

Teachers notes – 1

The focus of this section is on the following skills:

Concluding

Summarising

Inferring

Concluding

Objective

- Pupils will make judgments and reach conclusions based on facts and details provided in text.

Background information

This section demonstrates how to decide on the meaning of facts and details provided in text and to build up evidence in order to make judgments and reach conclusions about this information.

Pupils also need to be able to search for evidence to support a particular conclusion by locating the relevant information in the text and then making judgments about it.

In higher order comprehension skills such as this, answers are not always immediately obvious and discussion about why one answer is judged to be the best should be encouraged. However, teachers may decide to accept another answer, if a pupil can provide the necessary evidence to support the answer he or she has given.

Answers

The Mona Lisa pages 52–55

- Practice:** page 54
 - (c)
 - (b)
 - Painting is in a glass case behind bulletproof glass. It is also extremely famous and very valuable 'high tech' security measures would be used.
 - Answers will vary. Possible answer: although it is showing signs of aging, it is very protected and cared for.
- On your own:** page 55
 - (d)
 - (b)
 - (c)
 - It is protected (bulletproof glass etc.); 6 million people a year pay to see it; it is also very valuable to France.
 - Answers will vary.

The worst day of the year! pages 56–57

- Try it out:** page 57
 - (c)
 - (c)
 - Because children much younger than Pete could make it over.
 - Made him go to sports day; Gave him salad for lunch; Going walking with the dogs the next day.
 - Answers will vary

Summarising

Objective

- Pupils will summarise text by linking important information and identifying the main points.

Background information

To be able to summarise text successfully, pupils first need to be clear about what they are being asked to do and the form their answer should take. (For example, a one-word answer or a more detailed explanation may be required.) It will help if they underline the critical words in the question.

They then need to locate any relevant information in the text, underline it and establish how it is linked. Words like *while*, *but*, *and*, *when* and *as* may be significant in establishing how the information is linked. Unnecessary and irrelevant information should be omitted and the main points established for inclusion in the summary.

Pupils may need to locate information throughout the entire text in order to summarise the main points for some questions.

Answers may vary and will require teacher checking. Those given below are provided as a guide to the main points.

Answers

Trapped miners free after 14 days! pages 58–61

- Practice:** page 60
 - (d)
 - (c)
 - Larry Knight's body found, New tunnel blasted, Six explosives set off, Brant and Todd try to clear rocks, They write goodbye letters on their clothes
 - Teacher check
- On your own:** page 61
 - (d)
 - (c)
 - (b)
 - Rockfall at Beaconsfield mine, Todd and Brant trapped in mine; Larry Knight's body found, Rescuers set off explosives to make a tunnel; Men are found alive by thermal imaging cameras, given fresh food and clothes; Brant and Todd are freed from mine; Brant and Todd tell their story and earn lots of money in the process

David Copperfield—Master of illusions page 62–63

- Try it out:** page 63
 - (d)
 - Walking through Great Wall of China, Making Statue of Liberty disappear, Levitating across the Grand Canyon, Surviving a fall over Niagara Falls, Escaping Alcatraz Prison
 - (c)
 - David and two assistants robbed. David used magic to make his wallet 'disappear'.
 - Answers will vary. Possible answers: Teaching magic at a university at 16; Being in a Broadway play that broke box office records; Very popular television show; His spectacular illusions; His museum and Project Magic