

# Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English  
• Literacy

General Capabilities:  
• Literacy

## Learning outcomes:

All students will be able to:

- Identify that all people have strengths and weaknesses
- Actively think about what is happening in a video while they are watching it
- Apply comprehension strategies to different media formats

In addition, some students will be able to:

- Identify different reasons for doing different jobs

## Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Renee's film with the class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

## Comprehension questions

1. Name FOUR things Renee can do.
2. Name two things Renee CAN'T do.
3. What happened when Renee was 15?
4. What did Renee do after she finished her Engineering studies?
5. What is an incredible feeling for Renee?
6. Whose support was very important to Renee?
7. What is Renee's 'high vision'?
8. What does Renee consider 'life-changing'? Why?

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### Answers:

1. Lift weights, do the splits, fly a plane, solve big engineering problems.
2. Can't speak French, can't finish reading a book.
3. Moved to a new town and joined the local Air Force Cadets program.
4. Put all of her energy into pursuing flying.
5. Flying above buildings and over cities.
6. Her grandparents.
7. To become an astronaut.
8. Exposure to opportunities and to people that do different things actually is life-changing because you can connect or identify with somebody else and that sets you on your mission to creating your own future.

## Comprehension Questions

Name FOUR things Renee can do.

1.

2.

3.

4.

What happened when Renee was 15?

What is Renee's 'high vision'?

Name TWO things Renee can't do.

1.

2.

What is an incredible feeling for Renee?

What did Renee do after she finished her Engineering studies?

What does Renee consider 'life-changing'?  
Why?

Whose support was very important to Renee?



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- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Lisa
- Read about Lisa as a class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

## Comprehension questions

1. What three job titles does Lisa give herself?
2. What does Lisa love about her job?
3. What inventions are astronomy responsible for?
4. What does Lisa want to do?
5. What two things is Lisa not good at?
6. What two things Lisa is good at?
7. What does astronomy help us to understand?
8. What big decision did Lisa make when she was 11?

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Answers:

1. She's an astrophysicist, astronomer or stargazer
2. She loves seeing galaxies whose light has taken more than a billion years to reach Earth.
3. Medical scanners and wifi
4. Help people fall in love with the night sky, no matter their background
5. Throwing a frisbee and doing sums in her head
6. Writing books and stand-up paddleboarding
7. Where we came from
8. She didn't want to go to regular school anymore.



## Comprehension Questions

What three job titles does Lisa give herself?

1.

2.

3.

What two things is Lisa not good at?

1.

2.

Name two things Lisa is good at.

1.

2.

What does Lisa love about her job?

What inventions are astronomy responsible for?

1.

2.

What does astronomy help us to understand?

What does Lisa want to do?

What big decision did Lisa make when she was 11?



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- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Siobhan
- Read about Siobhan as a class, encouraging students to answer questions as you go

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## Comprehension questions

1. What does Siobhan split her time across?
2. What phenomenon did Siobhan focus her research time on?
3. What title did Siobhan give her PhD?
4. What is at the heart of Siobhan's job?
5. What two things is Siobhan not good at?
6. Name two things Siobhan is good at.
7. What language is Siobhan currently learning?
8. How does Siobhan's job help musicians?

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Answers:

1. Creative endeavours and hearing health
2. Perfect Pitch
3. Preventing Hearing Injury in the Music Industry
4. Communication
5. Cleaning her room and running
6. Problem-solving and learning
7. Auslan
8. Helps them adjust to the impact of any hearing injury so they can continue doing what they love.



## Comprehension Questions

What does Siobhan split her time across?

1.

2.

What two things is Siobhan not good at?

1.

2.

Name two things Siobhan is good at.

1.

2.

What phenomenon did Siobhan focus her research time on?

What title did Siobhan give her PhD?

What language is Siobhan currently learning?

What is at the heart of Siobhan's job?

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- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Bardie
- Read Bardie's questionnaire and 'Day in the Life' as a class, encouraging students to answer questions as you go

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## Comprehension questions

1. Name three things Bardie is good at.
2. And two things Bardie CAN'T do.
3. What qualifications does Bardie have?
4. What four things does Bardie love about her job?
5. What work did Bardie do when she first started her university degree?
6. What made Bardie switch from a Fine Arts degree to an apprenticeship?
7. How does Bardie's job help people at an advanced level?
8. What is Bardie passionate about for her future?

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Answers:

1. Solving problems, creating an enjoyable atmosphere on the worksite, and tearing up the dance floor.
2. Catch a ball and keep her tool belt organised.
3. Certificate III in Carpentry and Joinery
4. Using my hands to bring a vision to life, problem-solving, creating incredible projects and working with great people
5. Worked in bars
6. She worked as a labourer and really enjoyed it so much that she changed.
7. Bring their dreams, visions and needs into reality.
8. Creating a healthier, safer and better industry



## Comprehension Questions

Name three things Bardie is good at.

- 1.
- 2.
- 3.

What work did Bardie do when she first started her university degree?

What made Bardie switch from a Fine Arts degree to an apprenticeship?

Name TWO things Bardie can't do.

- 1.
- 2.

What qualifications does Bardie have?

How does Bardie's job help people at an advanced level?

What four things does Bardie love about her job?

- 1.
- 2.
- 3.
- 4.

What is Bardie passionate about for her future?



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- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Mikaela's film with the class, encouraging students to answer questions as you go

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## Comprehension questions

1. Name FOUR things Mikaela can do.
2. And two things Mikaela CAN'T do.
3. What happened when Mikaela was eight?
4. What was Mikaela's vision?
5. What's the icing on the cake for Mikaela?

Answers:

1. Make you into a hologram, downhill mountain bike, weave, hike.
2. Can't catch a ball, can't concentrate when she's hungry.
3. She saw a park ranger planting a tree at her school and knew that's what she wanted to do
4. She had a vision of being able to share cultural stories through holograms.
5. That (young people) get to be inspired to be a developer, or an engineer, and start to create a pathway for themselves.

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SCAN ME

## Comprehension questions

Name FOUR things Mikaela can do.

- 1.
- 2.
- 3.
- 4.

What happened when Mikaela was eight?

Name TWO things Mikaela can't do.

- 1.
- 2.



What was Mikaela's vision?

What's the icing on the cake for Mikaela?



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## Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Skye's film with the class, encouraging students to answer questions as you go

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## Comprehension questions

1. Name FOUR things Skye can do.
2. And two things Skye CAN'T do.
3. What university degrees does Skye have?
4. Why did Skye get a Food Science degree?
5. Who is Skye known as?
6. What sort of food does Skye say her children and grandchildren will be eating?
7. Who help Skye embrace her passion, and how?
8. What does Skye do, day to day?

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Answers:

1. Experiment, catch bugs, teach, develop new foods.
2. Rock climb, skate.
3. Entomology and Food Science.
4. Not a lot of jobs in entomology so she did a degree in Food Science so she would have a job when she finished university.
5. The Bug Girl or the Bug Lady
6. A more plant-based diet, more alternative proteins like insects, cellular based agriculture. Even algae and seaweed.
7. Her teachers with articles or books they thought would be interesting.
8. On the farm, robotics, AI, creating new food, teaching.

## Comprehension Questions

Name **FOUR** things Skye can do.

- 1.
- 2.
- 3.
- 4.

Why did Skye get a Food Science degree?

What sort of food does Skye say her children and grandchildren will be eating?

Name **TWO** things Skye can't do.

- 1.
- 2.

Who help Skye embrace her passion, and how?

What university degrees does Skye have?

- 1.
- 2.

Who is Skye known as?

What does Skye do, day to day?



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## Instructions:

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- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Louise's film with the class, encouraging students to answer questions as you go

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## Comprehension questions

1. Name FOUR things Louise can do.
2. Name two things Louise CAN'T do.
3. How did Louise feel different from her friends growing up?
4. What decision did Louise make about a career sitting at a desk when she was still at school?
5. What led Louise into the mechanical field?
6. What is Louise's first level of satisfaction?
7. What is Louise's second level of satisfaction?

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Answers:

1. Ride a motorbike, do a cartwheel, teach people, fix big things.
2. Can't spell, can't sit still.
3. She was always with her parents, outside. Her friends were always inside.
4. She wasn't going to sit at a desk.
5. Didn't want to go to university, wanted to work with her hands.
6. Completing a job.
7. Teaching someone else to complete a job.



## Comprehension questions

Name **FOUR** things Louise can do.

- 1.
- 2.
- 3.
- 4.

How did Louise feel different from her friends growing up?

Name **TWO** things Louise can't do.

- 1.
- 2.

What led Louise into the mechanical field?

What is Louise's first level of satisfaction?

What decision did Louise make about a career sitting at a desk when she was still at school?

What is Louise's second level of satisfaction?



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- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Sharna
- Read about Sharna as a class, encouraging students to answer questions as you go

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## Comprehension questions

1. What does Sharna do and what does she use to do it?
2. What is Sharna interested in learning more about?
3. Where did Sharna always want to go?
4. What did Sharna do when she decided her first degree wasn't quite right?
5. Where has Sharna's research taken her?
6. Name two things Sharna isn't good at.
7. Name two things Sharna is good at.
8. What does Sharna's work help people to do?

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Answers:

1. She's a neuroscientist who uses machines to see people's brains.
2. If doing puzzles or having a challenging job can help people stay sharp as they get older. How becoming a parent changes your brain.
3. Go to university.
4. Took a six month break.
5. Europe, USA and Asia, and Antarctica
6. Being confident when doing something new, and artistic things.
7. Sticking with things, and writing.
8. Live longer, healthier lives.



## Comprehension Questions

What does Sharna do and what does she use to do it?

What two things is Sharna not good at?

1.

2.

What is Sharna interested in learning more about?

1.

2.

Name two things Sharna is good at.

1.

2.

Where has Sharna's research taken her?

Where did Sharna always want to go?

What did Sharna do when she decided her first degree wasn't quite right?

What does Sharna's work help people to do?



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- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Daisy
- Read about Daisy as a class, encouraging students to answer questions as you go

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## Comprehension questions

1. What two jobs does Daisy have?
2. What does Daisy's work involve?
3. What made Daisy want to pursue a career in research?
4. What does Daisy love about her job?
5. How does attending conferences enrich Daisy's work?
6. Name two things Daisy is not good at.
7. Name two things Daisy is good at.
8. What is Daisy helping to build?
9. What brings Daisy a sense of calm and balance?
10. What is Daisy's ultimate goal?

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Answers:

1. She's an academic research scientist and an optometrist
2. Seeing patients in the clinic and conducting cutting-edge research in the lab.
3. Meeting patients during her clinical experience who weren't responding well to existing treatments
4. It's a perfect blend of science and patient care.
5. They bring a global perspective to my research.
6. Coding and admin work.
7. Seeing the big picture and communication.
8. A community of future women leaders who will rock the world of STEMM!
9. Yoga and baking cookies
10. To cure blindness.



## Comprehension Questions

What does Daisy's work involve?

What two jobs does Daisy have?

1.

2.

What made Daisy want to pursue a career in research?

Name two things Daisy is not good at.

1.

2.

What does Daisy love about her job?

Name two things Daisy is good at.

1.

2.

What is Daisy helping to build?

What is Daisy's ultimate goal?

How does attending conferences enrich Daisy's work?

What brings Daisy a sense of calm and balance?

1.

2.



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- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Jamie
- Read Jamie's questionnaire and 'Day in the Life' as a class, encouraging students to answer questions as you go

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## Comprehension questions

1. Name TWO things Jamie is good at.
2. And two things Jamie CAN'T do.
3. What qualifications does Jamie have?
4. What does Jamie love about his job?
5. What does Jamie do when he first gets to work?
6. How does Jamie's job help make the world better for people?
7. What does Jamie want to do in the future?
8. How does Jamie get to work?

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SCAN ME

Answers:

1. Cooking and lifting weights.
2. Draw or be patient
3. A certificate in kitchen operations and commercial cookery.
4. Seeing the joy and happiness on people's faces when they eat his desserts brings Jamie joy.
5. He opens the shop, turns on the ovens and the coffee machine.
6. The products Jamie can make can be eaten by people with dietary needs, like people who are lactose intolerant or have egg allergies etc.
7. Open his own cafe where people can have fun while they eat good food.
8. He walks to the train station, catches a train to the CBD and then catches another train, and then a bus.



## Comprehension Questions

Name TWO things Jamie can do.

1.

2.

What does Jamie do when he first gets to work?

Name TWO things Jamie can't do.

1.

2.

How does Jamie's job make the world better for people?

What qualifications does Jamie have?

1.

2.

What does Jamie want to do in the future?

What does Jamie love about his job?

How does Jamie get to work?



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- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Meredith's film with the class, encouraging students to answer questions as you go

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## Comprehension questions

1. Name FOUR things Meredith can do.
2. And two things Meredith CAN'T do.
3. Where does Meredith work, and what does she do?
4. What got Meredith interested in computer programming?
5. What kinds of jobs does Meredith say computer science degrees are valuable in?
6. What 'age' does Meredith say we're in?
7. What does Meredith believe is the joy of life?

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Answers:

1. Code, play soccer, make music, an ollie.
2. A kick-flip, reach things up high.
3. Google, she makes sure the internet is for everyone.
4. Music technology
5. Healthcare, building an app, education, working on the web.
6. The Age of Connection
7. Connecting with people and learning from them and being friends.



## Comprehension Questions

Name FOUR things Meredith can do.

- 1.
- 2.
- 3.
- 4.

What 'age' does Meredith say we're in?

What got Meredith interested in computer programming?

Name TWO things Meredith can't do.

- 1.
- 2.

Where does Meredith work, and what does she do?

What kinds of jobs does Meredith say computer science degrees are valuable in?

- 1.
- 2.
- 3.
- 4.

What does Meredith believe is the joy of life?



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## Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Ajay
- Read about Ajay as a class, encouraging students to answer questions as you go

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## Comprehension questions

1. What does Ajay do and where does he work?
2. What did Ajay want to study during school and college?
3. How did Ajay incorporate visualisation into his thesis?
4. When did Ajay move to Australia?
5. What two things is Ajay not good at?
6. Name two things Ajay is good at.
7. What does Drishti mean?
8. What does Ajay's work allow him to do?

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Answers:

1. He's a visualisation programmer at the National Computational Infrastructure, situated in the Australian National University.
2. Medicine
3. By developing visualisation software to visualise chemical structure and properties
4. In 1997
5. Languages (aside from programming) and poetry
6. Employing and adapting things, and running a local radio show
7. Cognition/insight/vision
8. To work and collaborate with researchers from wide variety of disciplines



## Comprehension Questions

What does Ajay do and where does he work?

What two things is Ajay not good at?

1.

2.

Name two things Ajay is good at.

1.

2.

What did Ajay want to study during school and college?

What does Drishti mean?

How did Ajay incorporate visualisation into his thesis?

When did Ajay move to Australia?

What does Ajay's work allow him to do?



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- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Phoebe's film with the class, encouraging students to answer questions as you go

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## Comprehension questions

1. Name FOUR things Phoebe can do.
2. And two things Phoebe CAN'T do.
3. Who in Phoebe's family was an important influence on her growing up? How and why?
4. What did Phoebe really want to understand when she was younger?
5. What TWO school subjects was Phoebe NOT good at?
6. What did Phoebe study at university?
7. What species did Phoebe help reintroduce into the wild?
8. Why did Phoebe think 'science wasn't for me'?
9. What does Phoebe say 'forensic science' (the study of dead animals) can help us with?
10. How many different types of animals do you see in the film? Name them.

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Answers:

1. Scuba dive, catch sharks and stingrays in her bare hands, do a headstand, protect animals.
2. Can't sing in tune, can't floss.
3. Grandmother. Took grandchildren to Flinders Ranges and into the Simpson Desert.
4. How everything fitted together.
5. Chemistry or Mathematics.
6. Biology.
7. Bilby
8. Because she wasn't the best in Chemistry.
9. Save species in the long run.
10. Shark, sea lion, dog, pygmy bearded dragon, blue tongue lizard, bilby, knobtailed gecko, snake, koala, echidna, dolphin.



## Comprehension questions

Name FOUR things Phoebe can do.

- 1.
- 2.
- 3.
- 4.

What did Phoebe really want to understand when she was younger?

Who in Phoebe's family was an important influence on her growing up? How and why?

Name TWO things Phoebe can't do.

- 1.
- 2.

Why did Phoebe think 'science wasn't for me'?

What did Phoebe study at university?

What does Phoebe say 'forensic science' (the study of dead animals) can help us with?

What species did Phoebe help reintroduce into the wild?

What TWO school subjects was Phoebe NOT good at?

- 1.
- 2.

How many different types of animals do you see in the film? Name them.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |