

8.1 Reading comprehension: independent option tests and sentence selection

Name: _____ Class: _____ Date: _____

KEY WORDS concession • scope

Objective

Evaluate each of three select-all options against the passage; Locate the sentence fulfilling the exact requested rhetorical role; Distinguish a supported inference from an attractive unsupported claim.

Original public tasks and locally authored marking guidance. No official score is assigned.

1 Key knowledge and worked examples

concession : Acknowledgement of a point while limiting what follows from it.

scope : The persons, conditions or degree of certainty covered by a claim.

Read a passage for its claim and structure as well as local details. Identify what the author accepts, reports or questions. For select-one-or-more items, classify each option as supported or unsupported using the passage. An unsupported statement need not be disproved; absence of evidence is enough to reject it as a passage-based conclusion.

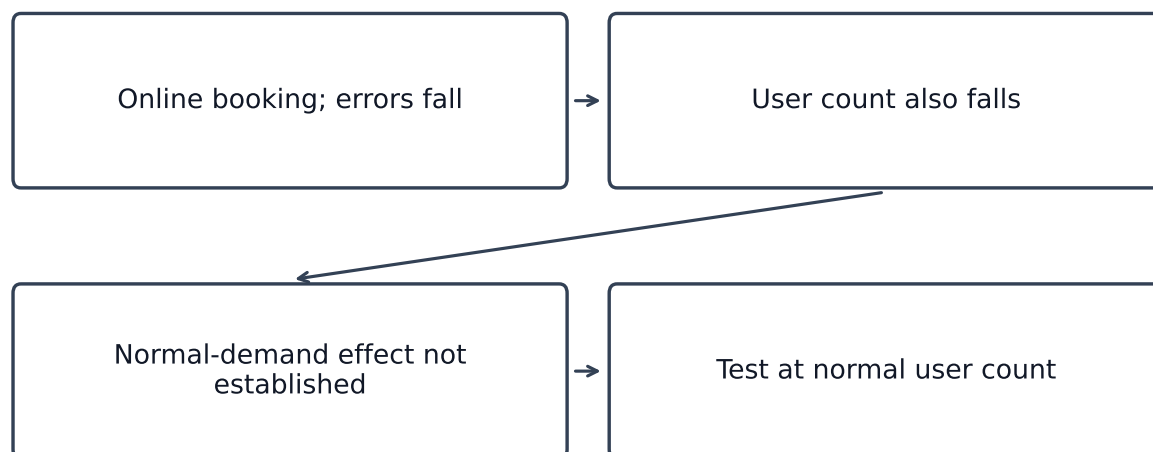
For inference, retain the text's conditions and degree of confidence. If a study examined volunteers at one site, do not infer the result holds for every person or site. A statement consistent with the passage can still be unsupported. Select-all reading tasks use three choices, and require all correct choices with no extra selections.

Select-in-Passage asks for a sentence performing a specified role within the allowed text. Name the requested function: evidence, concession, explanation, challenge or conclusion. Read complete sentences rather than choosing the one containing a keyword. A sentence repeating the topic may do a different job. The local lesson uses numbered sentences and option labels; official delivery selects a sentence in the passage itself.

Create a short evidence note for every selected answer. For a rejected option, identify the extra assumption or scope change. This makes review productive and separates vocabulary difficulty from reasoning errors. These original short passages practise question types; they do not replicate adaptive routing or create an official verbal score.

Original passage: [1] A workshop extended its opening by one hour during a four-week

trial. [2] Evening attendance increased, but the same month a nearby workshop closed. [3] The director therefore cannot attribute the entire increase to longer hours. [4] A second trial, at a site without a nearby closure, would help separate the explanations. Supported statements: attendance increased; another event provides an alternative explanation. Unsupported: longer hours had no effect. For “select the sentence stating a limitation on the causal conclusion,” choose sentence 3, not sentence 2: sentence 2 reports the confounding observation, while sentence 3 explicitly states the limit.



Follow the stated evidence and response instruction.

2 Practice

2.1 Original passage: [1] A laboratory replaced handwritten booking with an online system. [2] Booking errors fell during a two-month trial. [3] The laboratory also reduced the number of users during that period. [4] Although the new system may have helped, the trial cannot establish its effect under normal demand. [5] Testing it with the usual number of users would address this limitation.

Select every supported statement: A. Errors fell during the trial. B. Lower demand may affect the interpretation. C. Online booking cannot reduce errors. Select the sentence that explicitly limits the generalisation.

3 Exam-style questions

3.1 For that passage, identify the role of sentence 5 and explain whether a successful normal-demand trial would prove that every laboratory should adopt the system. Name one additional fact needed for that wider recommendation.
