

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

A Music Dream Comes True

These questions relate to pp. 4–17.

1. How old was Straalen when he signed his first recording contract? (He was 13.)
2. What does the expression *fast forward* tell you about Straalen's life since then? (It means he has been very busy with singing and recording opportunities.)
3. What did Straalen mean by *the kids didn't know what the heck I was singing, as they weren't exactly the Wiggles's songs*? (He meant the songs he sang weren't ones usually sung by kindergarten children.)
4. Why did Venetta Fields agree to coach Straalen? (She was impressed with his talent and could teach him about many aspects of his music career.)
5. What performance could have been the real beginning of Straalen's career on stage? (singing for clients in his mother's hair salon)
6. What do you think when you see the huge arena on pp. 14–15? (Straalen is very small to be singing in such a large arena! Other answers are acceptable.)
7. How do you think Straalen's success has impacted on his brothers? (various responses)

These questions relate to pp. 18–31.

1. What did Straalen have to do when he visited Sony Music? (He sang three songs and answered questions.)
2. Which word could replace *marketing* in the sentence at the top of p. 21? (advertising, promotional)
3. What standard does Straalen set himself when he records songs? (He makes sure every note is perfect.)
4. How was Straalen's marketing campaign different to those of other artists? (He needed to be introduced to his audience because he had risen to fame quickly, was very young, and people had not heard of him.)
5. What other skills did Straalen acquire through his work in this profession? (He learnt about the technical equipment in the sound studio, photo shoots, media interviews and conducting himself in the company of famous people.)
6. On p. 28, how are the lyrics of *Smile* similar to a poem? (There are rhyming words at the end of consecutive lines and capital letters begin each line.)
7. If you were Straalen's manager, what do you think would be a suitable event for his next performance? Why? (various responses)

Planet Ransom

These questions relate to pp. 4–23.

1. Who is the president of Xerxes City? (Dr Xerxes)
2. Which word in the text indicates that *sweltering* means boiling, scorching or burning? (The word is *contrast*; sweltering heat is the opposite weather to a blizzard, or snowstorm.)
3. How did Dr Xerxes feel when he was addressing the council members? (He was pleased that they were afraid of what he was going to say.)
4. Do you think the guard deliberately left Rosco's cell door open? (Yes – perhaps the guard knew who was calling and why they wanted to speak with Rosco.)
5. In the whole project, what was worrying Mila the most? (that Earth Two would not be able to accommodate everyone on Earth)
6. How does the author indicate the passing of time and the setting for each event? (The blue bar has the heading *Location* and shows the date and time.)
7. What suggestions would you submit if you could contribute to the design of Earth Two? (various responses)

These questions relate to pp. 24–48.

1. Whose idea was it to try to fix up planet Earth? (It was Mila's idea, but President Sternov made the announcement.)
2. Why did Mila need to summon all her courage on p. 26? (to present her speech to President Sternov)
3. Why were people very keen to submit their ideas to this project? (They believed that everyone on Earth was going to be saved, although they weren't.)
4. How might President Elenya Sternov react on a bad day? (Normally she was very difficult; on a bad day she would be even more angry and aggressive.) Why is it necessary to have such complicated passwords and usernames in today's society? (Some people are dishonest and gain access to information that they shouldn't see.)
5. What might have happened if the third password hadn't worked? (Sometimes, for security reasons, you only get three attempts to enter a correct password before the computer shuts down.)
6. On p. 36, what is the "waiting" icon? (an hour glass)
7. If you were Mila, how would you have solved the problem of not being able to move everyone to Earth Two? (various responses)

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Fireworks Art

These questions relate to pp. 4–17.

1. What are pyrotechnicians? (qualified people who know how to safely store, handle and use fireworks)
2. What does *memorable* mean in *unique fireworks shows that are spectacular, safe and memorable*? (People watching will remember them for a long time.)
3. Why do viewers cheer when they see a sequence of fireworks? (They are excited to see the display, and amazed at the spectacular effects.)
4. For approximately how many years has the Foti family been involved in the fireworks industry? (over 200 years: 1793 to present)
5. Why is it important to check and re-check all the fireworks before the display begins? (Fireworks are too expensive to have a rehearsal and check that everything is set up correctly. It is essential that people working at and watching the display are safe.)
6. Why is there a big O on the Sydney Harbour Bridge on p. 17? (This stands for Oprah, as this display was part of her welcome to Australia.)
7. Where was the most spectacular fireworks display you have seen? What did you like best about it? (various responses)

These questions relate to pp. 18–31.

1. Where are most fireworks used in displays around the world made? (Most fireworks are made in China.)
2. What does the author mean by a *big undertaking* on p. 26? (This is a huge project, as staff must travel from Australia to Turkey before setting up the display.)
3. Why does a fireworks display over water look even more impressive? (The explosion of colour is reflected in the water.)
4. Why are pyrotechnics displays cancelled if the weather is too windy? (Fireworks could be blown in the wrong direction and cause injuries or damage.)
5. Why are the fireworks labelled with a name and code? (This helps pyrotechnicians set up displays correctly.)
6. Which country has won the most awards at the international fireworks competition? (Germany has won four awards.)
7. Why are fireworks displays often televised? Is it better to watch in real life, or on television? (various responses)

Television Teaches Too!

These questions relate to pp. 4–16.

1. Who are the Indigenous peoples in Australia and New Zealand? (the Aboriginal and Torres Strait Islander peoples, and the Māori people respectively)
2. What does *entice* mean in *to entice viewers to watch*? (tempt, persuade, encourage or motivate)
3. What aspects of their culture can Indigenous people preserve? (story-telling, arts and crafts, languages, festivals and celebrations)
4. What is the main reason for promoting the language and culture of Indigenous people? (to educate people in their country and around the world, to ensure the culture is not lost over time)
5. Why would young children enjoy the program *Pukoro*? (Children would enjoy the puzzles hidden in the characters' pockets; the colours are bright; the presenters are active and appealing.)
6. Why is the map on p. 5 included? (The map shows the countries involved in the WITBN.)
7. If you could learn the culture and language of an Indigenous community, which one would you choose? Why? (various responses)

These questions relate to pp. 17–31.

1. What is the name of a popular Māori Legend? (*Rata and his Canoe*)
2. Which word on p. 26 tells you that storytelling through dance is a very old art in Hawaii? (*ancient*)
3. Why did Hawaiian people enjoy listening to the sound of the ukulele? (The ukulele had a unique sound, unlike what people had heard before.)
4. Why did Lisette select a male hula dancer to feature in her documentary? (to show that the hula is not just a dance performed by women)
5. Why are some television programs aimed at preschool-age children, and others at school-age children? (Younger children learn new languages easily; older children can benefit from programs that reinforce Indigenous languages taught at school.)
6. How is a ukulele similar to and different from a guitar? (The ukulele has strings and is shaped similarly to a guitar, but it is a smaller instrument.)
7. Would you prefer to learn to do the haka or the hula? (various responses)

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Our Friend, Old Bob

These questions relate to pp. 4–21.

1. What was Mrs Kemp's job? (school secretary)
2. Why did Mrs Kemp wrinkle her nose *involuntarily*? (She was not comfortable with the unwashed man sitting on the chair.)
3. What did Bob have for breakfast the morning he went to see Mr Jermyn? (He had some chocolate out of his crumpled supermarket bag.)
4. Why was Mrs O'Driscoll unhappy when Claire brought the letter home from school? (She thought an old man like Bob should not be enrolled in the same class as her daughter and other schoolchildren.)
5. How did Mr Jermyn encourage Old Bob to pursue his goal of becoming literate? (He agreed to enrol Bob as a student and gradually made changes that improved conditions for Old Bob.)
6. In the illustration on p. 5, what characteristics of Old Bob make him seem unapproachable? (scruffy hair, the crumpled bag, dirty coat, unshaven)
7. How would you have felt if you were in the same class as Old Bob? (various responses)

These questions relate to pp. 22–48.

1. Why did Old Bob have to work very quickly to get the children out of the bus? (There was smoke coming from the bus and it could catch fire at any moment.)
2. Which words on p. 45 indicate that Old Bob had done two brave acts in his lifetime? (*double heroism*)
3. Why did Old Bob want to take some newspaper samples? (Homeless people often use newspaper as a blanket when the weather is cold.)
4. Why did Mr Jermyn ask Mrs Kemp to complete the employment forms for Old Bob? (He knew the forms were complex, and Old Bob would struggle to read the questions and write the answers.)
5. How did Mrs O'Driscoll's feelings about Old Bob change as the story progressed? (After the accident, she thought Bob was a hero for saving Claire and all the people on the bus.)
6. How does the newspaper clipping from Old Bob's crumpled bag help to explain his situation in life? (It explains that his parents were killed when he was young and he had no one to care for him.)
7. What do you think Old Bob's future at the school will be? (various responses)

Designing for Cinemas

These questions relate to pp. 4–15.

1. What were movies without sound called? (*silent movies*)
2. Which word on p. 8 tells you that Ian Swan does not design the whole of the cinema? (*interior* – the inside of a cinema)
3. Why are cinemas built inside or near shopping centres? (This is convenient for patrons; it encourages people to shop and visit the cinema.)
4. Why is it important for Ian Swan to get the cinema owner's approval before preparing the final drawings? (The owner is paying for the design and construction, so he or she must approve the plans.)
5. Why do you think some cinemas in a complex are larger than others? (Some movies are more popular than others, so it is efficient to have cinemas of different capacities.)
6. In the plan on p. 11, how are the seats arranged for accessibility? (There are aisles for people to move into and out of seats; there is wheelchair access.)
7. If you were designing a cinema, what colour scheme would you choose? (various responses)

These questions relate to pp. 16–31.

1. When a movie consists of several reels, what must be done before it can be screened? (The reels must be spliced together into a single length of film.)
2. What is meant by a *complex configuration*? (The arrangement of parts is intricate or complicated.)
3. What type of snacks or treats do people often buy at the cinema? (popcorn, sweets, ice-creams and drinks)
4. Why do people need to purchase snacks easily and quickly? (Many people buy snacks just before the movie starts; they don't want to miss the beginning.)
5. Why do you think going to the movies is so popular, when people could stay at home and watch television or DVDs? (Many cinemas offer a complete 'experience', with snacks, comfort and special effects; latest movies are not immediately available on DVD.)
6. What is the purpose of the large illuminated signs outside each cinema? (These numbers show patrons which cinema to go to for a particular movie.)
7. What is your favourite movie that you have seen at the cinema? (various responses)

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BOOKS – NLD 5

Stars of the Red Carpet

These questions relate to pp. 4–26.

1. Which city had Eva been to at the beginning of the story? (Sydney)
2. What does the word *diabolical* tell you about Eva's trip to Sydney? (It was incredibly bad!)
3. Why do you think the laptop stopped working? (It became wet; electronic devices must not come in contact with water.)
4. What seemed to be the main cause of Eva's day being so bad? (The large volume of traffic created lots of problems for Eva.)
5. What did Eva and Tania enjoy about their day in the country? (People were very friendly; there wasn't much traffic; they had a picnic underneath the trees.)
6. On p. 19, what would the sign at the driveway show if you could see all of it? (Steve's Auto Repairs)
7. What would you do if you could spend a whole Saturday doing whatever you liked? (various responses)

These questions relate to pp. 21–48.

1. What did Eva tell Steve she had forgotten to do in the town in the middle of nowhere? (She had forgotten to pay Myrtle for the slices and coffee.)
2. Which words tell you that the Empire had once been a spectacular building? (*reveal its old glory*)
3. What things do you think were *Approved. Approved. Approved!*? (A loan from the bank to complete repairs; a selection of suitable movies on a special deal; plans to redevelop the cinema building.)
4. Why do you think Eva was *pacing around nervously* on the morning of the opening? (She was worried that she had forgotten to organise something important.)
5. Why were so many people present for the opening of the cinema? (Almost everyone had contributed in some way to the redevelopment, so they were eager for the cinema to open.)
6. What do you notice about the ages of the movie goers on p. 43? (People of all ages are attending the opening.)
7. What do you think would be an appropriate movie to screen on opening day? (various responses)

A Writer's Invitation into an Imaginary World

These questions relate to pp. 4–17.

1. When did John Parsons decide he wanted to be a writer? (when he was still at school)
2. What does *but I couldn't retrieve all the time and imagination* on p. 11 mean? (He couldn't get back, or recover, the stories he had written.)
3. What is the purpose of pre-writing? (Pre-writing is the planning process. It helps develop style, characters and plot.)
4. Why do authors sometimes create main characters that are not people? (Many readers are fascinated by imaginary characters, and this motivates them to read the story.)
5. After an author has produced many stories, does the process become easier? (Not really. Every time the author writes a new story, he or she has to follow the same processes to ensure the finished story is good.)
6. Why is some white text on p. 13 crossed out? (The author has edited it to improve the choice of words.)
7. If you were going to write a children's story, what would your sentence describing the characters, setting and events be? (various responses)

These questions relate to pp. 18–31.

1. What is important about the beginning and end of a chapter? (These parts should make the reader want to know what happens next.)
2. What is another word that means the same as *compel the reader to continue*? (induce, coerce, persuade)
3. Why is it important to have a catchy title for your story? (The title is the first thing people see; it can make them decide whether the story seems interesting enough to read.)
4. Why is the story more interesting if the main character solves the problem themselves? (The reader connects with the character and imagines how they would solve the problem if they were that character.)
5. How is this text helpful to children writing stories at school? (It explains how to write and edit a text.)
6. How is the 'Reviewing Checklist' on p. 26 helpful for a writer? (It shows which senses have been stimulated by the text and whether any have been omitted.)
7. What do you think would be the best aspect of being a writer? (various responses)

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Vagnarok Finds a Sweetheart

These questions relate to pp. 4–27.

1. What did the last line of the invitation state? (All guests must bring a date to the wedding ball.)
2. What does *make amends* mean? (to compensate for something unsatisfactory)
3. Why did the Vikings' kisses smell like stinky cheese? (They hardly ever brushed their teeth.)
4. What did Horrid suggest had to happen before any of the Viking girls would accompany the men on a date? (The men would have to smell better and look tidier.)
5. Why didn't the Vikings know how to impress their dates? (They didn't care how they smelled or what they looked like, and they didn't want to change.)
6. Why did Vagnarok spend all night burping bubbles? (What he thought was a block of cheese was actually a cake of soap.)
7. If you were one of the Vikings, what recipe would you make to impress the girls? (various responses)

These questions relate to pp. 28–48.

1. What did the ladies do to improve the appearance of the Viking men? (They cleaned the men's teeth, trimmed their eyebrows and shaved their beards.)
2. What did the ladies do when they *swooned*? (They became ecstatic at the attentions of the Viking men.)
3. Why did Vagnarok think the night of the ball would seem very long? (He had to behave properly all the time he was there!)
4. Why did Vagnarok think the word 'flower' was a spelling mistake in the etiquette book? (He thought the ladies would prefer a fish head to a flower.)
5. Do you think the Viking ladies were eager to go to the wedding ball? (Yes, they kept telling the Viking men how to succeed in getting dates for the ball.)
6. How was the royal invitation presented? (It was written on a scroll, rolled up and sealed.)
7. After the wedding ball, how do you think Vagnarok and the other Vikings will conduct themselves? (various responses)

The Zebediah Mutiny

These questions relate to pp. 4–27.

1. In class, what did Mother Hildegard do to get Jeremiah's attention? (She threw chalk at him.)
2. Which word on p. 5 indicates that Suzette would rather sit at the front of the class? (*preferred*)
3. Why was Nathan trying to throw out carrots from the sack? (He didn't want to peel them all.)
4. What did Jeremiah mean when he said he liked Mother Hildegard knowing exactly how much they appreciated being at the orphanage? (He wanted her to know they ran away because they didn't like being at the orphanage.)
5. Why was Jeremiah concerned at the changes he noticed on his way back to the *Zebediah*? (He knew someone had been there and this could expose their hideaway.)
6. Why do the nuns look so surprised when they see the potato head? (It looks like Mother Hildegard.)
7. If you were Jeremiah, how would you plan your escape from the orphanage so you didn't get caught? (various responses)

These questions relate to pp. 28–48.

1. Why wasn't Jeremiah worried about Abby and Suzette being away for so long? (He knew that Abby knew the way back from the farm house to the *Zebediah*.)
2. Why did Jeremiah think Mother Hildegard looked like a crow on the deck of the ship? (Her clothing was black, like a crow's feathers.)
3. How long did the children usually spend away from the orphanage when they escaped? (more than one night)
4. Why did Nathan call Jeremiah *Mister Jeremiah*? (He wanted to trick Jeremiah into thinking the hand on his shoulder was Mother Hildegard's.)
5. What makes you think Suzette will become like the other children when she has spent more time at the orphanage? (She has already learned one of Jeremiah's tricks, about the number twelve.)
6. In the illustration on p. 46, which direction are the children facing? (east, as the sun is rising there)
7. Why do you think the text is called *The Zebediah Mutiny*? (various responses)

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Outside Broadcasts

These questions relate to pp. 4–17.

1. Why do television reporters present live coverage? (so viewers can get up-to-date news and weather)
2. On p. 7, which word says that outside-broadcast units are smaller than indoor television studios? (*mini*)
3. What event would require only one camera operator? (a person making a speech or an important announcement, or being interviewed)
4. Why is the audio director's job an important one? (People watching television at home need to be able to hear the program clearly.)
5. How many different monitors does the director need to watch? (There is one monitor for every camera, so it depends on how many cameras are filming.)
6. On the plan of the OB Truck on p. 12, how many work stations do you think there are? (ten)
7. Which job would you most like to have in outside broadcasting? (various responses)

These questions relate to pp. 18–31.

1. What is one of the senior roles in television broadcasting? (floor manager)
2. What do production staff do when they *edit out* footage? (They cut out sections that are not important, to show more highlights.)
3. Why do people watch replays in sporting events? (to see exactly what happened in an exciting moment)
4. How does wearing an earpiece and a microphone help the floor manager? (He can speak to and hear the other people on the job, and solve problems quickly.)
5. Why is there a large team involved in televising an outdoor event? (Many tasks must be done quickly, as there is no time between filming and televising.)
6. Approximately how many women competed in the Sydney Olympic Games in 2000? (4000)
7. If you were an OB camera operator, what events would you most like to film? (various responses)

CSI: Classroom

These questions relate to pp. 4–22.

1. Where was the goldfish bowl kept? (on the bookcase)
2. Which word tells you that there was only one book on the floor? (*solitary*)
3. What did Dwayne and Shandy think Janitor John would do with the deceased goldfish body? (They thought he would flush it down the toilet.)
4. What is humorous about Dwayne's comment, "You, my friend, are wrapped up ..." "But ... this investigation isn't."? (The meaning of 'wrapped' is different in each statement: in the first it means covered and in the second it means finished.)
5. How does the author create humour in the text? (The characters say obvious things, pretend to be professional, misinterpret each other's statements.)
6. What is an '*artist's impression only*' as in the illustration on p. 15? (It is a drawing of what the subject looks like, not a photograph.)
7. Who do you think committed the crime? (various responses)

These questions relate to pp. 23–48.

1. Why did Janitor John and Seymour Leggs turn up at Miss Dwyer's house? (for her birthday party)
2. Why is the tree opposite Miss Dwyer's house described as *convenient*? (Louden could easily watch Miss Dwyer's house from that vantage point.)
3. Why was Shandy boiling another egg? (She was making a sandwich to lure the criminal to strike again.)
4. What is humorous about the conversation on pp. 28–29 between Dwayne and Loudon? (There are many references to fish-related words: *fingered*; *smoke*; *frying pan*; *gutted*; *scales*; *net*; *fin-ale*.)
5. Why do the investigators keep adding questions to their list? (They have no idea who or what committed the crime, but they are trying to sound professional.)
6. In the illustration on p. 35, how do you think Seymour Leggs is feeling? Why? (He is confused; he wouldn't expect students to cross-question him.)
7. How successful do you think this team of investigators is? Why? (various responses)

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The Gryffenstrykke

These questions relate to pp. 4–21.

1. What was Ulversen doing as he moved from one hut to the next? (He was warning the Nordsfolk that the gryffenstrykke would soon appear.)
2. What does the word *sturdy* tell you about how the Nordsfolk protected their huts? (Sturdy means strong, which implies that the people protected their huts as effectively as they could.)
3. Who did the Nordsfolk blame for the appearance of the gryffenstrykke? (They blamed the Southerners.)
4. Apart from drowning, how might the girl in the water have lost her life? (She could have frozen to death in the icy water.)
5. Why wasn't Ulversen able to recognise Sigrídsdóttir when he rescued her? (She was a Southerner.)
6. Why might the illustrator have chosen a red colour scheme for the picture on p. 8? (Red indicates danger.)
7. If you were Ulversen, how would you have reacted when you realised Sigrídsdóttir was a Southerner? (various responses)

These questions relate to pp. 22–48.

1. Why couldn't Ulversen take Sigrídsdóttir back to his village? (The villagers would throw her in the fjord because she was a Southerner.)
2. When Ulversen had the sword at his throat, why were his eyes pleading? (He was begging the Southerner not to kill him.)
3. What did Ulversen mean when he said, "*There was only one thing worth catching ... But I'm afraid it slipped away*"? (He was glad he had met Sigrídsdóttir but could not bring her home to his village.)
4. How was Ulversen feeling as he made his way to meet Sigrídsdóttir again? (He was nervous that she might not want to see him, and unsure what to say to her.)
5. Why weren't the Nordsfolk or the Southerners able to solve the mystery of the gryffenstrykke? (Neither group realised that the ice troll was hungry for power and that the gryffenstrykke was only seeking light.)
6. Look at the illustration on p. 28. What do you think a *broadsword* might be? (a sword with a wide blade)
7. Based on some of his comments in the text, what type of personality do you think Ulversen has? (various responses)

The Logbook of the *Timandra*

These questions relate to pp. 4–16.

1. Which European explorer made first contact with the Māori tribes in New Zealand? (Abel Tasman)
2. On p. 5, which word means the same as 'established' or 'created'? (*founded*)
3. Why did the European trading ships want to swap goods for food, water, flax and wood? (They needed to eat and drink; they could sell flax and wood.)
4. Why did the British government feel that they should be in charge of events in New Zealand? (Because English naval captain James Cook started the first settlement in New Zealand, the English felt that the land there belonged to them.)
5. What is a common theme in many of the diary entries from on board the *Timandra*? Why? (Many comment on the prevailing weather conditions, which impacted on the progress and safety of journeys by sea.)
6. Approximately how many kilograms of raisins were allowed for each of the 212 emigrants during the four-month journey? (approximately three kilograms)
7. If you were preparing to travel by ship to New Zealand as an emigrant in the 1840s, what would be your greatest fear? (various responses)

These questions relate to pp. 17–31.

1. In the 1860s, why were many of the settlers opposed to the fighting that broke out? (They were disappointed that the tribes who had originally welcomed them were being treated so unfairly.)
2. What are *squalls*? (sudden strong winds or storms)
3. What do you think would determine how someone was punished for not obeying the captain's orders? (the severity of the crime)
4. Why might some of the emigrants have been obsessed with eating large quantities of food? (They were worried about not getting enough to eat.)
5. Why was disease a constant threat on long voyages? (People existed in crowded conditions, so contagious diseases spread very quickly.)
6. Why are some of the pictures only sketches rather than photographs? (Photographs of New Plymouth during that time would not have been available.)
7. If you were an emigrant corresponding with your family back in England, what information would you include in the letter? (various responses)

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Escape from the Minotaur

These questions relate to pp. 4–25.

1. How did Exupnos find out about the thrilling holiday to Crete? (He saw it advertised in the newspaper.)
2. What word means the same as 'incentive'? (*motivation*)
3. What is the usual way people learn to have table manners? (Table manners are taught by parents.)
4. Why did Exupnos tell the Minotaur about eating a souvlaki? (So the Minotaur would realise there were other enticing foods to eat and not eat Exupnos.)
5. Why didn't the advertisement tell the truth about what the 'holiday' involved? (People would not have gone if they knew what was really going to happen.)
6. How is Exupnos feeling in the illustration on p. 14? (He is frustrated that the Minotaur will not listen to him about his eating habits.)
7. When have you done something you shouldn't have and 'promised' never to do it again? (various responses)

These questions relate to pp. 26–48.

1. Why did Exupnos take toenails with him in his pocket? (He used these to make a trail so they could find their way back if they came to a dead end.)
2. What is meant by *my grin evaporated*? (Exupnos's smile disappeared when he saw the palace soldier.)
3. What does it mean to be *more use outside a Minotaur than inside one*? (The Minotaur decided not to eat Exupnos because the young man promised to help him find delicious new foods.)
4. What did the Minotaur see on the door that Exupnos missed? (a door knob)
5. Why was the Minotaur able to negotiate discounts that no one ever refused? (People were afraid to disagree with the Minotaur's suggestions.)
6. In the illustration on p. 44, why aren't the other people paying any attention to the Minotaur? (They are used to seeing him in the town's restaurants.)
7. Do you think *Exupnos Gourmet "Tours"* is an appropriate name for the company? (Various responses; some students may understand that "Tours" refers to Taurus, a bull.)

Eco-Heroes, Agents of Change

These questions relate to pp. 4–15.

1. What are the three main environmental problems that modern life has created? (pollution; increased waste; more extinct, endangered and threatened species)
2. Which word on p. 5 means periods of ten years? (*decades*)
3. What is meant by *The most important message is that everyone can be an eco-hero*? (Everyone on Earth can help solve the problem with few simple actions.)
4. Why should horseshoe crabs be protected? (These crabs help scientists and the medical profession. If they are not protected, they will eventually die out.)
5. Why is it important for children to become eco heroes as well as adults? (Children will be on Earth for longer than adults, so it is important that they help conserve the planet for future years.)
6. What message does the Earth model pictured on p. 10 convey? (People's excess use of plastic bags is 'smothering' Earth, harming birds and animals.)
7. What is one organisation in your local community that you could get involved in to become an eco-hero? (various responses)

These questions relate to pp. 15–31.

1. Who or what inhabits rainforest ecosystems? (millions of indigenous people; over half of all Earth's plants and animal species; many plants used for medicine and other health products)
2. What does *logging* rainforests mean? (cutting down trees to clear land, or to collect timber)
3. What will need to happen for the price of hybrid cars to become cheaper? (More people need to buy them, then production costs will be reduced and the cars will be cheaper to purchase.)
4. How does having posties use electric bikes help to save the environment? (This reduces carbon dioxide entering the atmosphere and uses fewer fossil fuels.)
5. Why is it important to maintain plant and animal populations in our environment? (When part of an ecosystem is upset, food chains are affected, leading to imbalance in the ecosystem.)
6. In the checklist on p. 25, to answer 'Yes' to *Am I an Eco-Hero Car?*, which colour boxes should have the most ticks? (green)
7. What do you consider to be the greatest single problem affecting our environment? Why? Are you able to do anything about it? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

Rock Star!

These questions relate to pp. 4–24.

1. What is the name of the rock band in the story? (*Airhead*)
2. Which word tells you that Snare was made to look small because of how big the drum kit was? (*dwarfed*)
3. Why did Okahito wait patiently outside Zoomer's hotel door? (As a butler, he had been trained to serve his clients and meet all their requests.)
4. Why are famous people often given free items to use? (The manufacturers think they will sell more of these items if crowds see megastars using them – it's a form of advertising.)
5. Why did Zoomer specifically want Okahito as his butler? (Okahito brought him whatever he wanted and took care of all his needs.)
6. What is the name of the hotel where the rock band is staying? Why do you think they chose to stay there? (The Grand Hotel – the group chose this hotel because the name fitted their image.)
7. Have you ever been to a rock concert? Did you enjoy it? (various responses)

These questions relate to pp. 25–48.

1. Which room did Zoomer occupy at the hotel? (Zoomer had the VIP room.)
2. Why is *Snare* a humorous name for the drummer? (A *snare* is a type of drum.)
3. Why were the band members *regretting their indulgence* of the previous night? (They felt ill and uncomfortable from all the food they had eaten.)
4. Why are some paragraphs of text very similar at the beginning and end of the story? (This shows that crowds react similarly wherever megastars perform.)
5. What does this text tell you about the rise and fall of rock stars? (They must continue to perform at a very high level, otherwise another performer will become the new megastar.)
6. How do the band members look on p. 44 compared with p. 5? (On p. 44 they look tired and bloated, but on p. 5 they are energetic and enthusiastic.)
7. How successful do you think Okahito's music career will be? Why? (various responses)

Can You Go to School?

These questions relate to pp. 4–17.

1. Why are some children not able to attend school? (Some families don't have enough money or live in remote locations; some children are in poor health.)
2. What does *shortage* mean in *a shortage of trained teachers*? (There are not enough trained teachers to teach all the children who need to go to school.)
3. Why might children need to work to help support their family? (There might not be enough money to provide for the family; parents might be dead or ill.)
4. How difficult would it be for children in Bhutan to walk to school? (It would be quite difficult and tiring, as the country is mountainous.)
5. What seems to be the main reason children don't go to school in some countries? (poverty)
6. Which country's flag has red, white and blue stripes? (Thailand)
7. How do schools in your area compare with the schools mentioned in this text? (various responses)

These questions relate to pp. 18–31.

1. How much money do Fijian children pay to go to school? (Education in Fiji is free.)
2. Which word on p. 21 tells you that some staff at The Jungle School are not paid? (*volunteer*)
3. How would more funding encourage students in Ecuador to stay at school longer? (More funding would mean more resources and better teachers.)
4. What does it mean to have a 96 per cent literacy rate? (96 out of 100 people can read and write)
5. Why is attendance at school higher for boys than girls in some countries? (In some countries it is considered more important for men to be educated and work; women are expected to stay at home.)
6. Why do Western Australia and Queensland have more School of the Air locations than other states? (They have many remote areas without access to schools.)
7. Although the School of the Air is a great facility, what would its disadvantages be? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

Exit Ramp to the Underworld

These questions relate to pp. 4–28.

1. What was the red liquid that spilt onto the floor? (It was raspberry cordial.)
2. Why is a cemetery a *historic* place? (The headstones provide information about the people buried there.)
3. When the moon appeared from behind a cloud, why did Annabelle's head connect to her shoulders? (There was more light, so Adriana could see better.)
4. Why did Annabelle and Adriana want to find the bedside lamps? (Their mother was cross when she found they had been reading by torchlight and spilt raspberry cordial.)
5. What made Ralph think of installing remote controlled doors in the cemetery? (Mrs Hitchcock commented on her new garage door.)
6. Why does the illustration on p. 16 show a statue of an angel in the cemetery? (Some people believe angels look after those who have died.)
7. How would you feel about walking through an old cemetery as a shortcut? (various responses)

These questions relate to pp. 29–48.

1. How did Mr Corbett and Mr Gregory mark the dangerous spots at the cemetery? (They sprayed them with fluorescent red paint.)
2. What does it mean to keep someone *in suspense*? (This means to keep them unsure of what is about to happen, in a way that makes them feel anxious.)
3. Why did the girls think the butter knife was *glinting evilly*? (They thought it could be the murder weapon.)
4. Why did the girls feel as if they had been thrust into a real-life horror movie? (The things that were happening were usually only seen in scary movies.)
5. What did Ralph want to achieve by installing remote controlled gates and other special effects? (He wanted to scare the workers away from the cemetery so the project wouldn't go ahead.)
6. How are the twins feeling in the picture on p. 32? (They are agitated and suspicious of their father.)
7. How long would you keep Teresa in suspense? Why? (various responses)

Smile for the Camera!

These questions relate to pp. 4–15.

1. What did people do before cameras were invented? (They had their pictures painted by *miniaturists*.)
2. What word could replace *invented* in *invented the first digital camera*? (created, designed, developed)
3. Why might people be surprised or shocked to see their developed photographs? (Film photographs cannot be seen until they are developed. Someone might have pulled a funny face, or they may have part of their body cropped out of the photograph!)
4. What is a big advantage of using a digital camera instead of a film camera? (People can take hundreds of photos and only print the ones they want.)
5. How long did it take for Steven Sasson to develop the first digital camera? (It took over two years – from 1974 to 1976 to design the camera, then several more years before people could buy it.)
6. What is the most significant difference between older cameras and more modern ones? (The older cameras were larger and less portable.)
7. When you have taken digital photographs, how do you display them to people? (various responses)

These questions relate to pp. 16–31.

1. How does speed-camera technology assist the police? (It helps police identify drivers who travel beyond the legal speed limit.)
2. What does *imposed* mean? What is another word that has a similar meaning? (enforced)
3. Why is it a good idea to conduct research before purchasing a new camera? (Research alerts you to the range of cameras available; you can compare prices between different brands; optional extras are advertised; people review products online.)
4. Why do you think major competitions such as the Olympic Games use finish-line cameras, but smaller events don't always have the same technology? (There are more repercussions if an error is made in a major competition and the organisers have resources to fund the technology.)
5. What is the second part of this text mainly about? (the various types of cameras available and the specialised work they can be used for)
6. What is the resolution of the camera the boy purchased? (1.3 megapixels)
7. If you were a professional photographer, what subject would you like to photograph? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

Ihsan and the Wounded Anzac

These questions relate to pp. 4–21.

1. What foods were on Great-Grandfather's breakfast plate? (a boiled egg, olives and three apricots)
2. Which word on p. 7 tells you that Ihsan is very old and weak? (*frail*)
3. Why did Baris continue to play backgammon when he kept losing? (Perhaps he enjoyed a cup of tea and the company of his friends.)
4. When Ihsan walked up to the cafe, why were his steps hesitant? (He was old and quite weak, so it was a long way for him to walk.)
5. Why did Old Ekram ask forgiveness for breaking his promise? (He had kept the promise for many years, but decided it was time to share the story with Ihsan's friends.)
6. In the illustration on p. 13, why is Ihsan sitting at the front of the group of people? (People have gathered to see him and share stories about him; he can interact with them where he is sitting.)
7. If you could share a story about a grandparent or great-grandparent, what would it be? (various responses)

These questions relate to pp. 22–48.

1. Why had Ihsan forgotten to eat breakfast? (He was excited and wanted to leave the house before dawn.)
2. Which word on p. 23 means threatening? (*sinister*)
3. What did Ihsan mean by "*It will not be many months before I meet my Anzac friends again*"? (He didn't think he would live much longer.)
4. Why did Ihsan want three apricots on his breakfast plate each morning? (It reminded him of the apricots he shared with the soldier he helped long ago.)
5. What is the significance of a white flag held in the air? (This means the other side has surrendered.)
6. In the illustration on p. 47, why do you think Zerdali is kneeling down to talk to Ihsan? (She wants him to be able to see and hear her easily.)
7. If you were Zerdali, would you have encouraged Ihsan to attend the memorial at Anzac Cove? Why? (various responses)

BMX Racers

These questions relate to pp. 4–15.

1. When, and in which country, did BMX racing begin? (It began in the 1970s, in the USA.)
2. On p. 5, which word tells you that all BMX tracks are not the same? (*varying*)
3. If a BMX race track was longer than usual and very difficult, would the time for one lap be more or less than 40–50 seconds? (longer than 50 seconds)
4. Why do short races put more pressure on riders than longer races? (In a short race, there is not much time to make decisions or correct mistakes.)
5. What characteristics do you think make Rebecca a good BMX racer? (She is aggressive, competitive, unafraid and determined.)
6. Why can you see clouds in the background of the photograph on p. 8? (The rider is high up in the air doing a jump; the photographer is looking up towards the sky to take the picture.)
7. Which kind of freestyle BMX riding would you find most appealing? (various responses)

These questions relate to pp. 16–31.

1. When are riders awarded bike plates? (when they achieve a place in the top eight in a championship)
2. What is meant by a *clean* start? (There are no errors in timing, speed or direction.)
3. Why is there a gate that drops to indicate the start of the race? (This prevents riders 'jumping' the start.)
4. Was Rebecca the only New Zealand rider to compete at the World Championships in Adelaide in 2009? (No – the Smith and Quintal families also had children racing.)
5. Why do professional athletes spend so much time travelling overseas? (To get to know the competitors, maintain their fitness, acclimatise to different temperatures, gain international experience.)
6. Why do you think Rebecca had her photograph taken with Sarah Walker? (Sarah is her idol; she probably wanted the photograph for inspiration.)
7. If you were Sarah, would you have accepted the advice of the coach and first-aiders and decided not to race at the World Cup? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

Summit at the Sleepy Inn

These questions relate to pp. 4–25.

1. What did Aunty Rita like her guests to do? (She liked them to be well behaved and follow her rules.)
2. Which word tells you that there was a convoy of vehicles on its way to the Sleepy Inn? (*motorcade*)
3. Why did Aunty Rita pick up her pace on her way to the swimming pool area? (She wanted to put the new sign up before the Hendersons got there.)
4. How familiar was Aunty Rita with using the computer? (She had basic computer skills but had definitely not set up a website before.)
5. Do you think Aunty Rita had any idea who the reservation was for? (No – she was very casual in the way she spoke and asked some silly questions.)
6. What seems humorous in the illustration on p. 15? (The president of the USA sleeps with a teddy bear!)
7. What new rule do you think Aunty Rita might come up with next? (various responses)

These questions relate to pp. 26–48.

1. What did the Henderson boy think was the reason there were so many people in the ping-pong room? (He thought they were playing a game bigger than 'quadruple' ping-pong.)
2. If footsteps were *approaching*, were they getting nearer or further away? (nearer)
3. What did the premier mean by "*Fishing is the purpose of fishing*"? (It doesn't matter if you don't catch any fish; it is just relaxing to sit beside the water.)
4. What do you think the chauffeur whispered into the microphone in his sleeve? (He probably asked what Australians call 'soda'.)
5. What did the premier and the president learn from their summit? (They learnt that they could be friends, which helped to solve bigger international problems.)
6. In the newspaper report on p. 47, where do you think the 'peculiar clauses' came from? (These were based on the wording of Aunty Rita's rules.)
7. Would you like to have a holiday at the Sleepy Inn?

Gold Fever

These questions relate to pp. 4–17.

1. Why is gold easily moulded into different shapes? (It is one of the softest, densest metals that exist.)
2. What does the word *rare* tell you about the availability of gold? (It is not common; there is not a lot of gold in the world relative to other metals.)
3. How does owning gold demonstrate a person's wealth? (Gold is expensive to buy, so only wealthy people can afford to purchase it.)
4. How did the gold rushes benefit developing countries? (Many people moved to the gold rush towns to seek their fortunes, so large settlements developed; buildings were erected to accommodate the people; different cultures came together.)
5. What is the greatest advantage and disadvantage of gold? (It is decorative and has useful properties; it is expensive to purchase.)
6. On p. 14, what is happening in the photograph? (A man is panning for gold.)
7. What items in your house contain some gold? (various responses)

These questions relate to pp. 18–31.

1. When was gold discovered in northern Canada? (1896)
2. Which word tells you that Bendigo services other rural centres in the district? (*regional*)
3. Why did people from the USA want to search for gold in the Klondike River area? (They were struggling to make a living and thought they might get rich if they found gold.)
4. After the gold rushes, did all of the people move away from the gold mining areas? (No – many remained there and started other businesses or worked in other jobs.)
5. Why does the vault at Fort Knox require several people to know different combinations to open the door? (This is a security measure so no one can enter the vault alone.)
6. Roughly how many times more gold is held by the USA than by Australia? (The USA holds approximately 100 times more gold than Australia.)
7. If you could have some gold made into jewellery, what would you choose? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

Animals of the Dark

These questions relate to pp. 4–15.

1. What senses, other than sight, do nocturnal animals use to navigate their surroundings? (touch and smell)
2. What does *enhance* mean in *enhance their night vision*? (It means to improve or increase their vision.)
3. How does the *tapetum luddum* improve the sight of nocturnal animals? (It increases the amount of light in the eye, so the animal can see much better.)
4. Why does the television crew in Africa use infra-red light that can't be detected by the animals they are filming? (They don't want to scare the animals away, or make them behave differently to normal.)
5. What are some reasons nocturnal animals are more active at night? (There are fewer predators and their eyes are more adaptable to the dark.)
6. Does the Milk Snake or the Brown Tree Snake have round pupils? (the Milk Snake)
7. If you had the opportunity to handle a live snake, would you? Why? How would you feel? (various responses)

These questions relate to pp. 16–31.

1. Which part of the glow-worm actually glows? (The tip of the larva's tail glows.)
2. What is a *natural phenomenon*? (anything that can be interpreted by the senses as an occurrence or fact)
3. Which sentence on p. 17 states that there is more than one reason for the glow-worm's glow? (It appears that different types of larvae glow for various reasons.)
4. Why is it difficult for scientists to learn about glow worms? (It is difficult to see glow-worms at night, and they live in inaccessible areas.)
5. Why would bats pollinate flowers that are not brightly coloured or strong smelling? (Bats use echolocation to navigate at night-time; they do not rely on sight or smell.)
6. During which months are you likely to see fireflies' bioluminescence? (November and December)
7. Do you think it is safer for animals to hunt during the day or during the night? (various responses)

Barbecue Overload

These questions relate to pp. 4–23.

1. Why was Dad cooking a roast? (It was a surprise for Mum's birthday.)
2. Which two words on p. 22 tell you that the refrigerator was very full? (*packed, squeezed*)
3. Why didn't Mum talk to Dad for a whole week? (Dad mentioned that she was putting on a little weight, and people don't like to be told that.)
4. Why did Scarlett plan to be upstairs in her room when Mum came home from work? (She didn't want to witness Mum's reaction to Dad's 'thoughtful gift'.)
5. Do you think Dad did housework very often? Why? (He didn't seem to understand which things were suitable to steam clean.)
6. On p. 21, why does Mum look so annoyed? (She cannot believe how much food Dad bought for the barbecue.)
7. If you were Scarlett or Jasper, what would you say to Dad when he headed out to the hardware store? (various responses)

These questions relate to pp. 24–48.

1. Where did Dad eventually get a bottle of gas for the barbecue? (at a garage in the next suburb)
2. What does the "*thumbs up*" sign mean? (It means that everything is fine – there are no problems.)
3. Why was Dad *like a kid in a toyshop*? (He wanted to buy everything he could see.)
4. Why does the author describe Mum's voice as *showing that Scarlett and Jasper needed to pay more attention in drama class*? (Mum didn't think the children acted very convincingly when they were disappointed about not being able to do homework or vacuuming.)
5. Why did Dad forget about the gas bottle? (He was so occupied with getting the utensils and preparing the food that he forgot the most obvious necessity.)
6. On p. 32, what might be on the pamphlet in Dad's hand? (It could be a recipe for a barbecue dish.)
7. If Dad was organising a holiday, what do you think might go wrong? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

Sound Out the Digestive System

These questions relate to pp. 4–15.

1. What is digestion? (Digestion is when food is broken down into nutrients and particles that can be absorbed by the digestive system.)
2. Why is the digestive system described as *amazing*? (It works 24 hours a day, keeping the body healthy.)
3. Why do you think the digestive tract is so long? (This allows time for the nutrients to be absorbed.)
4. Should you be concerned if you hear gurgling sounds in your stomach? (Probably not – this is caused by the muscles moving food along the digestive tract.)
5. What advice is given in this text about the best way to care for your digestive system? (Eat slowly and chew carefully; eat healthy foods; relax when eating.)
6. How does the digestive tract of a dog compare with that of a human? (Based on the illustrations and labels on p. 9 and p. 12, they are very similar.)
7. Have you ever suffered from indigestion? What do you think might have caused it? (various responses)

These questions relate to pp. 16–31.

1. What are some high-fibre foods? (fruit, vegetables, grains, beans and nuts)
2. What is a nut *allergy*? (An allergy means having an adverse reaction to eating a particular food.)
3. Why should adults be wary of giving young children small toys to play with? (Children like to put things in their mouths, and small items can be a choking hazard.)
4. Why doesn't this text explain how to perform the Heimlich manoeuvre? (This procedure must be taught correctly by a health professional. It may not be safe for children to perform.)
5. Why do you think the body has ways of showing that something inside is not working correctly? (People cannot see what is happening inside the body, so the body itself reacts to the problem.)
6. Why is the baby's toy in the photograph on p. 30 described as *safe*? (The toy has no small, loose parts; the whole toy can not go inside a baby's mouth.)
7. Is there anything you can do to improve the health of your digestive tract? (various responses)

Extraterrestrial (ET) Search

These questions relate to pp. 4–15.

1. How have people on Earth expressed their interest in extraterrestrial life? (through science-fiction stories)
2. What does *active* mean on p. 6: *Russia and the USA have had active space exploration programs ...*? (They have been constantly working on space research.)
3. Why does Sally Ride try to inspire girls to study science, maths and physics? (Boys are sometimes encouraged to study these subjects more than girls.)
4. If astronauts meet extraterrestrial life, what should they do with the gold record? (They should play the record, to see if the extraterrestrials respond to any of the environmental sounds, music or languages.)
5. What conditions are required for a planet to be described as 'Earth-like'? (carbon dioxide, oxygen, water, a suitable temperature range, a light source)
6. How does the diagram on p. 15 show the Sun's heat being reflected into the atmosphere? (Yellow arrows touch Earth then 'bounce' off above the clouds.)
7. Would you like to be an astronaut on a space mission? Why? (various responses)

These questions relate to pp. 16–31.

1. What are two ways exoplanets have been discovered? (super-powered telescope technology, space missions)
2. What does *respect one another's unique knowledge* mean on p. 16? (Each group has different or exclusive knowledge they all can use if they collaborate.)
3. What does *Astrobiologists keep open minds in their search for life in our solar system and beyond* mean on p. 16? (They consider all evidence they find and are not convinced about the existence of other life forms.)
4. Why is it likely that other life forms exist on Mars? (Mars is the next planet from the Sun after Earth, so it would be warmer than planets further from the Sun.)
5. What factors make it difficult to conduct scientific research that explores the possibility of other life forms? (extreme distances in space; cost of missions and equipment; lack of support from some scientists)
6. Why is the picture of the James Webb Space Telescope on p. 21 an artist's impression? (This telescope is not expected to be launched until 2014.)
7. Do you believe in UFOs? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

The Treasure Ship of St Isabella

These questions relate to pp. 4–23.

1. How did Peter cook the fish for dinner? (He made a fire in a hole in the sand, put some sand on the coals, and placed the wrapped fish on top to cook.)
2. What does the word *conflicting* tell you about Peter's feelings on oil exploration? (His ideas disagreed with each other: he believed oil exploration was beneficial, but that it could harm the environment.)
3. Where did Peter and Jennifer live before they moved to St Isabella? (in an apartment in the city)
4. What were Peter's strong views about the environment? (He didn't want it to be harmed.)
5. Why did Jennifer do her school lessons at home on the computer? (She was learning by distance education, because she lived far from a school.)
6. On p. 19, what do you think the image of the ship represents? (It is probably the ship Peter found wrecked at the bottom of the sea.)
7. Would you like to be a diver? Why? (various responses) These questions relate to pp. 24–48 of the text.

These questions relate to pp. 24–48.

1. Where did Dan want Peter to go the following day? (He wanted him to go to Caracas.)
2. What is meant by *possible candidates* for the shipwreck? (This means the names of ships that might have been wrecked.)
3. Why did Peter have to pay a lot of money to the captain of the small fishing boat? (Peter wanted the captain to do a job he didn't normally do, so he had to pay more than the usual amount.)
4. Why do you think Dan wanted Peter to go to Caracas? (He would be a long way away from St Isabella, unaware that another dive was taking place.)
5. Why did Peter help Miguel, even though he knew Miguel was doing something he didn't agree with? (Miguel had no oxygen tank and Peter knew he would die if he didn't help him resurface safely.)
6. How does the fishing boat on p. 32 compare with the exploration vessel on p. 10? (The fishing boat is small, old and wooden; the exploration boat is newer, probably fibreglass and much bigger.)
7. How would you have felt if you were Jennifer when Peter went out to the wreck on the second day? (various responses)

Science of Food Treats

These questions relate to pp. 4–17.

1. What is milk chocolate made from? (cocoa beans and milk solids)
2. What does *affect* mean in *vegetable oils affect the flavour*? (influence, change, modify)
3. Why does it sometimes take a while for certain foods to become popular? (Sometimes people, especially children, are reluctant to try new foods.)
4. What is it that breaks the long protein chains in gelatine into shorter chains? (The hot water breaks the weak bonds, forming smaller chains.)
5. Why do you think this book has several procedural texts in it? (These explain how to make some simple treats – readers can try these at home.)
6. What percentage of milk is made up of lactose (sugar)? (4.6%)
7. Which of these treats would you like to make? Why? (various responses)

These questions relate to pp. 18–31.

1. What is the name of the world's bestselling soft drink? (Coca-Cola)
2. What are *additives*? (Additives are ingredients such as flavourings and colourings that are added to a mixture during the manufacturing process.)
3. Why do some people prefer to drink soft drinks rather than water? (They like the sweet taste and the sensation of the bubbles 'fizzing' in their mouth.)
4. What do medical specialists and nutritionists blame for the increase in some health problems over recent years? (increased consumption of soft drinks, which contain excessive amounts of sugar)
5. What is the best way to include sugar in your diet? (Eat foods that contain natural sugar, such as fruit and vegetables.)
6. In the equipment list on p. 25, why is it helpful to have pictures of the items needed? (Readers can see the relative sizes of some items and utensils that they might not be familiar with, e.g. whisk, sifter.)
7. If you were making chocolate chip cookies, would you make them crisp or chewy? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

The Tale of the Troublesome Toad

These questions relate to pp. 4–25.

1. How did Monsieur la Verrue check his appearance? (He looked at his reflection in the pond.)
2. Why does the author describe the aroma of freshly baked baguettes as being like an *invisible alarm clock*? (The smell of the fresh bread wakes people up in the morning, just like an alarm clock.)
3. Why couldn't Monsieur la Verrue see his reflection in the wooden sign? (The wooden sign was not shiny like a metal one, so no reflection was created.)
4. Did Mademoiselle Jument think Monsieur la Verrue was magnificent? (No; she was uneasy when he sat beside her.)
5. Why did Monsieur Cheval agree to the changes Monsieur la Verrue wanted to make to him? (He believed it would make him more attractive to Mademoiselle Jument.)
6. What toiletries did Monsieur la Verrue have in his suitcase? (shampoo, hair cream, moustache wax)
7. What do you think is your greatest attribute? (various responses)

These questions relate to pp. 26–48.

1. How long does it take for Monsieur Lapin to make the baguettes? (four hours)
2. When Mademoiselle Jument saw Monsieur Cheval with his new look, why did she *stammer*? (She didn't know what to say to him without being rude.)
3. Why had the rustling of paper bags and clinking of coins suddenly stopped? (Everyone stopped and stared when Monsieur Cheval came into the bakery, because he looked so peculiar.)
4. Why wouldn't Monsieur la Verrue let Monsieur Cheval go to the bakery? (He insisted Monsieur Cheval could not go out in public looking like his normal self.)
5. What moral can you learn from reading this text? (People like you more when you behave naturally than when you pretend to be someone else.)
6. Look at the illustration of Monsieur Cheval on p. 41. What features about him have changed? (eyebrows, moustache, teeth, skin, shirt, hat, shoes, mane, tail)
7. Do you think Mademoiselle Jument and Monsieur Cheval will get on well together in the future? (various responses)

High-Velocity V8s

These questions relate to pp. 4–13.

1. What is fitted to the car to protect the driver and strengthen the chassis? (a very strong roll-bar cage)
2. Which word could replace *modified* in the first sentence on p. 6 without changing the meaning of the text? (adapted, changed, altered, adjusted)
3. What does it mean to *be first past the chequered flag*? (to win the race)
4. What things might Jamie Whincup's family have sacrificed to help him succeed in motor racing? (They may have spent money on his sport and time taking him to race meetings.)
5. What are the two main components of a successful racing team? (a skilful driver and dedicated mechanics)
6. What sometimes happens to a race car's wheels when it is going at high speed? (They lift off the ground.)
7. Would you like to go for a ride in a V8 Supercar? Why? (various responses)

These questions relate to pp. 14–31.

1. When did Jamie Whincup start racing V8 Supercars? (in 2002)
2. On p. 18, which word tells you that the driver is not responsible for adjusting the position of the in-car camera? (*remotely*)
3. Why do people need special passes to enter the parking lot and pits? (Valuable equipment is kept there; driver crews need to work without disruption.)
4. How is a V8 Supercar Shootout conducted? (The ten fastest qualifying cars enter a one-lap race. The driver with the quickest time starts the main race in the number one position.)
5. What temperament should a V8 Supercar driver have? (focused, aggressive, not panicky or short-tempered)
6. When was Steve Owen born? (The table on p. 14 indicates he was ten years old in 1984, so he was born in 1974.)
7. Would you prefer to watch a V8 Supercars race on television or at the track? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

The Stolen Figs of Gilgal

These questions relate to pp. 4–23.

1. What was Melissa's special field in archaeology? (re-creating stories of ancient civilisations through remains they left behind)
2. Which word on p. 6 indicates the audience thought Melissa had something interesting to say? (*expectant*)
3. Why did the team number the rocks with chalk? (So they could return the rocks to their original positions and the chalk would be washed off.)
4. How keen was Melissa to solve the mystery of the rocks she found? (Very keen – even the aroma of delicious food did not distract her from her work.)
5. What makes you distrust Ibn Kayid? (He lied about his name and planned to steal from the villagers.)
6. Why are there woven walls surrounding the huts where the people lived in Gilgal? (These would keep out wild animals and intruders.)
7. If your name was based on a skill you possess, or a quality of your personality, what might it be? (various responses)

These questions relate to pp. 24–48.

1. What was exciting about the discovery of the wall? (the wall itself and what might be beyond it)
2. Which word tells you that the people could not immediately see inside the cave? (*gradually*)
3. Why didn't Ibn Kayid welcome the return of the village men? (He knew it would be difficult to steal from the villagers if there were more people around.)
4. Why was the team impatient for the day to dawn? (They were excited to see what was behind the wall.)
5. What factors contributed to this mystery being solved? (People worked together co-operatively; information from different digs was combined; archaeologists were thorough in their exploration.)
6. In the illustration on p. 35, how has the illustrator shown that Ibn Kayid is moving stealthily? (He is crouching to quieten his footsteps, arms outstretched to keep his balance; he is watching Shamar carefully.)
7. Was this incident just a coincidence, or do you think we are really the same as our Neolithic ancestors? (various responses)

The Great Golden Nugget of Utah

These questions relate to pp. 4–22.

1. Who were Jake's two best friends? (his horse, Ulysses, and his gun)
2. Which word on p. 13 means 'at the same time'? (*simultaneously*)
3. Why did Jake roll along the ground instead of walking? (If there were enemies nearby, they would have had less chance of seeing him.)
4. Why did Jake avoid travelling through towns? (He could not tell which side of the battle people supported, so it was safer to stay away from them.)
5. How did Jake know when there was danger about and when it was safe to relax? (Ulysses would be agitated when there was danger and calm if there was none.)
6. Where are Jake and Washington standing in the illustration on p. 19? (the bottom of a dry creek bed)
7. If you were Washington, how would you feel when you saw Jake and Ulysses? (various responses)

These questions relate to pp. 23–48.

1. How did Jake and Washington get from their campsite to the crater? (They both rode on Ulysses.)
2. Which word describes the damage Jake and Washington see when they wake up? (*devastation*)
3. How did Jake explain that he was sore from sleeping on hard ground? ("*bones and rocks don't ever seem to find themselves a place where they're both happy*")
4. How did the wolf fangs suggest seniority? (Warriors often collect evidence of their victories; wolf fangs might mean this person had performed great feats.)
5. What was the family secret? (The gold nugget had been made into horseshoes for Ulysses, and then put on the plaque and hung on Washington's office wall.)
6. In the illustration on p. 39, apart from the colour, how can you tell the nugget is gold? (Lines going outwards from the nugget suggest it is sparkling.)
7. How might Jake have survived if he hadn't met and teamed up with Washington? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 5

Wild Weather Reporting

These questions relate to pp. 4–17.

1. What does a meteorologist do? (Reports the weather now and forecasts the weather for the days ahead.)
2. What does it mean to repeat weather reports on a *loop*? (The same report repeats over and over.)
3. Why should the reporting team get to the affected area before the weather hits? (so they can present live reports and keep people updated)
4. Aside from reporting on the weather, what information do presenters provide for viewers? (details of how people, businesses and animals have been affected by the weather conditions)
5. What does Magdalena enjoy most about her job? (Magdalena enjoys presenting the weather live from places where there are extreme weather conditions.)
6. From where are the images on p. 13 taken? (They are taken from above Earth, looking down.)
7. Which type of wild weather would you most like to report about? Why? (various responses)

These questions relate to pp. 18–31.

1. What three aspects of weather does a radiosonde measure? (temperature, humidity and air pressure)
2. Why was the red dust haze *eerie*? (It was strange and unnerving, as it is not a common occurrence.)
3. What caused the dust storm in New South Wales and Queensland in 2009? (conditions that built up after about ten years of drought)
4. Why did Magdalena go to work at 3:30 in the morning when the dust storm was approaching? (so she could report on the storm while it was actually happening)
5. Why is it essential for weather reporters to predict weather as well as report on what has already occurred? (People can protect themselves and their homes from extreme weather conditions.)
6. Look at the map on p. 27. Can you identify which day Cyclone Alby travelled the greatest distance? (4 April)
7. What extreme weather conditions have you experienced? Did you have any warning from weather forecasts? (various responses)

The Rhymachine of Rufus McLean

These questions relate to pp. 4–22.

1. Who always needed to have jokes explained to him? (Rufus McLean)
2. What does the word *ignite* mean on p. 8? (set fire to)
3. What was bothering the men most about Valentine's Day? (They had no idea how to be romantic.)
4. What did Fingus know about writing poetry? (Poems contained sentences or sentence fragments in which some words rhymed and full stops were optional.)
5. Why didn't the men know how to be romantic? (All their time was spent sheep-stealing, haggis-rustling, pick-sporraning and oatcake-smuggling.)
6. What physical features do all these men have in common? (long beards, straggly hair and beady eyes)
7. If you were Rufus, what would you do to be romantic on Valentine's Day? (various responses)

These questions relate to pp. 23–48.

1. What did 'pee-cee' stand for? ('Poem Constructor')
2. Why did Rufus drop the machine *breathlessly* in the middle of the table? (It was heavy for him to carry.)
3. What did Bogie Duntroon imply when he said his tummy was "*as empty as the space 'tween an Englishman's ears!*"? (He was suggesting that Englishmen did not have many brains.)
4. What did Bogie say he would do if Rufus told people that he was a romantic? (plunge a dagger into Rufus's stomach)
5. Who do you think was responsible for the scene that unfolded after the men had presented their poems to their wives? (They were all responsible: although Rufus made the machine, the others should have known that the poems were not complimentary.)
6. What is the purpose of the pink hearts in the illustration on p. 48? (This shows that the romantic words go in the top of the machine.)
7. Which of the poems Rufus's machine wrote did you enjoy the most? Why? (various responses)