

Teaching text: The Pebble in My Pocket

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. "Everything on the surface of the earth is slowly being eroded." In this sentence, which word is closest in meaning to "eroded"? Tick one. ☐ wrinkled ☐ worn down ☐ drowned ☐ blown up	Worn down	2a 1 mark	<i>Question focus: give the meaning of words in context.</i> Strategies: • Carefully read the question, marking key words. • Scan the text for the sentence in order to understand the context. • Carefully read the full sentence. • Reread the list of words and phrases in the question and decide which is the best fit.
2. "The waves of the sea wash them backwards and forwards, grinding them up and grinding them down, rattling and clinking the pebbles together" (paragraph 11). What effect was the writer trying to achieve when she used these words?	• The waves go back and forth, so the pebbles are ground up and down. • The rhythm of the words is linked to grinding the pebbles together. • She always has pairs of ways of describing things in this sentence. • She's emphasising the fact that the pebbles are always being ground up.	2g 1 mark	<i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies: • Carefully read the question, marking key words. • Carefully reread the paragraph, considering why the writer may have made that choice. Award the mark for any answer that recognises the link between the writing and the content.
3. What is it that makes the rock into a smooth, round, brown pebble? ☐ the rain ☐ the river ☐ the swamps ☐ the sea	the river	2b 1 mark	<i>Question focus: retrieve and record information.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text you will find the answer. • Scan that part of the text for the words "smooth, round, brown pebble". • Carefully read that part of the text to find the answer.

Question	Answer	CD/Mark	Useful strategies
4. (a) Is "Relaxing on the beach" a good heading for the text on page 4? Yes / No Explain your answer. (b) Suggest your own heading for the text on page 4.	(a) Yes - The pebble has landed on a beach after a long journey. - The pebble becomes part of a "pudding stone" rock so it can't move any more. No - Pebbles are made of stone – they can't relax. - On the beach, the pebbles are always moving. - The beach is only in the first paragraph and the heading should be about them all. - The heading doesn't fit with this text. (b) Accept suitable headings. E.g. - Covered by water - One pebble amongst many - What happens after the pebble lands on the beach?	2c 2 marks	Question focus: summarise main ideas from more than one paragraph. Strategies: - Carefully read the question, marking key words. - Carefully read the paragraphs identified. - Consider the function of a heading. - Suggest a heading.
5. Why did the writer organise the sections of this text in the order they are in?	The sections are ordered chronologically/ in sequence/in the order in which they happened.	2f 1 mark	Question focus: explain how information is related and contributes to meaning as a whole. Strategies: - Carefully read the question, marking key words. - Skim the text, section by section, thinking about what the focus of each section is. - Look for a reason for this sequence. Ask yourself whether a different sequence would change the sense of the text.
6. How does life on earth change between 390 million years ago and 375 million years ago?	390 million years ago, life included worm-like creatures and millipedes. 375 million years ago, there were spiders, and some fish were coming out of the water to breathe air.	2h 1 mark	Question focus: make comparisons within a text. Strategies: - Carefully read the question, marking key words. Note that the question only refers to life on Earth, not the journey of the pebble. - Skim the text while considering the question. - Find what has changed between the two times.