

COMPREHENSION THROUGH

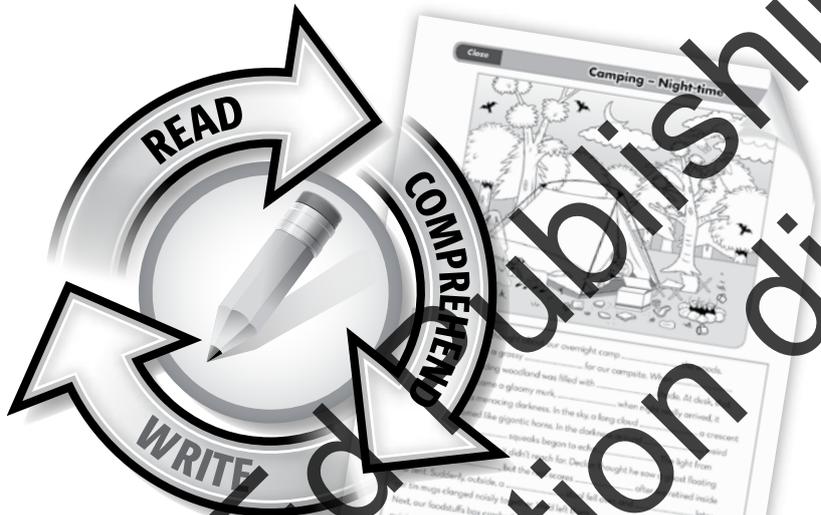
CLOZE



BOOK 5

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Combining Cloze and Text Inspection Activities



STRATEGIES

- Predicting
- Visualising
- Making connections
- Questioning
- Clarifying/Declunking
- Summarising
- Determining importance
- Inferring
- Synthesising



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Foreword

Detailed drawings and interesting text make up this collection of comprehension activities. The book provides two distinct sections relating to each drawing and text:

1. Cloze activity pages:

Each picture-story provides the reader with two exercises.

First exercise: The reader is provided with a complete text and shows comprehension by completing the accompanying picture.

Second exercise: The reader shows comprehension by completing a cloze task based on the accompanying picture.

There is the opportunity in some activities for slightly varied answers or drawings. If the answer or drawing provided can be justified by the instruction then it should be seen as acceptable.

Cloze comprehension provides an ideal indication of comprehension levels.

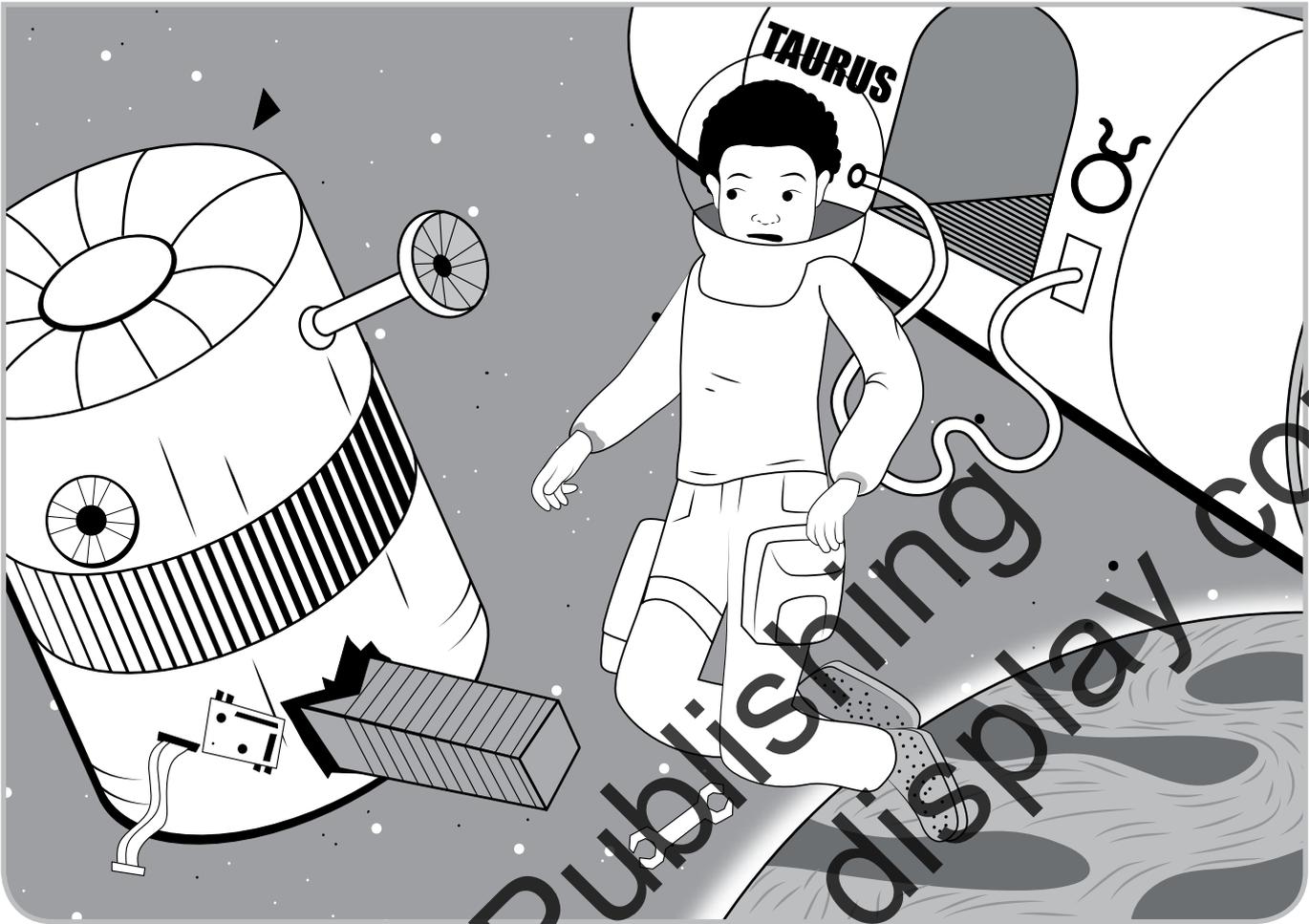
2. Comprehension strategy pages:

Each text has two additional comprehension pages that focus on a specific comprehension strategy. These pages can be used to teach these comprehension strategies.

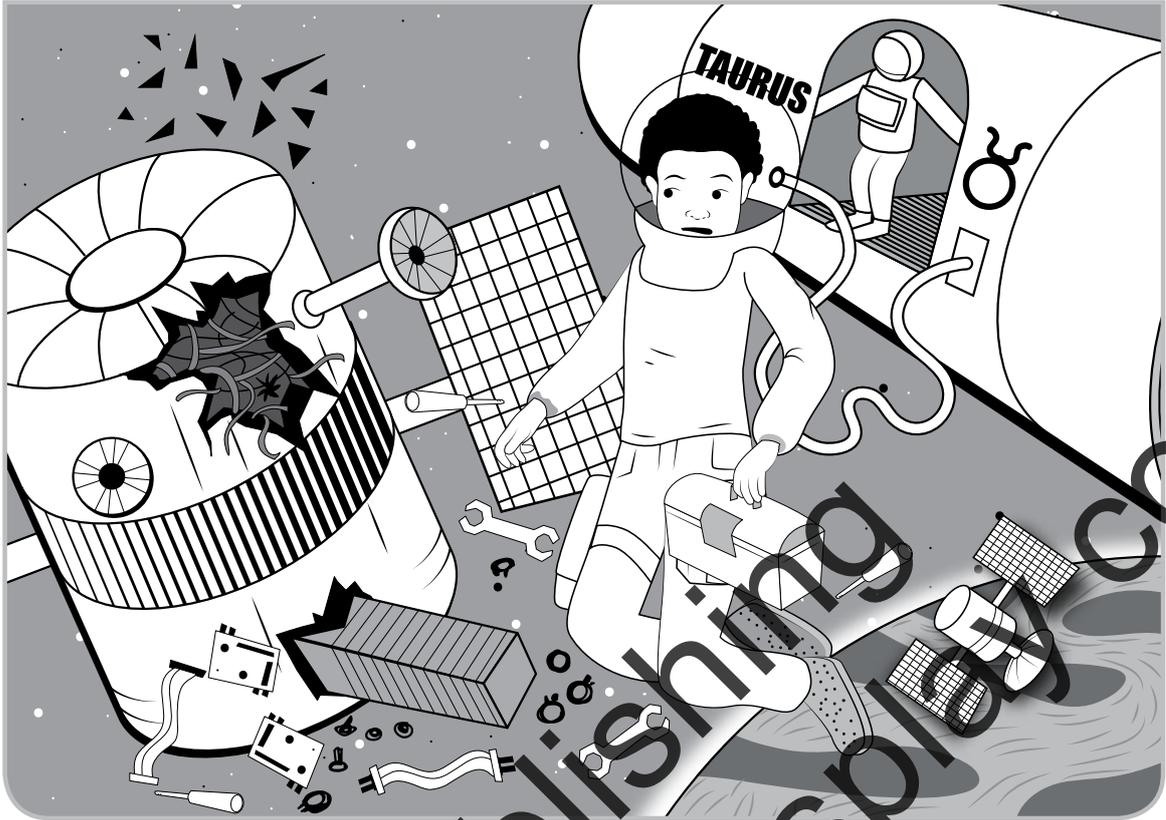
The texts and activities enable teachers to provide variety to any English language programme.

Contents

Teacher notes	iv-ix	Loch Ness—Mystery No More		Jet Pack Training	
Fish in Hand		cloze.....	46-47	cloze.....	90-91
cloze.....	2-3	making connections.....	48-49	clarifying/declunking.....	92-93
predicting.....	4-5	Camping—Night-time		Sprint Race Warm-up	
Hockey Craft		cloze.....	50-51	cloze.....	94-95
cloze.....	6-7	questioning.....	52-53	summarising.....	96-97
visualising.....	8-9	Mountaineers		Optical Illusions	
Terror Birds		cloze.....	54-55	cloze.....	98-99
cloze.....	10-11	clarifying/declunking.....	56-57	determining importance ...	100-101
making connections.....	12-13	I Scream, U Scream		Mars Rover 1	
Viking Dragon Boats		All Scream 'Ice Cream'		cloze.....	102-103
cloze.....	14-15	cloze.....	58-59	inferring.....	104-105
questioning.....	16-17	summarising.....	60-61	Stone Age Alien	
Knight and Dragon		Werewolf Trap		cloze.....	106-107
cloze.....	18-19	cloze.....	62-63	synthesising.....	108-109
clarifying/declunking.....	20-21	determining importance	64-65	The Haunted Lighthouse	
Carnivorous Plants		Ghost in the Park		cloze.....	110-111
cloze.....	22-23	cloze.....	66-67	predicting.....	112-113
summarising.....	24-25	inferring.....	68-69	Planetoid	
The Learned One		Icequake		cloze.....	114-115
cloze.....	26-27	cloze.....	70-71	visualising.....	116-117
determining importance.....	28-29	synthesising.....	72-73	The Fishers	
Space Walk		Enigma of the Skull Cave		cloze.....	118-119
cloze.....	30-31	cloze.....	74-75	making connections.....	120-121
inferring.....	32-33	predicting.....	76-77	The Covers	
Day Trip Photos		Alien Objects		cloze.....	122-123
cloze.....	34-35	cloze.....	78-79	questioning.....	124-125
synthesising.....	36-37	visualising.....	80-81	Superheroes	
Go-kart Chaos		Vulcanologist		cloze.....	126-127
cloze.....	38-39	cloze.....	82-83	clarifying/declunking.....	128-129
predicting.....	40-41	making connections.....	84-85	Answers.....	130-139
Football Wall		Conquistadors			
cloze.....	42-43	cloze.....	86-87		
visualising.....	44-45	questioning.....	88-89		



As Oona Kennedy, repair toolkit in hand, approached the satellite, she said, 'James, you're not going to believe why this 'bird's' not sending.' James Nolan, standing in Taurus's airlock, replied jokingly, 'Surprise me.' Kennedy smirked to herself. 'OK, it's collided with a toolbox!' Nolan huffed, 'Well, yeah, that is a surprise.' Kennedy mused, 'Lots of discarded equipment hurtling in orbit. Satellites galore. Only a matter of time before they cross paths.' Nolan agreed. 'Yeah. So, I guess that the satellite below us is on borrowed time?' Oona glanced downwards beneath Taurus, to the cylindrical satellite with its two antennae tipped with squares of solar cells. Nolan hadn't finished. 'Same goes for us ... which means we ought to leave!' Oona chuckled, 'Relax. It's a big sky.' Nolan replied jokingly, 'Needs to be bigger.' Oona, looking at the debris from the collision, thought the same, 'Copy that. OK, to business. The top edge of the bird has been gashed. There's a swarm of jagged, metal shards drifting above it. Worse, the toolbox's spilled out spanners, screwdrivers, nuts and bolts, cables and circuit boards which make for more flying hazards.' Nolan suggested, 'Collect the tools first.'



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 'Collect the first.'

1. Write some information you already know about space walks. You may use bullet points.

2. **Inference:** Oona Kennedy is an astronaut who can repair space satellites.

The question is: Why was Oona Kennedy going for a space walk?

Copy the clue (word phrase or sentence) from the text that supports this inference and answers the question.

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3. **Inference:** The satellite was damaged by a floating toolbox.

The question is: How was the space satellite damaged?

Copy the clue (word phrase or sentence) from the text that supports this inference and answers the question.

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4. **Inference:** The toolbox that was floating around had been left behind by previous spaceships who had been working in space.

The question is: Why was the toolbox floating in space?

Copy the clue (word phrase or sentence) from the text that supports this inference and answers the question.

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5. **Inference:** James Nolan was an astronaut with a cheerful, happy disposition.

The question is: What was astronaut James Nolan like as a person?

Copy the clue (word phrase or sentence) in the text that supports this inference and answers the question.

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6. What is Oona inferring when she says ‘Same goes for us ... which means we ought to leave!’?

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7. **Inference:** Space toolkits are very similar to those used on Earth.

The question is: What are the toolkits used in space like?

Copy the clue (word phrase or sentence) in the text that supports this inference and answers the question.

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Answers the questions.

8. Why did Oona Kennedy describe the damaged satellite as a ‘bird’?

What background information do you know that will help you answer the question?

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9. How are the jagged, metal shards drifting above the damaged satellite like a ‘swarm’?

What background information do you know that will help you answer the question?

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10. Why would James Nolan suggest that Oona Kennedy collect the tools first?

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What clues in the text will help you answer this question?

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11. Write a question about the cylindrical satellite and how it could be easily damaged by discarded, floating space debris as well. Then write an answer.

Q:

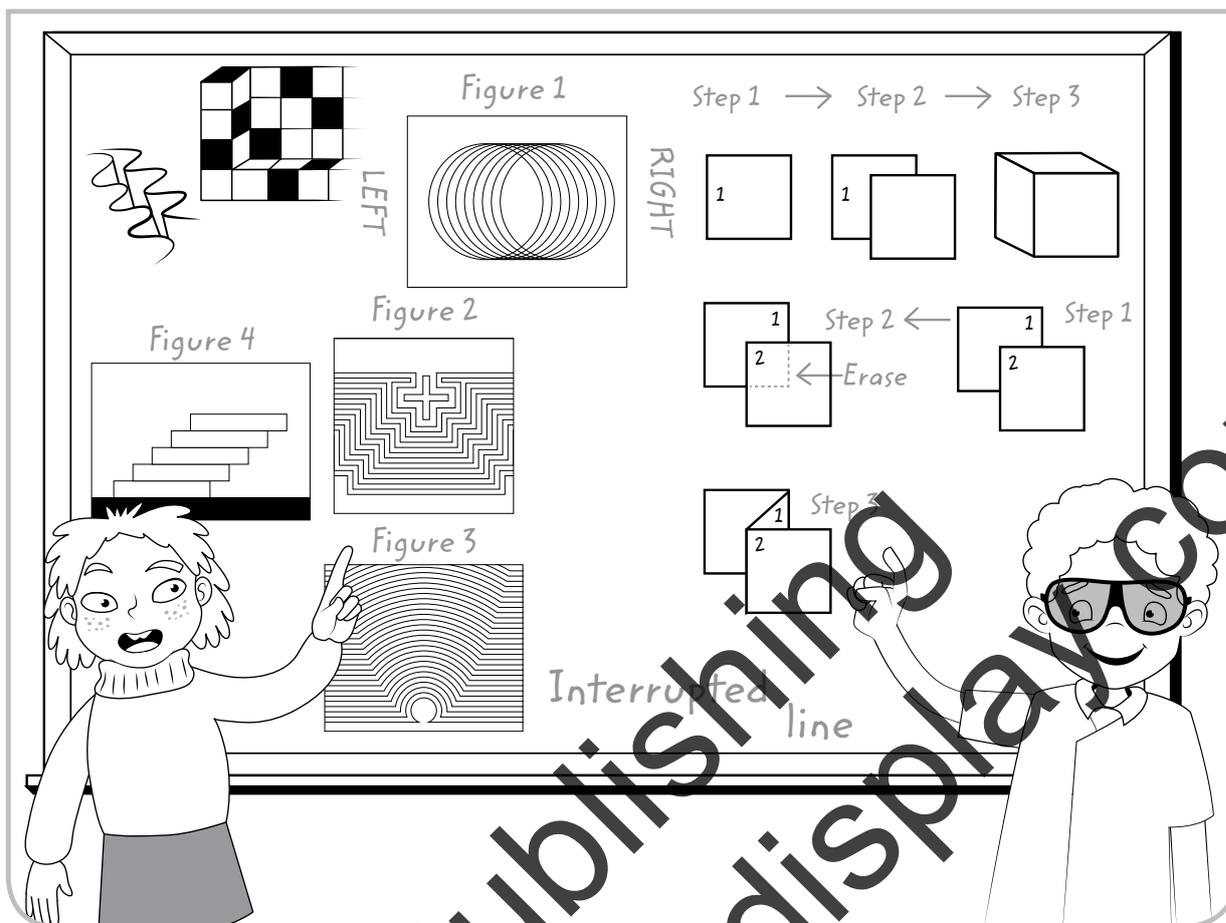
A:

12. Write a question about why the satellite had antennae tipped with squares of solar cells.

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Write an answer for the question.

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For a presentation to the class, Ena and Tarik researched 'optical illusions'. Ena began their The whiteboard's show how lines can trick your eyes.' She nodded 'See the drawing which shows a 'wall of cubes'?' She it's a very 'tricky' illusion because the and shadings between them fool your into seeing cubes which seem to move forwards backwards! Tarik took over. 'Above me are three for using overlaid squares and joining lines to a 'glass box'. See how the vertical dash from the back to the side 'face'?' Ena 'Figure 1's 'rings' make a 'tube'. But is entrance on the LEFT or on the RIGHT?' Tarik returned, on the 'Here are three steps create a 'strip of folded paper'. In Step 3, you draw a line corner 1 and corner 2.' Ena to Figure 2. 'Is the 'cross' the end of a 'ditch' the top of a terraced 'hill'? Figure 3 uses a small instead of a cross. Figure 4 is a joke. isn't the start of a staircase - it's the Leaning Tower of Pisa!

1. Write a sentence or two to tell who or what the text is about.

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2. What are optical illusions? What do you already know about them?

Write some information below in bullet points.

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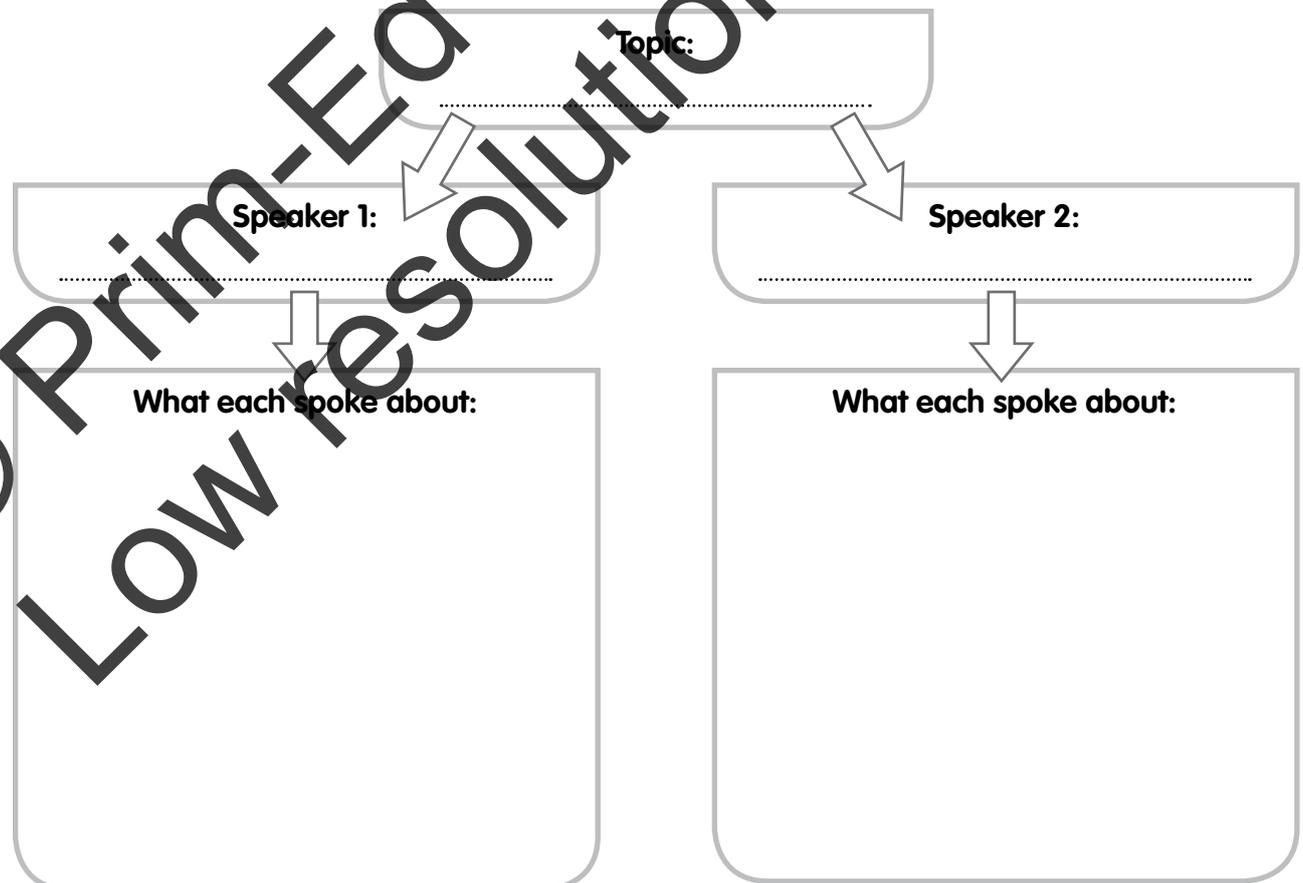
3. Who are the main characters in the text? How they are presenting their research?

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4. Complete the information in the diagram to sort out the information provided in the text. This will help you work out what is important and what is not.



5. The sentences below come directly from the text.

Tick (✓) those that provide important information.

Cross (✗) those that provide information that is not important (or less important).

- (a) For a presentation to the class, Ena and Tarik researched optical illusions.
- (b) The whiteboard's pictures show how lines can trick your eyes.
- (c) Ena began their talk.
- (d) The vertical dash moved from the back to the side 'face'.
- (e) Its entrance on the left or on the right.
- (f) In Step 3, you draw a line between corner 1 and corner 2.
- (g) Figure 1's overlaid 'rings' make a 'tube'.
- (h) Figure 4 is a joke.

6. Find two other pieces of unimportant information and write each in a sentence below.

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7. How important are the images in the illustration to the main idea of the text? Would the text be as easy to understand without them?

Write one or two sentences to explain the reason for your answer.

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8. Write two or more sentences to tell who or what the text is about and the most important information about the 'who' or 'what'. (This should include the most important information the two speakers are trying to impart.)

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