

Reading and Use of English Paper Part 5 – Multiple choice:
Oceans

Overview: Students answer a quiz about oceans, examine a quote, then complete a Part 5 exam task.

Part of Exam: Reading and Use of English (Paper 1) Part 5

Language / Skill Practised: reading for gist

Materials: One copy of the worksheet per student.

Time: 50 to 60 minutes, plus extension

Procedure:**Part One: Warmer – quiz**

1. Give out the worksheet and tell students to work in pairs to do the quiz. Give them five minutes or so to try to answer the questions. Answer any queries they have about vocabulary (you may need to point out that *Fact* = *True* and *Fiction* = *False*). Go through the answers as a class. Ask students whether there is any information in the quiz that surprised them.

Key:

- 1 *Fiction*. There are five oceans on Earth: Pacific, Indian, Arctic, Atlantic, Southern.
- 2 *Fiction*. Oceans and seas cover about 72% of the Earth's surface.
- 3 *Fact*.
- 4 *Fact*.
- 5 *Fact*.

Part Two: Reading for gist

1. Tell students to read the article quickly. Ask them to feed back to you on what the gist of the passage is. Point out that they do not need to read or understand every word at this stage. Then tell them to read the first and last paragraphs in greater detail, before reading the quote.
2. Have a class discussion about the quote, and how it links to ideas in the first and last paragraphs. There are no right or wrong answers here, but students should be able to identify the idea that somehow mankind finds the oceans irresistible, even though we know they are mysterious and can be dangerous.

Part Three: Exam task

1. Tell students to work alone or in pairs. They should begin by reading through the questions 1–6. Tell them to underline key words in the questions and options.
2. Tell students to use the key words they underlined to find the relevant section in the reading passage. If they struggle with any answers, they can try to think of why options must be incorrect. They can also skip over any questions they find very difficult, and go back to answer them at the end.
3. Go through the answers as a class. Encourage students to explain how they arrived at their answers, identifying sections of the passage that led them to the correct answer.

Key:

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

Part Four: Discussion

1. You can model what students need to do by selecting one of the photos and talking about it, e.g. *I really like the picture of the stormy sea, because it's so dramatic. I think this picture would look good in a tourist information office because it would attract your attention.*
2. Get students to work in groups. They should try to decide as a group which photo they like best, and be ready to explain why. They should also agree on where it would best be hung.
3. Each group takes it in turn to present their choice to the class, and explain which location is most suitable for it. Encourage the students listening to ask questions / ask for clarification after each group has presented their ideas.

Extension

In more advanced classes, or if there is time, tell students to work in pairs and research more facts about the oceans. They can use the facts they found to write their own quiz like the one in Exercise 1. Pairs then swap their quizzes with other pairs and try to answer the questions.

Reading and Use of English Paper Part 5 – Multiple choice:
Oceans**1 Work in pairs to complete the quiz. Then check the answers with your teacher.****Fact or fiction?**

- 1 There are three oceans on Earth.
- 2 Oceans and seas cover about 30% of the Earth's surface.
- 3 The Earth's oceans are all connected to one another.
- 4 No other planet in our solar system, except the Earth, has oceans and seas.
- 5 250 million years ago, all the current continents formed one supercontinent surrounded by a single ocean.

2 Read the text quickly and explain how the quote by Vincent van Gogh relates to the content of the first and last paragraphs.**3 For questions 1–6, choose the answer (A, B, C or D) you think fits best according to the text.**

'The fishermen know that the sea is dangerous and the storm terrible, but they have never found these dangers sufficient reason for remaining ashore.' Vincent Van Gogh

It can hardly be denied that the secrets of the oceans have captured our imaginations for centuries, and there seems to be no end to this. Artists are inspired by their power, tourists are attracted by their beauty, sailors and fishermen are addicted to a life on the ocean waves, and all the while scientists are trying to unravel the mysteries hidden in the depths beneath the water's surface.

One of the secrets of the oceans that marine scientists have tried to decipher is why the waters of the oceans are salty. The level of salt in water is referred to as its salinity, and it varies from one sea to another. The saltiest water can be found in the Red Sea and the Persian Gulf. In order to understand why these areas have such a high level of salinity, we need to explain in the first place how oceanic waters become salty. Mineral salts contained in rocks and in the soil of riverbeds are absorbed by water flowing along rivers. Thus, when this water flows into oceans and seas, it is already slightly salty. Then this water evaporates from the sea, but the salt remains.

In the case of the saltiest waters of all in the Red Sea and the Persian Gulf, the evaporation rate is very high, and very little freshwater flows in. At the other extreme, in the polar regions, there is a lot of melting ice and a lot of rainfall, and the water is considerably less salty.

Another aspect of the oceans which remains of great scientific interest are waves. Interestingly, not all of them are caused by the wind. The wind is only responsible for creating the waves on the surface of the water. Despite appearances, they never move horizontally, but in an upward and downward direction. Just watch a floating buoy go up and down with a wave to understand how it works. Waves can be gentle and lapping or huge and destructive. The latter, known as tsunamis or tidal waves, are caused by underwater earthquakes, volcanic eruptions and landslides. Tsunamis can cause flooding, death and disease. On December 26 in 2004, an underwater volcanic eruption off the coast of Sumatra, Indonesia, caused a huge tidal wave that was 30 metres high. It hit many countries along the coast of the Indian Ocean, and because there was little warning, killed up to 230,000 people.

Finally, tides, defined as the regular rise and fall of large bodies of water, are triggered by the gravitational interaction between the Earth and the Moon. The Moon attracts the mass of water nearest to it and makes it bulge out towards it. At the same time, the Earth is being pulled in the direction of the Moon and away from the water. As a result, sea levels at both opposite sides of the



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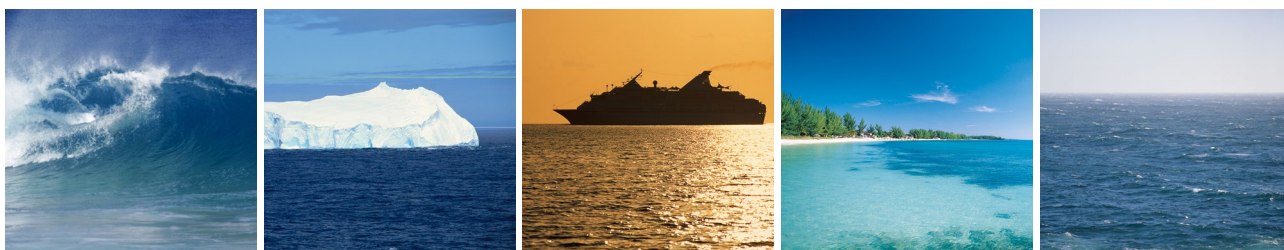
Earth rise, causing high tides. The areas of oceans not being affected by the Moon's gravitational pull experience low tides. The Earth's rotation explains why high and low tides occur twice daily.

It is impossible to say how many other mysteries remain hidden in the oceans, awaiting discovery and explanation. But the secrets revealed by scientists so far have made the mystery of oceans even more appealing. Despite all the dangers posed by the oceans, somehow we feel naturally drawn to explore them. [582 words]

- 1 In line 7, 'decipher' means ...
 - A ... understand something mysterious or confusing.
 - B ... explain something in a simple way.
 - C ... write theories about something.
 - D ... do experiments about something.
- 2 In order for a sea to be very salty, ...
 - A ... there must be a lot of fresh water and a lot of evaporation.
 - B ... there must be limited amounts of fresh water and a lot of evaporation.
 - C ... there must be a lot of rivers feeding into it.
 - D ... there must be a lot of rocks on the ocean floor.
- 3 According to the writer, the way waves are formed is ...
 - A ... difficult to understand.
 - B ... rarely studied by scientists.
 - C ... of little interest.
 - D ... fascinating.
- 4 In paragraph 4, the writer suggests that ...
 - A ... the number of tsunamis around the world is increasing.
 - B ... tsunamis are a man-made phenomenon.
 - C ... better tsunami warning systems would save a lot of lives.
 - D ... tsunamis can cause huge landslides.
- 5 At any one time on Earth, ...
 - A ... we can feel the gravitational pull of the Moon.
 - B ... two areas of land are being pulled away from the Moon.
 - C ... there is one high tide and one low tide.
 - D ... two parts of the Earth will be experiencing high tides.
- 6 The writer's general attitude towards the Earth's oceans is one of ...
 - A ... fear of their power.
 - B ... respect and wonder.
 - C ... mystery.
 - D ... a desire to help protect them.

4 Work in groups and discuss. Which of these pictures of the sea do you like most? Why? Which of them would you put on the wall of:

- A** your bedroom? **B** your classroom? **C** a tourist information office? **D** a seaside café?



Tip! Discuss and explain your choices using these words/phrases.

rough (sea) choppy (sea) stormy (sea) smooth (sea) calm (sea)
 white-topped (waves) tranquil (beach/place) secluded (beach/place)
 picturesque (scenery/view) breathtaking (scenery/view) dramatic (scenery/view)