

SECTION 3

- HELEN: I've brought my notes on our Biology Field Trip to Rocky Bay, Colin, so we can work on our report on the research we did together.
- COLIN: OK. I've got mine too. Let's look at the ⁽¹⁾ of the trip first.
- HELEN: Right. What did you have?
- COLIN: I just put something about getting experience of the different sorts of procedures used on a field trip. But we need something about what causes different organisms to choose particular habitats. Q21
- HELEN: I agree. And something about finding out ⁽²⁾ organisms in danger of dying out?
- COLIN: In our aims? But we weren't really looking at that.
- HELEN: I suppose not. OK, now there's the list of equipment we all had to bring on the field trip. What did they tell us to bring a ruler for?
- COLIN: It was something about measuring the slope of the shore, but of course we ⁽³⁾ need it because we were measuring wind direction, and we'd brought the compass for that ...
- HELEN: But not the piece of string to hold up in the air! Didn't Mr Blake make a fuss about us leaving that behind. Q22
- COLIN: Yeah. He does go on. Anyway it was easy to get one from ⁽⁴⁾ of the students.
- HELEN: Now, the next section's the procedure. I sent you the draft of that.
- COLIN: Yeah. It was clear, but I don't think we ⁽⁵⁾ these details of what time we left and what time we got back and how we divided up the different research tasks. Q23
- HELEN: OK. I'll look at that again.
- COLIN: Then we have to describe our method of investigation in detail. So let's begin with how we measured wave speed. I was surprised how ⁽⁶⁾ that was. Q24
- HELEN: ⁽⁷⁾ us to have some sort of high-tech device, not just stand there and count the number of waves per minute. Not very precise, but I suppose it was good enough. But the way we measured the amount of salt was interesting.
- COLIN: In the water from the rock pools?
- HELEN: Yeah, oh, I wanted to check the ⁽⁸⁾ we used in the lab when we analysed those samples – was it potassium chromate and silver nitrate?
- COLIN: That's right.
- HELEN: OK. And we need the map of the seashore. You just left that to me. And I had to do it while the tide was low, well that was OK, but the place I started it from was down on the beach, then I realised I should have gone up higher to get better visibility, so I ⁽⁹⁾ all over again. But at least I'd got the squared paper or I'd have had problems drawing it all to scale. Q25
- COLIN: Yes. It looks good. We could get a map of the region off the internet and see if we need to make any changes.
- HELEN: I had a look but I couldn't find anything. But you took some ⁽¹⁰⁾, didn't you?
- COLIN: Yeah. I'll email you them if you want.
- HELEN: OK. I'll make my amendments using those, then I can scan it into our report. Q26
Great.

HELEN: Now when we get to our findings I thought we could divide them up into the different zones we identified on the shore and the problems organisms face in each zone. So for the highest area ...

COLIN: ... the splash zone?

HELEN: Yeah, we found mostly those tiny shellfish that have strong hard ⁽¹¹⁾ that act as protection.

COLIN: But not from other organisms that might eat them, predators?

HELEN: No, that's not the main danger for them. But the shells prevent them from drying out because they're in the open air for most of the time. Q27 & 28

COLIN: Right. And since they're exposed, they need to be able to find some sort of ⁽¹²⁾ or cover themselves up, so they don't get too hot. Then in the middle and lower zones, nearer the sea, we need to discuss the effects of wave action ... Q27 & 28

HELEN: Yes, and how organisms develop structures to prevent themselves from being ⁽¹³⁾ away, or even destroyed by being smashed against the rocks.

COLIN: I haven't done anything on the geological changes. I don't know what to put for that.

HELEN: No, we weren't concentrating on that. Maybe we need to find some websites.

COLIN: Good idea. I've got the lecture notes from Mr Blake's geology course, but they're too ⁽¹⁴⁾. But we could ask him which books on our Reading List might be most helpful.

HELEN: Right. OK, now I did a draft of the section of sources of possible error in our research, but I don't know if you agree. For example, the size of the sample, and whether it's big enough to make any general conclusions from. But I thought actually we did have quite a big ⁽¹⁵⁾.

COLIN: We did. And our general method of observation seemed quite reliable. But we might not be all that accurate ⁽¹⁶⁾ the actual numbers go.

HELEN: Yeah, we might have missed some organisms – if they were hiding under a rock, for example. I wasn't sure about the way we described their habitats. I decided it was probably OK. Q29 & 30

COLIN: Yeah, and the descriptions we gave of the smaller organisms, they weren't very detailed, but they were adequate in this context. I'm not sure we ⁽¹⁷⁾ all the species correctly though. Q29 & 30

HELEN: OK, we'd better mention that. Now, how ...