

4 Supported focus – English literary extract and oral development

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS translation • inference • rehearsal • evidence

Objective

- Interpret an extract from one of two studied literary works
- Connect character, voice and situation to sustained English discussion

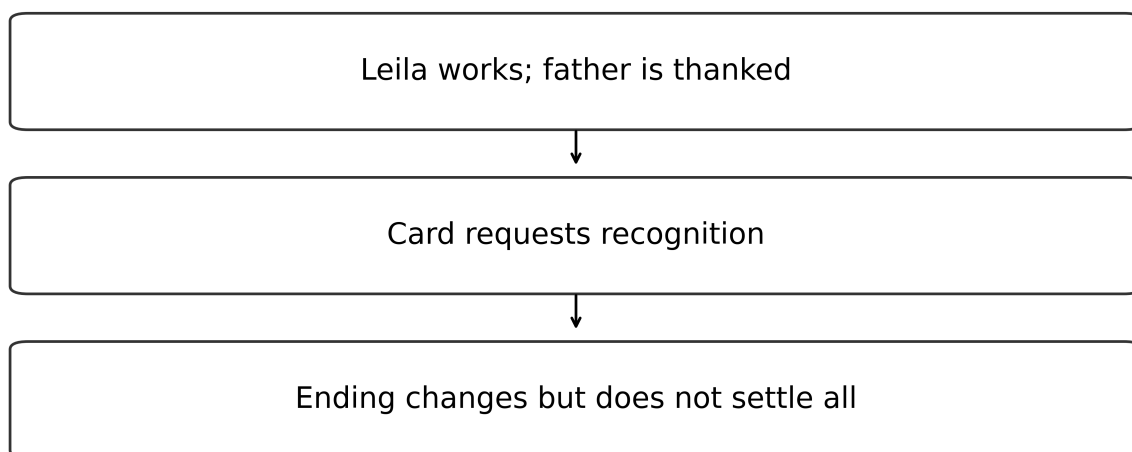
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Use the extract's language and situation to interpret the character, then explain the reading in clear English.

HL English B assesses communicative command as well as understanding of the extract; it is not a Language A technique catalogue.

HL English B extract work uses clear language to explain character, voice and situation. In Text A, the first-person speaker carries out the work while visitors credit her father's name. The new card supports an inference that she wants recognition. Keeping the plate complicates a simple rejection of her father. This original extract is practice only; actual HL study needs two eligible school-selected literary works.



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

Worked example from the native lesson: In the original classroom vignette, the mismatch between words and behaviour may suggest unease. Explain this as a possibility supported by both details. For assessment, replace the vignette with an extract from the school's studied work and connect it to that work.

■ 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 supports the inference of unease? Explain using the worked method.

[1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Explain Leila’s situation and one supported feeling or motive, using two details. Do not list techniques without meaning. [3]

3.2 Give a sustained spoken-rehearsal response to “Does the ending solve Leila’s problem?” Include evidence on both sides. [3]

3.3 Explain how to connect an approved extract to its whole studied work and what this short original text cannot establish. [3]
