

Homework: Unit 8: Lesson 4

Listening 1

15.2



- 1 In small groups, discuss how people in your country feel about these aspects of social interaction.

- Eye contact
- Shaking hands
- Punctuality
- Personal space

- 3 Listen to part of the recording again. [Audio](#)

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** for each answer.

- 1 According to Helen, people feel more with the customs that they are familiar with.
- 2 According to Bill, Americans usually give negative information quite explicitly and
- 3 If you look at an American who is speaking to you, they will consider you
- 4 In Japan, people show by looking away from the speaker.
- 5 In the USA, shaking hands firmly is interpreted as showing
- 6 In Arab countries, time is regarded as a
- 7 If you keep an American waiting for half an hour or more, they may think they are not to you.

Listening [Audio](#)

- 2 You are going to hear part of a seminar for business students about customs in Japan, Arab countries and the USA. Read the questions before you listen. Even if you think you know the answer, listen to check what the speakers say.

According to the speakers, where is each type of behaviour (1–8) usual?

- A Arab countries
- B Japan
- C USA

Write the correct letter, **A**, **B** or **C**, by each question.

Example:

- 0 saying 'no' **C**

Bill says, 'In the US ... many people pride themselves on saying what they mean. If they want to say 'no', they come straight out with it.'

- 1 looking away
- 2 strong handshake
- 3 keeping visitors waiting
- 4 arriving late
- 5 social conversation in business meeting
- 6 personal space of around 30 cm
- 7 nodding the head to greet someone
- 8 keeping distance from strangers

Listening 2

Listening

1 Can you answer these questions about Canada?

- 1 What is the capital?
- 2 What is the biggest city?
- 3 What are the two official languages?
- 4 What are the three oceans to the west, north and east of Canada?
- 5 Is the leaf on the Canadian flag from an oak, a maple or a redwood tree?

Audio

2 You are going to hear about two immigrants to Canada.

 The first section is about Azim Lila, whose family moved from Tanzania to Canada when he was nine.



Questions 1–5

Complete the notes using words from the box.

Remember that the words in the notes may not be the ones you hear on the recording.

capital	challenges	coast	cultures
education	family	jobs	talents

Azim Lila

- place where brought up: 1 of Tanzania
- brought up to believe in value of 2
- moving to Canada presented various 3
- 4 helped to finance his studies
- believes life in Canada helps people develop their 5

Audio

 The second section is about a Russian woman, Tatyana Litvinova.



Questions 6–12

Answer the questions below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 6 What is Tatyana's field?
- 7 What did she want money for?
- 8 Who did she miss most after moving to Canada?
- 9 What was she unable to help her children with at first?
- 10 What did she listen to, in order to improve her English?
- 11 What does she think is beautiful in Canada?
- 12 What does she particularly admire about Canadians?

Reading 1

Reading

Questions 1–14

How to go about it

- Look at the title. What kind of information will the passage contain?
- Will the passage be descriptive/factual or argumentative?

- 1 Look at the picture and the title 'The fruit of the olive tree'. What kind of information do you think the passage will contain? Decide if the passage is descriptive/factual or argumentative.
- 2 Scan the Reading Passage. Which paragraphs contain the following information:
 - 1 a description of the olive tree and fruit
 - 2 a reference to the time of harvesting
 - 3 a history of olive cultivation

READING PASSAGE

You should spend about 20 minutes on **Questions 1–14**, which are based on the Reading Passage below.

The fruit of the olive tree



- A** Olive trees (*Olea europaea*), which are widely distributed across the Mediterranean region, Africa and Asia, have long represented wealth, abundance, power and peace. The olive has been a symbol of the Mediterranean since time immemorial and has a reputation for long life, nourishment and its ability to thrive in tough conditions. There are claims of 1600-year-old trees still producing fruit.
- B** The tree's primary product, olive oil, is revered throughout the world for its distinctive flavour. Homer called it 'liquid gold'. In Ancient Greece athletes rubbed olive oil over their bodies and winning competitors received no trophies or medals – instead the symbol of supreme honour was the olive wreath placed on their heads.
- C** *Olea europaea* is an evergreen shrub or tree, which grows up to 15m tall. It is slow to mature but can live for hundreds of years. The leaves are borne in opposite pairs. The leaves are evergreen, 3 to 9cm long, elliptic, and silvery in appearance. The flowers are borne in axillary clusters, with a four-lobed calyx, and a four-lobed corolla. The two stamens (male parts) project beyond the mouth of the flower. The fruit has a hard endocarp (the olive stone), which is surrounded by a fleshy, edible mesocarp.

- D** Grown in the Mediterranean for over 5000 years, the olive has shaped the landscape and culture of the region: 90% of all olives are produced in the Mediterranean. It is the region's most versatile and valuable crop with the fruit, oil and leaves having been used for food, fuel, medicine and embalming.
- E** The birth of olive-farming is shrouded in the mists of time. Discoveries of olive stones at archaeological sites in the Middle East show at least 20 000 years of use and by 5000 years ago olives had been taken into cultivation and spread throughout the Levant. Domestication may have taken place in the eastern Mediterranean region, or in the region of the Nile Delta where the climate of the time would have been more suitable for cultivation. Today, there are thought to be around 1000 million olive trees in the world.
- F** The harvesting of the olives occurs in autumn. If they are to become table olives, they are soaked in water for five days to extract the bitter phenolic compounds such as oleuropein. The fruit is then cured in brine for around four weeks. Green olives are unripe, whereas black olives are ripe and less bitter. Olives are eaten as snacks or appetisers with a variety of accompaniments, and are a key ingredient of Mediterranean cooking.
- G** The oil is obtained from the fruit shortly after harvesting. The fruit is cleaned and processed into a paste from which the oil is extracted. Olive oil is classified according to the production method and the oleic acid content. A refined olive oil is obtained with the use of heat or solvent extraction and requires further processing to yield edible oil (it contains up to 3.3% oleic acid). The leftover cake is used as a source of inedible industrial-grade oil (containing more than 3.3% oleic acid), and is also used in livestock feed and compost.
- H** The oil is used for food, cooking and for a multitude of therapeutic purposes. The safe dosage for adults is two tablespoons (28g) of olive oil per day. Evidence suggests that people whose diets include olive oil have a reduced risk of developing certain cancers. Likewise, a diet rich in olive oil (and low in saturated fats) is associated with reduced risk of cardiovascular disease, high cholesterol levels and high blood pressure.
- I** The beneficial qualities of olive oil have been attributed to the fatty-acid composition and the presence of phenolic compounds, which seem to have antioxidant, vasodilating, antiplatelet and anti-inflammatory effects. At the Botanical Gardens in Kew in London, investigations are being carried out on how the waste products of olive oil production could be used as sources of compounds for medicines to treat cardiovascular disease.
- J** In the Arboretum Nursery at Kew young olive plants are grown from seed. It has been noted that germination is spasmodic, taking from a few weeks to a few months. The compost used as a growing medium is an open, gritty, free-draining mix. The seedlings are pricked out into 'air pots'. Air pots prevent the plants from becoming pot-bound by encouraging the roots to grow outwards rather than spiralling. Planting out into the required position in the garden can be carried out straight from the air pot. The glasshouse zone in which the seedlings are grown is kept at a minimum temperature of 5°C. Only natural light is provided. The young plants are well watered and not allowed to dry out.

Questions 1–5

The Reading Passage has ten paragraphs **A–J**.

Which paragraph contains the following information?

- 1** the places where olive trees were supposedly grown first for domestic purposes
- 2** research into the health benefits of the leftovers from producing olive oil
- 3** the process involved in making olives suitable for eating
- 4** a method that benefits plant growth
- 5** the link between olive oil consumption and improvements in health

How to go about it

For **Questions 10–14**:

- Flow-charts usually have a heading so use this to locate the relevant part of the text.
- Treat the flow-chart like a summary. The text may be in note form, so pay particular attention to the grammar.
- Sometimes, the information in the flow-chart may be in a different order from the Reading Passage.

Don't forget!

- For questions that require you to complete information, check the number of words required for each blank space.

Questions 6–9

Do the following statements agree with the information given in the Reading Passage?

Write:

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

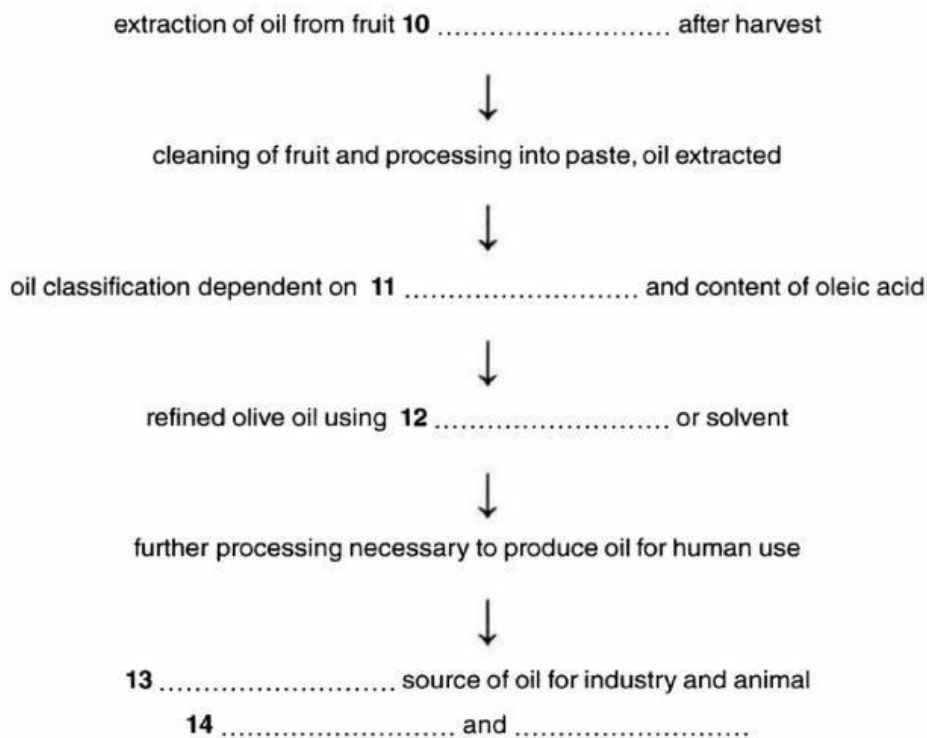
- 6 Olive trees are found in only one continent of the world.
 7 For the winners in Ancient Greek athletic competition games, an olive crown represented victory.
 8 There are few fruit trees that have a longer life span than olive trees.
 9 Olive tree cultivation has had little impact on the Mediterranean countryside.

Questions 10–14

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Stages in the extraction of olive oil



- 3  Is it important for us to know how things such as trees, plants, insects and animals grow? Why/Why not?

How common is it for people in your country to grow their own produce? Is it less common now than in the past? Give reasons and examples.

Reading 2

Reading

Questions 1–14

READING PASSAGE

You should spend about 20 minutes on Questions 1–14, which are based on the Reading Passage below.

A brief history of chocolate

A It's hard to pin down exactly when chocolate was born, but it's clear that it was cherished from the start. For several centuries, in pre-modern Latin America, cacao beans were considered valuable enough to use as currency. One bean could be traded for a tamale (a traditional dish), while 100 beans could purchase a good turkey hen, according to a 16th-century Aztec document.



B Sweetened chocolate didn't appear until Europeans discovered the Americas and sampled the native cuisine. Legend has it that the Aztec king Montezuma welcomed the Spanish explorer Hernando Cortes with a banquet that included drinking chocolate, having tragically mistaken him for a reincarnated god instead of a conquering invader. Chocolate didn't suit the foreigners' taste buds at first – one described it in his writings as 'a bitter drink for pigs' – but once mixed with honey or cane sugar, it quickly became popular throughout Spain.

C By the 17th century, chocolate was a fashionable drink throughout Europe, believed to have nutritious and medicinal properties. But it remained largely a privilege of the rich until the invention of the steam engine made mass production possible in the late 1700s. In 1828, a Dutch chemist found a way to make powdered chocolate by removing about half the natural fat (cacao butter) from chocolate liquor, pulverizing what remained and treating the mixture with alkaline salts to cut the bitter taste. His product became known as 'Dutch cocoa,' and it soon led to the creation of solid chocolate.

D The creation of the first modern chocolate bar is credited to Joseph Fry, who in 1847 discovered that he could make a moldable chocolate paste by adding melted cacao butter back into Dutch cocoa. By 1868, a little company called Cadbury was marketing boxes of chocolate candies in England. Milk chocolate hit the market a few years later, pioneered by another name that may ring a bell – Nestlé.

E Chocolate begins with the cacao tree, which grows within 20° north and south of the Equator and thrives on a mix of hot temperatures, rain, and shade.

Each tree bears oval fruits, or pods, which are about 5–12 inches long. Each pod contains 30–50 seeds, and it's these seeds the world knows as cacao (or cocoa) beans. The tree, pod, and bean/seed are typically referred to as 'cacao', while the word 'cocoa' is reserved for the bean after it has been fermented, dried, and roasted.

F Cacao pods are ripe when they turn a vibrant yellow/orange colour. Hanging from the trunk, and largest branches, on small stems, the ripening pods are typically harvested twice per year, though they can be harvested continually. After being chopped off, the pods are opened and their seeds are removed. Each seed is about the size of an olive. The seeds (or 'beans') grow in five columns surrounded by a white pulp or pith.

G Beans are cleaned by hand, with the *baba* (sweet pulp of the inside of the bean) left on to help develop flavour. Exposed to light, the cream-coloured beans turn a purplish colour. Then they're ready for fermentation via one of two ways: the 'heap method' is popular in Africa, where beans are heaped in piles on the ground; and in Latin America, a system of cascading boxes is favoured. In both methods, beans are covered with banana leaves. During the 2–9 days of fermentation, beans begin to take on colour and some of the flavours you would recognise as 'chocolate'.

H Fermented beans must be carefully dried. They are placed either on wooden boards or bamboo mats for anywhere from 7 to 14 days under the hot sun, and are continually raked and turned over for consistent drying. Once dried, the beans are graded, packed into sacks, bundled, and checked for quality. They are then shipped and traded on the international market.

I Beans are cleaned, then roasted at low temperatures to develop flavour. Shells are separated from the nibs by a process called winnowing. Nibs are finely ground into cocoa mass or cocoa liquor, which is solid at room temperature. Placed under extremely high pressure, this paste yields two products: cocoa powder and cocoa butter.

J Cocoa mass can simply be combined with more cocoa butter and sweetener to make chocolate. The first steps are to mix, grind, and knead the various raw ingredients into a paste – a process known as conching. The chocolate is now finished and ready for final processing. To be delivered to a chocolatier, it must first be put into blocks or drops. This method requires 'tempering' – whereby chocolate is slowly brought to a certain temperature. During the tempering process, the cocoa butter reaches its most stable form; this gives well-tempered chocolate its 'snap,' shiny surface, and smoothness.

Questions 1–5

The Reading Passage has ten paragraphs, **A–J**.

Which paragraph contains the following information?

- 1 the original companies and people involved in making today's chocolate
- 2 the time when the fruit is picked
- 3 the changes made to chocolate by Spain
- 4 getting the two key products from the bean
- 5 when the colour and the taste first develop

Questions 6–8

Do the following statements agree with the information given in the Reading Passage?

Write:

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 6 Cacao beans were once used as money.
- 7 The Spanish stole cocoa from the Aztecs.
- 8 The Dutch added sugar to make chocolate sweet.

Questions 9–14

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Stages in the production of chocolate

cacao trees grown near 9 in hot wet climate



after harvesting, 10 taken out



after fermentation, beans 11 for one or two weeks



enhance the taste = beans are 12 in a cool heat



cocoa powder and butter extracted, then the ingredients go through 13



finally, the chocolate is heated in a process called 14