

UNIT 12

The story of cork

▼ AGENDA

- ▶ Passives: Present Simple, Past Simple, Present Perfect, Future
- ▶ Descriptions file. Word building
- ▶ Strange but true
- ▶ Thanking for hospitality. Saying goodbye

Language focus

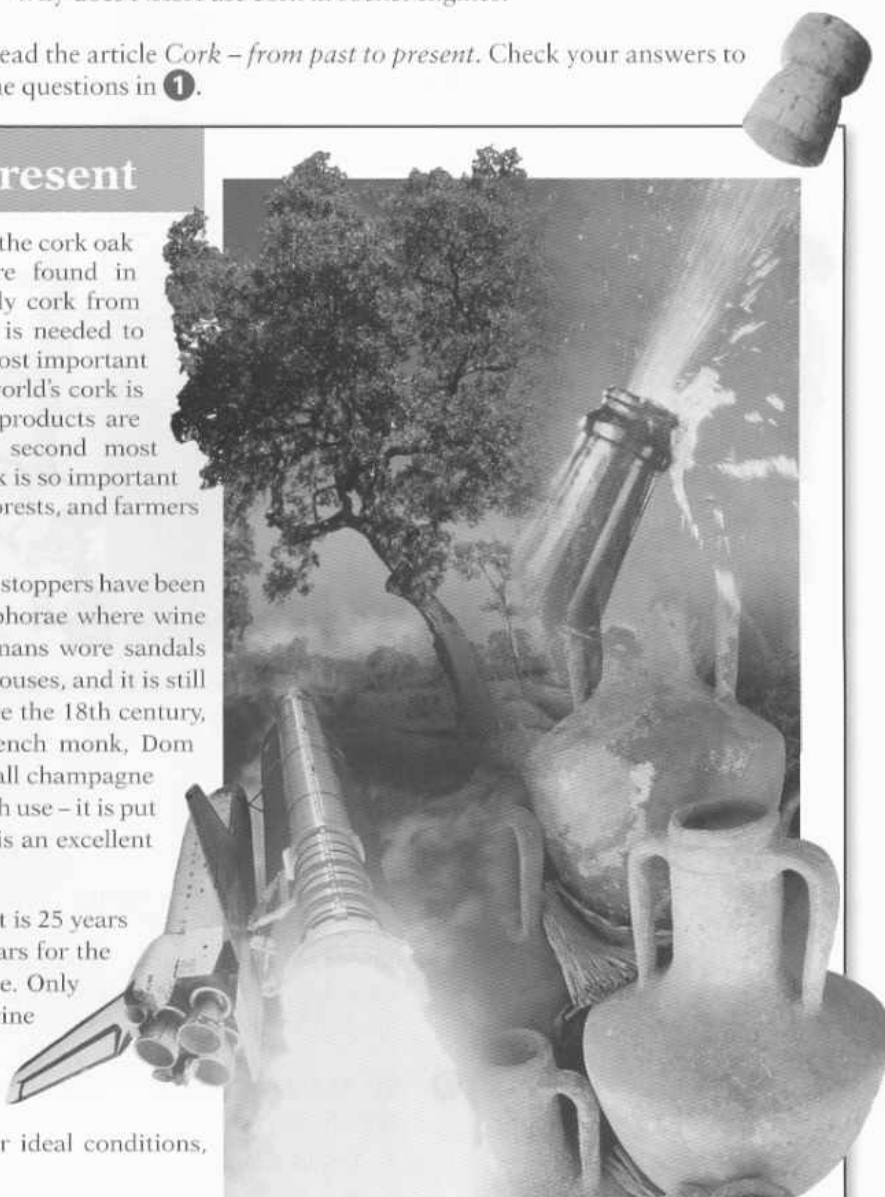
- 1 Do the quiz. Guess the answers if you don't know.
What do you know about cork?
 - 1 Where does cork come from?
 - 2 What is the most important product made from cork?
 - 3 Which country is the world's biggest producer of cork?
 - 4 Why does NASA use cork in rocket engines?
- 2 Read the article *Cork – from past to present*. Check your answers to the questions in 1.

Cork – from past to present

Cork comes from only one tree in the world, the cork oak tree, *Quercus suber*. Cork oak forests are found in Mediterranean and Asian countries but only cork from Mediterranean trees has the quality which is needed to make commercial products, including the most important product – wine stoppers. Over 50% of the world's cork is produced in Portugal and 80% of all cork products are made there. This makes cork Portugal's second most important export after port wine. In fact cork is so important to the Portuguese economy that cork trees, forests, and farmers are all protected by the law.

Cork has been used since ancient times. Cork stoppers have been found in Egyptian, Greek, and Roman amphorae where wine and olive oil were stored. The ancient Romans wore sandals made of cork and used it to make roofs for houses, and it is still used in this way in north Africa today. Since the 18th century, when champagne was invented by the French monk, Dom Pérignon, cork stoppers have been used for all champagne and sparkling wine. Today it also has a hi-tech use – it is put in the engines of NASA's rockets because it is an excellent insulation material against heat.

The cork is not removed from the oak until it is 25 years old. After that it will be removed every 9 years for the next 150 to 200 years, depending on the tree. Only the best quality cork is used to make wine stoppers, and this is not produced until the tree is over 40 years old. When the cork has been removed, a number is painted on the tree to show the year this was done. Under ideal conditions, cork oaks can live for 300 to 400 years.



- 3 In the article *Cork – from past to present*, underline one example of a verb in the passive form in each of these tenses: Present Simple, Past Simple, Present Perfect, Future.

The Passive

Read the examples. Complete the grammar rules and answer the questions.

Present Simple

- Cork oak forests **are found** in Mediterranean and Asian countries.
- The cork **is not removed** from the oak until it is 25 years old.

Past Simple

- Champagne **was invented** by the French monk, Dom Pérignon.
- Wine and olive oil **were stored** in Egyptian, Greek, and Roman amphorae.

Present Perfect

- Cork **has been used** since ancient times.
- Cork stoppers **have been found** in Egyptian, Greek, and Roman amphorae.

Future

- The cork **will be removed** every 9 years for the next 150 to 200 years.


Write *passive* or *active*.

- Use the _____ form when the person or thing that did the action is important.
- Use the _____ form when the person or thing that did the action isn't important, or when we don't know who or what did the action.

Find other examples of verbs in the passive in the article.

When do we use *by* after a verb in the passive?

How do we make questions in the passive?

 Pocket Book p. 9

- Practice** ① Complete this description of the process of making cork wine stoppers. Use the Present Simple passive form of the verbs in brackets.

From tree to wine stopper

Cork trees _____¹ (plant) when they are a year old. Most planting _____² (do) by hand. When the tree is 25 years old the cork _____³ (remove) for the first time. After that it _____⁴ (cut) every 9 years for another 150 to 200 years, depending on the tree. The cork _____⁵ (leave) in the forest to dry for about a year. Then it _____⁶ (boil). This process cleans the cork and makes it stronger and more flexible.

After boiling, the cork _____⁷ (cut) into strips and the wine stoppers _____⁸ (make) from the strips. Then the wine stoppers _____⁹ (wash), dried, and checked for quality. At this stage most of the stoppers _____¹⁰ (transport) to their destination, but some _____¹¹ (mark) with the name of the wine producer before they leave the factory.

- ② Cross out the incorrect verb form.

Plastic wine stoppers – a threat to wildlife?

In about 7% of the market, plastic wine stoppers *have replaced/have been replaced* traditional cork stoppers, especially in the USA, Australia, Chile, South Africa, and New Zealand. Their use in all these countries is on the increase.

Plastic wine stoppers *introduced/were introduced*¹ because it *believed/was believed*² cork was the cause of problems with wine quality. But studies *have shown/have been shown*³ there are other causes and the cork industry *has spent/has been spent*⁴ a lot of money on improving the product.

Wildlife experts are worried about the growing use of plastic stoppers because the cork forests are an important habitat for wildlife. In some areas cork forests *have destroyed/have been destroyed*⁵ and holiday villages and roads *have built/have been built*⁶ in their place.

Wildlife organizations *have started/have been started*⁷ campaigns to inform people about the problem and *have asked/have been asked*⁸ supermarkets to show what type of stopper a bottle has. If the use of plastic stoppers *continues/is continued*⁹ to increase, there is a real danger that cork forests and important wildlife habitats *will lose/will be lost*¹⁰ for ever.

- 3 Work in pairs. Make questions in the passive form for these answers from the article *Cork – from past to present*.

Examples *Where were oil and wine stored?*

What percentage of cork products are made in Portugal?

How long have cork stoppers been used for champagne and sparkling wine?

1 Where _____?

They're found in Mediterranean and Asian countries.

2 What percentage _____?

Over 50% is.

3 Why _____?

Because cork is so important for the Portuguese economy.

4 How long _____?

It's been used since ancient times.

5 Where _____?

They've been found in Egyptian, Greek, and Roman amphorae.

6 When _____?

It was invented in the 18th century.


7 Why _____?

Because it's an excellent insulation material against heat.

8 When _____?

It is removed after the tree is 25 years old.

Pronunciation

- 1  12.1 Listen to the examples. Notice how the final consonant sound is linked to a following vowel sound.

a Were any products exported in April?

b How are the engines assembled?

c Two hundred engines have been imported.

- 2 Join the words you think are linked.

1 Cork is produced in Portugal.

2 Many cork products are exported abroad.

3 Champagne was invented in the 18th century.

4 Experts are worried about increasing sales of plastic stoppers.

5 A lot of money has been spent on improving quality.

6 Cork is used for insulation in rocket engines.

- 3  12.2 Listen and check your answers.

- 4  12.2 Listen again and repeat.

- 4 Work in pairs, Student A with another Student A, Student B with another Student B. Look at p. 115.



Student A

- 1 Read Datafile A.
- 2 Write the questions you need to ask to complete your datafile. Begin with the words in brackets and use the passive form in all your questions.

Examples *How many products are made out of rubber?*
How long ago was rubber used by the Mayan people of Central America?

Datafile A

Facts and figures

- a Rubber is one of the world's most important industrial materials. _____ products are made out of rubber. (How many ...?)
- b Natural rubber is made from a white liquid, called latex, which comes from a tree. After the latex is collected it is processed for industrial use. Synthetic rubber is made from _____. (What ...?)
- c 90% of natural rubber is supplied by Malaysia, Thailand, and Indonesia.
- d More than 60% of natural rubber is used for _____. (What ...?)
- e Car tyres are made from synthetic and natural rubber, but aircraft tyres are made entirely from natural rubber because it is a lot stronger.

The history of rubber

- f Rubber was used _____ ago by the Mayan people of Central America. (How long ago ...?)
- g Rubber has been known to Europeans since the end of the 15th century when Christopher Columbus brought it back from South America.
- h The word 'rubber' was first used in 1770 by an English chemist called Joseph Priestley, who discovered it could rub out pencil marks.
- i Raincoats have been called 'mackintoshes' since _____, when a Scottish chemist called Charles Mackintosh first used rubber to make them waterproof. (How long ...?)
- j In _____ a process called vulcanization was discovered by an American called Charles Goodyear. (When ...?) In this process, rubber is heated with chemicals to make it stronger and more flexible. This discovery made it possible to manufacture tyres from rubber, and was the beginning of the Goodyear tyre company.



Student B

- 1 Read Datafile B.
- 2 Write the questions you need to ask to complete your datafile. Begin with the words in brackets and use the passive form in all your questions.

Examples *What happens after the latex is collected?*
How long has rubber been known to Europeans?

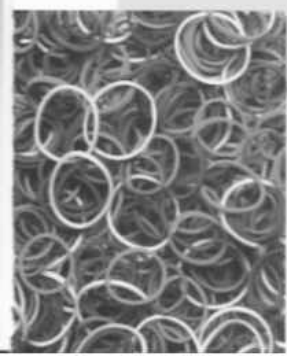
Datafile B

Facts and figures

- a Rubber is one of the world's most important industrial materials. More than 50,000 products are made out of rubber.
- b Natural rubber is made from a white liquid, called latex, which comes from a tree. After the latex is collected _____. (What happens after ...?) Synthetic rubber is made from petroleum.
- c _____ of natural rubber is supplied by Malaysia, Thailand, and Indonesia. (What percentage ...?)
- d More than 60% of natural rubber is used for tyre and automotive products.
- e Car tyres are made from synthetic and natural rubber, but aircraft tyres are made entirely from natural rubber because _____. (Why ...?)

The history of rubber

- f Rubber was used 2,500 years ago by the Mayan people of Central America.
- g Rubber has been known to Europeans _____, when Christopher Columbus brought it back from South America. (How long ...?)
- h The word 'rubber' was first used in _____ by an English chemist called Joseph Priestley, who discovered it could rub out pencil marks. (When ...?)
- i Raincoats have been called 'mackintoshes' since 1823 when a Scottish chemist called Charles Mackintosh first used rubber to make them waterproof.
- j In 1839 a process called vulcanization was discovered by an American called Charles Goodyear. In this process, rubber is heated with chemicals _____. (Why ...?) This discovery made it possible to manufacture tyres from rubber, and was the beginning of the Goodyear tyre company.



- 5 Work with a different partner, Student A with Student B. Ask your questions and complete your datafile. Answer your partner's questions.

Descriptions file. Word building

- 1 The suffixes *-y*, *-al*, or *-able* make the nouns in the box into adjectives. Complete the table with the adjectives. Check the spelling in a dictionary if necessary.

hunger✓	economy✓	knowledge✓	health	industry	fashion
noise	profit	politics	cloud	centre	comfort
value	anger	commerce			

<i>-y</i>	<i>-al</i>	<i>-able</i>
<i>hungry</i>	<i>economical</i>	<i>knowledgeable</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 2 Work in pairs. Choose two adjectives from each group in the table in 1 and use them in sentences of your own.


- 3 We can make some nouns into adjectives by adding the suffixes *-ful* (= full of) or *-less* (= without). Six of the adjectives in the table below have an opposite adjective ending in *-less*. Which are they? Write them next to the adjectives.

<i>-ful</i>	<i>-less</i>
beautiful	_____
careful	_____
harmful	_____
hopeful	_____
painful	_____
powerful	_____
successful	_____
useful	_____
wonderful	_____

- 4 Complete the sentences with a suitable adjective ending in *-ful* or *-less* from the table in 3.

- The accident was caused by _____ driving.
- You won't feel any pain. In fact the treatment is completely _____.
- Smoking is _____ to your health.
- Thank you for all the work you've done. You've been really _____.
- This machine doesn't work at all. It's totally _____.
- We can't be sure of success, but we're very _____ we'll succeed.

Strange but true

- 1 Which of the following do you do, and how often?
 - watch the news on TV
 - listen to the news on radio
 - read newspapers
 - read current affairs magazines
- 2 Have you heard any unusual or amusing stories in the news recently? If so, what were they about?
- 3  **12.3** The cartoons illustrate two true news reports. Listen to the reports and answer the questions.



Report 1

What new policy has the company introduced?

Report 2

Why does the new company have more staff than it needs?

- 4  **12.3** Listen to the two reports again. Then say what you remember about the following.

Report 1

- 1 profits
- 2 a hug
- 3 music
- 4 birthday
- 5 relaxed and friendly

Report 2

- 1 47
- 2 €15,000
- 3 in a year's time
- 4 five
- 5 two more

- 5 Work in pairs. Use the words and phrases in 4 to present the two news reports again.
- 6 Discuss the questions and give reasons for your opinions.

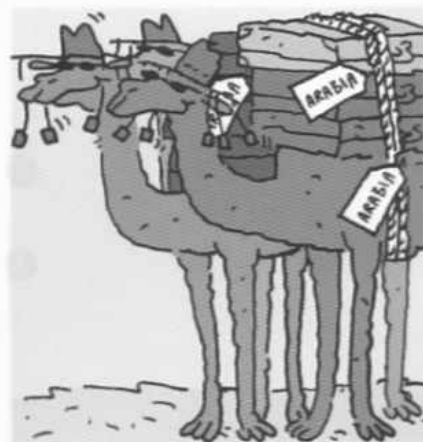
Report 1

- 1 What do you think of the policy of being nice to its staff introduced by the company?
- 2 What do you think makes a company 'a great place to work'?

Report 2

- 1 If you were one of the university graduates, would you agree to stay with the company and accept €15,000 to travel round the world for a year?
- 2 Why do you think only five of the 47 graduates have accepted the offer?

- 7 Work in Group A or Group B. Read the words and phrases from your news report and try to guess its content. The words are in the same order as in the reports.



Group A – Report A

goats – fires – San Francisco –
400 goats – dry grass – catches fire –
company – rents out – business has doubled – enough goats

Group B – Report B

Australia – Saudi Arabia – 120 camels –
trade – to grow – about 5,000 a year –
from the Canary Islands in 1840 – Saudi Arabian client

- 8 Work in pairs, one student from Group A and the other student from Group B. Tell your partner what you think your news report is about.
- 9 12.4 Listen to the news reports for Groups A and B. Were you right about any of the content?
- 10 Look at Listening scripts 12.3 and 12.4 on p. 135. Underline all the examples of passive verb forms in the news reports. Why is the passive used in these examples?
- 11 Discuss the following questions about the two news reports you heard in 9. Give reasons for your opinions.


Report A

In San Francisco the authorities used herbicides and controlled fires to reduce the risk of fires before they discovered goats could do the job better. Why do you think people in rich, developed countries often use expensive or harmful methods to solve a problem when a simple, inexpensive, and more natural solution exists?

Report B

Did the information in this report surprise or amuse you? Why? Why not?

Thanking for hospitality. Saying goodbye

- 1  12.5 Duncan is saying goodbye to some of the guests who stayed at Glencross Castle after the *Wine & Dine* anniversary celebration. Listen to the three conversations and answer the questions.

Dialogue 1

- 1 What have Pierre and Anne-Marie invited Duncan to do?
- 2 Has Duncan accepted?

Dialogue 2

- 1 What does Monique promise Duncan?
- 2 When is their next meeting?

Dialogue 3

- 1 What does Duncan think James should write?
- 2 Why do you think James asks Duncan about his meeting with Monique?
- 3 Why do you think James says 'That's the problem'?

- 2  12.5 Listen to the three conversations again and tick (✓) the phrases you hear.

Thanking for hospitality

Thank you for inviting us.
 Thank you very much for your hospitality.
 Thank you for everything.
 Thanks a lot.

Positive comment

We've had a wonderful time.
 I really appreciated it.
 It was really enjoyable.
 Everything was great.

Responding to thanks

I'm glad you | could come.
 | enjoyed it.
 | liked it.
 | found it interesting.

Saying goodbye

I really must be going.
 We really must leave now.
 I must be off.
 I look forward to ... (*seeing you again*).
 I'm looking forward to ... (*our next meeting*).
 See you | on the ...
 | next week.
 | soon.
 Have a good | trip back.
 | flight.

- 3 Work in pairs. Read the situations below. Practise thanking your partner for hospitality, and make positive comments. Your partner will respond to the thanks. Use phrases from 2. Change roles.

- 1 A colleague has invited you to a restaurant to celebrate your promotion. You have just finished the meal.
- 2 A supplier has taken you to the theatre to see a play.
- 3 Some foreign friends have taken you on a sightseeing tour of their city.

- 4 Read the situations on the left. Match them with an appropriate response on the right.

- | | |
|---|---|
| 1 You're at a party. It's late and you want to leave. | a I really must be going, John. I've got another appointment now. |
| 2 Your business meeting has just finished. You have a train to catch. | b Thanks for the lift, Sue. I must be off or I'll miss my plane. |
| 3 You've had lunch with a visitor. You have to meet another person in fifteen minutes. | c Well, I really must leave now. I've got to get to the station. |
| 4 A friend who drove you to the airport is talking to you. You're afraid you'll miss your flight. | d I must be going. I've got an early start tomorrow. |

- 5 Now walk round and say goodbye to your colleagues. Give your reason for needing to leave now.

