

**For Students:** Please listen to the teacher read the dialogues and question before answering each question. Please answer the questions with the full answer rather than only the number. The dialogues are contained in this pack after the question for your review. Please do not read them until instructed to do so by the teacher or after the lesson.

**Part 2 – Passages**



**LP1E 12-1**

**No. 13**

- 1 It needs less water than white corn
- 2 It is more expensive than white corn
- 3 It could improve the health of Zambian children.
- 4 It immediately became popular with Zambian children.

**No. 14**

- 1 Marketing trials have not gone well.
- 2 Zambians do not trust the government.
- 3 There is little land available to grow the new corn.
- 4 Zambians are used to the taste of the white corn.

**No. 15**

- 1 A person's family name may affect the way they shop
- 2 People in most countries line up alphabetically
- 3 Children have little interest in bargain sales.
- 4 Common names start with letters early in the alphabet.

**No. 16**

- 1 Researchers conduct further studies
- 2 Companies avoid limited-time offers.
- 3 Teachers change the way they line children up.
- 4 Shoppers consider their purchases more carefully.

**No. 17**

- 1 They stay with the same population for life.
- 2 They pass songs from population to population.
- 3 They migrate to French Polynesia each year.
- 4 They copy certain human behaviors.

**No. 18**

- 1 They have to be studied in the wild.
- 2 Variations in their songs are difficult to detect.
- 3 They show unusual behavior in captivity.
- 4 Studies of different populations give different results.

No. 19

- 1 The cost of running them was too high.
- 2 They were too big to be practical.
- 3 The company that built them closed down.
- 4 They could not compete with airplanes.

No. 20

- 1 Airships can use the same fuel as airplanes.
  - 2 Airships are more comfortable than airplanes.
  - 3 Airships cause less environmental damage than airplanes.
  - 4 Airships can carry more passengers than airplanes.
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No. 21

- 1 They do not grade students strictly enough.
- 2 They focus too much on teaching students facts.
- 3 Their knowledge of science is less than in the past.
- 4 Their teaching methods have made science unpopular.

No. 22

- 1 The media is covering more science issues.
  - 2 People believe scientifically unsupported arguments.
  - 3 The public is demanding more debate on global warming.
  - 4 People are unfamiliar with school curriculums.
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No. 23

- 1 Few police officers have been able to do it.
- 2 Doing it accurately has been too time consuming.
- 3 Powerful computers have been necessary.
- 4 Witnesses have had to remember individual features.

No. 24

- 1 It creates faces using feedback from witnesses.
  - 2 It contains a large database of convicted criminals.
  - 3 It has been criticized in the U.K.
  - 4 It needs improvements before it can be used.
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(A) Corn in Zambia

White corn is a staple food in Zambia, and it is the main ingredient in a favorite Zambian dish. However, white corn is low in vitamin A, a lack of which causes

thousands of Zambian children to go blind each year. To help prevent this, Zambian researchers have developed a new variety of corn that is rich in vitamin A. Yields, water requirements, and seed costs for the new corn are the same as for white corn.

However, the Zambian government is having difficulty persuading people to grow the new corn. One reason is that the corn is an unfamiliar orange color, which makes it hard for Zambians to accept. Also, Zambians say it tastes different from the white corn they have always eaten. Nevertheless, effective marketing might work. Initial government trial have shown that while are reluctant at first, they are more accepting ocne the new corn's health benefits have been explained.

### Questions

No. 13 What do we learn about the new corn?

No. 14 What is one problem the Zambian government is facing?

### (B) The Value of Names

In U.S. schools, teachers usually line students up in alphabetical order by family name. A recent study by Kurt Carlson of Georgetown University in the U.S. suggests that this may have a greater effect than people realize. He says that kids who are always towards the back of the line grow up feeling they are at a disadvantage. He says this may influence their spending habits later in life. They are likely to find bargain sales hard to resist because they feel a need to take advantage of special offers they see.

Assuming the study's conclusion is correct, businesses promoting limited-time offers should first target people whose family names fall towards the end of the alphabet. Emphasizing that supplies are limited may also boost sales to these people. For the sake of fairness, though, perhaps educators should vary the order in which they make kids line up.

### Questions:

No. 15 What did Kurt Carlson's study show?

No. 16 What is one thing the speaker recommends?

### (C) Studying Whales

A team of researchers from the University of Queensland in Australia has discovered that the songs of male humpback whales spread to neighboring humpback populations. The team found new songs that emerged in a population off the east coast of Australia spread eastward. These songs reached populations in French Polynesia around a year later. This is the first time such widespread cultural exchange has been shown in any species other than humans.

Many mysteries surround the songs of male humpbacks. Most scientists believe they are a mating behavior, but whether they are a warning to other males or a way to attract females is unknown. What *is* known is that once a new song appears in a population, it quickly spreads to all males. Unfortunately, research on humpback whales is both difficult and expensive as they are too big to study in captivity.

**Questions:**

**No. 17** What did the Australian researchers discover about male humpback whales?

**No. 18** What restricts research on humpback whales?

**(D) A Future for Airships?**

Until the 1930s, airships were a common form of passenger air transport. However, the popularity of these 100-meter-long aircraft began to decline as their performance was outmatched by that of airplanes. When the Hindenburg, a massive German-made airship, exploded in front of the world's media in 1937, everyone assumed the passenger airships would disappear forever. However, thanks to recent improvements in safety and efficiency, some people believe airships could make a comeback.

Supporters say that airships release fewer greenhouse gases, are quieter, and cost less to run than airplanes. Moreover, they do not require expensive infrastructure such as runways. A number of factors, though, suggest it will not be easy for airships to regain their place in passenger air transport. One big drawback is capacity. Current airships can only carry about a dozen passengers. Future models could accommodate more, but nowhere near as many as airplanes.

**Questions:**

**No. 19** What is one reason airships lost their popularity?

**No. 20** What do supporters of airships claim?

**(E) Science Education in the U.S.**

The American Association for the Advancement of Science recently concluded that school science teachers have been failing to teach scientific reasoning, an essential part of science education. The association believes teachers have been putting too much emphasis on simple memorization of facts. The result, it says, is that important skills such as observation and analysis have been neglected. The association claims the current style of teaching has had a dramatic effect on society. It says the problem is that many people do not understand the difference between personal opinion and scientific reasoning, so they are unable to judge the validity of what they hear or read in the media. As a result,

on major issues such as climate change, people are often misled by arguments that have no scientific basis.

**Questions:**

**No. 21** Why does the American Association for the Advancement of Science criticize science teachers?

**No. 22** What does the association say is true of American society today?

**(F) The Changing Face of Crime**

Most people find it easy to recognize faces but difficult to describe them accurately. This causes a problem for police when they use witnesses to create likenesses of criminals. Until now, the police have asked witnesses to describe individual features, such as the eyes or the nose. These are then fitted together to create a composite face. However, because people have difficulty remembering individual features, the likenesses are often poor.

Recently, new software from the U.K. called EvoFIT has been achieving better results. EvoFIT first generates a random set of many different faces. From these, the witness then simply picks the faces that most resemble the criminals. Next, EvoFIT makes a new face by combining the faces chosen by the witness. It then adds small variations to produce a new set of faces. By repeating this process several times, a closer likeness can be achieved.

**Questions:**

**No. 23** What has been the problem with creating likenesses until now?

**No. 24** What do we learn about EvoFIT?

