



## SPEAKING PRACTICE

# Speaking Bank 1

Teenage Life | independence and responsibility | 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><b>Personal / present</b> What responsibility do you have in your daily life?</p>	Use obligation and routine: <i>I am responsible for... / I have to... / This has taught me...</i>
<p><b>Past experience</b> Can you tell me about a time when someone trusted you with an important task?</p>	Describe trust and response: <i>I was asked to... / I made sure that... / They trusted me because...</i>
<p><b>Opinion / independence</b> At what age should young people become more independent?</p>	Give a qualified view: <i>It depends on... / Young people can begin by... / They still need support when...</i>

## Part 2: Short talk

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

### Becoming more independent

You want to take more responsibility for your own routine. You are considering these options:

- managing your own weekly schedule
- taking full responsibility for one regular household task

**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 become more independent...*

**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 adults find it difficult to give teenagers more independence?
2. Should young people be allowed to make mistakes without adult help?
3. Does having more freedom always mean having more responsibility?
4. Are teenagers today more independent than previous generations?

### Strategy: develop your ideas in Part 3

**Answer:** State your view directly: *I think... / In my view... / It depends on...*

**Support:** Add a reason or example:  
*This is because... / For example... / A common situation is...*

**Extend:** Add another side: *However... / On the other hand... / At the same time...*



## SPEAKING PRACTICE

# Speaking Bank 2

Teenage Life | friendships and peer pressure | 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 qualities do you value in a friend?	Use qualities and evidence: <i>I value someone who... / A good friend should... / This matters because...</i>
<b>Past experience</b> Can you tell me about a time when a friend helped you?	Describe support and effect: <i>I needed help with... / My friend... / This made me feel...</i>
<b>Opinion / influence</b> Do friends influence teenagers more than families do?	Compare influence: <i>Friends influence... / Families shape... / The stronger influence depends on...</i>

## Part 2: Short talk

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

**Making new friends**

You have joined a new school and want to get to know people. You are considering these options:

- joining a school club that meets every week
- inviting a few classmates to do something after school

**Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.**

Strategy: plan your short talk		
<b>Open:</b> Briefly introduce the situation: <i>There are two possible ways to make friends at the new school...</i>	<b>Compare:</b> Give one advantage and one disadvantage for each option. Do not ignore either option.	<b>Choose:</b> 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 some teenagers feel pressure to behave like their friends?
2. Is it possible to be close friends with someone who has very different interests?
3. Should a good friend always be honest, even when the truth may hurt?
4. How has online communication changed teenage friendships?

Strategy: develop your ideas in Part 3		
<b>Position:</b> Choose a clear starting point: <i>I agree to some extent... / I do not think... / My first reaction is...</i>	<b>Explain:</b> Develop why you think this: <i>The main reason is... / This can happen when... / What matters is...</i>	<b>Contrast:</b> Compare another perspective: <i>In contrast... / Some people might say... / That said...</i>



## SPEAKING PRACTICE

# Speaking Bank 3

Teenage Life | school pressure and wellbeing | 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><b>Personal / present</b> What part of school life do teenagers sometimes find stressful?</p>	Use general present and causes: <i>Many students worry about... / Pressure often comes from... / It becomes difficult when...</i>
<p><b>Past experience</b> Can you tell me about a busy period that you managed well?</p>	Describe action and result: <i>I had to... / I organised my time by... / In the end...</i>
<p><b>Opinion / balance</b> Do schools expect too much from teenagers?</p>	Balance expectation and support: <i>Schools need students to... / However, too much pressure... / A fair expectation would be...</i>

## Part 2: Short talk

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

### Reducing pressure during a busy term

Your class wants to help students manage a particularly busy school term. You are considering these options:

- creating peer study and support groups
- asking teachers to coordinate major deadlines

**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 reduce pressure during the busy term...*

**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 teenagers sometimes hide the fact that they are struggling?
2. Should schools reduce competition between students?
3. Is learning to deal with pressure an important part of growing up?
4. Who should be responsible for protecting teenage wellbeing?

### Strategy: develop your ideas in Part 3

**Pause:** Use a thinking-time phrase:  
*That is an interesting question... / Let me think... / I would say...*

**Develop:** Add cause and effect:  
*This may be because... / As a result... / This can lead to...*

**Qualify:** Avoid making the answer absolute: *Not in every case... / It depends on the student... / To some extent...*



## SPEAKING PRACTICE

# Speaking Bank 4

Teenage Life | money, choices and part-time work | 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><b>Personal / present</b> What do teenagers usually spend money on?</p>	Use general examples: <i>Many teenagers spend money on... / They may also save for... / The amount depends on...</i>
<p><b>Past experience</b> Can you tell me about a time when you had to make a careful choice about money?</p>	Describe options and decision: <i>I could either... / I decided to... / It was the better choice because...</i>
<p><b>Opinion / work</b> Should all teenagers have some experience of paid work?</p>	Evaluate benefit and limits: <i>Paid work teaches... / However, schoolwork must... / It is useful if...</i>

## Part 2: Short talk

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

### Using money responsibly

You have saved some money and want to use it responsibly. You are considering these options:

- saving most of it for a future goal
- spending part of it on a useful course or activity

**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 responsible uses for the money...*

**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 should teenagers learn about money before becoming adults?
2. Does earning money make young people more responsible?
3. Should families control how teenagers spend their own money?
4. Why do possessions become important to some teenagers' identities?

### Strategy: develop your ideas in Part 3

**Claim:** Make one main point:  
*One important lesson is... / I believe that... / The key issue is...*

**Illustrate:** Show what you mean:  
*For instance... / A teenager might... / In everyday life...*

**Conclude:** Finish the idea clearly:  
*Therefore... / For this reason... / Overall...*



## SPEAKING PRACTICE

# Speaking Bank 5

Teenage Life | free time, identity and social 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
<p><b>Personal / present</b> How do you like to spend time with other people?</p>	Use activity and feeling: <i>I enjoy... / It is more fun when... / I also need time to...</i>
<p><b>Past experience</b> Can you tell me about a social activity that you enjoyed more than expected?</p>	Compare expectation and result: <i>I expected... / Instead... / The best part was...</i>
<p><b>Opinion / identity</b> Do teenagers need freedom to develop their own identity?</p>	Explain identity and guidance: <i>Freedom allows... / Guidance is still important because... / Teenagers discover who they are by...</i>

## Part 2: Short talk

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

### Planning a teenage social space

Your local area wants to create a safe place where teenagers can meet. You are considering these options:

- opening an indoor youth cafe with activities
- creating an outdoor social and recreation area

**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 social spaces for teenagers...*

**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 adults sometimes misunderstand teenage behaviour?
2. Do teenagers have enough suitable places to socialise?
3. Is spending time alone important during the teenage years?
4. How strongly does popular culture shape teenage identity?

### Strategy: develop your ideas in Part 3

**Respond:** Give a direct response:  
*Yes, because... / Not necessarily... / I think the main issue is...*

**Example:** Ground the answer in reality:  
*For example... / In many local areas... / People my age may...*

**Broaden:** Connect to a wider point:  
*This also affects... / More generally... / In the long term...*