



SPEAKING PRACTICE

Speaking Bank 1

Environment and Conservation | recycling and everyday action | 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 do you recycle or reuse at home?	Use habits and examples: <i>We usually recycle... / I reuse... / This reduces...</i>
Past experience Can you tell me about an environmental activity you joined?	Describe action and result: <i>I took part in... / We collected... / It made me realise...</i>
Opinion / responsibility Do individual actions really help the environment?	Evaluate personal action: <i>Small actions can... / However, one person cannot... / They matter when...</i>

Part 2: Short talk

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

Improving recycling at school

Your school wants more students to recycle correctly. You are considering these options:

- placing clearly labelled recycling bins in every classroom
- running a student campaign with rewards for classes

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 recycling 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 do some people choose not to recycle?
2. Should recycling be compulsory? Why? Why not?
3. Are rewards an effective way to change environmental behaviour?
4. Who has the greatest responsibility for reducing waste?

Strategy: develop your ideas in Part 3

Barrier: Explain why action is difficult:
Some people do not... because... / One barrier is... / It may be inconvenient to...

Impact: Explain the environmental result:
This reduces... / As a result... / If many people...

Responsibility: Compare who should act:
Individuals can... / Companies should... / Governments need to...



SPEAKING PRACTICE

Speaking Bank 2

Environment and Conservation | pollution and cleaner travel | 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 kinds of pollution affect towns and cities?	Use types and effects: <i>Air pollution comes from... / Noise is caused by... / This affects...</i>
Past experience Can you tell me about a place that seemed especially clean or polluted?	Describe observation: <i>I noticed... / The area looked... / This was probably because...</i>
Opinion / solution What is the best way to reduce traffic pollution?	Propose and justify: <i>The best solution is... / This would encourage... / The difficulty is...</i>

Part 2: Short talk

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

Reducing pollution near school
 Your school wants to reduce pollution caused by daily journeys. You are considering these options:

- organising a weekly walk-or-cycle day
- asking the council for more public buses

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: <i>There are two possible ways to reduce travel pollution...</i>	Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.	Choose: Finish clearly: <i>I would prefer... because...</i>

Part 3: Discussion

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

Follow-up questions
1. Should people be discouraged from using cars in city centres?
2. How does pollution affect people as well as nature?
3. Are public transport improvements enough to change behaviour?
4. Should richer countries do more to reduce global pollution?

Strategy: develop your ideas in Part 3		
Cause: Link activity and pollution: <i>Pollution is caused by... / When people... / This releases...</i>	Trade-off: Acknowledge inconvenience: <i>Although this would help... / The disadvantage is... / People still need to...</i>	Scale: Move from local to global: <i>At local level... / National governments... / Globally...</i>



SPEAKING PRACTICE

Speaking Bank 3

Environment and Conservation | saving energy and water | 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 try to save energy or water?	Use practical habits: <i>I switch off...</i> / <i>I try not to...</i> / <i>At home, we...</i>
Past experience Can you tell me about a time when water or electricity was unavailable?	Describe effect and response: <i>There was no...</i> / <i>We had to...</i> / <i>It showed me that...</i>
Opinion / policy Should energy and water cost more if people use too much?	Discuss policy fairly: <i>Higher prices might...</i> / <i>However, families need...</i> / <i>A fair system would...</i>

Part 2: Short talk

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

Saving resources at school

Your school wants to reduce the amount of energy and water it uses. You are considering these options:

- installing automatic lights and water-saving taps
- asking students to monitor waste in each classroom

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: <i>There are two possible ways to save resources at school...</i>	Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.	Choose: Finish clearly: <i>I would prefer... because...</i>

Part 3: Discussion

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

Follow-up questions
1. Why do people waste energy even when they know it is harmful?
2. Should governments pay for homes to become more energy efficient?
3. Is new technology the best solution to environmental problems?
4. How might shortages of water affect communities in the future?

Strategy: develop your ideas in Part 3		
Behaviour: Explain habits and choices: <i>People often forget to...</i> / <i>Convenience makes people...</i> / <i>Awareness alone may not...</i>	Investment: Consider cost and benefit: <i>It would cost...</i> / <i>In the long term...</i> / <i>The government could support...</i>	Predict: Describe a possible future: <i>Shortages may lead to...</i> / <i>Communities might have to...</i> / <i>This could become...</i>



SPEAKING PRACTICE

Speaking Bank 4

Environment and Conservation | wildlife and local habitats | 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
<p>Personal / present What wildlife or natural places can be found near where you live?</p>	Use habitat description: <i>Near my home there is... / You can sometimes see... / The area provides...</i>
<p>Past experience Can you tell me about a memorable experience in nature?</p>	Use sensory detail: <i>I visited... / I saw or heard... / It made me feel...</i>
<p>Opinion / conservation Should protecting wildlife ever be more important than building new homes?</p>	Weigh competing needs: <i>Wildlife needs... / People also need... / A balanced solution would...</i>

Part 2: Short talk

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

Protecting a local habitat
A natural area near your school needs help. You are considering these options:

- organising regular litter-clearing days
- creating signs and online information about local wildlife

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

Strategy: plan your short talk		
<p>Open: Briefly introduce the situation: <i>There are two possible ways to protect the local habitat...</i></p>	<p>Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.</p>	<p>Choose: Finish clearly: <i>I would prefer... because...</i></p>

Part 3: Discussion

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

Follow-up questions
1. Why is biodiversity important?
2. Should people be allowed to visit all protected natural areas?
3. Are zoos helpful for wildlife conservation? Why? Why not?
4. How can development continue without destroying habitats?

Strategy: develop your ideas in Part 3		
<p>Value: Explain ecological importance: <i>Biodiversity supports... / Each species... / Healthy habitats provide...</i></p>	<p>Conflict: Show competing interests: <i>Developers want to... / Conservationists argue... / The challenge is...</i></p>	<p>Compromise: Offer a balanced solution: <i>One compromise would be... / Development could avoid... / Strict limits might...</i></p>



SPEAKING PRACTICE

Speaking Bank 5

Environment and Conservation | climate change and collective action | 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 environmental change worries people in your area?	Describe concern and effect: <i>People are concerned about... / It may affect... / We have noticed...</i>
Past experience Can you tell me about unusual or extreme weather you experienced?	Use weather and impact language: <i>There was... / It caused... / People had to...</i>
Opinion / global action Can countries solve climate change if they act separately?	Discuss cooperation: <i>Countries need to... / Acting alone is difficult because... / International agreements can...</i>

Part 2: Short talk

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

Taking climate action locally

Your community wants to take visible action on climate change. You are considering these options:

- planting trees and creating more shaded green spaces
- holding a monthly car-free community day

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 local climate actions...

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 climate change difficult for governments to solve?
2. Should people be expected to change their lifestyles for the environment?
3. Are young people right to demand faster climate action?
4. What responsibilities do businesses have for climate change?

Strategy: develop your ideas in Part 3

Complexity: Explain why the issue is difficult: *The issue involves... / Governments must balance... / There is no simple solution because...*

Duty: Discuss responsibility: *Individuals should... / Businesses have a duty to... / Governments must...*

Position: State a reasoned view: *I support this because... / Although it may be difficult... / On balance...*