The Official Cambridge Guide to IELTS

Speaking

학습목표

In this unit you will practise :

- understanding the task 2
- organizing your notes and your talk
- keeping going
- improving your Fluency and Coherence

Part 2 - Giving a talk

1. **Understanding the task**

   In Part 2 of the Speaking test, you will be asked to talk about a specific topic. The examiner will give you a booklet showing your question, and the ideas you need to talk about. You will have time to make notes first.

Part 2 - Giving a talk

1.1 Watch the video and answer the following questions.

1 How long should you speak for?

2 How long will you have to make notes?

3 Will you need to bring paper and a pen?

4 Can you write on the booklet?

5 How will you know when to stop talking?

Part 2 - Giving a talk

1.1 Watch the video and answer the following questions.

1 How long should you speak for? 1-2

2 How long will you have to make notes? One minute

3 Will you need to bring paper and a pen? No

4 Can you write on the booklet? No

5 How will you know when to stop talking? The examiner will

Part 2 - Giving a talk

1.2 Look at the task that Emanuele was given.

Describe a time when you helped someone.
You should say :
- Who you helped and why
- How you helped this person
- What the result was

and explain how you felt about helping this person.

Part 2 - Giving a talk

1.3 Fill in the notes below using key words from 1.2.

Notes : a time when I helped some one

- Who I helped
- **1** _____
- How
- **2** _____
- How I **3** _____

Part 2 - Giving a talk

1.3 Fill in the notes below using key words from 1.2.

Notes : a time when I helped some one

- Who I helped
- **1** why
- How
- **2** result
- How I **3** felt

Part 2 - Giving a talk

1.4 Check your answers to 1.3 set a timer and watch Emanuele giving his talk. As you listen, make notes on what he says about each of the points in the task.

Part 2 - Giving a talk

1.4 Check your answers to 1.3 set a timer and watch Emanuele giving his talk. As you listen, make notes on what he says about each of the points in the task.

Who – my friend

Why – he wanted to get a girlfriend

How – gave him advice

Result – they are now a couple

How I felt – good, useful, helpful

Part 2 - Giving a talk

1.5 How long did Emanuele speak for? Look at the notes you made from Emanuele's talk. What would you add to make his talk longer?

Part 2 - Giving a talk

1.5 How long did Emanuele speak for? Look at the notes you made from Emanuele's talk. What would you add to make his talk longer?

: 1'40" min

He could have

*added more about his friend (detailed info)

*described the girlfriend and said if he knew her

*explained more about the advice and help he gave

*added more about his feelings

Part 2 - Giving a talk

1.6 Some candidates run out of ideas after only one minute. Watch Saida's response. How does the examiner help?

Part 2 - Giving a talk

1.6 Some candidates run out of ideas after only one minute. Watch Saida's response. How does the examiner help?

Can you tell me more about that?

Part 2 - Giving a talk

1.7 The words in the box are useful to help you keep talking. Complete phrases 1-6 with a suitable word from the box. You may use any of the phrases more than once.

Add / mentioned / said / described / as / else / forgot

(1) _____ I said earlier …

(2) At the beginning I _____ …

(3) I don't think I've _____ …

Part 2 - Giving a talk

1.7 The words in the box are useful to help you keep talking. Complete phrases 1-6 with a suitable word from the box. You may use any of the phrases more than once.

Add / mentioned / said / described / as / else / forgot

(1) As I said earlier …

(2) At the beginning I mentioned / said / described …

(3) I don't think I've mentioned / said / described …

Part 2 - Giving a talk

1.7 The words in the box are useful to help you keep talking. Complete phrases 1-6 with a suitable word from the box. You may use any of the phrases more than once.

Add / mentioned / said / described / as / else / forgot

(4) Now, what else can I say?

(5) I'd just like to add something about …

(6) One thing I forget to mention …

Part 2 - Giving a talk

1.8 Watch Sanem completing the task in 1.2. Does she cover all of the points in the task?

Part 2 - Giving a talk

1.8 Watch Sanem completing the task in 1.2. Does she cover all of the points in the task?

No, she didn’t mention how she felt about helping this person.

Part 2 - Giving a talk

1.9 Watch Sanem and Emanuele, talking at the end of Part 2. Write down the question the examiner asks.

(1) Sanem's rounding-off question : _____?

(2) Emanuele's rounding-off question : _____?

Part 2 - Giving a talk

1.9 Watch Sanem and Emanuele, talking at the end of Part 2. Write down the question the examiner asks.

(1) Sanem's rounding-off question : Do you like helping other people?

(2) Emanuele's rounding-off question : So, do your friends help you when you have a problem?

Part 2 - Giving a talk

1.10 It is important to answer all of the questions fully. Watch again and make a note of how the candidates extend their answer.

Part 2 - Giving a talk

1.10 It is important to answer all of the questions fully. Watch again and make a note of how the candidates extend their answer.

1. Sanem keeps talking by giving examples.
2. Emanuele keeps talking by giving an explanation and specific examples.

Part 2 - Giving a talk

2. Improving Fluency and Coherence

Two of the criteria your examiner will use to assess your speaking are Coherence and Fluency. Coherence means how easy it is for the listener to follow and understand your ideas. Just as in writing, your notes can help you to organize and link your ideas in a logical way.

Part 2 - Giving a talk

2.1 Watch Melanie giving her talk. As you listen, look back at the task in 1.2.

1 How does Melanie begin her talk?

2 Fill in the blanks in Melanie's first sentences.

You ___ ___ ___ ___ a time when I ____ _____.
To that aim, ___ _____ __ ____ _____ Aniseto.

3 How does she use the information in the question to help organize her ideas?

Part 2 - Giving a talk

2.1 Watch Melanie giving her talk. As you listen, look back at the task in 1.2.

1 How does Melanie begin her talk?

2 Fill in the blanks in Melanie's first sentences.

> You asked me to describe a time when I helped someone.
> To that aim, I've chosen to talk about Aniseto.

3 How does she use the information in the question to help organize her ideas?

Part 2 - Giving a talk

2.2 Below there are some examples of good coherence from Melanie's talk. The words and phrases she uses to connect her ideas are in bold. Complete extract 1-8 with endings A-H.

A I decided to take English lessons.
B I helped him.
C I could help him a little.
D he couldn't speak English at all.
E it wasn't just for him, it was also for me.
F it wasn't a good thing.
G he was very friendly.
H I've chosen to talk about Aniseto.

Part 2 - Giving a talk

2.2

1 You asked me to describe a time when I helped someone.
To that aim …
2 I went to visit my uncle just as a tourist **but then** …
3 I met a Venezuelan boy **and** …
4 I'm not very good at English **but** …
5 So, **that's it**, **that's how** …
6 I wanted to do that **because** …
7 I could pracise my English **too**, **so** …
8 Some people say that **now** he has a French accent, **so maybe** …

Part 2 - Giving a talk

2.3 Watch again to check your answers.

Part 2 - Giving a talk

2.3

1 You asked me to describe a time when I helped someone. **To that aim H** I've chosen to talk about Aniseto.
2 I went to visit my uncle just as a tourist **but then A** I decided to take English lessons.
3 I met a Venezuelan boy **and D** he couldn't speak English at all.
4 I'm not very good at English **but C** I could help him a little.
5 So, **that's it, that's how B** I helped him.
6 I wanted to do that **because G** he was very friendly.
7 I could pracise my English **too, so E** it wasn't just for him, it was also for me.
8 Some people say that **now** he has a French accent, **so maybe F** it wasn't a good thing.

Part 2 - Giving a talk

2.4 It is important to use a variety of language. Do you think Melanie uses a variety of connecting words and phrases or does she repeat the same ones?

Part 2 - Giving a talk

2.4 It is important to use a variety of language. Do you think Melanie uses a variety of connecting words and phrases or does she repeat the same ones?

She uses a good variety.

Part 2 - Giving a talk

2.5 Melanie also connects her ideas using pronouns. Look again at the sentence endings A-H and highlight all of the pronouns.

Part 2 - Giving a talk

2.5 Melanie also connects her ideas using pronouns. Look again at the sentence endings A-H and highlight all of the pronouns.

B I helped him.

C I could help him a little.

D he couldn't speak English at all.

E it wasn't just for him, it was also for me.

F it wasn't a good thing.

G he was very friendly.

Part 2 - Giving a talk

2.6 Watch Saida's talk and think about coherence and fluency.

1 What words and phrases does Saida use to link her ideas?

2 What other connecting words could Saida have used?

3 Does she use pronouns?

4 Does Saida talk fluently, or is she quite hesitant?

Part 2 - Giving a talk

2.6 Watch Saida's talk and think about coherence and fluency.

1 What words and phrases does Saida use to link her ideas?

She only uses simple connectors: *so, and, because.*

2 What other connecting words could Saida have used?

I also had to ... , as well as that ... , because of that . .. , and as a result ... , consequently ..

3 Does she use pronouns?

Yes, she says *for her and me, she, etc.*

4 Does Saida talk fluently, or is she quite hesitant?

She is quite hesitant and says *er ... a lot.*

Part 2 - Giving a talk

3. Organising your notes and your talk

Making notes can help you to plan your ideas and to give you a fresh start during your talk. Your notes will help you to

- Start you thinking about the topic.
- organise your ideas (improve your coherence).
- keep going during your talk (improve your fluency).

Part 2 - Giving a talk

3.1 Read this Part 2 task and look at two different candidates' notes.

Describe a person who has been an important influence in your life.

You should say

who this person is and how long you have known him or her

why you chose this person

how this person has influenced your life

and explain how you feel about him or her.

Part 2 - Giving a talk

Candidate 1

Who and how long? *older brother / 36 years old / a lawyer / lives in America / Not see often / know him all my life*

Why I chose him *when young had problems at school / learning difficulties / his dream – to be a lawyer / failed many times / finally succeeded*

Part 2 - Giving a talk

Candidate 1

How he has influenced my life *taught me to keep going / have a clear goal / don't give up / last year: I failed important test / disappointed but didn't give up / trying again soon*

My feelings *grateful/admiration / proud*

Part 2 - Giving a talk

Candidate 2

1 How long? Known her all my life

4 Feelings - love, respect, admiration, sometimes worry!

My Grandmother

2 Why? Looked after me when young - parents working

3 Influence - calm, taught me to read & write, to work hard, about my culture

Part 2 - Giving a talk

3.2 Think about your own notes.

1. When you make notes, do you write them

   A in a list?

   B scattered randomly on the page?

   C in a mind map or diagram?

Part 2 - Giving a talk

3.2 Think about your own notes.

2. Do you write
   A single words?
   B long phrases?
   C whole sentences?

3. Try to decide which style of notes would be most helpful for you during the exam.

Part 2 - Giving a talk

3.3 Use the two sets of notes in 3.1 to give a talk about the different people. Use all of the details, and time yourself. Concentrate on connecting your ideas and use the ideas below to help you.

- I've decided to talk about …
- I've known him/her …
- I choose him/her because …
- I think he/she has influenced my life by …
- When I think of him/her, I feel …

Part 2 - Giving a talk

3.4 Choose the style of notes you feel most comfortable with and write detailed notes about a person who has influenced you. Then, give a talk about him or her. Make sure you time yourself. Record or video yourself if possible.

Part 2 - Giving a talk

My brother

- I've decided to talk about my older brother. I've known him all of my life. He's 36 years old and he's a lawyer. Unfortunately, he lives in America so I don't see him very often.

- I chose him because, when he was young, he had a lot of problems at school because he had a lot of learning difficulties. But, it was always his dream to be a lawyer and he didn't let his learning difficulties get in his way. He failed his exams many times but he kept trying and he finally succeeded.

Part 2 - Giving a talk

My brother

- I think he has influenced my life by teaching me to keep going. He also taught me that it's important to have a clear goal and to never give up. Last year, I failed an important test at school and I was very disappointed. But I thought of my brother and I decided not to give up, so I'm going to try again soon.

- When I think of my brother, I feel really grateful that I have him in my life. I also feel a lot of admiration for him and I'm very proud of what he has achieved.

Part 2 - Giving a talk

My grandmother

- I've decided to talk about my grandmother. I've known her all of my life and she's an amazing person.

- I chose her because, when I was young, she looked after me a lot when my parents were busy at work. So I have a lot of strong memories of her when I was growing up.

Part 2 - Giving a talk

My grandmother

- I think she has influenced my life by being such a calm person. She also taught me how to read and write. And I think it's because of her that I work so hard now. She also taught me a lot about my culture. For example, she taught me how to cook some traditional dishes from my country.

- When I think of my grandmother, I feel very happy. I love her very much and I feel a lot of respect and admiration for her. But I also sometimes feel worried about her because she is quite old now and still lives alone.

Part 2 - Giving a talk

3.5 Were your notes helpful? Did you write too much or not enough?

Part 2 - Giving a talk

3.6 Answer the rounding-off question below. Try to expand on your answer in the same way as Sanem and Emanuele did.

- Who do you think has the most influence in your life : your family or your friends? Why?

Part 2 - Giving a talk

3.6 Answer the rounding-off question below. Try to expand on your answer in the same way as Sanem and Emanuele did.

- Who do you think has the most influence in your life : your family or your friends? Why?

I think it's my family. We are quite close and I often ask them of advice. I value their opinions, so I think I'm more influenced by them.

The Official Cambridge Guide to IELTS

Speaking