

An article with a reader in mind

1 / Read the task and notice the model

Your school magazine is inviting student perspectives on belonging. Write an article for other students explaining how clubs can help newcomers feel included, considering one limitation and proposing a practical improvement. This original practice task specifies an article; in exam practice, choose the appropriate text type from the options in the task.

Invite the reader in

A place at the table

By Sam Patel

Have you ever walked into a room where everyone seemed to know everyone else? For a student joining a new school, that moment can last much longer than a lunch break. Clubs can offer a way in, but simply opening the door does not always make someone feel welcome.

Explain through an example

A shared activity gives people something to talk about before they know each other well. In a cooking club, for example, asking someone to measure flour is easier than starting a conversation from nothing. The task creates a small reason to cooperate. Over time, these ordinary exchanges may help a newcomer feel recognised rather than merely present.

Consider the limitation

However, clubs can also reproduce the groups that already exist. If established friends always choose one another as partners, a new member may spend the session watching from the edge. A poster saying everyone is welcome will do little to change that experience. Inclusion depends on what happens after a student arrives.

Propose a useful action

A simple first step would be to introduce rotating pairs and a short welcome routine. Leaders could explain the activity, introduce new members by name and give everyone a useful role. Students should also be invited to suggest changes, since what feels welcoming to one person may feel uncomfortable to another.

So, if you run a club, ask a newcomer what their first session was like. The answer may tell you more than another cheerful poster.

2 / Notice, talk and plan

What does the opening suggest about the audience?

Find where the model explains why a club activity may help.

How does the limitation affect the final recommendation?

Plan your response

Who will read this? What experience will connect with them?

What is the main position? Add an example and explain it.

What limitation matters? Why does it matter?

What should the reader think or do next?

3 / Write independently

Write an article for the same magazine about whether schools should create phone-free social spaces. Consider a limitation and recommend a workable approach.

Useful language - choose what serves your meaning

For a student who ..., ... / This matters because ... / However, ... may also ... / A practical first step would be ...

Check and revise

- ☐ Audience and purpose stay clear
- ☐ Examples explain the ideas
- ☐ The limitation is developed
- ☐ Register fits a school magazine
- ☐ The ending gives readers something useful

4 / Teacher guide

Suggested sequence

Read the brief · 8 min

Identify context, audience and purpose. Discuss why an article fits this magazine task.

Notice choices · 10 min

Match the four model sections to their purposes. Explain which conventions help this reader.

Plan and rehearse · 10 min

Choose a position, concrete example, limitation and achievable action. Explain the argument to a partner.

Write · 20 min

Write a new article about another way to improve belonging. Keep the publication and readers in mind.

Review · 7 min

Check task coverage, development, organisation and audience choices. Replace vague claims with explanations.

Discussion answers

1. The school setting, shared experience and direct address position students as readers.
2. The cooking example explains how a shared job creates a reason to talk.
3. The risk of closed friendship groups leads to rotating pairs and purposeful welcome routines.

Model annotations

Invite the reader in: The headline and byline signal a magazine article. The question connects the topic to a student experience and introduces a qualified position.

Explain through an example: The practical example explains the mechanism: a shared task supports conversation. The cautious may avoids an unsupported guarantee.

Consider the limitation: The limitation develops the argument rather than adding a token opposing sentence.

Propose a useful action: The suggestion is feasible and justified. The final direct address gives student readers a specific next step.

This is an original teaching model, not an official IB exemplar or a predicted score. The model is suitable for close reading and SL-length practice; for HL exam practice, develop the response to the task and the applicable word range. A byline is a useful convention here, not a universal requirement for every task.

IB Language B guide:

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