

GAC007 Academic English II: Listening and Speaking Skills

GAC007-aligned listening and speaking practice; the centre's assessment brief sets the requirements.

Listening and speaking, one level up

GAC007 develops the same skills further — comparing text types, listening selectively, and presenting evidence that keeps its limits.

What written practice cannot replace

- A listening test needs spoken input; a presentation needs actual delivery.
- The six original sheets provide scripts, evidence records and rehearsal plans.
- They do not assess pronunciation, one-pass comprehension, vocal fluency or measured delivery time.
- Word ranges and analytic points are local teaching conventions.

Your turn: what a script cannot certify

Your turn

Which skill can a written rehearsal plan certify?

- A. One-pass listening comprehension
- B. The structure and evidence plan of a spoken update
- C. Pronunciation of key terms
- D. Vocal fluency under time pressure

Same topic, different functions

A coordinator's announcement

Informs visitors about a time.

Requests suggestions for the programme.

A seminar contribution

Evaluates an observation and acknowledges its limit.

Recommends a check rather than a conclusion.

Speech functions, hedges and register

Term	What it does
Speech functions	Describe what a statement does: inform, request, question, recommend, concede, qualify
Hedge	"Might" or "tends to" preserves uncertainty
Register	Language suited to the situation; it can vary within one talk

Use the evidence

Do not assume an informal aside hides an exam answer, or that academic speakers hedge every statement.

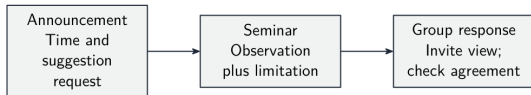
Worked example: the discussion-table script

- 1 **See what happened** Students exchanged notes on three observed afternoons; learning was not measured.
- 2 **Keep the claim proportional** "The table might support discussion" is a possibility, not proof of improved learning.
- 3 **Respond usefully** Acknowledge the exchange, ask what needs checking, and invite a quieter participant's contribution.
- 4 **Check agreement honestly** Silence alone does not show agreement.

Decision

A useful response moves the discussion forward without upgrading its evidence.

Announcement, claim, response — three separate things



- The announcement informs and requests.
- The academic claim evaluates and bounds.
- The discussion response acknowledges, checks and invites.
- Keep the three functions separate when you answer a task.

Selective listening serves the question

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

Markers, content, and supported inference

Tool	How to use it
Discourse markers	"First", "however", "finally" signal relationships; retain the content that follows them
Inference	A supported conclusion drawn from the text and context
The boundary	Not a plausible story added by the listener

Worked example: generous funding, unknown later years

- 1 **Take the first statement** First-year funding was unusually generous.
- 2 **Take the limit** Later budgets and harvest records are not supplied.
- 3 **Hold the unknown** Later-year results are unknown: neither failure nor continued success is established.
- 4 **Refuse the false cause** "Funding ended and caused failure" joins two unestablished ideas into a story.

Decision

However introduces the limit; it does not make the earlier statement false.

Dates keep their actions

Detail	Its job
Tuesday noon	The access-request deadline
Thursday 18:30	The meeting, in room 6
A replacement room	Conditional, not already booked

Use the evidence

After a permitted rehearsal, compare notes with the original script and clarify essential gaps.

Notes keep the hierarchy of a message

- Retain the hierarchy: main proposal, supporting figures, decision limits, next actions.
- Abbreviations and arrows help when their meaning stays clear.
- Preserve important negatives, units, owners and permission conditions.
- Summarising selects relevant points rather than repeating every sentence.

Worked example: the workshop poll and the rooms

- 1 Record the poll faithfully** Forty staff invited; thirty replied; eighteen respondents preferred Tuesday.
- 2 Refuse the easy upgrade** That is not "all forty prefer Tuesday", and it does not establish availability.
- 3 Keep the room facts with their units** Room A seats twenty at sixty credits per session; room B seats thirty at ninety.
- 4 Keep the sequence honest** Two room-A sessions cost 120 credits before unknown extra fees; the manager must approve before booking.

Decision

A proposal is not a booking, and unmeasured productivity is not a gain.

Capacity, cost, and what remains unchecked

Option	Seats	Cost per session
Room A	20	60 credits
Room B	30	90 credits
Two room-A sessions	40 total	120 credits, before extra fees

Use the evidence

Explain how capacity and cost bear on attendance, then identify the availability, fee and approval checks.

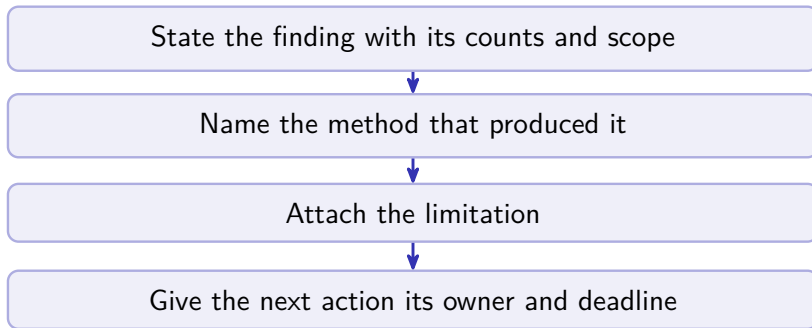
Your turn: what the poll shows

Your turn

Forty invited, thirty replied, eighteen preferring Tuesday. What does the poll establish?

- A. All forty staff prefer Tuesday
- B. Eighteen of the thirty respondents prefer Tuesday; availability is untested
- C. Tuesday is the cheapest option
- D. Most staff cannot attend

Finding, method, limitation, next action



Worked example: seventy percent of whom

- 1 **Record the study** Twenty volunteers chose a discussion-room arrangement: fourteen preferred quiet, six preferred music.
- 2 **Compute inside the scope** Fourteen of twenty is 70% of those respondents — not 70% of all people.
- 3 **Attach the limits** No stress or health outcomes were measured; the sample was not random; no treatment claim or clinical advice follows.
- 4 **Keep the next actions conditional** The coordinator checks forms before a recommendation; that future step is not an approved permanent policy.

Decision

A preference count is not a health outcome.

Neither exaggerate nor dismiss

- The separate lesson's fictional diary example 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 for having limitations.

Name the chart before interpreting it

- Name the chart type, the variables and the 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.
- Keep measured records distinct from future predictions.

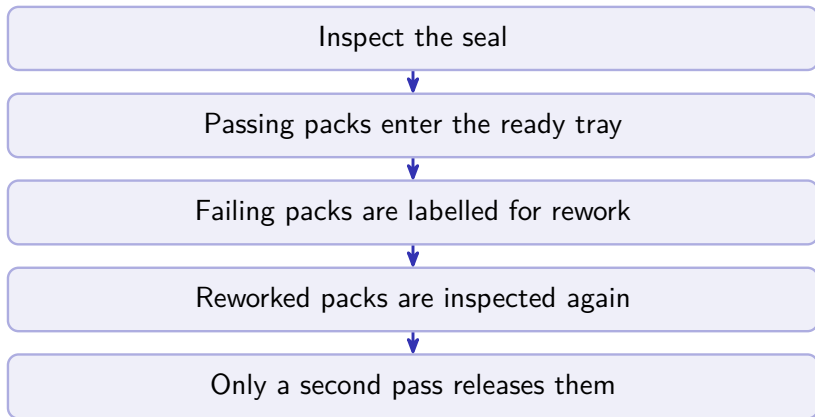
Worked chart example: three batches

- 1 Establish the frame** Three fictional batches; each contains 100 inspected packs.
- 2 Read the counts** Set aside for rework: 8, 5 and 11 — batch B lowest, batch C highest.
- 3 Refuse the false trend** The counts do not fall steadily; there is no trend line to narrate.
- 4 Keep the open questions** Set-aside packs are not automatically permanent waste; no causes or rework outcomes are supplied.

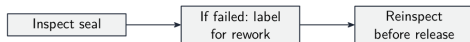
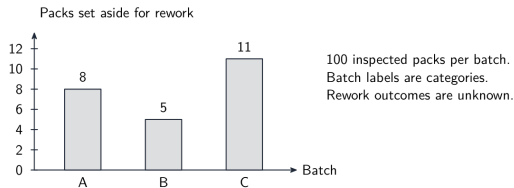
Decision

Describe what the chart shows; do not narrate a shape it does not have.

The rework loop, in order



Voice serves the action



- A passive 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 the conditions.

Label the visual, show the limits

- 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: four hundred litres to two hundred fifty

- 1 Show the two labelled totals** One garden plot used 400 litres across four observation days before a trial, and 250 litres across four different days after it began.
- 2 Compute the difference honestly** The recorded difference is 150 litres, or 37.5% of the first total.
- 3 Attach the confounds** Rainfall differed, and planted area was not recorded, so the trial's effect is not isolated and litres per square metre are unavailable.
- 4 Bound the conclusion** The comparison does not establish the same result everywhere.

Decision

A smaller number after an intervention is a recorded difference, not a proven effect.

Open questions, closed questions, honest summaries

An open question

Invites explanation

A closed question

Usefully confirms a detail or checks agreement: "Do we all accept the Friday deadline?"

Your turn: the unresolved issue

Your turn

The group ends with an honest unresolved issue. What is the right verdict on the discussion?

- A. It failed, because nothing was decided
- B. It can be a success: the recommendation, the unresolved checks and the approval step are all stated
- C. It failed unless the supervisor was present
- D. The issue should be omitted from the summary

Check yourself

- "The table might support discussion." What does "might" do here?
- Fourteen of twenty volunteers prefer quiet. Why is "70% of people" wrong?
- Set-aside counts are 8, 5 and 11. What trend may you describe?
- What four labels belong on a comparison visual?