



SPEAKING PRACTICE

Speaking Bank 1

Global Issues | poverty and charitable support | 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 kinds of causes do people support in your community?</p>	Use cause and action: <i>People often support... / They help by... / This cause matters because...</i>
<p>Past experience Can you tell me about a fundraising or volunteering activity you saw or joined?</p>	Describe activity and result: <i>The activity raised... / People took part by... / It helped to...</i>
<p>Opinion / charity Is giving money the best way to help people in poverty?</p>	Evaluate different help: <i>Money can provide... / Practical support may... / Long-term change requires...</i>

Part 2: Short talk

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

Supporting a global charity
Your school wants to support one international charity project. You are considering these options:

- holding a large fundraising event
- running a month-long awareness and donation campaign

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 support the charity project...</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 does poverty continue even in a wealthy world?
2. Should charities focus on immediate help or long-term change?
3. How can organisations show that donated money is used responsibly?
4. Do wealthy individuals have a greater duty to help others?

Strategy: develop your ideas in Part 3		
<p>Answer: State your central idea: <i>One major reason is... / I would argue that... / The main responsibility lies with...</i></p>	<p>Support: Add explanation or evidence: <i>This is because... / For example... / This can be seen when...</i></p>	<p>Balance: Recognise another factor: <i>However... / Another issue is... / At the same time...</i></p>



SPEAKING PRACTICE

Speaking Bank 2

Global Issues | inequality and opportunity | 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 opportunities are important for young people?</p>	Use opportunity and outcome: <i>Young people need access to... / This allows them to... / Without it...</i>
<p>Past experience Can you tell me about an opportunity that helped you learn or improve?</p>	Describe access and benefit: <i>I had the chance to... / I learned... / It gave me confidence to...</i>
<p>Opinion / fairness Does everyone have a fair chance to succeed?</p>	Discuss unequal starting points: <i>Some people have access to... / Others may face... / A fairer system would...</i>

Part 2: Short talk

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

Improving opportunities for students

Your school can support students who have fewer learning opportunities. You are considering these options:

- providing free devices and internet access
- offering extra tutoring and mentoring

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 students' opportunities...

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 causes inequality between different groups in society?
2. Should governments give more support to people who start with fewer advantages?
3. Can education solve most forms of inequality? Why? Why not?
4. Is equality of opportunity more realistic than equality of outcome?

Strategy: develop your ideas in Part 3

Define: Clarify the key idea:
By equal opportunity, I mean... / The issue involves... / A fair chance would require...

Cause: Explain why the problem exists:
One cause is... / This happens because... / The situation is made worse by...

Evaluate: Judge the limits of a solution:
Education can help by... / However, it cannot solve... / It would work best alongside...



SPEAKING PRACTICE

Speaking Bank 3

Global Issues | migration and welcoming newcomers | 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 helps a new person feel welcome in a community?	Use welcoming actions: <i>People can welcome them by... / It helps if... / A friendly community...</i>
Past experience Can you tell me about a time when you or someone you know joined a new group?	Describe adjustment: <i>At first... / Someone helped by... / After a while...</i>
Opinion / movement Why do people decide to move to another country?	Give varied reasons: <i>Some people move for... / Others may need to... / The decision can be difficult because...</i>

Part 2: Short talk

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

Helping new students settle in

Your school wants to support students who have recently arrived from another country. You are considering these options:

- pairing each new student with a student buddy
- holding regular welcome activities for new students and families

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 new students settle in...

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 challenges do people face when settling in a new country?
2. Should newcomers be expected to adopt all local customs?
3. How can migration benefit the communities people move to?
4. What responsibilities do countries have towards refugees?

Strategy: develop your ideas in Part 3

List: Organise more than one factor:
One challenge is... / Another difficulty is... / A further issue may be...

Qualify: Use careful, balanced language:
They should try to... / However, they should also be able to... / It depends on...

Extend: Add a wider consequence:
This can benefit... / In the longer term... / For the wider community...



SPEAKING PRACTICE

Speaking Bank 4

Global Issues | international cooperation and emergencies | 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 Why do countries sometimes need help from other countries?</p>	Use need and examples: <i>A country may need help when... / Other countries can provide... / Cooperation is important because...</i>
<p>Past experience Can you tell me about an international response to a problem that you heard about?</p>	Summarise response: <i>The problem involved... / Several countries... / The response helped by...</i>
<p>Opinion / cooperation Can global problems be solved without countries working together?</p>	Explain interdependence: <i>Many problems cross... / One country cannot... / Cooperation allows...</i>

Part 2: Short talk

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

Raising awareness of a global emergency
Your class wants to help students understand a major international emergency. You are considering these options:

- inviting an expert to answer students' questions
- creating an exhibition using stories from affected people

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 raise awareness of the emergency...</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 do some international emergencies receive more attention than others?
2. Should countries always put their own citizens first?
3. How can international aid avoid creating dependence?
4. Are global organisations powerful enough to solve major problems?

Strategy: develop your ideas in Part 3		
<p>Position: Give a reasoned starting view: <i>I partly agree... / My view is that... / This depends on...</i></p>	<p>Explain: Develop the mechanism: <i>This receives attention because... / The problem arises when... / A better approach would...</i></p>	<p>Challenge: Test your own answer: <i>However, this raises the question of... / The limitation is... / An opposing view is...</i></p>



SPEAKING PRACTICE

Speaking Bank 5

Global Issues | global citizenship and everyday 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
<p>Personal / present How can everyday choices affect people in other countries?</p>	Use links and effects: <i>When people buy... / This may affect workers by... / A responsible choice is...</i>
<p>Past experience Can you tell me about a product or issue that made you think globally?</p>	Describe discovery and response: <i>I learned that... / The product came from... / This made me consider...</i>
<p>Opinion / citizenship What does it mean to be a responsible global citizen?</p>	Define action and awareness: <i>A global citizen understands... / They try to... / They also respect...</i>

Part 2: Short talk

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

Encouraging responsible global choices
Your school wants students to think more about the global effects of their choices. You are considering these options:

- holding a fair-trade and ethical shopping week
- running a project that connects local actions to global issues

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 encourage responsible global choices...</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. Can individual consumer choices improve global working conditions?
2. Should people pay more for products made under fair conditions?
3. Is it possible to care equally about every global problem?
4. How can schools help students become responsible global citizens?

Strategy: develop your ideas in Part 3		
<p>Claim: Make the main point clear: <i>Individual choices can... / I do not think one person can... / The most effective action is...</i></p>	<p>Example: Give a relevant illustration: <i>For example... / If consumers choose... / A school could...</i></p>	<p>Limit: Recognise practical limits: <i>However, it may be difficult to... / People cannot always... / The impact is greater when...</i></p>