

Exercise walk-through

1.4

Journeys and Travel

GAC Academic English

Method — Key knowledge: structure and rehearsal support an understandable talk

An **introduction** 引言 names the subject, purpose and route through a talk. The body develops its points; the conclusion states what the audience should remember. A **transition** 过渡 links points so listeners can follow the reasoning. Choose words that fit the audience and task.

A **rehearsal** 排练 tests actual timing, clarity and transitions. A word count alone does not establish spoken duration. Notes can help a speaker look up and respond, while a short script may help practise difficult wording. Keep evidence limits and essential meaning when cutting repetition. The class task's local rubric does not establish an official assessment score.

Method — Source A: text or task brief

Task brief: Prepare a four-minute class presentation proposing how to check demand for a later school-library closing time. Explain the present evidence, one feasible next check and a limit. This classroom task has no official GAC score attached.

A fictional class poll received sixteen responses: ten preferred a later closing time, four preferred the present time and two had no preference. It did not ask why some students did not reply, check staffing costs or collect whole-school responses. The current opening time is not supplied here. No change to library hours has been approved. Mei plans 30 seconds for an opening, 60 for evidence, 90 for a next check, 40 for limits and 20 for a conclusion.

Method — Source B: response or review record

Mei's first rehearsal took four minutes forty seconds. Her evidence section repeated each number three times. She had no clear transition to the next-check section. A draft slide read, "Everybody wants later closing. It will cost nothing, and we have already decided the new hours." Neither the poll nor the task brief supports those claims.

The teacher asks her to remove repeated explanations, retain all response categories and say which decisions are still pending. Her proposed next step is to ask non-responders about needs and check staffing arrangements with the librarian before making a recommendation. A rehearsal can check whether this plan is clearly explained; it cannot provide missing staffing evidence.

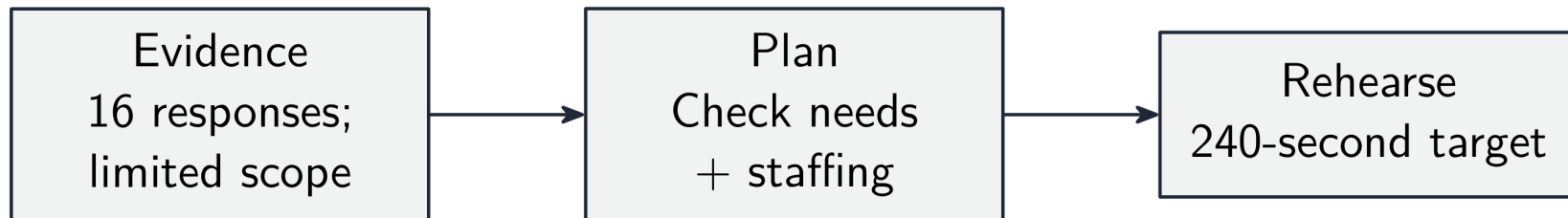
Method — Worked example: cut repetition rather than the evidence limit

Known: the poll covers sixteen respondents, not the whole school. Why qualify the opening? Ten preferences cannot establish everybody's demand or the cost of later hours. Say what the poll supplies and what remains to check.

The planned allocations sum to 240 seconds, but the rehearsal lasted 280 seconds. Mei needs to remove forty seconds of repetition and test the revised talk aloud. A transition such as “These responses suggest a question to investigate, but first we need two checks” connects evidence to the plan without announcing an approved change.

Method — Worked example: cut repetition rather than the evidence limit

A transition such as “These responses suggest a question to investigate, but first we need two checks” ...



Exercises 2.1-2.3

2.1 Identify the presentation's audience and its proposed purpose. [2]

2.2 State TWO limits of the supplied poll that matter to the proposal. [2]

2.3 State all THREE response categories with their counts. [3]

Exercises 2.1-2.3

2.1 Identify the presentation's audience and its proposed purpose. [2]

2.1 Classmates/the class; propose how to investigate demand for later library closing. It is not announcing approved hours.

2.2 State TWO limits of the supplied poll that matter to the proposal. [2]

2.2 Award B1 each for two: sixteen respondents only, unknown non-responder needs, no whole-school sample, no staffing-cost evidence. Do not invent the current closing hour.

2.3 State all THREE response categories with their counts. [3]

2.3 Ten prefer later closing, four prefer present time, two have no preference. Together these are sixteen responses.

Exercises 2.4·3.1

2.4 Calculate the target duration, actual duration and amount to remove. Give seconds.[3]

3.1 Evaluate THREE slide claims: everybody wants later hours, the change costs nothing and the new hours have been decided. Give a supported correction and reason for each.[6]

Exercises 2.4·3.1

2.4 Calculate the target duration, actual duration and amount to remove. Give seconds.[3]

2.4 Target: $30 + 60 + 90 + 40 + 20 = 240$ seconds. Rehearsal: $4 \times 60 + 40 = 280$ seconds. Excess: $280 - 240 = 40$ seconds.

3.1 Evaluate THREE slide claims: everybody wants later hours, the change costs nothing and the new hours have been decided. Give a supported correction and reason for each.[6]

3.1 Award correction B1 and reason B1 per claim. Ten of sixteen respondents prefer later closing, while others differ and the wider school was not sampled. Staffing/costs still need checking; the poll supplies no cost evidence. The talk proposes investigation; no change is approved and no new time is supplied.

Exercise 3.2

3.2 Write an 80–110 word opening for Mei’s four-minute presentation, not the whole talk. State the purpose and evidence, signpost the next checks and limits, and keep decisions pending.

[8]

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3.2 Write an 80–110 word opening for Mei’s four-minute presentation, not the whole talk. State the purpose and evidence, signpost the next checks and limits, and keep decisions pending. [8]

3.2 Local analytic rubric, $8 \times B1$: proposal purpose; sixteen-response scope; ten/four/two accurately categorised; evidence rather than decided change; signposted structure; non-responder check; staffing/cost check and pending approval; coherent truthful 80–110 word response. Example: “Today I will explain how we could investigate demand for a later library closing time. Our class poll received sixteen responses: ten preferred later closing, four preferred the present time and two had no preference. These responses suggest a question to explore, rather than a decision for the whole school. First, I will describe the poll and its limits. Then I will propose asking non-responders about their needs and checking staffing arrangements with the librarian. Finally, I will explain what information would still be needed before recommending new hours. No change has been approved, and the poll gives no staffing costs.”