



SPEAKING PRACTICE

Speaking Bank 1

People and Achievement | personal goals and success | 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 would you like to achieve in the next few years?	Use goals and reasons: <i>I would like to... / This matters to me because... / My first step is...</i>
Past experience Can you tell me about something you achieved through effort?	Describe challenge and progress: <i>My goal was... / I had to... / I succeeded by...</i>
Opinion / definition What does success mean to you?	Define success personally: <i>Success means... / It is not only about... / A successful person...</i>

Part 2: Short talk

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

Working towards a personal goal

You want to make progress towards an important personal goal. You are considering these options:

- following a detailed weekly plan
- working regularly with a supportive partner

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 work towards my goal...

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 give up on their goals?
2. Is success mainly the result of hard work?
3. Can failure be a useful part of achievement?
4. Does society place too much pressure on people to be successful?

Strategy: develop your ideas in Part 3

Cause: Explain progress or failure:
People may give up because... / Progress becomes difficult when... / Support can help by...

Factor: Compare causes of success:
Hard work is important, but... / Opportunity also... / A person's background may...

Lesson: Explain value in failure:
Failure can teach... / It helps people recognise... / The next attempt may...



SPEAKING PRACTICE

Speaking Bank 2

People and Achievement | role models and influence | 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 Who do you respect, and what do you admire about them?</p>	Use qualities and examples: <i>I respect... / They are... / I admire the way they...</i>
<p>Past experience Can you tell me about advice from someone that helped you?</p>	Report advice and impact: <i>They advised me to... / At first... / The advice helped because...</i>
<p>Opinion / role models Do famous people make good role models?</p>	Evaluate fame and behaviour: <i>Famous people can inspire... / However, fame does not mean... / A good role model should...</i>

Part 2: Short talk

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

Choosing a guest speaker

Your school wants to invite someone to inspire students. You are considering these options:

- a well-known person with a successful career
- a local person who overcame a major challenge

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 guest speakers for the 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. What qualities make someone worth admiring?
2. Should public figures be judged more strictly than other people?
3. Can a role model have weaknesses and still inspire others?
4. Are ordinary people sometimes better role models than celebrities?

Strategy: develop your ideas in Part 3

Quality: Identify admirable character:
A role model should be... / They demonstrate... / What matters most is...

Expectation: Discuss public responsibility: *Public figures influence... / However, they are also... / It is reasonable to expect...*

Nuance: Avoid demanding perfection:
Everyone has weaknesses... / They can still inspire if... / The important point is...



SPEAKING PRACTICE

Speaking Bank 3

People and Achievement | competitions and recognition | 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 enjoy taking part in competitions? Why?	Use feelings and motivation: <i>I enjoy or dislike... / Competition makes me feel... / I am motivated by...</i>
Past experience Can you tell me about a competition or challenge you joined?	Describe preparation and result: <i>I entered... / I prepared by... / The result was...</i>
Opinion / reward What is the best reward for doing something well?	Compare rewards: <i>Recognition can... / A prize provides... / The best reward may be...</i>

Part 2: Short talk

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

Recognising student achievement

Your school wants to recognise students' achievements. You are considering these options:

- holding an annual awards ceremony
- displaying a wide range of achievements throughout the year

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 recognise student achievement...

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 competition motivate everyone equally?
2. Should schools reward effort even when results are not excellent?
3. Can awards make people less willing to work together?
4. What achievements does society fail to recognise enough?

Strategy: develop your ideas in Part 3

Motivation: Explain different responses:
Some people are motivated by... / Others may feel... / It depends on...

Fairness: Compare effort and result:
Effort deserves recognition because... / Results also matter when... / A fair system could...

Broaden: Identify overlooked achievement:
Society often focuses on... / It should also recognise... / This matters because...



SPEAKING PRACTICE

Speaking Bank 4

People and Achievement | challenges and resilience | 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 you continue when something is difficult?	Use support and mindset: <i>I remind myself... / It helps when... / I break the task into...</i>
Past experience Can you tell me about a challenge that taught you something?	Describe difficulty and lesson: <i>I found it hard to... / I dealt with it by... / I learned that...</i>
Opinion / resilience Can people become stronger by facing difficulties?	Evaluate growth carefully: <i>Challenges can teach... / However, too much pressure... / People grow when...</i>

Part 2: Short talk

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

Preparing for a difficult challenge

You are preparing for an activity that will test your confidence. You are considering these options:

- practising alone until you feel ready
- joining a group that prepares and supports each other

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 prepare for the 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. Why do people respond differently to the same challenge?
2. Is asking for help a sign of strength or weakness?
3. Should young people be protected from failure?
4. How can schools help students develop resilience without creating too much pressure?

Strategy: develop your ideas in Part 3

Response: Explain individual differences:
People respond differently because... / Previous experience may... / Confidence affects...

Support: Reframe asking for help:
Seeking help shows... / It allows people to... / The key is to...

Balance: Combine challenge and care:
Students need opportunities to... / However, schools should avoid... / Support should include...



SPEAKING PRACTICE

Speaking Bank 5

People and Achievement | fame, teamwork and public achievement | 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 Would you like to be well known for something you achieved?</p>	Use willingness and consequences: <i>I would or would not like... / Recognition could... / The disadvantage might be...</i>
<p>Past experience Can you tell me about an achievement that required several people?</p>	Describe shared roles: <i>The group wanted to... / Each person contributed... / We achieved it because...</i>
<p>Opinion / credit Should individual leaders receive most of the credit for team success?</p>	Discuss shared credit: <i>Leaders contribute by... / However, the team... / Credit should be...</i>

Part 2: Short talk

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

Celebrating a group achievement

Your class has completed a successful community project. You are considering these options:

- giving a public presentation about the whole team
- nominating a few students for special awards

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 celebrate the group achievement...

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 society often focus on individual heroes?
2. Is fame a fair reward for achievement?
3. How should credit be shared when many people contribute?
4. Can public recognition change a person's behaviour?

Strategy: develop your ideas in Part 3

Contribution: Explain different roles:
The leader may... / Other team members... / Success depends on...

Reward: Question fame as a reward:
Fame can provide... / However, it may also... / A fairer reward might be...

Change: Explain effects of recognition:
Recognition may increase... / Some people become... / It depends on how they...