



SPEAKING PRACTICE

Speaking Bank 1

Science and Innovation | inventions and everyday life | 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 invention do you use most often?	Use function and importance: <i>I use... / It allows me to... / Life would be harder without...</i>
Past experience Can you tell me about a new device you had to learn to use?	Describe learning process: <i>At first... / I learned by... / Eventually...</i>
Opinion / evaluation Do new inventions always improve people's lives?	Evaluate benefit and risk: <i>Many inventions help by... / However, they can also... / It depends on how...</i>

Part 2: Short talk

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

Choosing a useful invention
 Your school can buy one new device to support students. You are considering these options:

- a set of portable translation devices
- a 3D printer for student projects

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 inventions the school could buy...</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. What makes an invention successful?
2. Should inventors be responsible for how their inventions are used?
3. Why do some useful inventions fail to become popular?
4. Which everyday problem most needs a new invention?

Strategy: develop your ideas in Part 3		
Function: Explain what the invention does: <i>It is designed to... / This allows users to... / Its main purpose is...</i>	Impact: Evaluate wider effects: <i>This could improve... / A possible drawback is... / In the long term...</i>	Criteria: Judge what success requires: <i>A successful invention must... / It also needs to be... / Most importantly...</i>



SPEAKING PRACTICE

Speaking Bank 2

Science and Innovation | science learning and experiments | 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 area of science interests you most, if any?	Use interest and honest qualification: <i>I am interested in... / I find it fascinating because... / I know less about...</i>
Past experience Can you tell me about a science experiment or demonstration you remember?	Describe method and result: <i>We tested... / We observed... / The result showed...</i>
Opinion / learning Is doing experiments the best way to learn science?	Compare methods: <i>Experiments make ideas... / Reading helps students... / The best lessons combine...</i>

Part 2: Short talk

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

Making science more engaging

Your school wants more students to become interested in science. You are considering these options:

- holding a hands-on science fair
- inviting working scientists to speak about their jobs

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 science more engaging...

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 students find science difficult?
2. Should schools spend more time teaching scientific thinking?
3. How can scientists explain complex ideas to the public?
4. Why is it important for people to understand scientific evidence?

Strategy: develop your ideas in Part 3

Difficulty: Identify the learning barrier:
Students may struggle with... / The subject can seem... / It becomes easier when...

Method: Suggest effective teaching:
Teachers could... / A practical example would... / Students need opportunities to...

Evidence: Explain scientific reliability:
Evidence is important because... / A claim should be... / People need to check...



SPEAKING PRACTICE

Speaking Bank 3

Science and Innovation | space exploration | 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 most like to know about space?	Use curiosity language: <i>I would like to know... / I wonder whether... / This interests me because...</i>
Past experience Can you tell me about something you learned about space?	Report learning: <i>I learned that... / I found this out from... / I was surprised because...</i>
Opinion / priority Should governments spend large amounts of money exploring space?	Discuss competing priorities: <i>Space research can... / However, the money could... / I think funding should...</i>

Part 2: Short talk

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

Inspiring interest in space
 Your school wants to organise one special space-science activity. You are considering these options:

- visiting a science centre or observatory
- joining a live online event with an astronaut

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 space-science activities...</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. What benefits has space research brought to everyday life?
2. Should humans try to live on another planet? Why? Why not?
3. Who should own resources found in space?
4. Is exploring space more important than exploring Earth's oceans?

Strategy: develop your ideas in Part 3		
Benefit: Link research to daily life: <i>Space research has led to... / This technology is now used for... / One major benefit is...</i>	Ethics: Consider rights and fairness: <i>No country should... / Resources ought to... / An international agreement could...</i>	Priority: Compare areas of research: <i>Space offers... / Earth's oceans are important because... / Funding should focus on...</i>



SPEAKING PRACTICE

Speaking Bank 4

Science and Innovation | medicine and health 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
Personal / present How does technology help people look after their health?	Use function and examples: <i>People can use... / This helps them monitor... / For example...</i>
Past experience Can you tell me about a health-related device or app you have seen?	Describe purpose and usefulness: <i>The device measures... / It is used by... / It seems useful because...</i>
Opinion / trust Would you trust a computer to make an important medical decision?	Qualify trust carefully: <i>I would trust it if... / A doctor should still... / The risk is...</i>

Part 2: Short talk

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

Supporting healthier lives with technology

A community health centre wants to use technology to support young people. You are considering these options:

- offering a reliable health-information app
- providing online appointments with health professionals

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 technology services for young people...

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. How might medical technology improve life in poorer or remote areas?
2. Should personal health data ever be shared for research?
3. Will technology make doctors less important in the future?
4. Who should decide which new medical treatments receive funding?

Strategy: develop your ideas in Part 3

Access: Explain who benefits:
People in remote areas could... / This would improve access to... / It may reduce...

Privacy: Discuss data carefully:
Health data is sensitive because... / People should give permission... / Researchers need to...

Decision: Set fair criteria:
Funding should depend on... / The treatment would need to... / Priority should go to...



SPEAKING PRACTICE

Speaking Bank 5

Science and Innovation | robots, automation and problem-solving | 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 task would you like a robot to do for you?	Use would like and purpose: <i>I would like a robot to... / This would save... / It could help by...</i>
Past experience Can you tell me about a difficult problem you solved?	Describe process: <i>The problem was... / I tried... / Eventually I...</i>
Opinion / future Will robots make people less independent? Why? Why not?	Evaluate dependence: <i>Robots may make life... / People could become... / However, humans will still...</i>

Part 2: Short talk

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

Using a robot at school

Your school can test one robot to help students and staff. You are considering these options:

- a robot that carries equipment and delivers items
- a robot that answers simple questions 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: <i>There are two possible robots the school could test...</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. Which tasks should never be given to robots?
2. Who is responsible when an automated system makes a mistake?
3. Could robots improve care for older people, or reduce human contact?
4. How should schools prepare students for a more automated world?

Strategy: develop your ideas in Part 3		
Boundary: Explain what should remain human: <i>Robots should not... / This task requires... / Human judgement is necessary when...</i>	Responsibility: Identify who is accountable: <i>The designer should... / The user also needs to... / Responsibility should be shared because...</i>	Preparation: Suggest future-ready learning: <i>Schools should teach... / Students will need to... / It is important to understand...</i>