

SECTION 1

Questions 1-10

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Pinder's Animal Park

Example

Enquiries about **0** *temporary* work

Personal Details

Name: Jane **1** _____
Address: **2** _____ Exeter
Telephone number: 07792430921
Availability: Can start work on **3** _____

Work details

Preferred type of work: Assistant **4** _____
Relevant skills: Familiar with kitchen **5** _____
Relevant qualifications: A **6** _____ certificate
Training required: A **7** _____ course

Referee

Name: Dr. Ruth Price
Position: **8** _____
Phone number: **9** _____
Other: Applicant has a form of **10** _____

SECTION 2

Questions 11-15

Choose the correct answer, A, B or C.

Tamerton Centre

- 11** The Tamerton Centre was set up in order to encourage people
A to enjoy being in the countryside.
B to help conserve the countryside.
C to learn more about the countryside.
- 12** Last year's group said that the course
A built their self esteem.
B taught them lots of new skills.
C made them fitter and stronger.
- 13** For the speaker, what's the most special feature of the course?
A You can choose which activities you do.
B There's such a wide variety of activities.
C You can become an expert in new activities.
- 14** The speaker advises people to bring
A their own board games.
B extra table tennis equipment.
C a selection of films on DVD.
- 15** Bed-time is strictly enforced because
A it's a way to reduce bad behaviour.
B tiredness can lead to accidents.
C it makes it easy to check everyone's in.

Questions 16-20

What rules apply to taking different objects to the Centre?

Match each object with the correct rule, A-C.

Write the correct letter, A-C.

Objects

- 16** Electrical equipment
17 Mobile phone
18 Sun cream
19 Aerosol deodorant
20 Towel

Rules

- A You **MUST** take this
B You **CAN** take this, if you wish
C You must **NOT** take this

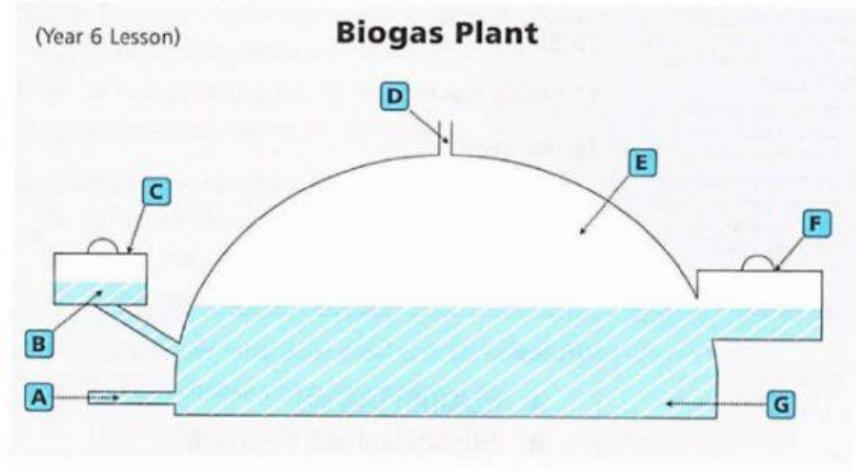
SECTION 3

Questions 21-26

Label the diagram below.

Write the correct letter, **A-G**, next to questions **21-25**.

- 21 Waste container
- 22 Slurry
- 23 Water inlet
- 24 Gas
- 25 Overflow tank



Questions 26-30

Complete the flow chart below.

Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to questions **26-30**.

LESSON OUTLINE YEAR THREE
TOPIC: ENERGY
ACTIVITIES
Teacher: Introduce word Pupils: look and listen
↓
Teacher: 26 _____ Pupils: look and listen
↓
Teacher: Present question Pupils: respond
↓
Teacher: 27 _____ Pupils: 28 _____ and expand
↓
Teacher: Display pictures Pupils: 29 _____
↓
Teacher: 30 _____ Pupils: write
↓
Teacher: Monitor pupils

- A Identify sequence.
- B Ask questions.
- C Copy.
- D Demonstrate meaning.
- E Distribute worksheet.
- F Draw pictures.
- G Present sentences.

SECTION 4

Questions 31-40

Complete the notes below.

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

Creating artificial gills

Background

- Taking in oxygen; mammals - lungs; fish - gills
- Long-held dreams - humans swimming underwater without oxygen tanks
- Oxygen tanks considered too **31** _____ and large
- Attempts to extract oxygen directly from water
- 1960s - prediction that humans would have gills added by **32** _____
- Ideas for artificial gills were inspired by research on
 - ✓ fish gills
 - ✓ fish swim bladders
 - ✓ animals without gills - especially bubbles used by **33** _____

Building a simple artificial gill

- Make a watertight box of a material which lets **34** _____ pass through
- Fill with air and submerge in water
- Important that the diver and the water keep **35** _____
- The gill has to have a large **36** _____
- Designers often use a network of small **37** _____ on their gill
- Main limitation - problems caused by increased **38** _____ in deeper water

Other applications

- Supplying oxygen for use on **39** _____
- Powering **40** _____ cells for driving machinery underwater