

# Example Texts and Questions



Clarifying: being able to check that you understand what you are reading.

### Questions about *Space Tourism* (pages 4–6).

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

meet.

pack up.

plan.

### Questions about *Giants* (page 7).

*Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

Explain **two** things that the words *emerald scrap* suggest about the frog.

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Monitoring: being able to check that a text makes sense to you.

Summarising: being able to identify the main ideas.

### Questions about *Giants* (page 7).

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

People should think about how their actions affect others.

People are much bigger than frogs and snails.

People should overcome their fear of nature.

### Questions about *The Lost World* (pages 8–9).

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.		
Professor Summerlee has faked the evidence.		
Professor Challenger worries that people won't believe them.		
They are all frightened of the iguanodons.		

Retrieving: being able to find information and use it to answer questions about a text.

**Questions about *Space Tourism* (pages 4–6).**

How would you get from the spacecraft to the space hotel?

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Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Questions about *Giants* (page 7).**

(a) What does the 'giant' do to frighten the snail?

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(b) What does the 'giant' do to frighten the frog?

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*Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



Inferred: being able to use clues (words and pictures) to understand a text.

**Questions about *Space Tourism* (pages 4–6).**

Look at Anousheh's blog entry for September 25th.

**Find and copy** a group of words that shows that Anousheh wrote her blog for others to read.

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Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

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**Questions about *The Lost World* (pages 8–9).**

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

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Language for effect: being able to understand why an author has made a particular word or language choice.

Questions about *Space Tourism* (pages 4–6).

...in a flash... (page 6)

What does this tell you about the burning of rocks in space?

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Questions about *The Lost World* (pages 8–9).

Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.*

**Find and copy four different** words from the rest of the paragraph that suggest danger.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_