

I. Read this article and answer the questions below.

We began our collaboration by wondering out loud. Japanese researcher Shinobu wondered why American life was so weird. American researcher Hazel countered with anecdotes about the strangeness of Japan. Cultural psychology is about making the strange familiar and the familiar strange. Our shared cultural encounters astonished us and convinced us that when it comes to psychological functioning, culture matters.

After weeks of lecturing in Japan to students with a good command of English, Hazel wondered why the students did not say anything — no questions, no comments. She assured <sup>(1)</sup>[in / ideas / she / that / from / were / interested / different / was / hers / students], so why was there no response? Where were the arguments, debates, and signs of critical thinking? Even if she asked a straightforward question, “Where is the best noodle shop?” the answer was invariably an audible intake of air followed by, “[ 2 ].” Didn’t Japanese students have preferences, ideas, opinions, and attitudes? What is inside a head if it isn’t these things? How could you know someone if she didn’t tell you what she was thinking?

Shinobu was curious [ 3 ] American students shouldn’t just listen to a lecture and why they felt the need to be constantly interrupting each other and talking over each other and the professor. Why did the comments and questions reveal strong emotions and have a competitive edge? What was the point of this arguing? Why did intelligence seem to be associated with <sup>(4)</sup>getting the best of another person, even within a class where people knew each other well?

Shinobu expressed his amazement at American hosts who bombard their guests with choices. Do you want wine or beer, or soft drinks or juice, or coffee or tea? Why burden the guest with [ 5 ]? Surely the host knew what would be good refreshment on this occasion and could simply provide something appropriate.

Choice as a burden? Hazel wondered if this could be the key to one particularly humiliating experience in Japan. A group of eight — all native Japanese except for Hazel — was in a French restaurant, and everyone was following the universal restaurant script and [ 6 ] the menu. The waiter approached and stood nearby. Hazel announced her choice of appetizer and entrée. Next was a tense conversation among the Japanese host and the Japanese guests. When the meal was served, it was not what she had ordered. Everyone at the table was served the same meal. This was deeply disturbing. If you can’t choose your own dinner, how could it be enjoyable? What was the point of the menu if everybody is served the same meal?

Could [ 7 ] be a good or a desirable feeling in Japan? When Hazel walked around the grounds of a temple in Kyoto, there was a fork in the path and a sign that read: “ordinary path.” Who would want to take the ordinary path? Where was the special, less-traveled path? Choosing the non-ordinary path may be an obvious course for Americans, but in this case <sup>(8)</sup>it led to the temple dump outside the temple grounds. The ordinary path did not denote the dull and unchallenging way, but meant the appropriate and the good way.

These exchanges inspired our experimental studies and remind us that there are ways of life beyond the ones that each of us knows best. So far, most of psychology has been produced by psychologists in middle-class White American settings studying middle-class White American respondents. In other sociocultural contexts, there can be different ideas and practices about how to be a person and how to live a meaningful life, and these differences have an influence on psychological functioning. This realization <sup>(9)</sup>fuels our continuing interest in collaboration and in cultural psychology.

1. When the underlined words in sentence ( 1 ) are put in the correct order, what are the fifth and ninth words?
  - a . from / ideas
  - b . students / that
  - c . was / that
  - d . in / different
2. What is the best possible answer for [ 2 ] ?
  - a . There are three noodle shops I can tell you
  - b . It depends
  - c . At the end of the second avenue
  - d . We do not have a noodle shop around here
3. Choose the best answer that fits in [ 3 ].
  - a . about what
  - b . about why
  - c . as to
  - d . as for
4. Which is the best phrase that is consistent with ( 4 ) ?
  - a . getting along with
  - b . triumphing over
  - c . getting rid of
  - d . communicating with
5. Choose the best answer that fits in [ 5 ].
  - a . limited selections
  - b . heavy choices
  - c . significant concerns
  - d . trivial decisions
6. Choose the best answer that fits in [ 6 ].
  - a . studying
  - b . teaching
  - c . learning
  - d . emphasizing
7. Choose the best answer that fits in [ 7 ].
  - a . an expectation of success
  - b . a sympathetic answer
  - c . an impression of weirdness
  - d . a sense of sameness
8. What does underline ( 8 ) indicate?
  - a . the ordinary path
  - b . the non-ordinary path
  - c . the obvious course
  - d . the fork in the path
9. Underline ( 9 ) CANNOT be replaced by
  - a . inspires
  - b . provokes
  - c . allows
  - d . stimulates

10. Which of the following is true about the text?
- a . The authors encourage the reader to consider incorporating nonwestern contexts into psychology.
  - b . Hazel has a definitive answer for why Japanese people emphasize sameness.
  - c . Shinobu suggests that American students who attempt to argue about an issue are not intelligent.
  - d . Shinobu thinks Japanese people are more emotionally stable than American people.

## II. Read this article and answer the questions below.

Beginning in kindergarten, Ja'Patrick Smith was taught in Spanish most of the school day. At first it was confusing and difficult, because his family speaks English. Teachers used pictures and pantomimed so he could learn words and concepts. He felt frustrated and misunderstood, as though he had entered a strange new world.

But now that he's in sixth grade, he can speak, read and write well in both languages. He also feels at home in both cultures. His baby-sitter and her family, who come from Mexico and speak mostly Spanish, have become his second family, sharing cultural celebrations and family vacations with him.

Ja'Patrick's ability to move comfortably between two languages and cultures<sup>(1)</sup> is a benefit of the dual immersion (DI) program he attends at Victoria Magathan Elementary School in Adelanto. When the program began seven years ago, most parents were skeptical. But times have changed. Now there's a waiting list, and the school has added another kindergarten class to meet demand.

The increasing popularity of DI programs throughout the state reflects an understanding that multilingual skills are an asset that can give students a competitive edge<sup>(2)</sup> in today's global marketplace. In fact, the California Education for a Global Economy (Ed.G.E.)<sup>(2)</sup> Initiative, supported by CTA\* on the November ballot, seeks to solidify this edge by expanding students' access to multilingual education, and allowing teachers, parents and schools more control over the curriculum.

### A GROWING TREND

DI begins in kindergarten, with 90 percent of instruction in a second language and 10 percent in English. English instruction increases gradually; by fourth grade the ratio is 50:50. Schools may vary this formula with a higher percentage of English in the beginning. The goal is to foster biliteracy, so students can speak, read and write fluently in two languages.

Schools throughout California have expanded DI programs to meet the demands of parents, who believe a second language benefits children in a diverse state and a global economy. Over the past decade, the number of DI programs in the U.S. has increased tenfold, notes the U.S. Department of Education. California has 369 dual-language schools, most of them Spanish, according to the California Department of Education (CDE).

"It's definitely becoming a trend in our diverse state of California," comments Elena Fajardo, administrator of the CDE's Language Policy and Leadership Office.

Most of the districts that implemented DI did so fairly recently, and the majority of their programs are in elementary schools. Districts with older DI programs, such as San Francisco and Chico, have created programs at the secondary level, while others are scrambling to create them so students can continue what they've started. Fremont, for example, has a Mandarin DI program in the works for children about to enter middle school.

The programs are also popular with immigrant families who want their children to read and write in their native language — and ethnic families who want their children to maintain their heritage.

After Proposition 227<sup>(3)</sup> of 1998 mandated that English learners be taught in English, Latino parents turned to DI programs to replace bilingual education programs that were dismantled<sup>(4)</sup>. Because they are open to all students and not specifically English learners, DI programs have flourished. (The Ed.G.E. Initiative would repeal Prop. 227.)

At Magathan Elementary School, many DI enrollees are from Mexico and Latin America, says Ruby Sandoval, who teaches Ja'Patrick's fifth- and sixth-grade combination class.

"For English learners living in a country where English is the main language, a dual immersion program is a way of preserving students' language and culture," says the Adelanto District Teachers

Association member.

Adrian Ruiz, a sixth-grader who has been in the program since kindergarten, enjoys being able to converse with his grandparents in Spanish. “They don’t speak English, so without this class, I would not be able to communicate with them,” he says.

## RESULTS ARE NOT IMMEDIATE

A Stanford Graduate School of Education study in 2014 echoes findings of earlier studies: Students in English-only classrooms perform better in the short term, but over the long term, DI students catch up to their counterparts and eventually surpass them academically and linguistically. The Stanford study finds that by middle school, students in DI programs score substantially higher than students enrolled in English-only programs.

Research shows other benefits: Bilingualism improves students’ reasoning skills, attention control, problem-solving skills, and when they’re older, the delay of dementia.

“Learning a second language helps to stimulate students’ brains,” says Sandoval. “In a dual immersion program, students exercise their brains more, so everything comes easier to them. Even students with learning disabilities do better academically when they learn a second language.”

In the rural community of Chico, Rosedale Elementary School’s Spanish DI program has helped create a more inclusive environment, say teachers who work there.

“Typically at schools you have a group of students on one side of the playground and another group from another culture on the other side of the playground,”<sup>(5)</sup> observes Don Kinslow, a fifth-grade teacher and member of the Chico Unified Teachers Association. “But in an immersion program, the students are so intertwined, there aren’t factions. There’s just one big community.”

First-grade teacher Lourdes Cassetta agrees. “It expands children’s understanding and acceptance of others,” she says. “And it gives them a perspective of what it’s like to be in a different culture without them having to leave the country to see what another culture looks like.”

But in the beginning, she admits, it can be difficult. Sometimes DI parents worry that their children aren’t verbalizing much in kindergarten, and take them to a doctor. Often, says Cassetta, the children are merely “processing” both languages and it’s a bit overwhelming. Eventually, something “clicks” for children, and in most cases, verbalization takes off.

\* CTA: California Teachers Association

1. Which of the following best paraphrases underline ( 1 )?
  - a . to go back and forth between two countries
  - b . to speak, read, and write in foreign languages
  - c . to overcome linguistic and cultural barriers
  - d . to attend multicultural events
2. Which of the uses of “edge” in the following sentences has a meaning similar to underline ( 2 )?
  - a . I walked to the edge of the river.
  - b . Universities are looking for more researchers to get an edge.
  - c . There was an edge of hostility in his voice.
  - d . My mother and I were on the edge of panic.

3. Which of the following is most appropriate as an example of underline ( 3 )?
- a. Spanish-speaking families in the US who expect their children to use English as fluently as their classmates.
  - b. Mandarin-speaking families in the US who expect their children to read and write in Mandarin, the official language of China.
  - c. Korean-speaking families in the US who expect their children to read and write English rather than Korean.
  - d. Native English-speaking families in the US who expect to enter a Spanish dual immersion (DI) program.
4. Choose the word closest in meaning to underline ( 4 ).
- a. abolished
  - b. implemented
  - c. enforced
  - d. decreased
5. Choose the word which best describes underline ( 5 ).
- a. inclusive
  - b. intertwined
  - c. factious
  - d. assimilated
6. Which of the following descriptions is NOT correct with regard to dual immersion (DI) programs?
- a. popular with immigrant families
  - b. up to 90% of instruction in a second language
  - c. fostering children's cultural competence
  - d. more common at the secondary level
7. Which of the following findings is NOT applicable to students in dual immersion (DI) programs?
- a. DI students outperform students in English-only programs in the short term.
  - b. It may take a while for DI students to develop both academic and language skills.
  - c. DI students may develop better problem-solving skills than students in English-only classrooms.
  - d. DI programs may allow even students with learning difficulties to perform better academically.
8. The most appropriate title for this article is:
- a. Foreign language education
  - b. Effective inclusive education
  - c. Bilingual and bicultural education
  - d. Early childhood education
9. What is NOT the goal of the dual immersion program?
- a. to foster children's positive attitudes toward different cultures
  - b. to develop children's speaking, reading and writing skills in two languages
  - c. to help immigrants' children to conform to US culture
  - d. to have children perform well academically, linguistically, and culturally
10. What is the potential problem with the dual immersion program?
- a. Students may experience serious deficiencies in their native language.
  - b. Parents may be concerned about their children's language development.
  - c. Parents may become distant from their children in the program.
  - d. Students may have pressure to catch up to their peers in English-only programs.

III. Read this article and answer the questions below.

For 340 days, Scott Kelly circled the Earth aboard the International Space Station, gathering data about himself. He drew blood from his arms. He saved his urine. He played computer games to test his memory and reaction speed. He measured the shape of his eyes.

Two hundred and forty miles below, Mr. Kelly's twin brother, Mark, who also served as an astronaut, carried out identical tests. Now, a comparison of these two men has provided a unique opportunity to learn what happens to the human body in space—down to the molecular level. On Thursday, just over three years after Mr. Kelly, 55, returned to Earth, NASA researchers reported that his body experienced a vast number of changes while in orbit. DNA mutated in some of his cells. His immune system produced a host of new signals. His microbiome gained new species of bacteria.

Many of these biological changes seemed harmless, disappearing after he returned to Earth. But others—including genetic mutations and, after his return, declines in cognitive test scores—did not correct themselves, provoking concern among scientists. Some considered the risks manageable, while others wondered [ 1 ] to take long journeys to Mars or beyond. Final answers will depend on studies of still <sup>(2)</sup> more astronauts.

"I believe it's the most comprehensive assessment of human beings to date," said Dr. Eric Topol, director of the Scripps Research Translational Institute, who was not involved in the study. "I don't know that there's been anything close to this." <sup>(4)</sup>

Although astronauts have been carried aloft for almost six decades, there's much about life in space that scientists still don't understand. With investigations like the NASA Twins Study, published in the journal *Science*, the agency hopes to answer some of the questions before sending astronauts on longer flights.

In 2012, NASA picked Mr. Kelly <sup>(5a)</sup> to join the Russian cosmonaut Mikhail Kornienko aboard the space station for a yearlong examination of the challenges of space travel, twice as long as previous studies. In the run-up to the mission's announcement, Mr. Kelly <sup>(5b)</sup> asked officials if they had any plans to compare him to his twin. "We have these two guys who are genetically identical," Mr. Kelly recalled telling them. "They'd make for an interesting experiment."

Officials had no such plans, but soon decided to take him [ 6 ] the offer. Mark Kelly agreed, and the NASA Twins Study was born. By comparing the brothers, NASA hoped to better understand the changes that Scott Kelly experienced during his mission.

"The fact that they're twins really narrows down the alternatives," said Susan Bailey, a cancer biologist at Colorado State University and a co-author of the new study. "We can say that, as best as we can tell, these changes are due to spaceflight." <sup>(7)</sup>

Ten research teams designed experiments for the twins; they are likely to bring an avalanche of <sup>(8)</sup> research. But to Mr. Kelly, the experience didn't feel very different from previous missions. Drawing his own blood in zero gravity, for example, was a familiar routine. "I've had a couple spills in my time," Mr. Kelly said. "You just reach out and grab the blobs of blood."

By many measures, the scientists eventually found, Mr. Kelly changed about as much as astronauts who stayed on the space station for only six months. Eventually the pace of biological change slowed, [ 9 ] that perhaps the human body reaches a new equilibrium in space.

1. [ 1 ] CANNOT be filled by
  - a . whether it would ever be safe for astronauts
  - b . whether for astronauts it would ever be safe
  - c . whether it ever would be safe for astronauts
  - d . whether for astronauts would it ever be safe
2. Underline ( 2 ) can best be replaced by
  - a . until
  - b . yet
  - c . quite
  - d . quiet
3. Underline ( 3 ) CANNOT be replaced by
  - a . so far
  - b . up to now
  - c . as yet
  - d . in time
4. Underline ( 4 ) CANNOT be replaced by
  - a . this experiment
  - b . this mission
  - c . this comparison
  - d . this institute
5. Underlines (5a) and (5b) stand for
  - a . (5a) Mark Kelly      (5b) Scott Kelly
  - b . (5a) Scott Kelly      (5b) Mark Kelly
  - c . (5a) Mark Kelly      (5b) Mark Kelly
  - d . (5a) Scott Kelly      (5b) Scott Kelly
6. [ 6 ] can best be filled by
  - a . in on
  - b . on in
  - c . up on
  - d . on up
7. The meaning of underline ( 7 ) can best be paraphrased as:
  - a . We are sure that the changes observed are due to spaceflight.
  - b . We have no choice but conduct the experiments as planned.
  - c . We will send both of the twin brothers simultaneously into space.
  - d . We will develop other options than biological tests of the twins.
8. Underline ( 8 ) can best be replaced by
  - a . a lightning of
  - b . a whole lot of
  - c . harmful
  - d . speedy
9. [ 9 ] can best be filled by
  - a . insisting
  - b . proposing
  - c . suggesting
  - d . advising



10. Which of the following is true about the text?
- a . Scott Kelly travelled to space more than once.
  - b . Mark Kelly followed his brother into space.
  - c . Scott Kelly was in space twice as long as his brother.
  - d . Mark Kelly accidentally hurt himself while in space.

#### IV. Read this article and answer the questions below.

You might hesitate to make a character judgment about someone based on a first encounter. Most adults would probably want to see how a stranger acts in several different circumstances, to decide whether someone new is nice, mean or trustworthy.

Young children are strikingly less cautious when making character judgments. They often show a positivity bias: a tendency to focus on positive actions or selectively process information that promotes positive judgments about the self, others, or even animals and objects.

Why does it matter if children see the world through rose-colored glasses? Children who are overly optimistic may unwittingly find themselves in unsafe situations, or they may be unable or unwilling to learn from constructive feedback. And in an era of “fake news” and <sup>(1)</sup>myriad informational sources, it’s more important than ever to raise strong critical thinkers who will <sup>(1)</sup>grow into adults who make informed life decisions. Psychologists like me investigate this optimism that seems to emerge very early in life to figure out more about how <sup>(2a)</sup>it works — and how and why <sup>(2b)</sup>it eventually decreases over time.

In many ways, <sup>(2a)</sup>children are sophisticated thinkers. <sup>(2b)</sup>In early childhood, they carefully gather data from their environment to construct theories about the world. For example, children understand that animate objects, such as animals, operate very differently from inanimate objects, such as chairs. Even preschoolers can tell the difference between experts and non-experts, and they understand that different kinds of experts know different things — like how doctors know how human bodies work and mechanics know how cars work. Children even track people’s records of accuracy to decide whether they can be trusted as learning sources for things like the names of unknown objects.

This level of skepticism is impressive, but it is sorely lacking when children are asked to make evaluative rather than neutral judgments. <sup>(3)</sup>Here, children show clear evidence of a positivity bias.

For example, my colleagues and I <sup>(3)</sup>have shown that 3- to 6-year-olds only need to see one positive behavior to judge a story character as nice, but several negative behaviors to judge a character as mean. I’ve also found that children reject negative trait descriptions about strangers (such as “mean”) from credible judges of character, but readily accept positive trait descriptions (like “nice”).

Whereas children use information about expertise effectively in non-evaluative domains — like when learning about dog breeds — they are reluctant to trust experts who make negative evaluations. For example, my lab found that 6- and 7-year-olds trusted positive descriptions of an unfamiliar animal (such as “friendly”) by a zookeeper, but disregarded negative descriptions (like “dangerous”). Instead they trusted a non-expert who gave positive descriptions.

In our other research, children <sup>(4)</sup>mistrusted an expert’s negative assessment of artwork and instead trusted a group of laypeople who judged it positively. And preschoolers tend to evaluate their own performance on problem solving and on drawing positively even after being told that they were outperformed by a peer.

Altogether, research reveals that the positivity bias <sup>(5)</sup>[as / present / years / is / of / early / as / 3 / age], peaks in middle childhood, and weakens only in late childhood.

Psychologists don’t know for sure why kids are so optimistic. It’s likely due in part to the positive social experiences that most children are lucky enough to have early in life.

With age, children are exposed to harsher realities. They begin to see differences in performance among people, including their peers, and this gives them a sense of where they stand in relation to others. They eventually receive evaluative feedback from their teachers and start to experience a greater variety of negative relational experiences, like bullying.

Even so, children often remain stubbornly optimistic despite contrary evidence. There may be different forces at play here: Because positivity is so ingrained in children’s minds, they may struggle to pay attention to and integrate contradictory evidence into their working theories about people. American children

are also taught not to say mean things about others and may question the intentions of well-meaning people that speak hard truths. This may be the reason that children prioritize <sup>(6)</sup>benevolence over expertise when learning new information.

1. Underline ( 1 ) can best be replaced by
  - a . countless
  - b . virtual
  - c . dubious
  - d . unconfirmed
2. Underlines (2a) and (2b) stand for
  - a . (2a) optimism                      (2b) life
  - b . (2a) life                              (2b) optimism
  - c . (2a) optimism                      (2b) optimism
  - d . (2a) life                              (2b) life
3. What does underline ( 3 ) refer to?
  - a . when children make neutral judgments
  - b . when children make evaluative judgments
  - c . when children make positive judgments
  - d . when children make skeptical judgments
4. Underline ( 4 ) can best be replaced by
  - a . doubted
  - b . perceived
  - c . misunderstood
  - d . disrespected
5. When the underlined words in sentence ( 5 ) are put in the correct order, what are the fifth and ninth words?
  - a . present / early
  - b . as / age
  - c . as / present
  - d . early / years
6. Underline ( 6 ) has the same accent as
  - a . generosity
  - b . accomplishment
  - c . optimism
  - d . verification
7. The positivity bias as referred to in the article can best be paraphrased as
  - a . a tendency to learn from positive feedback
  - b . the effective use of positive information
  - c . a preference for positive evaluations
  - d . the capacity to make positive decisions
8. Which of the following is NOT mentioned in the description of the experiments in the article?
  - a . Children readily accept negative evaluations when they come from experts.
  - b . Children evaluate their own performance very positively.
  - c . Children tend to ignore negative evaluations such as “dangerous.”
  - d . Children are capable of making neutral judgments in non-evaluative domains.

9. Which of the following statements best agrees with the article?
- a. American preschoolers are taught to say what they mean.
  - b. One likely reason for the positivity bias is “fake news.”
  - c. Children trust non-experts more than they trust experts.
  - d. It is not entirely clear where the positivity bias comes from.
10. According to the article, why is the positivity bias a problem?
- a. Because it puts children at risk.
  - b. Because it decreases over time.
  - c. Because it involves bullying and other negative experiences.
  - d. Because it pays too much attention to contradictory evidence.

V. Read this dialogue and choose the best answer for each question.

Marie: Ugh, seriously, Anna? I thought you were going to clean up this room more often.  
Anna: That was my New Year's resolution...  
Marie: But?  
Anna: Those things only last until the end of January.  
Marie: Resolutions only count in January...? So that's why you've been sitting around in your pajamas, eating junk food and not going to the gym all week.  
Anna: I just got tired of feeling so sore every morning. It's hard to get up and go to class when everything hurts. Besides, I finished the free month trial last week and I'm out of cash.  
Marie: [ A ] I'm worried about you. Did you even go to class this week?  
Anna: I already know I'm not graduating with you next year, so what's the point? Besides, this show is way better than class.  
Marie: You really need to get some discipline.  
Anna: Like you?  
Marie: My room is clean, I finished my final reports, and I only ate vegetarian food today.  
Anna: Potatoes are a vegetable.  
Marie: Potato chips aren't. This is really sad, Anna.  
Anna: Maybe I like who I am and don't need New Year's resolutions.  
Marie: I like who you are too, but I still want you to do better. Look, we may share the rent, but I'm not going to clean up after you.  
Anna: Ugh, fine. I'll throw away the pizza boxes.  
Marie: That's a start. Maybe you could pick up some broccoli and carrots at the store downstairs, too.  
Anna: Baby steps, Marie.  
(1)

1. What is NOT a likely reason why Marie is upset in this dialogue?
  - a. Anna has no money.
  - b. Anna does not do her fair share.
  - c. Anna gave up her New Year's resolution.
  - d. Anna needs to get some discipline.
2. Which phrase best fits in [ A ]?
  - a. Why didn't you go see a doctor?
  - b. What did you eat for breakfast?
  - c. You quit the gym after only a month?
  - d. You don't like exercise?
3. What is Anna and Marie's relationship?
  - a. mother and daughter
  - b. co-workers
  - c. roommates
  - d. landlady and tenant
4. What does Anna mean by the phrase in underline (1)?
  - a. "I am going to walk downstairs with very small steps."
  - b. "I really want to have a child."
  - c. "I want to improve, but cannot change all at once."
  - d. "I don't want to be left alone."

5. Which characterization of Marie and Anna is the most accurate?
- a. The two have similar interests and responsibilities.
  - b. The two are struggling to make enough rent money.
  - c. The two do not value each other.
  - d. The two have very different personalities.
6. What is one reason Anna stopped going to the gym?
- a. Exercise made her ill.
  - b. If she continued, she would have to pay money.
  - c. She couldn't watch her favorite TV shows.
  - d. It made it hard for her to concentrate in class.
7. What is the most likely month for this conversation to occur?
- a. January
  - b. February
  - c. November
  - d. December
8. Which of these foods did Marie most likely have for lunch?
- a. a hamburger meal from a fast food restaurant
  - b. a fresh salad from the grocery store
  - c. home-made fried chicken
  - d. a bacon, lettuce, and tomato sandwich
9. What is probably on the first floor of their building?
- a. a pizza restaurant
  - b. a clothing store
  - c. a fitness center
  - d. a supermarket
10. What does Marie think of Anna?
- a. She wants her to move out.
  - b. She likes her but finds her frustrating.
  - c. She loves her just the way she is.
  - d. She hates her but needs rent money.

[以 下 余 白]