

## Cloze

**Book:** *Philip on the ship*

**Time:** 15-20 minutes.

**Category:** reading comprehension skills.

**Skills:** previewing and anticipation skills in English as a foreign language through cooperative learning.

**Target group:** learners of any age with a basic knowledge of English as a foreign language.

**Learning activity:** cloze activity of the first chapter of the book.

**Learning objectives:** learners are able to make hypotheses and inferences about the text and verify on the original text if they are correct or sensible.

Development of learners' cognitive abilities and introduce them to the concepts of text cohesion and coherence.

Development of social skills through cooperative learning.

## Steps

1. Prepare the cloze activity by blotting out in the book chapter only words, nouns and verbs.
2. Divide the class into small groups of three or four learners. Create groups as heterogeneous as possible.

Heterogeneity guarantees that all members in a group can help each another in order to accomplish the task.

3. Explain clearly the rules of the activity; tell, display or write on the board. Make sure everyone understands.

4. Give each group a sheet of paper with the gapped text to fill in.

5. Write the missing words to put in the correct gap on the board.

6. Give learners ten minutes to complete the task.

Move around the groups; be a guide, but do not interfere during the activity. Give tips to learners only when they ask.

7. Display the solutions with a projector, write on the board or tell, so that every group can check the answers.

There is no evaluation of the activity in order not to create affective filter in learners.



## **Variations**

1. Use this activity to evaluate anticipation and previewing skills. Give each member a worksheet and let them work with it individually.

2. Print out the text with gaps to fill in and the missing words on a separate sheet of paper.

Learners need to cut out and stick the missing words onto the gapped text.

3. If the English proficiency is higher, make the cloze activity more challenging. Blot out every seventh word of the text.

Alternatively do this activity with more chapters.

4. When learners put the correct missing word into the corresponding gap, give them two or three options among which to choose.

5. To check the understanding of a chapter, let learners rewrite it.

Give each a sheet of paper and tell them to write the first sentence. This is the starting point for a collaborative summary of the chapter.

The sheet of paper will pass from one learner to the next until the last one.

## **Tips**

1. Cloze activities can be used for any chapter or more chapters of any Easy to Read book.

2. Highlight the importance of cooperation in order to find solutions.

Make sure all members in each group work to accomplish the goal.

3. If you know the learners' characteristics well, assign a different subtask to each member in each group.

The subtask needs to be easily attainable for the learner. Thus every group will be able to work efficiently.

