

# 07.01.21

**R3b: Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from text.**

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Questions about texts often begin with these key words:

Who?

What?

Where?

When?

Why?

Which?

How?

**Your turn:** can you ask your partner a question about themselves using each of the key words to start your questions?

**Read the text below and use it for the next activities.**

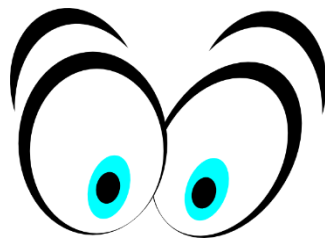
Mrs Robinson opened her curtains. Smiling, she contemplated another busy day with her Year 6 class. She scanned the scene outside, which was bathed in early-morning sunshine. Suddenly, her smile changed to a frown. Where was her car? Her driveway, where she always parked it, was empty! Rushing downstairs, still in her dressing gown, her mind was racing through the possibilities but nothing made sense. It was definitely there when she had gone to bed at 10.30 last night. Quickly, she flung open the front door and went outside; she was hoping that she had been mistaken. However, the bare concrete drive was confirmation of her fears. Her car had been stolen!

Her stomach churning, she located her mobile phone and called the local police and gave them all the necessary details. Mrs. Robinson was disconcerted to hear a distinct lack of interest in the officer's voice. He was clearly just going through the motions and warned her not to get her hopes up: most of the time, he said, stolen vehicles ended up on ferries for sale in other countries!

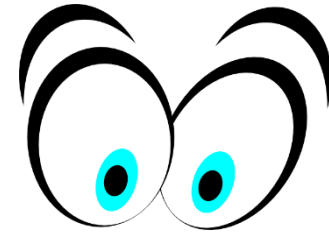
Sometimes the key word at the beginning of the question can guide us to the sort of information we are looking for.

Who?  
Where?

Often we are scanning the text for the name of a person or place, so it may be a **PROPER NOUN**. If so, we can quickly scan for **CAPITAL LETTERS**.



Let's try answering some of these questions.



**WHO**  
discovered  
the car had  
been stolen?

Underline the key words. As this a 'who' question, scan the text for a proper noun.

**Answer:**

**WHERE** was  
the car stolen  
from?

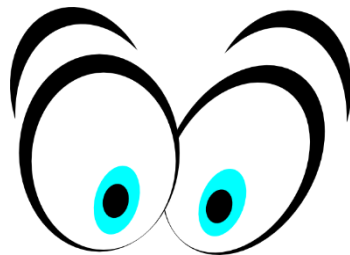
As this is a 'where' question, we are scanning for a place. We are not told any town or street names but we know the car was at her home.

**Answer:**

Sometimes the key word at the beginning of the question can guide us to the sort of information we are looking for.

When?

In this case, it may be an actual time (scan for numbers) or a time of day/day of the week or season. By focusing on the types of words which might provide the answer, we can locate the information more efficiently.



## WHEN was the car stolen?

As this is a '**when**' question, I will be scanning for actual times (numbers) or times of the day/days (proper nouns) or, perhaps, seasons.

When I scan the text, I find the time **10.30** and read the sentence around it: '*It was definitely there when she had gone to bed at 10.30 last night*'.

I also note that Mrs Robinson opens her curtains in the '*early morning*'. So, the car must have been stolen between 10.30 at night and when she looked out of the window.

**Answer: between 10.30pm and early morning**

Sometimes the key word at the beginning of the question can guide us to the sort of information we are looking for.

How?

Why?

Some question types need us to use **INFERENCE** rather than scanning for actual facts or details. We need to be **reading detectives** and look for clues to give us the answer.





**WHY** do you think Mrs Robinson was smiling?

The word '**why**' tells us that we have to give a reason. The key word is '**smiling**', so I will scan the text for this word.

The key sentences are:

*'Smiling, she contemplated another busy day with her Year 6 class. She scanned the scene outside, which was bathed in early-morning sunshine'.*

From these sentences, I think she is happy about going to work and the fact that it was a sunny day.

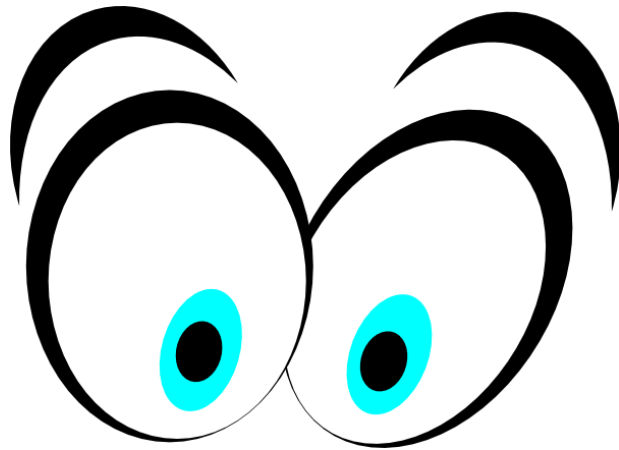
**Answer:**

**HOW** do we know that the **police officer** wasn't **very concerned** about the **stolen car**?

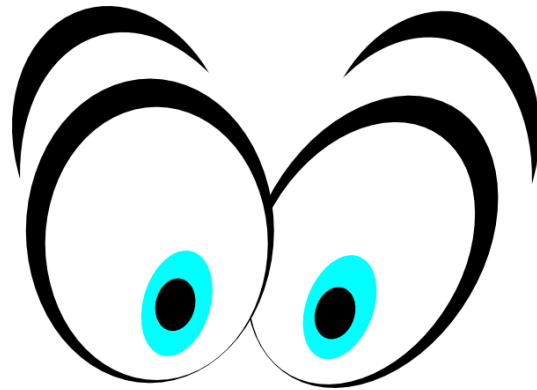
I have underlined the key words in the question. So, we need to find some clues as to the police officer's thoughts about the stolen car.

Scanning the text, I find the part where Mrs Robinson is reporting the crime. *'Mrs. Robinson was disconcerted to hear a distinct lack of interest in the officer's voice. He was clearly just going through the motions...'*

So, when answering these questions we have looked at the **key word at the beginning** to support us in the sort of information to look for.



As well as focusing on the key words at the beginning of a question, we also need to be able to **refer directly to the text** or use **quotations**. Let's take a closer look at this.



# Retrieving quotations from a text.

## Steps to follow:

1. Underline the key information in the question.
2. Scan the text for the key words.
3. Read the sentence around it to find the quotation.
4. Use quotation marks.
5. Explain what the quotation mark tells us or suggests.

Useful stock phrases to explain quotations.

- ❖ *This suggests that...*
- ❖ *This implies that...*
- ❖ *This tells us that...*
- ❖ *This gives the impression that...*
- ❖ *This helps the reader understand that...*
- ❖ *This creates the effect...*

Answer: he wasn't showing much interest and the phrase '***just going through the motions***' suggests that he is bored and just doing what he has to do, rather than caring about the incident.

When we answered this question, we used a quotation to support our views. The important things to remember when using a quotation are:

- **Use quotation marks to show that it is copied from the text.**
- **Follow the quotation with an explanation as to what it shows/tells the reader.**
  - **Use stock phrases like 'which suggests that'.**

**How do we know that Mrs Robinson was panicking? Use evidence from the text to support your answer.**

I have underlined the key words. I need to scan for clues that she is panicking. How do people behave when they panic?

I find this sentence:

*'Quickly, she flung open the front door and went outside.'*

Following the steps my answer would be:

**Answer: because the text says, '*Quickly, she flung open the front door and went outside.*' which implies that she is panicking, as she is working quickly and flinging open a door suggests someone is desperate or excited.**

# Your turn



Read the following text then answer the questions.

## Remember:

- Focus on the **key word** at the beginning to guide you to the sort of information to scan for.
- If using a quotation to support your answer, make sure you use quotation marks, follow it with one of the stock phrases and then explain what the quotation tells the reader (in your own words).



**Read the text below and use it for the next activities.**

Later that day, Mrs Robinson was working hard to make sure her class could understand the use of fronted adverbials. How many times would she have to explain them before they finally understood?

Having arrived at school, her nerves frazzled, the morning hadn't got any better. After speaking to the police officer, she was in danger of being late for work, so she had dashed out of the house to catch the bus. In doing so, she had left all of the children's books on the kitchen table. So now they were having to work on paper. As usual, Kate's was a crumpled mess covered in ink blotches! Just as Mrs Robinson was trying to encourage Kate to join her letters neatly, there was a gasp from the class.

Looking up, she saw the imposing form of a very tall police officer, a smile on her face, standing in the doorway. The teacher approached the officer, somewhat surprised to see her in the classroom.

**... continued**

“Sorry to disturb your lesson, Mrs Robinson. I thought you would want to know that we have found your car. It was spotted by another officer parked outside a local supermarket. As the officer approached it, a man came out and attempted to open it. It’s quite funny really ... as the officer challenged the man, it turned out to be your husband! Apparently, he told you he was taking it so he could drop it into the local garage for its annual service, once he had done the shopping.”

Mrs Robinson’s hands flew to her mouth and her eyes widened in shock. How could she have forgotten?

# Your turn – Complete in your book.



1. **Who** had taken the car?
2. **Where** was the car found?
3. **Why** had Mr Robinson taken the car?
4. **Why** were the children working on paper?

**USE QUOTATIONS TO SUPPORT YOUR ANSWERS IN THE NEXT QUESTIONS.**

4. **How do we know** that Mrs Robinson was feeling impatient with her class?
5. **How do you think** the police officer was feeling about delivering the news to Mrs Robinson?
6. **How** did Mrs Robinson feel about the discovery of the car? How do you know?