

1.5 Design speaking practice and repair meaning clearly

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS fluency 流利度 • accuracy 准确性 • self-correction 自我纠正 • intonation 语调

Objective

Design speaking practice and repair meaning clearly. This is original GAC001-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. These printed transcript and planning tasks do not supply a reviewed recording or assess spoken delivery. Oral practice requires a teacher to observe the actual speech.

1 Key knowledge and worked examples

■ Key knowledge: a transcript cannot prove spoken clarity

Fluency 流利度 concerns connected, manageable speech; **accuracy** 准确性 concerns correct language forms. A practice activity can focus on one while retaining the other as a later review point. There is no universal rule that both can never improve together.

A brief **self-correction** 自我纠正 can repair an error: “He go—he goes on Tuesdays.” It does not guarantee a higher score than an already accurate answer. **Intonation** 语调 is the pattern of pitch in speech and can help convey meaning. A typed sentence alone does not show its pitch, pace or pronunciation. Review actual speech and listener understanding instead of inventing a spoken score from a transcript.

■ Source A: text or task brief

Mei is preparing a short explanation of her science-club routine. Her written draft says, “He go to the club on Tuesdays. We meet in lab two. Do you need a pen?” The intended meaning is that her friend attends every Tuesday, the group meets in lab 2 and she asks whether the listener needs a pen.

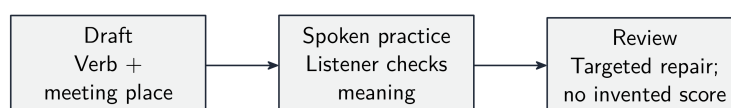
In a first practice, a partner writes the meeting place as lab 3 and asks her to repeat it. The record does not identify whether the problem was volume, pronunciation, background noise or the partner’s attention. No audio recording is supplied. The teacher asks Mei to use one brief practice to work on connected speech, followed by a focused language and clarity review.

■ Source B: response or review record

Rui's coaching note says, "Every grammar mistake must stop the entire talk. A self-corrected answer always scores above a correct one. We can award pronunciation marks from this written draft. If someone mishears, speak as slowly as possible forever."

Mei proposes practising the club explanation once without stopping for every small error, then reviewing the third-person verb and the unclear place with her partner. She will confirm "lab two, not lab three" and check what the partner understood after the next spoken attempt. She has no evidence yet that the revised practice will improve her performance.

■ Worked example: repair the language and check the actual message



Known: the intended regular action needs "He goes", and a listener recorded the wrong lab. Why check both? Correct grammar does not ensure that the meeting place was understood. A brief repair can state "He goes on Tuesdays" and "lab two, not lab three".

For connected-speech practice, note errors for later review rather than stopping at every word. Then practise the chosen form and unclear detail and ask the partner to restate them. Do not infer a pronunciation score, a cause of mishearing or guaranteed progress from the written record.

2 Practice

2.1 Correct the verb in the first draft sentence and state the intended meeting place. [2]

2.2 Name TWO spoken features that cannot be established from the typed draft alone. [2]

2.3 Give a short correction of the lab misunderstanding, a suitable listener check and ONE uncertainty about the original misunderstanding. [3]

2.4 Distinguish the first practice focus from the later review, and state how a future improvement claim could be checked. [3]

3 Exam-style questions

3.1 Evaluate THREE coaching claims: self-correction always beats a correct answer, typed drafts support pronunciation scores and the slowest possible pace is always best. Give a correction and reason for each. [6]

Solutions

2.1 He goes to the club on Tuesdays; lab 2.

2.2 Award B1 each for two of pitch/intonation, pace/pauses, pronunciation, volume or intelligibility in actual speech. The grammatical wording itself can be inspected.

2.3 For example, lab two, not lab three. Ask the partner to restate the meeting place after actual speech. The record does not establish the cause, such as noise, pronunciation or attention.

2.4 Connected speech without stopping at every small error; later targeted verb/place clarity review. Compare actual spoken attempts and listener understanding rather than announce progress from a plan.

3.1 Award correction B1 and reason B1 per claim. Self-correction may repair an error but guarantees no scoring advantage over accuracy. Actual speech is needed for pronunciation: text lacks sound. Choose a pace the listener can follow and check understanding: extreme slowness is not a universal target. Do not invent official GAC scoring weights.

3.2 Local analytic rubric, $8 \times$ B1: accurate third-person verb; intended lab and explicit repair; connected-speech practice focus; separate targeted review; partner restatement check; suitable pace without universal slowness claim; transcript/cause limits and actual progress check; coherent truthful 80–110 word response. Example: “Change the regular-action sentence to “He goes to the club on Tuesdays” and confirm that the meeting is in lab two. First, practise the explanation aloud without stopping for every small grammar error; note those errors for a later review. Then focus on the third-person verb and the meeting-place phrase. If your partner is unsure, say “lab two, not lab three” and ask them to restate the location. Use a pace they can follow rather than aiming to be extremely slow. The transcript cannot show pronunciation or prove why the first place was misheard. Improvement still needs an actual spoken check.”