



Preparing your students for the ECCE Reading

A presentation for language school owners and teachers





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Hellenic American Union





















ECCE Reading (GVR)







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Grammar: 15 items – 4 options

Vocabulary: 14 items – 4 options

Reading Task 1: 12 items – 4 options

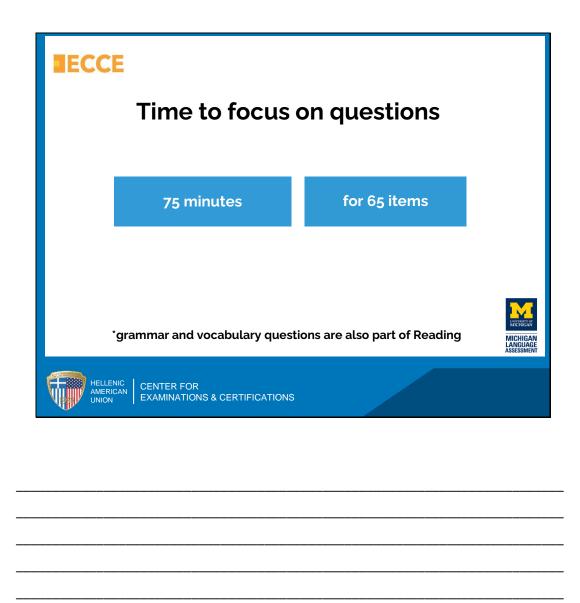
Reading Task 2: 24 items – 4 options

Total no of items: 65

Duration: **75 min**.





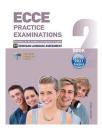






New Revised editions















Tips on the Reading section

- Test takers should not waste time train them to manage it effectively
- Train your students to read all instructions carefully (Mark one answer for each question)
- Check that they have read all questions asked and all answers provided carefully before choosing the correct answer





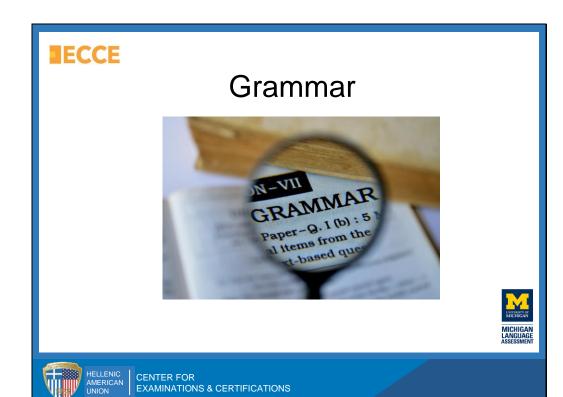


Tips on the Reading section

- Have them practice recording answers on the answer sheet while progressing through the test (GVR)
- Train them to identify key words of questions and prompts and then underline them (READING)
- Train your students to base their answers on information found in the text (READING)









15 items - 4 options

READING: GRAMMAR

- 46. If Mark doesn't finish his part on time, the entire project ___

 - A. can ruin
 B. is to be ruined
 C. will be ruined
 D. will ruin

- 50. I'd love to be able to sing _____ an opera singer.

 - A. as like
 B. even as
 C. just like
 D. quite as









Look for familiar grammar structures

If Mark doesn't finish his part on time, the entire project

- a. can ruin
- b. is to be ruined
- c. will be ruined
- d. will ruin









Grammar

Use knowledge of parts of speech

Your grades show you've made great _____ at school this year.

- a. progressive
- b. progressing
- c. progress
- d. progresses









Grammar

Look for clues to correct tense

I knew Paul _____ me to come, but I just couldn't get there in time.

- a. wanted
- b. wants
- c. is wanting
- d. will want

















14 items - 4 options

READING: VOCABULARY

- 61. There are certain plants that just won't grow in Canada because the _____ is too cold.
 - A. domain
 - B. landscape C. climate D. habitat

- 65. Jack believes his university has given him the academic _____ he needs to be successful in graduate school.

 - B. preparation
 C. composition
 D. therapy







Eliminate as many answer choices as possible

There are certain plants that just won't grow in Canada because the _____ is too cold.

- a. domain
- b. landscape
- c. climate
- d. habitat









Look for familiar collocations

- 65. Jack believes his university has given him the academic _____ he needs to be successful in graduate school.
- a. infrastructure
- b. preparation
- c. composition
- d. therapy









Read the whole item and guess the missing word(s) before you read the answer choices for that response

Those fish cannot _____ outside in the pond when the temperature gets too cold.

- a. concentrate
- b. reveal
- c. operate
- d. survive



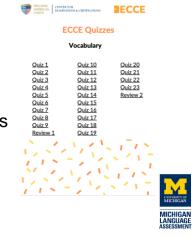






Preparation materials

- Sample Tests on ORFEAS
- Practice Test Books
- Companion Books
- Webinars for students
- Grammar/ Vocabulary online quizzes







Reading









Task 1 – Format

- ➤ 2 short texts
- ➤ Each text followed by 6 Multiple Choice (A-B-C-D) questions







Train your students to read the orientation statement

READING

This passage is about lobsters.

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American lobsters are marine animals that live in the waters off the seatern coast of North America. They are generally dark blue, green, or brown, although some American lobsters with peculiar coloring have been discovered. One of the most rare and interesting is the calico lobster. These lobsters have an orange and blue pathern all over, from their claws to their tails. It is estimated that only about one in thirty million lobsters are calloo.

It is unclear why calloo lobsters appear this way. Some scientists think it is caused by environmental factors. Others think it is gented. One researcher thought he found a clue when he discovered a white paste under the shell of a calloo lobster. The paste matched the calico pattern on the shell, and it appeared to be a type of bacteria. Bacteria can cause illness, and some lobster illness cause their shell color to change. However, calloo lobsters are healthy and live as long as other lobsters.

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Other lobster variations have been found, including blue, red, and yellow. Even more rare are split-colored lobsters, which have a different color on each side of the body. The rarest lobsters are albinos, which have no color at all. Some of these variations are known to be caused by genetic defects, but some are still a mystery.

Today, lobsters of all types are at risk. Increasing demand for but some are still a mystery, and the second of the second of

75. What is the main purpose of the passage?

- A. to provide information about rare types of lobsters
 B. to compare lobsters with other ocean creatures
 C. to encourage people to eat less lobster
 D. to educate readers about lobster diseases
- 76. Where on lobsters does the calico pattern appear?
 - A. on the entire body
 B. on just one side
 C. only on the claws
 D. under the shell
- 77. In the fifth sentence of paragraph 2, what does it refer to?
 - A. shell
 B. disease
 C. pattern
 D. paste
- According to the passage, what does a change in a lobster's color sometimes indicate?

 A. It is old.

 B. It is healthy.

 C. It is good to eat.

 D. It is sick.
- 79. Based on the information in the second paragraph, what can be concluded about lobsters' calico coloring?
 - A. It is becoming more common.







Main idea

Explain to them that they should read the whole passage and focus on the main idea

READING

This passage is about lobsters.

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American lobsters are marine animals that live in the waters of the seastern coast of North America. They are generally dark blue, green, or brown, although some American lobsters with peculiar coloring have been discovered. One of the most rare and interesting is the calico lobster. These lobsters have an orange and blue pathern all over, from their claws to their tails. It is estimated that only about one in thirty million lobsters are calloo.

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Today, lobsters of all types are at risk. Increasing demand for lobsters as a luxury food means that conservation efforts, research, and public education are needed to protect the American lobster population.

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 B. to compare lobsters with other ocean creatures

 C. to encourage people to set less lobster

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 - A. It is becoming more common.







e.g. introduction...

e.g. reasons for...

e.g. Writer's opinion

Students can also write the main idea of each paragraph for easy reference

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- 77. In the fifth sentence of paragraph 2, what does it refer to?

 - A. shell B. disease C. pattern D. paste
- Based on the information in the second paragraph, what can be concluded about lobsters' calico coloring?
 - It is a sign of disease.

 It is connected to the lobster's genetics.

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Train your students to answer the questions in the order they appear

READING

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American bosters are marine animals that the in the waters of the seather coast of North America. They are controlled the seather coast of North America. They are controlled to the seather coast of North America. They are controlled to the seather coast of North America. They are controlled to the seather coast of North American to the North American to the seather coast of North American to the North American to the

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- 79. Based on the information in the second paragraph, what can be concluded about lobstera' calico coloring?

 A. It is becoming more common.

 B. Its cause is not known.

 C. It is a sign of cleases.

 D. It is connected to the better's genetics.
- How does the author feel about the current status of American lobaters?
 A American lobaters are not in danger.
 A American lobater are not in danger.
 B. Additional research on lobater color is important.
 C. All American lobaters need protection.
 D. Calico lobaters deserve special protection.







Train your students to answer the questions in the order they appear

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Amortican botter are merite arrival that his in the water of the existence of the sealer coal of Neth Amortica. They are generally dark bias, green, or brown, although some American botters with peculiar coloring have been discovered. One of the most rare and interesting is the callot lobster. These lobsters have an orange and blue pattern all owes from their claws to their tails. It is estimated that only about one in thirty million lobsters are callot.

It is unclear why callot lobsters appeared this way. Some scientists thirk it is exactly perviousned factors. Other strike, it is genetic. One researcher though the found a claw which he discovered a white past uncle the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall, and it appeared to a thirp obster unclear of the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall, and it appeared to be a type of bacterisr the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The paster matched the calloc pattern on the shall of a calloc licitatisr. The pastern on the shall of a calloc licitatisr and the shall of a calloc licitatisr. The pastern on the shall of a calloc licitatisr and the shall of a calloc licitatisr. The pastern on the shall of a calloc licitatisr and the shallow of the body. The matched the shall of a calloc licitatism of the shall of a calloc licitatism of the shall of a calloc licitatism of the shalloc licitatism of the shallon of the shall of the shallon of the s

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76. According to the passage, what does a change in a lobster's color sometimes indicate? A. It is lock. B. It is healthy. C. It is good to eat. D. It is slick.

How does the author feel about the current status of American lobaters? A. American lobaters are not in danger. B. Additional research on lobater color is important. C. All American lobaters need protection. D. Cali







Explain the difference between 'line' and 'sentence'

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Other lobster variations have been found, including blue, red, and yellow. Even more rare are split-colored lobsters, which have a different color on each side of the body. The rarest lobsters are albinos, which have no color at all. Some of these variations are known to be caused by genetic defects, but some are still a mystery.

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Today, lobsters of all types are at risk. Increasing demand for lobsters as a luxury food means that conservation efforts, research, and public education are needed to protect the American lobster population.

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 D. paste
- According to the passage, what does a change in a lobster's color sometimes indicate?

 A. It is old,

 B. It is healthy.

 C. It is good to eat.

 D. It is sick.
- Based on the information in the second paragraph, what can be concluded about lobsters' calico coloring?

 A. It is becoming more common.

 B. Its cause is not known.

 C. It is a sign of disease.







Train your students to look for signals to relate the question to the right paragraph

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Make sure they reconsider answer choices which lift words directly from the text

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Train your students to find a reference or the meaning of a word by checking its context

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Task 2 – Format

- > 2 sets of 4 related texts, each set followed by 12 Multiple Choice questions
- ➤ Text types: job notices, advertisements, news articles, magazine articles etc.
- ➤ First questions assess understanding of each text individually, final questions refer to two or more texts







A New street signs to be installed in Oakville

In early June, many existing abreet signs around the city will be replaced with new, more visible signs. Lights will shine on the signs, making them essier to read at right. Note that some reads may be briefly closed while work is being completed. The work is being completed. The work will be done setly in the morning when traffic is light to minimize incompreplance.

Dates: June 3-June 14 Time: 4:30 a.m.-5:30 a.m.



Good sign: Streets easier to navigate by Teresa Davis

Visitors and new residents have long complained both how difficult it is to find their way erround Claville. The city decided to address these complaints and make a serious effort to solve this problem. To this end, \$85,000 was invested to develop and implement an improved wayfinding system.



READER COMMENTS:

Fueeday, July 15: 2:43 p.m.

Isseeding, vary 101 CH4 p.m.

Compeletely diagnow with this article. The new signs installed exceed town last month are NOT an improvement. Am I resulty the only not the first that they are series of the vary signs and not consistent with the look of the other downtown signs in Oxidedia. Plus, there's way to or much information on them to be able to fully interpret them with difficulty.

D Wayfinding Systems by Sam Swenson Elements of Effective Interior

Signs and maps con also be used to help people narigate unfamiliar interiors. To be most effective, all test should be conclese and accorpanied with images wherever possible. Signs about be placed in a way that people of all heights be able to med thim. Additionally, it is a pood dis to to include a "you are here" symbol on all maps to help people orient themselves. Finally, last and symbols about have a consist format and style in all signs throughout the building.

READING

Refer to page 28 when answering the questions below.

- The following question refers to section A.

 87. What is the main purpose of section A?

 A to warm residents about driving at night
 B. to shave information with city residents
 C. to encourage people to stand an event
 D. to discuss the benefits of waking up early
- The following questions refer to section B.

 88. According to the passage, why were city signs replaced?

 A. The city had extra money to spand.

 B. The previous signs had been too small.

 C. Some streat names had changed.

 D. Many people dich't like the previous signs.

- In the second sentence of paragraph 2, what does trafer to?
 A. a result
 B. a sign
 C. a study
 D. a system

- The following questions refer to section C.

 What does the author think about the new signs?

 A. There are bo many of them.

 B. They are not easy to find.

 C. They are wore than the fold aligns.

 D. They look the same as the old signs.
- 91. According to the passage, who replaced the signs?

 A. Oakville residents
 B. the city
 C. Peter H.
 D. local businesses

- 92. In the last sertence of paragraph 1, which word could best replace interpret?

 98. How does section D differ from the other section?

 A believe
 B. explain
 C. see
 U. understand

 D. understand

 D. it discusses the cost of a system.

- The following questions refer to section D.

 93. What is the main purpose of section D?

 A. to describe a type of building

 B. to help people who are lost
 C. to give directions to a building
 D. to explain some helpful design ideas
- 94. In the last sentence of paragraph 1, what does they refer to?

 A. building visitors
 B. weyfinding systems
 C. unknown spaces
 D. building designers
- 95. According to the passage, what would help people notice differences between areas of a building?

 A. changing the style of the text on signs B. marking spaces with different colors

 C. putting elevators in several locations

 D. incelling a map in each area.
- 96. What is the author's opinion of building veryfinding systems?

 A. They should only use maps.
 B. They are difficult to use.
 C. They can help many people.
 D. They are easy to create.

- In Insight seep to cheeke.
 The following questions refer to wor more sections.
 Read on the information in the passages, what can probably be said about Paker H.7
 A. He opinion of different tham most of his neighbors'.
 B. He has not lived in Oalvilla very long.
 C. He has experience working in graphic design.
 D. He donated money to improve signs in Oalvilla.





Ask your students to scan the set of texts and get the main idea of it

They can try different approaches because they have more time

- · Scan all texts for the main idea
- Start with the questions and read each text as they progress
- Read the texts more than once to answer the final questions









Tell your students to read a question and find the answer in the specific text, as indicated



- The following questions refer to two or more sections.

 97. Based on this information in the passages, what can probably be asid about Paler H.?

 A. His opinion is different than most of his neighbor.

 B. He has not lived in Calorille very long.

 C. He has expensione working in graphic design.

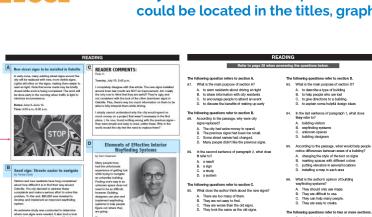
 D. He donated money to improve signs in Calorille.







Tell your students that important information could be located in the titles, graphics etc.



The following questions refer to two or more sections.

97. Based on this information in the passages, what can probably be asid about Paler H.?

A. His opinion is different than most of his neighbor.

B. He has not lived in Calorille very long.

C. He has expensione working in graphic design.

D. He donated money to improve signs in Calorille.







Students can approach each question using the same strategies from Task 1

- · Follow the order of the questions
- · Look for clues and key words in the questions
- · Find the meaning of a word by looking at the context
- Avoid options that seem to lift words from the text





	-		



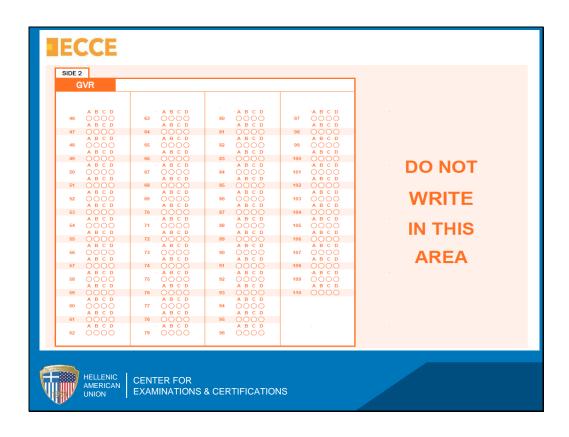
GVR – Global Strategies

- Manage time effectively (75 minutes)
- Don't spend too much time on any one item
- Answer even difficult problems based on intuition
- Eliminate as many options as possible





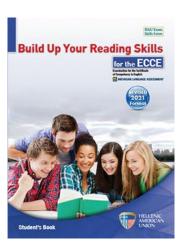




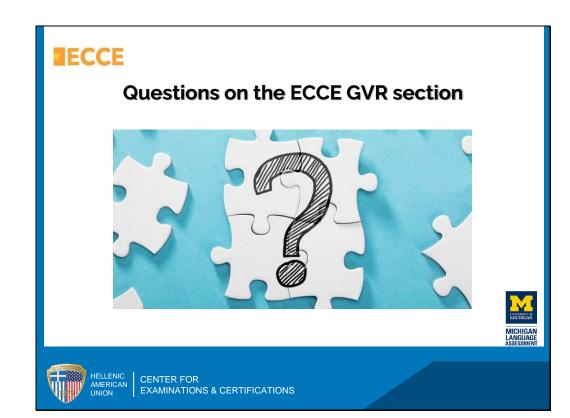












Thank you!



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www.facebook.com/HAU.CEC/

Athens: Massalias 22, 10680 Athens

T: (+30) 210 3680000, F: (+30) 210 3634200

Thessaloniki: Fragon 14, 54626 Thessaloniki

T: (+30) 2310 557600, F: (+30) 2310 553925

E-mail: exams@hau.gr

Url: www.hau.gr/exams



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