

**For Teachers:** Please read each dialogue to the student as well as the titles of the pieces. Do read the question, but do not read the answers to the question to the student. The answer choices are here for your review. Please have the student read the answer rather than merely saying the number. After each question, please wait for the student to answer the question before continuing.

**Part 2 – Passages**



**L1E 12-1**

In this part, you will hear six passages, (A) through (E). Each passage will be followed by two questions, No. 11 through No. 20. For each question, you will have 10 seconds to choose the best answer and mark your answer on your answer sheet. The passage and the questions will be given only once. Now, let's begin.

**(A) Re-evaluating the Gender Divide**

Some observers in the U.S. are predicting the end of the male dominance in the workplace. American women do better in school than men, are more likely to earn a college degree, and live longer. Now, for the first time in U.S. history, they form the majority of the workforce. In the modern workplace, there is less emphasis on physical size and strength and more on communication, social interaction, and concentration skills. Jobs traditionally done by men, such as construction and manufacturing, are in decline. The fastest-growing sectors such as insurance, nursing, and food preparation are considered by many to be more suited to women's abilities. Some business experts are calling this a turning point for gender relations.

Caryl Rivers, a professor of journalism at Boston University, cautions otherwise. She notes that 85 percent of the top 500 CEOs in the U.S. are male, as are most American billionaires, and more than two-thirds of U.S. senators. Women also earn on average just 80 cents for every dollar earned by men. Despite the changing balance in the workforce, there is still a long way to go before a real shift in power occurs.

**Questions**

**No. 11** What change has occurred in U.S. society?

*No. 11*

- 1 *Women form the majority of the population.*
- 2 ***Women are doing jobs traditionally done by men.***
- 3 *There are fewer places available at college.*
- 4 *Different workplace skills are in demand.*

**No. 12** What does Caryl Rivers believe about working women in the U.S.?

*No. 12*

- 1 *They are willing to accept the wage gap.*
- 2 ***They have not achieved equality with men.***
- 3 *They are better leaders than men.*

4 *They have less interest in power than men.*

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(B) **New Ideas from the Old World**

Recessions in the U.S. have left industrial cities such as Detroit and Cleveland in decline, resulting in shrinking populations and fewer tax dollars. Civic leaders are turning to Europe for solutions. When it comes to dealing with urban decay, the Europeans have had a head start. During the 1980s and '90s, cities like Leipzig in Germany and Manchester in England experienced serious declines in industry. This led to high unemployment and an exodus of inhabitants. These cities have since been revitalized. In former industrial districts, factories and brick warehouses have been reborn as trendy shops and condominiums.

Civic leaders from several U.S. cities are collaborating in a three-year program to combat urban decline. This program involves identifying and adapting successful strategies used by European cities. Skeptics, however, doubt whether these tactics will be equally effective in America. European citizens, they say, are more willing to support local government projects. Additionally, Europe's urban projects tend to be integrated: education, recreation, transit, and housing are all planned together. In the U.S., planning in each area is usually carried out independently by separate agencies. Poor coordination between these agencies could severely affect the outcome of attempts to revitalize U.S. cities.

**Questions:**

**No. 13** Why are American civic leaders studying some European cities?

*No. 13*

- 1 *The cities have attracted renewed foreign investment.*
- 2 *The cities have become popular with tourists.*
- 3 *The cities have successfully changed their tax policies.*
- 4 ***The cities have managed to overcome industrial decline.***

**No. 14** Why do skeptics think European-style revitalization may not work in the U.S.?

*No. 14*

- 1 ***Americans are less enthusiastic about public projects.***
  - 2 *Economic problems are more severe in the U.S.*
  - 3 *American agencies are unable to work independently.*
  - 4 *Civic leaders in the U.S. are uncooperative.*
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### (C) Balancing Ecosystems

Invasive species are of great concern to environmentalists. The introduction of new species into a habitat is often blamed for the destruction of local plants and animals. This leads to disruption of delicately balanced ecosystems. Scientists cite numerous examples, such as the plague of zebra mussels in the U.S. Great Lakes, and the devastating effects of the brown tree snake on bird species in Guam. However, plant ecologist Mark Davis of Macalester College believes environmentalists often try to eliminate nonnative species without determining whether they are harmful or not. He argues money spent on eradicating them would be better used to deal with truly harmful species, regardless of where they come from.

Davis also claims that in most cases introduced species found in the U.S. do not deserve their negative reputation. In fact, he says, they can benefit ecosystems by providing a source of food for other species. Moreover, he argues ecosystems are much more resilient than widely believed and can usually accommodate new species. While there is some support for Davis's view, it is opposed by many environmentalists, ensuring the debate is likely to continue.

#### Questions:

No. 15 What does Mark Davis believe about environmentalists?

*No. 15*

- 1 *They should learn from the mistakes made in Guam.*
- 2 *They should not relocate threatened plants and animals.*
- 3 ***They should not focus on where species originate.***
- 4 *They should find new ways to destroy nonnative species.*

No. 16 What does Davis claim about ecosystems?

*No. 16*

- 1 *Introduced species often die out naturally.*
- 2 ***They are less fragile than many people think.***
- 3 *Most damage to them is caused by native species.*
- 4 *They support fewer species than in the past.*

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### (D) Living with Alzheimer's

The benefits of learning another language may go beyond expanding career opportunities or having multicultural friendships. A 2010 study showed that bilingualism can delay the appearance of symptoms of Alzheimer's, a brain disease that affects many older people. Symptoms of Alzheimer's include memory loss, reduced problem-solving ability, and confusion. A team at the Rotman Research Institute in Ontario, Canada studied the records of 200 patients diagnosed with Alzheimer's, about half of whom were bilingual. They

found that symptoms emerged on average four to five years later in bilingual patients.

The leader of the team, Ellen Bialystok, stresses this does not mean the bilingual patients got Alzheimer's later. What is happening, she says, is that bilingual patients are better at dealing with the effects of Alzheimer's and continuing to function normally. The human brain has a kind of "central control system" that helps it concentrate on relevant information and ignore distractions. When bilingual people speak, their brain recalls words from both languages, and the control system selects which one to use. Bialystok believes that because bilingual people use this control system more, its efficiency improves, providing protection against the symptoms of Alzheimer's.

### Questions:

No. 17 What did the 2010 study suggest about Alzheimer's?

No. 17

- 1 ***Its effects are initially not noticeable in bilingual patients.***
- 2 *It causes severe memory loss in bilingual patients.*
- 3 *It is particularly common in certain parts of Canada.*
- 4 *It has little effect on the ability to learn languages.*

No. 18 What does Ellen Bialystok believe about bilingual people?

No. 18

- 1 *They revert to a single language when they get Alzheimer's.*
- 2 *Their brain does not use its central control system.*
- 3 *Measure can be taken to prevent them from getting Alzheimer's.*
- 4 ***Part of their brain shows enhanced performance.***

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### (E) Cleopatra

For two millennia, the name "Cleopatra" has conjured up images of a power-driven queen who ruled an exotic kingdom. Her reputation as a manipulative temptress who seduced the Roman leaders Julius Caesar and Mark Antony has been reinforced by countless poets, playwrights, and filmmakers.

Modern scholars present a different view of Cleopatra. Their research has revealed a highly educated and accomplished politician who successfully ruled ancient Egypt for two decades. With more brains than beauty, Cleopatra spoke seven languages fluently and managed the vast Egyptian economy. She commanded armies and navies, and forged alliances with other nations. When the powerful Roman Empire threatened Egypt, she invited its generals into personal and political liaisons.

Cleopatra married Mark Antony, and between them they ruled the Roman and Egyptian empires. Her downfall came in 31 BC however, when she and Antony were defeated in battle by Antony's rival, the Roman general Octavian. The image of Cleopatra as a deceitful love goddess was the result of propaganda spread by Octavian to convince Romans her defeat had benefited the Roman Empire. This was later given expression in many works of Latin literature, which helped propagate the myth.

**Questions:**

**No. 19** What have modern scholars concluded about Cleopatra?

*No. 19*

- 1 She was an accomplished artist.*
- 2 She used bribery to become queen of Egypt.*
- 3 She was a skilled diplomat and military leader.***
- 4 She had a poorer education than was once thought.*

**No. 20** What is one thing the speaker says about Octavian?

*No. 20*

- 1 He managed to create a negative image of Cleopatra.***
- 2 He was jealous of Cleopatra's marriage to Mark Antony.*
- 3 He wanted revenge for his defeat by Cleopatra.*
- 4 He allowed Cleopatra to continue ruling Egypt.*