

1.2 Use gist and context without turning a guess into a fact

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

KEY WORDS gist 大意 • prediction 预测 • context clue 上下文线索

Objective

Use gist and context without turning a guess into a fact. This is original GAC001-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. These printed transcript and planning tasks do not supply a reviewed recording or assess spoken delivery. Oral practice requires a teacher to observe the actual speech.

1 Key knowledge and worked examples

■ **Key knowledge: predict a possibility, then verify it**

The **gist** 大意 is the main message, not a list of every detail. Read a question to decide what information you need. A **prediction** 预测 is a possible topic or answer based on a title or situation; check it against the text rather than keeping it because it sounds likely.

A **context clue** 上下文线索 helps you infer an unfamiliar word from nearby information. Use the surrounding contrast, example or explanation. Keep uncertainty if several meanings remain possible. A transcript supports a reading inference; it cannot show that you recognised an unheard word in audio.

■ **Source A: text or task brief**

Guide: Our museum visit is still going ahead on Saturday, but the morning route has changed. The riverside entrance is inaccessible because a fallen tree blocks its path. We will use the hill entrance instead. Meet at the school gate at 08:40; the bus leaves at 08:50. The museum has agreed to admit us at 09:30.

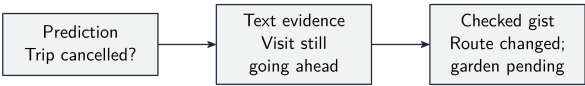
The outdoor garden tour may be cancelled if the weather becomes unsafe. That decision will be made on Saturday morning. The indoor exhibition is still available. Bring a raincoat and lunch, but leave large umbrellas on the bus because they cannot enter the exhibition rooms. If you cannot join the visit, tell your class tutor by Friday afternoon.

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

A title card reads “Changes to Saturday’s visit”. Before reading, Rui predicts that the whole museum trip has been cancelled. After reading, he writes, “The riverside entrance is inaccessible, so the museum must have closed. The garden tour is definitely cancelled, and nobody can take an umbrella anywhere.”

Mei’s notes read: “Trip still on; different entrance; school gate 08:40; bus 08:50; museum 09:30; garden decision on Saturday; indoor exhibition available; large umbrellas stay on bus.” The transcript supplies no later weather report or final garden-tour decision.

■ **Worked example: test a predicted cancellation against the message**



Known: the title says only that arrangements changed. The guide then explicitly says the visit is going ahead. Why reject Rui’s prediction? A prediction is not evidence when the actual message contradicts it.

The fallen tree blocking a path explains inaccessible here: people cannot use that entrance. It does not establish that every museum entrance is closed. The garden tour is conditional on Saturday’s weather decision, whereas the indoor exhibition remains available. A short gist should preserve this difference before listing individual times.

2 Practice

2.1 State the main message about the whole visit and the morning route. [2]

2.2 Infer the meaning of inaccessible here and identify the clue supporting it. [2]

2.3 Distinguish the meeting time, bus departure time and museum admission time. [3]

2.4 State ONE confirmed indoor arrangement, ONE conditional outdoor arrangement and ONE fact not yet supplied. [3]

3 Exam-style questions

3.1 Evaluate THREE of Rui’s conclusions: whole-museum closure, definite garden cancellation and a ban on umbrellas everywhere. Give the supported correction and a reason for each. [6]

3.2 Write an 80–110 word update to an absent classmate. Start with the gist, preserve the three time roles and entrance change, explain the weather uncertainty and give an accurate preparation or absence instruction. [8]
