

B1 ENGLISH

CHAPTER 1 Practice 1

In this practice you will learn

B1 ENGLISH CHAPTER 1 Practice 1		<i>Completed</i>		<i>Your Score</i>
		<i>Yes</i>	<i>No</i>	
B1 Listening	• A phone call from a customer	☐	☐	/
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Listening: B1

A phone call from a customer

Listen to the phone call from a customer to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. an exception
2. payment terms
3. an invoice
4. an extension
5. delivery confirmation
6. cash flow
7. a regulation
8. to appreciate

Definition

- a. proof that a delivery has been made
- b. the conditions of when a customer should make payment
- c. when more time is allowed for something
- d. an official or organisational rule
- e. a document which shows how much a customer has to pay, for what and by when
- f. when something doesn't follow the usual rule
- g. to show someone you are grateful for something they have done
- h. the timing and amount of money coming in and going out of a company

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. The delivery hasn't arrived yet.	True	False
2. Andrea is having cash flow issues and needs a payment extension.	True	False
3. Andrea usually asks for an extension of the payment terms.	True	False
4. Andrea has a new order to place, even bigger than the last one.	True	False
5. Junko can extend the payment terms on the last order to 60 days.	True	False
6. Junko will send Andrea an email confirmation.	True	False

Task 2

Write the sentences in the correct group.

Let me see what I can do.	I promise this won't become the norm.
I'm happy to help you.	I'm not sure if I can do that.
You'll really be helping us.	I appreciate your help.
I need a favour.	I think we can make an exception this time.

The customer says:	The supplier says:

Discussion

Do you ever do favours or make exceptions for important clients?

Transcript

Junko: Hello, Junko Mori speaking. How can I help you?

Andrea: Hi, Junko, it's Andrea here from Red Band. I'm calling about our latest order.

Junko: Everything arrived OK, right? We got the delivery confirmation at our end.

Andrea: Yes, everything's fine with the order. I'm calling about the invoice and the payment terms. I need a favour.

Junko: A favour? What do you need?

Andrea: This is a little, er ... difficult, but I need an extension on the payment terms. I know they're usually 30 days, but we're having some cash flow problems. You'd really be helping us out if you could extend it to 60 days.

Junko: I'm not sure if I can do that, Andrea. We've got regulations at our end, and also have to manage our own cash flow.

Andrea: I promise this won't become the norm, Junko. Actually, I also want to place another new order. The same size order as last time. It's for an important customer and they pay on delivery.

Junko: I see. So your cash flow problem will be solved after this new order is delivered.

Andrea: Exactly.

Junko: That sounds good. Hold on, Andrea. Let me see what I can do. Yes, I think we can make an exception this time.

Andrea: That's great, Junko. I appreciate your help.

Junko: And we appreciate your business, Andrea. It works both ways.

Andrea: Thanks again, Junko. Can you send me a quick email confirmation of the payment terms extension?

Junko: Sure, no problem. We're happy to help you.

Andrea: Great. And I'll email you the new order.

Junko: Thanks. I'll keep an eye out for it. Talk to you soon.

Andrea: You too. Goodbye.

Listening: B1

A student discussion

Listen to two students comparing Mars and Earth to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Write the words and phrases in the correct group.

to have in common	but	similar	whereas
both	to share		while

Words and phrases for talking about difference	Words and phrases for talking about things that are the same

Tasks

Task 1

Write the characteristics in the correct group.

Has more air	Is closer to the Sun	Is colder	Has stronger gravity
Is 50 per cent smaller	Has more nitrogen and oxygen than carbon dioxide	Used to have water	Has a longer day

Earth	Mars

Task 2

Complete the sentences with words from the box.

astronomical	nitrogen	frozen
support	Gravity	same

1. Most people think Mars can human life.
2. We measure distances in space using units.
3. The two planets aren't the colour.
4. Most of the water on Mars is probably
5. The air on Earth is mostly made up of
6. on Mars is just over one third as strong as on Earth.

Discussion

Do you think people will live on Mars one day?

Transcript

Teacher: So you've got a few minutes to discuss with your partner.

Student 1: So, as far as I know, the main similarity between Mars and Earth is that they can both support human life.

Student 2: Yeah, but do we know that's actually true? I mean, Mars is much colder than Earth, isn't it? It says here it's about minus 55 degrees most of the time, whereas on Earth only places like Antarctica get that cold.

Student 1: True. Well then, I suppose you could say both planets are a similar distance from the Sun?

Student 2: No way! Mars is much further away! It says here it's about 228 million kilometres, while Earth is about 150 million.

Student 1: Yes, but in space that's not that far. Jupiter is, like, almost 780 million kilometres. That's why we use astronomical units when we talk about distances in space. Earth is 1 astronomical unit from the Sun and Mars is 1.3. The difference doesn't sound so big when you look at it that way.

Student 2: I see what you mean. Jupiter is 5.2 astronomical units so I guess you're right. What other similarities are there between the two planets?

Student 1: Let's see ... not the colour, obviously!

Student 2: Yeah! Earth is called the blue planet and Mars is called the red planet for pretty obvious reasons!

Student 1: Their sizes are pretty different. Mars is about half the size of Earth.

Student 2: What about this? It looks like the days on both planets are almost the same length. Earth's day is 24 hours but Mars's is about half an hour longer.

Student 1: You're right. OK, any other things they both share?

Student 2: I suppose you could say they have water in common.

Student 1: Could you? How?

Student 2: Well, Earth is 70 per cent water and Mars probably had huge oceans in the past. It's just that most of the water there now is probably frozen.

Student 1: Ah, I see. I don't think we can say the air is the same, though. Most of Earth's air is nitrogen and oxygen, but Mars ...?

Student 2: Mars doesn't really have air, not compared with Earth. It's got about one per cent as much air as Earth.

Student 1: Right, and it's mostly carbon dioxide.

Student 2: Gravity is another difference. I didn't know this, but Mars has higher gravity than the Moon. But it's much less than on Earth, of course.

Student 1: Oh, yes. It says Mars has about 38 per cent of Earth's gravity.

Teacher: OK, let's see what you've found ...

Listening: B1

A team meeting about diversity

Listen to a team meeting about diversity to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. a charter
2. to promote
3. isolation
4. diversity
5. to pay attention to
6. equality
7. a venue
8. inclusion

Definition

- a. when different people, things or ideas are included
- b. when you feel separate from others
- c. a document that describes the beliefs of a group
- d. to help something to happen
- e. when everyone has the same rights and advantages
- f. when people feel part of a group
- g. to think carefully about
- h. a place where an event happens

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. The team has grown and become more diverse in the past year.	True	False
2. Everyone in the team respects and values everyone else.	True	False
3. They're going to create a workplace charter to encourage diversity, equality and inclusion.	True	False
4. They're going to involve the whole team when creating the charter.	True	False
5. They have already run some successful workshops this year.	True	False
6. Nina has already shared some positive research.	True	False

Task 2

Circle the best answer.

1. Stefano is going to ...
 - a. talk to colleagues who feel isolated.
 - b. look for a trainer who specialises in running diversity workshops.
 - c. look for an unusual venue for the workshop and team-building event.

2. Brenda is going to ...
 - a. talk to people about their different opinions.
 - b. look for a trainer who specialises in running diversity workshops.
 - c. look for an unusual venue to run the workshop and team-building event.

3. Nina is going to ...
 - a. write the workplace charter before the workshop.
 - b. also look for an unusual venue for the event.
 - c. research other organisations and their diversity.

Discussion

How diverse is your workplace? How can diversity benefit your team?

Transcript

Nina: As you know, our team has grown a lot in the past year and we feel we need to address the diversity in the team.

Brenda: How do you mean, 'address the diversity'?

Nina: Well, we all know that diversity in teams is a good thing, but it can also be a challenge for some people to respect and value people's differences. We've got a really diverse team here – people of different nationalities, backgrounds, religions, ages ... and sometimes I don't feel we make the most of this.

Stefano: Yes, and even if it isn't specifically challenging, many people are simply unaware of the isolation that some team members may feel because they are different.

Brenda: So, what does this mean? What are we going to do?

Nina: Well, we need to create a workplace charter. You know, one that promotes equality, diversity and inclusion.

Brenda: That sounds like a good idea. But will people just see it as something the management team has created? Maybe they won't even pay attention to it.

Nina: I know. That's why we're going to involve everyone in creating it.

Stefano: That's a good idea. We could run some workshops and get ideas from the employees about how we can create a more inclusive workplace.

Nina: Exactly. I was thinking that before that we could run some team-building sessions so they can experience the value of diversity for themselves.

Brenda: Yes, I like that. Many people see diversity as something negative, often because there are different opinions or ways of doing things.

Nina: Yes, I know, but if there's no diversity, then the risk is that we all work in the same way, think the same and see the world the same. This makes it hard to be creative and to innovate.

Stefano: I completely agree, Nina. OK. So, what do you want us to do?

Nina: Stefano, can you look for a successful trainer who specialises in running workshops and team-building sessions on diversity and inclusion?

Stefano: Sure. I'll be happy to.

Nina: And Brenda, can you find a fun venue? Somewhere that is quite diverse itself. Something that's not the usual seminar-style environment?

Brenda: Sure. That'll be fun.

Nina: And I'm going to do some further research into how other organisations are benefiting from their diversity. I can share this with the whole team.

What do you know about chocolate? Learn about the history of chocolate and the interesting journey from cocoa bean to chocolate bar.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. a pod
2. a shell
3. pulp
4. to heat
5. to cool
6. to melt
7. to grind
8. to ferment

Definition

- a. it protects the beans
- b. to break something into very small pieces
- c. to make something hot
- d. to turn something solid into liquid
- e. to cause a chemical change in plants
- f. it contains the cocoa beans
- g. to make something cold
- h. it is a skin around the beans

World Chocolate Day

Did you know that there's a World Chocolate Day? It takes place each year on 7 July. To celebrate it, read about the history of chocolate and the interesting journey from cocoa bean to chocolate bar.

A brief history of chocolate

Chocolate was first used as a drink over 3,500 years ago in Central America. It was very popular with the Mayans and the Aztecs, who mixed cocoa beans with vanilla or chilli peppers. In fact, cocoa beans were so important to them that they were used as money. Cocoa was first grown in Ecuador, which was, for a long time, the world's number-one producer of cocoa beans. It is still one of the top ten producers of the beans, but nowadays more than 70 per cent of cocoa beans come from West Africa.

Cocoa beans

Cocoa beans come from cocoa trees. These trees grow in tropical forests around the world, from South America to Indonesia. The beans grow in colourful pods of red, yellow and purple. Inside the pods are the beans. Each tree grows around 50 pods a year, and each pod can

contain between 20 and 60 beans. It takes around 100 beans to make 100 grams of chocolate. The pods are picked by hand to protect the trees.

Preparing the beans

Once the pods are picked from the tree, they are opened and the beans are taken out. The beans need to go through a number of different processes before they are ready to be turned into chocolate. First, the beans and the pulp are placed in special boxes, where they slowly ferment for up to five days. Here the beans turn brown and start to develop their special flavour. They are then put out in the sun to dry for approximately 14 days. After this, they are roasted for about 15 minutes in preparation for the final stage, when the beans are taken out of their shells. At the end of this process, we are left with the cocoa 'nibs' – chocolate in its purest form and the basic ingredient for all chocolate products.

From cocoa nibs to chocolate liquor

The first step is to grind the nibs by machine or between two large stones. This produces cocoa liquor, a semi-solid paste. This is then cooked and mixed continuously for hours or even days until it is just right. This is also the stage at which other ingredients are added: sugar, milk, various flavours. Interestingly, chocolate melts at 34°C. This is just below body temperature, which explains why it can be so sticky and messy, but also why it melts as soon as you put it in your mouth.

From liquid to solid

At this point the cocoa nibs are ready for the last stage in the journey. For the cocoa liquor to turn into solid chocolate, it needs to be heated and cooled and heated again until it forms a solid mass. And so, at last, the journey from bean to bar is complete.

So now you know all about how chocolate is made, you may want to celebrate the day by eating one of your favourite chocolate treats!

Tasks

Task 1

Write a number (1–6) to put the ideas in the order they are mentioned in the text.

- Drying the beans in the sun
- Taking the beans from the pod
- Grinding the beans
- Taking the pods from the trees
- Adding other ingredients
- Roasting the beans

Task 2

Circle the best answer.

1. The grow on trees.
a. beans b. pods c. bars
2. The trees grow
a. on mountains b. in the tropics c. near rivers
3. Most cocoa beans are grown in
a. Ecuador b. West Africa c. Ghana
4. The beans are roasted for
a. 5 days b. 14 days c. 15 minutes
5. The purest form of chocolate is the cocoa
a. nib b. liquor c. paste
6. Chocolate turns to liquid at temperature.
a. a very high b. a very low c. around body

Discussion

What's your favourite kind of chocolate?