

Exam skills 1

Giving two or more points or examples

1 It may be useful to give two related points together to support your argument. Match the first points (1–4) with the second points (a–d).

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| 1 Firstly, it's a good idea to give examples in your talk. | a (b) it's a good idea to tell the listener when you are giving more than one example. |
| 2 It's a good idea to give examples in your talk. | b Another is that it's a good idea to tell the listener when you are giving more than one example. |
| 3 One thing to remember is that it's a good idea to give examples in your talk. | c It's also a good idea to tell the listener when you are giving more than one example. |
| 4 Two important points to remember are (a) it's a good idea to give examples in your talk and ... | d Secondly, it's a good idea to tell the listener when you are giving more than one example. |

Tip

Using the organizing language in this section can help to demonstrate your ability to use spoken English for purposes such as explaining a complex situation or negotiating.

2 How could you adapt the language in Exercise 1 to give *three* points or examples?

Sequencing ideas

3 Put the sections of this example of a Part 2 talk about a former teacher in the correct order, so they match the instructions on the card on page 42.

- a I've chosen her because she was obviously really enthusiastic about the subject. Most of the teachers I had were OK, but they gave the impression that it was just a job. Miss Zhang seemed really passionate about both history and teaching it.
- b Another good thing about the lessons was that we didn't always have to study in a conventional way. For example, sometimes instead of writing an essay for homework, we were allowed to work with a friend to write an imaginary dialogue between two historical figures. Then if we wanted, we could perform it for the class, although there was no obligation to do that if we didn't want to.
- c I'm going to talk about a history teacher I had at secondary school when I was about 15 years old. Her name was Miss Zhang.
- d Secondly, she showed me how a teacher can use the students' own creativity to help them learn. Instead of just being a kind of audience for her lessons, we were involved in deciding what happened in the lessons. If I ever have to teach anything, I'll try to copy her method.
- e I think Miss Zhang influenced me in two important ways. Firstly, she made me genuinely interested in history. I still read books on history and watch TV programmes about it when I get the chance.
- f One of the best things about her lessons was that she gave us some control over what we studied and how we studied it. For example, she used to divide the class into groups, and each group could pick and choose which parts of the topic to study in more detail. Then we compared what we'd found out with the other groups.

Tip

It can be a good idea to refer to the task card instructions, to show that you are following it closely. For example: ... explain how this teacher influenced you (task card) → I think Miss Zhang influenced me in two important ways.

Tip

It's important to choose a subject from your experience which closely matches the instructions on the card.

Tip

Writing your notes in a clear, organized format will make them easier to refer to while you are speaking.

- 4** Read the talk in Exercise 3 again. Find and underline all the language for helping the listener understand that you are giving two examples.

Prepare and practise

- 5** The first stage of preparing for a task like this is deciding who to talk about. Which of these examples do you think would be most suitable, and why?

- A teacher from primary school. You don't remember her particularly well, but she taught you to read and write.
- A teacher from secondary school who taught you maths. You disliked him, you didn't learn much about maths, and you believe he was a bad teacher.
- A teacher from secondary school who taught you history. You learned a lot about history, and you are still very interested in the subject.
- A college lecturer you have now for your degree. You find his lectures very interesting, and you're learning a lot from him.

- 6** Look at these notes for the talk about Miss Zhang (see Exercise 3). Make similar notes for your own talk. (You don't have to make notes in the exam, but doing it now can help you prepare.) Remember the model you have just read. You will need enough notes to speak for a similar length of time, and with a similar amount of detail.



- When, where and teacher's name
- Why special – enthusiastic for subject and teaching it
- Why lessons were good:
 - Pupils sometimes chose what to study
 - Pupils allowed to create and act out dialogues
- How she influenced me:
 - Made me interested in history
 - Showed me a good way of teaching, using pupils' creativity

- 7** If you are working with a partner, take it in turns to give your talks. Refer to the notes you made in Exercise 6. When you listen to your partner, do you notice any areas which could be improved? After the talk, share your ideas about this.

- 8** The examiner often finishes this part by asking one or two 'rounding-off' questions. For example:

Do you think most of this teacher's pupils appreciated his/her lessons?

Would you like to meet this teacher again now?

How would you answer these questions? Role-play asking and answering these questions in pairs.