

Cambridge English for  
**Scientists**

## ADDITIONAL ACTIVITIES

**UNIT 3****Asking for more information**

- a** Divide the words in the box into two groups, those which are living things and those which are not. Use a dictionary to help you.

inflammable   pacemaker   Resurrection Fern   sea sponge   termite mound   whale   wound healing

- b** Match the beginnings and ends of the sentences.

1 Am I right in thinking ...	a <b>you said about</b> sea sponges and making glass.
2 I still don't quite see how whales ...	b have been the inspiration for pacemakers.
3 I'm afraid I didn't understand what ...	c <b>that</b> we could mimic the beetle to make white paper even whiter?
4 I'm not really clear on ...	d animal cells have inspired inflammable materials.
5 I'm still not sure I understand how ...	e the connection between flies and wound healing.

- c** What is the function of the phrases in bold in Exercise b? Which phrases are followed by a noun and which by subject + VERB?

- d** When we speak, instead of pausing between every word, we divide our words into groups and pause between the groups. There are no rules about where to pause; instead, we pause to help the listener follow our message. In pairs, say the two sentences below, pausing at the //. Which one sounds better?

- a I'm // not really // clear on the // connection // between flies and // wound healing.  
b I'm not really clear // on the connection // between flies // and wound healing.

- e** Look at the sentence below. In pairs, say the sentence and decide where you would pause.

I still don't quite see how whales have been the inspiration for pacemakers.

- f** Look at the situations below. Write a suitable sentence for each one to ask for clarification or a further explanation. Then, work in pairs to practise saying the sentences paying attention to where you pause.

- a A student tells you he is designing solar cells which look like leaves and keeps talking about making the cells heliotropic. You don't know what this word means.  
b A researcher in your lab has just visited a building which somehow mimics a termite mound in its design. You're not sure what feature of a termite mound is being mimicked.  
c A new student at your lab is looking at mimicking the Resurrection Fern to keep vaccines alive without refrigeration. You've heard of the resurrection plant but don't know how it could be useful.

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## ADDITIONAL ACTIVITIES

**UNIT 3** Teacher's Notes

- a** Students use a dictionary to check the meanings of the words and divide the words into two groups.

**Answers**

Living: Resurrection Fern, sea sponge, whale

Non-living: inflammable, pacemaker, termite mound, wound healing

It is possible that there will be some debate about whether the termite mound is living. The termites are but the mound itself is not. Similarly, students may have listed wound healing as living. The animal with the wound certainly needs to be alive for the wound to heal, but the healing process is not a living thing.

**Note**

A termite mound is shown on page 22 of the Student's Book. The Resurrection Fern is mentioned on page 29 of the Teacher's Notes.

- b** Students match the beginnings and ends of the sentences.

**Answers**

1 c   2 b   3 a   4 e   5 d

- c** Students discuss the function in pairs and work out what follows each phrase.

**Answers**

The function is to ask for clarification.

Phrases 3 and 4 are followed by a noun (or noun phrase). Phrases 1, 2 and 5 are followed by subject + verb.

- d** Go through the information about pausing with the students. They then work in pairs to say the two sentences, pausing at the //. Feed back on which sounds better.

**Answer**

Sentence b sounds better. The pauses come between units of meaning, which are often also grammatical units. For example, the prepositional phrase *on the connection* is kept as a unit.

- e** Students work in pairs to decide where to pause in the sentence.

**Suggested answer**

I still // don't quite see // how whales // have been the inspiration // for pacemakers.

- f** Students write a suitable sentence for each situation and then work in pairs to practise including appropriate pauses.

**Suggested answers**

- a I'm not really clear on the meaning of heliotropic. (I'm not really clear on what heliotropic means is also possible. In this case, I'm not really clear on is followed by a noun clause rather than a noun phrase).
- b I'm still not sure I understand how the building mimics a termite mound.
- c I still don't quite see how mimicking the Resurrection Fern could be useful.