Cambridge English Qualifications

C2 Proficiency: Reading and Use of English Part 2

Description

In this activity students complete the gaps in a short paragraph. They analyse the type of words they have used to complete the gaps so that they become aware of the test focus of Reading and Use of English, Part 2. They then complete the rest of the text following a suggested strategy.

Time required:	30 minutes
Materials required:	▪ Student's worksheet (1 copy per student)
Aims:	▪ to make sure students know what type of words are commonly tested in Part 2 ▪ to encourage students to think about a strategy which could help them successfully complete an open cloze task

Procedure

1. Elicit from the class what they have to do in Part 2 – the open cloze task.

- Part 2 consists of a text in which there are 8 gaps (plus one gap as an example).
- Candidates have to think of a word which will fill the gap correctly.
- The focus of the gapped words is on awareness and control of grammar, with some focus on vocabulary.
- The answer will always be a single word. In some cases, there may be more than one possible answer and this is allowed for in the mark scheme. It is important that students write only one word for each space. The same word does not occur twice.
- The absence or misuse of punctuation is ignored, although spelling, as in all parts of the Reading and Use of English paper, must be correct.

Remind students that answers can be written on the question paper but that they have to be transferred to the Answer Sheet. Answers have to be written in pencil and in capital letters on the Answer Sheet. Each correct answer receives one mark.

2. Give out the **Student's worksheet** and ask students to answer questions 1–3. They can work in pairs. Check the answers with the whole class (see **Key** below). Elicit the suggested strategy for doing an open cloze task from the students (see **Key** below). You could write up the points on the board.

3. Question 4 draws students' attention to the types of words commonly tested in Part 2. Make sure that students know that the focus of the gapped words is either

- grammatical, such as articles, auxiliaries, prepositions, pronouns, verb tenses and forms;
- or lexical, such as phrasal verbs, linkers and words within fixed phrases.

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- If your students are not familiar with the grammatical terms, you may prefer not to go into details about grammar e.g. talking about articles, relative pronouns etc.
- Candidates will not be expected to know grammatical terminology in the exam.

4. Now refer students to questions 5 and 6. Students could complete the gaps individually, then check with their partner before comparing their answers with another pair.

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Suggested follow-up idea

You could give groups students a text and ask them to find 8 grammatical and vocabulary words, e.g. verbs, prepositions, conjunctions and determiners; phrasal verbs, parts of fixed phrases, etc. They should blank these words out. The students could then give their text to another group, who completes the text with suitable words.

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Answer keys

Student's Worksheet

1. The paragraph is about sending emails from mobile devices.

2. Part 2 tests grammar and lexico-grammatical patterns such as collocations and fixed phrases. Note that the answer to (**11)** cannot be *business* because that is not the type of language that is tested in Part 2. It could be tested in Part 1.

3. Suggested strategy

1. Read the whole text first and ask yourself what it is about.
2. Think about what sort of word fits the gap: a preposition, etc.
3. Check for vocabulary – look at the text before and after the gap to make sure that your word fits: is it a collocation, part of a fixed phrase, etc?
4. Check for grammar:
   - Does the verb agree with the subject (singular or plural needed)?
   - Does the tense fit the other tenses in the text or the development of the narrative?
   - Do you need a word which suggests a negative?
   - Do you need a relative pronoun to link two parts of a sentence?
5. Keep re-reading the text to make sure the words you have chosen fit.
6. Look away from the text and try summarising it in your own words. This may help you to find the answers.
7. Make sure that you have completed every gap.

4 & 6

0	if	conjunction	Collocates with *even*
9	why	question word	Note question mark at the end of the sentence
10	after	preposition	Collocates with *all*
11	between	preposition	Collocates with *in*
12	time	noun	*Killing time* is a fixed idiomatic phrase
13	on	preposition	*On the move* is a fixed phrase
14	more	comparative	*What's more* is a fixed phrase
15	as	conjunction	*As a result* is a fixed phrase
16	place	noun	*Take place* is a fixed phrase

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Student's Worksheet

Work through questions 1–6 in pairs. Check answers with your teacher.

1. Read the paragraph below. What is it about? Do not complete any of the gaps yet!
2. What sort of words are the answers? Are they testing your grammar or vocabulary?
3. Discuss in pairs what you think is a good strategy for doing this task. What should you do first, second, and so on?
4. Do you know which grammatical structure, e.g. articles, auxiliaries, prepositions, pronouns, verb tenses and forms, or aspect of vocabulary, e.g. phrasal verbs, linkers and fixed phrases, is being tested in each gap?
5. Complete the gaps with one word that you think best fits each gap.
6. Check your answers with your teacher.

MOBILE COMMUNICATION

For many people, mobile email is a habit they couldn't give up even (**0**) …*if*…. they wanted to. And (**9**) …. should they want to? (**10**) ….. all, the ability to send and receive emails from a mobile device means they can stay in touch with colleagues, friends and family, whether they're standing in a queue at the supermarket, downing a quick cup in (**11**) …. meetings or killing (**12**) …. before a flight.

It's fair to say that access to email while (**13**) ….. the move has done much to whet appetites for other kinds of collaborative tools. What's (**14**) ….. , there's a whole new way of working that has opened up in recent years and, (**15**) ….. a result, there's a general expectation that efficiency and productivity don't necessarily take (**16**) ….. within the walls of an organisation's physical offices.

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