



SPEAKING PRACTICE

Speaking Bank 1

The Natural World | animals and habitats | 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 animal do you find especially interesting?	Use features and reasons: <i>I find... interesting because... / It is able to... / Its habitat is...</i>
Past experience Can you tell me about a time when you observed an animal?	Describe behaviour and setting: <i>I saw... / It was... / I noticed that...</i>
Opinion / protection Should people protect animals that are dangerous to humans?	Weigh ecological and human needs: <i>The animal plays a role in... / People need protection from... / A balanced approach is...</i>

Part 2: Short talk

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

Learning about local wildlife

Your school wants students to observe and understand local wildlife. You are considering these options:

- creating a wildlife area in the school grounds
- organising visits to a nearby nature reserve

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 learn about local wildlife...

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 healthy habitats important for humans as well as animals?
2. Should wild animals ever be kept as pets?
3. How can towns make more space for wildlife?
4. Is it possible for humans and dangerous animals to live safely near each other?

Strategy: develop your ideas in Part 3

Habitat: Explain ecological connection:
The habitat provides... / Animals depend on... / Humans benefit because...

Ethics: Discuss animal welfare:
Wild animals need... / Keeping them as pets may... / It is acceptable only if...

Coexist: Suggest safer coexistence:
People could protect... / Clear boundaries would... / Education may reduce...



SPEAKING PRACTICE

Speaking Bank 2

The Natural World | oceans and marine 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 What would you like to discover about the ocean?	Use curiosity and reasons: <i>I would like to know... / The ocean is mysterious because... / Scientists still...</i>
Past experience Can you tell me about a visit to the sea or another large body of water?	Describe place and conditions: <i>I visited... / The water looked... / The experience made me...</i>
Opinion / exploration Should more money be spent exploring the oceans?	Compare research priorities: <i>Ocean research can reveal... / The cost may be... / It deserves funding because...</i>

Part 2: Short talk

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

Helping people value the ocean

Your school wants students to understand why oceans matter. You are considering these options:

- hosting an exhibition about marine life
- joining an online project with ocean scientists

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 help students understand the ocean...

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 oceans receive less attention than life on land?
2. Should fishing be limited more strictly to protect marine life?
3. Who should be responsible for pollution in international waters?
4. Could ocean exploration be as important as space exploration?

Strategy: develop your ideas in Part 3

Importance: Explain the ocean's role:
Oceans regulate... / They provide... / Marine ecosystems support...

Conflict: Balance livelihoods and protection: *Fishing communities need... / However, overfishing... / Limits should...*

Global: Discuss shared responsibility:
No single country... / International rules should... / Companies that pollute...



SPEAKING PRACTICE

Speaking Bank 3

The Natural World | weather and natural disasters | 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 kind of weather is common where you live?	Use frequency and effect: <i>The weather is usually... / During the... season... / This affects...</i>
Past experience Can you tell me about extreme weather you experienced?	Describe event and response: <i>There was... / People had to... / The main problem was...</i>
Opinion / preparation Can communities ever be fully prepared for natural disasters?	Evaluate preparation limits: <i>Communities can prepare by... / However, it is impossible to... / Good planning reduces...</i>

Part 2: Short talk

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

Preparing students for extreme weather

Your school wants students to know what to do during extreme weather. You are considering these options:

- holding a practical emergency drill
- creating a clear digital guide for students and families

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 extreme weather...

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 some communities more vulnerable to natural disasters than others?
2. Should people be allowed to rebuild homes in high-risk areas?
3. How can technology reduce the effects of natural disasters?
4. What responsibilities do richer countries have after disasters elsewhere?

Strategy: develop your ideas in Part 3

Vulnerability: Explain unequal risk:
Some communities lack... / Their location means... / Poverty can make...

Risk: Balance freedom and safety:
People may want to return because... / However, rebuilding risks... / Authorities could...

Aid: Discuss international duty:
Richer countries have resources to... / Emergency support should... / Long-term help may...



SPEAKING PRACTICE

Speaking Bank 4

The Natural World | landscapes and outdoor experiences | 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 kind of natural landscape do you enjoy?	Use landscape and feeling: <i>I enjoy... / The landscape is... / It makes me feel...</i>
Past experience Can you tell me about a memorable outdoor journey or walk?	Describe route and experience: <i>We travelled through... / Along the way... / The most memorable part was...</i>
Opinion / access Should everyone have easy access to natural spaces?	Discuss wellbeing and practical limits: <i>Natural spaces benefit... / Access can be difficult for... / Authorities should...</i>

Part 2: Short talk

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

Exploring a natural area

Your class wants to spend a day learning outdoors. You are considering these options:

- following a guided walk through a forest
- exploring a coastal area in small groups

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 natural areas for the class to explore...

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 natural landscapes affect people's emotions?
2. Should popular natural places limit visitor numbers?
3. Is adventure tourism good for remote areas?
4. How can outdoor education change young people's attitudes to nature?

Strategy: develop your ideas in Part 3

Emotion: Connect place and feeling:
Natural scenery can make people feel... / The absence of... / It gives people a sense of...

Pressure: Explain visitor impact:
Too many visitors may... / Local facilities become... / Limits could protect...

Education: Explain attitude change:
Direct experience helps students... / They may become more aware of... / This can encourage...



SPEAKING PRACTICE

Speaking Bank 5

The Natural World | people, wildlife and nature tourism | 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 Would you like to see wild animals in their natural habitat?	Use willingness and respect: <i>I would like to see... / It would be exciting because... / Visitors should avoid...</i>
Past experience Can you tell me about a wildlife programme or story that interested you?	Summarise and respond: <i>It focused on... / I learned that... / It changed the way I think about...</i>
Opinion / tourism Can wildlife tourism protect animals as well as disturb them?	Evaluate both effects: <i>Tourism can fund... / However, visitors may... / It is helpful only when...</i>

Part 2: Short talk

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

Planning a responsible wildlife visit
 You want to learn about wildlife during a holiday. You are considering these options:

- joining a small guided wildlife tour
- visiting a well-run animal rescue centre

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 about wildlife responsibly...</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. How can tourists know whether a wildlife activity is responsible?
2. Should wild animals be used in entertainment?
3. Can documentaries replace direct experiences of nature?
4. Who should benefit financially from wildlife tourism?

Strategy: develop your ideas in Part 3		
Evidence: Identify responsible practice: <i>A responsible activity should... / Visitors can check whether... / A warning sign is...</i>	Welfare: Put animal needs first: <i>The animal may experience... / Entertainment should not... / Its natural behaviour...</i>	Benefit: Discuss fair local value: <i>Local communities should receive... / Money can support... / This creates an incentive to...</i>