

Language for Impact Questions

NOTES:

TEXT 1

- 1 In Paragraph 2, there is a description of the night sky. Explain how the language used in this paragraph emphasises the presence of light, even though it was night time.

[3]

TEXT 2

- 2 At the beginning of the text, there is a description of the village. Explain how the language used in Paragraph 1 emphasises how war has affected the village.

 ----- [3]

- 3 'My eyes burned. The sun sat on the horizon...' (line 4)
 What does this suggest about the weather?

----- [1]

- 4 What does the phrase 'vow of silence' (line 16) reveal about the writer's reaction to the woman?

----- [1]

TEXT 3

- 5 'Ravi had tried to ask his mother to leave but to no avail – she was absolutely devoted to her husband despite the torture she endured at his drunken hands.' (lines 29 – 31)

What do the words 'but to no avail' suggest about Ravi's attempts to convince his mother to leave his father?

----- [1]

- 6 Ravi thought that '*it was only a matter of time before his father would cross the line*' (lines 37 – 38). Explain what these two phrases meant in your own words.

PHRASES FROM THE TEXT	MEANING IN YOUR OWN WORDS
it was only a matter of time	
his father would cross the line	

[2]

- 7 In Paragraph 8, Ravi 'stuttered' his reply to Mrs Lee. What does the word 'stuttered' suggest about Ravi's reaction?

[1]

- 8 Suggest a reason why Ravi spoke to Mrs Lee 'with lowered eyes' (line 49).

[1]

TEXT 4

- 9 Why did the writer in Paragraph 2 use the word 'transpired' (line 16) to describe what the four men from the Hewa tribe were doing?

[2]

- 1 The writer describes the river as 'no less violent than the day before' (lines 13 – 14)
0 and 'too swollen to attempt for the time being' (lines 16 – 17). What do the descriptions suggest about the state of the river?

DESCRIPTION	STATE OF THE RIVER
no less violent	
too swollen	

[2]

- 1 In Paragraph 2, what does the phrase 'willing to let me attempt the swim then it
1 must be feasible' (lines 24 – 25) tell us about the writer's state of mind?

[1]

TEXT 5

- 1 'At the first gesture of morning, flies began stirring.' (line 1)
2

Suggest what the early morning atmosphere was like in the morning.

[1]

- 1 'But Fredericksburg was a day particularly lodged in his mind.' (line 53 – 54)
3 What do the underlined words suggest about the day in Fredericksburg?

[1]

TEXT 6

- 1 The writer describes the bishop's actions after he visited the prison. What do the
4 following sentences suggest about the bishop's character?

QUOTE	IMPRESSION OF THE BISHOP
'He spent the whole day and the whole night with him, forgetting about food and sleep...' (lines 13 – 14)	
'He taught him everything, sustaining and comforting him' (line 17)	

[2]

- 1 In Paragraph 4, the writer describes the bishop's climbing into the tumbril and the
5 scaffold with the criminal. Explain the effect of the repeated sentence structure.

[1]

- 1 'You are forced to make a decision, to take sides, for or against.' (line 45 – 46)
6

What attitude does the writer have towards the guillotine?

TEXT 7

- 1 'There had never been a summer day like this; this fiery furnace. The roar of
7 London's traffic reverberated under a sky of coppery blue; the pavements threw out unceasing waves of heat, thickened with the reek of restaurants and perfumery shops. Even the wearing of one's own flesh felt weary.' (lines 1 – 4)

What do these descriptions suggest about the weather and people in London?

----- [2]

TEXT 8

- 1 What does the phrase 'the bank was drowning' (line 4) tell you about the river?
8

----- [1]

- 1 What does 'went away like a cork' (lines 19 – 20) suggest about the force of the
9 water and its effect on the elephant?

----- [2]

- 20 What does the 'defiant roar' (line 27) tell you about the elephant's attitude to the situation she was in?

----- [1]

- 2 The writer says that he 'picked out the calf with my torch' (line 27). What does this
1 expression mean?

[1]

TEXT 10

- 2 'No garlic!... To do without garlic? Impossible! Impossible and mad.' (lines 37 – 39)
2 What is Auntie Bella's attitude here?

[1]

TEXT 11

- 2 At the end of Paragraph 1, the writer says 'the mighty whirlpool below was
3 determined to consume me...'

Why does the writer describe the whirlpool in this way?

[1]

- 2 The writer uses personification 'That morning the sea had welcomed me with a
4 golden sunrise' (lines 10 – 11) and 'soon it turned into a hostile adversary' (line 11).
What do these suggest about his view of the sea?

[2]

- 2 In Paragraph 3, the writer says 'Watching the vessel battle the waves put my
5 predicament in perspective.' (lines 17 – 18)

What two things does this suggest about the writer's response to the difficult situation that he was facing?

----- [2]

- 2 'I would gaze at the serene beauty of the sea often.' (line 28). What two things does
6 this suggest about the writer's character?

----- [1]

TEXT 12

- 2 (i) How does the soldiers 'shooting at passing clouds' (line 8) reflect their state
7 of mind?

----- [1]

- (ii) 'Sure enough – whether from prayers or the shooting, or by a simple
return of nature – the drought broke soon after and it was something
we had not seen before.' (lines 9 – 11)

What does the underlined sentence suggest about the weather?

----- [1]

- 2 What do the words 'griped' (line 23) and 'whines' (line 25) suggest about the
8 writer's response as he 'tackled the storm'?

----- [2]

TEXT 13

- 29 What does the word 'slunk' (line 28) suggest about the way they behaved?

[1]

- 30 What does how the camp 'had been organised' (line 47) suggest about the people who did it?

[1]

TEXT 14

- 3 In Paragraph 2, the Governor uses various ways to encourage Argin to take up the
1 offer. Explain how the group of words in the table below illustrates this.

[2]

- 32 In Paragraph 7, archaeologists arrived in the village increasing Argin's responsibilities. What does the group of words 'hordes of archaeologists descended...' suggest about the way they arrive?

[1]

- 30 What does how the camp 'had been organised' (line 47) suggest about the people who did it?

[1]

- 3 (i) In Paragraph 7, archaeologists arrived in the village increasing Argin's
1 responsibilities. What does the group of words 'hordes of archaeologists descended...' suggest about the way they arrive?

- (ii) What does the phrase 'pored over in a plethora of languages' (lines 43 – 44) suggest about the archaeologists?

----- [2]

- 3 Archaeologists were working quickly. How do the following expression reinforce
2 this idea?

hasty heap (lines 44 – 45): [1]

sprouted from the earth (line 45): [1]

TEXT 15

- 33 What does the word 'volley' (line 16) show about how the girls were speaking?

----- [1]

- 34 Explain the effectiveness of the simile 'our eyes as wide as discs'.

----- [1]

TEXT 16

- 35 '...the miners usually hobble past without replying, perhaps without even seeing him, their eyes on the muck, the economic collapse of Germany looming over them like the severe geometry of the mills.' (lines 29 – 32)

What is the attitude of the miners towards Werner's greeting?

----- [1]

TEXT 17

- 36** '...there was a delicious sense of peace' (lines 2 – 3)
What does the word 'delicious' tell you about how Tom felt about the peace?

----- [1]

- 37** What does the writer mean when he says 'not a sound meddled with great Nature's meditation' (lines 3 – 4)?

----- [1]

- 38** How does the language used in Paragraph 2 show the transformation of the woods in the morning? Pick out and write down three expressions and explain in each case how it shows the transformation.

----- [3]

- 39** What does the word 'procession' (line 16) suggest about the manner in which the ants were moving?

----- [1]

- 40** 'A grey squirrel and a big fellow of the 'fox' kind came scurrying along, sitting up to inspect the boys, for the wild things had probably never seen a human being before and barely knew whether to be afraid or not.' (lines 22 – 25)

What does 'a big fellow of the 'fox' kind' suggest about Tom's understanding of this animal?

----- [1]

TEXT 18

- 41 What does the word 'adopted' suggest about Nick's hometown of Ann Arbor?

----- [1]

- 42 In Paragraph 2, the writer suggests that the airport seems unwelcoming to Nick. Pick out two details and explain in each case why it made Nick feel this way.

----- [2]

TEXT 19

- 43 At the beginning of Paragraph 3, the writer describes the trees that are 'elegantly clothed in emerald moss, branches extended as though frozen in mid-dance.'

Why does the writer describe the trees this way?

----- [1]

TEXT 20

- 44 What does the phrase 'put us all on edge' (line 35) suggest about the trekkers' feelings? Why did they feel this way?

----- [1]

- 45 Why does the writer use the words 'not very encouraging' (line 51) to describe the route higher up?

----- [2]

TEXT 21

- 46 In Paragraph 2, the writer describes the shark as 'an angel of death gliding towards an appointment predestined'. (line 14)

Explain what is suggested by the phrase 'an appointment predestined'.

----- [1]

- 47 What does the phrase 'slapped away' (line 27) suggest about the shark's attitude towards Hooper's caress?

----- [1]

TEXT 22

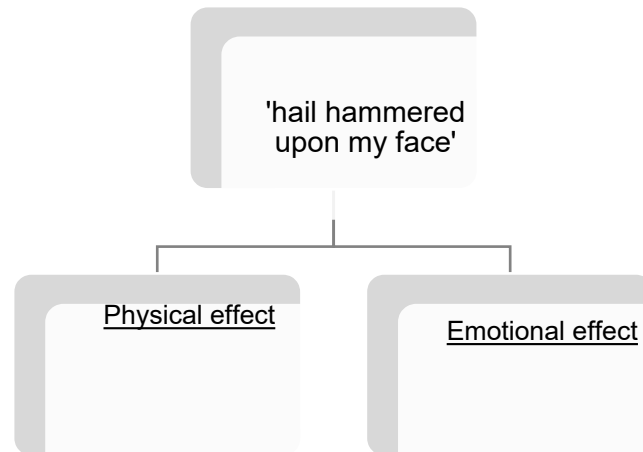
- 48 'The edges of the photo are frayed and its colours dulled; the past ten years have not only taken their toll on me' (lines 3 – 5)

What comparison is the writer making here?

----- [2]

- 49 'The hail had hammered upon my face as the police arrested me soon after Joe's death.' (line 27)

What were the two effects felt by the writer?



[2]

Unusual/Effective Questions

NOTES:

TEXT 1

- 1 'Climbing along the edge of the summit ridge, sucking gas into my ragged lungs, I enjoyed a strange, unwarranted sense of calm.' (lines 25 – 26)

Explain what was unusual about the writer's behaviour.

[2]

TEXT 2

- 2 In Paragraph 6, the writer described the bombs as 'combustible hail'. Explain what is unusual about this expression.

[1]

TEXT 4

- 3 In Paragraph 4, what is unusual and effective about the phrase 'yelpings of encouragement were ringing in my ears'?

[2]

TEXT 5

- 4 In your own words, explain what was unusual about the blind man's first reaction to Inman.

[2]

TEXT 6

- 5 In Paragraph 5, the writer says 'So crushed and despondent the previous day, the man facing death was radiant'.

What is unusual and effective about the underlined expression?

[2]

TEXT 7

- 6 'the reek of perfumery shops' (line 3).

What is unusual and effective about this description of the shops?

----- [2]

TEXT 8

- 7 The elephant went after her calf 'like an otter after a fish' (line 13). How is the use of this expression unusual and effective?

----- [2]

TEXT 9

- 8 In Paragraph 1, the writer questions: 'Or would these men see through my ruse, *sniff* and *smell* my youth and inexperience, and *pounce* to take liberties with this solo female foreigner in a sea of men?' (lines 5 – 6). What is unusual and effective about the words in italics?

----- [2]

TEXT 10

- 9 What is unusual and effective about the phrase 'groaning tables' (line 19)?

----- [2]

TEXT 12

- 1 What is unusual and effective about the expression 'bullet rain struck through our
0 shirts'? (line 29)

[2]

TEXT 13

- 1 In Paragraph 4, what is unusual and effective about the phrase 'conspiracy of
1 silence'?

[2]

TEXT 15

- 1 In Paragraph 9, what is unusual and effective about the phrase 'Our breaths made
2 ghostly stains on the window panes'?

[2]

TEXT 16

- 1 What is unusual and effective about the phrase 'rheumatic fever stalks Children's
3 House like a wolf' (line 3)

[2]

TEXT 18

- 1 In Paragraph 8, what is unusual and effective about the word 'wrestled'?
4

----- [2]

TEXT 20

- 1 What is unusual and effective about the phrase 'hideous din' (line 35)?
5

----- [2]

TEXT 21

- 1 In Paragraph 2, the writer describes the shark as 'an angel of death gliding
6 towards an appointment predestined'. (line 14)

What is unusual about the phrase 'an angel of death'?

----- [1]

TEXT 22

- 1 'After the silence all those years ago the constant barrage of noise is soothing to
7 me.' (lines 18 – 19)

Quote an unusual idea from the line above.

----- [1]

Language Use Questions

NOTES:

TEXT 3

- 1 The beginning of this text describes the children's reactions about their father's return home. Explain how the language used in Paragraph 5 emphasises their reactions.

Support your ideas with three details from Paragraph 5.

[3]

TEXT 6

- 2 In Paragraph 10, the writer personifies the scaffold as a malicious agent of death. Explain how the language is used to convey that effect by supporting your answer with three details from the paragraph.

[3]

TEXT 7

- 3 In Paragraph 3, the writer describes the boy's reactions to the sights and sounds of London. Explain how the language used suggests that the environment was frightening or fascinating to the boy. Support your ideas with three details from Paragraph 3.

[3]

NARRATIVE PACKAGE 2021 (QUESTIONS)

TEXT 8

- 4 In Paragraph 2, the elephants fell into the river. Explain how the language makes their situation life-threatening. Support your ideas with three details.

[3]

TEXT 10

- 5 Explain how the language used in Paragraph 1 makes Auntie Bella a threatening presence. Give details from the passage to support your answer.

[2]

TEXT 11

- 6 At the beginning of the text the writer felt vulnerable in the middle of the sea. Explain how the language used at the beginning of Paragraph 1 makes the sea appear threatening. Support your ideas with three details from Paragraph 1.

----- [3]

TEXT 13

- 7 At the beginning of this text the writer describes a toilet which has been well thought out. Pick out and write down three expressions from Paragraph 1 and explain in each case the reason that makes it well-planned.

----- [3]

TEXT 13

- 8 In Paragraph 4 the writer describes a funny situation. Explain how the language used makes it humorous. Support your ideas with three details from the paragraph.

----- [3]

TEXT 15

- 9 The students were alarmed after hearing the scream. Explain how the language used in Paragraph 1 describes how the students felt. Support your ideas with three details from Paragraph 1.

----- [3]

TEXT 16

- 1 Frau Elena tells stories about her girlhood cosied up against the mountains.
0 Explain how the language used in Paragraph 2 emphasises how cold the place was.

----- [3]

TEXT 19

- 1 At the beginning of this text, the writer is about to enter the Hareenna Forest.
1 Explain how the language used in Paragraph 1 makes the forest seem unwelcoming. Support your ideas with three details from the paragraph.

----- [3]

TEXT 20

- 1 At the beginning of the text, the trekkers rested at Camp II. Explain how the
- 2 language used in Paragraph 1 suggests their sleep as not restful.

Support your ideas with three details from the paragraph.

[3]

TEXT 21

- 1 At the beginning of this text, Hooper is described as an experienced diver who
- 3 takes pleasure in diving. Explain how the language used in Paragraph 1 shows his enjoyment.

Support your ideas with two details from the paragraph.

[2]

TEXT 22

- 1 At the beginning of the text, the writer's movements suggest that she is not
4 relaxed. Explain how the language used in Paragraph 1 shows her tension.

Support your ideas with three details from the paragraph.

[3]

Writer's Intention and Craft Questions

NOTES:

TEXT 1

- 1 The writer compares his limbs to toothpicks in Paragraph 1. What is effective about this comparison?

----- [1]

TEXT 10

- 2 'And when mealtime finally arrived, the table, far from being diminished by her generous taste-givings, was laden with so many steaming, fragrant dishes...' (lines 15 – 17)

Explain the irony in the above sentence.

----- [2]

TEXT 11

- 3 'While I felt a rush of joy riding the waves, the physical exhaustion consumed me.' (line 26)

NARRATIVE PACKAGE 2021 (QUESTIONS)

----- [1]

TEXT 12

- 4 'I remember walking up in fright to a cacophony. *The screams of our mother. The howling darkness. The wailing storm-battered trees.*' (lines 12 – 13). From the italicised phrases, give two ways in which the writer emphasises his fear.

----- [2]

TEXT 13

- 5 In Paragraph 5, what is effective about the writer using the word 'bombarding'?

----- [1]

TEXT 14

- 6 'A tricky job... not easy... not easy, at all,' cooed the Governor hypnotically from the comfortable surroundings of his air-conditioned office in the capital. (lines 4 – 5)

In the above extract, the writer uses the punctuation ellipsis (...). Suggest the effect of using this punctuation in Paragraph 2.

----- [1]

TEXT 16

- 7 'He is undersized, his ears stick out and he speaks with a high sweet voice; the whiteness of his hair stops people in their tracks. Snowy, milky, chalky. A colour that is the absence of colour.' (lines 6 – 9)

What effect does the writer create by using a long sentence followed by a short one?

----- [1]

TEXT 19

- 8 '...reaching them to retrieve the sweet, sticky nectar is arduous – and often dangerous.' (lines 6 – 7)

From Paragraph 1, explain how the writer emphasises the danger the beekeepers often place themselves in.

----- [1]

TEXT 21

- 9 What is effective about the writer's use of the word 'smiling' (line 23) to describe the shark?

----- [1]

Inferential

TEXT 1

- 1 Why does the writer say that reaching the summit was 'only the halfway point' (line 39)?

----- [1]

- 2 'By now, mist was wrapping across the top of Mount Everest's sister peak' (lines 44 – 45)

(i) How will this affect the climbers?

----- [1]

(ii) How did the writer respond to this situation?

----- [1]

TEXT 2

- 3 Give a reason why the writer did not speak to the woman in Paragraph 2.

[1]

TEXT 3

- 4 In Paragraph 13, Mrs Lee tells Ravi that she had 'spoken to Coach Adam' (line 50). What was her reason for telling Ravi about speaking to his coach?

[1]

TEXT 4

- 5 The writer said that she 'did not believe in going back or giving up before trying'. (lines 9 – 10) What do you think was her intention?

[1]

- 6 In Paragraph 3, why did the He was shriek their traditional battle-cry when crossing the river?

[1]

TEXT 5

- 7 'The window might as well have been painted grey.' (lines 11 – 12)

With reference to the sentence above, why do you think the writer had to rely on his imagination to occupy himself?

[1]

- 8 From Paragraphs 5 to 7, give two ways Inman showed that he believed the blind man had lost his eyes through violence.

----- [2]

- 9 'Where to begin?' (line 40)
Explain fully why Inman said this line aloud to the old man.

----- [2]

TEXT 6

- 1 Why was the trial 'the talk of the town' (line 4)?
0

----- [1]

- 1 Explain why the man 'was about to die in despair' (line 18).
1

----- [1]

TEXT 7

- 1 Why were the passengers sitting 'listless, and staring blankly' (line 16)?
2

----- [1]

- 1 'At this sight, the passengers turned a half-resentful stare on him, and then
3 repented immediately' (lines 31 - 32).

Why were the passengers resentful of the boy at first?

----- [1]

- 1 Why do you think the passengers felt afraid for the boy in Paragraph 4?
4

----- [1]

TEXT 8

- 1 'keeping the calf pressed against her massive body' (lines 7 – 8). Why did the
5 elephant do this?

[1]

- 1 Why was it 'music' (line 27) to her calf?
6

[1]

TEXT 10

- 17 What does the phrase 'nominated their spokesman' (line 18) suggest about the
men's attitude towards Leah?

[1]

- 18 In Paragraph 8, the writer describes her responses to her berth-mates' offer of
food. What impressions do we get of Leah from her responses?

[2]

- 19 In the last paragraph, what does the writer mean by the phrase 'Alone yet not' (line
35)?

[1]

TEXT 11

- 20 'All day long she **urged** cups of steaming minestrone on the delivery boy... little
cookies on any child **within hailing range**.' (lines 13 – 14)

With reference to the words in bold, what does the above line tell you about the manner in which Auntie Bella gave out her food?

----- [1]

TEXT 12

- 21 In Paragraph 3, the writer says his mother was beating the wall hysterically and '*uttering in accents of final doom*'. What does he mean by the italicised expression?

----- [1]

- 22 The writer says that '*all the world was subpoenaed to witness*' (line 40) Mother cleaning up the house. What does the italicised expression suggest about Mother?

----- [1]

TEXT 14

- 23 Explain fully why the situation was 'turning into a marathon test of his moral strength' (lines 39 – 40)?

----- [2]

- 24 In Paragraph 7, the writer mentions that 'it was like watching time being unpacked from the ground and then flying away' What does he mean by this expression?

----- [2]

TEXT 15

- 25 In Paragraph 3, suggest why Miss Tan wanted the girls to wait at the campfire.

----- [1]

- 26 Suggest why the girls could not 'differentiate between the shift shadows cast onto the floors and walls by us, and those made by the furniture in the room' (lines

49 - 51)

----- [1]

TEXT 16

- 27 From Paragraph 3, what is the relationship between Werner and his sister, Jutta?

[1]

- 28 '...the miners usually hobble past without replying, perhaps without even seeing him, their eyes on the muck, the economic collapse of Germany looming over them like the severe geometry of the mills.' (lines 29 – 32)

What is the reason for this attitude?

[1]

- 29 'Werner and Jutta sift through glistening piles of black dust; they clamber up mountains of rusting machines.' (lines 33 – 34)

What does the 'piles of black dust' refer to?

[1]

Why were they sifting through the dust and clambering up the mountains?

[1]

TEXT 17

- 30 Why were Tom's 'hopes rising and falling by turns' (line 12)?

[2]

TEXT 18

- 31 'She eyed him pretty closely, watching him like a hawk' (lines 20 – 21). Why was the officer looking at him that way?

[1]

TEXT 21

- 32 Explain fully why Hooper felt 'impelled to flee but unable to move' (line 15).

----- [2]

- 33 In Paragraph 3, Hooper repeats the phrase 'in a minute' (line 19). Why does he do this?

----- [1]

- 34 Why were Hooper's first camera shots in Paragraph 6 likely to be 'worthless' (line 29)?

----- [1]

Direct Questions

"Own Words"

TEXT 1

- 1 Explain in your own words what the writer means by 'I would pay for a single wrong step with my life.' (lines 29 – 30)

 ----- [2]

TEXT 2

- 2 'The explosions of that first week were inconsequential; I was anesthetised to fear.' (line 33). Explain in your own words how the writer felt about the explosions.

 ----- [2]

TEXT 3

- 3 'Ravi had tried to ask his mother to leave but to no avail – she was absolutely devoted to her husband despite the torture she endured at his drunken hands.' (lines 29 – 31)

Explain in your own words what the mother's refusal to leave her husband suggests about her attitude towards their relationship.

 ----- [1]

TEXT 4

- 4 In Paragraph 5, explain in your own words what the writer meant when she said, 'My muscles *screamed*, but I could not *slacken*.' (line 44) with particular reference to the words in italics.

NARRATIVE PACKAGE 2021 (QUESTIONS)

----- [1]

TEXT 5

- 5 From Paragraph 2, 'the window apparently wanted only to take his thoughts back' (lines 18 – 19). In your own words, explain why indulging in past memories was 'fine for him' (line 19), and that Inman's was unwilling to think beyond his present.

 ----- [2]

TEXT 6

- 6 In Paragraph 5, the writer says 'So crushed and despondent the previous day, the man facing death was radiant'.

Explain in your own words why the man was radiant.

 ----- [2]

TEXT 6

- 7 Why was the writer 'not at all surprised to see the actress shed a tear' (lines 36 – 37)? Answer in your own words.

----- [1]

TEXT 8

- 8 From Paragraph 4, how do we know that the calf was still in a dangerous position? Explain in your own words.

----- [1]

TEXT 9

- 10 In your own words, explain the dilemma that Leah was facing in Paragraph 2.

----- [2]

TEXT 10

- 11 In which two ways were the cats 'swollen' (line 9)? Answer in your own words.

----- [2]

- 12 From Paragraph 3, explain, in your own words, how Auntie Bella planned to stop the dispute with Uncle Hubert.

----- [1]

TEXT 11

- 13 In your own words, explain why the writer says 'It was a miracle that they had spotted me.' (lines 16 – 17)

----- [1]

TEXT 12

- 14 Explain fully why 'Mother lit torches of newspapers' (line 35). Answer in your own words.

----- [2]

TEXT 14

- 15 In Paragraph 3, why did Argin's office resemble a vet's waiting room? Answer in your own words.

----- [1]

TEXT 15

- 16 In Paragraph 4, why do you think the school's long history that went all the way back to our colonial past' was a reason for the girls to make up ghost stories? Answer in your own words.

----- [2]

- 17 'We discarded our song sheets, hoodies and hairbands as we ran, leaving behind a messy trail.' (lines 45 – 46)

Suggest why the students discarded their things as they ran. Answer in your own words.

----- [2]

TEXT 16

- 1 'He is undersized, his ears stick out and he speaks with a high sweet voice; the
8 whiteness of his hair stops people in their tracks. Snowy, milky, chalky. A colour that is the absence of colour.' (lines 6 – 9)

In your own words explain what the writer means by, 'A colour that is the absence of colour.'

----- [1]

- 19 Using your own words, what is revealed of Werner's personality in

- (i) 'crouches patiently beside it threading back the bolts':

----- [1]

- (ii) 'Werner will chirp, "good afternoon":

----- [1]

TEXT 17

- 20 'A grey squirrel and a big fellow of the 'fox' kind came scurrying along, sitting up to inspect the boys, for the wild things had probably never seen a human being before and barely knew whether to be afraid or not.' (lines 22 – 25)

According to Paragraph 5, why did the two creatures inspect the boys? Answer in your own words.

[1]

TEXT 18

- 2 Explain in your own words, how do we know that Nick had difficulty finding his way
1 to his dormitory (lines 39 – 40)?

[1]

TEXT 20

- 2 Explain in your own words, why the writer described the summit of Annapurna as
2 'a goddess' (line 15)?

[1]

- 2 In Paragraph 3, the writer 'inspected the face (we had) to attack with some
3 concern'. Why did the writer feel this way? Answer in your own words.

[2]

Language Use (Type 2) Questions

TEXT 1

- 1 What does the writer compare his limbs to in Paragraph 1?

[1]

- 2 'It seemed like there was no air to gasp in from that bluest of mountain skies.' (lines 6 – 7) Pick out a phrase in Paragraph 1 which conveys that the writer was experiencing this problem.

[1]

- 3 The writer describes his movement with the phrase, 'each painful step' (line 25). Quote another word from Paragraph 3 which shows that the writer's movement was laborious.

[1]

- 4 Identify two separate words which show the writer's contrasting emotions in Paragraph 4.

[2]

TEXT 2

- 5 Identify a phrase in Paragraph 1 which suggests that the writer was badly injured.

[1]

- 6 In Paragraph 4, the woman's son displays contrasting characteristics at home. Identify phrases which show his enthusiastic and aloof nature.

[2]

- 7 Quote a word from Paragraph 5 which shows that the visitors were curious about

the writer.

----- [1]

TEXT 3

- 8 In Paragraph 6, the writer says that 'their mother moved quietly around them getting things ready for their father who was still snoring in bed. Everyone was on the edge from the night before but as usual, no one said a thing.' (lines 22 – 25)

Identify words or phrases in the given sentence which describe what the mother and children's actions were the morning after the incident.

DESCRIPTIONS OF MOTHER AND CHILDREN'S ACTIONS	WORDS OR PHRASES FROM THE PASSAGE
feeling tensed	
crept stealthily	
unanimously keeping mum	

[3]

TEXT 4

- 9 Pick a phrase from Paragraph 3 which conveys the reason why the battle-cry of the Hewa tribe could hardly be heard.

[1]

TEXT 5

- 10 Quote two consecutive words from Paragraph 3 that have the same meaning as 'severely shocked'.

[1]

TEXT 7

- 11 Identify a word in Paragraph 4 that suggests the passengers felt afraid for the boy.

[1]

- 12 Pick a word from Paragraph 6 that means 'avoid attention'

----- [1]

TEXT 8

- 13 Which expression in Paragraph 3 suggests she was unsuccessful in doing so?

----- [1]

- 14 Which phrase in Paragraph 3 shows the writer's anxiety as he watched the elephants?

----- [1]

- 15 In Paragraph 8, which word tells you that the river was no longer threatening?

----- [1]

TEXT 9

- 16 What does the 'metal box' (line 3) refer to?

----- [1]

- 17 Identify another two words in Paragraph 2 and Paragraph 9 that support the idea that the train was 'aging' (line 9).

----- [1]

- 18 Who do the 'absent chefs' (line 27) refer to?

----- [1]

TEXT 10

- 19 Which two phrases tell you Uncle Hubert's profession?

NARRATIVE PACKAGE 2022 (QUESTIONS)

----- [1]

TEXT 11

- 20 At the end of Paragraph 1, the writer says 'the mighty whirlpool below was determined to consume me...'

Which word(s) suggest the whirlpool is a person?

[1]

- 21 In Paragraph 1, 'It was a matter of time before it would keel over and I'd be sucked deep into the waters.' (lines 7 – 8)

Identify the word(s) in the lines which suggest

capsize: [1]

drown:

TEXT 12

- 22 In Paragraph 1, the writer describes the suffering of the villagers during the drought as a 'punishment' (line 3). Identify two separate words used in this paragraph which also suggest that the drought brought them suffering.

[1]

- 23 Identify expressions in Paragraph 9 which suggest

exaggerated grief – [1]

tedious and boring work – [1]

TEXT 15

- 24 In Paragraph 4, identify the simile used.

[1]

- 25 In Paragraph 8, 'Our words swirled in the thickened air around us as we tried to decide what to do. A night breeze stirred the fire and chilled our skin.'

Identify words in the given sentences which have the same meaning as the

following.

dense – [1]

agitated – [1]

TEXT 17

- 26** The worm was 'inclined to go elsewhere' (line 13)
Which two other expressions of not more than four words each in Paragraph 3 suggest that the worm had a will of its own?

[2]

- 27** Which two separate words in Paragraph 4 convey the idea of great effort required?

[1]

TEXT 18

- 28** Find words in Paragraph 1 which suggest:

(i) Nick had travelled quite a long distance: [1]

(ii) Nick's tiredness was obvious: [1]

- 29** 'The pouch his mom had given him for his passport and boarding passes was damp in his hand.' (lines 10 – 11)

What evidence suggests that he was feeling this way?

[1]

- 30** Which word in Paragraph 3 suggests that Nick is very obedient towards his mother and sister?

[1]

- 31** 'She eyed him pretty closely, watching him like a hawk' (lines 20 – 21). What does

this sentence suggest about how the immigration officer was looking at him?

----- [1]

32 Identify one other phrase in Paragraph 5 that conveys the same idea.

----- [1]

Factual Questions

TEXT 2

- 1 In Paragraph 2, the woman helps the girl in a practical way. State two things she did which show this.

----- [2]

TEXT 3

- 2 According to Paragraph 6, why did Ravi's father resort to alcoholism?

----- [1]

- 3 According to Paragraph 14, state two reasons for Ravi's stress over the recent few months.

----- [2]

TEXT 4

- 4 State two reasons why the writer made a model of the log float.

----- [2]

- 5 What was the writer referring to when she said that she 'did not believe in going back' (lines 9 – 10)?

----- [2]

NARRATIVE PACKAGE 2021 (QUESTIONS)

TEXT 5

- 6 From Paragraph 1, state the two things that woke Inman up.

----- [2]

- 7 From Paragraph 3, how do we know that the blind man was facing some difficulty moving to his destination?

----- [2]

TEXT 6

- 8 In what ways was the man who was condemned for murder 'not really educated but not completely uneducated' (lines 2 – 3)?

Not really educated:

----- [1]

Not completely uneducated:

----- [1]

TEXT 7

- 9 'At this sight, the passengers turned a half-resentful stare on him, and then repented immediately' (lines 31 – 32).

What caused them to 'repent immediately'?

----- [1]

- 10 Why did the businessman 'slip an extra few dollars' (lines 45 – 46) to the conductor?

----- [1]

NARRATIVE PACKAGE 2021 (QUESTIONS)

TEXT 9

- 11 In Paragraph 3, the writer states that she 'desperately wanted to fit in, to be less noticeable' (lines 14 – 15). In what two ways does she show her desperation to fit in?

----- [2]

- 12 The writer refers to her and her berth-mates as being in 'a reality television game of sorts' (lines 26 – 27). Give two ways in which what they were doing was like a reality television game.

----- [2]

TEXT 10

- 13 What was Uncle Hubert's profession?

----- [1]

- 14 With reference to Paragraph 4, explain clearly why Uncle Hubert refused to eat garlic.

----- [2]

TEXT 11

- 15 Pick out an evidence from Paragraph 6 that suggests the writer cares about the environment.

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----- [1]

TEXT 13

- 16 In Paragraph 3 the writer is sure that the pitchers are not used for splashing oneself down. Give two reasons.

----- [2]

- 17 In Paragraph 7, the writer decides to explore the area despite feeling feverish. What two things does he want to avoid?

----- [2]

- 18 What made the writer 'wonder how long the camp had existed' (lines 44 – 45)?

----- [1]

TEXT 14

- 19 In the Paragraph 3, Argin felt 'It was endless'. What does 'It' refer to?

----- [1]

- 20 The villagers were worried about a number of things. With reference to Paragraph 4, list two worries the villagers had.

----- [2]

TEXT 16

- 21 'Werner's earliest years are the leanest' (line 1). In Paragraph 4, give two pieces of evidence that show this to be true.

----- [1]

TEXT 20

- 22 In Paragraph 2, what contrasting weather conditions did the trekkers experience at Camp II?

----- [1]

- 23 In Paragraph 6, what new obstacles did the trekkers face once they reached the opposite side of the mountain?

----- [1]

TEXT 21

- 24 'It struck the cage head on, the snout ramming between two bars and spreading them. The snout hit Hooper on the chest and knocked him backward.' (lines 35 – 37)

What two characteristics of the shark can be observed from the given lines?

----- [2]

Global Question

TEXT 1

The structure of the text reflects the various stages in the expedition. Complete the flow chart by choosing one phrase from the box to summarise the main stage of the expedition described in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Stages of the expedition

imminent danger	dreamlike experience
short-lived achievement	physical discomfort
joyous celebration	the ascent
breathing difficulty	

Flow chart

Paragraph 1	(i)
Paragraphs 2 – 3	(ii)
Paragraph 4	(iii)
Paragraph 5	(iv)

TEXT 2

The structure of the text reflects the writer's attitudes and feelings in the village. Complete the flow chart by choosing one word from the box to summarise the main attitudes or feelings presented in each part of the text. You may use each word only once. There are some extra words in the box that you do not need to use.

Writer's attitudes and feelings

panic		unafraid		disappointed	
detached	quiet		observant		reckless

Flow chart

Paragraph 1	(i)
Paragraphs 2 – 3	(ii)
Paragraph 4	(iii)
Paragraph 6	(iv)

TEXT 3

The passage is a story of a teen whose life is fraught with domestic abuse. Complete the flow chart by selecting one phrase from the box to summarise what Ravi experienced throughout the day. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Stages of Ravi's day

the silent plea	the incomplete test	the unbearable truth
the uncomfortable interview	the unwilling lie	the silent meal
the irrepressible anger		

Flow chart

Paragraph 6	(i)
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Paragraphs 7 – 10	(ii)
Paragraphs 11 – 13	(iii)
Paragraph 14	(iv)

TEXT 4

The structure of the text reflects the feeling/s that summarises each stage of her experience through Papua New Guinea. Complete the flow chart by selecting one word from the box to summarise the main feeling/s described in each part of the text. You may use each word only once. There are some extra words in the box that you do not need to use.

Writer's feeling/s about her experience as she travels through Papua New Guinea

eager	contentment	apprehensive	determined
gratitude	nervous	fearful	irritation

Flow chart

Paragraph 1	(i)
Paragraph 2	(ii)
Paragraph 3	(iii)
Paragraph 4	(iv)

TEXT 5

Complete the flow chart by selecting one phrase from the box that best describes Iman's state of mind or his feelings in the given parts of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

State of mind and feelings

bitter and resentful	tired and disillusioned	cynical and blasé	nonchalant and indignant
angry and offended	annoyed and bothered	fazed and shocked	bored and disinterested

Flow chart

Paragraph 1	(i)
Paragraph 2	(ii)
Paragraph 7	(iii)
Paragraph 8	(iv)

TEXT 6

The structure of the text describes the various events that take place prior to the execution and after it. Complete the flow chart by selecting one phrase from the box that best describes Iman's state of mind or his feelings in the given parts of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main events

denying redemption	refusing to do the dirty work	being shaken	saving a man's life
doing the work fervently	being led to salvation	experiencing desperation	

Flow chart

Paragraph 1	(i)
Paragraph 2	(ii)
Paragraphs 3 – 5	(iii)
Paragraphs 9 – 11	(iv)

TEXT 7

The following parts of the text reflect the thoughts and feelings of the passengers in the bus. Complete the flow chart by selecting one phrase from the box that best describes Iman's state of mind or his feelings in the given parts of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Feelings of the respective passengers

disinterest	bravado	annoyance	dazzled
sympathetic		sentimental	

Flow chart

NARRATIVE PACKAGE 2021 (QUESTIONS)

Paragraph 2 (i)

Paragraph 4 (ii)

Paragraph 5 (iii)

Paragraph 7 (iv)

TEXT 8

The structure of the text reflects the events at the Upper Taungdwin River. Complete the flow chart by selecting one phrase from the box to summarise the main events described in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Events at Upper Taungdwin River

a harrowing rescue	reunion	a separation	a failed attempt
a difficult decision	on the brink of death	temporary relief	

Flow chart

Paragraph 2 (i)

Paragraph 3 (ii)

Paragraph 4 (iii)

Paragraphs 5 – 7 (iv)

TEXT 9

The structure of the text reflects the different emotions Leah experienced. Complete the flow chart by selecting one phrase from the box to summarise the emotion experienced in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Leah's emotions

doubting her initial resolve	pretending to be composed	relieved by the friendliness of the passengers	afraid of being exposed
determined to prove them wrong		excited about her new adventure	

Flow chart

Paragraph 1	(i)
Paragraph 2	(ii)
Paragraph 3	(iii)
Paragraphs 4 – 6	getting to know her companions better
Paragraph 7 – 8	mixed feelings at tasting Indian food
Paragraph 9	(iv)

TEXT 10

Complete the flow chart by selecting one phrase from the box to summarise the main idea described in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main idea

sweet revenge	rejection of gifts	laying down rules	a hilarious celebration
an extravagant speed	an indispensable item	a treasured possession	

Flow chart

Paragraph 2	(i)
Paragraph 3	biding his time
Paragraph 4	(ii)
Paragraphs 5 – 6	(iii)
Paragraph 7	(iv)

TEXT 11

The structure of the text reflects the main idea of the writer's recounts about his solo kayaking expedition. Complete the flow chart by selecting one word from the box to summarise the main idea described in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main idea

relief	reminiscence	safety	satisfaction
confusion		fear	

Flow chart

Paragraphs 1 – 2	(i)
------------------	-----

Paragraph 3	(ii)
Paragraphs 7 – 8	(iii)
Paragraph 9	(iv)

TEXT 12

The structure of the text reflects the stages in the writer's childhood experience with the flood during summer. Complete the flow chart by selecting one word from the box to summarise the events in each stage. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main idea

searching for help	avoiding death	discovering the truth	feeling helpless
sharing responsibilities	facing an old enemy	dealing with the aftermath	

Flow chart

Paragraphs 1 – 3	(i)
Paragraph 4	(ii)
Paragraphs 5 – 8	(iii)
Paragraph 9	(iv)

TEXT 13

The structure of the text reflects the writer's thoughts and feelings. Complete the flow chart by selecting one word from the box to summarise the main thoughts or feelings presented in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main idea

appreciation	gratitude	recollection	puzzlement
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excitement	relief	regret
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Flow chart

Paragraphs 1 – 2	(i)
Paragraph 3	(ii)
Paragraphs 4 – 5	(iii)
Paragraph 6	(iv)

TEXT 14

The structure of the text reflects how Argin deals with the situation and the different groups of people in the village. Complete the flow chart by selecting one phrase from the box to summarise the main event presented in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main ideas

the call	the experiences	the crowd	the enticements
the demands		the impending future	

Flow chart

Paragraph 2	(i)
Paragraph 3	(ii)
Paragraph 4 – 5	the promises
Paragraph 6	(iii)
Paragraph 7	a hive of activity
Paragraph 8	(iv)

TEXT 15

The structure of the text reflects the characters' feelings and actions. Complete the flow chart by selecting one phrase from the box to summarise the main ideas presented in each part of the text. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main idea

a dilemma	fear and chaos	friendly advice	lively banter to cope
angry defiance	authoritative warning	confusion and frustration	

Flow chart

Paragraphs 1 – 2 (i)

Paragraph 3 (ii)

Paragraphs 4 – 7 (iii)

Paragraphs 8 – 9 (iv)

TEXT 16

The structure of the text reflects the main stages in the narrative. Complete the flow chart by selecting one phrase from the box to summarise the focus in each paragraph. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main idea

intense interval	sombre moments	a stern caregiver	solitary spell
easy companionship	a caring guardian	hard times	

Flow chart

Paragraph 1 (i)

Paragraph 2 (ii)

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Paragraphs 3 – 4 (iii)

Paragraph 5 (iv)

TEXT 17

The structure of the text reflects the main stages in the narrative. Complete the flow chart by selecting one phrase from the box to summarise the focus in the narrative. You may use each phrase only once. There are some extra phrases in the box that you do not need to use.

Main focus

a satisfying meal	a day awakening	a thrilling encounter	a hopeful experience
wildlife in action	avoiding reality	a big appetite	

Flow chart

Paragraphs 1 – 2	(i)
Paragraph 3	(ii)
Paragraphs 4 – 5	(iii)
Paragraph 6	forgetting life
Paragraph 7	(iv)

TEXT 18

The structure of the text reflects Nick's thoughts and feelings as he landed on foreign soil. Complete the flow chart by selecting one word from the box to summarise the main thoughts or feelings presented in each part of the text. You may use each word only once. There are some extra words in the box that you do not need to use.

Nick's thoughts and feelings

apprehensive	relieved	frazzled	stressed
fatigued	restless	surprised	

Flow chart

Paragraphs 1 – 2	(i)
------------------	-----

Paragraphs 3 – 6 (ii)

Paragraph 7 (iii)

Paragraph 8 (iv)

TEXT 19

The structure of the text reflects the writer's thoughts and feelings as she travels with Syed and Ziyad to collect honey. Complete the flow chart by selecting one word from the box to summarise the main thoughts or feelings presented in each part of the text. You may use each word only once. There are some extra words in the box that you do not need to use.

The writer's thoughts and feelings

suspicion	dismay	despair	concern
trepidation	appreciation	pity	

Flow chart

Paragraphs 1 – 2 (i)

Paragraph 3 (ii)

Paragraphs 4 – 5 (iii)

Paragraphs 6 – 7 (iv)

TEXT 20

The structure of the text reflects the writer's thoughts and feelings as he and his team members prepared for the climb up Annapurna. Complete the flow chart by selecting one word from the box to summarise the main feeling described in each part of the text. You may use each word only once. There are some extra words in the box that you do not need to use.

Writer's feelings

disheartened	intimidated	upset	anxious
awestruck	regret	resigned	

Flow chart

Paragraph 2	(i)
Paragraph 3	(ii)
Paragraph 4	(iii)
Paragraph 7	(iv)

TEXT 21

The structure of the text reflects Hooper's feelings as he is in the water. Complete the flow chart by selecting one phrase from the box to summarise the main feeling presented in each part of the text. You may use each word only once. There are some extra words in the box that you do not need to use.

Hooper's feelings

apprehension	distress	horror	fascination
frustration	pleasure	sorrow	

Flow chart

Paragraph 1	pleasure
Paragraph 2	(i)
Paragraph 3 – 6	(ii)
Paragraph 7	(iii)
Paragraph 8	(iv)

TEXT 20

The structure of the text reflects the writer's thoughts and feelings while she was in prison. Complete the flow chart by selecting one word from the box to summarise the main feeling described in each part of the text. You may use each word only once. There are some extra words in the box that you do not need to use.

Writer's Thoughts and Feelings

sense of renewal	stunned	blissful	emotionless
anticipating	self-loathing		

Flow chart

Paragraph 1	(i)
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Paragraph 3 (ii)

Paragraph 5 (iii)

Paragraph 7 (iv)