

Practice text: Why the Whales Came

Cracking the questions

Question	Answer	CD/mark	Useful strategies
1. Circle the correct option to complete each sentence. (a) At the start of the extract, Mother is: annoyed anxious busy surprised (b) The narrator is: Mother Gracie Mr Wellbeloved Daniel	(a) anxious (b) Gracie	2d 1 mark	<i>Question focus: make inferences from the text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information for each part of the question. Carefully read the relevant paragraphs.
2. Find and copy one piece of evidence from the first paragraph that shows the story is not set in modern times.	Accept any of: <ul style="list-style-type: none"> "her chair rocking back and forth" "The lamp was on the table" "her sewing lay in her lap" "I expected a wiggling" 	2f 1 mark	<i>Question focus: identify how narrative content is related and contributes to meaning as a whole.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for words or phrases that suggest the setting for the story. Identify the strongest evidence.
3. Mother " <i>looked up vacantly at us</i> ". Which word is closest in meaning to " <i>vacantly</i> " in this sentence? Tick one. <input type="checkbox"/> angrily <input type="checkbox"/> blankly <input type="checkbox"/> happily <input type="checkbox"/> comfortably	blankly	2a 1 mark	<i>Question focus: explain the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you'll find the sentence and scan that part of the text. Carefully read the sentence containing the word and the following sentences. Read the options given in the question and reread the sentence.
4. Look at paragraph 2, which begins "'Well,' she said.' Find and copy two words or phrases that show Mother is anxious and unsure.	Any two of: <ul style="list-style-type: none"> "a weak smile on her face" "I'm afraid your Mr Wellbeloved was right after all" "I thought he might be, you know." "I didn't want to believe him, no one did." 	2g 1 mark	<i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> Consider where in the text to look for the answer. Scan that part of the text for the quotation in the question. Consider how the author manages to convey the information by showing, not telling, and identify the most powerful words and phrases.
5. Who do you think " <i>old Welly Belly</i> " is?	Mr Wellbeloved/the teacher. Also accept: the vicar.	2d 1 mark	<i>Question focus: make inferences from the text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information. Scan that part of the text for the word in the question and consider how you will find additional evidence of the character's name.

<p>6. Do you think Gracie and Daniel are sister and brother? Yes <input type="checkbox"/> No <input type="checkbox"/> Explain your answer using evidence from the text.</p>	<p>No. Daniel is in Gracie's kitchen and says "Can't find anyone at home." Mother says to Daniel, "They've all gone to a meeting in the church, Daniel." Then adds, "Father's gone too, Gracie."</p>	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i> Strategies: • Carefully read the question, marking key words. • Skim read the whole text, considering the question. • Scan for mention of the children and carefully read the surrounding text each time. Award 1 mark for each part of the question.</p>																				
<p>7. Number these events to show the order in which they happened – this may not be the order in which you read about them.</p> <table border="1" data-bbox="174 512 546 770"> <thead> <tr> <th>Event</th> <th>Order</th> </tr> </thead> <tbody> <tr> <td>Gracie and Daniel came into the kitchen.</td> <td></td> </tr> <tr> <td>Father went to the church.</td> <td></td> </tr> <tr> <td>Mr Wellbeloved predicted there would be a war.</td> <td></td> </tr> <tr> <td>They called a meeting.</td> <td></td> </tr> </tbody> </table>	Event	Order	Gracie and Daniel came into the kitchen.		Father went to the church.		Mr Wellbeloved predicted there would be a war.		They called a meeting.		<table border="1" data-bbox="622 512 994 770"> <thead> <tr> <th>Event</th> <th>Order</th> </tr> </thead> <tbody> <tr> <td>Gracie and Daniel came into the kitchen.</td> <td>4</td> </tr> <tr> <td>Father went to the church.</td> <td>3</td> </tr> <tr> <td>Mr Wellbeloved predicted there would be a war.</td> <td>1</td> </tr> <tr> <td>They called a meeting.</td> <td>2</td> </tr> </tbody> </table>	Event	Order	Gracie and Daniel came into the kitchen.	4	Father went to the church.	3	Mr Wellbeloved predicted there would be a war.	1	They called a meeting.	2	<p>2c 1 mark</p>	<p><i>Question focus: summarise ideas from more than one paragraph.</i> Strategies: • Carefully read the question, marking key words. • Scan the first three paragraphs, looking for statements like those in the question. • Once you have written the order, reread the paragraphs to confirm your decisions.</p>
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<p>8. Look at the paragraph describing the storm. Find and copy four different words and phrases that show how severe a storm it was.</p>	<p>Any four of: • "such a storm" • "a violent thunderstorm" • "flashed" / "rolled" • "wanted to uproot it from the sea" • "moaned" / "howled horribly" • "White sheet lightning" • "rumbling crescendo of thunder".</p>	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Scan that part of the text for the most powerful words and phrases.</p>																				
<p>9. Why do you think the writer decided to write a violent storm at this point in the text? Use evidence from the text in your answer.</p>	<p>Accept an answer that recognises parallels between the storm and the war. E.g. • The storm is as ferocious as the war will be: "a violent thunderstorm that flashed and rolled around". • The storm threatens to "uproot" the island; perhaps the war will uproot the islanders. • The "rumbling crescendo of thunder" sounds like guns. • The writer is using the storm to mark the time when everything is changing: "There was such a storm that first night of the war."</p>	<p>2f 2 marks</p>	<p><i>Question focus: identify how narrative content is related and contributes to meaning as a whole.</i> Strategies: • Carefully read the question, marking key words. • Consider which part of the text you will need to read to find the information you need. • Carefully read that part of the text. • Consider parallels between the war and a terrible storm, or think about why the author should choose to write a storm at this point in the story. • Identify words and phrases from the text you can use to support your answer. Award 1 mark for an answer that makes parallels between the storm and the war or that recognises the literary device of a storm to clearly mark the beginning of war.</p>																				