# Paper 1 · close reading and guided literary analysis

International Baccalaureate · IB Diploma · Language A: Literature · SL · Vocabulary in context

| Word | Example |
|---|---|
| **close reading** /kləʊs ˈriːdɪŋ/ | Through **close reading**, explain how repetition shapes the speaker's tone. |
| **area of exploration** | An **area of exploration** provides a broad focus for studying texts. |
| **guided literary analysis** | A **guided literary analysis** connects close reading with a focused question. |
| **guiding question** | The **guiding question** focuses our analysis on the writer's choices. |
| **speaker** /ˈspiːkə/ | The **speaker** of a poem is the voice that talks in it. |
| **narrator** /nəˈreɪtə/ | The **narrator** tells the story. |
| **tone** /təʊn/ | The writer's hopeful **tone** shows in the last sentence. |
| **imagery** /ˈɪmɪdʒri/ | Cold rain and dark streets create bleak **imagery**. |
| **metaphor** /ˈmetəfɔː/ | "Time is a thief" is a **metaphor**.<br>"Time is a thief" |
| **personification** /pɜːˌsɒnɪfɪˈkeɪʃən/ | "The wind whispered" is **personification**.<br>"The wind whispered" |
| **diction** /ˈdɪkʃn/ | Choose exact **diction**, not exaggerated words. |
| **rhyme** | "Cat" and "hat" **rhyme**.<br>"Cat" "hat" |



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| Word | Example |
|---|---|
| **rhythm** /ˈrɪðəm/ | English has a strong **rhythm**: big words are loud, small words are quick. |
| **enjambment** | **Enjambment** lets a sentence run on to the next line. |
| **structure** /ˈstrʌktʃə/ | The **structure** of this sentence is subject, verb, object. |
| **ambiguity** /ˌæmbɪˈgjuːɪti/ | **Ambiguity** means one string has two different parse trees. |
| **half-rhyme** | **Half-rhyme** repeats some sounds without making a full rhyme. |
| **thesis** /ˈθiːsɪs/ | The **thesis** is the main claim of the essay. |