

# KEY into evaluation

(includes reaction)

## SAMPLE COPYMASTER PAGES

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# KEY LEVEL ONE\*

## decoding age 8-10 yrs

\*The term 'level' used here does not refer to a specific national curriculum 'level'.  
The use of the term 'decoding age' is explained in the guide.

Before using this material refer to the **GUIDE & ANSWERS**

### LEVEL ONE CONTAINS:

**2 sets of evaluation models & practice paragraphs** (8 practise items)

**SET P1** evaluation fiction (4 items)

**SET P2** evaluation non-fiction (4 items)

**2 sets of evaluation short text models**

**SET SM1** evaluation fiction (2 models)

**SET SM2** evaluation non-fiction (2 models)

**7 sets of evaluation short texts** (21 practise items)

**SETS S1-4** fiction short texts (12 items)

**SETS S5-7** non-fiction short texts (9 items)

**1 set of reaction models** (fiction & non-fiction)

**SET RM** (2 models)

**2 sets of reaction short texts** (6 practise items)

**SET R1** reaction fiction (3 items)

**SET R2** reaction non-fiction (3 items)

**10 sets of texts** (4 evaluation & 1 reaction question with each text)

**SETS T1-5** fiction texts (5 texts)

**SETS T6-10** non-fiction texts (5 texts)

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**SAMPLE PAGE 2**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

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## PARAGRAPHS fiction

To answer an evaluation question you must **refer to information given in the texts** and **utilise the skills of reorganisation & inference**.

**Referents** are often involved e.g. *they, these, them, we, it, his, her, he, this*  
(See **KEY into reorganisation**) Referents in the **KEY WORDS** are underlined.

### MODEL

**PARAGRAPH:** The crisp apples and the bananas were in a dish on the table. Ron looked at them hungrily but he had been to the dentist and his mouth was still a bit sore. He peeled a banana and bit into the soft flesh.

**QUESTION:** *Why did Ron choose a banana?*

**ANSWER:** it was soft and his mouth was sore

**KEY WORDS:** Ron / been to / dentist / mouth / sore / He (Ron) / banana / bit / soft flesh

## PRACTISE

### ITEM 1 THE DISH

The casserole had been cooking in the oven for three hours. He opened the oven door, standing back as the cloud of hot steam escaped, and decided it was ready. He put the oven mitts on his hands and took the dish out.

*Why did he put the oven mitts on his hands?*

### ITEM 2 CUSHION

Steve bought his dog Rosie a big, soft, round cushion for sleeping on indoors because he loved her. It looked like a nest as it lay in a warm corner of the room. Other eyes had seen it too. When Rosie came to lie down, she gently pushed the sleeping two-year-old child aside with her damp black nose.

*Whose eyes had also seen the cushion?*

### ITEM 3 THE LADDER

He climbed up the ladder and inspected the roof. Just as he had feared, a couple of tiles had come loose in last night's storm. He returned to the ground and went inside for his tools. Then he went back up the ladder.

*Why couldn't he repair the roof the first time he went up the ladder?*

### ITEM 4 CAVE

The water was now past their knees. Ten minutes ago, when it had reached their ankles, they had worried. Now, looking up, they panicked. They could see no way out - the high water mark was clear to see on the smooth cave wall a metre above their heads.

*Why were they panicking?*

**SAMPLE PAGE 3**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

**SHORT TEXTS non-fiction**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's intent.

**PRACTISE****ITEM 16 UNUSUAL CURES**

A few hundred years ago in England, people believed in unusual cures that today we would think were very strange. For instance, if a man was going bald, he was advised to coat his head in honey and juice from vine leaves. Or, if a child had weak bones, his mother would take some snails from the garden and crush them. Then she would hang them in a canvas bag so that the juice dripped out into a bowl. Every morning and evening she would rub the juice onto the child's joints.

Nowadays we would mostly use medicines that have been tested by scientists. However, not so long ago an article in a magazine said that a cure for baldness was to rub the head with onion and vinegar.

- a. *Why (in the past) did some English mothers rub snail juice onto their child's joints?*
- b. *Do people believe in unusual cures today? Why do you say that?*

**ITEM 17 SIGN LANGUAGE**

It is hard for people who cannot hear to communicate with others. One way for them to do this is to use sign language. Some words are spelled out by using the alphabet. In sign language, people shape the letters with their fingers and hands. Whole words or short sentences are shown with hand movements. In this way, others can see what they are saying.

It hasn't always been like that though. This way of 'speaking' started in France only about two hundred years ago. It was next used in Germany. Today, sign language is popular all around the world.

- a. *Why do you think sign language has become so popular around the world?*
- b. *Do you think a deaf and blind person would use sign language? Why do you say that?*

**ITEM 18 CALLER DISPLAY**

'Caller display' on your phone is when the phone number of the person calling you is shown on a screen on the phone while it is still ringing. If you know who is calling, you can choose how you answer. If it is a friend, you can be casual. Sometimes people are surprised when you say their name before they have told you. They wonder how you know it is them.

If you don't know who is calling you might answer differently. Some people work in their homes and it is important that they answer their phones correctly. If you don't want to speak to the caller, you can just let the phone ring. You can call them back later, when you are ready to talk to them.

- a. *Do you think the people who are surprised have caller display on their phones?*  
*Why do you say that?*

- b. *How might you answer differently if you didn't recognise who was calling?*

**SAMPLE PAGE 4**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

## REACTION MODELS fiction & non-fiction

To answer a reaction question your opinion must be **based on information given in the texts**. You need to **utilise the skills of evaluation** (and therefore reorganisation & inference).

**Referents** are often involved e.g. *they, these, them, we, it, his, her, he, this*  
(See **KEY into reorganisation**) Referents in the **KEY WORDS** are underlined.

### FICTION MODEL

**TEXT:** Jess had been walking for an hour. Through the misty rain, she could see cars going back and forth in the distance. 'That's the main road,' she thought. As she got closer to the intersection she could see a bus shelter. Although she was a little tired she ran towards it. She shook her wet hair, looked at the timetable on the wall and looked at her watch.

'Twenty minutes to wait,' she thought. 'And the fare will use up the last of my money. I could be home in twenty minutes if I walked.'

**QUESTION:** *Do you think Jess should wait for the bus? Why do you say that?*

**YES ANSWER:** she's wet and tired - walked through the rain for over an hour

**KEY WORDS:** **walking / an hour / misty rain / tired / wet hair**

**NO ANSWER:** only has a twenty minute walk to home; would be there by the time the bus arrived; already wet; could save the last of her money

**KEY WORDS:** **little tired / wet hair / Twenty minutes to wait / last of my money / home in twenty minutes**

### NON-FICTION MODEL

**TEXT:** The possum in New Zealand is a serious pest. It destroys forests and carries disease. Its fur, however, is used for making warm clothing - socks, scarves, hats and jumpers. Clothing made from possum fur is quite expensive, but it is soft and warm and looks good too.

Many people from all round the world think that killing animals for their fur or skin is cruel. They want to stop all killing of animals for this reason. They say that clothing can just as easily be made from other materials.

**QUESTION:** *Do you think possum fur should be used for clothing? Why do you say that?*

**YES ANSWER:** makes good use of serious pests that destroy forests and carry disease

**KEY WORDS:** **possum / pest / destroys forests / carries disease / fur / used / clothing**

**NO ANSWER:** cruel to kill possums; clothing can be made from other materials

**KEY WORDS:** **killing animals for / fur / cruel / clothing / easily / made / other materials**

**SAMPLE PAGE 5**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

**TEXTS non-fiction**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's intent.

**PRACTISE****ITEM 6****THE CYCLING CRAZE**

Uni means one, bi means two, and tri means three. A unicycle has one wheel, a seat and two pedals. A bicycle has two wheels, a seat and two pedals. A tricycle has three wheels, a seat and two pedals.

Two hundred years ago, when they were first made, the most common bicycles were called 'penny-farthings'. They had a large front wheel and a very small back wheel. The pedals were in the centre of the front wheel and the seat was above it. The rider was high up in the air. If a rider braked suddenly, the back wheel would rise right up off the ground. This meant that they could easily be thrown out of the seat. They would have to hang on tight to the handlebars to keep themselves from coming off. It was a long way to the ground.

To people watching, it was very funny. Some riders, who could manage to keep their balance on the front wheel, did it just to entertain others.

This led to the making of unicycles. Riders tried to see how far they could travel balanced on these one-wheeled cycles. They were able to be pedalled backwards as well as forwards. Those who were skilled at riding on the front wheel of a penny-farthing were usually able to ride a unicycle well.

The craze did not last very long. These days unicycles are most often seen in circuses or shows.

- a. *Why can't we call a unicycle a one-wheeled bicycle?*
- b. *What made people think of making unicycles?*
- c. *Is it easy to ride a unicycle? Why do you say that?*
- d. *Why do you think unicycles were a short-lived craze?*

**REACTION QUESTION**

- e. *Would you like to ride a penny-farthing bicycle? Why do you say that?*

**SAMPLE PAGE 6**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed.

# KEY LEVEL TWO\*

## decoding age 10-12yrs

\*The term 'level' used here does not refer to a specific national curriculum 'level'.  
The use of the term 'decoding age' is explained in the guide.

Before using this material refer to the **GUIDE & ANSWERS**

### LEVEL TWO CONTAINS:

**2 sets of evaluation models & practice paragraphs** (8 practise items)

**SET P1** evaluation fiction (4 items)

**SET P2** evaluation non-fiction (4 items)

**2 sets of evaluation short text models**

**SET SM1** evaluation fiction (2 models)

**SET SM2** evaluation non-fiction (2 models)

**9 sets of evaluation short texts** (27 practise items)

**SETS S1-4** fiction short texts (12 items)

**SETS S5-9** non-fiction short texts (15 items)

**1 set of reaction models** (fiction & non-fiction)

**SET RM** (2 models)

**2 sets of reaction short texts** (6 practise items)

**SET R1** reaction fiction (3 items)

**SET R2** reaction non-fiction (3 items)

**14 sets of texts** (4 evaluation & 1 reaction question with each text)

**SETS T1-6** fiction texts (6 texts)

**SETS T7-14** non-fiction texts (8 texts)

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## SHORT TEXT MODELS fiction

To answer an evaluation question you must **refer to information given in the texts** and **utilise the skills of reorganisation & inference**.

**Referents** are often involved e.g. *they, these, them, we, it, his, her, he, this*  
(See **KEY into reorganisation**) Referents in the **KEY WORDS** are underlined.

### MODEL 1

**TEXT:** Derek often expected Wayne to run errands for him. Wayne was tired of it, because Derek did nothing for him in return. When he complained, Derek promised that he would mend his ways.  
Now, Derek was extremely upset. He'd only had his kitten for three days and he'd lost it already. He didn't know where to start looking, so he gathered the neighbourhood kids around him and asked who wanted to help find Russell. All the little kids put their hands up, except for Wayne. He frowned at his brother. Nothing had changed.

**QUESTION:** *What does it mean by 'Nothing had changed.'?*

**ANSWER:** Derek was continuing to ask for help; although he'd promised to, he had not helped Wayne at all

**KEY WORDS:** **Derek / expected Wayne / run errands for him / nothing / in return. When he complained, Derek promised / mend / ways / Derek / he / asked / help / Wayne. He frowned at / brother. Nothing / changed.**

### MODEL 2

**TEXT:** When it was over they stepped out and looked around. A sea of sand stretched before them. The windows and paint of their 4-wheel-drive vehicle were badly scratched.

The sand storm had come without warning. It had swept across the desert, low to the ground, fast and furious. Visibility had been reduced to zero. Knowing it would be dangerous to continue, they had pulled over to wait for the storm to pass.

Even though the windows were closed, particles of sand had been blown into the vehicle.

The noise of the sand being blasted against the metal had been deafening.

**QUESTION:** *Why were the windows and paint of the vehicle badly scratched?*

**ANSWER:** sand blasted against it during the storm

**KEY WORDS:** **windows and paint of / vehicle / badly scratched / sand storm / fast / furious / sand / blasted against the metal**

**SAMPLE PAGE 8**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS



**TEXTS fiction**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's intent.

**PRACTISE****ITEM 6****STAMPEDE**

The sun rose slowly over the eastern hills. The horses had already started moving, and as the sun warmed their backs, they increased their pace. They were heading to a valley deep in the hills.

The group of backpacking adventure tourists were only just beginning their preparations for the day. A few were emerging from their tents, some still yawning. Others were organising breakfast and talking about the day's activities. They were getting used to these early starts. They spotted the small herd in the distance. Some reached into their packs for their cameras. As they stood peering into the lingering shadows, it became apparent that they were in the path of the now galloping herd.

"Don't worry. They'll go round us," the tour guide assured them. "They never come close to people."

The lead horse, however, headed straight for them, followed closely by his herd. At the last minute the tourists realised they would have to move quickly. Seeming not to notice the surprised people dropping everything and frantically scrambling empty-handed to reach the rocks to get out of their way, the horses galloped through the camp. Behind them, tents were collapsed and breakfast trampled into the ground.

Gathering their scattered belongings, the tourists were grateful that no-one had suffered any injury greater than a grazed knee in their rush to safety.

Recovering quickly, they all agreed that what had just happened was something that money couldn't buy.

- a. *Why were the tourists surprised?*
- b. *Do you think they were badly affected by the stampeding horses? Why do you say that?*
- c. *Were they upset by the experience? Why do you say that?*
- d. *What would be on the photos that they took?*

**REACTION QUESTION**

- e. *If you were one of the tourists would you be upset with the guide? Why do you say that?*

**SAMPLE PAGE 9**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed.

**TEXTS non-fiction: technology**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's intent.

**PRACTISE****ITEM 12****ECHO SOUNDERS**

About two thirds of the world's surface is beneath the ocean waves. The area covered by all of the seas and oceans is vast - more than 360 million km<sup>2</sup>. In the past, it was generally thought that the ocean floor was flat. Then in the early 16<sup>th</sup> Century, people using a lead line found that this was not the case. A lead line is a rope marked off in fathom lengths with a lead weight at one end (a fathom is about two metres). Over the next four centuries, exploration of the oceans continued and we learnt a lot more about what lies beneath the surface.

We now know that beneath the sea there are mountains, active volcanoes, huge flat parts and extremely long, deep holes.\* There are long valleys where earthquakes and volcanic eruptions are common. It is now possible to find and measure them. It is important for shipping companies to know the shape of the ocean floor.

Today, scientists work from ships using echo sounders. Originally there were only single sound signal recorders. This sound is sent down to the sea floor, then bounced, or 'echoed' off it. The scientists carefully measure the time each sound wave takes to go from their instruments and return. When these signals are sent out quickly, one after another, an almost complete recording of the ocean floor can be made. This is called a bottom profile. This system is good, but not perfect.

More recently multibeam echo sounders have been developed. They send out hundreds of signals at the same time. Like the single signal models, they can map depths up to 11 000 metres. These instruments can give a complete and detailed record of the ocean floor.

\*The average depth of the oceans is 3 - 4 km. The deepest parts are the trenches. They are 7 - 11 km deep

- a. *What important discovery was made using a lead line?*
- b. *How do you think they measured the deep parts of the ocean?*
- c. *How is the multibeam echo sounder more efficient than the single signal model?*
- d. *How do you think knowing about the ocean floor can help us?*

**REACTION**

- e. *Do you think it is an easy task to map the ocean floor? Why do you say that?*

**SAMPLE PAGE 10**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed.

**TEXTS non-fiction: leisure review**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's intent.

**PRACTISE****ITEM 13****DAVE'S MUSIC SCENE**

with a comment from Kristy Knight

The teen music scene changes faster than I can change my clothes. So not much is different from when I was a teenager then. I remember almost driving my mother to despair. But, back to the present day. In our house, the younger teen and her set were totally overwhelmed by 'Bee Fee Jaz' last week. This week they just shrug if that name is mentioned and say things like 'oh, we're over that.' Now, in devoted groups behind bedroom doors, they are drooling over Jason Hadlow.

Who is Jason Hadlow? The latest in a never decreasing line of clean cut idols. He came in a blaze of lights, guitars and pink hair to our house on Wednesday. My first thought was, 'So how long will this one last?' I was forced to listen to Jason, but after the first track, entitled 'Why Not?', I actually put my book down. I don't know if you would call it real talent. However, my prediction is that he will be around until at least the middle of next year. Joking aside, he shows a promise of things to come. But will he be able to stay with the movers and shakers in this 'here today and gone tomorrow' world? So few do. My guess is that he'll find something else to do before long. We'll be saying 'Jason Who?' as we hang on every note of the next Damien, Joey, Twinkle or Caveman.

Don't take any notice of what my dad says. Jason Hadlow is totally *it*. He is the *best*. We all think he is really good looking and I think his voice is better than most. He can sing anything. And he can move. He reached platinum status really fast and he has about 200 gigs organised around the world. He's here to stay.

- a. *Do you think it was important for Dave to listen to Jason Hadlow? Why do you say that?*
- b. *Why did Dave put his book down?*
- c. *Who is Kristy Knight? Why do you say that?*
- d. *Who thinks Jason Hadlow is really good looking?*

**REACTION QUESTION**

- e. *Do you think Dave is the right person to write the music column? Why do you say that?*

**SAMPLE PAGE 11**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

**Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed.**

# KEY LEVEL THREE\*

## decoding age 12-14+ yrs

\*The term 'level' used here does not refer to a specific national curriculum 'level'.  
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Before using this material refer to the **GUIDE & ANSWERS**

### LEVEL THREE CONTAINS:

**2 sets of evaluation models & practice paragraphs** (6 practise items)

**SET P1** evaluation fiction (3 items)

**SET P2** evaluation non-fiction (3 items)

**2 sets of evaluation short text models**

**SET SM1** evaluation fiction (2 models)

**SET SM2** evaluation non-fiction (2 models)

**9 sets of evaluation short texts** (22 practise items)

**SETS S1-3** fiction short texts (6 items)

**SETS S4-9** non-fiction short texts (16 items)

**1 set of reaction models** (fiction & non-fiction)

**SET RM** (2 models)

**2 sets of reaction short texts** (5 practise items)

**SET R1** reaction fiction (2 items)

**SET R2** reaction non-fiction (3 items)

**19 sets of texts** (4 evaluation & 1 reaction question with each text)

**SETS T1-6** fiction texts (6 items)

**SETS T7-19** non-fiction texts (13 items)

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**SHORT TEXTS non-fiction: sports news**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's intent.

**PRACTISE****ITEM 17 DARTS TAKE EARLY POINTS**

The Darts have finished in the top placings for the last four years without actually taking the top spot. Their quest for national netball supremacy began in earnest yesterday when they recorded a win in their first game of the season. Winning was the only option for this strongly focused team.

According to team trainer, Les Day, "All our energies have gone into training and lifting the players' skills and stamina up an extra notch. Our players have recognised they have the X factor and this year we are determined to capitalise on it. We are going to shake our reputation of 'always the bridesmaid, never the bride'."

- a. *Why is winning considered the only option for the Darts?*
- b. *What does the coach mean by 'always the bridesmaid, never the bride'?*

**ITEM 18 FRUSTRATION FOR FREEFALLERS**

Participants, avid supporters, spectators and organisers of the Sky Diving Extravaganza were all frustrated by the weekend's turn of events. It reads like a movie script. Postponement was not possible. The weather did not play ball at all. Organisers had selected this date as being most likely to be suitable for staging the Extravaganza after studying weather records of the last ten years. At no other time had a cyclone struck this area in April. On top of that, the strongly favoured Stratos team flew in on Friday evening, but their equipment is still 'in transit'. The Angels' bus was delayed for several hours by road washouts and they arrived after the planned start time.

Against all reason, for some the cyclone has turned out to be very timely.

- a. *Why were so many people frustrated?*
- b. *Who would have considered the cyclone to be 'very timely'? Why do you say that?*

**ITEM 19 BONUS FOR FINALIST**

Alexia Raymond has a lot to smile about. A year ago she and her sister Jessie were in a car accident that left her seriously injured and immobilised for two months. Although still bearing some scars, she is fully recovered and a finalist in the regional tennis challenge series.

"I loved the game before the accident, but I wasn't that great at it. When I was recuperating I was encouraged by the physiotherapist not just to keep moving and exercise a lot, but to do it in a meaningful way. It was hard at first, but I got better and then I just kept going. Why stop now, I kept asking myself. It has paid off in two ways, so it was worth it."

- a. *What meaningful way of exercising did Alexia choose?*
- b. *How has it 'paid off in two ways'?*

**SAMPLE PAGE 13**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

**REACTION SHORT TEXTS fiction**

Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed. Look for key words or phrases. Consider the writer's intent.

**PRACTISE****ITEM 1 BOTANIC TODDLER**

When Marnie was born, her parents decided that their daughter would grow up to have the same love of gardening and all things botanical that they had. They had a large garden where they grew vegetables, raspberries and strawberries, several varieties of fruit trees, as well as the beautiful flowers of which her mother was extremely proud. She entered competitions and the local floral show annually with her best blooms, and her efforts had been rewarded with many prizes over the years.

So, wishing to pass her expertise and knowledge on, she would take Marnie, when still a baby, into the garden and lift her up to touch the leaves of the trees and to see the flowers. Marnie would pull at the leaves, and her mother would pick them to tickle her face. Even before she could talk, Marnie was learning the names of plants and she was an enthusiastic assistant in the garden.

One day, when Marnie was about two years old, she wandered outside alone. Her mother assumed she was playing in the garden as she usually did at this time of the morning. But realising that it was unnaturally quiet, she went to investigate. She discovered her daughter, bending over some pot plants. Marnie turned her strawberry smeared face to her, smiled serenely and then delicately pulled off the last of the new blossoms that had been intended for the district flower show.

*Do you think Marnie's mother should be angry with her? Why do you say that?*

**ITEM 2 STORM DOG**

Lightning split the sky, thunder rolled across the countryside and the torrential, wind-driven rain battered the buildings, trees and anything or anyone unfortunate enough to have been caught out in it. The water filled the gutters and flowed off the rooftops.

There was a scratching at the door, followed by a soulful howling. The door shook as something large pushed itself against it.

Unperturbed, Colin opened it, screwing his eyes up for protection against the screaming wind. He was knocked over by a shaggy, saturated missile that hurtled across the room, and came to rest under the table. Rubbing his knee, he got to his feet and followed the trail of water to the table.

It was a pathetic sight that greeted his eyes. There, trembling in her panic and already soaking the floor with puddles of rainwater, was Florrie, the big brown dog that roamed the area. She was owned by nobody, fed by some and turned away by others. Colin looked at her with resignation - he knew that he was now stuck with this great, smelly, oozing animal who had chosen his house to spend the night in.

*Do you think Colin did the right thing letting the dog stay in the house? Why do you say that?*

**SAMPLE PAGE 14**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed.

**TEXTS non-fiction: language**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's intent.

**PRACTISE****ITEM 10****LADY MONDEGREEN**

It happens to all of us, so embarrassment is pointless. We hear a song, and enthusiastically sing along, often blithely unaware that we are singing the wrong lyrics. Even when the words we sing are complete nonsense, we seem incapable of stopping to think about it. There are many words for this phenomenon including Music Ear Disturbance, chronic lyricosis and dislexia. The one that has 'stuck' though, is 'mondegreen'.

This term was coined in 1954 in an *Atlantic Monthly* article written by Sylvia Wright. As a child, she had heard a folk song with the lines: *'They had slain the Earl of Moray, And Lady Mondegreen.'*

Years later she discovered there was no Lady Mondegreen; the song was all about the Earl. What she had misheard was: *'They had slain the Earl of Moray, And laid him on the green.'*

It can be difficult to distinguish one word from another when the music accompanying the lyrics is overwhelming, or when there is more than one vocalist. We are constantly bombarded with popular music, so we have learned not to pay too much attention to the words. They wash over us; here today and gone tomorrow. In some cases (especially when we are young) the word is not in our vocabulary so we substitute a similar sounding one. The resulting mondegreens can be extremely comical.

I'm sure you can identify with something here:

*'I wanna know, Have you ever seen the rain?'* which was heard as: *'I wanna know, Have you ever seen Lorraine?'*

OR *'You picked a fine time to leave me Lucille, Four hungry children and a crop in the field'* which became: *'You picked a fine time to leave me Lucille, Four hundred children and a crop in the field'*

Finally, the interpretation of the line from a well known song in the musical, *Grease: 'Hopelessly devoted to you.'* is *'Hope the city voted for you.'*

Once you start listening you will be surprised how many you'll hear. You may even become one of the world's many mondegreen collectors.

- a. Why are we 'blithely unaware' that we are singing the wrong words?
- b. Why do you think the word 'mondegreen' is the one that has 'stuck'?
- c. Why do you think people collect mondegreens?
- d. Why would the writer expect the reader to identify with 'something here'?

**REACTION QUESTION**

- e. Do you think people who have sung a mondegreen should be embarrassed? Why do you say that?

**SAMPLE PAGE 15**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed.

**TEXTS non-fiction: comment**

Evaluation requires the skills of reorganisation and inference. Answers must come from the information in the story. Look for key words. Consider the writer's

**PRACTISE****ITEM 16****DIY - DON'T INJURE YOURSELF**

Around the world home handymen and women are a force to be reckoned with. Being a 'do-it-yourselfer' is a way to save money and often a form of relaxation. Some hold the belief that no-one else can do it as well as they can. With tools such as screwdrivers, saws, chisels and craft knives in every DIY person's toolbox, anything from changing a door handle to building an extension on the house could be tackled. With so many of these amateurs at work, there is a range of skills, knowledge and plain common sense out there.

The danger of receiving a self-inflicted injury is high. Working on tasks without previous knowledge or experience and where safety precautions are disregarded is a common way for do-it-yourself enthusiasts to learn first hand about this.

Some serious injuries, even deaths, have resulted through not following common sense rules.

The most common type of injury is cuts to the fingers and hands.

Falling and tripping are high on the list. With cords, cables, stools, chairs, pipes, dust sheets, carelessly placed boards or tools lying around the place, the opportunities are there aplenty. Knowing where your pet cat or dog is could be important too.

Ladders and stepladders must be placed with care and precision so that they are safe to use.

Although quality power tools, such as drills and saws, are expensive they are advertised as being 'easy to use' and promise to 'speed up the job'. These claims are true, but the same tools can also cause injury, sometimes serious or even fatal, when an operator is not familiar with them.

Some products such as paints, glues or strippers produce toxic fumes. When working with these products, a supply of fresh moving air is essential.

The potential for injuries increases when there is not enough light, time, assistance or physical strength. Handymen who feel they must re-roof the garage themselves should know about the hazards before they start. This knowledge would go a long way towards preventing injuries.

- a. *Why do you think cuts to fingers and hands are the most common type of DIY injury?*
- b. *Why could knowing where your pet cat or dog is be important?*
- c. *Why do you think good ventilation is needed when working with paint?*
- d. *How can DIY people lessen the number of injuries that occur?*

**REACTION QUESTION**

- e. *Would you use power tools? Why do you say that?*

**SAMPLE PAGE 16**  
SEE GUIDE & ANSWER  
SAMPLES FOR ANSWERS

Responses to reaction questions can vary. These responses must be based on the information in the text. Reorganisation, inference & evaluation skills are needed.