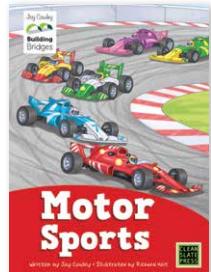


### Karts

#### Highlights of the Text

- Technical language
- Competition
- Determination
- Colloquial language



#### Orientation

- Talk about the students' knowledge and experiences of karts and kart racing.
- Talk about the students' experiences of being in competitive situations: winning and losing.
- Talk about determination and setting goals.

#### Making Meaning

- Revisit the story and locate clues about how Ari learns to be a racing driver: p. 3: practice, p. 5: use of brake and accelerator pedals, p. 6: noticing opponents.
- Revisit p. 3 and talk about why the drivers *still have to wear crash helmets* even though their karts *can't go very fast*. (they could crash)
- Revisit p. 8 and talk about why Ari and Kathy get chocolate ice creams. (they did not win the race)
- Revisit the illustration on p. 4 and talk about how the illustrator shows speed through the use of body posture and speed lines.

#### Literacy Focus

- Revisit technical phrases linked to racing karts: p. 5: *powers me around the bend*, p. 6: *close the gap*, p. 6: *falls back*, p. 7: *block*. Clarify the meaning.
- Revisit p. 5 and the simile *The karts sound like angry bees*. Create or locate similes related to animals, e.g. as happy as a lark, as fierce as a tiger.
- Revisit p. 8 and the expression *Oh frog spit!* Create synonyms, e.g. Oh bother!

### **Karts continued**

#### **Inquiry Focus/Activities**

- Encourage the students to draw a kart and list alongside all the parts they know.
- Encourage the students to investigate different kinds of racing karts and their cost.
- Encourage the students to investigate kart races. Record dates of races and entry costs.
- Encourage the students to use a storyboard to record the events in the race.
- Encourage the students to design medals for placegetters of a kart race.
- Encourage the students to design a kart track, including safety features.

### **Formula One**

#### **Highlights of the Text**

- **Technical language**
- **Competition**
- **Safety**
- **Contrasting sentence lengths**

#### **Orientation**

- Talk about and extend the students' knowledge of Formula One cars.
- Talk about the students' knowledge of measuring speed in kilometres per hour.
- Talk about accidents that can happen on a race track.

#### **Making Meaning**

- Revisit p. 10 and talk about the functions of the computer and the car cam. (tracks and shows how the engine is running, takes pictures of what the driver sees, displays how fast the car is going)
- Revisit p. 16 and talk about what caused the crash. (oil spill)
- Revisit pp. 16–17 and talk about how the automatic fire extinguisher would have worked. (triggered by a temperature sensor, foam is automatically spread around the chassis and engine area; it can also be triggered manually by the driver or marshals)
- Revisit the illustration on pp. 14–15 and talk about how the illustrator shows the evidence of a crash.

### Formula One continued

#### Literacy Focus

- Revisit the metaphor *roaring* on p. 13. List other words to describe going very fast, e.g. speeding.
- Revisit p. 17 and the phrase *looks a mess*. Create synonyms for *wrecked*.
- Revisit the third sentence on p. 9 and talk about the use of a long sentence. (for description) Revisit p. 12 and talk about the use of short sentences. (for impact)

#### Inquiry Focus/Activities

- Encourage the students to investigate the role of marshals at a race track.
- Encourage the students to investigate the meaning of the flags used in Formula One racing.
- Encourage the students to investigate speed restrictions, e.g. in town, on the open road.
- Encourage the students to watch a YouTube video of Formula One tyres being changed in a pit stop.
- Encourage the students to locate a place that is 340km away from where they are and imagine speeding there in an hour.
- Encourage the students to design a Formula One circuit.

## Rally Cars

### Highlights of the Text

- **Technical language**
- **Competition**
- **Danger**
- **Descriptive language**

#### Orientation

- Talk about the students' knowledge of rally car racing. Include staged starts and the winner having the fastest time.
- Talk about the students' experiences of danger when travelling in a vehicle.
- Talk about the excitement of competition and winning.

### Rally Cars continued

#### Making Meaning

- Revisit the story and locate clues about the differences between a rally car and a family car: *steel roll cage* (p. 20), *the body of the car is extra strong* (p. 20), *bucket seats* (p. 21), *special seat belts* (p. 21).
- Revisit p. 20 and talk about why the steel roll cage is such an important safety feature. (to protect the drivers in case the car rolls)
- Revisit pp. 22–25 and talk about the driving conditions of today's rally. (*rain, mud, pot holes, bends, dirt*)
- Revisit the illustration on pp. 22–23 and talk about how the illustrator shows the atrocious driving conditions.

#### Literacy Focus

- Revisit the adjectives *winding* (p. 20), *bumpy* (p. 21), and *water-filled* (p. 23) to describe parts of the track. List other nouns that these adjectives could describe, e.g. winding path, bumpy flight, water-filled tent.
- Revisit p. 24 and the figurative expression *like riding on the back of a huge snake*. Encourage the students to suggest other ways of describing driving around the tight bends on the hill road.
- Revisit p. 25 and the sentence *Dirt flies past the car*. Encourage the students to rephrase the sentence.

#### Inquiry Focus/Activities

- Encourage the students to investigate the role of co-drivers in rally races.
- Encourage the students to investigate how rally car races are timed.
- Encourage the students to draw an illustrated map of the rally track.
- Encourage the students to investigate appropriate safety clothing for rally driving and the cost.
- Encourage the students to investigate the strongest and weakest metals.
- Encourage the students to design trophies for placegetters of a rally car race.