



IGCSE Speaking IELTS Prep Course

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

WEEK 9: COMMUNICATION

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Describe a communication problem** using **reported speech**, **repair language**, and **clear examples**.



Success Criteria

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



Support (Band 5.0 Target)

Use the frame: **He said that** ____, **so I explained** ____. Add **one feeling** and **one fix**.



Stretch (Band 6.0+ Target)

Explain how **tone**, **emoji**, or **timing** changed the meaning of a message.

PLAN A

Classroom Only

80 MIN

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

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

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

CLASSROOM · 40 MIN

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

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: **communication and messages**

1 Can you tell me about a way you usually communicate with friends?

Usually, I send a short **message** (信息) in a class group chat. **For me**, it is quick, but I still need to write clearly.

2 Can you tell me about a time when communication went wrong, and what happened?

Last week, my friend misunderstood my homework reminder. **After that**, I called him and tried to **explain** (解释) the task again.

3 Do you think emojis are useful in messages? Why?

Yes, I think, an **emoji** (表情符号) can show feeling in a short message. **However**, it cannot replace a clear sentence.

Reporting Verbs


GRAMMAR


Reporting verbs show what another person said or thought. Common choices include "said", "told", "asked", "explained", and "suggested".

EXAMPLE

My friend suggested using voice messages for practice.

Chunking in Reported Speech

 **Listen:** Pause after the reporting verb phrase so the sentence is easier to follow.

 **Practise:** **Say it in chunks,** She told me / that the plan had changed.

Message 信息

Noun adj. messaged
v. message · messaged

Explain 解释

Verb n. explanation adj. explanatory

Opinion 观点

Noun adj. opinionated

Emoji 表情符号

Noun

Misunderstanding 误解

Noun adj. misunderstood
v. misunderstand · misunderstood

Report 报告

Noun adj. reported v. report · reported

Experience 经历 / 经验

RECYCLED
Noun adj. experienced
v. experience · experienced

Skill 技能 **RECYCLED**

Noun adj. skilful adv. skilfully
v. skill · skilled

Idiom 1: Get the message across — 把意思表达清楚

Explanation Communicate an idea clearly.

Example Pictures can help students get the message across.

Idiom 2: Clear the air — 消除误会

Explanation Talk honestly to solve a problem.

Example After the group chat argument, we met to clear the air.

Adapted from the Cambridge IGCSE ESL Coursebook

Usually, a short **message** (信息) is enough for simple plans. **However**, students must **explain** (解释) important details clearly. **For example**, a class monitor can share the meeting time and place. **Also**, giving an **opinion** (观点) politely helps group work. **When an emoji** (表情符号) **is unclear**, friends may **guess the wrong feeling**. **Sometimes**, this creates a small **misunderstanding** (误解). **In short**, good communication means checking meaning, using kind words, and asking before becoming upset.

SITUATION Your class had a problem because students missed an important club notice. The monitor asks how messages should be shared next time. You are considering the following options:

OPTION A

sending one clear class group message

OPTION B

making a short notice at the classroom door

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

MODEL ANSWER

SITUATION **Well**, our class needs a better way to share notices.

OPTION A **On one hand**, a group message is fast and easy. **Also**, it helps students **get the message across** (把意思表达清楚) before they leave school. **However**, some students may not check their phones.

OPTION B **On the other hand**, a classroom notice looks official, like a small **report** (报告). **If students pass the door**, they can see it quickly. **Still**, absent students may miss it.

PREFERENCE **I would choose the group message**, because most students use chat daily. **REASON** **The main reason is**, it uses a common communication **skill** (技能). **REASON** **Also**, if there is a problem, students can **clear the air** (消除误会).

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 Do you think group messages are better than face-to-face communication? Why?

MODEL ANSWER

OPINION **In my opinion**, group messages are useful, but not always better. **REASON** **When a message (信息) is short, people may miss the speaker's feeling.** **EXAMPLE / EXTENSION** **For example**, face-to-face talk is better for solving a class argument.

2 What are the advantages of using emojis in student messages?

MODEL ANSWER

OPINION **From my point of view**, emojis can help student messages. **REASON** **Although an emoji (表情符号) is simple, it can make a joke or thanks clearer.** **EXAMPLE / EXTENSION** **For instance**, a smile can show friendly meaning after a short answer.

 **Fix the Error:** Change the sentence to reported speech.

1. **She said**, "I am busy." → She said that she _____ busy.
2. **He told me**, "Study harder." → He told me _____ harder.
3. **My friend asked**, "Do you use WeChat?" → My friend asked if I _____ WeChat.

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 (*Reporting Verbs*).

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。