

## Speaking: Worked Classroom Practice

Original worked Speaking practice on the preserved notes; reading scripts silently cannot certify pronunciation or delivery.

The clock: about 8 minutes, about 11 items

| Task kind         | What you do                                          |
|-------------------|------------------------------------------------------|
| Listen and Repeat | Hear a sentence and say it back                      |
| Take an Interview | Answer a series of spoken questions conversationally |

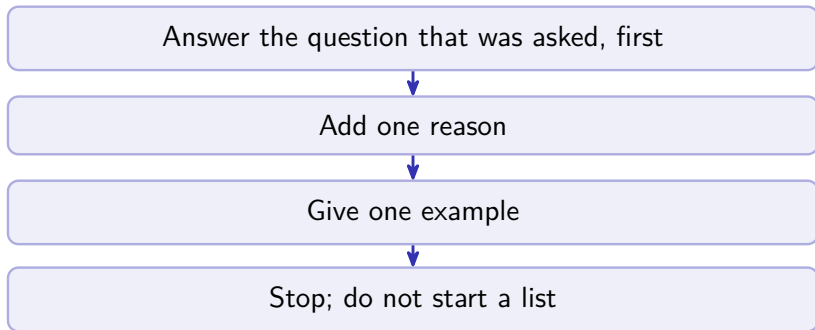
### Use the evidence

You speak into a microphone at a computer; no examiner reacts to what you say.

## Listen and Repeat: scored on what you say

- This belongs to Speaking and is scored on what you say — not a listening warm-up.
- You are heard on pronunciation, on stress, and on reproducing the whole sentence.
- Say it at normal speed: slowing down breaks the rhythm, and rhythm is part of what is judged.
- If you miss a word, keep going and finish the sentence.

## Take an Interview: answer, reason, example



## Silence, reciting, and repair

A silence is worse than an imperfect sentence — and repairing out loud is marked as fluency, not failure.

## Your turn: shape the answer

### Your turn

"Do you prefer studying in the morning or the evening?" — which opening serves you best?

- A. Both times have advantages and disadvantages depending on several factors
- B. Morning, I think — then a reason, then an example
- C. Let me list every study place I have used
- D. Silence while composing the perfect sentence

## What the marker is listening for

| Criterion     | What it means here                                                    |
|---------------|-----------------------------------------------------------------------|
| Fluency       | You keep going, at a natural speed, without long silences             |
| Pronunciation | You can be understood without effort — not that you sound American    |
| Vocabulary    | The right word for the idea, used naturally                           |
| Grammar       | Accurate, with enough variety to sound like speech rather than a list |

## Stress: word, sentence, family

- Word stress matters more than individual sounds: PHOtograph, phoTOgrapher, photoGRAPHic.
- The vowels change with the stress, and a listener tracks the stress first.
- Sentence stress carries meaning: "I didn't say she stole it" means six different things.
- Practise the sounds Chinese does not use: final consonants, /th/ and /dh/, the /l/-/n/-/r/ distinctions.

## Speaking with nobody in the room

- Record yourself and listen back — the single most useful thing you can do.
- Practise with a timer running, answering aloud, into a microphone.
- Talk to yourself in English during ordinary tasks: describe, argue, explain.
- A typed answer always flatters you: no hesitation, no silence, unlimited time.

## Exam tips for speaking

- Start within one second of the prompt ending; a slow start costs more than a poor sentence.
- Finish your sentences: an abandoned sentence reads as a breakdown.
- Warm your voice up — read aloud for five minutes before the test.
- Use the right word, not the difficult word; markers hear straight through decoration.

## What this supplement adds

One sentence was held in the head long enough to repeat; the other was not. Speaking practice trains that holding — on real mouths, not on paper.

## Set A: short sentences, exact rhythm

Five lines, said at normal speed

The lab closes at five. My cousin studies engineering. These seats are reserved today.

I printed the form yesterday. The north entrance is closed.

## Sets B and C: hold the shape, chunk by meaning

- 1 **Set B carries structure** A reason clause, a contrast, a comparison: "The workshop moved to Room 21 because the projector is being repaired."
- 2 **Set C is chunked** "The study-support desk / keeps morning appointments in Room 4 / while afternoon appointments / move to the library annex."
- 3 **The training rule** Start where you succeed, then add one clause; lengthen as you improve.
- 4 **The recovery rule** If a sentence collapses, say it once more and move on — five sentences repeated well beat one repeated thirty times.

### Decision

Hold the whole shape, not the first four words plus a guess.

## Worked interview: where do you usually study?

### Strong

"Somewhere else, usually the library. Because at home I start checking my phone, and in the library everyone around me is working. For example, last week I finished a full lab report there in one evening."

### Weak

"Both places are good. Home is comfortable and the library is quiet and also the cafe sometimes and my friend studies at home too and it depends."

## Worked interviews: preference and advice

- 1 **Morning or evening?** "Morning, I think. I suppose my head is clearest before lunch, and there are fewer messages arriving. For instance, I write my essays between eight and ten."
- 2 **The fillers are doing work** "I think", "I suppose" buy a moment and sound like speech; they fit an opinion question exactly.
- 3 **Advice for a friend?** "Practise a little every day rather than a lot once a week. Well, because small daily sessions stay in your memory. When I learned to type, fifteen minutes a day worked better than a two-hour class."
- 4 **What to avoid** Reciting, silence, and decoration: the right word beats the difficult word.

### Decision

Start within a second; answer first; one reason; one example; stop.

## Your turn: name the behaviour

### Your turn

A candidate pauses for six seconds, then delivers a perfect memorised paragraph on a slightly different topic. What went wrong first?

- ☐ A. The paragraph quality
- ☐ B. The silence: a slow start costs more than a poor sentence, and reciting is discounted
- ☐ C. The topic choice
- ☐ D. Nothing; this is the ideal strategy

## Pronunciation that changes meaning

| Family           | Practice pairs and chains                                |
|------------------|----------------------------------------------------------|
| Final consonants | cost / cos; asked / ask; fifths / fits;<br>worked / work |
| th sounds        | think (air) / sink; this (voiced) / dis                  |
| l, n, r          | light / night / right; "red lorry,<br>yellow lorry"      |
| Word stress      | PHOtograph / phoTOgrapher /<br>photoGRAPHic              |

### Use the evidence

Being understood is the standard; an accent is not an error, but sounds that change a word's meaning are.

## A practice routine you can keep

- One interview question per day, recorded, then listened back.
- Repeat-sentence drill: five sentences from any recording, growing length.
- Talk to yourself in English during ordinary tasks.
- Practise with a timer running — the format is free to rehearse.

## Check yourself

### Your turn

Which pair is right? (1) Is slowing down a kindness to your pronunciation in Listen and Repeat? (2) Which is the error: an accent, or a sound that changes a word's meaning?

- A. (1) yes; (2) the accent
- B. (1) no; (2) the sound that changes meaning
- C. (1) yes; (2) the sound
- D. (1) no; (2) the accent