SAMPLE GUIDE & ANSWERS PAGES

Designed and written by Chris Parkin, Catherine Parkin, Brian Pool ISBN 0-9582364-5-3 © Triune Initiatives 2003 All rights reserved **KEY into evaluation** is part of the **KEY COMPREHENSION series** Published & distributed by Triune Initiatives Ltd. Wellington, NZ email: publications@triune.co.nz website: www.comprehenz.com

The following sample pages are from the Guide & Answers Book that accompanies the copymaster book. Answers for the Copymaster samples can be found on pages 11 - 13. Copyright prohibits these sample pages being copied and distributed for purposes other than to help ascertain the value of purchasing the complete resource.

CONTENTS

- Page 2 What is evaluation
- Page 3 What is reaction
- Page 4KEY into evaluation (and reaction)
- Page 5Question design
- Page 6 Preparing to use
- Page 7 Use
- Page 8 Use (2nd page)
- Page 9Sample of answer page Level One

ANSWERS & KEY WORDS

specifically compiled for copymaster sample pages

Page 11Level One - 4 sets

Page 12Level Two - 4 sets

Page 13Level Three - 4 sets

WHAT IS EVALUATION?

Evaluation is combining the reading skills of reorganisation and inference in order to extrapolate additional information not given directly in the text.

Evaluation requires the reader to go beyond what is given in the text. It involves the skills of reorganisation and inference, and the ability to analyse and formulate an idea which is only suggested by the clues in the text. It places a heavy demand on the reader, and as such, it is at the higher end of the reading comprehension taxonomy.

The ability to evaluate text brings to the reading process a greater depth of understanding; seeing other possibilities which a superficial or surface reading fails to reveal. Evaluation skills include the ability to speculate about writer intent and nuances of meaning.

Evaluation is needed, to comprehend all writing: newspapers magazine articles, virtually all fiction writing, advertisements and descriptive writing. It is also prominent in expository prose and appears in technical and scientific texts.

Consider this example:

When the 1918 flu epidemic finally abated, it had killed an estimated 40 million people. Few areas of the globe escaped. It was not only large modern cities that were affected. The disease took its deadly toll on remote, rarely visited villages from Alaska to India to the islands of the South Pacific. Surprisingly, it would be another forty years before scientists began to investigate the 1918 flu virus.

To evaluate why the writer says:

Surprisingly, it would be another forty years before scientists began to investigate the 1918 flu virus.

- the reader has to refer to all of the paragraph
- draw together key pieces of information: flu/killed/40 million/Few areas of/globe escaped
- infer what these signify: a huge number of people around the whole world died
- then speculate on this information to concur with the writer: *it is <u>surprising</u> the investigation took so long*

Referents

As the skills of evaluation include reorganisation it therefore involves referents (words that refer to a noun: it, he, she, they etc). The English language has a high rate of referent use. Even though the use of referents is common they can cause confusion and misunderstandings

In addition to improving students' overall comprehension ability, understanding evaluation also increases awareness of literature in general and can be used to develop the depth and quality of students' own written language.

WHAT IS REACTION?

Reaction utilises the skills of reorganisation, inference and evaluation to enable the reader to express an opinion based on the information given in the text.

Reaction questions can place a heavy demand on readers. The ability to react to text shows that the reader has processed and considered the information given and has been able to react to the writer's general intent, form a personal opinion or to predict how the information might impact on future events.

Reaction is regarded as a high level question type because it draws on the other skills of comprehension. At first it looks to be simple: say what you think, say what you believe - but in fact it challenges readers to put aside their initial preferences and prejudices, demanding that they examine all of the information first.

Consider this example:

Walking is a healthy, inexpensive and pleasurable pastime. It has become so popular, many towns and cities have made special easy walking trails to enable its citizens to be active and get in touch with nature without having to go into wilderness areas. There is no competition or time limit - you can move along at your own pace.

A reaction question for this text could be:

Would you use these special walking trails? Why do you say that?

The response has to relate to <u>these</u> trails - not any trails from the reader's previous knowledge or experience.

Readers have to draw together the various pieces of information and then personalise these.

YES - healthy; cheap; fun; easy; close to home (good group activity for all ages)

- KEY: healthy, inexpensive / pleasurable / towns / cities / made special easy walking trails / without / go / into wilderness / no competition / own pace
- NO too many other people; too easy; no challenge
- KEY: popular / easy walking trails / no competition

As can be seen both reactions relate to what has been read.

In reality we often draw on previous knowledge when reacting to information. We all have preferences and prejudices. However, if they interfere with examining new information we will never really know the writer's true intent. Thinking will never be reshaped. Beliefs and opinions will remain in stasis.

Reaction therefore demands the discipline of objectivity.

To grasp the full nuances of information in order to give a well considered and objective response, the reader must evaluate all the information and not draw on just a single piece.

KEY into evaluation (and reaction)

Like other reading skills, the purpose of KEY into evaluation is to assist readers to construct clear pictures in their heads as to what they have read. It is these clear pictures that enable the reader to react more effectively.

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

Evaluating information applies to every kind of text. Knowing how to form an opinion based on given information is invaluable in both formal and informal situations.

KEY into evaluation (including reaction) 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 evaluation is designed to assist the classroom teacher to address the complex problem of teaching comprehension, specifically evaluation and reaction. It can be used with classes, groups or individuals.

Model and practise paragraphs and short texts are provided for both evaluation and reaction. Using the models as a reference point gives students the opportunity to practise evaluation and reaction within a framework that is non-threatening. In this way they can build up confidence and see how these skills work before tackling the more demanding tasks of evaluation and reaction 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 evaluation and reaction skills within a single piece of writing.

KEY into evaluation is a resource not a programme. Although fiction and non-fiction items are ordered with a general regard for their level of difficulty there is no demand that every item should be used or that items are used in the order they are presented.

KEY into evaluation is part of the KEY COMPREHENSION series. It is recommended that it is preceded by **KEY into reorganisation** and **KEY into inference**.

QUESTION DESIGN

The aim of the questions in **KEY into evaluation** is to provide practise in the skills needed to identify and understand evaluation and reaction. The questions are a means to this end **not an end in themselves.**

The questions have been carefully worded to ensure that they are clear and easily understood. Every attempt has been made to avoid ambiguity which could confuse or mislead students.

Some of the evaluation & all of the reaction questions are **closed** questions

Examples of closed questions are:

1. Do you think her way of relaxing worked?

This question requires a yes/no answer.

2. Who was Phil's father calling to?

This question requires the reader to make a choice from options offered in the text (often one word).

Whenever a closed question is used, it is followed by the supplementary question:

Why do you say that?

This is to elicit text-supported reasons for the response. The reason must be given before the answer can be determined to be correct or not.

As evaluation and reaction questions include a high degree of inference, answers cannot be said to be absolute, but are strongly supported by information in the text.

Students should be instructed that the questions starting: *Why do you think...* are asking for a response based on the information given in the text rather than their personal view.

ANSWERS & KEY WORDS

Because of spacing constraints answers given in this book have often been abbreviated. The writers do not regard their wording of the answers as the precise response required from a student. Rephrasing is acceptable. Differing levels of vocabulary must be taken into consideration.

The KEY words with the answers are provided to help teachers guide and support their students in learning how to use text material more effectively. Some readers may find additional key words to strengthen their answer.

PREPARING TO USE

KEY into evaluation is designed to be user-friendly for both students and teachers. With its graded levels, models 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 the needs of their students.

WHERE IN THE READING PROGRAMME IT CAN BE USED

- The writers suggest KEY into evaluation be used in the guided reading instruction part of a reading programme.
- As the practice examples are photo-copiable, it can readily be used with **small groups** and in some cases with a **whole class**. It can also be used for **individual tuition**.

STUDENTS WHO WILL BENEFIT

- KEY into evaluation 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 ability to evaluate & react to text using KEY into evaluation (especially using material from Levels Two and Three).
- Consequently this material is suitable for students from approximately 8-10 years of age.
- 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 evaluation** will be known before starting.
- **KEY into evaluation** 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.*
- The authors of **KEY into evaluation** have developed the resource at three levels to maximise the choices available to users and 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 evaluation** 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, thus forming a third category, *comprehension age.*

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 that this is about understanding evaluation & reaction 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 practice, 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 and to demonstrate how competent readers reorganise text and make inferences in order to evaluate & react.
- 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.
- Answers to evaluation questions are not absolute. Answers given in this book are based on the writer's intent; that is what the writer most likely intended.

SUGGESTED INTRODUCTION

DEFINE EVALUATION

as... interpreting meaning by reorganising information & unravelling inference There are key words that can be found to help do this.

EXPLAIN that evaluation skills are necessary - for them to develop a deeper understanding of literature; that their own written language will benefit by having more depth & quality.

DEFINE REACTION

as... an opinion based on the information given in the text There are key words that can be found to help do this.

- **EXPLAIN** that responding to reaction questions is not simply saying what you think or necessarily what you believe. You must be objective. Before you give an opinion you must read, process and consider all the available information.
- **EXPLAIN** You will need to use the skills of reorganisation, inference and evaluation.

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 give the basic skills to evaluating and reacting to text.

With these questions you are looking for **KEY** words that tell you: when something happened, or how often things happened.

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?

SUGGESTED PROCEDURE

- Explain what the student is expected to look for key words that infer and are separated but related
- Read the model, then the model question and answer.
- Discuss the key words/phrases and how they lead to the answer.
- Explain how you have to utilise the skills of reorganisation & inference.
- Explain that they must refer only to the information given in the texts.
- Explain how referents (he, her, etc.) are involved; that they are <u>underlined</u> in the KEY words.
- Read a paragraph and question from the **PRACTISE** set and give an answer.
- Encourage students to identify the key words (they could underline / highlight 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 paragraph(s) independently.

ANSWERS & KEY WORDS - LEVEL ONE

variations

_	VERS & RET WORDS - LEVEL ONE Valiat	
LEVE	L ONE SET P1 fiction page 4	LE
1: KEY:	<i>the dish was hot and would burn his hands</i> casserole / cooking / oven / hot / oven mitts on <u>his</u> hands / took / dish out	4a KE
2: KEY:	<i>the two year old child</i> Steve bought / Rosie / cushion for sleeping / other eyes / seen <u>it</u> too / Rosie came / lie down, <u>she</u> / pushed / two-year-old child	4b KE 5a
	inference: Rosie has used cushion before	KE
3: KEY:	he didn't have his tools with him He climbed / ladder / inspected / roof / returned / ground / went inside for / tools	5b
4: KEY:	the water was rising and they couldn't get out water / past / knees / they panicked / no way out / high water mark / metre above / heads	KE
		6a KE
		6b KE
	LONE SET P2 non-fiction page 5	LE
		7a
5: KEY:	<i>it is roughly the same size as Earth</i> Venus / often called / Earth's twin / <u>It</u> roughly / same size as Earth	KE
6:	dog would lose balance; would slide	7b
KEY:	Dogs / good balance but / need / good footing / truck decks / made / plywood rather than metal (infers dog cannot grip on metal)	KE
7:	to check for wild animals wild animals / fresh tracks / Look around carefully /	8a KE
	When you / follow / tracks, raise / eyes every few seconds	8b KE
8: KEY:	food gulls / share / workers' lunches / <u>They</u> still compete over food / also nesting material, space / chicks (Competition for food is continuous - not just during nesting time)	9a KE
		9b KE
	L ONE SET S1 fiction page 8	LE
1a	he had sore feet	
	Paul sat on / kerb / long walk / Grandma rub <u>your</u> feet Joyce	10a KE
KEY:	Paul sat / <u>He</u> does this / said Margaret / <u>I</u> remember / you / when / <u>his</u> age, Joyce replied, sitting / beside / boy / Here, let <u>your</u> Grandma rub <u>your</u> feet	10 KE
2a KEY:	steal one of Mr Bain's pine trees at night Diane / Jimmy wanted / real tree / Mr Bain grew / pine trees. They made / plan / darkness / torch / handsaw	11:
2b KEY:	<i>Mr Bain didn't stop (they were carrying one of his trees)</i> Diane / Jimmy wanted / tree / Mr Bain grew / trees / handsaw / Holding / end each / headed / home / caught in / car's lights / Mr Bain's / <u>their</u> relief <u>he</u> drove on	КЕ 111 КЕ
3a KEY:	she was eating too much; they fed her too much cat's / sick again / still eating / meals / greedy cat / eats far too much / only feed / once a day	12 a KE
3b KEY:	they thought they would hear bad news (cat is dying) cat / sick / take her to / vet / fearing / worst / serious problem / vet said / They stood quite still	12 KE

to ans	swers must relate to the text (validated by KEY words)
LEVE	L ONE SET S2 fiction page 9
4a KEY:	<i>Kane</i> Don't / that end / pool / slippery, Phil's father called / Kane / going / end of / pool / <u>his</u> feet went / <u>he</u> fell
4b KEY:	<i>didn't hear Phil's father over the noise of the others</i> Don't / Phil's father called from / garden / Kids / splashing, laughing / calling out
5a KEY:	clothes on revolving line turning in a strong wind strong wind / revolving clothesline / spin round / trousers / socks moving around / outdoor spin dryer
5b	Ray & Shelley held onto clothes to spin around on the line; they stretched the pyjama pants
KEY:	person / hold / line / be pushed / However / large wash / on / line / <u>they</u> couldn't wait* / spinning / anyway one leg / pyjama pants / now longer (*infers they were holding onto the clothes instead of the line)
6a KEY:	playing in the soccer finals Jay / realised what <u>he</u> / missing / instead / being / star / <u>he</u> would have to watch / soccer finals
6b KEY:	riding his bike (with little control), hit a brick & came off Jay / accident / <u>his</u> bike / both feet on / handlebars / didn't have much control / hadn't seen / brick (on road)
LEVE	L ONE SET S3 fiction page 10
7a KEY:	<i>close-up shots of lions growling & opening mouths</i> wild animals. Danny loved <u>it</u> . But then / close-up / lions / growling / opening <u>their</u> mouths wide
7b	Danny had begged to go with sister & friends then
KEY:	wanted to leave early Danny / <u>He</u> / begged / sister / <u>him</u> go / with <u>her</u> and / friends / <u>l</u> want to go. <u>he</u> / to / sister. <u>She</u> / annoyed
8a KEY:	<i>the monkey had snatched her new hair band</i> <u>It</u> / snatched Helen's / new hair band / <u>She</u> / watching / monkey turn <u>it</u> / in / hands. Helen / upset
8b KEY:	he and the monkey were 'partners in crime'
	boy / nuts to / monkey. <u>It</u> / handed / band to / boy. <u>She</u> gave / boy / money / boy winked at / monkey
9a	boy / nuts to / monkey. It / handed / band to / boy.
9a KEY: 9b	boy / nuts to / monkey. <u>It</u> / handed / band to / boy. <u>She</u> gave / boy / money / boy winked at / monkey <i>he knew to put something cold on the injured ankle</i> Tom / twisted <u>his</u> ankle / Knowing how injuries like <u>this</u> / treated in / football / water / went in up to /
9a KEY: 9b KEY:	boy / nuts to / monkey. <u>It</u> / handed / band to / boy. <u>She</u> gave / boy / money / boy winked at / monkey <i>he knew to put something cold on the injured ankle</i> Tom / twisted <u>his</u> ankle / Knowing how injuries like <u>this</u> / treated in / football / water / went in up to / ankles / cold / felt numb <i>was some distance away; the wind & sea were noisy</i> wind / strong / sea / choppy / <u>He</u> couldn't hear /
9a KEY: 9b KEY:	boy / nuts to / monkey. <u>It</u> / handed / band to / boy. <u>She</u> gave / boy / money / boy winked at / monkey <i>he knew to put something cold on the injured ankle</i> Tom / twisted <u>his</u> ankle / Knowing how injuries like <u>this</u> / treated in / football / water / went in up to / ankles / cold / felt numb <i>was some distance away; the wind & sea were noisy</i> wind / strong / sea / choppy / <u>He</u> couldn't hear / father calling from / car park

- EY: quite common / female dogs / adopt / young / other animals / said / vet / haven't heard / story such as this
- **a** had to beat Lara's high score to stay the club's best EY: Emmy / <u>She</u> / feeling nervous / <u>She</u> / better than
- Lara / Lara / given / high score / She had to beat that
- **b** yes she was able to leap easily on to the beam
- EY: Sucking in / breath / letting / go slowly / how Emmy / relax / she ran / to / beam / easily leapt / onto it
- a no <u>a</u> cat not <u>the</u> or <u>her</u> cat (a is the indefinite article) EY: Kara looked / <u>a</u> cat in / garden
- **2b** a burnt sausage; Kara's burnt breakfast
- EY: cat in / garden, eating / grilled sausages / <u>she</u> (Kara) / carried / smoking tray from / grill / to / garden, left \underline{it}

EVALUATION ANSWERS & KEY WORDS

specifically compiled for the 16 sample pages of

copymasters

EVALUATION: ANSWERS & KEY WORDS

specifically compiled for sample pages of copymasters

LEVEL ONE

page 23

copymaster sample page 3

LEVE	LONE SET P1 fiction	page 4
1	the dish was hot and would burn his hands casserole / cooking / oven / hot / oven mitts hands / took / dish out	on <u>his</u>
	<i>the two year old child</i> Steve bought / Rosie / cushion for sleeping eyes / seen <u>it</u> too / Rosie came / lie down, <u>s</u> pushed / two-year-old child inference: Rosie has used cushion before	
3: KEY:	he didn't have his tools with him He climbed / ladder / inspected / roof / retur ground / went inside for / tools	ned /
4: KEY:	the water was rising and they couldn't get o water / past / knees / they panicked / no way high water mark / metre above / heads	
L		

copymaster sample page 6

LEVEL ONE SET T6 non-fiction

a.	a <u>uni</u> cycle has 1 wheel and a <u>bi</u> cycle has 2 wheels therefore you can't have a 1-wheeled 2-wheeled cycle
KEY:	uni / one / bi / two / bicycle / two wheels
b.	the way the back wheel of the penny farthing bicycle would rise in the air, leaving the rider on one wheel
KEY:	penny farthings / back wheel / rise / Some riders / keep / balance / <u>This</u> led to / making / unicycles
c. KEY:	no - it is hard to keep your balance <u>Some</u> riders / manage / balance on / front wheel / led to / unicycles. Riders <u>tried</u> / see how far <u>they</u> / travel (<u>some & tried</u> infer that it was not easy)
d. KEY:	only those who had good balance could ride them Some / could / balance / T <u>hose</u> / skilled / riding / front wheel / penny-farthing / able / ride / unicycle well craze / not last / long
e. KEY:	YES - would be thrilling high up / If / braked suddenly / back wheel / rise / off / ground / balance on / front wheel
e. KEY:	NO - would be dangerous - up high with poor brakes If / braked suddenly / back wheel / rise / off / ground /

thrown out / seat / long way to / ground

copymaster sample page 4

LEVEL ONE SET S6 non-fiction page 13

- 16a to cure (strengthen) weak bones
 KEY: few hundred years ago / England, people / unusual cures / if / child / weak bones / mother / snails / crush / juice / into / bowl / <u>she</u> / rub / juice onto / child's joints
 16b yes today mostly use medicines tested by scientists; a recent magazine article gave an unusual cure
 KEY: Nowadays / mostly / medicines / tested by scientists However, not / long ago / article / magazine said / cure / baldness / rub / head with onion / vinegar
 17a enables deaf people to communicate
 KEY: hard for people who cannot hear to communicate / use sign language / <u>others</u> / see what they / saying
 17b no they have to be able to see the hand movements KEY: words / sentences / shown with hand movements / <u>others</u> / see what they / saying
- 18a no if they had caller display they would know
- KEY: 'Caller display' / number / person calling / on / screen / Sometimes people / surprised / wonder how you know
- 18b wouldn't be casual as you can be with a friend
- KEY: If / friend / casual / If / don't know / answer differently

EVALUATION: ANSWERS & KEY WORDS

specifically compiled for sample pages of copymasters

LEVEL TWO

copymaster sample page 9

LEVE	EL TWO SET T6 fiction	page 51
a. KEY:	guide said the horses wouldn't come close tourists / apparent / <u>they</u> / in / path of / her round / <u>They</u> never come close / guide as surprised people / horses / through / camp	d / <u>They'll</u> go sured /
1	no - recovered quickly (were happy no-one wat tourists / grateful / no-one / suffered / grea grazed knee / Recovering quickly	• •
c.	no - they were excited by it; an amazing e (after having determined no-one was badly hurt)	
KEY:	no-one / suffered / injury greater than / gra agreed / something / money couldn't buy	azed knee /
	horses galloping towards them (no photos of tourists / cameras / they / in / path / gallop straight for them / people dropping everyti scrambling empty-handed to reach / rocks	hing herd /
	YES - <i>he was wrong; tourists were put in</i> horses / <u>They</u> never come close / people assured / horses / through / camp	
e. KEY:	NO - a unique, amazing experience all agreed / what / happened / something / couldn't buy (the wild horses galloping through the	

copymaster sample page 11

page 58

a. KEY:	yes - his job is to comment on music; important to know what's popular; what teens are listening to DAVE'S MUSIC SCENE (title - infers he is a music critic) / younger teen and <u>her</u> set / <u>they</u> / drooling over Jason
b. KEY:	to listen to Jason; concentrate on the music (<u>He</u> liked it) DAVE'S (in title) / \underline{I} / forced to listen to Jason, but after / first track / put / book down
c. KEY:	Dave's teenage daughter - refers to him as 'my dad' DAVE'S MUSIC SCENE (title) with a comment from Kristy Knight (subtitle) / In our house / younger teen / <u>her</u> set / <u>they</u> / drooling over Jason / <u>1</u> / forced / listen to Jason / Don't take / notice / what <u>my</u> dad says (the last paragraph is Kristy Knight's comment)
d. KEY:	Dave's teenage daughter (Kristy) and her friends with a comment from Kristy Knight (subtitle) / In our house / younger teen / <u>her</u> set / <u>they</u> / drooling over Jason Hadlow / <u>We</u> all think <u>he</u> / really good looking / what <u>my</u> Dad says
e. KEY:	YES - experienced; knows teenagers; fair (includes Kristy) DAVE'S MUSIC SCENE (title) / teen music scene not much / different from when <u>l</u> / teenager / In our house / teen and / set / drooling over Jason / <u>l</u> / forced to listen / put / book down (subtitle - with a comment from Kristy Knight shows Dave is prepared to let teenagers have their say)
	nothing to suggest Dave is not the right person

copymaster sample page 10

LEVEL TWO SET T12 non-fiction page 57

- a. that the ocean floor was not flat
 KEY: In / past / was / thought / ocean floor / flat. Then / using / lead line found / <u>this</u> / not the case
 b. using an echo sounder (too deep for a lead line)
 KEY: deep holes / * deepest parts (trenches) / 7-11 km deep / It / now possible / measure <u>them</u> / Today, scientists / using echo sounders / down to / sea floor / (*footnote)
- c. gives complete & detailed record of the ocean floor
- KEY: single sound signal / When these signals / sent / almost complete recording / made / <u>This</u> / good / not perfect / multibeam echo sounders / <u>These</u> / give / complete / detailed record
- **d.** helps identify: earthquake faults, where volcanic eruptions may occur, possible shipping hazards
- KEY: now know / beneath / sea / mountains, active volcanoes / where earthquakes / volcanic eruptions are common / important for shipping companies / know / shape of / ocean floor

e. NO - vast expanses of ocean to cover in detail

KEY: two thirds / world's surface / beneath / ocean / vast more than 360 million km² / scientists carefully measure

> Although multibeam echo sounders may be better & faster - the area of the oceans is so vast it would take a very long time to complete. Even though it would affect the work, no mention of ocean weather conditions is made in this text & therefore not part of this answer

EVALUATION: ANSWERS & KEY WORDS

specifically compiled for sample pages of copymasters

LEVEL THREE

copymaster sample page 13

LEVE	L THREE SET S8 non-fiction	page 73	LE
	had enough of being close to winning for las Darts / finished / top placings / last four year quest for / supremacy / Winning / only option	s/	1. KE
	cliche: always taking second place		1.
KEY:	finished / top placings / without / taking / top According to / trainer / our reputation / 'alwa bridesmaid, never the bride'		KE
	bad weather, equipment didn't arrive, bus de Participants / supporters, spectators / organ frustrated / cyclone / Stratos / equipment / 'in Angels' bus / delayed / <u>they</u> arrived after / st	isers / n transit' /	2 . KF
18b.	all teams able to compete - better chance of because favourites (Stratos) out of competition		
KEY:	strongly favoured (Stratos) team / flew in / equ still 'in transit' / for some (teams) / cyclone / ve		2.
	playing tennis		2.
KEY:	Alexia / finalist in / tennis / When / recuperat encouraged / exercise / but / in / meaningful		KE
	1. improved mobility 2. improved tennis (waa finalist / tennis challenge / before / accident great / encouraged / exercise a lot / paid off /	/ wasn't /	

copymaster sample page 15

LEVEL THREE SET T10 non-fiction page 87

a.	we don't listen to ourselves; the words wash over us; word is not in our vocabulary
KEY:	blithely unaware / we / incapable / stopping / think / we / not / pay / attention to / words / word / not in / vocabulary / substitute / similar / <u>one</u>
b. KEY:	not a serious (scientific) word; associated with real case many words / Music Ear Disturbance, chronic lyricosis / disclexia / one / 'stuck' / 'mondegreen' / Sylvia Wright / misheard
c. KEY:	to share with others; they're funny; so many of them mondegreens / comical / surprised how many you'll hear / mondegreen collectors
d. KEY:	we've all sung wrong words at some time (mondegreens) <u>It</u> happens to all / We / unaware / singing / wrong lyrics / resulting mondegreens / you / identify with
e. KEY:	YES - others may laugh; think they are stupid singing / wrong lyrics / can be / comical
e. KEY:	NO - everybody does it happens / all of us / embarrassment / pointless / singing / wrong lyrics / this phenomenon / is 'mondegreen'

copymaster sample page 14

LEVEL THREE REACTION SET R1 fiction page 76

- 1. YES flowers (especially nurtured for flower show) ruined KEY: flowers of which / mother / extremely proud / Marnie / pulled off / blossoms (ruined) / intended for / flower show
- 1. NO she encouraged her daughter's interest in plants; Marnie only 2; was unsupervised at the time
- KEY: parents decided / daughter / grow up / love / gardening / <u>she</u> (mother) / Marnie, when / baby / lift <u>her</u> up / touch / leaves / see / flowers / pull / pick / when Marnie / about two years old, <u>she</u> / outside alone
- 2. **YES** a kind act; a stray dog needing shelter
- KEY: Lightning / thunder / torrential / rain / wind / pathetic / trembling / panic / Florrie / roamed / area / owned by nobody / Colin / <u>he</u> knew / now stuck with / animal / his house / spend / night in
- NO dog: knocked him over; was smelly, wet and making a mess
- KEY: knocked over / saturated / trail of water / soaking / floor / puddles / rainwater / Colin / <u>he</u> knew / now stuck with great, smelly, oozing animal / his house / spend / night in

copymaster sample page 16

LEVE	L THREE SET T16 non-fiction page 93
a. KEY:	many tools are sharp & hand held (including power tools) tools such as screwdrivers, saws, chisels / knives in every DIY person's toolbox / most common type / injury / cuts to / fingers / hands / power tools / also cause injury
b. KEY:	might run under your feet; may trip over it injury / Falling / tripping / cords, cables (etc.) / lying around / opportunities / aplenty / Knowing where / cat / dog is / important too (infers you can trip over these too)
с. КЕҮ:	needed to dispel toxic (poisonous) fumes Some products such as paints / produce toxic fumes. When working with <u>these</u> / supply of fresh moving air / essential
d.	1. learn & follow safety rules (of ladders, tools, ventilation) 2. be tidy (don't leave tools, etc. lying around)
KEY:	 3. use common sense (light, time, assistance, strength) 1. Ladders / must be placed with care / precision so / safe to use / tools can / cause injury / when / operator / not familiar with them. Some products (paints etc) / produce toxic fumes / fresh / air / essential 2. common / injury / Falling / tripping / high on / list / cords, cables (etc.) / lying around / opportunities aplenty (to fall or trip)
	3. potential for injuries / increases / not enough light, time, assistance / strength
e. KEY:	YES - used properly - speed up work, make it easier power tools / easy to use / speed up / job
е.	NO - improper use can cause serious or fatal injury can be expensive

KEY: quality power tools / are expensive / can / cause injury / serious / fatal