

Teens A2 Ideas

Reading and Writing 7

In this part of the test, students will:

- practise completing a grammatical cloze.
- identify the types of words tested.

What is a cloze procedure / activity?

The cloze procedure is a **reading comprehension** activity in which words are omitted from a passage and students are required to fill in the blanks. This procedure is incredibly useful in reading instruction because it can be done easily by any student.

Creating a cloze passage

There are several different methods used to create cloze passages. All of these methods entail finding a passage that is at the target students' reading level and deleting words in a pattern. The range for deleting words depends on reading ability and what kind of skills you wish to assess. You can delete every five words up to every 10-20 words or more. If you wish to assess a more specific skill, such as specific vocabulary words, you can select a passage and delete only those vocabulary words. Let's look at an example of a cloze passage by converting the information we just discussed into text. Notice how just about every fifth word has been deleted.

There are several different _____ used to create cloze _____. All of these _____ entail finding a passage _____ is at the target _____ reading level and deleting _____ in a pattern. The _____ for deleting words _____ on reading ability and what _____ of skills you wish to _____. You can delete every _____ words up to every _____ words or more. If _____ wish to assess a more _____ skill, such as _____ vocabulary words, you can _____ a passage and delete _____ those vocabulary words.

<http://study.com/academy/lesson/cloze-procedure-technique-and-definition.html>

Previous preparation

Prepare some short texts (different types) – erase some words.

Example of a text to be completed by using prepositions only.

The students came _____ the room. They looked around _____ a chair _____ sit _____.

Unfortunately, there were not enough chairs _____ each student, so one _____ them had _____ sit _____ the floor. When the student, who was sitting _____ the floor looked _____ one _____ the chairs, s/he saw a piece _____ chewing gum that some kid had stuck _____ one _____ the chairs. The other students, who were now sitting _____ chairs, looked _____ them _____ see their surprised peer staring _____ their chairs. They asked him / her _____ the same time, "What are you looking _____?" The student moved closely _____ them, and whispered _____ one _____ his peer's ears, "You won't believe what you are sitting _____. There is something disgusting _____ your chair." _____ that, the student ...

- **For more cloze activities visit:**

http://bogglesworldesl.com/cloze_activities.htm

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Start

- Write on the board the headings:
emails
postcards
short letters
messages
- Ask students to think of what kind of information they can find in each – write ss' ideas on the board.

During

- Ask students to explain how the text is different.
- Divide the class into small groups – each group will be in charge of writing one text.
- Explain to students that they must write it as a draft first. Then they will write the final text on a sheet of bond paper or cardboard.
- Ask students to paste them on the board.
- Whole class – ask students to find and circle prepositions, verbs, conjunctions, pronouns, etc.
- Ask students to pay attention to how the words were combined or what other words with.
- Explain that a cloze test involves a piece of text, from which a number of words has been removed.
- The cloze test is intended to measure students' ability to decode interrupted or mutilated messages by making the most acceptable substitutions from all the contextual clues available.
- Hand out the worksheet you prepared - explain to students that they will need words of the same type for this activity, but in the test, they will have to use different words so analysing the context will be of great use.

Finish

- Ask students to look at the activity on page 18.
- Tell students that they have to work out what words are needed to complete the text.
- Write on the board the words for, from, to and I (scrambled).
- Ask students to think and decide which gap each word belongs to and why:
for - time
from – start / to - finish
left – a verb is preceded by a personal pronoun
- Pair work – give students 5 minutes to complete the activity – whole class checking.