

## Tips - Open Cloze - Vocabulary (Parts of speech)

- Read the passage like a reading comprehension exercise. You have to understand it.
- Look at the words around the blank.
- Decide on the **part of speech** of the blank (see below).
- Think about which word would fit the meaning.
- Look for clues further down in the passage (you can often find the word).
- Pay attention to grammar (see each part of speech below).

Verbs	
Function:	Describe actions, link ideas
Examples:	is/am/are, jumped, ate, assured, lingered
Clues:	A <i>noun</i> before or after the blank. No <i>verb</i> in the sentence.
Grammar reminders:	What tense do you need? Check the subject-verb agreement (The food <i>are</i> > <i>is</i> delicious).

Nouns	
Function:	Name people, places, things, animals, abstract ideas
Examples:	John, post office, happiness, movement
Clues:	the words <i>a</i> , <i>an</i> , <i>the</i> before, a <i>verb</i> after the blank
Grammar reminders:	Do you need the plural form?

Adjectives	
Function:	Tell us more about nouns
Examples:	angry, surprised, stolen, moving
Clues:	a <i>noun</i> after the blank or a noun and a linking verb (be) before the noun.
Grammar reminders:	Do you need the 'ed' form or the 'ing' form? E.g. The situation was <i>worried</i> > <i>worrying</i> .

## Adverbs

Function:	Tell us more about verbs or adjectives (where, when, how)
Examples:	very, noisily, happily, yesterday, there
Clues:	an adjective after the blank, a verb before the blank
Grammar reminders:	Have you spelt the word correctly?

## Prepositions

Function:	Link verbs, nouns and adjectives with nouns, show position, phrasal verbs
Examples:	in, on, under, like, regarding, despite
Clues:	part of a phrasal verb, a noun after the blank
Grammar reminders:	Think about whether there is movement (e.g. in, to)

## Conjunctions

Function:	Link ideas, clauses and sentences
Examples:	and, but, because, therefore
Clues:	verbs in a sentence, the blank is the first word of the sentence, punctuation (look for commas), sense
Grammar reminders:	Make sure the sentence makes sense.

## Pronouns

Function:	Take the place of nouns or noun phrases
Examples:	he, she, they, him, her, this, that, these, which, who
Clues:	Repeated ideas, relative clauses
Grammar reminders:	Do you need the subject form (he) or the object form (him)?

## Interjections

Function:	Used to show surprise or to stress something
Examples:	Ouch!
Clues:	Exclamation mark.

**Exercise 2**

Complete each blank using ONE word.

**The New Teacher**

Jill had never liked reading. When she \_\_\_\_\_ at the words, she imagined she saw little ants on the page \_\_\_\_\_ of letters. She spent her lessons staring at the \_\_\_\_\_ clock and drawing pictures \_\_\_\_\_ magical kingdoms and fire-\_\_\_\_\_ dragons.



One morning, Jill walked into school, dragging \_\_\_\_\_ feet on the ground. She was surprised to see a new teacher and that she was \_\_\_\_\_ rather than frowning. She certainly did not have the \_\_\_\_\_ of a normal teacher. \_\_\_\_\_ was Miss Wilson.

Rather than writing \_\_\_\_\_ reports, Miss Wilson asked them to act out \_\_\_\_\_ from the book and \_\_\_\_\_ to be a character for the entire day. This motivated Jill to read more and more.

One day she read a book about a dragon and drew a picture of \_\_\_\_\_ . The whole class was impressed by her artistic \_\_\_\_\_. She thought that maybe she would like to become \_\_\_\_\_ illustrator for children's books when she grew up.

Miss Wilson \_\_\_\_\_ Jill that reading could actually be fun!

**Thinking Skills**

Do you have any amazing teachers?

**Exercise 2 - Answers**

Complete each blank using ONE word.

**The New Teacher**

Jill had never liked reading. When she **looked** at the words, she imagined she saw little ants on the page **instead** of letters. She spent her lessons staring at the clock and drawing pictures **of** magical kingdoms and fire-**breathing** dragons.



One morning, Jill walked into school, dragging **her** feet on the ground. She was surprised to see a new teacher and that she was **smiling** rather than frowning. She certainly did not have the **look/appearance/behaviour** of a normal teacher. Her **name** was Miss Wilson.

Rather than writing book reports, Miss Wilson asked them to act out **stories/scenes/passages/parts/chapters** from the book and **pretend** to be a character for the entire day. This motivated Jill to read more and more.

One day she read a book about a dragon and drew a picture of **it/him/her**. The whole class was impressed by her artistic **talent/skills**. She thought that maybe she should like to become **an** illustrator for children's books when she grows up.

Miss Wilson **taught/showed** Jill that reading could actually be fun!

**Thinking Skills**

Do you have any amazing teachers?