

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	
Example	
Enquiries about <u>temporary</u> work	
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

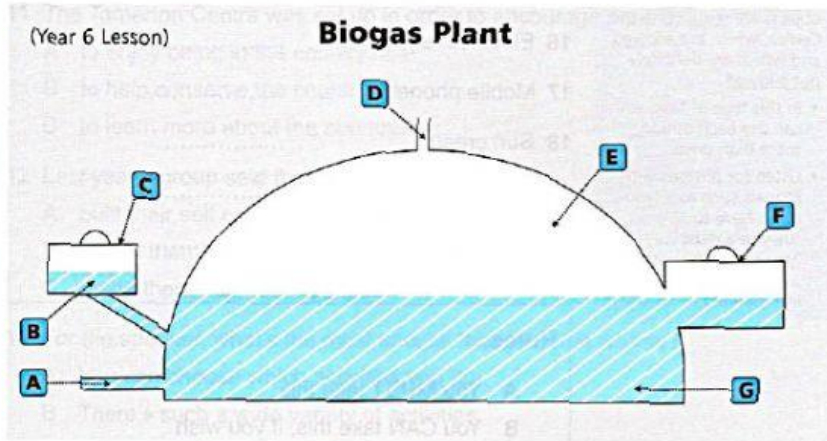
- A You **MUST** take this
- B You **CAN** take this, if you wish
- C You **must NOT** take this

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

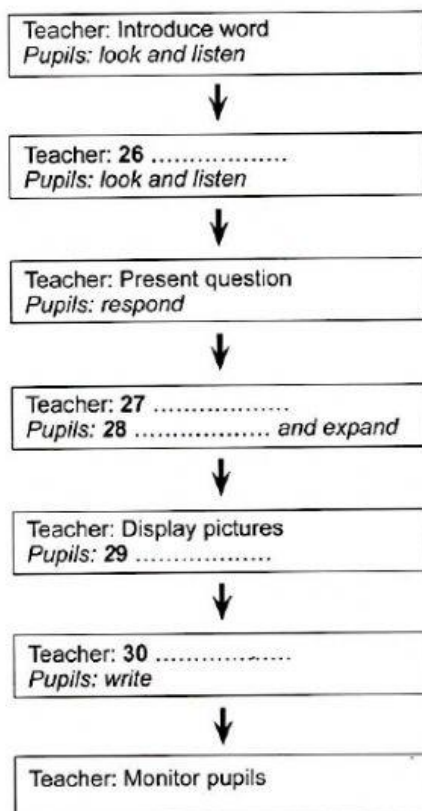
Complete the flow chart below.

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