

English Comprehension: Let's Find Out About Argentina

Information text

Understanding the text

1. The information text is about Argentina.
2. Argentina is in South America.
3. The mountain range is called The Andes.
4. The south west of Argentina is very cold as it is near to the Antarctic.
5. The capital city is called Buenos Aires.

Looking at language

- 6a. Coastline means the land along the edge of the sea.
- 6b. Featureless means having no features such as hills or valleys.
- 6c. Temperate means never having extremely hot or extremely cold weather.
- 6d. Arid means very dry.
- 6e. Population means the number of people who live in a particular area.
- 6f. Exports means sending goods to other countries.
- 7 It is the language that most people speak and official documents, signs, laws etc. Would be written in that language.
8. It would be difficult to be exact when there are about 43 millions people to count over such a large area.

Exploring the Information

9. The author has organised the information in four section, each with a sub heading.
10. The main title of the information is 'Let's Find Out About Argentina'.
11. Accept any of the following, Location, Terrain, Climate The people.
12. Answers that suggest the maps and photographs are useful. The world map allows the reader to locate the country relative to where he/she lives. The map of the country allows the reader to locate places mentioned in the text. The photograph gives a visual impression of the capital city.
13. Adult to mark personal answers.
14. Accept answer that suggest people who are interested in South America, travel or world geography.

Taking it further

15. Adult to mark personal answers. Making sure children use P.E.E. to answer the text.
 - Point – make your point
 - Explain – explain what you mean
 - Evidence – use evidence from the text to support your answer

English Comprehension: Quieter than Snow

Poem

Understanding the text

6. The title of the poem is quieter than snow.
7. The poet went to school 'a day too soon' i.e. the day before term started.
8. The poet was expecting to see a car park full of teachers' cars, racks of bikes, children fighting.
The poet was expecting to hear voices and laughter.
9. Outside, the poet saw an empty car park, empty bike racks, no children in the playground and falling leaves.
10. In the classroom, a child at every desk, teachers walking through the walls, cupboard doors swinging open, more and more silent children.

Looking at language

6a. In the yard, 'silence hung in the yard like sheets'.

6b. In the classroom, 'silence rolled like thunder in my ears'.

7. Answers that suggest that there was no noise at all in the yard. The silence is likened to sheets on a washing line when there is no wind. They hang silent and unmoving, there was noise in the classroom but it seems to come from a long way away, like thunder rolling in the distance.

8a. The leaves; 'dropping like paper'.

8b. In the classroom: 'quieter than snow'.

9. Accept answers that suggest these are good descriptions because both leaves and paper are things, they rustle, they would drop to the ground in the same way, the laughter of the children is like the 'silence' i.e. coming from far off (in time) and so almost silent.

10. Sucked gives the impression of being pulled along strongly towards something, perhaps against your will.

Exploring the poem

11. Accept answers that suggest who the children and teachers are.

12a. She arrived at school: she felt puzzled, wary, couldn't understand.

12b. She arrived in the classroom: that suggest amazement, fear, wonder and curiosity.

13. Adult to mark personal answers. Making sure children use P.E.E. to answer the text.

- Point – make your point
- Explain – explain what you mean
- Evidence – use evidence from the text to support your answer

Taking it further

14. Adult to mark personal answers. Making sure children use P.E.E. to answer the text.

- Point – make your point
- Explain – explain what you mean
- Evidence – use evidence from the text to support your answer