

Practice text: Who's a Clever Girl, Then?

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Find and copy two things we learn about the girl in the first two sentences?	• She's little. • She's sensible. • Also accept any of these in place of "she's sensible": She can make her own lunch/do the shopping/doesn't lose the change.	2b 1 mark	<i>Question focus: find information in the text.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read that part of the text. Two things required for one mark.
2. "We have rare adventures, don't we, lads?" boasted Jake. In this sentence, the word "rare" is closest in meaning to: tick one. ☐ valuable ☐ not well cooked ☐ extraordinary ☐ few	extraordinary	2a 1 mark	<i>Question focus: give the meaning of words in context.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read that part of the text. • Carefully reread the options in the question, considering whether each word would make sense in this context.
3. What do you think the little girl thought when she saw the four strange men?	Accept appropriate answers such as: • They're pirates/baddies. • I'd better turn the other way. • A sensible girl wouldn't talk to those men • I shouldn't talk to strangers. • I wonder what they're doing?	2d 1 mark	<i>Question focus: use inference and deduction to improve understanding.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for information. • Carefully read that part of the text, considering the answer. • Use your empathy to answer the question.
4. (a) Which word did the author use to describe the parrots the men had? (b) Why do you think the author used that word?	(a) "scruffy" (b) To show that: • the parrots were not looked after very well • the parrots were as strange as their owners.	2a 2 marks	<i>Question focus: explain the meaning of words in context.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for information. • Scan the text for a word that describes the parrot. • Think about what the word means and why the author used it here. Award 1 mark for each part of the question.
5. (a) Who do you think was the pirate leader? (b) Explain why you think that.	(a) Jake (b) • He's the biggest pirate. • He's the pirate that asks the questions. • He's the only pirate whose name we know. • The others agreed with him.	2d 2 marks	<i>Question focus: use inference and deduction to improve understanding.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text the answer will be. • Carefully read that part of the text, considering the answer. Award 1 mark for each part of the question.

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6. Tick the best summary of what we know about the little girl: ☐ The sensible little girl wanted to go on an adventure with the pirates. ☐ The little girl was going shopping for her Mum to buy things for her packed lunch. ☐ The sensible little girl knew what she should do.	The sensible little girl knew that she should keep on walking to school, however, she was very tempted by the idea of an adventure.	2c 1 mark	<i>Question focus: summarise information.</i> Strategies: - Carefully read the question, marking key words. - Carefully reread the text, underlining all of the information about the little girl. - Reread the options in the questions and consider which one is the best summary.
7. "covering their mouths to hide their smiles" (paragraph 4). What does this tell you about the pirates?	They're lying. There's something they don't want her to know. They think it (his lie) is funny.	2d 1 mark	<i>Question focus: use inference and deduction to improve understanding.</i> Strategies: - Carefully read the question, marking key words. - Consider where in the text the quotation came from. - Scan the text for the words in the question. - Carefully read the part of the text, considering the question.
8. Why does this text have so many paragraphs? Tick one. ☐ There are lots of different events. ☐ There are lots of different pirates. ☐ There is a lot of dialogue (speaking). ☐ The action happens in lots of different places.	There is a lot of dialogue (speaking).	2f 1 mark	<i>Question focus: identify how organisation of paragraphs contributes to meaning.</i> Strategies: - Carefully read the question, marking key words. - Look at the text and note where paragraphs begin. - Think about reasons for starting new paragraphs: new place, new time, new action, new character or new speaker. - Think about the reasons for starting most of the new paragraphs here.
9. Do you think the little girl will join the pirates? ☐ Yes ☐ No Explain your answer.	Accept answers such as: Yes - They have lots of adventures and she could have some too. - She sounds too sensible and it would be good for her to have fun. - The fact that she's listened this long means that she's interested in their adventures. - This is only the beginning of the book. It would be a short book if she said no. No - She's too sensible and knows it'd be silly. - Her mum would worry too much. - The pirates are lying to her.	2e 1 mark	<i>Question focus: predict what might happen next.</i> Strategies: - Carefully read the question, marking key words. - Skim the text while considering the question. - Remember to explain your answer.