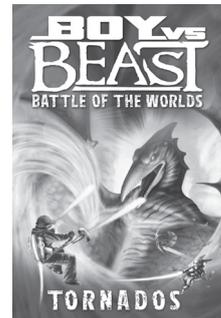
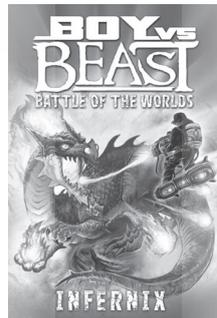
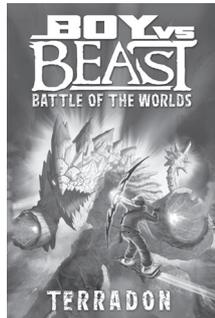
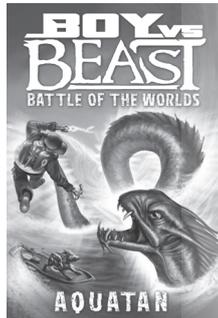


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## BATTLE OF THE WORLDS

Boy vs Beast Battle of the Worlds consists of four books and is part of the Boy vs Beast series. Books where battles are fought between boy and beast. Once the beasts and man shared the world. Then the beasts became greedy and wanted to rule the world. After many battles the world was split in two – Earth was given to man and Beastium was given to the beasts. The adventures in Boy vs Beast trace the battles between terrifying beasts and a brave young boy and his dog.

### BEASTIUM

Beastium is the place where the beasts live. Within Beastium there are many different lands. The lands are separated from Earth by the border-wall. Four of the lands in Beastium are Aquatan, Terradon, Infernix and Tornados.

## THE LANDS

### AQUATAN

Aquatan is a water land. Its sea floor glows with green slime and the water is very deep. Aquatan is home to stinging jelly-fish, the crushing Serpinitan and the wave-making Serpegatan.

#### *Beasts and pests in Aquatan*

Jelly-fish – creatures with long stingers and drills

Serpinitan – a crushing beast (that is not as cute as it looks)

Serpegatan – a wave attack beast

### TERRADON

Terradon is a rock land. It's hot and dry. There is rock and dirt everywhere. There are tall cliffs and canyons. Terradon is home to flying rock ants, the three-headed rattle-snake, the Terraminisaur and the Terramegasaur.

#### *Beasts and pests in Terradon*

Terra-toxic ants – flying rock ants with poison stingers

Terra-rattle-snake – a three-headed snake with three sets of fangs

Terraminisaur – a small but tricky beast

Terramegasaur – a pulver-slammings beast

### INFERNIX

Infernix is a fire land. Its land is red and dry. Infernix is a very hot place with flames shooting up into the smoky air. It is home to the Flamagoni, the Flamaxagon and fire-flies.

#### *Beasts and pests in Infernix*

Fire-flies – beasts that shoot red-hot blobs of goo

Flamagoni – a hot-headed beast that spits out small balls of fire

Flamegagon – a large beast that shoots out rings of fire

Flamaxagon – a large beast with fire-wave attacking skills

### TORNADOS

Tornados is an air land. Its land is full of clouds and strong winds. Tornados is home to the Tormegadactyl and the Tormaxidactyl.

#### *Beasts and pests in Tornados*

Wind hawks – birds that peck

Tormegadactyl – a beast with mega peck and flap power

Tormaxidactyl – a beast with toxic breath

# BATTLE OF THE WORLDS - CHARACTERS

## KAI MASTERS

Kai Masters is a Border Guard. He is twelve years old and is in training to become a Border Master like his dad and his grandad. His job is to stop the beasts from the lands in Beastium battling through the border-wall. Kai lives in a lighthouse that contains secret rooms where he can store his battle gear. Kai's job is to save Earth.

## BC3

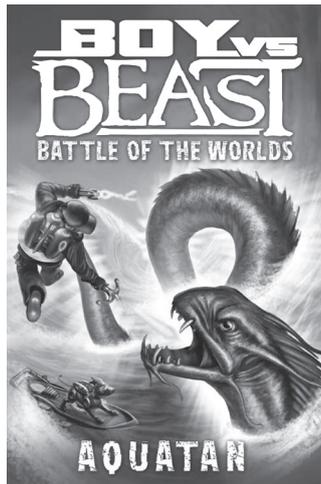
BC3 is a robot dog, or a dogbot, who helps Kai do his job. Kai calls him BC and he is made for beast battling. BC has fast legs, supersonic hearing, a laser light on his tail, a storage hatch and a human chat button. BC has retractable fur so he looks like a real dog. He can see behind himself and has a heat resistant frame. BC is a very smart dog.

## THE BORDARIA MASTER COMMAND

This group is made up of the Border Guards from long ago. They are the fathers and grandfathers of the Border Guards. They have the wisdom and the knowledge to train new Border Guards in how to keep Earth safe. The BMC control access to tools and gear that will help Border Guards battle well. They help them in battle and make available new tools. The Bordaria Master Command use the orbix to communicate with Border Guards.

## SERIES QUESTIONS

1. Why does Earth need protecting and who protects it?
2. How do the beasts try to get into Earth?
3. What is the role of the BMC?
4. Why was Kai Masters chosen to be a Border Guard?
5. Why do the beasts want to invade Earth?
6. What are the four lands that make up Beastium?
7. Where would you like to fight your first battle if you were a Border Guard and why?
8. How are the beasts like their land's environment?
9. In what ways do the names of the lands reflect the land's environment?
10. Who do you think divided the world into Earth and Beastium?



# AQUATAN

In Aquatan, Kai and his dog BC notice fish bones and green slime on the beach outside their window. After selecting battle tools from their secret lab in the lighthouse, Kai and BC are propelled into Aquatan. Here they must fight off skin-eating green slime, stinging jelly-fish with drills, crushing Serpinitans and the Serpegatan, which creates massive waves. Kai and BC must battle these beasts and keep them from breaking through the wall into Earth.

## BEFORE READING

Invite the students to look at the front cover and title of the novel. Encourage the students to work with a classmate to discuss what the story may be about. Have the students share their ideas with the class and compare ideas.

Discuss with the students what a narrative is and how it is written. Ask the students to talk about books they love to read and why they like them.

## READ THE BOOK

Invite the class to read Aquatan either

- individually
- in small reading groups
- or as a whole class

Have the students stop every now and then to re-evaluate where they believe the story is heading.

## AFTER YOU READ

Discussion Questions

*Chapters 1–4*

1. What does it mean when BC wags his tail?
2. What is the orbix? What is it used for?
3. How does Kai work out which land to choose when two lands come up on his computer?
4. Why can Kai only choose battle gear from one wall in his lab?
5. How did Kai and BC get from the lighthouse to Aquatan?

*Chapters 5–8*

1. Why was Kai scared to shoot the Serpinitan when it was crushing BC?
2. How did the Serpegatan attack Kai and BC?
3. What effect did the crystal have on Kai's skin? What else did the crystal do?
4. How did Kai eventually stop the Serpegatan?
5. Would you like to visit Aquatan? Why or why not?

## CLASSROOM ACTIVITIES

### *Secret Chambers*

Kai's lighthouse looks old from the outside but is full of technology and secret chambers on the inside.

Invite the students to draw a map of their own bedroom. Encourage them to draw secret extra chambers, passages and hiding places in their rooms. Have the students list what secret equipment they would hide in these secret places and what their secret equipment would be used for.

### *Best Buddies*

Kai and BC are good friends. Have the students list some qualities of a good friend. Invite them to discuss how Kai and BC show their friendship to each other in this adventure.

### *Your own Cartoons*

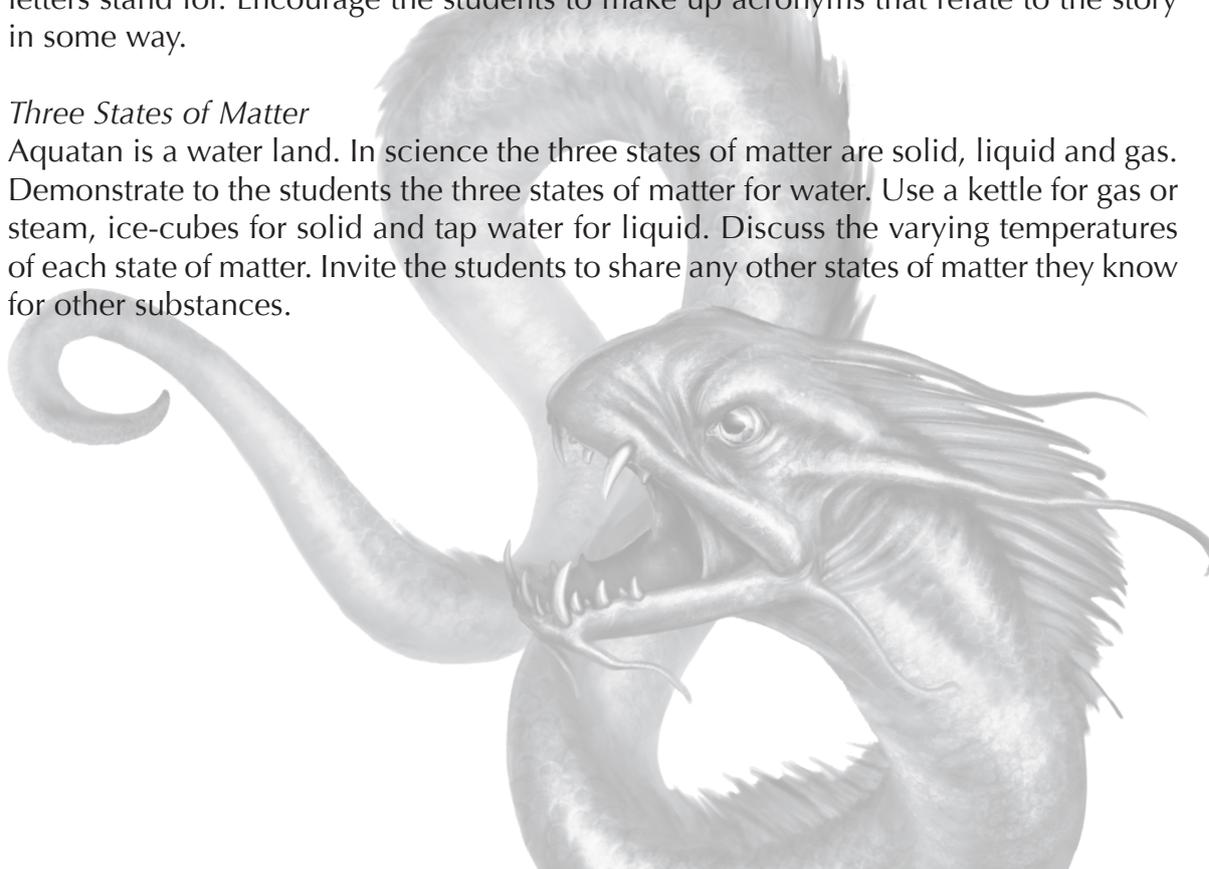
Talk about the cartoon section of the book on pages 62–65. As a class discuss the effect of the cartoons. Talk about how the cartoons add drama to the story. Ask the students to choose a favourite section of Aquatan and to create their own cartoon strip using four to eight cartoon boxes.

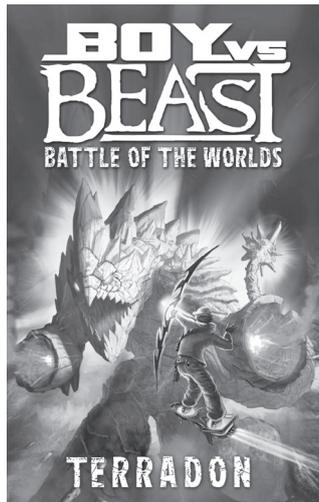
### *Acronyms*

BMC is an acronym that stands for 'Bordaria Master Command'. Invite the students to make up some of their own acronyms and have other class members guess what the letters stand for. Encourage the students to make up acronyms that relate to the story in some way.

### *Three States of Matter*

Aquatan is a water land. In science the three states of matter are solid, liquid and gas. Demonstrate to the students the three states of matter for water. Use a kettle for gas or steam, ice-cubes for solid and tap water for liquid. Discuss the varying temperatures of each state of matter. Invite the students to share any other states of matter they know for other substances.





# TERRADON

In Terradon, Kai and BC turn on the TV and see a news flash on the screen. Hot rocks have fallen onto Bent Road and the road is melting. Kai and BC use the orb to pick up some of the hot rocks for testing. Kai realises beasts are trying to break through the border-wall and he will have to stop them. In Terradon, Kai and BC battle against poisonous flying rock ants, a three-headed rattle-snake and the Terramegasaur. They must stop the beasts and keep the world safe.

## BEFORE READING

Invite the students to look at the front cover and title of the novel. Encourage the students to work with a classmate to discuss what the story may be about. Have the students share their ideas with the class and compare ideas.

Discuss with the students other narratives of the same genre. Talk about common themes within these type of books and how suspense and excitement are created in the stories.

## READ THE BOOK

Invite the class to read Terradon either

- individually
- in small reading groups
- or as a whole class

Have the students stop every now and then to re-evaluate where they believe the story is heading.

## AFTER YOU READ

Discussion Questions

*Chapters 1–4*

1. What was unusual about the rocks that fell onto Bent Road?
2. How did Kai and BC get down to the lab in their lighthouse?
3. In what ways was the hover board a useful tool?
4. What was the bad news about the terra-toxic ants?
5. What did Kai and BC discover buried in the ground?

*Chapters 5–8*

1. What was unusual about the Terra-rattle-snake?
2. What came out of the feathers on the tomahawk and what did it do?

3. How did the Terramegasaur attack Kai and BC?
4. What was special about the old arrow head? How did it help Kai?
5. Why do you think the Terramegasaur turned into a pile of rocks and dirt at the end of the story?

## CLASSROOM ACTIVITIES

### *X-Archer T10*

On page 34 the X-Archer T10 is drawn and labelled. Encourage the students to make up an ad for this battle tool. The ad could be for TV, radio or a magazine or newspaper. Have the students include all the features of the X-Archer T10 in their ad as well as a catchy slogan.

### *Rocky Landscape*

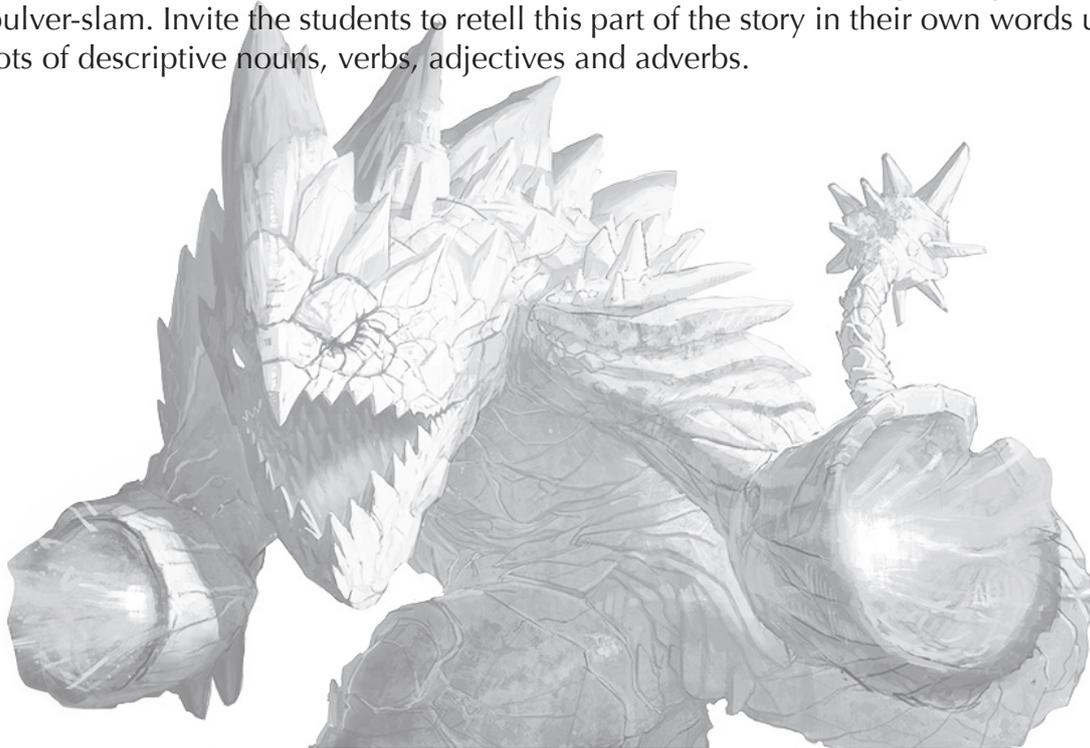
Invite the students to imagine just how Terradon looks. Provide the class with paints (orange, brown, red and yellow), paper and other craft materials. Encourage the students to create their own Terradon. Ask them to make the beasts in Terradon from modeling clay and to place the beasts in the rocky landscape.

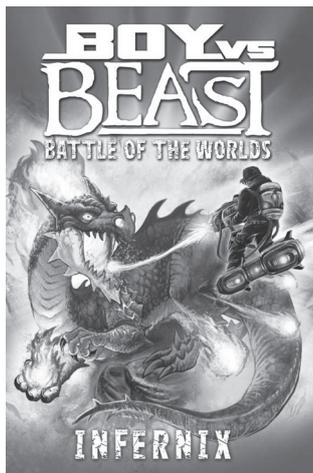
### *Many Multiplications*

Discuss with the class what happened when Kai cut the heads off the three-headed snake. Talk about simple multiplication and show how the snake's head and body multiplied using a simple diagram. Encourage the students to draw patterns to represent the multiplication patterns for the snake's heads and bodies.

### *Pulver-slam Recount*

Have the students re-read the cartoon section where the Terramegasaur performs its pulver-slam. Invite the students to retell this part of the story in their own words using lots of descriptive nouns, verbs, adjectives and adverbs.





# INFERNIX

In Infernix, Kai and BC are at the water slide park when they see a bin on fire. The fire doesn't go out, even when water is poured onto it. Kai wonders if a beast is responsible for the fire, which eventually goes out when foam is sprayed on it. Kai and BC use their orb and battle tools to enter Infernix, a red-hot land with shooting flames. They must battle fire-flies, a Flamagoni and a Flamaxagon in their quest to save the Earth.

## BEFORE READING

Invite the students to look at the front cover and title of the novel. Encourage the students to work with a classmate to discuss what the story may be about. Discuss with the students what they hope will happen in this story. Ask them to write or draw their ideas. Have them check back after reading to see if any of these hopes came true.

## READ THE BOOK

Invite the class to read Infernix either

- individually
- in small reading groups
- or as a whole class

Have the students stop every now and then to re-evaluate where they believe the story is heading.

## AFTER YOU READ

Discussion Questions

*Chapters 1–4*

1. What sport was BC an ace at?
2. What fun and exciting things were hidden in the lighthouse?
3. Why did Kai think it would be an easy battle when the Flamagoni popped up on his computer screen?
4. Which two battle tools did Kai select from the wall and why?
5. How did the fire-flies attack Kai and BC and how did they get rid of the fire-flies?

*Chapters 5–8*

1. What element increased the little dragon's size?
2. Why did the shield become a problem in battling the fire beast?
3. What caused the fire to go out inside the bubbles?
4. How did Kai and BC eventually destroy the beast?
5. On Kai's Border Guard Card his home element is fire. Did this help him in any way in his battle in Infernix?

## CLASSROOM ACTIVITIES

### *Border-wall*

Infernix, like all the lands in Beastium, is separated from Earth by a border-wall. Invite the students to imagine what this border-wall may look like and feel like. Encourage the students to design a part of the border-wall. Have the students sketch or make a model of the wall using recyclable materials. Invite them to list details including materials used and how the wall is supposed to keep the beasts out.

### *Border Guard Card*

Kai's Border Guard Card is shown on page 32. Invite the students to use this card as an example and to design their own Border Guard Card. Encourage the students to invent and include a barcode number, their name, rank, guard post, age and home element. Have them design their own unique shield and motto. Compare the class card designs by passing the cards around in a circle.

### *Fire Safety*

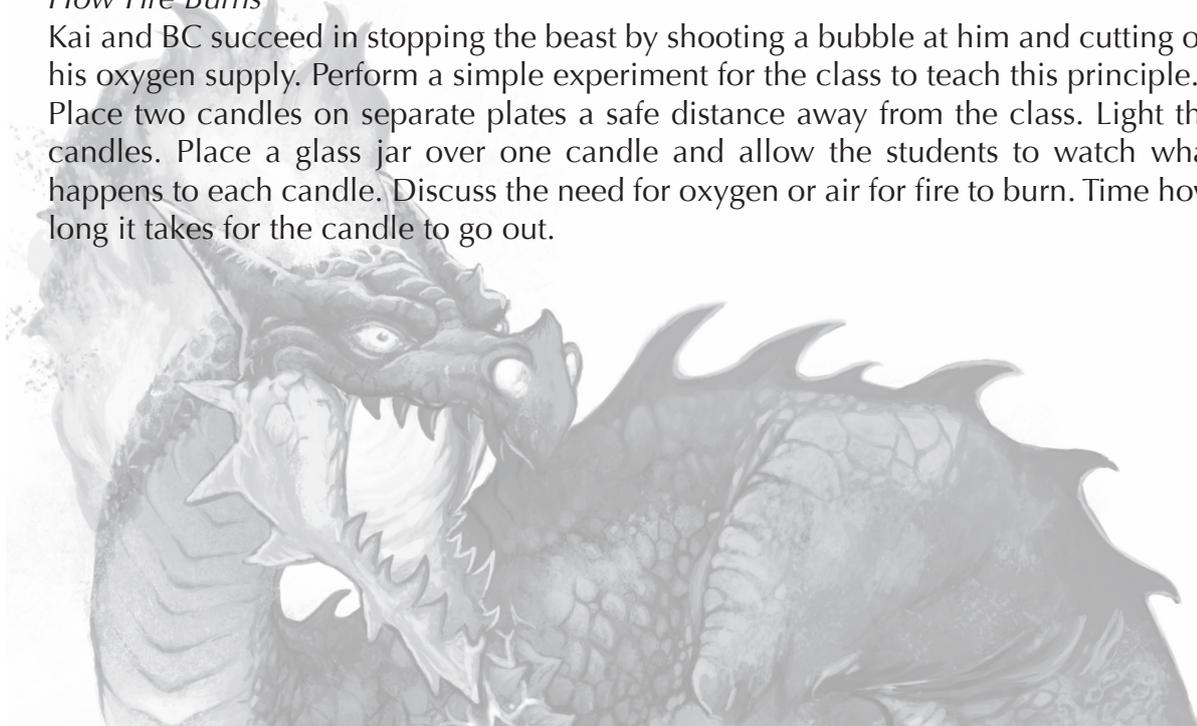
Invite a fire officer to talk to the class about fire safety. If you cannot find someone to come and speak, allow the students to use books or the Internet to find out about fire safety. Encourage the students to make a poster about fire safety with a few simple rules or ideas about how to stay safe.

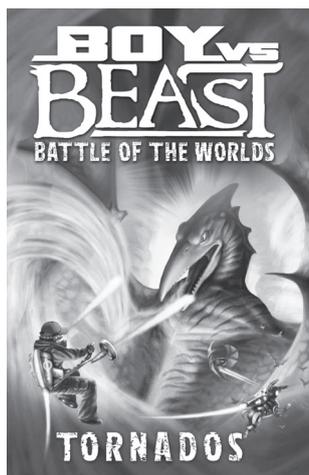
### *Feisty Fire-flies*

The fire-flies in Infernix spit out red-hot blobs of goo. Ask the students to imagine what the fire-flies look like using the book's illustrations and their own imaginations. Provide the class with different craft materials. Encourage the students to design and make their own goo-spitting fire-flies.

### *How Fire Burns*

Kai and BC succeed in stopping the beast by shooting a bubble at him and cutting off his oxygen supply. Perform a simple experiment for the class to teach this principle. Place two candles on separate plates a safe distance away from the class. Light the candles. Place a glass jar over one candle and allow the students to watch what happens to each candle. Discuss the need for oxygen or air for fire to burn. Time how long it takes for the candle to go out.





# TORNADOS

In *Tornados*, Kai is at his favourite burger place when he hears a newflash on the radio. It announces that very bad winds and dust storms are on their way. Kai and BC once again arm themselves with battle tools and make a bumpy entrance into the land of *Tornados*. Here they use eye lasers, Astro Jet Strikers and clever chains to battle strong winds, dust storms, the Tormegadactyl and the Tormaxidactyl.

## BEFORE READING

Invite the students to look at the front cover and title of the novel. Encourage the students to work with a classmate to discuss what the story may be about.

Discuss with the students other adventure stories. Talk about common themes within these types of books and how suspense and excitement are created in the stories.

## READ THE BOOK

Invite the class to read *Tornados* either

- individually
- in small reading groups
- or as a whole class

Have the students stop every now and then to re-evaluate where they believe the story is heading. Encourage the students to share their knowledge and experiences of tornadoes, cyclones and dust storms.

## AFTER YOU READ

Discussion Questions

*Chapters 1–4*

1. Why did BC have fake fur and why didn't BC like his fake fur?
2. How did Kai collect his dust samples for his computer to test?
3. What is the Astro Jet Striker used for?
4. What is the difference between tornadoes, twisters, cyclones and hurricanes?

*Chapters 5–8*

1. How did BC help stop the attacking birds?
2. What did the beast use to put Kai to sleep?
3. What do you think would have happen if the beast had made it through to Earth?
4. How does Kai rescue BC from his sleep?

## CLASSROOM ACTIVITIES

### *Twisters and Tornadoes*

A tornado is a swirling wind. Demonstrate to the class how to make a tornado. You will need two empty two-litre bottles, water and strong tape. Fill one bottle 2/3 full with water. You could also add a few drops of detergent. Tape the empty bottle above the first bottle joining them securely at the necks. Turn the bottles up the other way and watch the tornado effect.

### *Wild Wind Socks*

Discuss the use of a wind sock and where they are usually found. Provide the students with paper cups, streamers, material and string and ask them to design and make their own unique wind sock. Take the wind socks outside and attach them to a spot where the wind blows. Watch with the class how they work.

### *Words within Words*

The beasts in Tornados have very long names. Instruct the students to write the names of the two beasts - Tormegadactyl and Tormaxidactyl. Under each name, invite the students to find and list some smaller words. Have a mini competition to see who comes up with the most words or the longest words within words.

### *Greed*

Invite the students to sit in a circle. Discuss the meaning of the word greed and how greed relates to the beasts in Beastium. Have a class circle meeting with the topic 'Greed is good'. Go around the circle and ask each student to say 'Yes' if they agree with the topic or 'No' if they disagree. Go around again and ask the students to give reasons for their answers. Keep going around the circle asking the students to add extra ideas, thoughts or comments.

### *Your own Robotic Dog*

Invite the students to imagine that they could have their own robotic dog like BC. Ask them to think about the kinds of features and characteristics they would want their dog to have. Have them consider what breed of dog their robotic canine might be. Now have students design and label their dog just like the labelled diagram of BC on p17.

