

## **KEY into reorganisation**

# **SAMPLE GUIDE & ANSWERS PAGES**

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### **ANSWERS & KEY WORDS**

specifically compiled for copymaster sample pages

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## WHAT IS REORGANISATION?

Reorganisation is the reading skill of reconstructing two or more pieces of information contained in the text to form a complete idea.

As with all reading skills, reorganisation requires an understanding of vocabulary, but the information is clearly contained in the text. It is not necessary for related points to be in sequence or close proximity in order to maintain fluency, coherence and reader interest.

### A writer could have written:

*Millie always went to the bank on Wednesdays and now it was Friday and Angie still hadn't seen her.*

In this way the reader passively receives information about what day it is. (Friday)

### Alternatively it could have been:

*Wednesday was the day Millie always went to the bank. But that was two days ago and Angie still hadn't seen her.*

By grouping *Wednesday* and *two days ago*, the reader has to calculate that it is now Friday. By doing this the reader has become actively involved in the text.

Almost every kind of writing, whether it be a major work of fiction or bus timetable, requires some reorganisation of information on the part of the reader.

### Example One

*If you live by the sea, you can make salt by boiling and evaporating sea-water, using driftwood for fuel. An iron pot to boil the salt water in is best. You should never use a copper pot. The copper and the salty sea-water will react against one another and the pot won't last long.*

The reader has to join pieces of information to find out why a copper pot shouldn't be used

### Example Two

*Claire Sako was born in Malaysia, and went to school in Thailand. After taking a history degree at Oxford University, England, Claire taught in several girls' schools in Ireland and Japan.*

The reader has to group pieces of information to gain a full picture of where Claire has lived.

### Referents

Referents are words that replace previously mentioned (parent) nouns. The English language has a high rate of referent use. Even though the use of referents is common, they can cause confusion and misunderstanding. Consequently, use of referents requires the reader to reorganise text.

### Direct Speech

A wide range of styles of written dialogue is now used. In many instances the traditional format has been modified and speech marks are omitted. Readers may only have the change of line as a guide in determining who is saying what to whom.

Conversations in text also requires reorganisation. This may involve sequencing, using the speakers' names, or matching the content of the conversation with a speaker.

The ability to reorganise text is necessary to the development of higher level comprehension skills such as evaluation and reaction

## **KEY into reorganisation**

Like other reading skills, reorganisation is about readers constructing clear pictures in their heads of what they have read. In reorganisation the reader is required to join or group separated pieces of information.

The results of reading comprehension assessments show again and again that readers have difficulty manipulating text.

Reorganising information is a skill that applies to every kind of text. To read statistical data in a table, a fictional narrative, written dialogue or following instructions and procedures, the reader must be able to reorganise separated pieces of information.

**KEY into reorganisation** has been written in direct response to a need identified by comprehension testing results and in response to the knowledge that the teaching of any category of comprehension, though necessary, is difficult.

**KEY into reorganisation** is designed to assist the classroom teacher to address the complex problem of teaching comprehension, specifically reorganisation. It can be used with classes, groups or individuals.

Model and practise paragraphs are provided for each of the six identified reorganisation sub-groups as well as for written conversation. Using the model paragraphs as a reference point, the paragraphs give students the opportunity to practise reorganisation within a framework that is non-threatening and comfortable. In this way they can build up confidence and see how reorganisation works before tackling the more demanding task of reorganisation within a text.

Short texts bridge the gap between paragraphs and longer texts. They allow for the consolidation of skills and the opportunity to further increase confidence by handling several reorganisation skills within a single piece of writing.

In addition to improving students' overall comprehension ability, the skills involved in reorganisation are transferrable to interpreting diagrams, graphs, tables, maps, charts and timetables.

# **KEY into reorganisation - QUESTION DESIGN**

The aim of the questions in **KEY into reorganisation** is to provide practise in the skills needed to identify and understand reorganisation

## **TYPES OF REORGANISATION QUESTIONS**

The writers have identified two main types of reorganisation: **JOINED** and **GROUPED**. These are similar in that elements are reconstructed to form a complete idea, but they differ in the demands they make on the reader.

### **JOINED**

This requires separated but related elements to be joined together to expand an idea.

#### **Joined with Referent\***

This requires separated but related elements to be joined together to expand an idea. However, at least one of the required elements has a referent\*, which must be connected back to its parent noun.

### **GROUPED**

This requires separated but related elements to be collected as a list or sequence.

#### **Grouped with Referent\***

This requires separated but related elements to be collected as a list or sequence. However, at least one of the required elements has a referent\*, which must be connected back to its parent noun.

#### **Grouped with Elimination**

This requires separated but related elements to be collected as a list or sequence and the elimination of any which are not relevant to the answer. It may also involve a referent.

#### **Grouped with Calculation**

This requires separated but related elements to be collected as a list or sequence. A mathematical calculation is then carried out. The calculations can involve a range of measurements including time, money and mass and may include estimation.

#### **Conversation - direct speech**

This requires an understanding of the rules of grouping, joining and referents as well as the conventions of direct speech.

\* A referent is a word that replaces a previously mentioned (parent) noun.

Referents are often pronouns such as:

- ◆ personal pronouns (e.g. he, she, him, her, you, they, it)
- ◆ impersonal pronouns (e.g. this, that, these, there)
- ◆ possessive pronouns (e.g. my, their, his, mine, our).

## KEY into reorganisation - PREPARING TO USE

**KEY into reorganisation** is designed to be user-friendly for both students and teachers. With its graded levels, model paragraphs and variety of material, the resource is very flexible, allowing for a range of approaches to the way it is used. The following are **suggestions only** and users should feel free to use the material in ways which best meet student needs.

### WHERE IN THE READING PROGRAM IT CAN BE USED

- ◆ **KEY into reorganisation** can be used as part of the **guided reading** program.
- ◆ As the practise examples are photo-copiable, it can readily be used with **individuals, small groups and a whole class**.

### STUDENTS WHO WILL BENEFIT

- ◆ **KEY into reorganisation** is primarily designed for students who have a **decoding age\*** of at least eight - nine years.
- ◆ Experience has proven that there are many students who can successfully decode above their chronological age, but this is not matched by their comprehension ability.
- ◆ Even those who comprehend well can improve their reorganisation skills.
- ◆ This material is also suitable for adult students and for ESL students.

### DETERMINING A STARTING POINT

- ◆ Ideally the reading age\* of students using **KEY into reorganisation** will be known before starting.
- ◆ **KEY into reorganisation** aims at increasing students' reading skills, therefore the reading material being used should provide a challenge but should not be too difficult.
- ◆ To ensure that the material is within the reader's 'comfort zone', it is **recommended** that students begin at a level **BELOW** their current **decoding age.\***
- ◆ **KEY into reorganisation** has three levels to maximise the choices available to users. It is expected that those using the material will use their own knowledge and experience in deciding the most appropriate starting point.

### \*A NOTE ON READING/DECODING AGES

'Reading age' is a widely used and often debated term, but its meaning, as it is used in **KEY into reorganisation** needs a brief word of explanation.

- ◆ Where decoding only has been measured, the term **decoding age** is used.
- ◆ The term **reading age** is preferred to describe the combination of comprehension *and* decoding level (as measured, for example, by the **PROBE Reading Assessment**).
- ◆ There are students whose measured ability to comprehend text is higher than their decoding level, which can be referred to as a **comprehension age**.

## KEY into reorganisation - USE

Before using this material it is advisable to read through all the information that precedes this section as well as familiarising yourself with the material in the book of copymasters.

### IT IS NOT A TEST

- ◆ Make sure the students know - this is about understanding reorganisation - it is NOT A TEST.

### IMPORTANT POINTS

- ◆ For maximum results give as much guidance and assistance as possible.
  - ◆ Some students will go faster than others. Don't penalise the slower students - they may need more time, or practise, to understand the concepts.
  - ◆ The material is flexible. Customise your use of the material. Not all examples need to be used. When the students are competent, move on. It is not always necessary to proceed sequentially. You can move up (to extend) or down a level ( to review/reinforce a concept).
  - ◆ The model paragraphs can be worked orally to stimulate discussion.
  - ◆ Space has been provided between questions for written answers.
  - ◆ Remember that this is a reading resource, so care should be taken to ensure that only the answer is assessed, not spelling, grammar etc.
- .

### SUGGESTED INTRODUCTION

#### DEFINE REORGANISATION

as... *reconstructing two or more pieces of information contained in the text*  
There are key words that can be found to help in reconstructing the message.

**OUTLINE** the different types of reorganisation.

**EXPLAIN** that you have to reorganise text because it is not always possible to put ideas in sequence or close proximity.

**EXPLAIN** that reorganisation skills are necessary -  
in order for them to develop a keener awareness of literature in general, and their own written language will benefit by having more depth and quality.

## KEY into reorganisation - USE

### USING THE MODEL PARAGRAPHS

Whether your students are starting at level one, two or three, it is advisable to start with the paragraphs. These help develop the basic skills of joining and grouping information.

With these questions you are looking for **KEY** words and phrases that are - separated but related to each other.

#### MODEL

**PARAGRAPH:** As more people came to live in the area many trees and bushes were cut down. As a result, the number of birds grew less and less. The remaining few are protected.

**QUESTION:** *Why did the number of birds grow less and less?*

**ANSWER:** Trees and bushes were cut down.

**KEY WORDS:** **trees / bushes / cut down / as a result / number of birds grew less**

### PRACTISE

#### ITEM 1

Todd thanked his grandparents for the gifts. He said that they were just what he wanted. He had been given a football jersey.

*What gift did Todd get from his grandparents?*

### SUGGESTED PROCEDURE

- ◆ Explain what the student is expected to look for - **key words** that are separated but related to each other
- ◆ Read the **MODEL** paragraph, then the model question and answer.
- ◆ Discuss the key words/phrases **trees / bushes / cut down / as a result / number of birds grew less** and how they lead to the answer.
- ◆ Read a paragraph and question from the **PRACTISE** set and give an answer.
- ◆ Encourage students to identify the key words or phrases (they could underline them).
- ◆ Read another paragraph, give the question & key words; ask students to supply the answer.
- ◆ Read another paragraph and question; ask the students to give the key words and answer.
- ◆ Students can complete remaining questions on that page independently.

ANSWERS & KEY WORDS - LEVEL ONE

LEVEL ONE SET S6 non-fiction	page 16
<b>ITEM 16a.</b> <i>beside the old factory</i> KEY: walker with two legs (1st player) / next player (2nd) adds / sitting on a bicycle / next player (3rd) adds / beside the old factory (follow sequence, eliminate first two players)	
<b>ITEM 16b.</b> <i>they have one more chance</i> KEY: someone gets <u>it</u> wrong / <u>them</u> / one more chance	
<b>ITEM 17a.</b> <i>the lion chasing the boy</i> KEY: lion / <u>it</u> ran towards / boy / running / mother turned	
<b>ITEM 17b.</b> <i>she hit the lion again and again</i> KEY: what she did / amazed everybody / she hit the lion again and again	
<b>ITEM 18a.</b> <i>high speed rail travel would be impossible, steam ships would never cross the Atlantic</i> KEY: he said / rail travel / impossible / another / wrong / steamships / never / cross / Atlantic	
<b>ITEM 18b.</b> <i>steamships crossing the Atlantic Ocean</i> KEY: steamships / <u>they</u> / have to take more coal than <u>they</u> could carry	
LEVEL ONE SET T2 fiction	page 19
a. <i>very friendly, quite young and not very big, about the size of your dog</i> KEY: Trotter / very friendly / <u>He's</u> quite young / not very big / about the size of your dog	
b. <i>Andy had called out to her</i> KEY: Andy called / to <u>me</u> . I turned / to look at <u>him</u>	
c. <i>she wasn't looking where she was going</i> KEY: turned / to look at <u>him</u> / I drove / into / tree / just an accident	
d. <i>the bike</i> KEY: front wheel / bike / buckled / <u>I</u> / photo of <u>it</u>	
e. <i>to the swimming hole in the river</i> KEY: swimming hole / river / I went <u>there</u> every day with the boys	
NOTE: In the answers the personal pronouns <u>I</u> , <u>she</u> and <u>me</u> refer to Connie - the writer of the letter	

LEVEL ONE SET S7 non-fiction	page 17
<b>ITEM 19a.</b> <i>the Milky Way</i> KEY: band of light / <u>This</u> is known as the Milky Way	
<b>ITEM 19b.</b> <i>millions of stars</i> KEY: Milky Way / <u>it</u> is / made up of millions of stars	
<b>ITEM 20a.</b> <i>in or around the city or town where they are printed</i> KEY: newspapers / Mostly <u>they</u> are sold in / around / city / town where / printed	
<b>ITEM 20b.</b> <i>advertising</i> KEY: New York / weekend paper / most / pages / taken up with advertising	
<b>ITEM 21a.</b> <i>a straw and clay mixture is poured into moulds and baked in the sun</i> KEY: earliest / bricks / made / straw and clay mixture / poured into / moulds / baked in / sun	
<b>ITEM 21b.</b> <i>with mud</i> KEY: earliest kind / bricks / <u>They</u> / joined together with mud	

LEVEL ONE SET T1 fiction	page 18
a. <i>a map of the zoo</i> KEY: guide / <u>This</u> / map / with pictures, showing where / animals were	
b. <i>swinging, chasing, sitting, lay dozing</i> KEY: some / monkeys / swinging / <u>others</u> / chasing / grey monkeys sat / lay dozing	
c. <i>because it was the same colour as the grass</i> KEY: "...parrot." / Ashley. "I can't see it!" / "That's because / same colour as the grass."	
d. <i>the lions roaring</i> KEY: lions / <u>their</u> roars / Leaving / Ashley / still hear <u>them</u>	
e. <i>four</i> KEY: monkeys / parrots / lions / sparrows	

LEVEL ONE SET T3 fiction	page 20
a. <i>she had read too many of those stories</i> KEY: story / teacher / told them / "No dreams..." / teacher said / <u>She</u> had read too many of <u>those</u>	
b. <i>he was on the whale's back when it dived</i> KEY: <u>He</u> / on / back / whale / <u>it</u> / dived / taken Nelson down / under the sea	
c. <i>she was checking to see what he had done</i> KEY: teacher / checking / what everybody / doing / <u>She</u> stopped by Nelson	
d. <i>she frowned and clicked her tongue</i> KEY: looked / <u>his</u> blank page / frowning / clicking / her tongue	
e. <i>because it was a dream and they were not allowed to write about dreams</i> KEY: "No dreams allowed thank you!" / best thing / to write about was / dream / great idea / not / able to write about <u>it</u>	

LEVEL ONE SET T4 fiction	page 21
a. <i>joggers, dog walkers, bike riders, skateboarders, people getting out in the sunshine</i> KEY: all sorts / people used / path / <u>There</u> were / joggers / dog walkers / <u>There</u> were bike riders / skateboarders / <u>There</u> were people / out in / sunshine	
b. <i>football practice</i> KEY: We walking home / had been / football practice	
c. <i>the wallet</i> KEY: man's wallet / put <u>it</u> in Jimmy's bag	
d. <i>money, cards, driver's licence</i> KEY: wallet / money in <u>it</u> / also / cards / driver's licence with a photo	
e. <i>the photo on the driver's licence</i> KEY: licence with / photo / man / We recognised <u>him</u> / from the photo	

# **REORGANISATION ANSWERS & KEY WORDS**

**specifically compiled for the  
16 sample pages of  
copymasters**

# REORGANISATION: ANSWERS & KEY WORDS

specifically compiled for sample pages of copymasters

## LEVEL ONE

### copymaster sample page 3

LEVEL ONE SET P1	page 4
<b>ITEM 1.</b> <i>a football jersey</i> KEY: Todd / grandparents / gift / football jersey	
<b>ITEM 2.</b> <i>An African Baboon</i> KEY: animal / bit / man / African baboon	
<b>ITEM 3.</b> <i>Arden</i> KEY: Arden / The old town	
<b>ITEM 4.</b> <i>The weather improved</i> KEY: warm / weather / Saturday / fun run / town had waited / weather to improve	

### copymaster sample page 4

LEVEL ONE SET P4	page 7
<b>ITEM 1.</b> <i>daisies, roses, pansies</i> KEY: Tanya / daisies / <u>She put them with</u> / bunch / roses / pansies / gave <u>them</u> to her mother	
<b>ITEM 2.</b> <i>rolling hills, steeper slopes, gullies</i> KEY: pine trees / planted on / rolling hills. <u>They</u> / also planted / steeper slopes / gullies	
<b>ITEM 3.</b> <i>dishes, clean bath, sweep floors, shopping</i> KEY: housework / dishes / cleaned / bath / swept / floors / shopping / others / on holiday, ! / do it all	
<b>ITEM 4.</b> <i>rats, cats, weeds</i> KEY: pests / controlled. <u>These</u> include rats / cats / <u>Others</u> are weeds	

### copymaster sample page 5

LEVEL ONE SET S5 non-fiction	page 15
<b>ITEM 13a.</b> <i>1978</i> KEY: invented / 1948 / common / households / about thirty years after calculation: $1948 + 30 \text{ years} = 1978$	
<b>ITEM 13b.</b> <i>microwaves</i> KEY: microwaves / <u>they</u> make / molecules / water / vibrate	
<b>ITEM 14a.</b> <i>a prince in Thailand</i> KEY: a prince in Thailand / <u>he</u> invented / iron buffalo	
<b>ITEM 14b.</b> <i>it is a way to make rain</i> KEY: seed clouds. <u>This</u> / a way / make rain	
<b>ITEM 15a.</b> <i>a heavy weight, a container of water</i> KEY: at one end / shadoof / heavy weight / container filled with water / other end	
<b>ITEM 15b.</b> <i>it can be taken to where it is needed</i> KEY: raise / water / then / taken / where / <u>it</u> / needed	

### copymaster sample page 6

LEVEL ONE SET T4 fiction	page 21
<b>a.</b> <i>joggers, dog walkers, bike riders, skateboarders, people getting out in the sunshine</i> KEY: all sorts / people used / path / <u>There</u> were / joggers / dog walkers / <u>There</u> were bike riders / skateboarders / <u>There</u> were people / out in / sunshine	
<b>b.</b> <i>football practice</i> KEY: We walking home / had been / football practice	
<b>c.</b> <i>the wallet</i> KEY: man's wallet / put <u>it</u> in Jimmy's bag	
<b>d.</b> <i>money, cards, driver's licence</i> KEY: wallet / money in <u>it</u> / also / cards / driver's licence with a photo	
<b>e.</b> <i>the photo on the driver's licence</i> KEY: licence with / photo / man / We recognised <u>him</u> / from the photo	

# REORGANISATION: ANSWERS & KEY WORDS

specifically compiled for sample pages of copymasters

## LEVEL TWO

### copymaster sample page 8

LEVEL TWO SET P2	page 31
1. <i>electric power</i> KEY: electric power / <u>this</u> new source of power	
2. <i>he found that blood flows around the body</i> KEY: William Harvey / great discovery / blood / <u>He</u> found / it flows around the body	
3. <i>cooking over charcoal</i> KEY: cooking over charcoal / method / <u>This</u> basic method / very little change	
4. <i>the pigeons blocked out the sun</i> KEY: explorer watched / flocks / pigeons / overhead / <u>they</u> blocked / sun	

### copymaster sample page 9

LEVEL TWO SET P5	page 34
1. <i>fax, internet</i> KEY: today / fax, letter, internet and telephone / before World War II / only / letter / telephone (Group then eliminate)	
2. <i>mouse, keyboard</i> KEY: mouse / keyboard / furniture / Some parents have provided furniture to suit / not / other things (Group then eliminate)	
3. <i>cash</i> KEY: boss / choices offered / cash / cheque / direct payment / I hadn't opened a bank account (Group then eliminate)	
4. <i>15 seconds</i> KEY: Alfie 14 seconds / Jon / 15 seconds / Zak / 12 seconds (Group, sequence then eliminate - the 2 fastest times)	

### copymaster sample page 10

LEVEL TWO SET C1	page 35
1. <i>Dawn</i> KEY: said Nigel / couldn't afford it came the reply / <u>They</u> / Dawn / Nigel ( <u>They</u> links Dawn and Nigel)	
2. <i>Anna</i> KEY: said Greta (line 1) exclaimed Anna (line 2) said Greta (line 3) In the town square then? (line 4 - must be Anna)	
3. <i>Ruby</i> KEY: You go Ruby while I listen (There were only two speakers. It was Ruby who was told to go, therefore it was Becky who had not been listening)	

### copymaster sample page 11

LEVEL TWO SET T14 non-fiction	page 59
a. <i>19</i> KEY: 5 years / at national / levels / first selected / national team / fourteen years of age calculation: 14 (years) + 5 (years) = 19	
b. <i>"...a little bit of natural talent and a lot of hard work."</i> KEY: Gareth / he says / to be a top swimmer / little bit / natural talent and / lot / hard work	
c. <i>28</i> KEY: every morning / two hours / every evening / further two hours (every tells that it is 7 days a week) calculation: (2 hours + 2 hours) x 7 days = 28 hours	
d. <i>August</i> KEY: preparing for / October / two months to go (before heading off to Japan) calculation: October - 2 months = August	
e. <i>he keeps to a rigid training program</i> KEY: Bill says / champions / keep to / rigid training program / by <u>that</u> measure / Gareth / true champion	

# REORGANISATION: ANSWERS & KEY WORDS

specifically compiled for sample pages of copymasters

## LEVEL THREE

### copymaster sample page 13

LEVEL THREE SET S6 non-fiction	page 74
<b>ITEM 16a.</b> <i>they will be relaxed and more motivated</i> KEY: policemen / dance lessons / relaxed / more motivated / As a result / <u>they</u> / less confused / directing traffic	
<b>ITEM 16b.</b> <i>by obeying the traffic rules with good humour</i> KEY: traffic commissioner / <u>he</u> hoped / public / enter / spirit / innovative move / obey traffic rules / good humour	
<b>ITEM 17a.</b> <i>he was losing money through being late for work</i> KEY: Rodney Ball / given up using / buses / <u>I'm</u> late / I lose pay	
<b>ITEM 17b.</b> <i>the peak hour delays that make the buses late</i> KEY: peak hour delays / bus company / aware / situation / trying / remedy <u>it</u>	
<b>ITEM 18a.</b> <i>a literacy scheme</i> KEY: literacy scheme / scheme coordinator / Di Ross	
<b>ITEM 18b.</b> <i>they did not have success in learning and life</i> KEY: success in / learning and life / <u>I</u> believe / <u>they</u> did not have <u>that</u> success	

### copymaster sample page 14

LEVEL THREE SET S9 non-fiction	page 77
<b>ITEM 25a.</b> <i>four</i> KEY: Verbatim's Mad Dog Roberts / Mimi Flack / Bennie Blamont / Fido McDowell (Group and eliminate - aka = 'also known as')	
<b>ITEM 25b.</b> <i>July 18th</i> KEY: July 15 / Onliners / appear / three days later calculation: July 15 + 3 days = July 18	
<b>ITEM 26a.</b> <i>\$330</i> KEY: valued / \$350* / * value includes / \$20 pre-paid card calculation \$350 - \$20 = \$330	
<b>ITEM 26b.</b> <i>in the Citi Malls at Keyes and Tilson</i> KEY: Citi Malls / Keyes / Tilson / either Citi Info Centre	
<b>ITEM 27a.</b> <i>fern-draped gorges, forested hillsides, farms</i> KEY: enjoy all / aspects / National Park / fern-draped gorges / forested hillsides / farms	
<b>ITEM 27b.</b> <i>the geology and natural features of the river, stories of explorers and pioneers of the area</i> KEY: operators. <u>They</u> / enlighten you / river's geology / natural features / stories / explorers / pioneers	

### copymaster sample page 15

LEVEL THREE SET P6	page 67
<b>1.</b> <i>1990</i> KEY: report said / 1965 / wild, desolate / it has taken quarter of a century / farmland Calculation: 1965 + 25 years( # century) = 1990	
<b>2.</b> <i>2001</i> KEY: 1991 earthquake / a decade has passed Calculation: 1991 + 10 years (a decade) = 2001	
<b>3.</b> <i>\$10</i> KEY: Ramon / chosen / \$5 rickshaw ride / He paid double the price Calculation: \$5 x 2 = \$10	
<b>4.</b> <i>400 words per minute</i> KEY: Braille / method of writing / read at / speed / 200 words per minute / half / reading speed of a sighted person / reading rapidly Calculation: 200 x 2 = 400	

### copymaster sample page 16

LEVEL THREE SET T2 fiction	page 79
<b>a.</b> <i>the paint had peeled off completely</i> KEY: house / people / commenting about <u>it</u> / paint / peeled off completely	
<b>b.</b> <i>Ruth</i> KEY: Ruth / <u>she</u> who / hit on idea / house redecoration party	
<b>c.</b> <i>the kids could only reach halfway up the walls</i> KEY: kids / could only reach / halfway up / walls. So while they painted / adults / on / higher boards	
<b>d.</b> <i>lower part of house, letterbox, gate, dog kennel</i> KEY: kids / <u>they</u> painted / below / windows / bottom / doors / kids painted / letterbox / gate / dog kennel	
<b>e.</b> <i>because the house was every colour of the rainbow</i> KEY: shrieked / laughter / house / every colour of / rainbow	