



SPEAKING PRACTICE

Speaking Bank 1

Work and Careers | career interests and ambitions | 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 work interests you, and why?	Use interests and reasons: <i>I am interested in... / I enjoy tasks that... / This appeals to me because...</i>
Past experience Can you tell me about a job you learned about recently?	Use past reporting language: <i>I found out about... / The job involves... / I was surprised that...</i>
Opinion / future Do you think young people should choose a career early? Why? Why not?	Give a balanced view: <i>It can be useful to... / However, people may... / I think young people should...</i>

Part 2: Short talk

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

Exploring a future career

You want to learn more about a career that interests you. You are considering these options:

- interviewing someone who already does the job
- watching online videos about the career

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 explore the career...

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. Who should give young people advice about careers, and why?
2. Is enjoying a job more important than earning a high salary?
3. Should people expect to change careers during their lives? Why? Why not?
4. How might the jobs available to young people change in the future?

Strategy: develop your ideas in Part 3

Priority: Explain what matters most:
The most important factor is... / I would prioritise... / This matters because...

Example: Make the point realistic:
For example... / A young person might... / In some careers...

Balance: Consider another view:
However... / On the other hand... / It depends on...



SPEAKING PRACTICE

Speaking Bank 2

Work and Careers | work experience and part-time jobs | 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 have a part-time job while studying? Why? Why not?	Use would like and reasons: <i>I would like to... / It could help me... / The difficulty might be...</i>
Past experience Can you tell me about a time when you helped with an important task?	Describe responsibility: <i>I was responsible for... / I had to... / I learned that...</i>
Opinion / evaluation Is work experience more valuable than classroom learning?	Evaluate both forms of learning: <i>Work experience teaches... / Classroom learning provides... / Both are useful because...</i>

Part 2: Short talk

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

Getting work experience
 You want to gain useful work experience during a school holiday. You are considering these options:

- helping at a local business for one week
- volunteering regularly for a community organisation

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 gain work experience...</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 can young people learn from their first experience of work?
2. Should students be paid for all work experience? Why? Why not?
3. What problems can arise when students work and study at the same time?
4. Do employers value experience more than qualifications? What do you think?

Strategy: develop your ideas in Part 3		
Skill: Identify what is learned: <i>Young people develop... / This teaches them to... / One useful skill is...</i>	Consequence: Explain the likely result: <i>As a result... / This may lead to... / The risk is...</i>	Judge: Reach a clear judgement: <i>Overall... / In most cases... / I would say that...</i>



SPEAKING PRACTICE

Speaking Bank 3

Work and Careers | workplace skills and teamwork | 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 skill are you currently trying to improve?	Use present progress language: <i>I am working on...</i> / <i>I practise by...</i> / <i>I still need to...</i>
Past experience Can you tell me about a time when you worked successfully in a team?	Use teamwork details: <i>My role was...</i> / <i>We decided to...</i> / <i>We succeeded because...</i>
Opinion / comparison Is communication more important than technical ability at work?	Compare skills: <i>Communication helps...</i> / <i>Technical ability is needed for...</i> / <i>The best workers need both...</i>

Part 2: Short talk

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

Developing workplace skills
 Your school is planning an activity to prepare students for work. You are considering these options:

- organising a team project with a strict deadline
- running practice interviews with local employers

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 activities for developing workplace 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. What qualities make someone a good colleague?
2. Does every team need a strong leader? Why? Why not?
3. How should people deal with disagreements at work?
4. Which skills will employers value most in the future?

Strategy: develop your ideas in Part 3		
Define: Explain the quality clearly: <i>A good colleague is someone who...</i> / <i>Leadership means...</i> / <i>By communication, I mean...</i>	Illustrate: Show the idea in action: <i>For instance...</i> / <i>In a team...</i> / <i>If colleagues disagree...</i>	Rank: Say which skill matters most: <i>The key skill is...</i> / <i>This is more valuable than...</i> / <i>Above all...</i>



SPEAKING PRACTICE

Speaking Bank 4

Work and Careers | education, training and career choices | 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 would you like to learn after finishing school?</p>	Use future intentions: <i>I would like to study... / I hope to learn... / This could prepare me for...</i>
<p>Past experience Can you tell me about a course or training activity you enjoyed?</p>	Describe learning and outcome: <i>The course focused on... / I learned how to... / It was useful because...</i>
<p>Opinion / choice Should students choose practical training or further academic study?</p>	Compare pathways: <i>Practical training offers... / Further study can... / The right choice depends on...</i>

Part 2: Short talk

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

Choosing the next step
You are deciding what to do after finishing school. You are considering these options:

- starting a practical training course
- continuing with full-time academic study

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

Strategy: plan your short talk		
<p>Open: Briefly introduce the situation: <i>There are two possible next steps after school...</i></p>	<p>Compare: Give one advantage and one disadvantage for each option. Do not ignore either option.</p>	<p>Choose: Finish clearly: <i>I would prefer... because...</i></p>

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 career decisions difficult?
2. Should education prepare students directly for particular jobs?
3. Are university qualifications necessary for success? Why? Why not?
4. How can governments help young people move from education into work?

Strategy: develop your ideas in Part 3		
<p>Compare: Contrast the pathways: <i>Practical training is... / In comparison, university... / Both routes can...</i></p>	<p>Condition: Show that the answer varies: <i>It depends on the career... / For some students... / If someone wants to...</i></p>	<p>Recommend: Give a reasoned recommendation: <i>I would recommend... / The best approach would be... / This is because...</i></p>



SPEAKING PRACTICE

Speaking Bank 5

Work and Careers | future workplaces and 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 Would you prefer to work at home or in a workplace? Why?	Use preference and comparison: <i>I would prefer... / Working at home allows... / A workplace provides...</i>
Past experience Can you tell me about a time when technology made a task easier?	Use cause and result: <i>I needed to... / Technology allowed me to... / As a result...</i>
Opinion / prediction Will machines replace many workers in the future?	Make a careful prediction: <i>Machines may... / Some jobs will still need... / It is likely that...</i>

Part 2: Short talk

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

Designing a future workplace
 A company wants to offer young employees a flexible way of working. You are considering these options:

- allowing employees to work from home several days a week
- creating a modern shared workplace for all staff

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 organise the future workplace...</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 are the disadvantages of working from home?
2. Should employers use technology to check how staff work?
3. Which jobs are least likely to be replaced by machines, and why?
4. Will people have a better work-life balance in the future? Why? Why not?

Strategy: develop your ideas in Part 3		
Predict: Use cautious future language: <i>It is likely that... / We may see... / This could happen because...</i>	Ethics: Consider fairness and privacy: <i>Employers have a right to... / However, workers need... / It would be unfair if...</i>	Conclude: State the overall view: <i>On balance... / For these reasons... / Overall, I believe...</i>