



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 5: HOLIDAYS**

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IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) Describe a trip using holiday vocabulary, past tenses, and clear travel details.

 Success Criteria

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

 Support (Band 5.0 Target)

Use the frame: I went to \_\_\_, and I was \_\_\_ when \_\_\_ happened. Add who, where, and why.

 Stretch (Band 6.0+ Target)

Compare two holiday plans and explain which is more relaxing, safer, or more memorable.

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: **holidays and trips**

**1 Can you tell me about a place you would like to visit on holiday?**

**Yes**, I would like to visit Chengdu during a school holiday. **For me**, it is an exciting **destination** (目的地) because the food, pandas, and parks look interesting.

**2 Can you tell me about a time when you went on a trip, and what it was like?**

**Last summer**, I went to Hangzhou with my family. **At first**, it was hot, but the lake looked beautiful and the boat ride was calm.

**3 Do you think holidays are important for students? Why?**

**Yes, I think**, holidays are important for students. **This is because**, a short break can be **relaxing** (令人放松的) after exams and can help families spend time together.



Adapted from the Cambridge IGCSE ESL Coursebook

**Usually**, students feel excited when they choose a holiday **destination** (目的地). **For example**, a city trip may include food, museums, and **sightseeing** (观光). **Before travelling**, families often make an **itinerary** (行程安排) so nobody forgets the train time. **Also**, a slow walk near a lake can be very **relaxing** (令人放松的). **When exam weeks finish**, many students want to **get away from it all** (远离尘嚣, 彻底放松) with their families. **Sometimes**, the best trip is not far away. **In fact**, a short visit to a nearby park can feel fresh. **Overall**, good holiday plans help people rest and remember happy moments.

**SITUATION** Your parents have asked you to help choose a short family holiday during the next school break. You are considering the following options:

**OPTION A**

a quiet mountain stay for two days

**OPTION B**

a city trip with museums and food streets

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

**MODEL ANSWER**

**SITUATION** **Well**, my family needs to choose a short holiday plan.

**OPTION A** **On one hand**, a mountain stay lets us **explore** (探索) quiet paths. **Also**, simple **accommodation** (住宿) near trees can feel peaceful. **Although the air may be fresh**, rainy weather **could stop outdoor activities**.

**OPTION B** **On the other hand**, a city trip has an easy **route** (路线). **Also**, the **journey** (旅程) is shorter by high-speed rail. **However**, food streets may be crowded.

**PREFERENCE** **I would choose the city trip**, because it suits my grandparents. **REASON** **The main reason is**, museums are calm and safe. **REASON** **Also**, eating local food together feels **once in a lifetime** (一生一次的).

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.

A large writing area with horizontal lines on a light yellow background, intended for students to write their answers and copy the corrected version.



Continue answering Part 3 questions. Use the Model Answer for guidance, then write your own response in the lined space.

**3** How important is planning an itinerary before a holiday?


MODEL ANSWER

**OPINION** Overall, planning an itinerary is very important before a holiday. **REASON** This matters because, if the itinerary (行程安排) is clear, families waste less time. **EXAMPLE / EXTENSION** For example, they can book tickets early and avoid long queues.

**4** What are the advantages of choosing a holiday place carefully?

MODEL ANSWER

**OPINION** In my view, choosing a holiday place carefully makes family trips easier. **REASON** This is because, when families discuss their needs first, they avoid long arguments later. **EXAMPLE / EXTENSION** For example, my family could compare the price, weather, and main destination (目的地) before booking during a short class talk.

 **Fix the Error:** Choose past continuous or past simple.

1. **At that moment**, I \_\_\_\_\_ photos. (take)
2. **Suddenly**, the guide \_\_\_\_\_ us. (call)
3. **When it started raining**, we \_\_\_\_\_ near the lake. (walk)

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 (*Past Continuous vs Past Simple*).

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。