



Reading and Use of English Part 2 – Open cloze

Overview: Students practise correcting and identifying mistakes, then complete a Part 2 task.

Part of Exam: Reading and Use of English (Paper 1) Part 2

Language / Skill Practised: Grammatical and lexo-grammatical words: collocations, phrasal verbs, prepositions, singular / plural nouns, subject-verb agreement

Materials: One copy of the worksheet per student.

Time: 45 to 60 minutes, plus extension

Preparation:

Make a copy of the worksheet for each student.

Procedure:

Part One: Warmer – Identifying and correcting mistakes

1. Give out the worksheet and ask students to complete the sentence with their own ideas. This is just to warm students up to the topic of the passage. Students can then discuss their ideas in pairs. Take feedback from the whole class, and point out that 'work as a' is a fixed phrase. Remind them that, in Part 2, they will be tested on their knowledge of language structure.
2. Tell students to work in pairs and read through the sentences. They can underline the mistakes in the sentences. Then tell students to write out the sentences, making corrections for the mistakes they identified. Go through the answers as a class.

Key:

- 1 He's an experienced web designer and he **has** designed some really interesting websites.
- 2 I bought a new pair of **jeans** from the boutique in the high street.
- 3 I work **as** a nurse in a vets' clinic.
- 4 My car broke **down** five minutes from home, so I called the repair garage.

5 I thought I might be late for the interview so I **took** a taxi.

3. Put them into new pairs to match the mistakes with the grammatical feature A–E. Point out that these kinds of structures are commonly tested in Part 2. Go through the answers as a class, and answer any queries students have.

Key:

1 D 2 C 3 E 4 B 5 A

Part Two: Exam practice

1. Tell students they are now going to complete a Reading and Use of English Part 2 exam task. Tell students to read through the whole gapped text before they start writing. Students can complete the task on their own, then check their answers in pairs.
2. Go through the answers as a class. Point out that answers must make sense both grammatically and logically.

Key:

- 1 with/by
- 2 than
- 3 that/which
- 4 how
- 5 for
- 6 at
- 7 as
- 8 me

Part Three: Extension

Students can discuss the question in pairs, or you can open this up as a whole-class discussion. Encourage students to give reasons for their answers.



Reading and Use of English Part 2 – Open cloze

Tip 1 In Part 2, students have to read a cloze text which contains eight gaps, plus a gap at the beginning which serves as an example. They must complete the text by writing words in the gaps. Unlike Part 1, there are no options for them to choose from, they must use their knowledge of grammatical and lexical structures to write the correct word in each gap.

Tip 2 As in any part of the First exam, students should quickly read the whole text first before they start to think about words that might fit in the gaps. They will have enough time to carefully read the text and complete the task.

Tip 3 In Part 2, students are tested on their knowledge of grammatical and lexo-grammatical structures. They can expect to encounter questions that test prepositions, pronouns, tenses, articles, auxiliaries, fixed phrases, linking words and phrasal verbs. They should read the words before and after the gap to help them decide what word and what form of word would fit. For example, they should think carefully about whether a noun is singular or plural, and if they have to write a verb, it should agree with the subject. In addition, the word must make sense logically. This is why reading the text to get an understanding of the overall meaning is so important.

Tip 4 In Part 2, there is sometimes more than one possible answer. This is allowed for in the marking scheme, so students should not be alarmed if they can think of two words that would fit for the same gap.

Tip 5 Students should write one word only in each gap. They shouldn't use abbreviations or contractions (e.g. *wouldn't*), as these count as two words. The exception is *can't* for *cannot*, which counts as one word.

Tip 6 Students do not need to add any punctuation in Part 2. If they do add punctuation, this will be ignored.

Tip 7 As in all parts of the Use of English section of the exam, spelling must be accurate. Remind students to allow themselves time at the end of the task to read through their errors and check for spelling mistakes.



Reading and Use of English Part 2 – Open cloze

Part One

1 Complete the sentence with your own ideas.

I would love to work as a _____.

2 Correct the mistakes in the sentences.

- 1 He's an experienced web designer and he have designed some really interesting websites.
- 2 I bought a new pair of jean from the boutique in the high street.
- 3 I work at a nurse in a vets' clinic.
- 4 My car broke away five minutes from home, so I called the repair garage.
- 5 I thought I might be late for the interview so I had a taxi.

3 Decide what kind of mistakes you identified in Exercise 2. Match the mistakes with A–E below.

- A collocation
- B phrasal verb
- C singular / plural nouns
- D subject-verb agreement
- E preposition

Part Two: Exam Practice

For questions **1–8**, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example in the first sentence (0).

Video game tester

My job is probably a dream job for a lot (0) of people. I'm a video game tester. I was fascinated (1) _____ video games from a very young age, and used to spend hours in my bedroom trying to build new online cities or hunt down aliens. My job is a bit more sophisticated (2) _____ that. I have to play new games (3) _____ the developers send me, and then write a detailed critique of them, making suggestions of how they could be improved. People are always asking me (4) _____ I got into this job. I started writing reviews (5) _____ an online gaming site when I was 14 years old. Then I studied game design (6) _____ university. During my final year, I applied for an internship with a game design company. They took me on (7) _____ an intern after I graduated. I worked for nothing for three months – then they offered (8) _____ a paid position. I've been working for them ever since.

[169 words]

Part Three: Extension

Discuss. Would you like to work as a video game tester? Why / Why not?