



16 rose fae the dead like, see what I mean? <sup>x4</sup> <sup>x1</sup>

The working man is very class-conscious. He has identified the narrator as of a different background and assumed a specific dynamic.

17 You're an educatit man, you can tell me -

18 - Aye, well. There ye are. It's been seen

19 time and again, the working man

For the working man, his class background is a source of shame, or at least a sense of inferiority.

20 has nae education, he jist canny - jist

21 hasny got it, know what I mean, <sup>x2</sup>

22 he's jist bliddy ignorant - Christ aye,

repetition: reinforces the working man's sense of certainty in his argument and conclusion.

23 bliddy ignorant. Well - 'The bus brakes violently,

24 he lunges for the stair, swings down - off,

25 into the sun for his Easter eggs,

26 on very

nearly

steady

the layout of the last line is broken up. This gives the reader

a visual sense of the stair - of the man's exit - and

legs.

Note: The narrator speaks very little - most of the poem is the working man's monologue. The verbs the narrator uses - 'lunges', 'flops', 'brakes', 'swings' are all active and add to the <sup>it</sup> <sub>real</sub> reality.