

1.1 Identify spoken purpose and preserve important details

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS announcement 通知 • audience 听众 • signpost 提示语

Objective

Identify spoken purpose and preserve important details. 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: audience and response help identify text type

An **announcement** 通知 gives information or instructions to a group. A conversation allows people to respond to one another. Consider the **audience** 听众, purpose and expected response rather than deciding the text type from the topic alone.

A **signpost** 提示语 marks the structure of a talk: first, second, finally, however. It helps you locate a point, but does not replace the point itself. Record important conditions as well as dates, places and numbers. The same message can use different levels of formality for different audiences.

■ Source A: text or task brief

Coordinator: Good afternoon, everyone. Here are the arrangements for Tuesday's student reading club. First, our meeting will move from room 204 to the library seminar room on the ground floor. The start stays at 15:30, and we will finish at 16:15. Please arrive five minutes before the start.

Second, bring the article printed for today's class. You do not need to buy a book. If you were absent and have no article, collect a copy from the library desk before the meeting. Finally, email me by Monday lunchtime if you need step-free access. The usual stair entrance will be closed; staff will explain the other entrance to those who contact us. Thank you.

■ Source B: response or review record

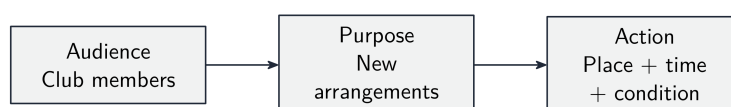
Lin: Did you catch the reading-club notice? We're in the library seminar room on Tuesday, not room 204. The time hasn't changed.

Mei: I was absent today. Do I need to buy the article?

Lin: No, collect a copy at the library desk before the meeting. Also, contact the coordinator by Monday lunchtime if you need step-free access. The notice didn't say that everybody should use the same entrance.

Mei's draft reminder: "Tuesday's club starts at 16:15 in room 204. Everyone must buy a book and use the stairs. Tell the coordinator about access needs after Tuesday's meeting."

■ Worked example: connect a detail to its instruction



Known: the announcement changes the room, keeps the start time and gives a contact condition for access. Why keep the condition? "Email by Monday lunchtime" applies to people needing step-free access, not to every club member.

A useful reminder says that Tuesday's club begins at 15:30 in the library seminar room. Bring the class article, or collect a copy before the meeting if absent. Do not turn the finish time into the start or invent a required purchase. The conversation can check a listener's uncertainty; the announcement supplies the arrangements.

2 Practice

2.1 Identify the text type of Source A and ONE feature supporting your decision. [2]

2.2 State the new meeting location and the unchanged start time. [2]

2.3 State THREE instructions relevant to Mei, including what she should do if she needs step-free access. [3]

2.4 Identify TWO signposts in the announcement and explain why a signpost alone cannot answer the question about access. [3]

3 Exam-style questions

3.1 Correct THREE errors in Mei's draft reminder. For each, give the corrected detail and explain the conflict with Source A. [6]

Solutions

2.1 Announcement; one coordinator addresses a group with arrangements/instructions, rather than exchanging replies.

2.2 Library seminar room on the ground floor; 15:30. 16:15 is the finish time.

2.3 Collect an article copy from the library desk before the meeting because she was absent. Arrive five minutes before 15:30. If step-free access is needed, email the coordinator by Monday lunchtime. Preserve that condition; do not assume Mei has an access need.

2.4 Award B1 each for two of first/second/finally. They locate points but do not supply the contact deadline or access condition.

3.1 Award correction B1 and explanation B1 per distinct error: start 15:30 versus finish 16:15; library seminar room versus old room 204; bring/collect the article, not buy a book; usual stair entrance closed, not required for everyone; conditional access email by Monday lunchtime, not after Tuesday. Credit three only; do not double-count the same error.

3.2 Local analytic rubric, $8 \times B1$: Tuesday and new room; start/finish correctly distinguished; five-minute early arrival; class article and absent-student copy arrangement; no invented purchase; conditional access email and correct deadline; closed stair entrance and specific clarification; coherent truthful 80–110 word response. Example: “Tuesday’s reading club will meet in the library seminar room on the ground floor, rather than room 204. It will start at 15:30 and finish at 16:15, so please arrive five minutes before the start. Bring the article from today’s class. If you were absent, collect a copy from the library desk before the meeting; no book purchase is required. If you need step-free access, email the coordinator by Monday lunchtime for the alternative entrance arrangements. The usual stair entrance will be closed. Please check any uncertain arrangement with the coordinator instead of guessing.”