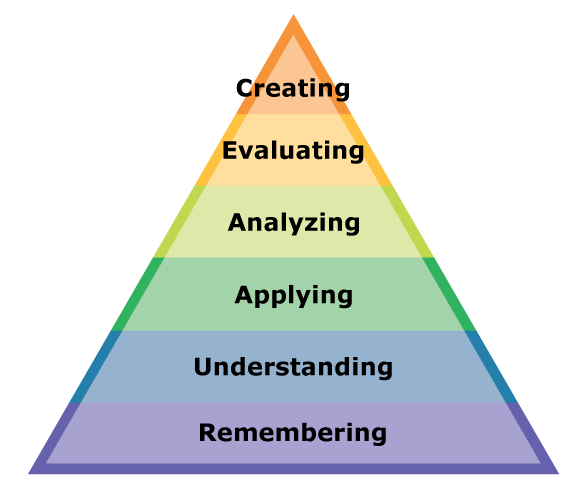
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| S1 Reading For Meaning:  Non - Fiction |

Our Lady’s High School



**THINKING SKILLS ACROSS THE CURRICULUM**

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**COMPREHENSION STRATEGIES IN ENGLISH**

Prior Knowledge

Metalinguistic

Visualisation

Inference

Main Ideas

Summarising and Paraphrasing

**Introduction**

The aim of this booklet is to help to develop your Close Reading skills. These skills are very important and are a key part of English from S1 – S6.

**What will I Be Asked to do?**

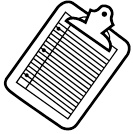
Reading for Meaning tests how well you can read a passage. It tests that you can: **UNDERSTAND** the main ideas, **ANALYSE** how the writer portrays these and **EVALUATE** how successful the writer has been in doing so.

It does this by asking you different types of questions about the passage. You will be asked to read the passage and answer questions on it. You should attempt all questions and not leave any out. If you are unsure about any questions make sure you ask your teacher. Do not leave the homework until the night before to complete. You should answer in full sentences.

**Different Types of Questions**

You will be asked different types of questions. For example:

1. To put something from the passage into your own words.
2. To pick out an expression or a phrase from the passage.
3. To pick out one word from the passage.
4. To comment on the structure of a sentence.
5. To comment on the writer’s attitude or tone.
6. To identify techniques/figures of speech the writer has used.

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| **Checklist of Questions**  In order to answer these questions you must first understand what the question requires you to do. You should refer back to this checklist to remind yourself what different questions require you to do.   1. **Answer in your own words**   In order to answer this type of question you need to go back to the passage and find the correct sentence that you have been asked to put into your own words. Identify key words from the sentence, then try to change these into your own words.   1. **Pick out an expression or a phrase**   This type of question is testing you on two things. Firstly, it is testing your understanding of what an expression is. Secondly, it is testing whether you can pick out the correct expression. An expression or a phrase is a few words taken directly from the passage.   1. **Pick out one word from the passage**   This type of question is again testing you on two things. The first thing is how carefully you have read the question. You should realise that it is only one word that you have to pick out. The second thing is that you can pick out the correct word.   1. **Comment on the sentence structure**   This type of question is asking you to look at how a sentence has been written, not what the sentence means.  **The length of the sentences:**  Is there one big long sentence? If so, think about why it might be used. It could be used to show the size or length of something or it could show that a lot of things are happening quickly.  Are there lots of short sentences? If so, why have they been used? Sometimes short sentences can be used to create tension or suspense. Or they can be used to show that something is very short and does not take a lot of time.  **Punctuation:**  Another thing that you have to think about is the punctuation that is used.  The full stop. This is used to show that it is the end of a sentence.  This is used to divide words on a list.  The comma,  The exclamation mark! This is used to show that someone is speaking  loudly because they are angry, excited,   shocked or happy.  The question mark? This is used to show that a question has been asked.  Brackets ()  These are used to give extra information.  Direct speech marks  or quotation marks “ “  These are used to show that someone is speaking or because there is a quotation from someone.    **(4) Identify techniques the writer uses**  Sometimes you might be asked to pick out or comment on techniques that the writer has used. This type of question is testing how well you can analyse techniques used. It might also be looking for you to comment on length of sentences or punctuation.  **Figures of Speech**  **Alliteration**: This is when words in a sentence start with the same sound, for example **T**etley **t**eabags **t**ingle **t**aste buds. The repetition of the **t** sound is called alliteration. Often alliteration is used in newspaper headlines to create an eye-catching headline.  **Simile**: This is when the writer compares two things using like or as, for example **‘The night sky was as black as ink.’**  **Metaphor**: This is when the writer compares two things without using like or as. Instead they just say that the first thing is the second thing. **‘The man was a mountain.’**  **Onomatopoeia**: This is when words imitate the sound they describe, for example: **crash, smash, bang, whimper…**  **Personification**: This is a type of metaphor that makes objects sound as if they are alive. ‘**The angry sea swept the boat towards the rocks.’**  **Repetition**: This is simply when the writer repeats a word or phrase. This is usually done to draw attention to something.  **Tone** – Sometimes you might be asked to pick out the tone of a passage. When you are asked about tone, try to imagine someone speaking the lines and the tone of voice they might use. Common tones are: **happy, sad, sympathetic, hurtful,** **doubtful, fearful, sarcastic, humorous, angry, ironic…** |

Section B – Non-Fiction

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**Audience**

When you write, the person or group who read your writing are known as the AUDIENCE. You must consider who you are writing for, that is, you must think “Who is my audience?”

The writer’s audience might be grouped together in terms of **interests** or **age** or **gender (male or female).**  A piece of writing may be aimed at **children, teenagers, adults or elderly people** and it may also be written for **girls, boys, women or men and those who are interested in certain topics**.

Consider the following and, in your jotter, say who is targeted in each one. Hint – there may be more than one answer:

1. [Princess Charlotte Elizabeth Diana](http://www.telegraph.co.uk/news/uknews/princess-charlotte/) has gone on her first trip to Anmer Hall after meeting the

Queen for the first time at Kensington Palace as her birth was registered.

The Duke and Duchess of Cambridge introduced Her Majesty to her fifth great-grandchild after

she travelled to London from her Sandringham Estate in Norfolk. They are now set to head to

their Norfolk home, Anmer Hall, for at least the rest of the month.

2. [Pupils](http://www.dailyrecord.co.uk/all-about/children) sitting their [Highers](http://www.dailyrecord.co.uk/all-about/schools) have been banned from wearing smart watches in a clampdown on

cheating. [Education](http://www.dailyrecord.co.uk/all-about/education) chiefs warned that the hi-tech devices – which can connect to the internet –

would be confiscated by supervisors. The mini computers can be used to solve maths problems,

translate languages and take photos.

3. The Race for Life has taken place in Glasgow today, bringing together thousands of women in

the fight against cancer. The annual race, to raise money for Cancer Research UK, started out in

the city's Saltmarket and finished at Glasgow Green.

4. Luke is in trouble. Skin and the gang have a job for him. They want him to break into Mrs Little's

house and steal the jewellery box. But Luke finds more than just a jewellery box in the house. He

finds something so unexpected it will change his life forever...

**Purpose**

When a person writes something, he or she writes for a reason (purpose), for example a recipe is written to provide instructions for anyone who wishes to cook a particular dish.

The main purposes in writing are **to inform, to entertain, to persuade, to express feelings or to share an experience.**

With this in mind, go back to the short passages used for “Audience” and:

**say what the purpose is of each one;**

**explain the reasons for your answers.**

**Exercise One**

Below is an extract from ‘The Diary of Anne frank’. It tells the story of a Jewish girl and her family who have to go into hiding for over two years after Hitler and the Nazi Party come to power.

Dear Kitty,

I’ve only got dismal and depressing news for you today. Our many Jewish friends are being taken away by the dozen. These people are treated by the Gestapo without a shred of decency, being loaded into cattle trucks and sent to Westerbork, the big Jewish camp in Drente. Westerbork sounds terrible: only one washing cubicle for a hundred people and not nearly enough lavatories. There is no separate accommodation. Men, women, and children all sleep together. One hears of frightful immorality because of this; and a lot of the women, and even girls, who stay there any length of time are expecting babies.  
 It is impossible to escape; most of the people in the camp are branded as inmates by their shaven heads and many also by their Jewish appearance.  
 If it is as bad as this in Holland whatever will it be like in the distant and barbarous regions they are sent to? We assume that most of them are murdered. The British radio speaks of their being gassed.  
 Perhaps that is the quickest way to die. I feel terribly upset. I couldn’t tear myself away while Miep told these dreadful stories; and she herself was equally wound up for that matter. The poor thing was terrified by the guns that were shooting at British aeroplanes overhead, and by the glaring beams of the searchlights. The Germans strike without the slightest mercy. Elli too is very quiet: her boyfriend has got to go to Germany. She is afraid that the airmen who fly over our homes will drop their bombs, often weighing a million kilos, on Dirk’s head. If they stop at a small station en route, sometimes some of them manages to get out unnoticed and escape; perhaps a few manage it. This, however, is not the end of my bad news. Have you ever heard of hostages? That’s the latest thing in penalties for sabotage. Can you imagine anything so dreadful?  
 Prominent citizens – innocent people- are thrown into prison to await their fate. If the saboteur can’t be traced, the Gestapo simply put about five hostages against the wall. Announcements of their deaths appear in the papers frequently. These outrages are described as ‘fatal accidents’. Nice people, the Germans! To think that I was once one of them too! No, Hitler took away our nationality long ago. In fact, Germans and Jews are the greatest enemies in the world.

Yours, Anne.

[](http://www.google.co.uk/imgres?imgurl=http://upload.wikimedia.org/wikipedia/en/thumb/4/47/Anne_Frank.jpg/200px-Anne_Frank.jpg&imgrefurl=http://en.wikipedia.org/wiki/Anne_Frank&usg=__jvCBRuBs6VBzLTc6nIzgZX0rGEw=&h=254&w=200&sz=12&hl=en&start=1&zoom=1&tbnid=KZfTOCJtiOtRKM:&tbnh=111&tbnw=87&ei=8W9AUInoJ_TB0gWOzYCIBg&prev=/search?q%3Danne%2Bfrank%26um%3D1%26hl%3Den%26safe%3Dactive%26tbm%3Disch&um=1&itbs=1)

**Questions**

1 .Explain in your own words why Anne feels upset on this particular day? [2]

2. Pick out two words from paragraph one that tells you that Anne is upset. [2]

3. Pick out a word from paragraph one which tell you that Anne disapproves of the behaviour in the accommodation that Jewish people are taken to. [1]

4. In your own words, explain how the Jewish prisoners at the camps look. [1]

5. In paragraph three Anne describes the other places that Jews are sent to as ‘barbarous’. Which word is closest in meaning to ‘barbarous’?

(A) Far away (B) uncivilized (C) cold [1]

6. What happens to the Jewish people who are taken to the camps? [2]

7. In your own words, explain how some of the boys who go to Germany to fight the Nazis manage to escape. [2]

8. Pick out a word from paragraph four which means to secretly and deliberately try to ruin something. [1]

9. Pick out a word from paragraph five which means someone who carries out this kind of behaviour. [1]

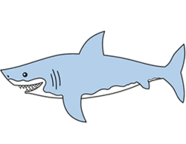
10. Pick out a phrase from paragraph five that means that some well-known Jews have been sent to prison. [1]

11. Explain, in your own words, what happens if the Gestapo cannot find out the information they want. [1]

12. Find out the meaning of: cubicle, immorality, barbarous, en route, prominent and sabotage. [6]

**Exercise Two**Below is an extract from a book called ‘Great White Sharks’. The extract below tells of some stories or legends about sharks.

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| Sharks were regarded as powerful beings by Pacific Islanders and were revered or worshipped by many island cultures. In the Trobriand Islands, any teenage boy who single-handedly caught a large shark and presented it to the king was greatly honoured. In the Kingdom of Tonga, legends tell of Hina, a young woman who became a shark. There are legends of fierce Tongan warriors who turned into sharks, swam to neighbouring islands, and then regained their human form to kill their enemies. Polynesian legends tell of the shark-god Kauhuhu, who lived in a huge sea cavern. The son of Fiji’s chief god was a great shark named Dekuwaqa, who also lived in a sea cave. Dekuwaqua was also once called Daucina – giver of light. His body would light up to guide Fijian war canoes on night-time raids. In some of the Solomon Islands, sharks were worshipped as friendly gods, and pigs were sacrificed to them. On the other islands, villagers believed that sharks were spirits of their ancestors. Legends on these islands tell of sharks that rescued shipwrecked fishermen and children who fell from their parents’ canoes. Eating shark flesh is still forbidden in both Solomon and Fiji Islands.  Long ago, Hawaiians believed in mano-kanaka, sharks that could become humans. Even today, villagers on the island of Pa’ama, in Vanuatu, believe that local sorcerers can change themselves into sharks. Shark worship is still practised on many islands of the Pacific Ocean. |



**Questions**

1. Pick out one word from the first paragraph that means that sharks were held in very high regard. [1]

2. Quote an expression that tells you that those who caught sharks by themselves were rewarded. [1]

3. In your own words, describe what the Tongan warriors could do. [2]

4. What does the name ‘Daucinia’ mean? [1]

5. How are sharks viewed in some of the Solomon Islands? [1]

6. In your own words, explain how they are viewed on some other islands? [1]

7. What word that is repeated throughout the passage tells you that a lot of the stories about sharks are not true? [1]

8. Explain, in your own words, why you think so many islands still worship sharks. [2]

9. Find out the meanings of: revered, regained, legends, sacrificed and sorcerers. [5]

**Exercise Three**Below is an extract from ‘Votes for Women’. It tells the story of women, like Sylvia Pankhurst, who fought for the right to vote.

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| At the beginning of 1907 the leaders of the suffrage societies combined to organize an open-air procession through the streets of London. They wanted to demonstrate mass support for votes for women, and in spite of heavy rain about 4,000 people turned out for it.  The march was later called the Mud March because of the weather that day. It might not sound important or even memorable that it was raining that day and that the streets were muddy. But if you were a middle-class or upper-class woman marching in 1907 you would be wearing a long skirt - long enough to touch the ground. Most women marchers ended up with soaked and muddy skirts that day. (Younger women, like Sylvia Pankhurst, wore skirts that were shorter and came just above their ankles. They wanted to be able to move easily, walk fast, and show they didn’t support the old ways. Working-class women and especially household servants also wore shorter skirts. If their skirts had touched the ground they’d never have been able to carry things up and down stairs without tripping, as they needed to do in their jobs.) |



**Questions**

1. In your own words, explain what happened at the beginning of 1907. [2]

2. Explain the purpose of the event. [2]

3. Who was responsible for organizing the march? [1]

4. Pick out an expression that shows that there was a lot of support for this cause. [1]

5. Why do you think the writer has used the phrase ‘in spite of heavy rain…’? [2]

6. What happened on that day that made it particularly memorable? [1]

7. What identified women as being from a middle or upper-class background? [1]

8. Explain, in your own words, why working class women wore shorter skirts. [1]

9. At the end of the extract the writer uses brackets. Explain why you think they have been used. [1]

(10) Find the meanings of: suffrage, procession and demonstrate. [3]

**Exercise Four**Below is an extract from ‘Surviving Hitler’. It tells the true story of a fifteen- year- old boy who survived one of Hitler’s concentration camps.

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| “We staggered through the blows from the guards,” Jack remembered. “They barked at us to line up in rows of five. We stood silent, with our heads down. The officer in charge told us we were now prisoners of Hitler’s SS special forces, and were in Blechhammer concentration camp in Germany. We had no rights. *The only right we had was to* *die*.”  Jack and the others were taken to a room where they were ordered to undress and then form lines. Camp prisoners, who were not allowed to speak to the new prisoners, roughly shaved off all their hair to prevent lice. Jack touched his newly shaved scalp. His hair was only three-quarters of an inch long and had a stripe through the middle, shaved right down to the skin, to mark him as a concentration camp prisoner.  Next, he had to stand still while his skin was coated with a chemical disinfectant to kill lice. He had to bite his lip and force himself not to cry out, so badly did the solution burn. Around him, men screamed in pain.  Uniforms were tossed to them, and Jack quickly put his on. It looked like that worn by every other prisoner – coarse cotton with blue and grey stripes. He had no underwear or socks, but at least the uniform had pockets. On the front left was a number: 16013. This meant 16,012 prisoners had been processed into this camp before Jack. From now on, no matter which camp he was in, the number 16013 would be his identification. As far as the Nazis were concerned, he no longer had a name. |



**Questions**

1. What do you think the purpose of this piece of literature is? Give a reason for your answer. [2]

2. The writer says ‘The only right we had was to die.’ Why does the writer use italics here? [1]

3. What did the guards do to the prisoners so that they would be easily identified as being camp prisoners? [1]

4. Quote an expression that describes how the men felt when they were disinfected. [1]

5. Comment on the use of the dash in the final paragraph. Why is it used? [1]

6. What does the word ‘coarse’ mean? Choose one answer from the following: (A) heavy (B) dirty (C) rough [1]

7. What is the overall mood of the passage? Give a reason for your answer. [2]

8. Explain in your own words why the writer feels that ‘he no longer had a name’. [2]

9. Find out the meanings of: staggered, solution, processed and coarse. [4]

**Exercise Five**Below is an extract from ‘Chinese Cinderella’. It tells the true story of a young Chinese girl whose mother dies giving birth to her. This means that she is considered to be bad luck and is sent away and rejected by her family. The book tells of her struggle for acceptance.

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| Day after dreary day went by. New Year came and it was 1949. There was nobody to play with and nothing to do. The sisters were far too worried and preoccupied to fuss with me. Every day was a free day. I spent a lot of time in the library reading fairy-tales. Mother Marie had given me a book for Christmas called Paper Magic (Playing Solitary Games with Paper: Origami and Paper Cuts). Hour after hour, I learned how to fold and cut paper into aeroplanes, ships, flowers, monkeys and birds. I loved this book because my troubles seemed to vanish when I applied its magic.  I didn’t dare ask Mother Marie too often whether I had any mail because the answer was always no. I didn’t know then that Niang had instructed the nuns to stop all my incoming and outgoing mail and forward it all to her instead.  ‘Look, there is no point inquiring anymore!’ she told me one day. ‘Believe me, if you get a letter, I’ll shout it from the rooftop and bring it to you at once! Even if you are asleep I’ll wake you up!’  Then she looked embarrassed and gave me a piece of candy which she took from a small gold box in her pocket. ‘This little snuff box is the only thing I have to remind me of my father,’ she told me. ‘He died in Nimes three years ago. So you see, we all suffer in one way or another…let us pray for each other.’ In her voice I heard sadness and fear. |



**Questions**

1a. Comment on the opening sentences of the passage. What do you notice about the length of the sentences? [1]

1b. What is the effect of this? [2]

2. The sisters at the school spend a lot of time with the girl. TRUE or FALSE. Give a reason for your answer. [2]

3. The writer says ‘Every day was a free day’. Is she happy or sad about this? Explain your answer. [2]

4. Explain in your own words why she loves the book that Sister Marie gives her. [2]

5. Why does the girl not receive any mail? [1]

6. ‘Look, there is no point inquiring anymore!’ Comment on the punctuation used in this sentence and the sentences that follow. [2]

7. After the nun says this she ‘looked embarrassed’. Explain why she might feel this way. [1]

8. ‘In her voice I heard sadness and fear’. Explain why this might be so. [2]

9. Find out the meanings of: preoccupied, incoming, outgoing, inquiring and instructed. [5]

**Exercise Six**Below is an extract from ‘Long Walk to Freedom’ which is the autobiography by Nelson Mandela. He struggled to free black Africans from the injustices of apartheid and was imprisoned for 27 years. When he was released he was elected as president of South Africa and apartheid was abolished.

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| We were awakened at 5.30 each morning by the night warder, who clanged a brass bell at the head of our corridor and yelled, ‘Word wakker! Staan op!’ (Wake up! Get!) I have always been an early riser and this hour was not a burden to me. Although we were roused at 5.30, we were not let out of our cells until 6.45, by which time we were meant to have cleaned our cells and rolled up our mats and blankets. We had no running water in our cells and instead of toilets had sanitary buckets known as ‘ballies’. The ballies had a diameter of ten inches with a concave porcelain lid on top that could contain water. The water in this lid was meant to be used for shaving and to clean our hands and faces.  At 6.45, when we were let out of our cells, the first thing we did was to empty our ballies. The ballies. The ballies had to be thoroughly cleansed in the sinks at the end of the corridor or they created a stench. The only pleasant thing about cleaning one’s ballie was that this was the one moment in those early days when we could have a whispered word with our colleagues. The warders did not like to linger when we cleaned them, so it was a chance to talk softly.  During those first few months, breakfast was delivered to us in our cells by prisoners from the general section. Breakfast consisted of mealie pap porridge, cereal made from maize or corn, which the general prisoners would slop in a bowl and then spin through the bars of our cells. It was a clever trick and required a deft hand so as not to spill any of the porridge. |

**Questions**

1a. Pick out a figure of speech used in the first sentence. [1]

1b. Explain why it is effective. [2]

2. Explain the use of the brackets in the first paragraph. [2]

3. Pick out an expression that tells you that getting up early was not difficult for Nelson Mandela. [1]

4. Nelson Mandela writes that the ballies had to be thoroughly cleansed or they would create a ‘stench’. Why do you think he uses this word rather than just saying that they would smell? [2]

5. What were the two main uses of the ‘ballies’? [2]

6. What was the one thing that Nelson Mandela enjoyed about cleaning the ballie? [1]

7. Pick out one word from the final paragraph that means ‘made up of’. [1]

8. What does the word ‘deft’ mean? Choose one of the following options:

(A) small (B) careful (C) skilful [1]

9. Find out the meanings of: burden, colleagues, linger and deft. [4]

**Exercise Seven**

Below is an extract from ‘Wild Swans’. It tells the true story of three generations of women living in Communist China.

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| These houses were built to cope with the extremes of a brutally harsh climate, which lurched from freezing winters to scorching summers, with virtually no spring or autumn in between. In summer, the temperature could rise above 95 degrees, but in winter it fell to minus 20 degrees, with howling winds, which roared down from Siberia across the plains. Dust tore into the eyes and bit into the skin for much of the year, and people often had to wear masks which covered their entire faces and heads. In the inner courtyard of the houses, all the windows in the main rooms opened to the south to let in as much sunshine as possible, while the walls on the north side took the brunt of the wind and the dust. The north side of the house contained a sitting room and my grandmother’s chamber; the wings on the two sides were for the servants and for all other activities. The floors of the main rooms were tiled, while the wooden windows were covered with paper. The pitched roof was made of smooth black tiles.  The house was luxurious by local standards – and far superior to her parents’ home – but my grandmother was lonely and miserable. There were several servants, including a doorkeeper, a cook, and two maids. Their task was not only to serve but also to act as guards and spies. The doorkeeper was under instructions not to let my grandmother out alone under any circumstances. |



**Questions**

1. In your own words, explain the changes in the weather that the author describes in the first two sentences. [2]

2. Pick out an expression which describes how ferocious the weather could get. [1]

3a. Name the figure of speech that the writer uses to describe the ferocious weather. [1]

3b. Explain why it is effective. [2]

4. Pick out two individual words that describe the physical effect that this extreme weather had on the body. [2]

5. How did people try to protect themselves from the weather? [1]

6. In your own words describe the house that is mentioned. [2]

7. Comment on the use of the dashes at the beginning of the second paragraph. [2]

8. Find out the meanings of: virtually, chamber, pitched and superior. [4]

**Exercise Eight**  
Below is an extract from ‘I Know Why the Caged Bird Sings’. In it Maya Angelou describes her childhood with her grandmother in the American south of the 1930s.

|  |
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| One Christmas we received gifts from our mother and father, who lived separately in a heaven called California, where we were told they could have all the oranges they could eat. And the sun shone all the time. I was sure that wasn’t so. I couldn’t believe that our mother would laugh and eat oranges in the sunshine without her children. Until that Christmas when we received the gifts I had been confident that they were both dead. I could cry anytime I wanted by picturing my mother (I didn’t quite know what she looked like) lying in her coffin. Her hair, which was black, was spread out on a tiny little white pillow and her body was covered with a sheet. The face was brown like a big O, and since I couldn’t fill in the features I printed MOTHER across the O, and tears would fall down my cheeks like warm milk.  Then came that terrible Christmas with its awful presents when our father, with the vanity I was to find typical, sent his photograph. My gift from Mother was a tea set – a teapot, four cups and saucers and tiny spoons – and a doll with blue eyes and rosy cheeks and yellow hair painted on her head. I didn’t know what Bailey received, but after I opened my boxes I went out to the backyard behind the chinaberry tree. The day was cold and the air as clear as water. Frost was still on the bench but I sat down and cried. I looked up and Bailey was coming from the outhouse, wiping his eyes. He had been crying too. I didn’t know if he has also told himself they were dead and had been rudely awakened to the truth or whether he was just feeling lonely. The gifts opened the door to questions that neither of us wanted to ask. Why did they send us away? and What did we do wrong? So Wrong? |



**Questions**

1. Explain why the writer calls California a ‘heaven’. [2]

2. Explain, in your own words, why the writer finds it hard to believe that her mother lives there. [2]

3. Why did the writer believe that her parents were dead? [2]

4. The writer describes her mother’s face as being ‘like a big O’. Why does she describe it like this? [1]

5. What two reasons does the author suggest for her brother’s tears? [2]

6. What does the author remember about the weather on that particular day? [1]

7. Explain, in your own words, the effect that the presents from their parents have on the children. [2]

8. Find out the meanings of: vanity, outhouse and typical. [3]

**Exercise Nine**Below is an extract from ‘Letters from Hawaii’ by Mark Twain. Below is an extract from a letter that he wrote in 1866 about an uncomfortable sightseeing ride to Diamond Head, which is an extinct volcano.

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| I am probably the most sensitive man in the kingdom of Hawaii tonight – especially about sitting down in the presence of my betters. I have ridden fifteen or twenty miles on horseback since 5pm, and to tell the honest truth, I have a delicacy about sitting down at all. I am one of the poorest horsemen in the world, and I never mount a horse without experiencing a sort of dread that I may be setting out on that last mysterious journey which all of us must take sooner or later, and I never come back in safety from a horseback trip without thinking my latter end for two or three days afterward. This same old regular devotional sentiment began just as soon as I sat down here five minutes ago.  An excursion to Diamond Head and the King’s Coconut Grove was planned today – time, 4.30 pm – the party to consist of half a dozen gentlemen and three ladies. They all started at the appointed hour except myself. I was at the government prison, and got so interested in its examination that I did not notice how quickly the time was passing. Someone remarked that it was twenty minutes past five o’clock, and that woke me up. It was a fortunate circumstance that Captain Phillips was there with his ‘turnout’, as he calls a top buggy that Captain Cook brought here in 1778, and a horse that was here when Captain Cook came. Captain Phillips takes a just pride in his driving and in the speed of his horse, and to his passion for displaying them I owe it that we were only sixteen minutes coming from the prison to the American Hotel – a distance which has been estimated to be over half a mile. |



**Questions**

1. Explain, in your own words, why the writer says that he is ‘the most sensitive man in the kingdom’. [2]

2. Why does the writer dread journeys on horseback? [2]

3. Pick out an expression as evidence. [1]

4. Who else does the writer go on the trip with? [1]

5. Why does the writer not leave for the excursion at the same time as the others? [2]

6. How does he get back to the hotel he is staying at? [1]

7. Why is the dash used in the last line of the passage? [2]

8. Find out the meanings of: delicacy, latter, devotional, sentiment, excursion and estimated. [6]

**Exercise Ten**Below is an extract from ‘I Know Why the Caged Bird Sings’. In this extract the writer remembers spending the night in an old abandoned car in a junkyard.

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| I spent the day wandering aimlessly through the bright streets. The noisy penny arcades with their gaggle-giggle of sailors and children and the games of chance were tempting, but after walking through one of them it was obvious that I could only win more chances and no money. I went to the library and used a part of my day reading science fiction, and in its marble washroom I changed my bandage.  On one flat street I passed a junkyard, littered with the carcasses of old cars. The dead hulks were somehow so uninviting that I decided to inspect them. As I wound my way through the discards a temporary solution sprang to my mind. I would find a clean or cleanish car and spend the night in it. With the optimism of ignorance I thought that the morning was bound to bring a more pleasant solution. A tall-bodied grey car near the fence caught my eye. Its seats were untorn, and although it had no wheels or rims it sat evenly on its fenders. The idea of sleeping in the near open bolstered my sense of freedom. I was a loose kite in a gentle wind floating with only my will for an anchor. After deciding upon the car, I got inside and ate the tuna sandwiches and then searched the floorboards for holes. The fear that rats might scurry in and eat off my nose as I slept (some case had been recently reported in the papers) was more alarming than the shadowed hulks in the junkyard or the quickly descending night. My grey choice, however, seemed rat-tight, and I abandoned my idea of taking another walk and decided to sit steady and wait for sleep. |



**Questions**

1. Pick out one word from the beginning of the passage that tells you that the author had no definite plans that day. [1]

2. In your own words describe the kind of place that she wanders around. [2]

3. Quote an expression that helps to describe the scene. [1]

4. The author describes the junkyard as being ‘littered with the carcasses of old cars’. Name the figure of speech used here and explain why it is effective. [2]

5. Explain, in your own words, why she decides to go and look more closely at the old cars. [2]

6. What does the word ‘temporary’ mean? Choose from the following options: (A) Good (B) Short-term (C) Safe [1]

7. How does the author decide which car to sleep in? [2]

8. The writer says ‘I was a loose kite in a gentle wind floating with only my will for an anchor’. Name the figure of speech used and explain why it is effective. [2]

9. What is the writer’s main concern as she gets into the car? [1]

10. Find out the meanings of: carcasses, hulks, uninviting, discards, temporary, optimism, fenders and bolstered. [8]