

SECTION A-
QUESTION 2:
USE OF LANGUAGE

USE OF LANGUAGE

Question 2- The second question in Reading for Meaning is called "Use of Language". It consists of language analysis questions that explore the **writer's techniques** and their effects on the reader. (9 Marks)

- In this question, you are not required to explain or describe the events of the story. That has already been covered in the previous question.
- The focus here is only on your **understanding of vocabulary** and the **effect** certain words or phrases have on the reader.
- Do **not** write the next part of the story or continue the plot as your answer.



TWO DEGREES OF THE SAME WORD

The two kinds of words are:

● **1. Absolute = Good on Its Own** = Base

These are words that describe something **as it is**, without any comparison.

- **Strong** → means something is solid, powerful
- **Good** → means something is nice, helpful, or useful
- **Efficient** → means it works really well



Strong - (er) / stronger
 = softik
beautiful / more beautiful

● **2. Relative = Only Good Compared to Something Else**

These words only sound good because you're **comparing them to something worse**.

- **Stronger** → stronger than *what*?
- **Better** → better than *who*? Better → K, E
- **More efficient** → more efficient than *another option*

Your Turn: Fill in the Pairs!

- (Absolute) (Relative)
1. Tall / Taller
 2. Quick / Quicker
 3. Intelligent / More intelligent

(at the end) : Suffix
 -er
 OR
 (at the start)
 more - : prefix

Q:1 → **Good? No!**
 Q:2- **Better? Yes**

Scenario 1: The "Better Grade" Trap

Imagine:

Cathy gets a **C**, Darim gets a **D**, Elizabeth gets an **E**.

You might say:

 "Cathy has the **better** grade." *Yes*

But...Is a **C grade** actually *good*? 😞

 *No*



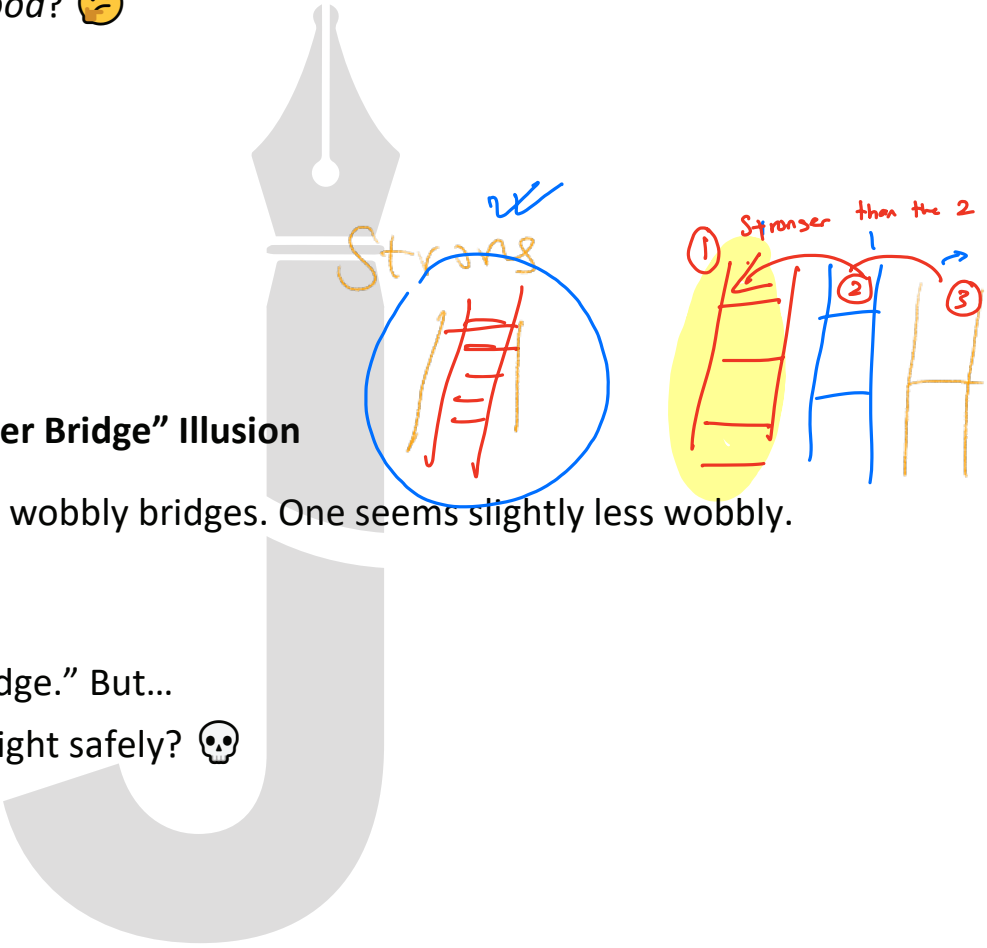
Scenario 2: The "Stronger Bridge" Illusion

You're crossing a river. Four wobbly bridges. One seems slightly less wobbly.

You say:

 "This is the **stronger** bridge." But...

Can it actually hold your weight safely? 💀



Final Summary:

Word Type	Example Pair	Use
Absolute	good, strong, efficient	It's just good — no comparison
Relative	better, stronger, faster	Only <u>better</u> when compared to worse

Deer

Teenage girl who is an animal lover

Passage: Hortense

I should have asked my mother how she felt about the addition of a deer to my already extensive animal collection, but she wasn't home. However, the deer owner was clamouring for an immediate reply, saying that, unless I took it, it would have to be killed. That clinched it. It was not a wise decision, but I agreed to take Hortense the following day, without even having seen him.

scary

By the time my mother returned, I had gone over a myriad of stories. Finally, I settled on one of my better tales, hoping that it would melt her heart. She said that to allow it to be killed was unthinkable when we could keep it in a tiny corner of the garage. Hortense arrived the next day. He quickly plucked one of my mother's prize roses and began to devour it as if there were no tomorrow.

He had a pair of horns with a forest of lethal-looking spikes, and he was about four feet high. Hurriedly, before my mother could recover from the shock of Hortense's appearance, I thanked the boy and his father profusely, attached a rope to Hortense's collar, and took him into the garage. As Hortense stepped into the garage, his hooves scraped against a loose metal sheet on the floor, releasing a sharp, grating sound—a hissed warning that echoed off the walls like a banshee's cry. He spotted a wheelbarrow and charged towards it faster than any of my previous pets ever had, like a bolt of lightning. He nearly toppled a bucket of paint with the force of a battering ram.

loathe : hate

My mother's unease was palpable, her posture stiff, eyes tracking every sudden movement. Larry, my brother, who loathed anything with horns or hooves, would have exploded on sight—fortunately, he and my sister were nowhere to be seen.

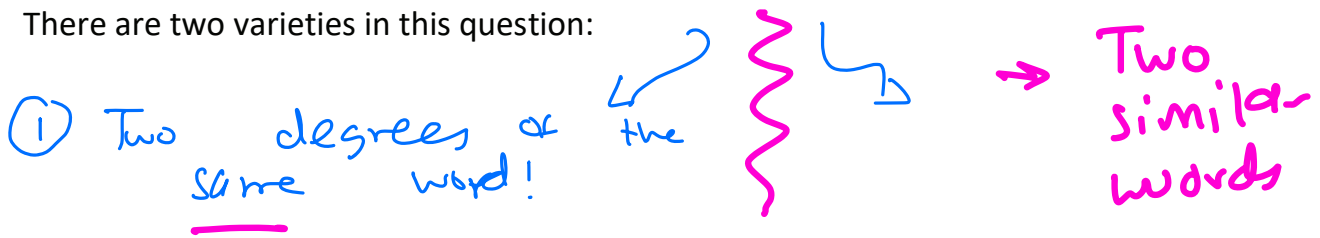
All week I kept Hortense away from my family, but my luck ran out on one sunny afternoon. Everyone was enjoying tea and raspberries with cream, the gentle clink of porcelain and soft laughter floated through the air like a lullaby, moments before disaster. Spotting the table like a rival, Hortense lowered his head and charged. He crashed into it, knocking over cups, flipping the cloth, and soaking my mother and sister with hot tea. Larry sat frozen.

"This is the last straw," he roared. "Get that animal out of here!" he pointed a quivering finger at Hortense, while my mother didn't speak — she simply stood, wiped her dress, and walked inside. That was when I knew it was over.

Jaweria Amer

(A) TWO WORDS COMPARISON:

There are two varieties in this question:



1. The two words are degrees of one another.

Example: *small / smaller* or *fast / faster*

The Wordings of the Question:

“Explain why the writer uses the word ‘bigger’ rather than the word ‘big’ in this sentence?”



What Is This Question About?

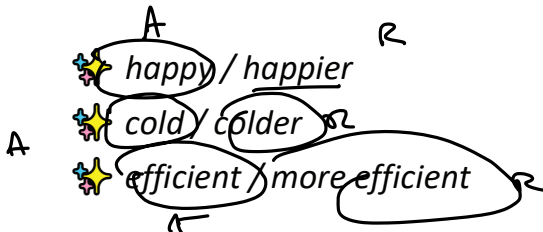
You're being asked to notice how **two versions** of a word can give **different meanings**:

- One version shows the **basic quality** (called *absolute*)
- The other shows it in **comparison** to something else (called *relative*)

How To Answer? – Step by Step

Step 1: Spot the Word Pair

Look for two versions of the same word:



You'll usually see:

- One **simple** word (absolute)
- One “er” / “more” / “most” version (relative)

🟡 **Step 2: Ask Yourself This:**

🎯 “Is this word good on its own, or is it just better than something else?”

🧠 If it only sounds good **because it's being compared**, it's **relative**.

✅ If it sounds good **by itself**, it's **absolute**.

🟢 **Step 3: Use a Synonym to Show You Get the Meaning**

This is your chance to **show off your vocabulary!**

Find a synonym for the word that fits the sentence.

Word	Synonym
Small	Tiny
Smaller	More compact
Fast	Quick
Faster	Swifter
Bright	Shining
Brighter	More radiant

Label each word as **Absolute (A)** or **Relative (R)**:

1. R Taller
2. A Kind
3. R Colder
4. A Smart
5. R More dangerous

Good / Better

No vocabulary

Question 1: Explain why the writer uses the word 'better' rather than the word 'good' when describing her story in the expression 'I settled on one of my better tales.' [1]
Stories / Fables
Sentence
relative

Answer:

Better tells us that the stories were only good in relative terms, not absolute terms. (1)

- This tells us that the narrative was only better in relative terms, not in absolute terms.
- None of the potential stories were that good, this was just the least-worst option.
- It was the best and most-believable out of all the options.

Question 2: Explain why the writer uses the phrase 'faster' rather than the word 'fast' in the expression 'charged towards it faster than any of my previous pets ever had.' [1]
Relative

Synonym: Quick, with haste

Answer:

The deer ran quickly only in relative terms, not in absolute terms.

Good (circled in pink) Better (crossed out in pink)

TWO WORDS COMPARISON:-

One sentence ✓

2. Two related words that represent similar actions.

The Wordings of the Question:

Explain why the writer uses the phrase 'ran' rather than the word 'walked' in the expression 'we ran towards the car'.

How To Answer – Step by Step movement

✓ Step 1: Identify the Base Action

🎯 Ask: What do both words **have in common**?
This helps you understand the **basic action** (e.g. walking, running, speaking).

✓ Step 2: Spot the Minor Change

🔍 What makes the words different from each other?
What's the small but important difference between them?

✓ Step 3: Comment on the Result or Feeling

💬 How does the use of this particular word **change the result**? Does it feel:
More tense? More urgent? More dangerous? More polite? More insulting?

📌 Try This Exercise:

Look at these four ways of reaching the board. All are about moving, but each has different verbs. Talk about the difference:

① Tiptoe to the board: Slow, quiet ✓

✓ March to the board: Faster, loud ✓

Sneak up to the board: = slow, don't want to get caught ✓

Sprint to the board: = faster ✓

Let's compare them in terms of some important factors:

- i. speed (fastest to slowest),
- ii. care (most precise careful movement to the least)
- iii. motivation/intent (is the person likely to be doing something good/bad)

1. Tiptoe to the board

Speed: Very slow / **Care:** Extremely quiet / **Intent:** ^{intent: ~} Trying *not* to be noticed

 *Suggests: caution, nervousness, or politeness.*

2. March to the board

Speed: Steady and fast / **Care:** Controlled / **Intent:** Confident— like a soldier ²

 *Suggests: purpose, confidence, or being ordered to do it.*

3. Sneak up to the board

Speed: Slow / **Care:** Careful / **Intent:** Probably mischievous or deceptive

 *Suggests: a secret motive — possibly up to no good.*

4. Sprint to the board

Speed: Very fast / **Care:** Almost none / **Intent:** In a rush, maybe panicked

 *Suggests urgency or excitement — possibly chaotic.*

 **Final Tip:** When comparing related words:

1. Show you understand the meaning of the chosen word, by using synonyms
2. Recognise the **difference**- why the writer used this word instead of another

Q: 2

= Use of Language! ^{difference}

Question 1: Explain why the writer uses the word "devour" rather than "savor" in the expression "and began to devour it as if there were no tomorrow". [1]

① Difference:

② Result:

(1 Mark)

Answer:

Difference: Devour tells us that the deer ate it really quickly

Reason/Result: The deer must have been really hungry.

Answer: The writer uses the word devoured to represent that the rose was eaten very quickly, whereas savor would mean he ate it slowly, taking his time. Devoured represents an urgency in the action, hinting that the horse was probably very hungry.

Question 2: Explain why the writer uses the word "scolded" rather than the word "lectured" in the expression "she scolded the two boys on their negligence." [1]

neglect.
 ↳ incompetence
 ↳ ignorance

Difference: hostile / angry

Reason:

Answer:

Scolded tells us that the teacher is angry or she has a hostile tone because the boys made an error.

(1)

(Result // outcome) PAGE 36

900 - word
Section A:
Q:2 - Use of language

(B) WRITER'S EFFECT: (2 Marks)

You are given a certain word/ phrase and asked what it means in the sentence.

The Wordings of the Question:

= 2 Marks

Read this extract from the text: " _____ " What effect does the writer want to suggest about the water by using the word(s) (_____)?

OR convey

What does the writer want to suggest to the reader ...

iceberg!

How To Answer (3-Level Breakdown)

◆ LEVEL 1 – Literal Meaning (Surface Level)

What do the words actually mean?

- Give synonyms (similar words)
- This shows you understand the vocabulary

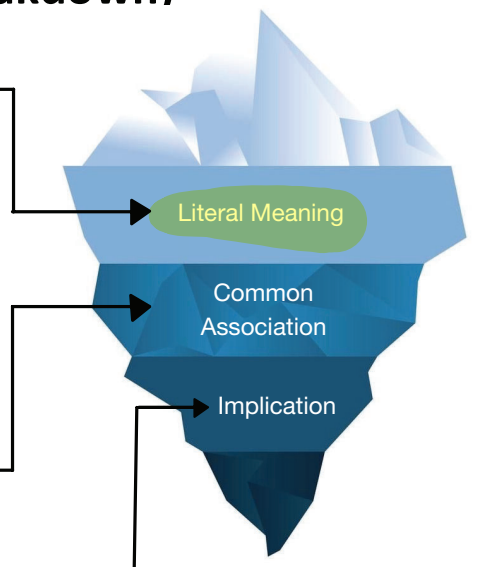
◆ LEVEL 2 – Common Association (Middle Level)

- Is it a word we often use for animals, weather?
- What do we usually imagine when we hear it?

◆ LEVEL 3 – Deeper Effect or Implication (Bottom Level)

What feeling, mood, or action do the words suggest in this sentence?

- Use an adjective to describe the situation.



Result

Level 3

What are adjectives?

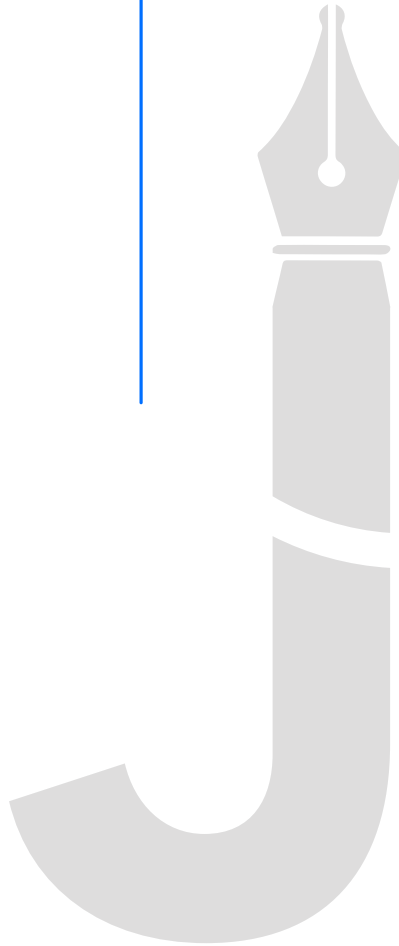
Words that describe a noun (qualities)

Positive

- Fast
- Quick
- Dangerous
- Loud
- Happy

Negative

- Stupid
- Short
- Chaotic
- Rude
- Worrying



Question 2- Read this sentence from the text:

“He had a pair of horns with a forest of **lethal-looking spikes**, and he was about four feet high” What effect does the writer create by using the phrase ‘lethal-looking spikes’ to describe Hortense’s horns?

- Synonyms: Deadly / fatal / killer
 → Association: Poisonous plants / cacti
 → Result: Dangerous

Answer:

The writer means Hortense had deadly thorns, by using a word commonly associated with cacti. This tells us that they are dangerous.

Question 3- Read this sentence from the text:

As Hortense stepped into the garage, his hooves scraped against a loose metal sheet on the floor, making a sharp, grating sound — a **hissed warning** that echoed off the walls. What effect does the writer create by using the phrase ‘hissed warning’ to describe the sound?

- ① Synonyms: Alert // alarm // caution
 ② Association: Snake
 ③ Result: Problematic // chaotic // dangerous

Answer:

The writer means it was an alert, by using a word associated with snakes. This tells us that the deer is problematic and dangerous.

Credit all coherent responses.

→ Point in the story!
→ Impressions

(C) POINT IN THE STORY:

The Wordings of the Question:

"What does the writer want to suggest to the reader at this point in the story?"

↳ Major!

That means:

📢 Something important is happening here.

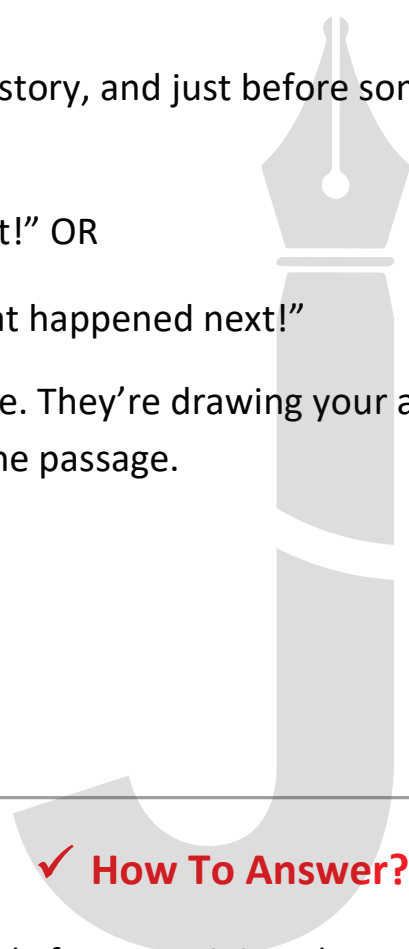
Think of it like this:

You're telling your friend a story, and just before something big happens, you say:

👉 "Wait, listen to this part!" OR

👉 "You won't believe what happened next!"

The writer is doing the same. They're drawing your attention to something important or dramatic in the passage.



✓ How To Answer?

✅ Step 1: Decide what kind of moment it is. Ask yourself:

Turning Point

Critical Moment
= Major
or Intense

A Grader

↳ CAIPS

U Grade

→ A Grader

✓ Critical



Something unexpected!

- **Is this a turning point in the story?**

- 👉 Does the story suddenly shift direction?
- 👉 Does a character **change their mind**?
- 👉 Does the plan suddenly go wrong?
- 👉 Do things get serious when they were calm before? (Or vice versa)
- 🟡 **Something shifts.** The characters or situation won't be the same after this moment.

OR

- **Is it a critical moment?**

- 👉 Is this a **climactic or emotional** moment?
- 👉 Does it make you stop and pay attention?
- 👉 But the story continues in the same direction.
- 🟡 It's **important**, but it doesn't change the whole story's path.

✅ **Step 2:** Explain what makes this moment important.

- **If it's a turning point, say what changed:**
 - A character's goal, feelings, or focus?
 - A relationship between characters?
 - Has the situation flipped completely?
- **If it's a critical moment, explain why it matters:**
 - Is someone in danger?
 - Is a major decision being made?
 - Is tension or suspense building?

Note :-

Use an adjective to describe the scene

Deer

Teenage girl who is an animal lover

Passage: Hortense

I should have asked my mother how she felt about the addition of a deer to my already extensive animal collection, but she wasn't home. However, the deer owner was clamouring for an immediate reply, saying that, unless I took it, it would have to be killed. That clinched it. It was not a wise decision, but I agreed to take Hortense the following day, without even having seen him.

By the time my mother returned, I had gone over a myriad of stories. Finally, I settled on one of my **better** tales, hoping that it would melt her heart. She said that to allow it to be killed was unthinkable when we could keep it in a tiny corner of the garage. Hortense arrived the next day. He quickly plucked one of my mother's prize roses, and began to **devour** it as if there were no tomorrow.

He had a pair of horns with a forest of **lethal-looking spikes**, and he was about four feet high. Hurriedly, before my mother could recover from the shock of Hortense's appearance, I thanked the boy and his father profusely, attached a rope to Hortense's collar, and took him into the garage. As Hortense stepped into the garage, his hooves scraped against a loose metal sheet on the floor, releasing a sharp, grating sound—a **hissed warning** that echoed off the walls like a banshee's cry. He spotted a wheelbarrow and charged towards it **faster** than any of my previous pets ever had, like a bolt of lightning. He nearly toppled a bucket of paint with the force of a battering ram.

My mother's unease was palpable, her posture stiff, eyes tracking every sudden movement. Larry, my brother, who loathed anything with horns or hooves, would have exploded on sight—fortunately, he and my sister were nowhere to be seen.

All week I kept Hortense away from my family, but my luck ran out on one sunny afternoon. Everyone was enjoying tea and raspberries with cream, the gentle clink of porcelain and soft laughter floated through the air like a lullaby, moments before disaster. Spotting the table like a rival, Hortense lowered his head and charged. He crashed into it, knocking over cups, flipping the cloth, and soaking my mother and sister with hot tea. Larry sat frozen.

"This is the last straw," he roared. "Get that animal out of here!" he pointed a quivering finger at Hortense, while my mother didn't speak — she simply stood, wiped her dress, and walked inside. That was when I knew it was over.

✓ **Step 3:** Final Answer Format (2 sentences):

1. Start by saying what kind of moment it is (turning point or critical moment). ✓
2. Then explain what exactly has changed or why it matters. Reason

Question: As he stepped inside, his hooves scraped against a loose metal sheet on the floor, making a sharp, grating sound — a hissed warning that echoed off the walls.

What does the writer want to suggest to the reader at this point in the story?

[1]

①

'Hortense!'

dangerous

Answer:

This is a critical moment in the story

because Hortense looked dangerous from the moment

he entered the house and this just proves it.

Question: "This is the last straw," he roared.

(expelled)

What does the writer want to suggest to the reader at this point in the story? [1]

TP

CP

save

Answer:

This is a turning point in the story because

the writer was trying to keep Hortense safe for the entire

story but now he has been kicked out of the house.

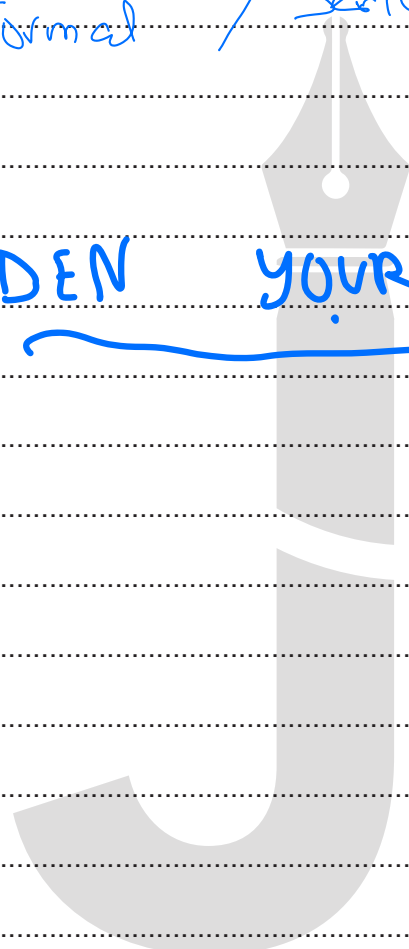
Q:2 =

He was sitting in front of me like
in a court of law.

Step 2: Adjective → situation (Result)

Formal / Serious / Intense / Worrying

BROADEN YOUR MIND!



in your mind!!

(D) IMPRESSIONS:

The Wordings of the Question:

↳ Writer's effect

“What two impressions does the writer want to convey to the reader in the sentence:.....”

You're being asked:

2 line
3/4

What two ideas or images come to your mind when you read this sentence?

The word “impression” just means:

- What feelings, results, or thoughts does the writer leave you with?

How To Answer (Step-by-Step):

Hotsteme

EXAMPLE QUESTION:

What two impressions does the writer want to convey to the reader in the sentence:

“By the time my mother returned, I had gone over a myriad of stories; finally, I settled on one of my better tales, hoping that it would melt her heart.”

①

②

✓ Step 1: Break the sentence into parts.

Read the sentence carefully.

- ① Conjunction (and, or, but, because)
- ② Punctuation (: or , or . or - or ;)

Underline 2 strong parts that create a clear image or reaction in your mind.

① I had gone over a myriad of stories

② Hoping that it would melt her heart

✓ Step 2: Write two separate impressions.

From your underlined part in one sentence, use synonyms to replace the adjective. saying what idea or feeling that part gives you (e.g., beauty, danger, mystery, speed)

● Final Tip- Your job is to show:

1. That you understood the image, 2. That you can explain it in your own words (synonyms)

3. And that you noticed two different results

Answer: = The writer had thought of numerous stories because she was desperate. She decided on one story that would convince her mother and she would be successful. [2]

Question 2: What two impressions does the writer want to convey to the reader about the family's feelings about Hortense in the sentence:

"Get that animal out of here!" he pointed a quivering finger at Hortense, while my mother didn't speak — she simply stood, wiped her dress, and walked inside."

Annotations: "Lary" (pointing to "he"), "Angry" (pointing to "quivering"), "Quiet" (pointing to "didn't speak"), "Emotionless" (pointing to "simply stood").

Answer: Lary was angry and he kicks Hortense out of the house. Whereas her mother is quiet and does not saying anything. The situation is really intense. [2]

Question 1: What two impressions does the writer want to convey to the reader in the sentence: 'There was foliage everywhere — above, below, and on all sides — layer upon layer of leaves, like tents within tents.'? [2]

Annotations: "year's" (written in blue), "(specime paper)" (written in blue).

There was foliage everywhere – above, below, and on all sides:

layer upon layer of leaves:

like tents within tents:

Answer:.....
.....
.....
..... [2]

Question 2: What two impressions does the writer want to convey to the reader here: **‘Looking at what at first glance appeared to be an incomprehensible labyrinth – a puzzle of lakes and ponds – I realised it could be deliciously challenging not to confuse one bay or inlet for any of the thousands of others.’** [2]

Answer:.....
.....
.....
..... [2]

TYPES OF LITERARY DEVICES:

1. Simile

Definition: A simile compares two things using “like” or “as”.

Example: *The thunder sounded **like a giant slamming a door** in the sky.*

2. Metaphor

Definition: A metaphor says something **is** something else, to show a strong comparison.

Example: *Her heart was **a locked box**, hiding all her emotions inside.*

3. Personification

Definition: Giving **human actions or feelings** to **non-human things**.

Example: *The leaves **danced** in the wind.*

4. Onomatopoeia

Definition: A word that imitates a sound.

Example: *The bacon **sizzled** in the pan.*

5. Hyperbole

Definition: An **exaggeration** used to show strong emotion or dramatic effect.

Example: *I've been waiting **forever** for the bus!*

6. Alliteration

Definition: Repeating the **same starting sound or letter** in nearby words.

Example: *The **silent snow** slipped slowly from the sky.*

language effectively

(He was leading a double life)



deeper

He fooled everyone: by day, he used to be a responsible employee . At night, he adapted his secret second personality.



arks

Writer's effect ✓
Impression

Deeper Meaning!

Q:28

(E) LANGUAGE EFFECTIVELY/ LITERARY DEVICES:

Language Effect Question – What Is the Writer Trying to Show?

The Wordings of the Question:

Identify one example of how the writer uses language effectively to convey feelings in this extract:

Explain the impression the writer creates in the example you have identified.

How to Answer – Step-by-Step

Step 1: For your example, take any sentence from the text which you can write in "your own words".

Step 2: Change the pronouns into nouns.

(he, she, it, they, we)

Step 3: The first part of your answer will talk about the literal meaning (Rewrite the same sentence in easier/ simpler vocabulary)

Step 4: The second part is deeper meaning.

Character: Matt	Object: Sea
= Feelings	= Behaviour
(Adjectives)	

Use of language

Final Tip (To Get Full Marks):

- One part of your answer should be empty/ literal.
- The rest should go **deeper**, showing you thought about:

-Meaning -Associations -Emotions -Implications -Intention

Hortense.

Question: Read this sentence from the:

- (a) Identify one example of how the writer uses language effectively to convey the nature of Hortense's actions, in this extract from the text:

"His hooves scraped against a loose metal sheet on the floor, releasing a sharp, grating sound—a hissed warning that echoed off the walls like a banshee's cry. He spotted a wheelbarrow and charged towards it faster than any of my previous pets ever had, like a bolt of lightning. He nearly toppled a bucket of paint with the force of a battering ram. My mother's unease was palpable, her posture stiff, eyes tracking every sudden movement."

Explain the impression the writer creates in the example you have identified.

Example 1: Like a bolt of lightning.

Explanation: literal meaning: The writer means Hortense moved with extreme speed.

Results (Adjectives): It was a quick and dangerous movement.

Feeling: The writer must be afraid or shocked. This suggests that Hortense cannot be controlled.

[3]

Explain the impression the writer creates in the example you have identified.

Example 2:

Explanation:.....
.....
.....
.....
.....
.....
.....[3]

(e) Identify one example of how the writer uses language effectively to convey the atmosphere, in this extract from the text:

All week I kept Hortense away from my family, but my luck ran out on one sunny afternoon. Everyone was enjoying tea and raspberries with cream, the gentle clink of porcelain and soft laughter floated through the air like a lullaby, moments before disaster. Spotting the table like a rival, Hortense lowered his head and charged. He crashed into it, knocking over cups, flipping the cloth, and soaking my mother and sister with hot tea. Larry sat frozen.

+ve
calm

= disastrous
-ve

= song

Example 1: Soft laughter floated through the air like a lullaby.

Explanation: (IM) giggles and happiness spread around like a song.

Character (feeling): The atmosphere is peaceful and relaxed.

The writer must feel comfortable.



[3]



Explain the impression the writer creates in the example you have identified.

Example 2:

Explanation:

.....
.....
.....
.....
.....
.....

[3]

How the candidate could improve their answer

- The candidate needed to give more careful consideration to the vocabulary and images in the extracts.
- The candidate needed to read the questions carefully, such as **(a)** which directed the candidate specifically to the word 'sparkling', and **(e)** which instructed the candidate to identify one example and provided a designated space in which the example should be written.

Common mistakes and guidance for candidates

- Candidates need to recognise that Question 2 is testing understanding of the use of language – that is the effect of vocabulary, an image or a structural feature. Sub-questions might ask for an *effect*, an *impression* or what is being *suggested*. Candidates should consider the associations, connotations, pictures and feelings created by individual words or an image.
- Some candidates missed the opportunity to gain an additional mark when two ideas or impressions are required for maximum marks. Candidates should recognise the correlation between the number of marks available and the number of ideas required.
- It was not necessary for candidates to identify language features, such as metaphor or personification; no marks are awarded for this. The real skill lies in explaining *how* these features are effective.
- Candidates' examples for **(e)** were often too long. Candidates should select the example carefully, ensuring that it does not exceed the designated space and that it is rich enough in connotation and suggestion for two ideas to be confidently explained. Candidates must not substitute words with line references or ellipses.

1 mark

8 words +

Keywords:	How To Solve?	Format:
Name: <u>Writer's effect</u> 'effect'	① Literal Meaning / Synonyms ② Association ③ Result (Adjectives)	The writer means _____ by using a word associated with _____ This tells us that _____
Name: <u>Point in the story</u> 'What does the writer want to suggest about this point in the story?'	① <u>Turning or critical point?</u> ② <u>Reason</u>	This was a <u>(point)</u> of the story because <u>(reason)</u>
Name: <u>Two words comparison</u> Why has the writer used <u>ac</u> instead of <u>y</u> ?	① Difference ② Result	'Use the word from the sentence' tells us that <u>'difference'</u> This tells us <u>(result)</u>
Name: <u>Impressions</u> Give two impressions	Select two 'parts' from the given sentence. For each part, rewrite it in your words and give it an adjective.	(reworded 'sentence'); the situation was <u>(adjective)</u>
Name: <u>language effectively</u> Identify one example of how the writer uses language effectively. Explain...	Example: → Pick <u>1 part</u> that answers the question Explanation: ① Literal meaning (Rewrite in own words) ② Association ③ Feeling ④ Result (Adjective)	
Name: <u>Suggestion</u> 'What does the writer want to suggest about what will happen...?'	→ Give a prediction from what is said in the text → In your own words	

Question 2 Recap:-

Keywords:	How To Solve?	Format:
Name: <u>Writer's effect</u> 'effect'	① Literal Meaning / Synonyms ② Association ③ Result (Adjectives)	The writer means _____ by using a word associated with _____. This tells us that _____.
Name: <u>Point in the story</u> (What does the writer want to suggest at this point in the story?)	① Turning or critical point? ② Reason	
Name: <u>Two words comparison</u> Why has the writer used _____ instead of _____?	① Difference ② Result	
Name: <u>Impressions</u> Give two impressions	Select two parts from the given sentence. For each part, rewrite it in your words and give it an adjective.	
Name: <u>language effectively</u> Identify one example of how the writer uses language effectively. Explain...	Example: → Pick 1 part that answers the question Explanation: ① Literal meaning (Rewrite in own words) ② Association ③ Feeling ④ Result (Adjective)	
Name: _____		