



IGCSE Speaking IELTS Prep Course

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

WEEK 22: DIGITAL LIFE

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Discuss digital habits** using **clear opinions**, **safe examples**, and **source checking**.



Success Criteria

WILF (What I'm Looking For) **Explain influence**, **compare online choices**, **use Part 3 pills**, and **stay simple**.



Support (Band 5.0 Target)

Use the frame: **This app is useful because** _____. Add **one benefit** and **one risk**.



Stretch (Band 6.0+ Target)

Explain how a **digital platform** can be useful but also **harm study time**.

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: **digital life and online information**

1 What digital activities do young people in your country often use after school?

Usually, young people watch short videos, chat with friends, or search for study notes. **In my school**, many students use one learning **platform (平台)** before tests. **However**, we try not to stay online too late.

2 Can you tell me about a time when you learnt something useful online, and what it was like?

Last month, I watched a short science video before a class project. **At first**, I was not sure if it was **reliable (可靠的)**, so I checked my textbook. **After that**, the video helped me explain the idea more clearly.

3 Do you think digital entertainment affects students' study habits? Why?

Yes, I think it affects study habits a lot. **This is because**, online videos can give quick fun, but they may become **addictive (使人上瘾的)**. **For example**, some classmates plan ten minutes online but watch for one hour.

Adapted from the Cambridge IGCSE ESL Coursebook

Today, digital life gives teenagers fast information and many choices. **However**, students need to notice online **bias** (偏见) before they trust a post. **For example**, a popular video may **influence** (影响) opinions without giving full facts. **At school**, teachers ask us to use a **reliable** (可靠的) source for homework. **Also**, a learning **platform** (平台) can save time when the notes are clear. **If a video sounds too exciting, students should take with a grain of salt** (持保留态度) before sharing it. **In short**, digital tools are helpful when learners check them carefully. **Overall**, good digital habits protect study time and make online life safer.

SITUATION Your English teacher has asked students to choose a class project about healthy digital life. You are considering the following options:

OPTION A

a video-review club about online information

OPTION B

a seven-day screen-time challenge

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

MODEL ANSWER

SITUATION **Well**, I will compare two digital projects for our class.

OPTION A **On one hand**, a video-review club can be fun and **informative** (信息丰富的). **Also**, students can discuss how apps affect their **wellbeing** (身心健康 / 幸福感). **However**, some videos may be too long.

OPTION B **On the other hand**, a screen-time challenge builds **motivation** (动力) and self-control. **Although online games feel relaxing, they can become addictive** (使人上瘾的) if students play late. **So**, this option teaches a useful habit.

PREFERENCE **I would choose**, the screen-time challenge. **REASON** **My first reason is**, it shows what happens **behind the scenes** (在幕后) on apps. **My second reason is**, it helps students sleep earlier.

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 corrected ones.

 **Fix the Error:** Choose the best adverb or adjective to describe digital habits.

1. **Usually**, students should check information _____. (careful)
2. **In my opinion**, this website is _____ for homework. (reliable)
3. **However**, some games can become _____ if used too much. (addictive)

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 (*Adverbs of Manner and Degree*).

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。