

KEY into inference

SAMPLE COPYMASTER PAGES

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The following sample pages are representative of this 94 page resource. Samples are taken from **KEY into inference**'s three decoding levels. Copyright prohibits these sample pages being copied and distributed for purposes other than to help ascertain the value of purchasing the complete resource.

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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:

5 sets of sentences (40 practise items)

SET S1 sentences **when** (8 items)

SET S2 sentences **where** (8 items)

SET S3 sentences **what** (8 items)

SET S4 sentences **who** (8 items)

SET S5 sentences **why** (8 items)

8 sets of paragraphs (32 practise items)

SETS P1-4 fiction paragraphs (18 items)

SETS P5-8 non-fiction paragraphs (14 items)

10 sets of texts (10 practise items)

SETS T1-5 fiction texts (5 items)

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

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SAMPLE PAGE 2
SEE GUIDE & ANSWER
SAMPLES FOR ANSWERS

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SENTENCES when

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

MODEL

SENTENCE: It was still quite dark when Uncle Harry woke Paula to go fishing.

QUESTION: When did Uncle Harry wake Paula?

ANSWER: In the early morning.

KEY WORDS: **quite dark** - tells you it is not completely dark; it is starting to become light
still - tells you that it had been dark for some time before
woke - tells you that Paula had been sleeping

PRACTISE

1. The children like to play indoors during the cold winter months.

When would the children most likely play outdoors?

2. It was time to turn the lights on.

What time of the day was it likely to be?

3. Greg didn't have time to finish his breakfast before he had to catch the bus.

What time of the day was it?

4. He hardly ever brushes his teeth.

Does he clean his teeth often? How do you know that?

5. Mandy lay in the bath until the water was cold.

Was Mandy in the bath for a long time? How do you know that?

6. Ralph was usually a quiet dog.

Did Ralph bark often? How do you know that?

7. Her favourite Easter eggs are usually all sold by Good Friday.

When is it the best time for her to buy her favourite Easter eggs?

8. By midday it is too hot to work in the garden.

When are the best times to work in the garden?

PARAGRAPHS fiction

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 11**

As Jill worked, she hummed softly to herself. Just one bin to go and then she would start on the vacuuming. Things were going well. At this rate she would be home before her kids were up for breakfast.

- a. *What is Jill's job ?*

- b. *At what time of the day does she do her work?*

ITEM 12

By the time we reached the small village the sun was going down. After so long on the road we were glad to be able to take off our boots and rub our sore feet.

- a. *What time of the day was it?*

- b. *How did they get to the village ?*

ITEM 13

The old bus bounced over the rickety bridge. There was a clatter as the engine cover flew off, hit the railing and disappeared.

- a. *Why did the engine cover fly off?*

- b. *Where did the engine cover most likely disappear to?*

ITEM 14

Roy had waited a long time but nothing was happening. Then suddenly the line jerked. In his excitement he tripped over my bag and fell head first into the water.

- a. *What was Roy doing before he fell?*

- b. *Why did he become excited?*

PARAGRAPHS non-fiction

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 19**

A quiet, unusual way of seeing the countryside, is from the basket of a hot air balloon. The balloon is gently pushed along by the wind. Looking down from the basket, passengers can see more than they would from the ground.

- a. *Do people often travel by balloon? How do you know that?*
- b. *Do hot air balloons go fast? How do you know that?*

ITEM 20

Take some cream, a pinch of salt, a jar with a screwtop lid and plenty of energy. Put the cream into the jar and shake it up and down. Keep on shaking the jar until you see lumps forming in the cream. You have made butter.

- a. *Why does the recipe say you need plenty of energy?*
- b. *How do you know when you have made butter?*

ITEM 21

Charlie Chaplin was a famous actor and film director who made very funny movies. Many of his best films were silent, but when sound for movies was invented, people all over the world heard Charlie Chaplin's voice for the first time.

- a. *Why were many of Charlie Chaplin's best movies silent?*
- b. *Did he ever make movies with sound? How do you know that?*

ITEM 22

The photographer wanted the first pictures of these rare birds. Other photographers had tried, but the birds had flown away. She knew she had to creep quietly through the dense forest being careful not to step on any twigs. She hoped she would be lucky.

- a. *Had there been other pictures of these birds? How do you know that?*
- b. *Why had the birds flown away when the other photographers tried to get pictures of them?*

TEXTS fiction

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 5****KIM**

As he walked up the path Kim was surprised to see that there was not a light anywhere, not even the flicker of the TV. He also noticed how unusually quiet it was. Toby didn't let anyone get anywhere near the house without yapping or growling.

Slowly Kim opened the front door and peered into the silence. "Is ..there ..anybody home?" he called in a shaky voice. But there was no reply. He called again, his voice a little stronger this time. Still silence.

He went slowly into the hallway, his fingers reaching for the light switch on the wall. As soon as he pushed the switch Kim realised the power in the house was off. He stood for a while, until his eyes were used to the dark. He wondered why no-one was home. No parents, no little sister, not even Toby.

He made his way to the kitchen. He could 'see' every step of the way in his mind. Ever since he had been very little, Kim had often got up for a drink in the middle of the night and padded in darkness to the fridge.

The torch was in its usual place, although Kim opened the wrong drawer at first. He immediately shone the torch on the kitchen table. He breathed a sigh of relief as he read the note - 'Have gone to the vet, we shouldn't be too long'.

- a. *What time of day was it?*
- b. *Was Kim expecting his family to be home? How do you know that?*
- c. *Had Kim lived in this house for a long time? How do you know that?*
- d. *Where was the torch?*
- e. *Why did Kim first shine his torch on the kitchen table?*

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:

7 sets of sentences (42 practise items)

SET S1 sentences **when** (6 items)

SET S2 sentences **where** (6 items)

SET S3 sentences **what** (6 items)

SET S4 sentences **who** (6 items)

SET S5 sentences **why** (6 items)

SET S6 sentences **negatives** (6 items)

SET S7 sentences **instructions** (6 items)

9 sets of paragraphs (32 practise items)

SETS P1-5 fiction paragraphs (16 items)

SETS P6-9 non-fiction paragraphs (16 items)

14 sets of texts (14 practise items)

SETS T1-6 fiction texts (6 items)

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

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SAMPLE PAGE 7
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SENTENCES what

With these questions you are looking for **KEY** words that tell you -
what someone or something is; is doing; what is happening, what it is happening to.

MODEL

SENTENCE: The size of the frame and the thick glass made it awkward and heavy to carry, but Jerry kept on walking, even though all he could see was his reflection in the glass.

QUESTION: What was Jerry carrying?

ANSWER: A large mirror.

KEY WORDS: **frame** and **glass**- tells you what it is made of
size - tells you that it is large
all he could see - tells you that it is not window glass
reflection in the glass - tells you that it is a mirror

PRACTISE

1. As Glen turned to see what was making the noise he felt feathers brush past his face.
What was it that brushed past Glen's face?

2. When she was found a month after the plane went down, her clothes were too big for her.
What had happened to her?

3. It was clear that it had been a long time since the boy had been in contact with soap and water.
What did the boy look like?

4. Except for a few clowns we missed all the parade, but we would see everything tonight in the gigantic tent rising now in the park.
What were they going to see tonight?

5. When Scott's spade made a clanging sound he knew the stories about the buried treasure were true.
What caused the clanging sound?

6. The roof paint was available in blue or green and Amber made her choice, knowing she wanted her house to blend in with the surrounding trees.
What colour did Amber choose?

SENTENCES negatives

With these questions you are looking for **KEY** words that tell you-
no or not

MODEL

SENTENCE: Phil liked to run but he was not famous for his speed.

QUESTION: What kind of runner was Phil?

ANSWER: A slow runner.

KEY WORDS: **not famous** - tells you that the writer means the opposite - Phil doesn't run fast

NOTE: negatives are sometimes used by writers to make fun of something or someone by writing the opposite of what they mean.

PRACTISE

1. The problem with Ted was not so much his age as his memory.

What was Ted's problem?

2. The animal is not noted for its intelligence.

Is the animal intelligent? How do you know that?

3. Well, you certainly could not describe the weather as warm.

What was the weather like?

4. The crime could not have been committed by a child.

Who committed the crime?

5. As a rule lions do not live alone.

How do lions usually live?

6. They weren't wrong when they said Georgia was clever.

Was Georgia clever? How do you know that?

TEXTS fiction

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 6****CRICKET**

Out on the field, Great Auntie Mira screwed up her eyes and peered down the pitch as she faced Uncle Ben, the bowler. She steadied herself. The noise of the ball hitting the wooden cricket bat told her that she could now run down to the other end. The ball didn't travel far, but the young ones knew to take their time in returning it to the bowler - long enough for Mira to score a run for her team.

Another hit. Away went Great Auntie Mira. When she arrived at the other end, she was met with shouts of "Run again, Auntie! They haven't found it yet!"

She complained that she didn't see the ball coming when Uncle Jimmy's new wife Gloria had a turn; so when Uncle Jimmy bowled next, he bowled slowly.

Miraculously Uncle Jimmy's first ball hit the exact centre of Great Auntie Mira's bat. She lifted it and the ball high into the air. She started to make her way down the pitch. The nephews, nieces, aunts and uncles all suddenly stood still and watched in unbelieving silence. But it wasn't Great Auntie that they were watching.

There was a triumphant shout from behind. Mira stopped, halfway between wickets, and she too, looked back.

Uncle Jimmy's new wife had caught her out.

- a. *What was Great Auntie Mira's eyesight like?*
- b. *Did Great Auntie Mira hit the first ball hard? How do you know that?*
- c. *What did she think of Gloria's bowling?*
- d. *What was it that they watched in unbelieving silence?*
- e. *Who gave the 'triumphant shout'?*

TEXTS non-fiction: history

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 7****JUMBO**

Language is constantly changing. Words are invented, meanings are changed and some words are lost.

Mumbo-jumbo is thought to be an African term for a witch doctor who carried out seemingly strange ceremonies. In English, mumbo-jumbo took on the meaning for something that is either mysterious or meaningless.

In 1884 a circus owner named P.T. Barnum bought an enormous male elephant from London Zoo. He named the elephant Jumbo and shipped it to America to take it on tour. It was the largest known elephant in captivity. Barnum's advertising posters showed a huge elephant with the name Jumbo written in large letters.

Soon the word jumbo was being added to anything that was especially large. There were jumbo meals, jumbo fruits - the new word could be added to any product. In more modern times we got the 'jumbo jet'. This was the nickname given to the Boeing 747 aircraft - a plane with a large, distinctive hump. This plane could carry more passengers than any other.

For about a year Jumbo was exhibited across America. Then, one night as he was being led across some railway tracks to board the train which would take him to his next destination, another train arrived unexpectedly and ran straight into him. Neither he nor the train survived the collision, but the word jumbo continues to be part of the English language.

- a. *Why did the African word mumbo-jumbo come to mean something mysterious in English?*
- b. *Why did P.T. Barnum want to take this elephant on tour?*
- c. *How did the word jumbo come to be used for anything that was especially large?*
- d. *Why is the Boeing 747 called a 'jumbo-jet'?*
- e. *What happened to the train that hit Jumbo?*

KEY LEVEL THREE*

decoding age 12-14+ 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 Three contains:

6 sets of sentences (30 practise items)

SET S1 sentences **when** (5 items)

SET S2 sentences **where** (5 items)

SET S3 sentences **what** (5 items)

SET S4 sentences **who** (5 items)

SET S5 sentences **why** (5 items)

SET S6 sentences **double negatives** (5 items)

9 sets of paragraphs (32 practise items)

SETS P1-3 fiction paragraphs (11 items)

SETS P4-9 non-fiction paragraphs (21 items)

20 sets of texts (20 practise items)

SETS T1-6 fiction texts (6 items)

SETS T7-20 non-fiction texts (14 items)

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SAMPLE PAGE 12
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SENTENCES who

With these questions you are looking for **KEY** words that tell you - **what job someone does, or how people might be related.**

MODEL

SENTENCE: The room was hushed and all eyes were now on the man in the black robe who would decide the convicted man's fate.

QUESTION: Who was the man the people were looking at?

ANSWER: The judge.

KEY WORDS: **black** and **robe** - tells you about the special clothes the man wears
decide - tells you something about his job
convicted man's fate - tells you that he makes decisions about people found guilty

PRACTISE

1. Purposefully stopping to check each one, she moved down the line of parked cars.

Who is she?

2. We thought we would be going to the movies alone, just the two of us, until Uncle Walt told us to take his kids, little Renee and Damien, along too.

Who are Renee and Damien to the writer?

3. After motioning me to place my suitcase and hand luggage on the counter he methodically examined the contents.

Who is this man?

4. I was fascinated by the watchful man in the dark glasses who maintained exactly the same distance between himself and his employer, as though they were attached by an invisible cord.

Who was the man in the dark glasses?

5. The roar of recognition that greeted the guitar intro to his song brought a smile to Jed's face, as he sat at the back of the crowded hall.

Who is Jed?

PARAGRAPHS fiction

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 9**

As Elmo arrived at the street, he was still trying desperately to recall which house the Giffords lived in. Try as he might, he could think of no distinguishing feature that set their house apart from all the others. Just as despair was setting in, he realised that he could find them quickly after all. Reaching across the seat into his bag, he pulled out his mobile phone.

- a. *Had Elmo been in this street before? How do you know that?*

- b. *Why couldn't Elmo pick out the Gifford's house?*

- c. *Was he keen to find their house? How do you know that?*

ITEM 10

The under-six year old team was playing its first game. Scores of parents spread along the side-lines. His father stood near the half-way line so that he could see all the action. Kurt picked up the ball, put his head down and ran. He saw a white line, dived across it and pressed the ball down. Glowing with pride he stood up. But why were all these spectators laughing? Why was his father, right there in front of him, grinning?

- a. *What had he done?*

ITEM 11

The two students stood side by side, scanning the library shelves.

"Here's the novel I've been looking for," said Rose eventually. "It's about three sisters who get separated when they're young and live in different countries. Then they meet up when they're older."

Vanessa glanced sideways at the cover of the book then looked back at the shelves.

"I need to find information on East Africa for my assignment but there's nothing here."

- a. *What section of the library were they in?*

- b. *Does Vanessa know the library system? How do you know that?*

TEXTS fiction

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 3****ZOE**

Zoe awoke with a start. On the chair, the clock was flashing 5:30 brightly, greenly, in case it should be somehow overlooked. She reached over and turned it face down.

'Too early,' said the overworked part of her brain. 'Important to get up immediately,' said another, more urgent, and as it turned out, more convincing part.

Leaning over, she dragged her slippers out from under the bed. She shivered as she put on the robe that been hanging on the door. Awake now, she padded carefully along the hallway, past the other bedrooms, and made her way to the spare room.

Here, in this little room at the back of the house, Zoe spent most of her spare time. She had lately discovered that she had a talent for clothing design and was gaining an increasing clientele who could depend on her being original, meticulous and reliable. Zoe was relieved to have the money. Getting through university hadn't been easy for her up until now.

Her assignment had been completed just four hours ago and now a still tired Zoe turned her full concentration to Roberta's frustrating request.

Roberta had decided that the extensive lace trim on her wedding dress no longer pleased her, and at the last minute had come to Zoe, confidently expecting the alterations to be completed in time for the mid-morning ceremony.

- a. *Why did Zoe go so carefully down the hallway?*
- b. *In which part of the house was Zoe's bedroom?*
- c. *Did Zoe have many interests? How do you know that?*
- d. *Was Zoe wealthy? How do you know that?*
- e. *Did Zoe really want to do this alteration? How do you know that?*

TEXTS non-fiction: science

Inference is not said directly

Look for the KEY words

Answers must come from information in the story Consider writer's intent

PRACTISE**ITEM 12****BACTERIA**

To many people, bacteria and germs are synonymous. While it is true that there are harmful bacteria which cause disease, it is also true that there are bacteria which are useful to us.

A good example of useful bacteria is when they act as decomposers. This happens on a compost heap or when a living organism dies. Where there is dead matter, there will also be small creatures such as ants, beetles and earthworms. They digest and excrete the material that they feed on, but they don't really change it. On any decaying matter, there are microscopical bacteria which break it down completely.

Most of this work is done by aerobic bacteria; a type of bacteria that needs air to exist. They not only eat the dead matter left by the worms and ants, they change it into simple chemicals that become nutrition for plants. If the decaying matter compacts into a more liquid mass, the aerobic bacteria can no longer survive there and the anaerobic bacteria take over.

Bacteria reproduce by dividing themselves. Each bacterium takes about twenty minutes, in the right conditions, to split into two. Each of these will divide again in another twenty minutes. This goes on endlessly. Sometimes bacteria will form colonies with millions of members. When this happens, the colony is visible as a small feathery shape.

The human body has a natural ability to resist the effects of harmful bacteria. However, some of the more virulent varieties, such as those that cause tetanus and tuberculosis, have been harder to resist. Human intervention with antiseptics and drugs has effectively reduced the number of serious illnesses and deaths.

- a. *What do many people associate bacteria with?*
- b. *Can anaerobic bacteria exist without air? How do you know that?*
- c. *What is a single member of a bacteria colony called?*
- d. *When is a bacteria colony able to be seen with the naked eye?*
- e. *Can tetanus and tuberculosis cause death if they aren't treated? How do you know that?*