



EXTRA SPEAKING PRACTICE

Extra Speaking Bank 1

Education and School Life | group projects and collaboration | 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 role do you usually take in group work?	Describe role and contribution: <i>I often take responsibility for... / I am good at... / The group relies on me to...</i>
Past experience Can you tell me about a group project that worked well?	Explain cooperation and result: <i>We divided the work by... / Everyone contributed... / The project succeeded because...</i>
Opinion / fairness Should every student in a group receive the same mark?	Evaluate effort and shared outcome: <i>The same mark is fair when... / Individual marks recognise... / A better system might...</i>

Part 2: Short talk

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

Organising a major group assignment

Your class is beginning an important group assignment. You are considering these options:

- allowing students to choose their own teams
- asking the teacher to create balanced teams

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 organise teams for the group assignment...

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 do students learn from group work that they cannot learn alone?
2. How should a group deal with a member who contributes very little?
3. Does competition between groups improve the quality of learning?
4. Will collaboration become more important than individual knowledge in future workplaces?

Strategy: develop your ideas in Part 3

Value: Identify the unique learning benefit: *Group work teaches... / Students have to... / Working alone does not require...*

Respond: Offer a fair sequence of action: *First, the group should... / If nothing changes... / The teacher could then...*

Forecast: Connect school to future work: *Future workplaces may value... / Employees will need to... / Individual knowledge will still...*



EXTRA SPEAKING PRACTICE

Extra Speaking Bank 2

Education and School Life | school spaces and learning environments | 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 Where in school do you find it easiest to concentrate?</p>	Describe place and conditions: <i>I concentrate best in... / It is helpful because... / There are fewer...</i>
<p>Past experience Can you tell me about a lesson in an unusual place?</p>	Describe setting and effect: <i>The lesson took place... / We were able to... / I remembered it because...</i>
<p>Opinion / environment Does the design of a classroom affect learning?</p>	Link design to behaviour: <i>A well-designed room can... / For example, lighting... / However, the teacher is still...</i>

Part 2: Short talk

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

Creating a new study area
Your school has space for one new study area. You are considering these options:

- a silent room for individual study
- a flexible area for discussion and project work

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 types of study area the school could create...</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. Should schools spend more on buildings or on teachers and learning materials?
2. Can students learn effectively in noisy or crowded environments?
3. What should a school building provide besides classrooms?
4. Will physical school buildings remain necessary in the future?

Strategy: develop your ideas in Part 3		
<p>Prioritise: Rank competing needs: <i>The first priority should be... / Buildings matter because... / However, teachers have the greatest...</i></p>	<p>Condition: Explain when learning is possible: <i>Students can cope if... / It becomes difficult when... / A supportive environment needs...</i></p>	<p>Project: Consider future purpose: <i>School buildings may become... / They will still be needed for... / Online learning cannot provide...</i></p>



EXTRA SPEAKING PRACTICE

Extra Speaking Bank 3

Education and School Life | feedback, assessment and progress | 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 feedback helps you improve most?	Identify detail and action: <i>I find it useful when... / Specific comments show me... / Then I can...</i>
Past experience Can you tell me about feedback that changed your work?	Describe before and after: <i>My first attempt... / The feedback suggested... / I improved it by...</i>
Opinion / assessment Do exams show what students really know?	Evaluate strength and limitation: <i>Exams can measure... / They do not always show... / They should be combined with...</i>

Part 2: Short talk

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

Checking progress during a course

Your class wants a better way to understand its progress during the term. You are considering these options:

- taking regular short quizzes
- keeping a portfolio of completed work and reflections

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 for students to monitor their progress...

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. Should students be involved in assessing their own work?
2. Why can grades motivate one student but discourage another?
3. Would education improve if schools used fewer formal examinations?
4. How could artificial intelligence change assessment and feedback?

Strategy: develop your ideas in Part 3

Benefit: Explain what participation develops: *Self-assessment helps students... / They become more aware of... / It also requires...*

Contrast: Compare different reactions:
Some students see a grade as... / Others may feel... / The effect depends on...

Safeguard: Add a condition for new technology: *AI could provide... / However, teachers must check... / It should never decide...*



EXTRA SPEAKING PRACTICE

Extra Speaking Bank 4

Education and School Life | student voice and school decisions | 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 can students share ideas or concerns at your school?	Describe the current channel: <i>Students can speak to... / There is also... / This works well when...</i>
Past experience Can you tell me about a school change that students influenced?	Describe suggestion and response: <i>Students asked for... / The school responded by... / The result was...</i>
Opinion / responsibility Should students help make school rules?	Balance voice and responsibility: <i>Students understand... / Teachers are responsible for... / They could decide together by...</i>

Part 2: Short talk

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

Improving student participation

Your school wants students to contribute more to school decisions. You are considering these options:

- electing a student council with regular meetings
- using an online suggestion system open to everyone

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 increase student participation in school decisions...

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. Which school decisions should students be allowed to influence?
2. How can schools make sure quiet students are heard?
3. Does giving young people more responsibility always make them more mature?
4. Should schools reflect society as it is or try to change it?

Strategy: develop your ideas in Part 3

Boundary: Separate suitable decisions from professional ones:
Students should influence... / Staff must decide... / A shared decision could be...

Include: Suggest a method for wider participation: *Quiet students might prefer... / Anonymous feedback can... / Representatives should...*

Reflect: Address the wider purpose of school: *Schools prepare students for... / They can also challenge... / Ideally, they should...*



EXTRA SPEAKING PRACTICE

Extra Speaking Bank 5

Education and School Life | lifelong learning and changing skills | 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 learn outside school?	State interest and method: <i>I would like to learn... / I could begin by... / It would be useful because...</i>
Past experience Can you tell me about something useful you learned informally?	Identify source and use: <i>I learned it from... / No teacher was involved because... / I now use it when...</i>
Opinion / age Are people ever too old to learn something new?	Reject or qualify the limit: <i>Age does not prevent... / It may take longer to... / The important factor is...</i>

Part 2: Short talk

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

Starting a community learning programme

Your community wants people of different ages to learn together. You are considering these options:

- weekly classes led by local experts
- a skill-sharing club where members teach one another

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 organise a community learning programme...

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 will lifelong learning become more important in the future?
2. Should employers give workers paid time to learn new skills?
3. Is informal learning valued less than qualifications?
4. What responsibilities do individuals have when technology changes their profession?

Strategy: develop your ideas in Part 3

Trend: Connect learning to future change: *As jobs change... / People will need to... / One qualification may no longer...*

Investment: Explain who gains from training: *Employers benefit because... / Workers become... / Paid learning time could...*

Responsibility: Share the duty realistically: *Individuals should... / Employers must also... / Governments can support this by...*