# COMPREHENSION

**Anne of Green Gables by L. M. Montgomery**

She was sitting there one afternoon in early June. The sun was coming in at the window warm and bright; the orchard on the slope below the house was in a bridal flush of pinky-white bloom, hummed over by a myriad of bees. Thomas Lynde—a meek little man whom Avonlea people called “Rachel Lynde’s husband”—was sowing his late turnip seed on the hill field beyond the barn; and Matthew Cuthbert ought to have been sowing his on the big red brook field away over by Green Gables. Mrs. Rachel knew that he ought because she had heard him tell Peter Morrison the evening before in William J. Blair’s store over at Carmody that he meant to sow his turnip seed the next afternoon. Peter had asked him, of course, for Matthew Cuthbert had never been known to volunteer information about anything in his whole life.

MATTHEW Cuthbert and the sorrel mare[[1]](#footnote-0) jogged comfortably over the eight miles to Bright River. It was a pretty road, running along between snug farmsteads, with now and again a bit of balsamy fir wood to drive through or a hollow where wild plums hung out their filmy bloom. The air was sweet with the breath of many apple orchards and the meadows sloped away in the distance to horizon mists of pearl and purple; while

“The little birds sang as if it were

The one day of summer in all the year.”

When he reached Bright River, there was no sign of any train; he thought he was too early, so he tied his horse in the yard of the small Bright River hotel and went over to the station house. The long platform was almost deserted; the only living creature in sight being a girl who was sitting on a pile of shingles at the extreme end. Matthew, barely noting that it was a girl, sidled[[2]](#footnote-1) past her as quickly as possible without looking at her. Had he looked he could hardly have failed to notice the tense rigidity and expectation of her attitude and expression. She was sitting there waiting for something or somebody and, since sitting and waiting was the only thing to do just then, she sat and waited with all her might and main.

Matthew encountered the stationmaster locking up the ticket office preparatory to going home for supper and asked him if the five-thirty train would soon be along.

“The five-thirty train has been in and gone half an hour ago,” answered that brisk official. “But there was a passenger dropped off for you—a little girl. She’s sitting out there on the shingles. I asked her to go into the ladies’ waiting room, but she informed me gravely that she preferred to stay outside. ‘There was more scope for imagination,’ she said. She’s a case, I should say.”

“I’m not expecting a girl,” said Matthew blankly. “It’s a boy I’ve come for. He should be here. Mrs. Alexander Spencer was to bring him over from Nova Scotia for me.”

The stationmaster whistled.

“Guess there’s some mistake,” he said. “Mrs. Spencer came off the train with that girl and gave her into my charge. Said you and your sister were adopting her from an orphan asylum and that you would be along for her presently. That’s all I know about it—and I haven’t got any more orphans concealed hereabouts.”

“I don’t understand,” said Matthew helplessly, wishing that Marilla was at hand to cope with the situation.

“Well, you’d better question the girl,” said the station-master carelessly. “I dare say she’ll be able to explain—she’s got a tongue of her own, that’s certain. Maybe they were out of boys of the brand you wanted.”

He walked jauntily away, being hungry, and the unfortunate Matthew was left to do that which was harder for him than bearding a lion in its den—walk up to a girl—a strange girl—an orphan girl—and demand of her why she wasn’t a boy. Matthew groaned in spirit as he turned about and shuffled gently down the platform towards her.

# Questions:

## Types

| **Comprehension (Multiple-choice) Question Type** | **Questions (10 multiple choice)** |
| --- | --- |
| Understanding: Factual Recall  He had black hair <- what colour is his hair | Q1, Q2, Q13, Q15, |
| Understanding: Inference  E.g. she smiled <- how did she feel | Q3, Q5, Q6, Q7,Q8, Q11, Q14, |
| True or False | Q4 |
| 1-2 Phrases |  |

| **Comprehension (Long-Answer) Question Type** | **Questions (2 long answer)** |
| --- | --- |
| 1-2 Understanding (P.E.E) | Q17, Q18 |
| 1-2 Purpose |  |

| **SPaG Question Type** | **Total Questions (5)** |
| --- | --- |
| 2-3 Grammar | Q12 |
| 2-3 Vocabulary | Q9, 10 |

## MCQ Questions

C, C, D, C

D, D, B, C

A, C, D, D

C, A, C, C

| **#** | **Type** | **Question** | **Results** |
| --- | --- | --- | --- |
| 1 | **(E - 92%)**  **Understanding - Factual Recall**  She was sitting there one afternoon  “The five-thirty train has been in and gone half an hour ago,” | At what time of day is this chapter set?   1. Morning 2. Noon 3. Afternoon 4. Night | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | Y | | Victoria (Y5) | Y | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | Y | Anson (Y4) | Y | | Elizabeth (Y5) | Y | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | N | |
| 2 | **(E - 83%)**  **Factual Recall**  early June | What season does this story occur in?   1. Winter 2. Spring 3. Summer 4. Autumn | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | Y | | Victoria (Y5) | Y | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | Y | Anson (Y4) | N | | Elizabeth (Y5) | Y | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | N | |
| 3 | **(H - 33%)**  **Inference**  Matthew Cuthbert had never been known to volunteer information about anything in his whole life | Which word best describes Matthew?   1. talkative 2. hardworking 3. gregarious 4. shy | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | N | Imogen (Y5) | N | | Victoria (Y5) | N | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | N | | Dora (Y5) | N | Anson (Y4) | N | | Elizabeth (Y5) | N | Tommy (Y4) | Y | | Phyllis (Y5) | N | Angela (Y4) | Y | |
| 4 | **(H - 25%)**  **True/False**  Thomas Lynde—a meek little man whom Avonlea people called “Rachel Lynde’s husband”  The five-thirty train has been in and gone half an hour ago  Mrs. Rachel knew that he ought because she had heard him (Matthew) tell Peter Morrison the evening before in William J. Blair’s store  she’s got a tongue of her own | Which of these must not be true?   1. Thomas Lynde is married to Mrs. Rachel 2. Matthew arrived late 3. Peter, Mrs Rachel, Matthew and Thomas were in William's store 4. The girl is talkative | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | N | Imogen (Y5) | N | | Victoria (Y5) | N | Chloe (Y5) | N | | Charles (Y5) | N | Rui Han (Y5) | N | | Dora (Y5) | N | Anson (Y4) | N | | Elizabeth (Y5) | N | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | Y | |
| 5 | **(M - 58%)**  **Inference**  Thomas Lynde—a meek little man whom Avonlea people called “Rachel Lynde’s husband” | Why is Thomas known as ‘Rachel Lynde’s husband’ (line 4-5)?   1. He is younger than her 2. He is in charge of the sowing of her turnip seeds 3. He is unpopular 4. He is quiet and not well known | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | Y | | Victoria (Y5) | N | Chloe (Y5) | N | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | N | Anson (Y4) | N | | Elizabeth (Y5) | Y | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | N | |
| 6 | **(M - 50%)**  **Inference**  Matthew Cuthbert ought to have been sowing his on the big red brook field away over by Green Gables. Mrs. Rachel knew that he ought because she had heard him tell Peter | What best describes Rachel Lynde's personality?   1. Bossy 2. Reticent 3. Friendly 4. Curious | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | N | | Victoria (Y5) | N | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | N | Anson (Y4) | Y | | Elizabeth (Y5) | N | Tommy (Y4) | Y | | Phyllis (Y5) | N | Angela (Y4) | N | |
| 7 | **(M - 75%)**  **Inference**  tense rigidity and expectation of her attitude and expression. She was sitting there waiting for something or somebody and, since sitting and waiting was the only thing to do just then, she sat and waited with all her might and main. | Which phrase best describes the girl at the station?   1. nervous and absentminded 2. patient and attentive 3. grave and dull 4. sleepy and expecting | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | Y | | Victoria (Y5) | Y | Chloe (Y5) | N | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | N | Anson (Y4) | Y | | Elizabeth (Y5) | Y | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | N | |
| 8 | **(M - 67%)**  **Inference**  “I’m not expecting a girl,” said Matthew blankly. “It’s a boy I’ve come for. He should be here. Mrs.  Alexander Spencer was to bring him over from Nova Scotia for me.”  The stationmaster whistled.  “Guess there’s some mistake,” he said. | Why does the stationmaster whistle?   1. He is looking forward to go home for supper 2. He wants to calm Matthew down 3. He realises that something went wrong 4. He has no more orphans | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | Y | | Victoria (Y5) | N | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | Y | Anson (Y4) | N | | Elizabeth (Y5) | N | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | N | |
| 9 | **(E - 92%)**  **SPaG - Vocabulary** | What is meant by the word 'concealed' (line 35)?   1. hidden 2. jumping 3. talking 4. tired | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | Y | | Victoria (Y5) | Y | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | Y | Anson (Y4) | N | | Elizabeth (Y5) | Y | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | Y | |
| 10 | **(M - 67%)**  **SPaG - Vocabulary** | What is meant by the word 'encountered' (line 24)?   1. fought 2. tested 3. met 4. saw | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | N | | Victoria (Y5) | Y | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | N | Anson (Y4) | N | | Elizabeth (Y5) | Y | Tommy (Y4) | Y | | Phyllis (Y5) | N | Angela (Y4) | Y | |
| 11 | **(M - 58%)**  **Inference**  MATTHEW Cuthbert and the sorrel mare jogged comfortably over the eight miles to Bright River. | Which word best describes Matthew's journey to Bright River?   1. Safe 2. Exciting 3. Hurried 4. Pleasant | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | N | | Victoria (Y5) | Y | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | N | | Dora (Y5) | Y | Anson (Y4) | N | | Elizabeth (Y5) | Y | Tommy (Y4) | N | | Phyllis (Y5) | Y | Angela (Y4) | N | |
| 12 | **(E - 92%)**  **SPaG - Grammar** | What technique is used in the phrase 'pearl and purple'   1. metaphor 2. onomatopoeia 3. personification 4. alliteration | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | Y | | Victoria (Y5) | Y | Chloe (Y5) | N | | Charles (Y5) | Y | Rui Han (Y5) | Y | | Dora (Y5) | Y | Anson (Y4) | Y | | Elizabeth (Y5) | Y | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | Y | |
| 13 | **(M - 50%)**  **Factual**  I asked her to go into the ladies’ waiting room, but she informed me gravely that she preferred to stay outside. ‘There was more scope for imagination,’ she said.  Explanation: She wants to be outside because there's more to imagine and it is more interesting. The waiting room is less interesting. | Why did the girl at the station stay outside?   1. She is a case 2. The ladies' waiting room was too far away 3. The ladies' waiting room was more boring 4. She feared she would miss Matthew | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | N | Imogen (Y5) | N | | Victoria (Y5) | N | Chloe (Y5) | N | | Charles (Y5) | Y | Rui Han (Y5) | N | | Dora (Y5) | Y | Anson (Y4) | Y | | Elizabeth (Y5) | N | Tommy (Y4) | Y | | Phyllis (Y5) | Y | Angela (Y4) | Y | |
| 14 | **(M - 50%)**  **Inference**  “I don’t understand,” said Matthew helplessly, wishing that Marilla was at hand to cope with the situation.  Explanation: He wishes that she was there to help him. | What does Matthew think of Marilla?   1. That she would aid him 2. That she would hinder him 3. That she is loud 4. That she is economical | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | N | Imogen (Y5) | Y | | Victoria (Y5) | Y | Chloe (Y5) | Y | | Charles (Y5) | Y | Rui Han (Y5) | N | | Dora (Y5) | N | Anson (Y4) | N | | Elizabeth (Y5) | Y | Tommy (Y4) | N | | Phyllis (Y5) | Y | Angela (Y4) | N | |
| 15 | **(H - 25%)**  **Factual**  “I’m not expecting a girl,” said Matthew blankly. “It’s a boy I’ve come for. He should be here. Mrs. Alexander Spencer was to bring him over from Nova Scotia for me.”  “Mrs. Spencer came off the train with that girl and gave her into my charge. Said you and your sister were adopting her from an orphan asylum and that you would be along for her presently. | Why did Matthew go to the station?   1. To pick up Alexander Spencer's daughter 2. To pick up Alexander Spencer's son 3. To adopt a girl from the orphan asylum 4. To adopt a boy from the orphan asylum | | **Student** | **Correct** | **Student** | **Correct** | | --- | --- | --- | --- | | Mia (Y5) | Y | Imogen (Y5) | N | | Victoria (Y5) | N | Chloe (Y5) | N | | Charles (Y5) | N | Rui Han (Y5) | Y | | Dora (Y5) | N | Anson (Y4) | Y | | Elizabeth (Y5) | N | Tommy (Y4) | N | | Phyllis (Y5) | N | Angela (Y4) | N | |
| 16 | **EXTRA MCQ:** | **What does it mean when the stationmaster said the orphan girl has “a tongue of her own”?**   1. She is not missing a tongue 2. She arrived safely from her travels 3. She speaks for herself 4. She doesn’t say nice things about others |  |
| 17 | Long-answer (with template to fill in) | **What impression do you get of the orphan girl waiting at the station? (3 marks)**  I get the impression that the orphan girl is ***(adjective)***. The text said that ***(copy down a quote that shows this)***. This means that ***(explain how the quote gave you that impression)***. This shows she must be quite ***(adjective)***. | *Accept sensible answers with evidence, ie patient, imaginative, creative, blunt, direct, serious, lonely, confident*  Example answer: I get the impression that the orphan girl is creative. The text said she stated ‘there was more scope for imagination’. This means that she wanted to stay outside to get more ideas and inspiration for her thoughts. This shows she must be quite creative. |
| 18 | Long-answer (with template to fill in) | **‘Matthew Cuthbert comes across as shy and bashful.’ Using evidence from the text, write down why you agree or disagree with this statement. (4 marks)**  I ***(agree or disagree)*** with this statement because the text says ***(copy down a quote that supports your view)***. This means that ***(explain what the quote means and how it supports your view)***. Secondly, ***(copy down another quote that supports your view)***. This shows that ***(explain how this quote supports your view***). | *“Matthew Cuthbert had never been known to volunteer information about anything in his whole life.” - this shows that he keeps his business to himself and it is hard to know what he is up to.*  *“wishing that Marilla was at hand to cope with the situation.” this tells us he would rather not have to solve issues with others and wishes other people would deal with harder things.*  *“Matthew was left to do that which was harder for him than bearding a lion in its den” - the narrator compares what it feels like to talk to a small orphan girl.*  “Sidled past her” - shows he walks in a shy and timid way.  “sidled[[3]](#footnote-2) past her as quickly as possible without looking at her” - didn’t want to be seen.  Example answer:  I agree with this statement because near the start of the extract we are told that he does not like to ‘volunteer information’ about himself. This means that he does not like to draw attention to himself and would rather people not know what he is doing. Secondly, he compares having to speak to the little orphan girl to ‘bearding a lion in its den’. This shows us the task feels as dangerous and terrifying as being with a lion. |

1. **sorrel (n):** light reddish-browncolour [↑](#footnote-ref-0)
2. **sidle (v):** walk slowly and carefully, not wanting to be noticed [↑](#footnote-ref-1)
3. Walking in a timid way [↑](#footnote-ref-2)