✐ *Exercise 17:*

Questions 31-40
Complete the notes below
Write NO MORE THAN TWO WORDS for each answer

Preparing and Giving a Presentation

Initial thoughts
Most important consideration: your audience
Three points to bear in mind:
- What they need to know
- How **31**................ they will be
- How big the audience will be

Structure
Start with information that makes the audience **32**................
End with **33**................

Design
The presentation needs to be **34**................
Vary content by using a mix of words and **35**................

Presenting
Look at the audience, be enthusiastic and energetic
Voice – vary speed and **36**................
Occasionally add **37**................ for greater impact
Do not use **38**................ (eg. appears, seems)

Questions and Interruptions
When asked a question, first of all you should **39**................
Minimize interruptions by **40**................ them

Questions 31-40
Complete the notes below
Write ONE WORD for each answer

Kite-making by the Mario people of New Zealand

Making and appearance of the kites
• *The priests who made the kites had rules for size and scale*
• **31** .... *was not allowed during a kite's preparation*

Kites
• *often represented a bird, a god or a* **32** ....
• *had frames that were decorated with grasses and* **33** ....
• *had a line of noisy* **34** .... *attached to them*
• *could be triangular, rectangular or* **35** .... *shaped*
• *had patterns made from clay mixed with* **36** .... *oil*
• *sometimes had human-head masks with* **37** .... *and a tattoo*

Purpose and function of kites
• *a way of sending* **38** .... *to the gods*
• *a way of telling other villages that a* **39** .... *was necessary*
• *a means of* **40** .... *if enemies were coming*

✎ *Exercise 19:*

Questions 31-40
Complete the notes below
Write ONE WORD ONLY for each answer

History of Fireworks in Europe

13th – 16th centuries

• *fireworks were introduced from China*

• *Their use was mainly to do with:*

    - *War*

    - **31** ....(*in plays and festivals*)

17th century

• *Various features of **32** .... were shown in fireworks displays*

• *Scientists were interested in using ideas from fireworks displays*

    - *to make human **33**..................... possible*

    - *to show the formation of **34** ....*

• **London:**

    - *scientists were distrustful at first*

    - *later, they investigated **35** .... uses of fireworks (e.g for sailors)*

• **St Petersburg:**

    - *Fireworks were seen as a method of **36** .... for people*

• **Paris:**

    - *Displays emphasised the power of the **37** ....*

    - *Scientists aimed to provide **38**.....................*

• **18th century**

    - *Italian fireworks specialists became influential*

    - *Servandoni's fireworks display followed the same pattern as an **39** ....*

    - *The appeal of fireworks extended to the middle classes*

    - *Some displays demonstrated new scientific discoveries such as **40** ....*

Exercise 20:

Questions 31-40
Complete the notes below
Write ONE WORD ONLY for each answer

New Caledonian crows and the use of tools

Examples of animals using tools
- Some chimpanzees use stones to break nuts
- Betty (New Caledonian crow) made a *31*.......................... out of wire to move a bucket of food
- Barney (New Caledonian crow) used sticks to find food

New Zealand and Oxford experiment
- Three stages: crows needed to move a *32*......................... in order to reach a short stick, then use the short stick to reach a long stick, then use the long stick to reach food.

Oxford research
- Crows used sticks to investigate whether there was any *33*.......................... from an object
- Research was inspired by seeing crows using tools on a piece of cloth to investigate a spider design
- Barney used a stick to investigate a snake made of *34* ....
- Pierre used a stick to investigate a *35*..........................
- Corbeau used a stick to investigate a metal toad
- The crows only used sticks for the first contact

Conclusions for above research
- Ability to plan provides interesting evidence of the bird's cognition
- Unclear whether this is evidence of the birds' *36*..........................

Exeter and Oxford research in New Caledonia
- Scientists have attached very small cameras to birds' *37* ....
- Food in the form of beetle larvae provides plenty of *38* .... for the birds
- Larvae's specific *39*.......................... composition can be identified in birds that feed on them
- Scientists will analyse what the birds include in their *40* ....

LIVEWORKSHEETS