



Facilitator note: Fictional submission decisions only. Do not require students to disclose missed opportunities, appeal actual school rules, or show private writing. A late rule is this booklet's stated arrangement, not a universal claim about every institution. Students may pass.

Activity 1: More than three minutes

Put the events in order.

- A. The teacher declines the late entry.
- B. Neriya revises instead of submitting at lunch.
- C. He walks past the open box on Thursday.
- D. He hands in a different ordinary assignment.
- E. His younger brother reads the dictionary essay.
- F. He keeps revising after the final Friday lesson.

Which earlier chances disappear from his account when he says only "three minutes"?

Activity 2: Finished, submitted, or selected?

Label each statement F (finished draft), S (submitted), E (selected for publication), or U (not established).

1. All the essay paragraphs are complete on Thursday.
2. The dictionary essay reaches the locked box after four.
3. The ordinary assignment reaches the teacher at the required time.
4. The editor would have chosen the dictionary essay if it arrived earlier.
5. The classmate's piece appears in the booklet.





6. A pleasing title automatically delivers a page.

Use U when no successful stage is established. Explain how completion, submission, and selection differ.

Activity 3: The clock and the choice

The last lesson ends at 3:40. The collection closes at 4:00. Neriya checks the clock at 4:03.

How many minutes are available after class? How many minutes late is his arrival? Why does knowing these numbers not establish that he must receive an exception? Identify two earlier delivery opportunities the narrative supplies without inventing exact times for them.

Activity 4: A check with an ending

Create a four-item readiness check for the ordinary assignment using only its stated instructions and Neriya's spelling check. Add a separate delivery step. Explain the difference between "meets the instructions" and "cannot be improved." Do not copy this list onto a safety, legal, or technical task as if it settles that task's requirements.

Activity 5: Two sentences that can coexist

Complete these fictional pairs.

- "I like the dictionary essay, and ."
- "The deadline cost me a chance, and ."
- "I can ask one question about a rule, and ."
- "I want a better title, and ."





Keep the actual loss in the answers. Do not promise a better prize, dismiss the opportunity, or invent what the editor would have decided.

Activity 6: Explain without campaigning

Write a short exchange in which Neriya tells Tatty what happened and asks for help planning the next delivery. Include one earlier opportunity he missed. Do not have Tatty pressure the teacher, accuse other students, or secretly deliver the rejected essay.

Activity 7: Three objects, three facts

Draw an object-only sequence: open collection box, locked collection box, weekly page marked HANDED IN beside the ordinary assignment. Label the first two Thursday and Friday after four. Label the third Thursday of the following week. Add a caption distinguishing the real missed booklet chance from the later class assignment. The later hand-in is not publication of the earlier essay.

Activity 8: Find the words

Find eight words left to right. Rows and columns begin at 1.





D	R	A	F	T	Q	X	R	Z	Y
X	T	I	T	L	E	Q	R	Z	Y
T	I	M	E	Q	X	R	S	Z	Y
X	C	H	E	C	K	Q	R	Z	Y
F	I	N	I	S	H	Q	R	Z	Y
X	S	U	B	M	I	T	Q	Z	Y
P	A	G	E	Q	X	R	S	Z	Y
X	R	E	A	D	Q	R	S	Z	Y
Q	W	E	R	T	Y	U	I	O	P
Z	X	C	V	B	N	M	L	K	J

Words: DRAFT, TITLE, TIME, CHECK, FINISH, SUBMIT, PAGE, READ.

Explain why FINISH and SUBMIT need separate places in Neriya's plan.

Teacher answer key

1. C, B, F, A, E, D. Thursday delivery, Friday lunch, and the twenty minutes after class vanish when he focuses only on the three-minute lateness. He also revises at home instead of deciding on a clear hand-in point.
2. 1 F; 2 U (late arrival is not successful submission); 3 S; 4 U; 5 E; 6 U. A complete draft remains in the author's possession until delivered under the stated arrangement. A submitted piece still may not be chosen. The teacher's acceptance of the ordinary assignment does not establish any publication selection.
3. Twenty minutes available after class; three minutes late. These facts describe timing, not permission for an exception. The teacher states no later entries and applies that rule here. Earlier opportunities: Thursday's open box and Friday lunch. Exact clock times for those are not supplied and should not be invented.





4. Clear heading, complete page, spelling check, ready for start of Thursday lesson. Delivery step: bring folder, remove page, hand it to teacher when requested. Meeting requirements can be checked; ruling out every possible improvement has no clear endpoint. Accept equivalent lists that keep submission separate. No universal deadline policy is implied.

5. Open. Examples: "it will not be considered for this booklet"; "I can keep the work and plan another hand-in"; "the answer may remain no"; "this clear title can go with the assignment on time." Do not make loss disappear or turn the brother's reading into an equivalent prize.

6. Open. Example: "I had the essay at lunch and revised it instead of submitting it. I missed the cutoff and the teacher said no to an exception. Will you help me put the actual delivery step into my next plan?" Support does not require an adult appeal after the answer is clear.

7. Open. The first opportunity is available, the second is lost, and the third is a separate ordinary class task the following week. The weekly page records the actual later hand-in; it does not change the earlier booklet decision. No delayed acceptance of the dictionary piece should appear.

8. DRAFT row 1 columns 1-5; TITLE row 2 columns 2-6; TIME row 3 columns 1-4; CHECK row 4 columns 2-6; FINISH row 5 columns 1-6; SUBMIT row 6 columns 2-7; PAGE row 7 columns 1-4; READ row 8 columns 2-5. Finishing prepares the work; submitting gets it to the intended receiver under the actual arrangement. One does not happen automatically because the other happens.

