



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 6: LEARNING AND STUDY SKILLS**

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**IELTS Band 5 - 6**



## Learning Objectives

**WALT** (We Are Learning To) **Describe a useful study method** using **conditionals**, **clear reasons**, and **study vocabulary**.



## Success Criteria

**WILF** (What I'm Looking For) **Use blue-bold starters**, **five highlighted items**, **one yellow complex sentence**, and **one personal study example**.



## Support (Band 5.0 Target)

Use the frame: **If I \_\_\_, I will \_\_\_**. Add **one reason** and **one classroom example**.



## Stretch (Band 6.0+ Target)

Compare **active learning** and **passive learning**, then explain which helps your speaking most.

## PLAN A

## Classroom Only

80 MIN

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

TIME	TEACHER	STUDENTS
<b>SEC 1</b> <b>0–5 min</b> <b>WARM-UP</b>	<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 2 · 3 · 4</b> <b>5–15 min</b> <b>INPUT</b>	<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>
<b>SEC 5 · 6 · 7 · 8</b> <b>15–35 min</b> <b>SHADOW READ</b>	<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>
<b>SEC 7</b> <b>35–55 min</b> <b>SPEAKING · 4-3-2</b>	<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>
<b>SEC 9</b> <b>55–75 min</b> <b>PART 3 DISCUSSION</b>	<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>
<b>SEC 10</b> <b>75–80 min</b> <b>WRAP-UP</b>	<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> <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: **learning and study skills**

**1 Can you tell me about a study method you use regularly?**

**Yes,** I often use flashcards after school. **For me,** this **method** (方法) helps me check new words quickly before a quiz.

**2 Can you tell me about a time when you changed the way you studied, and what it was like?**

**Last term,** I stopped only reading my notes. **After that,** I asked my desk mate questions, and I became more **confident** (自信的).

**3 Do you think schools should teach students how to study? Why?**

**Yes, I think,** schools should teach study skills. **This is because,** many students work hard but do not know how to **review** (复习 / 回顾) well.



Adapted from the Cambridge IGCSE ESL Coursebook

**Usually**, good learners choose one clear **method** (方法) instead of trying everything. **For example**, an **active** (主动的 / 积极的) learner asks questions, speaks aloud, and checks mistakes. **By contrast**, just reading a page quietly may not help much. **Before a test**, students can **memorise** (记住 / 背熟) key phrases and then use them in short answers. **If they review** (复习 / 回顾) **for ten minutes each day**, **they will remember more in class**. **Also**, some students **learn by heart** (背熟) useful speaking starters. **In short**, study skills work best when learners practise a little every day.

**SITUATION** Your English teacher has asked students to choose a new study support activity after school. You are considering the following options:

**OPTION A**

a quiet homework room with teacher help

**OPTION B**

a speaking practice group with classmates

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

**MODEL ANSWER**

**SITUATION** **Well**, our class needs to choose a study support activity.

**OPTION A** **On one hand**, a quiet room helps **passive** (被动的) learners get teacher help. **Also**, it feels safe for students who are not **confident** (自信的). **However**, it may be silent and a little boring.

**OPTION B** **On the other hand**, a speaking group lets students **explore** (探索) ideas together. **When classmates practise in pairs**, English can feel more **relaxing** (令人放松的). **Still**, noisy groups need clear rules.

**PREFERENCE** **I would choose the speaking group**, because it helps fluency. **REASON** **The main reason is**, students must **keep your mind on** (专心于) the task. **REASON** **Also**, partners can correct small mistakes quickly.

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 the zero or first conditional sentence.

1. **If students review often**, they \_\_\_\_\_ more. (remember)
2. **If I review tonight**, I \_\_\_\_\_ more confident tomorrow. (feel)
3. **If she does not revise**, she \_\_\_\_\_ the test. (not pass)

Errors we fixed on the board:



New language that stood out:

**a**  **RECORD**  **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 (*Zero and First Conditionals*).



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**  **WRITING**  **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**  **SHADOW**  '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**  **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。