

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### A Secret World of Codes

#### These questions relate to pp. 4–11.

1. Why have people used codes for thousands of years? (to pass secret messages to one another)
2. What does the word *decode* mean? (to change into ordinary language)
3. Why would rock paintings have been a good way to tell stories? (Once it was painted on the wall, lots of people could read the story without the storyteller having to retell it.)
4. Why were lines and curves easier than drawing pictures? (Fewer lines were needed to represent a complete picture.)
5. Why are codes better for sending secret messages than ordinary words? (Only the person sending it and the person receiving it know what the message means.)
6. In the cuneiform writing on p. 9, what does each of the symbols represent? (Each symbol represents a letter of the alphabet.)
7. Which of the codes mentioned in the text is your favourite? Why? (various responses)

#### These questions relate to pp. 12–23.

1. Which two symbols does Morse Code use? (dots and dashes)
2. Why is the word *PIN* written with capital letters? (It represents the words *Personal Identification Number*.)
3. Do you think most people could read in the days of Julius Caesar? (No.)
4. Why is it important for the sender and the receiver to have the same dictionary in a dictionary code? (So the words are on the same page and in the same position on the page.)
5. 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.)
6. What is the most significant difference between the older code machines and the way messages can be encrypted today? (The old machines were huge, but the new systems are very small.)
7. On which occasion might you need to send a code? Which code would you use? Why? (various responses)

### A New School for Emily

#### These questions relate to pp. 4–17.

1. How does Emily feel about starting at a new school? (She feels sick in the stomach.)
2. What does *dollop* mean? (a soft lump of food)
3. What does Emily mean by a *sad finger and a sad heart*? (She means that every part of her mind and body feels sad because she is missing her friends.)
4. In Emily's three-line emotion poem on p. 13, what does she mean by *But I'm just the same*? (She means she is the same as all the other children at the school.)
5. Why do you think Emily keeps texting Delta? (She was Emily's best friend at her last school, and she is missing her.)
6. How do the other students react to Morgan's phone trick? (They think it is amusing.)
7. How do you think Emily's relationship with Morgan will develop as the text progresses? (various responses)

#### These questions relate to pp. 15–32.

1. What do Morgan and her friends think of Emily's poems? (They think the poems are cool.)
2. If people *avoided* Emily, what did they do? (They stayed away from her.)
3. At the end of the text, who will be Emily's new friends? (probably Maisy and Holly)
4. When Emily tells Maisy she's sorry, what does this tell the reader about Emily's character? (That she is courageous – she has made a mistake and is willing to try to fix the problem.)
5. Why is it important to have nice friends? (So you can enjoy spending time together and look out for one another; nice friends won't get you into trouble.)
6. In the illustration on p. 24, what tells you that Mr Vincenti is not happy? (He has a serious expression on his face, is frowning and has his arms folded.)
7. If you were Emily, would you have written the poem about Maisy just because Morgan wanted you to? What would you have said to her? (various responses)

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### A Wild TV Show

These questions relate to pp. 4–11.

1. What did Pip do when she went to Africa? (She worked as a volunteer for World Youth International.)
2. What does it mean to *hook* the viewers? (It means to make them want to watch the program.)
3. Why are short sentences easier to understand? (The viewers don't have to remember as many words and put them all together to make sense of them.)
4. Why do you think the crew members all said loudly, "Horses!"? (They probably had a bad experience with horses when they were doing a previous segment.)
5. Do you think the crew members enjoy their work preparing for *Totally Wild*? (Yes – they are always happy and telling funny stories.)
6. How has the illustrator linked the text with the title? (by including small pictures of microphones, headsets and cameras)
7. What part of the production crew's work would you enjoy most? (various responses)

These questions relate to pp. 12–23.

1. At Adam's farm, who was filming the scene? (Lucas)
2. How were the canoe polo players able to see to play the game? (The pool was *floodlit*.)
3. Apart from in the goal, where are the other four players allowed to be during the game? (They can go anywhere in the pool.)
4. Why do players need to be able to do an *Eskimo roll*? (They need to be able to right the canoe so they don't drown underneath it.)
5. Why couldn't Adam play canoe polo very well? (He had never played it before.)
6. Look at the four pictures on p. 19. Do you think Adam will be safe when his canoe tips over? (Yes – he is close to the edge of the pool so he can hold on to the side.)
7. If you were in charge of organising a segment of *Totally Wild*, what story line would you include? (various responses)

### Splash of Flash Animation

These questions relate to pp. 4–11.

1. What is Flash animation? (It is a process that makes things move or flash on websites.)
2. If a glass is animated, what can it do? (It can move across the screen, change colour, have words added or fade.)
3. Why is it important to 'grab and hold our attention' while products are being advertised? (If people don't bother to watch the advertisement, they won't know about the product.)
4. How does Michele get the ideas for her animation designs? (She works with other designers and presents lots of ideas from which the best is chosen.)
5. Why do you think the author has given lots of detail about how a Flash animation advertisement is designed? (Because students reading the text would be interested to know how it is done.)
6. How does the author indicate who is asking the questions and who is answering them in the interview on p. 6? (There are small icons, like a key, at the bottom of the page.)
7. Which characteristic of Flash animation do you think is most impressive? Why? (various responses)

These questions relate to pp. 12–23.

1. How is a storyboard like a comic? (The words and pictures tell the story.)
2. If Flash animation is complex, is it simple or does it have many parts to it? (It has many different parts to combine to produce the final result.)
3. Where do you think the word *tweening* might have originated? (It came from the word *between*.)
4. Some of the tools Michele uses appear as icons. Where would you find these? (On the Flash animation program on her computer screen.)
5. What is it about Flash animation that Michele finds so exciting? (She can quickly make objects and images come to life and create an exciting and brightly coloured advertisement.)
6. Why is a storyboard an effective way to advertise? (Because there is lots of colour but only a few words that people need to read.)
7. If you were going to design a Flash animation for a new bike, how would you go about it? (various responses)

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### Triple Word Score

These questions relate to pp. 4–16.

1. What did the residents do when they got their letters? (They had a meeting in the hall on Sunday.)
2. What does the word *tore* tell you about the way Mrs Jade opened the envelope? Why do you think she tore it open? (She ripped it open quickly because she was anxious to see what was inside.)
3. Where do you think Mr Ho Cheng might have come from? (Mr Ho Cheng is probably from China.)
4. What do you think made all the dogs bark outside the hall? (They were probably disturbed by the noise of all the people at the meeting.)
5. What do you think is the main reason the residents don't want to move from their homes? (They are comfortable living in this area.)
6. In the illustration on p. 13, how do you think Mr Njango felt sitting by himself when all the people were complaining? (He probably felt nervous and upset at their reaction.)
7. What would you do to solve the problem in this story? (various responses)

These questions relate to pp. 17–32.

1. What did Maddie bring with her to the meeting? (She brought Mr Cheng's word game and his box of letters.)
2. What is *Tswana*? (an African language)
3. What work do you think Mrs Jade might do at the *laundry*? (wash sheets and towels, fold washing, do ironing)
4. Why do you think the prime minister decided to help the people with their problem? (He wanted their votes, so he had to help them.)
5. Why do you think people had more bad ideas than good ideas? (They hadn't had much time to think about the problem; the first thoughts they had were bad because they were very angry and this affected their decision-making.)
6. Explain how the messages on the roofs are similar to the word game played by Maddie. (The letters are arranged to make words that link together.)
7. What other ways could Maddie have helped to solve the problem? What would you have suggested if you were her? (various responses)

### Outrageous Fashion

These questions relate to pp. 4–11.

1. How often do fashions change? (Fashions can change from season to season and from year to year.)
2. What does the word *process* tell you about designing clothes? (It means that it is not just one simple step, but a series of steps.)
3. Why is it important to draw lots of designs before selecting one to make? (It gives you some choices with styles and colours, and you can see what the item will look like when it is finished.)
4. Why would Sam have designed a new character for her sons' clothing? (Because it was different from what other people wore, and she thought it might become popular with everyone.)
5. Why is it good to choose accessories that can be worn for many years? (People can save money, or use the money to buy more clothes.)
6. How is the image on pp. 4–5 put together? (It is a combination of a photograph and some simplified drawings.)
7. If you could choose a fashion piece of clothing now, what would you purchase? Why? (various responses)

These questions relate to pp. 12–23.

1. What is Lulu's favourite colour? (red)
2. What is a trend? (a general direction or likelihood)
3. Why are fashion event companies used to assist with organising fashion shows? (Because there are many more jobs to be done than just organising the outfits.)
4. In the timeline on p. 16, why are some years missing from the chart? (Lulu continued to work but there was no major event that year.)
5. Why are so many people interested in being 'fashionable'? (It makes them feel good, and they like to be 'trendy'.)
6. Why has the designer chosen surfboards as a theme for the calendar on p. 21? (Because this matches the theme of swimwear and board shorts.)
7. If you were employed by a fashion event company, what would you like your job to be? (various responses)

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### An Alien Stole My Movie

#### These questions relate to pp. 4–14.

1. Where was the video being made? (in the school playground)
2. What are two other words that could be used in place of *snoozing* in the text on p. 8? (sleeping, dozing, napping)
3. Why do you think the school playground was chosen as the scene for the video? (The netball court was a good area to film; the children were already at school; they could use the school equipment.)
4. When the aliens had arrived and they started giggling, why did Mr Zimmerman call “*CUT!*”? (He didn’t realise they were aliens, and thought the children were being silly and not reading their lines.)
5. Who was the first person to realise that the aliens were not part of the special effects? (Liam)
6. In the illustration on p. 11, what can the aliens do that humans can’t? (They can turn their heads all the way around.)
7. If you were Mr Zimmerman, what would you have said to the students when the videoing wasn’t going according to plan? (various responses)

#### These questions relate to pp. 15–32.

1. What was the name of the galaxy the aliens came from? (R4808N – The Safe Driver Galaxy)
2. What happens to your face when you blush? (It turns red, because you are a little embarrassed.)
3. Why did Krong have tears in his eyes if he was laughing? (Sometimes when you laugh a lot, tears flow from your eyes, even though you aren’t sad.)
4. On p. 21, how is Liam feeling when he says the aliens can have all the popcorn if it meant they would be freed? (Liam is scared of what will happen to them.)
5. Who do you think is the most important person in the team? Why? (various responses)
6. In the illustration on p. 28, explain the expression on Mr Zimmerman’s and the children’s faces. (They are amazed at the disappearance of the flying saucers.)
7. What type of movie do you think the children might be planning to show the aliens when they return? (various responses)

### Lifelike in 3-D

#### These questions relate to pp. 4–13.

1. Why do we remember Michelangelo? (He was a famous sculptor.)
2. What does *three dimensions (3-D)* mean? (It means the object has length, width and height.)
3. In which year were the sculptures on Mount Rushmore started? (1937)
4. Why do you think Madame Tussaud made models out of wax? (It is easier to sculpt than other materials.)
5. Why don’t people agree as to who is the greatest artist or sculpture of all time? (People prefer different styles of art and sculpture, so they don’t always agree on what is ‘best’.)
6. How realistic are the wax models at Madame Tussaud’s museums? (They are extremely lifelike, with an amazing attention to detail.)
7. If you could suggest a person to be represented in Madame Tussaud’s wax museum, who would it be? Why? (various responses)

#### These questions relate to pp. 14–23.

1. In Japanese theatre, who wore white masks? (good characters)
2. What is theatre? (a performance of plays or dramas by live characters)
3. In the Stone Age, why would hunters have wanted to wear a disguise? (to try to hide from the animals they were hunting)
4. In which country would you find California redwood trees? (the USA)
5. Why do people make sculptures and models? (as a way of making money; as a form of personal expression; they enjoy working with specific materials)
6. On pp. 20–21, how has the designer shown which steps are completed in a particular month? (Each month is represented by a different colour.)
7. Look at some of the sculptures in this book. Which type of sculpture do you prefer? Why? (various responses)

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### Vagnarok the Vile

#### These questions relate to pp. 4–15.

1. What is the job of the narrator? (The narrator tells the story from one side of the stage.)
2. If the narrator *recounts* part of the story, what does he or she do? (The narrator retells the story.)
3. Can anyone be a Viking, or do they need to have special qualities? (Be able to pull a horrible faces, and they must have long, straggly beards.)
4. Why has the author given so much detail about the props needed? (To show the difference between real Viking possessions and the ones needed for the play.)
5. What is the purpose of this first section of the play? (It explains the role of the characters and how they usually behave.)
6. What problem are the other Vikings experiencing in the illustration on p. 11? (Their hands are over their noses because of Vagnarok's horrible smell.)
7. What would be the best part of being part of Vagnarok's crew? (various responses)

#### These questions relate to pp. 16–32.

1. Which Viking liked to poke out her tongue? (Horrid)
2. When the Vikings decided to clean themselves up, did they have long or short fingernails? (Their fingernails were short because they trimmed them.)
3. How often does Vagnarok usually have a bath? (only once a year)
4. How did Gryme get the information he needed to write stories about Vagnarok and the other Vikings? (He followed them and wrote about the naughty things they did.)
5. How did Vagnarok change from the beginning of the story to the end? (He tried to be nicer and he kept himself cleaner and tidier.)
6. What do you think conditions would have been like on Viking ship? (crowded and rather smelly!)
7. What else could the Vikings have done to improve their image for posterity? (various responses)

### The Sultan and the Scribe

#### These questions relate to pp. 4–16.

1. How did Ajmal believe he could help the sultan? (He thought the letters he wrote would help to build the sultan's fortunes.)
2. Why is the purple ink described as *royal*? (Purple is a colour often associated with royalty.)
3. On p. 7, why did Ajmal 'twiddle his thumbs'? (At that point in time, he had nothing to do.)
4. Do you think Ajmal would be a good scribe? (Yes – he got top marks at Official Letter-Writing School.)
5. Do you think Ajmal will learn from his first mistake as a scribe? (Perhaps not – he was very nervous and likely to make more mistakes.)
6. How can you tell Princess Dahlia was in a bad mood? (She has a grumpy expression on her face, her arms are folded and she appears to be sulking.)
7. If you were the sultan, what would you do about Ajmal and his mistakes? (various responses)

#### These questions relate to pp. 17–32.

1. How did Ajmal travel through the city? (on a donkey)
2. Why was Ajmal *panting* when he got to the top of the stairs to the tower? (He had run up the stairs two at a time and he was puffed.)
3. Which words in the sentence *You are welcome to our city* have completely changed the meaning to what the sultan intended? (He wanted to say, "Welcome to our city.")
4. How did Ajmal's letter writing change the ex-sultan's fortunes? (They made him lose his city to Sultan Ahmed Anwar.)
5. What does this story tell you about dictating messages? (The messages have to be stated clearly so there is no confusion.)
6. As the story progresses, what do you notice about the scorpions in the illustrations? (They become more numerous, and larger in size.)
7. If you were Ajmal, what would you do to get out of the dungeon? (various responses)

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### Who Designs Zoos?

These questions relate to pp. 4–15.

1. What does Chuck Mayes design? (He designs zoos and aquariums.)
2. Why do animals need to be protected from *predators*? (So that animals can't be eaten by predators, which are animals that eat other animals.)
3. Why would Chuck need to study science at university? (So he could learn about the needs of many different animals.)
4. What information would animal experts offer the design team? (They need information about feeding habits, light requirements, water supplies and the temperament of animals.)
5. Why is there so much planning required to build a zoo? (There are many components that have to be right to provide the correct environment for each group of animals.)
6. Why is it helpful to have a person's hand in the picture of the cockroach on p. 13? (It shows the relative size of the cockroach.)
7. What is your favourite section of a zoo? Which animals do you like to see most? (various responses)

These questions relate to pp. 16–23.

1. Why does a shark have fins? (They help it swim.)
2. Which word tells you that people can learn about animals at a zoo? (*educational*)
3. Why do people get excited when they find a fossil? (They know it can provide information about life many millions of years ago.)
4. Why is it a huge challenge to build a marine environment? (Different aquatic species have different needs, which all need to be considered.)
5. How do you think the 'Top Zoos' were selected? (By looking at the range of animals included, the number of visitors, the size of the zoo.)
6. Why have photographs containing people been included in this text? (So people can learn about the kinds of activities available for them to do at zoos. They also provide a scale so that readers can see how big the animals are compared to people.)
7. Which of the zoos listed on pp. 22–23 would you most like to visit? Why? (various responses)

### Mohan the Fearsome Sabre-Toothed Tiger

These questions relate to pp. 4–13.

1. Where did the colonel and Veejay find a carving of Mohan? (on a large stone archway)
2. What does the word *steamy* imply about the climate of the jungle? (It is very hot and wet.)
3. Why did Veejay roll his eyes when Colonel Dawkins asked why the people ran away from the carving? (Because Veejay thought everyone knew that Mohan was ferocious and people were afraid of him.)
4. What did Veejay think the colonel wanted to do when he saw the carving? (He knew he would want to find Mohan.)
5. Who do you think is more afraid – the colonel or Veejay? Why? (Veejay is more afraid – perhaps because he is much younger and hasn't had as much experience exploring.)
6. A sitar is a little like which other stringed instruments? (a guitar or a banjo)
7. If you were the colonel, would you want to set off searching for Mohan? Why? (various responses)

These questions relate to pp. 14–32.

1. On the expedition, what was Veejay concerned about? (He thought he was going to be eaten by a tiger.)
2. What words could be used in place of *terrified* in this text? (frightened, scared, petrified, horrified)
3. Why do you think Veejay and the colonel tip-toed towards the temple? (They didn't want to make a noise for fear of alarming the ferocious tiger.)
4. What did Colonel Dawkins mean by saying, "*It's lucky none of the elephants speak English?*", (If the elephants knew they were going on a dangerous expedition they would be too afraid to go.)
5. Why did Sanjai continue to allow people to believe there was a ferocious tiger at his temple? (He wanted to be left alone and not bothered by people.)
6. Do you think Mohan liked to be stroked? (Yes, he was rubbing against the colonel's leg, arching his back while he is being patted, and 'smiling')
7. Why do you think Sanjai gave Colonel Dawkins an inscribed medal? (So people would continue to believe that Mohan existed, and would stay away from the temple.)

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### Slo-Mo Man

#### These questions relate to pp. 4–16.

1. What are the letters *Slo-Mo* short for? (slow motion)
2. What does the word *normal* mean in *normal people*? (ordinary, usual, regular)
3. Why does Slo-Mo Man find it hard to be normal? (Slo-Mo Man likes using his superpowers and wants to have his own TV show.)
4. Why won't Mum be happy if Ruby and Slo-Mo Man stop at the drive-through for hotcakes? (She might think Ruby will be late for school; she might not like them eating take-away food for breakfast.)
5. Why do you think Ruby thought Slo-Mo Man was going to embarrass her? (Perhaps he had embarrassed her before.)
6. Which aspects of the scene on p. 13 are typical of a fast-food outlet? (microphone, employee wearing a uniform [cap], a speaker, a window for serving)
7. How are people able to change the ringtone on their phone? (Some mobile phones have programmed ringtones and some ringtones are available through the Internet.)

#### These questions relate to pp. 17–32.

1. Why did Slo-Mo Man press 468242 on the Vice President's phone? (So he could record what he was saying.)
2. What does, "*Game's up, boys,*" mean? (It means the bad guys have been caught and they have to give themselves up.)
3. Why do you think Ruby *hid in her seat*? (She was embarrassed about what Slo-Mo Man might do next.)
4. How do the letters *GOTCHA* relate to the telephone number 468242? (These are the numbers on a mobile phone that would be used to text the word 'Gotcha'.)
5. Why did Slo-Mo Man want to record information from the Vice-President's car? (When he realised the men were involved in a crime, he wanted to be able to help the police catch them.)
6. On p. 25, what has the illustrator done to show the men are nervous and guilty? (The men are sweating, they have their hands up near their faces and may be biting their nails, their teeth look like they are chattering.)
7. How would you feel about Slo-Mo Man if you were Ruby? (various responses)

### Antarctic Ice Flight

#### These questions relate to pp. 4–11.

1. How many times each year does this plane fly to the Antarctic? (about 20 times)
2. What does the word *planning* tell you about travelling to Antarctica? (It is a special event and needs a great deal of organisation before departure.)
3. Why do you think the people were measured, weighed and given health checks? (To make sure the plane was not overloaded; to compare their weight when they returned; to try to prevent illness during the visit; to ensure they were fit for their work.)
4. How might seeds and insects 'hitch a ride' to Antarctica? (They could get caught in the shoes and clothing of people who wore them in Australia and carried them to Antarctica.)
5. What are some of the dangers associated with the expedition to Antarctica? (People are a long way from medical attention; the weather is extremely cold; supplies are limited.)
6. Look at the map on p. 9. Why is Tasmania a suitable departure point for people travelling to Antarctica? (It is a shorter distance to the base from Tasmania than from other places.)
7. Would you like to fly to Antarctica as a scientist? Why? (various responses)

#### These questions relate to pp. 12–23.

1. How long will the flight to Antarctica take? (about four-and-a-half hours)
2. What does *unpredictable* mean? (unable to tell in advance)
3. What preparations would be discussed at the meeting the day before the flight? (a reminder of what to take; departure time; job responsibilities)
4. Why is the runway cleared just before the plane lands? (So it is clear of snow and safe for the plane to touch down.)
5. What qualities would be desirable for people who travel to Antarctica on a scientific expedition? (ability to work well with others; not super-sensitive to cold weather; able to conduct experiments reliably and record information accurately; able to manage being in a remote location)
6. Why do you think many different countries need aerodromes in Antarctica? (Lots of countries are conducting experiments in Antarctica, as it is a relatively unknown area.)
7. If you were travelling as a scientist to Antarctica, which job would be of most interest to you? Why? (various responses)

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### President Sly and His Spotty Tie

#### These questions relate to pp. 4–15.

1. What did the second crook tell President Sly? (The crook told him he could make a perfume that only smart people could smell.)
2. What things does President Sly do to indicate he is vain? (looks at himself in the mirror; spends lots of money on clothes; likes wearing fancy clothes)
3. Why do you think President Sly ordered seven ties? (Probably so he had one for each day of the week.)
4. Why was the vice-president going to tell President Sly that the ties and perfume were great? (He didn't want the president to think he was a ninny or a dummy.)
5. Why do you think President Sly believed the crooks? (He thought he would be able to tell who was a ninny or a dummy.)
6. Why do you think the crooks presented the tie on a red cushion? (To make it look extra-special.)
7. What would you have said about the ties and perfume if you were the vice-president? (various responses)

#### These questions relate to pp. 16–32.

1. Why did President Sly invite the crooks to the TV show? (He wanted them to give him the ties and perfume in person.)
2. On p. 18, what does *headed* mean? (went towards)
3. Why did President Sly's eyes water when he sniffed the 'perfume'? (He could smell the foul scent of the mixture.)
4. Why did President Sly and his advisors pretend that nothing was wrong? (They wanted everyone to think that they could see beautiful colours and smell the lovely perfume.)
5. Why do you think the children told the truth about the ties and perfume, but all the adults didn't? (The children may not have known the true story, or they were just being really honest.)
6. Use the illustration on p. 27 to describe how President Sly walked onto the stage for the filming of the television program. (He looked very confident; he thought he looked wonderful; he thought he smelt beautiful; he believed everyone would think he was wonderful.)
7. How would you feel if you were President Sly at the end of this story? (various responses)

### I'd Love a Puppy

#### These questions relate to pp. 4–11.

1. What should you do before you get a puppy? (Think about what kind of dog would suit your family and your home.)
2. Which word could replace *advice* in the sentence *A vet can provide advice about the best food for puppies.*? (information, recommendations, guidance, opinions)
3. Why is it important for animals to be vaccinated? (Vaccinating animals keeps them healthy and prevents disease spreading to other animals.)
4. Why is it important for puppies to be trained? (It makes them easier to have around, and prevents problem behaviour from developing.)
5. What recommendations has the author given so far about caring for a puppy? (how to choose a puppy; how to care for a puppy; how to train your puppy)
6. How does the cartoon of the puppy provide another opinion in the text? (It provides information from the dog's point of view.)
7. If you could choose a dog to have as a pet, which breed would you choose? Why? (various responses)

#### These questions relate to pp. 12–23.

1. What are three ways your dog can communicate with you? (by barking, growling or whimpering)
2. What are fussy eaters? (dogs that only like particular types of food)
3. What might the dogs do at Karly's farm if they got bored? (The might start to show problem behaviour, or chew on things they shouldn't!)
4. How do Guide Dogs help people in the community? (They help people who are vision impaired to be independent, and to move around on their own.)
5. Why is it important to understand the stages of a dog's life? (So you know what changes to expect as your dog grows up, and when to teach certain skills.)
6. Why is the purpose of the five red stars on p. 19 and p. 21? (It represents the high-quality care the dogs receive at Karly's farm.)
7. What do you think is the most common mistake people make when they get a puppy? (various responses)



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### Paddy Waits Alone

#### These questions relate to pp. 4–15.

1. Why did Jack huddle over the coal stove? (It was a very cold night and he wanted to keep warm.)
2. Why did Jack *struggle* to make out the shadow at the end of the wharf? (It was dark and raining, making it difficult to see.)
3. When Jack called out to the figure on the wharf, why was there no reply? (It was a dog.)
4. Why do you think Jack smiled when he realised the figure was a dog? (He was expecting it to be a person, so he was quite relieved.)
5. Which parts of the text tell you that Jack probably likes dogs? (He smiled when he found Paddy; he allowed Paddy to come into the room with him; he knew the dog would be good company.)
6. How does the black background set the mood for the first part of the story? (It suggests that the atmosphere is cold, gloomy, dark and lonely.)
7. If you were Jack, how would you have felt as you walked along the wharf in the rain? (various responses)

#### These questions relate to pp. 16–32.

1. Why was Paddy given to Molly? (Paddy was a birthday present on Molly's fifth birthday.)
2. Why did Paddy raise his head when he heard the word *Molly*? (He knew this was the name of his owner.)
3. What happened to Molly? (She died.)
4. Why do you think all the people liked Paddy? (He was a friendly dog; Paddy liked working with the men on the wharf.)
5. Why did the men at the wharf go on strike? (To protest about Paddy being taken to the pound.)
6. In the illustration on p. 32, what are the wharfies looking at? (They are looking at Paddy sitting at the end of the wharf.)
7. If you were the dog ranger, would you have taken Paddy to the dog pound? Why? (various responses)

### World Workplace

#### These questions relate to pp. 4–15.

1. Why might families move to a new country? (For the parents to work or study; to be closer to family)
2. What word could replace *natural* in *It is natural to miss friends ...?* (normal, usual, accepted)
3. Why do you think Sonali's dad is wanted by countries around the world? (He is very good at his job and they want to employ him.)
4. Why is it easier for people to be 'nomads' than it was in the past? (More people are available to help with relocation, and it is easier to travel between countries.)
5. Why are some people called 'third culture' children or adults? (Because they have experience with two cultures from their parents and another in the country where they live.)
6. Look at the globe on p. 10. In which direction is Australia from India? (south-east)
7. What problems have you, or someone you know, experienced in moving to live in another country? (various responses)

#### These questions relate to pp. 16–23.

1. What does a relocation company do? (It helps families and pets move to new cities and countries.)
2. Who attends a playgroup? (preschool children)
3. Why do you think Kathy is keen to help other families settle into a new home? (She knew how difficult it was to do this when she and her family moved to Australia from the UK.)
4. Why do schools in PNG finish at one o'clock each afternoon? (The hottest part of the day is in the afternoon, so the children are not required at school during this time.)
5. Why do an increasing number of people work in computer software businesses? (Computers have become a more important part of our lives during recent years.)
6. On which page is the picture that correctly shows how pets are transported on aircraft? (p. 23)
7. If you moved to live in another country, which customs would you most want to maintain? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### The Lost Tomb in Inchazarr

#### These questions relate to pp. 4–15.

1. What did Monty want to see when they went out of the hotel? (antiques)
2. Which word on p. 4 tells you that Monty knew a lot about the Incas of South America? (expert)
3. Why do you think Monty said, *For a moment, I forgot all about my clever plan?* (He was distracted by his new surroundings.)
4. Why do you think Monty didn't tell his friends the real reason he chose to go to Bolivia? (They might not want to be involved in his plan; he didn't want to run the risk that they might tell other people.)
5. Why do you think Oswaldo asked the children if they would like to visit a toyshop, play minigolf or see a movie? (These are typical activities 9-year-old children like to do.)
6. Look at the illustration on p. 13. Are any items listed in the text not shown in the illustration? (some of the slippers, the TV and telephone in the bathroom)
7. What do you think Monty's plan is? (various responses)

#### These questions relate to pp. 16–32.

1. Who did Oswaldo see walking down the street outside the shop? (a policeman)
2. What did Señor Hernandez's eyes do when they *darted* to Oswaldo? (His eyes moved very quickly to Oswaldo, then away again.)
3. Why was it forbidden to sell ancient Incan art treasures? (They could be removed from their original location and not available for visitors to see.)
4. When Señor Hernandez said, *"The fake factory will start tomorrow,"* what did he mean? (They were going to make copies of the Incan treasures.)
5. How were Monty and his new Bolivian partners going to be rich? (They were going to make copies of the Incan treasures and sell them to collectors, pretending that they were originals.)
6. In the illustration on pp. 30–31, explain why all the people are looking so happy and relaxed. (They know what the plan is, and have learnt that soon they will be very rich.)
7. If you were Bazz or Rachel, what would you have done when you learnt the real reason why Monty wanted to go to Bolivia? (various responses)

### Should You Have Fries with That?

#### These questions relate to pp. 4–13.

1. What form of energy do potatoes contain? (carbohydrates)
2. Why do nutritionists give us advice about healthy eating? (They have studied which foods are nutritious as well as those that are not as healthy.)
3. Why are you advised to always have an adult with you when you are cooking? (So that you are safe using knives and setting high temperatures.)
4. Do you think George Crum intended his potato crisps to become famous? (Probably not – he was just trying to satisfy his customer!)
5. Why has the author presented information about two different ways to cook fries? (So that people can make healthier choices about the foods they eat.)
6. Why is the healthy potato pyramid shaped like a triangle? (To indicate the foods at the bottom should be eaten in larger quantities than those at the top.)
7. What is your favourite way to eat potatoes? (various responses)

#### These questions relate to pp. 14–23.

1. Where can you find out what a certain food contains? (on the packaging label)
2. What does it mean to sprinkle something on your fries? (to scatter in small amounts)
3. Why do we sometimes eat more salt than we realise? (The processed food we buy often has a lot of salt added to it.)
4. What is the main argument of Team Member 3 "For" Eating Fries? (Potatoes contain carbohydrates to give us energy.)
5. What message is this text giving the reader about eating fries? (It is all right to eat fries occasionally, but they should be cooked in a way so that less fat is absorbed.)
6. In 'Straws and Stems', what happens if you make a healthy food choice? (You get to move forward some squares in the game as a reward.)
7. What do some fast food outlets do to encourage people to eat their food? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### The Wreck of the *Zebediah*

#### These questions relate to pp. 4–16.

1. How did the children get onto the boat? (They swung onto the deck from a rope.)
2. On p. 6, why has the author put the word *our* in double quotation marks? (The boat didn't really belong to them, but the children were the only ones to use it, so they considered it theirs.)
3. Why did the children think it was great to be on their own for three weeks? (They didn't have any adults telling them what to do.)
4. When Nathan apologised for getting caught, why did Jeremiah say he was tired of eating catfish and slops anyway? (He did not want Nathan to feel guilty.)
5. Do you think this is the first time the children have run away? Which part of the text gives you a clue? (No – on p. 10, the text says the children knew the nuns would find them, and that they'd be punished.)
6. In the illustration on p. 15, what do you think Mother Hildegard might be saying to the children? (She is probably scolding them for running away, and telling them what their punishment will be.)
7. If you were one of these children, how would you plan your next escape? (various responses)

#### These questions relate to pp. 17–32.

1. Which of the boys did Abby rescue first? (Nathan)
2. What are other words that could be used instead of *vanished* on p. 23? (disappeared, went missing)
3. When they became tired and thirsty, why did Jeremiah think *The orphanage was looking good right now!*? (He thought it was better than being with Scarface and Crooked-Ear.)
4. How would the ragman have noticed that the children were no longer on the cart? (The baskets would have been lighter without the children in them.)
5. Why did Mother Hildegard look at the children in a puzzled way when they hugged her? (This was not the usual way they greeted her.)
6. In the illustration on pp. 22–23, what has the illustrator done to make the bay seem eerie and spooky? (He used dark colours, included long shadows, and showed high cliffs.)
7. If you were Abby, how else might you have helped to rescue Jeremiah and Nathan? (various responses)

### Two Amazing Amys

#### These questions relate to pp. 4–15.

1. Why did Amy Rauworth want a job helping people to be fit and healthy? (She loved playing sports herself.)
2. What are recreational activities? (Activities that people do for relaxation and enjoyment.)
3. How does the International Walk to School program make walking a safer option for school children? (They check conditions of roads, and suggest safe travel routes for children.)
4. Why would the Safe Routes to Schools program need money from a grant? (Perhaps to buy wheelchairs or bikes for children to travel safely to school.)
5. Why do you think every student who participates in the Niagara Falls International Marathon receives a prize? (To encourage them to participate and to thank them for participating.)
6. Why do you think the walrus has been used as the adjudicator in the discussion? (Imaginary people present the arguments, so this supports the text.)
7. What would you personally need to do to participate in a children's marathon? (various responses)

#### These questions relate to pp. 16–23.

1. What do Amy Barzach and Amy Rauworth have in common? (They both want to help people to be more active.)
2. Which word tells you that people of all abilities can join in the fun at Jonathon's Dream? (*all-inclusive*)
3. Why did Amy want to build an all-inclusive playground? (Her son had a disability and it was a great way to honour him.)
4. Why would people write responses to Amy's playground design on the Internet? (So other people can learn about it, and read comments from people who have visited the playground.)
5. Why was emailing a suitable method of gathering information for this text? (The author was obtaining information from a single person, so email was a quick and direct method to gather facts.)
6. Who may have taken the photographs of Tom during his mountain-climbing activities? (People who were in Tom's support team.)
7. What can you do to help people be more physically active? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### The Disappearing Island of Dr Xu

#### These questions relate to pp. 4–15.

1. What caused the collapse of Dr Xu's island? (A hurricane struck the island.)
2. Which word tells you how Dr Xu was feeling when the fly kept bothering her? (*exasperated*)
3. Why did Dr Xu need to examine charts of the ocean floor to find the perfect place for her island? (Because the foundations would need to be very firm to support the artificial island.)
4. Why did Dr Xu write 'NO BLOWFLIES' in the margin of her notes? (Because she did not want her paradise island spoilt by blowflies.)
5. How thorough had Dr Xu been in the planning of her island? (Very. She had considered many aspects of the construction and had professional help and considerable advertising and publicity.)
6. In the illustration on pp. 14–15, what do you think Dr Xu might be saying in the TV interview? (She may be talking about the plants and animals, the trees and the beautiful clear water.)
7. Would you like to visit Dr Xu's island? What do you think would be the most interesting thing to see? (various responses)

#### These questions relate to pp. 15–32.

1. Why did Dr Xu think nothing could go wrong on her island? (She was the world's most famous environmental scientist.)
2. What is an *odour*? What other words refer to a smell? (scent, perfume, aroma, stench)
3. What does Dr Xu mean when she says, "*My plans were meticulous.*"? (She thought she had considered everything when she planned the island, so she was surprised when something went wrong.)
4. When Marcello reported the problem in the Lagoon, what do you think Dr Xu drew? (Probably a food chain of animals in the Lagoon, or a diagram showing possible causes of the death of tritons.)
5. What mistake had Dr Xu made when planning her island? (She had not allowed any blowflies, but they were an important part of the ecosystem.)
6. In the illustration on p. 22, what is Marcello taking to show Dr Xu? (the Crown of Thorns starfish)
7. If you were Dr Xu, how would you feel as you rushed to get into the lifeboat? Would you attempt to build another island paradise? (various responses)

### Frozen in Time

#### These questions relate to pp. 4–11.

1. What concerns people most about climate change? (People are concerned about the effect it has on our environment.)
2. What does it mean for humans to be wise? (to make sensible, informed decisions)
3. If we produced fewer greenhouse gases, how would Earth maintain its temperature? (The heat would escape into space because it would not be trapped.)
4. Why does increased volcanic activity cause a rise in the temperature? (Volcanoes send huge volumes of hot gas, molten lava and ash into the atmosphere.)
5. How is climate change now different to the changes in the past? (There is general feeling that the population is causing our current climate change; in the past it was nature.)
6. What do you notice about the movement of warm and cold water in our oceans? (They generally travel in opposite directions.)
7. What are your feelings about the causes of global warming? (various responses)

#### These questions relate to pp. 12–23.

1. When were the earliest humans on Earth? (about 200 000 years ago)
2. If we adapt to something, what do we do? (We adjust to different conditions.)
3. Why would it be difficult to find food during an ice age? (Ice and snow would be covering the ground, and plants and animals would be hard to find.)
4. Why could people grow crops when Earth warmed up a little? (Plants need warmth to grow.)
5. How did the lives of people change when they began to plant crops and care for animals? (Groups were able to stay in the same area; settlements began to develop; people had time to learn other skills.)
6. How would people have travelled from Africa to Australia? (Asia and Australia were joined, so they could have walked across this area.)
7. What do you really value in life that could be affected by global warming? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### Brain Ticklers

#### These questions relate to pp. 4–13.

1. What erupts from an active volcano? (molten rock, gas and ash)
2. What word could be used in place of erupt? (explode, eject, burst)
3. What is the purpose of the equator? (It divides Earth into two hemispheres)
4. What would people do when they heard a warning about an earthquake or tsunami? (They would move to a safer area, or prepare themselves for the event, depending on how severe the event was predicted to be.)
5. Why are people often very interested in these 'Brain Tickler' questions? (The events are often very complicated, and people are keen to understand how and why they happen.)
6. What is the purpose of the arrows on the flow diagram on pp. 10–11? (The arrows help the reader to more easily read the events in the correct order.)
7. Do you think a lot of money should be directed towards space programs? Why? (various responses)

#### These questions relate to pp. 14–23.

1. Where did Sunita Williams run the distance equal to a marathon? (at the International Space Station, 340 km above Earth)
2. What is a falling star? (Meteors or space rocks become very hot, and when they burn they create a long tail of light that looks like a star is falling from the sky.)
3. Why can space junk be dangerous? (It can collide with other space objects and cause a lot of damage.)
4. What would happen to objects on Earth if there were no gravity? (They would float away because there would be no force pulling them towards Earth.)
5. Why do most places have one high and one low tide each day? (Because it takes one day for Earth to make one complete rotation on its axis.)
6. What information is being illustrated in the drawing at the top of p. 23? (The distance from the Sun as Earth rotates, and the changing seasons.)
7. What other questions do you have about some of the brain ticklers in this book? Where could you find answers to these questions? (various responses)

### Wolf Sisters

#### These questions relate to pp. 4–14.

1. In this book, who was telling the story? (the boys' mother)
2. What is a word that could replace *sarled*? (growled, roared, grumbled)
3. In which season of the year is this story set? (summer)
4. Why would it have been difficult for the wolves to catch rabbits? (Rabbits can run really fast and this would have made them difficult to catch.)
5. Why did some villagers feel sorry for the mother wolf? (She was trying to protect her cubs.)
6. Why do you think wolves are able to eat goats? (Wolves have very strong jaws and sharp teeth.)
7. Would you have wanted to scare the wolf away or leave her alone? (various responses)

#### These questions relate to pp. 15–32.

1. What did the villagers see coming out of the cave? (two girls)
2. What are two other words with similar meanings to *vicious*? (any of savage, ferocious, fierce, cruel, nasty)
3. Why did Rani and Jaya approach the she-wolf *without fear*? (They recognised her as the she-wolf who brought them up.)
4. Why do you think the two girls were initially scared of the villagers? (They were brought up by wolves and didn't know anything about life in the village.)
5. Do you think the two boys knew Rani and Jaya were the wolf sisters? (various responses)
6. Do Rani and Jaya look afraid in the illustration on p. 25? Why? (No, because they recognise the wolf as the one who reared them.)
7. How do you think Rani and Jaya feel about their lives at the end of the story? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### Hanging by Threads

#### These questions relate to pp. 4–11.

1. What is gravity? (a force that draws objects to other objects)
2. What does it mean when a spider catches its *prey*? (An animal has been caught to be eaten by the spider.)
3. Why might people need to get down cliffs, mountainsides or high buildings? (They may have to rescue someone or something, clean windows, or just enjoy abseiling.)
4. Who might see the very high nest of the peregrine falcon, apart from Victor? (Perhaps people who work or live in high-rise buildings might find them.)
5. Why do you think people want to ‘hang by threads’? (Some people like the thrill of extreme sports and others need to do it as part of their job.)
6. What are two ways the illustrator has indicated the order of the illustrations in the orb spider’s web? (by using arrows and numbers)
7. Which of the human activities where you ‘hang by a thread’ would you enjoy the most? (various responses)

#### These questions relate to pp. 12–23.

1. What do parachutists do before they board the plane? (They have a safety lesson and are fitted with their parachute and safety equipment.)
2. What is freefall? (The part of the parachute descent when the parachute is not open.)
3. Why would it be unsafe to abseil in windy weather? (The wind could blow an abseiler against the rock face or building, and he or she could be injured.)
4. Apart from a tandem skydive, where else do people do things in tandem? (They could ride a bicycle built for two people, or travel in a carriage pulled by two horses, one behind the other.)
5. Why aren’t planes as useful as a helicopter in rescue missions? (A helicopter can go where planes can’t; they can hover in the same place while a rescue is made; they can lower a person to assist someone in trouble.)
6. What is the significance of the packet of popcorn on p. 23? (People often enjoy popcorn when they go to the movies.)
7. What would be the advantages and disadvantages of being a circus performer? (various responses)

### Hello from Five Time Zones

#### These questions relate to pp. 4–13.

1. What are the five cities where the imaginary children in this text live? (Vancouver, London, Moscow, Singapore, Melbourne)
2. What is meant by air quality? (This term refers to whether or not the air in the city is polluted.)
3. Why does Australia have more time zones than some other countries? (It is a large country and spreads across more than one time zone.)
4. From which direction does the wind blow in Vancouver? (It blows from the west to the east. We’re told that the pollution gets trapped by the mountains.)
5. Why can’t all cities throughout the world be in the same time zone? (If they were, it would be dark in the middle of the day, and the sun would shine at night in some places!)
6. How are the cities identified on the maps? (A coloured pin shows where they are located.)
7. Is there anything else you would like to know about each city before you make a choice about which one is best? (various responses)

#### These questions relate to pp. 14–23.

1. What is the name of the girl who lives in Moscow? (Her name is Alena.)
2. What does *minus ten degrees Celsius* mean? (It means the temperature is ten degrees below zero, or below freezing point.)
3. In Moscow, what do you think might be the cause of some children’s asthma? (The poor air quality could affect some children’s asthma.)
4. What are some ways we can save water in and around our homes? (various responses)
5. Why is the result based on a number rather than just your overall opinion? (It allows you to get a more accurate score based on how important each factor is to you personally.)
6. What is the significance of the five photographs on p. 23? (Each photo represents one of the five cities from the text.)
7. How do you feel about this method of choosing the best city to live in? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### The Wormhole of Doom

#### These questions relate to pp. 4–18.

1. How fast did Nazur fly the spaceship? (fifty per cent of the speed of light)
2. In this story, what could be a *threat*? (another spaceship; any space object they might collide with; someone who was interfering with their computer system)
3. Why did Eva say to herself, “*Calm down, Eva.*”? (She realised she was beginning to panic and wanted to settle herself down.)
4. How did Eva and Nazur share the responsibility of steering the spaceship? (One slept, while the other was in control, and vice versa.)
5. This text is set in the future. What is different in this story to the space travel we know of today? (Children are travelling in space; these characters are about to change the universe; they are communicating with people in another galaxy.)
6. From the picture on p. 9, which part of Eva’s clothing was mentioned in the text? (the rings on her sleeve)
7. How would you have felt if you were Eva and the spaceship began to spin? What would you have done? (various responses)

#### These questions relate to pp. 19–32.

1. What caused the *Kazakhstan* to spin around? (It was caught in a cosmic whirlpool.)
2. Which word tells you that Eva wasn’t really calm at all? (Eva buckled Zara in, and *tried* to look calm.)
3. What did Eva mean when she said *the Wormhole Collider had worked – too well*? (This means, in the future it had been turned on, but she didn’t like what had happened.)
4. Where do you think Ave’s spaceship is? How do you know? (It is near Venus because the gases in the atmosphere match with Eva’s record for Venus.)
5. Throughout the text, what things do Eva and Ave have in common? (They are both in a spaceship; both have a daughter; their own names, the names of their daughters and the computer names are reversed.)
6. What has the illustrator done to indicate that Ave is in a different spaceship? (He has changed the colours from green to pink.)
7. Do you think people should go into space? Are the risks greater than the benefits? (various responses)

### The Brain

#### These questions relate to pp. 4–11.

1. What are the smallest living things in nature? (cells)
2. Why is the nervous system called a *system*? (It is a group of processes that work together.)
3. Why is it important for the brain to store memories? (So you can remember things you have learnt and continue to learn new things.)
4. Why is the brain the mightiest mini-world in the body? (It is responsible for keeping all the other body systems working together correctly.)
5. Who is mostly responsible for ensuring your brain is healthy? (You are!)
6. On p. 5, what do we call a diagram that allows us to see inside an object or shape? (a cross-section)
7. Are you doing all the things necessary to keep your brain healthy? (various responses)

#### These questions relate to pp. 12–23.

1. What is the difference between a neuroscientist and a neurosurgeon? (A neuroscientist studies the brain and a neurosurgeon operates on people’s brains.)
2. What do scientists do when they *research* diseases or illnesses? (They conduct experiments to see what causes the disease or illness and how they can help people who have it.)
3. Why can a brain illness be very serious? (Because the brain controls all the systems of the body and many of these could be affected by the illness.)
4. Which tasks might a person with MS find difficult? (Playing sport, travelling to work, watching TV or reading, communicating with other people.)
5. What impact does medical research have on the lives of the general population? (It enables people to learn how to better care for their body; it helps people to live longer and enjoy a higher standard of general health.)
6. On p. 12, what is the scientist or surgeon looking at? (MRI scans)
7. If you were a specialist doctor, in which part of the human body would you like to specialise? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### The Fearsome Ring of Roses

#### These questions relate to pp. 4–16.

1. What was the dreadful sickness called? (the plague)
2. If your parents *forbid* you to do something, what does this mean? (You *must* not do it.)
3. Do you think the last plague was a long time ago, or quite recently? (A minor outbreak occurred as recently as 1994 in India, closely after an earthquake.)
4. Why was it difficult to learn about news in the outside world? (There were no radios, televisions, or computers to transmit information quickly.)
5. Why do you think the children in the story were so scared? (They had never experienced a plague before and could see that their parents were fearful. Nobody spoke about the problem, so the children thought it must be really terrible.)
6. How is the picture of the skull and crossbones related to the story? (It is a symbol of danger or death.)
7. How would you have felt if some of your friends no longer came to play with you? (various responses)

#### These questions relate to pp. 17–32.

1. Why was the house of the shoemaker locked? (So that no one could go inside.)
2. On p. 18, who is the *opponent* who has no intention of leaving Avon yet? (the plague)
3. In the sentence *We play our harmless games in the streets, while the plague plays its deadly game behind closed doors*, explain the author's choice of the words *harmless* and *deadly*. (These words are almost opposite in meaning in this context.)
4. Why are there so many strangers and travellers coming into Avon? (These people are escaping the city so they don't catch the deadly disease.)
5. Why does the author describe the silence as *deafening* on p. 31? (No sound is very unusual. The silence is as noticeable as a loud noise.)
6. Which part of the text is illustrated in the picture on pp. 18–19? (The text on p. 19, where lots of strangers and travellers are passing through Avon to escape the plague in the city.)
7. What would you do if you found Father Xavier and could see that he was very ill? (various responses)

### Who Was the Greatest Electrical Inventor?

#### These questions relate to pp. 4–11.

1. How is electricity created? (Electrons move between atoms and create a flow of charged particles.)
2. Why is electricity produced by water called *hydro-electricity*? (The prefix *hydro-* comes from the Greek word meaning *water*.)
3. Why are wind, sunlight and moving water called 'renewable' resources? (There is not a finite supply of them as there is for coal or gas, so the energy can be 'renewed'.)
4. Why are people always being encouraged to use less electricity? (Because, at the moment, many people are *not* using renewable sources and the supply of coal and gas is getting lower.)
5. Why is an understanding of the history of the development of electricity helpful? (It shows the reader the steps and time span involved in developing a reliable electricity supply.)
6. Identify the labelled parts of the hydro-electric dam on p. 5. How is the electricity transported to where it is needed? (It travels through electrical wires and transformers.)
7. Which appliance would you miss most if you had no electricity? (various responses)

#### These questions relate to pp. 12–23.

1. Why are Edison's inventions so important? (Because they changed the way people lived and communicated.)
2. Which part of the word *debug* means to 'remove'? (the prefix *de-*)
3. Why might Edison not have done very well at school? (He may have spent his time concentrating on what he could invent, rather than his schoolwork.)
4. What would have been better than Edison and Tesla becoming rivals? (They could have worked together and combined their ideas to invent new things.)
5. How does the development of hearing aids help people who are hearing impaired? (It allows them to speak to others, participate in social settings more comfortably, and learn about their environment.)
6. Why are the lightning flashes suitable design elements for this text? (Early studies of electricity showed that lightning was electrical.)
7. Why do you think women have been less famous for their inventions than men? (various responses)



# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### Comet Collision!

#### These questions relate to pp. 4–17.

1. How did Dr Xerxes fire the laser? (He pushed a red button marked 'Fire'.)
2. Did the laser produce a small or large amount of energy? Which word tells you this? (A *mighty* burst of energy shot into space.)
3. Why did Mila stare at the screen in shock? (The comet had disappeared from the screen and she didn't know why.)
4. On p. 11, why did Dr Xerxes say he had had 'success'? What had he done? (He had successfully hit Mila's comet with the laser.)
5. Why was it such a huge problem to lose the comet? (Lots of money had been spent on this space project and the comet was a major part of the project; space exploration is a very competitive activity.)
6. What is the purpose of the location and time labels in each section of the story? (They tell the reader the order of the events and where they are taking place.)
7. What would you do if you were Mila and had lost the comet? (various responses)

#### These questions relate to pp. 18–32.

1. Why did the President say Mars was of no use to them? (It was no use to them without water.)
2. What did the president mean by, "It's a swap."? (The president meant that they would trade the planet for the millions of dollars they owed to Rosco.)
3. What is meant by *Mila felt like her mind was in orbit*? (Her head was spinning because there was so much happening in a short period of time.)
4. Although the president gave Mila one hour, why didn't she need all that time? (The job had to be completed in one minute when the comets first appeared from behind Jupiter.)
5. If you could choose another title for this story, what would it be? (various responses)
6. On pp. 22–23, how has the illustrator shown that Mila and Dr Xerxes are speaking to each other on the phone? (There is a zigzag line connecting their phones.)
7. Which do you think is a fairer name for the space city – Xerxes City or Mila-tropolis? (various responses)

### The Weeping Shadows

#### These questions relate to pp. 4–15.

1. What were Torild and Asne doing in their holidays? (They were working at a Viking 'dig'.)
2. On p. 8, what do the words *Up here* mean? (They mean way up north in the Arctic.)
3. What notes would the girls write about the things they found? (Perhaps they would write where the object was found; the date it was found; what things were located with it; what condition it was in.)
4. How would a belt clasp or a bone comb give a clue about how people used to live? (It could give information about their hair and clothing.)
5. What aspect of the journey allowed the girls to find the cave? (The fact that they had to drive around a rockfall caused by a storm the day before)
6. What features of the girls' vehicle make it suitable to be used on the Viking dig? (It is a 4-wheel drive; it has large tyres for extra grip on the icy roads; space for storage in the back and on the roof.)
7. How would you feel about entering the cave if you were one of the girls on the dig? (various responses)

#### These questions relate to pp. 16–32.

1. How high was the cave when the girls went inside? (It was very low, because they had to move on their hands and knees, and still the rocks bumped their backs and shoulders.)
2. Why do you think Torild *fumbled* with the matchbox? (It was dark inside the cave and she was frightened.)
3. Apart from the freezing temperatures, what else caused the girls to shiver? (The experience in the cave was very spooky and they felt uneasy.)
4. Why did the sight of the Plague Mark frighten the girls most of all? (They knew that these bodies had been victims of the plague, and that if their bodies thawed, the disease could spread again.)
5. What will happen to the Viking grave next summer? (The ice and snow from the avalanche will melt, and the sun will thaw the bodies inside.)
6. Which parts of the text on p. 27 are illustrated in the picture on p. 26? (the pebbles and hailstones raining down on the cliff face; the girls trying to climb from one rock to the next)
7. If you were one of these girls, would you want to visit this area again to see the midnight sun? Why? (various responses)

# NELSON LITERACY DIRECTIONS



## BOOKS – NLD 3

### Super Survival Senses

These questions relate to pp. 4–9.

1. What are the five main senses humans have? (sight, smell, hearing, taste and touch)
2. Which word tells you what the brain does to messages inside the brain? (*decodes*)
3. Which senses do animals use most? (Different animals use different senses, depending on the environment in which they live.)
4. Why are eyes described as “*windows to the world*”? (They allow you to learn about all the things around you.)
5. Why is it important to protect your eyes? (If your eyes are damaged you may lose your sight, partially or completely.)
6. How helpful are the labels on the diagram of the eye on p. 7? (This part of the eye can't be seen, so it would be difficult to understand without labels.)
7. Which senses do you use most to learn at school? (All the senses are used, but you probably use sight and hearing the most.)

These questions relate to pp. 10–23.

1. What does a skunk do when a predator comes near? (It sprays an awful-smelling liquid and the predator goes away.)
2. Which word could replace *sneak* in the sentence, *It would be very difficult to sneak up on a chameleon?* (creep, slink)
3. Why don't earthworms use their sense of sight? (Earthworms don't have eyes!)
4. Why do some animals only use some of their senses? (Sometimes the environment they live in means they don't need all the senses.)
5. Why are these senses described as ‘amazing’ or ‘super’? (They are wonderful examples of how fascinating nature is.)
6. Although the text provides the same information, why is it helpful to have the sense icon beside each photograph? (It is a quicker way of learning which sense the animal uses.)
7. If you had to do without one of the five main senses, which one would you choose? Why? (various responses)

### Hypotheticus and His Calculatorium

These questions relate to pp. 4–16.

1. Where does Mephalonius usually sit to write his poetry? (under an olive tree)
2. Why would the farmer and his donkey have to *pick* their way down the hill? (Because the hill was very steep and they had to be careful.)
3. What machines do we have that have changed the way people work, play and swap ideas? (telephones, televisions, computers, washing machines, cars, dishwashers, etc.)
4. Why would Hypotheticus not want curious eyes looking at his inventions? (Because they might steal his brilliant ideas!)
5. How do you think Mephalonius felt when he saw the latest invention? (He was astounded.)
6. What happens to the ripe olives when they drop off the tree? (They splatter all over the ground and on Mephalonius' clothes.)
7. Why had Mephalonius *never seen anything like this before?* ('This' was a new invention .)

These questions relate to pp. 17–32.

1. Inside the cave, where was the light coming from? (from fine strands of thread that were strung between metal wires)
2. What do you think *fan-tab-ularious* means? (absolutely amazing or fantastic)
3. Why did Mephalonius think the lemon juice had *pickled their brains?* (He couldn't imagine being able to make a machine that could ‘think’.)
4. If the calculatorium can solve mathematical problems, what machine do we have that is similar? (a calculator)
5. What was Mephalonius worried about? (That if the machine could think, it would be able to write poetry and he would no longer be famous.)
6. In the illustration on pp. 28–29, what types of machines are the characters thinking about? (Machines that can speak, write, clean, and make pictures.)
7. What are some situations where people can do things better than machines? (various responses)