

# C A R S

# Comprehensive Assessment of Reading Strategies

**Plus**

**SAMPLER**

Name \_\_\_\_\_



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P.O. Box 580, Moorabbin, Victoria 3189, Australia  
Phone: (03) 8558 2444 Fax: (03) 8558 2400  
Toll Free Ph: 1800 334 603 Fax: 1800 150 445  
Website: [www.hbe.com.au](http://www.hbe.com.au)  
Email: [orders@hbe.com.au](mailto:orders@hbe.com.au)

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# FOR THE TEACHER

## What is *Comprehensive Assessment of Reading Strategies (CARS Plus Series)*?

*Comprehensive Assessment of Reading Strategies* is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies (8 strategies in Book A, 6 strategies in Books P and AA).

This ten-level program is designed for students in years P to 8. *Comprehensive Assessment of Reading Strategies* helps teachers place students in *Strategies to Achieve Reading Success (STARS Plus Series)* for reading instruction and remediation.

## What is in the *CARS Plus* student book?

- **Pretests, Benchmarks, Post Tests**  
Each of the 15 tests provides a reading passage and 12 selected-response questions in Books B–H, 8 selected-response questions in Book A and 6 selected-response questions in Books P and AA. The reading passages showcase a variety of literary genres. Each question focuses on a specific reading strategy. All of these tests assess the same strategies.
- **Self-assessment Forms**  
Students complete Self-assessment 1 after completing all 5 Pretests and Self-assessment 2 after completing all 5 Post Tests.
- **Answer Forms**  
Students use the Answer Forms to record their answers.

In *Comprehensive Assessment of Reading Strategies, Book G*, students practise the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Summarising

## What is in the *CARS Plus* teacher guide?

- **Information for the Teacher**  
Suggestions and instructions for using *Comprehensive Assessment of Reading Strategies* effectively in the classroom.
- **Research Summary**  
A summary of the research that supports the *CARS Plus Series* is included in the teacher guide.
- **Understanding the Strategies**  
This four-page reproducible can be used with students as a skill-review summary. It can also be used to reinforce the strategies practised in the student book.
- **Teacher Assessments**  
Teachers complete the assessments after the students have completed all 5 Pretests and then again after all 5 Post Tests.
- **Class Performance Chart**  
This reproducible is for recording class results for the Pretests and Post Tests.
- **Completed Answer Forms**  
Teachers use the completed Answer Forms to easily correct the tests.

## What is the difference between the Pretests, the Post Tests and the Benchmarks?

The 5 Pretests and the 5 Post Tests are designed to assess mastery. The length of the reading passages and the number of questions are the same in each of these ten tests. The passages in the Pretests and Post Tests are each one page, followed by one question for each strategy. Since each test contains only one strategy-specific question, it is important to administer all of the five Pretests in order to assess a student's overall performance and all of the five Post Tests to determine a student's overall progress. Administering multiple tests, and compiling the results, provides reliable information about each strategy.

The passages in the Benchmarks are two pages. The Benchmarks allow you to assess how well the students apply strategies to longer reading passages. The Benchmarks are meant to be used as individual progress-monitoring tools to monitor progress in applying multiple reading strategies to a passage.

### **When should I use the *CARS Plus Series* in the classroom?**

Students complete the tests in the *CARS Series* in the following manner:

- **Pretests:** To get accurate results, administer all 5 Pretests within a five-day period at the beginning of the school year.
- **Benchmarks:** The 5 Benchmarks are progress-monitoring tools and may be completed at any time after the Pretests and before the Post Tests. Space out the administration of the Benchmarks to best meet your classroom needs.
- **Post Tests:** To get accurate results, administer all 5 Post Tests within a five-day period.

### **How do I use the *CARS Plus Series* with the *STARS Plus Series*?**

Because *Comprehensive Assessment of Reading Strategies* is a diagnostic tool, you can determine areas where an individual student needs improvement.

- **Pretests:** Use the results of the Pretests to identify areas of strength and weakness and to place students in *Strategies to Achieve Reading Success*, the instructional companion of the *CARS Plus Series*.
- **Benchmarks:** Use the Benchmarks to evaluate students' needs and monitor progress in applying multiple reading strategies to a passage.
- **Post Tests:** Use the Post Tests to assess mastery of the strategies taught in the *STARS Plus Series*.

### **How much time is required to complete *Comprehensive Assessment of Reading Strategies*?**

- Each of the 5 Pretests and each of the 5 Post Tests require 45 minutes for completion, correction and discussion.
- Self-assessments 1 and 2 each require about 20 minutes for completion. Students should complete self-assessments no more than one or two days after completion of Pretests 1–5 and Post Tests 1–5.
- Each of the 5 Benchmarks requires 60 minutes for completion, correction and discussion.

You can adjust these suggested times as needed to accommodate your daily schedule of instruction.

### **Where do students record their answers?**

Students must record their answers on the appropriate Answer Form that appears in the student book. The Answer Form for the Pretests is on page 57, Post Tests is on page 59 and Benchmarks is on page 61. Ask students to detach the form and fill in the personal-information section.

Next to each item number on the Answer Form is an abbreviation that identifies the strategy. Once you have a student's completed Answer Form, total the number of correct responses for each strategy. Then transfer these totals to the appropriate teacher assessment to begin the assessment process.

### **What is the correction procedure?**

For the Pretests and Post Tests, correct the tests after students have completed all 5 tests. For the Benchmarks, correct each test immediately following its completion. For the best results, correct each test orally with students. Explain concepts that students may not fully understand. Discuss why correct answer choices are correct and why the remaining choices are not correct.

If possible, elicit from students their reasoning for choosing an incorrect answer. Incorrect answer choices often include a variety of misunderstandings about the question. Discussing why choices are correct and incorrect will help students review and clarify how they approached a particular strategy.

## What forms of student assessment are featured in the *CARS Plus Series* and how do I use them?

In addition to the reading passages and strategy-based questions, *Comprehensive Assessment of Reading Strategies* contains two student self-assessments.

### Student Assessments

Students become more successful in reading when they assess their own performance against known standards. Student self-assessment also helps teachers gain insight into a student's measure of performance. Difficulties that a student experiences are often revealed through self-assessment. Self-assessment focuses students on the process of *performance* rather than the *end result*.

For example, in the *CARS Plus* self-assessments, students see how well they recognise and apply reading strategies, rather than focus on how many responses are correct or incorrect. Therefore, the self-assessments become a valuable tool for both student and teacher.

There are 2 self-assessments in the student book. One student self-assessment is completed after all 5 Pretests and the second student self-assessment is completed after all 5 Post Tests.

#### SELF-ASSESSMENTS 1 AND 2 (pages 58 and 60 of student book)

Students complete Self-assessment 1 after Pretests 1–5 have been corrected and discussed. Arrange one-on-one conferencing to discuss students' responses to Self-assessment 1 before continuing with the Benchmarks. Help students identify their strengths and weaknesses and provide instruction for a specific strategy, if needed. Students complete Self-assessment 2 after Post Tests 1–5 have been corrected and discussed.

Answers to the questions on the self-assessment require thoughtful, written responses. The questions are carefully constructed to help students

- analyse their performance.
- determine areas in which they are experiencing difficulty.
- describe any difficulties they are having.
- rate their performance for completing the tests.

## What forms of teacher assessment are featured in the *CARS Plus Series* and how do I use them?

### Teacher Assessments

There are 3 teacher assessments. These 3 assessments are completed for each student after they have completed Pretests 1–5 and Post Tests 1–5.

Teacher Assessments help facilitate individualised instruction in the classroom. For example, by using the results of student assessments and your teacher assessments, reading groups are easily established for instruction with the *STARS Plus Series*. You will be able to determine how to organise student groups based on reading level and mastery over specific reading strategies.

The purposes of the teacher assessments are to

- identify an individual student's areas of strength and weakness when applying a reading strategy.
- determine in which specific areas, if any, remediation is needed.

#### TEACHER ASSESSMENT 1 (reproducible on page 11 of teacher guide)

This assessment is completed using the student's corrected Answer Form. This assessment reveals a student's performance for each of the reading strategies.

#### TEACHER ASSESSMENT 2 (reproducible on page 12 of teacher guide)

This assessment is completed using Teacher Assessment 1. Using the data from Teacher Assessment 1, you create a bar graph that provides a visual comparison of a student's level of mastery for each of the reading strategies.

#### TEACHER ASSESSMENT 3 (reproducible on page 13 of teacher guide)

This assessment is completed using Teacher Assessments 1 and 2. Using the data from these assessments, you are able to provide a review of a student's overall strengths and weaknesses, as well as provide an analysis of those areas that need improvement. This analysis allows you to document what action will be taken – remediation or further instruction – to help the student achieve mastery as well as document the student's progress after those steps have been taken.

### **What should I do with the completed student self-assessments, teacher assessments and the Answer Forms?**

The completed student self-assessments, teacher assessments and the Answer Forms may be placed in the student's portfolio for review by reading specialists, administrators or another teacher. As a student works through *Comprehensive Assessment of Reading Strategies*, the portfolio allows teachers and parents to see the student's growth and performance over time.

### **How do I record results for the entire class on the Class Performance Chart?**

After students have completed each Pretest and Post Test, record the number of correct responses to the strategy-based questions for your entire class on the reproducible Class Performance Chart, on page 14 of the teacher guide. Tick off the appropriate box to indicate if the chart represents data collected from Pretests 1–5 or Post Tests 1–5.

For each student, record the number of correct responses (out of 5) for each strategy. Then total the responses to determine the overall number of correct responses (out of 60 for Books B–H, out of 40 for Book A, out of 30 for Books P and AA) for each student. Using the Class Performance Chart in this way provides an opportunity to evaluate classroom progress over time.

### **What should I do if students are having difficulty understanding specific strategy questions?**

You may want to pause and focus on the question types and strategies before students move on to the next lesson. Understanding the Strategies, on pages 7–10, is a useful reproducible tool for instructing students on how to answer a strategy-based question.

Make a copy of Understanding the Strategies for each student. Take the students, as a class, through a lesson they have already completed.

Read the reading passage aloud or enlist a student volunteer to read it. Then discuss each strategy-based question and the answer choices, referring to the strategy descriptions in Understanding the Strategies. As student volunteers answer each question, explain why an answer choice is correct, as well as why the remaining choices are not correct.

### **What is the CARS Plus/STARS Plus/Extensions Collection?**

#### **Step 1. Diagnose and Benchmark**

*Comprehensive Assessment of Reading Strategies* allows you to identify and assess a student's level of mastery for each of 12 reading strategies in Books B–H, 8 strategies in Book A and 6 strategies in Books P and AA.

#### **Step 2. Instruction**

*Strategies to Achieve Reading Success* provides scaffolded instruction – modelled instruction, guided practice and independent practice – that supports student success with the strategies assessed in *Comprehensive Assessment of Reading Strategies*.

#### **Step 3. Ensure Mastery for On-Level Students**

*Extensions in Reading Series* reinforces, extends and applies concepts developed in *Strategies to Achieve Reading Success* with more sophisticated elements: graphic organisers, longer passages, paired selections and models.

# UNDERSTANDING THE STRATEGIES

- **Finding Main Idea**

The main idea of a reading passage is a sentence that tells what the passage is mostly about. Questions about main idea might ask you to find what a passage is *mostly about* or *mainly about*. The questions might also ask you to choose the best title for a passage. When answering a question about main idea, ask yourself, *What is the passage mostly about?* Then choose your answer.

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- **Recalling Facts and Details**

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer.

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- **Understanding Sequence**

Sometimes, a passage is told in order, or sequence. Different things happen at the beginning, middle and ending of a passage. Questions about sequence ask you to remember and put events or details in order. Questions about sequence often contain key words such as *first*, *then*, *last*, *after* or *before*.

# UNDERSTANDING THE STRATEGIES

- **Recognising Cause and Effect**

A cause is something that happens. An effect is something that happens because of the cause. Read this sentence: “I forgot to set my alarm clock, so I was late for school.” The cause of being late for school was forgetting to set the alarm clock. The effect of forgetting to set the alarm clock is being late for school. Questions about cause and effect usually begin with the key words *why*, *what happened* or *because*.

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- **Comparing and Contrasting**

Some questions ask you to find how two things are alike or different. This is called compare and contrast, or finding likenesses and differences. Questions that ask you to compare or contrast usually contain key words such as *most like*, *different*, *alike* or *similar*.

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- **Making Predictions**

A prediction is something you think will happen in the future. Questions about predictions ask what will *probably* or *most likely* happen next. You will not find the answer to these questions in the passage. But there are clues you can use from the passage to make a good guess about what might happen next.



# UNDERSTANDING THE STRATEGIES

- **Finding Word Meaning in Context**

Sometimes when you read, you find a word whose meaning you do not know. Often you can tell the meaning of the word by the way the word is used in the sentence. This is called understanding word meaning in context. Questions about meaning in context ask you to find the meaning of a word that may not be familiar to you. If you have trouble choosing an answer for a question like this, try each answer choice in the sentence where the word appears in the passage. See which answer choice makes the most sense.

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- **Drawing Conclusions and Making Inferences**

When you read, many times you must figure out things on your own. The author doesn't always tell you everything. For example, you might read these sentences: "The moon cast an eerie glow in Jake's room. Suddenly, he saw a shadow by the window. Jake sat up in bed, frozen with fear." From what the author has written, you can tell that it is probably night-time, because the moon is out and Jake is in bed. Questions about drawing conclusions often contain the key words *you can tell* or *probably*.

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- **Distinguishing Between Fact and Opinion**

Questions about facts and opinions ask you to find which statements are fact statements and which statements are opinion statements. Remember, a fact is something that is true. An opinion tells how a person feels about something. Facts can be proven. Opinions cannot. Statements that are opinions often contain key words such as *most*, *best*, *niciest* and *greatest*.

# UNDERSTANDING THE STRATEGIES

- **Identifying Author's Purpose**

Questions about author's purpose ask you why the author wrote the passage. Most authors write for one of these reasons: to persuade (make someone want to do something), to give information, to describe or to entertain. You can remember these four reasons by remembering P.I.D.E. – P for persuade, I for information, D for description and E for entertain.

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- **Interpreting Figurative Language**

Sometimes, writers use words in such a way that their meaning is different from their usual meaning. For example, someone who has told a secret might say, "I spilled the beans." This is an example of figurative language. These words do not mean that the person actually spilled some beans. These words mean "I didn't mean to tell the secret."

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- **Summarising**

Questions about the best summary of a passage ask you about the main points of the passage. When you answer questions about summary, first ask yourself, *What is the main idea of the passage?* A good summary is closer to the main idea than to any single detail found in the passage.

# Pretest I

Read this history article about two heroes. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.

## Simpson, Henderson and the Donkeys

If you travel to the Australian War Memorial in Canberra, our country's memorial to all those who fought in wars, you'll see a statue. It shows a wounded man on a donkey, being led to safety by another soldier. The soldier is John Simpson Kirkpatrick, and he was a stretcher-bearer with the Australian and New Zealand Army Corps (ANZAC) during the Gallipoli Campaign in World War One. This was a horrific and bloody battle in which many ANZACs died. Simpson himself was killed during it. He remains a symbol of Australian bravery and mateship in the face of wartime horror. Most Australians have heard of "Simpson and his donkey".

If you travel to the National War Memorial in Wellington, New Zealand, you will see a very similar statue. Just like the statue of Simpson and his donkey it shows a wounded man sitting on a donkey and another man leading him to safety. But this statue is not, as a visiting Australian might think, another version of the iconic Australian image. It actually shows Private Richard Henderson from the New Zealand Medical Corps.

Henderson was a popular trainee schoolteacher from the town of Waihi on the North Island of New Zealand. When the war started he immediately enlisted as a stretcher-bearer. Henderson was so keen to help that he lied about his age. He pretended he was 21 when really he was 19.

When the ANZACs arrived at Gallipoli they brought several donkeys with them. But upon landing they discovered that they had no way to bring the donkeys ashore. These poor creatures were simply pushed overboard in the hope that they would swim to shore. Only four donkeys did not drown. On the day after Simpson himself arrived, he found a terrified donkey. With a gentle touch he managed to convince it to walk through the screaming gunfire and chaos of the battle. The two of them began carrying wounded soldiers from the battle lines to the beach where they could be cared for and evacuated.

Simpson probably had a few donkeys that he used to do this work. He named them Duffy or Murphy. They ended up making the journey over and over again, for three and a half weeks. They would carry water on their way up and wounded on their way down. Simpson disregarded the amazing danger this put him in. On 19 May 1915 he was killed by Turkish gunfire. The donkey was carrying two wounded men at the time. One of them was killed with Simpson. The donkey, however, continued on its way and brought the other man to safety.

Richard Henderson took over Simpson's donkeys after he was killed. He continued the dangerous work, maintaining Simpson's legend throughout the whole Gallipoli campaign. When the ANZACs were eventually evacuated, he made sure the donkeys came too.

Henderson might not be as well known as Simpson, at least here in Australia. But his courage and commitment to his fellow men was no less amazing. These two men stand as enduring ANZAC heroes that should never be forgotten.

### Finding Main Idea

1. What is the main idea of paragraph 3?
- (A) Henderson was a schoolteacher.
  - (B) Waihi is a town in New Zealand.
  - (C) Henderson was not above lying.
  - (D) Henderson was keen to help with the war effort.

### Recognising Cause and Effect

4. An Australian might be surprised to see the statue at the National War Memorial in Wellington because
- (A) Simpson was Australian.
  - (B) they might think it showed Simpson, and not Henderson, with their donkey.
  - (C) they might think the statue had been stolen.
  - (D) they might think Henderson was an Australian too.

### Recalling Facts and Details

2. Which of these can be found in Wellington today?
- (A) a statue of Simpson and his donkey
  - (B) a statue of Henderson and his donkey
  - (C) the Australian War Memorial
  - (D) a memorial to the donkeys, Duffy and Murphy

### Comparing and Contrasting

5. How were John Simpson Kirkpatrick and Richard Henderson alike?
- (A) They both came from Waihi in New Zealand.
  - (B) They both risked their lives to bring the wounded to safety on their donkeys.
  - (C) They both lied about their ages to sign up for war service.
  - (D) They were both killed during the Gallipoli Campaign.

### Understanding Sequence

3. The boxes tell about some things that happened in the article.



What belongs in the empty box?

- (A) The ANZACs arrived at Gallipoli.
- (B) All but four donkeys drowned.
- (C) The donkey brought the wounded man to safety even after Simpson was killed.
- (D) Henderson made sure that the donkeys were evacuated with the ANZACs.

### Making Predictions

6. Predict what would have happened if Simpson had not been killed during the campaign.
- (A) Simpson would have continued his work, and Henderson would have either helped him or found another way to help his fellow ANZACs.
  - (B) He would have become bored and decided to fight rather than help the wounded.
  - (C) The ANZACs would have won the Gallipoli Campaign.
  - (D) The donkeys would have eventually been able to help people without him.

<p><b>Finding Word Meaning in Context</b></p> <p>7. In paragraph 3, the word <i>enlisted</i> means</p> <ul style="list-style-type: none"> <li>(A) “was forced into service”.</li> <li>(B) “joined up”.</li> <li>(C) “thought about”.</li> <li>(D) “made a list of”.</li> </ul>	<p><b>Identifying Author’s Purpose</b></p> <p>10. The author wrote the article mainly to</p> <ul style="list-style-type: none"> <li>(A) convince readers to learn more about the Gallipoli Campaign.</li> <li>(B) inform readers about the bravery of Henderson, often overshadowed by Simpson in Australia.</li> <li>(C) explain how the Turkish were thwarted in their plan to stop wounded ANZACs getting help.</li> <li>(D) entertain readers with a fictional story based on historical events.</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. From the article, readers can conclude that</p> <ul style="list-style-type: none"> <li>(A) the Turkish soldiers hated Simpson.</li> <li>(B) Henderson was slightly braver than Simpson.</li> <li>(C) The ANZACs lost the Gallipoli campaign.</li> <li>(D) Henderson didn’t really like donkeys.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. The phrase <i>screaming gunfire</i> is an example of</p> <ul style="list-style-type: none"> <li>(A) personification.</li> <li>(B) a metaphor.</li> <li>(C) a simile.</li> <li>(D) irony.</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. What if these states a <i>fact</i> from the article?</p> <ul style="list-style-type: none"> <li>(A) Bravery such as Henderson’s should be more common in people of all ages.</li> <li>(B) Henderson was a bigger hero than Simpson, in the end.</li> <li>(C) Henderson and Simpson should have given more credit to the donkeys.</li> <li>(D) Simpson was killed on 19 May 1915.</li> </ul>	<p><b>Summarising</b></p> <p>12. What is the best summary of the article?</p> <ul style="list-style-type: none"> <li>(A) John Simpson was killed during the Gallipoli Campaign.</li> <li>(B) Two ANZACs did the same work on the battlefield at Gallipoli, and should both be remembered as heroes.</li> <li>(C) A brave donkey saves wounded ANZAC soldiers.</li> <li>(D) Two heroes are remembered in statues at two national war memorials.</li> </ul>

# Benchmark 1

Read this article about the ancient pyramids. Then answer questions about the article. Choose the best answer for Numbers 1 to 12.

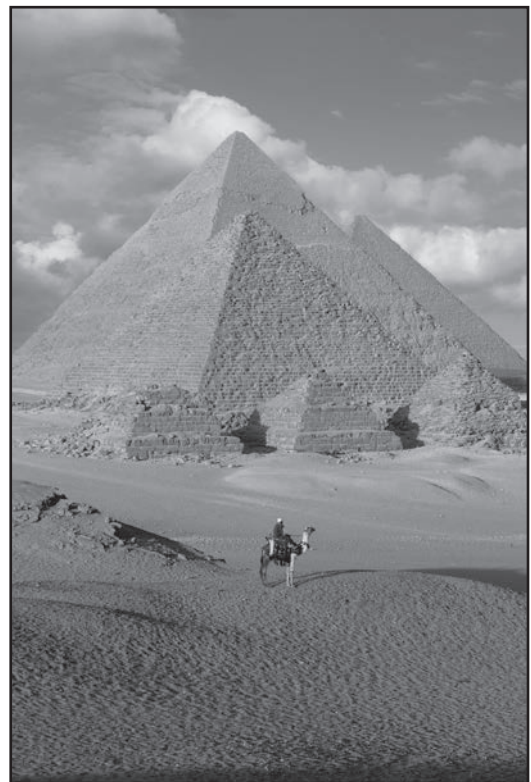
## A Glimpse of the Past

Each year, millions of people visit the ancient pyramids of Egypt. Many become awed simply at the sight of these towering structures. Though they are an impressive tourist attraction, the pyramids once played a major role in the life of the Egyptians.

The pyramids are the oldest stone structures in the world. They are also among the world's largest buildings. The base of a pyramid is square, with four faces that narrow to a point at the top. Each face is a triangle. The Egyptians designed the pyramid so that each face was directed toward one of the four cardinal points – north, south, east and west. The Egyptians did not have the benefit of a compass to help them determine where each face of the pyramid should be constructed. Instead, they tracked the rising and setting of the sun.

Pyramids developed out of the ancient Egyptian belief in the afterlife, or life after death. Egyptians believed that after death, people began a new life in another world. In order to enter this world, the person's body must be preserved and protected. Egyptian kings, called pharaohs, wanted their bodies to last forever, so they had pyramids built as tombs to protect their bodies after death. Egyptian citizens believed that burying royalty in this way would bring good luck to the pharaoh's people.

Constructing a pyramid was like trying to build a mountain. It was an enormous undertaking, as well as a backbreaking one. Labourers spent long hours in the desert heat, hauling tonnes of stone blocks. These men built the pyramids without the help of modern tools or heavy equipment such as cranes and bulldozers. To make matters worse, the stones used to build most pyramids were not close at hand. Limestone and granite had to be mined in distant quarries. The quarries were located close to the banks of the Nile River. There, labourers shaped stone into blocks using stone and copper hand tools, such as chisels and drills. Then they loaded the blocks onto barges. Men paddled the barges down the river to the building site. Sometimes, thousands of men worked year in, year out, on a single pyramid.



*pyramids at Giza*

To transport the blocks from the river to the building site, labourers built a road, called a causeway. The men hauled the stone blocks up the causeway to the base of the pyramid. Finally, construction could begin. Large groups of men used wooden rollers to move the massive blocks. As work progressed, ramps were constructed along the sides of the pyramid. In this way, the blocks could be rolled up to the next level of construction. As each level of the pyramid was completed, the workers began another level. Each new level was smaller than the last.

After a pharaoh died, his body was preserved with oil and resin. Resin is a sticky plant substance. The body was then wrapped with strips of linen. Next, the body was placed inside the burial chamber of the pyramid. Many of the pharaoh's possessions were also placed inside the burial chamber. Often, musical instruments, furniture, pottery, gold and jewels were placed near the king. Funerals were held inside the pyramid. After the funeral, the burial chamber was sealed. Mourners exited through an escape tunnel that was then also sealed off. Now no one could enter the pyramid again.

The main purpose of the pyramids was to protect a pharaoh's body and his belongings. Egyptians went to great lengths to guard against looting. Secret rooms, tunnels and traps were constructed inside most pyramids to discourage would-be robbers. However, even these precautions were not enough. Many pyramids were eventually robbed of their treasures.

The use of the pyramids lasted about 1100 years, from 2700 B.C.E. to 1600 B.C.E. Similar structures were later created to provide better protection. Egyptians eventually adopted other burial methods that did not involve pyramids.

Today, the pyramids still tower above the desert sands of Egypt. Until the twentieth century, the pyramids remained remarkably intact despite the eroding forces of sand, wind and water. It is only in the last 100 years that the stone has begun to wear away at a more rapid pace. Scientists blame this on the combination of age and air pollution. They fear that the pyramids may crumble one day if effective methods of preservation are not found. Until that time, the pyramids will continue to serve as a reminder of a civilisation that prospered long ago.



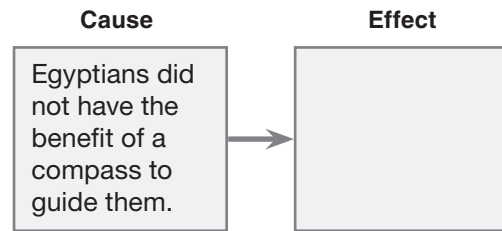
**Mummies were often placed in a sarcophagus like this one.**

### Finding Main Idea

1. What is the main idea of paragraph 4?
- (A) Most pyramids were built as tombs for pharaohs.
  - (B) Labourers often worked on one pyramid for many years.
  - (C) The stones for the pyramids had to be mined.
  - (D) Construction of a pyramid was a complex task.

### Recognising Cause and Effect

4. The boxes show a cause-and-effect relationship.



What belongs in the empty box?

- (A) They studied landmarks along the Nile.
- (B) They tracked stars in the night sky.
- (C) They tracked the rising and setting of the sun.
- (D) They made the base of the pyramid into a square.

### Recalling Facts and Details

2. The pyramids were built without the benefit of
- (A) barges.
  - (B) ramps.
  - (C) heavy equipment.
  - (D) wooden rollers.

### Comparing and Contrasting

5. A pharaoh can best be compared to
- (A) a professor.
  - (B) a judge.
  - (C) an emperor.
  - (D) a carpenter.

### Understanding Sequence

3. The boxes tell about some of the steps in the construction of a pyramid.

Limestone and granite are shaped into blocks.	Barges bring the stones to the building site.	[Empty Box]	Wooden rollers are used to move the stone blocks.
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1                      2                      3                      4

Which of these belongs in box 3?

- (A) Ramps are made.
- (B) A causeway is built.
- (C) Stone is mined.
- (D) Construction of the pyramid begins.

### Making Predictions

6. A burial chamber is discovered in an ancient tomb. Predict which of these is discovered inside.
- (A) a chisel
  - (B) a barge
  - (C) a radio
  - (D) a necklace



<p><b>Finding Word Meaning in Context</b></p> <p>7. The article states that the stones used to build the pyramids were not close at hand. This means that the stones were</p> <ul style="list-style-type: none"> <li>(A) readily available.</li> <li>(B) in a distant location.</li> <li>(C) in a nearby country.</li> <li>(D) difficult to locate.</li> </ul>	<p><b>Identifying Author's Purpose</b></p> <p>10. The article was written in order to</p> <ul style="list-style-type: none"> <li>(A) convince readers to find out more about preserving the pyramids.</li> <li>(B) describe what the ancient pyramids look like.</li> <li>(C) entertain readers with a story about unusual beliefs.</li> <li>(D) explain how and why the ancient pyramids were constructed.</li> </ul>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. From the article, you can tell that</p> <ul style="list-style-type: none"> <li>(A) the Nile River played an important role in the construction of the pyramids.</li> <li>(B) Egyptian kings did not respect the people they ruled over.</li> <li>(C) many pyramids were constructed at the same time.</li> <li>(D) the pyramids will crumble in fewer than ten years.</li> </ul>	<p><b>Interpreting Figurative Language</b></p> <p>11. The sentence <i>Constructing a pyramid was like trying to build a mountain</i> is an example of</p> <ul style="list-style-type: none"> <li>(A) a simile.</li> <li>(B) a metaphor.</li> <li>(C) hyperbole.</li> <li>(D) personification.</li> </ul>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is a <i>fact</i>?</p> <ul style="list-style-type: none"> <li>(A) The pyramids are an amazing example of ancient culture.</li> <li>(B) The pyramids are a popular tourist attraction.</li> <li>(C) Constructing the pyramids was a waste of time and resources.</li> <li>(D) Archaeologists should not disturb the pyramids.</li> </ul>	<p><b>Summarising</b></p> <p>12. What is a good summary of the article?</p> <ul style="list-style-type: none"> <li>(A) Each year, millions of people visit the ancient pyramids of Egypt.</li> <li>(B) The pyramids of Egypt once played an important role in ancient life.</li> <li>(C) The main purpose of the ancient pyramids was to preserve the bodies of dead pharaohs.</li> <li>(D) Ancient Egyptians built amazing structures with the aid of modern technology.</li> </ul>

# Post Test I

**Read this journal entry written almost one hundred years ago. Then answer questions about the journal entry. Choose the best answer for Numbers 1 to 12.**

April 1915

Today I was wakened by the sound of cannons booming in the distance. To my surprise, it was our own cannons being fired, not those of the Turkish army. I'd barely rubbed the sleep from my eyes when the sergeant of our unit called for us to assemble. The sun had yet to rise.

After we assembled, we were told that General Hamilton is preparing for a major battle in this small part of Turkey called the Gallipoli Peninsula. The sergeant explained that we would soon mount an attack on a Turkish unit located just a short distance from here.

This region is a crucial site for us in Europe. With the Black Sea being an important supply route to the south-western part of Russia, we need to control the coast to ensure that our ships are protected. We took control of the beaches around the Gallipoli Peninsula this past month. It was a horrifying battle. So many men, and so many boys about my age, lost their lives in the battle. I remember turning my head so that I would not have to look at the lifeless faces of the young, many of whom were carrying rifles instead of medical supplies, as I was. Sometimes at night, I still see their faces, lifelike portraits forever painted in my mind. I would never reveal this to my sergeant, but I am of two minds about this campaign. I know it's important to open the supply route to Russia, but I believe that the cost is much too high. So many have given their lives for the cause.

As I write this, I hear birds beginning to chirp against the background of an exquisite sunrise. It's as though nature does not realise the horrible scene that is likely to play out in just a few short hours.

The sergeant is preparing to march the unit out. He's calling for me to accompany him. I know the sergeant will keep me a safe distance from danger, but I wonder about the others. I look around at the proud, brave men beyond my tent, and I wonder which are the faces that I will not see tomorrow.

### Finding Main Idea

1. What is the journal entry mostly about?
- (A) a battle on the Gallipoli Peninsula
  - (B) morning preparations for a battle
  - (C) an army unit under attack
  - (D) typical activities in an army camp

### Recognising Cause and Effect

4. The journal writer was awakened by
- (A) the sound of drums in the distance.
  - (B) the sound of Turkish gunfire.
  - (C) the call of a sergeant's summoning the troops.
  - (D) the sound of cannons being fired by his own side.

### Recalling Facts and Details

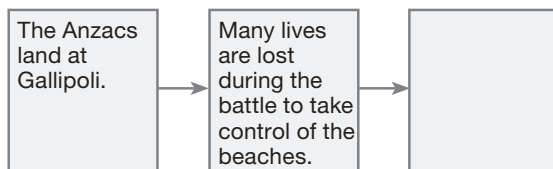
2. What is the setting for the journal entry?
- (A) an army camp
  - (B) Russia
  - (C) the route to Turkey
  - (D) a bloody battlefield

### Comparing and Contrasting

5. The faces of dead soldiers are compared to
- (A) revealing images.
  - (B) lifeless photographs.
  - (C) exquisite sunrises.
  - (D) lifelike portraits.

### Understanding Sequence

3. The boxes tell about some events described in the journal entry.



What belongs in the empty box?

- (A) Fighting starts at Gallipoli for the first time.
- (B) The Allies invade Russia.
- (C) General Hamilton plans a major battle.
- (D) The sergeant prepares to evacuate.

### Making Predictions

6. Predict which of these will most likely happen to the writer of the journal entry.
- (A) He will lose his life during the battle.
  - (B) He will leave the army and return home to his family.
  - (C) He will escape harm and survive the battle, but see many of his fellows killed.
  - (D) He will request to stay safely behind, instead of joining the army.

<p><b>Finding Word Meaning in Context</b></p> <p>7. The best meaning for the word <i>crucial</i> is</p> <p>(A) “profitable”.  (B) “surplus”.  (C) “significant”.  (D) “momentous”.</p>	<p><b>Identifying Author’s Purpose</b></p> <p>10. The journal entry was written mainly to</p> <p>(A) explain how troops prepare themselves for battle.  (B) describe the early-morning events of a day in April 1915.  (C) persuade readers to learn more about the soldiers who fought in the First World War.  (D) inform others about the devastating effects of war.</p>
<p><b>Drawing Conclusions and Making Inferences</b></p> <p>8. You can figure out that the journal entry was written from the point of view of</p> <p>(A) a Turkish soldier.  (B) a Turkish sergeant.  (C) a medic in the Australian army.  (D) a general in the New Zealand army.</p>	<p><b>Interpreting Figurative Language</b></p> <p>11. The phrase <i>of two minds</i> tells the reader that the journal writer is</p> <p>(A) undecided if he should remain with his unit.  (B) extremely loyal to the Allied cause.  (C) unsure of his opinions about the war.  (D) doubtful that General Hamilton will win the next major battle.</p>
<p><b>Distinguishing Between Fact and Opinion</b></p> <p>9. Which of these is an <i>opinion</i> from the journal entry?</p> <p>(A) I know it’s important to open the supply route to Russia, but I believe that the cost is much too high.  (B) I hear birds beginning to chirp against the background of an exquisite sunrise.  (C) I’d barely rubbed the sleep from my eyes when the sergeant of our unit called for us to assemble.  (D) So many men, and so many boys about my age, lost their lives in the battle.</p>	<p><b>Summarising</b></p> <p>12. What is the best summary of paragraph 3?</p> <p>(A) A young boy is filled with nervous anticipation about an upcoming battle.  (B) Many young boys enlisted in both the Australian army and the New Zealand army during the First World War.  (C) Witnessing the results of battle can be a heart-wrenching experience.  (D) Good soldiers are always prepared before entering into battle.</p>

**Comprehensive Assessment  
of Reading Strategies, Book D  
Sample Book Answer Form**

Name \_\_\_\_\_  
Teacher \_\_\_\_\_  
Class \_\_\_\_\_

**Key**

**MI** = Finding Main Idea  
**FD** = Recalling Facts and Details  
**US** = Understanding Sequence  
**CE** = Recognising Cause and Effect  
**CC** = Comparing and Contrasting  
**MP** = Making Predictions  
**WM** = Finding Word Meaning in Context  
**CI** = Drawing Conclusions and Making Inferences  
**FO** = Distinguishing Between Fact and Opinion  
**AP** = Identifying Author's Purpose  
**FL** = Interpreting Figurative Language  
**SM** = Summarising

Date: \_\_\_\_\_

**Pretest 1**

<b>MI</b>	1.	(A)	(B)	(C)	(D)
<b>FD</b>	2.	(A)	(B)	(C)	(D)
<b>US</b>	3.	(A)	(B)	(C)	(D)
<b>CE</b>	4.	(A)	(B)	(C)	(D)
<b>CC</b>	5.	(A)	(B)	(C)	(D)
<b>MP</b>	6.	(A)	(B)	(C)	(D)
<b>WM</b>	7.	(A)	(B)	(C)	(D)
<b>CI</b>	8.	(A)	(B)	(C)	(D)
<b>FO</b>	9.	(A)	(B)	(C)	(D)
<b>AP</b>	10.	(A)	(B)	(C)	(D)
<b>FL</b>	11.	(A)	(B)	(C)	(D)
<b>SM</b>	12.	(A)	(B)	(C)	(D)

Date: \_\_\_\_\_

**Benchmark 1**

<b>MI</b>	1.	(A)	(B)	(C)	(D)
<b>FD</b>	2.	(A)	(B)	(C)	(D)
<b>US</b>	3.	(A)	(B)	(C)	(D)
<b>CE</b>	4.	(A)	(B)	(C)	(D)
<b>CC</b>	5.	(A)	(B)	(C)	(D)
<b>MP</b>	6.	(A)	(B)	(C)	(D)
<b>WM</b>	7.	(A)	(B)	(C)	(D)
<b>CI</b>	8.	(A)	(B)	(C)	(D)
<b>FO</b>	9.	(A)	(B)	(C)	(D)
<b>AP</b>	10.	(A)	(B)	(C)	(D)
<b>FL</b>	11.	(A)	(B)	(C)	(D)
<b>SM</b>	12.	(A)	(B)	(C)	(D)

Date: \_\_\_\_\_

**Post Test 1**

<b>MI</b>	1.	(A)	(B)	(C)	(D)
<b>FD</b>	2.	(A)	(B)	(C)	(D)
<b>US</b>	3.	(A)	(B)	(C)	(D)
<b>CE</b>	4.	(A)	(B)	(C)	(D)
<b>CC</b>	5.	(A)	(B)	(C)	(D)
<b>MP</b>	6.	(A)	(B)	(C)	(D)
<b>WM</b>	7.	(A)	(B)	(C)	(D)
<b>CI</b>	8.	(A)	(B)	(C)	(D)
<b>FO</b>	9.	(A)	(B)	(C)	(D)
<b>AP</b>	10.	(A)	(B)	(C)	(D)
<b>FL</b>	11.	(A)	(B)	(C)	(D)
<b>SM</b>	12.	(A)	(B)	(C)	(D)

*Comprehensive Assessment of Reading  
Strategies, Book G*

**Sample Book Answer Form**

Name \_\_\_\_\_

Teacher \_\_\_\_\_

Class \_\_\_\_\_

**Key**

**MI** = Finding Main Idea

**FD** = Recalling Facts and Details

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**WM** = Finding Word Meaning in Context

**CI** = Drawing Conclusions and Making Inferences

**FO** = Distinguishing Between Fact and Opinion

**AP** = Identifying Author's Purpose

**FL** = Interpreting Figurative Language

**SM** = Summarising

Date: \_\_\_\_\_

**Pretest 1**

- |           |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|
| <b>MI</b> | 1.  | (A) | (B) | (C) | (D) |
| <b>FD</b> | 2.  | (A) | (B) | (C) | (D) |
| <b>US</b> | 3.  | (A) | (B) | (C) | (D) |
| <b>CE</b> | 4.  | (A) | (B) | (C) | (D) |
| <b>CC</b> | 5.  | (A) | (B) | (C) | (D) |
| <b>MP</b> | 6.  | (A) | (B) | (C) | (D) |
| <b>WM</b> | 7.  | (A) | (B) | (C) | (D) |
| <b>CI</b> | 8.  | (A) | (B) | (C) | (D) |
| <b>FO</b> | 9.  | (A) | (B) | (C) | (D) |
| <b>AP</b> | 10. | (A) | (B) | (C) | (D) |
| <b>FL</b> | 11. | (A) | (B) | (C) | (D) |
| <b>SM</b> | 12. | (A) | (B) | (C) | (D) |

Date: \_\_\_\_\_

**Benchmark 1**

- |           |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|
| <b>MI</b> | 1.  | (A) | (B) | (C) | (D) |
| <b>FD</b> | 2.  | (A) | (B) | (C) | (D) |
| <b>US</b> | 3.  | (A) | (B) | (C) | (D) |
| <b>CE</b> | 4.  | (A) | (B) | (C) | (D) |
| <b>CC</b> | 5.  | (A) | (B) | (C) | (D) |
| <b>MP</b> | 6.  | (A) | (B) | (C) | (D) |
| <b>WM</b> | 7.  | (A) | (B) | (C) | (D) |
| <b>CI</b> | 8.  | (A) | (B) | (C) | (D) |
| <b>FO</b> | 9.  | (A) | (B) | (C) | (D) |
| <b>AP</b> | 10. | (A) | (B) | (C) | (D) |
| <b>FL</b> | 11. | (A) | (B) | (C) | (D) |
| <b>SM</b> | 12. | (A) | (B) | (C) | (D) |

Date: \_\_\_\_\_

**Post Test 1**

- |           |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|
| <b>MI</b> | 1.  | (A) | (B) | (C) | (D) |
| <b>FD</b> | 2.  | (A) | (B) | (C) | (D) |
| <b>US</b> | 3.  | (A) | (B) | (C) | (D) |
| <b>CE</b> | 4.  | (A) | (B) | (C) | (D) |
| <b>CC</b> | 5.  | (A) | (B) | (C) | (D) |
| <b>MP</b> | 6.  | (A) | (B) | (C) | (D) |
| <b>WM</b> | 7.  | (A) | (B) | (C) | (D) |
| <b>CI</b> | 8.  | (A) | (B) | (C) | (D) |
| <b>FO</b> | 9.  | (A) | (B) | (C) | (D) |
| <b>AP</b> | 10. | (A) | (B) | (C) | (D) |
| <b>FL</b> | 11. | (A) | (B) | (C) | (D) |
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