



# **IGCSE Speaking IELTS Prep Course**

Aligned to Cambridge IGCSE ESL (0510 / 0511) exam standards

**WEEK 1: SPORTS AND FREE TIME**

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IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) Describe a regular hobby using frequency words, gerunds, and clear reasons.

 Success Criteria

WILF (What I'm Looking For) Use six blue starters, five highlighted items, one yellow complex sentence, and a clear choice.

 Support (Band 5.0 Target)

Use the frame: I usually \_\_\_ after school because \_\_\_. Say where, who with, and how often.

 Stretch (Band 6.0+ Target)

Add a simple comparison between two clubs and explain which one helps students more.

PLAN A

Classroom Only

80 MIN

Default plan. Sections 11 & 12 are completed at home as unsupervised homework.

TIME	TEACHER	STUDENTS
<p><b>SEC 1</b></p> <p>0–5 min</p> <p>WARM-UP</p>	<ul style="list-style-type: none"> <li>Open with WALT / WILF.</li> <li>Send students to Section 1 and circulate.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the warm-up questions in pairs, in English.</li> </ul>
<p><b>SEC 2 · 3 · 4</b></p> <p>5–15 min</p> <p>INPUT</p>	<ul style="list-style-type: none"> <li>Teach Sec 2 grammar, Sec 3 pronunciation, Sec 4 vocabulary.</li> <li>Give an example sentence for each item.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and take notes on the handout.</li> <li>Offer your own example sentences.</li> </ul>
<p><b>SEC 5 · 6 · 7 · 8</b></p> <p>15–35 min</p> <p>SHADOW READ</p>	<ul style="list-style-type: none"> <li>Play TTS for Sec 5, 6, 9 text &amp; model answers.</li> <li>Students Listen → Repeat until pronunciation is clean.</li> </ul>	<ul style="list-style-type: none"> <li>Stand. Write own notes on whiteboards for Sec 6 &amp; 9. Memorize answers.</li> </ul>
<p><b>SEC 7</b></p> <p>35–55 min</p> <p>SPEAKING · 4-3-2</p>	<ul style="list-style-type: none"> <li>2-min spot speaking tests. Correct mistakes. Note errors.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat your answer 3x — faster each round.</li> <li>Listener checks target items &amp; pushes speed.</li> </ul>
<p><b>SEC 9</b></p> <p>55–75 min</p> <p>PART 3 DISCUSSION</p>	<ul style="list-style-type: none"> <li>Explain OPINION → REASON → EXAMPLE structure.</li> <li>Push "why?" &amp; "can you give an example?" for short answers.</li> </ul>	<ul style="list-style-type: none"> <li>Write Sec 9 notes in the lined space.</li> <li>Repeat your Part 3 answers 3x in pairs — faster each round.</li> </ul>
<p><b>SEC 10</b></p> <p>75–80 min</p> <p>WRAP-UP</p>	<ul style="list-style-type: none"> <li>Put top errors on the board.</li> <li>Supervise Sec 10 exit ticket.</li> </ul>	<ul style="list-style-type: none"> <li>Correct your errors.</li> <li>Log this week's homework (Sec 11 &amp; 12).</li> </ul>

HOMEWORK Sec 11 & Sec 12 (required, ~40 min).

## PLAN B

## Computer Lab + Classroom

40 + 40 MIN

Use when homework must be supervised. Sec 11 & 12 done in the lab; classroom shrinks to 40 min. Cut sections shown below.

## COMPUTER LAB · 40 MIN · SUPERVISED

TIME	TEACHER	STUDENTS
<b>SEC 11</b> <b>0–20 min</b> AFTER LAST LESSON	<ul style="list-style-type: none"> <li>• <b>Circulate</b> the lab and <b>check</b> recording quality across <b>Part 1, 2 &amp; 3</b>.</li> <li>• <b>Push AI written feedback</b> on each student's <b>Sec 6</b> answer.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Record LAST</b> week's <b>Sec 1, Sec 6 &amp; Sec 9</b> answers (<b>Part 1, Part 2, Part 3</b>).</li> <li>• <b>Run AI correction</b> on the <b>Sec 6</b> written answer.</li> </ul>
<b>SEC 12</b> <b>20–40 min</b> BEFORE NEXT LESSON	<ul style="list-style-type: none"> <li>• <b>Confirm</b> each student <b>reviews NEXT</b> period's <b>vocab</b> and <b>grammar</b>.</li> <li>• <b>Check</b> students <b>shadow</b> Transcoded Text and Model Answers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Preview NEXT</b> period's <b>vocab</b> and <b>grammar</b>.</li> <li>• <b>Shadow</b> all Transcoded Text and Model Answers for <b>pronunciation practice</b>.</li> </ul>

## CLASSROOM · 40 MIN

TIME	TEACHER	STUDENTS
<b>SEC 1</b> <b>0–5 min</b> WARM-UP	<ul style="list-style-type: none"> <li>• <b>Open</b> with <b>WALT / WILF</b>.</li> <li>• Send students to <b>Section 1</b> and <b>circulate</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the warm-up questions <b>in pairs, in English</b>.</li> </ul>
<b>SEC 6</b> <b>5–20 min</b> PRACTICE	<ul style="list-style-type: none"> <li>• <b>Observe</b> students' <b>Sec 6</b> answer prep on boards.</li> <li>• <b>Correct errors before speaking</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stand up</b> at a whiteboard / window / large screen.</li> <li>• <b>Write your own answer</b> to <b>Sec 6</b>.</li> </ul>
<b>SEC 7</b> <b>20–35 min</b> SPEAKING · 4-3-2	<ul style="list-style-type: none"> <li>• <b>Briefly intro Sec 7</b> and run the <b>4-3-2 circuit</b> (pairs, standing).</li> <li>• <b>Strict time</b> — fastest repetitions must be <b>min 2 mins</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeat</b> your answer <b>2× alone</b> — <b>faster</b> each round.</li> <li>• <b>Round 3 with a partner</b> to push you to speak fast.</li> <li>• Last round must be fast and <b>min 2 mins</b>.</li> </ul>
<b>SEC 10</b> <b>35–40 min</b> WRAP-UP	<ul style="list-style-type: none"> <li>• <b>Put top errors</b> on the board.</li> <li>• <b>Supervise Sec 10 exit ticket</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Correct</b> your errors.</li> <li>• <b>Log</b> this week's homework (<b>Sec 6</b> written answer).</li> </ul>

## CUT IN LAB MODE

**Sec 2 · 3 · 4 · 5 · 8** — Input, Pronunciation, Shadowing and Writing dropped from classroom (handled with AI feedback in the lab / at home).

**HOMEWORK** Write Section 6 Answer, use AI correction, then write the corrected answer by hand into the student textbook.

Topic: **sports and free-time activities**

**1 Can you tell me about a sport or free-time activity you do regularly?**

**Yes**, I usually play badminton with two classmates after school. **For me**, it is a simple **hobby** (爱好), and it helps me relax after homework. **Usually**, I play twice a week on the school court.

**2 Can you tell me about a time when you joined a sports team or club, and what it was like?**

**Last term**, I joined the school basketball club for one month. **At first**, I was nervous, as I did not know the rules well. **Later**, a kind **teammate** (队友) helped me, so I enjoyed each Friday practice.

**3 Do you think teenagers today spend enough time on hobbies outside of studying? Why? Why not?**

**Yes, I think** teenagers need more hobbies outside study. **This is because**, long lessons make us tired, so sport, music, or drawing can clear our minds. **For example**, my cousin plays table tennis after dinner and sleeps better.



Adapted from the Cambridge IGCSE ESL Coursebook

**Usually**, free time helps Chinese teenagers rest after long school days. **Often**, students **prefer** (更喜欢) a regular **hobby** (爱好), such as badminton, drawing, or chess. **At school**, this activity becomes part of a healthy **routine** (日常安排 / 惯例). **Also**, a free-time club is not only for strong players. **For example**, it can help shy students make friends in a safe place. **Parents often feel happy**, as this kind of free time is healthy and cheap. **When exam pressure feels heavy, a short club meeting can help students feel calm again.** **Finally**, quiet students can **join in** (加入 / 参与) a simple game. **After that**, if they **have a go** (尝试一下) once, they may find a club they like.

**SITUATION** The headteacher has asked students at your school what new after-school club they would like to have. You are considering the following options:

**OPTION A**

a film club showing international films

**OPTION B**

a sports club offering a range of sports

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

**MODEL ANSWER**

**SITUATION** **Well**, I will compare two new clubs for our school.

**OPTION A** **On one hand**, a film club is quiet and fun. **Also**, tired students can relax with one classroom and a screen. **However**, it does not help students move much.

**OPTION B** **On the other hand**, a sports club gives students a safe **court** (球场). **Next**, students can **practise** (练习) games with a **teammate** (队友), so they feel supported. **Although some students dislike running, they can choose easier games at first.**

**PREFERENCE** **I would choose the sports club**, because it helps more students. **REASON** **The main reason is**, it builds **fitness** (健康 / 体能) after long lessons. **REASON** **Also**, it makes students feel **energetic** (精力充沛的) and happier at school.

Tick each item you hear in your partner's Part 2 answer.


 6+ blue starters 1 yellow complex sentence 5 bold vocab items 4 sub-blocks: SIT OPT A OPT B PREF

Stand up and write your answer on the board or classroom windows. The teacher will correct it as you write. Copy the corrected answer below.







 **Fix the Error:** Choose the correct form: frequency word, -ing verb, or to + verb.

1. **Usually**, I \_\_\_\_\_ badminton after school. (play)
2. **After school**, she enjoys \_\_\_\_\_ table tennis. (practise)
3. **Last term**, we decided \_\_\_\_\_ the sports club. (join)

Errors we fixed on the board:



New language that stood out:

**a**  **RECORD**  **2 MIN** **APP Recording:**

Open '*Speaking Practice > Speak*'. **Record** a 2-min audio answering this week's speaking question.

**MUST USE:** 1 complex sentence + this week's grammar (*Adverbs of Frequency & Gerunds*).

打开作业APP的"口语练习 > 说"界面。录制2分钟音频回答本周口语问题。要求：必须使用1个复合句和本周语法点。



**b**  **WRITING**  **8 MIN** **Record** your answers to the Part 3 questions in Section 9 and **send for scoring**. Then **write** and **AI correct** one answer. **Rewrite** your corrected answer into your coursebook.

录音你对第9节Part 3问题的回答并发送评分。然后写出一个答案并用AI批改。将批改后的答案抄写到你的课本中。

**a**  **SHADOW**  **10 MIN** **APP Shadowing:**

Open '*Speaking Practice > Fluency*'. Listen to **next week's** Section 5 & 6. **Shadow** their pronunciation — copy American or British intonation exactly — until the timer ends.

打开作业APP的"口语练习 > 流利度"界面。听下周的第5部分跟读课文和第6部分范文。跟读模仿美式或英式的语调和发音，直到倒计时结束。

**b**  **RECORD**  **10 MIN** **Record Sections 5 & 6: Memorise** useful phrases and use bullet-point notes to help you **repeat** the paragraphs in your own words 3 times, out loud. **Record** your 3rd attempt.

录音第5和第6部分：记忆有用的短语，并使用要点笔记帮助你用自己的话重复段落3遍，大声朗读。录下你的第3次尝试。