

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

Due for Destruction

These questions relate to pp. 4–21.

1. At the beginning of the text, where is Brooke's father? (Brooke's father is in prison.)
2. Which words on p. 7 tell you that Brooke's mother became less and less willing to visit the prison? (her willingness drained away)
3. When Brooke left the prison, why would she have been *filled with a mixture of relief and sadness*? (Brooke was relieved to escape the depressing prison environment and the struggle to make conversation with her father, but it also saddened her that her father was in prison.)
4. Why would it be more difficult to destroy dogs if they were given a name? (Giving an animal a name personalises the relationship between the worker and the animal.)
5. What type of relationship does Brooke have with her father? (She feels disconnected from him, but understands that when he gets out of prison he has nowhere to go and no one to help him.)
6. On pp. 12–13, what might be on the poster attached to each cage? (The poster probably has a photo of the dog, details about when and why it was brought to the shelter, and maybe some information about its temperament.)
7. How would you have felt walking into the cage of Dog 51? Why? (various responses)

These questions relate to pp. 22–48.

1. Which dog did Geoffrey and Bella adopt? (They adopted Dog 12, the playful, friendly spaniel.)
2. What do the words *increased in ferocity* mean? (This means the dog's growling became more and more fierce or ferocious.)
3. What is implied in the sentence *This man wasn't after an abandoned dog*? (This means the man was using the building as a means of escaping and hiding from the police.)
4. Why do you think the dog attacked the intruder and not Brooke? (The dog was beginning to trust Brooke, as she had contact with Dog 51 each night. The dog sensed the intruder was about to harm Brooke and tried to protect her.)
5. Why was Karl content to spend his first night of freedom in a cage with Dog 51? (He probably didn't want to spend the night alone in an apartment; he felt empathy for Dog 51.)
6. On p. 33, which aspects of this illustration suggest that the situation is critical? (Brooke is urgently reaching for the light switch; the dog has knocked the intruder onto the floor; the dog is salivating and growling ferociously; Brooke doesn't really know the extent of Dog 51's temper.)
7. Do you think Karl and Dog 51 will enjoy their second chances? How do you envisage the relationship between Brooke, Karl and Dog 51 developing? (various responses)

So Dramatic!

These questions relate to pp. 4–14.

1. What does the word *drama* mean? (Here it means deeds or actions presented in a theatrical setting.)
2. What does *prone* mean on p. 9? What is another word that has a similar meaning? (predisposed)
3. How would the popularity of Shakespeare's plays help to make him a wealthy man? (When people performed his plays he would have been paid money for them to use his scripts.)
4. Why was Shakespeare an appropriate person to invent new words in the English language? (He had specific ideas to express and the words were necessary to achieve this.)
5. Why have Shakespeare's plays continued to be popular 400 years after they were written? (They deal with universal issues. They have been translated into many languages.)
6. How does the reproduction of Shakespeare's Globe Theatre differ from the architecture of modern theatres? (The décor is ornate; the structure is mostly timber; the stage has no wings.)
7. In live theatre, would you prefer to watch a comedy or a tragedy? Why? (various responses)

These questions relate to pp. 15–31.

1. How many steps are involved in changing a story into a performance? (three)
2. What is another word that could replace *emanating* in the stage directions on p. 19? (arising, originating)
3. Why is a story in a single location ideal for adapting to a theatrical performance? (There is no need to change sets.)
4. If the entire class was involved in the play about Queen Genevieve, what role would the majority of people play? (Most class members would be part of the enthusiastic audience.)
5. How do advertisers encourage people to buy certain products or visit particular places? (The advertisers make people feel as though they are missing out on something; they convince people they will be more popular or more attractive if they use a certain product.)
6. What distinction is there between the dialogue in the text and the stage directions? (The dialogue is in black font, and the stage directions are in red, italic font.)
7. What is the name of a humorous story you know that could be adapted into a theatrical performance? (various responses)

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Queen Genevieve and the Soppo Songs

These questions relate to pp. 4–22.

1. What did the prospective husbands have to do to receive a yellow card? (They had to pass a singing audition judged by visiting judges in each village.)
2. On p. 10, which word has a similar meaning to *pestered*? (*hounded*)
3. After the coronation, why was Queen Genevieve still not happy? (She knew that she had to find a husband to avoid a long line of suitors at the gates.)
4. Why did Queen Genevieve summon all the judges to the palace when only three suitors arrived? (She wanted to be sure the judges had actually chosen four prospective husbands for her to choose from.)
5. What qualities do you feel Queen Genevieve should include in her list of attributes for a husband? (honesty, responsibility, work ethic, reliability and sense of humour)
6. On p. 11, how do the portrayals of the king and his daughter, Genevieve, compare? (The king is in traditional dress: crown, fur and a burgundy velvet gown. By comparison, Genevieve is in casual clothes, with her pet cat nearby, and a pink laptop.)
7. How successful do you think Queen Genevieve's approach to finding a husband will be? Why? (various responses)

These questions relate to pp. 23–48.

1. Which of the four suitors did Queen Genevieve choose as her husband? (Queen Genevieve chose the farmer.)
2. Why does the author refer to the men as the three hopefuls? (They are each hoping that they will be chosen as the husband of the new queen.)
3. Why did Queen Genevieve believe that Kevin was the most suitable husband? (She thought that their appearance and the things they sang about could change over time, but that his honesty and responsibility would last a lifetime.)
4. Why did Queen Genevieve believe she was richer without her wealth in gold and silver? (She had gained happiness and contentment from finding a husband who was honest and hardworking, and who didn't want her just because she was rich.)
5. What would be the problem with just listening to the songs sung by the suitors? (They could say anything they like in the song but could then behave quite differently once married.)
6. What impression does the farmer create when he first appears at the palace – p. 37? (He looks rather dishevelled and not really fit to be the husband of the queen!)
7. If you had to make a plan to find a husband, what would you use as a test? (various responses)

The Chalk Girl of Little India

These questions relate to pp. 4–27.

1. What items could be purchased from the markets in the streets of Little India? (saris, headscarves, carved elephants, plastic Hindu gods and gold bangles)
2. Which word explains why Rajaratnam mainly sold charcoal grey suits to distinguished gentlemen? (*tradition*)
3. Why was Rajaratnam very particular about the way the fabric was cut? (Because the cloth was expensive to purchase, he didn't want to waste it.)
4. Why did Navita choose a brightly coloured fabric for a sari for her mother's birthday? (Saris are usually made from brightly coloured fabric, and Navita obviously preferred this design to the plain grey fabrics.)
5. Why do bankers and lawyers wear clothes made from plain fabrics rather than bright colours and patterns? (These people work in a professional environment, and bright colours and bold patterns are usually reserved for more informal workplaces.)
6. In the illustration on p. 13, how can you tell that Navita is being very careful in chalking the fabric ready for cutting? (The pattern pieces are placed very close together, and almost all of the fabric will be used – there is very little wastage.)
7. If you were Navita, would you dare to question Rajaratnam about the traditional manner in which he conducts his business? Why? (various responses)

These questions relate to pp. 28–48.

1. When Navita arrived at her uncle's shop, why was he very worried? (He was worried that with his cutter away he wouldn't be able to fill the order he had promised his customer.)
2. Which words tell you that Navita was protected from the rain in the marketplace? (*In the marketplace, she found a brief respite from the monsoon in the covered market.*)
3. Why did Ovashni question whether Rajaratnam had lost his mind? (A suit had never before been cut from such bright fabric as Navita used.)
4. Why was Rajaratnam unable to speak when he saw the client's waistcoat? (He was so shocked to see that the really bright sari fabric had been used to make the waistcoat.)
5. Why do so many shop owners believe that 'the client is always right'? (Everyone has a personal opinion about what they like and what they want to buy.)
6. By looking at the illustration on p. 30, what do you think are Rajaratnam's main priorities in his business? (He wants to make a good living and uphold the traditions of his business.)
7. Why did Navita feel Rajaratnam's use of the word *We* was a wonderful compliment? (various responses)

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Communicate with Symbols

These questions relate to pp. 4–17.

1. What form might a symbol take? (A symbol might take the form of a letter, a graphic or a physical object.)
2. Which word indicates that symbols can be a suitable form of communication? (*effective*)
3. What are some reasons why Indigenous Australian groups might have started to depict traditional information on canvas? (These images will last for a long time, are accessible to a larger number of people and can be reproduced in other forms.)
4. Why do many large companies use a logo to represent their firm? (A logo symbolises a particular company or product, and is identifiable by everyone, regardless of the language they speak. The image is a form of advertising.)
5. What do you think is the most important aspect of a symbol? (That it is easily recognised and interpreted by the majority of people.)
6. What do each of the symbols in the 'Ban Symbols' section on p. 4 represent? (no smoking; no lighting of fires; no cameras to be used; no dogs allowed)
7. Which symbols do you rely on most often to provide you with information? (various responses)

These questions relate to pp. 18–31.

1. What is the universal meaning of the red heart symbol? (love and affection)
2. Which is another word on p. 22 that could replace *preserved*? (maintained, conserved, safeguarded)
3. What does the author mean by *Japanese writing characters are beautifully crafted artistic symbols*? (This means that apart from being meaningful, the characters are beautiful to look at.)
4. What do the symbols on Australia's national flag represent? (The Union Jack acknowledges our history of British settlement; the Southern Cross recognises Australia's geography.)
5. Why would it be helpful for many European countries to use the same currency? (Cost of similar items can easily be compared.)
6. On p. 22, which writing symbol for 'Hello' is most like English? (*Hallo* – German)
7. If you were asked to design a logo or symbol to represent your local area, what would it look like? (various responses)

La Boca Twilight

These questions relate to pp. 4–24.

1. What were the three duties Victor had to fulfil in Buenos Aires? (duties to his family, his country and to himself)
2. What is meant by *the face of La Boca*? (It is the part that most tourists can easily recognise.)
3. Why is La Boca likened to a chameleon? (La Boca has changing moods and colours, similar to the characteristics of the chameleon.)
4. How did the bouncer barricade the doorway? (He had a large body, and when he stood in the doorway there wasn't space for anyone to get through.)
5. Why did Victor want to visit and play his violin in La Perla? (For over thirty years, La Perla was a famous music venue. Victor wanted to experience the atmosphere of playing in a well-known and beautiful venue.)
6. In the illustration on p. 13, can you identify each of the characters? (Eduardo, the bouncer, is in the foreground; Victor is the young man on the right; Señor Florida is stirring sugar into his coffee.)
7. What do you think Victor might want to happen after his first night working at La Perla? (various responses)

These questions relate to pp. 25–48.

1. What happened at La Perla that allowed Victor to eventually get to play his violin on stage? (The violinist in the tango band was injured in a brawl, so Victor was needed as a replacement.)
2. Which word tells you that Victor was shattered when Señora Salguero's response to his playing was not as he hoped? (*crushed*)
3. Why didn't it matter if Victor left La Perla to practise his violin during the day? (There would be less people at La Perla during the day.)
4. What did Señora Salguero mean when she indicated Victor must play with heartstrings and violin strings? (She meant that although the notes he played were very precise, he had no emotion in his playing.)
5. What finally allowed Victor to play his violin with so much emotion? (Victor was saddened by Señora Salguero's plight, and was disappointed that he could not play in a manner she approved of.)
6. What instruments were played by the other band members? (The double bass, piano accordion and guitar.)
7. What do you see as Victor's future playing the violin? (various responses)

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Design for Maximum Impact

These questions relate to pp. 4–19.

1. What is meant by the term *design*? (taking an idea and preparing a plan to create a product)
2. Which word on p. 16 indicates that a designer or team of designers must have a great variety of skills to create a suitable new product? (multitude)
3. Why is the self-propelling bio-vehicle on pp. 6–7 a 'sustainable design'? (The vehicle needs grass and water to operate, and these are considered to be sustainable components.)
4. What type of projects do you think would be involved in a TAFE or university course for a career in design? (Most likely, there would be real-life projects to design so students could practise problem solving.)
5. What does the title of this text tell you about important considerations of design? (It explains that there are many products on the market, and to be successful each one has to cause people to react positively towards it.)
6. In the typography design on p. 19, what elements of design are being demonstrated? (size, shape, colour, placement, language, direction)
7. If you could be responsible for designing a new product, what would you like it to be? Why? (various)

These questions relate to pp. 20–31.

1. What is an important health and safety consideration as a designer of young children's clothing? (The use of fabric that doesn't burn easily.)
2. On p. 30, what is another word that could replace *culprits* without changing the meaning of the sentence? (problems, offenders, perpetrators)
3. Why are children's clothes only worn for a limited period of time? (Because children grow rather quickly, they outgrow their clothes in a short time.)
4. Why is it important for designers to create designs that are cost effective and efficient? (If the designs cost a lot of money to be produced, the products would not sell because they would be too highly priced to cover the cost of production.)
5. What are some reasons people sit down for longer periods of time than they did in the past? (Many people work using computers; people shop online instead of at shopping centres; people drive cars instead of walking; people watch more television.)
6. How does the labelled photograph of the furniture create an impact with potential customers? (It is bright, colourful and modern-looking; the labels highlight the features of the design and how it will appeal to a wide audience; describes the health and safety issues associated with the design.)
7. If you were responsible for designing the Dental Tool Kit, how would you package your items for maximum impact? (various responses)

Do You Want to Dance?

These questions relate to pp. 4–13.

1. How many different movements are there for the macarena? (There are 16 movements – one for each group of 16 beats of music.)
2. What are *mainstream* audiences? (These are normal, regular audiences, not made up of a majority of any particular race or cultural group.)
3. Why do you think the particular style of the charleston was created? (Most likely because it perfectly suited the style and rhythm of the song of the same name.)
4. How might a particular piece of music inspire a choreographer to create a special dance? (Often the music suggests a certain style or movement, and the choreographer responds in a sensitive way to a particular aspect of the music.)
5. How have certain dance styles 'caught on' around the world? (Media such as television, newspapers, cinema, mobile phones and YouTube are mostly responsible.)
6. In the photograph on p. 9, what are other important elements of performance apart from the technique of the actual dance? (costuming, staging and lighting, spatial awareness of the performers, enjoyment evident by dancers, synchronisation of movement)
7. What is your favourite style of dance to watch? Why? (various responses)

These questions relate to pp. 14–31.

1. What avenue do Aboriginal and Torres Strait Islanders use to express themselves? (They use dance to express their beliefs, feelings and emotions.)
2. What are other words that could replace *notable* in the text on p. 16? (distinguished, prominent, famous)
3. Why do you think not all sports are included in the Olympic Games? (It would take too long to host the Olympics; there would be greater expense due to the need for more venues; some sports have fewer participants and small audiences worldwide.)
4. What might inspire a dancer to create a totally new dance style? (a unique piece of music or the desire to convey a story or feeling)
5. How has dancing changed over the last 100 years? (Modern dance is very elaborate – intricate steps and costumes; it is often more sensual; often the beat, steps and movement are faster.)
6. Look at the photo of the figure-skaters on p. 24. What special skills would they require to perform at this high level? (grace, precision, balance, flexibility, strength, confidence, dedication, commitment)
7. If you were choreographing a dance to tell a story about your family, what style would you choose? (various responses)

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Pirate Ship Makeover

These questions relate to pp. 4–23.

1. Who is Soupy Slickback? (Soupy Slickback is a world-famous TV-show host.)
2. What does the word *scourge* tell you about the *Charybdis*? (It means that in its original condition it was a menace or a curse to other ships at sea.)
3. Why did Soupy Slickback ask why the captain needed to know how heavy the anchor is? (He thought the term *weigh anchor* referred to how heavy the anchor was, not that it was a command to raise the anchor and prepare the vessel for sailing.)
4. Which other joke tells the reader that Soupy Slickback does not understand pirate language and doesn't have a very good sense of humour? (The sentence *B-b-but I don't have any fish food on me* and the following conversation about fish food.)
5. How would the decorators have felt about trying to make over the *Charybdis* in one hour? (They were probably thinking this was an impossible task!)
6. Look at the banner across the bottom of p. 16 and p. 17. Where would you be likely to see this? How is the small print different to what is usually advertised? (It could be seen on television to advertise upcoming programs. Usually TV channels recommend that children's viewing be supervised by adults.)
7. What type of décor do you think the renovators will provide for the *Charybdis*? (various responses)

These questions relate to pp. 24–48.

1. Why was Captain Grizzlethorpe fiddling with his earpiece? (He could hear a squealing noise, and thought the sound was coming from his hearing aid.)
2. Which word on p. 30 indicates that there were many, many people involved in the makeover? (swarming)
3. What did Captain Grizzlethorpe mean when he said *We can see by your teeth you've already been working on your minimalist look*? (He is acknowledging that Flotsam doesn't have very many teeth.)
4. How did Flotsam believe a pirate was to sit on a chaise longue? (He thought the pirate should arrange himself very unenergetically on the furniture.)
5. Why do you think the pirates behaved so politely to the visitors from the pleasure yacht? (They thought this was the best way to portray themselves to the television viewers, as a result of having had the makeover to their ship.)
6. What aspects of Captain Grizzlethorpe's appearance have been changed during his makeover? (His face and hands are much cleaner; his hair is neatly combed; his face is cleanly shaven; he has no hat.)
7. How do you think the pirates will behave when the television crew leaves the *Charybdis*? (various responses)

A Monstrous History

These questions relate to pp. 4–15.

1. What is fear? (Fear is an emotion caused by a threat.)
2. In your own words, how would you describe the personal hygiene of trolls and ogres? (Their hygiene is appalling – that is, awful, terrible, dreadful, inexcusable, horrendous, disgusting, shocking.)
3. How does fear help us to survive? (It makes us avoid unsafe situations; thus we are able to live longer.)
4. Why are we usually very cautious around people we don't know very well? (We are uncertain how they will behave and how we are expected to relate to them.)
5. What is the connection between fear and the creation of monsters? (From early times, people created monsters as a way of instilling fear in other people.)
6. Which monsters are most likely to be 'seen' in Australia? (the bunyip, the yowie and the dirawong)
7. What is the name of your favourite monster? Why do you like it? (various responses)

These questions relate to pp. 16–31.

1. Who created the Dracula monster? (Bram Stoker)
2. What are other words that could replace *anomalies* on p. 21 without changing the meaning of the text? (irregularities, incongruities, differences)
3. Why might the first two publishers have rejected Mary Wollstonecraft Godwin's manuscript of the Frankenstein story? (This style of writing was very different to other literature published at the time; the publishers may have thought people would be too scared to read the story.)
4. How does the portrayal of monsters in literature differ to that in traditional tales? (In literature, the monsters are more effective in helping us to understand ourselves than they are in frightening us.)
5. Why do monsters that supposedly exist in actual locations around the world create more discussion than literary monsters? (There is a group of people who honestly believe that these monsters really exist – their existence cannot really be proved or disproved.)
6. In the photograph on p. 28, what does the sasquatch most closely resemble? (It resembles a large human-like figure, covered with hair.)
7. Which of the monsters in the text do you feel is most threatening? Why? (various responses)

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Pennyweather's Proprietary Potion

These questions relate to pp. 4–21.

1. What were the children trying to catch at the pond? (They were trying to catch eels.)
2. Which word on p. 6 means the same as *fisherman*? (*angler*)
3. How did the other children feel when the first eel had been caught? (They were all disappointed that they hadn't caught the first one for the season.)
4. Why did Arthur Conway think that people would have 'chipped in' with a shilling to purchase a bottle of potion for Widow Parker? (Helping purchase a bottle was an easy way to stop her complaining.)
5. How did the residents of Croaker react when Phineas Pennyweather spoke about his potion? (They all began to complain about their ailments, which until now had never really been a problem!)
6. In the illustration on p. 16, how do you know the people are very interested in what Phineas Pennyweather is saying? (They are all jostling to get to a position where they can hear what he is saying.)
7. If Phineas came to your town, would you be interested in buying a bottle of his Proprietary Potion? (various responses)

These questions relate to pp. 22–48.

1. Where did Phineas Pennyweather get the potion in the small, square bottles? (The potion contained murky water from the pond.)
2. What is the significance of the term *Croaker Cooler*, being a brown fizzy thirst-quenching liquid? (This is a play on words for the term *Coca-Cola*, which is also brown and fizzy.)
3. When Arthur said *The bottles are half-full, not half-empty*, what did he mean? (He meant that Phineas Pennyweather was filling them up from the creek, not emptying the potion into the creek.)
4. When she said *Something is irritating me*, what did Mrs Conway mean? (She meant that she was irritated by the behaviour of Uncle Amos and all the other villagers influenced by Phineas Pennyweather.)
5. What is the meaning behind this story? (It means that if you really believe something will work for you, it often does.)
6. In the illustration on p. 33, which word would you use to describe the expression on Phineas Pennyweather's face? (His expression is one of *guilt* or *culpability*.)
7. Do you agree with Arthur Conway's philosophy in business? (various responses)

Magic and Illusion

These questions relate to pp. 4–15.

1. What is the difference between a magician and an illusionist? (A magician does an all-round performance and an illusionist performs a special type of magic.)
2. Which word on p. 6 tells you that Lee wants to perform her magic over and over again? (*addicted*)
3. Why would Honey feel at ease in a soft felt hat when he is at a performance? (He would be able to feel Lee's arms around him, and the felt probably feels like other rabbits' fur.)
4. What planning and preparation would Lee need to do to ensure she can present a professional performance? (She would need to think through her routine; organise her props and set them out in the right order; ensure her assistants are ready and in the right position; check sound and lighting if necessary.)
5. How does Lee's ability to perform as different characters help her in her work? (It allows her to present her performance according to the age of her audience.)
6. On p. 10, Lee is making balloon animals. Why do you think she gives these to her audience? (Perhaps so they have something to remember her performance by; perhaps so others will see them and want to go to her performance.)
7. Would you prefer to watch a performance by a close-up or a big-stage magician? Why? (various responses)

These questions relate to pp. 16–31.

1. What type of magic does Tim Mason perform? (Tim performs illusions using his hands.)
2. Which word on p. 18 tells you that Tim works very hard to prepare his performances? (*diligently*)
3. Apart from performing his tricks, what else does Simon do to entertain the audience during a performance? (He chats to the audience to make them laugh and enjoy themselves.)
4. What would be a disadvantage of performing a magic show to music? (If something went wrong and the magician had to improvise, this might not fit as perfectly with the music.)
5. What are some of the ways people can learn to be illusionists or magicians? (They can read about magic; they can watch magicians at work; they can learn from experienced magic performers.)
6. What is David Copperfield doing in the photograph on pp. 24–25? (He is teaching other people how to perform a magic trick with a piece of rope.)
7. What would be important considerations when filming a magic performance? (various responses)

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Canine Companions

These questions relate to pp. 4–15.

1. Why is it important to train a dog from a young age? (Training prevents behavioural problems.)
2. Which word on p. 6 tells you that humans and dogs can be trained to live safely and agreeably with each other? (*harmoniously*)
3. How did Kelly ‘know’ that she had to adopt Joey? (She had an instant rapport or connection with the dog and felt that she could help Joey.)
4. Why does the height of the hurdles in each lane vary for the flyball event? (This makes the game fairer for all the competitors.)
5. Why is it important for dogs to be healthy and well behaved? (It allows dogs to adapt to living with humans in an environment that is safe and hygienic.)
6. What is the purpose of the ‘Just for Dogs’ menu on p. 13? (This serves to summarise the items a dog needs to lead a healthy and active life.)
7. Would you prefer to obtain a pet from an animal shelter or from a newborn litter? Why? (various responses)

These questions relate to pp. 16–31.

1. What trait is characteristic of hound dogs? (Hound dogs have an acute sense of smell.)
2. What are *innate* senses? (Innate senses are those that are inborn or instinctive.)
3. Why does a purebred dog have more predictable characteristics than other dogs? (The breed would be chosen because it demonstrates the characteristics required for a particular task.)
4. Why are particular characteristics given points when determining a ‘bench standard’ for a breed? (This allows breeders to score a dog with reference to the features most valuable for the breed.)
5. What is the purpose of the game on pp. 30–31? (This is a more entertaining way of checking students’ understanding of the main points raised in the text.)
6. On p. 25, how are the search and rescue dogs assisting trained personnel? (The dogs have a keen sense of smell; they have sharp hearing and may hear calls for help.)
7. What factors might influence the popularity of specific dog breeds? (various responses)

Crocodile Escape

These questions relate to pp. 4–24.

1. What was Old Whitey’s mass? (Old Whitey weighed about 900 kilograms.)
2. What is meant by *before the inevitable happened*? What is inevitable? (The inevitable is that if the crocodile is not captured it will eventually kill someone.)
3. What did Jimmy’s father mean when he said *I don’t need to run faster than a crocodile. I just need to run faster than you*? (Jimmy’s father joked that if they were out hunting together, the person who was slower would get eaten by a crocodile that launched itself at them.)
4. How aware are Jimmy and Gebbo of the fundamental dangers they face each day at the crocodile farm? (They are extremely aware that they work in a dangerous environment.)
5. How are crocodiles different to other untamed pets that people might have? (It is almost impossible to tame a crocodile – even after 20 years, they have no rapport with the handler.)
6. On p. 23, what has the illustrator done to indicate the fury of the storm? (The four-wheel drive is at a somewhat precarious angle; the water is whipped up and almost foamy; the fence is buckled; the large tree is surging towards the vehicle.)
7. What do you think was going through Jimmy’s mind in this part of the text? (various responses)

These questions relate to pp. 25–48.

1. What was the bad news that Gebbo had to tell Jimmy? (That Old Whitey had escaped from the enclosure during the storm.)
2. Which word on p. 28 tells you that the floodwaters were going down? (*receded*)
3. Why does Jimmy believe that he will meet Old Whitey again in the future? (He knows that crocodiles are territorial, and that one day Old Whitey will return.)
4. Which section of the text has a similar structure to a procedural recount? (Beginning on p. 34, the text recounts how the trap was made and how the helpers prepared to capture the crocodile. This section concludes on p. 37, with the words *standing guard*.)
5. What are the two ways an encounter with Old Whitey can end? (Either the crocodile will be captured or the crocodile will kill the human.)
6. Look closely at the illustration on p. 44. Apart from the threat of the crocodile attack, what other element of danger is evident? (There is danger that Gebbo could actually shoot Jimmy.)
7. How do you think Jimmy will feel about working with crocodiles again after this incident? (various responses)

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A History of Strength to Survive and Win!

These questions relate to pp. 4–15.

1. In the past, what changed the way people performed tasks? (The introduction of machines allowed people to perform tasks more easily.)
2. How do people *target* particular muscle groups when exercising? (They perform exercises specifically designed to improve the strength or flexibility of a particular set of muscles.)
3. What *natural materials* would have been suitable to make tools? (Stones or shells that could be sharpened to make an axe.)
4. How does having strong, healthy muscles assist good posture? (The muscles are strong enough to hold other body parts in place for a long period of time.)
5. What are some reasons sumo has survived as a sport in Japan? (The sport of sumo is part of Japanese culture; many people in Japan participate in sumo; its popularity has allowed it to become an international sport.)
6. On pp. 8–9, how is colour used to assist the explanation of the muscle groups and exercises? (The information about the muscle groups is presented in a coloured frame, with the same coloured arrow pointing to the location of those muscles.)
7. Which muscles in your body are most developed? Why? (various responses)

These questions relate to pp. 16–31.

1. Why does a sumo wrestler need a special diet? (to build his or her physique and maintain body size)
2. What is meant by a *rationale for this belief*? (This means a justification or reason for believing the chicken in the meal will bring good luck.)
3. In the recipe for Sumo Stew, why would the daikon radish be optional? (The daikon radish is spicy and quite tart, and may not be to everyone's liking.)
4. Why would the Scottish Highland games be a popular event for families to attend? (Many people like to attend events where they can participate, as well as watch other people in competition.)
5. What makes people want to be able to do amazing feats and compete against other people to win a title? (Some people like to know that they are the best at a certain activity.)
6. How are the tartan fabrics in the competitors' kilts similar and different? (They are all different designs, but are basically made up of checks. Each specific tartan is associated with a family, clan, institution or region and has a background history.)
7. Which of the events in the Highland Games would you be best at? Why? (various responses)

The Bookseller of Timbuktu

These questions relate to pp. 4–22.

1. What product is quarried at Timbuktu? (rock salt)
2. What did Durar do to reprimand her mother? (She scolded her mother for charging Ismail more than she believed the book was worth.)
3. What does Durar mean by *He says he is anxious for an audience with you*? (This means that el-Shabeni would like to meet and discuss something with Kella.)
4. Why do both Ismail and Kella believe they are richer than before they made the exchange of the book and the gold? (Ismail is a rich man and can afford to pay a high price for the book he wants; Kella knows the book is valuable to him and can demand a high price.)
5. Why is the first person to speak considered to be defeated in the transaction? (The first person to suggest a price knows that the other person will not agree and a new deal will be suggested.)
6. On p. 19, what daily activities are being completed? (Some people are washing, some are going to collect water to use in their homes.)
7. What is a lesson you have learnt that has an impact on the way you live your life? (various responses)

These questions relate to pp. 23–48.

1. How much money did Durar save in the negotiations with Ahmed? (The original price was eighty ducats, and she paid twenty, so she saved sixty ducats.)
2. On p. 23, which word means *became less*? (*diminished*)
3. Was Hasan pleased to have the book Kella bought from Ahmed? (Yes – he would have been willing to pay the full eighty ducats to own this book.)
4. Why did Ahmed always leave the best books until last when he visited Kella? (He left the best until last because he thought Kella would more likely be tempted by these exquisite books.)
5. Why do you think the book-selling trade is a successful one? (Some people sell books because they need money to survive; other people sell them to people for possibly more than the books are worth, as the books are rare or special in some way.)
6. In the illustration on p. 38, how is Zaheen learning about buying and selling books? (He is listening to the exchange between Ahmed and Kella, and will no doubt learn about how to negotiate a good deal.)
7. How do you think Kella will feel if Durar and Zaheen eventually marry? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

Where Would You Live?

These questions relate to pp. 4–17.

1. What are our basic survival needs? (food and water, shelter from the elements, protection from threats)
2. How were cave temples in India decorated if they were designed *manually*? (by hand)
3. Why were caves considered a safe and secure environment? (Caves were considered safe and secure because they were strong and not susceptible to damage by the weather.)
4. How is the lifestyle of the Bedouins suited to the harsh environment in which they live? (Their tents are portable, meaning they can be moved from place to place, and the animals they kept were adaptable to moving people and their belongings around.)
5. Why do many groups in more remote areas maintain their traditional lifestyle? (They do not always have contact with more modern settlements and are probably very comfortable with their lifestyle.)
6. On p. 13, what building materials are used in the Aboriginal dome-shaped house? (Sticks for the framework and bark for the covering.)
7. If your family could realistically move to another location to live, where would you like it to be? (various responses)

These questions relate to pp. 18–31.

1. Why must the people who live on the Carteret Islands leave? (The islands have been affected by environmental changes and are no longer suitable for habitation.)
2. What does *fuelled* mean on p. 22? (It means driven, stimulated, motivated or energised.)
3. Why do you think the name ‘Silicon Valley’ is used to describe this northern part of California? (The word *silicon* relates to computers, and this area contains many industries associated with information technology companies.)
4. Why would the airport near Mount Etna be closed when there is a high density of ash in the air? (It would be difficult to see and thus dangerous to fly if there was poor visibility due to the ash in the air.)
5. Why do many people continue to live and work in the same area for a large part of their lives? (They have work in that area; they may have their immediate or extended family in that area; they may not be comfortable making the change to another lifestyle.)
6. In the table on p. 28, how is housing different between Mumbai and Auckland? Why might this be so? (Mumbai has many high-rise apartments and Auckland has mainly single houses. With such a large population, Mumbai needs to accommodate many more people in the same area of land.)
7. In which of the locations photographed on pp. 30–31 would you prefer to live? Why? (various responses)

Along the River Nile

These questions relate to pp. 4–17.

1. Through how many countries does the River Nile flow? (The River Nile flows through eleven different modern countries.)
2. Which word on p. 9 tells the reader that the Nile doesn’t extend in a straight northerly direction? (*circuitous*)
3. How did the Ancient Egyptians ensure they had sufficient food to last from one year to another? (The abundance of food provided in the growing season was enough to eat for an entire year – some was eaten straight away and some was stored.)
4. Why might bread have been an important part of the diet for ancient cultures? (The people had easy access to a large supply of wheat that could be ground into flour and used to make bread.)
5. Why was the Nile such an important part of the lifestyle of ancient civilisations? (Much of the area through which the Nile flows is desert, and the people relied on the Nile as a major source of water.)
6. What animal life would you see along the Nile? (birds such as storks and quail, elephants, hippos, giraffes)
7. If you had a selection of fruits and vegetables from p. 15, what meal would you prepare for a family? (various responses)

These questions relate to pp. 18–31.

1. How has the problem of extreme flooding and drought been solved on the Nile? (Storage facilities have been built to store excess water from flooding.)
2. Is the fishing industry important around Lake Nasser? (Yes, the industry is thriving.)
3. If the Abu Simbel temples were lost due to flooding, who would have been affected? (The people who live nearby in southern Egypt and tourists.)
4. What is the environmental benefit of travelling in a felucca along the Nile? (It produces no pollution as this felucca is propelled by gentle breezes and river currents.)
5. Why is the Nile Swimmers Project significant to the people along the Nile River? (Because so many people depend on the river for activities, it is crucial for people to know how to keep safe in the water.)
6. How do the design features for the outcomes of the Aswan High Dam support the written text? (The design features green colour and ticks for the positive outcomes, and red colour and crosses to indicate negative outcomes.)
7. Would you like to join Jamie on a kayaking adventure on the Nile? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

UXB: Unexploded Bomb

These questions relate to pp. 4–29.

1. In what year does the story begin? (1943)
2. What is meant by the expression *a sharp roll starboard*? (This means a hard turn to the right.)
3. Why did Sebastian, Roland and the other workers work as slowly as they could? (They knew that if they repaired all the tanks and armoured vehicles they would be used to cause more damage.)
4. What purpose did the air-raid siren serve? (It warned people of an imminent attack and alerted them to the need to move into the shelters.)
5. Why did Chalkie and Mac not want to release the explosive when they flew over the workshop? (They could see civilians running out of the workshop.)
6. How has the illustrator shown concern on the faces of Chalkie and Mac in the illustration on p. 25? (Their teeth are clenched and they appear very tense.)
7. Why do you think Chalkie closed his eyes when he heard the crack of the twig and the click of the rifle? (various responses)

These questions relate to pp. 30–48.

1. Which of Monique's family was not pleased that they were hiding Chalkie and Mac at their house? (Monique's brother, Roland, believed the risk was far too great.)
2. What is another word that could be used in place of *harbouring* on p. 35? (protecting, sheltering, hiding)
3. Why did Chalkie and Monique set fire to the remains of the Mosquito? (They figured the Germans would not come looking for Mac and Chalkie.)
4. How had Roland betrayed both his sister and his father? (Roland knew that Monique and his father wanted to help the two men because they had spared them their own lives. By summoning the German soldiers, Roland knew Chalkie and Mac would be captured.)
5. How do the story about the man on the train and the story about Chalkie and Mac come together at the end of the text? (The man on the train is really Chalkie, and he is recalling the events in the war.)
6. How do the words *betrayal*, *now* and *surely not* provide a clue to the content of the story? (These words summarise what the characters are thinking at the time without the need for speech bubbles.)
7. If there was another chapter to this text, what do you think would happen? (various responses)

By Order of His Majesty, King Claude

These questions relate to pp. 4–24.

1. At the beginning of the text, what did King Claude want to eat? (He wanted a bacon sandwich.)
2. Which word on p. 9 tells you that when King Claude stepped onto the road he was unaware of approaching traffic? (*oblivious*)
3. Why did King Claude's arrival in the café cause an uproar? (People wouldn't be used to seeing the king eating in a humble diner.)
4. Why do you think Joe served King Claude lobster, caviar and oysters? (He thought this was food fit for a king.)
5. What things does King Claude do that suggest he is not a 'proper' king? (He does some quirky things, like playing marbles with the crown jewels; he wanders about unaccompanied.)
6. In the picture on pp. 4–5, what is the word King Claude has started to write using the specks of caviar? (Most likely the word is *B-O-R-I-N-G*.)
7. If you were Joe at the diner, what meal would you have prepared for King Claude? Why? (various responses)

These questions relate to pp. 25–48.

1. What advice did King Claude give to the Lollipop Ladies? (He was very vague and gave no sound advice.)
2. What is an *authentic* look? (An *authentic* look is one that is accurate for the occasion.)
3. Did the lord chamberlain recognise King Claude when he walked downstairs and out the front door? (No – he thought the king was a tradesperson.)
4. Why did King Claude want to check the meaning of *nincompoop*, *buffoon* and *noodle-head* in the dictionary? (He blamed the traffic for not waiting for him when he tried to cross the road – he was being treated like a worker instead of a royal!)
5. What was the new uniform of the Lollipop Ladies and how was this going to assist them? (They were going to wear the soldiers' uniforms, including sabres, so that the ladies would look more important.)
6. In the picture on p. 31, where should King Claude have safely crossed the road? (He should have crossed at the pedestrian crossing with the Lollipop Lady.)
7. What are examples you know of where people are treated according to the way they are dressed? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

1913: The Year the World Changed

These questions relate to pp. 4–19.

1. Which year in the twentieth century signified a dramatic change in the way societies operated, with new technologies and new ideas? (1913)
2. What does the expression *take for granted* mean? (This means we use certain things in an indifferent manner; we accept their existence without question.)
3. What effect would including a small toy in a packet of sweets have on sales of that product? (The sales would most likely increase.)
4. Why do some people really enjoy completing crossword puzzles? (They feel a sense of satisfaction in completing the puzzle; they learn more about words.)
5. What are some characteristics of society prior to 1913? (Generally people struggled to have their rights heard; lives were fairly simple, but not always easy; tasks were very labour intensive.)
6. On p. 16, what is the relationship between King George V and Princess Victoria? (Princess Victoria would be King George V's aunt and he would be her nephew.)
7. Would you have chosen Sydney, Melbourne or the current site of Canberra for the national capital? Why? (various responses)

These questions relate to pp. 20–31.

1. Which two oceans are linked by the Panama Canal? (the Atlantic and Pacific Oceans)
2. What does *reputed* mean on p. 20? (supposed, alleged)
3. Why would lots of people be moving in and out of Manhattan in New York, USA, using public transport? (Most likely they were travelling to work.)
4. Why would the time required for building a motor car be reduced so much on an assembly line? (People would become skillful at completing one task, rather than needing knowledge about many components.)
5. Why do governments charge a toll to use specific passageways or roads? (The money raised from the toll is used to maintain the thoroughfare.)
6. How is the photograph of the family on p. 20 different to what you would see today? (The car has no roof; the car has a very basic design.)
7. What is your favourite style of artwork? Where can examples of this artwork be seen? (various responses)

The Zebediah Stowaway

These questions relate to pp. 4–21.

1. Who was suspended from the school in the beginning of the text? (Mother Hildegard)
2. What is a person's conscience? (A person's conscience is the sense of right and wrong that governs their thoughts and behaviour.)
3. Has Jeremiah's essay been very well written? (No – Mother Hildegard has put lots of red crosses on it.)
4. Why do you think Jeremiah wrote the list of very original collective nouns? (He knew he would be sent to clean the cellar.)
5. How do the children genuinely feel about Mother Hildegard? (They don't agree with all her rules, but they consider her to be a kind and honest person.)
6. Do you think the children enjoy life at the orphanage? (They seem to be happy in the illustration on pp. 4–5.)
7. If you were Jeremiah, how would you help Mother Hildegard escape from the cellar below the orphanage? (various responses)

These questions relate to pp. 22–48.

1. Whose idea was it to conduct a reverse escape? (This was Abby's idea.)
2. Where did the name Father Cicatrice originate? (A cicatrix is another word for scar – so he probably chose this name because of the scar on his face.)
3. Where do you think Mother Hildegard spent her childhood years? (She probably spent them at the same orphanage where she is now in charge!)
4. Why was Mother Hildegard a good aim with the slingshot? (She was used to hurling pieces of chalk over long distances at misbehaving orphans.)
5. Why do you think Mother Hildegard 'suspended' the children for the weekend? (This was her way of thanking them for helping her to escape from Father Cicatrice and recover the stolen strong box.)
6. Why are the characters happy in the illustration on p. 25? (Mother Hildegard is pleased that she has been rescued; the children are excited because they spent another night and day on board the *Zebediah*.)
7. Do you think the children will return to the orphanage on time on Monday morning? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

Homes Afloat

These questions relate to pp. 4–19.

1. For what do we admire the Aztec Empire? (architecture, agriculture, engineering)
2. Why are the Tenochcas referred to as a *subculture*? (They are a separate smaller group belonging to a larger group called the Aztecs.)
3. Why do you think only Aztec royalty and rich merchants drank 'hot chocolate'? (It was probably expensive to obtain, so only rich people could afford to buy it.)
4. Why are the Aztecs' engineering feats described as 'ingenious'? (They figured out some incredible solutions to massive problems, with far less knowledge and technology than we have today.)
5. Why was the system of canals integral to the system of 'floating gardens'? (The canals allowed workers to move readily between the islands to tend crops.)
6. On the Valley of Mexico map on p. 5, why are there different patterns on the areas shown as water? (They represent different types of water and wetland areas.)
7. How would you describe the actions of Hernan Cortes? (various responses)

These questions relate to pp. 20–31.

1. What are canals? (Canals are artificial waterways built to enable vessels to move between rivers or lakes.)
2. Which word on p. 28 indicates that some people live on houseboats all the time? (*permanently*)
3. How do floating communities adapt to heavy rainfall and flooding? (The floating buildings rise and fall with the change in the water level.)
4. During the Industrial Revolution, was it cheaper to live on the canal boats or on land? (People lived on the canal boats because it was more affordable, meaning it was cheaper than living on the land.)
5. Why has the author included a chapter about polar bears in this text? (The text explores communities that live on the water, and as the polar bear lives on the Arctic ice, information has been included about its special community.)
6. How do people travel about in the city of Venice? (They travel along the canals in gondolas.)
7. What disadvantages would there be living in a houseboat? (various responses)

The Kingdom of Summerdale Street

These questions relate to pp. 4–22.

1. Which day of the week was a no-watering day in Summerdale Street? (Tuesday)
2. If something is priceless, what does that mean? (It means it is precious and irreplaceable.) Why does Melanie say the plastic crown was priceless? (She meant that it had no price tag on it.)
3. Why was it acceptable to water the garden using rainwater, but not from the town water supply? (The town water supply was restricted because it had to be available for everyone to use. Rainwater was collected by individual house owners and could be used as the residents wished.)
4. Why did Dad receive a \$750 fine? (The inspector thought Dad deliberately hosed him using a full-pressure hose.)
5. What was really annoying Dad about the permits? (He was annoyed because it was simply a method for raising money by the council.)
6. Is the council watering inspector the same person as the council clean air inspector? (No – the water inspector is much thinner.)
7. Do you think there is any logic in Dad's arguments about requiring a permit to use the barbecue? (various responses)

These questions relate to pp. 23–48.

1. How did Dad decide to overcome the problem of obeying laws imposed by the local council? (He decided he would declare his property an independent country so he could make his own laws.)
2. On p. 27, the text reads, *Once dad had an idea in his head, there was little anyone could do to stop him*. What is a word that could describe this characteristic? (stubborn, determined, adamant)
3. How did having mince for tea foster international trading relationships? (King Clive now lived in an independent country, so he was effectively trading with another country!)
4. Why was Dad unable to find information on the internet preventing him from establishing his own country in Summerdale Street? (The search was so refined that it didn't bring up any results.)
5. In all, how successful was Dad's idea of establishing his own country? (It was amusing, but if the mayor hadn't allowed him to use the council's services he wouldn't have been able to survive.)
6. In the illustration on p. 32, what is the difference between the lane for people to declare items and the other lane for people with nothing to declare? (This concept is used at international airports, but here it makes no difference, because both lanes go straight to the front door!)
7. Why do you think Mum reacted so passively to most of Dad's suggestions throughout the text? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

Electronic Access

These questions relate to pp. 4–15.

1. How were computers different in the past to how they are today? (Early computers were large, basic and slow.)
2. What does *released* mean on p. 7? What is another word that has a similar meaning? (It means it was available for sale to the general public; issued, distributed, circulated)
3. What are the advantages of sending an email instead of a postal letter? (Emails are very quick and immediate; it is a cheap form of communication; they can be sent from anywhere.)
4. Why would the CSIRO be disappointed that global companies were using their WLAN technology? (The research required to provide this service would have cost the CSIRO a lot.)
5. What trend is evident in the use of computers and hand-held mobile devices? (All forms of personal technology are becoming increasingly popular.)
6. How does the diagram at the top of p. 10 relate to the topic? (This illustration pictorially represents the 'world wide web'. It shows the relationship between people, the world and computers.)
7. Which means of communication do you mostly use to be in contact with your friends? Why? (various responses)

These questions relate to pp. 16–31.

1. What is the potential benefit of the National Broadband Network to people in Australia? (It will allow them to download large amounts of data many times faster than the existing system.)
2. What is another word that could be used in place of *feed* on p. 18, without changing the meaning of the text? (thread, pass, negotiate)
3. What are some reasons why employees could be absent from work because they are restricted to working in a particular place? (transport issues getting to and from work; sick children; special appointment unrelated to work)
4. Why would the NBN be trialled in various centres before fully implementing the system? (This is a very expensive project for the government, so it is important to know that it will be highly successful.)
5. What do you think are the main reasons why electronic access has become so popular in various situations throughout the world? (It is quicker and safer for people to conduct their lives with the convenience and safety provided by this type of technology.)
6. In the photograph on p. 27, what is the purpose of the three circles at the top of the microcomputer unit? (These circles probably light up with green lights when the keycard is decoded, allowing access to the room.)
7. What type of game would you like to produce if you were entered in the Global Game Jam? Why? (various responses)

Nightmare on Flight 301

These questions relate to pp. 4–21.

1. Why was Edward in Singapore before he boarded this flight? (Edward was at a medical conference.)
2. Why do you think the Russian pilot gave terse orders to Edward Simpson? (He was startled by the news that Edward was flying the plane, and needed his instructions to be precise and clear.)
3. What is meant by *It was everybody's worst nightmare*? (People sometimes dream of or think about being in a plane when the pilot becomes ill, and one of the passengers has to safely land the plane.)
4. What is the phonetic alphabet that pilots use? Why is it used? (The phonetic alphabet is an international system used by pilots so that messages can be sent and received clearly, even in areas with poor signals.)
5. How does Edward's mood change from when he arrives at Singapore's Changi Airport to when he realises the situation on board Flight 301 is becoming serious? (First Edward is exhausted and tries to sleep, then he is wakened by the flight attendant and becomes more alert, and finally he grows extremely concerned about the seriousness of the situation.)
6. Look at the illustration on p. 23. In what manner do you think Edward Simpson would be speaking with the female passenger? (He appears to be reassuring her.)
7. What would have been Dr Edward Simpson's greatest concern at this point in time? (various responses)

These questions relate to pp. 22–48.

1. When Edward first entered the cockpit, where was the pilot and why? (He was sitting hunched on a spare seat away from the controls and was sweating profusely.)
2. What does the word *dodgy* imply about the food that was served on the plane? (It implies that some of the food might have been contaminated or was not of a suitable quality to serve to passengers.)
3. Why does Edward say *I don't feel lucky*? (p. 36) (He knows it is fortunate that the plane has an instrument landing system, but he doesn't feel comfortable that he is responsible for the lives of hundreds of people on board the plane.)
4. What single event occurs in the text that allows the author to make the story appear real, when in fact it is a hallucination? (Edward is weary at the beginning of the text, and when he falls asleep it allows the author to change the direction of the text.)
5. What is Edward doing in the first paragraph on p. 30? (The doctor is summarising the information he has been able to gather; he is confirming some suspicions and disregarding other information that doesn't seem to be relevant.)
6. In the illustration on p. 23, what is the doctor doing? Why is he looking at his watch? (The doctor is checking the pulse of the pilot; he counts the number of pulses per minute.)
7. How did you feel when you learnt that the events in the narrative didn't really occur, but that Edward had actually succumbed to avian flu? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

Junior Dragster Science

These questions relate to pp. 4–17.

1. How is a junior dragster different to a regular dragster? (A junior dragster is a less powerful model, as it is driven by younger drivers.)
2. Which word tells you that safety is the number one priority at dragster tracks? (*paramount*)
3. Why do you think junior dragster racing has two separate age divisions? (Younger racers have less experience at racing, so it would be unfair for them to compete against older racers.)
4. Why is it better for all competitors to use imperial measurements when referring to dragster racing statistics? (It is less confusing if all people involved use the same measurements, as trying to compare imperial and metric may lead to inaccuracies.)
5. How suitable is the overall system of dragster racing for young children? (It appears to be very suitable – it has appropriate age divisions, opportunities for boys and girls to participate, high safety standards and an organised system for competition.)
6. Why is the term *Christmas tree* used to describe the system of lights at the start of the racetrack? (The frame holding the lights and the number of lights resemble a large, decorated Christmas tree.)
7. Do you think the handicap system of racing is a fair one? Why? (various responses)

These questions relate to pp. 18–31.

1. What does Amy Wilson like about dragster racing? (Amy loves the excitement of racing very fast!)
2. What does *planted my foot down* mean with respect to racing a dragster? (This is race terminology meaning to press the foot firmly on the accelerator to rapidly increase the speed of the car.)
3. Why must the head of a race car driver be free of distractions prior to, and during, a race? (If the driver is not focused, there could be an accident, or the driver may not perform at his/her best.)
4. What does it mean for a driver to have a 0.00 seconds reaction time? (This means that the green light flashed at exactly the same time as the driver accelerated at the start of the race.)
5. What factors do you think would prevent some people from becoming a dragster racer? (Dragster racing is an expensive sport, so many people may not be able to afford to be involved; some people may not have enough mechanical knowledge; some people prefer quieter, slower activities.)
6. In the table on p. 30, how many times was Leanne's dial-in time faster than her actual race time? (Four)
7. How does hearing stories from actual dragster racers provide a better insight into the sport? (various)

Garama, Garden of the Sahara

These questions relate to pp. 4–23.

1. What did Mennad believe was the most precious thing in all of Garama? (He believed water was the most precious of all the things it had.)
2. Which word on p. 8 tells you that once there were lots of grapes and figs growing in the oasis? (*plentiful*)
3. What does Tafalkayt mean by *a worry shared is a worry halved*? (She means that if you can discuss a problem with another person, they can help to find a solution and the problem seems to become smaller.)
4. What did Mennad value most in his life? (He valued his wife, Ittu, and his daughter, Tafalkayt.)
5. What doesn't Izdarasen understand about the task he is setting Mennad? (That more resources are required to produce greater wealth, and that some of these resources are non-renewable.)
6. In the illustration on p. 17, what would Mennad and Tafalkayt be discussing? Why? (They are discussing the things that are most important to Garama – so that Mennad can pass on his wisdom to Tafalkayt.)
7. Who do you feel is the wiser man, Mennad or Izdarasen? (various responses)

These questions relate to pp. 24–48.

1. On a day-by-day basis, what was Mennad's job? (To supervise the prisoners and slaves.)
2. On p. 25, what does *imperceptibly* tell you about the decrease in the flow of water? (It means that the reduction in the flow was barely noticeable.)
3. Why did Mennad and his family eat grapes and olives for supper? (Since there were so many extra people to feed, there was not as much food available.)
4. Why were the inhabitants of Garama no longer to trade with the caravans moving northwards? (The leftover millet and wheat was being used up by the slaves, so there was none left to trade.)
5. What is the string Mennad believes should be used to draw the circle of life? (He believes that knowledge allows people to develop and become stronger and not spiral inwards to self-destruction.)
6. Why do you think long, loose robes are worn in the desert? (These garments are cool, because they allow for the circulation of air beneath them.)
7. If you were Mennad, would you have arranged for your wife and daughter to leave Garama? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

Interplanetary Weather Bulletin

These questions relate to pp. 4–17.

1. What was the expected surface temperature of the Sun the following day? (around 5500°C)
2. Which word tells you that this is a television or visual report? (*viewers*)
3. If you were looking for 'some nice shady spots', what weather would be predicted for the following day? (extremely hot weather)
4. Where might the information in paragraph 1 on p. 14 come from? (From scientists who have studied the effects of global warming on Earth's climate.)
5. Why do you think the author chose to present weather information in this way? (This style of presentation combines facts with a more interesting presentation style, making it easier to understand for the reader.)
6. Why do you think the presenter is called Poppy Mono-Squint? (The presenter only has one eye; *mono* means *one*, and to *squint* means to *look with a partially closed eye*.)
7. What do you personally do to protect yourself from ultraviolet rays? (various responses)

These questions relate to pp. 18–31.

1. What is the atmosphere on Jupiter usually like? (Generally it is turbulent and stormy.)
2. What is meant by *Pluto was demoted to a dwarf planet*? (This means that Pluto was reclassified as a dwarf planet, a lower category than a regular planet.)
3. If a season on Saturn lasts about seven years, how long would a Saturn year be? (It would be approximately 4×7 years = 28 years.)
4. At the beginning or end of each chapter, when Poppy Mono-Squint says *Welcome back* or the report says *We'll be right back!*, what does this mean? (It means that they have probably been to a break for an advertisement and are now crossing back.)
5. How is the information contained in this text similar to a current-day weather bulletin? (Some of the phrases and terminology are similar: *frosty overnight low*; *tonight's edition of the Interplanetary Weather Bulletin*.)
6. Why are the reporters on each planet depicted as non-human forms? (There is no evidence that human forms can exist on planets other than Earth.)
7. How concerned are you about the possible effects of global warming on planet Earth? (various responses)

Invasion Force: Microbe

These questions relate to pp. 4–23.

1. What is the motto of the S Battalion? (Its motto is *Infection, infection, infection!*)
2. What does the word *determined* tell you about the character of the 'soldiers'? (It suggests that the S Battalion won't give up easily, but will continue to fight to carry on the mission.)
3. Why did the troops need water, sustenance and a warm environment? (This type of setting is where bacteria can reproduce most effectively.)
4. Why was it considered good news that there were no reports of soap or signs of disinfectant? (These products would have had an even greater impact on the death rate of the 'soldiers'.)
5. How did the bacteria get passed from Derek to Amber? (Derek coughed and the bacteria were expelled onto the pencil on the desk. When Amber borrowed the pencil and put it in her mouth, the bacteria were transferred to her.)
6. What does the illustration on p. 20 represent? (It depicts the scratch in Amber's mouth, and shows how the bacteria can get inside and start an infection.)
7. What might happen when the battle 'heats up'? (various responses)

These questions relate to pp. 24–48.

1. How do bacteria invade a new host? (Usually by the new host touching an infected item.)
2. What do the words *Operation Delta Echo Romeo Echo Kilo* and *Operation Alpha Mike Bravo Echo Romeo* mean? (There are the International Phonetic Alphabet codes. They mean *Operation Derek* and *Operation Amber*.)
3. How would the interleukin hormone assist the host? (It would raise the host's body temperature, which makes it difficult for the S Battalion to move at a rate fast enough to spread around the body.)
4. What happened when some of the S Battalion swarmed around the T-cell? (The T-cell began replicating and attacked and killed some of the S Battalion members.)
5. In your own words, how would you explain the location and relocation of the S Battalion in various hosts? (When the S Battalion senses its imminent defeat, it gathers its members and prepares to evacuate the current host and move to a new one.)
6. Which part of the text is represented by the illustration on p. 34? (This depicts the enemy B-cells searching for a body with a matching cellular code.)
7. What could the motto of the T-cells be? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

The Science in Folklore and Proverbs

These questions relate to pp. 4–15.

1. Is being called 'the black sheep of the family' a positive or a negative comment? (It is a negative comment, as it is usually intended as a criticism.)
2. What does the term *interactive* tell you about the game in this text? (This means that people doing the quiz will have to work closely together.)
3. Why does the team need to sit 'around' a table, rather than 'at' a table? (Sitting around a table would allow them to discuss the answer with other team members, without other teams hearing their discussion or answers.)
4. What would be the minimum number of people required to perform the procedure outlined in this text? (Twelve people as a minimum: quizmaster, adjudicator, timekeeper, scrutineer and at least two teams of four players each.)
5. Why are the quizmaster, the adjudicator and the scrutineer permitted to have their copy of the book open? (The quizmaster to read the questions; the adjudicator to read the answers; the scrutineer to check correct answers if necessary.)
6. Which combination of genes from the parents will result in a black sheep being born? (If both the mother and father sheep contribute a 'black' gene, then the lamb will be born with black wool.)
7. If you were responsible for naming your team, what name would you choose? (various responses)

These questions relate to pp. 16–31.

1. What type of weather can you expect if there is an area of high pressure? (High pressure usually means fine weather.)
2. Which word on p. 20 means the same as *looks like*? (*resemble*)
3. What is the significance of the groundhog seeing its shadow as a prediction of the weather? (If the groundhog sees its shadow, it may be frightened and retreat to its burrow, thus harsh weather will continue.)
4. Why do stars *appear* to shine brighter when the weather is colder? (There is less water vapour to scatter the light from the stars.)
5. What makes some proverbs easier to remember? (The rhyming patterns in some proverbs [morning, warning; night, delight; night, bright; tails, sails].)
6. How is colour used to assist with the reading of this text? (The quizmaster, adjudicator, timekeeper and scrutineer parts are headed using a different colour to reinforce which speaker reads the various sections.)
7. Which person do you think has the most important job in this game? Why? (various responses)

Attack of the Giant Mutant Zombie Snail

These questions relate to pp. 4–28.

1. What did Aunt Augusta's scientific experiment involve? (The experiment involved genetically modifying snails so they would only eat weeds.)
2. What is a *win-win situation*? (This is a situation where both people win: Aunt Augusta gets her snails, and Simon gets some money.)
3. Why is a snail that only eats weeds every gardener's dream? (Often snails are responsible for damaging vegetable gardens because they chew holes in the leaves of the plants.)
4. Why did Dad offer to cook instead of eating the meals Aunt Augusta prepared? (He wasn't impressed with her cooking, and didn't like eating snail shells!)
5. Why couldn't Aunt Augusta be certain of how the giant snails would behave? (This was a new experiment and the behaviour of these genetically modified snails was unknown.)
6. In the picture on p. 19, why was Amelia looking so intently at the container of snails? (She was astounded at their size!)
7. If you were Mum, would you have allowed Aunt Augusta to stay at the house for the duration of her research experiment? Why? (various responses)

These questions relate to pp. 29–48.

1. Which part of the missing snails did Simon see first? (He saw the eyes of the mutant zombie snails appear from the undergrowth.)
2. What other word could replace *aghast* on p. 39? (horrified, amazed, astounded)
3. Why did Simon believe he had underestimated his fee to locate the mutant zombie snails? (He had spent a long time searching for them, so he didn't feel he earned a lot of money for all his time.)
4. Why did the mutant zombie snail eat plants much larger than garden weeds? (It was programmed to avoid eating common garden vegetables, but because it was so big, it started eating trees as well.)
5. How did the family members protect themselves from the giant mutant zombie snail? (They surrounded themselves with vegetables because they knew the snail would stay away from broccoli and cabbages.)
6. In the picture on p. 34, what shows Simon believes he will find the snails? (He is shining the light so he can see the snails – he knows they will be about at night because they're nocturnal.)
7. If you were Mum, what would you say to Aunt Augusta when she asked if she could stay for another six months? Why? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

The Chemistry of Cosmetics

These questions relate to pp. 4–15.

1. What is the most popular place to use cosmetics? (on the face, hair and nails)
2. Which word on p. 8 means the same as *reveal* or *divulge*? (*disclose*)
3. What could happen if cost was the most important factor in preparing cosmetics? (The finished product would not necessarily be of the highest quality.)
4. Why would formulation chemists begin their career by specialising in one kind of product? (This would allow them to learn the steps in the process relating to a single product, before moving on to deal with multiple products at the same time.)
5. Why do so many people purchase cosmetics? (Sometimes to improve their appearance, and sometimes to protect or heal their body.)
6. What is the order of painting features for the lion's face on p. 7? (grey base coat, lips and eyebrows, cheeks, forehead and extent of face, eyelids)
7. Do you use a cosmetic on a regular basis? Which one and why? (various responses)

These questions relate to pp. 16–31.

1. What are the two kinds of additives that create colour in cosmetics? (dyes and pigments)
2. Which words on p. 22 mean the same as *comprise* or *constitute*? (*account for*)
3. Why do fashion trends change from one season to the next? (So that consumers feel they have to be continually updating their wardrobe; they spend more money and manufacturers earn more money.)
4. How does washing your face with a mild soap assist in the treatment of acne? (Any bacteria on the surface of the skin can be removed and thus doesn't contribute to the infection.)
5. Why does it take a long time for new products to be developed and available on the market? (There are many steps in the process of developing a new product and this takes time.)
6. What are some of the signs that your toothbrush needs replacing? (The bristles are too widely spread; the bristles are bent or damaged.)
7. If you were responsible for developing a new product, what line would you introduce? Why? (various responses)

Read Before Assembly

These questions relate to pp. 4–19.

1. How many universal laws of robotics are there? (three)
2. What are other words that could replace *dislodging* in the text on p. 10? (removing, extricating, freeing)
3. What does *scrutinising the part for at least a second* tell you about the way Buzz is assembling the robot? (*scrutinising* means *examining* or *studying*, so he is not being very thorough in his work!)
4. What had Reginald's sister learnt was the best thing to do when another item was being assembled? (She had learnt that it was better to stay away from the process and find something else to do.)
5. What is the problem with Buzz trying to teach Reginald how to assemble kitsets, and perform mechanical tasks? (Buzz doesn't know how to perform the tasks satisfactorily himself.)
6. What did Reginald's sister do while the others were assembling the new robot? (She went into another room and used the computer.)
7. If you had a robot, what tasks would you like it to perform for you? (various responses)

These questions relate to pp. 20–48.

1. What woke Buzz from his afternoon nap? (Buzz was wakened by the smell of smoke wafting under the back door.)
2. What does *elevate their thermal profile* mean? (This simply means to increase the temperature of the slippers, or warm them up.)
3. Why were the nanny and the second robot called 'Alice' and 'Jolly Roger'? (Alice is an acronym for Automated Lifelike Incompetence Controlling Exohumanoid; Roger is an acronym for Remote Operating General Engineering Robot, and because he looked nautical with the tea towel they chose to call him 'Jolly Roger' as a reference to a pirate.)
4. Why did the robot bring the hot chocolate in Dad's slippers? (Dad's instructions were not clear enough for the robot to completely understand.)
5. On the final page, why do you think Alice was stamping her way to the garage? (She probably wanted to see what was happening and was perhaps taking some more bandages for them to use.)
6. How has the illustrator managed to avoid the reader learning that Alice is a robot until the very end of the text? (All the illustrations of Alice are from the front, and her control panels are all on the back of the robot where they can't be seen.)
7. Why do some people simply try to assemble a new item without reading the instructions? (various responses)

NELSON LITERACY DIRECTIONS



BOOKS – NLD 6

Where Do Medicines Come From?

These questions relate to pp. 4–15.

1. How did the ancient Egyptians prevent and treat illnesses? (They used plants and other natural substances to cure their ailments.)
2. Why do you think the term *clown doctors* is used for the special people who visit sick children in hospital? (The clown doctors make children laugh and be happy, and this in turn makes them feel better.)
3. What has created hope that plants could hold the key to cures or treatments for illnesses? (There have been successful outcomes for sick people who used traditional plant-based medicines.)
4. What is the easiest way to maintain a healthy body? (Research indicates that making good food choices is very important in keeping healthy.)
5. Why do you think prescription medicines have not featured in the first half of this book? (Prescription medicines have an important role but maintaining good health in more natural ways is very important as well.)
6. On pp. 10–11, why do the children appear happy and animated? (They are enjoying eating their healthy foods, knowing that it is a sensible way to maintain good health.)
7. If you were a clown doctor visiting a children's hospital, what would you do to help the young children feel better? (various responses)

These questions relate to pp. 16–31.

1. Why is penicillin an effective medicine? (Penicillin kills the bacteria in an infected area by preventing their cell walls from growing and dividing.)
2. What is *over-the-counter* medication? (This is medication that can be purchased without the need for a doctor's prescription.)
3. Why are new medicines tested on animals before they are trialled on humans? (Some animals' reactions to medicines are very similar to those of humans, so new medicines are tested on animals first to judge the effect it may have on the human body.)
4. Why is the Australian Reptile Park a suitable collection point for venom from snakes and spiders? (Many are on display at the park, so it is relatively easy for handlers to obtain venom for treating bite patients.)
5. Although many medicines are manufactured in a laboratory, what is the origin of many of them? (Many originate from natural sources, such as mould, tree bark or venom.)
6. How do you think the names of many of the snakes on the venomous snakes list have been chosen? (Some are names referring to one or more of their characteristics or markings.)
7. What medicines have you had to take to cure an illness? How effective was it? (various responses)

The Valentine's Day Curse

These questions relate to pp. 4–26.

1. What did Anika receive as a Valentine's Day gift? (a bunch of red roses)
2. On p. 20, why are the viruses called *inmates*? (The viruses are securely locked away to avoid them escaping and harming people, in much the same way as prisoners are locked up in a cell.)
3. Why was Q3 called the *most dangerous environment on Earth*? (Because it contained some of the most virulent viruses known to humankind.)
4. Why did Doctor Morgenstern describe humans as *transport systems*? (He knew that human beings were capable of transporting substances, including viruses, around the network of systems in their bodies.)
5. Why is there such an emphasis on security at the laboratory? (It is essential that no unauthorised people enter the building, as there could be catastrophic consequences if the viruses were released, spread or disturbed.)
6. How would you describe the internal environment of the laboratory? Why is it like this? (The inside of the lab is very sterile – there is minimal furniture and everything seems to be a silvery-grey like stainless steel. This would allow it to be kept extremely clean.)
7. How would you feel about working closely with Doctor Morgenstern? (various responses)

These questions relate to pp. 27–48.

1. How was the access to Q2 and Q3 different? (Q2 only required a single person to pass security screening, but Q3 required two people.)
2. Which word on p. 27 indicates Anika's disapproval of Doctor Morgenstern's idea of deliberately infecting a human with the Congo-Heshangele-13 virus? (*ludicrous*)
3. What is meant by *The day before Valentine's Day, his obsession came to a head*? (The doctor's preoccupation with finding Congo-Heshangele-14 reached a peak or a climax.)
4. What was concerning Anika about Doctor Morgenstern's behaviour? (She was worried that he had become careless or unconcerned about the apparent dangers of dealing with virulent viruses.)
5. What does Anika's attitude towards taking the Bellerophon tell you about her integrity as a scientist? (It indicates that she is not willing to sacrifice the final dose of Bellerophon until she knows for sure who has contracted the Congo- Heshangele disease.)
6. Why has the illustrator chosen to include so many images of the microscopic virus in the text? (This suggests that the virus and human beings have a fairly equal status.)
7. Who do you think will contract Congo-Heshangele-14 by the afternoon? Why? (various responses)