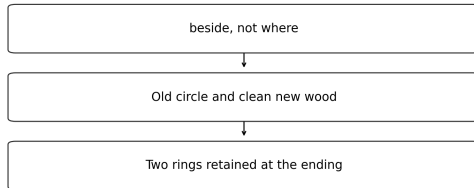


Supported focus — Literary form and close reading

Supported focus preparation

Method and conditions



- Close reading connects a word or pattern to a supported interpretation.
- Speaker versus author; figurative language; evidence and qualification.

Worked method 1

Read and reason

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 context 1

Read and reason

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.

Original context 2

Read and reason

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.

Original context 3

Read and reason

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.

Original context 4

Read and reason

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.

Attempt 1.1

Read and reason

Analyse the poem's voice, imagery and structure in a coherent paragraph, allowing ambiguity.

Reasoning 1.1

Read and reason

The first-person speaker makes a quiet decision about space. “Beside” corrects the possible replacement implied by “where”, so the opening frames coexistence. The contrast between “old circle” and “new wood” gives the past and a new place physical traces. The final refusal to rub out either ring accepts the changed shelf.

Reasoning 1.2

Read and reason

This may suggest shared belonging or preserving memory; the poem does not name the relationship, so a specific family story would exceed the evidence.

Attempt 2.1

Read and reason

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

Reasoning 2.1

Read and reason

The supplied ending preserves both traces and supports coexistence. The hypothetical ending removes the old trace and could suggest replacement or deliberate separation. It is an analytical comparison with an invented alternative, not a quotation from the actual poem.

Attempt 3.1

Read and reason

Give two defensible readings of Text A's preserved brass plate. Explain how the card constrains a reading of total submission.

Reasoning 3.1

Read and reason

Keeping the polished plate can imply respect and continuity, or the continuing authority of an inherited name. The new card visibly asserts Leila's recognition, so a reading in which she does nothing to alter her position ignores that action. Interpretations may coexist if supported and qualified.

Transfer and limits

Read and reason

Speaker versus author; figurative language; evidence and qualification.

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.