

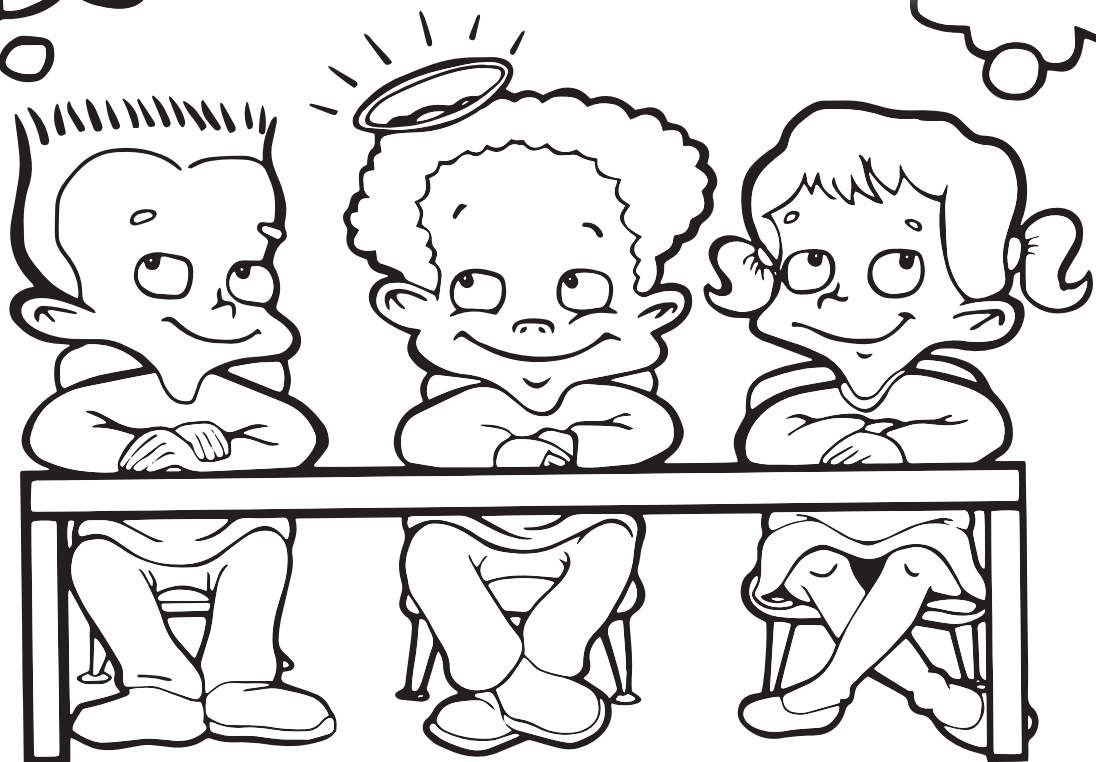
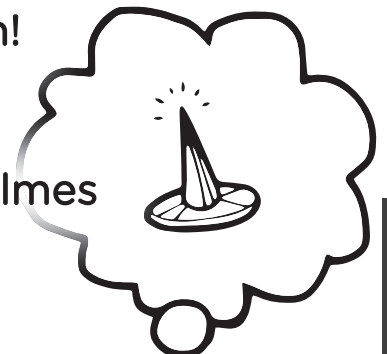
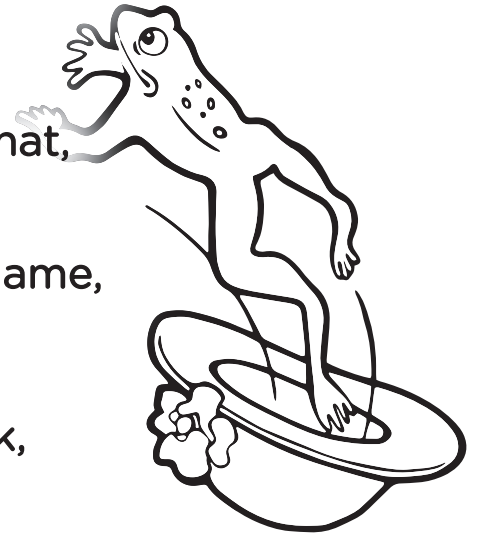
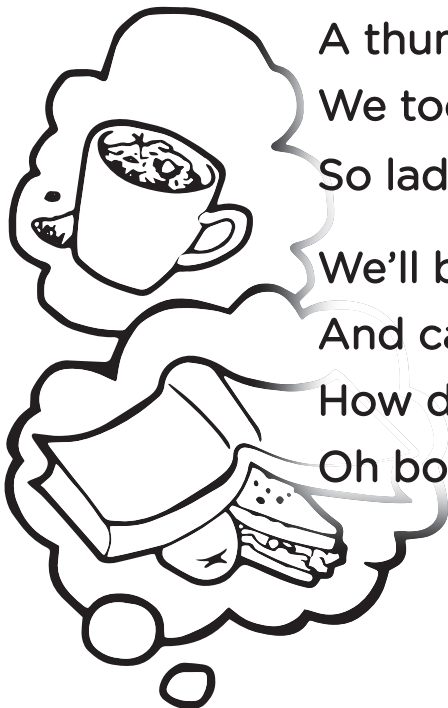
Revenge!

We'll fill her cup with rocks and dirt,
We'll hide her boring lunch.
We'll throw her pens into the bin,
We'll be a nasty bunch.

We'll place a frog inside her hat,
A thumbtack on her chair.
We too can play at this old game,
So lady, just beware.

We'll be untidy with our work,
And call out every day.
How dare our teacher keep us in!
Oh boy, we'll make her pay!

©Lee-Ann Holmes



Say the poem *Revenge!* as a class.

1. Did you like the poem?

 Yes

 No

2. Did you think it was funny?

 Yes

 No

3. Why were the students so cranky? _____

4. Has a teacher ever kept you in?

 Yes

 No

5. What were the students going to do with the teacher's pens?

6. What did they want to put in her cup?

7. Which was mentioned first in the poem—the pens or the cup?

8. Should the students do any of these things? _____

Why/Why not? _____

9. What word rhymes with **lunch** in the poem? _____

10. What word rhymes with **pay** in the poem? _____

11. Draw what you think the teacher from the poem would look like.

On the roof

My ball's gone on the roof,
So I went and got the ladder.
I'm not really allowed to,
But hey! What's it madda?

Wow! I see for m-i-l-e-s.
Right over to the school!
I should come up more often.
This view is really cool!

There's my ball! I see it!
I'll have to get up there.
Oh! There's my rubber snake,
And my little brother's bear.

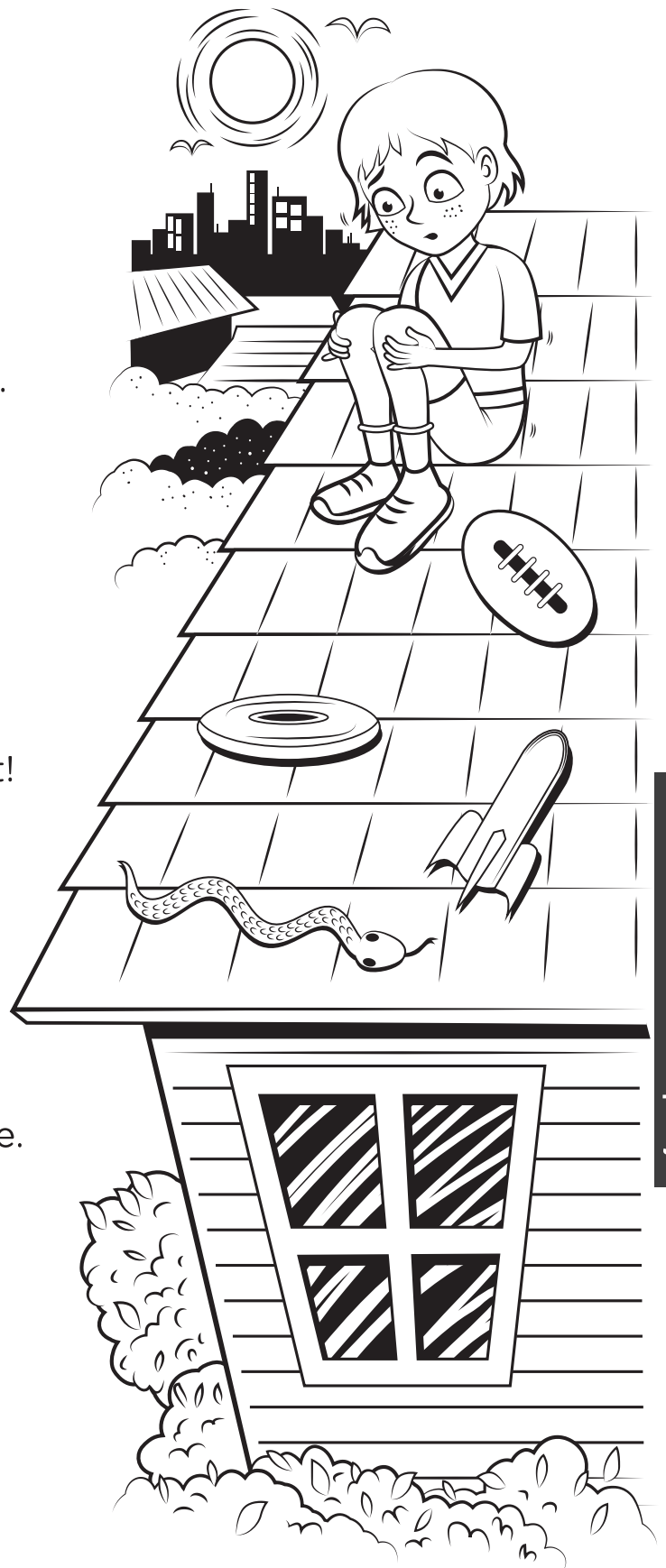
And hey! My pump-up rocket!
I forgot that was up here.
Boy, I haven't seen this thing
For, cripes, about a year.

A frisbee? But mine's blue.
This must belong to Jack.
He's our neighbour over there.
I'll just throw it back.

I can see just one more thing
That shouldn't be up here.
Yes, that thing is me, and ...
I can't get down. Oh dear!

DAA-AAD!

©Lee-Ann Holmes



On the roof has some extra poetic devices other poems may not usually have. Can you identify these from the poem?

1. Neologism is the term given when an author makes up a word. What is the neologism in this poem? _____
2. This poem provides several opportunities for variation in tone or voice expression. Find three examples.

3. (a) Colloquial language is casual, everyday language. Give two examples used in the poem.

- (b) Now write two examples of terms you would use with your own friends; e.g. sup (what's up), bro (brother)

4. Imagery is when the author paints a picture in your mind. *On the roof* accomplished this with the use of nouns and noun groups.

Write five things that were found on the roof.

5. Punctuation was an important poetic device used in this poem. Punctuation gives the reader clues on how to read the poem correctly and with expression.

Make a list of the punctuation used by the author in *On the roof*.

Seasons Down Under

There once were those who walked the land and understood its wealth,
They hunted in their territory with knowledge, skills and stealth.
They knew what time of year the magpie goose eggs would be 'round,
And knew just how to get them without making any sound.

In January they knew water apples were in fruit,
And where to find the cheeky yams with edible tuberous root.
The 'knock-em down storms' came in March, a spectacle to see,
And wild rice was ready which they gobbled down with glee.

In May the dry grass burning process was about to start,
This was controlled quite safely and so many men took part.
In May and June grevillea were heavy with their nectar,
They knew all this because these people were this land's protector.

In September, mussels were an easy meal to snatch,
Putting Leichardt pine in billabongs stunned fish for easy catch.
Also in September long-necked turtles were a treat,
And magpie geese were in abundance—very nice to eat.

November, plums were plentiful in yellow, green and black,
And in the water, file snakes were quite a tasty snack.
Our Mother Earth and seasons offer much to understand,
But knowledge and respect are things we should have for our land.

©Lee-Ann Holmes



Answer the following questions after reading *Seasons Down Under* on page 53.

Straight from the text.

1. What was gathered without making any sound? _____
2. When were water apples in fruit? _____
3. What was thrown into the billabong to stun fish? _____

Take a better look.

4. How many types of fruit were mentioned in the poem? _____

5. What type of geographical location do you think this community hunted in? How do you know? _____

What does the author mean?

6. Who does the author infer would have knowledge about Mother Earth and seasons? _____
7. What does the author mean by the following words from the text?
 - (a) stealth: _____
 - (b) spectacle: _____
 - (c) nectar: _____
 - (d) abundance: _____

What do you think?

8. Do you believe Aboriginal and Torres Strait Islander people had a good understanding and love of the land? Yes No Why? _____

9. Do you think it would be interesting to live off the land for a period of time? Yes No Why/why not? _____

10. What would you prefer to eat from all the foods mentioned in the poem?
