



SPEAKING PRACTICE

Speaking Bank 1

Food and Eating Habits | favourite food and daily meals | 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 food do you usually eat on a school day?	Use routine and meal words: <i>For breakfast... / At lunchtime... / In the evening...</i>
Past experience Can you tell me about a meal you really enjoyed?	Use descriptive past language: <i>I ate... / It tasted... / I enjoyed it because...</i>
Opinion / preference Is home-cooked food better than takeaway food? Why? Why not?	Compare preferences: <i>Home-cooked food is... / Takeaway food can be... / I prefer...</i>

Part 2: Short talk

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

Choosing lunch at school
 Your school wants to improve lunch options. You are considering these options:

- adding more hot meals in the canteen
- allowing students to bring food from local shops

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 improve school lunches...</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 is lunchtime important during the school day?
2. Should students be allowed to choose any food they want?
3. What are the advantages of eating with other people?
4. How have eating habits changed in recent years?

Strategy: develop your ideas in Part 3		
Preference: State what you prefer: <i>I would prefer... / For me... / The better choice is...</i>	Reason: Explain why: <i>This is because... / The main advantage is... / It would help students...</i>	Compare: Mention the other option: <i>However... / Compared with... / Some students might...</i>



SPEAKING PRACTICE

Speaking Bank 2

Food and Eating Habits | healthy eating | 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 try to eat healthy food? Why? Why not?	Use honest present language: <i>I try to... / I do not always... / It is difficult when...</i>
Past experience Can you tell me about a time when you cooked or prepared food?	Use past steps: <i>First I... / Then I... / It was...</i>
Opinion / advice What advice would you give someone who wants to eat more healthily?	Use advice phrases: <i>They should... / It might help to... / They could try...</i>

Part 2: Short talk

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

Encouraging healthy eating

Your class wants to encourage students to eat more healthily. You are considering these options:

- holding a healthy cooking competition
- sharing simple snack ideas on the school website

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 encourage healthy eating...

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 young people choose unhealthy food?
2. Should schools stop selling sugary snacks?
3. Is healthy food always expensive? Why? Why not?
4. How can families influence children's eating habits?

Strategy: develop your ideas in Part 3

Cause: Explain choices and reasons:
One reason is... / Many students choose it because... / Another factor is...

Advice: Suggest realistic actions:
Schools could... / Families might... / A simple change is...

Balance: Show both sides: *On one hand... / However... / It depends on...*



SPEAKING PRACTICE

Speaking Bank 3

Food and Eating Habits | cooking and practical skills | 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 Can you cook anything? Tell me about it.	Use can and details: <i>I can cook... / I learned from... / It is easy because...</i>
Past experience Can you tell me about a time when food was difficult to make?	Use problem language: <i>I tried to... / The problem was... / Next time I would...</i>
Opinion / responsibility Should all young people learn to cook? Why? Why not?	Give reasons and examples: <i>They should learn because... / For example... / Some people might say...</i>

Part 2: Short talk

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

Learning to cook
 You want to learn how to cook simple meals. You are considering these options:

- watching short cooking videos at home
- joining a cooking club after school

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 learn to cook...</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 is cooking a useful life skill?
2. Is it better to learn cooking from family or from videos?
3. Should cooking be taught in every school?
4. Is taste more important than health when choosing food? Why? Why not?

Strategy: develop your ideas in Part 3		
Skill: Focus on practical ability: <i>This skill helps people... / It is useful when... / Young people can...</i>	Example: Give a concrete example: <i>For example... / If someone lives alone... / At home...</i>	Judge: Say how valuable it is: <i>I think this is important because... / The biggest benefit is... / Overall...</i>



SPEAKING PRACTICE

Speaking Bank 4

Food and Eating Habits | food culture and celebrations | 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 food is popular in your family or community?	Use local and cultural detail: <i>In my family... / People often eat... / It is popular because...</i>
Past experience Can you tell me about food you ate at a celebration?	Use event details: <i>At a celebration... / We ate... / It was special because...</i>
Opinion / culture Is food an important part of culture? Why? Why not?	Explain importance: <i>Food shows... / It brings people together... / It can also...</i>

Part 2: Short talk

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

Planning food for a class event

Your class is organising an international food event. You are considering these options:

- asking students to bring food from home
- ordering food from local restaurants

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 provide food for the 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. What can people learn from trying food from other cultures?
2. Should traditional recipes be protected and passed on?
3. Why do people enjoy eating together at celebrations?
4. Can food help people understand each other better?

Strategy: develop your ideas in Part 3

Culture: Connect food with identity:
In many cultures... / This tradition shows... / Food can represent...

Feeling: Explain emotional meaning:
People feel... / It reminds them of... / It creates a sense of...

Example: Use a specific example:
For example... / At a festival... / In my community...



SPEAKING PRACTICE

Speaking Bank 5

Food and Eating Habits | food waste and choices | 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 ever waste food? Why does it happen?	Use honest explanation: <i>Sometimes... / This happens when... / I try not to...</i>
Past experience Can you tell me about a time when you tried a new food?	Use reaction language: <i>I tried... / At first... / I liked it because...</i>
Opinion / solution What can schools do to reduce food waste?	Suggest solutions: <i>Schools could... / Students should... / One useful idea is...</i>

Part 2: Short talk

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

Reducing food waste
 Your school canteen wants to waste less food. You are considering these options:

- letting students choose smaller portions
- sharing leftover food safely at the end of lunch

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 food waste...</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 sometimes buy more food than they need?
2. Should restaurants give customers smaller portions?
3. How can young people make better choices about food?
4. Is food waste an environmental problem? Why? Why not?

Strategy: develop your ideas in Part 3		
Problem: Explain the issue clearly: <i>The problem is... / This wastes... / It can affect...</i>	Solution: Give a practical idea: <i>One solution is... / People could... / Schools might...</i>	Impact: Explain why it matters: <i>This would reduce... / It helps because... / The environment may...</i>