LESSON 5 – LISTENING SECTION 3

Questions 21-25

*Choose the correct letter, **A**, **B** or **C**.*

21 Why is Jack interested in investigating seed germination?

A He may do a module on a related topic later on.
B He wants to have a career in plant science.
C He is thinking of choosing this topic for his dissertation.

22 Jack and Emma agree the main advantage of their present experiment is that it can be

A described very easily.
B carried out inside the laboratory.
C completed in the time available.

23 What do they decide to check with their tutor?

A whether their aim is appropriate
B whether anyone else has chosen this topic
C whether the assignment contributes to their final grade

24 They agree that Graves' book on seed germination is disappointing because

A it fails to cover recent advances in seed science.
B the content is irrelevant for them.
C its focus is very theoretical.

25 What does Jack say about the article on seed germination by Lee Hall?

A The diagrams of plant development are useful.
B The analysis of seed germination statistics is thorough.
C The findings on seed germination after fires are surprising.

LIVEWORKSHEETS

Questions 26-30

Complete the flowchart below.

*Choose **FIVE** answers from the box and write the correct letter, **A-H**, next to Questions 26-30.*

A container	**B** soil	**C** weight	**D** condition
E height	**F** colour	**G** types	**H** depths

Stages in the experiment

Select seeds of different **26** .....and sizes.

↓

Measure and record the **27** .....and size of each one.

↓

Decide on the **28** .....to be used.

↓

Use a different **29** .....for each seed and label it.

↓

After about 3 weeks,record the plan's **30** .....

↓

Investigate the findings.

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LESSON 5 – LISTENING SECTION 4

TAPESCRIPT

Emma: We've got to choose a topic for our experiment, haven't we, Jack? Were you thinking of _____ seeds?

Jack: That's right. I thought we could look at _____ – how a seed begins to grow.

Emma: OK. Any particular reason? I know you're _____ in plant science eventually…

Jack: Yeah, but _____ everything we do is going to _____ that. No, there's an _____ on seed _____ in the third year that _____ so I thought it might be useful for that. If I choose that option, I don't have to do a _____.

Emma: Good idea.

Jack: Well, I thought _____ we could look at _____ _____ seed size and the way the seeds _____. So, we could plant _____ in different ways, and see which grow best.

Emma: OK. We'd need to _____ the seed to _____.

Jack: That should be fine if we start now. A lot of _____ experiments need _____.

Emma: So that'd make it _____ to choose. And I don't suppose it'd need _____; we're not doing _____ or anything. Though that's not really an issue, we've got plenty of equipment in the _____.

Jack: Yeah. We need to _____ with the tutor if we're going to _____ it though. I'm sure our aim's OK. It's not very ambitious but the assignment's only ten percent of our final mark, _____? But we need to be sure we're _____ doing it.

Emma: Yeah, it's only five percent actually, but it'd be a bit boring if everyone was doing it.

Jack: Did you read that _____ seed germination on our reading list?

Emma: The one by Graves? I _____ it for my last experiment, though it wasn't _____ there. It would be for this experiment, though. I found it quite hard to follow – _____, which I hadn't expected.

Jack: Yes, I'd been _____ something _____. It does include _____ to the recent findings on _____ seeds, though.

Emma: Yes, that was interesting.

Jack: I read _____ seed germination by Lee Hall.

LIVEWORKSHEETS

Emma: About seeds that _____ for ages and only _____ after a fire?

Jack: That's the one. I knew a bit about it already, but not about this research. His _____ comparing the times of the fires and _____ seeds that germinated was done _____ – very impressive.

Emma: Was that the article with the _____ early stages of _____ _____? They were very clear.

Jack: I think those diagrams were _____.

Emma: Anyway, shall we _____ the procedure for our experiment? We'll need to get going with it quite soon.

Jack: Right. So _____ we have to do is find our seeds. I think _____ would be best. And obviously they mustn't _____ _____. So, _____ do we need? About four different ones?

Emma: I think that would be enough. There'll be _____ of seeds for each one.

Jack: Then, _____ we need to _____ how much it _____, and also _____, and we need to _____ of all that.

Emma: That'll be quite time-consuming. And we also need to decide _____ we're going to plant the seeds – right _____, a few millimeters down, or several centimeters.

Jack: OK. So then we _____. Do you think we can plant _____ _____ in the _____?

Emma: No, I think we need a _____ seed.

Jack: Right. And we'll need to _____ – we can use _____ _____. Then we wait for the seeds to germinate – I _____ that'll be about three weeks, depending on what _____. Then we see if our plants have _____, and _____ they've grown.

Emma: Then all we have to do is _____, and see if there's any _____ them.

Jack: That's right. So…

LIVEWORKSHEETS

VOCABULARY

Translate these following expressions into Vietnamese

1. seed germination
2. feed into
3. optional module
4. structure and function
5. dissertation module
6. come up
7. chemical analysis
8. laboratory
9. have a word with
10. go ahead with
11. a book on
12. looked through
13. hoping for
14. more practical
15. genetically-modified seeds
16. an article about
17. lie on the ground
18. analysis of figures
19. was done in a lot of detail
20. illustrations of
21. plant development
22. be quite a large number
23. find out
24. measure its dimensions
25. keep a careful record
26. right on the surface
27. get planting
28. same plant pot
29. label them
30. reckon
31. write down
32. look at our numbers
33. relation between them

LIVEWORKSHEETS