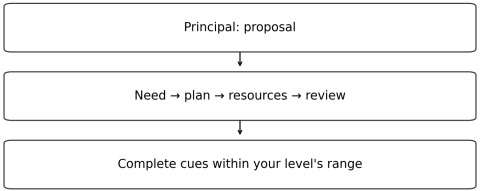
Supported focus — English audience, register and purposeful writing

Supported focus preparation

Method and conditions



- A **proposal 提案** identifies a need, a practical plan and expected benefits.
- Clear paragraphs; audience; purpose; present and future expressions.

Worked method 1

Read and reason

A proposal **提案** identifies a need, a practical plan and expected benefits. Use polite recommendations for a principal; a friendly message can address a peer directly. A complete response must meet every task cue. Word count **字数** does not compensate for missing content. The companion supplies separate original SL and HL models with counted final words and a cue checklist.

Original context 1

Read and reason

Original task: Write a proposal to your school principal for a weekly reading-and-repair club. Explain the need, meeting arrangements, supervision and resources, expected benefits, and how you would judge the first month's success. Address one practical concern and ask for a clear decision. Use the current course's level-appropriate word range: SL 250–400; HL 450–600.

Original context 2

Read and reason

This is original teaching practice, not an official specimen task.

Attempt 1.1

Read and reason

Choose a suitable text type and register. Plan all required content before writing.

Reasoning 1.1

Read and reason

A proposal with a title, purpose, short sections and polite recommendation suits the principal. Include need; weekly time/place; supervision/resources; benefits; first-month review; practical concern/response; requested approval. A casual chat with unexplained abbreviations would not fit this formal audience.

Attempt 2.1

Read and reason

Write the complete response within your level's word range. Compare it with the separate model, checking cues and relevant detail rather than memorising its opening.

Reasoning 2.1

Read and reason

Use the companion's complete SL or HL model as one possible response. Alternatives should meet the same audience, purpose, arrangements, supervision, benefits, review, concern and decision cues. Check actual final words and coherent language; classroom guidance is not an official criterion score. Purpose I propose a weekly reading-and-repair club for students who want to understand practical instructions in English.

Reasoning 2.2

Read and reason

Some students can translate individual words but find it difficult to follow a complete process. A small club would let us practise reading for a real purpose while learning useful habits. Arrangements and support We suggest meeting on Thursdays from four to five in the library meeting room. Twelve students could join the first month.

Reasoning 2.3

Read and reason

A teacher would supervise every meeting, and the library desk could manage a simple sign-up list. We would need printed instructions, pencils, a few basic hand tools and a box for materials. Students should not bring damaged batteries or mains-powered appliances. Repairs involving electrical safety would go to a qualified professional. Activities and benefits Each meeting would begin with a short instruction text.

Reasoning 2.4

Read and reason

Students would identify the materials, put the steps in order and explain any warning. They could then practise a permitted task, such as tightening a loose handle, under supervision. Working in pairs would encourage students to ask clear questions rather than guess silently. The club would also show that deciding not to attempt an unsafe repair can be a sensible outcome. Review and request

Reasoning 2.5

Read and reason

Space and supervision are possible concerns. We therefore recommend a small first group and advance registration, with a paper option for students who cannot use the online form. After four meetings, we would review attendance, ask students which instructions remained unclear, and check whether the teacher could supervise the tasks comfortably. We would change the activities before increasing the group.

Reasoning 2.6

Read and reason

Please approve a one-month trial and the use of the meeting room. We would be happy to discuss the plan with the teacher and librarian before inviting students. Classroom model: 287 words. Need; weekly day/time/place; teacher supervision; materials and safety; practical reading benefits; space concern and capped trial; first-month evaluation; explicit approval request.

Attempt 3.1

Read and reason

Change the audience to a friend inviting them to join the club. Rewrite two opening sentences and explain the register change.

Reasoning 3.1

Read and reason

“Hi Mei, would you like to join our new reading-and-repair club on Thursdays? We could read short instructions together and learn a few safe repairs.” Direct address and a friendly invitation fit a peer. The time and activity stay clear; a formal request for the principal’s approval would answer the wrong purpose.

Transfer and limits

Read and reason

Clear paragraphs; audience; purpose; present and future expressions.

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.