

Contents

Unit 1	People	1
	Passage 1 How Michael Jordan Became Great	1
	Passage 2 Deng Jiaxian	5
	Passage 3 Yuan Longping: His Rice Helped Feed the World	7
	Passage 4 Alexander Graham Bell	9
	Passage 5 Ernest Miller Hemingway	11
Unit 2	Modern Life	15
	Passage 1 How to Maintain Work-Life Balance	15
	Passage 2 Play, Your Own Way	20
	Passage 3 Lifestyle Habits Bring Deep, Restorative Sleep	22
	Passage 4 Three Steps to Follow Through the New Year's Resolution	24
	Passage 5 Hand Washing Is Up in Public Restrooms in the U.S.	27
Unit 3	Science and Technology	31
	Passage 1 Technology Changing Face of Modern Education	31
	Passage 2 Life in the Greenhouse	35
	Passage 3 Digital Technologies Help Improve Rural Living Environment	37
	Passage 4 Six Ways to Protect Yourself from Hackers Online	39
	Passage 5 Drilling Begins at Lake Hidden Beneath Antarctic	42
Unit 4	Geography	47
	Passage 1 The Greening of the Arctic Tundra	47
	Passage 2 Tornadoes	51
	Passage 3 New Seven Wonders of the World	53
	Passage 4 The Open Ocean: Motion and Might	55
	Passage 5 Water Use Rising Faster than World Population	57
Mid-Test		61

Unit 5	Friendship	71
	Passage 1 Eight-Bow Friends: Stories of Sworn Brothers in Ancient China	71
	Passage 2 Expert Advice for Tricky Friendship Situations	75
	Passage 3 Always Return Your Phone Calls	77
	Passage 4 What if You Said Hello to Everyone for a Month?	79
	Passage 5 On Buying a Friendship	81
Unit 6	University Life	85
	Passage 1 Extracurricular Activities on Campus	85
	Passage 2 Are Dorm Rules Out of Date Today?	89
	Passage 3 Tips for Confronting Your College Professor about a Grade	91
	Passage 4 Don't Be a Dorm Mouse	93
	Passage 5 Unfinished Business: More Adults Go Back to College	96
Unit 7	Education	101
	Passage 1 Networking with Your Classmates	101
	Passage 2 Is a College Education Worth the Price in the U.S.?	106
	Passage 3 A Teacher's Strategic Position	108
	Passage 4 School Stress Relievers	110
	Passage 5 First Day of School Activities Students Love	113
Unit 8	Fashion	117
	Passage 1 Who's Next: Fashion Is Back to Business in the French Capital	117
	Passage 2 Environmentalism Fueling Conversation Around Circular Fashion	121
	Passage 3 Funky Fashions on View in London	123
	Passage 4 America Loves Blue Jeans	125
	Passage 5 Insider's Guide: Fashion Week	127
	Final-Test	131
	Key to the Exercises	141

1 Unit

People

Passage 1 »»

How Michael Jordan Became Great

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Please answer the questions by marking the corresponding letter.

How Michael Jordan Became Great

- [A] In 1982, Michael Jordan was just a teenager – he wasn't even yet the best player on his University of North Carolina (UNC) basketball team. He still had to write home to his mother asking for stamps and spending money.
- [B] Yet Jordan made it known to those around him that he had lofty ambitions, and that he would complement his desire to be great by working hard and always learning how to get better, according to the first installments of ESPN's 10-part documentary *The Last Dance*.
- [C] While the focus of the documentary series is on the Bulls' 1997-1998 season, in which Jordan and his teammates captured their sixth NBA championship, the

first episode also examines Jordan's earliest days as a public figure, starting with his freshman college season.

- [D] When he arrived at UNC, the expectations around Jordan were not befitting a player who would go on to reach the Hall of Fame and one day boast an estimated net worth of \$2.1 billion. In fact, legendary UNC head coach Dean Smith said in one interview included in the documentary that Jordan was “inconsistent as a freshman,” but the teenager’s work ethic still stood out. “He was one of the most competitive players we’ve ever had in our drills,” Smith said. “He wanted to get better and then he had the ability to get better.”
- [E] As a freshman, Jordan told UNC assistant coach Roy Williams (who is now UNC’s head basketball coach) that he wanted to be the best basketball player ever to play at UNC – a school that had already won one NCAA championship, and nearly two dozen conference championships, before Jordan’s arrival. Williams told the young Jordan that he would have to work even harder than he had in high school in order to accomplish that goal. (Jordan famously did not make his high school’s varsity basketball team until his junior year, after he finally hit a growth spurt.)
- [F] Jordan responded by telling Williams he’d worked as hard as anyone else on his high school team. “Excuse me. I thought you just told me you wanted to be the best player to ever play here,” Williams told the teenaged Jordan, who responded with an intense promise, “I’m going to show you. Nobody will ever work as hard as I work.”
- [G] From there, Williams tells ESPN he spent the next “three years watching that youngster get better and better and better.” Williams was amazed at Jordan’s ability to maintain an intense work ethic and strong desire to learn and become a better player throughout his career. “He never turned it off,” Williams says.
- [H] Indeed, Jordan’s UNC teammates can confirm that the freshman player worked intensely to get better and better on the court, including continuing to practice after the rest of his teammates were ready to head home, according to former UNC teammate James Worthy. “After about 2.5 hours of hard practice, I’m walking off the floor, like, drenched in sweat, tired. And, here comes Michael pushing me back on the floor, wanting to play a little one-on-one, wanting to see where his game was,” says Worthy of Jordan.

- [I] It's no coincidence that Jordan would challenge Worthy, specifically, to extra work on the court. A junior when Jordan was a freshman, Worthy was UNC's best player in 1982 and would help lead the team to a national championship on his way to becoming the first overall pick of the 1982 NBA Draft. "He wanted to learn; he wanted to grow quickly," Worthy says in the documentary of Jordan's rabid desire to improve his basketball skills as a freshman. "From month to month, from game to game, he was soaking up information. Once he got something and added it to the raw talent that he already had, it was really explosive to see."
- [J] Another former UNC teammate, Matt Doherty, echoed that sentiment in a recent interview. All of the UNC players respected Jordan, Doherty said, because while he was extremely talented, he was also "a sponge, he listened, he learned and he competed."
- [K] And Jordan definitely got better as his freshman season went on. Worthy, who went on to have a Hall of Fame career himself, jokes in the documentary that he started their season at UNC together as the better player, but that didn't last long. "I was better than he was ... for about two weeks," Worthy says of Jordan. By the end of his freshman season, Jordan "was a great player," Worthy says.
- [L] In fact, by the end of the season, Jordan had learned enough and improved his basketball skills to the point where he was comfortable stepping into the national spotlight. When UNC made it to the NCAA's 1982 national championship game against powerhouse Georgetown, Jordan calmly sank the game-winning shot with time expiring on the game clock. "I was young, but I had no time to be nervous," Jordan tells ESPN of the now iconic shot that put the precocious teenager on the road to becoming a household name.
- [M] Even with his success in the championship game, Jordan continued working to get better. Jordan managed to "improve considerably between his freshman and sophomore year," Dean Smith said in one interview that's included in the ESPN documentary.
- [N] Jordan would play three seasons at UNC before the Bulls selected him with the third overall pick of the 1984 NBA Draft. Once he entered the NBA, Jordan once again found himself needing to work harder than ever to improve his skills and prove himself to his teammates. "From the first day of practice, my mentality

was: ‘Whoever is the team leader of the team, I’m going to be going after him. And I’m not going to do it with my voice.’ I had no voice. I had no status. I had to do it with the way that I played,” Jordan tells ESPN about his rookie year in Chicago.

- [O] Today, Jordan’s intense work ethic is legendary, as reporters and former teammates often recount how the iconic athlete often competed just as hard in practice as he did in actual games. One famous quote from Jordan seems to sum up that ethos: “I don’t do things half-heartedly, because I know if I do, then I can expect half-hearted results.”

(1,043 words)

1. Jordan’s teammates also testified that he aimed at making himself brilliant and spent more time on training than other players.
2. Jordan’s decisive shot in the national championship game underlay the beginning of his fame.
3. His coach told Jordan that in order to realize his dream, he had to work harder than before.
4. Worthy admitted that Jordan had overtaken him quickly.
5. After Jordan entered the NBA, he still held a humble state of mind and constantly strived harder to improve himself.
6. Jordan was known for his ambition to become great with his own efforts.
7. Jordan expressed his determination to the coach that he would work harder than anyone.
8. Jordan’s performance was not very stable in his freshman year but he took the initiative to constantly improve himself.
9. With the goal of challenging one of the outstanding senior players, Jordan would keep learning new skills.
10. The coach wondered at Jordan’s growth into a great basketball player.

Passage 2 >>>

Deng Jiaxian

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item. You may not use any of the words in the bank more than once.

Deng Jiaxian

Deng Jiaxian was born in Huaining, Anhui Province on June 25, 1924. He entered the Physics Department of the National Southwest Associated University in 1941. Nine days after he got his doctoral degree, he 1 onto the ship back to China and became a research fellow of the Institute of Modern Physics in the Chinese Academy of Sciences (CAS). He started his 2 nuclear theoretical research in cooperation with Yu Min.

In October 1958, together with many other scientists, he was 3 to the research work of atomic bombs. At first, they were prepared to receive training by experts from the Soviet Union. Soon after, however, the Soviet Union tore up its agreement with China and withdrew its experts. Deng had to lead the team at a(n) 4 age of 23 to march toward the mysterious atomic kingdom.

As the director of the Theoretical Department of the Nuclear Weapon Research Institute and principal of China's atomic bomb design, he set up an Atom Theory Illiteracy Elimination class, giving lessons himself and 5 people to translate and study relevant foreign language materials. Following the successful test of the atomic bomb, Deng led his team to join the research group led by Yu Min and 6 started design of the hydrogen bomb.

Deng endured the 7 of the desert for many years. He was always the first to take the 8 . In an experiment in 1979, a bomb fell directly down to the

ground because of a crack in the parachute. Fearing devastating aftereffects, he rushed to the spot, took the bomb fragments in his hand and examined them carefully. Unfortunately, this led to radiation sickness. He continued to work in spite of illness until 1985 when he was unable to avoid being hospitalized.

After Deng passed away, his close friend Yang Zhenning, world-famous physicist and Nobel laureate, wrote an article in 9, “Deng Jiaxian was the founder and promoter of China’s nuclear weapon cause. He was worthy of the reputation of being the Founding Father of China’s A-Bomb and H-Bomb ... Deng Jiaxian was the most 10 son of China who was nurtured in thousands of years’ traditional Chinese culture ...”

(352 words)

- | | | | |
|------------------|--------------|---------------|---------------|
| A. acknowledging | B. assigned | C. average | D. concern |
| E. creative | F. dedicated | G. especially | H. hardships |
| I. immediately | J. impacts | K. mourning | L. organizing |
| M. risk | N. stepped | O. vision | |

Passage 3 >>

Yuan Longping: His Rice Helped Feed the World

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item. You may not use any of the words in the bank more than once.

Yuan Longping: His Rice Helped Feed the World

Yuan Longping's hybrid rice helped feed the world. As an agronomist, his wild rice discoveries and hybrid rice 1 in the 1960s and 1970s helped alleviate food scarcity across Asia and Africa, saving millions from starvation and malnutrition. His rice strains are so successful that today they 2 for not only about half the rice varieties grown in China but more than 60% of the overall rice yield.

Feeding the world: Yuan is regarded as “the father of hybrid rice.” He and his colleagues 3 hybrid strains of rice that increased production over conventional varieties by 20%. The high-yield hybrid rice variety allowed farmers to feed a growing 4 with limited resources – curbing hunger for millions and completely changing agriculture in China.

How he did it: In 1970, Yuan began scouring 5 parts of China for wild rice that had more robust genetic material than the varieties then being grown. He found a patch of wild rice on Hainan Island, south of China. By that time, commercial rice had been heavily inbred. Yuan demonstrated how genetic material from wild rice could be 6 into commercial strains, 7 in significant crop yield increases.

Remembering Yuan: Yuan may be hailed as a hero for his breakthrough hybrid rice but would describe himself as an “intelligent peasant.” *The Washington Post*

reports that Yuan would take a break from his studies and spend a few hours each day in the fields playing the violin amid the stalks.

Yuan made it his priority to help as many people as he 8 could. He insisted on 9 his discoveries with the rest of the world – teaching people in India, Vietnam, and elsewhere his new techniques in growing rice and how to create high-yield hybrid rice.

When Yuan first became focused on ending hunger, he said that he dreamed of a “super-rice.” “Each ear of rice was as big as a broomcorn and each grain as huge as a peanut ... I could hide in the shadow of the rice crops with my assistants.”

“As huge as a peanut” might not be large enough to describe the 10 Yuan made in his lifetime.

(354 words)

A. account	B. charities	C. distant	D. fulfill
E. impact	F. integrated	G. inventions	H. literally
I. neutral	J. population	K. possibly	L. resulting
M. recommendation	N. sharing	O. produced	

Passage 4 >>>

Alexander Graham Bell

Directions: In this section, there is a passage followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter.

Alexander Graham Bell

Alexander Graham Bell was a Scottish-born American scientist and inventor, most famous for his pioneering work on the development of the telephone.

Bell was born on March 3rd, 1847 in Edinburgh and educated there and in London. His father and grandfather were both authorities on elocution (演讲术) and at the age of 16, Bell himself began researching the mechanics of speech. In 1870, Bell emigrated with his family to Canada, and the following year he moved to the United States to teach. There he pioneered a system called visible speech, developed by his father, to teach deaf-mute (聋哑的) children. In 1872, Bell founded a school in Boston to train teachers of the deaf. The school subsequently became part of Boston University, where Bell was appointed professor of vocal physiology in 1873. He became a naturalized U.S. citizen in 1882.

Bell had long been fascinated by the idea of transmitting speech, and had come up with a simple receiver that could turn electricity into sound. Others were working along the same lines, including an Italian-American Antonio Meucci, and debate continues as to who should be credited with inventing the telephone. However, Bell was granted a patent (专利) for the telephone on March 7th, 1876 and it developed quickly. The Bell Telephone Company was created in 1877, with Bell the company's technical advisor, quickly making him a wealthy man.

In 1880, Bell was awarded the French Volta Prize for his invention and with the money, he founded the Volta Laboratory in Washington, where he continued experiments in communication, in medical research, and in techniques for teaching speech to the deaf, working with Helen Keller among others. In 1886,

he acquired land in Nova Scotia and established a summer home there where he continued experiments, particularly in the field of aviation (飞机制造业).

In 1888, Bell became one of the founding members of the National Geographic Society, and served as its president since 1898 for five years, also helping to establish its journal.

Bell died on August 2nd, 1922 at his home in Nova Scotia.

(342 words)

1. What was Bell's purpose of originating the visible speech?
 - A. To make experiment in turning electricity into sound.
 - B. To invent the telephone.
 - C. To teach deaf-mute children.
 - D. To receive the French Volta Prize for his invention.
2. Which of the following statements is NOT true about Bell?
 - A. In 1871, Bell moved to the U.S. to teach after his emigration with his family to Canada.
 - B. In 1872, Bell founded a school in Boston where he was appointed professor of vocal physiology in the same year.
 - C. In 1882, Bell gained American citizenship.
 - D. Bell had been obsessed with the idea of transmitting speech since long ago.
3. What facilitated the fast growing of Bell's telephone career?
 - A. He was awarded the French Volta Prize.
 - B. He founded the Volta Laboratory in Washington.
 - C. He established a summer home in Nova Scotia.
 - D. He was granted a patent for the telephone.
4. Bell went on his experiments in the particular field of _____ after he acquired land in Nova Scotia in 1886.
 - A. aviation
 - B. medical research
 - C. visible speech
 - D. communication
5. After helping set up the National Geographic Society, Bell _____.
 - A. pioneered a system called visible speech
 - B. made efforts to create a journal for it
 - C. was granted a patent for the telephone
 - D. created his telephone company and became rich

Passage 5 >>>

Ernest Miller Hemingway

Directions: In this section, there is a passage followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter.

Ernest Miller Hemingway

Ernest Miller Hemingway was an American author and journalist. His economical and understated (朴素的) style had a strong influence on 20th-century fiction, while his life of adventure and his public image influenced later generations. Hemingway produced most of his works between the mid-1920s and the mid-1950s, and won the Nobel Prize in Literature in 1954. He published novels, short story collections, and non-fiction works, some of which were published posthumously. Many of these are considered classics of American literature.

Hemingway was raised in Oak Park, Illinois. After high school he reported for a few months for *The Kansas City Star*, before leaving for the Italian front to enlist with the World War I ambulance drivers. In 1918, he was seriously wounded and returned home. His wartime experiences formed the basis for his novel *A Farewell to Arms*.

The Sun Also Rises, a novel with which he scored his first solid success, was published in 1926. After he returned from the Spanish Civil War where he had been a journalist, he wrote *For Whom the Bell Tolls*. Some readers found it a more conventional, less pathbreaking book than the best of Hemingway's earlier efforts, but others welcomed the undeniable improvement it represented over the work that had disappointed so many readers and critics in the 1930s. Finally, it seemed, Hemingway was back on track, and some early critics considered it his best book so far. He had become a conspicuous public figure, and his life seemed almost more interesting than his recent prose.

In 1952, *The Old Man and the Sea* helped win Hemingway the Nobel Prize, which served to confirm his status as one of the most significant writers in the world. *The Old Man and the Sea* depicts the epic battle between an elderly deep-sea fisherman, Santiago, and a huge and vigorous marlin. His novel seemed to imply an inspiring lesson that a man might be defeated in practical or worldly terms while still triumphing spiritually and as a person.

Hemingway's legacy to American literature is his style: Writers who came after him emulated it or avoided it. After his reputation was established with the publication of *The Sun Also Rises*, he became the spokesperson for the post-World War I generation, having established a style to follow.

(380 words)

1. According to the passage, what's Hemingway's writing style like?
 - A. Economical and concise.
 - B. Economical and understated.
 - C. Humorous and overstated.
 - D. Humorous and informal.
2. What became the source of Hemingway's novel *A Farewell to Arms*?
 - A. His experiences as a foreign correspondent in Paris.
 - B. His wartime experiences in the Spanish Civil War.
 - C. His wartime experiences in World War I.
 - D. His wartime experiences in World War II.
3. According to the passage, which of Hemingway's works aroused different opinions among readers?
 - A. *The Sun Also Rises*.
 - B. *A Farewell to Arms*.
 - C. *The Old Man and the Sea*.
 - D. *For Whom the Bell Tolls*.
4. According to the passage, which of Hemingway's works consolidated his place in the history of world literature?
 - A. *The Sun Also Rises*.
 - B. *For Whom the Bell Tolls*.
 - C. *The Old Man and the Sea*.
 - D. *A Farewell to Arms*.

5. According to the passage, what did *The Old Man and the Sea* seem to convey?
- A. Hemingway's wartime experiences as a correspondent.
 - B. An unyielding spirit of a person who never gives up till the end.
 - C. Hemingway's role as a spokesperson for the post-war generation.
 - D. The experience of a writer who makes breakthroughs persistently.

Understanding China

This country is its people; the people are the country.

江山就是人民，人民就是江山。

This country is its people; the people are the country. As the Communist Party of China has led the people in fighting to establish and develop the People's Republic, it has really been fighting for their support. Bringing benefit to the people is the fundamental principle of governance. Working for the people's wellbeing is an essential part of the Party's commitment to serving the public good and exercising governance for the people. We must ensure and improve the people's wellbeing in the course of pursuing development and encourage everyone to work hard together to meet the people's aspirations for a better life.



Key to the Exercises

Unit 1 People

Passage 1

1. H 2. L 3. E 4. K 5. N
6. B 7. F 8. D 9. I 10. G

Passage 2

1. N 2. E 3. B 4. C 5. L
6. I 7. H 8. M 9. K 10. F

Passage 3

1. G 2. A 3. O 4. J 5. C
6. F 7. L 8. K 9. N 10. E

Passage 4

1. C 2. B 3. D 4. A 5. B

Passage 5

1. B 2. C 3. D 4. C 5. B

Unit 2 Modern Life

Passage 1

1. N 2. F 3. O 4. C 5. Q
6. I 7. K 8. A 9. E 10. H

Passage 2

1. A 2. N 3. D 4. M 5. G
6. O 7. L 8. K 9. F 10. E

Passage 3

1. O 2. D 3. L 4. F 5. I
6. C 7. G 8. H 9. B 10. J

Passage 4

1. C 2. B 3. C 4. A 5. A

Passage 5

1. C 2. A 3. B 4. C 5. D

Unit 3 Science and Technology

Passage 1

1. L 2. J 3. H 4. F 5. G
6. E 7. H 8. D 9. K 10. C

Passage 2

1. E 2. G 3. L 4. M 5. J
6. B 7. K 8. C 9. O 10. D

Passage 3

1. C 2. B 3. L 4. A 5. D
6. M 7. G 8. H 9. I 10. E

Passage 4

1. D 2. B 3. C 4. B 5. D

Passage 5

1. C 2. A 3. D 4. C 5. B

Unit 4 Geography

Passage 1

1. E 2. B 3. J 4. C 5. A
6. D 7. G 8. C 9. H 10. F

Passage 2

1. O 2. D 3. C 4. I 5. E
6. L 7. A 8. F 9. G 10. H

Passage 3

1. B 2. G 3. J 4. A 5. E
6. H 7. M 8. K 9. N 10. C

Passage 4

1. C 2. B 3. A 4. A 5. D

Passage 5

1. C 2. A 3. B 4. A 5. D

Mid-Test**Passage 1**

- | | | | | |
|------|------|------|------|-------|
| 1. K | 2. B | 3. L | 4. A | 5. D |
| 6. E | 7. H | 8. G | 9. F | 10. I |

Passage 2

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. H | 3. E | 4. B | 5. I |
| 6. C | 7. A | 8. G | 9. D | 10. F |

Passage 3

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. B | 3. C | 4. D | 5. B |
|------|------|------|------|------|

Passage 4

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. B | 3. D | 4. C | 5. A |
|------|------|------|------|------|

Unit 5 Friendship**Passage 1**

- | | | | | |
|------|------|------|------|-------|
| 1. G | 2. E | 3. I | 4. H | 5. B |
| 6. C | 7. F | 8. E | 9. A | 10. D |

Passage 2

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. D | 3. O | 4. M | 5. B |
| 6. J | 7. A | 8. F | 9. E | 10. L |

Passage 3

- | | | | | |
|------|------|------|------|-------|
| 1. O | 2. N | 3. I | 4. C | 5. A |
| 6. L | 7. H | 8. K | 9. E | 10. G |

Passage 4

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. D | 3. C | 4. B | 5. A |
|------|------|------|------|------|

Passage 5

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. D | 3. A | 4. C | 5. B |
|------|------|------|------|------|

Unit 6 University Life**Passage 1**

- | | | | | |
|------|------|------|------|-------|
| 1. D | 2. O | 3. J | 4. E | 5. L |
| 6. B | 7. I | 8. N | 9. C | 10. F |

Passage 2

1. F 2. M 3. H 4. J 5. G
6. B 7. C 8. D 9. O 10. E

Passage 3

1. M 2. F 3. K 4. C 5. B
6. O 7. N 8. E 9. H 10. L

Passage 4

1. B 2. D 3. A 4. C 5. C

Passage 5

1. A 2. D 3. C 4. D 5. B

Unit 7 Education

Passage 1

1. I 2. E 3. B 4. N 5. O
6. G 7. K 8. D 9. I 10. F

Passage 2

1. F 2. C 3. I 4. H 5. A
6. K 7. G 8. D 9. E 10. J

Passage 3

1. M 2. D 3. K 4. J 5. G
6. B 7. O 8. A 9. I 10. N

Passage 4

1. B 2. D 3. D 4. D 5. C

Passage 5

1. C 2. A 3. A 4. C 5. B

Unit 8 Fashion

Passage 1

1. H 2. A 3. O 4. G 5. N
6. C 7. E 8. P 9. D 10. K

Passage 2

1. N 2. L 3. D 4. C 5. K
6. E 7. J 8. B 9. G 10. I

Passage 3

- | | | | | |
|------|------|------|------|-------|
| 1. I | 2. O | 3. E | 4. G | 5. C |
| 6. L | 7. F | 8. A | 9. N | 10. B |

Passage 4

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. C | 3. D | 4. A | 5. C |
|------|------|------|------|------|

Passage 5

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. D | 3. A | 4. D | 5. A |
|------|------|------|------|------|

Final-Test**Passage 1**

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. G | 3. F | 4. O | 5. E |
| 6. A | 7. L | 8. D | 9. N | 10. B |

Passage 2

- | | | | | |
|------|------|------|------|-------|
| 1. G | 2. D | 3. M | 4. A | 5. F |
| 6. K | 7. E | 8. I | 9. C | 10. J |

Passage 3

- | | | | | |
|------|------|------|------|------|
| 1. B | 2. A | 3. D | 4. C | 5. D |
|------|------|------|------|------|

Passage 4

- | | | | | |
|------|------|------|------|------|
| 1. A | 2. B | 3. C | 4. B | 5. C |
|------|------|------|------|------|