



SPEAKING PRACTICE

Speaking Bank 1

Education and School Life | study habits and homework | 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 Where and when do you usually do your homework?	Use routine and place: <i>I usually study... / After school... / I concentrate better when...</i>
Past experience Can you tell me about a piece of homework you found useful?	Use past opinion: <i>I had to... / It helped me... / I learned...</i>
Opinion / advice What helps students study more effectively?	Give study advice: <i>Students should... / It is helpful to... / They need to...</i>

Part 2: Short talk

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

Improving homework habits

Your class wants to help students complete homework more effectively. You are considering these options:

- creating a quiet homework club after school
- sharing weekly homework planning sheets

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 improve homework habits...

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 students find homework difficult?
2. Should homework be done alone or with other students?
3. Is homework always useful? Why? Why not?
4. How can teachers make homework more interesting?

Strategy: develop your ideas in Part 3

Advice: Suggest a practical study method: *One useful method is... / Students could... / It helps to...*

Reason: Explain why it works:
This works because... / The benefit is... / It makes students...

Balance: Mention a limitation: *However... / This may not suit everyone... / It depends on...*



SPEAKING PRACTICE

Speaking Bank 2

Education and School Life | school subjects and learning styles | 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 Which school subject do you enjoy most, and why?	Use preference and reasons: <i>My favourite subject is... / I enjoy it because... / I am good at...</i>
Past experience Can you tell me about a lesson you remember well?	Describe the lesson: <i>In one lesson... / The teacher... / I remember it because...</i>
Opinion / comparison Is it better to learn by listening, reading or doing activities?	Compare learning styles: <i>Listening helps... / Doing activities is... / I learn best when...</i>

Part 2: Short talk

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

Choosing a learning activity

Your teacher wants students to learn a new topic in an interesting way. You are considering these options:

- watching a short video and discussing it
- doing a practical group activity

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 learn the new topic...

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 makes a lesson interesting?
2. Should students have more choice in what they learn?
3. Are practical activities always better than reading?
4. How might classrooms change in the future?

Strategy: develop your ideas in Part 3

Preference: Explain how you learn best:
I learn best when... / For me... / This helps because...

Example: Use a classroom example:
For example... / In a science lesson... / A teacher could...

Compare: Compare two methods:
Compared with... / Another method is... / Both can...



SPEAKING PRACTICE

Speaking Bank 3

Education and School Life | school clubs and community | 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 take part in any school clubs or activities?	Use participation language: <i>I take part in... / I go there because... / It helps me...</i>
Past experience Can you tell me about a school event you enjoyed?	Use event details: <i>The event was... / I helped with... / It was enjoyable because...</i>
Opinion / value Are school clubs as important as lessons? Why? Why not?	Discuss value: <i>Clubs are important because... / Lessons are still... / I think both...</i>

Part 2: Short talk

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

Starting a new school club

Your school wants to start one new club for students. You are considering these options:

- starting a debate and public speaking club
- starting a community volunteering club

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 school clubs to start...

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 students join clubs at school?
2. Should every student take part in activities outside lessons?
3. What skills can students learn from organising events?
4. How can schools help new students feel included?

Strategy: develop your ideas in Part 3

Benefit: Explain what students gain:
Students can learn... / This helps them... / It gives them a chance to...

Inclusion: Think about different students:
New students may... / Some students need... / A club can help by...

Example: Make it concrete: *For example... / In a volunteering club... / During an event...*



SPEAKING PRACTICE

Speaking Bank 4

Education and School Life | exams and assessment | 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 How do you usually feel before a test or exam?	Use feelings and reasons: <i>I usually feel... / I worry about... / I feel better when...</i>
Past experience Can you tell me about a test you prepared well for?	Use preparation details: <i>I revised by... / I practised... / The result was...</i>
Opinion / advice What is the best way to prepare for exams?	Give clear advice: <i>The best way is... / Students should... / It is important to...</i>

Part 2: Short talk

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

Preparing for exams

Your class wants to help students prepare for exams calmly. You are considering these options:

- running revision sessions led by older students
- giving students a revision timetable template

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 help students prepare for exams...

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 exams make some students nervous?
2. Are exams the fairest way to measure learning? Why? Why not?
3. Should students be taught how to revise?
4. What can students do after an exam goes badly?

Strategy: develop your ideas in Part 3

Feeling: Talk about emotions carefully:
Some students feel... / This can be stressful because... / It helps if...

Opinion: State your view clearly:
I think exams... / In my opinion... / The fairest way is...

Advice: Give practical support:
Students could... / Teachers should... / After a bad result...



SPEAKING PRACTICE

Speaking Bank 5

Education and School Life | school rules and student voice | 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 school rule do you think is useful?	Use opinion with examples: <i>One useful rule is... / It helps because... / For example...</i>
Past experience Can you tell me about a time when students gave their opinions at school?	Use reporting language: <i>Students said... / The school listened... / After that...</i>
Opinion / responsibility Should students help decide school rules? Why? Why not?	Discuss responsibility: <i>Students should... / However, teachers need to... / A good rule should...</i>

Part 2: Short talk

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

Changing a school rule

Your school wants student opinions about one rule. You are considering these options:

- holding a student meeting to discuss the rule
- using an anonymous online survey

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 collect student opinions...

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 schools need rules?
2. What makes a rule fair or unfair?
3. Should students have more freedom at school as they get older?
4. How can schools listen to students more effectively?

Strategy: develop your ideas in Part 3

Fairness: Explain what is fair:
A fair rule should... / It is unfair if... / Everyone needs to...

Responsibility: Show maturity in the answer: *Students need to... / Teachers are responsible for... / Both sides should...*

Suggest: Offer a practical idea:
The school could... / One way to listen is... / It would help to...