



SPEAKING PRACTICE

Speaking Bank 1

Arts, Music and Entertainment | films, books and reviews | Cambridge IGCSE ESL 0511

Part 1: Interview

Take turns asking and answering. Each person should aim to speak for 2-3 minutes in total.

Question	Strategy
Personal / present What kind of films or books do you enjoy?	Use preferences and reasons: <i>I am interested in... / I particularly enjoy... / This appeals to me because...</i>
Past experience Can you tell me about a film or book that stayed in your mind?	Describe response and detail: <i>The story was about... / The part I remember is... / It made me think about...</i>
Opinion / evaluation Are reviews useful when choosing what to watch or read?	Evaluate influence: <i>Reviews can help by... / However, tastes are... / I prefer to decide by...</i>

Part 2: Short talk

Prepare for 1 minute. Then speak on your own for up to 2 minutes.

Choosing a story for a class

Your class wants to enjoy one story together at the end of term. You are considering these options:

- watching a film based on a popular novel
- reading a short novel and discussing it

Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.

Strategy: plan your short talk

Open: Briefly introduce the situation:
There are two possible ways for the class to enjoy a story...

Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.

Choose: Finish clearly:
I would prefer... because...

Part 3: Discussion

Discuss the questions. Each person should give reasons and examples, not just short answers.

Follow-up questions

1. Why do some stories remain popular for many years?
2. Is watching a film as valuable as reading a book? Why?
3. Should reviewers avoid revealing important parts of a story?
4. How have streaming services changed entertainment choices?

Strategy: develop your ideas in Part 3

Quality: Explain what makes a story effective: *A strong story needs... / The characters should... / It remains memorable because...*

Compare: Contrast the experiences: *Reading allows... / A film can... / Both forms...*

Change: Explain media development: *Streaming has made... / Viewers now... / However, it may also...*



SPEAKING PRACTICE

Speaking Bank 2

Arts, Music and Entertainment | music and listening habits | Cambridge IGCSE ESL 0511

Part 1: Interview

Take turns asking and answering. Each person should aim to speak for 2-3 minutes in total.

Question	Strategy
Personal / present When and where do you usually listen to music?	Use habits and purpose: <i>I usually listen when... / Music helps me... / I often choose...</i>
Past experience Can you tell me about a song or performance you heard recently?	Describe reaction: <i>I heard... / The music sounded... / I liked it because...</i>
Opinion / influence Does music strongly affect people's moods?	Explain emotional effect: <i>Music can make people feel... / This depends on... / For example...</i>

Part 2: Short talk

Prepare for 1 minute. Then speak on your own for up to 2 minutes.

Sharing music at school

Your school wants students to discover a wider range of music. You are considering these options:

- holding short live performances at lunchtime
- creating student playlists for different school events

Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.

Strategy: plan your short talk

Open: Briefly introduce the situation:
There are two possible ways to share more music at school...

Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.

Choose: Finish clearly:
I would prefer... because...

Part 3: Discussion

Discuss the questions. Each person should give reasons and examples, not just short answers.

Follow-up questions

1. Why is music important in many people's lives?
2. Should schools give more time to music education?
3. Has technology improved the way musicians create and share music?
4. Can music help people from different cultures understand each other?

Strategy: develop your ideas in Part 3

Feeling: Explain emotional impact:
Music can create... / Listeners may feel... / It often reminds people of...

Value: Discuss educational benefit:
Music education develops... / Students learn to... / It can also support...

Culture: Connect music and society:
Music reflects... / People can discover... / Shared music may...



SPEAKING PRACTICE

Speaking Bank 3

Arts, Music and Entertainment | art and creativity | Cambridge IGCSE ESL 0511

Part 1: Interview

Take turns asking and answering. Each person should aim to speak for 2-3 minutes in total.

Question	Strategy
Personal / present Do you enjoy making or looking at art? Why?	Use honest preference: <i>I enjoy... / I am less interested in... / Creative activities help me...</i>
Past experience Can you tell me about something creative you made?	Describe process and outcome: <i>I decided to make... / I used... / I was pleased because...</i>
Opinion / ability Can everyone become creative with enough practice?	Discuss talent and practice: <i>Creativity can be developed by... / Natural ability may... / People need opportunities to...</i>

Part 2: Short talk

Prepare for 1 minute. Then speak on your own for up to 2 minutes.

Adding art to the school

Your school wants students to create something for an empty wall. You are considering these options:

- painting one large mural as a team
- displaying many smaller pieces by individual students

Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.

Strategy: plan your short talk

Open: Briefly introduce the situation:
There are two possible ways to add student art to the wall...

Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.

Choose: Finish clearly:
I would prefer... because...

Part 3: Discussion

Discuss the questions. Each person should give reasons and examples, not just short answers.

Follow-up questions

1. Why do communities display art in public places?
2. Should public art ever be removed because some people dislike it?
3. Is creative ability as important as academic ability?
4. How can art change the way people see an issue?

Strategy: develop your ideas in Part 3

Purpose: Explain what art can do:
Public art can... / It gives people a chance to... / Its purpose may be to...

Debate: Acknowledge disagreement:
Some viewers may... / Others argue that... / The decision should depend on...

Impact: Explain wider influence:
Art can draw attention to... / It encourages people to... / As a result...



SPEAKING PRACTICE

Speaking Bank 4

Arts, Music and Entertainment | museums and cultural venues | Cambridge IGCSE ESL 0511

Part 1: Interview

Take turns asking and answering. Each person should aim to speak for 2-3 minutes in total.

Question	Strategy
Personal / present What kind of museum or exhibition would interest you?	Use interests and content: <i>I would be interested in... / I would like to see... / It would help me learn...</i>
Past experience Can you tell me about a place where you learned something outside school?	Describe place and learning: <i>I visited... / I discovered... / It was memorable because...</i>
Opinion / access Should museums and galleries be free for everyone?	Discuss access and cost: <i>Free entry would... / However, museums need money to... / A fair system might...</i>

Part 2: Short talk

Prepare for 1 minute. Then speak on your own for up to 2 minutes.

Making a museum visit engaging

Your class is planning a visit to a local museum. You are considering these options:

- following a guided tour led by an expert
- completing an interactive challenge in small groups

Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.

Strategy: plan your short talk

Open: Briefly introduce the situation:
There are two possible ways to explore the museum...

Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.

Choose: Finish clearly:
I would prefer... because...

Part 3: Discussion

Discuss the questions. Each person should give reasons and examples, not just short answers.

Follow-up questions

1. What should museums do to attract more young visitors?
2. Is seeing an original object different from viewing it online?
3. Who should decide which objects museums display?
4. Should important cultural objects always remain in their country of origin?

Strategy: develop your ideas in Part 3

Engagement: Suggest an appealing feature: *Young visitors may enjoy... / An interactive display could... / This would make...*

Authenticity: Compare original and digital access: *The original object has... / Online viewing allows... / The experience differs because...*

Ownership: Discuss cultural rights: *The country of origin may... / Museums argue that... / A fair solution could...*



SPEAKING PRACTICE

Speaking Bank 5

Arts, Music and Entertainment | performances and festivals | Cambridge IGCSE ESL 0511

Part 1: Interview

Take turns asking and answering. Each person should aim to speak for 2-3 minutes in total.

Question	Strategy
Personal / present Would you rather perform or watch a performance?	Use preference and confidence: <i>I would rather... / Performing can be... / Watching allows me to...</i>
Past experience Can you tell me about a live performance or festival you attended?	Describe atmosphere: <i>The event took place... / The audience... / The atmosphere was...</i>
Opinion / community Do festivals benefit local communities?	Evaluate local impact: <i>Festivals attract... / Local businesses may... / However, residents can experience...</i>

Part 2: Short talk

Prepare for 1 minute. Then speak on your own for up to 2 minutes.

Organising a school arts event

Your school wants to hold one evening arts event. You are considering these options:

- staging a student music and drama show
- holding an arts festival with performances and displays

Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.

Strategy: plan your short talk

Open: Briefly introduce the situation:
There are two possible formats for the school arts event...

Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.

Choose: Finish clearly:
I would prefer... because...

Part 3: Discussion

Discuss the questions. Each person should give reasons and examples, not just short answers.

Follow-up questions

1. Why do live performances create a different experience from recordings?
2. Should performers be expected to entertain audiences at any cost?
3. How can festivals remain affordable for local people?
4. Do large entertainment events cause more benefits than problems?

Strategy: develop your ideas in Part 3

Atmosphere: Explain the live experience:
A live audience creates... / Performers respond to... / The event feels...

Cost: Discuss affordability:
Tickets could be... / Organisers need to cover... / One solution is...

Evaluate: Weigh overall impact:
The main benefit is... / A serious drawback is... / On balance...