



**Advanced skills**

**Set 2**

**GLM**

**The Write Tribe**

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# **PAPER 2 TECHNIQUES**

**SECTION B**



Section B

Text 2

*The text below describes a day in the life of a mentally disturbed individual living in a home. Read it carefully and answer Questions 5 – 13.*

- 1 The house was deserted and so quiet I could only hear the ticking of a clock on a wall. I walked into the guestroom where I was supposed to stay and found myself in the wildest room which I have ever viewed. My blankets were strewn all over the old damaged couch where I slept, behind this lay, in a mess, shirts, jeans, bags and jackets. And the walls were covered with angry crayon drawings and torn posters. What storm had hit here? 5
- 2 The family seemed to have been swallowed up in the bowels of the earth. I called out for Mrs Boffins, not expecting any reply. My heart was pounding so hard in the gloom and I began to imagine I heard voices. Then, the storm which had been howling like a banshee out at an unearthly hour, sent a terrific gust of wind indoors, slamming shut a door with such force, that my heart leapt to my mouth. Like a leaf in the storm outside, I trembled and shook uncontrollably. 10
- 3 With a lamp in hand, I summoned all courage to climb the wooden stairs. Each step evinced such sharp protesting creaks that I almost felt I should stop hurting them so much. Then I heard the voices again. Against my will, I continued. 15
- 4 But before I could reach the top, I froze; stunned; for right at the top stood a figure so ethereal that I knew it was a ghost. I gasped in fear and dropped the lamp which fell with a resounding crash upon the floor below. It was enough to wake the dead. 20
- 5 The figure stood tall and had on a long white withered garment that seemed to float about it. Its unkempt wavy hair, all grey and white, trailed all over its skeletal face yet its eyes, visible as two black gaping holes, stared daggers at me that I could almost feel them piercing through my heart. I tried to scream but a cold sensation had curled its fingers around my throat so tightly that not a sound could I produce. 25

6 I fell back a few steps and stared at the figure. Then it dawned upon me. Now far from being fearful, I was filled with disgust and indignation. My voice came back and I growled at the figure, 'Why are you here now?' The fear that left now left in its place a fury that was very great—for it was one accumulated over a lifetime. 'Now leave them alone as you had neglected them so callously while you were alive! I hope you get your just desserts for abandoning them! You contemptible being!' I cried in a hoarse voice. A slight whimper came from the figure, now looking quite contrite. 30

7 I felt like tearing up seeing it, then, almost pitiful and sincere yet as it continued to linger and stare, I, loathing its audacity, looked about for an object to dash upon its body and seeing an old brass candlestick by the staircase, I promptly grabbed it and was about to dash it at the evil apparition when I blacked out. 35

8 When I regained consciousness, I found myself in my room and it was perfectly neat. I sat up, panting hard and as though the candlestick had still been in hand, I swung my arm at the empty air. I could hear the howling winds outside and the laughter of children in the other room. I dashed outside to meet Mrs Boffins at my door. She had tea ready for me on a tray and a smile on her face. 'That's right, Mr Brown, it's tea time.' I mumbled something in reply and looked about uneasily. I avoided eye contact with Mrs Boffins and I began to tear at my hair and make weird facial gestures as I allowed myself to be led back into my room – Room Number 109. 40

45

50

**Section B [20 marks]**

5 Explain how the language used makes the questroom a terrible sight.

Support your ideas with three details from paragraph 1.

[3]

[31]

6 In paragraph 2 'Then, the storm which had been howling like a banshee out at an unearthly hour, sent a terrific gust of wind indoors, slamming shut a door with such force, that my heart leapt to my mouth.'

Identify the words or phrases in the given sentence which suggest

(i) an inappropriate time ..... [1]  
(ii) a long and loud cry uttered in distress ..... [1]

7 In paragraph 3 'Each step evinced such sharp protesting creaks that I almost felt I should stop hurting them so much' (lines 16 – 17).

(i) What are the steps being compared to?

..... [1]

[11]

(ii) Why does the narrator use the word 'protesting'?

[1]

[11]

8 In paragraph 2 the writer uses similes 'like a banshee out at an unearthly hour' (line 11) and 'Like a leaf in the storm' (line 13).

What do the similes suggest about the two subjects they refer to?

Similes	What they suggest about the subjects referred to
'like a banshee out at an unearthly hour'	
'Like a leaf in the storm'	

[2]

9 Identify the personification in paragraph 5.

..... [1]

10 In paragraph 6 the writer writes 'Now far from being fearful, I was filled with disgust and indignation' (line 30).

(i) What was happening to the writer?

..... [1]

(ii) Why was the narrator indignant and why was his fury so great? Support your answer with evidence from the passage.

..... [1]

11 In paragraph 6, how did the apparition react to the writer's outburst? Give evidence from the passage to support your answer.

.....  
.....  
..... [2]

12 In paragraph 8 'I avoided eye contact with Mrs Boffins and I began to tear at my hair and make weird facial gestures as I allowed myself to be led back into my room – Room Number 109' (lines 48 – 51).

Give evidence from the sentence to support the following:

(i) Mr Brown was in all likelihood a mentally disturbed man.

..... [1]

(ii) Mrs Boffins was a caregiver in an establishment.

..... [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.

**Narrator's feelings**

frustration	confusion	determination	malice
desperation	doubt	terror	

**Flow chart**

Paragraph 3 : (i) .....



Paragraph 4 : (ii) .....



Paragraph 5 : (iii) .....



Paragraph 6 : (iv) .....

[4]