Course Companion

GAC Academic English

Every topic handout in one volume

全部专题讲义合集

exercises.lol

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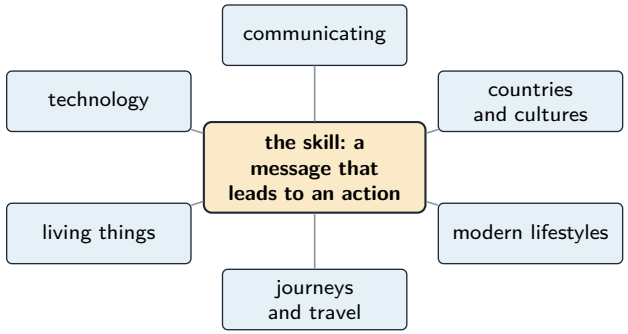
GAC001 Academic English I: Listening and Speaking Skills

GAC Academic English

What this module is, and how it is marked

You hear a change to a club meeting, explain a plan to classmates, or help a group choose a room. In each situation, useful English connects a message to an action. A listener needs the right details. A speaker needs a clear point and a chance to check understanding.

This guide supports GAC001-aligned listening and speaking practice. Its six **themes** 主题 are communicating, countries and cultures, modern lifestyles, journeys and travel, living things, and technology. The theme gives you something to talk about; the language skill is the focus.



The theme gives the topic; the language skill is the focus

Your teacher's current task brief explains the assessment you must complete. It may include a **listening test** 听力测试, a **short formal presentation** 正式演讲, a **discussion** 讨论, or **coursework** 平时作业. Read that brief for the time, permitted materials, criteria and submission rules. This guide does not replace it or promise a score for a particular speaking habit.

The six companion exercise sheets are original practice, not official GAC assessments. Their written tasks use printed messages, planning records and model responses. They help you check meaning and plan speech. Reading a transcript does not test your ability to hear a recording. A typed answer cannot establish pronunciation, pace or spoken delivery. Use teacher-reviewed audio and actual speaking practice for those skills.

For a written practice answer, check three things: does it answer the question, does it preserve the supplied evidence, and can another person follow it? For a spoken task,

ask a listener what they understood and compare their account with your intended message.

Communicating: text types and purpose

A **spoken text type** 口语语篇类型 is a form of talk, such as an announcement, conversation, interview or lecture. Its **purpose** 目的 is what it tries to achieve. Its **audience** 听众 is the people it addresses. Its **formality** 正式程度 depends on the relationship and situation.

Formal 正式 speech often uses carefully organised language. **Informal** 非正式 speech may use contractions and short turns. Neither form is always better. A formal speaker can still say "we'll", and a friendly conversation can give a precise instruction. Decide from several features, not one word alone.

An announcement usually gives information to a group. A conversation allows people to ask and respond. Compare these original examples:

Announcement: "Tuesday's reading club will meet in the library seminar room instead of room 204. The start remains 15:30."

Conversation: "Are we still meeting at half past three?" "Yes, but use the library seminar room this week."

Both give the same change. The second also shows a listener checking it. When you identify a text type, explain which features support your choice.

Signposts 提示语 such as "first", "however" and "finally" help organise a message. They can show sequence, a contrast or a final point. They do not make every statement that follows equally important.



Purpose, audience and conditions guide a useful response.

■ Worked example: a condition is not a general deadline

Suppose the announcement also says: "If you need step-free access, email the co-ordinator by Monday lunchtime." The deadline applies to students who need that access. It is not a deadline for everyone to join the club. A useful reminder preserves the condition: "Students who need step-free access should email by Monday lunchtime."

A weak reminder says "Everyone must email on Monday." It changes who must act and makes the timing less precise. Ask: who, what, when, where, and under what condition?

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■ Try it

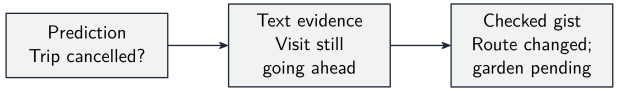
A tutor says: "The workshop remains on Friday. Only students borrowing a school tablet need to collect it on Thursday." Must every student collect a tablet? No. The collection instruction applies only to borrowers; the workshop day has not changed.

Countries and cultures: listening for meaning

Listening for gist 泛听 means finding the overall point. **Listening for detail** 精听 means finding information needed for a particular question or action. A useful listener moves between these two purposes.

Before a recording, read the available task information. **Predict** 预测 likely topics or the kind of answer needed, such as a time or place. A prediction prepares your attention; it is not evidence that your guess is correct. When the speaker gives a different detail, use what was actually said.

Context clues 上下文线索 are the surrounding words and situation that help explain a message. They can narrow possible meanings, but they do not always establish an exact definition. Mark an uncertain word and continue following the message. If a second listening is allowed, return to that point. In a live conversation, ask for clarification.



Find the main point, use context, and retain uncertain details for checking.

■ Worked example: a changed route does not mean cancellation

A museum trip notice says the river path is blocked by a fallen tree. Visitors should use the hill entrance. The trip still goes ahead. An outdoor garden visit may be cancelled if the weather is unsafe; staff will decide on Saturday morning. Indoor galleries remain available.

The gist is "the trip continues with a changed route and a possible change to one activity". "The museum is closed" is not supported. "The garden visit is definitely cancelled" turns a possibility into a fact.

For detail, separate the times: meet at the school gate at 08:40; the bus leaves at 08:50; arrival is planned for 09:30. A reminder that gives only 08:50 may cause students to miss the meeting time.

■ Try it

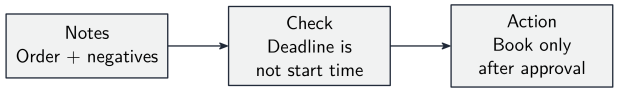
A speaker says: “We might move the discussion indoors if it rains.” Which part is certain? There is a plan for a discussion and a possible indoor location. Rain and the move are not established by this sentence. Preserve “might” and “if” in your account.

Modern lifestyles: responding and following instructions

Following instructions 遵循指令 means carrying out the required actions and respecting their conditions. Some actions must happen in order. Others are separate requirements. Listen for words such as “before”, “after approval”, “only if” and “once”.

Note-taking 记笔记 is selective. Record the action, important details, conditions and questions. Short phrases and clear abbreviations can help, but do not shorten so much that you cannot understand your own notes later. A useful note might be “send tutor Thu 16:00; wait approval BEFORE booking”.

Clarifying 澄清 means asking about what is uncertain. Name the problem: “Is 16:00 the form deadline or the meeting time?” **Restating** 转述 means saying the message again in your own words so the speaker can check it. Neither requires pretending you understood everything.



Save your copy, complete and submit it, then await approval before booking.

■ Worked example: permission changes the sequence

A project briefing gives these instructions: download the blank form; save your own copy with the group code; complete the transport and access sections; send it to the tutor by Thursday at 16:00; wait for approval before booking a vehicle. Do not edit the shared blank form.

A suitable checklist preserves the private copy, both sections, the deadline and the approval condition. Booking a vehicle immediately after submission is a mistake: submission and approval are different events.

If the briefing time is shown only on a separate notice that you do not have, mark “briefing time: check notice”. Do not turn the form deadline into a meeting time. An honest gap in your notes is safer than a confident invented detail.

■ Try it

A teacher says: “Send me the equipment list today. Buy the materials only after I approve the list.” A student sends the list and immediately buys materials. What is missing? The teacher’s approval. Sending a request does not supply it.

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Journeys and travel: preparing a short presentation

Start with the actual task: your purpose, audience, available time, permitted notes and expected evidence. Then plan an **introduction** 引言 that identifies the question, a **body** 主体 that develops it, and a **conclusion** 结论 that states the next step or main finding.



A departure board: a short talk about a journey needs a clear order (when, where, how and what happened)

Prepare **transitions** 过渡 between points: “The survey gives one view. However, it does not tell us about staffing.” A transition should show a real relationship. Adding “therefore” does not make a conclusion valid.

A note card may contain a point, its evidence and a reminder of its limit. Practise aloud with a timer. Measure your own talk rather than guessing that a written script will always take a fixed extra time. If it runs long, remove repetition or reduce scope while keeping essential evidence and limits. Check the task rules before choosing how much to read from notes.



Plan the purpose and evidence, then rehearse and revise the actual talk.

■ Worked example: a small poll is a starting point

A class poll on later library closing receives 16 responses: 10 prefer later hours, 4 prefer current hours, and 2 have no preference. You do not know what nonresponders think. You have no staffing or cost information, and no change has been approved. A careful claim is "Ten of the sixteen respondents preferred later hours." "Everybody wants later hours" goes beyond the evidence. A reasonable next step is to ask nonresponders and discuss staffing with the librarian.

For a four-minute classroom practice talk, one possible plan is 30 seconds opening, 60 seconds evidence, 90 seconds limits and options, 40 seconds next steps, and 20 seconds conclusion. This totals 240 seconds. It is an example allocation, not an official GAC timing rule. If rehearsal takes 4 minutes 40 seconds, it is 40 seconds over that practice limit. Cut repeated points and rehearse again.

■ Try it

Why should a speaker keep the sentence about nonresponders even when shortening the talk? It limits what the poll can show. Removing it may make a small set of responses sound like the whole class.

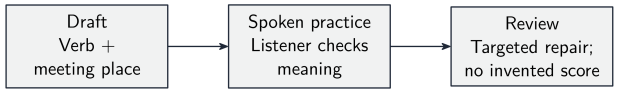
Living things: accuracy in interaction

Fluency 流利度 is connected speech that a listener can follow. **Accuracy** 准确性 includes using language forms that express the intended meaning. A practice activity may focus on one, but both support communication. A fluent answer can contain a wrong detail; an accurate sentence can still be hard to follow in a long, unclear explanation.

Word stress 重音 is the stronger beat in a word. For example, the noun "record" commonly has first-syllable stress, and the verb has second-syllable stress. **Intonation** 语调 is the pattern of voice pitch across a phrase. A yes-no question can use rising or falling-rising pitch depending on its meaning and context. Do not use "all questions rise" as a rule.

Self-correction 自我纠正 can repair meaning: "He go–he goes to the lab on Tuesdays." A brief repair may help the listener. Constantly restarting every minor error can interrupt the message. There is no automatic score increase for every correction.

Turn-taking 话轮转换 gives people opportunities to speak and respond. "Can I add a point about the room?" can open a turn. After someone responds, deal with their point rather than reciting your next prepared sentence.



Practise a message, check what a listener understood, and repair a specific problem.

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■ Worked example: separate a wrong detail from an unknown cause

The intended message names lab 2. A partner's written note says lab 3. The note shows a mismatch, but it does not establish whether pronunciation, attention, noise or writing caused it. Without reviewed audio, you cannot grade the speaker's sounds from the typed sentence alone.

A practical repair is "The meeting is in lab 2, not lab 3. Could you say the room back to me?" The listener's response checks the detail. Practise the sentence aloud, then review the actual recording or delivery with your teacher if pronunciation remains a concern.

■ Try it

During a connected-speaking practice, a learner notices a minor grammar error. Must they stop the whole talk and restart? No. They can make a brief repair if meaning needs it, continue, and review selected errors afterwards. The exercise purpose and listener's needs guide the choice.

Technology: the formal discussion

Support a claim 支持观点 with relevant evidence and a reason connecting it to the decision. Identify limits. One person's preference is evidence of that person's view, not proof that everyone agrees.

Bring others in 邀请他人发言 with a real invitation: "Mei, how does the room capacity affect your choice?" Listen to the answer. Polite disagreement can still be clear: "I understand why quiet matters, but this room holds only eight and we expect ten."

A **consensus** 共识 is a shared decision that the group has actually reached. Silence alone does not prove agreement. Ask participants to respond, summarise the proposed choice, and check for remaining concerns. A discussion decision is also different from permission or a confirmed booking.



Compare evidence and limits, hear the group, and check permission before acting.

■ Worked example: a preference is not a completed decision

Ten students are expected at a study meeting. The quiet library room holds eight, and its opening time is unconfirmed. Room 204 holds twelve, with a supervisor available until 17:00. The exact meeting start has not been set and neither room is booked. The task permits a choice between these two rooms.

A useful contribution is: “I prefer room 204 because it can hold ten people. We still need to check the start time and booking process. Dan, you preferred the library. Does its capacity change your view?” This connects the supplied numbers to the decision, keeps the outstanding checks, and invites a response.

“Everyone agrees, so I have booked it” invents both agreement and a booking. “Let’s use another room” leaves the two-room task unless the group obtains permission to change it. Speaking for most of the time does not itself make a useful contribution.

■ Try it

The group favours room 204, but one participant has not answered. What should happen before calling the decision shared? Invite that participant’s view and check whether anyone still objects. Then confirm the booking procedure and timing. A good discussion leaves the group with a decision it can explain and actions it can verify.

Vocabulary card meanings

themes: The main ideas that a text or a talk keeps returning to. listening test: An exam task in which marks come from what is heard. short formal presentation: A brief prepared talk in a polite, official style. Listening for gist: Listening for the overall idea rather than every detail. Listening for detail: Listening in order to catch specific facts, names or numbers. Predict: To guess what will come next before you hear or read it. Following instructions: Doing the steps in the order a speaker gives them. Note-taking: Writing short points while you listen or read. Clarifying: Asking or explaining so that a confused point becomes clear. Restating: Saying the same point again in new words. Self-correction: Fixing your own mistake while you are still speaking. Support a claim: Giving a reason or a fact that makes an opinion stronger. Bring others in: Inviting another person in the group to speak.

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GAC002 Academic English I: Reading and Writing Skills

GAC Academic English

What this module teaches

GAC002 develops reading and writing skills through communicating, culture, leisure, travel, living things and technology. The skills include understanding general and academic texts, using vocabulary and dictionaries, constructing sentences and paragraphs, avoiding plagiarism, adapting text types, and planning a short essay.

Your teaching centre supplies the actual assessment brief and referencing rules. **reading tasks** 阅读任务, **writing** 写作 and **coursework** 平时作业 are useful practice formats; the final **essay** 论文 is marked on both organisation and language accuracy. Their scenarios, sources, word ranges and analytic marks are teaching conventions, not official GAC papers.

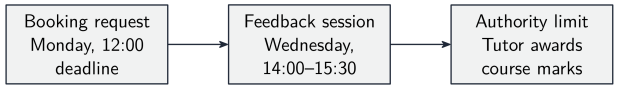
Communicating: read for a purpose and preserve conditions

A practical message can contain several dates with different jobs. In the Writing Desk message, Monday noon is the booking deadline; Wednesday is the session. A number is not an answer until you know what it refers to.

- **Skimming** 略读 gives an initial overview using headings and selected sentences.
- **Scanning** 查读 locates a target detail, such as a date, place or number.
- **Close reading** 精读 checks exact meaning, qualifications and relationships.

Choose a technique for the question. After scanning for a date, read the surrounding sentence closely. Skimming may suggest a text’s structure without revealing every qualification. A **topic sentence** 主题句 states a paragraph’s main point; it can occur at the beginning, later in the paragraph, or be implicit in the supporting material.

> **Worked example.** The message says that unbooked visitors may request a walk-in slot, although a slot is not guaranteed. A faithful linked sentence is: “If you have not booked, you may request a walk-in slot, although availability is not guaranteed.” Keep both the condition and the limitation. Neither a request nor a possible slot is a confirmed appointment.



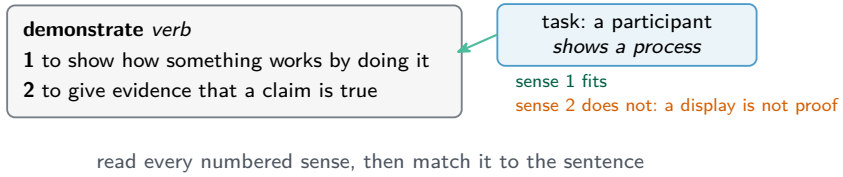
Separate booking, session and assessment authority

Countries and cultures: vocabulary, dictionaries and paragraphs

Context clues 上下文线索 include explanations, examples and contrasts. In the craft-exchange note, “shared, not exclusive to one group” suggests that exclusive concerns restricted access. The note does not establish a national rule about how everybody makes a craft.



Passport stamps: travel vocabulary (entry, exit, visa, border) comes up in reading about countries and cultures



Match the numbered sense to the sentence.

Word parts 词根词缀 can also help: bio- commonly relates to life and -logy to study. Treat them as clues, then check the particular word and sentence. An unfamiliar word may not affect the task; an essential unclear word may need a prompt lookup.

An **English-English dictionary** 英英词典 can supply numbered senses, usage labels, examples and a **part of speech** 词性. Choose the sense matching the context, rather than the first or last one automatically. Grammar belongs to the whole phrase: in “the reservoir”, reservoir is a noun; in “the large reservoir”, large follows the but is an adjective. Position after the alone is not a noun test.

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> **Worked example.** The sheet’s original classroom entry gives demonstrate two senses: show how something works by doing it, and give evidence for a claim. The craft task asks a participant to show a process, so the first sense fits. A display is one example, rather than proof of a universal cultural practice.

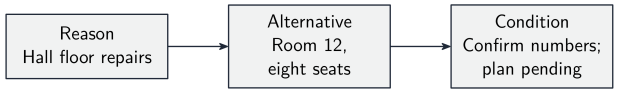
Build a paragraph around that supported point. Describe what a speaker shows, what visitors can ask and what the example can establish. An ending claiming that all people from a country use the same method goes beyond the supplied evidence.

Modern lifestyles: sentences, paragraph functions and style

A **simple sentence** 简单句 has one independent clause. A **compound sentence** 并列句 combines independent clauses. A **complex sentence** 复合句 contains a main clause and one or more subordinate clauses. **Subordination** 从属 places a clause within another sentence structure; it does not make its information automatically unimportant.

Connectives 连接词 express relationships: because gives a reason, although a concession, therefore a supported result and for instance an example. Choose a link that fits the actual evidence. Grammar can express a causal claim without proving it.

> **Worked example.** In the chess-club note, floor repairs explain the hall closure. Room 12 has eight seats, while ten students may attend. Their possible attendance does not cause the room’s seat count. A faithful sentence is: “Although ten students may attend, room 12 has only eight seats.” The coordinator needs confirmed numbers before choosing an arrangement.



Reason, alternative and condition linked in order: each idea keeps its own job in the sentence

A **run-on sentence** 流水句 incorrectly joins independent clauses. A comma splice joins them with a comma alone; use a suitable full stop, semicolon or conjunction. Check the purpose and reader too. A friendly class notice should make actions clear; an academic paragraph should support its claims precisely. Neither style permits invented attendance, approval or outcomes.

Journeys and travel: meaningful messages and paragraph focus

In the visit brief, the meeting is at 08:10 and departure is scheduled for 08:20. Separate travel requires teacher permission. If rain closes the boardwalk, an indoor workshop is offered instead; the whole visit is not automatically cancelled. Adapt these facts into

a practical passenger message without removing their conditions.



What the passenger must do, the travel condition and the weather alternative, in the order a reader needs them

For an academic comparison, discuss what the brief actually supports: travelling together and permission-based individual arrangements. No comparative fare or emissions data are supplied, so "always cheapest and greenest" is unsupported.

Supporting sentences 支撑句 develop a point with relevant explanations, evidence or examples. A **concluding sentence** 结尾句 can connect the support to the point or lead to another paragraph. These functions need not always follow one fixed order. **Cohesion** 衔接 uses clear references, key terms and links so ideas are easy to follow. **Unity** 统一性 means the sentences serve the paragraph's overall focus.

Check the reasoning. Supporting details may reveal a paragraph's focus even if its topic sentence is deleted. That alone does not prove the topic sentence is useless or the paragraph is poorly built. An academic paragraph can appropriately start with a source or statistic when it serves the purpose; explain relevance and provide real source credit rather than enforcing an absolute rule against such openings.

Living things: accurate source use and plagiarism

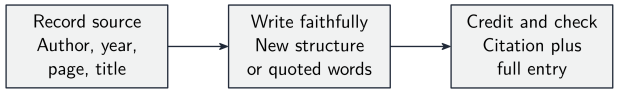
Plagiarism 抄袭 presents another person's words or ideas as your own. Academic source use must distinguish borrowed work from your contribution. Follow your centre's instructions on referencing, permitted collaboration and assistance. Consequences depend on the institution and case; this guide does not claim one universal penalty.

- **Quoting** 引用原文 uses exact words, quotation marks and source credit.
- **Paraphrasing** 改写 uses your own wording and sentence structure, retaining the source's meaning and limitations. Borrowed ideas still need credit.
- **Summarising** 概括 condenses a longer text to its main points, with source credit.

A **citation** 引用 identifies the source in the text; the **reference list** 参考文献表 provides the required full details. Record these while taking notes. Label exact words immediately so they cannot later be mistaken for your own wording. A two-column source/comment method can help; it does not make missing credit impossible.

Worked example using a source card. Lin, M. (2026), *Seedling observation notebook*, classroom practice note, page 2, describes a seven-day comparison: shaded seedlings grew more slowly than those beside the window, but conditions were not controlled. This note is not published scientific research.

A faithful paraphrase is "One shaded tray grew more slowly than the window tray, but uncontrolled conditions limit causal conclusions (Lin, 2026, p. 2)." The citation gives credit; the qualification preserves the meaning. "Lin proves that shade always prevents growth" is inaccurate even with a citation. Translating a borrowed passage also does not remove the need for credit. The author-year-page format here is a local practice convention; use the style required for your actual assignment.



Record details, write faithfully, then check credit

Technology: plan and synthesize a short essay

Analyse the question 审题 before choosing evidence: identify its command, topic and scope. Compare asks for relevant similarities and differences; evaluate asks for a judgement against suitable criteria. Discuss need not mean two equal sides. Read the specific brief rather than assuming a universal format.

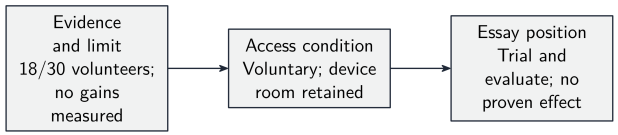
Brainstorm then select 筛选: collect possible relevant ideas, then retain those supported by the available evidence. An **Outline** 提纲 names paragraph points, source support and connections to the answer. There is no fixed requirement for three body points or five paragraphs in every essay.

The **introduction** 引言 gives context and a **thesis** 论点 answering the question. A thesis should guide the argument at an appropriate level of certainty. It need not be controversial or exaggerate what the sources establish. **Synthesis** 综合 combines source ideas around your argument, retaining their credit and limits. The **conclusion** 结论 answers the question from the reasoning already developed, without adding unexplained new evidence or claiming unobserved outcomes.

Worked outline for the device-free-room task.

1. Introduction: propose a limited optional trial while retaining a device-permitted room.
2. Distraction paragraph: 18 of 30 self-selected respondents reported interruptions (Rao, 2026); this is not representative proof or measured learning improvement.
3. Access paragraph: some students use devices for dictionaries, accessible text or necessary messages (Chen, 2026); connect this to voluntary participation.
4. Conclusion: propose recording use and inviting access/interruptions feedback before deciding whether to continue. Do not invent marks, attendance or trial results.

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The outline's logic: a reported concern plus an access condition gives a limited trial, not a proven effect

Combining their concern and access condition creates a reasoned limited proposal; copying each note in turn does not supply that synthesis. The accompanying sheet asks for an outline and a short credited paragraph, not an official full GAC assessment essay.

Vocabulary card meanings

reading tasks: Exam or class work that is answered from a written text. writing: Producing a text, as distinct from reading or speaking. essay: A piece of writing that develops one argument in paragraphs. Scanning: Moving quickly through a text to find one fact. Close reading: Reading slowly to notice how the words build the meaning. Word parts: The root and the affixes that a longer word is built from. Connectives: Words that join ideas, such as however or therefore. Supporting sentences: Sentences that give reasons or examples for the topic sentence. Quoting: Copying another writer's exact words and marking them as theirs. Paraphrasing: Rewriting someone else's point in your own words. Summarising: Giving only the main points of a longer text. Analyse the question: Working out exactly what a task asks before you answer it.

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GAC007 Academic English II: Listening and Speaking Skills

GAC Academic English

What this module teaches

GAC007 develops listening and speaking through comparing spoken text types, applying listening strategies, taking notes and summarising, describing visuals and processes, giving presentations with relevant digital media, and encouraging interaction. The themes provide material for these skills rather than establish official task weights.

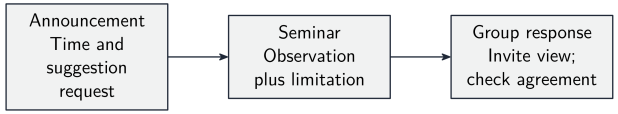
Your teaching centre provides the actual assessment brief. A **listening test** 听力测试 needs spoken input; a **presentation** 演讲 needs actual delivery. The six practice sheets provide written scripts, evidence records and rehearsal plans. They support preparation but do not replace reviewed recordings or assess pronunciation, one-pass comprehension, vocal fluency or measured delivery time. Their word ranges and analytic points are local teaching conventions, not official GAC specifications.

People and society: compare text types and functions

Compare purpose, audience, style and response expectations. A coordinator's announcement can inform visitors about a time and request suggestions. A seminar contribution on the same topic can evaluate an observation, acknowledge its limit and recommend a check. The shared topic does not make their functions identical.

Speech functions 言语功能 describe what a statement does: inform, request, question, recommend, concede or qualify. A **hedge** 模糊限制语 such as might or tends to preserves uncertainty. **Register** 语域 concerns language suited to the situation; speakers can vary their language within a talk. Do not assume an informal aside will contain an exam answer or that academic speakers hedge every statement.

> **Worked example.** In the original discussion-table script, students exchanged notes on three observed afternoons, but learning was not measured. "The table might support discussion" is a possibility, not proof of improved learning. A useful response acknowledges the exchange, asks what needs checking and invites a relevant contribution from a quieter participant. Silence alone does not show agreement.



Separate the announcement, academic claim and discussion response

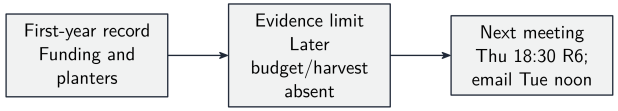
Living environments: listening strategies and supported inference

Selective listening 选择性听力 focuses on information needed for the task while following the message. Before a rehearsal, identify whether the question needs a main point, a particular time, a condition or a comparison. Prediction can prepare likely vocabulary; it cannot supply a confirmed answer.

Discourse markers 语篇标记 such as first, however and finally signal relationships. Retain the actual content that follows them. An **Inference** 推断 is a supported conclusion from the text and context, rather than a plausible story added by the listener.

> **Worked example.** A garden speaker says that first-year funding was unusually generous, then says later budgets and harvest records are not supplied. The later-year results are unknown. Neither "later years failed" nor "funding ended and caused failure" is established. However introduces the limit; it does not automatically make the earlier statement false. Likewise, "popular in the nineties" alone does not establish current unpopularity.

Keep dates with their actions: Tuesday noon is the access-request deadline; Thursday 18:30 is the meeting in room 6. A replacement room is conditional, not already booked. After a permitted rehearsal, compare notes with the original script and clarify essential gaps. Do not present a reading-check score as a listening-proficiency score.



Keep each date with its action, and keep what the record cannot show apart from what it does

Work and business: useful notes, summaries and media

Notes should retain the **hierarchy** 层级 of a message: main proposal, supporting figures, decision limits and next actions. Abbreviations and arrows help when their meaning remains clear. Preserve important negatives, units, owners and permission conditions. **Summarising** 概括 selects those relevant points rather than repeating every sentence.

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PROPOSAL: 2 sessions in room A, Tues

> poll: 30 of 40 staff replied → 18 prefer Tues
>
> room A: seats 20, 60 credits / session
>
> room B: seats 30, 90 credits / session
>
> 2 × A = 120 credits, **not** incl. extra fees

LIMIT: not all 40 prefer Tues; availability unknown

NEXT: manager approves → then book

Notes keep the proposal, figures, limits and next action in order.

> **Worked example.** The workshop poll invited forty staff; thirty replied; eighteen respondents preferred Tuesday. That is not "all forty prefer Tuesday" and it does not establish availability. Room A seats twenty at sixty credits per session; room B seats thirty at ninety. Proposed two room-A sessions cost 120 credits before unknown extra fees. The manager must approve the plan before booking.

A simple digital comparison visual can show capacity and cost per session. Explain how those quantities bear on attendance, then identify the availability, fee and approval checks. Do not label a proposal as a booking or infer productivity gains the script never measured. Rehearse the actual spoken update with a timer; written length alone does not establish whether it fits a three-minute slot.

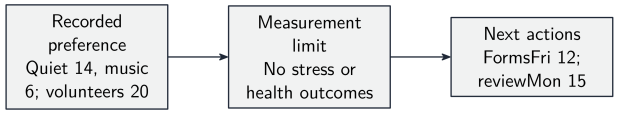
Health science: keep findings and measurement limits together

For a spoken review, prepare notes under finding, method, limitation and next action. A preference, an association and a causal effect are different claims. A qualification can determine what the speaker's evidence supports, so keep it attached to the finding.



A blood-pressure reading: in health science, report a finding with its number and unit, and keep it apart from your comment on it

Worked example with data. Twenty volunteers chose a discussion-room arrangement: fourteen preferred quiet and six preferred music. This is 70% of those twenty respondents, not 70% of all people. The review measured no stress or health outcomes and did not recruit a random sample. It provides no treatment claim or clinical advice.



A faithful record: the counts, the limit of what was measured, then the next actions

A faithful summary reports the preference counts, their scope and the next actions: feedback forms are due Friday noon, the meeting is Monday 15:00, and participants should disclose if they did not try both arrangements. The coordinator checks forms before a recommendation. Do not convert that future step into an approved permanent policy.

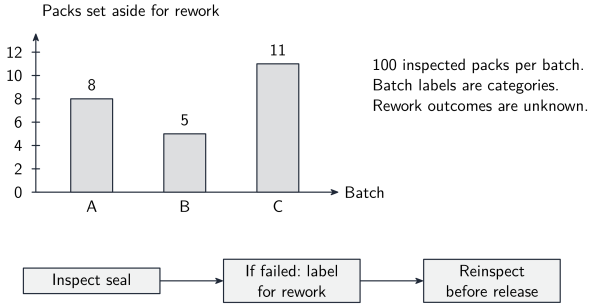
The separate lesson's diary example also distinguishes an observed association from a cause. These are language-practice records, not real clinical evidence. A summary should neither exaggerate a result nor dismiss the source merely because it has limitations.

Processes and production: describe graphs and meaningful stages

Name the **chart type** 图表类型, the variables and units before interpreting a comparison. A categorical bar chart compares categories; it does not automatically show a continuous time trend. Keep totals distinct from percentages and measured records distinct from future predictions.

Worked chart example. Three batches each contain 100 inspected packs. The counts set aside for rework are 8,5 and 11. Batch B has the lowest recorded count, and C the highest. The counts do not fall steadily, and set-aside packs are not automatically permanent waste. No causes or rework outcomes are supplied.

A **process** 过程 description retains actions, sequence and decision points. Inspect the seal; passing packs enter the ready tray; failing packs are labelled for rework; reworked packs require another inspection before release. Record first and later results separately. A **passive voice** 被动语态 sentence such as "The pack is labelled for rework" can focus on the action. Active wording may be clearer when responsibility matters. Changing voice does not change the order or conditions.

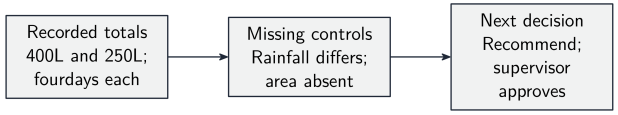


Category counts and the reinspection condition

The environment: present evidence and encourage discussion

A comparison visual should label the quantity, unit, scope and period. Include relevant limits rather than hiding them in a confident conclusion. Distinguish what was recorded from what the group proposes next.

> **Worked example.** One garden plot used 400 litres across four observation days before a trial and 250 litres across four different days after it began. The recorded difference is 150 litres, or 37.5% of the first total. Rainfall differed and planted area was not recorded, so the comparison does not isolate the trial's effect or supply litres per square metre. It does not establish the same result everywhere.



Recorded totals, the missing controls, then a recommendation that stays within them

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For a formal presentation, show the two labelled totals, explain their limits and invite concerns about plant condition and missing records. A digital slide supports the spoken reasoning; it cannot prove pronunciation, audience understanding or rehearsal duration.

Encourage discussion with relevant questions, responses and an honest summary. An open question can invite explanation; a closed question can usefully confirm a detail or check agreement. Neither is always superior. Invite a quiet participant's view instead of treating silence as approval. Summarise the proposed recommendation and unresolved checks, ask whether the group accepts it, then seek the supervisor's required approval before continuing. A discussion that ends with an honest unresolved issue need not be a failure for everybody.

Vocabulary card meanings

presentation: A prepared talk given to an audience. Speech functions: The jobs language does, such as agreeing, asking or refusing. Selective listening: Listening only for the information the task asks for. Discourse markers: Words that show how a talk is organised, such as first or however. chart type: The kind of diagram, such as a bar chart or a line graph. passive voice: A verb form that puts the receiver of the action before the verb.

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GAC008 Academic English II: Reading and Writing Skills

GAC Academic English

What this module is, and how it is marked

This GAC008-aligned guide develops reading and researched writing beyond the paragraph: recognising text types, evaluating arguments, joining ideas accurately and citing sources. Follow the centre's current assessment brief for required tasks, dates, weights, authorship rules and **referencing style** 引用格式. This guide does not set official marks or grade guarantees.

Information literacy 信息素养 includes selecting relevant material, evaluating what it supports and keeping a traceable research record. A **citation** 引用 identifies the source of borrowed material; a **reference list** 参考文献表 gives its full details. Good ideas do not remove the obligation to credit borrowed words or ideas. Missing citations must be repaired against the actual sources, not guessed afterwards.

People and society: features of academic text types

Academic writing has useful **features** 特征: precise terms, evidence, appropriate certainty and clear reasoning. An impersonal voice may suit a task, but some disciplines permit first person. Claims may appear before their supporting evidence. Follow the genre and brief rather than treating one sentence order or voice as a universal law.

Nominalisation 名词化 turns a process into a noun: "We investigated the samples" becomes "the investigation of the samples". The latter is a noun phrase, not a complete sentence. Unpack dense prose by finding who did what; nominalisation is one source of density, not the only one.

Identify the **genre** 体裁: a report often organises findings into sections; an essay develops an argument; a case study examines one case in depth; a review evaluates existing work. Check the actual assignment's requirements rather than assuming one fixed format for each genre.

Places where people live and work: reading for argument

A **claim** 论断 is an assertion; **evidence** 证据 is what supports it. Identify the author's **stance** 立场, the strength of the evidence and any **counter-argument** 反驳. A concession acknowledges a limitation or opposing point. A hedge limits certainty. The absence of a concession alone does not establish that a text is dishonest or lacks analysis.



A city skyline: describing a place means organising details from general to specific

Worked example (authored practice). “Although early trials were small, three subsequent studies found the same effect, which suggests the result is robust.” Claim: the result is robust. Reported evidence: three later studies. Concession: the early trials were small. Hedge: “suggests”. The sentence reports evidence; it does not give enough study detail to verify the claim independently. Ask about methods, samples and what effect was actually measured.

Although early trials were small, three subsequent studies found the same effect,

concession | reported evidence

which suggests the result is robust.

hedge | claim

The worked sentence taken apart: concession, reported evidence, hedge, claim

Practice. In “Although the sample was small, two later surveys found a similar pattern, which may support the conclusion”, identify the concession, reported evidence and hedge. Explain why “may” does not erase the need to inspect those surveys.

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Doing business: vocabulary and idiom

Decode unknown vocabulary and idiom from context, word parts and grammar. Treat clues as hypotheses and check the meaning in the whole sentence. **Collocation** 词语搭配 concerns usual word partners: conduct research, draw a conclusion, raise a question. “Give a question” can be appropriate when a teacher gives students a question; it does not mean the same as raising an issue. Judge a phrase in its intended context.

Record a term with a sentence, its meaning and useful partners. “The students demonstrated the process to the class” records a verb pattern. “The students gave a demonstration” is also possible. A translation can help, but does not by itself supply the grammar or register.

Human health: sentences and cohesion

Use **complex sentences** 复杂句 to express relationships accurately. In “Although the first trial was small, later studies found a similar effect”, the subordinate clause concedes a limit while the main clause reports the later evidence. Complexity alone does not improve accuracy.

reference	The trial was small. It involved one class.
substitution	The first trial failed; the second one succeeded.
ellipsis	One group used notes; the other did not [use notes].
connective	The trial was small, so the conclusion needs caution.

each device must state the real relationship, not just add a link word

Four devices, each tying back to a real relationship.

Cohesive devices 衔接手段 include reference, substitution, ellipsis and connectives:

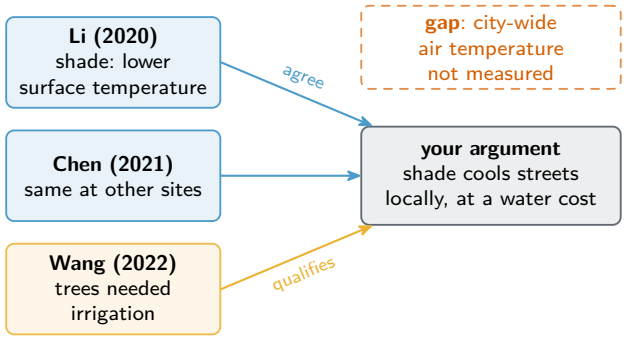
- Reference: “The trial was small. It involved one class.” Here “it” refers to the trial.
- Substitution: “The first trial failed; the second one succeeded.” “One” replaces “trial”.
- Ellipsis: “One group used notes; the other did not [use notes].” The omitted words are recoverable.
- Connective: “The trial was small, so the conclusion needs caution.” Explain the actual link.

Worked repair. “The sample was small. Moreover, the result may not generalise” names an addition but leaves the reasoning implicit. “Because the sample was small, the result may not generalise” states the proposed reason. Check whether the sam-

pling method also matters. Many connectives do not automatically make a paragraph incoherent; inaccurate relationships do.

Human progress: research and synthesis

Synthesis 综合 combines sources through agreement, difference, qualification or a gap to develop your argument. Sources must remain identifiable. Several sentences with separate citations can synthesise; one sentence with many citations can still be unsupported. Organise around the question or idea and explain how the sources relate.



Synthesis relates sources: agreement, qualification, gap.

Supplied fictional practice source pack

These extracts and references are written for teaching, not actual published studies. Use them only in this exercise; do not present them as real research.

Li (2020), Shade at street sites, practice source A. "At the sites observed, shaded pavement had lower midday surface temperatures than nearby unshaded pavement."

Chen (2021), A second set of shaded sites, practice source B. "At a different set of sites, shaded pavement also had lower midday surface temperatures. We did not measure whole-city average air temperature."

Wang (2022), Water for planted trees, practice source C. "Some planted trees needed summer irrigation. We did not measure the total water cost or compare it with the cooling benefit."

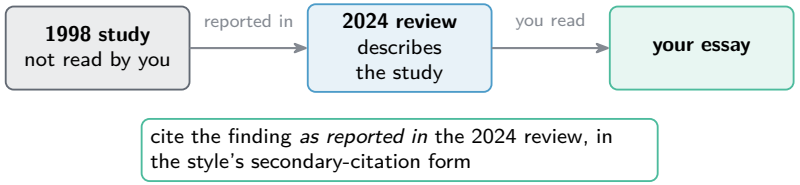
Worked synthesis. "Both illustrative reports describe lower midday surface temperatures at shaded sites (Li, 2020; Chen, 2021). Wang (2022) adds an irrigation requirement for some planted trees. Together they suggest that a planting proposal should consider cooling and water needs; these extracts do not establish a whole-city temperature change or an affordable water cost."

The relationship is agreement plus a practical qualification. Citations remain traceable. Keep the distinction between surface temperature and air temperature. Do not add "exactly when cooling matters most" or a measured city-wide effect absent from the extracts.

Practice. Write two or three sentences comparing the cooling evidence with the water issue. Retain all source identities and name one question the pack cannot answer.

Man-made environmental issues: referencing and information literacy

Use the style required by the centre consistently. In an author-date exercise, "Li (2020)" points to the full Li entry above. For real work, record the actual author, date, title and required publication details while taking notes. Match in-text citations to reference entries; a bibliography may have a different scope if the brief permits further reading.



Credit the source you actually read.

Evaluate 评价 a source for relevance, methods, evidence, authority, date where it matters, and whether it is primary or secondary. A recent primary source is not automatically strong; an older review is not automatically weak. Limit a claim to what the material actually supports.

A **secondary citation** 转引 is needed when you know an original source through a later source. For example, if you read a 2024 review describing a 1998 study, identify the finding as reported in that review using the required style's secondary-citation form. Do not pretend you read the original. Follow the style's rule for the reference list; do not invent a direct-source entry.

Review. Name one claim, its evidence and a limit. Write a synthesis relationship with traceable citations, then check that each cited claim matches what its source actually says.

Vocabulary card meanings

referencing style: The required way of recording sources, such as author and year. Information literacy: The skill of finding, judging and using sources honestly. features: The noticeable parts that make a text or a chart recognisable. Nominalisation: Turning a verb or an adjective into a noun, such as decide into decision. genre: A type of text with its own usual shape, such as a report or a letter. stance: The writer's or

speaker's attitude towards the topic. counter-argument: An argument raised against a stated claim, rather than any reply made to another person. Collocation: Words that commonly go together, such as make a decision. complex sentences: Sentences that join a main idea to a dependent idea. Cohesive devices: Links that make sentences and paragraphs hold together. secondary citation: Naming a source that you found quoted inside another source.

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GAC014 Academic English III: Listening & Speaking Skills

GAC Academic English

What this module teaches

GAC014 develops critical listening, academic interaction, evaluation of arguments, oral presentations using relevant media and formal class seminars. Its education, medicine, legal-studies, political-studies, communications and future themes provide contexts for those skills. They do not prescribe a universal assessment weighting, ten-minute presentation or compulsory consensus in every task.

Your teaching centre supplies the actual brief, criteria and timing. A **seminar presentation** 研讨课展示 needs real delivery and interaction. The six accompanying sheets provide original written scripts, evidence records and rehearsal tasks. Their word ranges, analytic points, roles and timings are local practice conventions, not official GAC assessment rules. Printed-script checks do not replace reviewed audio or measure one-pass listening, pronunciation, vocal fluency or actual presentation duration.

Education: critical listening and argument structure

Critical listening 批判性倾听 tracks a claim, its support, its limits and unanswered questions. A **qualification** 限定 such as in this sample narrows the scope. A strong summary retains the qualification rather than changing after into because of.

Before a rehearsal, choose note headings suited to the question. Claim, evidence, limitation and next check work for an argument. On a permitted second reading, verify numbers, negatives and conditions. A confident voice does not strengthen the evidence, and a sentence without a hedge is not automatically an exaggerated claim.

> **Worked example.** Sixteen volunteers used a teacher checklist and exchanged peer comments; twelve made a relevant revision. The sheet defines that revision as clarifying a claim or adding checklist-required support, not just correcting spelling. There is no checklist-only comparison or earlier revision rate. The record supports revisions after a combined activity, not an isolated causal effect of comments.

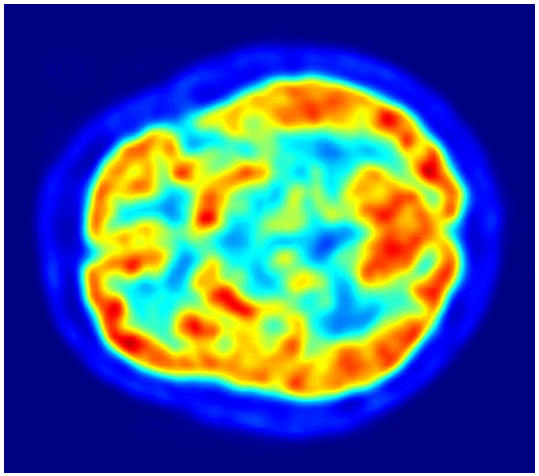
The remaining four did not meet the criterion; that does not establish they changed no words. A useful next comparison could keep the checklist and revision criteria consistent across groups. Limited evidence is not the same as no useful evidence, and a proposed comparison is not proof that the effect has been established.



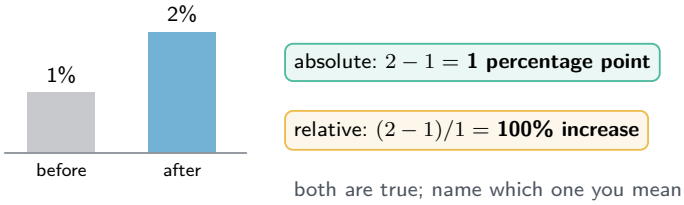
Keep the observed revisions, combined activity and missing comparison distinct

Medicine: abstract discussion and precise quantities

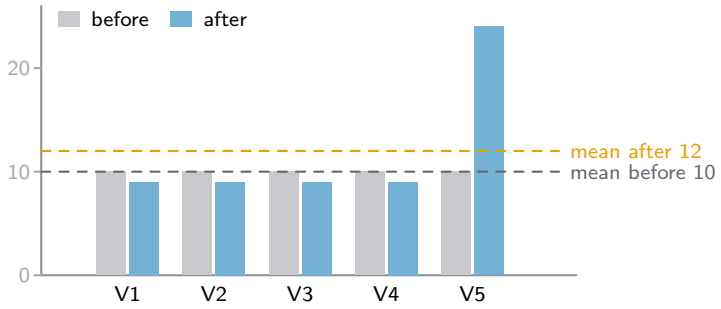
An **abstract** 抽象的 discussion can concern access, fairness or evidence rather than one concrete object. Ask what the term means in the task before agreeing or disagreeing. Clarification should identify the uncertainty, then allow the speaker to explain it. The medical examples here are language practice, not health advice.



A PET scan of the brain: medical topics need precise vocabulary for what a test shows and what it cannot show



Percentage points versus percent.



An average rise can hide most individuals falling.

> **Worked example.** Five volunteers each score ten on a notice-comprehension quiz before reading. Their after scores are nine, nine, nine, nine and twenty-four. The group total rises from fifty to sixty, so its mean rises from ten to twelve. Only one individual score rises and four fall. An average increase therefore does not establish that most people improved. The quiz also measures wording comprehension, not health, attendance, consent or treatment.

A separate date-label check changes from 1% to 2%. The difference is one **percentage point** 百分点; relative to the initial rate, it is a doubling or 100% increase. Keep the measured outcome and denominator attached to either description. Different collections do not isolate a cause. Neither these formatting rates nor the quiz scores can be treated as clinical risks.

For discussion, acknowledge the contribution and correct the specific distinction: "Do you mean the mean score or the number of people improving?" Follow with a useful question about access or the design of a suitable comparison. Do not invent missing data to make the answer sound decisive.

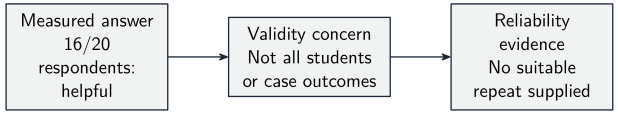
Legal studies: relevance, validity, reliability and bias

When evaluating an argument, ask whether the reasons support its conclusion. For a measurement, **Validity** 效度 concerns whether the evidence measures the intended thing. **Reliability** 信度 concerns consistency under suitable repeated conditions. It cannot be inferred merely because a result comes from an official-looking page.

Bias 偏差 can arise through recruitment, wording, measurement or selective reporting. Describe the possible mechanism and what could check it. A speaker's role or personal stake may affect emphasis without making every statement false. The legal examples here are reasoning practice, not statements of the law.

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Worked example. A library wants all five hundred students' views about its review procedure. Twenty voluntary website respondents answer "How helpful is our fair new review procedure?" Sixteen choose helpful. This is 80% of those respondents, not observed support from 80% of all students. Helpful is also not a measurement of every disputed case's fairness.



A measured answer is not automatically valid or reliable: check who answered and whether it was repeated

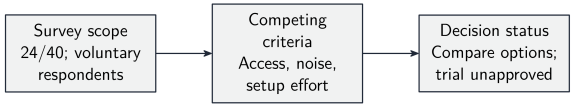
Website-only self-selection may omit other views; fair and helpful frame the question positively. There is no repeat or comparable measurement, so reliability is unestablished. Do not say it would probably repeat or that every response is false. A stronger review could recruit through accessible routes, use neutral questions matching the intended judgement and examine consistency under suitable comparable conditions. Each change addresses a concern without guaranteeing perfect representation or validity.

Political studies: priorities, viewpoints and supported recommendations

Represent a viewpoint fairly before judging it. In the community-hall case, quiet access matters to residents without a calm home space, while group activities also need a room. Neither viewpoint means banning the other activity everywhere. State the comparison criteria explicitly: access, noise, demand or setup effort.

A measured preference and a priority need different support. Twenty-four of forty voluntary respondents choosing quiet study is a bounded empirical result. The value placed on quiet access is a judgement about what should matter. The count alone does not settle how much weight to give either group's needs.

Worked comparison. The hall serves two hundred residents. Scaling 24/40 to that population gives a calculation, not an observed census or proof that 120 residents want quiet-only use. A quiet-only option prioritises quiet access; a group-only option prioritises shared activities. A scheduled-use trial could explore both needs, but actual time-slot demand, noise and switching effort remain unmeasured.



A survey's scope, the competing criteria and the decision status, kept as separate steps

Ask what evidence could address those questions and give a conditional recommendation. The original script approves no schedule. Record suggestions and priorities without attributing motives or claiming that an untried schedule has already solved the problem.

Communications: oral presentations with relevant digital media

Digital media 数字媒体 should clarify the point you explain aloud. Use readable headings, contrast, clear labels and a text description where available. Colour alone should not carry the distinction. Include the quantity, denominator, scope and source. Credit every source you use, and never present a classroom record as a published study.



A speaker presenting: signpost each part of the talk so listeners always know where they are

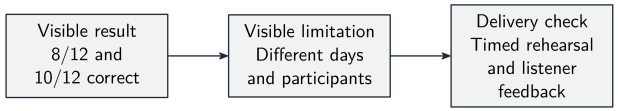
Worked presentation plan. In the original notice example, eight of twelve first-day volunteers answer the event-time question correctly, compared with ten of twelve different second-day volunteers viewing a revised notice. That is two additional correct responses, not a doubling. Different people and days do not isolate the revision's effect, and one event-time question does not measure overall understanding of the event.

1. First slide: the question and the notice change being considered.
2. Second slide: a clear table retaining 8/12 and 10/12, with group labels and the source.
3. Final slide: visible comparison limits and a proposed next check.

Explain both the result and uncertainty aloud. Do not hide the qualification in unreadable print. Prepare brief speaker notes and a usable static backup. Time the actual rehearsal and ask a listener to restate the result and its limit; written length

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alone does not establish duration or comprehension.



The result, comparison limitation and actual delivery check support different parts of the update

The future: conduct a formal class seminar and synthesise honestly

A formal seminar connects preparation, evidence-based contributions, questions and an accurate synthesis around a focused task. Roles can include chair, prepared speakers and recorder; their exact allocation and timing depend on the actual brief. Protect discussion time instead of treating several consecutive speeches as the whole seminar.

Worked seminar brief. The equipment log records forty requests and six double bookings across two weeks. Waiting time, abandoned attempts and unique-user counts are missing. No interface trial has occurred. The question is what a limited trial should measure before wider adoption, not whether an untested interface has already succeeded.



Two speakers' measures combined into one recommendation, with the rollout left undecided

The operations speaker proposes recording conflicts; the access speaker proposes waiting times and abandoned attempts. A synthesis connects them: fewer recorded conflicts may coexist with access difficulties. The group explicitly agrees to recommend measuring conflicts and access difficulties, while duration and a numerical success threshold remain undecided. Keep specific proposed indicators distinct from the broader agreed categories.

Fielding a question 应对提问 means responding to the question actually asked. Clarify an unclear term, answer from available evidence and identify what remains unknown. A short restatement can help; do not repeat the whole talk to avoid the question. When the record covers a limited period, it cannot establish an unmeasured long-run outcome.

Close with what was agreed, what remains unresolved and what planning comes next. Invite correction from the recorder and participants. Silence is not consensus, a recommendation is not rollout approval, and criteria should be defined before observing

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trial results. An honest unresolved decision need not mean every participant failed the task. For a real seminar, conduct the session, time it and preserve an accurate record of the interaction.

Vocabulary card meanings

seminar presentation: A short talk given in a small university-style class. Critical listening: Listening in order to judge the strength of a speaker's reasons. abstract: Existing as an idea rather than as a physical object. digital media: Audio, video and text published through computers or phones. Fielding a question: Answering a question from the audience during or after a talk. percentage point: The unit for the difference between two percentages, not a relative change.

GAC015 Academic English III: Reading & Writing Skills

GAC Academic English

What this module teaches

GAC015 develops critical reading and writing, selection and evaluation of sources, logical arguments, annotated bibliography work, information literacy and an in-depth academic essay. Use the actual teaching-centre brief for assessment requirements, referencing style, length and weighting. This guide does not claim that one piece is the programme's largest assessment or prescribe a fixed paragraph count.

An **annotated bibliography** 注释性参考书目 evaluates sources for a question; an **essay** 论文 connects their evidence within an argument. The six practice sheets use short reports and source cards. Their local analytic points and word targets are not official GAC specifications. Actual research coursework requires genuine in-depth sources that you have retrieved, read, evaluated and referenced accurately.

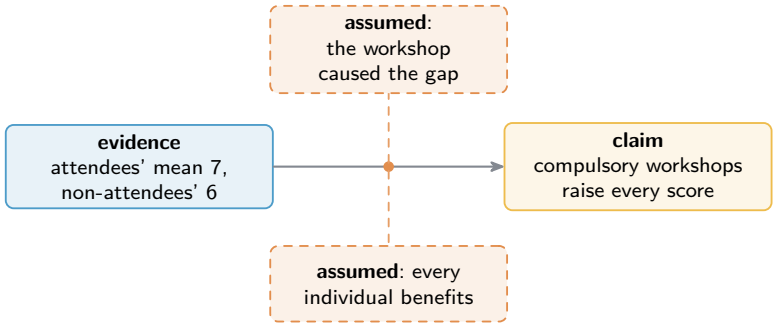
Issues in education: critical and analytical reading

Critical reading 批判性阅读 identifies what an author wants the reader to accept and tests the support. **Analytical** 分析性 reading separates the issue, claim, evidence, reasoning and limitations. An **assumption** 假设 is a premise the argument depends on; it may be explicit or unstated. Do not invent an assumption simply to criticise it.



Students before an exam: education debates (testing, workload, access) need evidence, not just opinion

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to investigate: volunteers chose to attend;
attendees revised longer; no before scores

Find the assumptions the claim depends on.

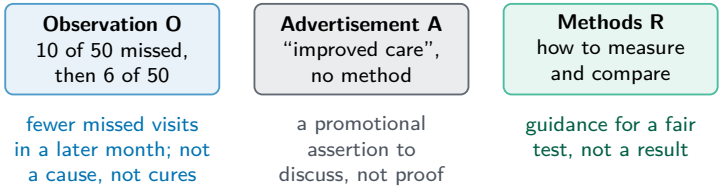
> **Worked example.** Report E compares thirty optional workshop attendees with thirty non-attendees. Their later means are seven and six out of ten. Earlier scores were not compared, and attendees reported more revision time. The recommendation that compulsory attendance will raise every score depends on unestablished causal and individual-benefit assumptions.

The later mean difference does not show that every attendee improved by one point. Individual before-and-after scores are missing. Voluntary participation and different revision time provide alternative explanations to investigate, not explanations proven by this text. A fair response can acknowledge possible workshop usefulness while rejecting a guaranteed universal effect. Critique the demonstrated inference rather than accuse the author of fabricating scores without evidence.

The accompanying analytical-response task asks for 150–180 words with accurate source labels, evidence limits, a fair counterargument and a proportionate recommendation. These are local practice conditions. Further evaluation can be proposed without being misreported as a completed study.

Issues in medicine: select, evaluate and reference suitable sources

Select a source for the claim it can support, not for an impressive headline. Check its question, measured outcome, participants, method, comparison, limitations and source trail. A **peer-reviewed** 同行评审 publication may provide useful scrutiny, but that label alone does not guarantee relevance, validity or an appropriate conclusion. Use the required kind of source for the particular research question and verify its actual content.



Each source carries only its own claim.

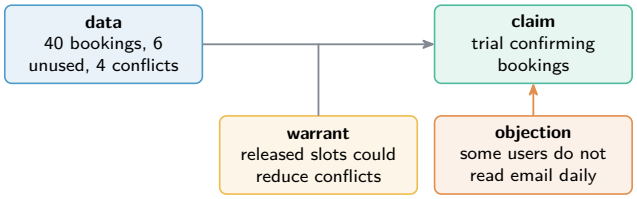
Worked source selection. Observation O records ten missed appointments out of fifty before reminders and six out of fifty afterwards. Different months and unrecorded group differences prevent isolating a reminder effect. It measures missed attendance, not recovery, safety or treatment quality. Advertisement A asserts improved care without a method. Methods R proposes consistent measurement and a specified comparison; it is guidance, not a completed experiment.

O and R can support a limited attendance-investigation paragraph with their respective roles made clear. A can be discussed as a promotional assertion, not independent proof of care improvement. Four fewer missed records are not four cures. This is academic language practice in a health-service setting, not a clinical review or recommendation.

Keep source details while reading. In actual research, verify author or organisation, title, publication details, date, locator and link against the original source. Follow the required style when information is absent; do not invent it. For the supplied cards, cite each card’s label and section; never invent a journal reference.

Legal issues: build a logical argument from data

An argument connects a conclusion to reasons the reader can check. A **warrant** 论据与结论之间的理由 explains why a fact supports a proposed action. Evidence describing a problem does not automatically show that the writer’s preferred solution will work.



Data, warrant, claim, objection.

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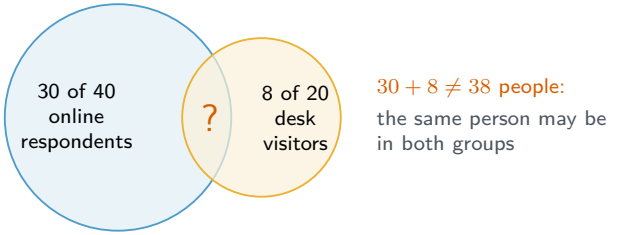
> **Worked example.** A four-week makerspace log records forty bookings, six unused slots and four equipment conflicts (L, §1). It does not establish ten different affected users, because overlap and identity are unknown. A proposal to confirm bookings may help test whether unneeded time can be released (P, §1), but no trial has occurred.

Address the real objection: some users may not check email daily (S, §1). Do not replace that access concern with “students hate every rule”. Another response route could be investigated, but is not already proven effective or free. A conditional trial argument should state access, conflicts and manageable effort as evaluation criteria and identify what the present sources cannot settle.

The local 160–190 word task develops a thesis, source support, a warrant, a fair objection and a conclusion matching the evidence. Explain why each source bears on the question. Do not invent successful results merely to make the ending sound complete.

Political issues: evaluate sources and synthesise policy reasoning

Different sources may inform different parts of one decision. Keep their populations, methods and outcomes visible instead of merging them into an unsupported total. A preference count can inform a convenience question without settling how much weight to give access needs or staffing resources.



Unknown overlap: do not add the samples.

> **Worked example.** Thirty of forty voluntary online respondents prefer digital booking (S, §1). Eight of twenty logged desk visitors request help in one week (L, §1). The samples may overlap, so thirty plus eight is not a known count of distinct people. Neither 75% nor 40% describes all service users. The desk record does not establish that every user lacks digital access.

A planning note adds a staffing-time concern for a telephone route (N, §1), not a cost estimate or proven performance. A reasoned paragraph can propose investigating an online route with accessible assistance, acknowledging that an alternative consumes resources. Record assistance demand and staff effort before treating feasibility as

settled.

Synthesis 综合 connects these contributions to a conditional recommendation: convenience, access and resources interact. It retains source credit, unknown overlap and a fair resource objection. A voluntary majority does not justify an invented universal approval.

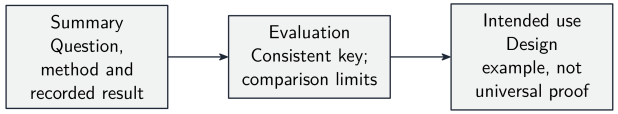
Communications: an annotated bibliography and information literacy

An **annotation** 注释 adds a faithful summary, question-specific evaluation and intended use to a reference. It may identify a claim for which a source should not be used. Neither praise nor a fixed number of words establishes a good annotation. Read the relevant complete source and follow the assignment's actual format.

Worked extended-source example. Report C contains three sections on an event-notice comparison. Different groups of twelve volunteers view two versions on consecutive days. Eight first-group readers and ten second-group readers answer all four details correctly (§2). Both use the same key, but layout and wording change together; convenience recruitment, different participants and days limit the comparison.

A shared key supports a consistent scoring procedure; it does not establish reliability across repeated studies or a causal effect of layout. Missed details, later retention and event attendance are unmeasured. The proposed follow-up in§3 is a proposal, not completed research. An annotation can use C as an evaluation-design example while rejecting it as proof that headings alone improve everyone's attendance.

The sheet supplies a complete 120–160 word model that cites the cards by label, title and section. For real coursework, retrieve in-depth appropriate texts, check bibliographic details and locate each finding. Compare sources' contributions and limits for the actual question; do not cite a text you have not read or invent its author or publication.



An annotation combines a source summary, evaluation and a specific intended use

The future: plan and create an in-depth academic essay

Narrow the question before collecting sources. A **thesis** 论点 should answer it with conditions that the evidence can support. An **evidence matrix** 证据矩阵 can organise themes, source contributions and missing information before paragraphs are written. The plan's length and order follow the argument and actual brief, not a rule that 2,000 words must have six body paragraphs.

Worked evidence matrix. For the shared-equipment question, U records interest from twenty of thirty voluntary current users; B records six double bookings in forty requests; M identifies cleaning, repair and replacement without cost or staffing estimates. Organise these under demand/access, reliability and resources. Missing information includes non-user needs, use frequency, waiting and abandoned attempts, maintenance effort and costs.

Explain the interactions: interest alone does not justify expansion without workable access and maintenance. Fewer visible conflicts could coexist with abandoned attempts. A serious counterargument is that even a trial consumes scarce resources without a proven benefit. A response should state when a limited evaluation is feasible, and when further planning is preferable to immediate action.

The local 650–800 word essay task includes a complete 699-word model, a conditional thesis, connected source reasoning, a fair counterargument, proposed evaluation and honest local source entries. Use the worksheet lines for planning and additional paper for the full essay. The model does not approve a trial or claim measured results; actual research needs genuine sources instead of these cards.

Revise the argument and structure, then review source accuracy, references and language. If a sentence reveals a reasoning problem, return to the argument rather than following an inflexible editing order. Reading aloud can help identify unclear phrasing, but it neither has a guaranteed duration nor replaces source and logic checks. Finish with a conclusion that answers the focused question without new invented evidence.



Demand, reliability and resources are interacting conditions rather than isolated source summaries

Vocabulary card meanings

annotated bibliography: A source list in which each item has a short note on its use. Critical reading: Reading in order to judge evidence, assumptions and purpose. Analytical: Breaking a topic into parts and explaining how they relate. peer-reviewed: Checked by other specialists before publication. annotation: A short note added to a text or a source to explain its use. warrant: The reason that links a piece of evidence to the conclusion. evidence matrix: A table that lines claims up with the sources that support them.

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