

READING EXPRESS

Why is this so important?

How is reading assessed on CELPIP?

Reading is assessed based on the number of answers you get CORRECT. Our main goal is to MAKE FEWER MISTAKES by using the correct techniques.

TECHNIQUE → TIME



DISCLAIMER: This example chart shows how scores in the Reading Test approximately correspond to CELPIP Levels. Since questions may have different levels of difficulty and may therefore be equated differently, the raw score required for a certain level may vary slightly from one test to another.

Task 01 - High Score Strategies - All you need to know - TIME: 11 MINUTES

Task 01 is about reading correspondence. Usually a letter or e-mail. **The step by step for a high score is:**

- 1) Identify who is writing the letter, and to who. (Read the beginning and end for the names).
 - 2) Read paragraph 01 - try to answer question 01. If you can answer the question, move to the next question. If you can't answer the question, go back to the paragraphs, and read paragraph 2.
 - 3) Continue with this technique until you finish all the tasks of part 01.
- 4) Part 2 is different: you're reading the answer letter or e-mail for the first text. In that case, you open the question, and see if you can answer just by reading the sentence prior. If you can't, read a little bit more and select the right answer.

DON'T SLEEP WAIT TO PON'
READ

Practice Test 1 - Reading Part 1: Reading Correspondence Time remaining: 10 minutes **NEXT**

Dear Grandpa,

Thank you so much! I was surprised and delighted to receive your parcel and open your thoughtful present. A two-person camping tent is just what I needed. I've used it already; my friend Ryan and I spent a week camping in the Kootenay region of BC. We just got back. I was going to use our old family tent, but it's not only too big, it is also getting pretty worn out, so your gift was perfect.

We planned on camping at various locations in the Kootenay region, but we ended up staying at our first campsite for the whole trip. The campground, located on the east side of Arrow Lake, was called McDonald Creek Provincial Park. We were looking forward to the white sand beach, but when we arrived, the park ranger informed us that all the recent rainfall had caused the lake to flood a couple metres higher than normal. The beach was completely submerged. We still had a great time, though, hiking in the beautiful wilderness.

We drove a different route to get home so we could pass through the city of Nelson. It looks different from the last time I was there, but that's not too surprising; I was there just a couple times as a kid. Last time we were there, Dad showed me the house where he had been born, and also your old clothing store. I drove around and I couldn't find your old house, Grandpa; however, I did find your old store! It's a cafe now, but they kept your old shop sign as a decoration in the cafe. I got pretty emotional when I saw it. I felt really proud of our family history.

Now I'm back in Calgary, but the trip to Nelson made me realize how much I miss you. So, I was thinking that maybe I should fly over to visit you. I have 2 weeks before college starts, so I could come for a week or so. I have enough money saved up from my summer job to pay for the ticket to Montreal. How does that sound? Perhaps the two of us can go camping like in the old days. We haven't done that since you moved east. I'll bring the new tent!

Love, Greg

1.

Answer Key

① Using the drop-down menu (-), choose the best option according to the information given in the message.

1. Greg _____
2. Greg and Ryan _____
3. Greg took an alternative way back because _____
4. Greg became emotional when _____
5. Greg is hoping to _____
6. Greg's grandpa _____

yes/no

② Here is a response to the message. Complete the response by filling in the blanks. Select the best choice for each blank from the drop-down menu (-).

Greg,

It goes without saying that I'd love to 7. _____ Now with my old bones, I'm not so sure that 8. _____ but even if it's not, I think we should do it anyway. After all, we have to put the tent to good use! You just email me your travel plans. Also, there's no need to 9. _____ I can take care of that.

BACK

Practice Test 1 - Reading Part 1: Reading Correspondence Time remaining: 10 minutes **NEXT**

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Love, Greg

Answer Key

6. Greg's grandpa _____

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Greg,

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Well, I can't say I've been to Nelson since I sold my business there many years ago. Did you take any photos of

10. _____ If you did, I'd love to see them. I'm sorry you

11. _____ I don't even know if it's still standing. If it is, it would be a hundred years old.

Anyway, email me as soon as you book the flight over here.

Grandpa

BACK

When you get to part 02, you have already read the text. So simply open the question, and try

to answer.

Task 02 - High Score Strategies - All you need to know - 9 minutes

Task 02 is an e-mail about a topic shown in the image. Part 1 is completing the e-mail. And part 02 is interpretation and comprehension of that e-mail.

The most important thing here is to find the PATTERN in the image, so that you know where to look for the information you need on the text.

In the PART 02 of this task, you will need to have understood the e-mail so that you can answer the question.

We will use a similar strategy as task 01 part 02 (open + try to answer by reading only the last sentence before the question)

Practice Test 1 - Reading Part 2: Reading to Apply a Diagram Time remaining: 8 minutes **NEXT**

KARATE
30 Years In Burnaby
Edmonds Community Center
Bonsor Community Center
Contact: David Lee: 604 433 3313

A1 Math and Chess
K-12 math tutoring & enrichment
Raise math marks
Build problem solving foundation
Improve critical thinking
Contact: Bob Chen: 604 324 4111

Trimble Dance Studio
After school and weekends
Ages 6 to 12

K12 Plus Learning
Math Science English French ESL Chinese & more
www.k12plus.ca
Call: 604 432 1234

Eastburn Soccer
Boys and girls soccer leagues.
After school training, Weekend games
Call Jerry Wong: 604 443 3313
www.eastburnsoccer.ca

No More Poor Math Test Scores!
K-12 One-on-One Math Tutoring
Overcome Math Anxiety Increase Self Esteem
Call Now!
604-565-MATH (6284)
www.hellomath.ca
Get an Extra 10 Minutes FREE! Like us on Facebook or
Leave a short review sweetart@hellomath.ca

Subject: Kids Activities
To: Mary S <t.smithers@frimpton.bc.ca>
From: Sandy Rockton <srockton@sterlings.ca>

Hi Mary,

It was a pleasure meeting you and the kids at the park on Sunday. I hope you're settling into our neighborhood. You said you were looking for 1. I saw a few possibilities in the latest Burnaby Parks and Recreation brochure. I remember you saying that Alex is contemplative 2. seems a great choice for thinkers like Alex. He will get to think hard and learn some additional math skills. You said Melissa is quite scared of math, in which case you could check out 3. They may help her feel better about her schoolwork.

Speaking of Melissa, she may want to join my daughter Cindy in the young teens' soccer league. This is quite a commitment as there is 4. If that's a problem, she could try karate. I'm not sure about the class times 5. You'll have to call and ask.

Cheers,
Sandy

Answer Key **BACK**

UNDERSTANDING THE PATTERN WILL HELP YOU FIND THE ANSWER FASTER

Using the drop-down menu (▾), choose the best option.

6. Mary and Sandy

7. Sandy

8. Melissa

relationship.
feeling.

WHAT ARE THE ONLY REASONS YOU MAY BE MAKING MISTAKES → THE TRUTH TRIO

REASON 1 → I don't understand it → improve by gaining vocabulary

REASON 2 → I understand it -> but I don't understand the question → same issue:
vocabulary

REASON 3 → I understand the paragraph, I understand the question, but I misinterpret.

DIFFERENT STRATEGIES:

IF YOU ONLY NEED A 5-7

$$\rightarrow \boxed{1+2}$$

IF YOU NEED A 9 OR MORE

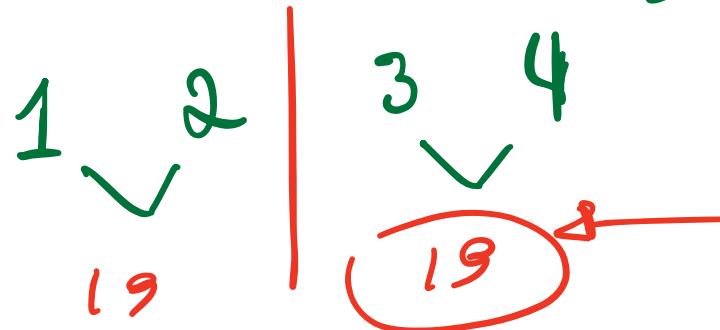


EASIER

STARTER

$$32 \rightarrow \textcircled{6} \quad X$$

$$38$$



Q:

Task 03 - High Score Strategies - All you need to know - 10 minutes

Task 03 is an article with more advanced vocabulary. You need to be able to select *in which paragraph the question information is contained.*

Handwritten notes on the screen:

Yes / No / ~~Don't know~~

Time remaining: 6 minutes

NEXT

1 Decide which paragraph, A to D, has the information given in each statement below. Select E if the information is not given in any of the paragraphs.

A. The first record of chewing gum dates back to Finland about 5,000 years ago. Neolithic-period chewing gum was made of bark tar and was widely utilized for its antiseptic and medicinal properties. In America, chewing gum was first introduced to settlers by the American Indians who chewed resin made from the sap of spruce trees. After World War II chewing gum was made of a latex sap substance called chicle, which has been steadily engineered and replaced by synthetic rubbers and artificial sweeteners that allow for greater flavouring, colouring, and texture. Modern chewing gum hardly resembles its predecessors in appearance and flavour. It has also gained unprecedented popularity, becoming a 20-billion-dollar industry in North America.

B. Over the past decades, the bad reputation chewing gum earned for causing cavities and gum disease has also begun to dwindle. With the advent of sugarless chewing gum, most dentists today deem chewing gum in moderation to be harmless, or even potentially beneficial to oral hygiene. In addition, functional chewing gum, a special category of gum that imparts a practical function in addition to, or as a replacement for, the usual enjoyment provided by a confectionery gum, has become increasingly prescribed by dentists and doctors alike. Conditions such as bad breath and tobacco addictions are now commonly treated with functional gum. Surgeons also prescribe functional chewing gum for patients recovering from gastrointestinal surgeries.

C. Recent research suggests the benefits of gum may not be limited to medicated gum. Chewing regular gum has been found to boost cognitive performance in many ways including improved reaction time, motor control, and alertness. These effects have been found to come at an expense, however. Although as many as eight areas of the brain are activated by the simple act of chewing gum, the cognitive gains of mastication-induced arousal can only be sustained for a short period. Moreover, chewing gum was observed to interfere with verbal-fluency and short-memory tasks.

C - 1. Evidence suggests gum chewing can enhance some brain functions.

A - 2. The chemical bases of chewing gum have been reformulated.

B - 3. Chewing gum is used post-operatively as a healing aid.

D - 4. There can be lifelong damage associated with regular intake of synthetic sugars.

B - 5. Chewing gum can curb some unhealthy dependence behaviours.

D - 6. Some researchers oppose the reported benefits of chewing gum.

E - 7. Patients who chew gum regularly tend to be more neglectful of their oral hygiene.

A - 8. Early chewing gum was entirely natural.

B - 9. The benefits of sugar-free gum are recognized.

- NEVER select something YOU DIDN'T READ.
- ALWAYS select only WHAT YOU READ.
- STATISTICS ARE IMPORTANT, BUT YOU ARE MORE.

Task 04 - High Score Strategies - All you need to know - 13 minutes

Task 04 is similar to Task 01. The differences are:

- 1 - Now, you're reading an article on a website about **opinions**.
- 2 - Part 2 is a COMMENT about this article.

Understanding opinions is the most important aspect of this task.

The technique is the same as Task 01.

Practice Test 1 - Reading Part 4: Reading for Viewpoints

Time remaining: 11 minutes

1 Read the following article from a website.

Stephanie Lee is a science teacher at Ryerson Secondary who believes that real science should encourage critical thinking, even if it means challenging what's written in the textbook. Part of the curriculum involves learning about climate change, and Lee was dismayed to find the textbook material to be "little more than propaganda, which claims that global warming is chiefly a human-caused phenomenon."

Lee argues that education is supposed to teach students how to see objectively, yet textbooks often monopolize certain viewpoints and push them as the only truth. In the case of climate change, Lee was appalled to find that no alternative theories were presented. "The absence of other perspectives seems to indicate that the topic of global warming has been made into a sort of doctrine which seeks to diminish the credibility of other points of view," Lee says. Lee taught her students additional perspectives. Not only did she teach the theory of anthropogenic global warming, that is, that global warming is caused by human consumption of fossil fuels and the release of carbon dioxide into the atmosphere, but also taught that throughout history, the earth's temperature has naturally risen and fallen.

Other science teachers at Lee's school have raised concerns that Lee's approach is only confusing students. Carol Harvey argues that the greenhouse gas effect and subsequent global warming is not a controversy in the scientific community. It has been proven that humans have increased the amount of greenhouse gases in the atmosphere by roughly 30% in the last 100 years. "Our textbooks are up to date, and Lee is only prompting students to dismiss valuable textbook information," Harvey says.

Lee disagrees, asserting that science should not shy away from evaluating multiple perspectives. "Carbon dioxide changes have not

Using the drop-down menu (-), choose the best option according to the information given on the website.

1. Stephanie Lee's main objective in teaching science is to **challenge well established educational publications.**

2. According to Lee, the main issue with textbooks is that **they typically present information from particular vantage points.**

3. Lee's opinion on climate change differs from science textbooks in that **she observes that historically the earth's temperature has fluctuated.**

4. The main criticism of Lee's teaching approach is that **it could be misleading for some students.**

5. Lee responds to criticism of her teaching approach by **arguing multiple perspectives ought to be part of learning science.**

1 The following is a comment by a visitor to the website page. Complete the comment by choosing the best option to fill in each blank.

Lee is right that schools 6. **should not have a fixed science curriculum.** The trouble is how we decide which points of view we teach and who decides. On the one hand, as Lee notes, 7. **we cannot rely on textbooks to provide a balanced view.** On the other hand, are teachers any better at presenting an unbiased perspective? 8. **The value of reading original research in class** upon which Lee seems to focus is very complex. The scientists themselves have yet to make up their minds and yet Lee believes that science teachers are qualified to 9. **make choices about which theories should be taught.**

This is a complicated problem. In the end, however, I tend to side with Lee. Teachers 10. **should present diverse positions** on a topic and allow students to draw their own conclusions.

M. Ladner

Answer Key

BACK

Time remaining: 11 minutes

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BACK