

2.4 Read travel instructions and adapt a message for its audience

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

KEY WORDS purpose 目的 • register 语域 • inference 推断

Objective

Read travel instructions and adapt a message for its audience. 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: retain the conditions when changing a text type

The **purpose** 目的 of a text determines what the reader needs to do or understand. A passenger message should make the next action easy to find. An academic comparison should support a point with evidence, rather than merely repeat a timetable.

Register 语域 can change between a friendly message and an analytical paragraph, but times, conditions and evidence limits must remain accurate. An **inference** 推断 is a conclusion supported by the text; it is not permission to invent a guarantee.

■ Source A: text or task brief

Fictional field-trip brief: The group plans to visit the wetland centre on Saturday. Meet outside the school library at 08:10; the coach is scheduled to leave at 08:20 and return at 16:00. Students must obtain the teacher’s permission before travelling separately. If heavy rain closes the boardwalk, the centre will offer an indoor workshop instead. The visit is not automatically cancelled. Bring lunch, water and a waterproof jacket. Tell the teacher by Thursday if you need access support.

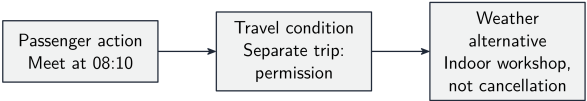
Coordinator’s comparison note: The coach allows the group to travel together on a scheduled service. Separate travel may suit some individual needs, but permission is required and the brief provides no comparative fare, journey-time or emissions data.

■ Source B: response or review record

Message draft: “Come to the coach at 08:20. Anyone can travel separately without asking. Rain cancels everything. Lunch is provided, and the return time is guaranteed.”

Paragraph draft: “The coach is always the cheapest and greenest option. Therefore every student must travel on it, regardless of individual needs.”

■ Worked example: a useful message preserves the distinction between meeting and departure



Known: the group meets at 08:10 before the scheduled 08:20 departure. Why preserve both times? A student arriving at departure time may miss instructions given at the meeting.

A faithful message is “Meet outside the library at 08:10 for the coach scheduled to leave at 08:20.” Scheduled return is a plan, not a guarantee. An academic comparison can discuss coordination and permitted individual arrangements, but cannot rank costs or emissions without data.

2 Practice

2.1 Give the meeting time and the scheduled departure time. [2]

2.2 State the rain-related alternative and who grants permission for separate travel. [2]

2.3 Identify THREE inaccurate claims in the message draft and give the correct source detail for each. [3]

2.4 State the comparison paragraph's likely purpose, one relevant comparison point, and one missing kind of evidence. [3]

3 Exam-style questions

3.1 Rewrite the paragraph's two claims to make a supported comparison. Explain why each original claim goes beyond the brief. [6]

3.2 Write an 80–110 word practical message to a classmate who is joining the trip. Preserve the timings, permissions, weather condition and preparation advice. [8]

Solutions

2.1

Meeting 08:10; scheduled departure 08:20.

2.2

Indoor workshop if heavy rain closes the boardwalk; teacher grants permission.

2.3

Any three distinct corrections, B1 each: meeting 08:10; separate travel requires permission; boardwalk closure leads to indoor workshop rather than automatic cancellation; bring lunch rather than lunch provided; return 16:00 is scheduled rather than guaranteed.

2.4

Compare travel arrangements analytically; group coordination versus permitted individual needs; comparative fares, times or emissions data are missing.

3.1

Coach facilitates group coordination; separate travel may suit individual needs with permission; no unsupported universal ranking/requirement; explain absent cost data; absent emissions data; permission-based alternative contradicts every-student-on-coach claim.

3.2

Local analytic rubric, $8 \times B1$: practical classmate-directed message; correct meeting and departure distinction; scheduled return without guarantee; lunch water and jacket; teacher permission for separate travel; conditional indoor alternative without automatic cancellation; Thursday access-support request; coherent truthful 80–110 word response. Example: “Please meet outside the school library at 08:10 on Saturday for the wetland visit. The coach is scheduled to leave at 08:20 and return at 16:00; these are planned times rather than guarantees. Bring lunch, water and a waterproof jacket. If heavy rain closes the boardwalk, the centre will provide an indoor workshop, so rain does not automatically cancel the visit. You need the teacher’s permission before travelling separately. If you need access support, tell the teacher by Thursday. Check the brief before making separate arrangements and keep the meeting time distinct from departure.”