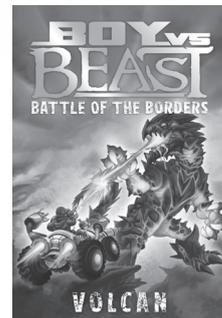
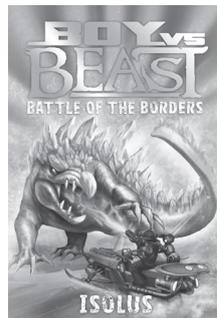
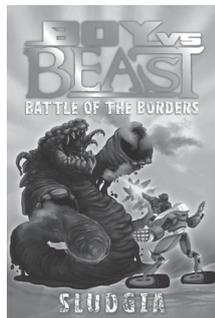
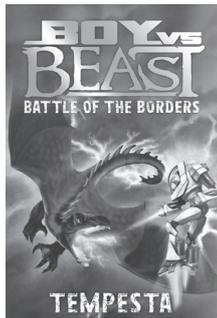


TEACHERS' NOTES

# BOY vs BEAST



## BATTLE OF THE BORDERS

Boy vs Beast Battle of the Borders is the second group of four books in the Boy vs Beast series. Once the beasts and man shared the world but the beasts wanted to rule. After many battles, the world was split into Earth, where man lived, and Beastium, where the beasts lived. Kai, a brave young boy, is a Border Guard. In the four Battle of the Worlds books, he and his dogbot protected Earth from the beasts from the four core lands. Now they face terrifying beasts that come from the border-lands.

### BEASTIUM AND THE BORDER-LANDS

Beastium is made of four lands: Aquatan (a water land), Terradon (a rock land), Infernix (a fire land) and Tornados (an air land). After time the edges of these lands mixed, making the border-lands. The beasts mixed too, making combination beasts.

# THE BORDER-LANDS

## TEMPESTA

Tempesta lies between Infernix and Tornados. It is a land of dark clouds and storms. It is home to fire hawks and the Storminidon, which changes to the Stormegadon and the Stormaxadon. These flying combo beasts are made of wind and fire.

### *Beasts and pests in Tempesta*

Fire hawks – release balls of fire from their mouths

Storminidon – a fast-flying beast that does not have much power

Stormegadon – shoots lightning that turns into fire and uses a thunder-clap attack

Stormaxadon – uses massive lightning bolt attacks

## SLUDGIA

Sludgia lies between Aquatan and Terradon. It is a land of mud. Sludgia is home to the mud hippos and the Mudaminisaur, which changes into the Mudamegasaur and the Mudasauramax. These mud-slinging beasts are made of mud and rock.

### *Beasts and pests in Sludgia*

Mud hippos – live in liquid mud and send out mud balls with their tails

Mudaminisaur – sends mud splats to Earth

Mudamegasaur – a huge mud and rock beast that shoots massive mud balls

Mudasauramax – a massive beast that makes a giant wave of mud

## ISOLUS

Isolus lies between Tornados and Aquatan. It is a land of snow and ice. Isolus is home to ugly fish that live in super-cold water and to the Chillminitan, which changes into the Chillmegatan and the Chillmaxatan. These beasts use ice and snow attacks.

### *Beasts and pests in Isolus*

Ugly fish – live in super-cold water

Rot moss – eats skin

Chillminitan – a baby ice beast that throws snowballs

Chillmegatan – a larger beast that uses snow-storm attacks

Chillmaxatan – slams the ice and uses snow and ice attacks

## VOLCAN

Volcan lies between Infernix and Terradon. It is a land of ash, rock and lava. Volcan is home to lava spiders and to the Lavaminisaur, which changes to become the Lavamegasaur and the Lavamaxasaur. These beasts hurl lava and make volcanoes erupt.

### *Beasts and pests in Volcan*

Lava spiders – trap their prey in sticky lava webs

Lavaminisaur – this beast burps ash into the air

Lavamegasaur – a larger beast that hurls lava from its mouth

Lavamaxasaur – huge beast that hurls lava balls and causes eruptions

# BATTLE OF THE BORDER-LANDS - CHARACTERS

## KAI MASTERS

Kai Masters is twelve years old. He does ordinary things, like play T-ball and soccer, read books and take his dog to the park. But Kai lives in a lighthouse with secret rooms. He is a Border Guard. It is his job to protect Earth from the beasts that live in Beastium. He is always learning more about how to battle the beasts. One day he will be a Border Master like his dad.

## BC3

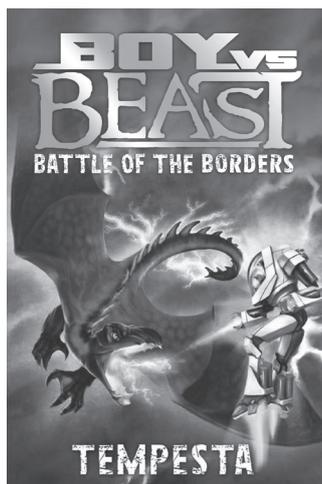
BC3 is a dogbot. He helps Kai do his job and is his friend. Although BC looks like a real dog, he is a robot. He has retractable fur as a disguise. He also has super-fast legs, a laser tail and laser eyes, a storage hatch and supersonic hearing. When he battles well, he also earns upgrades. He can talk to Kai when his human chat button is switched on.

## THE BORDARIA MASTER COMMAND

This group is made up of past Border Guards. Its members are the fathers and grandfathers of the Border Guards. As they battled and kept the beasts from getting through the border-wall they became stronger. They earned new battle gear and upgrades. They became Border Captains then Border Knights and finally Border Masters. They help the Border Guards and give them new battle gear.

## SERIES QUESTIONS

1. In what ways is Kai like an ordinary boy? In what ways isn't he?
2. Kai has BC to help him. Would he battle as well if he were alone?
3. Why does the BMC mainly watch Kai rather than tell him what to do a lot?
4. Why do you think Kai is only allowed to use some battle tools and not others?
5. How do the names of each of the border-lands reflect that land's environment?
6. What ideas from the real world has the writer used in the made-up border-lands?
7. How are the combo beasts like the two lands they are a mixture of?
8. After each battle Kai is sure the beast won't cause more trouble. Is he right?
9. What makes Kai good at battling the beasts?
10. What might happen if the beasts made it through the border-wall?



# TEMPESTA

In *Tempesta*, a storm causes a power failure in the lighthouse. Kai and BC3 work out that the lightning is coming from a combo beast in the border-land called Tempesta. Armed with a Foam-a-tron, Kai and BC go there in a jet that can change into a robot. They defend themselves against attacks from beasts that use lightning, fire balls and powerful thunder-clap attacks. They must stop the wind and fire beast from breaking down the wall to Earth.

## BEFORE READING

Invite the students to look at the front cover and title of the novel. Invite the students to discuss what the story might be about. Then read the back cover of the novel. Does what is written there change the students' ideas? Discuss how covers help us predict what a book is about and make us want to read it.

## READ THE BOOK

Invite the class to read *Tempesta* either

- individually
- in small reading groups
- 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 did the storm do to the lighthouse and to BC's fake fur?
2. How did Kai know that a beast was causing the storm?
3. Why did Kai choose battle gear from wall two, not three or one?
4. What features did Kai give his transport for his trip to Tempesta?
5. How did Kai win his first points in the battle?

*Chapters 5–8*

1. How does Kai identify the new beast? What is it trying to do?
2. Why didn't the Foam-a-tron work against the beast the first time Kai used it?
3. What did Kai and BC use to sap the power of the maxi beast?
4. What did BC do to get rid of the last bit of the Stormegadon's power?
5. Do you think the Stormaxadon will cause more trouble? Why?

## CLASSROOM ACTIVITIES

### *Words for Sounds*

Writing often appeals to our senses, including our sense of hearing. We can either describe sounds (on page 14 in *Tempesta*: Thunder clapped and rumbled). Or we can try to imitate them (on page 60: KRECK KAK KOOOM!)

Ask students to find other examples of sounds in the story. Discuss how this adds to the excitement of Kai's adventure. Students can make their own sound words or descriptions of sounds.

### *Teamwork*

Kai and BC work together to save Earth from the combo beast. Give students a few minutes to jot down or think about what makes these two characters a good team. Invite them to share these ideas with the class. Discuss how these qualities might be important in other situations.

### *Beasts that Change*

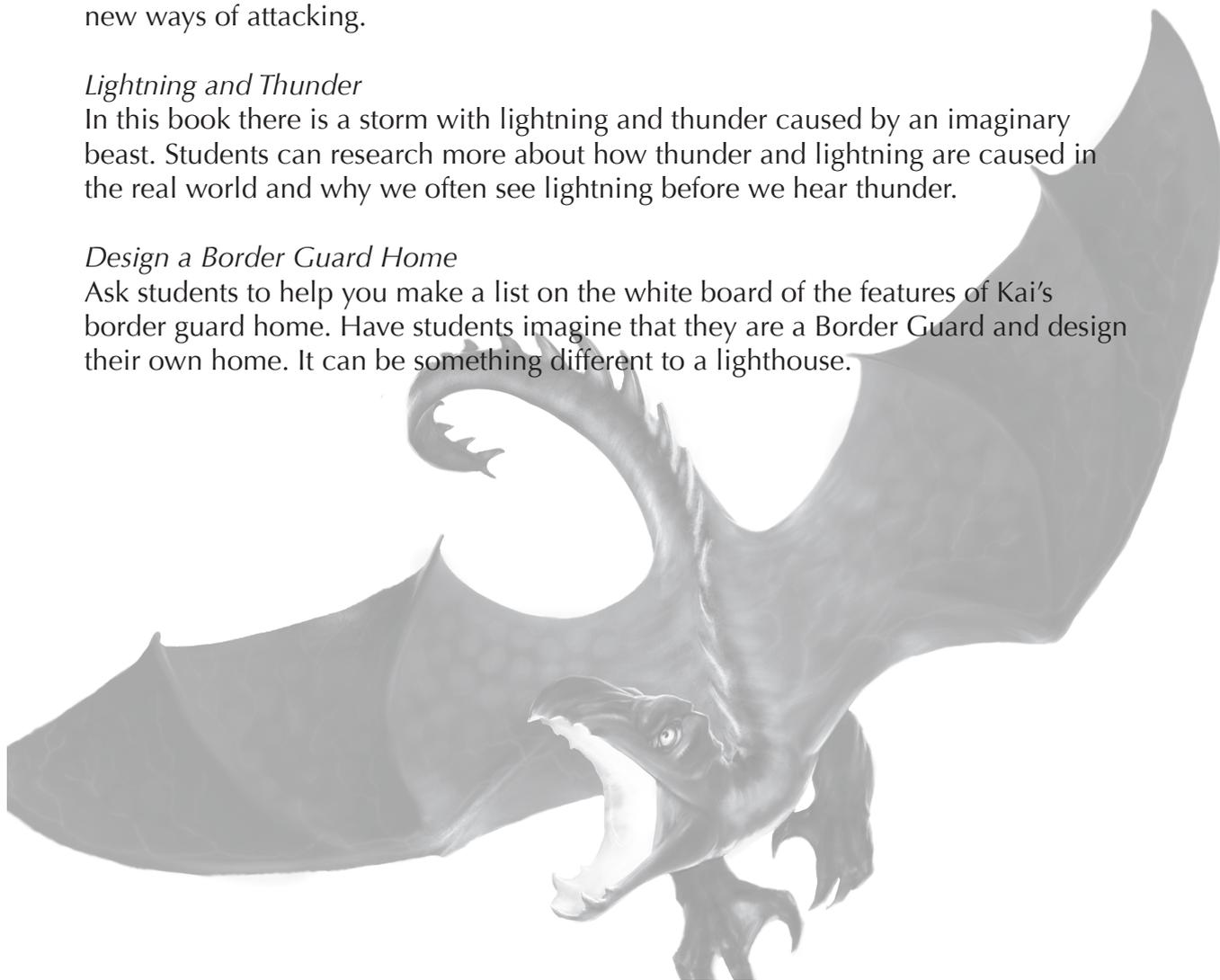
Imagine that the Stormaxadon gets its power back. Create an identity card for a new beast. Give it a name starting with 'Storm', draw it at the top of the card and give it new ways of attacking.

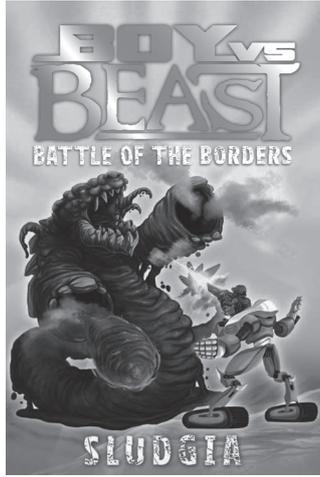
### *Lightning and Thunder*

In this book there is a storm with lightning and thunder caused by an imaginary beast. Students can research more about how thunder and lightning are caused in the real world and why we often see lightning before we hear thunder.

### *Design a Border Guard Home*

Ask students to help you make a list on the white board of the features of Kai's border guard home. Have students imagine that they are a Border Guard and design their own home. It can be something different to a lighthouse.





# SLUDGIA

Kai and BC3 are playing fetch at the dog park when blobs of mud begin to fall from the sky. Kai takes a sample of mud back to the lab. It turns out to be from a beast in the border-land, Sludgia. Using a Maxi-2 heat blaster and a digger that can turn into a robot, they battle with a Mudaminisaur, a Mudamegasaur and a Mudasauramax. They have to stop these mud-slinging beasts from breaking down the wall.

## BEFORE READING

Invite the students to look at the front cover and title of the novel, as well as the back cover. Divide them into small groups and encourage them to discuss what the story might be about. From the pictures on the cover, who do they think the main characters in the story might be? Talk about what a character is in a story and what things a writer might tell us about a character to make him or her seem real.

## READ THE BOOK

Invite the class to read *Sludgia* either

- individually
- in small reading groups
- 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. Why can't BC tell Kai there is mud and he thinks it comes from a beast?
2. How did BC get into the battle chamber?
3. What special feature does the battle tool Kai chooses have?
4. How did Kai win his first battle points? Why do you think he won them?
5. How did Kai avoid the mud hippos in the sludger?

*Chapters 5–8*

1. What do Kai and BC use against the Mudamegasaur? What happens to it?
2. How do the dry rocks get back into the mud? What happens then?
3. When does the Mudamegasaur send out a mud-wave attack?
4. How does Kai stop the sludger from sinking in the mud?
5. What do Kai and BC do to get the Mudamegasaur to Aquatan?

## CLASSROOM ACTIVITIES

### *Mud World*

Invite students to search in the book for words that describe this muddy world. Then they can imagine it themselves, drawing or painting its features and maybe including the characters.

### *Creating Characters*

Writers bring characters to life by telling us things about them. For instance, they tell us what they look like, sound like, like to do, don't like to do and so on. Invite the class to build up a profile for the characters. List the things they know from the story, about Kai, BC or one of the beasts.

### *Earning Rewards*

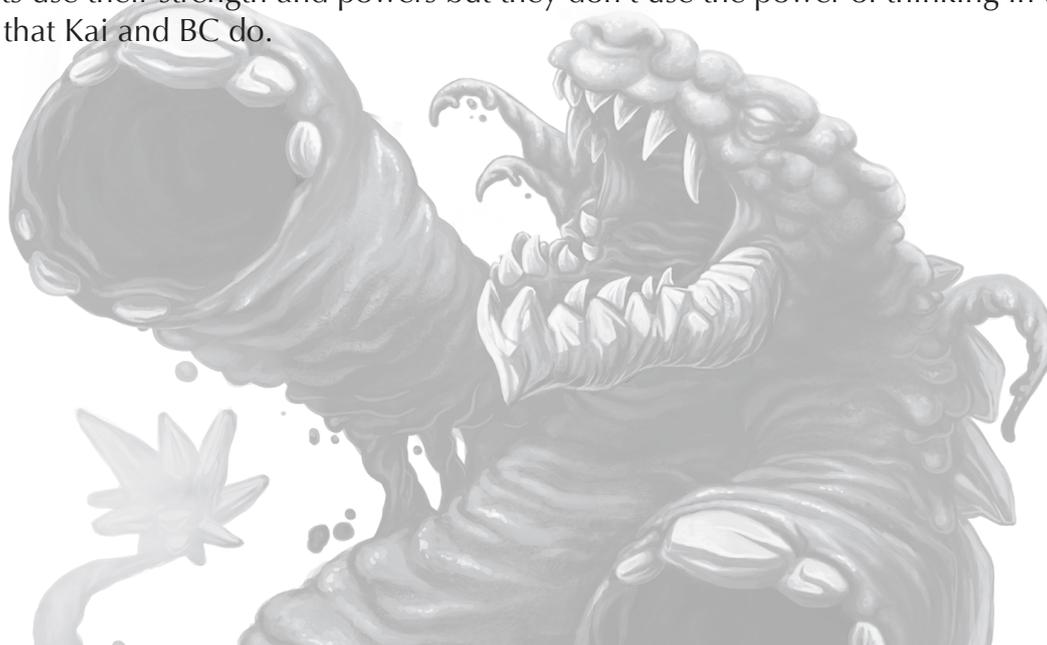
Kai and BC are rewarded for the work they do. How are they rewarded? Make a list on the white board of the reward that Kai, BC and the beasts are given. Are the beasts rewarded too? How? Discuss how rewards can encourage us to work harder. Students might have examples of how they earn rewards.

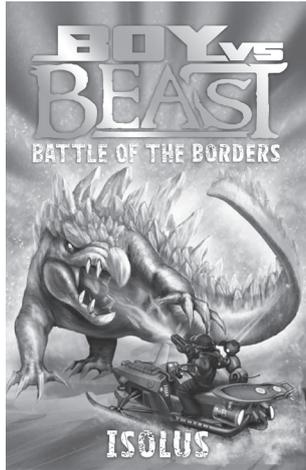
### *Petbot*

BC3 is a dogbot. His features are shown in the illustration on page 15. Invite students to imagine they have a robot pet. It might be a birdbot, fishbot, catbot, or any other sort of pet. Students can draw their petbot, labelling it with its special features. They can also design a Border Buddy identity card, similar to BC3's card on page 30.

### *Quick Thinking*

Invite students to find some examples of how Kai and BC use quick thinking to get themselves out of danger and defeat the beasts in this story. Compare the way Kai and BC do battle to the way the beasts battle. Students can discuss the idea that the beasts use their strength and powers but they don't use the power of thinking in the way that Kai and BC do.





# ISOLUS

Kai is playing T-ball on a hot day when it begins to snow. He takes a sample of the snow. The computer in the lab said it comes from Isolus and was sent over the wall by the Chillminitan. Kai takes the T-F-1000, which blasts fire. He and BC3 go aboard the BG2 Sub-Skate through the chilled water to the land of ice. They battle beasts that use snow and ice attacks. They have to stop the beast from destroying the border-wall and getting into Earth.

## BEFORE READING

Invite the students to look at the front cover and title of the novel. Invite them to talk with the person next to them about what the story might be about. Is there any more information on the back cover? Discuss the beast on the cover. How does it make the students feel? Can they think of any other books with beasts or monsters in it? Why might books with monsters and beasts be popular?

## READ THE BOOK

Invite the class to read *Isolus* either

- individually
- in small reading groups
- 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. Why does Kai think the snow might come from a beast?
2. Why does Kai choose to take the T-F-1000 with him to Isolus?
3. What does Kai think his transport should be able to do?
4. What dangers do Kai and BC face under the water?
5. How does Kai earn points to be able to change his transport?

*Chapters 5–8*

1. What are the first signs of the beast that Kai and BC see?
2. What do Kai and BC use to get out from under the pile of snow?
3. In what ways does the Chillmaxatan attack Kai and BC?
4. What happens when the ice shelf collapses?
5. What three ways do Kai and BC melt the beast? What happens to it?

## CLASSROOM ACTIVITIES

### *The Bordaria Master Command*

Imagine you are part of the BMC and are watching over Kai. What things would you want to see him doing? What things wouldn't you want him to do? What sort of things would you reward him with and why? Students could make up some cool rewards to give him.

### *New Battle Tools*

Kai takes the T-F-1000 to Isolus. Invite students to design different battle tools that he might have taken with him. Ask students to give the tools names and add some labels to show how they work. Put the drawings up on the classroom wall, as if Kai could come in and choose one.

### *Snow and Ice*

Snow and ice are both made of water but they are very different. Students can research how snow and ice form. Does salt water freeze at the same temperature as fresh water? How does Kai use salt water in the story? How do people use salt to thaw ice?

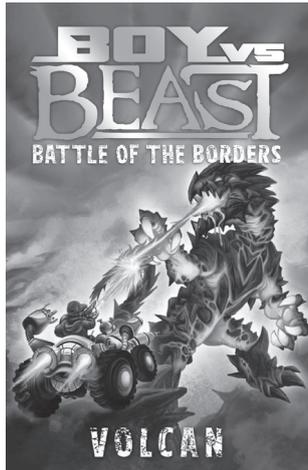
### *Try and Try Again*

A number of times in this story the things that Kai and BC try the first time don't work. They have to try something else. Ask students to think of instances in the story where this happens. Discuss situations in their own lives where they've had to try several ways of doing something. Why is it important not to give up and to try something new?

### *What Happens Next?*

At the end of the story, Kai says that the Chillmaxatan, 'can't break through the wall ever again.' Discuss whether students think that is so. Invite them to write and/or draw what they think the Chillmaxatan might do next.





# VOLCAN

Kai is at the soccer BBQ when ash begins to float down out of the sky. It sets like hot hard goo. When Kai tests it in the lab, the computer says that it comes from Volcan and is made by a Lavaminisaur. Taking a sword with an ice blade, Kai and BC head to Volcan in a jet that can change to a drill. They battle beasts that use ash, rock and lava attacks. To stop the lava, they must drill into a volcano and stop the lava at its core.

## BEFORE READING

Invite the students to look at the front cover and title of the novel. Discuss what the students think the book might be about. Now look at the back cover. Does it give any more information? What information is on the spine of the book? What clues are there that the story is set in a land that is very hot?

## READ THE BOOK

Invite the class to read *Volcan* either

- individually
- in small reading groups
- 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. Where is Kai when he realises a beast might be about to attack Earth?
2. Why couldn't Kai take the chill zapper? What did he take instead?
3. What upgrades have Kai and BC been given since their last battle?
4. What happens when Kai flies the jet over the volcano?
5. What does Kai realise after he lands the jet?

*Chapters 5–8*

1. How did BC escape from the lava spiders?
2. What did the Lavaminisaur do after it let out a massive ash attack?
3. Why did Kai and BC hide in a cave?
4. How did Kai and BC reach the place where the magma was made?
5. How did Kai use the ice sword? What happened then?

## CLASSROOM ACTIVITIES

### *Cutaway Drawings*

The drawing on page 21 is a cutaway of Kai's lighthouse home. These types of drawings allow you to see inside a building, an animal, a vehicle, or even a mountain. Invite students to make a cutaway drawing of an imaginary house of their own, or of a beast, a volcano, or the jet-drill.

### *Volcanos*

There is no such thing as a Lavamegasaur, but there are volcanos. Students can research volcanos and how they form. They can find out what lava, volcanic ash and magma are.

### *In the Right Order*

When we tell a story, we say what happens in order so other people can understand it. Look at the cartoon on pages 64–67. Note that you read from the top to the bottom, left to right. What happens is in a square box. What the characters say is in speech bubbles. The sounds are written on the picture. Invite students to make their own cartoon of a scene in the story, paying attention to where they put the words.

### *Thinking About the Future*

At the end of the story, BC says, 'Isolus beast could live here now.' He is thinking about what might happen in the future, about what might happen because the land has changed. Students could discuss what might happen because Volcan is now cold like Isolus. Why is it important to think about what might happen if we change our environment?

### *Hot or Cold*

The cover illustration looks very hot, mainly because of the colours the artist has used. At the end of the story Volcan has become frozen. Invite students to paint picture that shows this changed world, especially thinking about what colours they might use.

