



Reading and Use of English Paper Part 6 – Gapped text: Severe weather

Overview: Students practise predicting content from context, then complete a Part 6 exam task.

Part of Exam: Reading and Use of English (Paper 1) Part 6

Language / Skill Practised: predicting content from context

Materials: One copy of the worksheet per student.

Time: 50 to 60 minutes, plus extension

Procedure:

Part One: Warmer – predicting content from context

1. Give out the worksheet to students. Ask them to work in pairs and match the pictures to the different types of extreme weather. Next, ask students which countries they have been to and what the weather was like there. Then go through the weather vocabulary in Exercise 1 with the class. Tell students to work in pairs and discuss their ideas, writing down the name of at least one country for each type of weather. When they have finished, take feedback from the whole class.

Key:

1 A 2 G 3 D 4 C 5 B 6 F 7 E

2. Give students a few minutes to discuss the questions. Monitor as they discuss, making a note of any language or pronunciation problems for correction at the end. When they have finished, take whole-class feedback. Ask students to justify their answers.
3. Tell students to read through the text once, to get an idea of what the text is about. Explain that this is a Part 6 task, so some sentences are missing from the text. Explain that they can think about the logical progression of a text and use the context to predict what kind of information might fit in the gaps. Tell students to work in pairs and choose which type of information, A or B, would fit best in the gaps. Go through the answers as a class.

Key:

1 A 2 B 3 A 4 B 5 A 6 A

Part Two: Exam practice

4. Tell students to look at the sentences A–G. Go through any vocabulary in the sentences that students are unsure of. Tell students to work on their own and choose the best sentence to fit in each gap. When they have finished, they can check their answers in pairs and make any corrections as necessary. Go through the answers as a whole class. Ask students to try to explain why each answer is correct.

Key:

1 C 2 E 3 A 4 B 5 D 6 G

Part Three: Extension

5. Tell students to cover the article and try to answer the questions from memory. Go through the answers as a class.

Key:

1 Swedish 2 4/four 3 Cairns, Brisbane, Perth
4 China

6. Tell students to work in pairs or groups and brainstorm ideas for a newspaper article. They should try to come up with as many countries and nightmare holiday scenarios as they can. Remind them that the scenarios do not have to be real – they can be fictional. After they have finished brainstorming ideas, they should choose the three ideas that they think are best.

Tell them they are going to write a short newspaper article, like the one in the exam task. When students have finished, ask for volunteers to read out their articles to the class. Take feedback on which holiday students think is the worst.





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1 Work in pairs. Look at the pictures and match them to the different types of weather below. Which countries would you avoid if you wanted a holiday safe from the following disasters?

- | | | | |
|-------------------|-------|-------------|-------|
| 1 severe flooding | _____ | 5 monsoons | _____ |
| 2 a tsunami | _____ | 6 wildfires | _____ |
| 3 an earthquake | _____ | 7 a cyclone | _____ |
| 4 snowstorms | _____ | | |



2 Work in pairs. Discuss your answers to the following questions.

- If you had a four-month holiday to spend in whichever countries you wanted, which would you choose to go to? Why?
- Is the weather important to you when you are choosing a holiday destination?

3 Read the article about a holiday that goes wrong. Choose the kind of information (A or B) which would best fit in the gaps (1–6).

- A** another sentence describing a negative aspect of the holiday

B a sentence describing a positive aspect of the holiday
- A** a sentence highlighting how lucky the Swedish couple were

B a sentence stating that the Swedish couple's experience was unusual
- A** a contrast between the couple's expectations and what actually happened

B a sentence explaining how the couple had planned the trip
- A** a sentence describing what the shopping centre sold

B a sequence sentence, describing the next stop on their trip
- A** a sequence sentence, describing the next stop on their trip

B a sentence explaining why there was the threat of a nuclear crisis
- A** a sentence explaining why they may soon be able to travel again

B a sentence describing the couple's sense of humour



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The unluckiest holidaymakers ever

We've all experienced problems while on holiday, some worse than others. I have vivid memories of appalling camping holidays when it seemed to rain every day, and the floor of the tent or caravan was covered in mud. 1 I think that was the same holiday when my dad's uninsured car broke down in the middle of nowhere, and cost a fortune to repair!

Supposedly, holidays are an opportunity to relax and recharge our batteries, read a book we've been planning to read for ages, meet new friends, learn a new language, or simply chill out and lap up the culture. 2 So, spare a thought for a Swedish couple who definitely had more than their fair share of troubles when they went on a long-awaited honeymoon in 2010/11. What they had to put up with was way beyond the norm.

Stefan and Erika had just got married, and had planned an amazing four-month honeymoon around the world, taking in Australia, New Zealand, Japan and China. They had been looking forward to the trip for ages. 3

Starting in December 2010, they took off for Munich, Germany, where they found themselves in the middle of one of the worst snowstorms Europe had ever experienced. Refusing to get downhearted, they flew off to Australia. The first stop was Cairns and their arrival coincided with one of the fiercest cyclones in Australia's history, forcing them to take shelter in a shopping centre for a day and a night.

4 Their final stop in Australia, Perth, brought them close to danger when they found themselves in an area threatened by fierce bush fires! Fate then sent them to New Zealand where there was a major earthquake. Surely, enough was enough? Apparently not. The couple then took a flight to Tokyo, where they experienced the effects of an enormous tsunami, earthquake and the terrifying prospect of a nuclear crisis! 5 This was sadly not to be. In Bali, there was a monsoon! However, there is a happy ending to the story – the final leg of their trip, in China, was completely unaffected by the weather or natural disasters.

It seems an incredible coincidence that their travel plans followed the path of a sequence of natural disasters so closely. Looking back, the couple are now able to see the funny side of their trip. 6

Let's hope their next itinerary takes them a long way from here!

4 Read the article again. Six sentences have been removed from the article. Choose from sentences A–G to fill the gaps (1–6). There is one extra sentence which you do not need to use.

- A** Little did they know that their holiday of a lifetime was going to turn out to be a total nightmare, a catalogue of unavoidable disasters.
- B** Then, they went on to Brisbane, where there was terrible flooding throughout the city.
- C** I also remember an awful hotel where you could hear the mice scratching inside the walls.
- D** From there, they flew on to Bali, looking forward to the relief of sunny beaches.
- E** Things may go wrong from time to time, but usually not enough to really spoil things.
- F** They had saved for over two years in order to be able to afford this once-in-a-lifetime trip.
- G** With any luck, they will soon be able to plan another trip, as many TV programmes and magazines are offering to buy the rights to their story.



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5 Without reading the text again, write:

- 1 the nationality of the couple _____
- 2 the number of countries they visited _____
- 3 the names of the places they visited in Australia _____
- 4 the country they visited without any problems _____

6 Work in pairs. Imagine another nightmare holiday trip involving at least three different countries. Write your account to send to a newspaper.

Teacher's notes