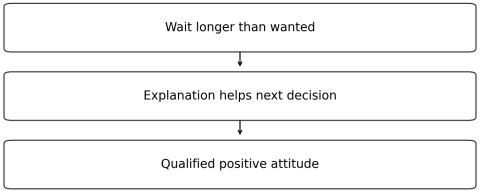
Supported focus — English listening and reading inference

Supported focus preparation

Method and conditions



- Read for the whole message before selecting a **detail**.
- Stated detail versus opinion; contrast markers; contextual vocabulary.

Worked method 1

Read and reason

Read for the whole message before selecting a detail. A contrast marker 转折标记 can qualify a positive evaluation. Teacher-read rehearsal 教师朗读演练: close the script while a teacher reads it twice. Then answer from listening before inspecting the transcript. This provides a complete script, but no verified recording or listening-delivery claim.

Original context 1

Read and reason

Original teacher-read script — Sana's library visit: "I expected the new repair session to be noisy, but the meeting room was calmer than I imagined. I took a battery-powered clock, not my old electric kettle, because the notice excluded mains-powered items. A volunteer checked the clock while I stayed at the table.

Original context 2

Read and reason

She found a loose part, but could not promise that replacing it would solve every problem. I thought her explanation was reassuring: it helped me understand what to do next. I waited twenty minutes, which was longer than I wanted. Even so, I would attend again because I learned how to describe the fault clearly. Next month I plan to book an earlier arrival window."

Attempt 1.1

Read and reason

What did Sana bring, why did she not bring the kettle, and how long did she wait?

Reasoning 1.1

Read and reason

A battery-powered clock; the notice excluded mains-powered items such as the kettle; twenty minutes. The script does not say the kettle was repaired or that the wait was short.

Attempt 2.1

Read and reason

Explain reassuring in context and distinguish two stated observations from Sana's opinions.

Reasoning 2.1

Read and reason

Reassuring means reducing concern by clarifying the next step; the following explanation supplies the clue. Bringing the clock and waiting twenty minutes are reported events. Calling the explanation reassuring and wanting a shorter wait are personal evaluations. The calmer room is Sana's comparison with her expectation, not a measured noise study.

Attempt 3.1

Read and reason

State Sana's overall attitude, preserving both positive and negative evidence. What can typed answers certify about listening or pronunciation?

Reasoning 3.1

Read and reason

Qualified positive: the wait was unwelcome, but the explanation and learning make another visit worthwhile. She plans to book earlier. Typed answers can show textual understanding; they do not certify that the learner heard the audio unaided or performed pronunciation.

Transfer and limits

Read and reason

Stated detail versus opinion; contrast markers; contextual vocabulary.

Check yourself

Read and reason

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