



SPEAKING PRACTICE

Speaking Bank 1

Safety and Rules | road safety and travel behaviour | 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 road-safety rules are important near schools?	Use rule and purpose: <i>Drivers should... / Students need to... / This rule prevents...</i>
Past experience Can you tell me about a journey when someone behaved safely?	Describe action and result: <i>The person made sure... / They waited until... / This reduced the risk of...</i>
Opinion / enforcement Are stricter punishments the best way to improve road safety?	Evaluate enforcement and education: <i>Punishments may discourage... / Education can teach... / The best approach combines...</i>

Part 2: Short talk

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

Improving safety near school
 Your school wants to make journeys near the school gates safer. You are considering these options:

- asking for a supervised pedestrian crossing
- running a student road-safety campaign

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 road safety near 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 sometimes ignore road-safety rules?
2. Should cyclists and drivers face the same responsibilities?
3. How can street design influence people's behaviour?
4. Will self-driving vehicles make roads completely safe?

Strategy: develop your ideas in Part 3		
Answer: Respond directly: <i>One reason is... / I do not think... / The main responsibility is...</i>	Explain: Add cause and consequence: <i>This happens because... / As a result... / This increases the risk of...</i>	Qualify: Avoid an overconfident claim: <i>It may improve safety, but... / Not in every situation... / It will depend on...</i>



SPEAKING PRACTICE

Speaking Bank 2

Safety and Rules | online safety and responsible behaviour | 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 information should people avoid sharing online?	Use examples and risk: <i>People should not share... / This could allow others to... / It is safer to...</i>
Past experience Can you tell me about online safety advice that you found useful?	Report advice and action: <i>The advice said... / I learned to... / This is useful because...</i>
Opinion / responsibility Who should be responsible for young people's online safety?	Compare responsibility: <i>Young people should... / Parents can... / Platforms also need to...</i>

Part 2: Short talk

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

Teaching online safety
 Your school wants younger students to behave more safely online. You are considering these options:

- running practical safety workshops
- creating short student-made videos with advice

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 teach online safety...</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 parents be allowed to monitor everything their children do online?
2. How can online platforms protect users without limiting freedom?
3. Why do people take risks online that they would avoid in real life?
4. Will online spaces become safer in the future? Why? Why not?

Strategy: develop your ideas in Part 3		
Position: Give a balanced starting view: <i>Parents should be able to..., but... / I partly agree... / It depends on age...</i>	Example: Make the point specific: <i>For example... / A platform could... / A young user may...</i>	Extend: Add a wider implication: <i>This also raises... / In the long term... / The difficulty is...</i>



SPEAKING PRACTICE

Speaking Bank 3

Safety and Rules | school rules and emergency preparation | 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 Which school rule helps students stay safe?	Use rule and benefit: <i>One important rule is... / It protects students by... / Without it...</i>
Past experience Can you tell me about a safety drill or practice activity?	Describe sequence and learning: <i>First, we... / Then... / The drill taught us...</i>
Opinion / fairness Should students help create school safety rules?	Discuss voice and expertise: <i>Students understand... / Teachers are responsible for... / Rules are more effective when...</i>

Part 2: Short talk

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

Preparing for emergencies at school

Your school wants students to respond calmly during emergencies. You are considering these options:

- holding more realistic practice drills
- giving every student a short emergency guide

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 students for emergencies...

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 sometimes fail to follow instructions during emergencies?
2. Can too many safety rules make people less responsible?
3. Should schools prepare students for unlikely but serious dangers?
4. How should safety rules change after an accident occurs?

Strategy: develop your ideas in Part 3

Cause: Give more than one explanation:
One reason is... / People may also... / Another factor could be...

Evaluate: Weigh benefit and drawback:
Rules protect people by... / However, too many rules... / They are effective when...

Respond: Suggest a reasoned change:
After an accident... / The school should review... / A useful improvement would be...



SPEAKING PRACTICE

Speaking Bank 4

Safety and Rules | personal safety and public behaviour | 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 helps people feel safe in public places?</p>	Use features and behaviour: <i>People feel safer when... / Good lighting... / Other people should...</i>
<p>Past experience Can you tell me about a public place that felt especially safe or unsafe?</p>	Describe observation carefully: <i>The place was... / I noticed... / This made me feel...</i>
<p>Opinion / public rules Should there be more rules about behaviour in public places?</p>	Discuss freedom and respect: <i>Rules are needed when... / People should be free to... / The key is to respect...</i>

Part 2: Short talk

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

Making a public area feel safer

Local residents want a busy public area to feel safer in the evening. You are considering these options:

- improving lighting and emergency contact points
- organising trained community volunteers to be present

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 make the public area feel safer...

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. Is feeling safe always the same as actually being safe?
2. How much personal freedom should be limited for public safety?
3. Does increased security always improve a public place?
4. Who should be responsible for respectful behaviour in shared spaces?

Strategy: develop your ideas in Part 3

Distinguish: Separate two related ideas:
Feeling safe means... / Actual safety depends on... / The two may differ when...

Contrast: Compare priorities:
Public safety requires... / Personal freedom allows... / A reasonable limit would...

Conclude: Give an overall judgement:
On balance... / For these reasons... / The best approach is...



SPEAKING PRACTICE

Speaking Bank 5

Safety and Rules | risk-taking and first aid | 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 Why do people sometimes enjoy taking risks?	Use motivation and feeling: <i>Some people enjoy... / Risk can make them feel... / They may want to prove...</i>
Past experience Can you tell me about a situation when someone acted carefully?	Describe risk and prevention: <i>There was a risk of... / They made sure to... / This prevented...</i>
Opinion / skills Should everyone learn basic first aid?	Explain practical value: <i>First aid allows people to... / It is especially useful when... / Training should...</i>

Part 2: Short talk

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

Learning practical safety skills
 Your school wants students to learn practical safety skills. You are considering these options:

- joining a one-day first-aid course
- completing short safety lessons 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: <i>There are two possible ways to learn practical safety skills...</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. When does sensible risk-taking become irresponsible?
2. Should people who take dangerous risks pay for their own rescue?
3. Why do safety messages sometimes fail to change behaviour?
4. Can teaching first aid make communities more confident?

Strategy: develop your ideas in Part 3		
Define: Set a clear boundary: <i>A risk becomes irresponsible when... / Sensible risk-taking involves... / The difference is...</i>	Reason: Explain the principle: <i>People should or should not pay because... / The responsibility lies with... / This may discourage...</i>	Result: Show a wider effect: <i>First-aid training can lead to... / As a result... / Communities may become...</i>