

SET 18

CLASS WORK

COMPREHENSION SKILLS

Read the passage below and answer the questions that follow.

After reading numerous books about them, I was curious and planned to visit them. After all, their lifestyle was a complete contrast to the one I had. Usually, I did not even like to visit the local forest reserves, what's more a place that was so far away and so dense that sunlight filtered weakly through a thick canopy of trees. The more I read, the more I had pondered but eventually my sense of adventure won and it was with an overwhelming sense of enthusiasm that I embarked on the trip.

My contact was with someone from the Bantu village. He was the one whom a friend of mine stayed with when he was researching the Bantu way of life. When I arrived, he introduced me to the other villagers. As it was almost dusk, I stayed in the village for a night. The journey to the Mbuti would be easier in the day.

I had no idea where we were going or how many turns we took as we followed what seemed to me like an invisible path as we made our way to the Mbuti campsite. My guide was obviously an expert. He knew exactly where to turn even though there did not seem to be any landmark around the seemingly endless number of trees. I found it hard to believe that the forest was a place of safety for the forest people when it seemed to possess such danger to me. However, with such intimate knowledge of the paths, valleys and rivers in the Ituri Forest, the forest people were at home there. They felt secure in a place that was impenetrable to an outsider like me. I had jumped when I sensed a movement to my right but my guide just brushed it off.

I was not **used** to the warm temperature in the forest, sweating profusely as I made my way to the campsite. The air was moist and the leaves were damp following a rainfall the previous night. Despite the weather condition, I was **enthralled** by the sounds of many birds and animals in the forest most of which were invisible to my untrained eye. Yet, I could feel their presence **enveloping** me. I understood why the Mbuti regarded the forest as **mother** or **father** and **revered** it. The forest, with its animals, birds and natural resources, was a **rich** source of supplies for their survival.

On my arrival, I was greeted by a Mbuti. He had actually been waiting for my guide to discuss a trade. I was brought to a campsite where I was introduced to the Mbuti there. The small, round huts had just been set up the day before and since they were incomplete, the women were still building some of them. I was surprised to see the men taking care of the children, with some of the men helping to gather the vegetation as well. This was a role reversal from my own lifestyle. The Mbuti were familiar with the different types of vegetation grown in the forest, knowing which ones were poisonous and which were edible. They were able to gather mushrooms and roots and search for animals and birds easily. Having acquired skills as quiet and stealthy hunters, together with a high level of endurance to travel long distances, the Mbuti had no



problems meeting the needs of their families and friends as well as the needs of the Bantu villagers on the fringe of the forest. I was invited to follow the men who were going hunting the next day. They planned to capture some animals for themselves as well as for trade with the Bantu.

I could not wait to immerse myself in the lives of the Mbuti. I was looking forward to the singing and storytelling. I knew I did not have long to wait as the Mbuti spent only a small portion of each day doing chores or hunting. The ease at which firewood could be found and the availability of prey for hunting

required the Mbuti to work for only a short period of time. I also hoped that I would be able to experience the Molimo. It was a major tradition in Mbuti life, inspired by their belief that the forest was the centre of their existence. It was usually celebrated to give thanks to the forest or to restore balance after a death.

I decided not to interfere in the discussions between my Bantu guide and the Mbuti. Instead, I helped with the building of the last hut in the campsite before settling down to enjoy a meal.

All answers must be in complete sentences.

1. How different was the place compared to the local forest reserves?

It was located further than the local forest reserves and the forest was dense with little sunlight filtering through.

2. Give two reasons the writer had to make the trip eventually.

The writer was curious about the place and he was feeling adventurous.

3. Why was it important for the writer to stay at the Bantu village?

It was dark and it would be difficult for the writer to travel in the dark, so he had to find a safe place to stay for the night.

4. Why was the guide considered an expert?

He knew where to go even though there was no path and no landmark along the way.

5. Explain why the forest seemed dangerous to the writer?

The writer did not know the forest well, so he did not know where he was going or whether there was danger around him.

6. What did the writer enjoy and dislike in the forest?

The writer enjoyed the sounds of the birds and animals in the forest but dislikes the warm temperature.

7. Why was the forest regarded as 'mother or father' (line 22) to the Mbuti?

The forest provided the Mbuti with supplies for their survival which is similar to a mother or father providing for the family.

8. What might the Mbuti have traded with the Bantu?

They might have traded hunted animals and birds and various types of vegetation gathered.

9. Write the phrase which tells you that the forest had an important role to play in the Mbuti life.

The phrase is 'centre of their existence'.

10. Was recreation a big part of Mbuti life? How do you know?

The Mbuti only spent short periods every day doing chores and hunting with much of their time spent singing and story telling.

LANGUAGE and GRAMMAR SKILLS

VOCABULARY

For each question, choose the word closest in meaning to the underlined words. Write the correct answer in the brackets provided.

1. **used** (b)
 a. adapted b. **accustomed** c. adjusted d. agreeable
2. **enthralled** (d)
 a. amazed b. stunned c. engaged d. **spellbound**
3. **enveloping** (a)
 a. **covering** b. holding c. restraining d. protecting
4. **revered** (c)
 a. envied b. adored c. **respected** d. feared
5. **rich** (d)
 a. generous b. variety c. prosperous d. **bountiful**

GRAMMAR SKILLS

Choose the correct words to use in each sentence.

- Do you know (whose, who's) _____ the (prettier, prettiest) _____ of the two?
- I could (have, of) _____ bought a bat that was different (from, than) _____ yours.
- Ronald and (I, myself) _____ (swam, swum) _____ across the lake.
- The reason (that, why) _____ I didn't see (none, any) _____ was that it was foggy.
- I read (where, that) the train was late (because of, due to) _____ the heavy snow storm.

VERBAL REASONING

Fill in the crosswords so that all the given words are included. You have been given one letter as a clue in each crossword.

1-2

3-4



aspect, taster, endure,
accrue, talent, spades



yields, hooray, offend,
theory, warned, toffee

If $a = 2$, $b = 3$, $c = 4$, $d = 5$, $e = 6$, find the answer to these calculations.

5. $eb =$ _____ 18 _____

6. $\frac{bc}{a} =$ _____ 6 _____

7. $\frac{4c}{a} =$ _____ 8 _____

8. $2ad =$ _____ 20 _____

9. $5d - 2a =$ _____ 21 _____

10. $\frac{abc}{c} =$ _____ 6 _____

THINKING SKILLS

1. The true lover of beauty sees it in the lowliest flower, meets it in every path, sees it:

- (a) everywhere.** (b) rarely. (c) with increased scarcity. (d) foolishly.

2. The Vatican is an independent country entirely contained within the boundaries of the city of Rome. With an area of less than half a square kilometre it is:

- (a) the world's smallest country.** (b) the world's largest country.
(c) much bigger than Australia. (d) not big enough to be considered a country.

3. A colloquial expression that means 'to ignore someone' is:

- (a) to throw in the towel. (b) to sit on the fence.
(c) to give the cold shoulder. (d) to let the cat out of the bag.

SET 18 HOMEWORK

COMPREHENSION

Read the passage below and answer the questions that follow.

People suffer from many different types of phobias. A psychiatrist recently recounted that an increasing number of patients are suffering from phobias which have created **havoc** in their lives.

Claustrophobia is one such phobia. It refers to the fear of being in a small confined area. Many people suffer from this, although it is not manifested until an event forces them to be confined in a small area. They will feel boxed in, as though the walls are crashing in on them.

Although there are many places where claustrophobia can occur, one common place in Singapore is the lift. With the number of skyscrapers and the Housing Development Board (HDB) flats, there is a high chance that many people will need to take the lift. For many sufferers, the problem usually occurs

when they are stuck in a lift that has broken down. Coupled with the confined space is the limited breathing space in the stuffy lift. Many sufferers tend to experience breathing difficulties and some might even turn hysterical because they feel as if everything is closing in on them.

Another type of phobia is the fear of heights. Many people have a fear of heights and are unwilling to look down from high ground. However, this fear becomes a phobia when a person's personal life is affected by this. Some might be willing to trek or ski along flat or gradually sloping ground but will not be able to do so once they are faced with a steep slope. Activities that take place on high ground are usually avoided. Even more frightening will be activities that involve dangling from mid air such as riding a cable car.

Arachnophobia is another type of phobia. It is a classic example of a phobia of arachnids. People suffering from this sometimes live in constant fear that there are spiders everywhere around them. When someone comes across a spider, the usual **reaction** is to either kill it or leave it alone. A person with arachnophobia cannot kill it no matter how much he **wants** to. In fact, it is common for him to freeze and be so consumed by fear that someone else around him has to kill the spider. Others might just **leave** the place where the spider is, willingly dropping everything because of a spider. This might seem **laughable** to some people but this fear of spiders is **real** and can cause extreme damage to a person's life.

There are many different types of phobias. To combat these, people have resorted to changing their lifestyles. Many will avoid certain jobs or being caught in situations where they know these phobias will manifest themselves. This is by far the most common way that people use to deal with phobias. In recent years, some have even turned to alternative medicine as a means to rid them of these phobias. For them, overcoming these phobias is important if these phobias interfere with their lives.

All answers must be in complete answers.

1. Who do people suffering from phobias turn to for help?

They turn to psychiatrists for help.

2. The phobias have created 'havoc' (line 3) in people's lives. Are phobias advantageous to people's lives? Why?

No, they are not. They can cause damage to people's lives and prevent them from leading the lives they want to lead.

3. What type of places might claustrophobic people avoid?

They might avoid small confined places.

4. Which aspect of city living will affect claustrophobic people the most?

Having to take lifts will affect claustrophobic people the most.

5. Name two types of behaviour a claustrophobic person will manifest when he is in a confined area?

He will have breathing difficulties and he will turn hysterical.

6. When might a phobia not have any effect in a person who is suffering from it?

It might not have any effect when the sufferer's personal life is not affected by the phobia.

7. What is arachnophobia?

It is a fear of arachnids.

8. What is one way in which a person with arachnophobia behaves differently from someone without the phobia?

The person with arachnophobia will not be able to kill the spider even if he wants to but a person without the phobia will be able to kill the spider.

9. How do people change their lifestyles?

They avoid taking on certain jobs or being in situations where they know the phobias will manifest themselves.

10. Do some people view these phobias as a burden to them? How do you know?

Yes, they do. They want to get rid of these phobias because these phobias interfere with their lives.

LANGUAGE and GRAMMAR SKILLS

VOCABULARY

For each question, choose the word closest in meaning to the underlined words. Write the correct answer in the brackets provided. From paragraph 5

1. **reaction** (b)
a. answer b. **response** c. feedback d. treatment
2. **wants** (a)
a. **longs** b. tries c. craves d. decides
3. **leave** (d)
a. abscond b. disallow c. escape d. **abandon**
4. **laughable** (a)
a. **absurd** b. strange c. puzzling d. embarrassing
5. **real** (b)
a. common b. **genuine** c. correct d. dangerous

GRAMMAR SKILLS

Choose the correct words to use in each sentence.

1. Darwin is a city (what, that) _____ I want to visit but it is a long (way, ways) _____ off.
2. You (ought to, should) _____ find a spare shirt, tie and socks (somewhere, somewheres) _____.
3. To (whom, who) _____ do I write to say I want to learn neither French (nor, or) _____ Spanish?
4. Between you and (I, me) _____ it was (her, she) _____ that was out late.

5. Simone and (her, she) _____ said that Jack was a person (who, whom) _____ they trusted.

VERBAL REASONING

If the code for ILLUSTRATE is qrrstuvwux, what are the codes for the following words?

1. TREAT ___uvxwu___ 2. SLATE ___trwux___ 3. LEAST ___rxwtu___

What do these codes stand for?

4. vstu ___RUST___ 5. rwuxv ___LATER___

Give the two missing pairs of letters in the following sequences. The alphabet has been written out to help you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Example: CQ DQ EP FP GO HO

6. ZD XE VF TG RH PI
7. ED GG II KL MN OQ
8. AB ZD BG YK CP WX
9. PL QK RJ SI TH UG

SET 19

CLASS WORK

COMPREHENSION SKILLS

Letters to the editor are written by members of the public, rather than journalists. They are shorter than articles and allow readers of the newspaper to have their say on a particular issue. They often use deliberately persuasive language.

Read the following letters sent to the local paper *The Progress Press*.

Scenario: *The Progress Press* received a letter from an outraged mother protesting about the use of a starter's siren to indicate the beginning of a Little Athletics carnival. The Little Athletics sparked great debate among local residents and prominent local community members.

Dear Editor,

I am writing to express my anger and disgust at the local council who have done nothing to stop the ear-piercing sound of the starter's siren going off repeatedly every Saturday morning in my local park at the Little Athletics meetings.

I have a five-week-old baby and both of us are suffering severe sleep deprivation thanks to the silly screeching siren which pierces the peace and quiet of our neighbourhood on a regular basis. It's also a potential health hazard to all the poor children at Little Aths, whose hearing

is probably being permanently damaged when all they're trying to do is keep fit. The council has been too lazy to respond to my correspondence on the matter. Clearly they don't give a damn about the health and wellbeing of residents. So it's up to us, as local residents of Kew, to band together and protest against this breach of our civil right to peace within our own homes, unmolested by this incessant noise pollution.

Mrs S. Contantine, Kew

Dear Editor,

I am appalled at the idiocy of Mrs S. Constantine. The Little Athletics carnival has been held at Stradbroke Park for the last forty years. How dare Mrs Constantine make an issue out of such an insignificant thing? The starter's siren is only used a couple of times throughout the day on a Saturday morning to begin the running on the track. Mrs Constantine has only lived in Kew for three years. First in, first served, I say!

Mr Ed Barry, Kew resident

Dear Editor,

Little Athletics is an Australian tradition. It has been happening in Victoria since 1963. Are we going to let one baby stop a whole athletics team in its tracks? We must do everything we can to support this institution that gives children and outlet to vent their physical energy. Little Athletics not only gives youngsters the opportunity to exercise and have fun, but it is an opportunity for parents and families to get together and share experiences and stories and joy the great outdoors.

With all the obese children in Australia, whom I see all too much of in my position as a local physician and childhood obesity expert, isn't it a good thing that we still have opportunities for children to exercise and prevent health issues such as obesity?

Dr David Chang, Paediatrician, Kew

1. What is the main contention of Mrs Constantine's letter?

The writer contends that the lack of council action to assist residents to stop the use of the Little Athletics starter's siren is disgusting and a breach of civil rights.

2. What is the solution that Mrs Constantine proposes in light of a lack of council support?

To gather other residents and protest the breach of their civil rights.

3. List four arguments Mrs Constantine uses to support her contention that something should be done about the siren.

1. her and her baby suffering sleep deprivation 2. affects health and wellbeing of residents 3. Potentially damaging to the children's ears 4. It is a breach of the civil right to peace 5. causes noises pollution

4. Identify three emotive words/phrases the writer uses to support her argument.

'anger and disgust' 'poor children' 'council has been too lazy to respond'

5. Explain the connotations and the intended effect of the phrase, *'I'm appalled at the idiocy of Mrs...'*

The phrase implies the writer is disgusted with Mrs Constantine because she is being stupid, unreasonable and ridiculous and is intended to position readers to view her in the same way. Such disparaging comments are intended to undermine and discredit Mrs Constantine's viewpoint.

6. Identify the rhetorical question used by Mr Barry and explain what point he is making and what reaction he is seeking to elicit from the audience.

'How dare Mrs Constantine make an issue out of such an insignificant thing?'
Mr Barry is positioning the audience to feel angry or outraged that Mrs Constantine is causing a fuss about an issue he is clearly implying is trivial and unworthy of such attention.

7. In Dr Chang's letter identify a quote which exemplifies an appeal to national pride.

'Little Athletics is an Australian tradition.'

8. What values does the doctor appeal to when he argues, *'it is an opportunity for parents and families to get together and share experiences and stories and joy...'*

Appeal to family values.

9. What evidence does the doctor use to support his argument about this institution being important for obese children?

His reference to his credentials as a physician and childhood obesity expert act as evidence of his credibility to offer expert advice about such issues.

10. Which letter do you find most convincing and why?

answers will vary – objectively the last letter is most convincing because of the doctor's credentials and logical use of argument for the greater good, however, some students may argue that the first letter is convincing because of the rights appealed to and the concerns Mrs C represents on behalf of local residents. Depends upon audience viewpoint.

VOCABULARY

For each question, choose the word that doesn't match the others. Write the correct answer in the brackets provided.

1. **credibility** (c)
a. reliability b. integrity c. improbability d. validity
2. **appeal** (b)
a. persuade b. attract c. sway d. convince
3. **breach** (d)
a. rift b. split c. rupture d. closure
4. **unmolested** (a)
a. uninformed b. undisturbed c. unharmed d. untroubled
5. **incessant** (d)
a. unrelenting b. ceaseless c. perpetual d. terminable

LANGUAGE and GRAMMAR SKILLS

LANGUAGE SKILLS

Better adjective

Choose a better adjective from the box in place of the adjective printed in bold.

authentic succulent squalid dejected powerful

- 1 We ate some **nice** ____ *succulent* ____ strawberries from the garden.
- 2 Dawn Fraser was a **good** ____ *powerful* ____ swimmer who won many medals.
- 3 New York has many **tall** ____ *towering* ____ buildings.
- 4 The old man lived in a **dirty** ____ *squalid* ____ part of town.
- 5 When John heard the bad news, he became **sad** ____ *dejected* ____ .
- 6 The prospectors accidentally came across some **real** ____ *authentic* ____ flint tools.

VERBAL REASONING

If the code for PINEAPPLE is + - x % £ + + @%, what are the codes for the following words?

1. LEAP ____ @ % £ + ____ 2. PLAIN ____ + @ £ - + ____ 3. LINE ____ @ - X % ____

What do these codes stand for?

4. + £ @ % ____ PALE ____ 5. @ £ X % ____ LANE ____ 6. X £ - @ ____ NAIL ____

5. Read the first two statements and then underline one of the four options below that must be true.

'Ameena flew to Italy on an aeroplane. Ameena likes to fly.'

- a. Ameena went on holiday to Italy.
- b. Flying is the quickest way to travel.
- c. Some aeroplanes take passengers to Italy.
- d. Some people are nervous of flying.

THINKING SKILLS

1. Stephen can laugh at his nautical mishap now but he certainly did not laugh at the time it happened. He was terrified when:

- (a) his boat sank.
- (b) he was lost in the forest.
- (c) he caught a beautiful salmon.
- (d) he lost his race.

2. Charles Sturt led an expedition that followed the Murray River downstream to its mouth at Lake Alexandrina. The journey back was far more difficult because the explorers had to row:

- (a) further.
- (b) with the flow.
- (c) against the current.
- (d) in boats.

3. The average depth of the ocean is approximately three and a half kilometres. The Marianas Trench, a deep trench in the Southern Pacific Ocean near the Philippines Islands, reaches a depth of eleven kilometres and:

- (a) is shallow in comparison.
- (b) is below the national average.
- (c) is the ocean's deepest point.
- (d) dries up quickly in hot weather.

SET 19 HOMEWORK

Letter to the editor

STRUCTURE

overall structure reflects text purpose—to persuade others to a point of view

introduction, which identifies topic and writer's opinion on topic (may be reference to earlier letter or article)

usually a mixture of fact and opinion

paragraphs give evidence to support your opinion (e.g. personal experience, logical argument)

paragraph length varies—may be very short, and may be no paragraphing at all

conclusion, which sums up or repeats the writer's view

conclusion may contain a suggestion for action, a warning or a humorous comment

Letter 1—Centre needed

Dear Editor,

As a young resident of this area, I am extremely angered by the lack of facilities, programs and activities available for young people in Blaxland.

Young people in this area have been seriously neglected by all levels of government, even though at the time of the last census young people between the ages of 13 and 24 years represented 16% of the total population of the Blue Mountains.

Services and facilities for the young people are severely inadequate to meet the needs of the local community. The limited nature of the recreational and leisure opportunities, other than organised sport or church youth programs, has resulted in young people having to travel outside the local area to pursue their interests.

Urgent issues for the area include lack of indoor recreational facilities, skating facilities, and weekend and after-hours entertainment.

While there is a much-needed youth centre at Mt Riverview (a few kilometres away), limited public transport makes it difficult for young people from Blaxland to access the centre.

The young people of other nearby towns have a 'place of their own' and so should we. If you want to help in making a dream of a youth centre for Blaxland a reality, join the Blaxland Action Group for Young People by ringing 333333, and show your support by writing letters to the editor.

S. Cameron, student
Blue Mountains Gazette, 9 October

LANGUAGE FEATURES

formal address to the editor:
Dear Sir/Madam or
Dear Editor

persuasive language

language can be subjective—that is, reflect your own view, but it should not be too emotional; emotional language gives the impression that opinion is based on emotion instead of reason, and it can also offend

Letter 2—Come on, Mr Mayor

Dear Editor,

I totally agree with S. Cameron ('Centre needed', 9 Oct.). In an area like this, where there are long distances to be covered to get anywhere (and only one train every hour), we desperately need a youth centre in every town. I don't believe that the government has to provide everything for us. In fact, I feel strongly that we should be able to entertain ourselves most of the time. However, I do think that it makes sense to provide a local place for young people to hang out. It sure beats having bored young people wandering the streets looking for letterboxes to vandalise or even breaking into homes for something to do. Come on, Mr Mayor, how about a youth centre in EVERY Mountains town? Weren't you ever young once?

K. Powell, Year 10 student
16 October

often a direct appeal to editor, readers or another person or people

language can be formal or informal

1. Identify the statistic used by S. Cameron and explain what it is illustrating.

‘Young people between the ages of 13 and 24 years represented 16% of the total population of the Blue Mountains’. This statistic is used to illustrate the fact that a significant proportion of the Blue Mountains population are young people who need to be catered for.

2. What does S Cameron identify as the main effect of a shortage of facilities on young people?

Has resulted in young people having to travel outside their local area for facilities.

3. ‘While there is a much-needed centre at Riverview...limited public transport makes it difficult for young people from Blaxland to access the centre.’

This is an example of the writer’s attempt use:

a. reasoning b. **rebuttal** c. justification d. explanation

4. The phrase ‘and so should we’ uses what type of language? (choose two answers)

a. **high modality** b. emotive c. **inclusive** d. colloquial e. exclusive

5. The phrase ‘show your support by writing letters...’ is an example of

a. recommendation b. **call-to-action** c. directing d. solution

6. Explain how Powell’s ending is similar and different to the first letter.

It is similar in that it utilises a call-to-action: ‘Come on Mr Mayor, how about a youth centre in every Mountains town?’

It is different to the first letter in that it targets the Mayor to take action, whilst the first letter targets local residents/readers to take action.

VOCABULARY

For each question, choose the word that doesn’t match the others. Write the correct answer in the brackets provided.

1. **ambiguous** (**b**)

a. equivocal b. **explicit** c. ambivalent d. abstruse

2. **consensus** (**c**)

a. harmony b. concord c. **censure** d. agreement

3. **delineate** (**a**)
 a. **distort** b. outline c. describe d. depict
4. **disparage** (**d**)
 a. belittle b. denigrate c. deride d. **challenge**
5. **extol** (**b**)
 a. commend b. **denounce** c. laud d. acclaim

LANGUAGE and GRAMMAR SKILLS

LANGUAGE SKILLS

Better adjective

Choose a better adjective from the box in place of the adjective printed in bold.

serviceable	palatial	ignorant	congested	hostile
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- After the air raid only a few planes were **of use** ___ *serviceable* ___
- Some kinds of fish lay a **large** ___ *abundant* ___ number of eggs.
- The traffic in the **busy** ___ *congested* ___ streets made the journey across town slow.
- We encountered **unfriendly** ___ *hostile* ___ people on our visit to Colombia.
- His friend 's mother and father live in a **huge** ___ *palatial* ___ house.
- People that are **stupid** ___ *ignorant* ___ often do not read many books.

VERBAL REASONING

Fill in the missing letters. The alphabet has been written out to help you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Example: AB is to CD as PQ is to RS

- JT is to LV as SU is to ___*UW*___
- XPE is to ZNG as MVG is to ___*OTI*___
- ELT is to IPX as JAR is to ___*NEV*___
- JDI is to HGG as PFW is to ___*NIU*___
- AXD is to ZCW as BVQ is to ___*YEJ*___



Read the first statement and then underline one of the five options below that must be true.

'Children going on the trip were told to take a waterproof coat with them.'

- a. Bad weather was forecast.
- b. It usually rains in the autumn.
- c. The children had to spend most of the day walking around.
- d. *Children were advised to take a particular item of clothing.***
- e. Comfortable shoes should also be worn.

SET 20

CLASS WORK

COMPREHENSION SKILLS

STRUCTURE

overall structure reflects text purpose—to express personal thoughts and feelings (in whatever way poet wishes to do so)

structure of poems varies widely—some have no definite structure (free-form) and others are very structured (e.g. certain number of rhythmic beats per line)

poem usually, but not always, broken up into verses

poetry generally meant to be read aloud, so sound of words important

Lockers

by Erica Fryberg

Crusts, crumbs and crumpled cardboard!

Soggy chips sag in spilt Coke trails,

Lollies melt on scurf-clogged haircombs

Caressed by waving cockroach feelers.

Other girls dump their books in rubbish

Shut the door and turn the key.

I treasure private places,

Personal hoards in hidden holes.

Sheltered dark, without tuckshop debris,

Blankets texts I don't need daily—

Entomb them in my tin-walled locker!

Close the door and turn the key.

Tests, deadlines, homework ... pressure

Myriad threats oppress clear thoughts.

Why can't those be concealed in lockers?

Bury the abstract with the concrete:

Savagely shove both in a prison

Slam the door and turn the key.

I would lock up spiteful rumours.

Gossiping gangs and hostile glares,

Jealous feuds linked to competition,

Loneliness, bitter ostracism ...

I'd hurl those burdens into darkness

Lock the door and lose the key.

LANGUAGE FEATURES

alliteration (repetition of consonant sounds in words close together), e.g. 'crusts, crumbs and crumpled cardboard'

language chosen that creates images in reader's mind, e.g. 'spilt Coke trails'

unusual use of words, e.g. 'caress' to describe what cockroaches do

freedom of use of language—use of words, grammar and sounds in ways not common in other writing

metaphor (figure of speech in which one thing is said to be another), e.g. 'prison' to refer to the locker

repetition of words links the ideas in poem—here the last line of each verse

Poems can be rather difficult to understand. This is because the writers are not so concerned with writing clearly to ensure the reader understands every detail, as with factual texts.

Instead, they are concerned with expressing what they feel. In part, they are writing for themselves as much as for others. Usually, therefore, we have to work hard to relate the words on the page to emotions we have felt, or experiences we have had.

1. Make a list of all the things you know about the writer from the words of the poem.

She is a schoolgirl, she goes to an all-girls school (no boys are mentioned), she likes privacy, she feels pressured by schoolwork, she has very negative feelings about other girls at school.

Often the words on the page mean more than, or even something different from what they would mean in another everyday text and context.

2. The title of the poem 'Lockers' is simple and concrete, but the theme is complex and abstract. Underline which of the follow following you think best sums up the theme of the poem.

- | | |
|-----------------------------------|---------------------------------------|
| a. friends and enemies at school | b. the problems of adolescence |
| c. the need for privacy at school | d. taking care of possessions |

3. From the way they are used in the poem, what do you think these words mean?

a. scurf
dandruff

b. debris
rubbish

c. entomb
imprison

d. ostracism
Rejection from a group, being made an outsider

4. Answer these questions.

a. In verse 1, why has the writer written the word 'other' in italics?

To emphasise that she is different from the other girls---not one of them.

b. In verse 2, what is it that 'blankets texts'?

The dark of the locker.

c. In verse 3, who do you think makes 'threats' ?

Teachers and others in authority at school.

d. In verse 4, what does the writer mean by 'jealous feuds linked to competition'?

Bad feeling between the girls (perhaps not talking to each other) because of competition, e.g. getting better marks than someone else

5. How would you describe the writer's feelings about her world at school on the basis of this poem?

The writer appears to feel unhappy about many aspects of life at school and to feel the need to have a private space where she can hide away.

6. What is your response to this poem? Are there particular lines or particular words that relate to your own experiences or feelings? Write two or three lines to express your personal response.

7. The writer of the poem uses **alliteration**—that is, the repetition of consonant sounds in words close together, e.g. the repetition of 'cr' and 'c' in crusts, crumbs, and crumpled cardboard. Underline all examples of alliteration you can find.

Soggy chips sag in spilt Coke trails; caressed/ cockroach; private places; hidden holes; savagely shove; gossiping gangs and hostile glares.

8. Why is it unusual to use the word caress in association with cockroaches? What effect does this have on you and on your image of the girls' lockers?

Caress is a word we usually use for a loving and sensual embrace from another person. Here it is used to describe how a cockroach (an insect that most people find repulsive) touches the personal belongings of the young girls. Most readers would feel repulsion at the cockroaches being in the locker in the first place, but the use of the word caress increases this repulsion, as we imagine the cockroaches lovingly touching the girls' personal belongings.

9. The writer uses the last line of each verse to give **cohesion** (unity) to the ideas in the poem. Read these lines again and look closely at the verbs she uses. What feelings does she express through these verbs, and what are the feelings about?

The writer uses different verbs to describe the action of closing the door in each verse---each shows a different feeling: verse 1, shut is what most of the girls do---quickly and unthinkingly put heir belongings in the locker; verse 2, close shows that the writer is more thoughtful than they are about the action (close is a gentler

action than shut) ---the locker has her treasures in there and she does not want them disturbed; verse 3, slam shows that the writer is angry and upset about school pressures---her action is a bad-tempered reaction to these; verse 4, lock shows that her feelings about the other girls are beyond anger-they are more upsetting and slamming the door would not be enough---she needs to keep these burdens away for ever and so locking is the action she needs; the writer also changes the second verb in this verse-lose the key instead of turn the key-and this verb reinforces the depth of her emotion

10. What vivid images are conveyed of the other girl's lockers and the girls themselves Circle the words in the poem that create these images.

Girls-She conveys an image of cruel behaviour: spiteful rumours; gossiping gangs; hostile glares; jealous feuds.

VOCABULARY

For each question, choose the word that doesn't match the others. Write the correct answer in the brackets provided.

1. **spiteful** (d)

- a. bitter b. acrimonious c. vindictive d. affable

2. **rumour** (a)

- a. reputation b. gossip c. hearsay d. bruit

3. **feud** (d)

- a. fray b. enmity c. quarrel d. fear

4. **hostile** (c)

- a. rancorous b. malicious c. offended d. pugnacious

LANGUAGE and GRAMMAR SKILLS

LANGUAGE SKILLS

Make a word which fits the blank space in the sentence from some of the letters of each word in capitals.

1 The family have suffered much <u>grief</u> after losing two children.	DÉCOR
2 Fluid that is secreted in the mouth is called <u>saliva</u> .	MINCE
3 The story Charles told was a <u>figment</u> of his imagination.	GRIEF
	SALIVA

4 At Christmas time we usually have lots of ____mince_ pies.	FIGMENT
5 The style or scheme of decoration in a room is the __decor_.	

VERBAL REASONING

Read the first statement and then underline one of the five options below that must be true.

- 'Some cats and dogs need to be groomed.'
 A. Owners should always groom their pets.
B. Certain animals need to be groomed.
 C. A brush is softer than a comb.
 D. Dog hair makes a mess in the house.
 E. Brushes and combs for animals can be bought in pet shops.
- 'The bus arrives at school at 8:45 a.m. It usually leaves school about 3:30 p.m.'
 A. Lessons start at 9:00 a.m.
 B. The bus belongs to the school.
 C. Most pupils use the school bus.
D. The bus doesn't always leave at 3:30 p.m.
 E. Children who miss the bus must get their parents to collect them.

Find a word that can be put in front of each of the following words to make new, compound words.

Example	<i>CAST</i>	<i>FALL</i>	<i>WARD</i>	<i>POUR</i>	<u><i>DOWN</i></u>
3. WORD	BOW	OVER	BONES	<u>CROSS</u>	
4. SHOW	BOARD	KICK	TRACK	<u>SIDE</u>	
5. SIDE	SHOOT	STAGE	HAND	<u>OFF</u>	
6. LAW	SIDE	RAGE	WARD	<u>OUT</u>	
7. WATER	STAND	FOOT	LINE	<u>UNDER</u>	

THINKING SKILLS

1. People often confuse the spelling of 'practice' and 'practise'. One way to help you remember is to think of the words 'advice' and 'advise'. There is such a thing as 'advice', so the word is a noun. The same applies to 'practice'. It, too, is:
 (a) advise. **(b) the noun or thing.** (c) the verb. (d) something you do.

2. One is to ten as hundred is to:
(a) thousand. (b) ten. (c) million. (d) twenty.

3. We now know so much about the human body and diseases that it is very difficult for doctors to know everything. Usually a general practitioner will identify the part of your body that may be affected by an illness but then refer you to a doctor who:
(a) is a specialist in that area (b) is better.
 (c) operates. (d) works in a hospital.

SET 20 HOMEWORK

COMPREHENSION SKILLS

THE RIME OF THE ANCIENT MARINER

(Lines 103-122, 145-148)

The fair breeze blew, the white foam flew,
The furrow followed free;
We were the first that ever burst,
Into the silent sea.

Down dropt the breeze, the sails dropt down,
'Twas as sad as sad could be;
And we did speak only to break
The silence of the sea.

All in a hot and copper sky,
The bloody sun, at noon,
Right up above the mast did stand,
No bigger than the moon.

Day after day, day after day,
We stuck, nor breath nor motion;
As idle as a painted ship
Upon a painted ocean.

Water, water, everywhere,
And all the boards did shrink,
Water, water, everywhere,
Nor any drop to drink.

And every tongue, through utter drought,
Was withered at the root;
We could not speak, no more than if
We had been choked with soot.

Samuel Taylor Coleridge

- Why was the ship idle?
 - The sailors were lazy.
 - The sails had been torn.
 - c. There was no wind.**
 - There was too much foam.
- Why did the ship look as if it was in a painting?
 - a. Nothing was moving, even the sea was still.**
 - The ship had been painted recently.
 - The sun had made everything a reddish colour.
 - Everything had dried out.
- What was the water that was 'everywhere' but couldn't be drunk?
 - the water in the clouds.
 - b. The sea water**
 - Rainwater
 - The water that had been filled with soot.
- Why couldn't the sailors talk?
 - They were frightened by the silence.
 - Their mouths were choked with soot.
 - They had drunk too much sea water.
 - d. They had nothing to drink.**



5. How true to the text of the second verse is the illustration?
- it is a good representation.
 - It contains many errors.**
 - It is error free.
 - The sea is too calm.

VOCABULARY

For each question, choose the word closest in meaning to the bolded words as used in the passage. Write the correct answer in the brackets provided.

- copper** (a)
a. red-brown b. orange c. red d. gold
- fair** (c)
a. beautiful b. considerable c. favourable d. light
- idle** (b)
a. lazy b. inactive c. purposeless d. aimless
- withered** (c)
a. shrunken b. shrivelled c. weakened d. decayed
- choked** (a)
a. breathless b. undernourished c. constricted d. emotional

LANGUAGE and GRAMMAR SKILLS

LANGUAGE SKILLS

Add adjectives to make the story more colourful. Use only those from the list below.

sorry happy vain strong unfortunate juicy

The shepherd seized the jackdaw gleefully and placed him in a cage as a pet for his son.

The 1 **unfortunate** prisoner was 2 **sorry** for himself at first. Later, he was 3 **happy** to find he did not have to find his own meals any longer, for 4 **juicy** pieces of meat were put in his cage every day. The shepherd pointed out to his son that the jackdaw had been silly to think he was as 5 **strong** as an eagle. He would have not been caught if he had not been so 6 **vain**.

VERBAL REASONING

Underline the word in the brackets closest in meaning to the word in capitals.

Example: UNHAPPY (unkind death laughter sad friendly)

- 1 STILL (busy soft loud quiet alone)
- 2 LONG (thin brief high angry desire)
- 3 CALM (wild peaceful excited stormy rough)
- 4 DISAPPEAR (arrive come surface vanish emerge)
- 5 BRIEF (lengthy hide wordy rambling curt)

Underline the one word in the brackets which will go equally well with both the pairs of words outside the brackets.

Example: rush, attack cost, fee (price, hasten, strike, charge, money)

- 6 receive, take agree to, allow (gain, obtain, believe, accept, approve)
- 7 dwelling, home lecture, talk to (house, address, location, speech, settle)
- 8 depart, migrate touch, affect (advance, impress, move, proceed, motivate)
- 9 condemn, attack plague, burden (disaster, ordeal, spell, curse, swear)
- 10 bathe, swim decline, descend (drop, dip, drench, damp, deck)