

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.