相应的《自主阅读能力自评表》。该表旨在帮助学习者科学合理地评估其自主阅读活动,引导学习者养成良好的自主学习习惯,并对不足之处进行自我修正。从而使学习者在掌握各项阅读技巧的同时,逐步提高自主学习能力。

**时代性(Timely)。**利用多媒体和网络等现代信息技术,本教材配有网络辅助学习资源,能满足不同层次、不同个性的学习者的需求,从而实现听、说与阅读的有机结合,以更好提高学生语言应用能力。

**趣味性(Interesting)。**本教材设计了趣味阅读(Reading for Pleasure)辅助板块,精选幽默故事、名人名言,采撷美文编汇诵读菁华,旨在让学习者既能领会到英语学习的愉悦,又能感受英语语言的魅力,以缓解学习压力,提高学习热情,强化学习动机。

**开放性(Open)。**本教材设计了没有统一固定答案的具有开放性和延展性的思考题和讨论题型,给学习者提供广阔的思维空间,在阅读过程中开动脑筋,发散思维。

**真实性(Native)。**本教材题材选自英美作家,语言纯正、自然、地道,材料真实,使学习者既能接触到地道而又真实的语言环境,又能加强文化因素的积累,培养学习者跨文化交际意识。

本套教材是“大学英语自主阅读系列”教材的全新版本,从内容到形式都有不少新的尝试。当然,不足之处在所难免,我们会虚心听取各位同行和学习者的宝贵意见,不断加以完善。

编者

2008年3月

# 使用说明

## Explain

本教材共4册。每册分12个单元,每个单元紧扣一个主题(theme),融知识性与趣味性于一体。每册配有“自主阅读自评表”,建议学习者学完每册后认真填写,同时注意调整学习方法与习惯;每册主课文附有阅读建议时间:第一册 70 words/min,第二册 80 words/min;第三册 90 words/min;第四册 90 words/min。每一练习题首和主体板块末尾有 **Your Score**(每题得分情况)和 **Your Total Score**(总体得分情况),建议学习者按要求做完习题后,按每小题一分记下各题得分和每单元累计得分。准确率应达到 70% 以上。

第一、二、三册由以下四个部分构成:

### Part I Comprehensive Reading(综合阅读)

**1. Pre-reading Activities**—主体课文热身活动,由 **Lead-in Questions** 和 **Word Warming-up** 两部分组成,藉此扫清阅读中的部分生词障碍,增强学习者的阅读信心,同时训练其根据语境猜词的能力,提升阅读前的预测能力。

**2. Text**—单元主体课文,由精选时文及美文佳作组成。文中生词均附在当页下方,以便学习者查阅;对重要词组和难句难点均进行归纳和详注,有助于学习者明确语言要点、释疑解惑。

**3. Post-reading Exercises**—本部分旨在让学习者全方位掌握文章意旨并通过不同类型的练习内化语言知识。参考译文附在每单元后,练习答案附于每册书后,便于学习者自测自评。

### Part II Reading Skill and Word Building(阅读技巧与词形构造)

此部分对专项阅读技巧和词形构成进行精讲精练,以全面提高学习者的阅读能力、扩大学习者的词汇量,并减少学生在阅读过程中对词典的依赖。

### Part III Fast Reading(快速阅读)和 Reading for Test(阅读测试)

此部分提供了与大学英语四级考试相近的快速阅读、长度和难度与之相近的深度理解文

章,旨在使学习者透过海量资讯,快速获取所需信息,提高阅读速度、理解能力和应试技能。

## Part IV Reading for Pleasure(趣味阅读)

秉持“外语学习是一种愉快的体验”的理念,我们设计了 Reading for Pleasure 辅助板块,精选幽默故事、名人名言,希望学习者既能领会到英语学习的愉悦,又能感受英语语言的魅力。

第四册大致沿承了第一、二、三册的体系,保留了 Part One 和 Part Four 两个板块,并新增了一个特色板块 **Figures of Speech**(修辞手法),旨在培养学习者的修辞素养,提高鉴赏评析文章的能力。

本套教材拟定两个学年完成,建议一学期完成一册的学习任务,每个单元的学习时间以一周半为宜,每周两学时,学习者也可根据个人情况参照我们的建议妥善调整。

编者

2008年3月

## Part I Comprehensive Reading(综合阅读)

1. Pre-reading Activities—主体课文热身活动,由 Lead-in Questions 和 Word Warming-up 两部分组成,藉此扫清阅读中的部分生词障碍,增强学习者的阅读信心,同时训练其根据语境猜测词义的能力,提升阅读前的预读能力。

2. Text—单元主体课文,由精读时文美文及文化背景组成,文中主句由中文注释,以助学习理解;次要句由中文注释,以助学习理解;次要句由中文注释,以助学习理解。

3. Post-reading Exercises—本部分旨在让学习者全方位掌握文章大意并通过对不同类型的练习,提升其阅读理解能力。本部分包含词汇练习、阅读理解练习、翻译练习、写作练习等。

## Part II Reading Skill and Word Building(阅读技巧与词汇构建)

此部分对专项阅读技巧进行讲解并配以相应练习,旨在提升学习者的阅读能力,并扩大其词汇量,并减少学生在阅读过程中对词典的依赖。

## Part III Fast Reading(快速阅读)和 Reading for Test(阅读测试)

此部分提供了大学英语四级考试中的快速阅读题,旨在提升学习者的快速阅读能力,并减少其在考试中的紧张感。







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# Unit One

## Surviving College Life

Do you know that many students drop out during their freshman year? If you do not make the best of your first year, it can make your four-year college life miserable. This unit offers some information on college life, which may be particularly useful for freshmen.

Besides, you will learn about:

- how to spend your college life;
- reading skill — scanning ( I );
- some prefixes: *anti-*, *auto-*, *be-*, etc.

### PART I

#### Comprehensive Reading



#### Pre-reading Activities



#### Lead-in Questions

1. Do you think that it is helpful to tell your roommates frankly the difficulties you face?
2. What would you do if you are annoyed by your roommates some day? And what do you think are the most important factors in getting along well with others under the same roof?



## Word Warming-up

**Directions:** All the italicized words in the sentences below are taken from the following text. Use the context provided to determine their meanings. Write a definition, synonym, or description for each of them.

1. After retirement she found it difficult to establish a new *routine* or a new daily life habit.
2. At the city's construction meeting, one of the *scheduled* events is a talk on flower and tree planting.
3. He *adapted* quickly to the new climate because he was always on business around the world.
4. The working hours are *flexible* in the company as there are some young women who have to look after their babies.
5. I must *apologize* for not being able to meet you at the airport, for I had to attend a meeting.



## Text

### Living in the Dorm

- 1 You will be entering a new time in your life — a new home away from the home that you know for years. Every student that comes to the college, living in the dorms does have their own routines, daily life habits and particular “ways” about them. This being said, you will have to remember that living in a dorm will become like one over-grown over-sized **extension**<sup>[1]</sup> of a family, having to share space, telephones, televisions, bathrooms — with what will be strangers at first.
- 2 A student can adjust easily to this type of situation because of many classes, studying hours and **extracurricular**<sup>[2]</sup> activities that are scheduled for the full time student. Fitting your personal lifestyle into those routines will not be so much of a challenge as one might think.
- 3 New roommate?! — Yes, you will more than likely be sharing a small room with a total stranger — How will you adapt? Will you be friends? Many roommates become the best friends while others just will never be friends. This is a **lifelong**<sup>[3]</sup> learning experience about people that will educate you and others about how to interact with strangers on a daily personal basis.

[1] extension /iks'teɪʃən/ n. the amount, degree, or range to which something extends or can extend 扩大; 伸长; 扩大或能扩大的数量、程度或范围

[2] extracurricular /ˌekstrəkʻrɪkjʻulə(r)/ adj. beyond the regular curriculum of a school or college 课程以外的

[3] lifelong /ˈlaɪflɒŋ/ adj. continuing for a lifetime 终身的; 毕生的



- 4 Getting the most out of your roommate experience — start out on a good base. Learning to live in the same room or house can be exciting and frightening for those of us who have never lived away from home before. You and your roommate will need to sit down, decide who will do and when in regard to cleaning of your space. This space could just consist of the floor in your room, or if you have a bathroom, the chores could include the **scrubbing**<sup>[4]</sup> of the tub and the toilet. The sooner the two of you agree on a schedule that will include the two of you working together, the easier this **transition**<sup>[5]</sup> will be. Neither of you will want to do the cleaning, but there will be no one else but the two of you.
- 5 Will your room have a phone? Who pays the bill? Is the bill paid by both of you? If your room is going to have a phone, be considerate. Only make and accept phone calls up to an agreed time of the evening. This agreed time should be set by you and your roommate, with of course emergency situations being the **exception**<sup>[6]</sup>.
- 6 Be flexible in your room. Every one has friends, visitors and study time — be considerate of your roommate and they in return will be considerate of your time, friends, and space. Do not yell at your roommate. Discuss; try to communicate what you are upset about. Tell them why you do not want them using your stuff, bed, food, etc. and give them a chance to apologize. The argument will be shorter and more to the point. If you were to start screaming, you may not hear the end of the argument for days, which will stress out what relationship you do have with your roommate.

|       |     |                |                   |           |
|-------|-----|----------------|-------------------|-----------|
| Words | 505 | Suggested Time | 7 min.<br>15 sec. | Your Time |
|-------|-----|----------------|-------------------|-----------|



## Phrases to Learn

1. **adjust (sth./oneself) (to sth.)**: become or make (sth./oneself) suited (to new conditions) 适应; 调节
2. **interact (with sb.)**: (of people) act together or co-operatively, esp. so as to communicate with each other 与……互动
3. **on ... basis**: on the basis of 以……为根据, 在……的基础上
4. **get the most out of**: make the most of 最有效的使用; 发挥……最大功效; 极为重视
5. **start out**: begin 开始
6. **in/with regard to**: with respect to, about 关于
7. **consist of**: be made up of or composed of 由……构成
8. **agree on/upon**: (双方)对……达成协议; 对……取得一致意见

[4] scrub /skrʌb/ vt. rub hard in order to clean 刷洗; 擦洗

[5] transition /træn'ziʃən/ n. change from one form, state, style, or place to another 转变; 转换; 过渡

[6] exception /ik'sepʃən/ n. exclusion 例外; 除外

9. **considerate of**: careful not to hurt others; thoughtful 对……关心爱护的;体贴的;考虑周到的
10. **in return**: as payment or reward 作为报答
11. **yell at**: shout at 对……喊叫
12. **to the point**: concerning or with relevance to the matter at hand 切题的



## Notes

1. **This being said ... (Para. 1)**: That is to say ...
2. **... you will more than likely to be sharing a room with ... (Para. 3)**: Here *more than* is used for emphasis when referring "very".
3. **Neither of you will want to do the cleaning, but there will be no one else but the two of you. (Para. 4)**: Here *but* means except; apart from; other than (used after the negatives nobody, none, nowhere, etc. the question words who, where, etc. and also all, everyone, anyone, etc.).  
e. g. 1) The problem is anything *but* easy.  
2) Everyone was there *but* him.  
3) We had no choice *but* to wait.  
4) He goes nowhere *but* to his office.
4. **This agreed time should be set by you and your roommate, with of course emergency situations being the exception. (Para. 5)**: "With of course emergency situations being the exception" is an absolute construction used as an adverbial. (介词 *with* 后面跟一复合结构, 这种短语的作用和独立结构差不多, 可以用作状语, 表示背景情况或行为方式.)  
e. g. 1) *With this problem solved*, we went home.  
2) The day was bright, *with a fresh breeze blowing*.  
3) They walked to the fields *with hoes on their shoulders*.
5. **With of course emergency ... (Para. 5)**: *Of course* is used as an insertion.



## Post-reading Exercises



### I Short Answer Questions

Your Score:

**Directions:** There are five questions or incomplete statements based on the passage you have just read. Answer the questions or complete the statements in the fewest possible words (not exceeding ten words).

1. What will you have to face with strangers after entering college?  
\_\_\_\_\_
2. Is it a great challenge to fit your personal lifestyle into the routines in the college?  
\_\_\_\_\_

3. When it comes to cleaning your dorm, what will you and your roommates need to do?
4. It is helpful to be flexible in your dorm because everyone has \_\_\_\_\_.
5. You can discuss, communicate and give them a chance to apologize to \_\_\_\_\_ the tension between you and your roommates.

## II Cloze

Your Score:

**Directions:** Choose the best answer from the four choices marked A), B), C) and D) to fill in each of the 20 blanks in the following passage, which is a summary of the text you have just read.

In this short passage *Living in the Dorm*, the author presents some (1) tips for the freshmen about (2) a good relationship with total strangers in the dorm at the very beginning of college life. After (3) by the universities, freshmen will share a dorm with other school (4), namely roommates. The private things, such as living space, telephones, televisions, bathrooms will become the public (5). The question that how to (6) themselves to the new situation (7). This is a (8) learning experience which will educate you how to (9) with strangers on a daily personal basis. The first step the author suggests is to (10) a working schedule with roommates as soon as possible in the (11) time. The set (12) will make the cleaning work done in an (13) way. Next, the author mentions the telephone matter (14) because most (15) would happen on this issue. The last tip the author suggests is to be (16). To get along well with roommates, freshmen must learn to be (17) of their roommates. You would get their consideration (18). The most efficient way is to discuss with roommates whenever you (19) problems. This passage introduces several ways for freshmen to live with their roommates (20) and happily.

- |                   |                  |                 |                 |
|-------------------|------------------|-----------------|-----------------|
| 1. A. beneficial  | B. benefice      | C. beneficent   | D. benefit      |
| 2. A. building    | B. installing    | C. establishing | D. constituting |
| 3. A. allowed     | B. admitted      | C. admitting    | D. invited      |
| 4. A. students    | B. teachers      | C. fellows      | D. fellowmen    |
| 5. A. goods       | B. commonalities | C. areas        | D. commodities  |
| 6. A. adjust      | B. put           | C. help         | D. familiarize  |
| 7. A. comes       | B. disappears    | C. emerges      | D. immerses     |
| 8. A. longlife    | B. lifelong      | C. continuous   | D. continual    |
| 9. A. cope        | B. interact      | C. deal         | D. communicate  |
| 10. A. achieve    | B. draw          | C. pat          | D. flip         |
| 11. A. translate  | B. trasitional   | C. transaction  | D. transitive   |
| 12. A. plan       | B. schedule      | C. schema       | D. scheme       |
| 13. A. clear      | B. scientific    | C. friendly     | D. orderly      |
| 14. A. on account | B. on behalf of  | C. on demand    | D. on purpose   |
| 15. A. fighting   | B. smash         | C. dispute      | D. clash        |

- |                 |                |                 |               |
|-----------------|----------------|-----------------|---------------|
| 16. A. flexible | B. fresh       | C. facial       | D. frank      |
| 17. A. consist  | B. considerate | C. considerable | D. considered |
| 18. A. at turn  | B. on turn     | C. by turn      | D. in turn    |
| 19. A. come by  | B. come about  | C. come across  | D. come after |
| 20. A. peace    | B. peach       | C. peacefully   | D. painfully  |



### Words Used Alive

Your Score: \_\_\_\_\_

**Directions:** Fill in each of the blanks with the appropriate word or expression provided in the box below. Change the form if necessary.

|       |             |              |            |            |
|-------|-------------|--------------|------------|------------|
| share | basis       | in regard to | consist of | transition |
| but   | considerate | in return    | point      | stress     |

- Not all of us can cope with the \_\_\_\_\_ of modern life.
- His words were short and to the \_\_\_\_\_.
- We have \_\_\_\_\_ our sorrows as well as joys with each other.
- She is subject to frequent \_\_\_\_\_ from high spirits to depression.
- What can I do \_\_\_\_\_ for your kindness?
- I have nothing to say \_\_\_\_\_ your complaints.
- They were all there on time \_\_\_\_\_ the chairman.
- On the \_\_\_\_\_ of those facts, we can reach the following conclusion.
- It was very \_\_\_\_\_ of you to send me a birthday card.
- That area's future weather pattern might \_\_\_\_\_ long, dry periods.

## PART II

### Reading Skill and Word Building



#### Reading Skill — Scanning (I)

Scanning is very high-speed reading. When you scan, you have a question in your mind. You do not read every word, only the words that answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster.

Scanning is a skill that you often use in a daily life. For example, you might scan the list of names in a telephone directory in order to find a phone number. You might scan a newspaper ad for new cars. You might scan supermarket ads to find what you want to buy. You might scan the TV listings for the highlights. You might scan a "Best-Seller" list from a newspaper to get to know what kind of book interests you most, etc.

In this unit, you'll practice scanning different kinds of materials. You should work as quickly as



possible on all the exercises. Remember that scanning is a high-speed skill.

### Example A

**Directions:** Scan through the list of art exhibits below as quickly as you can and find out the time of the exhibition of Leonardo da Vinci's drawings.

#### Creche

Through January 10

#### The Grand Tour: European and American Views of Italy

Through January 17

#### Joel Sternfield: Photographs of the Roman Campagna

Through January 17

#### Late 20th Century Prints

Through January 31

#### On Kawara: Date Paintings in 89 Cities

Through February 7

#### Leonardo da Vinci's: The Anatomy of Man

Drawings from the collection of her Majesty Queen Elizabeth II

Through February 21

#### Master European Paintings from the National Gallery of Ireland: Mantegna to Goya

January 13 — March 28

#### Building a Collection: The Department of Contemporary Art, Part I

January 28 — July 3

#### Photography: Close-up/Still Life

February 10 — May 23

Did you read the whole list of exhibitions? No! You knew what to look for. You scanned the list to find the information that you needed.

### Example B

**Directions:** In this exercise, you will scan a supermarket ad. Read each question. Then scan the advertisement to locate the correct answer. Work quickly.

1. How many different beverages are advertised?
2. What is the price of a 9" Pie?
3. How many ounces (oz.) of vegetables can you buy for .79?
4. How many Egg Waffles are there in a package (pkg.)?