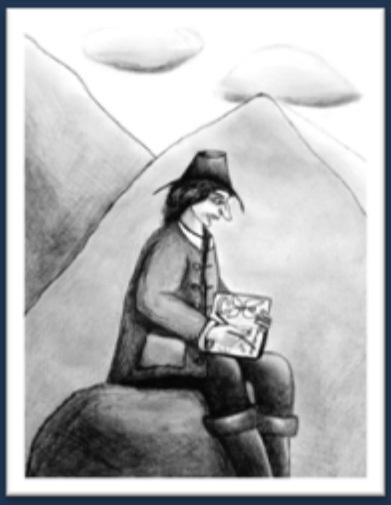
Inference Activities

2nd Edition

Features the Story: **Mount Bump and the Iron Necklace**



David Newman

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2nd Edition

Fiction and Non-Fiction Text

David Newman

www.speechlanguage-resources.com

A Friendly Reminder

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1

Introduction

What is Inference?

What is Inference?

Inference is being conscious and aware of implied information in either text or spoken language. It is an essential and integral part of understanding most texts, both fiction and non-fiction. To infer is the ability to unlock hidden information from written text. The reader is required to go deeper than the literal surface level of text and discover for themselves what the author doesn't state explicitly, but instead hints at. In fact, authors rely on a reader's ability to infer from text. This allows writers to shape and craft information in novel and often beautiful language. Consider this sentence, 'Melissa reached up and clutched her big brother's hand and dug her toes into the wet sand, excited as with a thunderous boom the sea water rushed past her bare legs.'

The author of this sentence relies on the reader's ability to infer that Melissa is a small child who is probably standing with her brother at the beach as a wave rushes past their legs. We can also infer that the wave is not huge and probably no more than a few feet high. We imagine Melissa herself is quite young in that she has to reach up to grab her brother's hand. If the author did not rely on a reader's inference skill then the passage may look like this, *'Melissa who was a six year old girl reached up to clutch her brother's hand who was 14 years old and therefore much taller because she was terribly nervous of the waves as she and her brother stood on the beach together. Melissa also dug her toes into the wet sand because she was equally excited and*

terrified by the incoming wave and also to gain traction just in case the wave pushed her over and she lost her balance and fell into the water…' Writers don't use such descriptive passages with all possible details left in because it is unattractive and exhausting to read and unnecessary. Authors rely on their readers' ability to infer and thus fill in all the missing pieces of information in text. Authors construct either simple or vast word pictures that require readers to use *inference* to fully comprehend a text's meaning. Unfortunately, not all readers have sufficient inference skill to comprehend text that is more elaborate.

Inference skill is a crucial part of reading comprehension. If a child's inference skills are poor then it's a fair bet that their implicit understanding of what they read will also be poor. Most children can readily answer fact-based questions about a text, but often struggle with information that is not specific or that is indirect.

Authors of both fiction and nonfiction texts will actively engage their readers using a variety of techniques. This involves captivating their audience using images that spark readers' imaginations. One of the key elements on which an author relies, is that the reader has the ability to infer the implied or hidden information that is presented.

Please examine these two pieces of text, which present essentially the same information, and note the differences.

One: 'The aircraft's engines roared. As the pilot took off from the carrier's deck and guided the jet into the sky, he looked back and watched as the ship became smaller and smaller.'

Two: **'**The twin flames roared and the pilot gave the beast full throttle. He was soon airborne. Within moments the large gray brick of the flight deck receded and became simply a dot on the ocean's surface.'

Sentence one features literal information to communicate the actions of a pilot taking off from the deck of an aircraft carrier. The language is direct and to the point, but perhaps a little bland.

In **sentence two** most of the information is implied. It relies on the reader's ability to infer that the language used - *lithe beast, gray brick of the flight deck and a dot on the ocean's surface* - is skilfully painting a picture of an aircraft taking off from the deck of an aircraft carrier.

Sentence two uses more elaborate language to create a complex and compelling image. However, it does rely on the reader to be able to connect all the dots and make sense of the imagery. Generally children with poor reading comprehension skills have difficulty connecting the dots, often due to poor vocabulary knowledge and poor inference skills.

The aim of the **Inference Activities** book is for your students to have practice engaging with highly interesting images and text, and thinking about the hidden information in each scenario.

What is in Inference Activities 2nd Edition?

Chapter 2 – Pre and Post Testing

Chapter 3 – Inference and Communicative Reading Strategies

Chapter 4 – Inference from Pictures and Text

This section contains 10 pictures. Each picture features a caption and 4 questions, 2 *shallow level* inference questions and 2 *deep level* inference questions.

Chapter 5 - Sentence Level Inference

This section features 5 categories: *location, time, what, who,* and *why.*

Chapter 6 - Paragraph Level Inference and Fiction *World Myths*

The **World Myths** chapter features 10 scenarios. Each scenario has two questions, one a *shallow level* inference question and one a *deep level* inference question.

Chapter 7 - Paragraph Level Inference and Fiction *Science Fiction and Fantasy*

The **Science Fiction and Fantasy** chapter features 10 scenarios. Each scenario has 4 shallow level inference questions and 4 deep level inference questions.

Chapter 8 - Paragraph Level Inference and Fiction *Adventure*

The **Adventure** chapter features 10 scenarios. Each scenario has 4 shallow level inference questions and 4 deep level inference questions.

Chapter 9 - Paragraph Level Inference and Fiction *Whimsy*

The **Whimsy** chapter features 10 scenarios. Each scenario has 4 shallow level inference questions and 4 deep level inference questions.

Chapter 10 - Paragraph Level Inference and Fiction *Sensations*

The **Sensations** chapter features 10 scenarios. Each scenario has 4 shallow level inference questions and 4 deep level inference questions.

Chapter 11 - Paragraph Level Inference and Non-Fiction *History*

The **History** chapter features 10 scenarios. Each scenario has two questions, one a *shallow level* inference question and one a *deep level* inference question.

Chapter 12 - Paragraph Level Inference and Non-Fiction *Weather*

The **Weather** chapter features 10 scenarios. Each scenario has two questions, one a *shallow level* inference question and one a *deep level* inference question.

Chapter 13 - Paragraph Level Inference and Non-Fiction *Plants*

The **Plants** chapter features 10 scenarios. Each scenario has 4 shallow level inference questions and 4 deep level inference questions.

Chapter 14 - Paragraph Level Inference and Non-Fiction *Solar System*

The **Solar System** chapter features 10 scenarios. Each scenario has 4 shallow level inference questions and 4 deep level inference questions.

Chapter 15 - Paragraph Level Inference and Non-Fiction *The Animal Kingdom*

The **Solar System** chapter features 10 scenarios. Each scenario has 4 shallow level inference questions and 4 deep level inference questions

Chapter 16 - Text Level Inference and Fiction *Mount Bump and the Iron Necklace*

The **Mount Bump and the Iron Necklace** story features 12 scenes each with 6 question, 3 shallow level inference questions and 3 deep level inference questions.

Chapter 17 - Text Level Inference and Non-Fiction *The Roman Empire*

The **Roman Empire** section features 10 parts, each part has 4 questions, 2 shallow level inference questions and 2 deep level inference questions.

2

Pre and Post Inference Testing

Inference Pre-Post Testing

The inference pre and post-tests provide an informal measure of a student's ability to infer. The results of the test can be used to establish a baseline. The baseline provides a means of measuring gains a student may make following a period of intervention. The baseline score can be compared to a retest score performed several weeks or months later.

Administering the Inference Test

There are two separate inference tests. Each test has 12 items. The inference test is designed to assess a student's capacity to coordinate, using inference, background knowledge to interpret scenarios provided verbally by the clinician. If the child does not provide a response to a question then move to the next question.

Recording and Scoring

It's important to use your own judgement when scoring whether a response is correct or incorrect. A sample response is listed for each answer. A rule of thumb is if the response does not relate to the writer's intent then the response should be listed as incorrect. There are two response forms supplied, for inference test one and inference test two. Both forms can be found in **Appendix C**.

Pre-Post Test Questions

The inference questions for tests 1 and 2 are similar in nature and complexity. Both tests feature 12 questions, which are grouped in sets of three. Each group of three questions have a similar complexity. The questions progressively increase in difficulty.

Importantly, each group of three questions in both *test 1* and *test 2* are a *match* in terms of complexity. This is to ensure that *test 2* can be relied upon to be of the same or similar complexity to the questions from *test 1*. Using two tests with different questions, but of similar complexity helps to prevent a practice effect. The questions for *test 1* and *test 2* were rated using the **Fleisch-Kincaid** grade reading level. The Fleisch-Kincaid is a readability test that accurately reveals the complexity and comprehension level of a reading passage.

The questions selected for *test 1* and *test 2* were weighted and assigned in order based on their relative complexity and feature similar grammatical markings. For instance, question 1 from *test 1*, *'Grandpa's dog, Milly, had not been near water and soap for many months.'* Question 1 from *test 2* has a similar construction, *'Mum's horse, Tash, has not had her hooves filed and cleaned for five years.'* Both sentences are rated as between levels 5-6 on the Fleisch-Kincaid.

Each question from *test 1* and *test 2* were rated using the Fleisch Kincaid Grade Reading Level tool

Inference Test 1		Inference Test 2	
Question	Fleisch Kincaid	Question	Fleisch Kincaid
Question 1	level 5.9	Question 1	level 5.5
Question 2	level 6.5	Question 2	level 6.9
Question 3	level 6.8	Question 3	level 6.9
Question 4	level 7.7	Question 4	level 8.4
Question 5	level 7.5	Question 5	level 7.9
Question 6	level 7.5	Question 6	level 8.4
Question 7	level 9.3	Question 7	level 9.3
Question 8	level 9.8	Question 8	level 9.1
Question 9	level 8.9	Question 9	level 9.9
Question 10	level 10.4	Question 10	level 10.4
Question 11	level 10.5	Question 11	level 10.2
Question 12	level 10.5	Question 12	level 11.3

Inference Test *Example*

Example 1

Read: I will read to you interesting scenarios about things that took place with some people and parts of history. Some of the information may be left out and you have to fill in the missing parts.

'Paul stood waiting patiently by the riverbank. Suddenly the line twitched and then was jerked down by something big.'

What was Paul doing?

Correct: If the student responds with *'Paul was fishing'* mark it as correct and say, '*Well done. You correctly inferred that Paul was fishing'* Continue to example 2.

Incorrect: If the student responds incorrectly or fails to provide a response then read the question again and model the correct response. For instance, *'Paul was fishing. We know this because Paul was standing by a riverbank and had a fishing line in the water and something, a fish probably, had a bite of his line.'* We'll try another one.

Continue with Example 2

Inference Test *Example*

Example 2

Read: ‘China has the largest population in the world. In the early 1980’s, China’s government began a one child policy to reduce population growth.’ **Has China always had a one child policy?**

Correct: If the student responds with *‘No, China began its policy in 1980,’* mark it as correct and say, ‘*Well done. You correctly inferred that China has only recently begun a one child policy.’*

Incorrect: If the student responds incorrectly or fails to provide a response then read the question again and model the correct response. For instance, *‘China hasn’t always had a one child policy. It states here that the policy began in the early 1980s. We can infer therefore that before that there were no restrictions on how many children a family could have.’’* We’ll try another one.

Continue testing with question 1 on the following page. If a student has difficulty answering the first five questions from the book and gets five consecutive zero scores then discontinue testing.

Inference Test 1

Start

1. *Read:* ‘Grandpa’s dog, Milly, had not been near water and soap for many months.’

   What did the dog look like?

Scoring Guide:	There must be a reference to the dog’s scruffy and unclean appearance.

2. *Read:* ‘My jumper rippled and I struggled to control my kite as it dipped through the air.’

   What was the weather like?

Scoring Guide:	There must be a reference to it being a windy day or a stormy day.

3. *Read:* ‘Susan put on sunglasses, a hat and sunscreen as she worked in the garden.’

   What type of day is it?

Scoring Guide:	There must be a reference to the fact that it is a sunny day.

Inference Test 1

continued…

4. *Read:* 'Daniel leaned on the shovel breathing hard as he inspected the depth of the new hole in the ground.'

What had Daniel been doing?

Scoring Guide:	There must be a reference to Daniel having dug the recent hole with the shovel.

5. *Read:* 'We all stopped talking when Mr Martin entered the classroom and began to take the roll call.'

Who is Mr Martin?

Scoring Guide:	There must be a reference to Mr Martin being the classroom teacher.

6. *Read:* 'After the storm, Michael had trouble keeping his car on the slippery road.'

Why was the road slippery?

Scoring Guide:	There must be a reference to the recent rain making the car slide on the wet road.

Inference Test 1

continued…

7.	*Read:*	‘As the sun rose over the horizon, Katie raced down the hill while eating her toast and was just in time to catch the bus.’ **What part of the day was it?**
Scoring Guide:		There must be a reference to the time of day being related to the morning hours.
8.	*Read:*	‘After eating, Toby washed his fur by both licking it and then rubbing his paws over it, purring all the while.’ **What is Toby?**
Scoring Guide:		There must be a reference to the fact that Toby is a cat, probably a housecat, but any cat is acceptable.
9.	*Read:*	‘Emily asked her mother, “Is this cupboard where the frypans and saucepans need to go?” **Where is Emily?**
Scoring Guide:		There must be a reference to the fact that Emily is in the kitchen.

Inference Test 1

continued…

10.	*Read:*	‘Orson Wells’ first film, Citizen Kane, made in 1941, is one of the greatest movies ever made.’ **Did Orson Wells make any films prior to 1941? How do you know that?**
Scoring Guide:		There must be a reference to Citizen Kane being Orson Wells’ *first* film.
11.	*Read:*	‘*Birds of America* is a rare book and considered one of the most expensive publications ever produced. Less than 200 copies were published in the 1800s.’ **Why is *Birds of America* considered such a rare book?**
Scoring Guide:		There must be a reference to only less than 200 copies made back in the 1800s.
12.	*Read:*	‘John Harrison’s clock H4 was the first timepiece that sailors could use to calculate longitude while at sea.” **Prior to the H4, was navigation at sea accurate? How do you know that?**
Scoring Guide:		There must be a reference to navigation being difficult when not being able to correctly calculate longitude.

Inference Test 1 Response Form

No.	Question	Correct	Incorrect
1	What did the dog look like?	1	0
2	'What was the weather like?	1	0
3	What type of day is it?	1	0
4	What had Daniel been doing?	1	0
5	'Who is Mr Martin?	1	0
6	Why was the road slippery?	1	0
7	What part of the day was it?	1	0
8	What is Toby?	1	0
9	'Where is Emily?	1	0
10	Did Orson Wells make any films prior to 1941?	1	0
11	Why is *Birds of America* considered such a rare book?	1	0
12	Prior to the H4, was navigation at sea accurate? How do you know that?	1	0
		Total _____	

Inference Test 2

Start

1.	*Read:*	'Mum's horse, Tash, has not had her hooves filed and cleaned for five years.' **What did the horse's hooves look like?**
Scoring Guide:		There must be a reference to the horse having dirty or unhealthy hooves.
2.	*Read:*	'It was a foggy morning so Dad had to pour warm water on the windscreen to melt the frost.' **What type of day is it?**
Scoring Guide:		There must be a reference to the day being cold and wet.
3.	*Read:*	'After he had successfully crossed the finish line, Matthew leaned over, breathing hard. Despite his best effort, he had run only second. '**What had Matthew been doing?**
Scoring Guide:		There must be a reference to Matthew having finished running a race of some kind.

Inference Test 2

continued…

4.	*Read:*	‘My coat whipped and flapped violently around my legs as I struggled to hold the umbrella.’ **What was the weather like?**
Scoring Guide:		There must be a reference to it being a rainy day or a stormy day.
5.	*Read:*	‘We called Mr Jones when the pipes in the bathroom started leaking water across the floor again.’ **What does Mr Jones do for a living?**
Scoring Guide:		There must be a reference to Mr Jones being a plumber.
6.	*Read:*	**‘**After completing the cross country mountain bike race in the rain, I washed my bike thoroughly.’ **Why did the bike need to be washed thoroughly?**
Scoring Guide:		There must be a reference to the rain and the cross country making the bike muddy or dirty.

Inference Test 2

continued…

7.	*Read:*	‘As the sun set in the pink and creamy sky, Paul got off the silver bus and made his way home to be just in time for dinner.’ **What part of the day was it?**
Scoring Guide:		There must be a reference to the time of day being related to the evening hours.
8.	*Read:*	‘After I swung my leg over Archer’s wide, strong back, I flicked the reins with some urgency and he began to trot.’ **What is Archer?**
Scoring Guide:		There must be a reference to the fact that Archer is a horse.
9.	*Read:*	**Where is Tyler?**
Scoring Guide:		There must be a reference to the fact that Tyler is on a boat.

Inference Test 2

10.	*Read:*	'Hardtack was a solid, dry biscuit created for sailors to eat on long, arduous sea voyages in the 18th century. The tough, flinty biscuit would often break sailors' brittle teeth after they had bitten into them.' **Why would sailors break their teeth on hardtack?**
Scoring Guide:		There must be a reference to hardtack being so hard that biting too hard into it would break teeth.
11.	*Read:*	'Homer, a famous Greek poet who wrote the Odyssey, is thought to have lived sometime between 400 B.C and 850 B.C.' **Do we know how old Homer was when he died?**
Scoring Guide:		There must be a reference to nobody knowing the birthdate of Homer, nor how old he was when he died.
12.	*Read:*	'James Cook was a famous 18th century sea explorer who was the first to successfully map much of the Pacific region.' **What type of transport did James Cook travel on to map the Pacific region? How do you know that?**
Scoring Guide:		There must be a reference to James Cook sailing on a sailing ship of some kind.

Inference Test 2 Response Form

No.	Questions	Correct	Incorrect
1	What did the horse's hooves look like?	1	0
2	What type of day is it?	1	0
3	What had Tobias been doing?	1	0
4	What was the weather like?	1	0
5	What does Mr Jones do for a living?	1	0
6	Why did the bike need to be washed?	1	0
7	What part of the day was it?	1	0
8	What is Archer?	1	0
9	Where is Tyler?	1	0
10	Why would sailors break their teeth on hardtack?	1	0
11	'Do we know how old Homer was when he died? What tells us this?	1	0
12	What type of transport did James Cook travel on to map the Pacific Ocean? How do you know that?	1	0
		Total _____	

3

Inference and Communicative Reading Strategies

Communicative Reading Strategies

Often when confronted with information or a scenario that is unfamiliar students will struggle to make inference due to difficulty with vocabulary or insufficient background knowledge. In this book are over 800 inference questions. Many require an understanding of specific words and situations before a student can attempt to answer an inference question. The strategies outlined here are *optional.*

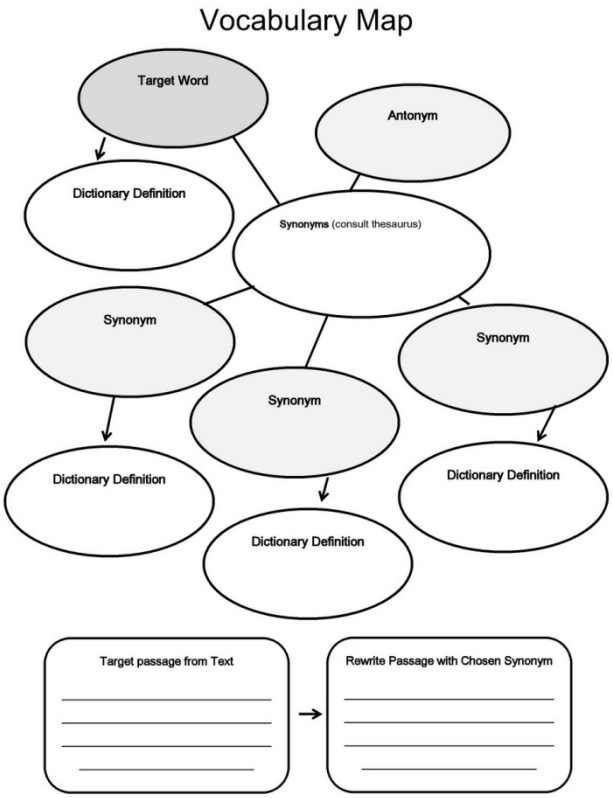
Contextualized Language

Communicative Reading Strategies are an effective means of scaffolding specific information in text so that students have a much greater opportunity to use inference to unlock complex information. This chapter will demonstrate how to scaffold words and passages that can potentially overload students' ability to respond to inference questions. Key components of any communicative reading strategy are *graphic organizers.*

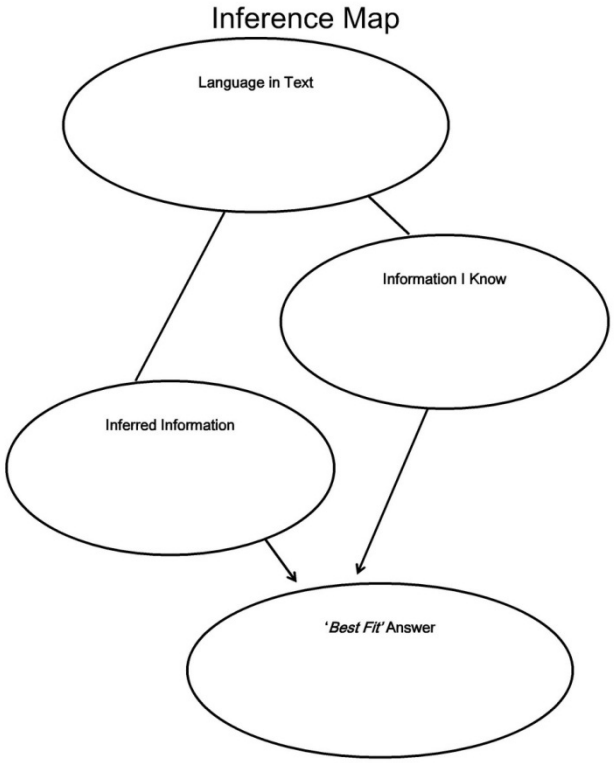
Graphic Organizers

A graphic organizer is defined as a graphic representation of all or part of the elements of a particular concept you wish to teach. Graphic organizers are a popular technique to facilitate comprehension because they encourage organized thought and are an excellent *visual aid* when learning complex information. This chapter features a number of graphic organizers which prove useful when providing scaffolding for inference questions.

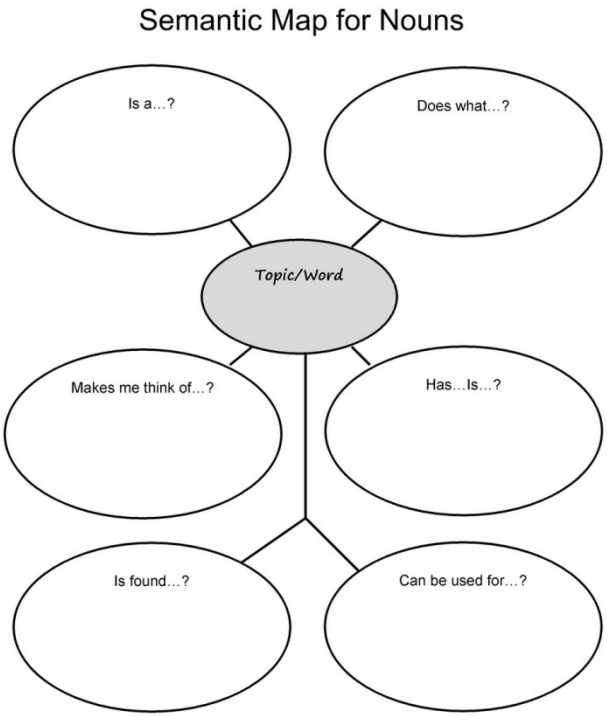
The **vocabulary map** graphic organizer is great for exploring synonyms and antonyms of a target word or words. A feature of this graphic organizer is the deliberate replacement of a word or phrase from the author's original text to enable the discussion of an author's choice of a specific word or phrase.



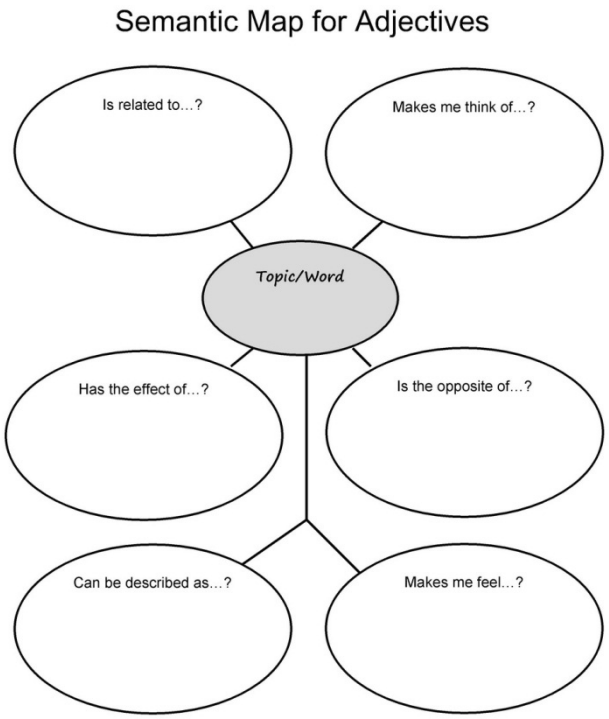
The **inference map** explores the hidden information in text that an author hints at but does not *explicitly* state. **Note:** The final box state '*Best Fit Answer.'* This acknowledges that there may be several '*correct*' responses to an inference question.



The **semantic map – nouns** graphic organizer is effective at exploring the different aspects of a noun whether it be an object or animal or a proper noun such as a person or a specific place.



Similarly to the **semantic map – nouns** graphic organizer, the adjectives map helps explore multiple characteristics of adjectives, including possible synonyms and antonyms.



Communicative Reading Strategies – *Example*

The chapter highlights how to use communicative reading strategies to scaffold inference questions. It is not necessary to use these strategies for all questions. Many of the questions can be answered adequately by students simply using the text and their own word and world knowledge. However, some of the questions may need extra scaffolding and support. The graphic organizers and the example techniques provided in this chapter will prove useful when extra foundation and reinforcement is required for complex questions.

Example Scenario: *Titan* (Non Fiction Paragraph Level)

Titan is an amazing and frigid moon that orbits the gas giant, Saturn, in the outer regions of the solar system. Titan has many similarities to Earth. For instance, like Earth, Titan is a rocky world. Again, like Earth, Titan has a dense atmosphere and many stable bodies of surface liquid. In other words, Titan has lakes and small seas. The seas and lakes do not contain water but liquid hydrocarbon, which is like gasoline or petrol. Also, like Earth, Titan has shorelines, rain, rivers and seasons. In 2004, the Huygens' probe, launched from the Cassini spacecraft, descended through the moon's atmosphere and landed on flat ground that featured rounded rocks and pebbles as seen in rivers on Earth.

Session Objectives:

1. The student will explore complex words and themes from the Titan scenario.
2. The student will respond to inference questions with scaffolded support.

The session begins with the clinician highlighting several potentially complex and difficult words from the text. The highlighted words will be explored by the student with the graphic organizers. The words targeted are *frigid, orbits, similarities, dense, descended,* and *atmosphere*. The clinician reads the *Titan* passage to the student.

Clinician: 'There are some interesting words and themes in this passage which we will explore. It states that Titan is a *frigid* world. What do you think frigid may mean?'

Student: "I'm not sure.'

Clinician: 'Well, let's look *frigid* up in the dictionary. And while we're at it we may also look up the word in the thesaurus and find its synonyms.'

The dictionary reveals that *frigid* is an adjective and relates to being very cold in temperature. The thesaurus results show that synonyms of *frigid* are *freezing, chilly, frosty, frozen* and *glacial.* The clinician helps the student to fill out the *Vocabulary Map* with the synonyms for *frigid*.

Clinician: 'As we can see, *frigid* means very cold. So we can imagine that the Titan moon is extremely cold. The moon orbits Saturn which is a long way from Earth and the sun. Whatever sunlight actually reaches Titan is very weak. Let's fill out the *semantic map for adjectives* and probe the word a little more.'

The *semantic map for adjectives* is filled out with assistance so that now the student has a thorough understanding of the word *frigid*. This becomes important when answering the question, *'Is it cold on Titan?'* The student can now respond confidently to the question.

The clinician wishes to probe the student's understanding of the overall theme of the passage about *Titan.* Many of the deep level inference questions require a more broad understanding of the text. The passage states that Titan has weather conditions similar to earth and also has rivers and lakes. With *deep level* inference questions, there may often be several correct answers.

Clinician: (reading from the deep level inference questions) 'What may have shaped the rounded rocks that were photographed by the Huygens probe?'

Student: 'The rain?'

Clinician: 'Yes, possibly. Or it may have been something else.'

The clinician helps the student complete an *inference map*. In the **language in text** box the student writes, *the ground featured rounded rocks and pebbles as seen in rivers.* In the **information I know** box the student writes, *Titan's ground has round rocks, like on earth. On earth, rounded rocks are created by flowing water*. In the **inferred information** box the student (with scaffolding provided) writes, *the rounded rocks on Titan may have been shaped by running water.* In the ***best fit*** **answer** box the student writes, *the ground the Huygens probe landed on may once have been a flowing river.*

We can *infer* that the roundness of the rocks where the probe landed is strong evidence that the landing area was once a flowing river.

Graphic organizers can be found in **Appendix B**.

Rating Inference Knowledge Progress

An important component of charting therapy progress is to rate a student's understanding of inference. We do this by entering data on to a rating progress chart. The chart is a quick and easy means of qualitatively collecting information about a student's ability to comprehend an inferential concept.

The **rating chart** measures a student's understanding of a target concept. The rating system is *subjective* in manner but provides a convenient and relatively accurate measure of a student's competence with a newly learnt concept or word. In the example below, the student provided incomplete inference knowledge about the target concepts. The student's progress was recorded in the boxes provided.

Score	Description		
Score the student's response/s, as best can be determined, in the appropriate column	**0.** The student has no real understanding of the inference concept. **1.** The student has some understanding of the inference concept, but has trouble describing it or writing it. **2.** The student has good knowledge of the inference concept and can describe it when prompted. **3.** The student has very good understanding of the inference concept and uses it correctly in context.		
	Inference	**Inference**	**Inference**
	Q: Is it cold on Tiran? What tells us this? **Key words:** frigid, orbits Saturn, outer region of solar system.	Q: What shaped the rocks near the Huygens probe? **Key words:** Titan has rivers, lakes and surface water.	
Date 09/08	**Score** 2	**Score** 1	

Inference Knowledge Rating Chart

Score	Description		
Score the student's response/s, as best can be determined, in the appropriate column	**0.** The student has no real understanding of the inference concept. **1.** The student has some understanding of the inference concept, but has trouble describing it or writing it. **2.** The student has good knowledge of the inference concept and can describe it when prompted. **3.** The student has very good understanding of the inference concept and uses it correctly in context.		
	Inference	**Inference**	**Inference**
	_____ _____	_____ _____	_____ _____
Date _____ Date _____ Date _____	Score _____ Score _____ Score _____	Score _____ Score _____ Score _____	Score _____ Score _____ Score _____
	Inference	**Inference**	**Inference**
	_____ _____	_____ _____	_____ _____
Date _____ Date _____ Date _____	Score _____ Score _____ Score _____	Score _____ Score _____ Score _____	Score _____ Score _____ Score _____

4

Inference from Pictures and Text

Inference from Pictures and Text

We flew to the ruined and deserted city

Entry Level Inference

a. Why is the caption of the picture '*The ruined and deserted city*?'

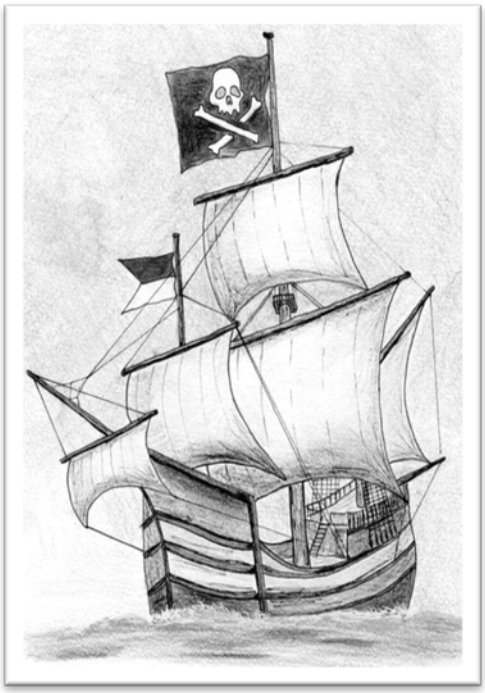
b. Would the plane have difficulty landing on the streets below? How do you know that?

Deep Level Inference

d. Why do you think the pilot is flying in an old antique biplane?

e. What type of disastrous event could have ruined the city?

Inference from Pictures and Text



When the ship's captain looked through the telescope at the fast approaching vessel, he gasped in fear.

Entry Level Inference

a. Who would be sailing on this ship? How do you know that?

b. Why might the captain have gasped in fear?

Deep Level Inference

c. Is this scenario from modern times or from the past? How do you know that?

d. Is the captain standing on the deck of a ship? Why do you think that?

Inference from Pictures and Text

I got the shock of my life when the train left the tracks and became airborne.

Entry Level Inference

a. Why did the character get *the shock of his life*?

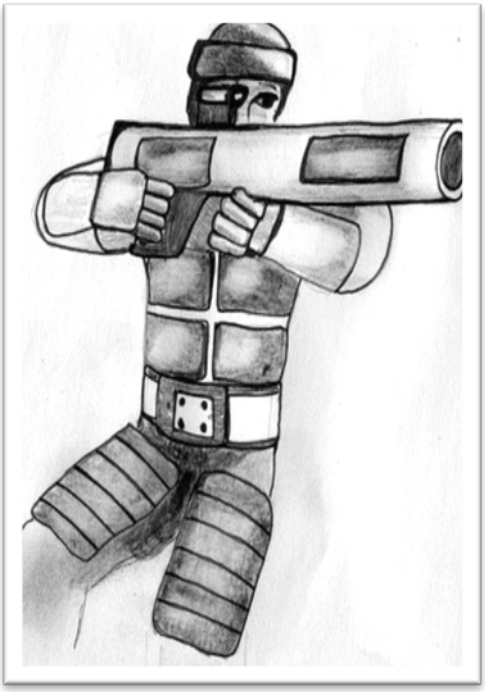
b. Is this scenario science fiction or real life? How do you know that?

Deep Level Inference

c. Why don't trains have wings?

d. Did the character know the train would take to the air?

Inference from Pictures and Text



The space trooper calmly looked through his range finder. The fierce alien warriors were right behind him.

Entry Level Inference

a. Is the space trooper in any danger? How do you know that?

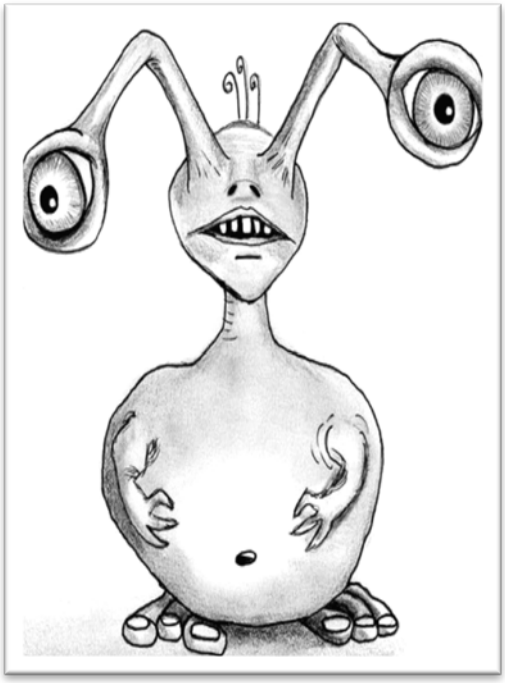
b. In what environment does the space trooper work?

Deep Level Inference

c. Is the space trooper confident in his abilities? How do you know that?

d. Why is the space trooper wearing armour?

Inference from Pictures and Text



"Take me to your leader," said the creature

Entry Level Inference

a. Does this creature have good vision? How do you know that?

b. Is the creature from Earth? How do you know that?

Deep Level Inference

c. Would the creature come from an environment where vision was important to survival? How do you know that?

d. Would the creature be able to run quickly?

Inference from Pictures and Text

Peter expertly launched the rocket and was thrilled with its speed and power.

Entry Level Inference

a. Is Peter having fun? How do you know that?

b. Is Peter up high? How do you know that?

Deep Level Inference

c. Is Peter in control of the rocket? How do you know that?

d. Is what Peter doing a little bit dangerous? Why do you think this?

Inference from Pictures and Text

I needed to get the clothes off the clothesline. I didn't have much time before the deluge.

Entry Level Inference

a What is about to happen here?

b. Why does the character need to get the clothes off the clothesline?

Deep Level Inference

c. Why might the character not have much time?

d. Does the character expect there to be much rain?

Inference from Pictures and Text

Adam had been warned to never sit in grandpa's chair.

Now it was too late.

Entry Level Inference

a. Why had Adam been warned to never sit in the chair?

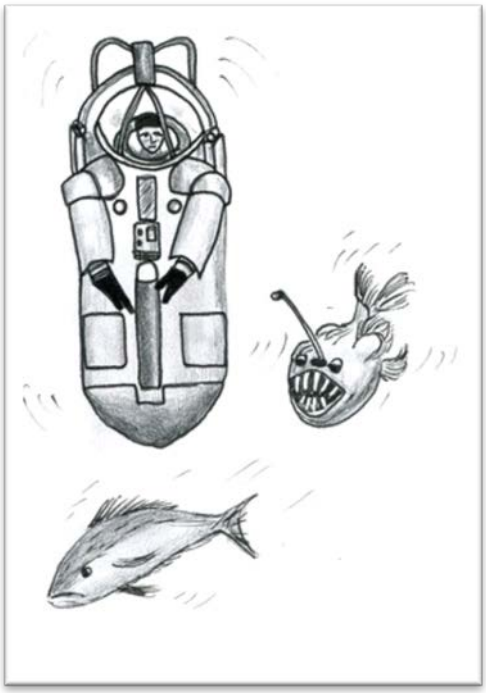
b. Why is it *too late*?

Deep Level Inference

c. Is Adam still in his grandfather's house? How do you know that?

d. Does Adam regret not listening to the warning? Why do you think that?

Inference from Pictures and Text



When Captain Perry felt water trickling over his toes, he knew he was in trouble. He pushed the 'to surface' button.

Entry Level Inference

a. Where is Captain Perry?

b. Why did Captain Perry hit the '*to surface'* button?

Deep Level Inference

c. Is Captain Perry in shallow water? How do you know that?

d. Is Captain Perry in any danger? Why do you think this?

Inference from Pictures and Text

Kathy leaned forward and expertly guided Saladin over. Only one obstacle to go and the gold medal was hers.

Entry Level Inference

a. Who or what is Saladin?

b. Is Kathy in a competition? How do you know that?

Deep Level Inference

c. Why did Kathy *lean forward*?

d. Does Saladin respond well to Kathy's commands? How do you know this?

Picture and Text Inference *Record Sheet*

Tick √ for correct and ✗ for incorrect

1. Deserted City

a__ b__ c __ d__

2. The Pirate Ship

a__ b__ c __ d__

3. Flying Train

a__ b__ c __ d__

4. Space Trooper

a__ b__ c __ d__

5. Take me to your Leader

a__ b__ c __ d__

6. Rocket Man

a__ b__ c __ d__

7. Bad Weather

a__ b__ c __ d__

8. Grandpa's Chair

a__ b__ c __ d__

9. Deep Sea Dive

a__ b__ c __ d__

10. Saladin

a__ b__ c __ d__

5

Sentence Level Inference

Sentence Level Inference

Concept: Location

Location refers to being able to surmise where something or a person *is* from implied information. Location is suggestive of where someone or something is in an environment.

Example: Peter paddled his canoe skilfully between the big rocks.

Question: Where is Peter?

Answer: Peter is paddling his canoe down a river.

Critical Information: The important words here are *canoe, paddle* and *rocks*. We can image Peter guiding his canoe with his paddle between rocks on a fast flowing river.

Inference Exercises: Location

One: *The passenger jet*

The passenger jet landed and taxied to the arrival gate, and the people got off the plane.

Question: *Where* is the passenger jet?

Two: *The lion's cage*

Sasha walked with her mother past the lion's cage to the zebra and giraffe enclosure.

Question: *Where* is Sasha?

Three: *The mountain goat*

The mountain goat stood upon a steep, snow covered ledge and looked down at the valley far below.

Question: *Where* is the mountain goat?

Four: *The penguin*

The penguin leapt out of the water and landed on the icy ground.

Question: *Where* is the penguin?

Five: *The pilot*

The pilot flipped on the switch and the mighty jet engines roared to life.

Question: *Where* is the pilot?

Six: *Katy*

Katy turned on the engine and buckled her seat belt.

Question: *Where* is Katy?

Seven: *Maths problem*

Paul watched his teacher write the solution to the maths problem on the whiteboard.

Question: *Where* is Paul?

Eight: *Fishing*

Brendan cast his fishing line into the swiftly flowing water and watched the fishermen on the opposite bank.

Question: *Where* is Brendan?

Nine: *Chlorinated water*

Catherine waded through the chlorinated water to the deep end, where the big kids swam.

Question: *Where* is Catherine?

Ten: *Dr Benson*

Carl sat uneasily in the chair as Dr Benson inspected his teeth and prepared the filling.

Question: *Where* is Carl?

Eleven: *Popcorn*

Susan sat in the large audience with her friends, ate popcorn and waited for the movie to start.

Question: *Where* is Susan?

Twelve: *The children*

The children played outside until the bell rang and they had to line up.

Question: *Where* are the children?

Sentence Level Inference

Concept: Time

Time refers to being able to surmise when something occurs.

Example: Tyler finished his breakfast and walked to the bus station.

Question: What time of the day is it likely to be?

Answer: Early morning, probably about 8:00 – 8:30am.

Critical Information: The important words here are *breakfast* and *bus station*. The word breakfast suggests it's early morning and that Tyler needs to catch a bus to school.

Inference Exercises: Time

One: *Ice-cream*

It was a warm day and the ice-cream melted and dripped over the cone onto Chloe's hand.

Question: Had Chloe been holding the ice-cream cone long? What tells us this?

Two: *The sun*

The first rays of the sun were just starting to peek over the horizon.

Question: Is this describing early morning or late afternoon? What tells us this?

Three: *The bell*

The bell went and Chris walked to the school bus for the trip home.

Question: What time of day is it likely to be?

Four: *The sun*

The last of the sun's rays disappeared over the horizon and the air became cooler.

Question: Is this scene describing early morning or early evening? What tells us this?

Five: *Carl's soup*

Carl waited until his soup was cool enough to eat.

Question: Approximately (roughly) how long did Carl wait to eat his soup?

Six: *The post office*

Kim had a coffee in the café while she waited for the post office to open.

Question: What time of day was it likely to have been?

Seven: *The Christmas tree*

Dad put up the Christmas tree, while I draped the tree with tinsel and decorations.

Question: What part of the year is it likely to be?

Eight: *The moon*

The moon was high in the sky and the stars shone brightly when Karen went swimming.

Question: Is Karen swimming in the morning or in the evening?

Nine: *The milk*

The milk on the stove boiled and frothed over the top of the saucepan and caused a mess.

Question: Approximately (roughly) for how long was the milk allowed to cook on the stove?

Ten: *Pam's school day*

Before Pam ventured out to go to school, she made certain that she had on her coat, mittens, scarf and beanie.

Question: Which season is it most likely to be?

Eleven: *The shadows*

The shadows grew longer as the sun went down, and the heat started to go out of the day.

Question: What part of the day is it likely to be?

Sentence Level Inference

Concept: What

What refers to what is happening or has happened, and what someone is or is doing.

Example: On the vessel's highest mast was a black flag with white skull and crossbones.

Question: What type of vessel is being described?

Answer: An old pirate ship

Critical Information: Highest mast, skull and crossbones.

Inference Exercises: What

One: *The captain*

The captain announced over the intercom that all passengers needed to fasten their seatbelts and prepare for landing.

Question: What type of transport were the passengers on?

Two: *The riders*

As Peter glanced over his shoulder at the other riders, his foot slipped off one of the pedals and he nearly toppled over.

Question: What nearly toppled over?

Three: *The monkeys*

We could hear the monkeys chattering in their enclosure and lions roaring as we excitedly walked through the entrance.

Question: What is the entrance leading to?

Four: *Sunscreen*

The sand was hot under Tom's feet as he applied sunscreen to the areas not covered by his wetsuit.

Question: What is Tom putting sunscreen on?

Five: *Mars*

Ian adjusted the view on the lens, and, as if by magic, the planet Mars could clearly be seen through the eyepiece.

Question: What was Ian using to view the planet Mars?

Six: *The mountain*

The very top of the mountain blew off, and with a tremendous roar gases, ash, and smoke soared high into the sky.

Question: What is being described?

Seven: *The camel*

The camel walked over hot rock and sand for a week to reach water.

Question: What type of place is the camel walking in?

Eight: *The archaeologist*

The archaeologist chipped away at the edge of the bone's outline in the rock, and carefully brushed off dust and dirt.

Question: What is the archaeologist chipping away at?

Nine: *The boy*

The boy peeled the yellow and black skin off the fruit and ate the soft flesh greedily.

Question: What type of fruit is the boy eating?

Ten: *The insect*

The small creature skillfully spun its sticky trap and caught the insect.

Question: What small creature is being described?

Eleven: *Jasper*

Jasmine put one foot into the stirrup and swung her other leg other Jasper's high and broad back, and then sat tall in the saddle.

Question: What is Jasper?

Twelve: *The captain's orders*

The captain ordered all hatches secured and prepare to dive.

Question: What type of vessel is being described?

Sentence Level Inference

Concept: Who

Who refers to what a person does for a living or who they may be related to.

Example: The man carefully washed and cleaned the wound and set the cast on the boy's broken leg.

Question: Who is the man? What does he do for a living?

Answer: The man is a medical doctor.

Critical Information: cleaned the wound, set the cast.

Inference Exercises: Who

One: *The driver's license*

The man pulled over my father's car and checked his driver's license.

Question: Who is the man? What does he do for a living?

Two: *The baby*

The woman fed and burped the baby and placed the sleepy girl in her cot.

Question: Who is the woman?

Three: *Miss Morris*

Miss Morris told me to pay attention while she worked out the mathematical problem on the whiteboard.

Question: Who is Miss Morris?

Four: *Jason*

Jason read the new order from the waiter, cooked the steak on both sides and prepared the sauce.

Question: Who is Jason?

Five: *Mr Harris*

One night the electricity in the house shut down and we had to call in Mr Harris to restore the power.

Question: Who is Mr Harris? What does he do for a living?

Six: *Jessica*

Jessica checked the patient's daily observation chart and adjusted his bandages.

Question: Who is Jessica? What does she do for a living?

Seven: *Paul's drive*

Paul started the 18 wheeler's engine, ready for the long drive interstate.

Question: Who is Paul? What does he do for a living?

Eight: *Natasha*

Natasha was expert at styling and cutting hair.

Question: Who is Natasha?

Nine: *The red truck*

Jesse bounded up the red truck's ladder through the smoke and prepared to turn the hose on.

Question: Who is Jesse? What does he do for a living?

Ten: *Mr Martin*

Mr Martin steered the long heavy vehicle through traffic into the station and opened the doors to let new passengers on.

Question: Who is Mr Martin? What does he do for a living?

Eleven: *The cows*

Andrew opened the gate to allow the cows to file through to the milking sheds.

Question: Who is Andrew? What does he do for a living?

Twelve: *The ticket*

Helen noticed that the car's parking pass had expired so she stuck a ticket to the car's windscreen.

Question: Who is Helen?

Sentence Level Inference

Concept: Why

Why refers to the reason an event occurred or the cause and effect of something.

Example: The strong wind filled the sails and the sailboat picked up speed.

Question: Why did the boat pick up speed?

Answer: Because the strong wind filled the sails and propelled the boat forward.

Critical Information: strong wind, sail, speed.

Inference Exercises: Why

One: *The farmer*

The farmer couldn't find any sheep in the paddock and then noticed that someone had left the gate open.

Question: Why did the sheep get out of the paddock?

Two: *Covered in white*

It fell silently overnight and the next morning the fields were white.

Question: Why were the fields white?

Three: *The DVD player*

Julie read the instructions of her new DVD player twice before she realized it wasn't yet plugged in.

Question: Why was the DVD player not working?

Four: *The pool*

Jenny held her breath before she dived in at the deep end of the pool.

Question: Why did Julie hold her breath?

Five: *The stadium*

Every time the home team scored a goal, a huge cheer went up around the stadium.

Question: Why did the crowd cheer?

Six: *The storm*

After the fierce storm blew over, the power lines lay across the road.

Question: Why were the power lines across the road?

Seven: *The cat*

The dog barked when the cat jumped over the neighbor's fence onto the shed roof.

Question: Why did the dog bark?

Eight: *Adam's bike*

Adam got off his bike and pulled the bike pump off the frame and attached it to the front tire.

Question: Why did Adam get off his bike?

Nine: *The lawn mower*

The grass in the backyard was very long, so Paul started up the lawn mower.

Question: Why did Paul start the lawn mower?

Ten: *The oven*

Scott peered through the smoke, rapidly turned the oven off and opened the windows.

Question: Why did Scott open the windows?

Eleven: *The girl in the pool*

When the girl got out of the pool she quickly wrapped a towel around herself and shivered.

Question: Why did the girl quickly wrap a towel around herself?

Twelve: *The chef*

When the chef taste-tested the stew he grimaced and shook his head.

Question: Why did the chef grimace when he tasted the stew?

Sentence Level Inference *Record Sheet*

Tick √ for correct and ✗ for incorrect

1. Location

1__ 2__ 3 __ 4__ 5__ 6 __ 7 __ 8 __ 9__ 10 __ 11 __ 12 __

2. Time

1__ 2__ 3 __ 4__ 5__ 6 __ 7 __ 8 __ 9__ 10 __ 11 __ 12 __

3. What

1__ 2__ 3 __ 4__ 5__ 6 __ 7 __ 8 __ 9__ 10 __ 11 __ 12 __

4. Who

1__ 2__ 3 __ 4__ 5__ 6 __ 7 __ 8 __ 9__ 10 __ 11 __ 12 __

5. Why

1__ 2__ 3 __ 4__ 5__ 6 __ 7 __ 8 __ 9__ 10 __ 11 __ 12 __

6

Paragraph Level Inference and *Fiction*

World Myths

Paragraph Level Inference

The following exercises focus on identifying inference at paragraph level.

Example: The captain hammered down hard on the ship's controls. The large, elegant craft arced through the air and levelled out splendidly. Its silver panels rippled violently as the ship was buffeted by the blue planet's atmosphere, but it absorbed the shock easily. Far below, the huge continent of Africa peeped out beneath the white clouds.

Shallow Level Inference

a. Is the ship described in the passage the type that floats on water and crosses oceans? How do you know that?

Answer: No. The ship is some type of spacecraft that is entering a planet's atmosphere.

Critical Information: *buffeted by the atmosphere, peeped down through the clouds, arced through the air*.

Deep Level Inference

b. Why does the captain hammer down hard on the ship's controls?

Answer: The ship may be under severe stress which is felt in the controls, so the captain has to use brute strength to control the ship.

Critical Information: verbs such as *buffeted, rippled violently, the shock,*

One: *Prometheus (Greek Myth)*

Prometheus, an immortal Titan, was a friend to mankind. Of all the Titans, Prometheus was considered to be the most gifted. The kindly Titan stole fire from Zeus's temple and gifted it to man. For stealing the fire, Zeus chained Prometheus to a rock to endure the hot sun and the freezing cold for eternity.

Entry Level Inference

a. Was Prometheus a man? How do you know that?

Deep Level Inference

b. Was Zeus angry? How do you know that?

Two: *Pandora's Box (Greek Myth)*

The Greek god Zeus was furious at Prometheus for stealing fire from Mount Olympus. In revenge he sent to Earth, Pandora, a beautiful woman who became the wife of Prometheus' brother. Pandora was given a mysterious box and told to never open it. Overcome by curiosity, Pandora opened the box and let loose into the world all of mankind's sufferings and misfortune.

Entry Level Inference

a. Was Pandora foolish to open the box?

Deep Level Inference

b. Why did Pandora open the box?

Three: *The Minotaur (Greek Myth)*

The Minotaur was a brutal creature. It had the muscular body of a man and the head of a bull. The Minotaur was so fearsome that King Minos of Crete constructed a complex labyrinth to contain it. The labyrinth was a maze of twists, turns and obstacles. At its centre was the Minotaur. The monster was eventually killed by the Greek hero, Theseus.

Entry Level Inference

a. Why was the Minotaur dangerous?

Deep Level Inference

b. Why was the Minotaur difficult to find?

Four: *Thor (Norse Myth)*

Thor is the strongest of Norse gods. Thor wears a belt that doubles his strength and he wields a hammer, which causes great noise and sparks to help destroy his enemies. The great Norse god is associated with thunder and lightning, and the protection of mankind.

Entry Level Inference

a. What would happen to Thor's strength if he were to lose his belt?

Deep Level Inference

b. What causes thunder and lightning according to the Norse myth?

Five: *Romulus and Remus (Roman Myth)*

Twin boys, Romulus and Remus, were born to their mother Rhea. Their uncle, for political reasons, kidnapped the infants and left them in a harsh environment to die. They were found by a kindly she-wolf who nursed and raised the boys. A shepherd later raised the boys to adulthood. When they grew to adulthood Romulus and Remus built the city of Rome.

Entry Level Inference

a. What may have happened to the infants if the she-wolf had not nursed them?

Deep Level Inference

b. What could a harsh environment mean?

Six: *Maui of a Thousand Tricks (Polynesian Myth)*

Maui, the trickster, decided that the sun moved across the sky too quickly and the days were too short. Maui cut his wife's long hair to create very tough rope. He then constructed a noose from the rope and launched it at the sun. The sun was caught and could not struggle free. The sun now creeps across the sky slowly and the days are longer.

Entry Level Inference

a. Could Maui create rope using short hair?

Deep Level Inference

b. Did Maui's plan work? How do you know that?

Seven: *Why the Crow is Black (Aboriginal Myth)*

One day a crow and a hawk hunted together. They decided to share the day's catch. The crow had a good day and caught several ducks, but was greedy and ate all the birds. The hawk caught nothing. The hawk, angry at the crow, wrestled him near a campfire. The crow got rolled in the ashes and turned black. Since that time all crows have been black.

Entry Level Inference

a. Why was the hawk angry with the crow?

Deep Level Inference

b. Did the hawk hunt well? How do you know that?

Eight: *The Holy Grail (Celtic Myth)*

The Holy Grail is a mythical long lost sacred cup used by Jesus Christ at his last supper. In the Arthurian legend, the grail is a symbol of God's grace and is available to those who are good of heart. King Arthur commanded his knights to find the Holy Grail. After many fruitless years of searching, Galahad, the most pure of knights, found the grail.

Entry Level Inference

a. Why was Galahad able to find the Holy Grail?

Deep Level Inference

b. Was the grail easy to find? How do you know that?

Nine: *Heracles (Greek Myth)*

Heracles was a strong Greek hero who was half man and half god. To become a god, Heracles had to perform twelve labours. Heracles first task was to kill the Nemean lion, a fierce beast that had such thick skin that no weapon could pierce it. Heracle's sword and spear were ineffective, but he was able to strangle the lion with his bare hands.

Entry Level Inference

a. Why were the sword and spear ineffective?

Deep Level Inference

b. Why was Heracles able to strangle the lion?

Ten: *The Phoenix* (Chinese Myth)

The phoenix is a mythical bird with feathers that blend all the known colours. Its birdcall is a harmony of five notes that is pleasing to the ear. It is thought that the phoenix bathes in the purest natural spring water that flows high in the mountains. The Chinese consider the appearance of the mythical phoenix as a sign of prosperity and wealth.

Entry Level Inference

a. Is the phoenix a real bird? How do you know that?

Deep Level Inference

b. Is the phoenix a colourful bird? How do you know that?

Paragraph Level Inference *Record Sheet*

World Myths

Tick √ for correct and ✗ for incorrect

1. Prometheus

a__ b__

2. Pandora's Box

a__ b__

3. The Minotaur

a__ b__

4. Thor

a__ b__

4. Romulus and Remus

a__ b__

6. Maui of a Thousand Tricks

a__ b__

7. Why the Crow is Black

a__ b__

8. The Holy Grail

a__ b__

9. Herakles

a__ b__

10. The Phoenix

a__ b__

7

Paragraph Level Inference and *Fiction*

Science Fiction & Fantasy

One: *The Rocket Boy*

Up I went. I climbed up to the very top of the tower. My legs ached and my arms trembled from the effort. The tower was over a mile tall, its mast bathed in the moon's soft light. From up here I could see all the way to the ocean which glinted in the moonlight. Slowly, slowly, I dangled my legs over the edge and nervously tightened the belt of the rocket pack which was strapped to my back. My heart thumped wildly as I flicked the switch to 'on'. The pulse of the rocket motors whirred and then ignited as I prepared to launch myself into the night sky.

Entry Level Inference

a. Is the character climbing the tower at night? How do we know this?

b. Does the character feel excited or fearful when he flicks the switch to ignite the rockets? How do we know this?

c. Why are the character's legs aching and arms trembling?

d. Why did the character tighten the straps of the rocket pack?

Deep Level Inference

e. Why do you think the character climbed to the *top* of the tower?

f. Is the character brave or is he a little foolhardy?

g. Has the character ever used the rocket pack before? Why do you think this?

h. What is the likely outcome of the rocket pack's flight?

Two: *Spike*

It often drove the space cadet supervisor mad. There were 12 students in the supervisor's physical exercise class, 11 humans and Spike. The supervisor felt a twinge of annoyance whenever Spike used his multiple artificial limbs to complete the obstacle course, always in record time. Spike had several unique advantages. He had a highly advanced neural network of diodes and transistors that made him faster and stronger than his competitors. Spike completed the obstacle course in 10 minutes, half the time it took the human students.

Entry Level Inference

a. Is Spike human? How do you know that?

b. How long did the students take to complete the course?

c. Does Spike have two arms and two legs? How do you know that?

d. Why was the supervisor annoyed by Spike's abilities?

Deep Level Inference

e. What is Spike? Why do you think that?

f. Where do you think the students will eventually work?

g. Is this scenario set in present time or in the future? What tells you this?

h. How might the human students feel about Spike's abilities? Explain your answer.

Three: *The Time Vortex Creator*

As the ship re-entered Earth's atmosphere, I excitedly punched in the date, year and destination into the ship's computer. I was alarmed to see that I was still wearing the ancient Roman soldier's uniform. I needed to change into the clothes of an 18th century pirate. I quickly searched through the vessel's small wardrobe. As I rummaged, the ship's time vortex creator opened a swirling golden circle of light, dust and air the size of a football stadium. The ship burst through the whirlpool and later touched down on an island somewhere in the Caribbean Sea. On the horizon I could see the shape of a three masted sailing vessel flying the skull and crossbones flag.

Entry Level Inference

a. What type of ship is the character traveling on? How do you know that?

b. Why does the character need to quickly change his/her clothes?

c. Is the ship on Earth at the beginning of the scenario?

d. What type of vessel did the character see on the horizon?

Deep Level Inference

e. Is the computer time vortex automated (self-running)? How do we know this?

f. Why do you think the ship touched down on an island in the Caribbean Sea?

g. Why was the character excited?

h. Was the vortex created by the ship large or tiny? Why do you think this?

Four: *The Alien Guards*

This was going to be difficult. In the passage ahead were fearsome alien guards. They were heavily armed, carrying sonic blasters and protected by shimmering force spheres. All I had were my bare hands and the rags I wore. I had to rely on my elite unarmed combat training. There was no other way to my spaceship. I took a nervous breath and then raced down the passage like a cheetah, my footfalls silent as a mouse. The guards saw me and prepared to fire but I was too quick. To my surprise, before they could get a lock on me I had disarmed them and deactivated their force spheres, which made them helpless.

Entry Level Inference

a. Was the character carrying any weapons? How do you know that?

b. Why did the character need to confront the alien guards?

c. Was the character certain he could get past the guards?

d. Why did the character assume it was going to be difficult to get past the guards?

Deep Level Inference

e. What do you think the character does for a living? Why do you think that?

f. Why do you think the character is unarmed and dressed only in rags?

g. Is the character skilful in unarmed combat? Why do you think that?

h. What will the character do now that he has disarmed the guards?

Five: *The Brundle Trumper*

The planet's most fierce predator, the Brundle Trumper, towered over me and my master. I battled valiantly against it. My programming ensured that I would not allow my human master to be harmed so I fought against the monster with all my strength. On it came. Step after terrible step. I launched my tough metal body against its massive bulk as it tried to reach past me to seize my master. The Brundle Trumper howled in frustration as it snapped at my head's electrical circuits with its three sets of beastly jaws. I kept it at bay as my circuits melted just long enough for my master to strap himself into the shuttle and escape.

Entry Level Inference

a. Are the characters on Earth? How do you know that?

b. How many heads might the Brundle Trumper have? How do you know that?

c. Is the main character human? Why do you think this?

d. Why did the Brundle Trumper howl in frustration?

Deep Level Inference

e. Is the main character a robot or android of some kind? What tells us this?

f. Should the master try to help the main character and not simply try to escape in the shuttle? Why do you think this?

g. Why do you think the monster is trying to reach the human master?

h. Why does the main character not attempt to also escape in the shuttle?

Six: *Prince Angus*

The castle courtyard was quiet - too quiet. Prince Angus felt a shiver go up his spine as he walked across the ancient and crumbling castle grounds. He silently and carefully drew his sword from its leather sheath. Without warning, a massive green scaled creature, as big as a barn, soared high above the castle. Its great bulk momentarily blocked the sun's light. Its taloned claws then slammed onto the courtyard stones, splintering the stones into shards. The beast launched its attack. Flames poured forth from its furnace like maw in a long stream of fire. Only his shield prevented the prince from being engulfed in the inferno.

Entry Level Inference

a. What type of mythical beast is being described here?

b. Do people live at the castle? How do we know that?

c. Was the prince's shield large or small? How do you know that?

d. Why did the prince draw his sword silently and carefully?

Deep Level Inference

e. Why did a shiver go up Prince Angus's spine?

f. Was the beast a large creature? How do we know this?

g. Why did the character believe the castle grounds were too quiet?

h. Is the beast dangerous and will Prince Angus have difficulty defeating it? Why do you think this?

Seven: *A Good Plan*

It was a good plan. My young squire, Grimes, snuck inside the tall building to open the doors from the inside. I waited anxiously while mounted upon old and faithful Jenson. Jenson's head tossed fitfully as I pulled back on the reins. Soon I would confront the evil lord Baleen and rescue his captive, my fiancée, the Princess Chloe. The gates opened. Jenson snorted and trotted forward. I raised my shield and lowered my armoured visor. The large congregation in attendance and the bishop all turned their heads, their mouths open in surprise as Jenson paced down the centre aisle toward lord Baleen and his knights.

Entry Level Inference

a. What is Jenson? How do you know that?

b. What is the character anxiously waiting for?

c. Why did the people open their mouths in surprise?

d. Was Grimes successful in opening the doors?

Deep Level Inference

e. What type of structure is the large building?

f. Does the character have a good relationship with Jenson? How do we know this?

g. What is the main character? How do we know this?

h. Do you think the character is doing the right thing? Why do you think this?

Eight: *The Angry Farmer*

The farmer returned that morning from that night's hunt to find that the soup was spread across the floor like a small green lake. All the grain had been eaten. White feathers were left in the fireplace and several of the same feathers were strewn across the dirt floor. All the doors and windows had been sealed. There was only one way the thief could have entered the hut. The farmer was angry and fearful. He would have no soup to dunk his only remaining bread into and no grain to make more bread. He knew he must sow another grain crop before the long cold of the five year winter set in. But first he would set a trap for the thief.

Entry Level Inference

a. What might the thief be? How do you know that?

b. Why is the farmer angry?

c. Is it winter yet?

d. How did the thief enter the hut?

Deep Level Inference

e. Why is the farmer fearful?

f. What could happen if the farmer is unable to sow another crop of grain before winter?

g. Is this a real life story or a fantasy story? What tells us this?

h. Is the father wealthy or poor? How do we know this?

Nine: *The Mission*

'Grab the little devil, before it's too late,' bellowed the captain of the tower guards. There was no stopping me. I was too fast, too agile, too nimble for the bulky guards. They in their heavy armour with their wide girths, what chance did they have of catching me? Outside the castle gates, my master's army waited. I leapt upon the highest battlement and let loose an arrow at the lever far below that secured the gates. With a loud ping the small lever snapped and the huge castle gates swung slowly open. My mission was complete.

Entry Level Inference

a. What was the character's mission?

b. What weapon was the character carrying with him?

c. Was the character wearing heavy armour? How do we know this?

d. Was the character standing on the ground before he fired at the gates?

Deep Level Inference

e. What was the captain of the tower guards fearful of?

f. What was the army waiting for?

g. What likely event will occur once the gates are opened?

h. Was the character skilled at using his weapon? How do we know this?

Ten: *The Wizard*

An electric bolt of pure energy suddenly smashed into my head. The force of the blast lifted my helmet clean off. I could dimly hear it clanging as it bounced down the steep tower's steps. I groggily raised myself to my knees and tried to clear my mind. My head ached fiercely. I could taste the blood that trickled from my mouth. That was close! I was determined that the wizard would not get a second chance. I raised my shield, stood up once more, and shuffled forward confidently. The wizard raised his staff and uttered arcane words that made the air crackle like a lightning storm. This time I raised my shield in time.

Entry Level Inference

a. What do you think the wizard did?

b. What did the force of the magic blast do to the character? How do you know that?

c. What did the character mean by not allowing the wizard to get a second chance?

d. How did the wizard create bolts of pure energy?

Deep Level Inference

e. Is the character brave? How do we know this?

f. Where is the character when he is struck by the bolt of energy?

g. Was the character surprised when he was struck by the energy bolt?

h. Will the wizard get another opportunity to injure the character? What tells us this?

Paragraph Level Inference *Record Sheet*

Science Fiction & Fantasy

Tick √ for correct and ✗ for incorrect

1. The Rocket Boy

a__ b__ c __ d__ e__ f __ g __ h __

2. Spike

a__ b__ c __ d__ e__ f __ g __ h __

3. The Time Vortex Creator

a__ b__ c __ d__ e__ f __ g __ h __

4. The Alien Guards

a__ b__ c __ d__ e__ f __ g __ h __

5. The Brundle Trumper

a__ b__ c __ d__ e__ f __ g __ h __

6. Prince Angus

a__ b__ c __ d__ e__ f __ g __ h __

7. A Good Plan

a__ b__ c __ d__ e__ f __ g __ h __

8. The Angry Farmer

a__ b__ c __ d__ e__ f __ g __ h __

9. The Mission

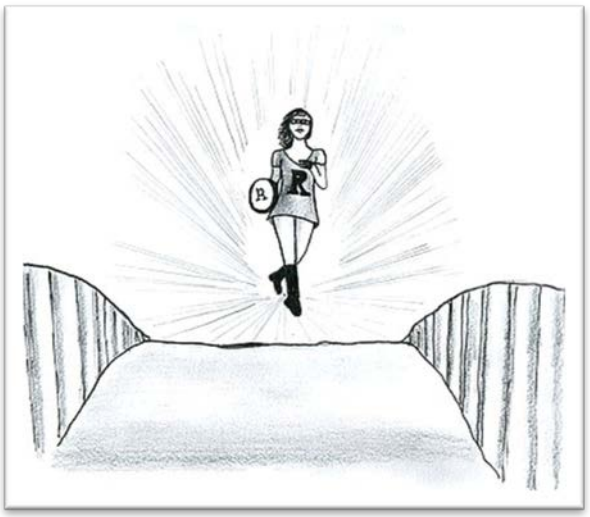
a__ b__ c __ d__ e__ f __ g __ h __

10. The Wizard

a__ b__ c __ d__ e__ f __ g __ h __

8

Paragraph Level Inference and *Fiction*



Adventure

One: *Top of the Mast*

The captain ordered me to the top of the main mast. The main sail needed to be secured unless it ripped from the constant pounding of the savage gusts. I climbed the ship's rigging to the top almost blinded by the rain which lashed my unprotected face. The wind howled. Its sharp frigid fingers stabbed at my shirt, making it ripple fiercely. The swell pounded against the ship's wooden beams. Each wave thrust the ship to the side and the main mast shivered, nearly tossing me down into the violence of the sea. I hung onto the mast for dear life, determined to do my job.

Entry Level Inference

a. What was the weather like? How do you know that?

b. Is the character frightened? How do you know that?

c. Is the character cold? What tells us this?

d. Is the character in any danger at the top of the mast? What tells us this?

Deep Level Inference

e. What type of ship is the character on? What tells us this?

f. What may happen to the mainsail if it is not successfully secured?

g. Why do you think the character is determined to do his job? Why doesn't he just climb back down?

h. Why do you think the captain ordered the character to do such a dangerous job?

Two*: Old Boxy*

The whole family from the homestead and employees hurried over to see me ride Old Boxy. Everyone was here to watch the show which annoyed me at some level. This was an initiation which all new saddle hands had to go through. I carefully placed my left boot in the stirrup, lifted up and swung into the saddle. My heart beat so hard I thought I might faint as I held the reins. The brute stood motionless as I kicked with my heels. Then, with a malicious launch, the creature's back legs thrust out. I was soon airborne and lying face first in the mud. Old Boxy neighed as I picked myself up and flicked off the mud to gales of laughter.

Entry Level Inference

a. What is Old Boxy? How do you know that?

b. Is Old Boxy well known for being difficult to ride?

c. What caused the character to lay face first in the mud?

d. On which side of Old Boxy did the character place his left boot in the stirrup?

Deep Level Inference

e. Why did everyone find the character's difficulty with Old Boxy funny?

f. Why do you think the character's heart beat fast as he held the reins?

g. Why did the character feel that he had to go through this traditional initiation?

h. Why do you think that everyone was so eager to see the new saddle hand ride Old Boxy?

Three: The Silver Craft

I had never seen such an awe inspiring sight. This was the first time I had pushed the craft to this height and I was nervous to be so high. The curved arc of the blue globe stretched out below me. Even though it was the middle of a bright sunny day, I could see the twinkling of stars through the blue haze. I cut back on the huge turbine engines and the sleek, silver craft coasted on the thin air and I was weightless. The craft's wing tips caught the sun's rays and glinted. Far below, I could see oceans and continents as if they were part of a huge patchwork quilt.

Entry Level Inference

a. What type of craft is the pilot flying? How do you know that?

b. Is the pilot high in the sky? How do you know that?

c. What is the curved arc of the blue globe a reference to?

d. Is this the first time the pilot has flown so high?

Deep Level Inference

e. Why do you think the pilot described the sight as awe inspiring?

f. Why do you think the pilot could see the twinkling of stars even though it was a sunny day?

g. Where is the pilot? How far above the earth do you think he/she might be?

h. Why do you think the pilot describes the scene below as being like a huge patchwork quilt?

Four: *Rocket-Girl*

Rocket-Girl propelled herself through the air like a small rock released from a slingshot. Her hair streamed in the slipstream and her feet were a blur of motion as she sprinted across the fields. She was running faster than a bullet train and did not hesitate when she came to the banks of the mighty river, instead she leapt. Rocket-Girl's momentum was so great that she touched down smoothly seconds later on the opposite bank, a distance of nearly a mile. After landing, Rocket-Girl didn't break stride. She dashed swiftly across the meadow. She had only minutes to reach the canyon and save the children.

Entry Level Inference

a. Why were Rocket-Girl's feet a blur of motion?

b. Why is the character called Rocket-Girl?

c. Was Rocket-Girl running on a road? How do you know that?

d. Why didn't Rocket-Girl slow or hesitate when she came to the mighty river?

Deep Level Inference

e. Could Rocket-Girl have jumped over the river if she didn't have momentum? Why do you think that?

f. Do you think Rocket-Girl is a superhero? Why do you think that?

g. Is Rocket-Girl running for fun or does she have a purpose?

h. Is Rocket-Girl in complete control of her speed and momentum? What tells us this?

Five: *Climb to the Summit*

I battled against it. Step by step I made my way up. I decided that I was not going to turn back. Despite the risk, I told myself that it was easier to go on than to retreat to the safety of the base camp. I dug into the icy rock with my pick and hauled myself up the cliff face. The wind howled and whipped up ice and flung it at me. My climbing gear protected me from the worst of it, but slithers of cold still found their way through and chilled my flesh. Even though I wore insulated gloves, my fingers were blue when I made it to the summit. From the top I should have been able to see all the way to the ocean, but that was not possible today.

Entry Level Inference

a. What is the character doing? How do you know that?

b. Was it a cold environment? How do you know that?

c. Did the character make it all the way to the top?

d. Was the character wearing appropriate clothing for mountain climbing?

Deep Level Inference

e. Did the character pick a good day to a climb a mountain? Why do you think that?

f. Why did the character describe the climb as a battle? What was the climber battling against?

g. Why was it difficult to see all the way to the ocean from the summit?

h. Was the character convinced that going on despite the weather was a good idea? What tells us this?

Six: *Hidden*

Time was running out. My camera clicked and flashes of light briefly lit the darkness. A noise outside! I silently closed the file and hid beneath the desk as the door opened. Two guards entered, their sub-machine guns ready at the hip. They muttered something in their language and flicked on the light switch. Perhaps the guards had seen the flash of the camera beneath the door jamb. Despite all my training, I had been careless. The guards searched the room while I clung to the underside of the minister's desk, my muscles trembling with the effort. The guards finished their search and closed the door.

Entry Level Inference

a. Was the character working in the dark? How do you know that?

b. Is the character a spy? How do you know that?

c. Was the character in a foreign country?

d. Did the guards find the character?

Deep Level Inference

e. How had the character been careless?

f. What may have happened to the character if he had been discovered?

g. Is the character highly skilled? What tells us this?

h. Why were the character's muscles trembling when he clung to the underside of the desk?

Seven: *Phantom*

The sun slowly rose above the trees as the horse trainer gave me instructions. I tapped Phantom's flanks with my heels and he broke into a canter. I sat up straight and sharp in the saddle. My hands held the reins firmly but gave Phantom enough slack so he could stretch out and shake his head. His neck arched majestically as he loped effortlessly around the track, his hooves flicking ice off tufts of grass. A small command from me and Phantom broke into a gallop and thundered across the ground. I leant forward in the saddle and thrilled at Phantom's agility and power as he bolted, his nostrils snorting short puffs of steam.

Entry Level Inference

a. Was Phantom going fast at the end of the passage? How do you know that?

b. What is Phantom? How do you know that?

c. Is Phantom strong? What tells us this?

d. Where is the character riding Phantom, in the city or in the country? What tells us this?

Deep Level Inference

e. What time of the day is it likely to be? What tells us this?

f. Was the character a skilled rider? What tells you that?

g. Was it cold? What tells us this?

h. What does the character likely do for a living? What tells us this?

Eight: *The Lost Valley of Chixilbar*

We stopped when we reached the edge. The lost valley of Chixilbar! There it was, far below us. The valley was in a huge basin shaped like a football field that stretched for 20 miles, east to west. Our small expedition had hacked and cut through the dense rainforest for 2 months, hoping to find the valley, and we had made it. Excited, we lowered several lines of rope over the cliff face and started the hazardous climb down. Loud cries and excited chattering from exotic species floated up from the valley with the breeze. It was rumoured that there was an ancient Incan temple filled with gold artefacts at the valley's base, hidden in the scrub.

Entry Level Inference

a. Was the lost valley difficult to reach? How do you know that?

b. What might 'exotic species' be referring to?

c. Were the expedition members relieved to find the lost valley?

d. Is this the first time that people have been to the valley?

Deep Level Inference

e. Why do you think the expedition have travelled all that way to find the valley?

f. Is the expedition far from any town or city? What tells us this?

g. Is the climb down into the valley going to be easy?

h. Are the members of the expedition certain they will find the lost temple?

Nine: *Dive*

'Dive! Dive! Dive!' My hand fumbled as I urgently released the ballast tanks. The ship began its long descent into the dark watery depths. The captain barked orders to me and the other crew members. Our ship was in terrible danger. Above, on the water's surface, a naval ship hunted us. The destroyer launched depth charges. The sonar operator cried out a warning, *'Brace for impact!'* The depth charges exploded and a booming rush of water hit the ship's fragile hull. The sound was terrifying. The force of the blow caused the ship's exterior to buckle and warp alarmingly. But the valiant little ship held together. We continued to dive until we were out of danger.

Entry Level Inference

a. What type of ship is the crew in? How do you know that?

b. Why did the crew need to brace for impact?

c. Is the character narrating the story the ship's captain?

d. Why did the character's hand fumble when he released the ballast tanks?

Deep Level Inference

e. Why did the character refer to the ship as *valiant*?

f. Why was the ship described as being in terrible danger?

g. What may have happened to the ship if its hull had been breached?

h. Why did the captain bark orders to the crew with such urgency?

Ten: *The Map*

Andrew followed the trail. The faded and stained parchment map pointed him east. He passed the rock shaped like a frog and walked through the tunnel formed by tree branches. Finally, he reached the spot on the map marked as *the valley of hard dirt.* It had to be here. Andrew thrust the shovel into the flinty ground lifting small chunks of dirt. After five hours of back breaking labour, Andrew had dug a hole only two feet deep. His joints ached and his forehead dripped sweat as he drove the shovel into the hard dirt. Then Andrew's shovel struck something hard and metallic which was in the shape of a small box. Andrew laughed with joy.

Entry Level Inference

a. What type of map was Andrew following?

b. Why was the digging described as back breaking labour?

c. Why did Andrew's joints ache?

d. What do you think *had to be here*?

Deep Level Inference

e. Why did Andrew laugh with joy?

f. Do you think that there were depictions of the frog shaped rock and tree branch tunnel on the map? What tells us this?

g. Was the map very old? Why do you think that?

h. What could have been *something hard and metallic in the shape of a box*?

Paragraph Level Inference *Record Sheet*

Adventure

Tick √ for correct and ✗ for incorrect

1. Top of the Mast

a__ b__ c __ d__ e__ f __ g __ h __

2. Old Boxy

a__ b__ c __ d__ e__ f __ g __ h __

3. The Silver Craft

a__ b__ c __ d__ e__ f __ g __ h __

4. Rocket-Girl

a__ b__ c __ d__ e__ f __ g __ h __

5. Climb to the Summit

a__ b__ c __ d__ e__ f __ g __ h __

6. Hidden

a__ b__ c __ d__ e__ f __ g __ h __

7. Phantom

a__ b__ c __ d__ e__ f __ g __ h __

8. The Lost Valley of Chilbar

a__ b__ c __ d__ e__ f __ g __ h __

9. Dive

a__ b__ c __ d__ e__ f __ g __ h __

10. The Map

a__ b__ c __ d__ e__ f __ g __ h __

9

Paragraph Level Inference and *Fiction*

Whimsy

One: *Take your Medicine*

My grandmother tries to feed me fish oil. *'Omega 3, good for growing boys,'* she says. She pours it onto a spoon, *'Come boy, take your medicine.'* I back away as she laughs her terrible laugh. I feel as Hansel must have felt in the gingerbread house. My eyes search rapidly for an exit. I've tasted fish oil before and plan to never taste it again. There! The kitchen door! I lunge. I am fast, but my grandmother is faster, she is also much bigger and stronger. Soon I am gagging as the wretched oil works its way down my throat.

Entry Level Inference

a. Why does the boy gag?

b. Did the boy make it out the kitchen door?

c. Does the boy enjoy the taste of fish oil? How do we know this?

d. Is the fish oil in capsule form, or is it a liquid?

Deep Level Inference

e. With the reference to Hansel and Gretel, what is the boy inferring his grandmother is like?

f. Does the grandmother care about the boy's health and well-being?

g. Is the boy frightened of his grandmother or does he exaggerate her nature?

h. How is the grandmother able to both hold down the boy at the same time as making him swallow the medicine?

Two: *My Brother Angus*

Angus is the worst kind of tickler. After driving me and his other siblings home from football he holds me down and tickles while I squirm and laugh in desperation. Soon enough, after taking us home, he has me pinned. I try to escape but I am not fast enough. Angus tickles my armpits. I can't help it. I want to yell, *'Stop, Stop,'* but can't form the words. I eventually free my arms and punch him in the ribs. But my hands are too puny to hurt Angus much. Mum tells us in an annoyed tone to stop mucking about and get ready for dinner, but there is a smile on her face.

Entry Level Inference

a. Is Angus older than the narrator? How do we know this?

b. Why can't the character escape Angus's tickling?

c. Does the narrator hate being tickled?

d. Is the mum really annoyed with the brothers? What tells us this?

Deep Level Inference

e. Do the boys have a good relationship? Why do you think that?

f. Why do you think Angus is described as being the worst kind of tickler?

g. Is Angus related to the narrator? What tells us this?

h. Why do you think the narrator was unable to form the words *stop, stop*?

Three: *Proust*

Our cat, Proust, (Pr-oo-st) is a little bit mad. He likes to torment Jed, the neighbor's dog. Jed is big and tough, and would love to get his paws on little Proust. There is a big wooden fence that separates our property from the neighbors. Proust very deliberately scratches the wooden paling which is just beside a small gap in the fence. The scratching is strategic. Jed, attracted by the noise of the cat's rhythmic scratching, pokes his nose through a gap in the fence, sniffing and searching. Proust whacks Jed on the nose with his paw. Jed goes ballistic, but always pokes his nose through again. Whack, goes Proust once more. Jed's not too bright.

Entry Level Inference

a. Why is Jed described as *not too bright*?

b. Why would Jed love to get his paws on Proust?

c. Is Jed bigger than Proust? How do we know this?

d. Why does Jed go *ballistic*? What does go *ballistic* mean in this context?

Deep Level Inference

e. Why does Proust scratch the fence?

f. Why do you think Jed consistently pokes his nose through the fence even after getting whacked by Proust?

g. Do you think Proust enjoys tormenting Jed? Why do you think this?

h. Why do you think Proust is described as a little bit mad?

Four: *The Freezer*

I have a problem. I have friends coming over soon. I need to get to my sausage rolls. They're in the freezer. Our freezer freezes everything until the freezer compartment is just one big block of ice. The only way to get the food out is to thaw the block of ice which can take a full day. Dad said he'll fix it soon. But I'm not hopeful. He also said he'd fix the washing machine soon. That was three years ago. The clothes still come out shredded and a size smaller. I open the freezer door and know what I must do. I don't have all day. I go to the shed and locate the pick axe. I swing and dig until clumps of ice cover the kitchen floor. I find my sausage rolls.

Entry Level Inference

a. What did the character mean by *I know what I must do*?

b. Was the washing machine fixed by the character's dad?

c. Does the freezer work well?

d. Why does it take a full day for the freezer to thaw?

Deep Level Inference

e. Why do you think the character is in a hurry to locate his sausage rolls?

f. Is the character's father a good handy man?

g. How did clumps of ice come to cover the kitchen floor?

h. Is the character determined to get to his sausage rolls? What tells us this?

Five: *The Missing Keys*

This was urgent. I had two minutes to find the house keys before my parents arrived home from their dinner. My bedroom was like a forest with a deep undergrowth of discarded clothes. The keys were in here somewhere. I began the search. I rifled through my wardrobe and found only computer game magazines and empty game cartridges. I looked under the tower of empty and decaying pizza boxes. Nothing! I picked up five pairs of jeans from the floor and checked their pockets. Again, I found nothing. Something caught my eye and I looked up. I could see the silhouette of something dark in the frosted glass of the illuminated ceiling dome. How did they get up there? I breathed a sigh of relief.

Entry Level Inference

a. Why did the character breathe a sigh of relief?

b. Was the character's bedroom messy?

c. Were the character's parents going to arrive home soon?

d. Where did the character find the keys?

Deep Level Inference

e. What was a favourite activity of the character? How do we know this?

f. Had the pizza boxes been in the character's room for very long? How do we know this?

g. Was the character searching for the keys at night or during the day?

h. Why was the character's room described as being *like a forest*?

Six: *Making Puddles*

High above the sky turned gloomy as dark grey swirls swallowed the sun. Sally thought they could make it to the shopping strip in time where cover was available. Peter was not so sure. They bolted across the footpath to the shopping strip, their schoolbags jiggling on their backs. They were only halfway to the strip when it came down. Sally and Peter later trudged into the supermarket, water pooling around their shoes. One of the staff kindly offered the siblings a towel, but Peter said, 'No thanks.' He grinned and said mischievously that he preferred instead to make puddles on people's carpet.

Entry Level Inference

a. What happened to the children on the way to the shopping strip?

b. What were the *dark grey swirls*?

c. Are Peter and Sally related? What tells us this?

d. What did Sally hope to find cover from?

Deep Level Inference

e. Was Peter certain they could make it to the shopping strip before it rained? What tells us this?

f. Did Sally and Peter get caught in the storm? What tells us this?

g. Do you think Peter is being naughty when he says he enjoys *making puddles*? Why do you think that?

h. Why did Sally and Peter bolt across the footpath?

Seven: *Auntie's Dinner*

My big brother has a talent for saying the wrong thing at the wrong time. Yesterday, my family was at my Auntie's house for dinner. My brother picked up something green from his plate and said, *"What on Earth is this?"* My mother gasped and looked at her sister apologetically. My Aunt is not one to take nonsense from kids. She replied, *"It's from my vegetable garden, as are all my vegetables and you'll eat it and like it."* My brother went red in the face and ate the cucumber in silence, though the expression on his face as he chewed doubtfully was priceless.

Entry Level Inference

a. Was the brother embarrassed when his Auntie told him off? How do we know this?

b. Why did the mother gasp?

c. Is the big brother an adult or a child? How do you know that?

d. To what was the brother referring to when he asked, *what on Earth is this*?

Deep Level Inference

e. Was the big brother being deliberately rude? Why do you think that?

f. Do you think that the Aunt buys vegetables from the supermarket often? Why do you think that?

g. Did the brother enjoy eating the cucumber? What tells us this?

h. What likely expression was on the brother's face?

Eight: *The Brush*

It was time to leave. My teenage sisters were fighting over who had used Jasmine's favourite hairbrush. Jasmine had found dog hair in it. She asked Karen if she had used the brush to brush the dog's hair. Karen scoffed and said of course she would never do that with an expensive hairbrush. 'Well,' said Jasmine, 'If it wasn't you, then who used my brush to brush the dog?' It was only a matter of time. The finger of blame was certain to point my way next. And it wasn't really my fault, was it? Yesterday, the dog's coat was tatty and I used the first thing I could find.

Entry Level Inference

a. Why might the character think it was time to leave?

b. Did the character use his sister's hairbrush to brush the dog's hair? How do you know that?

c. Is Jasmine angry? What tells us that?

d. What was only a *matter of time*?

Deep Level Inference

e. Did the character do the wrong thing by using the brush to brush the dog's hair? Why do you think that?

f. Is the hairbrush good quality? What tells us this?

g. Has the character taken responsibility for using his sister's expensive hairbrush on the dog? Why do you think that?

h. Why did Karen scoff and think it ridiculous that Jasmine thought that she had used the hairbrush to brush a dog's hair?

Nine: *The New Pyjamas*

My Aunt sent me new pyjamas for my 10th birthday. The pyjamas are a crazy lime green and just what I am looking for. I bound up the stairs to my room and try them on. They fit like a glove. I then slip on my matching fluorescent running shoes and tie the laces. Two items remain. I tie on my cape and admire its dark green hues. Then, on goes the mask. I am ready. I am the Green Rocket. And I am ready to fight crime and battle evil doers. I picture that my running shoes have built in atomic accelerators that will cause me to run at the speed of sound and my green suit will protect me from the air's friction.

Entry Level Inference

a. Does the character likely live in a two story house? What tells us this?

b. What are the *two items* that remain?

c. Why does the character *bound up the stairs*?

d. Do the character's pyjamas fit well?

Deep Level Inference

e. What colour are the character's running shoes likely to be?

f. Is the character a real superhero or just a child playacting? What tells us this?

g. Why is the character excited by receiving green pyjamas?

h. Does the child really have atomic accelerators in his running shoes? Why do you think this?

Ten: *The Bully*

The bully got on the bus. His eyes scanned the rows of seats and locked on mine. He smiled. The bully liked to steal my sandwiches. He loved my mother's homemade jam. Today would be different. My sandwiches concealed a secret weapon. Instead of jam, the sandwiches were spread with Pedro's red hot, turbo charged chili sauce. The bully stood over me with a confident and arrogant attitude. He snatched my sandwiches from me, unwrapped one and took a large bite. He gasped. His face turned bright pink and his eyes bulged. The chili worked its magic. I knew at some level I may regret this in this future, but today I did not care one bit.

Entry Level Inference

a. Did the bully know the sandwiches contained chili sauce?

b. Why did the bully gasp?

c. Why was the bully confident and arrogant?

d. Why did the character describe *this day would be different*?

Deep Level Inference

e. What does *the chili worked its magic* mean?

f. Was the bully looking for the character? What tells us this?

g. Why do you think the character decided to lay a trap for the bully?

h. Why does the character believe that he may regret his actions in the future?

Paragraph Level Inference *Record Sheet*

Whimsy

Tick √ for correct and ✗ for incorrect

1.. Take Your Medicine

a__ b__ c __ d__ e__ f __ g __ h __

2. My Brother Angus

a__ b__ c __ d__ e__ f __ g __ h __

3. Proust

a__ b__ c __ d__ e__ f __ g __ h __

4. The Freezer

a__ b__ c __ d__ e__ f __ g __ h __

5. The Missing Keys

a__ b__ c __ d__ e__ f __ g __ h __

6. Making Puddles

a__ b__ c __ d__ e__ f __ g __ h __

7. Auntie's Dinner

a__ b__ c __ d__ e__ f __ g __ h __

8. The Brush

a__ b__ c __ d__ e__ f __ g __ h __

9. The New Pyjamas

a__ b__ c __ d__ e__ f __ g __ h __

10. The Bully

a__ b__ c __ d__ e__ f __ g __ h __

10

Paragraph Level Inference and *Fiction*

Sensations

One: *Fish & Chip Night*

Ah, fish and chip night; the most glorious night of the week. It is the only night of the week when we do not eat raw vegetables and grains. My family embraces the humble chip, and its partner, grilled fish. A flood of sensations, as the first chip touches my tongue. I love the flavors. The chips are fried in oil which gives them a crunchy exterior while the inside is all fluffy potato. It's the contrasting texture which delights. I start with one, held between my thumb and index finger. One becomes two; two soon progresses to become a handful at a time. The fish is cod, grilled under a hot flame while seasoned with salt, pepper and herbs.

Entry Level Inference

a. Does the first chip taste nice? How do you know that?

b. What does the character hold a *handful at a time*?

c. Why does the character refer to fish and chip night as the most glorious night of the week?

d. Is fish and chip night something the family do on a regular basis? How do we know this?

Deep Level Inference

e. Why do you think the character refers to the chip as *humble*?

f. Why does the character describe the contrasting texture as a delight?

g. Does the character look forward to fish and chip night? What tells us this?

h. Does the family eat healthily during the week? What tells us this?

Two: *The Waiting Room*

The waiting room seems huge. I nervously sit in the chair. I want to disappear, but there is no avoiding it. I will have to confront my deepest fear. My older brother Tommy loves to tease me. He knows of my fear because, in a moment of weakness, I told him. *'Soon Michael, soon,'* says Tommy. He punches my arm. Tommy teases*, 'I can hear the little motor now. I can hear it spinning. Imagine how it will feel when the drill starts cleaning your teeth. The sound it will make.'* Tommy laughs. I sink further into the chair beside mum who frowns at Tommy's antics.

Entry Level Inference

a. What is the character's deepest fear?

b. Was it a good idea for Michael to tell Tommy about his deepest fear? How do you know that?

c. What type of health professional is Michael visiting?

d. Why did mum frown?

Deep Level Inference

a. Why does Michael describe it as a moment of weakness when he told his older brother of his deepest fear?

b. Is Tommy responsible and sensitive to his little brother's anxiety? What tells us this?

c. Why does Michael refer to the waiting room as seeming huge?

d. What type of clinical instrument is Tommy describing?

Three: *All the Colours of the Rainbow*

They were all so mouth-watering. There they sat, in their little tubs. All the colours of the rainbow. And there were many different flavors to try. There was such an abundance of sweetness and goodness that I scarcely knew where to start. I scanned the contents of the glass freezer and finally made my selection. I pointed to the two flavors. The attendant scooped the stuff into a waffle cone. The flaky brown creation had a bitter undercurrent of cocoa and a burst of creamy sweetness. The pink concoction was my favourite berry, red swirls of syrupy tartness lovingly jumbled with vanilla clouds.

Entry Level Inference

a. What is the character about to buy? How do you know that?

b. Were there more than two flavors on offer? How do you know that?

c. What is the *stuff* that the attendant scoops for the character?

d. Does the character prefer to eat 'the stuff' in a cup or in a cone? How do we know this?

Deep Level Inference

e. What flavor is the *flaky brown creation* most likely to be?

f. Why does the character refer to the concoction as being *lovingly jumbled*?

g. What flavor is *red swirls of syrupy tartness* most likely to be?

h. Why does the character have difficulty choosing flavors?

Four: *The Large Vehicle*

I scrambled after the large vehicle. It had to make a stop on Western Avenue, so I knew I would get one opportunity. If I didn't manage to catch it at the next stop, I would be late for school again. I pursued the bus. I chased until I thought my lungs would burst. My feet ached and my legs were hurting from the exertion when I finally caught up to the vehicle at Western Avenue. With a final lunge I pushed through the doors and paid the driver my fare before the doors closed. Sweat trickled down the sides of my temples and my face was very hot when I sat in the seat.

Entry Level Inference

a. What is the large vehicle?

b. What was the character referring to when he/she stated, *'I knew I would get one opportunity?*'

c. Is the character a student or an office worker? What tells us this?

d. Was the character walking or running after the large vehicle?

Deep Level Inference

e. Why did sweat trickle down the side of the character's face?

f. Why is the character so keen to catch up to the large vehicle?

g. Does the character nearly not make it? How do we know this?

h. Is the character often late? What tells us this?

Five: *Grandma's Apple Pie*

My affection for my Grandma did not extend to her apple pies. Grandma was raised during the war years. It was a time when food was scarce. She was taught to never waste food as a child. Grandma would always put the whole apple into her pies: the core, the pips, stem – everything. The only thing she neglected to add was sugar. The apples were cooked over a low flame for several hours until they were a bland stew. I remember that when I ate the pies, I waited for that unpleasant moment when a piece of apple core got stuck between my teeth or I crunched on a hard pip. But I never complained.

Entry Level Inference

a. Why did Grandma put the whole apple into her pies?

b. Does the character enjoy eating Grandma's apple pie? How do you know that?

c. Did the character eat many of the pies? How do we know this?

d. Were Grandma's apple pies delicious? What tells us this?

Deep Level Inference

e. What does the character infer that the pies needed to improve their flavor?

f. Why would it be unpleasant to eat a pie with pips and apple core in it?

g. Why was it important for the Grandma to never waste food as a child?

h. Did the character have a good relationship with his Grandma? What tells us this?

Six: *The Dice Roll*

All I needed was a 3 or more on the dice roll and I would win. My friend and I had been playing the board game for most of a Saturday afternoon. In the final moments of the game, I was just ahead. It had all come down to the final dice roll. If I rolled a 3, 4, 5, or 6 the game was mine and I would be the victor. The odds were on my side. My heart beat loudly and my breathing was fast as I rolled the final dice. It tumbled and turned for what seemed an eternity before settling. The single dot staring up at me was a disaster. My friend gave a triumphant cheer as I slumped to the floor in defeat.

Entry Level Inference

a. Had the children been playing the game for long? How do you know that?

b. Was it a close game? How do you know that?

c. Why did the character believe that the odds were on his/her side?

d. Was the character disappointed when he/she lost? What tells us this?

Deep Level Inference

e. Was the character confident that he/she would win? How do you know that?

f. Why was the character's heart beating loudly when he/she rolled the final dice?

g. What number was staring up at the character? Why was it a disaster?

h. Why did it seem that the final dice rolled took an eternity to stop rolling?

Seven: *The Cold Floor*

It was midnight. I counted the chimes from the old grandfather clock in the lounge room. Everyone in the house was asleep. I knew I had to confront the long dark of the hallway alone, but I was desperate. The hall light bulb had blown and had not been replaced. With an extreme effort I threw off the quilt cover and shivered as the cold air embraced me. The hardwood floor was as icy as an arctic ice-shelf. I quickly paced down the hallway and groaned when I banged into the sideboard. Ouch! I groped forward and clicked on the switch in the bathroom. I was suddenly bathed in light from the fluorescent globes.

Entry Level Inference

a. How did the character know it was midnight?

b. Why did the character bang into the sideboard?

c. Was the character wearing slippers? How do we know this?

d. Did the character hurt himself when he banged into the sideboard?

Deep Level Inference

e. Why was the character going for a midnight walk in the dark?

f. Why was it an extreme effort to throw off the quilt cover?

g. Was the floor as cold as described, or is the character exaggerating?

h. Was the character afraid of walking down the hallway in the dark? What tells us this?

Eight: *The Diving Board*

I felt very small. I was about to dive off the highest diving board in the state. All the other kids were lined up behind me. They were impatient. They yelled at me to jump. I had to do something. I walked pigeon-toed to the edge and looked down. Big mistake! I nearly fainted from fright. There was a roaring in my ears and the world became hazy. I felt like I was going to be sick and reached out and grabbed hold of the safety railing. This helped steady me. I refocused. I had made my decision. I closed my eyes and leapt through the air. I splashed into the pool's water a few moments later. I surfaced and took a huge gulp of air, happier than I had ever been.

Entry Level Inference

a. Why was it a big mistake to look over the edge?

b. Why were the other children impatient?

c. Why did the character walk *pigeon-toed* to the edge?

d. Why did the character get a fright when he/she looked down?

Deep Level Inference

e. Why, after jumping, was the character the happiest he/she had ever been?

f. Was the character determined to make the jump? What tells us this?

g. Why did the character feel like he/she had to do something?

h. Why do you think grabbing hold of the safety railing helped steady the character?

Nine: *Thirst*

I was near mad from thirst and still only fifth in line. We had one drink fountain at school and Ken was taking forever. We had just finished playing football and my clothes stuck to my skin. I wiped my forehead with my handkerchief until it was dripping wet. The sun beat down on my exposed head as I watched Ken slowly, oh so slowly, gulp down enough water to fill a bath. My mouth was dry and I could only imagine how great it would be wet my lips with cool water. Ken finally finished and the next wretched boy drank slowly as well.

Entry Level Inference

a. Is the character next in line for a drink?

b. Is the character wearing a hat? What tells us this?

c. Why did the character wipe his forehead?

d. Why did the character's clothes stick to his skin?

Deep Level Inference

e. Why does the character refer to the next boy as *wretched*?

f. Did Ken really drink enough water to fill a bath or is that simply an exaggeration?

g. Why are all the boys so thirsty?

h. Why did the character think it would be great to wet his lips with cool water?

Ten: *The Jump*

Derek took a nervous breath and leapt out of the narrow doorway into the big blue. The wind whipped and rippled his jumpsuit as Derek tumbled through the air. The sun filled the sky and lit the ground below. Derek had never seen the countryside like this before. He marvelled at how the river snaked through the hills like a green rope and emptied into the vast sea. Derek's village was a child's set of toy buildings. As instructed, he grasped the red cord and tugged. Above him, to Derek's relief, the beautiful nylon billowed as it opened and caught the air. Derek floated down through the air slowly.

Entry Level Inference

a. What was the doorway Derek was standing in?

b. What was the *big blue*?

c. What was the *beautiful nylon*?

d. Why was Derek relieved when the *beautiful nylon billowed*?

Deep Level Inference

e. Has Derek ever done this before? What tells us this?

f. Was Derek high in the sky? What tells us this?

g. Why was Derek's village described as a *set of toy buildings*?

h. Was Derek excited? How do we know this?

Paragraph Level Inference *Record Sheet*

Sensations

Tick √ for correct and ✗ for incorrect

1. Fish and Chip Night

a__ b__ c __ d__ e__ f __ g __ h __

2. The Waiting Room

a__ b__ c __ d__ e__ f __ g __ h __

3. All the Colours of the Rainbow

a__ b__ c __ d__ e__ f __ g __ h __

4. The Large Vehicle

a__ b__ c __ d__ e__ f __ g __ h __

5. Grandma's Apple Pie

a__ b__ c __ d__ e__ f __ g __ h __

6. The Dice Roll

a__ b__ c __ d__ e__ f __ g __ h __

7. The Cold Floor

a__ b__ c __ d__ e__ f __ g __ h __

8. The Diving Board

a__ b__ c __ d__ e__ f __ g __ h __

9. Thirst

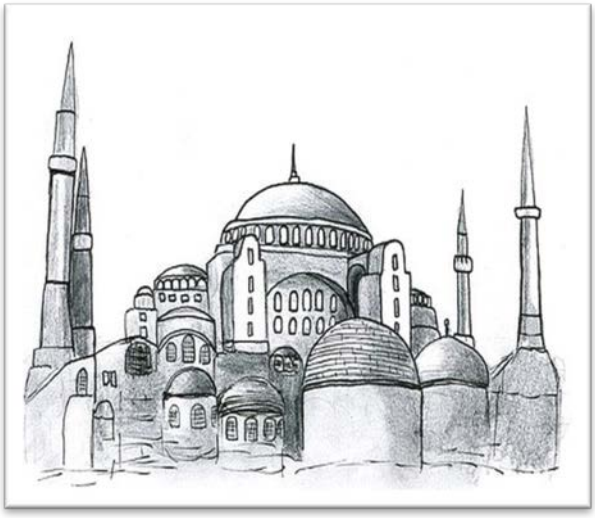
a__ b__ c __ d__ e__ f __ g __ h __

10. The Jump

a__ b__ c __ d__ e__ f __ g __ h __

11

Paragraph Level Inference and *Non-Fiction*



History

Paragraph Level Non-Fiction

Example

The following exercises focus on identifying inference at paragraph level. The exercises are examples of expository text (non-fiction) which typically relies on readers to inference hidden information.

Example: *In the old city of Istanbul, atop a hill, sits the Hagia Sophia, an ancient, beautiful and rarely intact Christian cathedral that was built when the Roman Empire ruled the known world. The Church was built by the eastern Roman emperor Justinian. In present times, the queue of tourists to see the Hagia Sophia is daily several hundred metres long.*

Entry Level Inference

a. Is the Hagia Sophia very old? How do you know that?

Answer: The Hagia Sophia is described as ancient, so it is very old.

Critical Information: old city, ancient, built during Roman Empire times

Deep Level Inference

b. Why is the Hagia Sophia such a popular tourist attraction?

Answer: The Hagia Sophia is unique in that it is so old and still intact.

Critical Information: beautiful, rare. intact, ancient, Roman Empire

One: *Henry Ford*

Henry Ford was the first to mass produce motor cars on an assembly line. He did this with the popular Ford Model T car between 1908 and 1927. The car was both cheap to buy and run.

Entry Level Inference

a. Why was the Ford Model T a popular car?

Deep Level Inference

b. Were motor cars mass produced before 1908? How do you know that?

Two: *Napoleon*

Napoleon Bonaparte's armies were defeated at the battle of Waterloo in 1815. Despite his armies many victories in past years, the defeat at Waterloo shattered the French emperor's power. After the battle, Napoleon was sent into exile to the tiny island of St Helena, where he died a few years later.

Entry Level Inference

a. Had Napoleon's armies been successful before the battle of Waterloo? How do you know that?

Deep Level Inference

b. Did Napoleon rule France after 1815?

Three: *Gutenberg*

The first printing press was invented by Johannes Gutenburg in the year 1440. The printing press changed civilization by enabling many books to be printed quickly and easily. Before Gutenburg's invention, book printing relied on copying hand written sheets of paper, which was slow and difficult.

Entry Level Inference

a. Why do you think the printing press was such an important invention?

Deep Level Inference

b. Why do you think printing was slow and difficult before Gutenburg's invention?

Four: *The Rosetta Stone*

The Rosetta stone provided the key to successfully translating ancient Egyptian writing. The stone had the exact same events and text in three ancient languages carved into it: Greek, Demotic and Egyptian. A clever translator was able to use the known written language of ancient Greek to unlock the Egyptian written language code.

Entry Level Inference

a. Before the discovery of the Rosetta stone, were translators successful in understanding ancient Egyptian writing?

Deep Level Inference

b. Why was the translator clever?

Five: *Greek Houses*

Ancient Greek houses were small and generally had two storeys. Some houses had dirt floors, whereas others had stone floors. Windows were tiny and up high and let in little sunlight. There was very little furniture, and indoor fires made the house smoky and the air difficult to breathe.

Entry Level Inference

a. Would the inside of an ancient Greek home be dark or filled with light? How do you know this?

Deep Level Inference

b. By modern standards, would an ancient Greek house be comfortable to live in?

Six: *The Stirrup*

Ancient warfare took a leap forward in about 700 CE with the invention of the stirrup. Before the stirrup was attached to the saddle, riders would fall off their horses if they wore heavy armour. The stirrup allowed cavalry to move more effectively while carrying heavy weapons and shields.

Entry Level Inference

a. Why did troops wearing heavy armour fall from horses before stirrups were invented?

Deep Level Inference

b. Why were cavalry troops able to move more easily with the addition of the stirrup attached to the saddle?

Seven: *First Written Language*

The ancient Sumerians were the first to develop a written language. They wrote thin wedges and symbols onto soft clay that would later harden into very tough clay tablets. Their skill in writing helped the Sumerians develop long distance trade with other countries.

Entry Level Inference

a. Why do you think we in modern times are able to unearth and read ancient Sumerian writing?

Deep Level Inference

b. Why do you think the Sumerian's were able to increase trade after they had discovered written language?

Eight: *Marco Polo*

Marco Polo was an Italian merchant who travelled from Venice to China in the 13th century – about 700 years ago. It took Marco Polo over three years to travel the Silk Road from Italy to China on foot - a distance of about 4000 kilometres. In the 13th century, there were many bandits along the Silk Road, so people often travelled in large groups.

Entry Level Inference

a. Why do you think it took Marco Polo so many years to travel to China from Italy?

Deep Level Inference

b. Why do you think people travelled in large groups on the Silk Road?

Nine: *The French Revolution*

The French Revolution started in 1789. France was governed by an uncaring king who ruled the people as he pleased. The king wanted to raise taxes on citizens who were poor, but not wealthy citizens. The citizens of France had had enough and overthrew the French king.

Entry Level Inference

a. Why had the French citizens had enough of the king?

Deep Level Inference

b. What tells us the king was uncaring?

Ten: *The Titanic*

The Titanic was a large and impressive ocean liner that could carry up to 2000 passengers and was claimed to be unsinkable. The Titanic was on its maiden (first) voyage in 1912 across the Atlantic Ocean when it struck an iceberg and sank.

Entry Level Inference

a. Was the Titanic unsinkable? How do you know that?

Deep Level Inference

b. How many voyages did the Titanic complete?

Paragraph Level Inference *Record Sheet*

History

Tick √ for correct and ✗ for incorrect

1. Henry Ford

a__ b__

2. Napoleon

a__ b__

3. Gutenburg

a__ b__

4. The Rosetta Stone

a__ b__

5. Greek Houses

a__ b__

6. The Stirrup

a__ b__

7. First Written Language

a__ b__

8. Marco Polo

a__ b__

9. The French Revolution

a__ b__

10. The Titanic

a__ b__

12

Paragraph Level Inference and *Non-Fiction*

Weather

One: *Temperature*

A thermometer measures the warmth of the air. The most comfortable temperature for people to live in is usually 20-25 degrees Celsius, or 68-77 degrees Fahrenheit. When the temperature is below 20 degrees Celsius people will wear more clothes. At temperatures above 25 degrees, people will like to be near water.

Entry Level Inference

a. Why would people wear more clothes when the temperature is below 20 degrees Celsius?

Deep Level Inference

b. Why would people want to be near water at temperatures above 25 degrees Celsius?

Two: *Fog*

Fog can be difficult to see through. Fog is made up of millions of tiny droplets of water or ice crystals. Fog absorbs sound and is similar in character to clouds, but different in that fog is low lying and clings to just above the earth's surface.

Entry Level Inference

a. Would it be easy to hear clearly in a dense fog?

Deep Level Inference

b. Why would driving a car quickly through thick fog be dangerous?

Three: *Clouds*

Cumulonimbus (cum-ul-on-im-bus) clouds are storm clouds. They resemble gigantic skyscrapers in the sky. These clouds stretch high in the sky for many thousands of meters and the air within is dynamic and moves very fast. Very large raindrops, thunder, lightning and hailstones are a feature of thunderclouds such as these. It's a good idea to stay inside when these clouds approach.

Entry Level Inference

a. Why are cumulonimbus clouds compared to giant skyscrapers?

Deep Level Inference

b. Why would you stay indoors when storm clouds approach?

Four: *Thunder*

Thunder occurs when lightning heats the air around it. The rapid increase of heat sends shock waves through the air. The long, loud, deep rumbling sound that thunder produces is shock waves bumping along the bottom of clouds and rebounding to the Earth's surface. The sound of thunder can sometimes wake you when you sleep.

Entry Level Inference

a. Does thunder occur before or after lightning flashes?

Deep Level Inference

b. Why does thunder sometimes wake sleeping people?

Five: *Snow*

Snow is formed in the highest and coldest parts of clouds. Snowflakes are created when ice crystals form around a tiny piece of dust. Ice crystals form a variety of unique patterns and are very light. They swirl high in clouds driven by cold winds. The crystals eventually become big enough and heavy enough that they fall to earth as snow – a snowflake.

Entry Level Inference

a. Why do ice crystals not fall to earth immediately?

Deep Level Inference

b. What might happen to ice crystals that got swirled around in warm winds?

Six: *Cyclone*

A cyclone is a devastating tropical storm. Cyclones begin as a typical thunderstorm but rapidly develop into monster storms with winds of over 100 kilometres per hour. Cyclones are driven by the heat offered from warm ocean currents and need this warmth to fuel their power. Cyclones cannot form over land, or continue over land for very long.

Entry Level Inference

a. What might happen to a house hit by winds of over 100 kilometres per hour?

Deep Level Inference

b. Why would a cyclone struggle to exist over land?

Seven: *Drought*

Drought can make entire countries desolate, and the absence of water can cause havoc to plants and animals. In areas where there are large open spaces that rely on water, animals can quickly die if the drought lingers for too long. In severe drought, dead grass causes the soil to blow away in hot winds.

Entry Level Inference

a. Why would soil blow away if no grass were in the ground?

Deep Level Inference

b. Why would the absence of water be disastrous for many plants and animals?

Eight: *Weather*

The weather is a term we use to describe how warm or cold the day is. Weather is very changeable. Atmospheric conditions can be very hard to predict, even for weather forecasting experts. For instance, months of heavy rain can follow an extended period of drought, or cold weather can interrupt a previously warm, sunny day.

Entry Level Inference

a. Why do forecasting experts have difficulty predicting weather day by day?

Deep Level Inference

b. Why should you bring along a jumper on a sunny day if the forecast is for rain?

Nine: *Rain*

Water vapour is an invisible gas that forms tiny water droplets. The tiny water droplets condense together to form clouds. When the water droplets become larger they fall through the air as rain. If the air in the clouds is very cold, then the water freezes into lumps of ice, called hailstones.

Entry Level Inference

a. Would rain fall from clouds if water droplets remained tiny?

Deep Level Inference

b. If hail falls from the sky would the air in the clouds be cold? How do you know that?

Ten: *Tornados*

A tornado, also known as a twister, is a violent swirling tube of air that sucks up debris and causes extensive damage to everything it touches. It is very dangerous to be caught out in the open when a tornado approaches. Many people seek refuge below ground in specially designed bunkers when a tornado nears their property.

Entry Level Inference

a. Why would it be dangerous to be caught out in the open with a tornado nearby?

Deep Level Inference

b. Why do people seek refuge below ground when a tornado approaches?

Paragraph Level Inference *Record Sheet*

Weather

Tick √ for correct and ✗ for incorrect

1. Temperature

a__ b__

2. Fog

a__ b__

3. Clouds

a__ b__

4. Thunder

a__ b__

5. Snow

a__ b__

6. Cyclone

a__ b__

7. Drought

a__ b__

8. Weather

a__ b__

9. Rain

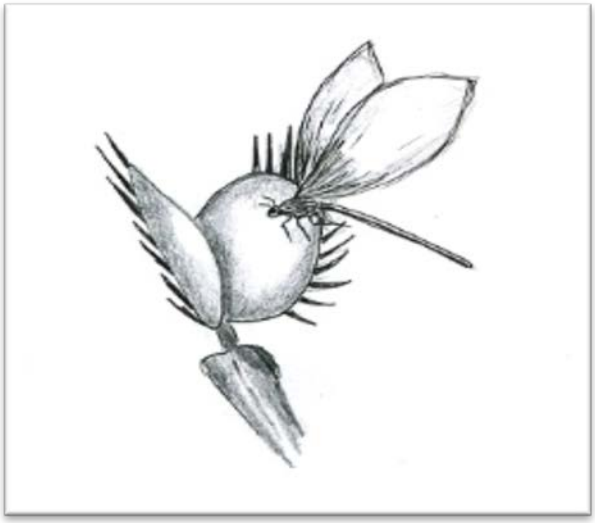
a__ b__

10. Tornados

a__ b__

13

Paragraph Level Inference and *Non-Fiction*



Plants

One: *Plants*

Plants are of fundamental importance to life. Without plants, many living animals and other organisms would soon fade away and vanish. Higher life forms, including humans, depend on plants for their food and survival. Man first domesticated plants for cultivation about 12000 years ago. Before cultivation began, ancient man simply gathered plants from the wild. There are over 300 000 different types of plant species on the planet and plants are responsible for most of the world's oxygen. Many species of plants are capable of making their own food using photosynthesis, which converts sunlight into energy.

Entry Level Inference

a. What may happen to all plant eating animals in the world if all plants in the world died?

b. Have humans always cultivated plants?

c. Why would we have trouble breathing if there were no plants?

d. Why would it be difficult to catalogue all plant species?

Deep Level Inference

e. Could plants survive if there was no sun? Why do you think this?

f. Would gathering plants from the wild be an efficient method of farming? Why do you think that?

g. Why do you think plants are considered of fundamental importance to life?

h. What other higher life forms could the article be referring to?

Two: *Seeds*

Seeds are incredibly successful at survival. A seed has within its outer casing the building blocks to create a plant. Each seed has the basic parts of a plant and a small supply of food. The food nourishes the tiny embryo until germination can take place. Remarkably, a seed can remain dormant for a period of months or years, waiting for the right conditions to grow and thrive. The oldest known dormant seed that grew into a plant was 2000 years old. It was a date palm seed found intact in a jar in Herod's ancient fortress of Masada in 1963. Once planted the seed grew into a healthy plant.

Entry Level Inference

a. What might happen to a seed if it ran out of its small supply of food?

b. Why is a dormant seed considered remarkable?

c. What might happen to a seed that is cracked open without first being planted?

d. How did investigators know the Masada seed was 2000 years old?

Deep Level Inference

e. Would a seed germinate and grow if the conditions made it difficult for the plant to survive?

f. Would a date palm perish if not planted within a few months? Why do you think that?

g. Why do you think seeds are considered such successful survivors?

h. Why did the seed found in Herod's fortress not grow into a plant for 2000 years?

Three: *Plants Converting Energy*

Plants are remarkable in that they do not need to find food. In contrast to animals, plants can make their own food. Plants contain a green pigment called chlorophyll *(chl-or-o-phyl),* which converts the sunlight's energy into a chemical energy and gives most plants their green colour. Known as photosynthesis, this process is activated by sunlight and produces glucose and a waste product, oxygen. The glucose is either used as an energy source or is stored as starch which the plant can later use to grow and develop. The oxygen is released into the atmosphere where it becomes an essential ingredient of life for other plants and animals.

Entry Level Inference

a. What might happen to plants if there was no sunlight?

b. Does a plant use all the energy it creates from photosynthesis immediately?

c. Why are most plants neither blue nor red?

d. Do plants produce glucose at night? How do we know this?

Deep Level Inference

e. Do plants need chlorophyll? How do you know that?

f. What is a possible reason plants don't require legs and arms?

g. Why is chlorophyll vital in the process that creates oxygen?

h. Would plants continue to grow and develop if they could not produce starch? Why do you think this?

Four: *Pollination*

Pollination is the process where pollen is transferred from plant to plant. Pollen is essential for plant species survival and sexual reproduction. The most common type of pollinators are insects such as honeybees, bumblebees and butterflies. Other pollinators include fruit bats, humming birds and some flies. The wind can also pollinate some plants, in particular, certain grasses. Plants entice insects by using bright colours and sweet nectars. The movement of pollen has great benefits for plants because it allows them to reproduce by setting seeds in other plants. Pollinators also profit by collecting pollen and nectar. Pollen is an important food source that helps to nurture pollinators' offspring.

Entry Level Inference

a. Would a pollinating insect be more attracted to a rose or to a plant that did not flower?

b. Are bees the only type of pollinator?

c. Can plants sexually reproduce without pollination? What tells us this?

d. Are plants the only creatures that benefit from the process of pollination? Why do you think that?

Deep Level Inference

e. Why do you think plants use nectar to attract insects?

f. What might happen to most plant species if there were no pollinators?

g. Do you think that pollinators such as bees pollinate plants only to help such plants to reproduce?

h. Do bees only pollinate one plant at a time or pass from plant to plant?

Five: *Venus Flytrap*

Not all plants rely on photosynthesis for their food. The Venus flytrap consumes unsuspecting insects. To an insect the Venus Flytrap looks to be an attractive plant with the promise of nectar. But the plant's appearance is a trap. The plant waits for the insect to settle on its leaf tip then springs shut, quick as a flash. The trap shuts in less than a second. If the trap closes on something other than a fly or insect, such as a nut, the trap will effectively cast out the item. People have always been fascinated by the Venus Flytrap, as such there are few left in the wild. The Venus Flytrap is native to Southern Carolina in the United States, but many now grow in private greenhouses.

Entry Level Inference

a. Why does the design of a Venus Flytrap have such an attractive look to insects?

b. Why would the leaf tips need to spring shut quickly?

c. What might happen to a piece of bark if it fell into a Venus Flytrap?

d. Does the Venus Flytrap rely on photosynthesis for its energy?

Deep Level Inference

e. What may an unsuspecting fly do if the trap took *two seconds* to close?

f. Why do you think the Venus Flytrap is considered a fascinating plant?

g. Why do you think there are so few Venus Flytrap's left in the wild?

h. Is the Venus Flytrap found in the wild in all parts of the world?

Six: *The Teasel*

Plants and insects have evolved together for over 300 million years. In that time many plants have developed complex structural defence systems to ward off attacks by plant eating insects. A plant that is considered remarkable is the Teasel. The Teasel has an unusual and elegant construction in that pairs of leaves form together to create a natural cup. The Teasel defends itself by forming a moat of water at the leaf's base. When snails or insects attempt to climb the plant, to feed on the leaves - much like medieval soldiers attempting to climb steep castle walls - they fall into the moat and drown.

Entry Level Inference

a. Why is the Teasel considered to be a remarkable plant?

b. Why do you think the Teasel's defences are considered unusual?

c. If the leaves failed to form a natural cup would insects drown in the moat?

d. Is the ascent up the Teasel steep for insects to climb? What tells us this?

Deep Level Inference

e. Why would plants need complex defence systems against insects?

f. Why do you think feeding insects have been compared to medieval soldiers?

g. Are plants' defences against feeding insects a recent development? What tells us this?

h. What may happen to life on this planet if plants had no defence against insects?

Seven: *Cacti*

Cacti can survive without very much water. Because they live in desert regions, Cacti have evolved unique ways of storing large amounts of water. A feature of their water gathering ability is that cacti have long roots that can collect water from a wide area. Cacti are essentially a water reservoir, though the liquid interior of the plant is not like clear spring water but is quite viscous. The liquid is drinkable. Consequently, cacti have saved lives of people stranded in the desert. Cacti have effective defence systems such as spines and thorns to discourage grazing animals. Cacti vary in size. Some cacti are as tall as a six story building; others can easily fit within a small cup.

Entry Level Inference

a. Why do cacti store large amounts of water?

b. Can all types of cacti fit inside a small room?

c. Why do cacti have many thorns and spines?

d. How do you think cacti have helped people to survive in the desert?

Deep Level Inference

e. Why are spines and thorns effective in protecting cacti from grazing animals?

f. Have cacti always had the capacity to store such large amounts of water?

g. Why do you think that cacti have such an extensive root system?

h. Would cactus juice be pleasant and easy to drink? Why do you think that?

Eight: *Dandelions*

Dandelions have yellow flower heads that eventually form into tufts of tiny fruit that contain seeds of the plant. If you blow on a dandelion's seed head, the seeds are dispersed through the air on their own parachute. The tiny parachute is lifted high in to the air by the wind and carried on a long journey, far from the original plant, sometimes up to five miles away. The seeds then settle in multiple locations. The dandelion stem consists of a milk liquid that contains latex. Scientists hope to one day develop latex from dandelions, to make improved and less costly car tires and to replace rubber.

Entry Level Inference

a. How do the seeds end up in multiple locations?

b. Would dandelion seeds be carried up to five miles away if they did not have tiny parachutes? Why do you think that?

c. Would dandelions travel to multiple locations if there was no wind?

d. Are the dandelion stems solid all the way through? What tells us that?

Deep Level Inference

e. Why is the spread of the dandelion plant difficult to control?

f. Why do dandelions rely on the wind to spread their seed?

g. Are scientists certain that they will develop latex to eventually replace rubber?

h. Are the seeds very heavy or very light? What tells us this?

Nine: *Agriculture*

The cultivation of plants for food crops began many thousands of years ago. When humans made the leap from hunter gatherer to forming settlements, they cultivated plants on an on-going basis. They selected the most nutritious and best growing plants to form crops, and then used the seeds for the following year. In this way, food crops such as rice, wheat and potato could sustain larger and larger populations of people. The first farmers often made only enough food for themselves and their families. Later, when there was more food than they could eat themselves, early farmers would exchange food to craftsmen or builders in return for their services.

Entry Level Inference

a. Why did early humans use the seeds from their crops for the following year?

b. Why did early farmers select the most nutritious crops for replanting?

c. Were early farmers successful at creating sustainable crops?

d. Why could towns and cities grow larger than just a few individuals?

Deep Level Inference

e. Why did the cultivation of food help to feed large populations of people?

f. Why did humankind switch from hunter-gatherer to crop cultivation?

g. Why did early farmers exchange food for services offered by builders?

h. Why do you think hunter gatherers did not form settlements and towns?

Ten: *Parasitic Plants*

Parasitic plants steal food from other organisms rather than making their own. Parasitic plants don't use sunlight to make food. Rather, they are hidden from view and attach themselves to the host plant's roots using a type of sucker. The suckers absorb stored glucose and minerals from the host plant. Some parasitic plants cannot photosynthesize at all. They are completely dependent on the host plant for survival and drain the host plant of its resources and energy. Other parasites such as mistletoe do have leaves and can photosynthesize. This enables mistletoe to produce its own food. Mistletoe however steals water and minerals from the host plant or tree which is essential to help with photosynthesis.

Entry Level Inference

a. Do parasitic plants need sunlight to survive? How do you know that?

b. Does mistletoe use the sun to create food?

c. If parasitic plants don't have leaves, can they gain energy from the sun?

d. Would a parasitic plant survive if it had no suckers?

Deep Level Inference

e. If the host plant died, what might happen to the parasitic plant?

f. Why do you think parasitic plants are usually hidden from view?

g. Do you think mistletoe would survive if it was unable to photosynthesize?

h. Does the host plant gain any benefit from having a parasitic plant attached?

Paragraph Level Inference *Record Sheet*

Plants

Tick √ for correct and ✗ for incorrect

1. Plants

a__ b__ c __ d__ e__ f __ g __ h __

2. Seeds

a__ b__ c __ d__ e__ f __ g __ h __

3. Plants Converting Energy

a__ b__ c __ d__ e__ f __ g __ h __

4. Pollination

a__ b__ c __ d__ e__ f __ g __ h __

5. Venus Flytrap

a__ b__ c __ d__ e__ f __ g __ h __

6. The Teasal

a__ b__ c __ d__ e__ f __ g __ h __

7. Cacti

a__ b__ c __ d__ e__ f __ g __ h __

8. Dandelions

a__ b__ c __ d__ e__ f __ g __ h __

9. Cultivation

a__ b__ c __ d__ e__ f __ g __ h __

10. Parasitic Plants

a__ b__ c __ d__ e__ f __ g __ h _

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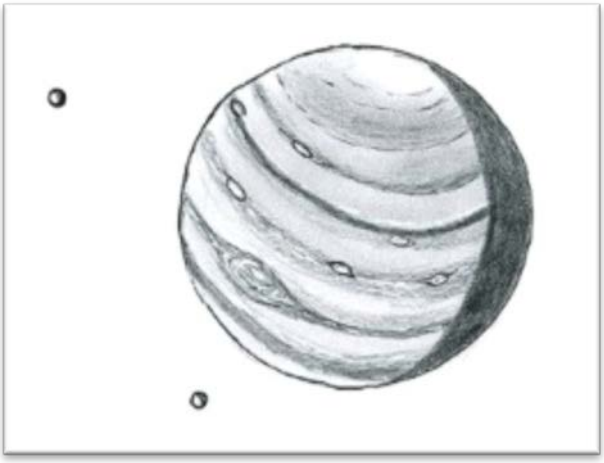
Paragraph Level Inference and *Non-Fiction*



Solar System

One: *The Sun*

Like many of the pinpricks of light in the night sky, our sun is a star. The sun is so big that its mass could easily contain over a million Earth sized planets. All the planets in our solar system orbit the sun. The planets are caught in the sun's massive gravitational field. The planet Earth will continue to orbit the sun for many billions of years. The sun in its old age will grow to many times its current size and consume the Earth. In the sun's core, the temperature reaches a searing 1500,000 ℃, which is the temperature at which nuclear reactions occur. The Earth orbits the sun in what is known as the *Goldilocks* zone. The sun bathes the Earth in tolerable amounts of light and heat, which allows life to grow.

Entry Level Inference

a. Will the Earth exist forever? What tells you that?

b. Is the sun much bigger than the Earth? What tells us this?

c. Could life exist on Earth if it did not receive the Sun's light and heat?

d. Will the Sun always remain the same?

Deep Level Inference

e. What might it be like on Earth if there were no sun?

f. Why do you think Earth's orbit is known as the *Goldilocks* zone?

g. Are all the shining lights in the night sky like our sun?

h. Will the Earth always orbit the Sun?

Two: *The Earth*

Earth is unique among the planetary bodies in our solar system, because it contains life. Unlike the other rocky planets, Earth has oceans of liquid water on its surface. It also has vast amounts of oxygen and nitrogen in its atmosphere. It is thought that for life to occur, water needs to be present. Earth has a wealth of various types of life forms, which is related to the amount of water on the planet's surface. The Earth is protected from the Sun's deadly solar winds by magnetic fields. The magnetic fields are created by Earth's liquid core. The solar winds have the power to strip the planet's atmosphere and leave it exposed to deadly radiation.

Entry Level Inference

a. Do rocky planets such as Venus and Mercury have life? What tells us this?

b. Can life exist without water? How do you know that?

c. What allows for the Earth to have an abundance of life?

d. Would Earth have life if it had no water on its surface?

Deep Level Inference

e. Would life on Earth have evolved to its current level if the Earth had no liquid core?

f. Do you think the Earth would have the same weather if it had its atmosphere stripped away?

g. Could life exist on Earth if it was bombarded with high levels of radiation?

h. Does Mars have high levels of oxygen and nitrogen in its atmosphere? What tells us this?

Three: *Venus*

Venus is the brightest planet in the night sky. Like Earth, Venus is a rocky planet and roughly the same size as Earth, but here the comparison ends. Venus is Dante's Hell to Earth's Eden. Life is impossible on Venus. The planet appears so bright to our eyes because it is relatively close to the Earth and its thick cloud cover reflects much of the sun's light. In fact, the thick cloud cover acts like a shield that traps the planet's heat. The temperature on Venus's surface is 480 ℃, hot enough to melt lead. Venus has no oxygen, its surface has no water and the atmosphere contains heavy amounts of the poison gas, carbon dioxide.

Entry Level Inference

a. Would we be able to breathe on Venus's surface without oxygen tanks?

b. Why is life impossible on Venus?

c. Are there planets which are brighter than Venus in the night sky?

d. Would we able to breathe on Venus? What tells us this?

Deep Level Inference

e. Are there oceans of water on Venus's surface? What tells us this?

f. Would Venus appear so bright to us if it had no cloud cover?

g. Why do you think Venus is described as *Dante's hell*?

h. Why do you think the planet Earth is referred to as *Eden*?

Four: *Olympus Mons*

Olympus Mons is a volcano on the surface of Mars. At 27 kilometres high, the volcano is three times the height of Earth's Mt Everest. *Olympus Mons* is a vast 600 kilometres wide and is the largest mountain in our solar system. The volcano is the same size as the state of Missouri in the United States. Like all the many volcanos on Mars, Olympus Mons has long been extinct. It is located near to a chain of massive volcanoes on Mars's surface known as the *Tharsis Montes*. Olympus Mons is so high that its massive caldera actually penetrates Mars' very thin atmosphere.

Entry Level Inference

a. Does *Olympus Mons* still erupt? How do you know that?

b. Are the *Tharsis Montes* volcanos on Mars as big as Olympus Mons?

c. Does the *Tharsis Montes* consist of more than one volcano?

d. Is Olympus Mons' caldera located at the top of the mountain or at its base? What tell us this?

Deep Level Inference

e. Are there any mountains on Earth which are bigger than *Olympus Mons*? How do you know that?

f. Does Mars have the same thick atmosphere as Earth?

g. Have volcanic eruptions ever been sighted on Mars?

h. Why would Olympus Mons be easy for a satellite to locate from Mars' orbit?

Five: *Marriner Valley*

Mars's *Valles Marinaris*, or Marriner Valley, is the grandest geological feature in the solar system, and dwarfs all other canyons. Earth's Grand Canyon could easily fit in one of Valles Marinaris' smaller side branches. The canyon's length is greater than countries such as Australia and the United States. The valley is also seven kilometres *deep.* The canyon is as deep as Earth's Mount Everest is tall. The valley stretches so far that at one end daylight illuminates the valley while the other end is under the dark of a night sky. In its ancient past, the Valles Marinaris was filled with huge lakes of liquid water that carved out its massive canyons.

Entry Level Inference

a. Is the Grand Canyon in the United States as big as the *Valles Marinaris*? How do you know that?

b. Is the entire valley lit by the sun at the one time? What tell us this?

c. Does liquid water still exist in Mars' *Valles Marinaris?*

d. Are there any other valleys as big as the Valles Marinaris in our solar system?

Deep Level Inference

e. Would you be able to walk the length of the *Valles Marinaris* in one day? How do you know that?

f. Why is the *Valles Marinaris* referred to as the *grandest canyon of all?*

g. Would the *Valles Marinaris* take a long time to climb down into? What tell us this?

h. Does the valley rise high above Mars' surface? What tells us this?

Six: *The Moon*

The Moon is Earth's satellite. The Moon rotates around the Earth in what is known as a synchronous orbit. This means that we always see the same face of the moon, or its near side. Though the Moon is the brightest object in the night sky, it is in fact very dark, similar to black coal. The moon appears very bright in the night sky due to the Sun's rays reflecting off its dark surface, making it seem as if it glows. The Moon has a powerful positive effect on the Earth in that its gravitational pull helps the planet remain stable in orbit. Without the Moon, the Earth would *wobble like a top,* which would be disastrous for the planet and may cause increased frequency of earthquakes and tsunamis.

Entry Level Inference

a. Would the moon glow if there was no sun?

b. Would the Earth's orbit be more stable without the moon?

c. Is there any object that is brighter than the moon in Earth's night sky?

d. Is the Earth a better place to live because it has the moon? Why do you think that?

Deep Level Inference

e. Do we ever see the moon's dark side or far side?

f. Would an astronaut walking on the moon's surface on the dark side see white dust or black dust?

g. If the sun's rays never touched the moon would we be able to see the moon?

h. If the moon exploded or left Earth's orbit, what might happen on the Earth?

Seven: *Titan*

Titan is a frigid moon that orbits the gas giant, Saturn, in the outer regions of the solar system. Titan has many similarities to Earth. For instance, like Earth, Titan is a rocky world. Again, like Earth, Titan has a dense atmosphere and many stable bodies of surface liquid. In other words, Titan has lakes and small seas. The seas and lakes do not contain water but liquid hydrocarbon, which is like gasoline or petrol. Also, like Earth, Titan has shorelines, rain, rivers and seasons. In 2004, the Huygens probe, launched from the Cassini spacecraft, descended through the moon's atmosphere and landed on flat, dry ground, which featured rounded rocks and pebbles as seen in rivers on Earth.

Entry Level Inference

a. Would a lake on Titan smell the same as a lake on Earth?

b. Did the Huygens probe land in the middle of a sea?

c. Is it cold on Titan? What tells us this?

d. Why is Titan considered Earth like?

Deep Level Inference

e. Would it take very long to travel to Titan? What tells us this?

f. Would Titan have a winter, summer and spring?

g. Why would it be a bad idea to swim in Titan's lakes and rivers?

h. What may have shaped the rounded rocks that were photographed by the Huygens' probe?

Eight: *Europa*

Europa is a small moon that orbits the massive gas giant, Jupiter, in the outer solar system. Though small, Europa is unique. It contains a water ocean beneath its icy outer layer. It is thought that Europa's water oceans may contain life caused by shearing tidal forces, which are created by Jupiter's immense gravity. Europa's icy surface is as smooth as a billiard ball, but beneath the surface Europa's submerged oceans are warm, and perhaps Earth like. NASA and other space agencies propose to one day explore Europa. Scientists and technicians will need to construct machinery and robotics to explore Europa. Machines will need to drill down beneath Europa's icy surface to reach the oceans beneath.

Entry Level Inference

a. Is Europa as big as Jupiter? What tell us this?

b. Is Europa close to Earth? Why do you think that?

c. Why do you think Europa's outer layer is frozen?

d. Why will machinery need to dig beneath Europa's icy surface?

Deep Level Inference

e. Why is it thought that Europa's oceans may contain life?

f. Does Europa's surface have mountains?

g. Why do you think that NASA proposes to send robots to explore Europa and not people?

h. Why do you think scientists are keen to explore Europa's submerged oceans?

Nine: *Io*

Io is a small moon that orbits the huge gas giant, Jupiter. Io is a violent little moon. It has over 400 active volcanoes consistently erupting. The volcanos dot the surface of the small moon. They blast plumes of sulphur onto Io's *(eye-o)* surface, which smells like rotten egg gas. It is the most volcanically active world in the solar system. Io's extreme volcanism is caused by friction created by Jupiter's massive bulk. Jupiter's gravity squeezes Io and produces tidal heating within the moon's interior. Io resembles a huge pizza because of the varied material on its surface. This is caused by the many eruptions that create different contrasts in colour and texture.

Entry Level Inference

a. Would you be able to see the planet Jupiter clearly from Io's surface? How do you know that?

b. Is Io more volcanically active than Earth? What tells us this?

c. Is Io's interior hot? What tells us this?

d. Would it smell pleasant on Io? What do you think that?

Deep Level Inference

e. Why do you think Io is described as a violent moon?

f. Do you think Io is as large as the Earth? What tells you this?

g. Why do you think Io's volcanism is described as *extreme*?

h. Why do you think that Io is described as looking like *a huge pizza*?

Ten: *Neptune*

Neptune is the eighth planet in our solar system and the planet furthest from the sun. Like Earth, Neptune is a deep blue colour and is made up of gases. Known as a gas giant, Neptune has the strongest winds of any planet in the solar system. The fastest winds detected on Neptune have been as high as 2100 kilometres an hour. In comparison, even the most severe storm winds on Earth rarely exceed 250 kilometres an hour. In 1986, when the Voyager spacecraft photographed Neptune, NASA scientists were surprised to discover a large, great dark spot about the size of the Earth. As predicted, in 1994 when the Hubble telescope photographed the planet, the large dark spot had vanished.

Entry Level Inference

a. Can Neptune be seen clearly in the night sky? Why do you think that?

b. Would it be safe to fly a kite in Neptune's atmosphere?

c. Is Neptune's great dark spot a continuous feature?

d. Was the dark spot bigger than any thunder storm on Earth? What tells us this?

Deep Level Inference

e. Would the sun be as big in the sky on Neptune as it is on Earth?

f. Did scientists know about the dark spot on the planet's surface prior to 1986?

g. Did scientists believe the great dark spot was a permanent feature of Neptune?

h. Do you think that Neptune has a rocky surface like Earth or is it simply made up of gases? Why do you think that?

Paragraph Level Inference *Record Sheet*

Solar System

Tick √ for correct and ✗ for incorrect

1. The Sun

a__ b__ c __ d__ e__ f __ g __ h __

2. The Earth

a__ b__ c __ d__ e__ f __ g __ h __

3. Venus

a__ b__ c __ d__ e__ f __ g __ h __

4. Olympus Mons

a__ b__ c __ d__ e__ f __ g __ h __

5. Marriner Valley

a__ b__ c __ d__ e__ f __ g __ h __

6. The Moon

a__ b__ c __ d__ e__ f __ g __ h __

7. Titan

a__ b__ c __ d__ e__ f __ g __ h __

8. Europa

a__ b__ c __ d__ e__ f __ g __ h __

9. Io

a__ b__ c __ d__ e__ f __ g __ h __

10. Neptune

a__ b__ c __ d__ e__ f __ g __ h __

15

Paragraph Level Inference and *Non-Fiction*

The Animal Kingdom

One: *The Bar-Tailed Godwit*

The Bar-Tailed Godwit is a type of wading bird. It is famous for making the longest non-stop migration. Each year the Godwit migrates from the cold state of Alaska to south New Zealand, a distance of over 11000 kilometres. A number of Godwit's were tagged by researchers and then tracked by satellites as they made their long journey across the globe. The flight takes nine days in total. The birds do not stop to feed at any point during the migration. The Godwit spends the winter in the warmer setting offered by countries such as New Zealand.

Entry Level Inference

a. Does the Godwit stop to rest during its long flight?

b. Would the birds be hungry after their long flight? Why do you think that?

c. Is Alaska covered by ice and snow 12 months a year? How do you know this?

d. In what type of environment does the Godwit like to live?

Deep Level Inference

e. Why might the Godwit migrate to the warmer regions of New Zealand at winter time?

f. The Godwit is a wader. Where do you think the Godwit spends most of its time?

g. What do you think might happen to the Godwits if a storm at sea blew them off course as they migrated?

h. Does the Godwit fly over a 1000 kilometres per day when migrating? What tells us this?

Two: *The Colossal Squid*

The Colossal Squid is one of the rarest animals known to man. It is the largest invertebrate in the world. The species was first discovered in 1925 when massive tentacles were found in the stomach of a sperm whale. The colossal squid is between 12 to 14 meters long. A colossal squid, captured in 2007, weighed 495 kilograms, about the weight of 5 large men. If the squid were to be carved into calamari, the rings would be as big as tractor tires. This deep sea monster has the largest eyes in the animal kingdom. They are reported to be as big as dinner plates.

Entry Level Inference

a. Have there been many Colossal Squids captured? How do we know this?

b. Did investigators find an entire colossal squid inside the stomach of a sperm whale?

c. How do you think tentacles became lodged in a sperm whale's stomach?

d. Would a colossal squid be scary to see up close in the ocean? Why do you think that?

Deep Level Inference

e. Would the Colossal Squid have good eyesight?

f. Does a colossal squid live in shallow water? What tells us this?

g. Does the colossal squid have a spine? Why do you think that?

h. Why is the squid referred to as *colossal*?

Three: *The Siberian Tiger*

The Siberian tiger is the largest cat in the world. It can weigh as much as 320 kilograms (710 pounds). The tiger is now an endangered species. It is confined in the wild to icy and cold eastern Siberia. Tigers rely on power and stealth to capture their prey. This is unlike big cats such as lions, which rely on speed and agility. The Siberian tiger has a longish body, a long tail and short, powerful legs. Each tiger has a camouflaged striped coat. The coat is a reddish-rust colour with narrow black stripes. Tigers' coats are unique. They are identified by their coats as easily as people are detected by their fingerprints.

Entry Level Inference

a. Why would it be difficult to spot a tiger in heavy foliage?

b. Is the Siberian tiger found easily throughout the world? How do we know this?

c. Is the Siberian tiger larger than lion? How do you know that?

d. Does each tiger have identical markings on their coats?

Deep Level Inference

e. Would a tiger struggle to capture a fast moving gazelle over open ground? How do you know that?

f. Why do you think a tiger has short powerful legs?

g. Would a Siberian tiger have difficulty climbing a tree? Why do you think that?

h. Does the Siberian tiger prefer a warm climate? Why do you think that?

Four: *Piranha*

The piranha is a legendary small fish with razor sharp teeth. It is found in South American rivers only. The piranha is known as having a voracious appetite for meat. The fish is famed for eating unwary people who swim in piranha infested waters. Fortunately, the stories about mad feeding frenzies are just that - stories. Even though piranhas do attack people, fatal attacks are rare. It is thought that piranhas are attracted to wild thrashing and panicked rapid movement in the water. This may prompt a feeding frenzy. Piranhas do bite people. However, in murky waters it may be more a result of mistaken identity than a desire to eat humans.

Entry Level Inference

a. Are hundreds of people a year killed by piranha? How do we know this?

b. Are piranha found in rivers throughout the world? How do you know that?

c. Are piranha well known for eating people? What tells us this?

d. Is the piranha a huge fish? Why do you think that?

Deep Level Inference

e. Why would a piranha's bite be potentially very painful?

f. Why do you think piranhas are considered legendary?

g. Why do you think piranha sometimes bite people?

h. If swimming in a piranha infested river why would it be a bad idea to thrash your arms and legs wildly?

Five: *Wandering Albatross*

The bird with the greatest wingspan is the Wandering Albatross. The wingspan can be as long as 3.5 meters (8 feet). These majestic birds soar high above the world's southern oceans. They can travel up to 500 kilometres (270 miles) a day while hunting for food. Due to its long wingspan, the Wandering Albatross is able to stay in the air for several hours at a time. It does this without flapping its wings. The Wandering Albatross is built like a glider. It has a light body but very long and narrow wings. This body shape allows the bird to ride almost effortlessly on wind currents, using small amounts of energy.

Entry Level Inference

a. Does an eagle have a longer wingspan than an albatross? How do we know this?

b. Does the albatross hunt for food over land? How do you know that?

c. Does the albatross flap its wings rapidly to stay airborne? How do we know this?

d. Does a Wandering Albatross ever fly over the North Pole? How do we know this?

Deep Level Inference

e. Would a Wandering Albatross be able to glide on wind currents if its wings were short? How do you know that?

f. What food would a Wandering Albatross hunt for?

g. Why do you think the Wandering Albatross is referred to as majestic?

h. What does the title *Wandering* tell us about the bird's flight patterns?

Six: *Blue Whale*

The largest animal in Earth's history is the Blue Whale. The whale swims in the southern oceans and can grow to a length of 25 metres. An adult weighs as much as 200 tons. A Blue Whale's tongue is huge and can weigh as much as an African elephant. A Blue Whale calf drinks up to 400 litres (110 gallons) of milk a day. At birth, a Blue Whale calf weighs up to 2,700 kilograms (6000 lbs), about the weight of an adult hippopotamus. The adult Blue Whale feeds by first gulping down a huge amount of water. The mighty tongue then blasts the water through very thin baleen plates in its jaw. This leaves millions of tiny microscopic krill – the whale's diet – behind. The krill is then swallowed.

Entry Level Inference

a. Would a Blue Whale's tongue fit into a car's boot? How do we know this?

b. Is the Blue Whale larger or smaller than a Tyrannosaurus Rex?

c. Does the blue whale like to eat a variety of fish? How do we know this?

d. Does the blue whale eat only one krill at a time? How do you know that?

Deep Level Inference

e. Is water let out slowly through the baleen plates? How do you know that?

f. Why do you think a baby Blue Whale need to drink 400 litres of milk a day?

g. Why do you think the whale's tongue is the size of an African elephant?

h. Does the whale swim in deep or shallow waters? Why do you think this?

Seven: *Salt Water Crocodile*

Salt water crocodiles are supreme predators. They have survived almost unchanged since the time of the dinosaurs. Crocs are considered the predator most likely to eat people. The salt water crocodile is an ambush predator. It will attack any animal that strays into its territory. In fact, salt water crocodiles will eat any animal they can manage to get their jaws around. Once they have the animal in their jaws, there's no getting away. Salt water crocodiles can exert a force pressure through their jaws of several tons. Adult male salt water crocodiles are territorial. They will attack rival males that trespass into their domain.

Entry Level Inference

a. Is the salt water crocodile considered a successful predator?

b. Has the salt water crocodile been on Earth for a short time or a long time? How do you know that?

c. Are crocodiles fussy eaters? What tells us this?

d. Why is there *no getting away* once a crocodile clamps an animal in its jaws?

Deep Level Inference

e. Why do you think the crocodile is the most likely predator to eat people?

f. Why do you think crocodiles are territorial?

g. Why would it be a bad idea to swim in an area where salt water crocodiles live?

h. Do adult male crocs attack *every* crocodile that enters their territory?

Eight: *Cheetah*

The cheetah's body is built for speed. It has slim legs, a long tail to help with balance, and unique pads on its paws to help it to grip as it powers across the ground. This all makes the cheetah a very fast animal that can reach speeds of up to 112 km's per hour (70 mph). The cheetah is a burst animal. This means it cannot maintain high speeds for long. Though fast, it is not just the cheetah's speed which allows her to catch prey, it is her agility. The cheetah can take off rapidly, but can also reduce speed promptly. This impressive agility works much like powerful brakes which are used to slow racing cars.

Entry Level Inference

a. Can a cheetah pursue an antelope for several hours?

b. Could a cheetah easily run down a human? What tells us this?

c. Can a cheetah stop quickly? How do we know this?

d. Why is it important that a cheetah be able to have good purchase with the ground when it chases a gazelle?

Deep Level Inference

e. What might happen to a cheetah's speed if it lost its tail?

f. Why do you think a cheetah's anatomy makes it so fast?

g. Would a cheetah be able to maintain rapid speed if it had short stumpy legs? Why do you think that?

h. If the cheetah could only run in a straight line would it still be able to catch antelope? How do we know this?

Nine: *Orang-utan*

Orang-utans are unique. They are the largest tree dwelling apes. Orang-utans are highly skilled climbers and live in the rainforests of Indonesia. Orang-utans mostly eat fruit but do eat other foods such as honey, birds' eggs and insects. Adult orang-utans are the most solitary of all the great apes. Orang-utans are intelligent creatures and can build rough tools. For instance, they build umbrellas out of large leaves when it rains. Orang-utans are an endangered species. This is due to human activity and the wanton destruction of forests and the apes' natural habitat.

Entry Level Inference

a. Do orang-utans live in large social groups? What tells us this?

b. Do orang-utans have difficulty climbing trees? How do you know that?

c. Are there similar sized apes to the orang-utan that climb trees? How do we know this?

d. Would an orang-utan starve if it ran out of fruit to eat?

Deep Level Inference

e. Why are orang-utans considered to be intelligent creatures?

f. Why would orang-utans have difficulty surviving without trees to live in?

g. Are there many orang-utans around the world? What tells us this?

h. Why do orang-utans assemble umbrellas?

Ten: *The Black Mamba*

The black mamba is a highly dangerous snake that lives in sub-Saharan Africa. There are several factors that make the snake so dangerous. For instance, the black mamba is very fast. It can move across the ground at up to 20 km per hour (12 mile per hour). The snake is also aggressive. It has been known to pursue people when disturbed. The black mamba's venom is toxic and acts rapidly to stop the heart from beating. In severe cases, a black mamba's bite can kill an adult male in 20 minutes. In other cases, it may take 6-8 hours for the poison to take full effect. This provides a window of time in which to provide anti-venom to counteract the mamba's poison.

Entry Level Inference

a. Why would it be a bad idea to approach a black mamba?

b. Is the black mamba found throughout the large continent of Africa?

c. Why is it critical to give anti-venom rapidly to someone bitten by a black mamba?

d. Does the venom always kill people within 20 minutes? How do we know this?

Deep Level Inference

e. Why is the black mamba such a feared snake?

f. What do you think for *the poison to take full effect* means?

g. Why is the venom considered to be highly toxic?

h. Does everybody bitten by a black mamba die? How do we know this?

Paragraph Level Inference *Record Sheet*

The Animal Kingdom

Tick √ for correct and ✗ for incorrect

1. Bar-Tailed Godwit

a__ b__ c __ d__ e__ f __ g __ h __

2. Colossal Squid

a__ b__ c __ d__ e__ f __ g __ h __

3. Siberian Tiger

a__ b__ c __ d__ e__ f __ g __ h __

4. Pirahna

a__ b__ c __ d__ e__ f __ g __ h __

5. Wandering Albatross

a__ b__ c __ d__ e__ f __ g __ h __

6. Blue Whale

a__ b__ c __ d__ e__ f __ g __ h __

7. Crocodile

a__ b__ c __ d__ e__ f __ g __ h __

8. Cheetah

a__ b__ c __ d__ e__ f __ g __ h __

9. Orang-Utan

a__ b__ c __ d__ e__ f __ g __ h __

10. Black Mamba

a__ b__ c __ d__ e__ f __ g __ h __

16

Text Level Inference

Fiction

Story: Mount Bump and the Iron Necklace

Story: Mount Bump and the Iron Necklace

The Mount Bump story was devised and developed for the Inference Activities workbook because it is an original story that has many of the features and complexity of commercially available story books. The text has been written for children between the ages of 9 -12 years of age. Younger readers can also read the story, though some of the story's themes may need to be scaffolded and explained.

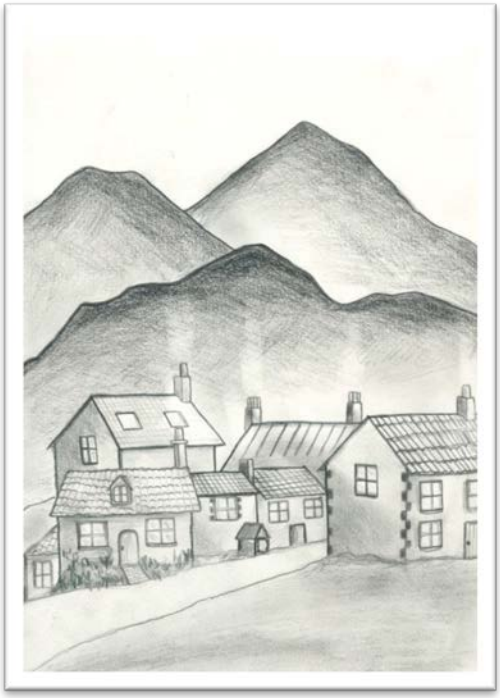
The **Fleisch Kincaid system** (available on Word 2007, 2010 and 2013) indicates the story is a grade 4 level text. The story is a fable. It has a linear plot and has only two characters. One of the characters is a mountain, Mount Bump; the other character is a strange inventor named Albert Hackensack.

The story is written in a style which is relatively easy to use as a language teaching tool. The language in the story is complex at times and figurative language is used to give color to dramatic scenes. Illustrations are used to provide a visual reference to the story's setting, which is set predominantly in a mountain range. Students are encouraged to read the story independently or it can be read by both the clinician and the teacher concurrently.

An example section has been provided in chapter 3 (Communicative Reading Strategies) that illustrates in detail how the Mount Bump story can be used as a language-teaching tool.

Mount Bump and the Iron Necklace

Story and Illustrations by David Newman



Mount Bump and the Iron Necklace

Story: Mount Bump and the Iron Necklace

Author: David Newman

Words: 1216

Fleisch - Kincaid Grade Level: 5.7

Mount Bump and the Iron Necklace is a fable about the reckless exploitation of the environment and the consequences of irresponsible actions.

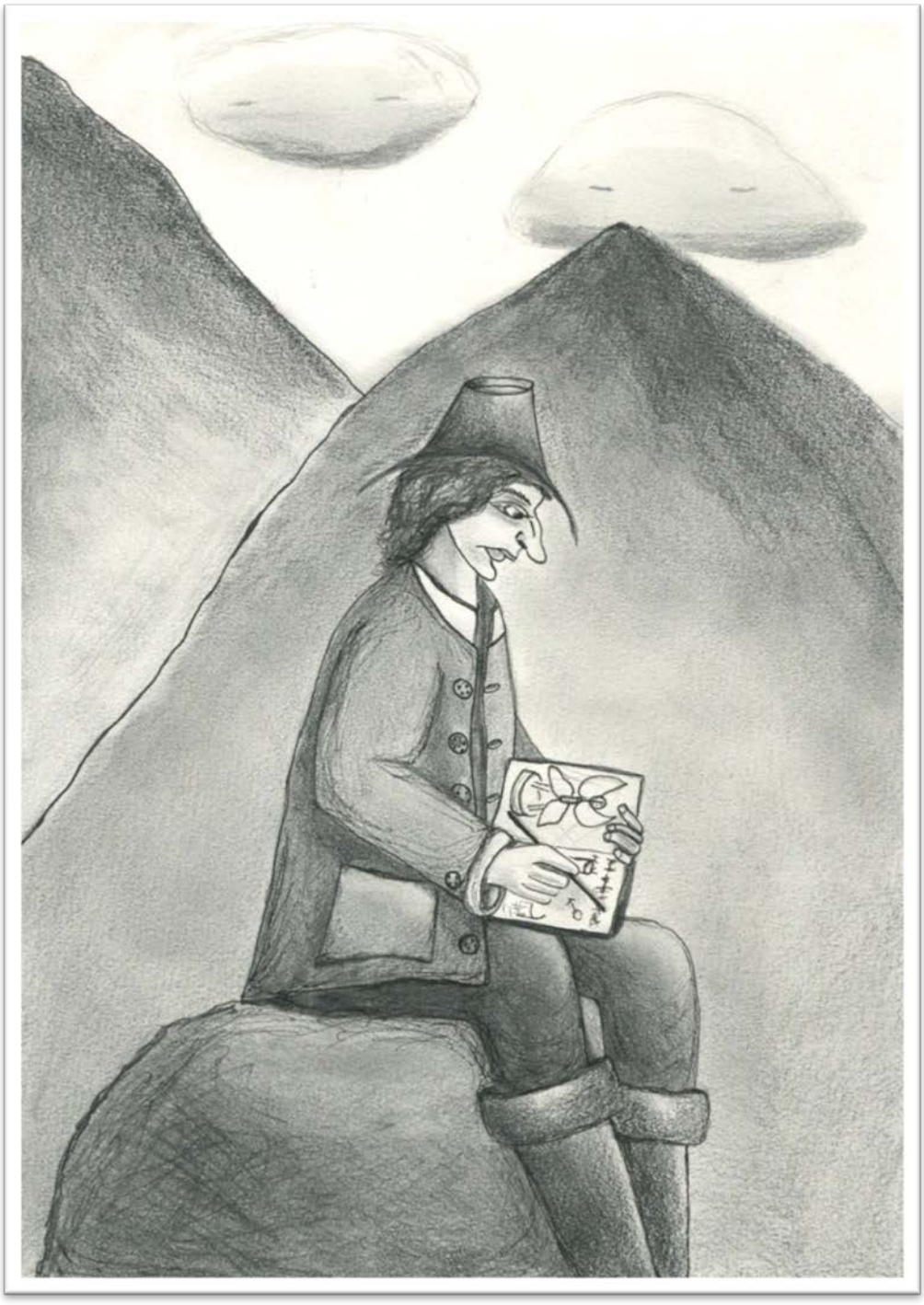
A **fable** is a type of short story where animals or inanimate objects *(such as mountains or clouds)* are given human qualities and emotions, and that present a moral lesson.

Scene One: *The Little Mountain*

Winter had always been an unhappy time for Mount Bump. The little mountain wanted snow dusted on its peak from the cloud angels that floated above. Mount Bump watched as year after year winter snow fell on the mountains which loomed above. The tall peaks accepted the snow in silence. The little mountain, however, was not silent. It puffed and rumbled to gain the cloud angels' attention. But the clouds took no notice. They never dusted snow on Mount Bump. The little mountain was too small and too odd. Strange smoke curled from its strange, stunted peak after all. It was not really a mountain, the clouds decided, it was a *hill*

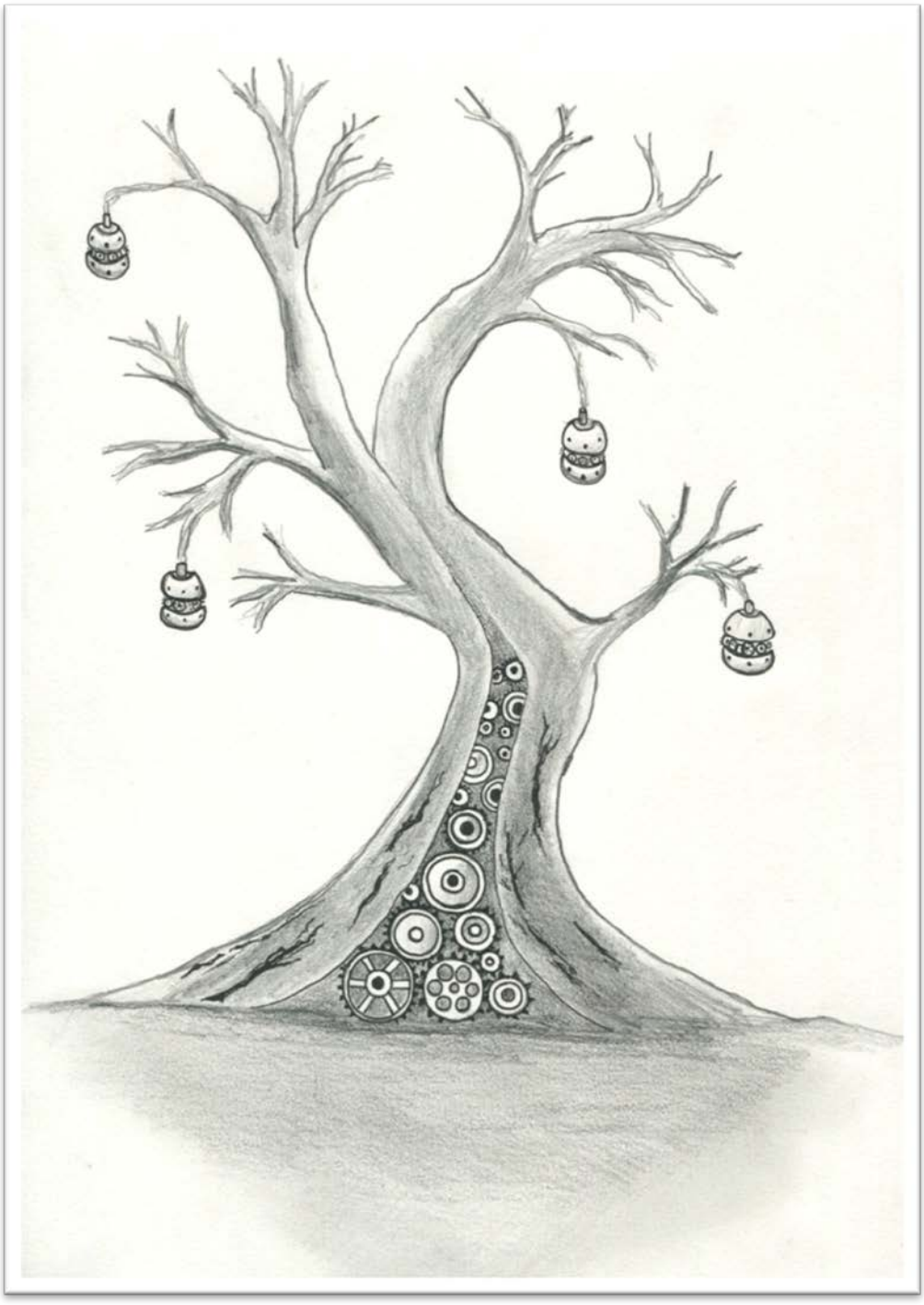
Scene Two: *Albert Hackensack*

One early autumn morning the inventor, Albert Hackensack, climbed to the top of Mount Bump. As he peered at the peaks that loomed over the little mountain, a thought took shape in the inventor's crafty mind. He reached into his coat pocket for his measuring tape. Excited, he unravelled it. He spent the day walking around Mount Bump's rocky base. He paused only to scribble words and pictures into a notebook. The shadows were long and the sun had disappeared when Hackensack finally returned to his village. At home, he copied his notes and drawings onto fresh paper and got to work that night.



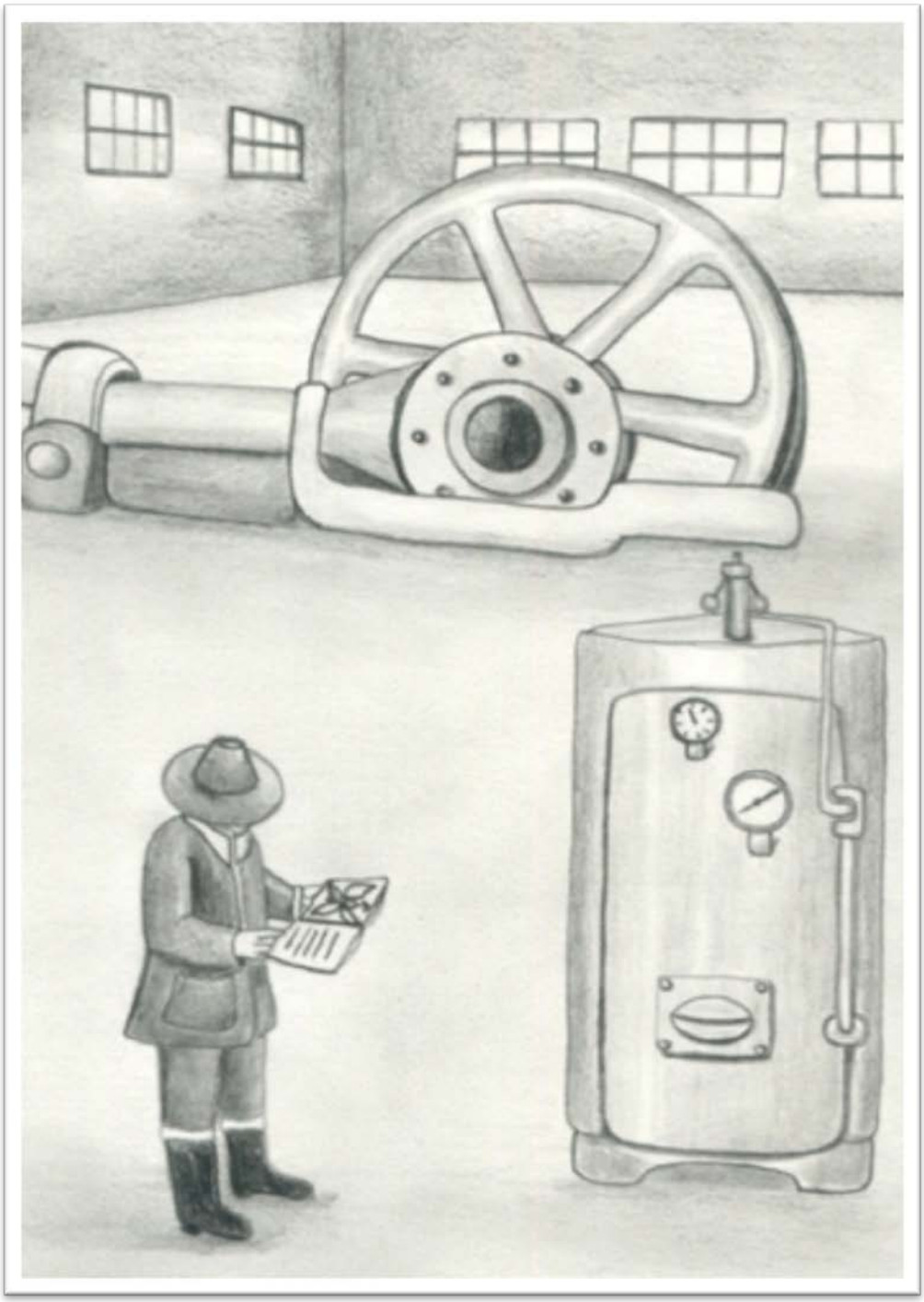
Scene Three: *The Workshop*

The workshop was filled with the inventor's many mechanisms, some completed but rusted from disuse, others unfinished. Among them was his ill-famed mechanical tree that produced copper apples, which nobody dared to neither pick from the tree's branches nor eat. Hackensack sat in despair in the shadows of his unloved creations. Yet he was determined that his new invention, that would embrace Mount Bump in its steel grip, would finally bring him fame.



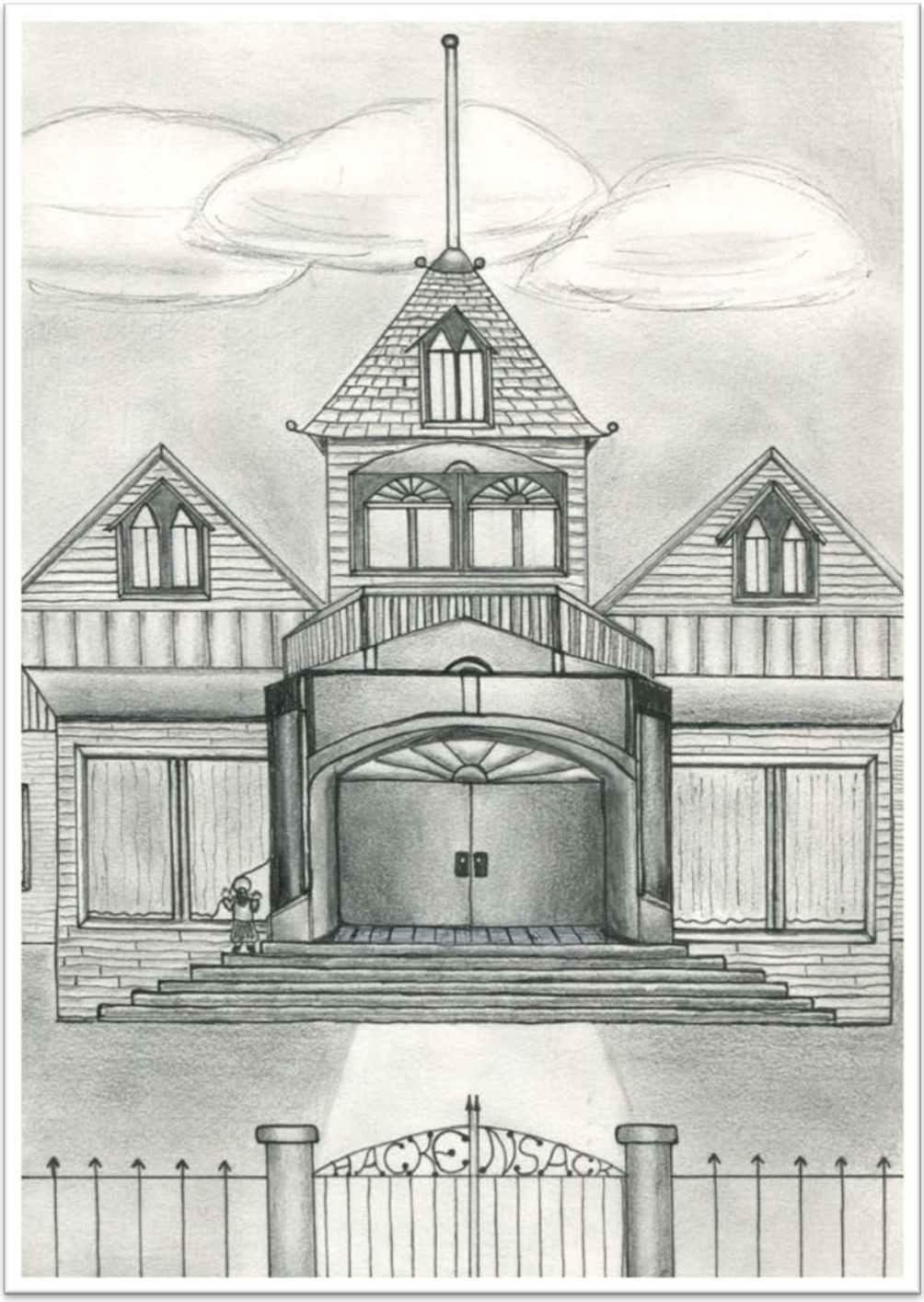
Scene Four: *Hackensack's Invention*

For sixty days large packages in wooden crates were delivered by horse and cart to Hackensack's workshop. The villagers, always eager for a distraction, gossiped about the packages' contents. Small children tried to peep through the workshop windows. The inventor was prudent and took precautions. Nothing could be seen, but much could be heard; the sound of heavy wheels turning, chains clinking rhythmically and steam turbines humming. Despite the inventor's reputation for failed contraptions, interest spread and villagers were eager to discharge their views in a cascade of enthusiasm on what Hackensack's newest invention might be.



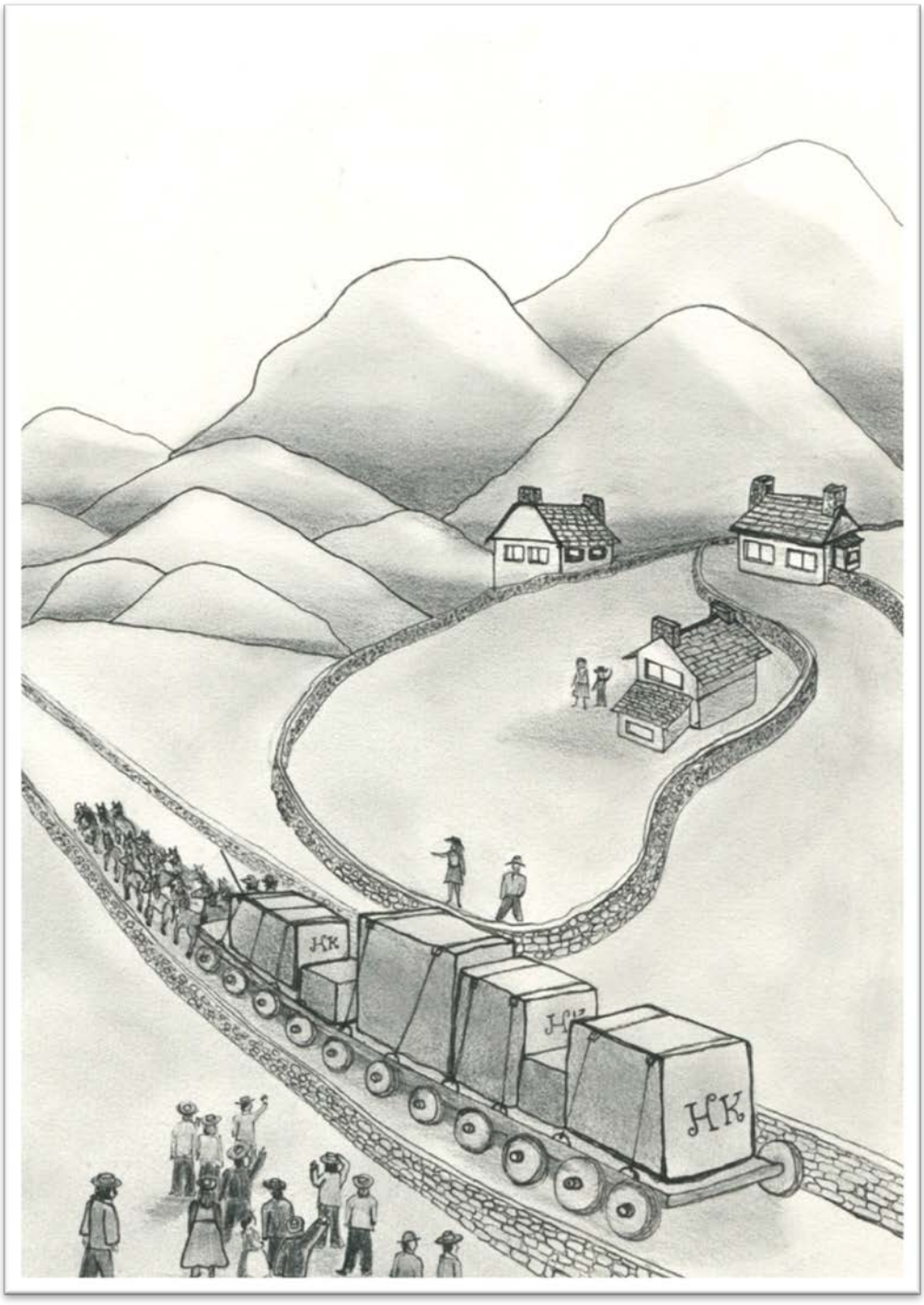
Scene Five: *To the Mountain Road*

On a clear, sparkling morning, the first of winter, the workshop's creaking and rusted doors opened at last. From within emerged a team of twelve powerful horses, which pulled a long cart driven by Hackensack himself. Hidden beneath canvas rugs was Hackensack's creation. Twenty rough brawny workers, newly employed by Hackensack, marched behind the cart. The workers followed the cart as it turned onto the mountain road. Word spread. Soon all those living in the village and in the valleys gathered to watch the strange procession.



Scene Six: *The Journey to Mount Bump*

Hackensack's long cart began its short journey to the mountains. The villagers followed the cart, curious to see what Hackensack's invention might be. Young children enquired, "Where are you going Mr Hackensack?" but received no response from Hackensack. Before long, people from all over the district had heard of the strange cart's mountain journey. The crowd that followed the cart grew and grew. After a lively march, Hackensack and the parade arrived at the little mountain. Hackensack glanced up meaningfully at the low hanging clouds and the ghost of a smile briefly flitted across his face.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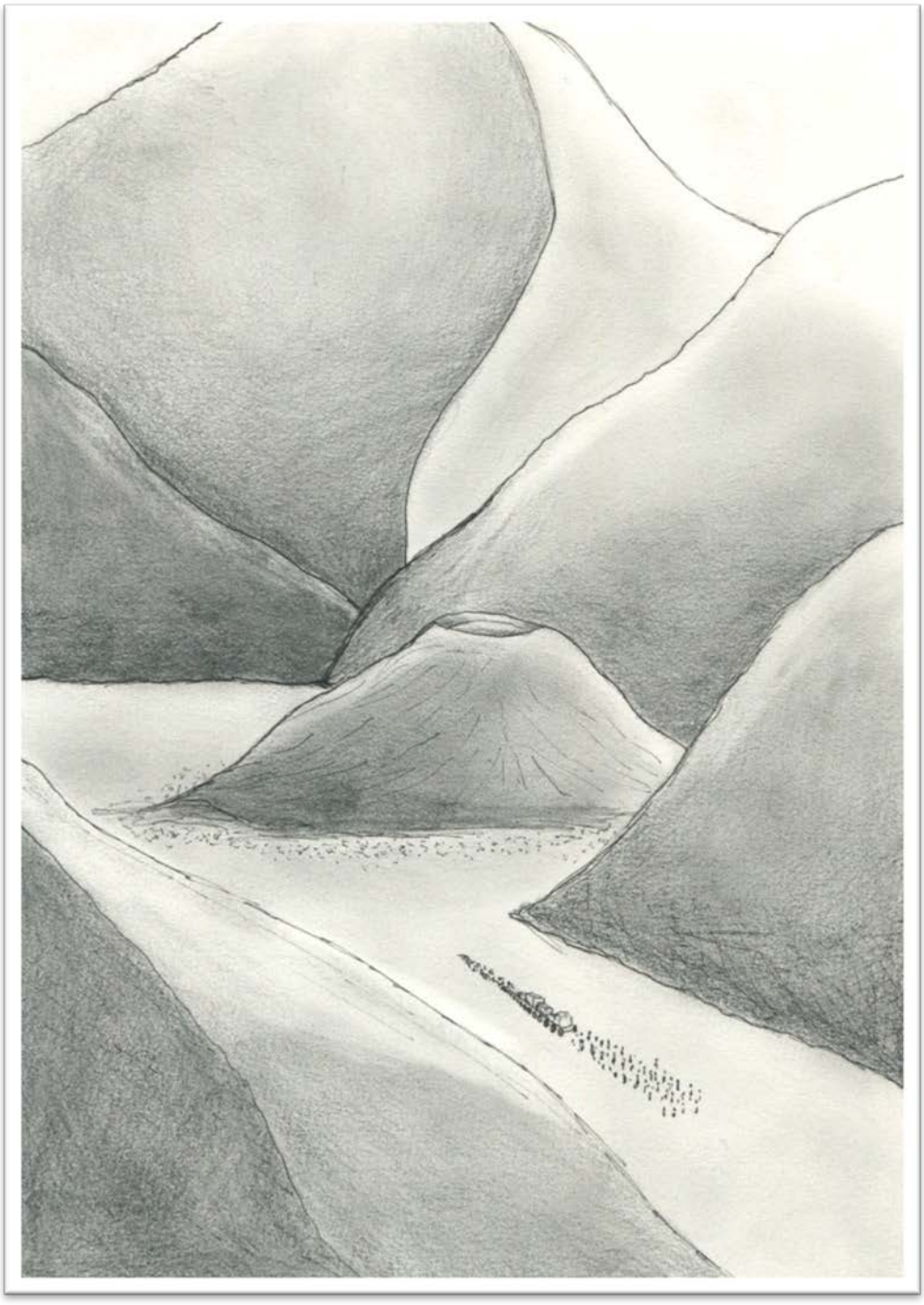
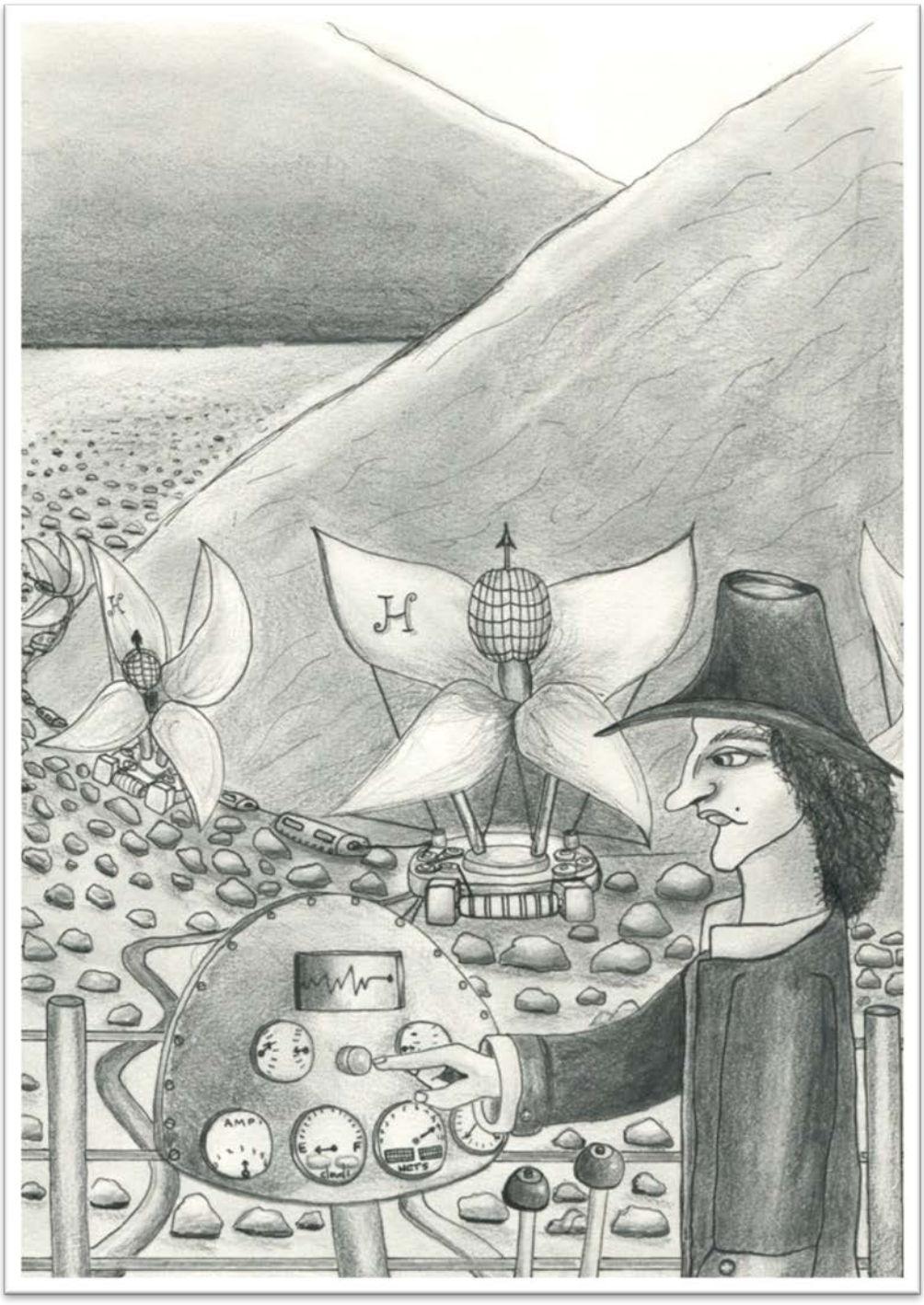


Scene Seven: *The Mighty Machines*

The cart was unloaded and the great assembly began. Hackensack mustered his workers with sweeping gestures and bellowed instructions. After several hours of bustle and boom, the invention was revealed. The villagers gaped, for the machines were mighty. Each was joined to the other by a thick rubber hose. They circled Mount Bump's base like a great iron necklace. The machines were bolted to Mount Bump's rocky base. Their spikes pricked deep. The little mountain felt an immense pain. It was a feeling that caused its insides to bubble and crackle. Hackensack was insensitive to this as he walked to the machines' control panel. The villagers hushed as the inventor paused before pressing a large gold button.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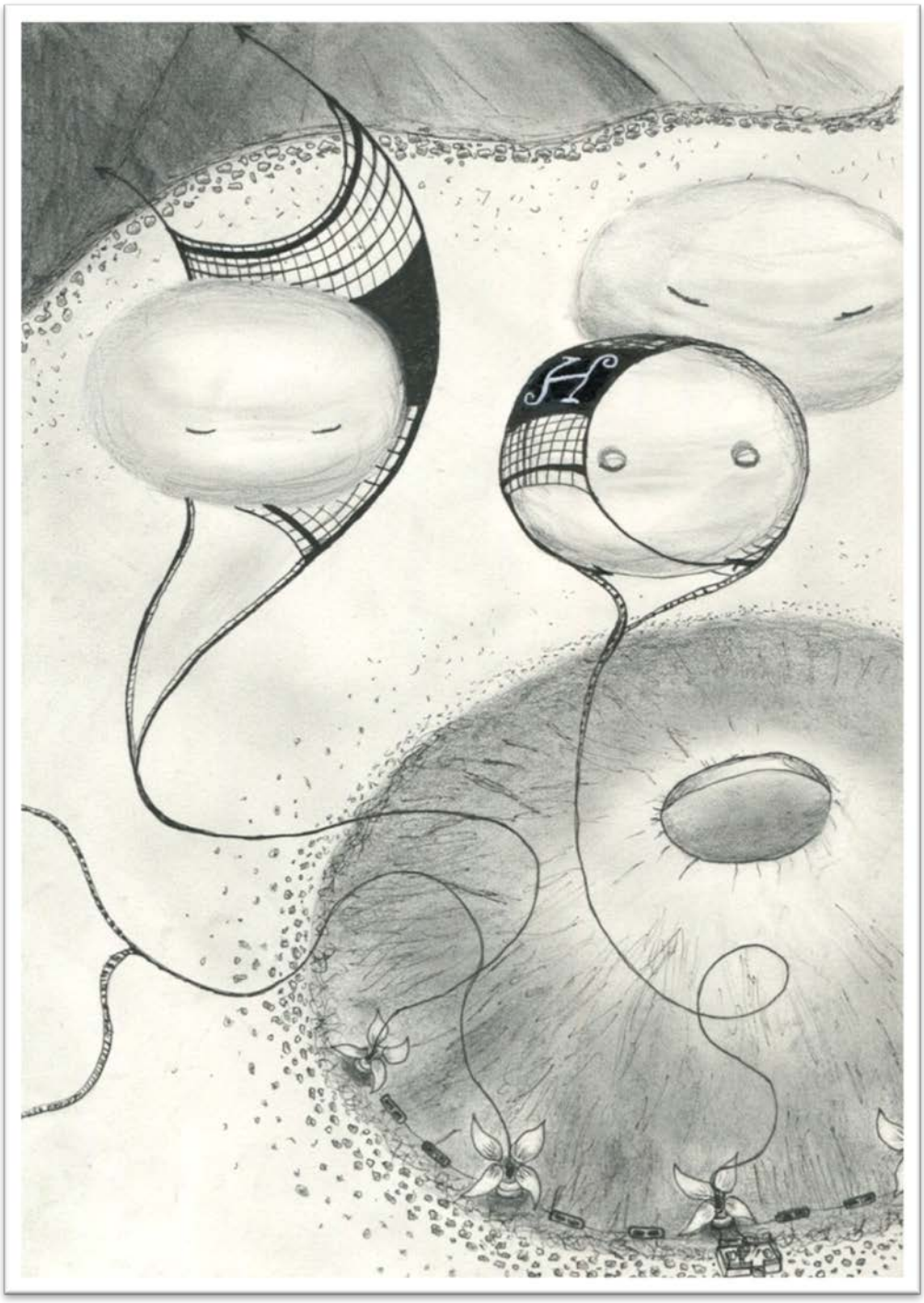
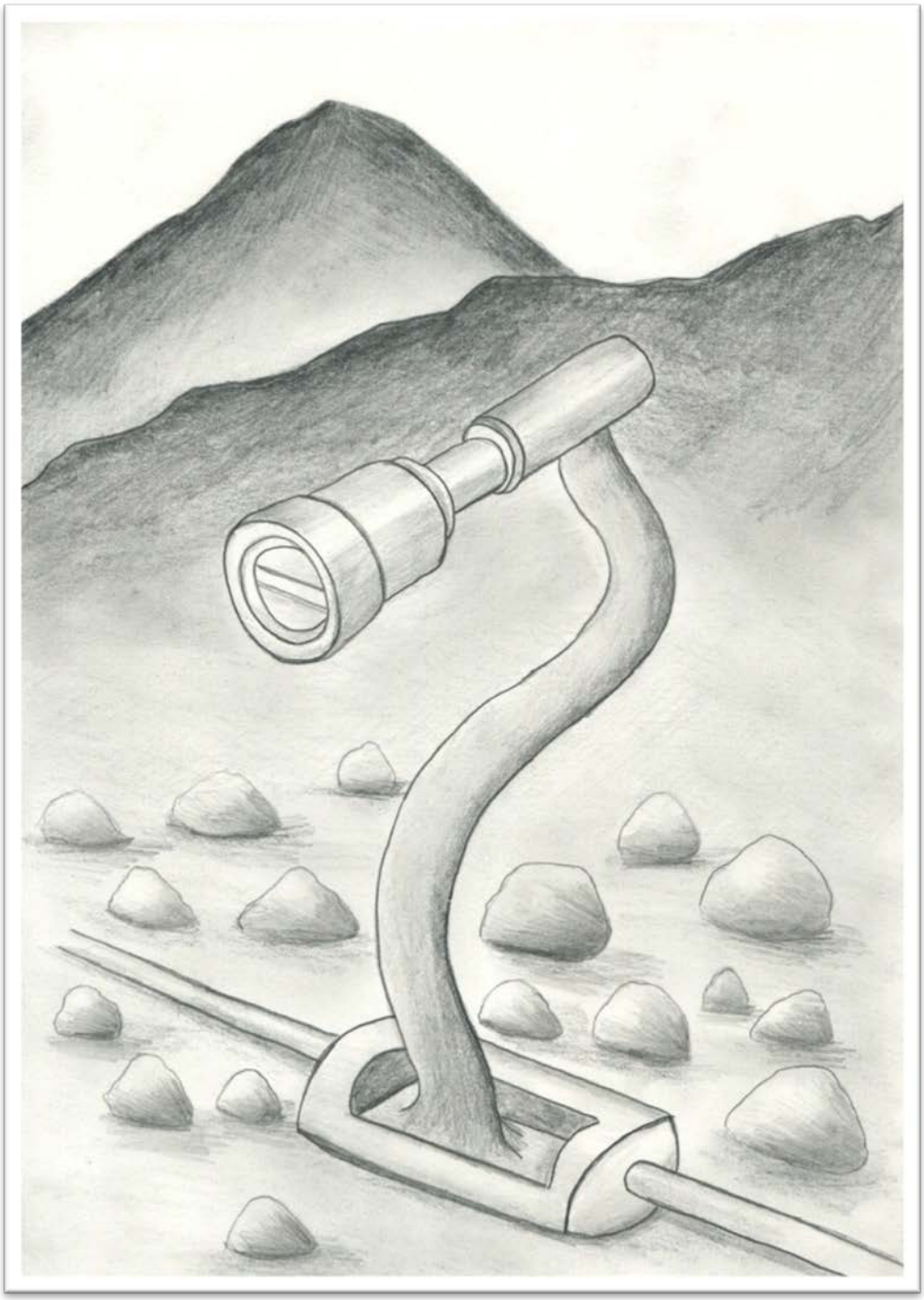
Scene Eight: *The Nets are Launched*

The machines rumbled and then purred like panthers. Wheels and gears clicked and whirred. Canvas sails stretched like flowers opening to the sun's rays. Within the sails were bundled nets. These were coiled tight and looked to the eye like seed pods. They worked to tighten and stretch the sails. The villagers held their breath. Hackensack then flicked a switch. With a piercing hiss, the nets were launched. They surged through the air and wrapped around several of the low lying clouds. The clouds were caught like fish. They wriggled but couldn't escape the nets' tight grip. The crowd heaved and swayed as the machines wound in the nets. Mount Bump watched in horror as the cloud angels were sucked into the rumbling depths of the machines.



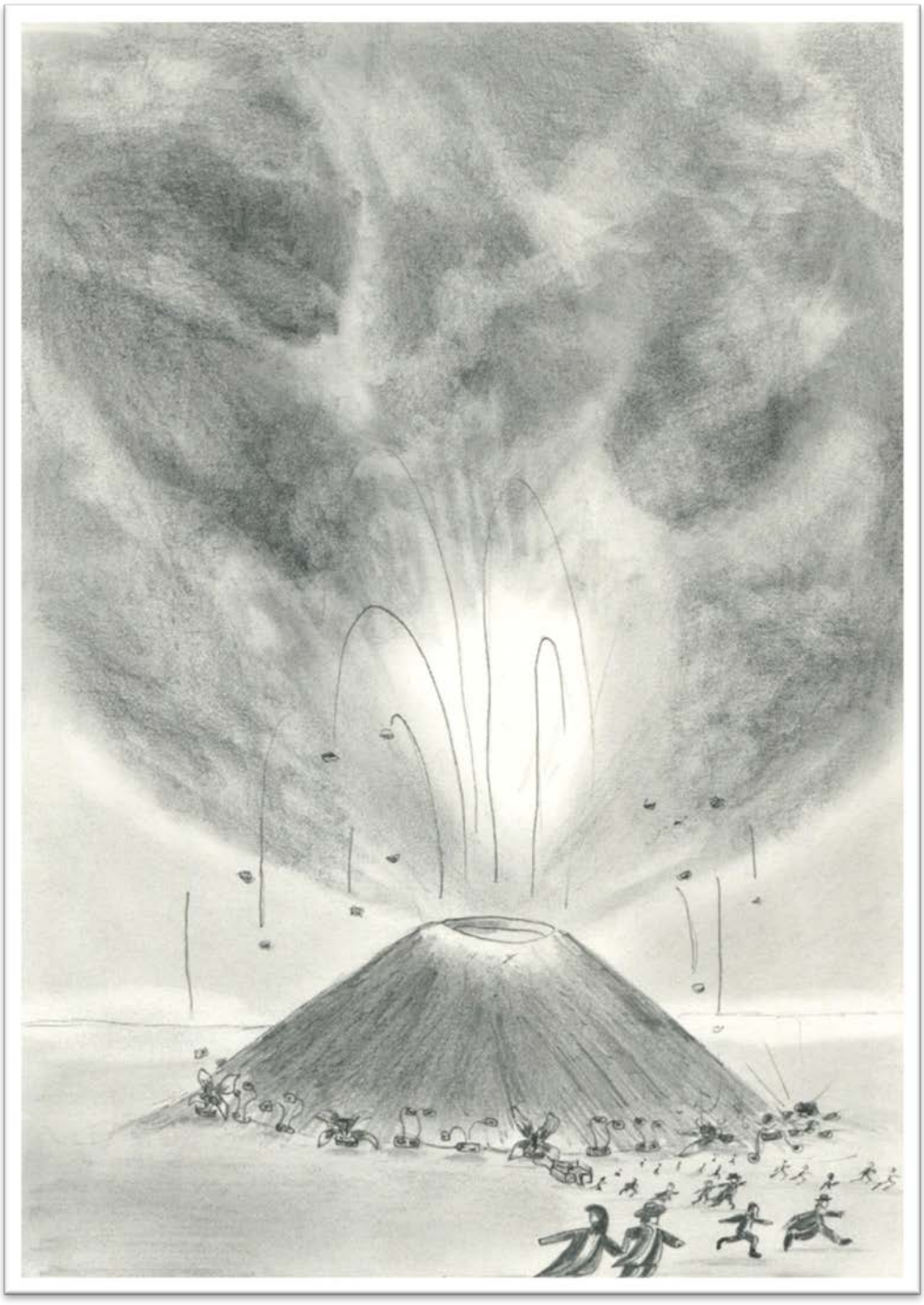
Scene Nine: *Hackensack's Snow*

Hackensack next wrenched down a gold lever. The machines hummed in rhythm, a harmony of rotating gears and ticking motors. Gold topped hoses rose into the air, like cobras poised to strike. The nozzles began to spray arcs of slushy gray snow onto the mountains that circled Mount Bump. The machines droned on with a fearsome intensity. The dreary sludge soon covered the tops of the tallest peaks. The villagers, who had first trembled and recoiled in the shadow of the serpent hoses, now cheered. They loved the machines' genius. Snow! Hackensack had made snow!



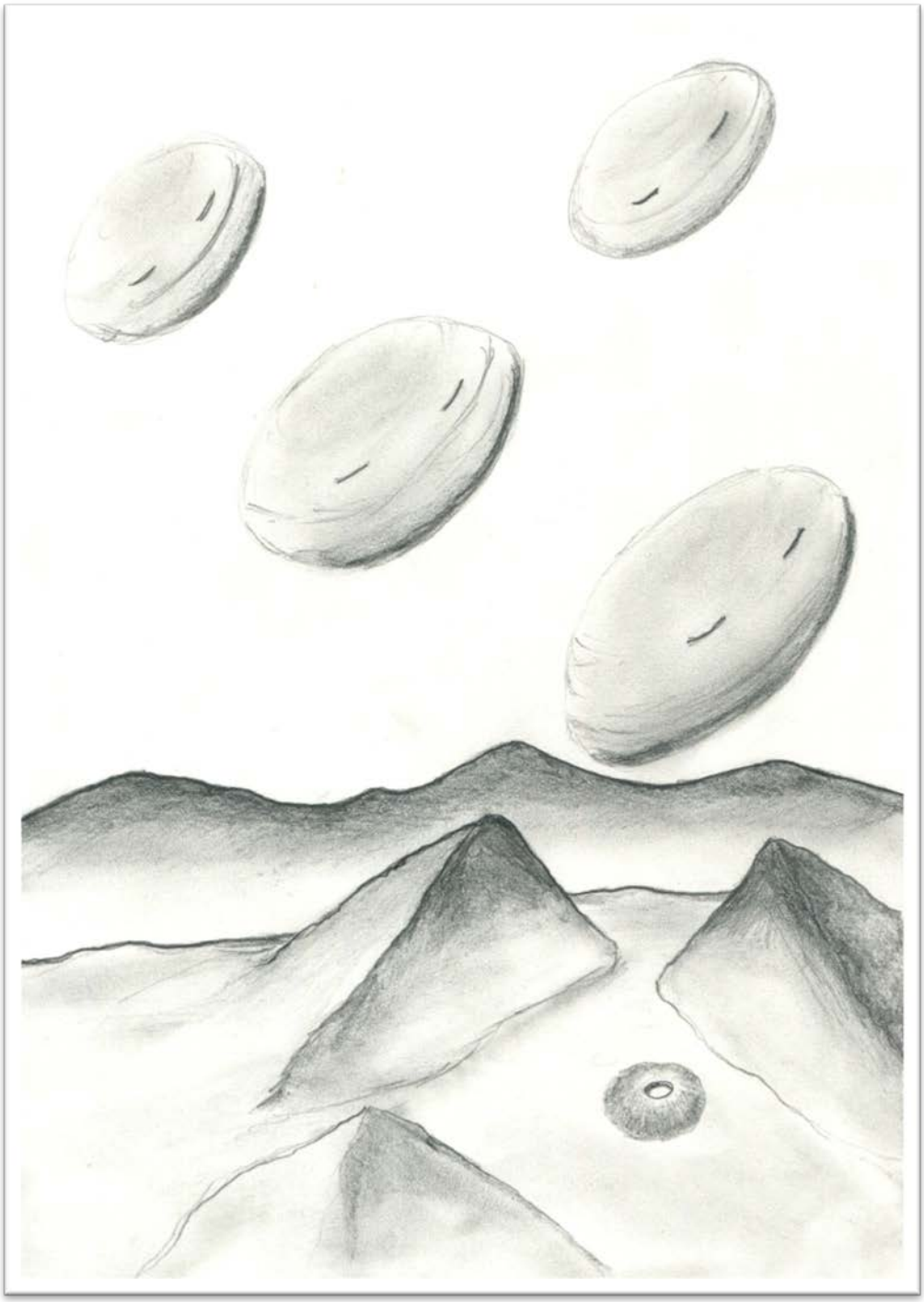
Scene Ten: *Mount Bump's Distress*

The inventor revelled in the storm of celebration. His invention had worked! Hackensack smiled a broad smile that did not quite reach his eyes. Hackensack could scarcely believe it, but he now controlled the weather. Yet, gloating in his excitement, Hackensack failed to notice Mount Bump's distress. Mount Bump's fury had finally bubbled over. It began with a soft tremor that gently rocked the ground. The rocking rapidly became a violent shaking that knocked Hackensack and the villagers off their feet and to the ground.



Scene Eleven: *Mount Bump Roars*

A thunderous blast ripped the air. Vast jets of steam erupted from Mount Bump's core. Flaming rocks arced high and sailed down in random patterns of destruction. Hackensack, his workmen, the villagers and the horses all fled for their lives. They did not stop running until they reached the safety of the village. The falling rocks crushed the machines. The clouds, released from their brief captivity, surged into the clear sky as Mount Bump thundered and roared and bellowed. The machines were reduced to twisted metal, buried beneath volcanic rock. For several days, neither the villagers nor the inventor dared approach the small mountain as it raged.



Scene Twelve: *The Clouds Remember*

After seven days of anger and thunder, Mount Bump calmed. A chastened Albert Hackensack returned to his workshop to later craft a new invention: an ingenious water pump. The device pumped hot water to villagers' homes and did no harm and much good. He did not return to the mountains. Mount Bump's world changed forever. That winter, and all the winters that followed, the clouds dusted snow onto the mountain's fractured summit. Mount Bump had saved them and the clouds would not forget. Mount Bump silently thanked the clouds and accepted the snow in peace.

Text Level - Fiction *Example*

The exercises focus on inference from the story, Mount Bump and the Iron Necklace. The questions feature two distinct levels of difficulty - entry level inference and deep level inference. Though the story is separated into 12 scenes, it's recommended that students read or are read the entire story before attempting any of the questions related to each scene so that have a solid understanding of the story's themes.

Example: *A thunderous blast ripped through the air. Vast jets of steam now erupted from Mount Bump's core. Flaming rocks arced high through the air and sailed down in random patterns of destruction.*

Entry Level Inference

a. Is this a dangerous environment?

Answer: Yes. There are flaming rocks arcing through the air.

Critical Information: flaming rocks, thunderous blast, jets of steam

Deep Level Inference

b. Were any of the villagers in danger of being struck by the flaming rocks?

Answer: Yes. The flaming rocks were landing randomly.

Critical Information: Flaming rocks, random destruction

Text Level Inference: Fiction

Scene One: *The Little Mountain*

Entry Level Inference

a. Why did the clouds not dust snow on Mount Bump?

b. Why did the clouds believe Mount Bump was more like a hill than a mountain?

c. What type of mountain do you think Mount Bump is?

Deep Level Inference

d. Why do you think winter had always been an unhappy time for Mount Bump?

e. Why do you think the clouds are referred to as angels?

f. Why do you think it was so important to Mount Bump that he be treated the same as the bigger mountains?

Scene Two: *Albert Hackensack*

Entry Level Inference

a. Was Hackensack on the mountain all day? What tells us this?

b. Was Hackensack busy this particular day?

c Did Hackensack work alone on the mountain? How do we know this?

Deep Level Inference

d. Why do you think Hackensack needed to pause to scribble notes into a notebook?

e. At about what time do you think the inventor arrived in his village?

f. What could it mean that Hackensack *got to work that very night?*

Text Level Inference: Fiction

Scene Three: *The Workshop*

Entry Level Inference

a. Was Hackensack a successful inventor? How do you know this?

b. Did Hackensack always complete his inventions?

c. Were Hackensack's completed inventions used on a daily basis? How do we know this?

Deep Level Inference

d. Why does the story refer to Hackensack's creations as unloved?

e. Did Hackensack wish to be famous?

f. Why do you think Hackensack was so determined to do well with his latest idea?

Scene Four: *Hackensack's Invention*

Entry Level Inference

a. For how many months did Hackensack have packages arrive at his workshop?

b. Why did children try to peep in through the workshop's windows?

c. Did Hackensack try to keep the details of his latest invention secret? What do you think that?

Deep Level Inference

d. Why do you think the villagers' were eager for a distraction?

e. Is this story set in modern times or sometime in the past? What tells us this?

f. Why do you think interest in Hackensack's invention was so high?

Text Level Inference: Fiction

Scene Five: *The Mountain Road*

Entry Level Inference

a. Was it raining the first day of winter?

b. Were the workshop doors opened often? What tells us this?

c. Had Hackensack always had the *tough brawny workers* in his employ?

Deep Level Inference

d. Why do you think the procession is referred to as *strange*?

e. Why did the villagers gather to watch the *strange procession*?

f. Why do you think the creation was completed by early winter?

Scene Six: *The Journey to Mount Bump*

Entry Level Inference

a. Is the village close to the mountains? What tells us this?

b. Why did Hackensack not reply to the village children's query?

c. What is the *little mountain*?

Deep Level Inference

d. Why did Hackensack smile briefly?

e. Did Hackensack have a huge smile on his face? What tells us this?

f. Why do you think the crowd was so excited?

Text Level Inference: Fiction

Scene Seven: *The Mighty Machines*

Entry Level Inference

a. What caused the villagers to gasp?

b. Was there more than a single machine? How do you know this?

c. Did Mount Bump enjoy having the machines bolted to his rocky base? How do we know this?

Deep Level Inference

d. Was there a danger in causing the little mountain pain and anger?

e. Was Hackensack aware and considerate of the little mountain's pain? What tells us this?

f. Why do you think the machines were bolted so firmly to Mount Bump's base?

Scene Eight: *The Nets are Launched*

Entry Level Inference

a. Did the machines work as intended? How do we know this?

b. Was there a loud sound when the nets were launched? What tells us this?

c. Did the clouds expect the nets to entrap them? How do we know this?

Deep Level Inference

d. Was the watching crowd excited by the events unfolding before them? What tells us this?

e. Was Mount Bump upset at the entrapment of the clouds? Why do you think that?

f. Why did the villagers hold their breath?

Text Level Inference: Fiction

Scene Nine: *Hackensack's Snow*

Entry Level Inference

a. Did the machines work well and smoothly together?

b. Was Hackensack's snow pleasant and beautiful like real snow?

c. Were the villagers frightened of the gold topped hoses?

Deep Level Inference

d. Was Hackensack's invention a success? Why do you think this?

e. Would Hackensack's snow be fun to ski on?

f. Did the machines manage to create a lot of artificial snow quickly? What tells us this?

Scene Ten: *Mount Bump's Distress*

Entry Level Inference

a. What was creating the st*orm of celebration*?

b. Was the shaking of the ground severe? What tells us this?

c. Why did Hackensack believe that he now controlled the weather?

Deep Level Inference

d. Why had Hackensack failed to notice Mount Bump's distress?

e. Why do you think Hackensack's smile did not reach his eyes?

f. What do you think caused Mount Bump's fury to bubble over?

Text Level Inference: Fiction

Scene Eleven: *Mount Bump Roars*

Entry Level Inference

a. Was the explosion very loud? What tells us this?

b. Did the clouds escape? What tells us this?

c. Was anybody hurt? How do we know that?

Deep Level Inference

d. What was really happening to Mount Bump?

e. Did Hackensack's creation survive Mount Bump's fury?

f. Would it have been frightening to be so close to Mount Bump when it erupted? Why do you think that?

Scene Twelve: *The Clouds Remember*

Entry Level Inference

a. Did Mount Bump's eruption continue for weeks? How do you know that?

b. Did Hackensack become wealthy and famous? How do you know that?

c. Did Hackensack ever attempt to build another cloud capturing machine?

Deep Level Inference

d. How did Mount Bump's world change?

e. Why do you think the clouds dusted snow onto Mount Bump's peak when earlier in the story they refused to do so?

f. Why was Mount Bump at peace at the end of the story?

Text Level Inference *Record Sheet*

Story: Mount Bump and the Iron Necklace

Tick √ for correct and ✗ for incorrect

1. The Little Mountain

a__ b__ c __ d__ e__ f __

2. Albert Hackensack

a__ b__ c __ d__ e__ f __

3. The Workshop

a__ b__ c __ d__ e__ f __

4. Hackensack's Invention

a__ b__ c __ d__ e__ f __

5. The Mountain Road

a__ b__ c __ d__ e__ f __

6. The Journey to Mount Bump

a__ b__ c __ d__ e__ f __

7. The Mighty Machines

a__ b__ c __ d__ e__ f __

8. The Nets are Launched

a__ b__ c __ d__ e__ f __

9. Hackensack's Snow

a__ b__ c __ d__ e__ f __

10. Mount Bump's Distress

a__ b__ c __ d__ e__ f __

11. Mount Bump Roars

a__ b__ c __ d__ e__ f __

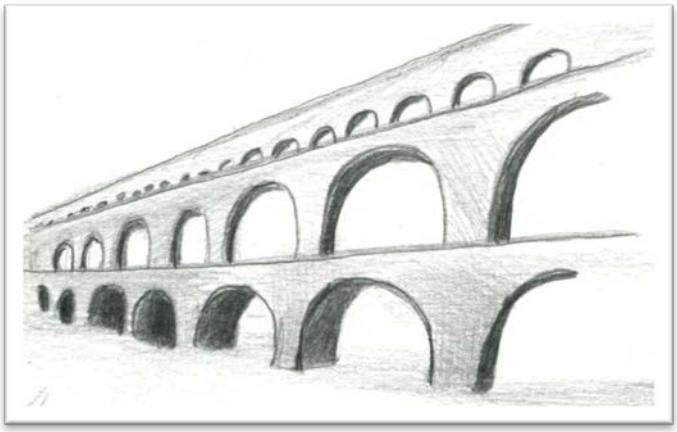
12. The Clouds Remember

a__ b__ c __ d__ e__ f __

17

Text Level Inference

Non-Fiction



Text: Ancient Rome

Ancient Rome

Ancient Rome was a civilization that had its roots in modern day Italy. Rome began as a small city state in 500 BC. It grew over the next 400 years into a strong republic. Rome swelled thereafter into an empire that dominated the ancient world. The Roman Empire fell in 476 AD, after a long decline. The Western Roman Empire, including Hispania, Gaul and Italy broke apart into separate kingdoms. The Eastern Roman Empire continued to thrive. It later grew into the Byzantine Empire. Its capitol was Constantinople. The Roman Empire's legacy to civilization is great. The empire's influence on art, architecture, engineering, science, medicine, and war was profound.

Ancient Rome - Famous Places

Part One: *Constantinople*

Constantinople was the ancient capital of the Eastern Roman Empire. The city was formed in 330 AD by the Roman emperor *Constantine the Great*. Constantine founded the city on an existing city site – Byzantium. The construction of the city took six years. Constantinople was created due to Rome's growing decay and distance from the eastern Roman frontier. Constantinople was close to the Euphrates and Danube frontiers, important eastern Roman areas and trade routes. The city had

a beautiful natural harbor known as the *Golden Horn*. Constantinople overtook Rome in influence and prestige. At one time Constantinople was the largest and wealthiest city in the world. Constantinople fell to the Ottoman Turks in 1453, after a short siege. This ended the Byzantine Empire.

Part Two: *The Pantheon*

The Pantheon is a temple that was built in ancient Rome in 25 BC. It is the most beautifully preserved of all ancient buildings in Rome. The Pantheon was built during the leadership of Marcus Agrippa. The Pantheon began as a pagan temple to the '*Seven Deities of the Seven Planets,*' but was later converted to a Christian church in 609 AD. It was known as the church of *Mary and all the Martyr Saints*. The building has a circular structure with three ranks of huge columns built into a dome with an opening like a central eye. The eye lets in natural light, and rain. The Catholic Church continues to use the Pantheon as a church.

Part Three: *Aqueducts*

The ancient Romans constructed enormous aqueducts. These structures transported fresh water from local lakes and rivers to city centers. The aqueduct system is renowned for being one of the greatest engineering feats of the ancient world. Many modern day cities still use the aqueduct system created by the ancient Romans. Most Roman aqueducts were built beneath the surface to protect the water supply from disease and enemy attacks. The aqueducts themselves were very

complex, and the skill used to construct them was not matched until 1000 years after the fall of Rome. The aqueducts were powered wholly by gravity.

Part Four: *The Appian Way*

The Appian Way was a network of roads that connected ancient Rome to distant cities in Italy. The roads connected Rome to Capua, Taranto and other smaller cities within the republic. It was also the main highway between Rome and the Greek states. The saying *'all roads lead to Rome,'* is a direct reference to the *Appian Way*. In ancient times, all roads were made by Roman engineers, and, indeed, all did lead to Rome. The Appian Way's total length was 563 kilometers, a huge distance for the time. The large road networks that the Romans created have been preserved in good condition due to the high quality of their construction. Some are still used as roads in modern times.

Part Five: *The Colesseum*

The Colesseum is a giant stadium in the centre of Rome. It was first built between the years 70 – 80 AD. In ancient times it is reputed to have seated up to 50,000 spectators. The crowds came to witness gladiatorial contests and other public events. All manner of public spectacles were performed there over the next 500 years. A nearby aqueduct was used to flood the arena for mock sea battles. The flooding and draining of the arena was rapid and efficient due to the genius of the Colesseum's drainage systems. The last recorded games were held there in the 6th century A.D. The Colesseum fell into a period of long decay during the

next 1500 years. It withstood severe damage due to earthquakes and stone-robbers. The Colesseum has recently had a major reconstruction program that has restored some of its ancient glory. The bricks and mortar were scrubbed of centuries of fumes and grime. Today the Colesseum is one of Europe's most popular tourist sites.

Ancient Rome - *Famous People*

Part Six: *Sulla*

Sulla was a Roman general and dictator who lived between 138 BC and 78 BC. Sulla is famous for being a man of great cunning and political guile. After years of political instability, the Roman senate made Sulla dictator. Sulla soon began a reign of terror. He isolated and got rid of all his opponents. One of Sulla's political targets was a young man named Julius Caesar. Sulla spared Caesar's life. He always regretted pardoning Julius Caesar and predicted that *'he would become a danger in the future.'* Sulla's greatest legacy is that he set a precedent of despotic rule in Rome. This led to the latter dictatorship of Julius Caesar and the end of the Roman republic.

Part Seven: *Julius Caesar*

Julius Caesar was a Roman general, politician, and dictator. He is regarded as one of the most influential people in world history. Caesar led a series of brilliant conquests. He invaded Gaul *(present day France)*

in what are known as the Gallic wars. In 49 BC Caesar was ordered to Rome by his political enemy, Pompey the Great. Caesar, wary of a return to Rome without his army as protection, ordered the famous *'crossing of the Rubicon River'* with his 13th legion and entered Rome. No Roman legion prior to this was allowed access to Rome. The crossing of the Rubicon was considered an act of treason. It sparked a civil war. Caesar defeated Pompey but the civil war left a lasting bitterness. In 44 BC Caesar was assassinated by senators led by Brutus and Cassius, who were fearful the Roman Republic would be turned into a monarchy. Caesar had no heir, but decided his powers and title should be given to his nephew Octavian.

Part Eight: *Augustus Caesar*

Augustus Caesar was the first and greatest of all Roman emperors. Augustus' rule was a bridge between the old Roman Republic and the birth of the Roman Empire. Augustus ruled for 41 years. Under his care ancient Rome enjoyed a period of good fortune and peace. As a young man, Augustus was known as Octavian. Octavian was the nephew of Julius Caesar. Augustus once boasted that he *'found Rome brick and left it marble.'* This referred to Rome's increased wealth due to his tax reforms. Augustus was deified *(worshiped as a god).* All future Roman emperors thereafter bore the title Augustus or Caesar. The title, Caesar, endured until the end of the Eastern Empire in 1453, a span of nearly 1500 years.

Part Nine: *Marcus Aurelius*

Marcus Aurelius is remembered as the last of the five good emperors. Marcus ruled from AD 161 to AD 180. In that period he wrote *Meditations,* a work praised for its literary genius. *Meditations* is a study of Marcus Aurelius' faith in the Stoic religion. Stoic's believed that virtue, reason, and natural law make for a life well-lived. Marcus Aurelius campaigned with his legions against German tribes for most of his time as emperor. The hardship of the campaigns contributed to Marcus Aurelius' death in AD 180. He was succeeded by his son and heir, Commodus. Commodus became a tyrant and effectively ended the long *Pax Romana,* the Roman peace.

Part Ten: *Julian the Apostate*

Julian the Apostate was the last pagan Roman Emperor. He ruled from 361 AD to 363 AD. Julian was cast as the *'Apostate'* because he rejected the newly founded Christian religion. Julian preferred the pagan religion. Julian believed in the traditions of ancient Greece, known as Hellenism. Julian attempted to return the Roman world to paganism. He believed that Christianity would lead the civilized world to decay. As a child, Julian had Christianity forced on him by a zealous cousin. Julian died in July 363 after a short three year reign. Upon Julian's death, Christian authorities regained and ultimately held on to power.

Text Level Non-Fiction *Example*

The exercises focus on inference from an expository sequence which explores in ten parts famous places and people of ancient Rome. The questions feature two distinct levels of difficulty - entry level inference and deep level inference. It's recommended that students work through the separate sections in a linear sequence.

Example: *The Roman Empire fell in 476 AD following a long decline. The Western Roman Empire, including Hispania, Gaul and Italy broke apart into separate kingdoms. The Eastern Roman Empire continued to thrive. It later grew into the Byzantine Empire.*

Entry Level Inference

a. Did all parts of the Roman Empire fall in 476 A.D.?

Answer: No. The Eastern Roman Empire continued for many years and grew into the Byzantine Empire.

Critical Information: continued to thrive, grew into…

Deep Level Inference

b. Was the Western Roman Empire strong and at the peak of its powers in 476 A.D.?

Answer: No. The empire had experienced a long period of slow decline.

Critical Information: fell, long decline…

Text Level Inference: Non-Fiction

Part One: *Constantinople*

Entry Level Inference

a. Was the city of Constantinople as old as Rome?

b. Was Constantinople built from scratch? How do you know this?

Deep Level Inference

c. Was Constantinople named after someone? Who might that have been?

d. Was Constantinople land locked and hundreds of miles from the sea? How do we know this?

Part Two: *The Pantheon*

Entry Level Inference

a. Has the Pantheon always been a Christian church?

b. Is the Pantheon shaped like a rectangle? How do you know this?

Deep Level Inference

c. Is the Pantheon a ruin? How do we know this?

d. Would you get wet if you sat in the centre of the Pantheon on a rainy day? How do you know that?

Text Level Inference: Non-Fiction

Part Three: *Aqueducts*

Entry Level Inference

a. Were the aqueducts of ancient Rome well-constructed? What tells us this?

b. Were all aqueducts built beneath the surface? What tells us this?

Deep Level Inference

c. Why do you think that the aqueducts were considered such a great engineering feat?

d. Why was the aqueduct system such a valuable addition to ancient cities?

Part Four: *The Appian Way*

Entry Level Inference

a. Which was the most important city in ancient Italy? Why do you think that?

b. Would it be possible to walk the entire length of the Appian Way in a single day? How do you know that?

Deep Level Inference

c. Did the roads connect only Roman cities?

d. Why do you think the Appian Way was so valuable to the Romans in ancient times?

Text Level Inference: Non-Fiction

Part Five: *The Colosseum*

Entry Level Inference

a. Is the Colosseum used as a stadium in modern times?

b. Was it possible to float a boat in the middle of the Colosseum?

Deep Level Inference

c. Has the Colosseum always been used as a stadium for public spectacles?

d. Why do you think the Colosseum fall into disrepair and decay?

Part Six: *Sulla*

Entry Level Inference

a. Why did the senate make Sulla dictator?

b. Was Julius Caesar dictator when Sulla began his reign of terror?

Deep Level Inference

c. Why do you think Sulla wanted to isolate his opponents?

d. Why do you think Sulla's style of rule was damaging to the Roman republic?

Text Level Inference: Non-Fiction

Part Seven: *Julius Caesar*

Entry Level Inference

a. Did Julius Caesar travel to Rome alone when ordered to by Pompey?

b. Was Caesar ruler of Rome prior to 49 BC?

Deep Level Inference

c. Did Julius Caesar rule peacefully for many years in Rome?

d. Why was the crossing of the Rubicon considered an act of treason?

Part Eight: *Augustus Caesar*

Entry Level Inference

a. Was Augustus Caesar always called Augustus throughout his life?

b. Did the Roman republic survive after the rule of Augustus Caesar?

Deep Level Inference

c. Was Augustus a good ruler? Why do you think this?

d. What do you think Augustus meant when he *found Rome brick and left it marble?*

Text Level Inference: Non-Fiction

Part Nine: *Marcus Aurelius*

Entry Level Inference

a. Do you think Marcus Aurelius was an effective ruler? What tells you this?

b. Was Marcus Aurelius on campaign the entire time he was emperor?

Deep Level Inference

c. Was Commodus a fair and wise ruler? What tells us this?

d. Was Marcus Aurelius a Christian?

Part Ten: *Julian the Apostate*

Entry Level Inference

a. Were there any Roman emperors who were pagan after Julian?

b. Did Julian rule ancient Rome for a very long time? What tell you this?

Deep Level Inference

c. Why do you think Julian disliked Christianity?

d. Do you think that if Julian had ruled ancient Rome for a very long time that the Christians would have regained power?

Text Level Inference *Record Sheet*

Non Fiction - Roman Empire

Tick √ for correct and ✗ for incorrect

1. Constantinople

a__ b__ c __ d__

2. The Pantheon

a__ b__ c __ d__

3. Acqueducts

a__ b__ c __ d__

4. The Appian Way

a__ b__ c __ d__

5. The Colesseum

a__ b__ c __ d__

6. Sulla

a__ b__ c __ d__

7. Julius Ceasar

a__ b__ c __ d__

8. Augustus Ceasar

a__ b__ c __ d__

9. Marcus Aurelius

a__ b__ c __ d__

10. Julian the Apostate

a__ b__ c __ d__

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Appendix A

Answer Section

Inference from Pictures and Text

'We flew to the ruined and deserted city.'

a. There are ruined buildings and the place looks deserted

b. A plane needs a runway to land safely. There are no runways in a city.

c. It may be the only aeroplane available.

d. It could have been an earthquake or nuclear explosion.

'When the ship's captain looked through the telescope, at the fast approaching vessel, he gasped in fear.'

a. The sailors are pirates. The ship has a skull and crossbones pirate flag.

b. The captain would be fearful of pirates because they are dangerous and murderous.

c. From the past. The vintage of the ship suggests 17th – 18th century C.E.

d. We can infer that the captain is standing on the deck of a pitching deck.

'I got the shock of my life when the train left the tracks and became airborne.'

a. Trains don't leave the track and don't fly. It would be a huge surprise to be on one that flew.

b. It's science fiction because flying trains are fantastical and not from real life.

c. Trains only require tracks to travel from place to place and don't need wings.

d. No the character is shocked and not expecting the train to begin flying.

'The space trooper calmly looked through his range finder. The fierce alien warriors were right behind him.'

a. The trooper is being chased by fierce aliens so he is in some danger.

b. He's a space trooper so he works in outer space.

c. The space trooper is calm so he sounds very competent and confident.

d. It may be a dangerous environment.

"Take me to your leader," said the creature'

a. The creature has big eyes on long stems. His vision must be amazingly good.

b. The creature is certainly an alien and is not from Earth. There is nothing on Earth like this creature.

c. The creature's vision is advanced. We can assume the creature needs good vision on its home world.

d. The creature has short stumpy legs so we can infer that it can't run very fast.

'Peter expertly launched the rocket and was thrilled with its speed and power.'

a. Peter is thrilled with the rocket, which indicates he's having fun.

b. Peter is high above the city so he is up very high.

c. Peter is described as expert, so he is in control of the rocket.

d. It looks dangerous because Peter is not wearing a helmet.

'I needed to get the clothes off the clothesline. I didn't have much time.'

a. It's about to pour rain.

b. The clothes will get wet and possibly damaged by the approaching storm.

c. The clouds are massing and the first drops are falling. The storm is imminent

.d. Yes. The character expects a deluge, or heavy rain.

'Adam had been warned to never sit in grandpa's chair. Now it was too late.'

a. The chair was potentially dangerous. Especially if you were to fall out while it was flying.

b. The chair is flying and possibly out of control. Adam looks frightened.

c. No. Adam is flying above the rooftops.

d. We can infer that Adam regrets not listening due to the anxious look on his face.

When Captain Perry felt water tickling over his toes, he knew he was in trouble. He pushed the "to surface" button.'

a. Inferring from his suit Captain Perry is deep in the ocean depths.

b. Water entering the suit is potentially disastrous. He needs to get to the surface quickly.

c. No. The complexity of the suit and the odd fish indicates deep sea diving.

d. Yes. Water is trickling into a deep sea submersible.

'Kathy leaned forward and guided Saladin over. Only one obstacle to go and the gold medal was hers.'

a. Saladin is the horse Kathy is riding.

b. Kathy is in a competition because she is competing for a gold medal.

c. Kathy leaned forward to make jumping the horse easier and safer.

d. Yes. The rider is close to winning a gold medal. The horse must respond well.

Chapter Three: Sentence Level
One: The passenger jet is at the airport.

Two: Sasha is at the zoo

Three: The goat is on a mountain.

Four: On an iceberg or the Antarctic.

Five: In the cockpit of an jet aircraft.

Six: In a car.

Seven: In the classroom.

Eight: On the banks of a river.

Nine: In a private or public pool.

Ten: In a dentist's chair.

Eleven: In a cinema.

Twelve: In the schoolyard.

Concept: Time
One: Chloe had been holding the ice-cream for a while because it is dripping over her hand.

Two: Early morning. The sun is just starting to rise. About 3:00 – 3:30 pm.

Three: Early evening. The day was warm and is now cooling, which indicates the sun has gone down.

Four: About 10-15 minutes to wait for the soup to cool. (Answers will vary)

Five: Post office usually opens at 9:00 am, so we could say it was 8:00 – 8:30 am.

Six: Christmas – December.

Seven: Karen is swimming in the evening.

Eight: Milk takes about 10- 15 minutes to boil over. (Answers will vary)

Nine: Winter

Ten: Late afternoon, early evening.

Concept: What

One: passenger jet airliner.
Two: Peter's pushbike.

Three: The zoo.

Four: His skin.

Five: A telescope.

Six: A volcano erupting.

Seven: A hot dry place. A desert.

Eight: A fossil embedded in rock.

Nine: A banana.

Ten: A spider.

Eleven: Jasper is a horse.

Twelve: A submarine.

Concept: Who
One: A policeman

Two: The baby's mother (Answers may vary)

Three: Classroom teacher.

Four: The chef.

Five: Mr Harris is an electrician.

Six: A nurse or doctor.

Seven: Phillip is a truck driver.

Eight: Natasha is a hairdresser

Nine: Jesse is a fireman.

Ten: Mr. Martin is a bus driver.

Eleven: Andrew is a dairy farmer.

Twelve: Helen is a Parking Inspector.

Concept: Why
One: The sheep got out through the open gate.

Two: It had been snowing throughout the night.

Three: The DVD player wasn't plugged in so there was nothing to power it.

Four: Jenny needed air for when she was underwater.

Five: They were supporting the local team.

Six: The storm had ripped the power lines down.

Seven: The dog was barking at the cat, which was invading his territory.

Eight: Adam had a flat tire

Nine: To cut the grass; which had grown long.

Ten: The kitchen was full of smoke and needed airing out.

Eleven: It was very cold once the girl got out of the pool.

Twelve: The chef didn't like the taste of the stew.

Chapter Four - Paragraph Level: Myths and Legends
One

a. No. Prometheus was immortal, which means he lives for ever.

b. Zeus was vengeful and condemned Prometheus to eternal suffering, so yes he was angry.

Two

a. Yes. Pandora was warned to never open the jar and when she did she loosed evil into the world.

b. Pandora was very curious and couldn't resist looking.

Three

a. The Minotaur was brutal and aggressive.

b. The Minotaur was in a complex maze, which made it difficult to locate.

Four

a. Thor's strength would be cut by half.

b. Thor striking enemies with his hammer causes thunder according to the myth.

Five

a. The infants would probably have perished.

b. A harsh environment is a place where you could not expect to survive long without assistance of some kind.

Six

a. No. Maui needed long hair to create rope.

b. Yes, according to the myth the sun now travels slowly across the horizon.

Seven

a. The crow was greedy and didn't share the days catch with the hawk.

b. Probably not, but may have had bad luck. (Answers will vary)

Eight

a. Galahad was able to find the grail because he was pure of heart.

b. No. It took many knights many fruitless years to find the grail.

Nine

a. The lion's skin was too thick for the sword and spear to penetrate.

b. Heracles is described as being very strong. He was too strong for the lion.

Ten

a. No. The phoenix is described as being a mythical bird.

b. Yes. The phoenix must be colourful because its feathers contain all the known colors.

Chapter Five - Paragraph Level: Science Fiction and Fantasy
One

a. Yes. The tower is bathed in the moon's light indicating night-time.

b. Yes. His hearts thumps wildly.

c. The character is trembling with fear and nervousness.

d. To ensure it didn't fall off when ignited.

e. The tower's height was important if something went wrong with the pack

g. The character is brave and foolhardy. Either answer is correct.

h. Unknown. We can assume it will be successful.

Two

a. Spike is a robot or android of some type. He has artificial limbs.

b. 20 minutes.

c. Multiple indicates more than one set of arms and legs.

d. The supervisor felt Spike had an unfair advantage.

e. Spike is probably a robot.

f. Somewhere in space.

g. Space academy and robots indicate it is well into the future.

h. The students could see Spike as an invaluable asset or consider him a threat to their chances of passing.

Three

a. It's a time machine. It travels through a time portal to specific times in history.

b. A Roman outfit would not be suited to the 18th century.

c. No. The ship is in space.

d. A pirate ship.

e. The vortex is self running because it operated while the character searched for clothes.

f. If it landed on the water it might have sunk.

g. It would be exciting travelling back and forward in time.

h. It must be large as it is the size of a football stadium.

Four

a. No. All he has are his bare hands.

b. The passage was the only way he could get to his ship and off the planet.

c. No he was nervous, which indicates some uncertainty.

d. The guards are armed whereas he has no weapons.

e He's a soldier of some kind.

f. He's probably an escaped prisoner.

g. He's very skilful because he disarms the two guards in seconds.

h. Presumably escape on his spaceship.

Five

a. No, unlikely. There is no such thing as a Brundle Trumper on Earth.

b. Threes sets of jaws indicate three heads.

d. It can't quite reach the character.

e. The character has electrical circuits and a tough metal body so must be a robot.

f. Yes. But we don't know much about the master. He may be very old or very young.

g. The Brundle Trumper may like the taste of humans.

h. He may be programmed to protect the master at all costs.

Six

a. Probably a dragon.

b. No, the castle is described as abandoned.

c. Must be large as the character was able to shelter behind it.

d. He was worried about making too much noise.

e. The castle grounds were too quiet.

f. It's a big creature, as big as a barn.

g. He felt that there was no sound at all, which was unnatural.

h. The creature is huge, has scales, breaths fire and has great talons.

Seven

a. Jenson is a horse because the character is mounted on a beast that trots and has reins.

b. The character is waiting for the gates to open so he can confront the evil lord.

c. A mounted knight in a chapel is most unusual.

d. Yes.

e. We can infer the building is a chapel or church of some kind.

f. Yes, Jenson is referred to as faithful.

g. He is clearly a knight of some kind.

h. We can infer that the knight believes Lord Baleen is evil, but is open to interpretation.

Eight

a. Some type of bird. Feathers left behind indicate it was a bird.

b. The farmer is angry because his prized soup was spread across the floor.

c. No. Winter is approaching though.

d. Through the fireplace – chimney.

e. The farmer is running out of time to collect food. He may starve over winter.

f. The farmer may starve.

g. The scenario describes a 5 year winter. It must be a fantasy story.

h. The farmer is poor because he owns only a few items and relies on his crop for food.

Nine

a. To open the gates from the inside.

b. A bow and arrow.

c. Unlikely, he needs to be swift.

d. No. He stands on the highest battlement.

e. That the character would be successful in opening the gates.

f. For the character to open the gates.

g. The waiting army will pour through the opened gates.

h. Yes. He was able to hit a small target from a great distance.

Ten

a. The wizard used some type of energy/electrical bolt as a weapon.

b. The blast knocked the character off his feet.

c. The character doesn't intend to be struck by surprise again.

d. He uttered arcane words.

e. The character is brave, despite being struck a severe blow he continues forward.

f. At the top of the steep tower.

g. Yes, the attack was sudden and unexpected.

Chapter Six - Paragraph Level: Adventure

One

a. The weather was a storm at sea. The wind was howling and the waves were gigantic.

b Yes, the character is described as hanging on to the mast for dear life.

c. Yes the character hung on 'for dear life.'

d. Yes. The wind is described as frigid.

e. It's a sailing ship because it has rigging and a main mast.

f. The sail could be destroyed by the wind.

g. The character must be very proud or sees his role as very important.

h. The captain has to make life and death decisions to protect and in the best interests of the crew and the ship.

Two

a. Old Boxy is a wily and moody old horse. Stirrup and saddle and riding indicate a horse.

b. Yes. All the people flock to watch the character ride the horse. So Old Boxy is well known.

c. Old Boxy threw the rider off and he ended up in the mud.

d. Most likely it was on the horse's left side.

e. Everyone must love Old Boxy and have probably tried to ride the horse themselves.

f. He was nervous and a little fearful.

g. He wants to be seen as part of the crew and accepted by the others.

h. It may make great entertainment to see Old Boxy's antics.

Three

a. Probably a jet fighter of some kind. Something powerful enough to reach the upper atmosphere.

b. Yes the pilot is being described as being in the upper atmosphere and being able to see entire continents.

c. The curved arc is the curve of the earth as seen from orbit.

d. Yes, it is the first time the pilot had flown that high.

e. The earth seen from so high up would be beautiful and even life changing.

f. The pilot is so high he has left the earth's atmosphere and is almost in space.

g. The pilot is in the earth's upper atmosphere.

h. From so high the landscape would look varied in shape and colour, like a huge quilt.

Four

a. Rocketgirl's feet were moving so fast it was difficult to see them.

b. No. She would need a lot of speed to be able to jump such a distance.

c. No she was sprinting across fields.

d. She was very confident she could jump across successfully.

e. Probably not, momentum gave her the ability to make it to the other side.

f. Yes, she has super powers and is trying to save children.

g. She has a purpose and needs to save children in a short amount of time.

h. Yes, she is in complete control.

Five

a. The character is climbing a mountain.

b. Yes. High altitude and high winds with lots of ice and snow would be freezing.

c. Yes the character made it to the summit which is the top of the mountain.

d. Yes, the climber's hiking gear protected him/her from the elements.

e. Maybe not. The weather turned bad.

f. The climber was battling against the weather and the high mountain.

g. The weather was bad so visibility was very poor.

h. Yes, despite the hardship. The climber makes it to the top when he/she could have turned back.

Six

a. Yes. The guards switched on the light switch, and the flash in the dark room also alerted the guards.

b. Yes, the character is highly trained indicating he does this as a profession.

c. Yes, most likely, the guards speak in a foreign language.

d. No. The guards finish the search without finding anything.

e. He unintentionally alerted the guards.

f. He would have been arrested.

g. Yes, we can infer that the character is highly trained and skilled.

h. He would have been supporting his body weight while clinging to the underside of the desk.

Seven

a. Yes, words such as gallop and thunder indicate speed and the character leant forward in the saddle to ease wind resistance at high speed.

b. Phantom is a horse. Words such as saddle, reins and gallop indicate a horse.

c. Yes everything Phantom does is effortless indicating great strength..

d. Most likely in the country but an argument can be made for the city.

e. The sun is rising so it is still in the morning.

f. Yes. He is very confident riding a powerful animal.

g. Yes, there are descriptions of ice and steaming breath, indicating that it is cold.

h. He is probably a jockey.

Eight

a. Yes, it took two months to find the valley.

b. Exotic species refers to rare or unknown plants and animals.

c. Yes, the expedition members were hoping to find the valley and had searched for many weeks.

d. Probably not. If there were temples in the valley then people had been there before.

e. The expedition were hoping to find artefacts, ruins and maybe even gold.

f. The expedition is possibly up to 2 months away from any town or city.

g. No, it is far below them and hazardous indicating that the climb down may be difficult.

h. They appear confident because they are excited.

Nine

a. A submarine. It's a ship that is underwater and descending under the water.

b. The depth charges are explosives that are designed to crush a submarine's hull. The impact of a nearby explosion would shake the entire ship violently.

c. No, the captain barked orders to the narrator at one point.

d. He was probably nervous and in a hurry when he released the ballast tanks.

e. A term of affection because the ship held together despite the depth charges.

f. Depth charges could destroy the ship in seconds.

g. The ship would have probably imploded and sank to the bottom of the ocean.

h. They needed to dive and escape immediately.

Ten

a. Andrew was following a treasure map. The treasure's location was marked with a black cross.

b. It was hard work digging a hole in such difficult ground.

c. Because he had been digging in hard ground.

d. He was referring possibly to buried treasure.

e. Because he thought he had found the treasure.

f. There is only a hint but the definite article '*the'* indicates that the landmarks were listed on the map.

g. The map was faded and made from parchment indicating great age.

h. A treasure chest.

Chapter Seven - Paragraph Level: Whimsy

One

a. No, he hates it.

b. No, he states that his grandmother was faster than him.

c. No, he must hate it. He gags on the stuff.

d. It states *the oil makes it way down my throat*, so it must be oil.

e. The boy is inferring his grandmother is a wicked old witch.

f. Yes, fish oil helps to promote good health so she must care.

g. He is exaggerating, probably.

h. She must be very strong or the boy must be quite young.

Two

a. It is inferred that Angus is an adult because he drives a car – so he must be older than the narrator.

b. Uncle Angus is too big and strong.

c. Yes, it's probably not pleasant for him.

d. No, she has a smile on her face.

e. Yes, they are laughing and not taking things too seriously.

f. Because he's good at tickling and getting a response.

g. Yes, Angus is described as being a sibling, so he must be the brother of the narrator.

h. Because he was laughing too much.

Three

a. Jed doesn't learn from his mistakes and continues to be manipulated by the cat.

b. Jed would like revenge after being tormented by the cat.

c. Jed is described as big and tough and Proust is described as little.

d. Jed is going ballistic which means to bark excitedly because Proust is frustrating him.

f. Jed may forget or not understand that he is being baited by Proust.

g. Yes, he seems to get some satisfaction from it.

h. What Proust could be risky if Jed were to find a way through the fence.

Four

a. He needed to get the pickaxe to hack through all the ice.

b. No the clothes come out 3 sizes smaller indicating it doesn't work properly.

c. No, it freezes into a big block of ice.

d. A large block of ice takes hours to thaw.

e. He needs time to cook the sausage rolls before his friends arrive.

f. No, he struggles to repair things well or doesn't get started.

g. The character swings the pick into the ice, which breaks off big chunks of ice.

h. He takes drastic action like swinging a pick axe to find his sausage rolls.

Five

a. He had found the keys.

b. Yes. He had clothes and pizza boxes scattered throughout the room.

c. Yes, they were arriving in a few minutes.

d. In the ceiling dome.

e. He liked playing computer games.

f. Yes, they were decaying which indicates they had been there for a while.

g. Probably at night. The character's room light was on and parents were out for dinner.

h. The character's room was cluttered and dark.

Six

a. The children got caught in a downpour.

b. Dark rain clouds.

c. Yes, they are siblings – brother and sister.

d. The rain that was about to fall.

e. No, Peter is most uncertain.

f. Yes they were drenched with pools of water around their feet and they were offered towels to dry off.

g. A little. He was making a joke.

h. To make it to the shopping centre before they got wet.

Seven

a. Yes, he went red in the face indicating that he was embarrassed.

b. She was horrified that her child was so rude.

c. He's a child and is described as a kid.

d. A cucumber.

e. Possibly, though it could be argued that the boy was unaware of his rudeness.

f. No, the aunt has her own vegetable garden.

g. No, it's inferred that the brother's expression indicated dislike.

h. Disgust or dislike.

Eight

a. He knew he was about to get blamed for the misuse of the hairbrush.

b. Very likely though he never states it explicitly.

c. Yes, she is angry. Jasmine had been fighting with her sister accusing her of using her favourite brush to brush the dog.

d. That he would be discovered as the culprit.

e. Yes, he should not have used something that didn't belong to him.

f. It must be good quality as the hairbrush is described as expensive.

g. No, he is not sorry or remorseful.

h. She couldn't believe that her sister could be so foolish as to blame her.

Nine

a. Yes, the character bounds up the stairs to his room.

b. A child playacting. He is using ordinary pyjamas as a super suit.

c. Because he is excited about receiving the new gift and can't wait to try it on.

d. Yes. *fits like a glove* indicates the suit fits well.

e. Green.

f. Just a child. He's ten years old.

g. Because it's a suit which will match his cape.

h. No he is just imagining it.

Ten

a. No. The bully ate the sandwich in the belief that it contained jam.

b. The chili was burning the poor boy's tongue and mouth, which is most unpleasant.

c. Because he thinks others are frightened of him.

d. Because he prepared a devious trap for the bully and the outcome would be different.

e. The chilli was burning the bully's mouth.

f. He searched the bus until he found the character.

g. He'd had enough of being bullied.

h. The bully will want revenge and things could get worse for the character.

Chapter Eight - Paragraph Level: Sensations

One

a. Yes. The character describes the chip as an explosion of flavor.

b. The character is holding chips.

c. Possibly because he/she eats grains and vegetables every other night of the week.

d. Yes, most probably they have one night a week devoted to fish and chips.

e. As a food the chip is simple to produce and vey common.

f. The character refers to the duality of the chip's flavors, crunchy on the outside, fluffy on the inside.

g. Yes, he describes fish and chip night as the most glorious night of the week.

h. Yes, they eat raw vegetables and grains, which are healthy foods.

Two

a. The character's biggest fear is the dentist's drill.

b. No, because Tommy uses the information to torment the character.

c. The dentist.

d. Because Tommy is misbehaving.

e. It sounds like he needed to confide his fears to someone but his older brother was not a good choice.

f. No, he is insensitive and immature.

g. Because he must be either young or feeling small.

h. The dentist's drill.

Three

a. Ice-cream, which is in a glass freezer and is placed into a waffle cone.

b. All the colours of the rainbow and other colours indicate there were many different flavors to choose from.

c. Ice cream of some kind.

d. The character prefers to eat from a cone.

e. Chocolate with chocolate flakes.

f. A reference to the contrast of random colours often seen in vanilla ice-cream with fruit mixed through it.

g. Possibly strawberry or raspberry.

h. The character may have many favourites and not be able to choose between favourites.

Four

a. A bus.

b. The character thought he/she had a chance of catching the bus before it got away.

c. A student.

d. Running, his chest is described as almost bursting.

e. Because he was over heating from physical exertion.

f. He needs the bus to get to school on time.

g. Yes, because he had to put in a final lunge to reach the doors.

h. Yes, probably, because he refers to being late again.

Five

a. Grandma didn't want to waste any part of the food.

b. No. The character dreads the feeling of getting the core stuck between the teeth.

c. Possibly over many years.

d. No, they are described as bland and having bits of pips and core in them.

e. Sugar.

f. Apples pies usually have a sweet soft and consistent texture. Pips and core would ruin that texture.

g. The Grandma lived in a war zone and food was necessary for survival.

h. Yes, possibly, he had affection for her and would never complain about the pies in case he hurt her feelings.

Six

a. Yes, they had been playing for ages, or what seemed an age.

b. Yes, it all came down to the final dice roll.

c. The character has a better chance of rolling 3-6 than 1-2. He has better odds.

d. Yes, the character slumped to the floor in defeat.

e. Yes, the odds of rolling a one or two were low, but not impossible.

f. The game was probably competitive and very close and a lot was riding on the last dice roll.

g. It was a one, which lost the game.

h. Because so much was dependant on the outcome so it would seem like a long time even though the time may well have been short.

Seven

a. The character counted the 12 chimes of the grandfather clock.

b. He was walking in the dark and couldn't see the sideboard.

c. Probably not. He feels the full force of the cold floor.

d. Yes, he went '*ouch.*'

e. He needed to go to the bathroom.

f. Because the room was cold but it was warm under the covers.

g. No, the character is exaggerating, probably. An ice shelf would actually freeze peoples' bare feet.

h. Yes, he complains of having to confront the *long dark* alone.

Eight

a. The character saw how high up he was.

b. Because the character was taking so long and they wanted their turn.

c. He/she was afraid.

d. Because he/she was up so high and/or scared of heights.

e. Because the character had overcome his/her fear and felt good about that.

f. The character had made his/her decision.

g. The other kids were putting pressure on to jump.

h. It was something solid to hold on to.

Nine

a. No, he's fifth in line.

b. No, his head is exposed.

c. It is wet and dripping with sweat probably.

d. The clothes are slick with sweat.

e. Because the boy is drinking slowly and the character is desperate for a drink.

f. No, it is surely an exaggeration.

g. They were playing a physically demanding game under the hot sun.

h. Because his lips and mouth were dry and parched.

Ten

a. The doorway of a skydiving aircraft.

b. The blue sky.

c. The parachute.

d. The parachute opened and he would have a safe landing.

e. It's unlikely because it states that he has never seen the countryside in this way before.

f. Yes, his village looked a like a toy set which indicates he is high in the air.

g. Because at such a height large building would seem tiny.

h. Yes, he gasped when he saw the countryside and he was also very nervous before the jump.

Chapter Nine - Paragraph Level: History

One

a. No. Henry Ford was the first to mass produce cars on an assembly line.

b. It was both cheap to buy and run.

Two

a. Napoleon's armies had had many victories before.

b. No. Napoleon was sent into exile and never returned to France.

Three

a. The printing press enabled books to be printed easily, making them affordable and widely read.

b. Each book had to be written by hand, which would be hard work and take forever.

Four

a. No. Ancient Egyptian writing was too complex and too weird to understand.

b. The translator used several different writings of the same message to translate the unknown writing style.

Five

a. It would be dark because there were few windows.

b. No. Modern homes generally have lots of natural light and good ventilation.

Six

a. The armour was bulky and it was easy to lose balance when riding a horse.

b. The stirrup gave stability and balance to the rider allowing him to carry heavier equipment.

Seven

a. The Sumerians wrote their language onto clay tablets which can survive over intact for many years.

b. They were able to record transactions much more quickly and reliably.

Eight

a. Marco Polo travelled on foot, which means he travelled very slowly.

b. For safety. There is safety in numbers.

Nine

a. The king was uncaring and raised taxes.

b. He wanted to raise taxes on the poor but not the rich.

Ten

a. The Titanic sank on its first voyage so it was not unsinkable.

b. The Titanic only made the one voyage, its first voyage.

Chapter Ten - Paragraph Level: Weather

One

a. Beneath 20 degrees it starts to get cold.

b. Above 25 degrees people are looking to cool down. Water is best for this.

Two

a. No. Fog absorbs sound, making it harder to hear.

b. You can't see more than a few meters in front. Reaction time to danger would be compromised.

Three

a. Both skyscrapers and storm clouds are very high.

b. You may get struck by lightning or hit by debris.

Four

a. After.

b. Thunder can be a very loud and sudden noise and can easily wake people.

Five

a. Ice crystals are very light and so cannot fall through the air.

b. They would melt.

Six

a. It may shatter and be destroyed.

b. Cyclones need heat created by warm ocean currents. Land doesn't produce enough heat.

Seven

a. There is nothing to hold the soil down.

b. All life relies on abundant water. If there is scarce water many plants and animals would perish from dehydration.

Eight

a. Weather is very changeable and random.

b. Maybe. (Answers will vary)

Nine

a. No. They need to become large before droplets form rain.

b. Yes. Hail is frozen water, so it must be cold in the clouds.

Ten

a. Because tornados cause extensive damage and are deadly.

b. Because it is driven by wind, a tornado has difficulty damaging anything below ground.

Chapter Eleven - Paragraph Level: Plants

One

a. Most species would soon perish.

b. No, only in the last 12000 years.

c. Plants are responsible for most of the world's oxygen.

d. There are over 300 000 species of plants, so it would take a long time to catalogue all species.

e. No, plants rely on the sun's energy for photosynthesis.

f. No, it would be random and not reliable at all.

g. Without plants there would be no oxygen and most life would be impossible.

h. Other animals that eat plants for food which includes mammals.

Two

a. The seed would die.

b. Because it can remain in a dormant state for thousands of years before flowering.

c. Germination would not take place and it would probably die.

d. The seed was traced to a specific period in history, 2000 years ago.

e. Unlikely, the seed would be best to remain dormant.

f. No, a date palm seed can remain dormant for thousands of years.

g. Because they can survive under difficult decisions or remain dormant until conditions are right to grow.

h. The conditions were not right for germination. Presumably, there was no sunlight in the fortress.

Three

a. Plants need sunlight to create photosynthesis. Without sunlight plants may die.

b. No, some is stored as starch.

c. Most plants contain chlorophyll, which give plants their green colour.

d. No photosynthesis can only occur with sunlight.

e. Yes, without chlorophyll no energy could be converted.

f. Plants create their own energy from sunlight which is abundant, so don't need to walk or climb to find food.

g, Chlorophyll convert's the sun's rays into chemical energy. Without chlorophyll there would be no energy transfer.

h. Unlikely, because they would not have reserves of energy to call on.

Four

a. To a red rose because it is attractive to the insect.

b. No, other animals such as fruit bats and humming birds can pollinate plants

c. No, it is unlikely.

d. No, the pollinators use pollination as a food source.

e. Insects love nectar, which is why plants use it to attract insects.

f. Plants would struggle to sexually reproduce without pollinators.

g. No, the bees primary motivation is to collect food.

h. Pollinators move from plant to plant.

Five

a. The flytrap has the promise of nectar, which makes it very attractive to insects

b. Flies and other insects have quick reflexes.

c. The nut would most likely eventually be cast out.

d. No, it relies on insects for its food.

e. Leap out of the way in time.

f. It is unusual to have a plant that traps and consumes its own prey.

g. Possibly because they originate in only one area and they are a popular plant and are harvested from the wild.

h. No, only in South Carolina, USA.

Six

a. It is an unusual plant because it forms a natural moat to kill insects.

b. A plant that has a defence system similar to an ancient castle is highly unusual.

c. No, they would simply fall to the bottom of the plant.

d. Yes, because they often lose their grip.

e. They are constantly in danger of being eaten by insects and animals.

f. They are both similar in that they attempt to scale walls only to fall into a moat.

g. No, they are something that have developed over millions of years.

h. Plants would be consumed at a faster rate and the insect population may explode in numbers.

Seven

a. There may be long periods of time without rain.

b. No, some cacti are as tall as a six story building.

c. To protect them from animals that would love to eat them.

d. Cacti are a good source of readily available water.

e. The spines make it too painful and awkward for animals to eat cacti.

f. No, cacti have evolved efficient water storage means over millions of years.

g. Cacti need to gather water over a large area so need an extensive root system.

h. Probably not, it may be quite thick and not easy to drink.

Eight

a. Wind carries the seed to multiple random locations increasing the chance of the plant's reproduction and survival.

b. No, the little parachutes make travel by wind more efficient.

c. No, they would settle around the parent plant.

d. No they have a liquid interior that is filled with liquid latex.

e. Because the wind can carry the seeds to all parts of the compass.

f. The plants have evolved to the point that the wind is the only method of transporting seed.

g. No, they hope to, but nothing is certain.

h. They must be very light for the wind to pick them up and deposit them up to five miles away.

Nine

a. They would have a guaranteed crop and food source the following year.

b. The food was easy to grow and plentiful.

c. Yes.

d. Sustainable crops allowed for more plentiful and predictable amounts of food.

e. Because they could produce larger amounts of food for more people.

f. Possibly because crop cultivation was an easier and less dangerous lifestyle.

g. Possibly because they were not skilled at making certain items and had abundant food.

h. Possibly because hunter-gatherers were nomadic and had little skill in forming complex societies.

Ten

a. No. They use other plants' food sources.

b. Yes, they need the sun for photosynthesis.

c. No, their energy is taken from the host plant.

d. No, most would die without suckers.

e. The parasitic plant would likely die because its food source is gone.

f. They may hide from view to avoid plant-eating animals.

g. Probably not. It may not be able to extract enough nutrients from the host plant.

h. No, parasitic plants probably stunt their growth and ability to thrive.

Chapter Twelve - Paragraph Level – Solar System

One

a. The Earth will one day be consumed by the Sun

b. Yes, the sun can contain over a million earth-sized planets in its mass.

c. No, it is unlikely that life would have begun on Earth without sunlight.

d. No, the Sun will one day grow to many times its current size.

e. Dark, cold and terribly boring probably.

f. Because the amount of heat and light is *just right.*

g. No, some are planets in our solar system, but most are stars though.

h. No, one day it will be swallowed up by the expanding Sun.

Two

a. No, neither planet contains water and are either too hot (Venus) or too cold (Mars), so life is unlikely.

b. Unlikely. If there was no water its not likely there would be life on Earth.

c. It is thought that life cannot occur without the presence of water.

d. No.

e. Unlikely. The Earth's magnetic fields are a result of the liquid core. Without the magnetic fields Earth's atmosphere would have been destroyed by solar winds.

f. No, it would have virtually no weather.

g. No, life would be impossible.

h. Mars has no life, so we can infer that it has virtually no nitrogen or oxygen in its atmosphere.

Three

a. No. Its atmosphere would be poisonous to us and we would die.

b. The planet is too hot for life and contains no liquid water on its surface.

c. No, Venus is the brightest planet in the night sky.

d. No, we would quickly die. There is no oxygen and the air is filled with carbon dioxide, a poison gas.

e. No, any water Venus may have had evaporated billions of years ago. The planet's surface is far too hot for surface water to exist.

f. No, the clouds reflect the Sun's light which makes the planet appear bright and glowing. If there were no clouds the planet would appear darker.

g. Venus is possibly like a biblical hell, all fiery furnaces, savage heat and brimstone.

h. Earth is a paradise compared to Venus, full of warmth, beauty and life.

Four

a. No, the volcano is extinct, which means it is effectively dead.

b. No, no mountain is as large as Olympus Mons.

c. Yes, the Tharsis Montes are a chain of volcanos.

d. The caldera penetrates Mars atmosphere so it must be at the very top of the mountain.

e. No, Mount Everest is Earth's highest mountain and Olympus Mons is three times higher than Everest.

f. No, Mars is described as having a thin atmosphere.

g. No, all the volcanos have been extinct for a very long time.

h. Because the mountain is so tall and so huge.

Five

a. No, the Valles Marinaris is as wide as the United States. The Grand Canyon is a small fraction of Valles Marinaris' size.

b. No, the valley is so vast that part is lit by the Sun while other parts are still under a night sky.

c. No, all water vanished some time in Mars' ancient past.

d. No, the Valles Marinaris is described as the biggest valley in the solar system.

e. No, it would take several months or even years to walk from one end of the valley to the other.

f. It may be a play on the Grand Canyon. We can infer that being 100 times larger than Earth's Grand Canyon that Valles Marinaris is much grander.

g. Yes, the valley is seven kilometres deep. It would take an enormous effort to climb down and a very long time.

h. No, valleys are cut into the surface of a planet and don't rise above the surface.

Six

a. No, the moon is black coal and would be terribly dark without the sun's rays.

b. No, the Earth would wobble like a top without the Moon.

c. No, the Moon is the brightest object in the sky.

d. Yes, without the Moon earthquakes and tsunamis would be more common.

e. No, the same side always faces Earth. The Apollo Mission astronauts are the only people to have seen the moon's far side, or dark side.

f. If the Sun did not reflect off the surface the dust would be black, like coal.

g. Maybe not, it would be difficult to see a black object in the night sky though not impossible.

h. The Earth would wobble like a top and lose stability.

Seven

a. Yes. Titan is similar to Earth in that it has seasons.

b. No, it landed on dry ground.

c. Titan is described as a frigid moon, which means the moon is extremely cold.

d. It shares many similarities such as seas, lakes and rivers.

e. Yes, it is in the outer solar system and would take many years to travel there.

f. Yes, Titan has seasons like Earth.

g. The liquid is frozen hydrocarbons which is extremely cold and deadly to humans.

h. It's likely the rocks and pebbles were shaped by a flowing river sometime in the past.

Eight

a. No, Jupiter is described a s one of Jupiter's small moons.

b. No, Europa is described as being in the outer solar system.

c. The outer layer is very cold in the outer solar system, far from the Sun.

d. Machinery will need to dig to reach the warm oceans.

e. Europa may contain warm water oceans similar to Earth, which are necessary for life to generate.

f. No. Europa's surface is very smooth, like a billiard ball.

g. Robots can perform a range of tasks in a harsh environment that people simply cannot do.

h. Europa's submerged oceans may contain life.

Nine

a. Yes, Io is very close to the massive planet Jupiter, and the planet would dominate its horizon.

b. Yes. It is the most volcanically active planetary body in the solar system.

c. Yes, it is caused by tidal heating due to Jupiter's proximity.

d. No, it would smell awful.

e. Because it is constantly erupting, which would seem violent.

f. No, we can infer that Io, being a small moon, is much smaller the Earth which is a planet.

g. Io's volcanism is extreme compared to a large active planet like Earth. Many volcanos consistently erupt on Io. On Earth there may be as few as a single eruption a year.

h. Because the moon's surface has so many differences in texture similar to the appearance of a pizza.

Ten

a. No, Neptune is so far from Earth that even the most powerful telescopes struggle to detect the planet.

b. No, it would be impossible.

c. No, it has already vanished.

d. Yes, much larger. The dark spot was as large as the Earth in size.

e. No, the Sun is much further form Neptune than Earth and would appear as very small.

f. No, scientists were surprised to see a dark spot on the planet's surface.

g. No, they predicted it would eventually disappear.

h. We can infer that Neptune has no rocky surface because of the extreme nature of its winds.

Chapter Thirteen - Paragraph Level – Animal Kingdom

One

a. No, the Godwit flies non-stop.

b. Yes, the migration would take several days of hard flying.

c. No, Alaska must have warm weather some months of the year because the Godwit does live in Alaska part of the year.

d. A warm or temperate environment

e. The Godwit would not survive the Alaskan winter.

f. Wader's spend most of their time in or around water.

g. Hard to know. They may struggle physically to make it too New Zealand if a storm was to delay their arrival.

h. Yes that is likely given that the Godwits travel over 11000 kilometres in nine days.

Two

a. No. They are extremely rare. Only 1 or 2 have been seen and captured.

b. No, just the tentacles.

c. The squid and whale may have been fighting and the whale tore off several tentacles.

d. Yes, colossal indicates huge size and heaviness.

e. Yes, it is very likely The colossal squid has huge eyes.

f. No, such a large sea creature would live only in deep water.

g. No, the colossal squid, which is an invertebrate, does not have a spine.

h. The squid is quite huge and is thus referred to as 'colossal.'

Three

a. The tiger is heavily camouflaged making it very difficult to see.

b. No, the tiger is confined to one area on earth, eastern Siberia.

c. Yes, the tiger is the largest cat in the world.

d. No, each tiger's coat is unique.

e. Yes, a gazelle would be too swift. The tiger relies on stealth and power, which would be of little use on open ground.

f. Short powerful legs would give the tiger great power over short distances.

g. Yes, probably. The tiger's short legs would prevent it from climbing too high.

h. No, the Siberian tiger prefers the cold of Siberia.

Four

a. No, fatal attacks by piranha are rare.

b. No, piranha are only found in South American rivers.

c. Yes, piranha are known for eating people, but the stories are untrue.

d. No, piranha are described as a small fish.

e. The piranha's teeth are razor sharp, like a very sharp knife.

f. There are many stories about piranha which increase their infamy.

g. Often, bites are mistaken identity.

h. Yes, because piranha are attracted to wild thrashing movement.

Five

a. No, the Wandering Albatross has the longest wingspan of any bird.

b. No, the Wandering Albatross hunts over the southern oceans.

c. No, the albatross is built like a glider with minimal wing movement.

d. No, the albatross is found only over earth's southern oceans, never north of the equator.

e. No, the wing's great length make soaring on wind currents possible.

f. Mainly fish.

g. The albatross is a large elegant bird.

h. The Wandering Albatross glides over large areas of ocean.

Six

a. No, the tongue weighs as much as an elephant so it would be far larger than any car boot.

b. The blue whale is much larger than any dinosaur in earth's history.

c. No, the whale's diet is exclusively krill.

d. The krill are microscopic and the whale consumes millions at a time.

e. No, the water is blasted out rapidly.

f. Because even as a calf, a baby blue whale is much larger than most creatures on the planet and requires large amounts of milk.

g. The tongue needs to be huge to blast out such massive quantities of water through the baleen plates.

h. The whale swims in deep oceans. It would never grow to such a massive size if it lived in shallow waters.

Seven

a. The crocodile is considered a supreme predator, which indicates enormous success.

b. A long time. The crocodile has survived since the age of the dinosaurs.

c. No, it will eat any animal that strays into its territory.

d. The strength of the crocodile's jaws don't allow any animal to escape.

f. Crocodiles are territorial so that they control an area.

g. Because the crocodile believes the area to be its territory, and any people or animals that enter the area are potential prey.

h. No, male crocodiles attack rival males.

Eight

a. No, the cheetah is a burst animal and quickly tires.

b. Yes, even the fastest human would be quickly run down by a cheetah.

c. Yes, the cheetah can reduce speed promptly.

d. The cheetah needs good purchase to maintain rapid and controlled speed.

e. If a cheetah lost its tail it would lose its balance and fall over when running.

f. Slim powerful legs give the cheetah power and its long tail helps to balance the big cat.

g. No, the anatomy of short legs doesn't allow for sustained speed.

h. No, it's the cheetah's agility and speed which is the crucial feature of the cheetah's ability to catch antelope.

Nine

a. No, orang-utans tend to be solitary creatures.

b. No, orang-utans are known as skilful climbers.

c. Unlikely, as orang-utans are the largest tree-dwelling ape.

d. No, it has a varied diet and could eat insects and birds' eggs.

e. Orang-utans can build rough tools.

f. They may not be able to compete, evolutionally, with other animals on the ground.

g. No, they are isolated in the wild to Indonesia.

h. Orang-utans may become uncomfortable when it pours rain and need some form of shelter

Ten

a. Black Mambas are highly dangerous, poisonous and aggressive.

b. No, the mamba is only found in the sub-Saharan African region

c. The poison can be fatal in 20 minutes.

d. No, only in severe cases. The poison can take several hours to kill.

e. The black mamba is highly venomous and very aggressive.

f. To *take full effect* refers to the poison killing the victim.

g. The poison is considered toxic because it acts rapidly and can cause death within minutes.

h. No, the timely administration of anti-venom prevents death in most cases.

Chapter Fourteen - Text Level – Mount Bump and the Iron Necklace

Scene One – The Little Mountain

a. The clouds believed that Mount Bump was a hill and not worthy of snow caps.

b. Because Mount Bump was too small.

c. Mount Bump is a volcano.

d. Because he was reminded that he was indeed small and nothing like the peaks he admired.

e. To Mount Bump the clouds may have supernatural powers.

f. Because he didn't feel he was being treated fairly because of his size.

Scene Two – Albert Hackensack

a. Yes, Hackensack was on the mountain from early morning to late in the evening.

b. Yes, he only stopped when scribbling notes into a notebook.

c. Yes, no others were mentioned in the passage.

d. Hackensack needed to be still while writing notes.

e. Early evening, so about 6-7 pm.

f. That Hackensack transcribed his notes and started plans for the machine.

Scene Three - The Workshop

a. He was not successful because no one bought his machines and they were mostly ignored.

b. No, some of his machines were unfinished.

c. No, many were rusted from disuse.

d. Because no one used his machines.

e. Yes, he was eager to be famous.

f. He was so used to failure, yet he wanted to prove his worth to others.

Scene Four - Hackensack's Machine

a. 60 days indicates about 2 months.

b. Because the children were naturally curious.

c. Yes, Hackensack didn't want the machine to be revealed until it was ready to work.

d. Village life in a mountain range may be a little boring.

e. Sometime in the past due to the lack of modern devices such as phones and cars.

f. Perhaps because Hackensack was seen as an eccentric and despite his inventions failings there was always interest in them.

Scene Five - The Mountain Road

a. No, it was a clear sparkling morning.

b. No, they were creaking and rusted from disuse.

c. No, they were hired only for the assembly of the machines.

d. It was an uncommon occurrence in the village.

e. They were curious about what was beneath the canvas rugs.

f. It was important to assemble the machines in time for the early snows, perhaps because the mountain roads were impassable in winter.

Scene Six - The Journey to Mount Bump

a. Yes, the journey was completed quickly, which tells us it was only a short journey to the mountains.

b. Maybe he was rude or just did not wish to reveal the contents of the wagon.

c. Mount Bump.

d. Hard to know exactly, but perhaps a grim satisfaction at what was to come.

e. No, the smile was only brief and fleeting.

f. They were anticipating something memorable or incredible.

Scene Seven - The Mighty Machines

a. The villagers gasped because the machines were so huge.

b. The *machine*s is plural indicating more than one machine.

c. No, it caused him great pain.

d. Yes, he was a volcano that could explode.

e. No, Hackensack was insensitive.

f. To provide stability for the machines' complex movements.

Scene Eight – The Nets are Launched

a. Yes, because they caught the clouds without difficulty.

b. There was a piercing hiss.

c. The low lying clouds were caught easily.

d. Yes, the crowd heaved and swayed with excitement.

e. Mount Bump watched in horror.

f. They anticipated something exciting was about to happen.

Scene Nine – Hackensack's Snow

a. Yes, the machines hummed in rhythm.

b. No, it was a heavy sludge.

c. Yes, at first they trembled in fear at the gold hoses.

d. Yes, the villagers loved the machine's genius.

e. No, it was unpleasant stuff.

f. Yes, because the mountains were soon covered with the choking stuff.

Scene Ten – Mount Bump's Distress

a. The villager's cheering.

b. Yes, the villagers were knocked from their feet.

c. Because the clouds were captive to his machines.

d. Because he was too focused on his machines.

e. Perhaps because it was not a true smile.

f. The imprisonment of the clouds and the machines bolted to his base made Mount Bump very angry.

Scene Eleven – Mount Bump Roars

a. Yes, it was a thunderous blast.

b. Yes, the clouds surged into the sky after the rocks had crushed the machines.

c. No, people made it out unharmed.

d. Mount Bump was a volcano erupting.

e. No, it was destroyed by falling rocks.

f. Yes, because an erupting volcano is very powerful and very dangerous.

Scene Twelve – The Clouds Remember

a. No, Mount Bump settled after seven days.

b. No, but it is possible he was happier.

c. No, Hackensack never returned to the mountains so it is unlikely he would ever attempt an invention on that scale again.

d. He was able to receive snow for the first time.

e. The clouds were grateful to Mount Bump.

f. Mount Bump had saved the clouds and given the recognition and respect he deserved.

The Roman Empire

Part One: Constantinople

a. No, Constantinople was formed many years after Rome was already the capital of the Roman Empire.

b. No, Constantinople was based on the old Greek city of Byzantium.

c. Constantinople was built and named after the emperor Constantine the Great

d. No, Constantinople was built on the shores of the Sea of Marmara.

Part Two: The Pantheon

a. No, the Pantheon was originally a Roman temple.

b. No, the Pantheon is a circular structure.

c. No, the Pantheon is a well preserved building.

d. Possibly, as there is a circular hole in the roof.

Part Three: Aqueducts

a. Yes, many are still in use in modern times and are over 2000 years old.

b. No, most were built beneath the surface but others were built above ground.

c. Because they used gravity to transport massive amounts of water to support agriculture and water for large cities

d. The aqueducts provided readily available fresh water to thousands of Roman citizens.

Part Four: The Appian Way

a. Rome was the most important in ancient Italy because all roads eventually led to Rome.

b. No, the Appian Way stretched for over 500 kilometres.

c. No, the roads also connected Rome to adjacent Greek states.

d. Romans were able to travel on safe and reliable roads for the first time in history.

Part Five: The Colosseum

a. No, it is only a tourist attraction.

b. Yes, the Colosseum was able to be flooded for mock sea battles.

c. No, public spectacles ended sometime in the 6th century.

d. The Colosseum was no longer in use for several hundred years so fell into disrepair and decay through lack of use and maintenance.

Part Six: Sulla

a. There was a lot of political instability.

b. No, Caesar was a young man with no real power at the time.

c. Sulla isolated opponents to make their eventual destruction easier.

d. Because it placed too much power in the hands of one man.

Part Seven: Julius Caesar

a. No, he entered Rome with his army as protection.

b. No, he was simply a general. In 49 B.C. Pompey was the ruler of Rome.

c. No, he did not rule for long before he was assassinated by senators.

d. No Roman army was allowed access to Rome, and crossing the Rubicon was an aggressive act.

Part Eight: Augustus Caesar

a. No, Augustus' original name was Octavian.

b. No, the republic was finished. After Augustus Rome became an empire.

c. Yes, Augustus initiated many changes to Roman life which ensured peace and prosperity.

d. This is a reference to increasing Rome's wealth. Marble is worth considerably more than brick.

Part Nine: Marcus Aurelius

a. Yes, Marcus Aurelius was referred to as the last of the 5 good emperors.

b. No, only most of the time.

c. No, he was a tyrant and ended the long peace in Rome that Marcus Aurelius had established.

d. No, he was a Stoic.

Part Ten: Julian the Apostate

a. No, Julian was the last of the Hellenic pagan emperors.

b. No, Julian ruled for less than 3 years.

c. Julian had Christianity forced upon him when he was young which he resented.

d. It's hard to say, but it's possible that Christianity may never have taken power for many years.

Appendix B

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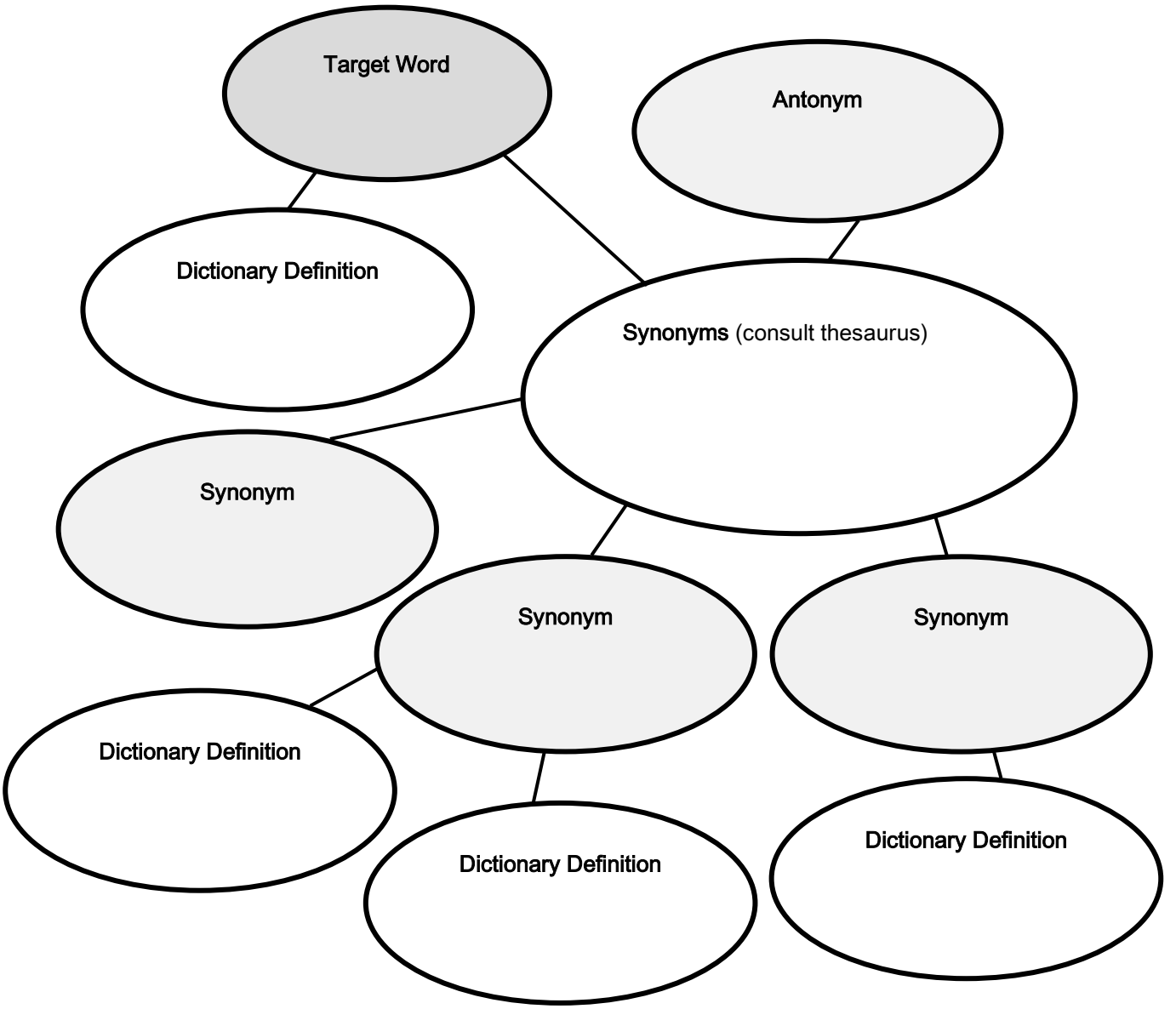
Vocabulary Map



Target passage from Text

_____

_____

_____

Rewrite Passage with Chosen Synonym

_____

_____

_____

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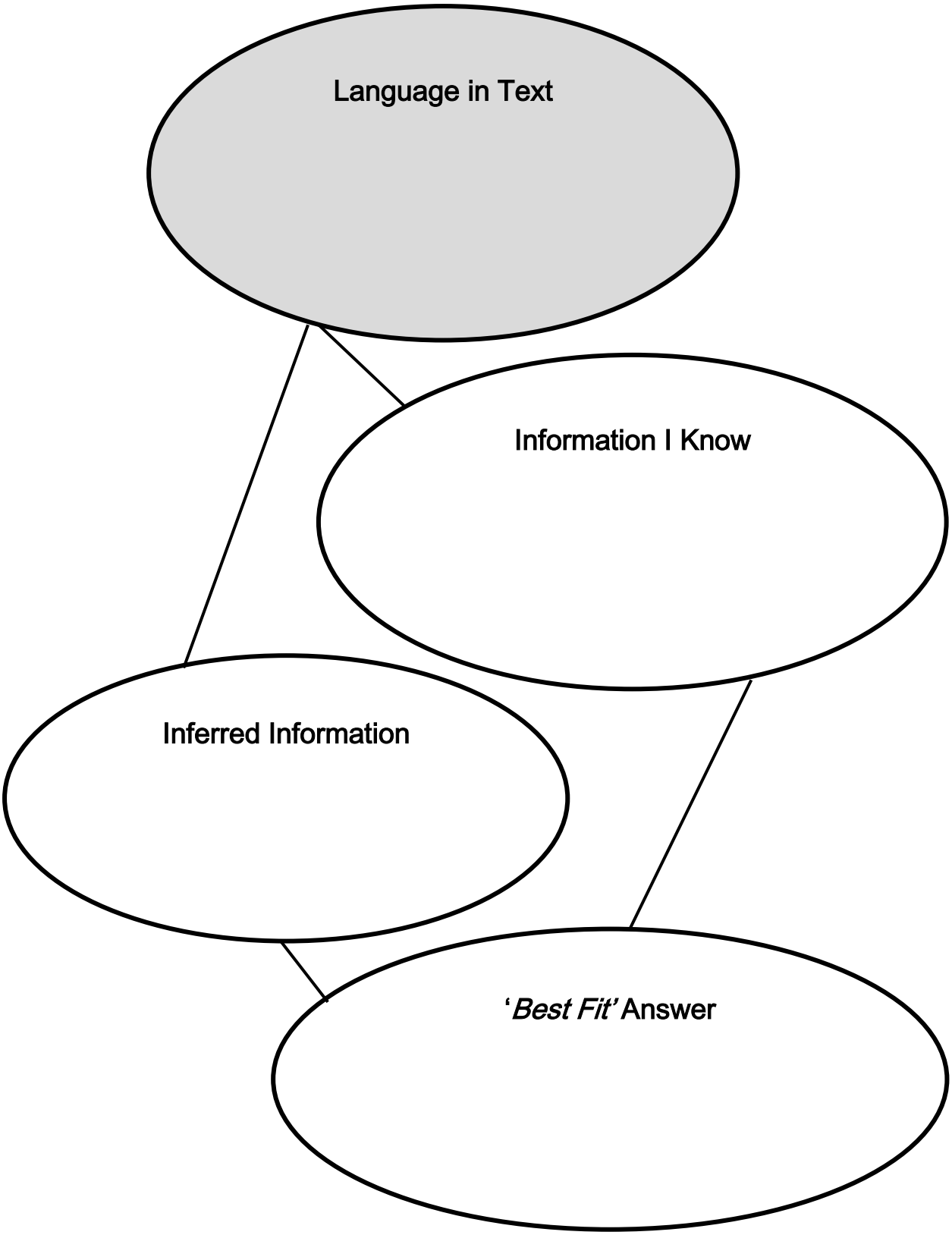
Inference Map



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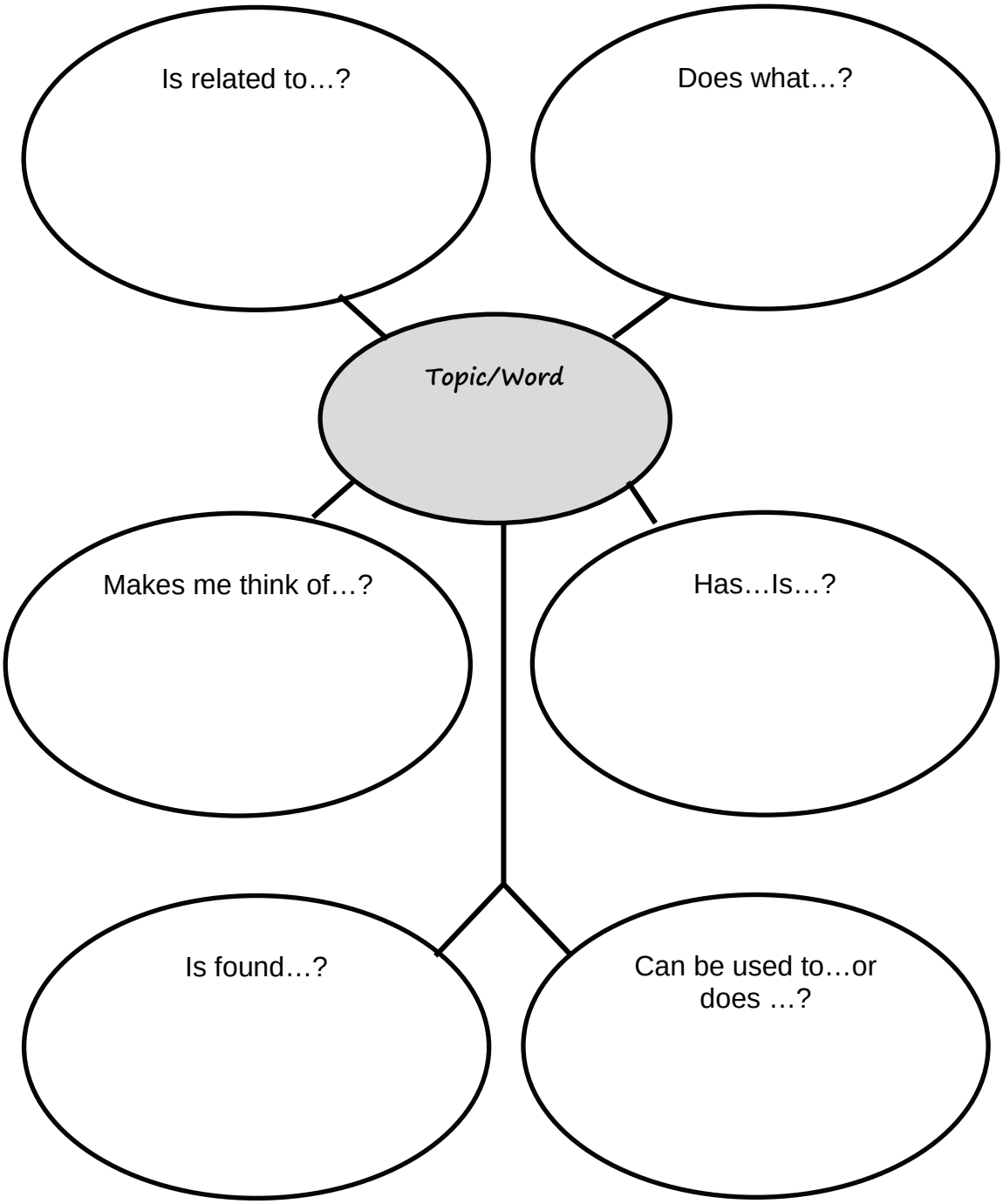
Semantic Map for Noun



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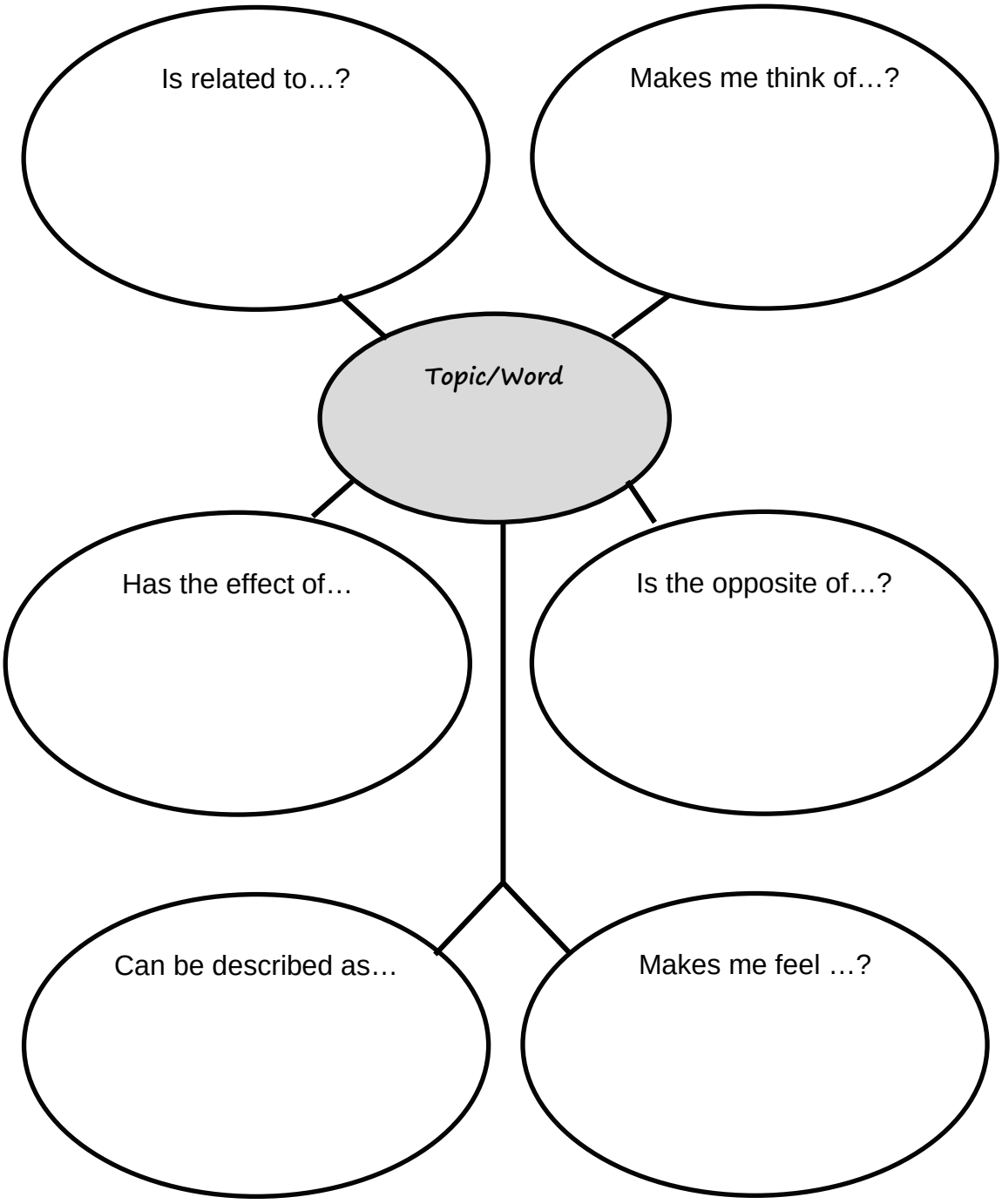
Semantic Map for Adjectives



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Inference Knowledge Rating Chart

Score	Description		
Score the student's response/s, as best can be determined, in the appropriate column	0. The student has no real understanding of the inference concept. 1. The student has some understanding of the inference concept, but has trouble describing it or writing it. 2. The student has good knowledge of the inference concept and can describe it and write it well when prompted. 3. The student has very good understanding of the inference concept and uses it correctly in context, written and verbal.		
	Inference	Inference	Inference
	_____ _____	_____ _____	_____ _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____
Date _____	Score _____	Score _____	Score _____

The **rating chart** measures a student's understanding of a target concept. The rating system is subjective in manner but provides a convenient and relatively accurate measure of a student's competence with a newly learnt concept or word.

Appendix C

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Inference Test

Example 1

Read: I will read to you interesting scenarios about things that took place with some people and parts of history. Some of the information may be left out and you have to fill in the missing parts.

'Paul stood waiting patiently by the riverbank. Suddenly the line twitched and then was jerked down by something big.'

What was Paul doing?

Correct: If the student responds with *'Paul was fishing'* mark it as correct and say, '*Well done. You correctly inferred that Paul was fishing'* Continue to example 2.

Incorrect: If the student responds incorrectly or fails to provide a response then read the question again and model the correct response. For instance, *'Paul was fishing. We know this because Paul was standing by a riverbank and had a fishing line in the water and something, a fish probably, had a bite of his line.'* We'll try another one.

Continue with Example 2

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Inference Test

Example 2

Read: ‘China has the largest population in the world. In the early 1980’s, China’s government began a one child policy to reduce population growth.’ **Has China always had a one child policy?**

Correct: If the student responds with *‘No, China began its policy in 1980,’* mark it as correct and say, ‘*Well done. You correctly inferred that China has only recently begun a one child policy.’*

Incorrect: If the student responds incorrectly or fails to provide a response then read the question again and model the correct response. For instance, *‘China hasn’t always had a one child policy. It states here that the policy began in the early 1980s. We can infer therefore that before that there were no restrictions on how many children a family could have.’’* We’ll try another one.

Continue testing with question 1 on the following page. If a student has difficulty answering the first five questions from the book and gets five consecutive zero scores then discontinue testing.

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Inference Test 1

Start

1. *Read:* ‘Grandpa’s dog, Milly, had not been near water and soap for many months.’

   What did the dog look like?

Scoring Guide:	There must be a reference to the dog’s scruffy and unclean appearance.

2. *Read:* ‘My jumper rippled and I struggled to control my kite as it dipped through the air.’

   What was the weather like?

Scoring Guide:	There must be a reference to it being a windy day or a stormy day.

3. *Read:* ‘Susan put on sunglasses, a hat and sunscreen as she worked in the garden.’

   What type of day is it?

Scoring Guide:	There must be a reference to the fact that it is a sunny day.

Inference Test 1

continued…

4. *Read:* 'Daniel leaned on the shovel breathing hard as he inspected the depth of the new hole in the ground.'

What had Daniel been doing?

Scoring Guide:	There must be a reference to Daniel having dug the recent hole with the shovel.

5. *Read:* 'We all stopped talking when Mr Martin entered the classroom and began to take the roll call.'

Who is Mr Martin?

Scoring Guide:	There must be a reference to Mr Martin being the classroom teacher.

6. *Read:* 'After the storm, Michael had trouble keeping his car on the slippery road.'

Why was the road slippery?

Scoring Guide:	There must be a reference to the recent rain making the car slide on the wet road.

Inference Test 1

continued…

7.	*Read:*	‘As the sun rose over the horizon, Katie raced down the hill while eating her toast and was just in time to catch the bus.’ **What part of the day was it?**
Scoring Guide:		There must be a reference to the time of day being related to the morning hours.

8.	*Read:*	‘After eating, Toby washed his fur by both licking it and then rubbing his paws over it, purring all the while.’ **What is Toby?**
Scoring Guide:		There must be a reference to the fact that Toby is a cat, probably a housecat, but any cat is acceptable.

9.	*Read:*	‘Emily asked her mother, “Is this cupboard where the frypans and saucepans need to go?” **Where is Emily?**
Scoring Guide:		There must be a reference to the fact that Emily is in the kitchen.

Inference Test 1

continued…

10.	*Read:*	‘Orson Wells’ first film, Citizen Kane, made in 1941, is one of the greatest movies ever made.’ **Did Orson Wells make any films prior to 1941? How do you know that?**
Scoring Guide:		There must be a reference to Citizen Kane being Orson Wells’ *first* film.
11.	*Read:*	‘*Birds of America* is a rare book and considered one of the most expensive publications ever produced. Less than 200 copies were published in the 1800s.’ **Why is *Birds of America* considered such a rare book?**
Scoring Guide:		There must be a reference to only less than 200 copies made back in the 1800s.
12.	*Read:*	‘John Harrison’s clock H4 was the first timepiece that sailors could use to calculate longitude while at sea.” **Prior to the H4, was navigation at sea accurate? How do you know that?**
Scoring Guide:		There must be a reference to navigation being difficult when not being able to correctly calculate longitude.

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Inference Test 1 Response Form

No.	Question	Correct	Incorrect
1	What did the dog look like?	1	0
2	‘What was the weather like?	1	0
3	What type of day is it?	1	0
4	What had Daniel been doing?	1	0
5	‘Who is Mr Martin?	1	0
6	Why was the road slippery?	1	0
7	What part of the day was it?	1	0
8	What is Toby?	1	0
9	‘Where is Emily?	1	0
10	Did Orson Wells make any films prior to 1941?	1	0
11	Why is *Birds of America* considered such a rare book?	1	0
12	Prior to the H4, was navigation at sea accurate? How do you know that?	1	0
		Total _____	

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Inference Test 2

Start

1.	*Read:*	‘Mum’s horse, Tash, has not had her hooves cleaned for five years’ **What did the horse’s hooves look like?**
Scoring Guide:		There must be a reference to the horse having dirty or unhealthy hooves.
2.	*Read:*	‘It was a foggy morning so Dad had to pour warm water on the windscreen to melt the frost.’ **What type of day is it?**
Scoring Guide:		There must be a reference to the day being cold and wet.
3.	*Read:*	‘After he had successfully crossed the finish line, Matthew leaned over, breathing hard. Despite his best effort, he had run only second. ‘**What had Matthew been doing?**
Scoring Guide:		There must be a reference to Matthew having finished running a race of some kind.

Inference Test 2

continued…

4.	*Read:*	‘My coat whipped and flapped violently around my legs as I struggled to hold the umbrella.’ **What was the weather like?**
Scoring Guide:		There must be a reference to it being a rainy day or a stormy day.
5.	*Read:*	‘We called Mr Jones when the pipes in the bathroom started leaking water across the floor again.’ **What does Mr Jones do for a living?**
Scoring Guide:		There must be a reference to Mr Jones being a plumber.
6.	*Read:*	**‘**After completing the cross country mountain bike race in the rain, I washed my bike thoroughly.’ **Why did the bike need to be washed thoroughly?**
Scoring Guide:		There must be a reference to the rain and the cross country making the bike muddy or dirty.

Inference Test 2

continued…

7.	*Read:*	‘As the sun set in the pink and creamy sky, Paul got off the silver bus and made his way home to be just in time for dinner.’ **What part of the day was it?**
Scoring Guide:		There must be a reference to the time of day being related to the evening hours.
8.	*Read:*	‘After I swung my leg over Archer’s wide, strong back, I flicked the reins with some urgency and he began to trot.’ **What is Archer?**
Scoring Guide:		There must be a reference to the fact that Archer is a horse.
9.	*Read:*	**Where is Tyler?**
Scoring Guide:		There must be a reference to the fact that Tyler is on a boat.

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Inference Test 2

10.	*Read:*	'Hardtack was a solid, dry biscuit created for sailors to eat on long, arduous sea voyages in the 18th century. The tough, flinty biscuit would often break sailors' brittle teeth after they had bitten into them.' **Why would sailors break their teeth on hardtack?**
Scoring Guide:		There must be a reference to hardtack being so hard that biting too hard into it would break teeth.
11.	*Read:*	'Homer, a famous Greek poet who wrote the Odyssey, is thought to have lived sometime between 400 B.C and 850 B.C.' **Do we know how old Homer was when he died?**
Scoring Guide:		There must be a reference to nobody knowing the birthdate of Homer, nor how old he was when he died.
12.	*Read:*	'James Cook was a famous 18th century sea explorer who was the first to successfully map much of the Pacific region.' **What type of transport did James Cook travel on to map the Pacific region? How do you know that?**
Scoring Guide:		There must be a reference to James Cook sailing on a sailing ship of some kind.

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Inference Test 2 Response Form

No.	Questions	Correct	Incorrect
1	What did the horse's hooves look like?	1	0
2	What type of day is it?	1	0
3	What had Tobias been doing?	1	0
4	What was the weather like?	1	0
5	What does Mr Jones do for a living?	1	0
6	Why did the bike need to be washed?	1	0
7	What part of the day was it?	1	0
8	What is Archer?	1	0
9	Where is Tyler?	1	0
10	Why would sailors break their teeth on hardtack?	1	0
11	'Do we know how old Homer was when he died? What tells us this?	1	0
12	What type of transport did James Cook travel on to map the Pacific Ocean? How do you know that?	1	0
		Total _____	

About the Author

David Newman is speech-language pathologist and sometime writer who lives and works in Victoria, Australia.

David self publishes books and workbooks to help school-age children acquire language and literacy skills. Starting from scratch, David's popular website - **speech-language-resources.com** - has hundreds of user-friendly webpages and a wealth of free programs, games and guides to assist teachers, parents and speech-language pathologists improve children's speech, and their oral and written language skills.

David is a full-time speech-language pathologist working in Victorian schools. He writes workbooks mostly in his spare time often curled up on the couch cradling a laptop huddled near a gas heater sipping cups of hot tea or playing with his baby son, Michael.

If you found this book helpful or valuable, please let me know by posting a positive **review** for it on **Amazon.com**.

www.speechlanguage-resources.com