

4.1 People and society: purpose and evidence

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

KEY WORDS genre 体裁 • claim 论断

Objective

Compare a notice with a report, locate evidence and write a careful summary. This is original GAC-aligned classroom practice, not an official assessment. All people, events and results below are fictional.

1 Key knowledge and worked examples

■ Key knowledge: purpose changes the reading task

A **genre** 体裁 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** 论断 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.

■ Source A: volunteer notice

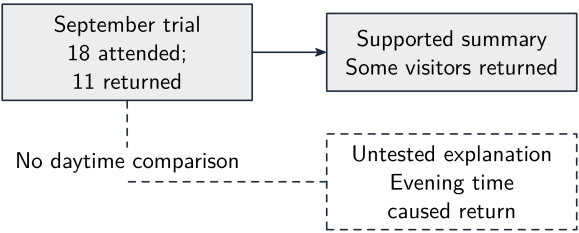
North Street Library needs helpers for a Saturday reading club. The next session is on 17 October, from 10:00 to 12:00. Helpers will prepare tables and help visitors find books; they will not teach a class alone. No previous teaching experience is required. A short preparation meeting will take place 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.

■ 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.

■ 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.”

2 Practice

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]

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 Exam-style questions

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]

3.2 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]
