Supported focus — English oral communication and follow-up

Supported focus preparation

Method and conditions



- At SL, use the supplied original repair notice image for a thematic **rehearsal** about community access; it is not an official oral picture.
- Describe visible facts; qualify cultural links; answer follow-ups with reasons.

Worked method 1

Read and reason

At SL, use the supplied original repair notice image for a thematic rehearsal about community access; it is not an official oral picture. At HL, begin an extract rehearsal from the original literary text on sheet 4; do not substitute an SL picture for HL literature. Describe or interpret the actual stimulus, give a reasoned theme connection, then respond to a follow-up.

Worked method 2

Read and reason

A cultural connection 文化联系 needs a specific practice you have studied; no image proves nationality or a whole culture's habits.

Original context 1

Read and reason

Original non-literary stimulus — Library repair session notice. Use the actual supplied notice image with this text. Large heading: “A second life for a small object”. Main visual: a broken line becomes an unbroken line beside a lamp symbol. Prominent instruction: “Book a place by Friday”. Smaller text: “Saturday, 10:00–12:00. Library meeting room. Bring one battery-powered object. No damaged batteries.

Original context 2

Read and reason

Inspection does not guarantee repair." Footer: "Need help booking? Ask at the library desk." The notice is an original classroom design, not a real event announcement. Its audience is local library users who may have a small broken object. Its purpose is to encourage a booking while communicating limits. A reader's actual response has not been measured.

Attempt 1.1

Read and reason

SL — describe two visible choices in the notice and connect them to community access. HL — use the literary extract on sheet 4 to explain the character's situation. Label your route clearly.

Reasoning 1.1

Read and reason

SL model: “The notice has a large repair heading and a smaller offer of booking help at the desk. This could make a community activity accessible to people who need assistance, although the small footer may be less noticeable.” HL model: “Leila does the shop work, but visitors still thank her father’s name.

Reasoning 1.2

Read and reason

Her new card asks them to recognise her without removing the old plate." These are stimulus-grounded rehearsals, not assessed oral certification.

Attempt 2.1

Read and reason

Answer “What would you change, and why?” Then answer “What is one limit on your suggestion?”

Reasoning 2.1

Read and reason

SL: “I would make the desk-help line more prominent because readers may need that route. I would test whether readers notice it, because prominence alone does not guarantee use.” HL: “I would ask how visitors respond later to Leila’s card. The short extract does not reveal every future response, so I cannot assume permanent recognition.” Other relevant answers with reasons and limits are valid.

Attempt 3.1

Read and reason

Add a connection to a specific studied English-speaking community practice. What must be supplied before you can make that connection responsibly?

Reasoning 3.1

Read and reason

Name the actual practice and place from reliable class material, explain one evidenced similarity or difference, and avoid claiming everyone participates. The current original stimuli provide no verified national setting, so a specific cultural factual claim remains pending that source. Live teacher interaction and recording remain separate requirements.

Transfer and limits

Read and reason

Describe visible facts; qualify cultural links; answer follow-ups with reasons.

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.