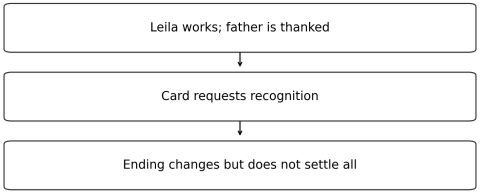
Supported focus — English literary extract and oral development

Supported focus preparation

Method and conditions



- HL English B extract work uses clear language to explain character, voice and situation.
- Stated facts; supported **inference**; communicative explanation in English.

Worked method 1

Read and reason

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 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

Explain Leila's situation and one supported feeling or motive, using two details. Do not list techniques without meaning.

Reasoning 1.1

Read and reason

Leila has taken charge and serves visitors, but they still thank the name on her father's plate. Her "Ask for Leila" card suggests a wish to be recognised. Keeping the polished plate may show respect or continuing influence, so anger or total rejection cannot be asserted as the only motive.

Attempt 2.1

Read and reason

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

Reasoning 2.1

Read and reason

“The ending shows a small change because a visitor reads Leila’s name and asks her for help. However, the visitor hesitates and the old plate stays. I think the story presents recognition beginning rather than a complete solution.

Reasoning 2.2

Read and reason

Keeping both labels could allow continuity, but it may also leave the father's authority visible." Extend with relevant details and respond to a teacher; typed rehearsal does not certify delivery.

Attempt 3.1

Read and reason

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

Reasoning 3.1

Read and reason

Refer to an earlier or later episode, recurring voice or changing relationship in the actual work, with accurate evidence. This short original text cannot establish study of either required literary work, the official extract procedure or live oral ability. School selection and supervised performance remain held.

Transfer and limits

Read and reason

Stated facts; supported inference; communicative explanation in English.

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.