Practice text: Mikael Saves the Day

Question	Answer	CD/Mark	Useful strategies
1. Quote the words from the first paragraph that show what action Mikael took to save his classmates.	*"take control of a coach when the driver collapsed"* (paragraph 1).	2b 1 mark	*Question focus: find information in the text.* Strategies: • Carefully read the question, marking key words. • Consider where in the text you'll find the answers. • Scan the text for the information.
2. *"Mikael acted <u>instinctively</u> to take control of a coach when the driver collapsed"* (paragraph 1). Which of the following words or phrases is closest in meaning to the underlined word? Tick one. ☐ thoughtfully ☐ without thinking ☐ thoughtlessly ☐ thankfully	Without thinking	2a 1 mark	*Question focus: give the meaning of words in context.* Strategies: • Carefully read the question, marking key words. • Identify the words needed to answer the question.
3. Which experiences did Mikael have that helped him to know what to do?	• He was an experienced driver. • He drove a tractor. • He drove a quad bike.	2b 1 mark	*Question focus: find information in the text.* Strategies: • Carefully read the question, marking key words. • Consider where in the text you'll find the answers. • Scan the text for the information.
4. Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion. Mikael saved lives. He took control of the coach. The driver had a heart attack. Mikael knows how to drive tractors. He brought the coach to a halt. A crash would even have damaged the bridge.	Mikael saved lives. O He took control of the coach. F The driver had a heart attack. O Mikael knows how to drive tractors. F He brought the coach to a halt. F A crash would even have damaged the bridge. O	2c 2 marks	*Question focus: summarise main ideas from more than one paragraph.* Strategies: • Carefully read the question, marking key words. • Scan the text, looking for evidence about each statement. • Carefully read the information in context and decide whether each one is a fact (there are no alternative views) or an opinion (where some people might think something different). Award 2 marks for four or more correct answers. Award 1 mark for two or three correct answers.
5. Mikael was the person on the bus who acted first. Why do you think this was?	Accept plausible answers. E.g. • He may have been sitting nearest the driver. • He saw the driver fainting. Maybe nobody else did. • Perhaps he was the only one on the bus who could drive.	2d 1 mark	*Question focus: make inferences.* Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the relevant paragraph. Award 1 mark for a reasonable explanation.

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6. Number these events to show the order in which they happened. He put the hazard warning lights on. Mikael saw the driver grasp his arm and faint. Mikael's friend Electra called the emergency services. Mikael steered the bus to the inside lane and brought it to a halt.	He put the hazard warning lights on. 3 Mikael saw the driver grasp his arm and faint. 1 Mikael's friend Electra called the emergency services. 4 Mikael steered the bus to the inside lane and brought it to a halt. 2	2c 1 mark	*Question focus: summarise main ideas from more than one paragraph.* Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the relevant paragraph and consider what the words mean.
7. The coach was crossing the Orwell Bridge when the accident was *"averted"* (paragraph 5). Which of these words is closest in meaning to the word averted in this sentence? Tick one. ☐ avoided ☐ happened ☐ explained ☐ reflected	avoided	2a 1 mark	*Question focus: give the meaning of words in context.* Strategies: • Carefully read the question, marking key words. • Carefully read the word options. • Consider the meaning of the original sentence. • Decide which replacement word reflects the meaning of the original sentence.
8. Mikael's mother said *"When I think what could have happened ..."* Write **three** events from the text that could have happened.	• Some of his friends could have been killed. • His classmates could have had a terrible experience. • There could have been an accident that would have affected other road users. • A crash could have damaged the bridge.	2b 2 marks	*Question focus: find information in the text.* Strategies: • Carefully read the question, marking key words. • Scan the text for evidence of what could have happened. • Remember, you have to use ideas in the text, not invent your own. Award 2 marks for three correctly identified events. Award 1 mark for two correct ideas and no more than one incorrect one.
9. Do you think Mikael was a hero? **Yes / No** Explain your answer using quotations from the text.	**Yes** • His *"quick actions undoubtedly saved his classmates from a terrible experience"* (paragraph 6). • He was brave. The police will *"make an award to recognise Mikael's bravery"* (paragraph 8). **No** • He didn't think, he *"just reacted"* (paragraph 4). Heroes think about what they're doing. • He knew he could drive because he is *"no stranger to driving"* (paragraph 4) and he saved his own life too.	2d 2 marks	*Question focus: explain inferences.* Strategies: • Carefully read the question, marking key words. • Skim the text while considering the question. • Scan the text to find relevant quotations. Award 1 mark for an explanation which matches the initial response. Award the second mark for a suitable quotation from the text.

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