

2.2 Infer vocabulary in context and use dictionary evidence precisely

Name: _____ Class: _____ Date: _____ **Total: 24 marks**

KEY WORDS context clue 上下文线索 • headword 词条 • topic sentence 主题句

Objective

Infer vocabulary in context and use dictionary evidence precisely. This is original GAC002-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. This sheet’s word ranges and analytic points are local teaching conventions, not official assessment specifications.

1 Key knowledge and worked examples

■ **Key knowledge: choose the meaning that fits this sentence and its purpose**

A **context clue** 上下文线索 can be an explanation, contrast or example near an unfamiliar word. It narrows a possible meaning but does not license an unsupported cultural claim. An English-English dictionary **headword** 词条 can have several numbered senses and word classes; choose the sense matching the actual sentence.

A **topic sentence** 主题句 states a paragraph’s main point. Supporting details explain or illustrate it. A concluding sentence can connect the evidence back to that point without claiming more than it shows. Not every paragraph places its main point first.

■ **Source A: text or task brief**

Exchange Club note: “The courtyard is a shared space, not an exclusive area for one visiting group. During the craft exchange, participants will demonstrate one method and explain where they learnt it. Individual experiences may differ; one person’s account does not describe everyone from a country.”

Supplied classroom dictionary entry, written for this exercise: exclusive, adjective: (1) available only to a particular person or group; (2) not allowing another possibility alongside it. demonstrate, verb: (1) show how something works by doing it; (2) give evidence that a claim is true.

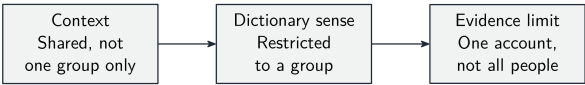
Paragraph: “The exchange can help participants compare methods without assuming that one method represents a whole country. Each speaker will show one craft process and explain their own experience. Visitors may ask how the method was learnt. These personal accounts provide examples for comparison, rather than proof that everybody shares the same practice.”

■ **Source B: response or review record**

Ming selects exclusive sense 2 because it is the last definition. He selects demonstrate sense 2 and says each craft display proves a national tradition. His rewritten paragraph ends, “All people from each country must use the method shown.”

The exercise provides no survey of national practices and no claim that every participant has the same experience.

■ **Worked example: use the local contrast to select a sense**



Known: the courtyard is described as shared, followed by “not an exclusive area for one visiting group”. Why choose exclusive sense 1? The contrast concerns who may use the space, not alternative logical possibilities.

In the craft instruction, demonstrate means show a method by doing it. A display supplies one example. It does not prove that all members of a country use that method.

2 Practice

2.1 Select the intended sense of exclusive and quote the nearby contrast that supports it. [2]

2.2 Select the intended sense of demonstrate and name the activity supporting it. [2]

2.3 Identify the paragraph’s topic sentence and explain the function of one supporting sentence. [3]

2.4 Explain THREE problems with Ming’s dictionary and cultural interpretation. [3]

3 Exam-style questions

3.1 Revise Ming’s concluding claim into a supported one. Explain how your revision connects to the topic sentence and preserves the source’s scope. [6]

3.2 Write an 80–110 word paragraph explaining how the exchange can support comparison without stereotyping. Use the supplied entry senses and a clear main point. [8]

Solutions

2.1

Sense 1, available only to a particular group; shared space/not one visiting group alone is the supporting contrast.

2.2

Sense 1, show how something works by doing it; showing a craft method/process supports it.

2.3

Opening sentence on comparing methods without generalising; identify a later sentence about speaker process/personal experience or visitor questions; explain how it supplies a procedure or example supporting comparison.

2.4

A definition's position is not a reason to select it; the activity calls for showing a method, not proving a claim; no national survey or universal practice evidence supports his generalisation.

3.1

Supported conclusion about examples/personal accounts rather than all people; clear reference to comparison; no invented national evidence; explanation that one method/account has limited scope; link to the main point without assuming country-wide uniformity; clear grammatical conclusion appropriate for the paragraph.

3.2

Local analytic rubric, 8 × B1: clear comparison-focused topic sentence; demonstrate sense selected by activity; exclusive sense selected by shared-space context; relevant supporting process/personal-experience detail; appropriate question about learning the method; explicit individual-account scope; supported conclusion without stereotyping; coherent truthful 80–110 word response. Example: “The craft exchange can help visitors compare methods without treating one person as a representative of an entire country. Participants will demonstrate a process by showing how it works and explaining their own experience. Here, demonstrate means showing a method, not proving a national claim. The courtyard remains shared, so it is not exclusive to one visiting group. Visitors can ask where a speaker learnt the method and compare the answers. However, the supplied accounts do not establish what everyone in a country does. They offer individual examples that support discussion rather than universal conclusions.”