

Practice guide

Start here**English reading and paragraph writing**

Find evidence, explain an inference and build a clear paragraph

Name: _____

Date: _____

Secondary learners revising reading and writing foundations with optional teacher support

80-100 minutes, divided into four short sessions

Four original short reading passages, worked reading strategies and two guided paragraph tasks. The pack supports foundational revision and does not claim a tested CEFR level or official curriculum alignment.

What you will practise

1. Locate a stated detail and identify the main idea of a short text.
2. Make a reasonable inference and support it with evidence.
3. Use the surrounding sentence to explain a word's meaning.
4. Write a connected paragraph with a clear purpose, relevant details and readable sentences.

How to use this pack

1. Read the starting passage and answer R01-R04 independently. Return to the text instead of guessing from general knowledge.
2. If R01 is missed, practise locating a precise detail. If R02 is missed, use the claim-plus-evidence example. If R03 is missed, use the word-in-context example. If R04 is missed, compare the whole text with a single detail.
3. Use Reading practice 1 and Reading practice 2 for the missed skills. Ask the learner to point to the words that support one answer before checking the key.
4. Write Paragraph 1, use its four criteria to select one improvement, then write Paragraph 2. Treat the word ranges as planning guides rather than extra scoring rules.
5. Complete the different exit passage on a later day. Compare R15-R18 with the corresponding starting skills R01-R04. Record any help separately; the results do not assign a certified language level.

Suggested ages or grades describe difficulty only. This is original supplementary practice, not an official textbook, exam paper, or standardized assessment. Use your errors to choose the next practice task.

Read and find evidence

Starting check: a quieter reading corner

A quieter reading corner

During the first week of term, Mariam noticed that several students ate lunch in the corridor outside the library. She first thought they preferred to sit there. When she asked them, they explained that the library was often full and the playground was noisy. Mariam spoke to the librarian about an unused corner near a window. Together, they moved two small shelves and added six chairs. They did not buy new furniture; the chairs came from a room used for meetings.

For two weeks, students could use the corner during lunch. A small sign asked them to speak quietly and leave the chairs in place. Mariam counted the available seats each day and collected short comments. Most comments were positive, but two students wanted a place for group conversations. The librarian decided to keep the quiet corner and discuss a separate space for group work. Mariam learned that asking people about a problem can lead to a better plan than guessing.

R01 Where did the six chairs come from?

R02 Why is it reasonable to say that not every student wanted the same kind of space? Give one detail from the text.

R03 What does available mean in the phrase available seats?

R04 Which sentence best states the main idea?

Buying new chairs is the best way to improve a library.

Listening to students helped improve a shared school space.

Students should always eat lunch in a corridor.

Worked strategies

How to build a supported answer

Detail: find it, then answer briefly

Text: The club meets on Tuesday after lunch. Question: When does the club meet? Answer: On Tuesday after lunch. Keep the detail precise; do not add an unsupported time such as 2 p.m.

Inference: idea plus evidence

Text: Adam checked the timetable twice and reached the station twenty minutes early.
Inference: Adam seems careful about being on time because he checked the timetable twice and arrived early. The text supports careful, but it does not prove that he has never missed a train.

Vocabulary: replace the word

Text: The narrow path was too small for two people to walk side by side. Narrow means not wide. Replace the word with that meaning and check that the sentence still makes sense.

Main idea: cover the whole text

A text about a club planning a sale, organising jobs and reviewing the result is mainly about organising the sale. A sentence about the price of one item is only a detail.

Paragraph part	Job	Useful beginning
Opening	Name your subject and purpose	Our school could improve...
Support	Give a reason and a concrete example	This would help because...
Connection	Show how ideas fit together	First... Then... However...
Ending	Finish the same idea	We could check the result by...

A text-based reading answer needs evidence from the passage. A personal writing task can use your own sensible ideas. Keep those two kinds of answer separate.

Details, evidence and meaning

Reading practice 1: a library that travelled

A library that travelled

The school library was at the far end of a large building. Some students had only a short break, so they rarely visited it. The reading club suggested a small travelling library. Each Monday, two club members placed twenty books on a trolley and took it to a different corridor. Students could borrow a book by writing its title and their name on a paper list. They returned books to the same trolley the following week.

At first, the club chose only the books that its own members enjoyed. Few younger students borrowed them. After a teacher suggested asking other classes, the club added short stories, information books and simple English readers. Borrowing increased during the next month. The club also found one practical problem: the trolley blocked part of a doorway. Moving it beside a wide noticeboard made the route safer. The project worked best when the members changed their plan after listening to the people who used it.

R05 What two things did a student write on the borrowing list?

R06 Why can we infer that the club's first book choices did not suit all students? Include evidence.

R07 In this passage, what does rarely visited mean?

R08 Which sentence best summarises the passage?

A club improved a travelling library by responding to readers and solving a space problem.

A club proved that every student prefers the same kind of book.

A teacher closed the library because a trolley was too expensive.

Explain what the evidence supports

Reading practice 2: a repair afternoon

A repair afternoon

Yousef's class organised a repair afternoon for damaged school supplies. The aim was to make useful items last longer. Before the event, students brought empty pencil cases, loose book covers and bags with missing buttons. They did not bring electrical items or sharp tools. A teacher checked every object and helped the students choose simple, safe jobs.

Yousef expected that repairing an item would always be quicker than replacing it. He changed his mind when one torn bag took almost an hour to mend. Another student fixed three loose book covers in ten minutes. The class recorded the time and materials used for each job. These records helped them decide what to include in a future event. They also asked owners whether the repaired items remained useful a week later. Most did, but one cover came loose again. The teacher said that this information was valuable: a reliable repair needed to work after the afternoon ended, not just look good in a photograph.

R09 How long did the students wait before asking whether the repaired items remained useful?

R10 Why can we infer that the teacher cared about results beyond the event day? Give evidence.

R11 What does reliable mean in the phrase a reliable repair?

R12 Which sentence best states the main idea?

Every damaged object can be repaired in ten minutes.

Photographs are the best way to judge a repair.

Recording and checking repairs helped the class understand which repairs were useful.

Plan, write and check

Paragraph 1: suggest a school improvement

Choose a realistic improvement, such as clearer signs, a quiet study area or a book exchange. Use your own ideas. Plan the problem, your change, a reason and one way to check whether it helped.

Criterion	What earns 1 point
Content	Names a problem, suggests a specific change, gives a reason and explains a sensible way to check the result.
Order	Begins with a clear purpose and places supporting ideas in a logical order.
Connection	Uses at least one suitable link between ideas, such as because, so, first or then.
Clarity	Uses sentences whose meaning is clear without the reader having to guess.

R13 Write one paragraph suggesting a school improvement. Include the problem, the change, a reason and how you would check the result. Aim for 60-80 words. This task is worth 4 points using the criteria above.

Reread once. Underline your linking word and check that the final sentence stays on the same topic. In later practice, improve the specific criterion that needed support.

Apply the same writing habits

Paragraph 2: explain a choice

A student club has one free afternoon. It can organise a book exchange or a board-game session. Both choices are reasonable. Choose one and explain why it suits the club. Give one concrete activity and explain how students would take part.

Make a reason specific

General: It is good. More useful: A book exchange lets students find something new to read without buying another book. The second version explains the benefit instead of only naming an opinion.

Criterion	What earns 1 point
Content	Makes a clear choice, explains a relevant reason and includes a concrete activity with how students take part.
Order	Begins with the choice and follows it with logically ordered supporting ideas.
Connection	Uses at least one suitable link between ideas, such as because, but, so, first or then.
Clarity	Uses sentences whose meaning is clear without the reader having to guess.

R14 Write one paragraph recommending either the book exchange or the board-game session. Give a reason, a concrete activity and how students would take part. Aim for 60-80 words. This task is worth 4 points using the criteria above.

Compare the same four criteria with Paragraph 1. An improved criterion is useful progress even when another criterion still needs practice.

A new passage, the same reading skills

Exit check: a more useful map

A more useful map

Before the school open day, a student team drew a map for visitors. The first version showed every room and used many small symbols. The team thought that more information would make the map more useful. However, when three parents tested it, two walked past the science room without noticing the correct turn. One parent said the letters were too small to read while walking.

The team made a second version with larger room names and fewer details. It marked the entrance, toilets and three main activity rooms. Arrows showed the route between them. The students then asked five different visitors to follow the map. All five reached the activity rooms without asking for directions. The team kept a complete building map at the information desk for anyone who needed it. They learned that a useful guide should match its readers' immediate needs. Removing some details made the main route easier to follow, while the complete map remained available elsewhere.

R15 Where did the team keep the complete building map?

R16 What evidence suggests that the second map was easier to use? Explain briefly.

R17 What does immediate needs mean in this passage?

R18 Which sentence best states the main idea?

A map should always show every room in the smallest possible letters.

Testing a guide with its readers helped a team make it more useful.

Visitors should never ask anyone for directions.

Keep and reuse

My practice record

Choose one skill to practise next. Record the help you used, then solve a different item independently.

Date	Skill / item	Help used	Next practice

My next step

One skill I can now explain:

One skill I will practise again:

I will practise on:

Progress means needing less help or explaining your reasoning more clearly. This sheet does not predict a school or external examination score.