



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 7: INTERVIEWS**

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IELTS Band 5 - 6



## Learning Objectives

**WALT** (We Are Learning To) **Describe an interview experience** using **imperatives, advice language,** and **clear feelings.**



## Success Criteria

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



## Support (Band 5.0 Target)

Use the frame: **Prepare** \_\_\_, **keep** \_\_\_, and **do not** \_\_\_. Add **one reason.**



## Stretch (Band 6.0+ Target)

Explain how **body language** changes a listener's impression during a school interview.

## 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> Sec 2 <b>grammar,</b> Sec 3 <b>pronunciation,</b> Sec 4 <b>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></li> <li>• <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></li> <li>• <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: **interviews and school selection**

**1** What kind of interviews do students sometimes have at school?

**Usually**, students may have a club or school-leader **interview** (面试 / 访谈). **For me**, this kind of meeting is useful but a little stressful.

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**2** Can you tell me about a time when you had an interview or important meeting, and what it was like?

**Last year**, I had a short meeting for the English club. **At first**, I felt **nervous** (紧张的), but I answered slowly and smiled.

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**3** Do you think young people should practise before interviews? Why?

**Yes, I think**, young people should practise. **This is because**, good **preparation** (准备) helps them speak clearly and feel less worried.

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Adapted from the Cambridge IGCSE ESL Coursebook

**Usually**, an **interview** (面试 / 访谈) feels formal, but it is still a conversation. **Before it starts**, every **applicant** (申请人) should check the time, place, and clothes. **Also**, students need to **prepare** (准备) two or three short examples. **For example**, they can talk about a class project or a club role. **When the interviewer asks a difficult question, calm advice** (建议) **is to pause and answer simply**. **Finally**, good **eye contact** (眼神交流) shows respect. **In short**, small habits can help students sound ready and polite.

**SITUATION** Your school is choosing students for a new English host team. The teacher asks how applicants should be selected. You are considering the following options:

**OPTION A**

a short interview with two teachers

**OPTION B**

a group task with other students

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

**MODEL ANSWER**

**SITUATION** **Actually**, the school needs a fair way to choose hosts.

**OPTION A** **On one hand**, a short interview helps teachers hear each student. **Also**, a quiet room can make a **nervous** (紧张的) student feel safer. **However**, some students do not **think on your feet** (随机应变) well.

**OPTION B** **On the other hand**, a group task shows teamwork and a clear **method** (方法). **Although one student may speak more than others, teachers can watch who listens**. **Still**, shy students may need support.

**PREFERENCE** **I would choose the short interview**, because hosting needs clear speech. **REASON** **The main reason is**, teachers can see if someone is **confident** (自信的). **REASON** **Also**, a polite answer can **make a good impression** (留下好印象).

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.

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

**1 How important is body language in a student interview?**

MODEL ANSWER


**OPINION** In my opinion, body language is very important in a student interview. **REASON** When a student keeps calm eye contact (眼神交流), the listener feels respected. **EXAMPLE / EXTENSION** For example, sitting straight and smiling can make a short answer sound better.

**2 What are the advantages of practising interview answers with classmates?**

MODEL ANSWER

**OPINION** From my point of view, practising with classmates is very useful. **REASON** Although an applicant (申请人) may know the answer, speaking aloud can feel different. **EXAMPLE / EXTENSION** For instance, friends can give simple advice about speed, volume, and examples.



 **Fix the Error:** Choose the correct imperative form.

1. **Before the interview,** \_\_\_\_\_ your answers aloud. (practise / practising)
2. **During the interview,** \_\_\_\_\_ too fast. (do not speak / does not speak)
3. **At the end,** \_\_\_\_\_ the teachers politely. (thank / thanked)

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 (*Imperative Verb Forms*).



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。