



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 4: TRANSPORT**

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IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Describe a journey** using **transport vocabulary**, **first conditionals**, and **clear advice**.

 Success Criteria

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

 Support (Band 5.0 Target)

Use the frame: **If \_\_\_ happens, I will \_\_\_**. Add **where**, **how**, and **why**.

 Stretch (Band 6.0+ Target)

Compare **two forms of transport** and explain which is **safer**, **faster**, or **more reliable**.

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>• <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>  |
| <p><b>SEC 2 · 3 · 4</b></p> <p>5–15 min</p> <p>INPUT</p>            | <ul style="list-style-type: none"> <li>• <b>Teach</b> <b>Sec 2 grammar</b>, <b>Sec 3 pronunciation</b>, <b>Sec 4 vocabulary</b>.</li> <li>• Give an <b>example sentence</b> for each item.</li> </ul>           | <ul style="list-style-type: none"> <li>• <b>Listen</b> and <b>take notes</b> on the handout.</li> <li>• Offer your <b>own</b> 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>• <b>Play TTS</b> for <b>Sec 5, 6, 9</b> text &amp; model answers.</li> <li>• Students <b>Listen</b> → <b>Repeat</b> until pronunciation is <b>clean</b>.</li> </ul>     | <ul style="list-style-type: none"> <li>• <b>Stand. Write</b> own notes on <b>whiteboards</b> for <b>Sec 6 &amp; 9</b>. <b>Memorize</b> 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>• <b>2-min spot speaking tests</b>. <b>Correct</b> mistakes. <b>Note</b> errors.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Repeat</b> your answer <b>3x</b> — <b>faster</b> each round.</li> <li>• Listener <b>checks</b> target items &amp; <b>pushes speed</b>.</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>• <b>Explain</b> <b>OPINION</b> → <b>REASON</b> → <b>EXAMPLE</b> structure.</li> <li>• <b>Push</b> "why?" &amp; "can you give an example?" for short answers.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Write</b> <b>Sec 9</b> notes in the lined space.</li> <li>• <b>Repeat</b> your <b>Part 3</b> answers <b>3x</b> in pairs — <b>faster</b> 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>• <b>Put top errors</b> on the board.</li> <li>• <b>Supervise</b> <b>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 11 &amp; 12</b>).</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><br><b>0–20 min</b><br>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><br><b>20–40 min</b><br>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><br><b>0–5 min</b><br>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><br><b>5–20 min</b><br>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><br><b>20–35 min</b><br>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><br><b>35–40 min</b><br>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: **transport and journeys**

**1 How often do you use public transport?**

**Usually**, I take the bus or subway when I go to extra classes. **For me**, public transport is useful because the **route (路线)** is clear and the price is low.

**2 Can you tell me about a time when a journey was delayed, and what happened?**

**Last month**, my bus arrived late during heavy rain. **At first**, I felt worried, but I called my teacher and reached class before the lesson started.

**3 Do you think students should walk or cycle more? Why?**

**Yes, I think**, students should walk or cycle for short trips. **This is because**, it is healthy, cheap, and better than asking parents to drive every day.

## First Conditional

## GRAMMAR

First conditional shows a real future result: if this happens, that will happen. Use "if" for the condition and "will" for the result.

## EXAMPLE

If the bus is late, I will take the subway.

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## Sentence Stress in Conditionals

 **Listen:** Stress the important words in conditionals: bus, late, take, subway.

 **Practise:** **Say it naturally,** If the train is late, I will call Dad.

## Route 路线

Noun v. route · routed

## Passenger 乘客

Noun

## Delay 延误

Noun adj. delayed v. delay · delayed

## Vehicle 车辆 / 交通工具

Noun

## Reliable 可靠的

Adjective n. reliability adv. reliably  
v. rely · relied

## Journey 旅程

Noun v. journeyed · journeyed

## Convenient 方便的

**RECYCLED**  
Adjective n. convenience  
adv. conveniently

Choice 选择 **RECYCLED**

Noun adj. choice

## Idiom 1: Miss the bus — 错过公交 / 错过机会

**Explanation** Fail to catch a bus or lose a chance.

**Example** I almost missed the bus after morning self-study.

## Idiom 2: Hit the road — 出发

**Explanation** Start a journey.

**Example** We hit the road before sunrise for the school trip.

Adapted from the Cambridge IGCSE ESL Coursebook

**Usually**, students need a clear **route** (路线) before a long trip. **For example**, a subway map can help a new **passenger** (乘客) find the right station. **Sometimes**, a bus **delay** (延误) makes students feel nervous before class. **If a vehicle** (车辆 / 交通工具) **breaks down**, students should call a parent or teacher quickly. **Also**, checking the time stops people from rushing. **In my city**, many students worry they will **miss the bus** (错过公交 / 错过机会) after morning self-study. **However**, a small plan can solve most problems. **Overall**, good transport habits make school life calmer.

**SITUATION** Your class monitor has asked students how to travel to a school museum trip next month. You are considering the following options:

**OPTION A**

taking a private coach together

**OPTION B**

taking the subway in small groups

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

**MODEL ANSWER**

**SITUATION** **Actually**, our class must choose transport for a museum trip.

**OPTION A** **On one hand**, a coach is a **reliable** (可靠的) way to travel together. **Also**, the whole **journey** (旅程) feels safer because teachers can count students. **However**, it may cost more.

**OPTION B** **On the other hand**, the subway is **convenient** (方便的) and fast. **Although small groups can move quickly**, some students may get separated at busy stations. **Still**, it is a cheaper choice (选择).

**PREFERENCE** **I would choose the coach**, as it is easier to manage. **REASON** **The main reason is**, everyone can **hit the road** (出发) at the same time. **REASON** **Also**, teachers can keep the trip calm.


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:** Complete each first conditional sentence.

1. **If the bus is late**, I \_\_\_\_\_ the subway. (take)
2. **If it rains**, we \_\_\_\_\_ a taxi. (call)
3. **If I miss the train**, I \_\_\_\_\_ my teacher. (phone)

Errors we fixed on the board:



New language that stood out:

**a**   **APP Recording:**



Mock Test: **Record** all answers to questions in Part 1, 2 and 3 and **SEND for scoring**.

**MUST USE:** 1 complex sentence + this week's grammar (*First Conditional*).



作业APP录音：模拟考试：录制Part 1、2和3全部问题的回答并发送评分。要求：必须使用1个复合句和本周语法点。

**b**   **Type and AI correct** your Part 2 answer. **Handwrite** your corrected answer into your coursebook.

键入Part 2答案并使用AI批改。将批改后的答案手写到你的课本中。

**a**   **'Speaking Practice > Fluency'**. Listen to **next week's** Section 1, 5, 6 & 9. **Shadow** their pronunciation — copy American or British intonation exactly — until you are comfortable with the pronunciation.

"口语练习 > 流利度"。听下周的第1、5、6和9部分。跟读模仿美式或英式的语调和发音，直到你对发音感到自如为止。

**b**   **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。