Upper secondary

Week 2

The Write Tribe

PAPER 2 TECHNIQUES SECTION B

The Write Tribe

LIVEWORKSHEETS

Section B (20 marks)

The text describes the situation a family of prisoners face daily in their confined lives behind bars in an unknown country and is narrated by a female family member. Read it carefully and answer Questions 5 - 13.

1 In my effort to make up for the childhood my son would never have, we spoiled five year old Faruqi. Among all the children in the family, he received the most hugs and cuddles and attention. From pieces of wood and cardboard, his older sisters made him toys and told him fantastic tales, all lies. In our attempt to protect him, we molly coddled him so much that, when he was released from that prison after 15 years, he was unable to cope for himself. This was not what we intended but did we have a choice?

2 In prison, my family felt protected by an invisible power. Whenever any one of us fell sick, we would recover, eventually and unfailingly. No matter how bad the affliction, to the extent death was staring us in the face, we would recover. I was on deathbed myself when I suffered from yellow fever. Despite the lack of medicines in the prison. I managed to overcome it but not without falling into coma as a result of excruciating pain and turning bald.

3 Since, we vanished from the face of the earth and from the lives of our friends and other relatives, we had been cut off. Our lives were in a coma. No communication was allowed between us and the outside world. Anyone who tried to do so would suffer death. This alienation was very hard to bear.

4 Fortunately, a relative battled hard to make contact with us and send us books and other things to enable us to lead easier lives in imprisonment. He wrote to every authority he knew of and knocked doors till his knuckles were black and blue. Finally, a minister who remembered our recently executed father showed some humaneness and allowed our cousin's request to send us books and other articles.

5 The children were thrilled when the big box arrived. It was like they were receiving gifts on a festive occasion. I felt greatly heartened. The box of gifts showed us that we had not been forgotten by the outside; that we mattered enough for them to bother to send us the box of books.

6 The minister however, was sacked from his position soon after by the President. Yet, even from his deathbed, he begged the President to release us. He pleaded hard giving evidence of our innocence. It was like trying to get blood from a stone. He passed away without the President, who remained like an indifferent statue, reacting to his pleas. In the box of books, I had received a letter from my cousin. In it, he told me that some guards there would be delivering mail to us from our friends and relatives from then on without the warden knowing.

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7 However, hearing from the outside world wasn't as I had expected it to be. People outside had absolutely no idea of the plight of prisoners in the centre. There had come to being a huge gulf that separated the two worlds, a gulf almost impossible to surmount by either party. I ceased all writing when I saw that the letters were doing us more harm than good. I had once waited with such eagerness for the letters but seeing the selfish and tactless manners of the letter writers, describing their routine lives, birthday parties, their travels and other happy events - all things we prisoners were denied, I decided it was best to stop dreaming and cut off this link. *35*

1. Explain how the language used in paragraph 1 makes Faruqi's upbringing appear like a sheltered one.

   Support your ideas with three details from paragraph 1 (3)

2. In paragraph 2 (line 9), 'No matter how bad the affliction, to the extent that death was staring us in the face, we would recover.'

   Identify the word or phrase in the given sentence which suggests

(i) an illness - (1)

(ii) to be very close to dying - (1)

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3. (i) In paragraph 3 (line 15), 'Our lives were in a coma.' Why does the narrator use the word 'coma'? (1)

3. (ii) In paragraph 3 (line 17) what 'alienation' was the narrator referring to in the sentence 'This alienation was very hard to bear'? (1)

4. From paragraph 5, (line 23), the narrator writes, 'The children were thrilled when the big box arrived. It was like they were receiving gifts on a festive occasion. I felt greatly heartened.
How were the narrator's feelings about the box different from that of those of the children's? (1)

5. In paragraph 7, (line 35), 'There had come to being a huge gulf that separated the two worlds, a gulf almost impossible to surmount by either party.'
What is unusual and effective about the phrase ' almost impossible'? (2)

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6. In paragraph 6, the narrator uses similes 'like trying to get blood from a stone' (line 29) and 'like an indifferent statue' (line 30). (2)
What do these similes suggest about the narrator's view of the president?

Similes	Narrator's view of the president

7. In paragraph 4, (line 19) ' He wrote to every authority he knew of and knocked doors till his knuckles were black and blue'. (1)

The relative was persistent in trying to get help from the narrator and his family. Give evidence from the sentence to support your answer.

8. In paragraph 7 (line 35), the narrator writes, 'There had come to being a huge gulf that separated the two worlds, a gulf almost impossible to surmount by either party.'
(i) How did the gulf come about between the two worlds? Explain your answer using your own words. (1)

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(ii) Why do you think the narrator felt that the letters were doing them ' more harm than good'? (1)

9. The structure of the text reflects the main feelings of the narrator and of the people who know the narrator as they react to the imprisonment. Complete the flow chart by choosing one word from the box to summarize the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

(5)

Character's feelings (narrator's and other's)

important	dignified	persistent	disheartened
enlightened	disillusioned	alienated	

Flow Chart

Paragraph 3 (narrator's family)	**(i)**
Paragraph 4 (narrator's relative)	(ii)
Paragraph 5 (narrator)	(iii)
Paragraph 6 (minister)	(iv)
Paragraph 7 (narrator)	(v)

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