

Exercise walk-through

Giving a short talk ■ 10.2

eXercise

You must be able to

- plan a short talk in the preparation time you are given
- structure it so it has a beginning, a middle and an end
- speak from notes rather than reading or reciting

Method — Use the preparation time for a plan, not a script

You will not have time to write a talk, and reading one aloud sounds wrong and scores badly. Write **five short lines**:

Card: A place that is important to you

- 1 *My grandmother's kitchen — the smell of it*
- 2 *Why it matters — where everyone talks*
- 3 *One story — the power cut, candles, three hours*
- 4 *What has changed — she moved last year*
- 5 *What I take from it — a place is the people*

Five lines is enough to speak for two minutes without ever being lost.

Method — The shape

- **Open** with something concrete — a place, a moment, a sound. Not *“I am going to talk about...”*
- **Middle:** two or three points, each with a detail or a short story.
- **Close** with a thought, not a summary: what it means, or what you would do differently.

Method — Language that holds a talk together

- **Signposting:** *The first thing I'd say is... / What surprised me was... / The other side of it is...*
- **Sequencing:** *At first... / Later... / By the end...*
- **Concluding:** *So for me... / What I take from it is...*

Method — Delivery

- Look up. Notes are prompts, not a text.
- Vary your pace — slow down for the point that matters.
- If you lose your place, say so naturally: *Sorry, where was I — yes, the power cut.* That is normal speech, and it costs almost nothing.
- Do not recite a memorised passage. It is audible, and it stops you responding to follow-up questions.

Practice 2.1 ■ 3 marks

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

Solution 2.1

Method: Use the preparation time for a plan, not a script

Worked steps

Any five-line plan with one idea per line **B3**: a concrete opening; a reason it matters; a specific example or story; a difficulty or change; a closing thought.

Practice 2.2 ■ 1 mark

Write an opening sentence for that talk that begins with something concrete.

Solution 2.2

Worked steps

Any concrete opening **B1**, e.g. “There is a piano in the hall that nobody plays, and every time I walk past it I think the same thing.”

Practice 2.3 ■ 1 mark

Write a closing sentence for it that gives a thought rather than a summary.

Solution 2.3

Worked steps

Any closing thought **B1**, e.g. “I think what I actually want is not to play well, but to be the kind of person who finished learning something.”

Exam-style 3.1 ■ 3 marks

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

Solution 3.1

Method: Use the preparation time for a plan, not a script

Worked steps

As 2.1 **B3**, applied to the new card.

Exam-style 3.2 ■ 2 marks

Explain **two** reasons why memorising a talk word for word is a bad strategy.

Solution 3.2

Method: Use the preparation time for a plan, not a script

Worked steps

Any two **B1** *each*: a recited talk sounds unnatural and the examiner can hear it, so it does not demonstrate real fluency; if you lose your place in a memorised text there is nothing to fall back on, whereas notes let you continue; a memorised talk cannot adapt, so follow-up questions expose that the language was not produced spontaneously.

Exam-style 3.3 ■ 2 marks

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

Solution 3.3

Method: The shape

Worked steps

The talk has no structure and no development — six facts with nothing connecting them, and no point being made **B1**. The fix is to choose two or three of the facts, give each an example or a short story, and end with what they add up to **B1**.