

Model clinic

Original classroom comparison: Informal email. Use it to notice how purpose, audience, structure and language work together; this is not an exam answer key.

PRACTICE PROMPT

Write to a friend about a school event. Say what you enjoyed and suggest something for next time.

DRAFT TO DIAGNOSE

Hi, the event was good. There were lots of things. I liked it. Next time make it better. Bye.

A MORE EFFECTIVE VERSION

Hi Maya, the science evening was much better than I expected. I especially liked the planetarium because the presenter made the scale of the solar system easy to picture. The queue for the experiments was long, though. If we have another one, a second activity table might help more people take part. Would you come with me next time?

WHAT CHANGED, AND WHY?

The draft responds but gives no specific detail or useful suggestion. The stronger version stays friendly, develops a reason, and makes a clear suggestion tied to the experience.

QUESTIONS FOR PAIRS

Which reader is imagined? What detail, link or language choice helps? What would you revise next?

Model clinic

Original classroom comparison: School magazine article. Use it to notice how purpose, audience, structure and language work together; this is not an exam answer key.

PRACTICE PROMPT

Write an article encouraging students to use the library at lunchtime.

DRAFT TO DIAGNOSE

The library is good. Everyone should go because reading is important. It has books and computers. Go there.

A MORE EFFECTIVE VERSION

A quieter lunch, without leaving school life behind

Need a place to finish a project, talk through a book or simply reset? The library is open at lunchtime, with study tables at one end and a reading corner at the other. It is not a silent exam hall: just bring a book, a question or a friend. If you have not visited this term, try it once this week and see which corner suits you.

WHAT CHANGED, AND WHY?

The draft repeats a claim and gives no reason to care. The stronger version hooks a school audience, supplies concrete details and ends with a manageable invitation.

QUESTIONS FOR PAIRS

Which reader is imagined? What detail, link or language choice helps? What would you revise next?

Model clinic

Original classroom comparison: Formal report. Use it to notice how purpose, audience, structure and language work together; this is not an exam answer key.

PRACTICE PROMPT

Report to the head teacher on a proposed lunchtime club.

DRAFT TO DIAGNOSE

The club was nice and students liked it. It needs more things and more time. We should do it.

A MORE EFFECTIVE VERSION

Lunchtime club: short trial

Purpose

This report considers whether a weekly design club would be useful for Years 8 and 9.

Findings

Twelve students attended the first two sessions. Most completed a small group task; several asked for access to materials between meetings.

Recommendation

Run a four-week trial with a sign-up limit of 16 students. Review attendance and student feedback before deciding whether to continue.

WHAT CHANGED, AND WHY?

The draft offers impressions without evidence, headings or a clear action. The stronger report separates purpose, findings and recommendation, and makes the next step testable.

QUESTIONS FOR PAIRS

Which reader is imagined? What detail, link or language choice helps? What would you revise next?

Model clinic

Original classroom comparison: IB English B: audience and register. Use it to notice how purpose, audience, structure and language work together; this is not an exam answer key.

PRACTICE PROMPT

Your school is considering a more inclusive welcome event for new students. Write for the school community.

DRAFT TO DIAGNOSE

This event is amazing and everyone will love it. You must attend. It is important and fun.

A MORE EFFECTIVE VERSION

A welcome that helps people join in

A good welcome is more than a speech and a timetable. New students need a chance to meet people without having to speak in front of a room straight away. We could offer small activity groups, clear signs and a quiet space alongside the main event. Students who arrived this year could help plan the activities. What helped you feel included? Share one idea with the student council this week.

WHAT CHANGED, AND WHY?

The draft uses emphatic claims and commands without considering a real reader. The stronger model combines an inviting public voice with concrete suggestions and a response prompt. In an IB task, the requested form and intended relationship decide whether this is a blog, article, letter or proposal.

QUESTIONS FOR PAIRS

Which reader is imagined? What detail, link or language choice helps? What would you revise next?