Doing well in the orals

> Preparation

> Working from notes + timing

> Contribute!

> Enjoy!
Preparation
- skim & summarise
  … decide what the picture (SL) or extract (HL) is about
Preparation

- skim & summarise
  … decide what the picture (SL) or extract (HL) is about

- find support from class work
  … relevant, helpful ideas / facts?
Preparation

- skim & summarise
  … decide what the picture (SL) or extract (HL) is about

- find support from class work
  … relevant, helpful ideas / facts?

- find an angle – discuss an issue / take a position
  (arguments & views are 'complex')
Preparation

- skim & summarise
  … decide what the picture (SL) or extract (HL) is about

- find support from class work
  … relevant, helpful ideas / facts?

- find an angle – discuss an issue / take a position
  (arguments & views are 'complex')

- think out and PLAN
Preparation

- skim & summarise
  … decide what the picture (SL) or extract (HL) is about

- find support from class work
  … relevant, helpful ideas / facts?

- find an angle – discuss an issue / take a position
  (arguments & views are 'complex')

- think out and PLAN

- organise Introduction + Conclusion
Preparation

- skim & summarise
  … decide what the picture (SL) or extract (HL) is about

- find support from class work
  … relevant, helpful ideas / facts?

- find an angle – discuss an issue / take a position
  (arguments & views are 'complex')

- think out and PLAN

- organise Introduction + Conclusion

- make a single sheet of bullet points
Working from notes + timing

- work from **concise notes**.
  ...

**no** reading out prepared speeches

**no** learning a prepared speech word for word

(examiners can detect pretty easily when speech is 'read' )
Working from notes + timing

- work from **concise notes**.
  
  ... **no** reading out prepared speeches
  ... **no** learning a prepared speech word for word

  *(examiners can detect pretty easily when speech is 'read' )* 

- NOTES =
  
  > **Introduction** (including a MAP)
  > 6- 8 bullet points
  > **Conclusion** (don't just stop!)*
Working from notes + timing

- work from concise notes.
  ... no reading out prepared speeches
  ... no learning a prepared speech word for word

(examiners can detect pretty easily when speech is 'read' )

- NOTES =
  > Introduction (including a MAP)
  > 6- 8 bullet points
  > Conclusion (don't just stop!)

- keep to a time limit -
  ... how much can you express within 4 minutes ?
Contribute!

- participate actively in the Interview.
Contribute!
  - participate actively in the Interview.

What the IB examiner wants to hear is
  - sensible ideas, clearly expressed
Contribute!
- participate actively in the Interview.

What the IB examiner wants to hear is

- sensible ideas, clearly expressed
- active contributions to the conversation,
  … adding new and interesting elements
Contribute!
- participate actively in the Interview.

What the IB examiner wants to hear is

- sensible ideas, clearly expressed
- active contributions to the conversation,
  ... adding new and interesting elements
- a capacity to 'think as you speak'
Contribute!

- participate *actively* in the Interview.

What the IB examiner wants to hear is

- sensible ideas, clearly expressed
- active contributions to the conversation,
  ... adding new and interesting elements
- a capacity to 'think as you speak'

Enjoy!

- it's not an Examination, and certainly not an Interrogation.

(OK ... it's not a natural conversation ... but ...)


Contribute!
- participate actively in the Interview.

What the IB examiner wants to hear is

- sensible ideas, clearly expressed
- active contributions to the conversation,
  ... adding new and interesting elements
- a capacity to 'think as you speak'

Enjoy!
- it's not an Examination, and certainly not an Interrogation.
(OK ... it's not a natural conversation ... but ...)
- good marks go to students who sound relaxed and at ease, and who communicate in a natural way.