



## EXTRA SPEAKING PRACTICE

# Extra Speaking Bank 1

Environment and Conservation | urban nature and green spaces | 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 green spaces do people use in your area?</p>	Describe place and activity: <i>There is a... / People go there to... / It is especially popular when...</i>
<p><b>Past experience</b> Can you tell me about a time when you enjoyed nature in a town or city?</p>	Describe contrast and feeling: <i>Although it was in the city... / I noticed... / It made me feel...</i>
<p><b>Opinion / planning</b> Should every neighbourhood have a public green space?</p>	Explain public value: <i>Green space provides... / It is particularly important for... / The challenge is...</i>

## Part 2: Short talk

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

### Creating more nature near school

Your school wants to make its grounds better for people and wildlife. You are considering these options:

- planting a small garden with native plants
- creating shaded outdoor seating around existing trees

**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 bring more nature into the school grounds...*

**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 cities protect green spaces even when more housing is needed?
2. Can small urban gardens make a meaningful environmental difference?
3. Who should pay for maintaining public parks?
4. How might climate change alter the way cities are designed?

### Strategy: develop your ideas in Part 3

**Trade-off:** Acknowledge both urgent needs: *Housing is necessary, but... / Green space also provides... / A balanced plan could...*

**Scale:** Explain how small actions add up: *One garden may be small... / Across a city... / It can also encourage...*

**Adapt:** Describe a future design response: *Cities may need more... / Buildings could... / This would protect people from...*



## EXTRA SPEAKING PRACTICE

# Extra Speaking Bank 2

Environment and Conservation | water use and conservation | 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 people in your home avoid wasting water?</p>	Describe routine and purpose: <i>We make sure to... / Instead of..., we... / This reduces...</i>
<p><b>Past experience</b> Can you tell me about a time when water was limited?</p>	Describe situation and adaptation: <i>There was not enough water because... / We had to... / It made me realise...</i>
<p><b>Opinion / awareness</b> Do people value water enough?</p>	Explain visibility and habit: <i>Many people take it for granted because... / They notice its value when... / Greater awareness could...</i>

## Part 2: Short talk

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

### Reducing water use at school

Your school wants to reduce the amount of clean water it uses. You are considering these options:

- installing water-saving taps and toilets
- running a student campaign to change daily habits

**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 the school to reduce its water use...*

**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 households pay more when they use unusually large amounts of water?
2. How should water be shared during a serious shortage?
3. Can technology solve future water problems without changes in behaviour?
4. Why might conflicts over water become more common?

### Strategy: develop your ideas in Part 3

**Fairness:** Set a fair pricing principle:  
*Basic needs should remain... / Heavy users could... / Exceptions may be needed for...*

**Priority:** Explain an order of need:  
*Drinking water must come first... / After that... / Less essential use should...*

**Connection:** Link scarcity to conflict:  
*Shortages can create... / Regions may compete for... / Cooperation is possible if...*



## EXTRA SPEAKING PRACTICE

# Extra Speaking Bank 3

Environment and Conservation | food waste and sustainable eating | 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 happens to leftover food in your home?	Describe different outcomes: <i>We usually... / If it can be saved... / Only a small amount...</i>
<b>Past experience</b> Can you tell me about a meal made from leftovers?	Describe ingredients and result: <i>We had some... / We turned it into... / It tasted...</i>
<b>Opinion / causes</b> Why do shops and households waste food?	Identify more than one cause: <i>One reason is... / Shops may... / Households sometimes...</i>

## Part 2: Short talk

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

### Reducing food waste in the school canteen

Your school canteen wants to throw away less food. You are considering these options:

- allowing students to choose smaller or larger portions
- selling unsold food cheaply at the end of lunch

**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 the school canteen to reduce food waste...*

**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 supermarkets be forbidden from throwing away edible food?
2. Would people waste less food if they understood how it was produced?
3. Is eating local food always better for the environment?
4. How can societies make sustainable food choices affordable for everyone?

### Strategy: develop your ideas in Part 3

**Policy:** Judge a proposed rule:  
*A ban could force shops to... / However, safety rules... / A better requirement might...*

**Question:** Challenge a simple claim:  
*Local food may reduce... / But production methods can... / We also need to consider...*

**Access:** Address cost and fairness:  
*Sustainable choices must not... / Governments could support... / Retailers can make them affordable by...*



## EXTRA SPEAKING PRACTICE

# Extra Speaking Bank 4

Environment and Conservation | repair, reuse and a circular economy | 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 kinds of things do you repair or reuse?	Give examples and motivation: <i>I often reuse... / I repair... / This avoids...</i>
<b>Past experience</b> Can you tell me about something you nearly threw away but kept?	Describe decision and later use: <i>I was going to... / Then I realised... / Since then, I have...</i>
<b>Opinion / skills</b> Should schools teach practical repair skills?	Connect skill to independence: <i>Students would learn to... / This could reduce... / A difficulty would be...</i>

## Part 2: Short talk

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

### Starting a school reuse project

Your school wants to encourage students to reuse items instead of replacing them. You are considering these options:

- opening a swap shop for books, clothes and equipment
- running monthly repair sessions with volunteers

**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 encourage reuse within the school community...*

**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 has repairing possessions become less common?
2. Should manufacturers be responsible for products throughout their entire life?
3. Can second-hand goods become as desirable as new products?
4. Would an economy based on buying less still provide enough jobs?

### Strategy: develop your ideas in Part 3

**Change:** Explain a shift in behaviour:  
*Repair has declined because... / Products are now... / People have become used to...*

**Duty:** Define producer responsibility:  
*Manufacturers should provide... / They could take back... / This would encourage them to...*

**Economy:** Consider adaptation rather than collapse: *Some jobs might decline... / New work could develop in... / The economy would need to...*



## EXTRA SPEAKING PRACTICE

# Extra Speaking Bank 5

Environment and Conservation | climate adaptation and local resilience | 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 extreme weather affects your area?</p>	Describe frequency and effect: <i>We sometimes experience... / It usually causes... / People prepare by...</i>
<p><b>Past experience</b> Can you tell me about a time when weather changed your plans?</p>	Explain disruption and response: <i>We had planned to... / Because of the weather... / Instead, we...</i>
<p><b>Opinion / preparation</b> Are local communities prepared enough for extreme weather?</p>	Evaluate readiness: <i>They are prepared for... / A weakness is... / They should improve...</i>

## Part 2: Short talk

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

### Preparing the school for hotter weather

Your school expects more periods of very hot weather. You are considering these options:

- adding shade and drinking-water stations outdoors
- changing the timetable during the hottest weeks

**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 the school for hotter 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. Should governments spend more on adapting to climate change or preventing it?
2. Which groups are most vulnerable to extreme weather?
3. Should people be discouraged from living in high-risk areas?
4. Can a serious environmental crisis strengthen a community?

### Strategy: develop your ideas in Part 3

**Balance:** Connect prevention and adaptation:  
*Prevention reduces future risk... / Adaptation is necessary because... / Funding should...*

**Identify:** Name vulnerability and explain it:  
*This group is vulnerable because... / They may lack... / Support should include...*

**Reflect:** Consider a positive response carefully:  
*A crisis can bring people together when... / Communities may develop... / However, the damage can also...*