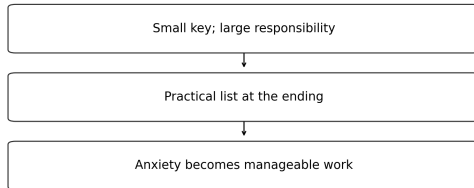


Reading: contextual meaning, structure and point of view

Original skill preparation; versioned source scope

## Method and conditions



- Point of view                      limits access to motives.
- Speaker versus author; figurative meaning; structural shifts.

## Worked method 1

### Read and reason

Point of view limits access to motives. First-person narration tells us what the narrator notices and thinks. “I could not tell” explicitly leaves the uncle’s response uncertain; do not choose approval or ridicule as certain.

## Original context 1

### Read and reason

Original literary passage — The spare key When I returned to the workshop after my uncle retired, the key felt too small for the responsibility attached to it. He had left the drawers neatly labelled, as though the labels might continue his explanations in his absence. I turned on the overhead light and read “washers”, “pins”, “springs”. Each word named an orderly compartment.

## Original context 2

### Read and reason

The workbench, however, carried a shallow circular mark where his tea cup had stood, and no label could explain why that empty circle held my attention longer than the stocked shelves. A neighbour arrived with a bent gate latch. I found a replacement pin quickly, then spent several minutes searching for the washer that would keep it in place.

## Original context 3

### Read and reason

My uncle had sorted objects by size. He could see a repair in his mind before he opened a drawer; I could not. The neighbour waited without complaint, which made the delay feel more noticeable rather than less. At last I found the washer, fitted the pin and watched the latch swing freely. The repair was simple. Finding its parts had not been.

## Original context 4

### Read and reason

That evening I placed commonly paired pieces in small trays. The shelves lost some of their symmetry. I imagined my uncle raising an eyebrow, then remembered how often he had moved a tool after noticing where his hand expected it to be. His neat labels had been the result of change, not a prohibition against it.

## Original context 5

### Read and reason

I left the rare springs in their old drawer because they had no regular partners. There was no reason to change them merely to prove that the workshop was mine. A week later my uncle visited. He opened a tray and asked where the larger washers had gone. I showed him the remaining size-labelled drawer. “So you have kept both systems,” he said.

## Original context 6

### Read and reason

I could not tell whether his smile meant approval or amusement at my earnestness. He tested a latch, set it down, and asked for tea. I placed his cup on the old mark without thinking. Only after he left did I notice that I had made room beside it for my own. I had expected taking charge to mean replacing his habits with mine.

## Original context 7

### Read and reason

Instead, I was learning which habits solved a problem and which had depended on a skill I had not yet acquired. The workshop did not need a dramatic beginning. It needed a washer that could be found, a safe repair, and enough empty space for the next person to work.

## Attempt 1.1

### Read and reason

What does “as though the labels might continue his explanations” suggest? Explain the wording without treating the drawers as literal speakers.

## Reasoning 1.1

### Read and reason

It personifies or imagines the labels carrying the uncle's practical guidance after retirement. "As though" marks the comparison as figurative. It also prepares the contrast between labelled objects and the unlabelled cup mark's personal meaning.

## Attempt 2.1

### Read and reason

Explain the structural change from the first paragraph's small key to the final paragraph's practical list.

## Reasoning 2.1

### Read and reason

The key initially makes responsibility feel large and abstract. The final list reduces that anxiety to concrete work—finding a washer, repairing safely and leaving room. The change qualifies the narrator's expectation of a dramatic break rather than proving complete expertise.

## Attempt 3.1

### Read and reason

Is the tone uniformly hostile to the uncle? Use two details and one limit on what the narrator knows.

## Reasoning 3.1

### Read and reason

No. Remembering the uncle's adaptive tool placement and making room for his cup suggest respect and continuity. The narrator remains unsure about his smile, so neither wholly approving nor wholly mocking motives should be asserted as fact. An interpretation of affectionate unease can explain the mixed evidence.

## Transfer and limits

### Read and reason

Speaker versus author; figurative meaning; structural shifts.

## Check yourself

### Read and reason

Close the worked reasoning. Explain why the method fits the final transfer task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.