

CLARE: Hi Jake. How are you getting on with the 1. _____ teaching?

JAKE: It's 2. _____ than I 3. _____, but I've got some 4. _____ 5. _____. How about you?

CLARE: Not brilliant. I'm really 6. _____ with my Year 12 7. _____ class.

JAKE: Are they 8. _____ to 9. _____?

CLARE: Well, I don't have 10. _____ problems as such. It's just that they don't seem to 11. _____ that 12. _____ has anything to do with their 13. _____. It's 14. _____. They 15. _____ to what I 16. _____, and I 17. _____ them a 18. _____ last week and the 19. _____ weren't too 20. _____, but there's 21. _____ real 22. _____.

JAKE: Right.

CLARE: And as 23. _____ of my teaching 24. _____, I have to 25. _____ an 26. _____ for them to do. I was 27. _____ about something on the children's 28. _____ ... you know, 29. _____ them to 30. _____ what they 31. _____ and maybe 32. _____ it to their 33. _____ of 34. _____.

JAKE: Mmm. Let's think. So your 35. _____ would 36. _____ the 37. _____ 38. _____ what they eat. OK, but you'd also need to have 39. _____ to the children's 40. _____ 41. _____ and I don't think people would be 42. _____ about that: 43. _____ would be an 44. _____. If you could 45. _____ the right 46. _____, the 47. _____ might be 48. _____, but I 49. _____ it's not going to be 50. _____.

CLARE: Right.

JAKE: Have you thought about doing an **51.** _____ using **52.** _____?

CLARE: Wouldn't that be **53.** _____ for the children?

JAKE: Well, the animals don't have to be **54.** _____ in any way. It could just be an **55.** _____ where they're **56.** _____ a certain **57.** _____ and the **58.** _____ are **59.** _____.

CLARE: Would I have to get **60.** _____ to use **61.** _____?

JAKE: Yes, you'd have to **62.** _____ an **63.** _____ of the experiment and **64.** _____ in a **65.** _____, but it's quite **66.** _____.

CLARE: But if we **67.** _____ that, say, a **68.** _____ diet **69.** _____ the **70.** _____ of **71.** _____, the **72.** _____ thing wouldn't necessarily be **73.** _____ for **74.** _____, would it?

JAKE: No, that's true, but the **75.** _____ for any experiment are going to be **76.** _____. It's **77.** _____.

CLARE: I **78.** _____ so. So what **79.** _____ could I use to **80.** _____ the **81.** _____ of **82.** _____? Mice?

JAKE: Yes. You'd need experimental **83.** _____ – ones that have been specially **84.** _____ for **85.** _____. OK, so what will your experiment be investigating exactly?

CLARE: Well, something to do with **86.** _____. So maybe we could look at food **87.** _____ ... things like extra **88.** _____ and extra protein, and their **89.** _____ on health.

JAKE: Mmm. That might be rather **90.** _____. Maybe just look at the **91.** _____ of **92.** _____ supplement, like **93.** _____, on the health of the mice?

CLARE: In fact, maybe the **94.** _____ could be on **95.** _____ mice can **96.** _____ their own diet.

JAKE: So, what happens when they have **97.** _____ to more sugar, that they don't really **98.** _____?

CLARE: Exactly. Do they **99.** _____ it or do they **100.** _____ to **101.** _____ it?

JAKE: Great. Then later on, you could do a **102.** _____ experiment **103.** _____ another **104.** _____. Like, you could **105.** _____ some of the mice the **106.** _____ to be more **107.** _____, running on a **108.** _____ or something, and the **109.** _____ just **110.** _____ around and don't **111.** _____ much.

CLARE: Or I could **112.** _____ the experiment but **113.** _____ the **114.** _____ of food I provided ... or use mice with a different **115.** _____ **116.** _____. But I think your **117.** _____ would be more **118.** _____, I might think about that some more.

CLARE: So can I talk through a possible **119.** _____ for the experiment where mice are given a sugar supplement?

JAKE: Sure. I did a **120.** _____ experiment in **121.** _____ actually.

CLARE: Great. So how many mice would I need?

JAKE: I'd say about **122.** _____. And all **123.** _____ ones, **124.** _____ a **125.** _____ of old and young.

CLARE: OK. And I'd need **126.** _____ groups of **127.** _____ sizes, so **128.** _____ in **129.** _____ group. And how would I tell them apart? I suppose I could **130.** _____ some sort of **131.** _____ on one **132.** _____ ... or just **133.** _____ them in some way?

JAKE: You could use food **134.** _____, that wouldn't **135.** _____ them.

CLARE: Perfect. Then each group would go into a **136.** _____ **137.** _____, and one group, let's call them group A, would be the **138.** _____ group. So they'd just have **139.** _____ mouse food. I **140.** _____ you can **141.** _____ that?

JAKE: Yes, it comes in **142.** _____ **143.** _____.

CLARE: And the other group would have the **144.** _____ as the first group, but they'd also have the **145.** _____ sugar.

JAKE: Would you just **146.** _____ them **147.** _____ sugar?

CLARE: It might be better to give them something like **148.** _____ with it.

JAKE: Mmm. Then you'd need to **149.** _____ the mice, I should think **150.** _____ a week. And you'd need an **151.** _____ **152.** _____.

CLARE: But we can't **153.** _____ them on the **154.** _____, or it'd **155.** _____ the **156.** _____.

JAKE: Exactly. So you need something called a weighing **157.** _____ to **158.** _____ the mice from **159.** _____ away. It sounds **160.** _____, but actually you can just use a **161.** _____ box with **162.** _____ in the **163.** _____.

CLARE: OK. So once we've **164.** _____ the weight **165.** _____ of each mouse we can **166.** _____ the **167.** _____ for each group, as well as the standard **168.** _____. And then see where we go from there. That sounds **169.** _____, I think the students will **170.** _____ it.