

1. WHO is it aimed at? (audience)
2. WHY has it been written? (purpose)
3. WHAT is the main message/idea in the text? (content)
4. HOW is that message put across? (content)
5. Which word in paragraph 1 suggests that the writer feels vulnerable?
6. Find a simile in paragraph 1 and explain why it is effective.
7. From paragraph 1 quote a phrase that suggests the writer feels trapped by the noise of the children.
8. In the final sentence of paragraph 2 which word emphasises her relief?
9. In paragraph 4 how does the writer suggest that she is being played with?
10. In paragraph 5 she defuses the situation by growling and scattering the children like impala. Why is this effective?
11. In paragraph 6 look at the sentence beginning 'I couldn't run....'. Which phrase is repeated? What effect does this have?
12. Can you comment on how this sentence is put together? How does the punctuation work?
13. In the whole text find two phrases/sentences that help us understand that young people display similar behaviour even when from another culture.
14. Make a list of the things that the villagers do to her.
15. Make a list of the things she does to stop the problems.
16. Read the final sentence. Why does she do this?

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1. WHO is it aimed at? (audience)
People who are interested in travel and adventure; people who have organised their own expeditions.
2. WHY has it been written? (purpose)
To keep a personal record of her journey; to share her experiences; to make money!
3. WHAT is the main message/idea in the text? (content)
The struggle to fit into a foreign culture; the dangers of travelling alone.
4. HOW is that message put across? (content)
Through the sharing of personal and painful experience; emotively.
5. Which word in paragraph 1 suggests that the writer feels vulnerable?
undefended
6. Find a simile in paragraph 1 and explain why it is effective.
'Like a beetle walking into a dawn patrol of ants'. This gives the feeling of ambush and surprise; it emphasizes the feeling of being surrounded and swarmed over; it evokes the surrounds of the country she is writing about.
7. From paragraph 1 quote a phrase that suggests the writer feels trapped by the noise of the children.
'a throbbing wall of sound'. This gives a feeling of an impenetrable barrier impeding her progress.
8. In the final sentence of paragraph 2 which word emphasises her relief?
'luckily'. Indicating that she is very glad and grateful to see her companions.
9. In paragraph 4 how does the writer suggest that she is being played with?
She compares herself to 'a new toy...to mess with'.
10. In paragraph 5 she defuses the situation by growling and scattering the children like impala. Why is this effective?
Impala are native to Africa, evokes a sense of place; they are hunted by lions – she is imitating a lion; the children scattered in all directions – a herd of impala would do this if chased.
11. In paragraph 6 look at the sentence beginning 'I couldn't run....'. Which phrase is repeated? What effect does this have?
'I couldn't' is repeated; effective because it builds up feelings of helplessness and captivity; describes a series of basic danger-avoiding techniques she cannot do – frustration and fear; makes us aware of the barriers she faced.
12. Can you comment on how this sentence is put together? How does the punctuation work?
Seems like an endless list of things she cannot do; the use of semi-colons instead of full stops creates the feeling of problems piling up one after another.
13. In the whole text find two phrases/sentences that help us understand that young people display similar behaviour even when from another culture.
Paragraph 5 – 'as kids do' and paragraph 6 – 'Teenage girls are the same the world over.'
14. Make a list of the things that the villagers do to her.
Close in around her; shout and question her; grab her possessions; watch her; imitate her; throw stones; hold her hand; laugh at her.
15. Make a list of the things she does to stop the problems.
Smile at them; pick one our and stare at them; grown and make claws; make them laugh.
16. Read the final sentence. Why does she do this?
A defence mechanism; if she faced the reality of the terrible things that were happening to her, she would have to give up.