**Secrets Benin Expedition by Fidelia Nimmons**

**Reading learning objectives:**

* Become familiar with key stories and texts such as fairy tales, scifi etc.
* Identify a range of themes and conventions across a wide range of texts.
* Retrieve and record information from fiction and non-fiction.
* Justify inferences with evidence.
* Infer characters’ feelings’ through thoughts and motives from their actions.
* Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
* Discuss understanding and explore the meaning of words in context.
* Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

**Reading comprehension questions**

Page 4

* What information can we infer from this prologue?

**Part 1**

Chapter 1

Page 8

* List two items the children were expected to take to the museum.
* How do they know this?

Page 9

* Why did Maggi’s mum activity flop during the workshop?

p-age 10

* Why is Emily’s class going to the museum?
* True or false? The class was enjoying the history topic.
* Find and copy a phrase from paragraph 2 that show this.

Page 11

* Give one reason why Emily believed the topic on Benin is worth studying.

Page 12

Emily’s mum was … ‘*humming happily to herself and looking radiant’*

* Find another word to replace radiant in the sentence.
* What does, ‘*quickly fell into line and in a single file*,’ mean?

Chapter 2

Pages 16 - 18

* Describe the class walk to the train station.

Page 20

* How could everyone be, ‘*scurrying about like busy bees on a nectar hunt*.’?

Page 22 – 23

* What happened on the train to check Terry’s behaviour?

Chapter 3

Page 25 – 27

* Find and copy the phrase which shows that Emily was optimistic about this trip.
* What was Emily worried about?

Page 29 – 30

* What made Emily quicken up her steps?
* Write a word to describe her feelings at this stage.

Chapter 4

Page 32 - 33

* How had the class prepared for their visit to the museum?

Page 34 - 35

* The cloak room was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Chapter 5

Page 36 - 37

* Describe the Great Hall.

Page 38

* Who built this museum? How do you know?
* Give 2 facts about the Pantheon in Rome.

Pages 39 – 40

* Which galleries are mentioned?

Page 41

* Copy the sentence which shows that the museum is popular.

Page 43

* Why did Lucy call out?
* Write down the words she could have said.

Pages 42 - 44

* List three ways to get information about the objects on display in the gallery.
* Why does Emily think history is the best subject?

Chapter 6

Page 47

* Who turns up in the Ancient Greek gallery? What does she do?

Page 48

* How did the class learn about the Periscope Room?
* Emily chuckles to herself. Why?

Page 50

* What was Emily pleased about?

Page 51

* How does Emily take her mind off her hunger?

Chapter 7

Page 52

* How was the Knowledge Room different from the cloakroom?

Page 53

* How do you know that people from different countries visit this museum?

Page 53 – 54

* The Egyptian rock script was the size of a match box. What information did it contain?

Chapter 8

Page 57

* Find and copy a phrase used to describe African time.

Pages 59

* List 4 things on the stage in the auditorium.

Page 60

* Emily was good / terrible at drumming. Choose one.

Page 61

* Who was the workshop leader? Describe her.

Page 62

Find and copy the Benin word for:

* Welcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* What was Emily anxious to get on with? Why?

Page 65 - 69

* Emily was desperate to help Ms. Ama. Explain why.
* Copy Terry’s sentence in both Benin and English.

Benin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chapter 9

Pages 70 – 71

* Name a school excursion the class had been on. What was the best activity in that excursion? Why?

Page 72

* What did the class do after the workshop with Ms. Ama?
* What information about the workshop did Emily give to Ms. Pritchard?

Page 73

* The class went through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, around \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, through \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and finally went into the Africa Gallery.

Page 74

* Where were the Benin bronze plaques? What else was there?
* At this point what did Emily do to try to get the student of the week award?
* Do you think this worked? Why do you think so?

Page 75

*It had been intricately carved*.

* What does this tell you about Benin artwork?

*It feels just like an excursion to Africa, she mused to herself.*

* Give two pieces of evidence which supports this view.

Page 76

*…was a most beautifully painted wall. A bright rainbow wall.*

* What was unusual about this wall? Give one evidence to support your answer.

Page 77

*Quick as flash, she was by the wall…*

* What does this tell you about Emily’s character?
* Explain 2 other features of her character using evidence from the story so far.
* In your opinion was it a good idea for Emily to caress the painted wall? Give your reason/s.