

2.3 Link paragraph ideas for the purpose and audience

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

KEY WORDS cohesion 衔接 • register 语域 • audience 受众

Objective

Link paragraph ideas for the purpose and audience. This is original GAC002-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. This sheet’s word ranges and analytic points are local teaching conventions, not official assessment specifications.

1 Key knowledge and worked examples

■ Key knowledge: a connector expresses a relationship rather than decorating a sentence

Cohesion 衔接 uses clear connections, references and repeated key terms so readers can follow a text. Because gives a reason; although marks a concession; therefore introduces a result that should be supported by the earlier statement. Avoid pronouns with two plausible antecedents.

Register 语域 is the language choice suited to the situation and **audience** 受众. A class notice can be direct and friendly; a short academic paragraph should make a supported point without slang or invented certainty. Changing style does not allow you to change the facts.

■ Source A: text or task brief

Activity coordinator’s note: “The hall is unavailable this Friday because its floor is being repaired. The chess club may use room 12 from 15:00 to 16:00 instead. This room has eight seats, and ten students have said they may attend. Please confirm attendance by Thursday at 13:00. If more than eight confirm, the coordinator will arrange a second group or another room; neither option is confirmed yet.”

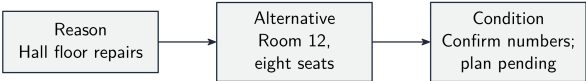
Short paragraph draft: “A temporary room can keep the activity running. However, its capacity is limited. Attendance confirmation will help the coordinator choose an arrangement. The club should announce a final plan only after that arrangement is confirmed.”

■ Source B: response or review record

Student draft: “The hall is closed, therefore everyone must stop playing chess. Room 12 has eight seats because ten students may come. More than eight will definitely attend, so a second group has already been approved. They told them it was fine.”

The coordinator and the class representative have both discussed the situation; the final sentence does not identify who spoke to whom or what was approved.

■ Worked example: a supported reason is not an invented result



Known: floor repairs explain why the hall is unavailable. A because sentence can preserve that reason: “The hall is unavailable because its floor is being repaired.”

Room 12 is an alternative, so a conclusion that chess must stop is unsupported. Seat count and possible attendance are separate facts; the possible attendance does not cause the room to have eight seats. A final plan remains conditional on confirmed numbers and arrangements.

2 Practice

2.1 State the reason the hall is unavailable and the proposed alternative room. [2]

2.2 Find the attendance-confirmation deadline and the alternative room’s time window.[2]

2.3 Explain why because is misleading in the sentence about eight seats and ten possible attendees. Rewrite it with a supported relationship. [3]

2.4 Identify the function of the first and final sentences in the short paragraph, and state one fact still unconfirmed. [3]

3 Exam-style questions

3.1 Correct THREE reasoning or clarity errors in the student draft, giving a supported replacement and a reason for each. [6]

3.2 Write an 80–110 word friendly class notice. Link the repair reason, alternative, capacity concern and confirmation request without announcing an unapproved plan. [8]
