

III. LISTENING HOMEWORK

Questions 1–10**Questions 1–10***Complete the form below.**Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.*

Pinder's Animal Park	
<i>Example</i>	Temporary work in painted wooden boxes.
Enquiries about	<i>temporary work</i>
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

Questions 11–20**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

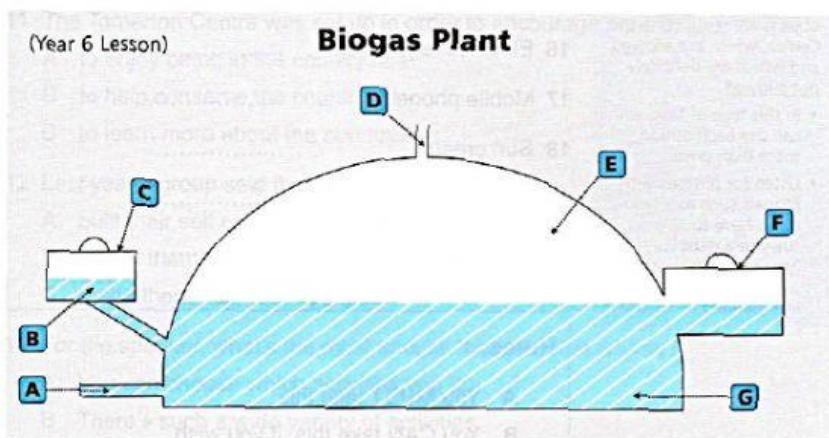
- A You MUST take this
- B You CAN take this, if you wish
- C You must NOT take this

Questions 21–30

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

Complete the flow chart below.

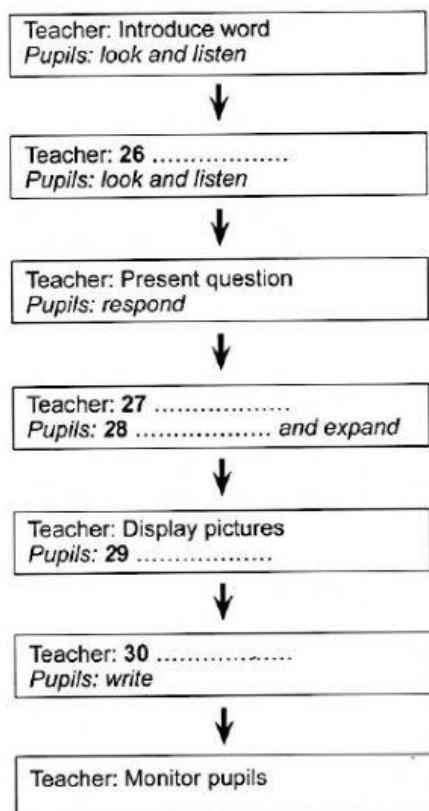
Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to questions 26–30.

- 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



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