

B1 Preliminary for Schools Reading Part 6 – Teacher’s Notes

Description

Students think about how to approach the open cloze task. They are encouraged to think what kinds of words fill the gaps and how to get clues from the text about which answer is correct.

Time required: 30 minutes

Materials required:

- Student handout 2 (1 cut up per pair)
- Student handouts 1 and 3 (one per student)
- Sample Task (one per student)

Aims:

- to familiarise students with B1 Preliminary for Schools Reading Part 6
- to introduce students to strategies needed to tackle this task

Procedure

1. Before the class, copy **Student handout 2** and cut the words up into slips, so that there are enough – at least one slip of paper for each set of words.
2. Write the title of the text on the board (**Our new skatepark!**) and elicit what students think they are going to read about.
3. Give each student a copy of **Student handout 1**. Ask them to read it quickly, ignoring the gaps (allow about 3 minutes for this).
4. Ask students if any of their predictions from step 2 regarding the content were correct. Establish what the text is about (how a person organised building a new skatepark for their town).
5. Tell students that they have to try to fill each gap in the text with one word only. Ask them to look at the text in pairs. Tell them that they **MUST** put one word in each gap. None of the gaps can be left blank. Allow about ten minutes for students to fill the gaps with their partners.
6. Give each pair a slip of paper from **Student handout 2**. Students decide which gap is filled by their word and give a reason for their choices.
7. Whole class feedback (see **Answer key** below). Write the correct answers on the board.
8. Discuss with students:
 - **How did you decide which word could fill the gap?**
 - **Did you read the word before the gap?**
 - **Did you read the word after the gap?**
 - **Did you read the whole sentence or paragraph to check if the answer made sense?**

Elicit that candidates need to read the whole sentence, and that they will get clues about how

to fill the gap from the word(s) before and after it, and from the text as a whole (see **Answer key** for examples).

9. Focus students' attention on the words on the board. Elicit what these words have in common (most of them are examples of 'grammar' words). Point out the focus of this task is mostly grammatical, for example, prepositions, articles, auxiliaries, pronouns, although there may sometimes be an element of vocabulary as well, e.g. phrasal verbs, linkers and words within fixed phrases.
10. Give each student a copy of **Student handout 3**. Students decide in pairs whether each sentence on the worksheet is true or false.
11. Feedback with the whole class (see **Answer key**). Discuss any queries the students have about the task. Ask them if they found it easy or difficult, and reassure them that you will practise this type of activity more if necessary before the exam.

Additional information

If there are two possible words which can fill a gap, students must only give **one** answer. If they give two answers and one of them is incorrect, they will not be given a mark.

Suggested follow-up activities

To improve their performance in this task, groups of students can be given short texts and asked to create open cloze tests for other groups. One group could target only prepositions, another articles, etc., or they could gap a mixture of auxiliary verbs, determiners, prepositions, articles, etc.

Answer key

Procedure step 7

Question 28: Students have to think of the context. Jack and his friends did not have a good skatepark in their town, so the sentence about a better skatepark must be hypothetical. The gap is also just before a full sentence and the link to the sentence after it is also missing, so we need a word that would link the sentences here.

Question 31: Students can argue that a lot of words can fit in this gap; however, they need to read the whole sentence carefully. In the sentence there are two ideas: a) improve the old skatepark and b) build a new one. Jack asked people what they wanted, so it would be one choice *or* the other.

Student handout 1

27. most (modifier)
28. if/when (conjunction)
29. from (phrasal verb)
30. what (pronoun)
31. or (particle)
32. was (auxiliary verb)

Student handout 3

1. **False** Candidates should look at the title and read through the text before filling in any gaps, so that they have an idea of what the text is about.
2. **False** There are six gaps.
3. **False** See **Additional information**. (If you want to give students an example of a gap that could be filled with different words, look at some words in the text: 'if' in the second paragraph could be replaced with 'when')
4. **True** It is never a good idea to leave a gap unfilled. Candidates don't lose marks for wrong answers, but they can't get a mark if they do not give any answer at all.
5. **False** Throughout the Reading paper, all answers must be spelled correctly.

Part 6

Questions 27 – 32

For each question, write the correct answer.
Write **one** word for each gap.

Our new skatepark! by Jack Fletcher

Is there a great skatepark in your town? We've now got the **(27)** fantastic skatepark ever, and it's all because of my friends and me!

Our old skatepark was full of broken equipment, so none of us ever went there. But we all agreed that **(28)** we had a better skatepark in our town, we'd use it. And teenagers might come **(29)** other towns to join us, too.

So I set up an online questionnaire to find out **(30)** local people wanted. I asked them whether we should improve our old skatepark **(31)** build a completely new one. People voted to build a new one.

Then we held some events to get money to pay for it. In the end we collected half the cost, and the local council paid the rest. It **(32)** finally finished last month. So come and try it – you'll have a great time!

Student handout 2

| | | |
|------|------|------|
| WHAT | IF | OR |
| WAS | FROM | MOST |

Student handout 3

Look at the following sentences and decide whether the information is true or false.

1. You should start filling in the gaps immediately. True/False
2. There are 10 gaps for you to fill. True/False
3. If there are two possible answers, you have to write down both words on the answer sheet. True/False
4. You must always put a word in the gap. True/False
5. You do not have to spell the answer correctly. True/False