Exercise walk-through

4.1
People and Society

GAC Academic English

Method — Key knowledge: purpose changes the reading task

A **genre** is a type of text. A notice asks the reader to act; a report describes what happened. Before reading closely, identify the audience, purpose and response required. Scan for names, dates and quantities, then read the surrounding sentence. A number without its group or time can mislead.

A **claim** is a statement that may need support. Distinguish what a text states from an inference. “Some volunteers returned” is supported by a return count; “everyone enjoyed the event” needs different evidence. Absence of a fact does not prove its opposite.

Method — Source A: volunteer notice

North Street Library needs helpers for a Saturday reading club. The next session is on 17 October, from 10:00 to 12:00. Helpers will prepare tables and help visitors find books; they will not teach a class alone. No previous teaching experience is required. A short preparation meeting will take place on Friday at 16:00. Email coordinator Mina by Thursday to say whether you can attend both the meeting and the session. There are eight helper places. If more people apply, Mina will organise a later session for those who cannot join this one.

Method — Source B: trial report

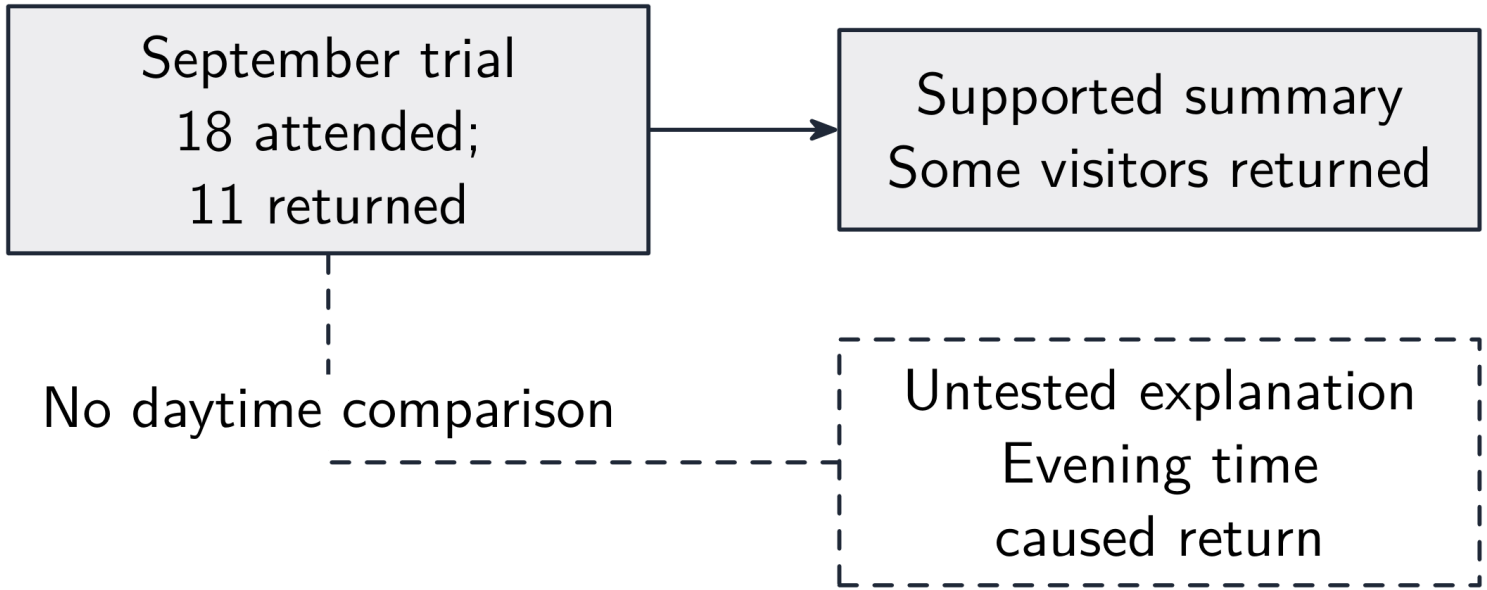
During September, eighteen adults attended at least one of three evening reading sessions. Eleven attended a second session. In short feedback notes, seven visitors mentioned the friendly welcome, and four mentioned the range of books. The report did not record how many people read the advertisement but decided not to attend. It also did not compare evening sessions with daytime sessions. The library plans another trial before deciding its regular opening times.

Method — Worked example: choose the right strength of summary

Known: eighteen attended at least once; eleven returned. The question is about repeat attendance, not a reason for it.
Model: “Eleven of the eighteen trial visitors returned for a second session. The report does not establish whether the evening time caused them to return.” The first sentence preserves the group and count. The second identifies an untested explanation. Do not turn seven welcome comments into “all visitors preferred evenings.”

Method — Worked example: choose the right strength of summary

The second identifies an untested explanation.



Exercises 2.1·2.3

2.1 State the main purpose of Source A and identify its intended audience. [2]

2.2 A helper writes, “I will arrive at the Saturday event; there is no need to meet beforehand.” Correct this message with TWO details from Source A. [2]

2.3 Explain why “Eleven adults joined the trial” is an inaccurate summary of Source B. Include the correct attendance distinction. [3]

Exercises 2.1·2.3

2.1 State the main purpose of Source A and identify its intended audience. [2]

2.1 Recruit helpers for the reading club; people able or interested in volunteering for the session. “Report trial results” does not match the invitation’s action details.

2.2 A helper writes, “I will arrive at the Saturday event; there is no need to meet beforehand.” Correct this message with TWO details from Source A. [2]

2.2 Attend a Friday preparation meeting at 16:00; email Mina by Thursday stating availability for both events. Saturday is not the application deadline.

2.3 Explain why “Eleven adults joined the trial” is an inaccurate summary of Source B. Include the correct attendance distinction. [3]

2.3 Eighteen attended at least once; eleven returned for a second session. The sentence confuses the returning subset with all trial visitors.

Exercises 2.4·3.1

2.4 State ONE fact that the library would need to investigate before claiming that evening times caused repeat attendance. Explain why the present report is insufficient. [3]

3.1 Write a 70–90 word summary of Source B for a manager deciding whether to investigate opening times. Include the main attendance figures, one feedback detail, an evidence limit and the planned next step. Do not add your own recommendation. [6]

Exercises 2.4·3.1

2.4 State ONE fact that the library would need to investigate before claiming that evening times caused repeat attendance. Explain why the present report is insufficient. [3]

2.4 For example, compare repeat attendance at otherwise comparable daytime and evening sessions. No such comparison was recorded, so another influence, such as the welcome or visitor availability, could explain return attendance. Accept a justified plan to investigate visitor reasons; an untested opinion alone earns no mark.

3.1 Write a 70–90 word summary of Source B for a manager deciding whether to investigate opening times. Include the main attendance figures, one feedback detail, an evidence limit and the planned next step. Do not add your own recommendation. [6]

3.1 Award one point each for eighteen attending at least once, eleven returning, an accurate feedback detail, an appropriate evidence limit, the plan for another trial, and a coherent neutral summary (6 × B1). Accept equivalent wording. Counts seven and four need their correct feedback categories. Suggested summary: “Eighteen adults attended at least one September evening reading session, and eleven came back for a second. Seven visitors mentioned the friendly welcome; four mentioned the books. The report gives no comparison with daytime sessions and does not count people who saw the advertisement but stayed away. It therefore cannot show that evening opening caused visitors to return. The library intends to run another trial before choosing its regular opening times.”

Exercise 3.2

3.2 Write a 100–130 word email to Mina. You can attend Saturday, but your lesson ends at 16:30 on Friday. Explain the conflict, ask about a possible preparation arrangement and show that you understand the helper's role. Do not assume permission has been granted. [8]

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3.2 Local analytic rubric, one point each (8 × B1): correct recipient/purpose; Saturday availability; Friday 16:30 conflict; accurate 16:00 meeting detail; feasible request such as a later briefing; helper role accurately described; polite conditional request without assuming approval; organised, understandable English. Accept any feasible alternative, not only this model. Example: "Dear Mina, I would like to help at the reading club on Saturday 17 October, and I can stay from ten until twelve. However, my lesson finishes at 16:30 on Friday, so I cannot reach the preparation meeting at four. Would it be possible to receive a short briefing afterwards or arrange another time? I understand that helpers prepare tables and guide visitors to books rather than teach alone. Please let me know whether this arrangement would be suitable before I confirm my place. If I cannot complete the preparation, I would be happy to join a later session. Thank you for considering my request. Kind regards, Lin."