



DIPUTACION
GENERAL
DE ARAGON

Departamento de Educación
y Ciencia

Escuela Oficial de Idiomas nº 2
de Zaragoza

CURSO	ACTIVIDAD	SOPORTE	Nº FICHA
3º INGLÉS	 COMPRENSIÓN ESCRITA		17

AULA DE AUTOAPRENDIZAJE

CLOZE TEST: ARTISTS AND WRITERS

If you wish some advice about how to do a close test, please turn the page and read the tips. Be careful not to read the answers to the exercise!

Fill each of the numbered blanks in the following passage. Use only one word in each space.

I have always admired people like artists, writers and composers (1) _____ being able to work (2) _____ their own, with no one else around. Most (3) _____ my friends all work with other people in shops and so on, and they tell me that they (4) _____ never get (5) _____ done if they worked alone. I'm not sure that all artists and writers do, either. I (6) _____ born in a small village in the country (7) _____ everyone knew everyone else: that is, they knew everyone except a writer who kept himself to himself. (8) _____ the time I was old (9) _____ to learn people's names, he (10) _____ been living in the village (11) _____ at least twenty years, but the villagers still regarded him as a stranger! Every morning he (12) _____ walk down to the local shops (13) _____ do his shopping, and although he (14) _____ to greet everyone he met, only two or three would return his greeting. Just occasionally, someone (15) _____ feel curious enough to ask him what he (16) _____ doing, and every time his answer would be the same: "I'm still writing the book. It (17) _____ have been finished last year, but I can't get it right". And that was all we ever learned about him. Because no one had ever visited his house, either, I remember once (18) _____ up to the house with three or four boys to see (19) _____ we could see what he did. We crept up to the window trembling and looked in, expecting to see our writer typing furiously at his desk. Instead, he was sitting in an armchair (20) _____ a paper.

From *Longman 1st Certificate Coursebook* by R. Kingsbury, page 174

© Pearson Education S.A. This material may only be used for individual study; multiple copying and distribution are prohibited

TIPS ON HOW TO COMPLETE CLOZE TESTS

- First, slowly read all the text **without** filling any of the gaps. Read it two or three times until you have a clear understanding of what the text is about.
- Then **only** complete the gaps you are absolutely sure of.
- Next try and find out what the missing words in the remaining gaps are. See which **part of speech** may fit in each gap (article?, pronoun?, noun?, adverb?, adjective?, preposition?, conjunction?, verb?) and pay special attention to the **grammar** around the words in each gap.

Many of the gaps may include the following:

- *preposition* following a noun, adjective or verb. (Example: good *at* languages)
 - *prepositional phrase*. (Example: in spite *of*)
 - *adverb*. (Example: He moved to Zaragoza two years *ago*)
 - *connector*. (Example: First, he arrives; *then* he sits down; finally, he leaves.)
 - *conjunction*. (Example: *Although* he is five, he can speak five languages.)
 - *auxiliary verb*. (Example: He *has* won 2 matches)
 - an *article* or some other kind of determiner. (Example: I have *no* time)
 - a *relative*. (Example: Juan, *who* I met two years ago, is my best friend)
 - a *pronoun*, either subject or object. (Example: *it* is difficult to know)
 - is there a *comparative* or *superlative* involved? (Example: she's taller *than* me)
- Some sentences may seem to be complete and contain gaps that appear to be unnecessary. If you find gaps like this, you will probably need the following:
 - *an adverb*. (Example: He is *always* late)
 - *a modal verb*. (Example: They *can* swim very well)
 - a word to change the *emphasis* of the sentence: She's good *enough* to be queen
The problems are *too* difficult
- A few gaps may demand a **vocabulary item** consistent with the topic of the text; or a word which is part of an idiomatic expression (example: *Good heavens!*); or a word which collocates with another one (example: *do* a job); or a word which is part of a phrasal verb (example: I was *held up* by traffic).
 - If after putting into practice the techniques above you still have some gaps left, **make a wild guess** (*adivívalo a ojo*). Some teachers may award you a full mark or half a mark if they understand that your suggested word shows a good command of English grammar and vocabulary although the word you wrote in the gap is not the correct one or doesn't fully fit in the overall meaning of the text.
 - **Never** leave a gap blank and **never** fill in a gap with a word you know for sure is wrong.

KEY.

- | | | |
|-------------|----------------|-------------------------------|
| 1. for | 8. By | 15. would |
| 2. on | 9. enough | 16. was |
| 3. of | 10. had | 17. should |
| 4. would | 11. for | 18. going/running |
| 5. anything | 12. would | 19. if/whether |
| 6. was | 13. to/and | 20. reading/holding/clutching |
| 7. where | 14. used/liked | |

For further practice in cloze tests you can consult in the library