



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 10: EDUCATION**

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IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Describe a helpful school experience** using **conditionals**, **education vocabulary**, and **clear opinions**.

 Success Criteria

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

 Support (Band 5.0 Target)

Use the frame: **If I had more time, I would** \_\_\_. Add **one school example**.

 Stretch (Band 6.0+ Target)

Compare **school learning** with **university or overseas study** using a reason and example.

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><b>0–5 min</b></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><b>5–15 min</b></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><b>15–35 min</b></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><b>35–55 min</b></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><b>55–75 min</b></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><b>75–80 min</b></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> <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>previews 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: **education and school experience**

**1** Can you tell me something about a subject you enjoy at school?

**Yes**, I enjoy English because it helps me talk to more people. **For me**, this **subject** (科目) is useful for travel and future study.

**2** Can you tell me about a time when a teacher helped you, and what happened?

**Last term**, my teacher helped me plan a difficult **assignment** (作业 / 任务). **After that**, I finished it step by step and felt calmer.

**3** Do you think education can change a young person's future? Why?

**Yes, I think**, education can change a young person's future. **This is because**, a good **qualification** (资格 / 学历) can give students more choices.



Adapted from the Cambridge IGCSE ESL Coursebook

**Usually**, education starts with one useful **subject** (科目) that a student enjoys. **For example**, English can help students share an **opinion** (观点) clearly. **At school**, every **assignment** (作业 / 任务) gives practice in planning and checking work. **Later**, a good **qualification** (资格 / 学历) may help students enter college. **If a learner studies on a friendly campus** (校园), they may feel more independent. **Also**, teachers can explain choices simply. **In short**, education is not only exams; it is also learning how to think and speak with care.

**SITUATION** Your headteacher wants to improve study support for older students who are planning their future education. You are considering the following options:

**OPTION A**

a university talk from former students

**OPTION B**

a quiet homework club with teacher help

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

**MODEL ANSWER**

**SITUATION** **Actually**, our school needs better support for future study.

**OPTION A** **On one hand**, a talk about **university** (大学) can **open doors** (带来机会) for students. **Also**, former students can **explain** (解释) mistakes they made. **However**, one talk may be too short.

**OPTION B** **On the other hand**, a homework club gives weekly support. **If students get help early**, they can finish work before it becomes stressful. **Still**, it may not teach future planning.

**PREFERENCE** **I would choose the university talk**, because students need a bigger goal. **REASON** **The main reason is**, it can make **overseas** (海外的) study feel possible. **REASON** **Also**, it may **broaden your horizons** (开阔眼界).

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 university education is important for most young people? Why?**

MODEL ANSWER

**OPINION** In my opinion, university education is important for many young people. **REASON** When students enter university (大学), they can study one area more deeply. **EXAMPLE / EXTENSION** For example, a student who likes biology can prepare for medical study.

**2 What are the advantages of studying overseas?**

MODEL ANSWER

**OPINION** From my point of view, studying overseas has several advantages. **REASON** Although overseas (海外的) study may feel difficult, it helps students meet new people. **EXAMPLE / EXTENSION** For instance, they can practise English every day and learn different classroom habits.



 **Fix the Error:** Complete the second conditional sentence.

1. **If I had more time**, I \_\_\_\_\_ another subject. (choose)
2. **If she studied overseas**, she \_\_\_\_\_ her family. (miss)
3. **If they were older**, they \_\_\_\_\_ university courses. (visit)

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 (*More Conditionals*).

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。