



Upper secondary
Week 7

The Write Tribe

PAPER 2 TECHNIQUES

SECTION B



Section B

[20 Marks]

Text 2

The text narrates the experiences of a man on his way to a job interview. Read it carefully and answer Questions 5 – 13.

- 1 It was the afternoon hour. The area and its occupants were heavily sedated. The trees tossed and turned every now and then as though inconvenienced by the wind. In the middle of the road, a black cow and its bull friend had curled up for a siesta, oblivious to the occasional traffic. A few schoolchildren were dawdling along the road, with one or two peering into a small stream that ran beside the road. 5
- 2 I had returned to my seat at the bus stop. Ravi had not arrived yet. The afternoon sun was blinding. My eyes had begun to droop as my brain reached its lowest level of activity. It was a struggle to wrench myself from napping for the bus could appear at any time. I had an important interview to attend. A clerical position had opened in the town's only mill and I had just graduated with a degree in Commerce. It was a lowly 10 position for a graduate but, like a beggar, I could not choose. There were not enough jobs for graduates around. Half a loaf is better than none, I thought. It wasn't half, my mother had protested. Less than half, she corrected. Nevertheless, I chose to go as the alternative was appalling to me – working in a cornfield with a domineering father under the sun, every day. 15
- 3 In the distance, I heard a dull roar. It had to be the bus. Then almost simultaneously, a shrill whistling sound cut through the air, slicing my eardrums. I was alerted from my doze and there was Ravi, with the coveted letter of recommendation in hand. I had little time to talk to him, so I just thanked him and jumped onto the bus which had arrived just then. 20
- 4 Inside the bus was a potpourri of elements all combined to provide an experience to be forgotten. The bus was overloaded with men and beasts. Goats and roosters shared standing and seating space with man. Village women with creased faces and red betel juice stained mouths glared angrily at one another and, at me. I stood holding tight to a moveable handle that slid upon a long railing attached to the ceiling 25 of the bus. My feet were tread upon many times but instead of apologies, I received more sharp glares that were enough to bore holes through me. For added measure, the culprits would declare in loud whispers how impudent some youngsters could be in that day and age.
- 5 Just as I was about to reach my destination, there was a loud scuffle. Some people 30 had gotten into an argument and loud swearings filled the enclosed, stifling air. It got so loud and violent that soon even the animals got involved. A goat, that had been defecating all along, started to bleat mournfully. Roosters began pecking at one another and one flew into the air and slashed my arm with its spurs. I groaned in pain but in the rattling machine, no one bothered. 35
- 6 The fight on board was still ongoing when I hopped off. I was relieved to reach my destination without any delay. Hurriedly, I scuttled off to the address in my mind. Reaching a small, ugly building, I rapped hard on the door.

Inside there was a vague movement of response. I called out. No response. I rapped upon the wooden door once again. Then a loud screechy voice, almost like 40 fingernails scratching upon a blackboard, called out, 'Head Clerk! Head Clerk! Are you deaf? Get the door!' I was taken aback. Offended and physically riled by the tone, I stood silent waiting to see if I had made a mistake for showing up.

5. Explain how the language used in paragraph 1 makes the atmosphere surrounding the narrator seem sleepy.

Support your ideas with three details from paragraph 1.

[3]

6. At the end of paragraph 1, (line 4), 'A few schoolchildren were dawdling along the road, with one or two peering into a small stream that ran beside the road.'

Identify the word or phrase in the given sentence which suggests

(i) moving slowly and idly in a particular direction [1]

(ii) looking searchingly [1]

7. In paragraph 3 (line 16), 'Then almost simultaneously, a shrill whistling sound cut through the air, slicing my eardrums.'

(i) What two actions of the sound make it seem like a weapon? [1]

(ii) Why does the narrator describe the sound in this way? [1]

8. In paragraph 2, (line 12), 'It wasn't half, my mother had protested.'

(i) What does 'it' refer to? [1]

(ii) Why did the narrator's mother protest? [1]

9. In paragraph 4, line 28, what is unusual and effective about the phrase 'loud whispers'? [2]

10. The writer uses similes 'like a beggar, I could not choose' (line 11) and 'like fingernails scratching upon a blackboard' (line 40).
What do these similes suggest about what the narrator was experiencing? [2]

Similes	What they suggest about the narrator's experience
like a beggar, I could not choose	
like fingernails scratching upon a blackboard	

11. (i) From paragraph 4, how can you tell that the narrator was not having a good time with the other occupants on the bus? [1]

- (ii) From paragraph 5, explain how the animals were acting just like similar the people on board. [1]

12. In paragraph 6, (line 42), 'Offended and physically riled by the tone, I stood silent waiting to see if I had made a mistake for showing up.'

Give evidence from the sentence to support the following:

- (i) The narrator felt affronted by the crass stance he was experiencing. [1]

(ii) The narrator was in two minds about the job then.

[1]

13. The structure of the text reflects the main feelings of the narrator experienced throughout that day. Complete the flow chart by choosing one word from the box to summarise the main feeling described in each part of the text. There are some extra words in the box you do not need to use.

[4]

Narrator's feelings

agony	dumbfounded	drowsy	hesitant
	flustered	terrified	alert

Flow Chart

Paragraph 2	: (i)	
↓		
Paragraph 3	: (ii)	
↓		
Paragraph 4	: (iii)	
↓		
Paragraph 5	: (iv)	