



**PAPER 1 : READING
SECTION: A**

**COMPREHENSION &
USE OF LANGUAGE**

Syllabus Breakdown (2024-2026)

Paper 1: Reading (2 Hours, 50 Marks)

This paper focuses primarily on **Reading (80%)**, with **Writing (20%)** integrated into summary tasks. It consists of two sections:

Section A: Comprehension and Use of Language (25 Marks)

- **Text A:** A **900-word narrative** from 21st-century literature.
- **Question 1 (16 Marks):** Short-answer questions assessing your understanding of both **explicit** and **implicit** meanings.
- **Question 2 (9 Marks):** Language analysis questions that explore the **writer's techniques** and their effects on the reader.

Section B: Summary and Short Response (25 Marks)

- **Text B:** A **600-word** passage.
- **Question 3a: Summary (20 Marks):** Write a **150-word summary** demonstrating your ability to extract key points, organize ideas, and use precise vocabulary.
- **Question 3b: Short Response (5 Marks):** Answer a question assessing your understanding of **implicit meanings and attitudes** within the text.

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implicit :feeling

Imaginary / Fictional

Example Scenarios. (For each hypothetical scenario, write down what you would think or feel:)

"My knees wobbled as I stepped forward. The microphone loomed too large. I tried to speak, but my voice cracked. A few giggles rose from the crowd and I felt the heat rise in my cheeks."

Feeling shown: Nervous / Anxious / Worried

Ashamed or Embarrassed

Teenager (School)

Mistake Break the rules -> Punishment

I stepped into the headmaster's office and found the chair empty. A faint breath escaped me. I sat, eyes flicking to the wall clock. The door creaked after a long pause. He entered, placed his hat silently on the rack, and stared. Not a word. Not a gesture. Just the weight of his eyes pressing like a hand on my chest. I wished then that he would shout.

- How does the writer feel initially?

Relieved / happy

- Suggest how the headmaster is feeling?

: Disappointed

at the start

if the writer asks you for the 'initial' feeling: The feeling will change later on.

The whistle blew, but I didn't move. My teammates surged ahead, the roar of the crowd muffled by the pounding in my ears. I tied my laces again—tight, tighter—as if delay could undo what I'd done. Coach's clipboard hung by his side; he didn't speak when I jogged past. He didn't need to. The final whistle spoke for him.

- What is the writer thinking?

- Suggest how the writer believes the coach is feeling.

SITUATIONS TO FEELING MATCH: EXERCISE

Group 1: Generic Examples:

- "My hands trembled and I could barely catch my breath."
- "I kept glancing over my shoulder, certain something was lurking behind me."

Clues:

- Physical reactions (trembling, sweaty palms, racing heart)

Feeling: Nervous / Anxious

Group 2: Generic Example:

- "I froze in place, unable to believe my eyes."

Clues:

- Exclamations or questions ("What?!" "How is this possible?")

Feeling: _____

Group 3: Generic Examples:

- "I was unsure I could go through with it."
- "I hesitated at the edge, afraid my legs would give way."

Clues:

- Admissions of inexperience ("never," "not sure")

Feeling: Self-conscious

Group 4: Generic Examples:

- "I sank to my knees, convinced I'd never get out."
- "It felt as if the world had forgotten me entirely."

Clues:

- Absolute language (“never,” “no way out”)
- Metaphors of entrapment (“trapped,” “caged,” “buried alive”)

Feeling: _____

■ **Group 5: Generic Examples:**

- “Nothing was going to stop me—I had to reach the summit tonight.”
- “I marched straight to the front, unwilling to wait a second longer.”

Clues:

- Strong statements of intent
- No sign of fear or hesitation

Feeling: Determined

■ **Group 6: Generic Example.**

- “My thoughts scattered like leaves in a gale.”

Clues:

- Metaphors of muddle (“scattered,” “jumbled”)

Feeling: Confused

I had no idea
what way
going on.

■ **Group 7: Generic Example:**

- ““This is amazing!” I shouted into the wind.”

Clues:

- Exclamation marks
- Forward-looking words like “eager,” “can’t wait”

Feeling: Excited

Group 8: Generic Examples:

- “My cheeks burned as all eyes turned to me.”
- “I wished the ground would swallow me.”

Clues:

- Physical signs (blushing)
- Apologetic tone (“excuse me”)

Feeling: _____

Group 9: Generic Examples:

- “I laughed off the warning and strode right in.”
- “I flung myself into the crowd without a second thought.”

Clues:

- Dismissal of danger
- Confident assertions

Feeling: Careless

Group 10: Generic Examples:

- “I couldn’t help whispering ‘thank you’ under my breath.”
- “At last I felt safe and protected.”

Clues:

- Contrast with earlier danger
- Imagery of: (“warmth,” “shelter”)

Feeling: _____

Stride: walk with
or purpose
Determined

fling : throw

95:1

MOST REPEATED FEELINGS

Question: Write down the synonyms for the commonly repeated feelings below:

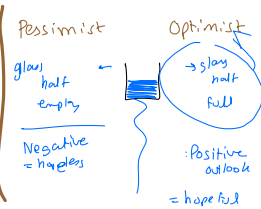
Basic :

Intense : (Higher order)

• Happy:	Joyful / Glad	Ecstatic
• Sad:	Unhappy / Sorrowful	Devastated / Melancholic
• Angry:	Furious	Enraged
• Scared:	Afraid	Petrified
• Anxious:	Worried / Tense	Nervous
• Determined:	Motivated / Confident	
• Self-conscious:	Self doubt / Insecure	
• Excited:	Overjoyed	Thrilled
• Confused:	Puzzled	Perplexed
• Surprised:	Shocked	Astonished
• Relieved:	Satisfied	Content
• Hopeless:	In despair	Pessimist
• Carefree:	Careless / Reckless	

• Embarrassed = Ashamed

• Hopeful = Optimistic



Positive surprise
Amazed
 (Positive surprise)

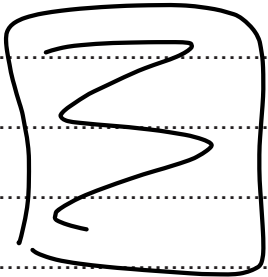
(Paper 1: Reading) = 50 Marks

Section A:- ^{Question 1.} Comprehension [16 Marks]
↳ Understanding



Questions like:- 'What is the writer's job?'

Use Of language [9 Marks]

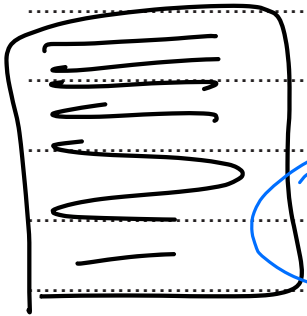


What does the sentence, "He was feeling blue" mean?

= Vocabulary

(Paper 1: Reading) = 50 Marks

Section A:- ^{Question 1.} Comprehension [16 Marks]
↳ Understanding



Questions like:- 'What is the writer's job?'

Use Of ^{2.} language [9 Marks]



What does the sentence, "He was feeling blue" mean?

= Vocabulary

The writer



Text A: 900-word

Excerpt: A small part of a story.

Passage 2

Albert the lion

- 1 I had recently achieved my dream of getting a job in a zoo, but was shocked to be told that I had to start by looking after the lion. I was determined to show no outward sign of uneasiness when I was given this assignment, but I did feel my boss might have let me start on less dangerous animals. However, I plucked up my courage and displayed an indifference that I did not truly feel and set off through the zoo in search of my work area. = line numbers
- 2 On arrival there, I met my colleague, Joe, who took me along the narrow path which led to the lion's enclosure, which was spread over three acres and was surrounded by a tall barred fence. Moving alongside the fence, Joe and I came to an area of long, lush grass bordering a pool, where the lion, Albert, lay picturesquely under a tree. Joe rattled a stick along the fence. Albert merely gave us a withering look. He did not look fierce and wild to me but Joe must have read my thoughts because he fixed me with an intense stare. 'Now you listen to me, young man,' he said. 'He may look tame, but he's not. Understand?' He surveyed me to see if I had absorbed this lesson. 5
- 3 My first few days were fully occupied with memorising the daily chores of feeding and cleaning, but this work was fairly basic and, once I had mastered it, I had more time for trying to learn something about lions. Joe was amused that I carried an enormous notebook in my pocket and that I would – at the slightest provocation – write down something I had noticed about Albert's behaviour. There is probably no other animal in folklore that has been endowed with as many imaginary virtues as the lion has; I discovered this when I decided to read all I could and see how it matched my own observations. Ever since someone, in a moment of un-zoological enthusiasm, called it the King of Beasts, writers have vied with each other to produce evidence of the lion's right to this title, although, notably, no scientist has ever done so. Some writers have praised the lion for its kindness, wisdom and courage. I soon realised these virtues certainly did not fit Albert; he did not have an ounce of pity in his character. On that very first morning, I was walking past his enclosure. Albert had concealed himself in a thick bed of grass; suddenly and mercilessly he jumped out against the bars with a hair-raising roar at me. He did this again on the second day, after which he squatted on his haunches and fixed me with eyes full of ferocious amusement at my panic. 10
- 4 Once a week we had to move Albert so that we could enter the enclosure and clean it. Built into the side of the enclosure was a large, iron-barred cage accessed by two sliding doors, one into the enclosure and one to the outside world. Looking radiantly innocent, we would place a huge piece of meat inside the cage, where Albert could both see and smell it. Then, closing the outer door, we would raise the inner door to the enclosure so that Albert could get to the meat, while we stood chatting outside as if there was nothing further from our minds than trapping a lion. In defence of Albert's intelligence, he was not fooled by any of this for one minute, but it had become a sort of ritual which had to be respected or the whole procedure would become disorganised. 15
- 5 While Albert studied the meat from a distance, we would speak in childish voices to him, saying: 'Would you like some meat, Albert?' We would repeat this endlessly, and the whole performance was made doubly ridiculous by the fact that Albert understood none of it. The theory was that Albert would obligingly go into the cage to eat the meat; while he feasted we cleaned the enclosure in safety. If Albert wasn't taken in by any of our tricks after ten minutes, we tried another ruse: we would saunter off down the path. But occasionally Albert would make a sudden dash into the cage, grab his trophy, and escape with it before we had time to slam the door on him. When that happened we just had to wait till the next day when Albert would be hungry again. 20

Completed

implicit

Albert, the lion:-

Jaweria Amer

Q:- In paragraph 2 how does the writer feel about Albert. Give two details from the text to support your answer? [3]

Feeling: Confident / hopeful

Explain: Albert did not seem scary to the writer which is shown by,

"He merely gave us a withering look" and

"He did not look fierce and wild to me."

3

Nervous

Embarrassed

- They weren't talking
- I sweat profusely

- People were laughing at us

COMPREHENSION

Question 1- The first question in Reading For Meaning is called "Comprehension". It checks your understanding and retention skills after reading a certain text. (16 Marks)

THE DIFFERENT PARTS OF THE QUESTION:

(A) SYNONYMS QUESTION

Any two words with the same meaning

The Wordings of the Question:

Happy / Joyful

Q: - Using your own words, explain what the text means by...

How To Answer?

mean / meaning

- (i) You will be given one sentence (or two words) from the text.
- (ii) If it is a sentence, identify the two most difficult words in it.
- (iii) For each of those words, think of synonyms or short phrases that have the same meaning.
- (iv) Write the synonyms down in full sentence form to show your understanding.

2 Marks:

1 mark for each synonym

2 Marks!

Note :-

When choosing your own words, remember that not all synonyms have exactly the same meaning. Be sure that your choice of words accurately reflects what that writer says or means.

For Example:

(a) Using your own words, explain what the text means by "slightest provocation".

The text means the smallest ^①intigation ^{OR} ^②the most little action dare to cause a reaction. [2]

(b) What does the writer mean by the phrase "eyes full of ferocious amusement".

..... [2]

Methods to solve the synonym question:-

Method 1:-

Break it down:-

ie. Slightest

Slight

:- Where have I heard this before?

'There has been a Slight change.'

Small = smallest

little = most little

less important = least important

Provocation

= something that's done to cause a reaction/act.

Provoke

To cause a reaction

: To instigate

Explicit

v/s

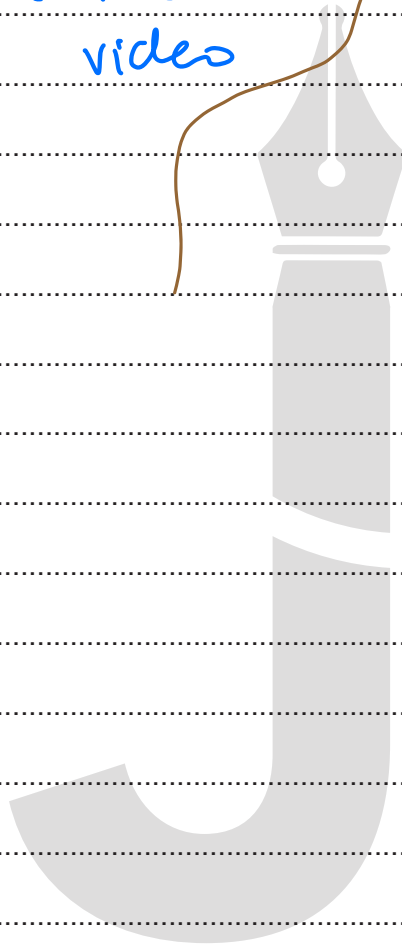
Implicit

clear
[straightforward.]
direct
right-in front of you

= Hidden
- Only hinted at

Warning: 18+

Explicit Content
videos



'implied' :- only hinted at

Explicit v/s Implicit:

Explicit: A question that is clear and the answer is given directly in the passage.

Implicit: A question that is indirect and requires you to figure out the answer using clues from the passage. = Beneath the surface

(B) EXPLICIT QUESTIONS: →

Keywords Of the Question:

a) What ☆ = _____

- b) Find
- c) Identify
- d) Give

Search

Note:-

An explicit question might say, using your own words, "give two reasons why..."

(Albert the lion)

How To Answer?

- (i) Go to the point in the text around which your question is centered.
- (ii) Look for the answer at surface-level, do not dig too deep.
- (iii) Once you've found the answer, write it as it as/copy (Unless said otherwise)

For Example:

lift from the text.

c) Give one reason why the writer soon has more time to try to (learn something about) (line 16) lions?

The writer mastered his daily chores and [1]

d) The lion is called 'King of Beasts' (line 21). Identify why the name is 'un-zoological'? = not true.

There is no scientific evidence. OR

No scientist has ever produced evidence of the title [1]

Note: ① Excess Denied: Only write as many points as the marks of the question.

② No pronouns: Name the character(s) (ie. The writer/Jaweria) in your answers.

(he, she, it, they, them)

Q:- Give two reasons why the writer was shocked by being given the responsibility of the lion? [2]



↑
Explicit
: Give
Find
Identity
What

(C) IMPLICIT QUESTIONS

Keywords Of the Question:

1. How
2. Suggest
3. Explain

Note :-

You can use wordings from the text, unless it says "explain fully", but the answer usually won't be directly given in the text.

How To Answer?

- Implicit questions usually ask about a character's:

i. feelings

① 'Feel'

ii. opinions

iii. thoughts

→ ② 'Thinking'

iv. reasons behind their actions (e.g., why you think a character did something)

(Why do you think the character resorts to self harm?) → rare

- The answers to these questions are **not given directly** in the passage.

- To answer them, you need to **put yourself in the character's shoes**—imagine how they would feel, think, or act in that particular situation.

- Your answer should reflect **how you believe you would have thought or felt** if you were in the same position as the character.

For Example:

e) How does Joe view the narrator's detailed note-taking?

Joe found it entertaining // childish.

[1]

f) Why does Albert "fix" the narrator with "eyes full of ferocious amusement"?

The lion enjoys scaring the writer.

The lion wants to establish his power.

[1]

(D) IMPLICIT + EXPLICIT:

- i. You are asked to give 1 reason/ feeling/ thought from the text. (Implicit)
- ii. Then you have to support your answer using one/ two details from the text. (Explicit)

How To Answer?

- Since the first part is an **implicit question**, the feeling or reason is not stated directly in the text. You will need to **deduce** it using clues from the passage.
- When providing details, make sure they clearly support the feeling or **reason** you have mentioned. Do not include unrelated information.
- Usually, there are **two** possible feelings or reasons that can be accepted as correct.
- Therefore, you must select the most accurate and **relevant details** to support your chosen interpretation in order to gain full marks.

(You don't make them feel at home)

welcome

you treat them nicely

For Example:

(cold)

(warm)

(e) -i- What kind of welcome did Albert give to the writer?

Cold Welcome

[1]

-ii- Give two details from the text to support your answer.

“ Suddely and mercilessly, ...
he fited me

3/2

[2]

Note :-

- Make sure you only select a feeling or thought that has **two** relevant details.
- The feeling and the details **must match**

Note :-

= i was crying

part of the text (sentence)

implicit

Albert, the lion:-

Jaweria Amer

Q:- In paragraph 2 how does the writer feel about Albert. Give two details from the text to support your answer? [3]

Feeling: Confident

Explain: :-
:-

2/2
0/3

Nervous

- They weren't talking
- I sweat profusely

Embarrassed

- People were laughing at us

The writer



Text A: 900- word

Excerpt: A small part of a story.

Passage 2

Albert the lion

1 I had recently achieved my dream of getting a job in a zoo, but was shocked to be told that I had to start by looking after the lion. I was determined to show no outward sign of uneasiness when I was given this assignment, but I did feel my boss might have let me start on less dangerous animals. However, I plucked up my courage and displayed an indifference that I did not truly feel and set off through the zoo in search of my work area. = line numbers
5

2 On arrival there, I met my colleague, Joe, who took me along the narrow path which led to the lion's enclosure, which was spread over three acres and was surrounded by a tall barred fence. Moving alongside the fence, Joe and I came to an area of long, lush grass bordering a pool, where the lion, Albert, lay picturesquely under a tree. Joe rattled a stick along the fence. Albert merely gave us a withering look. He did not look fierce and wild to me but Joe must have read my thoughts because he fixed me with an intense stare. 'Now you listen to me, young man,' he said. 'He may look tame, but he's not. Understand?' He surveyed me to see if I had absorbed this lesson. 10

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Some writers have praised the lion for its kindness, wisdom and courage. I soon realised these virtues certainly did not fit Albert; he did not have an ounce of pity in his character. On that very first morning, I was walking past his enclosure. Albert had concealed himself in a thick bed of grass; suddenly and mercilessly he jumped out against the bars with a hair-raising roar at me. He did this again on the second day, after which he squatted on his haunches and fixed me with eyes full of ferocious amusement at my panic. 25

4 Once a week we had to move Albert so that we could enter the enclosure and clean it. Built into the side of the enclosure was a large, iron-barred cage accessed by two sliding doors, one into the enclosure and one to the outside world. Looking radiantly innocent, we would place a huge piece of meat inside the cage, where Albert could both see and smell it. Then, closing the outer door, we would raise the inner door to the enclosure so that Albert could get to the meat, while we stood chatting outside as if there was nothing further from our minds than trapping a lion. In defence of Albert's intelligence, he was not fooled by any of this for one minute, but it had become a sort of ritual which had to be respected or the whole procedure would become disorganised. 30
35

5 While Albert studied the meat from a distance, we would speak in childish voices to him, saying: 'Would you like some meat, Albert?' We would repeat this endlessly, and the whole performance was made doubly ridiculous by the fact that Albert understood none of it. The theory was that Albert would obligingly go into the cage to eat the meat; while he feasted we cleaned the enclosure in safety. If Albert wasn't taken in by any of our tricks after ten minutes, we tried another ruse: we would saunter off down the path. But occasionally Albert would make a sudden dash into the cage, grab his trophy, and escape with it before we had time to slam the door on him. When that happened we just had to wait till the next day when Albert would be hungry again. 40
45

Q:1 = 16/16

(E) FEELINGS QUESTION

explicit-implicit

This will always be your last part of Question: 1 for Reading For Meaning.

You will be asked about feelings/ opinions about or of a certain character from the passage.

How To Answer?

- You will need 3 **different** feelings/ opinions.
- Do **not** repeat the same feeling that you have used in any previous parts of the question.
- Do **not** use synonyms of the same feeling (i.e. scared/ afraid)
- For each feeling /opinion you should **lift or quote** a sentence from the text directly that conveys it.

For Example:

(f) Explain using your own words the writer's different feelings and opinions about Albert while he was working with him. Give three details from anywhere in the text to support your answer.

① Firstly, the writer was astonished which is shown by, "I was shocked to be told I had to look after the lion"

② Secondly, the writer was scared // uncomfortable which is shown by, "I was determined to show no outward sign of uneasiness."

③ Thirdly, the writer was curious // interested // intrigued which is shown by, "I decided to read all that I could."

[3]

Note:- Format:

- Feeling + "Detail"
- Feeling + "Detail"
- Feeling + "Detail"

✓ ✓ ✓ = 3 marks

Note:- Three different feelings, not mentioned before.

Curious: Want to know something
↓
Intrigued.

The writer

Text A: 900- word

Excerpt: A small part of a story.

Passage 2

Albert the lion

- 1 I had recently achieved my dream of getting a job in a zoo, but was shocked to be told that I had to start by looking after the lion. I was determined to show no outward sign of uneasiness when I was given this assignment, but I did feel my boss might have let me start on less dangerous animals. However, I plucked up my courage and displayed an indifference that I did not truly feel and set off through the zoo in search of my work area. = line numbers
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COMPLETE COMPREHENSION PRACTICE

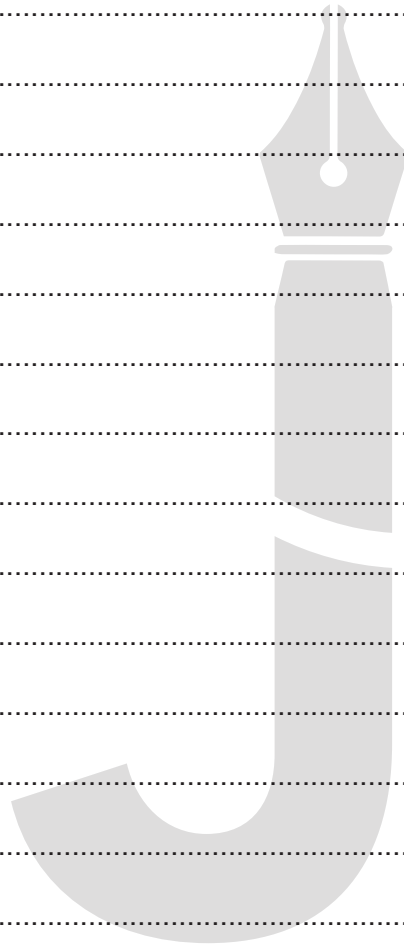
Q:- Explain, using your own words, what the text means by, "eyes full of ferocious amusement." [2]

Q:- Give two reasons why the writer was shocked by being given the responsibility of the lion? [2]

Q:- In paragraph 2, how does the writer feel about Albert. Give two details from the text to support your answer? [3]

Q:- Explain how the writer is feeling when he says: "and I displayed an indifference that I did not truly feel" [1]

Q:- Suggest what the writer and Joe are trying to do in the sentence, "While we stood chatting as if there was nothing further from our minds than trapping the lion." [1]



Question 1 Recap:-

Keywords:	How To Solve?	Format:
Name: <u>Explicit</u> -- What -- Find -- Identify -- Give	→ Copy paste your answer directly from the text. → Answer will be near the question's lines	: Only write as many points as the marks of the question.
Name: <u>Synonyms</u> 'using your own words' 'mean / meanings'	→ Figure out the 2 difficult words → Write one synonym each for them.	→ Write the 2 synonyms in sentence form, leaving the other words as it is.
Name: <u>Implicit</u> -- How -- Suggest -- Explain	. Character's 'feelings' / 'thoughts' / 'actions' . Put yourself into the character's shoes. (Refer to the feeling bank)	→ In your own words.
Name: <u>Implicit + Explicit</u> -- Implicit keyword + explicit keyword	: One implicit feeling ← + 2 supporting explicit details	
Name: <u>Feelings question</u> Q:- Explain, using your own words, the writer's different feelings. Give details from anywhere in the text	→ Details can be lifted → No repeated feelings → No synonyms of feelings	1 Feeling + detail 2 Feeling + detail 3 Feeling + detail
Name: _____		

Paper 1: Reading

(16 marks)

Question 1: Comprehension ✓

Question 2: Use of Language

① ✓
Strong

② ✓
~~Stronger~~

2
bridges

✓ ✓
A*, A

↖
Good

One

Two
^

C

→ D, E

↖
Better

Second

~~D, E~~

