

3.2 Prepare selective listening notes and limit an inference

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

KEY WORDS selective listening 选择性听力 • inference 推断 • discourse marker 语篇标记

Objective

Prepare selective listening notes and limit an inference. This is original GAC007-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. Written scripts and plans support listening/speaking preparation; they do not replace reviewed audio or assess pronunciation, actual delivery or one-pass listening comprehension.

1 Key knowledge and worked examples

■ **Key knowledge: a qualification tells you what the statement does not establish**

Selective listening 选择性听力 focuses on information needed for the task while following the message. A **discourse marker** 语篇标记 such as however introduces a relationship; retain the content that follows it.

An **inference** 推断 must be supported by the words and context. “The first year had unusually generous funding” does not establish that later years failed. Prediction prepares possible vocabulary, not confirmed answers. Written-script analysis can practise these distinctions before reviewed listening material is available.

■ **Source A: text or task brief**

Original written housing-meeting script: “First, the garden scheme received unusually generous funding in its first year. Volunteers used that funding to install raised planters. However, the records provided today do not show the later budget or harvest totals. We cannot yet compare years. Second, the next open meeting is on Thursday at 18:30 in room 6. Please email access requests by Tuesday at noon. If room 6 becomes unavailable, the coordinator will announce a replacement; no other room is booked now. Finally, we invite residents to suggest questions for the next review.”

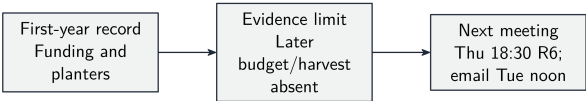
■ **Source B: response or review record**

Listening-preparation task: Find the next meeting arrangements and explain what can be concluded about later years.

Notes draft: “First year good → later years failed because funding ended. Meeting Tuesday noon, room 8. A replacement has already been booked.”

The practice reader asks whether having said that or however automatically means an earlier claim is false. No audio or spoken performance record accompanies this sheet.

■ **Worked example: retain the missing-data statement**



Known: first-year funding was generous, but later budget and harvest records are not supplied. Why avoid the failure claim? Missing records do not show a negative result or a cause.

Useful notes are “Y1: generous funding → raised planters; later budget/harvest unknown; no year comparison. Access email Tue noon; meeting Thu 18:30 R6; replacement conditional, unbooked.” Different dates retain their different actions.

2 Practice

2.1 Find the meeting day/time and its room. [2]

2.2 State the access-request deadline and what triggers a replacement announcement.[2]

2.3 Explain why the first note’s later-year claim and its funding explanation are unsupported. [3]

2.4 Give THREE useful corrections to the arrangements in the draft notes. [3]

3 Exam-style questions

3.1 Write concise notes covering first-year activity, the evidence limit and meeting arrangements. Explain one notation choice that preserves a relationship. [6]

3.2 Write an 80–110 word summary for a resident, preserving the evidence limit and the meeting conditions. [8]
