



Reading and Use of English Part 1 – Multiple choice cloze

Overview: Students practise exam technique and answering Part 1 questions and then get a chance to design their own Part 1 task.

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

Language / Skill Practised: vocabulary – idioms, collocations, shades of meaning, phrasal verbs and fixed phrases

Materials: One copy of Worksheet 1 per student. One copy of Worksheet 2 per pair. One copy of an exam task per student.

Time: 45 to 70 minutes, plus extension

Preparation:

Cut Worksheet 2 into A and B sections. Your own Worksheet 2 can easily be prepared by borrowing from practice exam questions. If you take questions from one exam paper, you do the exam task in class / for homework as an extension (see below).

Procedure:**Part One: Warmer – multiple-choice getting to know you**

1. Give out Worksheet 1 and ask students which of the four answers for question 1 they think are true for you. Tell them the correct answer and score correct guesses on the board. Put them into pairs to discuss what they think the answers to the other 4 questions might be.
2. Ask for their guesses and give the correct answers. Ask them to write similar questions on Part B of the sheet. They can work in pairs, but will need to do one sheet each.
3. Put them into new pairs to try to guess each other's answers for Part B. You can add the scores from this part to those from Part A if you wish.
4. Feed back on who wrote the most difficult questions. Tell them they might be a future Cambridge First examiner as there is a multiple-choice task in the exam (although obviously not one about the examiner!)

Variation: You could read out your questions from Part A with the four answers and get them to guess the answers on the spot.

Part Two: Exam practice

1. Give out a Reading and Use of English Part 1 exam task. Tell students to read through the whole gapped text before looking at the questions. Leave them to work on it individually. Monitor students' guessing techniques.
2. Go through the answers as a class. Go through why the other 3 answers are wrong each time. Introduce the idea of crossing out impossible answers to reduce the possibilities when you guess.

Part Three: Exam question writing

1. Give out one Worksheet 2 to each pair of students. Tell them to choose who writes the A or B questions. Let them start.
2. Make sure only one of the four options are possible for the questions they write. When they have finished, get them to exchange questions with the other pairs in the class.
3. Ask students to answer the other pairs' questions. Set a time limit of four minutes (about what they should spend in the exam on five questions).
4. When they have finished, hand back the questions to the original pairs to be marked. Let them discuss which questions were wrong and why. You can continue the scoring from Part 1 above if you wish. This time score one point for the question-writing team each time the question-answering team gets one of their questions wrong.

Extension: You could do a timed exam task to finish the lesson, especially if you used answers from an exam task for their Worksheet 2 (see preparation above).



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Example question

Many people think a dolphin is the same _____ a porpoise.

- A than B as C like D with

Answer: B

Tips

Tip 1 Students have to read a text and answer 8 questions like the one above. As in any part of the First exam, students should quickly read the whole text first before even looking at the questions. Lack of time is rarely an issue in the exam.

Tip 2 This part of the paper is a test of vocabulary rather than grammar. Part 2, the Open cloze, is the closest to an equivalent test of grammar. The areas that often come up in Part 1 are collocations (e.g. *take part in*), commonly confused words (e.g. *make* and *do*) and fixed expressions. Class time is best spent on dependent prepositions and commonly confused verbs, although it is easier to predict what will come up in other parts of the paper than it is to predict what will come up here.

Tip 3 A nice activity to build students' lexical knowledge in class is Snap! The teacher prepares a variety of common verb + noun collocations on separate cards (*make / a mistake, take / a break, do / your homework, etc*) and gives the cards out to students. The students then play Snap!: one student puts down a verb card, the next student puts down a noun card. If the two cards form a collocation, the student shouts 'Snap!' and keeps both cards. The student who has the most cards at the end is the winner. This can also be played with other collocations and dependent prepositions and is a fun way to help students remember useful expressions. The aim is to build students' vocabulary banks and confidence sufficiently for this section of the exam.

Tip 4 When students read the text for the first time they may have an instinct that a particular answer is correct before checking the multiple-choice options. If the same answer is amongst the multiple-choice answers, then it is probably correct. However, it is always important for students to analyse their answer and check the other options to make sure they are 100% sure.

Tip 5 If students really have no idea which is the correct answer, they should start by crossing out the ones that they are sure are not correct. They can then guess between those that are left. As always, no marks are lost for wrong guesses. You can practise the skill of narrowing down the possibilities by asking students not only 'which is it?', but also 'which isn't it?', especially when there are different opinions as to which is the correct answer.

Tip 6 You can lead students into the Part 1 task gently by giving them an exam task with the right answers already selected and ask them why the other ones are wrong.



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Instructions: Try to guess which of the four answers in Part A are correct for your teacher, then write four options for the questions in Part B about yourself. Only one option should be true, but all four should fit grammatically and be believable.

Part One

- 1 I was born _____ the sea.
A: near **B:** within walking distance of **C:** in **D:** nowhere near
- 2 I _____ computer games three nights a week.
A: play **B:** played **C:** have never played **D:** write
- 3 I wanted my present music system. _____
A: before I saw it **B:** the minute I saw it
C: until I saw it **D:** to break down so I could buy a new one
- 4 I have ridden on an elephant. _____
A: once **B:** in my dreams **C:** in several different countries **D:** but just a toy one
- 5 If I had a widescreen TV and surround sound. _____
A: I'd never leave the house unless I had to **B:** it wouldn't affect me
C: I'd sell it and buy something useful **D:** I wouldn't be here now

Part Two

- 1 My father speaks English _____.
A: _____ **B:** _____
C: _____ **D:** _____
- 2 The FCE exam means _____ to me.
A: _____ **B:** _____
C: _____ **D:** _____
- 3 I think _____ are idiots.
A: _____ **B:** _____
C: _____ **D:** _____
- 4 In my opinion, the _____ things in life are free.
A: _____ **B:** _____
C: _____ **D:** _____
- 5 I'd like to _____ with the President of the United States.
A: _____ **B:** _____
C: _____ **D:** _____



Reading and Use of English Part 1 – Multiple choice cloze

Instructions: Write sentences with gaps for which only one of the four words below are correct. Then pass your complete exam questions to another team to try to find which of the four possibilities are correct.

STUDENT A

- 1 _____
A: at B: in C: on D: with
- 2 _____
A: been B: gone C: done D: made
- 3 _____
A: won B: gained C: earned D: found
- 4 _____
A: let B: make C: stop D: allow
- 5 _____
A: unique B: alone C: lonely D: one



Instructions: Write sentences with gaps for which only one of the four words below are correct. Then pass your complete exam questions to another team to try to find which of the four possibilities are correct.

STUDENT B

- 1 _____
A: for B: since C: during D: while
- 2 _____
A: gets B: takes C: has D: gives
- 3 _____
A: Although B: Despite C: However D: Nevertheless
- 4 _____
A: skilled B: talented C: smart D: educated
- 5 _____
A: been B: become C: made D: had