

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Graffiti Revolution

These questions relate to pp. 4–13.

1. What happened when the Duke of Marmaladia tugged on the silk rope? (A bell rang far away in the castle.)
2. Which word could be used to replace *stern* in the sentence, *A stern picture of the duke frowned down from the poster.* (severe, harsh, serious, unsmiling)
3. Why did the writers all shut their eyes in fear? (They weren't sure what was going to happen to them next.)
4. How successful were the duke's posters in getting everyone to do what he wanted? (They weren't very successful; some people did things they weren't supposed to do.)
5. How do you think the duke's nan-ny treated him when he was younger? (She probably treated him the way he was treating the townspeople.)
6. On p. 12, why do you think the illustrator has shown a close up of both the duke and his nanny? (To show how similar they are.)
7. If you were the duke, what strategy would you use to make the townspeople better behaved? (various responses)

These questions relate to pp. 14–32.

1. What did the Duke of Marmaladia hear when he rode back to the castle? (The sound of people cheering and clapping.)
2. What is a *substitute*? (Something that can satisfactorily take the place of something else.)
3. What is the meaning of *His blood began to boil*? (He got very angry.)
4. Why did the duke open the trapdoor and drop the writers into a dirty smelly tunnel? (He no longer wanted to use the posters they had written, so he got rid of the writers.)
5. What did the duke learn from Riley? (That people can have some fun and enjoy themselves, and still do the right thing.)
6. How are the new coloured posters different to the original posters? (The new posters have beautiful frames, lovely coloured pictures and clear writing, and people will want to read them.)
7. What do you think the duke will have written on the next month's posters? (various responses)

Who Designs Roller-coasters?

These questions relate to pp. 4–11.

1. What does Chris say a roller-coaster ride is like? (He says it is like a story.)
2. What does Chris mean by his *dream job*? (He means the job is something he dreamt of doing for a long time.)
3. Why do roller-coaster designers want people to have thrilling rides? (So they will want to ride the roller-coaster again!)
4. Why might the designers need to make changes before the real roller-coaster is built? (They might need to make the roller-coaster travel faster or slower, have more or less loops, twists or turns, or be longer or shorter.)
5. Why is a great deal of planning required before a roller-coaster is built? (It is important to ensure the roller-coaster is safe, because lots of people will ride it when it is completed.)
6. Look at the photograph on p. 11. Where was the photographer positioned when this photo was taken? (He was at a high point on the roller-coaster, looking down the track.)
7. What would be the best part of Chris's job? Why? (various responses)

These questions relate to pp. 12–23.

1. How long does it usually take to build a roller-coaster? (about 12 months)
2. Which word on p. 23 tells you that Chris is very enthusiastic about roller-coasters? (*passion*)
3. Why does the team cheer and clap when the 'roll over' is successful? (They know it will be safe to allow people to ride on the roller-coaster.)
4. Why is it important for the team at Great Coasters to put safety first? (Customers will want them to build their roller-coaster if they know the design team has a good safety record.)
5. Why was it important for Chris to ride on lots of different roller-coasters throughout the world? (He could experience the thrill of different rides; he would learn which rides people enjoyed most; he could get ideas for new rides.)
6. In the chart on p. 19, what is the purpose of the different colours? (It makes it clear which measurements belong to each roller-coaster.)
7. Which of the roller-coasters shown in this text would you like to ride most? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Uncle Jacob's Troublesome Trombone

These questions relate to pp. 4–20.

1. What type of music was playing in Uncle Jacob's car? (*jazz*)
2. Which word on p. 18 tells you that Uncle Jacob's trombone bothers the other residents? (*disturbs*)
3. How did Harry know that Uncle Jacob had been playing his trombone again? (Harry could tell that the other residents were not very pleased with Uncle Jacob.)
4. When the boys and their mother were in the lift with Mrs Bowman, why do you think they stood away from her? (Perhaps they were embarrassed about Uncle Jacob playing his trombone, and they didn't want her to complain to them about it.)
5. Do you think Uncle Jacob is aware that his trombone playing annoys other people? (Probably not – he seems a very happy person and wouldn't want to upset the other people in his apartment block.)
6. In the illustration on p. 15, what has the illustrator included to show that Uncle Jacob is playing the trombone? (musical notes)
7. If you were Harry or Dylan, what would you suggest to Uncle Jacob to solve the problem of the 'troublesome trombone'? (various responses)

These questions relate to pp. 21–32.

1. How did the boys know that Uncle Jacob was getting close to the school gate? (They could hear his footsteps.)
2. If Mrs Bowman was updating her Facebook page, what was she doing? (She was including some more current information.)
3. Why did the boys laugh when Uncle Jacob said he had a schedule to keep? (He was usually running late, but now he had to work to a timetable so the residents were on time for their appointments.)
4. Why was Uncle Jacob excited about a meeting for trombone-playing neighbours? (He thought there were other people wanting to play the trombone.)
5. What aspect of Uncle Jacob's trombone playing upset his neighbours the most? (The fact that they missed their appointments because they couldn't properly hear what was happening.)
6. In the illustration on p. 31, how has the residents' attitude towards Uncle Jacob changed? (They are happy because they have solved the problem.)
7. If you had to solve the problem of Uncle Jacob's loud trombone playing, what would you have suggested? (various responses)

Public Speech Marks

These questions relate to pp. 4–11.

1. What are the names of the main characters in this play? (King Dalmatian and Queen Dalmatian)
2. Why does the Queen Dalmatian use the word *queendom*? (She probably feels more important using that word, because the usual word is *kingdom*.)
3. In what year was the Walt Disney animated film *One Hundred and One Dalmatians* made? (1961)
4. Why would over 200 Dalmatian puppies be needed for a film called *One Hundred and One Dalmatians*? (During filming, some puppies might not do what is needed, so they would swap them with another puppy; some puppies might get tired and need a rest.)
5. Why has the author chosen to write a speech from the perspective of these two characters? (This gives students a different model for writing a speech and shows that speeches can be fun.)
6. On pp. 6–7, why are some panels white, and others black? (The white panels are questions, and the black panels are the answers.)
7. What concerns you most about having to present a speech? (various responses)

These questions relate to pp. 21–32.

1. Who wrote the letters to the King and Queen Dalmatians? (The President of the Parents' Association)
2. What other words could be used to replace *polite* on p. 12? (well-mannered, courteous)
3. Why is it important to pause occasionally during your speech? (Short pauses allow the audience time to understand what you have said, and to remember important points in your speech.)
4. Why is it important to know who is in your audience before you write your speech? (So you can use words that are suitable for that audience; to know how long to make your speech; to add humour that will be understood by the audience.)
5. What are the three important elements of a good speech? (the words you choose; the way you use your voice; your body language)
6. On p. 17, what is the purpose of the silhouettes? (They show the importance of body language when presenting a speech.)
7. Which of the points mentioned in this book will be most helpful to you next time you are asked to make a speech? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Ten Light Years

These questions relate to pp. 4–17.

1. What is the name of the space ship? (*Gryxophon*)
2. In this text, what do you think *Finalisation* might mean? (The planets that don't meet the standards will be destroyed.)
3. What were the nuclear explosions that went off after 1945 orbits? (They were the nuclear bombs that ended World War II.)
4. In what year did the aliens travel to their moon? (In 1969, 12 years after they built the satellite in 1957.)
5. What planet is referred to in Case 277? (The planet Earth, known as Blue Planet Delta.)
6. What is the sign that the girl in the illustration on p. 8 is a Finaliser? (She has a yellow zig-zag on her shoulder.)
7. If you were Sola, what arguments would you use to convince the court that Blue Planet Delta should not be finalised? (various responses)

These questions relate to pp. 18–32.

1. What did Sola have to say about technology on Blue Planet Delta? (He said technology on the planet was growing very fast.)
2. Which words tell you that hunger was a problem on Blue Planet Delta? (They might have spent ten years *solving* hunger.)
3. Which side of the debate do you think the judge supports? (He supports Gruinard, because he says that with any luck, the aliens will have blown themselves to bits.)
4. What was the basis of Sola's argument when he approached the judges? (He thought that by the time they got to Blue Planet Delta, the children would have grown up and made more responsible decisions about how to look after the planet.)
5. Where is the *Gryxophon* heading at the end of the story? (It is heading towards Earth to see what the conditions there are like.)
6. Why do you think there is a series of small illustrations on pp. 22–23? (Each little picture represents the speaker in that part of the text.)
7. What do you believe is the worst problem facing Blue Planet Delta that is mentioned in this story? What is being done to overcome the problem? (various responses)

The Art of Fencing

These questions relate to pp. 4–17.

1. Why do fencing teachers want to keep their lessons secret? (So their students can win competitions.)
2. What is the meaning of *torso*? (the trunk of the body)
3. Why is electronic scoring helpful in fencing competitions? (Some of the movements are so fast it is difficult for judges to know when a point has been scored.)
4. How long does a fencing bout take to complete? (As long as it takes one of the opponents to score the required number of points.)
5. Do you think fencing is a dangerous sport? (Not really – the competitors must wear safety equipment all the time when they are competing or training.)
6. In the picture of the electronic scoreboard on p. 10, how many points have been scored? (None; neither opponent has scored a point.)
7. Would you prefer to watch a fencing competition or compete in one? Why? (various responses)

These questions relate to pp. 12–23.

1. When did men first compete in fencing at an Olympic Games? (1896, in Greece)
2. Why is it important for fencers to have good *mobility*? (So they are able to dodge their opponent and prevent them from scoring.)
3. In any sport, why is fair play important? (Each competitor has the right to be treated equally and fairly.)
4. Why do you think children are taught fencing by playing games? (This makes the sport fun and more interesting for young children, and they are still learning the skills needed to be competitive.)
5. How might fencing have changed the lives of so many children in New York? (It has probably taught them respect, self-esteem, discipline and a sense of achievement.)
6. Where are most of the children's fencing lessons conducted? (In a hall or gymnasium with a wooden floor.)
7. Do you think people should be encouraged to participate in sports that could be considered 'violent'? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Juan and His Tricyclovertisements

These questions relate to pp. 4–17.

1. What is the difference between Pasquale's voice and Pasquale's *recorded* voice? (Pasquale's recorded voice is being played by the cassette recorder.)
2. What is the purpose of a *manual* in the box with the cassette recorder? (It has information about how to use the cassette recorder.)
3. How old was Juan when he started saving his pocket money? (He was seven.)
4. What do you think was Juan's favourite sport? (football)
5. Why was Senor Hermano able to sell all his olives? (Juan and Pasquale had recorded an advertisement, and everyone came into Senor Hermano's shop to see what the fuss was about.)
6. In the illustration on p. 10, how has the illustrator shown the voice is coming from the cassette recorder? (Lines are drawn outwards from the speaker.)
7. If you were one of the other shopkeepers, what would you say on the tricyclovertisement for your shop? (various responses)

These questions relate to pp. 18–32.

1. How long did it take for the other shopkeepers to organise a tricyclovertisement? (Less than a week.)
2. Why does the author say Carmelo's square looked like a tricycling *rodeo*? (There were lots of people riding tricycles, like cowboys at a rodeo.)
3. Why did the stray dogs bark, and the taxi driver not get any sleep? (There was a lot of noise from the tricyclovertisements.)
4. What caused Juan and Pasquale to make less money? (Customers were staying away from the square because it was noisy and busy.)
5. How did the shopkeepers change the way Juan and Paquale advertised for them? (They only advertised specials, did it much more quietly and not as often.)
6. How is the mood of the illustrations on pp. 22–23 and p. 28 different? (The illustration on pp. 22–23 is very busy and noisy looking, but p. 28 is very quiet and peaceful.)
7. What do you think Juanita might do with her new computer? (various responses)

A Wearable Art Show

These questions relate to pp. 4–11.

1. How many sections are there in the WOW competition? (seven different sections)
2. What is a *theme*? (an idea or image that all the entries must relate to)
3. Why does the team spend a lot of time organising brochures, posters and the website? (They hope more people will attend each year, so they advertise a lot.)
4. Why are the final decisions about the winners left until dress-rehearsal night? (On dress-rehearsal night, all the other elements such as lighting, models, music, etc. are in place, and this could affect the judges' decision about the winners.)
5. What do you think is the purpose of the Wearable Art show? (It allows people to create garments using their skills and imagination and present them to the public to appreciate.)
6. Look at the picture of the onstage performers on p. 5. What do you think the theme of this section could be? (Perhaps it is related to magic and make-believe, as it contains clowns and fairies.)
7. What do you think might be in the garment entry kits? (various responses)

These questions relate to pp. 12–23.

1. What is the main material in the garment called *Ornitho Maia*? (The main material is leather.)
2. What does it mean to *stretch* your imagination? (It means to extend the way you think to come up with something very original and different.)
3. What prompted Claire to continue entering garments in the WOW competitions? (She was successful on her first attempt, and that inspired her to continue entering the competition.)
4. How does UV light create the illusion of floating, flowing or flying? (Only the pieces of the garment that react to UV light can be seen in the dark, so it is these parts of the garment that would appear to be floating or flying.)
5. Why are these garments called 'Wearable Art'? (They are expressive forms of art, but would not realistically be worn for clothing – they are generally only for display and special performances.)
6. In *Psychedelic Symphony*, what coloured clothing do you think the violinists are wearing? (Black, as black would not show under UV light.)
7. Which garment in this book do you find most impressive? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

The Eerie Singing Sirens

These questions relate to pp. 4–17.

1. Who helped Timoneus learn about all the strange things in the sea? (Odysseus)
2. Which word tells you that there were jagged rocks and steep cliffs all around the island of Anthemusa? (*surrounded*)
3. Why did Odysseus want to be tied to the mast of the ship? (So he wasn't lured by the beautiful sound of the Sirens.)
4. How did the Sirens lure the seafarers to the shore? (They sang beautifully using persuasive language.)
5. Why did Timoneus not want to hear the Sirens until they were captured? (He didn't want them to lure him to the island because he wanted to take them away.)
6. Why do you think the Sirens were able to sit on the rocks? (They had claws like birds and used them to hold on.)
7. What do you think of Timoneus's idea to make himself a rich man? (various responses)

These questions relate to pp. 18–32.

1. What did Timoneus say to encourage the Sirens to come with him? (He told them they would be famous when all the world heard their songs.)
2. Which other word could be used to replace *satisfied* on p. 22? (convinced, comfortable, assured)
3. What is meant by *He told his men to turn around*? (He told the crew to take the boat back to Anthemusa.)
4. Why was Timoneus happy to allow two of the Sirens to return to the island? (He thought they would come back to be with Ligeia.)
5. What is the moral to this story? (That sometimes the consequences of your actions last longer than the pleasure gained from the action itself.)
6. In the illustration on pp. 26–27, how do you think the two Sirens felt as they swam back to the island? (They were determined they wouldn't be leaving the island again.)
7. What would you have done differently to Timoneus to get the Sirens away from the island? (various responses)

Read That Label

These questions relate to pp. 4–11.

1. What is one reason why manufacturers use packaging? (To make their products look attractive so that people buy them.)
2. What is another word that could replace *located* in '*many items are located at eye-level on shelves*'? (situated, placed, positioned)
3. Why do we need to read the words carefully on a label? (Because it is easy to be tricked by terms that we 'think' we understand.)
4. Why should we read the labels on products? (Labels give us factual information that can help us decide which products are best for us to buy.)
5. Why do you think there are laws governing what must be included on food labels? (So that consumers are not given false information in order to encourage them to buy particular products.)
6. Look at the photo of the plain cans on p. 9. Why do manufacturers want to decorate their products? (Attractive packaging encourages people to buy.)
7. Which of the additives on p. 11 do you think are least necessary? (various responses)

These questions relate to pp. 12–23.

1. What is one way you can decide if food is safe to eat? (By looking at the use-by or best-before date on the packaging.)
2. Which words tells you that boys and girls have a different RDI? (RDIs depend on your age and *gender*.)
3. If you ate food after its best-before date, how would it make you feel? (You would probably feel well, but the food might not be at its freshest.)
4. Why do you think the RDIs have been listed for a child aged 8 to 11? (This is the approximate age of a child who would be reading this text.)
5. What message is the author trying to pass on through this text? (Consumers should not be influenced by food packaging and should read the labels to be sure they are informed about the food they eat.)
6. What is the purpose of the coloured circle beside the nutrition information on p. 12? (Its colour is the key to understanding the pie graph, which shows the proportion of food presented on the plate.)
7. How much packaging does your family recycle? Could you encourage them to recycle more? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

The Week Reality TV Came to Our House

These questions relate to pp. 4–15.

1. How did the TV crew make sure the voices of the people being filmed could be heard? (They wired them up with microphones.)
2. What do the words *best-rating* tell you about this TV program? (It means more people watched this program than any other program.)
3. What does the sentence *You guessed* it mean? (The author expected you would guess that the boy's sister emailed the show to volunteer their family.)
4. Why did the boy enjoy the first day of filming? (He could show off his skills for the cameras.)
5. How is the contract referred to in this story? (Parts of it are referred to as “*You mean Clause 153 B, Section 56, Option 12?*” when the family members believe they are being asked to do something unreasonable.)
6. How does the illustrator show that the diamond filling sparkles on p. 7? (There is a star shape near the presenter's mouth.)
7. Would you like to be part of a reality TV show? Why? (various responses)

These questions relate to pp. 16–32.

1. What did the boy do to make his sister angry? (He put spiders in her bed.)
2. Why does the author say Soupy's tooth was ‘like a *strobe* light in a disco?’ (A strobe light has flashing beams of very bright light.)
3. What is meant by, *For Mum, text 3409...*? (This means to vote to evict Mum you need to text that number.)
4. How did Louella know what her brother had said about her in the Family Secrets Room? (She was watching the program live on TV.)
5. How do the other family members react when they learn who has been evicted? (They accept it very well, because they know it's part of the contract.)
6. How is the banner different on pp. 30–31? (It now advertises a show called ‘World's Worst Ten-Year-Old’.)
7. How would you behave if you were on ‘World's Worst Families Reunited on TV’? Why? (various responses)

Why Kids Love Opera

These questions relate to pp. 4–9.

1. How do children in the Canadian Children's Opera Company feel about participating in operas? (They all enjoy the experience of singing and acting.)
2. What does Steven mean by ‘*express your musical side*’ through opera? (He means he is able to convey his love of music through singing and acting.)
3. When do the children in the Canadian Children's Opera Company rehearse for their productions? (After they have finished their normal school day.)
4. Why was it sensible for Anne Cooper Gay to become involved in children's opera? (Her love of children and her love of music could be combined.)
5. Why would a lot of money be required to present quality productions? (Money would be needed for costumes, theatre hiring, perhaps professional training, ticketing and advertising.)
6. In the interview on p. 6, what is the purpose of the head icons on the left side of the page? (The first icon represents the person asking the questions; the second icon represents the person answering.)
7. Would you like to perform in an opera? Why? (various responses)

These questions relate to pp. 10–23.

1. What are three opera genres? (Fairytale opera, Comic Opera and Operattas.)
2. What is *intermission* at an opera? (Intermission is the break between scenes.)
3. What do the children do when they nibble the gingerbread house? (They take small bites from it, because they are hungry.)
4. Do you think Hansel and Gretel's family is wealthy or poor? (They are poor; their mother is angry because they have no food, the children are sent to pick strawberries, and their dad sings about being hungry.)
5. When watching an opera such as Hansel and Gretel, what does the audience need to have to understand the story? (They would need to have some imagination, as parts of the story couldn't be true!)
6. Use the chart on p. 11. Which female voice is described as a “high” voice? (soprano)
7. What type of live performance would you most like to see? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Emergency Chopper

These questions relate to pp. 4-11.

1. Who invented the first successful helicopter? (Igor Sikorsky)
2. What does *internationally* mean? (from one country to another)
3. What would a helicopter pilot do if it was unsafe to carry out a rescue? (He would probably return to his base and report the problem.)
4. Why doesn't a helicopter need to have a siren or flashing lights? (It travels through the air, above the ground traffic.)
5. How would you describe the job of a helicopter pilot? (It is a very important job, requiring lots of skill and a desire to help people.)
6. How many rotors does a helicopter have? (Two: the main rotor and the tail rotor.)
7. If you were a helicopter pilot, what would you like most about the job? (various responses)

These questions relate to pp. 12-23.

1. How long is it between Wayne and Quentin receiving the alert and leaving for the rescue mission? (three minutes)
2. What is a *serious* look? Why does Wayne stop laughing? (A *serious* look means Wayne is concerned about the job he has to do; he stops laughing because he knows there is an emergency and he is needed on the job.)
3. What might happen if a rescue pilot was too slow getting to the accident scene? (The patient's condition could become worse, or the patient could die.)
4. Why would an alert go to the ambulance centre before the helicopter pilot? (Some accidents can be accessed by road ambulance and a helicopter would not be required.)
5. Why is the rescue helicopter checked each morning? (To be sure it is ready to fly when an alert is received; in case someone else has used or moved things in the helicopter.)
6. On p. 18, how is the conversation between Wayne and the author recorded? (The questions and answer are written in speech bubbles, with an icon for the speaker's face.)
7. What do you think this emergency might be? (various responses)

The Super Fuel Secret

These questions relate to pp. 4-14.

1. For how long had Dee been working on this particular project? (six long years)
2. Why was Dee's finger *trembling*? (She was both excited and nervous about receiving the results of her experiment.)
3. Why did Dee feel as though there should have been a burst of music? (The results were a very important event, and she felt as though they should have been received with some fanfare.)
4. What email had Dee been dreaming about sending for years? (An email saying that her experiment had been successful.)
5. Why was it so important that no emails went in to or out from Dee's computer? (It was important to stop the results of the experiment being sent to other people.)
6. Why are the buildings in the illustration on p. 10 so plain? (It is night time and this is how the illustrator has shown that they can't be seen too clearly.)
7. Why do you think the two men were going up the stairs? (various responses)

These questions relate to pp. 15-32.

1. How did Dee get from the airport to Mr Akara's office? (She went in the black car that picked her up from the airport.)
2. Why was Dee feeling *uneasy* in the storage room? (She didn't know what was going on, and she felt very uncomfortable.)
3. Why did Dee think she wouldn't be able to go to sleep? (She was too excited about the results of her experiment.)
4. Why would the glass elevators make Dee feel nervous? (She could see through the floor and was frightened of how high up in the air they were.)
5. Why did Mr Akara keep all the successful results for various experiments locked away in the storage room? (His business would not make as much money if these results were known to other people.)
6. What does the number of storage boxes in the illustration on p. 27 tell you about what Mr Akara has done in the past? (It probably means he has made this offer to many other people and they have chosen to take the money.)
7. If you were Dee, would you have chosen the twenty five million dollars, or would you have chosen to help many people in the world? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Follow That Leader

These questions relate to pp. 4–11.

1. Who was Australia's first prime minister? (Edmund Barton)
2. What does a choir *conductor* do? (The conductor guides the singers so they know when to begin and end, and whether to sing loudly or softly.)
3. How do you know that the author of this text was successful in being chosen for the advertised position at the publishing company? (She started working at the company a couple of weeks after the interview.)
4. Which of the 'leadership qualities' listed on p. 5 would apply to being a good class teacher? (All of them!)
5. Why are people who enjoy being part of a team good leaders? (They can work co-operatively with others and help other people to achieve their goals.)
6. On p. 9, what is the purpose of the flags around the table? (These flags represent the countries that belong to the United Nations.)
7. What situations make leadership hardest? (various responses)

These questions relate to pp. 12–23.

1. Who helps a sporting team to achieve its best results? (The captain and the coach.)
2. Which words on p. 14 tell you that Barack Obama spoke so that people could easily understand what he was saying? (*clear communication*)
3. Why is it such an honour to win a Nobel Prize? (The winner is chosen from many different fields of work, and from millions of people.)
4. Why was looking after the men's health on the ship helpful to Captain James Cook? (They would be able to work better during the long voyage and be in a healthier state at the end of their journey.)
5. Why has the author included so many examples of good leaders when writing this text? (To indicate how good leaders can be successful in any chosen field.)
6. Which of the five young presidents shown in the table on p. 15 served the greatest number of years as president of the USA? (Theodore Roosevelt, Bill Clinton and Ulysses S. Grant each served approximately eight years as president.)
7. What are you doing to indicate to other people that you have good leadership qualities? (various responses)

Rattletrack Road

These questions relate to pp. 4–19.

1. What was the name of the rough and muddy road? (Rattletrack Road)
2. What did Juniper mean by *advertising magic*? (That advertising can convince people of almost anything.)
3. Why did Mr Humphries remember he had an urgent job to do in the neighbour's garage? (He thought it would be better to stay from Mrs Humphries while she was grumpy.)
4. Why was Juniper holding the carton of eggs? (The road was so rough, it was safer to hold the eggs so they wouldn't get broken.)
5. How honest are people when they talk about Rattletrack Road? (They exaggerate how muddy it is and how big the potholes are.)
6. In the illustration on p. 5, what do you think has happened to Mum's hair? (It has probably been flattened a bit when her head hit the roof of the car.)
7. What suggestion do you think Juniper will make at the meeting? (various responses)

These questions relate to pp. 20–32.

1. What jobs were done during the next month? (signs were built; brochures were written; newspapers were phoned)
2. Which word could replace *counting* in "We're counting on you ..."? (relying, depending)
3. What does Juniper mean when she says you have to "turn negatives into positives"? (You make the bad things seem like they are good.)
4. Which words or phrases tell you how many people were in town on the last Sunday of the month? (*wasn't one car park left; queue; so many people*)
5. Why do you think this solution was successful? (People like to complete a challenge and succeed, so they were happy to attempt to travel along Rattletrack Road.)
6. How does the photo of the big-time wrestler add meaning to the advertisement? (It suggests you have to be tough to complete this challenge.)
7. How do you think the adults felt when one of the children came up with a successful solution to the problem? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Spanish in the World

These questions relate to pp. 4–13.

1. How many people in the world speak Spanish as their first language? (over 350 million people)
2. What is meant by a person's 'first language'? (The language they were taught when they were young, and the language they prefer to speak regardless of where they live.)
3. Why was Spain able to occupy countries all around the world? (The Spanish were the first people to discover these countries.)
4. What was the first step in building the Spanish Empire? (Making people become Roman Catholic or leave the country.)
5. What was the best thing about Christopher Columbus making an error in his maths calculations? (He discovered the Americas and was able to extend the Spanish Empire.)
6. In the time of Christopher Columbus, what did people use to write with? (They used a quill and ink.)
7. If you followed the steps in the procedure to build an empire, would you be successful? Why? (various responses)

These questions relate to pp. 14–23.

1. What are spices used for? (Spices are used to flavour food.)
2. Which word on p. 14 tells you that the Aztecs weren't able to win against Cortez? (*defeated*)
3. Why did Cortez believe he could conquer the Aztecs? (His weapons were more powerful.)
4. Why was it important for the Spanish Empire to have lots of money? (They were able to rule less-wealthy nations.)
5. What do you consider was the main reason the Spanish Empire ended? (People in the countries of the empire wanted independence.)
6. On p. 19, why is the pirate flag flying on the galleon? (The pirates are flying their own flag to indicate to other ships that they have captured the galleon.)
7. What are the benefits of the Spanish having been such a strong empire in the past? (various responses)

Go to the Extreme

These questions relate to pp. 4–13.

1. Where do plants and animals on Earth get their energy? (from the Sun)
2. When cracks release boiling water and steam, what do they do? (They discharge water and steam that has built up under pressure.)
3. Why is it very dark about 500 metres down in the ocean? (The light from the Sun cannot penetrate this far down into the water.)
4. What makes up the ecosystem around the volcanic vents? (bacteria mats, slugs, snails, shrimps, crabs and worms)
5. What are some survival mechanisms that sea creatures have? (light to attract prey; 'talking' to each other; poisonous sacks)
6. Why do you think pictures of many of the underwater creatures are set in circular frames? (These might represent bubbles in the water.)
7. How do you think scientists explore these extreme locations to learn about the life forms there? (various responses)

These questions relate to pp. 14–23.

1. How high do most birds usually fly? (They usually fly above six metres.)
2. Which word tells you that geese do not live in the same place all year round? (*migrate*)
3. What causes a balloon spider to be carried through the air? (It spins silk into a balloon, and then floats on the wind to move from place to place.)
4. Why is it very hot deep down into the Earth's crust? (The centre of the Earth is made up of molten rock, so it has a very high temperature.)
5. Why do scientists sometimes disagree on the results of experiments? (Sometimes scientists don't know how the experiments have been conducted or whether the results are reliable.)
6. What does the labelled diagram on p. 17 show? (It shows the structure of the Earth, from the crust to the centre.)
7. If you could learn more about one type of 'extremophile', which one would it be? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Lucy

These questions relate to pp. 4–18.

1. What was chasing Lucy? (a giant hyena)
2. Where was Lucy if she was almost *within reach* of the acacia trees? (She was very close to the group of trees on the other side of the plain.)
3. When Lucy fell, why did the hyena let out a cry of victory? (It knew Lucy was injured and wouldn't be able to escape.)
4. When Lucy lay on the ground, why was she expecting the hyena to attack her? (She didn't realise Tang had struck the hyena, and had stepped between her and the hyena to prevent the attack.)
5. In which ways are Lucy and Tang like humans? (They walk on two legs; they try to protect each other; they have enemies; other suitable responses.)
6. How does the illustrator show that the hyena is angry? (bristles up, teeth bared, face distorted)
7. If you were Tang, what thoughts would have been going through your mind as you attacked the hyena? (various responses)

These questions relate to pp. 19–30.

1. Why did it take longer and longer to get to the water at the lake? (The lake was drying up.)
2. How would you wake up if you woke with a *jolt*? (You would wake up suddenly.)
3. How had the lake changed from previous years? (It had become smaller and smaller, as less rain fell.)
4. When Lucy thought about the day's adventures, how do you think she felt? (She probably felt relieved that she hadn't been attacked.)
5. How does this text represent the beginning of Lucy's story? (She was rediscovered as a fossilised skeleton three million years later.)
6. How do you think the fossilised remains of Lucy were discovered? (They were dug up by archaeologists.)
7. If you were an archaeologist, how would you feel if you discovered the remains of a creature more than three million years old? (various responses)

Explorers' Tour of the Middle Ages

These questions relate to pp. 4–13.

1. What is another name for the medieval days? (The Middle Ages)
2. What is a destination? (A destination is the place where someone or something is going.)
3. What problem could be caused by having no refrigeration? (Food that has become warm could be unhealthy and anyone who eats it could become ill.)
4. Why is the information in the tour brochure written in future tense? e.g. *Both boys and girls will wear kirtles*. (Because it is telling the people what they will experience when they go on tour.)
5. How did the people on the tour feel about their holiday? (They thoroughly enjoyed it and recommended it to other people.)
6. On p. 5, what does the time line indicate to the reader? (It shows when, and how long ago, the Middle Ages were.)
7. What do you think sounds like the most fun on this tour? (various responses)

These questions relate to pp. 14–23.

1. What are some of the games people played in medieval times? (throwing horseshoes, shinty, handball, archery, football, bowls, skittles, cricket)
2. What does it mean to be *peckish*? (It means to feel slightly hungry.)
3. Why do you think the serfs and peasants had shoes made of cloth or wood? (They would wear these to protect their feet when working in the fields.)
4. How are farming activities different in the medieval times compared with modern farming methods? (Modern farming methods are highly mechanised and use fewer people.)
5. How are the jobs in medieval times different from what people do today? (Almost all the jobs in medieval times were labour-intensive, and were separated into 'boys' and 'girls' jobs.)
6. On the booking form on p. 23, what is the purpose of the series of small pictures across the page? (They show some of the activities and scenes people will experience on the tour.)
7. If you went on this tour, do you think you would enjoy it? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

The Fabled Baguettes of Beauchamp

These questions relate to pp. 4–16.

1. Why did the villagers sleep in? (There was no aroma of freshly-baked bread to wake them up.)
2. Why did the villagers only ever see Monsieur Lapin sitting on his stool? (He had been up very early to bake the bread while everyone else was still asleep.)
3. When the villagers found the bakery closed, what explanations for this might they have thought of? (Maybe Monsieur Lapin was tired of baking bread when people complained about the high price he charged; perhaps they thought he had slept in; or other suitable answers.)
4. Why did the villagers think that three francs was too much to pay for a single baguette? (They thought it would be very easy to bake bread.)
5. Why did the villagers pay the three francs for a baguette anyway? (Because they thought the baguettes were delicious.)
6. Why do you think the rabbit sat outside the bakery to watch the sun rise? (So he could sell the baguettes and collect his money.)
7. How difficult do you think it will be to make the bread? (various responses)

These questions relate to pp. 17–32.

1. What was the secret ingredient in Monsieur Lapin's bread? (Love)
2. Why did Monsieur Lapin *chuckle* when he saw the villagers asleep outside his bakery? (He thought it was funny that they were so tired on their first day of working in the bakery.)
3. Why did the villagers decide to ask if they could bake the baguettes the next day? (They thought it would be a really simple job.)
4. Why was it so hot inside the bakery? (A lot of heat came from the large ovens.)
5. What would have helped the villagers to make a good basket full of baguettes? (A recipe that told them how much of each ingredient to use.)
6. Why won't the villagers ever complain about the price of a baguette again? (They realise it is not so easy to make bread.)
7. What does Monsieur Lapin mean when he says 'Love' is the secret ingredient? (He means that when people appreciate what you do, you want to help them more and more.)

The Mumblefossick

These questions relate to pp. 4–12.

1. Where did the mumblefossick live? (in a cupboard under the stairs in a toy store)
2. Why were the pieces of Emmaline's broken face described as *countless*? (They were small, and unable to be counted because there were so many.)
3. Why did the mumblefossick feel so bad when he saw Emmaline fall off the shelf? (Because he loved her and wasn't able to prevent her from falling.)
4. Why was it unusual to find a little girl locked in the shop? (The mumblefossick usually found things that people had left or dropped in the shop.)
5. What did the mumblefossick do to try to make Sarah feel better? (He told her that they could be friends, so she wouldn't be lonely.)
6. What other toys can you see in the toy shop? (mobiles, sailing boats, balls, windmills)
7. How do you think Sarah will get back with her family? (various responses)

These questions relate to pp. 13–30.

1. What was on the floor in the cupboard under the stairs? (A huge pile of coins that the mumblefossick had collected.)
2. Which word tells you that the cleaning lady's little boy was very sick or injured? (*serious*)
3. Why did the mumblefossick raise a finger to his lips? (He wanted Sarah to be quiet so she wouldn't disturb Emmaline.)
4. Who was most frightened of asking the cleaning lady about the missing piece of Emmaline's face? (The mumblefossick was very frightened, but he was blaming Number One for not being very brave.)
5. Why is it difficult to hide a beautiful heart? (All the beautiful things that are done can be seen by lots of people.)
6. In the illustration on p. 15, what shows that the mumblefossick trusts Sarah? (He has given her Number One to hold while he shows Emmaline to Sarah.)
7. What do you think will happen to the mumblefossick following this story? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Intrepid Travellers' Factopedia

These questions relate to pp. 4–11.

1. In which country does this journey begin? (Samoa)
2. What is an 'intrepid' traveller? (A traveller who is fearless, daring and bold.)
3. On p. 4, why is the word *travel* written in quotation marks? (The reader will not really 'travel', but will read about different locations around the world.)
4. Why would explorers use a submarine to go to a depth of over 10 000 metres below the sea? (It's the only way they can find out what's down there.)
5. What links all of the destinations in this text? (They are all places with some extreme element.)
6. In the Thai market photo on p. 10, what do you think most people are buying? (fresh fruit and vegetables)
7. Which of the places 'visited' so far would you most like to travel to? (various responses)

These questions relate to pp. 12–23.

1. What was the temperature of the coldest place on Earth? (-89.2° Celsius.)
2. What extreme measurement is associated with the Nile River? (The Nile is the *longest* river in the world.)
3. Why do you think only five people live in Nunavut? (It would be extremely cold; there wouldn't be many jobs available; no education facilities for children.)
4. Why do people think the worst weather is the opposite of what they are used to? (People become used to certain weather extremes, but find it difficult to adapt quickly to a change in weather.)
5. How could global warming affect the level of the sea? (It could melt the ice caps; the increased amount of water would raise the sea level.)
6. What do the small maps indicate to the reader? (The direction of travel from one location to the next.)
7. Which of these extreme locations were you aware of before reading the text? (various responses)

Arno and Po's War of Words

These questions relate to pp. 4–14.

1. Where were Arno's and Po's coffee shops in relation to each other? (on opposite sides of the piazza)
2. Which word tells you that the mothers wanted their predictions to come true? (*Alas*)
3. Why do you think the mothers wanted their sons to get jobs in faraway cities? (So they wouldn't hear them practising.)
4. What did the coffee drinkers think about Arno and Po's war of words? (They thought it was amusing.)
5. How did Arno and Po's advertising change as the story progressed? (It started by saying how good their own coffee was, then went on to say how bad the other person's coffee was.)
6. How do the coloured stripes relate to the story? (The pink and yellow represent Arno's coffee shop, and the blue and grey represent Po's coffee shop.)
7. Which coffee shop would you have chosen to buy your coffee? Why? (various responses)

These questions relate to pp. 15–31.

1. Why did Arno decide to bring along his violin? (He thought the people wanted great coffee *and* entertainment.)
2. Which word tells you Po was not happy when a crowd gathered outside Arno's coffee shop? (*infuriated*)
3. What did Po mean when he said, *Well, two can play at that game*? (He meant that if Arno could attract a crowd with his violin playing, Po could do the same.)
4. Why do you think Arno started to sing as well as play his violin? (He was trying to outdo Po by providing even more entertainment.)
5. Why do you think Po continued playing for both coffee shops when Arno was taken to hospital? (He wanted to keep customers coming to Arno's coffee shop, because really they were good friends.)
6. In the illustration on p. 23, why do you think a cup has been knocked over on the table? (The woman there stood up very quickly when she saw Arno fall.)
7. When Arno comes out of hospital, how do you think the two men will run their cafes? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Valentine's Day Blizzard

These questions relate to pp. 4–11.

1. How long did the Valentine's Day storm last? (eight days)
2. What is another word that could be used in place of *celebrated* in 'Valentine's day is celebrated on 14 February ...'? (recognised, marked, remembered)
3. What is meant by *London was hardest hit*? (The snowstorm was more severe in London than in other places.)
4. In the northern hemisphere, how many weeks does winter last? (approximately 10 weeks – from 21 December to the end of February)
5. Why is it important for people to be well prepared for blizzards? (Sometimes people are trapped inside their homes and need to have supplies ready.)
6. What is the significance of the mathematical symbols and diagrams on p. 8? (They illustrate the text: cold temperatures plus moisture, plus strong winds and lift, causes a blizzard.)
7. If you had warning that a blizzard was approaching, what would you do to prepare if you were inside a house? (various responses)

These questions relate to pp. 12–23.

1. What is the name of the point where an earthquake is strongest? (the epicentre)
2. Which word is used to indicate that the tectonic plate moved without warning? (*suddenly*)
3. Why do you think earthquakes in China have caused the greatest loss of life? (China has a very dense population, so when an earthquake strikes, many people are affected.)
4. How common is it for earthquakes to measure above nine on the Richter scale? (Not very common – the Boxing Day earthquake measured between 9.1 and 9.3 and was one of the biggest ever recorded.)
5. How can one earthquake set off others that are a long way away? (The movement of the tectonic plates can cause vibrations in other plates further away.)
6. Why is the 'Earthquake Magnitude' information on p. 16 presented as a table? (It is clearer to summarise information this way than to write it in sentences.)
7. In order, which do you consider to be the most serious natural disasters mentioned in this text? Why? (various responses)

Blind Dog Soots

These questions relate to pp. 4–14.

1. How did most families earn a living in Nightingale? (Most children had a parent who worked in the coal mine.)
2. On p. 9, which word tells you how Soots knew there was a rabbit nearby? (*scent*)
3. With Soot's failing eyesight, why was it important not to change too many things in the house? (Soots wouldn't know that they had been moved and he might bump into them.)
4. How did Seth's brother know exactly where Soots had gone, even though he was out of sight? (The long grass had been trodden down where the dog had run, and left a path for him to follow.)
5. At the end of p. 14, what had Seth and his brother decided to do? (They had decided to go down the hole into the tunnel to find Soots.)
6. In the illustration on p. 13, which part of the ground was crumbling? Why? (The outer edge of the hole was crumbling from the narrator landing there when he fell.)
7. Would you have gone off into the paddock after Soots even though you knew you should have had an adult with you? Why? (various responses)

These questions relate to pp. 15–31.

1. What made the boys stop in their tracks? (They heard lots of loud barking from Soots.)
2. In the main part of the shaft, was it high enough for the boys to stand upright? (No, they had to stoop when they stood up.)
3. When Soots found an old bone, what did Seth mean by, "*It's probably from the last kid who got lost in here,*"? (He jokingly said that the last person in the shaft had died and Soots had found some of the bones.)
4. Why was Soots able to find his way around in the shaft, but the boys couldn't? (Soots was used to finding his way around in the dark because he was blind.)
5. How did Seth's brother know that Soots could find his way out of the shaft? (For a long time, Soots had been hiding his bones in there, so he knew how to get in and out of the shaft.)
6. In the illustration on pp. 26–27, where was the light coming from? (The light was natural light from the sun, shining into the entrance to the shaft.)
7. If you were the parents of Seth and his brother, how would you have reacted when you realised the boys had disobeyed your instructions? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

A Run of Force and Motion

These questions relate to pp. 4–9.

1. What are two forces that can stop a moving object? (gravity and friction)
2. What is an ultra-marathon? (It is a marathon that is longer than a normal marathon.)
3. What is the typical body type of a marathon runner? (Marathon runners have slim bodies so they have less weight to carry.)
4. What is the major difference between the *Marathon des Sables* and a regular marathon race? (This marathon requires runners to carry a heavy backpack during the run.)
5. Why is it important to train correctly for this particular marathon? (The requirements of this marathon are very demanding and the runners need to be very well prepared.)
6. Over how many months did David and Mark train for this marathon? (14 months)
7. Look at 'The World's Toughest Footrace' on p. 6. Which of these conditions would you find most difficult to bear? (various responses)

These questions relate to pp. 10–23.

1. What can happen if runners don't have enough salt in their diet? (They can lose energy and get muscle cramps.)
2. What is a *sketched* map? (A hand-drawn map with a simple outline and not a lot of detail.)
3. Why don't race organisers want runners to leave their water bottles in the desert? (They don't want the environment littered with used water bottles.)
4. Why did David and Mark choose lightweight, high-energy foods to carry? (So they had enough energy to run but didn't have to carry too much weight.)
5. Why would it be necessary to provide written instructions as well as a map? (It would be easy for runners to become lost in the desert, so organisers provide extra information to help them get safely to the end of the race.)
6. Look at the graph on p. 14. Why do you think race organisers chose Day 5 as the Rest day? (Day 4 was the longest race distance of any day in the marathon, so the runners would need more rest than usual.)
7. Would you like to participate in this race when you are older? Why? (various responses)

Professor Archimedes' Anti-Gravity Socks

These questions relate to pp. 4–17.

1. What new invention had Professor Archimedes created? (anti-gravity socks)
2. Why do you think the dog's name is *Quantum*? (This is a scientific word for an amount or quantity.)
3. Do you think Quantum likes going for a walk? (Yes – he barked when he heard Professor Archimedes using the word 'walking'.)
4. What might have happened when Professor Archimedes made car ejector seats? (He was probably ejected from his car and landed on his head, causing a bump.)
5. What 'bugs' did the professor have to sort out in this experiment? (invent anti-gravity underpants; learn how to balance; how to start and stop)
6. In the illustration on p. 11, what has the illustrator done to show that the professor was spinning around? (There are curved lines indicating the direction of his movement.)
7. Do you think Professor Archimedes is a very successful scientist? Why? (various responses)

These questions relate to pp. 18–31.

1. What was the third disaster for the day? (The washing machine was spinning round and round.)
2. Which word tells you that Professor Archimedes thought his anti-gravity experiment was wonderful? (*cool*, p. 22)
3. Why are there pauses in the sentence, "*Was that a ... a ... a sock?*" on p. 25. (It would be unusual for pilots to see a sock from the cockpit of a plane!)
4. Why was Eugenie secretly happy when the professor lost one of the anti-gravity socks? (She thought that would end the problems relating to the socks.)
5. What do you think Professor Archimedes will do now? (Most likely, he will start working on another experiment, or he might make another batch of anti-gravity yarn.)
6. On p. 24, why do you think the pilot has a pair of binoculars? (He is trying to see more closely what the red object is.)
7. What do you think about Professor Archimedes' *best invention yet*? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Stargazers to Spaceships

These questions relate to pp. 4–11.

1. What causes the seasons? (The changing angle of the Earth and its distance from the Sun.)
2. Why do people *marvel* at the size of Stonehenge? (It is a huge structure, and people probably wonder how it was built.)
3. Why does the Sun cast a long shadow at dawn and dusk? (The sun is lower in the sky, and the angle creates a longer shadow.)
4. Why did people settle in one place to grow crops? (They needed to care for the crops, so they had to be nearby.)
5. Why does Stonehenge still contain many mysteries? (It was built at a time when there were no written records, so people don't know for sure how or why it was built.)
6. How are the two pictures on p. 11 related? (One is an artist's impression of Stonehenge, and the other is a photograph showing how it looks now.)
7. If you had lived in the time before clocks, how would you have worked out what time it was? (various responses)

These questions relate to pp. 12–23.

1. When people started to travel, what did they use to help them find their way? (the stars)
2. Which word on p. 12 has the same meaning as 'to find their way'? (*navigate*)
3. Why didn't our curiosity about the universe stop when man landed on the Moon? (It is natural to be curious about things we don't understand, so when we learn some information, we want to know more!)
4. Why didn't people take much notice of Copernicus's theory at first? (They didn't think it could possibly be true.)
5. Why did people think the Earth was the centre of the universe? (They had no idea that the Sun and other planets existed; they knew nothing about the universe.)
6. On p. 21, why do you think the colour of the little rocket changes from red at the top of the page to green at the bottom of the page? (Perhaps it is indicating that in the 1950s, travel to the Moon was not possible, but as time went by, this became more and more likely, until it finally happened in 1969.)
7. Do you believe there is life on other planets? Why? (various responses)

Butterflies Below Zero

These questions relate to pp. 4–15.

1. Where did Lucas find the new kind of butterfly? (in South America)
2. What does the word *dusty* tell you about the passports? (They hadn't been used in a long time.)
3. What happened when Lucas suggested they read butterfly books on holiday? (The others threw tea towels, toast crusts and slippers at him.)
4. Why did Lucia think a family hug would help them? (It would remind them that they are a family and can work out problems together.)
5. Do you think this family goes on a holiday very often? Why? (Probably not – they were very excited at the thought; their passports were dusty; the twins 'couldn't believe their luck'.)
6. What time did Lucas come home from work? (late afternoon/early evening)
7. Do you think Lucas will take the family on a tropical holiday? Why? (various responses)

These questions relate to pp. 16–32.

1. What did Dr Stinson want to do when he saw inside the house? (He wanted to make a tropical butterfly house where people could learn about butterflies.)
2. Which word tells you that the family drank their juice slowly? (The word is *sipped*.)
3. Why did Fifi put bowls of water in front of the heaters? (This made the house humid, like a tropical resort.)
4. Why were the plants a special delivery? (It was winter time and these plants usually grow in very warm areas.)
5. Why is this text called *Butterflies Below Zero*? (Because the butterflies hatched when the outside temperature was below zero, but the inside was like the tropics.)
6. Look at the illustration on p. 23. How did the family feel when they saw all the coloured butterflies? (They were amazed at how beautiful the butterflies were.)
7. How would you have felt about this type of tropical holiday? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

In the Danger Zone

These questions relate to pp. 4–11.

1. What could happen when you enter a snake's danger zone? (You could get bitten by the snake.)
2. In the list of animals on p. 7, which word tells you that you could die if you were attacked by one of these animals? (*deadly*)
3. Why do you think more children die from malaria than adults? (Children may have a lower resistance to the disease.)
4. Apart from taking medication, what other precautions could you take to prevent the spread of malaria? (You could use insect repellent to keep mosquitoes away.)
5. What is the main message this text is presenting? (Most animals will not attack if you stay out of their danger zone.)
6. How many basic stages are there in the lifecycle of the mosquito? (Four: eggs, larva, pupa and adult)
7. Which of the animals listed on p. 7 is the greatest threat in the area where you live? (various responses)

These questions relate to pp. 12–23.

1. How does a jellyfish attack? (It has poisonous stinging cells on its tentacles.)
2. What does *immune* mean? (To have a natural resistance to the effects of something.)
3. Why are box jellyfish hard to see? (They are almost the colour of the water, and quite transparent, so they are not easily visible.)
4. Why have cane toads become a problem in Australia? (They breed very quickly and have spread from the area they were introduced into.)
5. Why is it important to protect the Great Barrier Reef from the Crown-of-Thorns Starfish? (It can destroy the coral reef quicker than the reef can be rebuilt.)
6. Why do you think the Stinging Nettle Caterpillar is given this name? (It looks like the plant called the Stinging Nettle.)
7. What advice would you give other people about the plants and animals discussed in this text? (various responses)

Chilling Ice-Cream

These questions relate to pp. 4–11.

1. What are the main ingredients needed to make ice-cream? (cream, milk, sugar and flavours)
2. What is the difference between ice that is *crushed* and ice that is in cubes? (Crushed ice is in much smaller pieces, and can fill smaller spaces.)
3. Why do you think a metal bowl is used to mix the ice-cream? (The metal bowl will cool quicker than a ceramic bowl, so the ice-cream will set better.)
4. In Step 4 on p. 9, why do you think more salt has been added to the ice bath? (To continue to make the water freeze at a lower temperature.)
5. Why is ice-cream a suitable recipe for children to make? (There are no complicated ingredients or processes required.)
6. On p. 11, how is the use of coloured text helpful? (Coloured text draws the reader's attention to important words.)
7. Which of the two ice-cream recipes would you prefer to make? Why? (various responses)

These questions relate to pp. 12–23.

1. What causes an ice-cream headache? (Your brain registers cold ice-cream on the roof of your mouth as pain.)
2. What is another word that could replace *popular* in this text? (well-liked, accepted)
3. Why is the science show presenter warning children not to make this ice-cream at home or school? (It can be extremely dangerous if liquid nitrogen touches a person's skin.)
4. Why does ice-cream made in the freezer take longer to freeze than ice-cream made with liquid nitrogen? (Liquid nitrogen is many times colder than the inside of a freezer.)
5. Why do you think most people like ice-cream? (It is sweet and tasty, has lots of flavours, is easy to prepare, and can be used on lots of occasions.)
6. What do you notice about the serving benches in many of the ice-cream shops? (The counters are stainless steel, as this is a cool material and easily cleaned.)
7. If you could choose an ice-cream flavour, which one would you choose? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Fabulatory Laboratory

These questions relate to pp. 4–19.

1. What does Dr Carmelius do? (He is a scientist who does experiments.)
2. On p. 11, what does the word *proper* tell you about how the teacher feels about the experiments? (He doesn't think those mentioned are serious experiments.)
3. On p. 10, how should the sentence about biting insects have been written so that it made sense? (Just last week, we discovered how to prevent diseases that are caused when infected insects bite humans, *or similar*.)
4. How did the 'initial research' link with the saying, *An apple a day keeps the doctor away*? (The research showed that apples are a healthy food, so people who eat them may not need to visit the doctor.)
5. How have Dr Carmelius and Rupert managed to come up with many of their results? (Many results are due to misinterpreting words, or saying them incorrectly, or deliberately putting words in the wrong order.)
6. How do you think the students reacted to the jokes? (They enjoyed the humour.)
7. Which joke do you find most amusing? Why? (various responses)

These questions relate to pp. 20–32.

1. Which animals were in the last experimental room? (wild, carnivorous cats)
2. Which word is implied in the joke about the cheetah not being allowed to play word games with the other cats? (*cheater* – because he 'cheats')
3. On p. 22, how should the sentence 'He's saying nothing' be written if the dog could actually speak? (He's saying, "Nothing!")
4. Why is the joke about the mathematics book humorous? (Because students have to solve maths problems, and people who have problems are sad.)
5. What technique has the author used to make jokes? (Used words that have more than one meaning)
6. How has the author indicated when all the boys and girls are speaking together? (There are three small pictures of children.)
7. Why do you think the author has written this text as a Reader's Theatre? (various responses)

The Incredible Journey

These questions relate to pp. 4–19.

1. At the beginning of the story, what was Jambalu doing? (He was asleep.)
2. Which word tells you that the pain in Jambalu's leg was not a sharp one? (*dull*)
3. Why did Jambalu carve the boat during the night? (Sometimes he couldn't sleep from the pain in his leg and the terrible memories of the explosion.)
4. What do you think the tourist thought when his eyes connected with Luiz's? (He probably felt sorry for him, because he was ragged and possibly hungry.)
5. Why do you think Rihanna's dad always brought her beautiful presents? (Because he travelled a lot and felt guilty that he was away from home so much.)
6. Look at the illustration on p. 11. How wealthy do you think the villagers are? (Very poor – it is a shanty town.)
7. Why do you think Rihanna decided not to keep the little boat? (various responses)

These questions relate to pp. 20–31.

1. What are the three messages now carved in the little boat? (Go in peace; Learn forgiveness; Share love)
2. Which word on p. 21 tells you that the net was not full of prawns? (*disappointed*)
3. Why did Mandawuy put the little boat inside his jacket? (He needed his hands so he could hold on and not get swept overboard.)
4. After the death of his brother, what did Mandawuy do? (He campaigned across Australia, talking to people about health and safety.)
5. How many years does this story span? (60 years)
6. In the illustration on p. 28, who is the old man in the wheel chair? (It is Jambalu, but now he is the President.)
7. If you received the boat as a present, what message would you carve on it? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 4

Animal Sanctuary

These questions relate to pp. 4–13.

1. What do penguins in the wild like to eat? (small fish and other sea creatures)
2. What do you understand by the term *balanced diet*? (The penguins receive the correct amount and the right type of food.)
3. How would Jo know if a penguin had lost its appetite? (From the record of how many fish each penguin ate.)
4. Why do you think Jo has another person to help record when she is feeding the penguins? (Handling the fish and writing would be messy.)
5. How would the animal sanctuary help to maintain the population of little blue penguins? (Many penguins could still breed.)
6. Use the photographs and captions in the flow chart on p. 8 to explain how and why the penguins are fed. (Distribute fish one at a time; record how many fish are eaten by each penguin; penguins rest to digest food.)
7. If you were a ranger at the sanctuary, what would be your favourite job? Why? (Various responses.)

These questions relate to pp. 14–23.

1. What colours are little blue penguin feathers? (indigo blue, slate grey)
2. If Alex *shuffles* along the row of burrows, what does this mean? (To walk slowly by dragging the feet.)
3. Although Alex is at the sanctuary, why is his future considered to be bright? (He is safe there.)
4. What type of special care might be given to sick or injured penguins? (Treatment for cuts, abrasions and diseases; care for old penguins.)
5. Why do you think penguins cannot fly? (Wings are not strong; feathers are small; body is quite heavy.)
6. Compare and contrast the appearance of a little blue penguin with an emperor penguin. (little blue penguin is smaller, weighs less, feathers are a bluish colour; emperor penguin has yellow/orange colouring around beak and throat, and is a darker grey.)
7. How might learning about the work of the rangers help people to change their behaviour? (May be more responsible when disposing of rubbish and driving where wildlife is abundant; may make donations for animal research; other responses.)

Pillow-Fights and How to Win Them!

These questions relate to pp. 4–15.

1. How is the force of the blow calculated? (By multiplying the weight of the pillow by the speed it is travelling.)
2. Which word on p. 15 tells us that the human body is the best pillow-fighting machine? (*ultimate*)
3. What does Leonardo expect to happen with the final blow in a pillow-fight? (He expects the pillow to break apart and spill all its feathers.)
4. Why does Leonardo ask the children not to share his secrets with others? (He is concerned that naughty children will use the information to be troublesome.)
5. How have the chapters been organised in this text? (Each chapter has been presented to discuss one element of a successful pillow-fight.)
6. What information might be contained in the notebook on p. 11? (It might contain Leonardo's pillow-fighting secrets.)
7. Do you think Leonardo would be good at pillow-fighting? Why? (various responses)

These questions relate to pp. 16–32.

1. What is the ideal distance to be from your opponent when you swing the pillow? (The length of your arm.)
2. On p. 23, what is another word that means *plan*? (*strategy*)
3. Why is an escape route essential? (You need to be able to get away, in case you hit the wrong person!)
4. In planning a surprise attack on your opponent, what else must you consider? (You must also be prepared for a surprise attack from your opponent – be alert.)
5. If you follow Leonardo's advice, how does he want you to thank him? (He wants you to think about his help as you deliver the final successful blow.)
6. In the crest that appears throughout the book, how is it put together? (It represents Leonardo. It has an L on the body, two arms and two legs, and the hands are covered by two lion's heads, representing Leo.)
7. Which of Leonardo's strategies would you need to practise most if you were to have a pillow-fight? (various responses)