

4.4 Human health: paraphrase without overstating evidence

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS claim 论断

Objective

Read a small study description, paraphrase its findings and distinguish an observed difference from proof of a cause. All study details are invented for language practice; they are not health advice or real research findings.

1 Key knowledge and worked examples

■ Key knowledge: keep the meaning when changing the words

A paraphrase restates an idea in new wording and sentence structure. Changing only two words while copying the sentence shape is not enough. Preserve quantities, the group studied and words that limit certainty. In assessed research writing, identify the source even after paraphrasing it.

A **claim** 论断 can be broader than its evidence. A voluntary group is not automatically representative of everyone. “The group using a checklist recalled more steps” describes a comparison. “The checklist makes everyone healthier” adds both a cause and an unmeasured outcome. Read what was measured before writing a conclusion.

■ Source A: fictional classroom study card

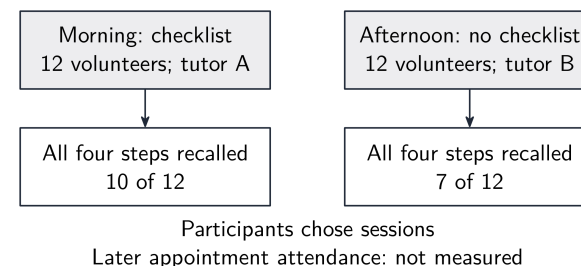
Twenty-four adult volunteers chose one of two workshop sessions about understanding appointment instructions. Twelve attended a morning session that used a written checklist. Twelve attended an afternoon session without that checklist. After the workshop, each participant listed four appointment preparation steps from memory. In the morning group, ten people recalled all four steps; in the afternoon group, seven did. The two sessions had different tutors. The card contains no earlier memory scores and no later record of whether participants attended their appointments. Its author, J. Chen, calls the results an initial classroom comparison, not a clinical trial.

■ Source B: draft summary

Chen’s 2026 practice card proves that checklists improve every patient’s health. Almost all people in both groups remembered everything. The morning tutor was definitely better. The study also showed that nobody missed an appointment afterwards.

■ Worked example: preserve the boundary of a result

Known: ten of twelve versus seven of twelve recalled four steps; session time, tutor and checklist use all differed. The measured outcome was immediate recall.



Model paraphrase: “In Chen’s fictional practice card (2026), complete recall was recorded for ten of twelve morning participants and seven of twelve afternoon participants. Different tutors and self-selected sessions prevent the comparison from isolating a checklist effect.” This is a paraphrase, not a quotation. The classroom citation refers only to the supplied card and must never be presented as a real publication.

2 Practice

2.1 Identify what participants were asked to recall and when recall was checked. [2]

2.2 State the complete-recall counts for each group, including the group sizes. [2]

2.3 Explain why the comparison cannot show that the checklist alone caused the difference. Give TWO relevant design features. [3]

2.4 Identify ONE unmeasured outcome in Source B and replace that unsupported statement with an accurate sentence about the card's limits. [3]

3 Exam-style questions

3.1 Rewrite Source B as a 60–80 word summary. Attribute the card, report the exact comparison, give two limits and avoid a health recommendation. [6]

3.2 Write a 100–130 word evaluation for a student research notebook. Explain what the card can support, what it cannot support and how a further classroom comparison could improve the evidence. Keep the proposed outcome as recall of instructions. [8]