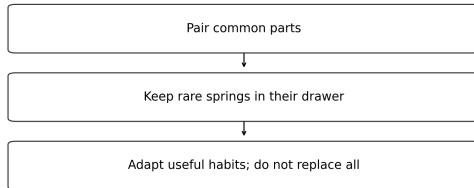


Reading: details, structure and integration

Original skill preparation; versioned source scope

## Method and conditions



- A detail is directly stated; an inference joins clues.
- Explicit detail; inference; cause versus chronology.

## Worked method 1

### Read and reason

A detail is directly stated; an inference joins clues. “The neighbour waited without complaint” does not tell us the neighbour felt no impatience. The narrator’s discomfort is explicit, while the neighbour’s private feelings remain unavailable.

## Original context 1

### Read and reason

Original literary passage — The spare key When I returned to the workshop after my uncle retired, the key felt too small for the responsibility attached to it. He had left the drawers neatly labelled, as though the labels might continue his explanations in his absence. I turned on the overhead light and read “washers”, “pins”, “springs”. Each word named an orderly compartment.

## Original context 2

### Read and reason

The workbench, however, carried a shallow circular mark where his tea cup had stood, and no label could explain why that empty circle held my attention longer than the stocked shelves. A neighbour arrived with a bent gate latch. I found a replacement pin quickly, then spent several minutes searching for the washer that would keep it in place.

## Original context 3

### Read and reason

My uncle had sorted objects by size. He could see a repair in his mind before he opened a drawer; I could not. The neighbour waited without complaint, which made the delay feel more noticeable rather than less. At last I found the washer, fitted the pin and watched the latch swing freely. The repair was simple. Finding its parts had not been.

## Original context 4

### Read and reason

That evening I placed commonly paired pieces in small trays. The shelves lost some of their symmetry. I imagined my uncle raising an eyebrow, then remembered how often he had moved a tool after noticing where his hand expected it to be. His neat labels had been the result of change, not a prohibition against it.

## Original context 5

### Read and reason

I left the rare springs in their old drawer because they had no regular partners. There was no reason to change them merely to prove that the workshop was mine. A week later my uncle visited. He opened a tray and asked where the larger washers had gone. I showed him the remaining size-labelled drawer. “So you have kept both systems,” he said.

## Original context 6

### Read and reason

I could not tell whether his smile meant approval or amusement at my earnestness. He tested a latch, set it down, and asked for tea. I placed his cup on the old mark without thinking. Only after he left did I notice that I had made room beside it for my own. I had expected taking charge to mean replacing his habits with mine.

## Original context 7

### Read and reason

Instead, I was learning which habits solved a problem and which had depended on a skill I had not yet acquired. The workshop did not need a dramatic beginning. It needed a washer that could be found, a safe repair, and enough empty space for the next person to work.

## Attempt 1.1

### Read and reason

Why does the narrator start pairing parts? Identify the observed problem and the change's stated result or purpose.

## Reasoning 1.1

### Read and reason

A simple latch repair is delayed by searching separately for the matching washer. Pairing commonly used parts addresses retrieval for someone without the uncle's mental model. The passage does not supply a measured post-change speed, so describe the purpose rather than inventing a quantified result.

## Attempt 2.1

### Read and reason

What remains in the old arrangement, and why? Does the narrator replace every old habit?

## Reasoning 2.1

### Read and reason

Rare springs remain in their old drawer because they have no regular partners; the larger-washer size drawer also remains. The narrator keeps useful parts of both systems, contradicting total replacement.

## Attempt 3.1

### Read and reason

Interpret the two cup marks at the end. Distinguish a supported reading from an unsupported claim that the uncle demanded a permanent desk.

## Reasoning 3.1

### Read and reason

Making space beside the old mark suggests the narrator can develop a role while preserving a relationship with the uncle. The narrator places the cup without thinking; no demand for a desk is reported. Other readings grounded in continuity and change are acceptable if they acknowledge the inference.

## Transfer and limits

### Read and reason

Explicit detail; inference; cause versus chronology.

## Check yourself

### Read and reason

Close the worked reasoning. Explain why the method fits the final transfer task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.