

Hello everyone! Today's test is the London Tests of English, Level Three. The theme of this test is chocolate. This test lasts two hours. There are five tasks. Tasks One and Two are listening. You must listen to the tape and write your answers in this booklet. Good luck!

1. Task One: The History of Chocolate

You are studying English at a college in London and doing a project on chocolate, your favourite food!

As part of Britain's 'Food Awareness Week', Matteus Kurz, the director of a Swiss chocolate manufacturing company, is in London to give a talk on the origins of chocolate.

Listen to his talk and complete the statements opposite. The first one is an example.

You will hear the talk twice. Do as much as you can the first time and finish your work the second time.

You have **one** minute to look at the statements.



Example:

Matteus Kurz and his wife travelled to South America

..... 30 years ago

(a) The cacao tree was shown to him by

.....

(b) The colour of the outside of the fruit was

.....

(c) The part of the fruit that is used to make chocolate is its

.....

(d) Christopher Columbus last travelled to the Americas in

.....

(e) Columbus understood that cocoa beans were....., but not that they were used as.....

(f) Cocoa in the Americas was different from chocolate today because

.....

(g) At first, the only people in Europe able to have chocolate were

.....

(h) People were able to use chocolate in different ways because it

.....

(i) Chocolate as we know it today was first made in the year of

.....

(j) To make chocolate, we combine cocoa butter with

.....

(Total 15 marks)

Q1



2. Task Two: People and Chocolate (15 marks)

During the next stage of your project, you listen to a radio discussion in which two people discuss their opinions about chocolate.

Listen to the discussion and complete the notes in the table that follows. **Some information is given as an example.**

You will hear the discussion twice. Do as much as you can the first time and finish your work the second time.

You have **one** minute to look at the table.

	Marina Watts	Richard Mantari
Job	(a)	Example: Celebrity Nutritionist.
Eats chocolate because	(b)	(d)
	(c)	(e)
Thinks chocolate is good because	(f)	(h)
	(g)	(i)
Thinks chocolate is bad because	(j)	(l)
	(k)	(m)
Final opinion about whether we should eat chocolate or not (put a cross (☒) in one box)	(n) Yes <input type="checkbox"/> No <input type="checkbox"/> OK in moderation <input type="checkbox"/>	(o) Yes <input type="checkbox"/> No <input type="checkbox"/> OK in moderation <input type="checkbox"/>

(Total 15 marks)

Q2

**That is the end of the listening tasks.
The other tasks test your reading and writing of English.
Now go on to Task Three.**



**London Tests of English
Certificate of Attainment
May 2005, Level 3**

PERFORATED INFORMATION SHEET 1 FOR TASK THREE (a)

Does Chocolate Really Satisfy?

People in the USA consumed 3.3 billion pounds of chocolate in 2000 alone (at a cost of \$13 billion). They are, by far, the world's largest consumer of chocolate products and exercise an enormous amount of power in the chocolate market.

However, at the moment, this \$13 billion funds a chocolate production system that fails to support everybody. Cocoa farmers are underpaid for the cocoa that they produce. Because of this, cocoa farmers in Central America and West Africa try to save money either by taking their own children out of school to work on the farms, or – worse – by taking children as slaves from poorer countries like Burkina Faso and Mali.

Cocoa production is hard work for an adult, and even more so for a child. For every pound of chocolate that is produced, 400 cocoa pods have to be picked. They must then be sliced open, and the cocoa beans removed. To do this, child workers have to use heavy and dangerous knives, or machetes. If they make mistakes, they are often beaten by the farm owners.

It is not only the workers on cocoa farms who experience hardship as a result of these practices. The environment also suffers due to the *methods* used to produce cocoa, as the farmers try to save money. Farmers try to grow as many cacao trees on their land as possible, hoping that they will make more money. This means, for example, that they turn rainforest land into farmland. In 2000, 14% of rainforest in the Ivory Coast was cleared to make more space for cocoa farming. This displaces plants and animals and, as a result of this, the natural environment is clearly in decline.

What is the solution to this? The Fairtrade Foundation was established to guarantee that farmers are given a fair price for their produce. The Fairtrade system states that farmers must receive a certain price (at least 0.80c per pound for cocoa beans). It also states that no child or slave labour may be used in the production of cocoa beans. Fairtrade does not state that cocoa production has to be organic, although it restricts the amount of chemicals that can be used in cocoa farming. Also, Fairtrade requires farmers to put some of their profits aside for 'technical workshops' where cocoa producers can receive training about farming methods.

What can you do? You can make choices about the kinds of chocolate that you buy, and you can try to buy Fairtrade chocolate whenever it is available. There are currently 42000 farmers in 8 countries that are producing Fairtrade cocoa: Ghana, Cameroon, Bolivia, Costa Rica, Nicaragua, Dominican Republic, Ecuador and Belize. So you should be able to find some near you!

(Source: adapted from <http://www.newdream.org/consumer/chocolatemoer.php>)

**London Tests of English
Certificate of Attainment
May 2005 Level 3
PERFORATED INFORMATION SHEET 2 FOR TASK THREE (b)**

Text A: Newspaper Advertisement

Convert your school or workplace to Fairtrade. It's easy!

There are hundreds of Fairtrade products available, including tea, coffee, bananas, chocolate, fruit, vegetables, fruit juices, honey and jam. If every school and workplace in this country stocked Fairtrade products, it would really make a difference to the way that people can live in the rest of the world.

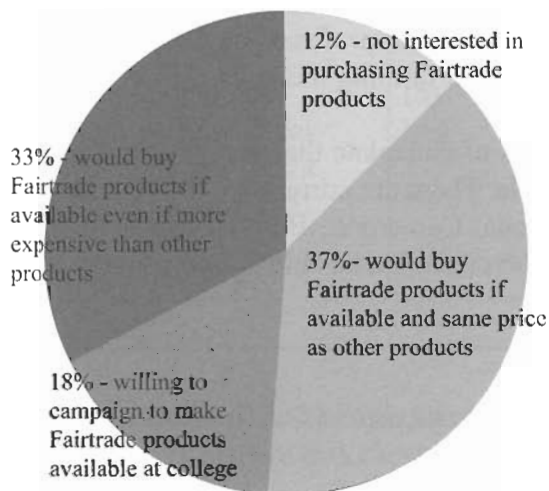
You can help! Here's what you can do

- 1 Set up a Fairtrade snack shop that sells chocolate, bananas, fruit juices and snack bars. It's healthy too!
- 2 Speak to your catering manager about making Fairtrade foods available in the cafeteria.
- 3 Order posters and leaflets online. You can display these to help make people aware of Fairtrade and its advantages.
- 4 Write an article about Fairtrade for your company or school newsletter.
- 5 Give a lesson or presentation about Fairtrade.

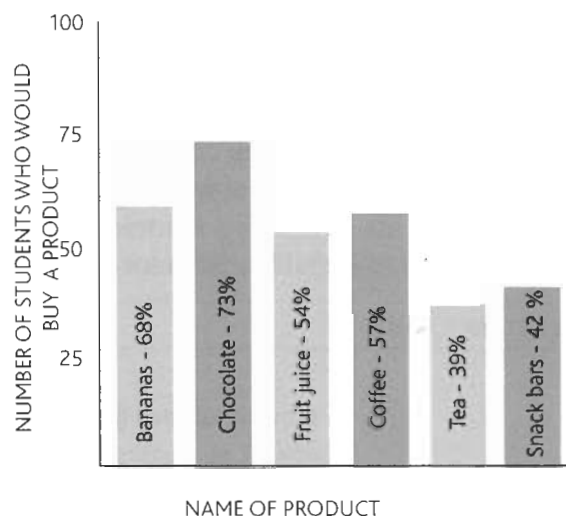
For more information, please contact the Fairtrade Foundation.
And remember, you can make the world a better place for everyone!

Text B: Survey information

(a) Results of a survey carried out in your college about student attitudes to Fairtrade.



(b) Fairtrade products that students would like to be made available in college.



3. Task Three: Chocolate Production

Task Three (a): Reading (10 marks)

Following the talk and the radio programme, you become more interested in chocolate and the way that it is produced. You find some information on the Internet about chocolate production and some of the problems associated with it.

Read the information on **Perforated Information Sheet 1 for Task Three (a)** and complete the task below. Put a cross (☒) next to the best answer to each question.

Example:

How much did people in the USA spend on chocolate in 2000?

- A. 3.3 billion pounds
- B. 3.3 billion dollars
- C. 13 billion dollars
- D. 13 billion pounds

1. What does the writer think is the problem with the relationship between people in the USA and chocolate?
 - A. They only buy chocolate that is produced in America
 - B. They spend too much money on chocolate
 - C. Their money does not help cocoa farmers
 - D. Chocolate is contributing to serious health problems in USA

2. According to the writer what is the main problem with traditional chocolate production methods?
 - A. Child workers do not get proper education
 - B. Child workers are not paid enough money
 - C. Farm owners are violent towards their workers
 - D. Farm owners are not paid enough money for cocoa



3. What is the **main** reason why the environment suffers during cocoa production?
- A. Farmers use chemical fertilisers and pesticides
 - B. Farmers take land that used to support other habitats
 - C. Farmers use land that is unsuitable for cocoa production
 - D. Farmers try to grow too many trees on their land
4. Which of the statements below is *not* a rule of the Fairtrade Foundation?
- A. Cocoa must be farmed using organic methods
 - B. 0.80 c a pound is the minimum farmers will receive for cocoa beans
 - C. Chemicals can be used during cocoa production
 - D. Farmers must undergo training about cocoa production
5. At the end of the text, what does the writer hope?
- A. More farmers will change to Fair Trade production systems
 - B. People will change their shopping habits
 - C. People will encourage more shops to sell Fair Trade products
 - D. People will use local shops more often

(10)**Task Three (b): Writing a Letter (20 marks)**

You see a newspaper advertisement about Fairtrade, and decide that you would like to encourage your college to sell Fairtrade products. You write a letter to your Head Teacher that explains why you think Fairtrade is important, and describes how you think the college could make these changes.

Use the information on **Perforated Sheet 1 for Task Three (a) and Perforated Sheet 2 for Task Three (b)** to help you write your letter.

You must include all of the following points

- why you think Fairtrade is important
- what changes you think your college could make
- how your college could make these changes
- evidence that students at your college would support these changes

Do **not** copy exact phrases from this or other parts of the test.



Devout Chocoholics

The divine chocolates produced by Belgian firm Caluwé are just like the company itself – small and perfectly formed. Christopher Middleton meets the family whose love of chocolate has kept the business running in sweet harmony for nearly 40 years.

1. There's something not quite right about No. 516 Herentalsebaan. It's not just that the walls of the living room of this everyday house on the outskirts of Antwerp are completely covered with religious carvings and statues (114 at the last count). No, it's something more than that. Something to do with the number of people who are coming in and out of the house without actually using the front door. The puzzle is eventually solved on opening the door of what you think is the bathroom, only to find yourself looking down, blinking, into a large, bright, bustling chocolate factory. 'Surprise!' **beams** a big, jolly Belgian man in a white coat, striding up the stairs. 'We've got lots of ways in and out, you know!'

2. Meet Eric Caluwé, whose parents, George and Julie, set up the Caluwé (pronounced 'Calloway') Pralines 36 years ago, in a sort of concrete shed at the back of the house. In those days, George not only made the chocolate, but also drove the delivery van. Occasionally, the odd box was made up for customers in France and Holland. Today, George and Julie are retired, the premises have expanded from 300 to 3,000 square metres, and Caluwé sends shipments to Asia, America, Scandinavia and supermarket branches throughout the UK.

3. With 40 staff and orders coming from all over the world, there's no way the business could survive without automated equipment, but at the same time those machines would be useless without the skills and experience of the Caluwé extended family. There's not a piece of equipment on the market, for example, that could replicate the way the Caluwé brothers co-operate when taking their massive copper pan off the flames.

4. Do Eric and his brother Alberic ever **bicker**? 'We have discussions, but never arguments,' declares Eric. 'Maybe Alberic will taste something and say, "Too much mocha". And I'll taste something and say, "Too little mocha"... that sort of thing. And, of course, there are always the other members of the family to ask.' He's not joking. As well as first-generation Caluwé founders George and Julie, there are second-generation Alberic and Eric, plus Alberic's wife Rita (who's in charge of the packing department) and four members of the third generation on the payroll too.

5. What's more, Alberic and family live right next door, in a stylish house built by George and Julie in 1983. As does Alberic and Eric's sister Sonja, who worked for 30 years as head packer before handing over to Alberic's wife Rita. To British ears, this degree of family closeness sounds a bit too much; all too easily, you can imagine a weekly soap opera set in a family confectionery factory, where the sweet smell of chocolate is regularly soured by jealousy and intrigue.

6. For the Caluwés, however, family spirit is what **binds** them all together. It can be hard, in fact, to tell who's a family member and who isn't. Rita doesn't have her own I'm-the-boss's-wife office, or supervise the packing department from some superior position; instead, she sits with the other packers doing exactly the same work as they do.

7. As might be expected, the staff who work at Caluwé have long since got over the novelty of working so closely to chocolates; they no longer even notice the smell, which is, of course, the first thing a visitor to the factory remarks upon. Nor do they – indeed they're not allowed to – **grab** any passing pralines to eat. But that doesn't mean their chocolate-loving glands are dead. Far from it.

8. 'Of course we're permitted to eat the chocolates during our break times and lunch,' says Marleen Williams. 'At first, I used to do this, but now I've been here 10 years, I've learned how dangerous this is to the waistline. So, in recent years, I've restricted myself to just one chocolate a day. I look forward to that chocolate and really, really enjoy eating it when the moment comes!'

9. Fortunately for the Caluwés, the chocolate-buying public aren't quite as self-disciplined. Indeed, George and Julie make a point of reminding the rest of the family that what they are producing downstairs is not just a product, but a treat. 'A world without chocolate? Oh, it would be a poorer place,' **declares** Madame Caluwé. 'When you give a box of chocolates, you give not just a present, but something that makes everyone smile.'

(Source: Adapted from *Sainsbury's Magazine*, November 2004)

4. Task Four: Chocolate and the Caluwé Family

You decide that you would like more information on chocolate production. Read the magazine article on Perforated Information Sheet 3 for Task Four, and complete the tasks that follow.

Task Four (a) (8 marks)

Choose the best title for **each** of the numbered paragraphs in the text. Write the appropriate number in the box next to the paragraph title.

The first one is an example.

Be careful! There are three more titles than you need. Do **not** use a number more than once.

Paragraph Title	Paragraph Number
Example: Business has grown	2
The family comes first	
Too close for comfort?	
Chocolate is special	
Chocolate is now just a job	
No substitute for the human touch	
Less is better	
People should have chocolate every day	
They don't love chocolate	
Appearances can be deceptive	
Negotiating within the family	
No privileges for the family	

(8)



Task Four (b): (7 marks)

Read the statements about the information in the text. Put a cross (☒) in the correct column in the table below to indicate whether the statement is TRUE, FALSE or NOT STATED.

The first one is an example.

Statement

Example: The Caluwé family are very religious.

1. The family make chocolate in the room that used to be their bathroom.
2. The factory is now ten times its original size.
3. The business is successful due to the combination of skilled labour and machinery.
4. Not all of the work can be completed by machines.
5. There are always problems between members of the family.
6. The factory is entirely staffed by family members.
7. Factory staff can eat as much chocolate as they like.

	True	False	Not Stated
Example	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(7)



Task Four (c): (5 marks)

Match the shaded words in the text to their correct definition by putting a cross (☒) in the appropriate box, as in the example.

The first one (beams) is an example.

Be careful! There are four more definitions than you need. Do **not** use any **letter** more than once.

Definition	Word					
	beams	bicker	soured	binds	grab	declares
A. eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. smiles happily	☒	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. have minor disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. tasted bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. holds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. announces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. spoiled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. take very different positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(5)

(Total 20 marks)

Q4



5. Task Five: Writing about Food

At the end of your project, your teacher asks you to complete a piece of writing about food.

Choose one of the following tasks.

EITHER:

Task A. *'Young people today eat too much chocolate and junk food and are not interested in healthy food'*. Do you agree with this statement?

Your discussion must include the following points

- a short introduction
- your opinion and reasons to support it
- examples from your own experience
- conclusion

You may refer to information and ideas from other parts of the test but do not copy exact phrases.

OR:

Task B. *Chocolate is often associated with special occasions in Britain.* Write about the food that you associate with a special occasion in your country.

In your writing you should

- say what the occasion is
- describe the food
- describe the part food plays in the occasion
- say how you feel about the food and the occasion

You may refer to information and ideas from other parts of the test but do not copy exact phrases.

Write 140–170 words



Leave
blank

.....

.....

.....

.....

Q5

(Total 20 marks)

TOTAL FOR PAPER: 100 MARKS

THAT IS THE END OF THE TEST

