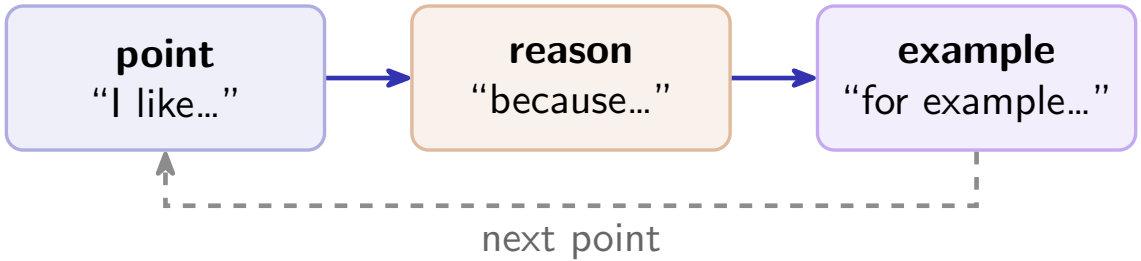
Exercise walk-through

# 10.2
# Giving a short talk

IGCSE English

# Giving a short talk

You may be asked to **talk about a topic** for a short time. Do not just list points: **develop** each one.



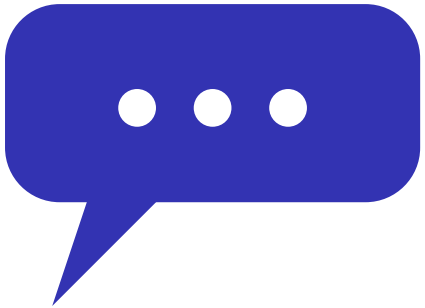
# Speaking well in the exam

| | |
|---|---|
| **do not rush** | it is better to speak clearly than quickly – the examiner must hear every word |
| **pause on purpose** | a short *"Let me think..."* sounds far better than silence: it shows control, not panic |
| **answer, then add** | never stop at one sentence – give the answer, then a reason or an example |
| **interact** | ask the examiner a question back where it is natural; a conversation scores higher than a monologue |
| **correct yourself** | *"sorry, I mean..."* costs nothing and shows you are monitoring your own English |

> The mark is for communication, not perfection. A clear, developed answer with one grammatical slip beats a short flawless one.

# Check yourself

1. Why is a one-word answer too short?
2. What can you say if you do not understand?
3. What matters more: speaking fast or clearly?
4. What do you do if you forget a word?



**Answers** **1.** it doesn't show your English **2.** "could you repeat that?" **3.** clearly **4.** paraphrase it

# Exercises 2.1·2.2

**2.1** Write a five-line plan for the card: *A skill you would like to learn.* [3]

**2.2** Write an opening sentence for that talk that begins with something concrete. [1]

# Exercises 2.1·2.2

**2.1** Write a five-line plan for the card: *A skill you would like to learn.* [3]

**2.1**

- any five-line plan, one idea per line
- a concrete opening; a reason it matters; a specific example; a difficulty or change; a closing thought

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**2.2** Write an opening sentence for that talk that begins with something concrete. [1]

**2.2**

- any concrete opening
- e.g. **“There is a piano in the hall that nobody plays, and every time I walk past it I think the same thing.”**

# Exercises 2.3·3.2

**2.3** Write a closing sentence for it that gives a thought rather than a summary. [1]

**3.1** Write a five-line plan for: *Something you have changed your mind about.* [3]

**3.2** Explain **two** reasons why memorising a talk word for word is a bad strategy. [2]

# Exercises 2.3·3.2

**2.3** Write a closing sentence for it that gives a thought rather than a summary. [1]

**2.3**

- any closing thought
- e.g. **“I think what I actually want is not to play well, but to be the kind of person who finished learning something.”**

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**3.1** Write a five-line plan for: *Something you have changed your mind about.* [3]

**3.1**

- as 2.1, applied to the new card

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**3.2** Explain **two** reasons why memorising a talk word for word is a bad strategy. [2]

**3.2**

- any **two**: a recited talk sounds unnatural; if you lose your place there is nothing to fall back on; a memorised talk cannot adapt to follow-up questions

# Exercise 3.3

**3.3** A student's talk consists of six unconnected facts about their topic. Explain what is missing and how they would fix it. [2]

# Exercise 3.3

**3.3** A student's talk consists of six unconnected facts about their topic. Explain what is missing and how they would fix it. [2]

**3.3**

- the talk has **no structure** and no development – six facts with nothing connecting them
- choose two or three facts, give each an example, and end with **what they add up to**