

1 Supported focus – Literary form and close reading

Name: _____ Class: _____ Date: _____ **Total: 10 marks**

KEY WORDS personification • close reading • translation • ambiguity
• evidence • imagery

Objective

- Analyse imagery , voice, structure and ambiguity
- Explain effects through precise evidence rather than plot summary

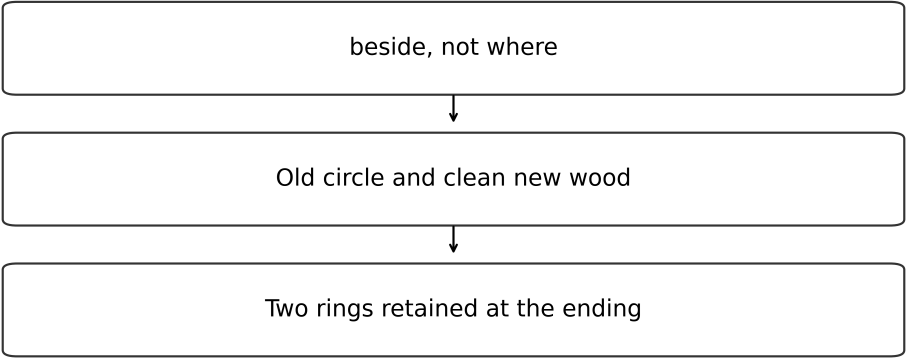
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Literary analysis connects wording and form to meaning. Personification assigns human qualities to something non-human.

Establish who speaks and what the passage makes available before treating a speaker as the author’s own voice.

Close reading connects a word or pattern to a supported interpretation. In Text B, “beside” contrasts with “where” and makes addition different from replacement. The poem’s old circle and new clean wood turn a relationship into visible space. Do not stop at naming imagery ; explain what the image lets the reader notice.



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: In the original classroom line, held its breath suspends ordinary movement and makes anticipation feel shared. Compare that interpretation with nearby details before claiming the phrase signals fear rather than excitement.

■ Complete original case context

Original classroom texts, written for this supplement. They are not school-selected assessed works.

Text A – The label Every morning I polished the brass plate beside the door. It carried my father’s name, and visitors asked for him even after I took charge of the shop. I answered their questions, found the parts, and wrapped each purchase. Still, at the door, they thanked the name on the plate. One afternoon I put a small card below it: “Ask for Leila.” The next visitor read the card aloud, hesitated, and then asked me where the hinges were. I left the brass plate shining. The card stayed too.

Text B – A space on the shelf (original poem) I cleared a place beside the cup, not where the cup had been. The shelf kept its old circle; the new wood still looked clean. By evening, two rings darkened it. I did not rub them out.

Context supplied for this exercise: both texts are contemporary original classroom writing in English. No author biography, translation history or evidence about a real society is supplied. Compare what the wording permits; do not invent historical facts. A real course comparison must use the school’s eligible studied works.

2 Practice

2.1 What does the phrase most directly suggest? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Analyse the poem’s voice, imagery and structure in a coherent paragraph, allowing ambiguity. [3]

3.2 Compare “I did not rub them out” with a hypothetical ending “I rubbed the old ring out”. Explain how the altered choice changes meaning. [3]

3.3 Give two defensible readings of Text A’s preserved brass plate. Explain how the card constrains a reading of total submission. [3]