



Facilitator note: Fictional application analysis only. Students may pass. Do not ask for actual applications, school status, admissions, finances, or misconduct disclosures. No admission policy, legal rule, price, or religious judgment is supplied. Real eligibility, routes, deadlines, payments, and corrections require current sources and trusted-adult help.

### Activity 1: Two questions on one application

Order:

- A. The coordinator says the offered category does not apply and explains a separate route.
- B. Chananel notices the category problem after initially misunderstanding it, but does not ask before submitting.
- C. He writes a complete correction before accepting the place.
- D. A conditional place arrives with a request for school nomination confirmation.
- E. The teacher confirms the school does not participate and refuses to invent a nomination.
- F. Chananel applies through a verified eligible route; the outcome remains pending.

Explain why original writing and correct eligibility are different questions.

### Activity 2: What can the sample prove?

Mark E (evidence shown), U (unsupported), or P (pending/unknown).

1. Chananel writes his sample himself.
2. Strong writing establishes a school nomination.





3. The offer asks for nomination confirmation.
4. The teacher can confirm a nomination that does not exist because she likes the essay.
5. A separate application guarantees admission.
6. Chananel notices the category before submission and leaves it unresolved.
7. The new route's outcome is known at the story's end.

Rewrite two unsupported claims into bounded statements or proper questions.

### Activity 3: The correction without a costume

Write a fictional four-sentence correction: identify the wrong category; give the accurate status; acknowledge the later noticing without hiding it; ask about a legitimate route without demanding a reward. No real address, school, application identifier, or private document is needed.

### Activity 4: A truthful reference is not a nomination

Write six lines between an invented applicant and teacher. The teacher can offer permitted feedback on the writing but cannot certify a nonexistent school arrangement. Include an accurate request and a clear refusal of the false certification. Do not turn the teacher into an obstacle to defeat.

### Activity 5: Keep the whole page visible

Choose useful steps:

- Fold away an inconvenient condition and announce acceptance.
- Verify the actual eligibility and route before accepting.





- Ask the teacher to substitute a flattering phrase for the missing nomination.
- Correct the coordinator before a commitment.
- Treat loss after correction as proof the correction is wrong.
- Keep disappointment separate from entitlement.
- Check actual deadlines and costs before a new application.

Arrange the useful steps and identify where adults retain authority for money or commitments.

### Activity 6: A pause that does not move a deadline

Fictional application deadline: Friday afternoon. It is Monday, and the applicant wants a one-day pause. List what can wait and what must be checked now. Include a clear plan for revisiting the decision, source checking, and no unsupported promise of admission. Do not resolve a real date or schedule through this exercise.

### Activity 7: Three pages, no hidden fold

Draw an object-only folder with original offer, full correction, and coordinator reply. Beside it, draw a separate pending application with its route clearly labeled. Add captions showing what each document establishes. Do not add a triumphant acceptance not supplied by the story.

### Activity 8: Find the application words

Find eight words left to right. Explain WORK/ELIGIBILITY (ELIGIBILITY is not in the grid) and OFFER/ACCEPT (ACCEPT is not in the grid).





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

Words: WORK, OFFER, ASK, CHECK, ROUTE, REPAIR, DATE, REPLY.

### Teacher answer key

1. B, D, E, C, A, F. Work quality does not establish category qualification. The first misunderstanding and later failure to ask are separate parts of the account.
2. 1 E; 2 U; 3 E; 4 U; 5 U; 6 E; 7 P/unknown, not a known admission. Bounded statements preserve honest work without claiming a nonexistent nomination.
3. Open. Include complete relevant chronology, accurate category status, and a legitimate question. No deserving-an-exception argument or reward demand.
4. Open. Teacher can give appropriate writing feedback; nomination status cannot be created through flattering synonyms. Accuracy and role boundaries remain even when the applicant is disappointed.





5. Useful: verified route, pre-commitment correction, disappointment/entitlement separation, checked dates/costs. Reject hidden condition, false certification, and loss treated as proof correction is wrong. Actual spending and commitments need owner/family approval under real arrangements.

6. Open fictional plan. Check actual requirements/deadline and what preparation requires; pause one day without pretending Friday moves. Revisit Tuesday under the invented scenario. No outcome promise.

7. Open. Original offer is conditional; correction discloses the issue; reply declines that category and supplies a separate possibility; new application is pending. No added acceptance.

8. WORK row 1 columns 1-4; OFFER row 2 columns 2-6; ASK row 3 columns 1-3; CHECK row 4 columns 2-6; ROUTE row 5 columns 1-5; REPAIR row 6 columns 2-7; DATE row 7 columns 1-4; REPLY row 8 columns 2-6. Honest work and eligibility are distinct. Conditional offer is not completed acceptance or guaranteed entitlement.

