



### SPEAKING PRACTICE

# Speaking Bank 1

Media and Communication | news and reliable information | 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
<b>Personal / present</b> Where do you usually find out what is happening in the world?	Use sources and reasons: <i>I usually check... / I choose it because... / I sometimes compare...</i>
<b>Past experience</b> Can you tell me about a news story that interested you?	Summarise and respond: <i>The story was about... / I found it... / It mattered because...</i>
<b>Opinion / trust</b> How can people decide whether news is reliable?	Give checking strategies: <i>People should check... / A reliable report includes... / It is suspicious when...</i>

## Part 2: Short talk

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

### Sharing trustworthy school news

Your school wants students to receive reliable news and announcements. You are considering these options:

- publishing a weekly student news page
- recording a short school news programme

**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 reliable school news...*

**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 does false information spread quickly?
2. Should social media companies decide which news people see?
3. Is completely unbiased news possible? Why? Why not?
4. What responsibilities do people have before sharing information?

### Strategy: develop your ideas in Part 3

**Source:** Question reliability:  
*The source may be reliable if... / People should verify... / One warning sign is...*

**Bias:** Recognise viewpoint:  
*A report may focus on... / The writer could be influenced by... / Different sources may...*

**Duty:** Explain responsible sharing:  
*Before sharing... / People have a responsibility to... / Otherwise...*



## SPEAKING PRACTICE

# Speaking Bank 2

Media and Communication | social media and public communication | 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
<b>Personal / present</b> What do people your age use social media for?	Use general present and examples: <i>Many young people use it to... / It is useful for... / For example...</i>
<b>Past experience</b> Can you tell me about a useful post or message you saw online?	Describe content and benefit: <i>The post explained... / I found it useful because... / After seeing it...</i>
<b>Opinion / behaviour</b> Should people think more carefully before posting online?	Discuss permanence and audience: <i>A post can be seen by... / People should consider... / Once something is shared...</i>

## Part 2: Short talk

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

### Communicating a community message

Your class wants to encourage local people to support a community event. You are considering these options:

- creating a social media campaign
- speaking directly to groups in the community

**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 communicate the community message...*

**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. Does social media help people communicate more honestly?
2. Should anonymous accounts be allowed online?
3. Why do some online discussions become unfriendly?
4. Can social media create real social change? Why? Why not?

### Strategy: develop your ideas in Part 3

**Behaviour:** Explain online conduct:  
*People may behave differently because... / Anonymity can... / Without face-to-face contact...*

**Effect:** Assess real influence:  
*A campaign can raise... / It may encourage people to... / However, online support does not always...*

**Example:** Use a plausible case:  
*For example, a campaign about... / Local people might... / This could lead to...*



## SPEAKING PRACTICE

# Speaking Bank 3

Media and Communication | advertising and persuasive messages | 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
<b>Personal / present</b> Which kinds of advertisements attract your attention?	Use features and response: <i>I notice adverts that... / They often use... / This catches my attention because...</i>
<b>Past experience</b> Can you tell me about a message that persuaded you to do something?	Describe technique and action: <i>The message asked people to... / It was convincing because... / I decided to...</i>
<b>Opinion / ethics</b> Should advertising always make it clear when content is sponsored?	Discuss transparency: <i>Audiences need to know... / It is misleading if... / Clear labels would...</i>

## Part 2: Short talk

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

### Creating a persuasive school message

Your school wants more students to join a reading challenge. You are considering these options:

- designing a strong poster campaign
- asking popular students to promote it in short videos

**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 promote the reading challenge...*

**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 public message persuasive?
2. Is emotional advertising unfair to consumers?
3. Should celebrities be responsible for products they promote?
4. How can organisations persuade people without misleading them?

### Strategy: develop your ideas in Part 3

**Method:** Identify persuasive choices:  
*The message uses... / It appeals to... / A clear call to action...*

**Ethics:** Judge fairness:  
*It becomes unfair when... / Audiences should be told... / The promoter has a duty to...*

**Alternative:** Suggest honest persuasion:  
*Organisations could provide... / They should support claims with... / A balanced message would...*



### SPEAKING PRACTICE

# Speaking Bank 4

Media and Communication | podcasts, videos and student media | 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
<b>Personal / present</b> Do you prefer listening to information or watching it?	Use preference and learning: <i>I prefer...</i> / <i>It is easier for me to...</i> / <i>Visual or audio information helps when...</i>
<b>Past experience</b> Can you tell me about a podcast or video that taught you something?	Summarise learning: <i>It explained...</i> / <i>The presenter used...</i> / <i>I learned that...</i>
<b>Opinion / quality</b> Can anyone become a good media creator?	Discuss skill and practice: <i>Creators need to...</i> / <i>Practice can improve...</i> / <i>Good equipment is less important than...</i>

## Part 2: Short talk

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

### Starting a student media project

Your class wants to create regular media about school life. You are considering these options:

- producing a short weekly podcast
- making a monthly video programme

**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 student media project...*

**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 are podcasts and short videos so popular?
2. Should media creators need permission before discussing other people?
3. Is professional-quality equipment necessary for successful content?
4. What should schools teach students about creating media?

### Strategy: develop your ideas in Part 3

**Audience:** Explain popularity:  
*Audiences like content that... / The format is convenient because... / It suits people who...*

**Consent:** Discuss privacy and permission:  
*Creators should ask before... / People have a right to... / It may be harmful if...*

**Skill:** Identify what creators need:  
*The key skill is... / Schools could teach... / Equipment matters less when...*



## SPEAKING PRACTICE

# Speaking Bank 5

Media and Communication | future communication and technology | 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
<b>Personal / present</b> Which communication method do you use most often?	Use method and purpose: <i>I mainly use... / It is suitable for... / For important messages...</i>
<b>Past experience</b> Can you tell me about a time when a message was misunderstood?	Describe cause and resolution: <i>The message said... / The misunderstanding happened because... / We solved it by...</i>
<b>Opinion / prediction</b> Will people communicate more effectively in the future?	Predict benefits and limits: <i>Technology may allow... / However, people could still... / Effective communication depends on...</i>

## Part 2: Short talk

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

### Improving communication at school

Your school wants urgent information to reach students quickly. You are considering these options:

- using one official school messaging app
- installing digital information screens around the 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:  
*There are two possible ways to share urgent school information...*

**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. Will translation technology improve communication between cultures?
2. Could virtual meetings ever fully replace meeting in person?
3. Does faster communication always lead to better decisions?
4. What communication skills will remain important despite new technology?

### Strategy: develop your ideas in Part 3

**Predict:** Use cautious future language:  
*Technology is likely to... / We may become able to... / It is possible that...*

**Limit:** Explain what technology cannot solve:  
*However, it cannot replace... / A major limitation is... / People still need to...*

**Skill:** Identify lasting human ability:  
*Listening will remain... / People must be able to... / Clear communication requires...*