

Questions 21–30

Tip strip

Questions 21–30

Listen carefully to the context information, it will help you understand the setting better. This conversation features a student teacher talking through her plans for two different lessons with her tutor.

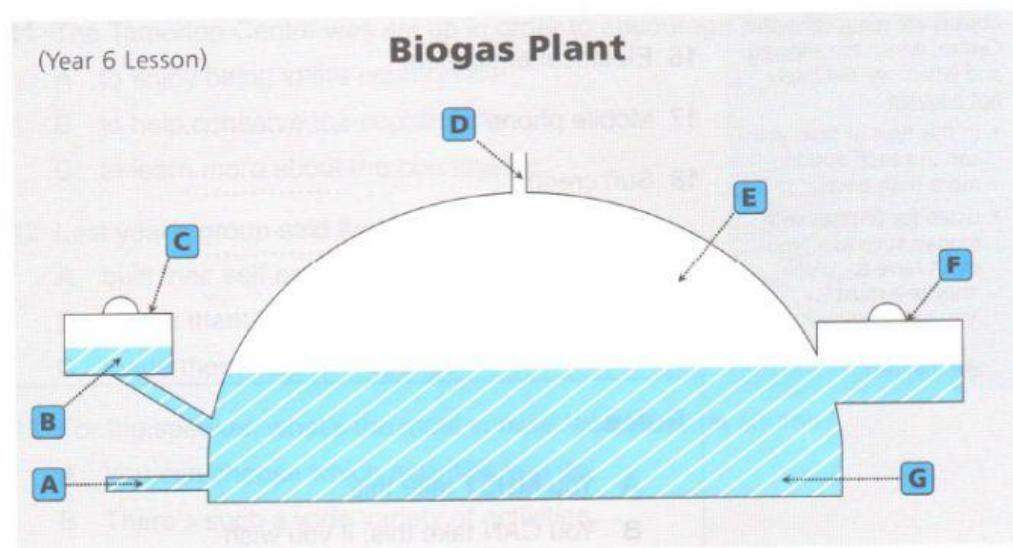
Questions 21–25

- You use each option only once and two options will not be used.
- The speaker mentions five different parts of the plant in the order they appear on the question paper (Questions 21–25), and describes their position and/or shape and function.
- Listen for prepositions and direction indicators such as 'on the left', 'at the top', and 'on the bottom'. Also, listen for words which indicate shape and size.

Questions 21–25

Label the diagram below.

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



21 Waste container

22 Slurry

23 Water inlet

24 Gas

25 Overflow tank

Questions 26–30

Tip strip

Questions 26–30

During the pause in the middle of the recording, read Questions 26–30. It is important to know who is doing what. Questions 26, 27 and 30 are the teacher's activities but Questions 28 and 29 are the pupils' activities.

Complete the flow chart below.

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

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

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

Tip strip**Questions 31–40**

- Section 4 lectures often deal with quite technical matters, but speakers give simple and clear definitions to make things clear for a non-specialist audience. Listen to the short definition of 'artificial gills' in the instructions and also the background information at the beginning of the lecture.
- Before you listen, read all the notes on the question paper (remember there is no pause in the middle of Section 4). The notes on the paper give a lot of information to help you understand the main points and also enable you to 'find your place' on the paper.
- There is quite a long introduction before the first question. Read the first two bullet points (without gaps) as you listen. This will prepare you to hear the answer to Question 31.

Question 31

Listen for a synonym for 'large'.

Question 32

Listen for the cue '1960s'.

Question 33

Listen for the cues: 'animals without gills' and 'bubbles'.

Question 38

Listen for the cue: 'limitation'.

Questions 31–40**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