Exercise walk-through

3.1
People and Society

GAC Academic English

Method — Key knowledge: topic, speech function and evidence strength are different

A **speech function** is what a statement does: inform, request, recommend, question or qualify a claim. General announcements often give an audience an action, while academic discussions may test a claim with evidence and limitations. Topic alone does not decide text type.

A **hedge** such as might keeps a claim at a limited strength. **Turn-taking** includes responding to a point and inviting a relevant contribution. An unanswered question is not confirmed agreement. Reading these scripts prepares a rehearsal; it does not measure actual listening or spoken delivery.

Method — Source A: text or task brief

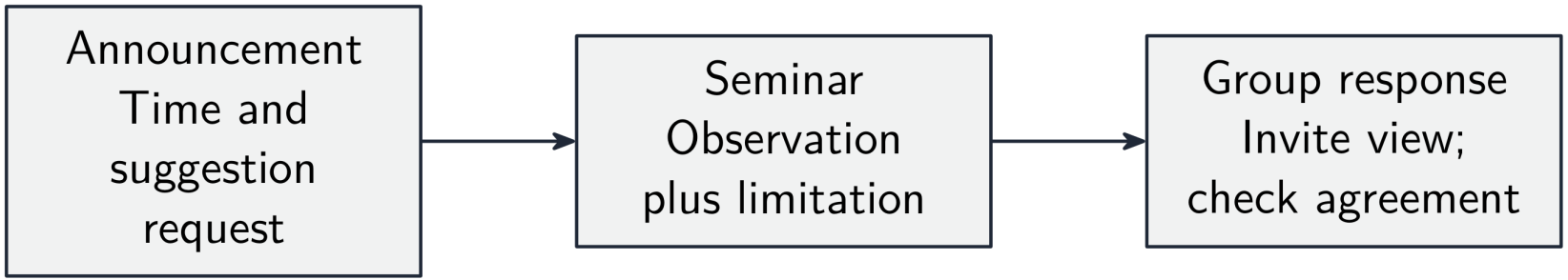
Original written Script A, coordinator's announcement: "From Tuesday, the study centre will offer a discussion table between 16:00 and 17:00. Please write a suggestion at the desk if you would prefer another time. Suggestions will be collected through Friday; no permanent timetable has been chosen."
Original written Script B, student seminar contribution: "We observed the discussion table on three afternoons. Visitors sometimes exchanged notes, but we did not ask whether the exchange helped their learning. The table might support discussion; our observations do not establish a learning improvement. We suggest asking visitors about their needs before choosing a permanent timetable."

Method — Source B: response or review record

Dara: “People exchanged notes, so the table definitely improved everybody’s learning. The timetable is permanent now.” Sam: “The observations are interesting, but we have not measured learning. Could we ask visitors what they need?” Lee has not spoken yet. Dara says, “Lee has no objection because Lee is quiet.” The group’s task is to recommend a next step, not to approve the centre’s timetable.

Method — Worked example: respond to the observation and retain its limit

Known: note exchanges were observed, but learning was not measured. Why retain might? The proposed benefit is possible rather than established.
A response could say “The exchanges suggest a useful question, but they do not show learning gains. Lee, what would you ask visitors before we recommend a timetable?” It acknowledges evidence, identifies the limit and invites a relevant turn without inventing agreement.



Exercises 2.1·2.3

2.1 State the announced time window and the suggestion-collection deadline. [2]

2.2 Identify the function of please write a suggestion and of might support discussion. [2]

2.3 Compare the two scripts using purpose, evidence and certainty. [3]

Exercises 2.1·2.3

2.1 State the announced time window and the suggestion-collection deadline. [2]

2.1

Tuesday onward, 16:00–17:00; suggestions collected through Friday.

2.2 Identify the function of please write a suggestion and of might support discussion. [2]

2.2

A request or invitation to act; a hedged possible benefit, not an established result.

2.3 Compare the two scripts using purpose, evidence and certainty. [3]

2.3

Script A informs visitors and requests suggestions; Script B evaluates observations and recommends checking needs; B preserves uncertainty and neither script gives permanent approval.

Exercises 2.4·3.1

2.4 Explain THREE unsupported claims made by Dara. [3]

3.1 Write a response acknowledging one observation, explaining its limit and inviting Lee's view. Explain how each part advances the group's task. [6]

Exercises 2.4·3.1

2.4 Explain THREE unsupported claims made by Dara. [3]

2.4

Any three distinct supported criticisms, B1 each: learning gains were not measured; everybody exceeds the limited observations; the timetable is not permanent; Lee's silence does not establish agreement.

3.1 Write a response acknowledging one observation, explaining its limit and inviting Lee's view. Explain how each part advances the group's task. [6]

3.1

Acknowledges observed note exchanges; preserves the lack of measured learning outcomes; invites a relevant contribution from Lee; explains how acknowledgement responds to the earlier point; explains how the limit prevents overclaiming; explains how the invitation obtains a view before a recommendation or consensus.

Exercise 3.2

3.2 Write an 80–110 word discussion response that recommends a next step, invites a quieter participant and distinguishes recommendation from approval. [8]

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3.2

Local analytic rubric, 8 × B1: acknowledges the note-exchange observation; preserves the absence of measured learning gains; correctly interprets might; proposes checking needs; invites a relevant view from a quieter participant; distinguishes silence from agreement; distinguishes recommendation from centre approval; coherent truthful 80–110 word response. Example: "The observed note exchanges give us a reason to ask visitors about the discussion table, but they do not establish improved learning. The seminar speaker kept this limit by saying the table might help discussion. I suggest collecting visitors' needs before recommending a permanent timetable. Lee, which questions would help us understand when and how students want to use the table? We should hear that view rather than assume silence means agreement. After discussing the responses, we can check whether the group accepts a recommendation. The centre still needs to choose the timetable; our proposal is not its approval."