

Reading: Worked Classroom Practice

Original worked Reading practice on the preserved notes; not official ETS items, rated forms or a complete adaptive test.

The clock: about 30 minutes, about 50 items

Task kind	What it asks
Complete the Words	Supply missing letters or words in a short text
Read in Daily Life	Emails, notices, timetables, advertisements
Read an Academic Passage	A first-year-university-style passage

Use the evidence

The section is adaptive; the passages you see depend on how you are doing. You cannot go back once a section is left.

No penalty means never leave an item empty

An item left blank scores exactly what a wrong answer scores: nothing. Never leave an item empty.

Complete the Words: what word belongs here?

- A test of grammar and vocabulary, not of finding information.
- The word class is usually decided before the meaning: after "the" a noun, after "very" an adjective, after "to" a base verb.
- Spelling counts: a word with a letter missing is a wrong word.
- Read the completed sentence back to yourself. If it does not sound like English, it is not.

Your turn: what follows "very"?

Your turn

After "very", the missing word is almost always which class?

- A. A noun
- B. An adjective
- C. A base verb
- D. An article

Read in Daily Life: what should the reader DO?

- The question is almost always what the reader should do, what has changed, or what is not allowed.
- Key information hides in small places: a date, a room number, a word like except, unless, only, from Monday.
- Those words carry the answer far more often than the long sentences around them.

Register: polite wording, real instructions

Indirect instructions in a tutor email

"You may wish to consider" means do this.

"It would be helpful if you could" is an instruction, not a comment.

Read an Academic Passage: skim, then scan

- Skim first, thirty seconds, for the shape: what is this about, how many parts, where does the argument turn?
- Then answer, and scan back for each fact.
- The topic sentence, usually a paragraph's first sentence, tells you what that paragraph is for.
- A which-paragraph question is matched against topic sentences, not by rereading everything.

Words, parts, and pointable inferences

- A word question asks what it means in this passage, not in general; answer from the sentence.
- Guess unknown words from parts: prefixes like un-, re-, over- and suffixes like -tion, -able, -ly narrow meaning and fix word class.
- An inference question asks what the passage lets you conclude.
- The right answer is always supported by a line you could point at.

The four habits that cost marks

Habit	Its cost
Translating while reading	Two to three times as long; no room for it at this pace
Subvocalising	Caps speed at speaking speed, about 150 words a minute, when double is needed
Hunting the question's word	The test uses synonyms on purpose; a synonym is the normal case
Perfectionism on one item	Two minutes rescuing one hard item costs three easy ones later

Training habits that pay

- Practise with a timer from the first day; reading well and reading fast are different skills.
- Read one academic page and one practical text every day.
- Learn Academic Word List words in sentences, not flashcards alone.
- After every practice set, write down why each wrong answer was wrong.

Reading joins details and conditions

Reading means joining details and conditions, not recognising a familiar word.

Worked text A: comparing two campus paths

With ten gaps: measured, time, exposed, showed, cooler, could, conclude, control, planned, repeat

Students mea_____ the temperature of two campus paths at the same ti____; one lay under trees, the other expo_____ to direct sunlight.

The shaded path was coo_____ at every reading; however, they cou____ not con_____ that shade was the only cause, since wind speed and surface were not con_____.

They pla_____ to rep_____ the measurements with these differences checked.

Worked text B: a study collection

- 1 **The context** A library's digital collection of local photographs, searchable by street or year.
- 2 **The gaps** des_____ for the written text with each image; unc_____ dates; evi_____ before suggesting a change; staff rev_____ the result.
- 3 **The connections** Description, uncertain, evidence, revise — the sentence logic links them, not the dictionary alone.
- 4 **The discipline** Do not select each word as if it appeared alone on a vocabulary card.

Decision

Uncertain dates need evidence before revision; the words complete each other's meaning.

Your turn: the missing comparative

Your turn

"The shaded path was coo_____ at every reading." What completes the gap?

- A. cool
- B. cooler
- C. coolest
- D. cooling

Shortcuts checked against real sentences

The shortcut says

After "the", a noun.

After "to", a base verb.

Real sentences show

"The quiet room", "the carefully prepared report" — adjectives and adverbs sit between.

"They plan to repeat the study" but
"They walked to the library" and "look forward to reading".

Worked email: the Wednesday workshop

From Mina, workshop organiser

The workshop still starts at 2 p.m. on Wednesday, but has moved from Room 18 to Room 21 (projector repair).

Bring a printed draft unless you uploaded your final draft before noon on Tuesday; if you uploaded after noon, bring a printed copy too.

A notebook is optional — "you may wish to bring" offers a choice.

Worked questions: Jia and the notebook

- 1 **Question 18 — Jia uploaded at 1 p.m. Tuesday** One p.m. is after noon, so the exception does not apply: Jia brings a printed draft.
- 2 **Why the distractors fail** Only-a-notebook and nothing ignore the condition; a replacement projector adds a job the email never gives.
- 3 **Question 19 — the notebook** The email explicitly says optional: a useful choice, not a requirement.
- 4 **The register lesson** "You may wish to" does not always mean "you must"; the message's own words state the strength.

Decision

Polite wording can introduce a request, a suggestion or an option — read which.

Worked notice: the study-support desk

Period	Service	Location
09:00-12:00	Booked meetings	Room 4
12:15-12:45	Walk-in questions	Library annex
14:00-16:00	Booked meetings	Library annex

Use the evidence

From 6 October, afternoons move to the library annex; mornings stay in Room 4; bring your confirmation.

Worked questions: three boundary checks

- 1 Question 20 — a 10 a.m. booked meeting** Ten a.m. is the morning booked period, which stays in Room 4.
- 2 Question 21 — service at 12:30 without booking** 12:30 falls inside the walk-in window: a student with a walk-in question.
- 3 Question 22 — what is unchanged** "Stay" signals the morning location has not changed.
- 4 The common failure** Applying the afternoon move to every meeting, or inventing eligibility rules.

Decision

A 10 a.m. meeting is morning; the annex is the afternoon change, not a blanket rule.

The passage: collecting seeds in a city

Aim, methods, limits

A town planting group compared two collection methods: pick from the earliest plants to flower, or return several times and collect across flowering dates.

The first was convenient, one visit; however, it risked leaving out later-flowering plants. The second sampled a wider range.

Neither method creates new variation; collection determines which existing plants are represented. The trial recorded dates, not later survival — a separate growing trial was planned.

Worked answers: evidence you can point at

Collection changes representation, not the plants' variation

	Early flowering	Middle flowering	Later flowering
Method 1 One visit to early plants			
Method 2 Return at different dates			

Filled circle: plants included in the collection. Open circle: omitted.

Schematic date groups only. The passage reports no later-survival results.

- Q25: "it" refers to the first collection method — the previous sentence names it, and "however" introduces its drawback.
- Q26: "breadth" means the range of plants included, contrasted with survival.
- Q27: the inference — only-earliest may represent flowering dates less widely than repeated visits.
- Q28: the growing trial marks the boundary: a future survival test, not the completed comparison.

Your turn: the referent

Your turn

In "The first method was convenient because volunteers could finish in one visit. However, it risked leaving out plants", what is "it"?

- A. The growing trial
- B. The first collection method
- C. New variation
- D. A late-flowering plant

Accuracy first, then the clock

- Use your own error record; different learners need different support.
- Classroom clocks for this supplement: four minutes for text A, three for B; four for the email and notice; five for the passage.
- During review, write a short evidence phrase beside each answer.
- Scored Reading items have a maximum of one raw point; a classroom total is not a reported-band conversion.

Check yourself

Your turn

Which pair of answers is correct? (1) Does "the" always require a next-word noun? (2) Can polite wording make an explicitly optional notebook compulsory?

- A. Yes to both
- B. No to both
- C. (1) yes, (2) no
- D. (1) no, (2) yes