Listening

The listening contest is designed to help students recognize the importance of effective listening skills and to identify problems they may have in listening effectively. The contest provides a challenging format to test the improvement of their listening abilities, and encourages students to develop the foundation skills they will need through out their lives, both in and out of the classroom.

NOTE: The contest includes some short answer, fill-in-the-blank questions. Scoring awards 3 points for each correct answer and subtracts 2 points for each incorrect answer. No points are deducted for unanswered questions.

Section 1430: LISTENING

(a) REPRESENTATION.
(1) Contestants. Students in the fifth, sixth, seventh and eighth grades who are eligible under Sections 1400 and 1405 may enter this contest.
(2) Divisions. This contest will consist of two divisions (fifth and sixth; seventh and eighth) unless the district executive committee approves separate divisions for each grade.
(3) Individual Competition. For each division, each participant school may enter as many as three contestants in the district meet.
(4) Team Competition. If the district has elected to include team competition, the combined scores of the three contestants in each division from a school shall constitute the school’s team score. A team shall have three contestants compete to participate in the team competition.

(b) NATURE OF THE CONTEST.
(1) Summary. This contest is designed to help students recognize the importance of effective listening skills and to identify problems they may have in listening effectively. It also provides a challenging format to test the improvement of their listening abilities. Through preparation for the contest, participants will listen to a variety of material and learn to evaluate and critically analyze a speaker’s message. Tests will include, but are not limited to, language arts, fine arts, natural sciences and social studies. The objective tests will measure skills such as identifying the main idea and supporting ideas, listening for details, drawing conclusions and distinguishing fact from opinion.
(2) Contest Format. Contestants will listen to a script ranging from approximately seven to 10 minutes in length, take notes as needed, and use their notes to answer 25 multiple choice, fill-in-the-blanks and true/false test questions. A variety of subject matter will be used for the listening tests.
(3) Tests. The League will make available one test for each division for invitational meets, one test for each division for fall/winter district meets and one test for each division for spring district meets.

(c) CONTEST ADMINISTRATION.
(1) Personnel. All personnel in this contest may be coaches of participating students except the script reader. The reader may not be a coach of any contestant entered in the contest.
A Contest Director. The contest director will be in charge of running the contest and resolving any problems that arise. The director may appoint an assistant director.

B Script Reader. The contest director may serve as the script reader or may appoint a qualified person to act in this capacity. The script reader should be given the test script well in advance of the contest. Contest directors may choose to administer the test by using a recording of test material, but contest directors are responsible for creating the recording before the contest. The UIL does not provide recorded contest scripts.

C Timekeeper. An official timekeeper will give only start and stop signals. The contest director may serve as the official timekeeper.

D Graders. At least three graders should be familiar with the instructions for grading and the contest rules. The contest director may recruit more than three graders.

2 Time. Time should be scheduled to read the script and distribute tests. Then, students will have 10 minutes to answer test questions.

3 Materials. (A) Provided by UIL. The following materials will be provided to schools submitting the appropriate requisitions. See Section 1408 (c) for the dates when invitational materials will be available. See Section 1408 (e) for the dates when district materials will be available.

(i) Tests and answer blanks.
(ii) Test script.
(iii) Answer key.
(iv) Contest rosters.

(B) Provided by the Host School. Blank paper for note taking.

(C) Provided by the School or Student. Pens, pencils and/or erasers.

(D) Other. No other materials or notes may be used in the contest.

4 CONDUCTING THE CONTEST.

1 Number Contestants. Distribute answer sheets. As roll is called, instruct students to write their assigned contestant number in the space provided on the answer sheets.

2 Clear the Room. Contestants and coaches should be informed of the time and place of the verification period. Spectators and coaches who are not assigned a specific duty in administering the contest should be dismissed from the contest room before the contest begins.

3 Read Script. The script reader should read the script clearly and distinctly, following the script’s time markings, or play the recorded script. The students may take notes on the blank sheets of paper.

4 Distribute Tests. When the script reader has finished reading the script or playing the recording, the contest director should place a copy of the test questions in front of contestants, and direct them not to open the tests until instructed to do so. Inform the contestants that all answers should be recorded on the answer sheet, not on the copy of the test. Contestants may use their notes during the test.

5 Time. The contestants will be given 10 minutes to answer the test questions.

6 Test Collection. When the stop signal has been given, the contest director shall have all contestants place their pencils on their desks and then collect all tests, answer sheets and notes. The contest director is responsible for destroying all copies of the script.

E JUDGING.

1 Briefing Graders. Brief graders on the procedure to be used for grading and explain the scoring process.

2 Criteria. The 25-question test is graded objectively. A perfect score is 75.

3 Scoring. Each test shall be independently scored twice, and papers containing to place should be scored a third time. Award three points for every correct answer. Deduct two points for every incorrect answer. There shall be no deduction of points for unanswered questions.

4 Ties. No ties are to be broken in either the individual or the team component of this contest. If there is a tie for first place, there is no second place. If there is a tie for second place, there is no third place, etc.

5 Points. Individual points are to be awarded through sixth place. Team points shall be awarded through third place. See Section 1408 (i). Tied contestants or teams split the total points
equally for the two or more places in which a tie exists.

(f) VERIFICATION PERIOD. The contest director should designate a time and place for a 15-minute verification period at which time contestants and/or coaches are given the opportunity to view their test papers with official keys. Unofficial results should be posted. Questions should be directed to the contest director, whose decision will be final.

(g) OFFICIAL RESULTS. After the verification period has ended and all test papers have been collected, the contest director shall announce the official results. Official results, once announced, are final.

(h) RETURNING MATERIALS. No materials from the fall/winter district contest may be returned to contestants before January 31. No materials from the spring district contest may be returned to contestants before the Saturday prior to Memorial Day.

---

The History of the Grapefruit

The origin of the grapefruit has been a puzzle to historians and pomologists, or scientists who study fruit and nut trees, for years. Although most citrus fruit seems to have originated in Southeast Asia, the grapefruit was obtained in the West Indies around the 1700s. The grapefruit was first described in 1750 by Griffith Hughes, who called it the “forbidden fruit” of Barbados. In 1789, Patrick Browne reported it as growing in most parts of Jamaica. He also referred to it as forbidden fruit or smaller shaddock. A shaddock is another type of citrus fruit that looks similar to a grapefruit but is native to Southeast Asia.

How did this type of citrus find its way to the island of Barbados? Much has been written about it, but legend has it that although grapefruit are no longer grown on a large scale on the island, it is there that a ship captain is reported to have left some shaddock seeds on his way back from the Pacific to England. Fruit of these trees were apparently naturally hybridized by pollen from a local orange tree, and the first grapefruit was born. The name of the grapefruit reflects the fact that the tree grows its fruit in large clusters that resemble bunches of large grapes. By the end of the 18th century, grapefruit had spread to other Caribbean islands.

Jamaica became the center of grapefruit cultivation. In 1823, grapefruit made its way to the United States in the form of seeds brought by either Spanish or French settlers to Florida. When the seeds were planted and seedlings fruited, their seeds were distributed around the neighborhood of Safety Harbor near Tampa, Florida. At first, the tree was only grown as a novelty in Florida, and the fruit was seldom used. Even in Jamaica, the trees were often cut down. It seemed that although the fruit was similar to that of other citrus, it had not caught on in popularity. The thick skin was unusual, and the fruit was slightly bitter. However, in 1866, John A. MacDonald settled in Orange County Florida. In 1870, he came across a single grapefruit tree with clusters of lemon-colored fruits on the property of a family named Drawdy in Blackwater, Florida. He bought the entire crop of fruits and planted the seeds, thus establishing the first grapefruit nursery. The first grapefruit grove planted from this nursery was by a man named Hill. It was sold in 1875 to
George W. Bowen who developed it commercially. In 1881, MacDonald bought the Drawdy crop again and once more raised seedlings for his nursery in Eustis. Early settlers began planting the trees and soon developed a taste for the bittersweet fruit. Because there was already a small demand in the North for the fruit, Florida started sending small shipments to markets in New York and Philadelphia between 1880 and 1885. To this day, Florida remains the grapefruit center of the world.

Eventually, grapefruit made its way down to South Texas, most likely by visiting Spanish missionaries. By the late 1800s, grapefruit trees were being cultivated in the southern part of Texas. The first reported planting of a grove in Texas was 1893. John H. Shary, a developer originally from Omaha, Nebraska, was so impressed by the small crop raised by early citrus experimenters that he believed citrus would be the crop of the future for Texas. Shary, also known as the “Father of the Citrus Industry” combined his interest in growing citrus with the latest irrigation techniques and a determination to sell valley citrus commercially. In 1914, he bought 16,000 acres of brush land, and after clearing it, proceeded to grow his first crop of seeded white grapefruit.

Although originally there were doubts about the success of grapefruit growing in the Texas climate, the grapefruit succeed in the Rio Grande Valley of Texas as well as in Arizona and California. The first commercial shipment of citrus, packed in onion crates, left the Lower Rio Grande Valley of South Texas in 1920. In that growing season, approximately 120 tons of grapefruit were shipped from Texas. The pink grapefruit and other varieties were developed during this time. In Jamaica, the grapefruit was crossbred with the tangerine to produce the ugli (pronounced ugly) fruit which is a bit sweeter than the grapefruit. In 1929, a Texas citrus grower discovered a mutated red grapefruit growing on a pink grapefruit tree which gave rise to the Texas Red Grapefruit Industry. In the late 1920’s and early 1930’s redder bud mutations were found in numerous groves. Each new grapefruit variety was given the name of the owner of the grove in which it was found. With so many different names and varieties of red grapefruit being shipped commercially, keeping track of it soon became a problem. All the red varieties of fruit started being marked under the same name – “Ruby”. The Ruby Red Grapefruit was the first grapefruit to be granted a US patent. After freezes in 1949, 1951, and 1962, Texas eliminated its white and pink varieties, and began to promote the growth of red grapefruit. During the 1970’s several more mutations were found on Ruby Red trees that produced even redder fruit than before. Again, each finding took the name of the grower who discovered it.

Dr. Richard Henze of the Texas A&I Citrus Center spent many years in the laboratory working to produce the reddest variety of grapefruit possible. In 1970, the Star Ruby variety was released. In 1984, he released the Rio Red variety. With so many red varieties and so many names, the industry was once again faced with a problem. To ease confusion, new categories had to be formed. The Texas sweet, red grapefruit – a superior tasting grapefruit – needed to be distinguished from the other grapefruit on the market. Texas sweet, red grapefruit now have two registered trademarked categories: Ruby-Sweet and Rio Star.
ies including the Henderson and Ray. Its smooth, yellow skin is naturally tinged with a reddish blush and an interior color 3 to 5 times redder than the original Ruby Red. The Rio Star category combines the two reddest varieties – Rio Red and Star Ruby grapefruit. It has an overall blush on the exterior peel and a deep red interior color which is 7 to 10 times redder than the Ruby Red.

These developments of sweeter, more delicious varieties have enabled the grapefruit to become widely known and popular across the nation. As a relatively new food, the grapefruit has made great advances in the past 75 years. Grapefruit is customarily a breakfast fruit, chilled, cut in half, and the sections loosened from the peel and each other by a special curved knife. Some consumers sweeten it with white or brown sugar or a bit of honey. Eaten as an appetizer before dinner, some chefs have been known to sweeten, lightly broil, and serve grapefruit hot and topped with a maraschino cherry. Grapefruit sections are used in fruit cups, fruit salads, jellies, puddings, and tarts. The juice is marketed as a beverage fresh, canned, dehydrated, concentrated and frozen. Grapefruit peel is candied and sold as a novelty. The inner peel is a source of pectin and citric acid. Both are used by the food industry in the preservation of other fruits and making jams and marmalades. The peel oil is often used in softdrink flavoring. Narigin, also extracted from the grapefruit peel, gives tonic-water its distinctive bitter flavor. Narigin is also used in bitter chocolate, ice cream and various ices. Grapefruit seed oil is dark and very bitter. However, if it is bleached and refined, it is very similar to olive oil and can be used in much the same way. Because it is an unsaturated fat, production of grapefruit seed oil has been on the rise since 1960. In 1970, consumption of grapefruit rose temporarily because of a widely promoted “grapefruit diet” which claimed to help the dieter lose 10 pounds in 10 days. In 1983, the US Department of Agriculture Marketing Service reported that, among fresh fruits and vegetables consumed in New York, grapefruit was exceeded only by potatoes, lettuce, oranges, and apples.

Thanks to the ever increasing popularity of the grapefruit, Texas citrus growers are constantly working to meet the demand. In fact, Texas produces over 27,000 acres of citrus fruit every year. Except during major freezes and the recovery from them, the Texas citrus industry annually produces more tonnage, about 80 percent of which is grapefruit, than all other tree fruits and nuts in Texas combined. Because of this and the quality and importance of Texas red seedless grapefruit, the Legislature in 1993 designated red grapefruit as the State Fruit of Texas.
The History of the Grapefruit

2. The first commercial shipment of grapefruit shipped from South Texas was packed in a. onion crates b. nylon net bags c. wooden boxes d. burlap sacks
3. A scientist who studies fruit and nut trees is called a. nutologist b. citrologist c. pomologist d. shadologist
4. In 1750, Griffith Hughes described the grapefruit as the ________________ of Barbados.
5. It is theorized that the grapefruit is a cross between a shaddock and a. lime tree b. an orange tree c. a tangerine tree d. a grape vine
6. The first grapefruit grove in Florida was planted by a man named a. Dawdy b. McDonald c. Bowen d. Hill
7. The grapefruit seems to have originated in a. Southeast Asia b. the West Indies c. Florida d. Mexico
8. By the end of the 18th century, ________________ was the center of grapefruit cultivation. a. Jamaica b. Orange County, Florida c. Barbados d. South Texas
10. Texas currently produces over ________ thousand acres of citrus fruit every year.
11. In 1983, the US Department of Agriculture Marketing Service reported that, among fresh fruits and vegetables consumed in New York, grapefruit was exceeded only by all of the following except: a. potatoes b. lettuce c. apples d. bananas
12. Participants of the grapefruit diet during the 1970s were promised a result of losing a. 9 pounds in 3 weeks b. 15 pounds in a month c. 10 pounds in 10 days d. 5 pounds per week
13. When bleached and refined, grapefruit seed oil is very similar to a. baby oil b. olive oil c. motor oil d. flax seed oil
15. In the first commercial growing season, approximately ________ of grapefruit were shipped from the Rio Grande Valley in South Texas. a. 120 tons b. 150 tons c. 270 tons d. 300 tons
17. Which state is known as the grapefruit center of the world? a. Texas b. Florida c. Barbados
18. The name of the grapefruit came from the fact that a. the fruit was a hybrid between the shaddock and the grape b. the fruit had a bitter sweet taste resembling that of a grape c. the fruit grew in clusters that resembled grapes d. the fruit originally had the color of Caribbean grapes

TRUE/FALSE

19. When the grapefruit was introduced to the United States, demand for it grew rapidly.
20. Grapefruit is still a major commercial crop for the country of Barbados.
21. In 1870, John MacDonald came across a single grapefruit tree with clusters of lemon-colored fruits on the property of a family named Drawdy in Blackwater, Florida, and purchased their entire crop.
22. Because there was already a small demand in the North for the fruit, Florida started sending small shipments to markets in New York and Philadelphia between 1880 and 1885.
23. Grapefruit seems to have made its way into South Texas by means of a ship captain from Europe.
24. In Jamaica, the grapefruit was crossbred with the tangerine to produce the ugli fruit which is slightly more bitter than the grapefruit.
25. In 1929, a Texas citrus grower discovered a mutated red grapefruit growing on a pink grapefruit tree which gave rise to the Texas Red Grapefruit Industry.