

## KEY into evaluation

# SAMPLE GUIDE & ANSWERS PAGES

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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.

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### ANSWERS & KEY WORDS

specifically compiled for copymaster sample pages

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# 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 surprising 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 these 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 underlined 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.

LEVEL ONE SET P1 fiction	page 4
<p><b>1:</b> <i>the dish was hot and would burn his hands</i> KEY: casserole / cooking / oven / hot / oven mitts on <u>his</u> hands / took / dish out</p> <p><b>2:</b> <i>the two year old child</i> KEY: 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 inference: Rosie has used cushion before</p> <p><b>3:</b> <i>he didn't have his tools with him</i> KEY: He climbed / ladder / inspected / roof / returned / ground / went inside for / tools</p> <p><b>4:</b> <i>the water was rising and they couldn't get out</i> KEY: water / past / knees / they panicked / no way out / high water mark / metre above / heads</p>	

LEVEL ONE SET P2 non-fiction	page 5
<p><b>5:</b> <i>it is roughly the same size as Earth</i> KEY: Venus / often called / Earth's twin / <u>It</u> roughly / same size as Earth</p> <p><b>6:</b> <i>dog would lose balance; would slide</i> KEY: Dogs / good balance but / need / good footing / truck decks / made / plywood rather than metal (infers dog cannot grip on metal)</p> <p><b>7:</b> <i>to check for wild animals</i> KEY: wild animals / fresh tracks / Look around carefully / When you / follow / tracks, raise / eyes every few seconds</p> <p><b>8:</b> <i>food</i> KEY: 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)</p>	

LEVEL ONE SET S1 fiction	page 8
<p><b>1a</b> <i>he had sore feet</i> KEY: Paul sat on / kerb / long walk / Grandma rub <u>your</u> feet</p> <p><b>1b</b> <i>Joyce</i> KEY: Paul sat / <u>He</u> does this / said Margaret / <u>I</u> remember / you / when / his age, Joyce replied, sitting / beside / boy / Here, let <u>your</u> Grandma rub <u>your</u> feet</p> <p><b>2a</b> <i>steal one of Mr Bain's pine trees at night</i> KEY: Diane / Jimmy wanted / real tree / Mr Bain grew / pine trees. <u>They</u> made / plan / darkness / torch / handsaw</p> <p><b>2b</b> <i>Mr Bain didn't stop (they were carrying one of his trees)</i> KEY: 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</p> <p><b>3a</b> <i>she was eating too much; they fed her too much</i> KEY: cat's / sick again / still eating / meals / greedy cat / eats far too much / only feed / once a day</p> <p><b>3b</b> <i>they thought they would hear bad news (cat is dying)</i> KEY: cat / sick / take <u>her</u> to / vet / fearing / worst / serious problem / vet said / They stood quite still</p>	

LEVEL ONE SET S2 fiction	page 9
<p><b>4a</b> <i>Kane</i> KEY: Don't / that end / pool / slippery, Phil's father called / Kane / going / end of / pool / <u>his</u> feet went / <u>he</u> fell</p> <p><b>4b</b> <i>didn't hear Phil's father over the noise of the others</i> KEY: Don't / Phil's father called from / garden / Kids / splashing, laughing / calling out</p> <p><b>5a</b> <i>clothes on revolving line turning in a strong wind</i> KEY: strong wind / revolving clothesline / spin round / trousers / socks moving around / outdoor spin dryer</p> <p><b>5b</b> <i>Ray &amp; Shelley held onto clothes to spin around on the line; they stretched the pyjama pants</i> 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)</p> <p><b>6a</b> <i>playing in the soccer finals</i> KEY: Jay / realised what <u>he</u> / missing / instead / being / star / <u>he</u> would have to watch / soccer finals</p> <p><b>6b</b> <i>riding his bike (with little control), hit a brick &amp; came off</i> KEY: Jay / accident / <u>his</u> bike / both feet on / handlebars / didn't have much control / hadn't seen / brick (on road)</p>	

LEVEL ONE SET S3 fiction	page 10
<p><b>7a</b> <i>close-up shots of lions growling &amp; opening mouths</i> KEY: wild animals. Danny loved <u>it</u>. But then / close-up / lions / growling / opening <u>their</u> mouths wide</p> <p><b>7b</b> <i>Danny had begged to go with sister &amp; friends then wanted to leave early</i> KEY: Danny / <u>He</u> / begged / sister / <u>him</u> go / with <u>her</u> and / friends / <u>I</u> want to go. <u>he</u> / to / sister. <u>She</u> / annoyed</p> <p><b>8a</b> <i>the monkey had snatched her new hair band</i> KEY: <u>It</u> / snatched Helen's / new hair band / <u>She</u> / watching / monkey turn <u>it</u> / in / hands. Helen / upset</p> <p><b>8b</b> <i>he and the monkey were 'partners in crime'</i> KEY: boy / nuts to / monkey. <u>It</u> / handed / band to / boy. <u>She</u> gave / boy / money / boy winked at / monkey</p> <p><b>9a</b> <i>he knew to put something cold on the injured ankle</i> KEY: 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</p> <p><b>9b</b> <i>was some distance away; the wind &amp; sea were noisy</i> KEY: wind / strong / sea / choppy / <u>He</u> couldn't hear / father calling from / car park</p>	

LEVEL ONE SET S4 fiction	page 11
<p><b>10a</b> <i>she was carrying the hedgehog in her mouth</i> KEY: We could not believe / spines / not / hurting / Gwen / hedgehog in <u>her</u> mouth</p> <p><b>10b</b> <i>yes - vet knew stories about dogs adopting other young animals, but not hedgehogs</i> KEY: quite common / female dogs / adopt / young / other animals / said / vet / haven't heard / story such as <u>this</u></p> <p><b>11a</b> <i>had to beat Lara's high score to stay the club's best</i> KEY: Emmy / <u>She</u> / feeling nervous / <u>She</u> / better than Lara / Lara / given / high score / <u>She</u> had to beat <u>that</u></p> <p><b>11b</b> <i>yes - she was able to leap easily on to the beam</i> KEY: Sucking in / breath / letting / go slowly / how Emmy / relax / <u>she</u> ran / to / beam / easily leapt / onto <u>it</u></p> <p><b>12a</b> <i>no - a cat not the or her cat (a - is the indefinite article)</i> KEY: Kara looked / <u>a</u> cat in / garden</p> <p><b>12b</b> <i>a burnt sausage; Kara's burnt breakfast</i> KEY: cat in / garden, eating / grilled sausages / <u>she</u> (Kara) / carried / smoking tray from / grill / to / garden, left <u>it</u></p>	

# 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

copymaster sample page 3

### LEVEL ONE SET P1 fiction page 4

- 1:** *the dish was hot and would burn his hands*  
KEY: casserole / cooking / oven / hot / oven mitts on his hands / took / dish out
- 2:** *the two year old child*  
KEY: Steve bought / Rosie / cushion for sleeping / other eyes / seen it too / Rosie came / lie down, she / pushed / two-year-old child  
inference: Rosie has used cushion before
- 3:** *he didn't have his tools with him*  
KEY: He climbed / ladder / inspected / roof / returned / ground / went inside for / tools
- 4:** *the water was rising and they couldn't get out*  
KEY: water / past / knees / they panicked / no way out / high water mark / metre above / heads

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 / she / 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 / others / see what they / saying
- 17b** *no - they have to be able to see the hand movements*  
KEY: words / sentences / shown with hand movements / others / 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

copymaster sample page 6

### LEVEL ONE SET T6 non-fiction page 23

- a.** *a unicycle has 1 wheel and a bicycle 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 / This led to / making / unicycles
- c.** *no - it is hard to keep your balance*  
KEY: Some riders / manage / balance on / front wheel / led to / unicycles. Riders tried / see how far they / travel (some & tried infer that it was **not** easy)
- d.** *only those who had good balance could ride them*  
KEY: Some / could / balance / Those / skilled / riding / front wheel / penny-farthing / able / ride / unicycle well  
craze / not last / long
- e.** **YES** - *would be thrilling*  
KEY: high up / If / braked suddenly / back wheel / rise / off / ground / balance on / front wheel
- e.** **NO** - *would be dangerous - up high with poor brakes*  
KEY: If / braked suddenly / back wheel / rise / off / ground / thrown out / seat / long way to / ground

# EVALUATION: ANSWERS & KEY WORDS

specifically compiled for sample pages of copymasters

## LEVEL TWO

copymaster sample page 9

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

copymaster sample page 11

LEVEL TWO SET T13 non-fiction	page 58
<b>a.</b> <i>yes - his job is to comment on music; important to know what's popular; what teens are listening to</i> KEY: 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>b.</b> <i>to listen to Jason; concentrate on the music (He liked it)</i> KEY: DAVE'S (in title) / <u>I</u> / forced to listen to Jason, but after / first track / put / book down	
<b>c.</b> <i>Dave's teenage daughter - refers to him as 'my dad'</i> KEY: 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>I</u> / forced / listen to Jason / Don't take / notice / what <u>my</u> dad says (the last paragraph is Kristy Knight's comment)	
<b>d.</b> <i>Dave's teenage daughter (Kristy) and her friends</i> KEY: 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	
<b>e.</b> <b>YES</b> - <i>experienced; knows teenagers; fair (includes Kristy)</i> KEY: DAVE'S MUSIC SCENE (title) / teen music scene not much / different from when <u>I</u> / teenager / In our house / teen and / set / drooling over Jason / <u>I</u> / forced to listen / put / book down (subtitle - <b>with a comment from Kristy Knight</b> shows Dave is prepared to let teenagers have their say) <i>nothing to suggest Dave is <u>not</u> the right person</i>	

copymaster sample page 10

LEVEL TWO SET T12 non-fiction	page 57
<b>a.</b> <i>that the ocean floor was not flat</i> KEY: In / past / was / thought / ocean floor / flat. Then / using / lead line found / <u>this</u> / not the case	
<b>b.</b> <i>using an echo sounder (too deep for a lead line)</i> 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)	
<b>c.</b> <i>gives complete &amp; detailed record of the ocean floor</i> 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	
<b>d.</b> <i>helps identify: earthquake faults, where volcanic eruptions may occur, possible shipping hazards</i> KEY: now know / beneath / sea / mountains, active volcanoes / where earthquakes / volcanic eruptions are common / important for shipping companies / know / shape of / ocean floor	
<b>e.</b> <b>NO</b> - <i>vast expanses of ocean to cover in detail</i> KEY: two thirds / world's surface / beneath / ocean / vast - more than 360 million km <sup>2</sup> / 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

### LEVEL THREE SET S8 non-fiction page 73

- 17a.** *had enough of being close to winning for last 4 years*  
KEY: Darts / finished / top placings / last four years / quest for / supremacy / Winning / only option
- 17b.** *cliche: always taking second place*  
KEY: finished / top placings / without / taking / top spot / According to / trainer / our reputation / 'always the bridesmaid, never the bride'
- 18a.** *bad weather, equipment didn't arrive, bus delayed*  
KEY: Participants / supporters, spectators / organisers / frustrated / cyclone / Stratos / equipment / 'in transit' / Angels' bus / delayed / they arrived after / start time
- 18b.** *all teams able to compete - better chance of winning because favourites (Stratos) out of competition*  
KEY: strongly favoured (Stratos) team / flew in / equipment / still 'in transit' / for some (teams) / cyclone / very timely
- 19a.** *playing tennis*  
KEY: Alexia / finalist in / tennis / When / recuperating / encouraged / exercise / but / in / meaningful way
- 19b.** *1. improved mobility 2. improved tennis (was a finalist)*  
KEY: finalist / tennis challenge / before / accident / wasn't / great / encouraged / exercise a lot / paid off / two ways

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 / she (mother) / Marnie, when / baby / lift her up / touch / leaves / see / flowers / pull / pick / when Marnie / about two years old, she / 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 / he knew / now stuck with / animal / his house / spend / night in
- 2.** **NO** - *dog: knocked him over; was smelly, wet and making a mess*  
KEY: knocked over / saturated / trail of water / soaking / floor / puddles / rainwater / Colin / he knew / now stuck with great, smelly, oozing animal / his house / spend / night in

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 / one
- b.** *not a serious (scientific) word; associated with real case*  
KEY: many words / Music Ear Disturbance, chronic lycosis / disclexia / one / 'stuck' / 'mondegreen' / Sylvia Wright / misheard
- c.** *to share with others; they're funny; so many of them*  
KEY: mondegreens / comical / surprised how many you'll hear / mondegreen collectors
- d.** *we've all sung wrong words at some time (mondegreens)*  
KEY: It happens to all / We / unaware / singing / wrong lyrics / resulting mondegreens / you / identify with
- e.** **YES** - *others may laugh; think they are stupid*  
KEY: singing / wrong lyrics / can be / comical
- e.** **NO** - *everybody does it*  
KEY: happens / all of us / embarrassment / pointless / singing / wrong lyrics / this phenomenon / is 'mondegreen'

copymaster sample page 16

### LEVEL THREE SET T16 non-fiction page 93

- a.** *many tools are sharp & hand held (including power tools)*  
KEY: 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.** *might run under your feet; may trip over it*  
KEY: injury / Falling / tripping / cords, cables (etc.) / lying around / opportunities / aplenty / Knowing where / cat / dog is / important too (infers you can trip over these too)
- c.** *needed to dispel toxic (poisonous) fumes*  
KEY: Some products such as paints / produce toxic fumes. When working with these / 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)  
3. use common sense (light, time, assistance, strength)*  
KEY: 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.** **YES** - *used properly - speed up work, make it easier*  
KEY: power tools / easy to use / speed up / job
- e.** **NO** - *improper use can cause serious or fatal injury can be expensive*  
KEY: quality power tools / are expensive / can / cause injury / serious / fatal