

Questions 1–10

Questions 1–10

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Tip strip

Questions 1–10

Read the form carefully before you listen. You will be able to get a lot of useful information about the context (an animal park), purpose of the phone call (temporary job enquiry) and who is completing the form (a receptionist at the park).

Question 1

Listen carefully to the discussion about the spelling of the surname: the man thinks there is a double letter in her name, but the woman corrects him.

Question 2

For **Task 1**, you often have to write down an address. If addresses are not spelt out (as in this case), they contain very familiar nouns.

Question 3

Listen for a date. Several are mentioned, but listen carefully for the relevant one. It is expressed in the negative 'I can't start work until ...'.

Question 9

There are different ways of saying '0' in phone numbers: you can say 'zero' or 'oh'. Also, listen for 'double' numbers.

Question 10

Listen for a type of minor disability.

Pinder's Animal Park	
<i>Example</i>	
Enquiries about <i>temporary</i> 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**Tip strip****Questions 11–15**

For multiple choice questions in Task 2, you might have to listen for the main idea as well as specific details. You will also sometimes have to listen for people's opinions.

Question 12

Listen for the opinion of the previous year's group and for a past time reference.

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

Tip strip

Questions 16–20

The speaker talks about five different objects and there are just three options to choose from. You must listen for which objects are required in the Centre, which are allowed and which are definitely not allowed.

- In this type of task, you can use each option more than once.
- Listen for phrases with modals such as – ‘you don’t have to ...’, ‘they’re a must ...’, ‘you can if you wish ...’, as well as adjectives like ‘banned’.

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

Tip strip

Questions 21–30

Listen carefully to the context information, it will help you understand the setting better. This conversation features a student teacher talking through her plans for two different lessons with her tutor.

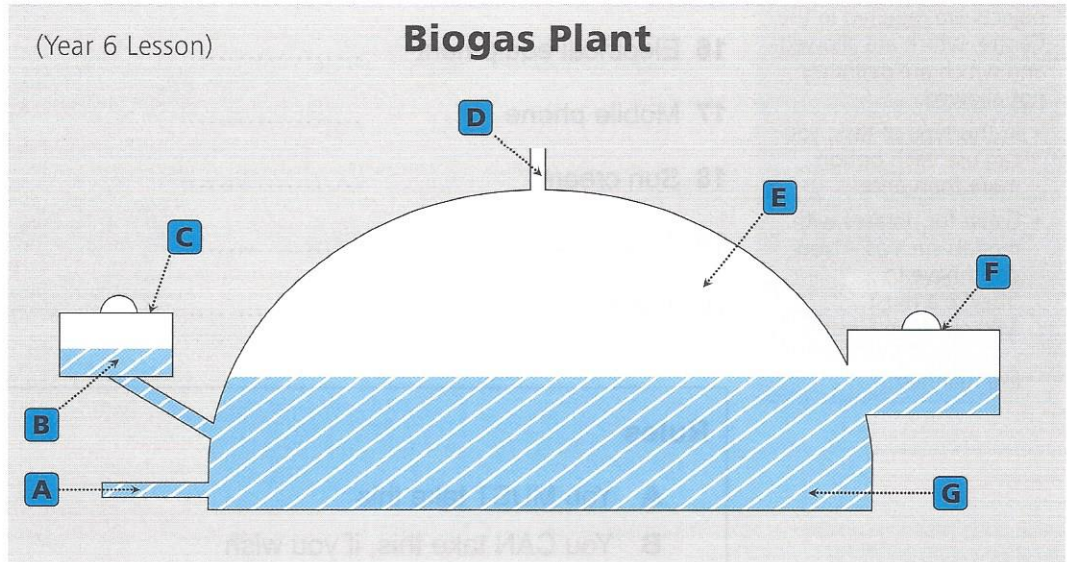
Questions 21–25

- You use each option only once and two options will not be used.
- The speaker mentions five different parts of the plant in the order they appear on the question paper (Questions 21–25), and describes their position and/or shape and function.
- Listen for prepositions and direction indicators such as 'on the left', 'at the top', and 'on the bottom'. Also, listen for words which indicate shape and size.

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

Tip strip

Questions 26–30

During the pause in the middle of the recording, read Questions 26–30. It is important to know who is doing what. Questions 26, 27 and 30 are the teacher's activities but Questions 28 and 29 are the pupils' activities.

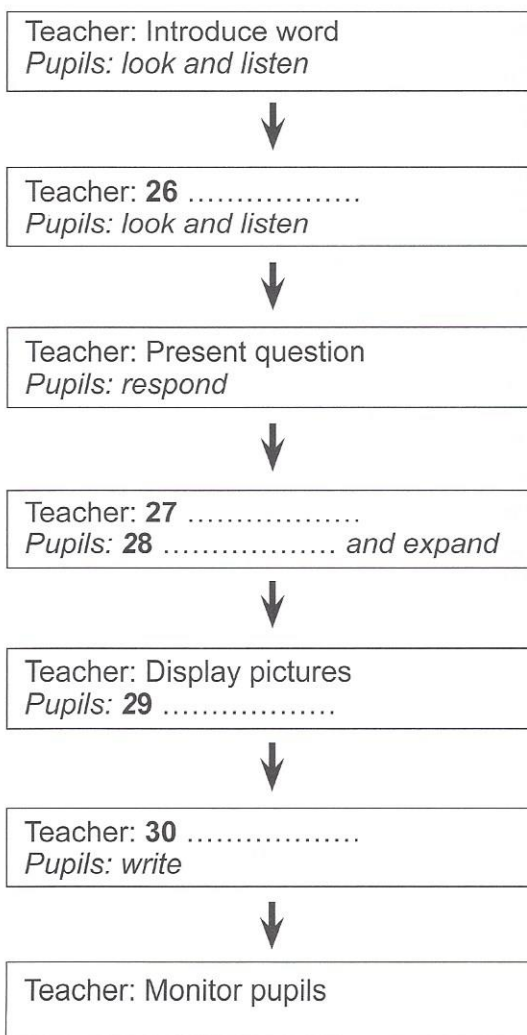
Complete the flow chart below.

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

Tip strip

Questions 31–40

- Section 4 lectures often deal with quite technical matters, but speakers give simple and clear definitions to make things clear for a non-specialist audience. Listen to the short definition of 'artificial gills' in the instructions and also the background information at the beginning of the lecture.
- Before you listen, read all the notes on the question paper (remember there is no pause in the middle of Section 4). The notes on the paper give a lot of information to help you understand the main points and also enable you to 'find your place' on the paper.
- There is quite a long introduction before the first question. Read the first two bullet points (without gaps) as you listen. This will prepare you to hear the answer to Question 31.

Question 31

Listen for a synonym for 'large'.

Question 32

Listen for the cue '1960s'.

Question 33

Listen for the cues: 'animals without gills' and 'bubbles'.

Question 38

Listen for the cue: 'limitation'.

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