



IGCSE Speaking IELTS Prep Course

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

WEEK 24: TRANSPORT

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Discuss city transport** using **passive voice**, **clear problems**, and **simple solutions**.



Success Criteria

WILF (What I'm Looking For) **Explain transport choices**, **compare two options**, **use passive forms**, and **give examples**.



Support (Band 5.0 Target)

Use the frame: **The bus is used by ___ because ___**. Add **one transport problem**.



Stretch (Band 6.0+ Target)

Compare **clean transport** with **private cars** and explain which is better for schools.

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 previews 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: **transport and cleaner cities**

1 How often do you use public transport to go to school or other places?

Usually, I take the bus when I visit my grandparents at the weekend. **On school days**, my father drives me because our home is far from school. **Sometimes**, the road has heavy **congestion** (拥堵), so the trip feels slow.

2 Can you tell me about a time when a journey was difficult, and what happened?

Last month, I was late for music class because our bus moved slowly near a shopping centre. **At first**, everyone felt annoyed. **After a while**, I used the time to review English words, so the journey was not wasted.

3 Do you think cities should make transport cleaner? Why?

Yes, I think cleaner transport is important for every city. **This is because**, buses and cars can create too much **emission** (排放). **For example**, more electric buses would make the air around schools safer.

Passive Voice for Public Systems


GRAMMAR


Passive voice focuses on what happens, not who does it. It is useful for public systems, such as buses, rules, and services.

EXAMPLE

Train tickets are checked before passengers enter the platform.

Stress in City-Planning Words

 **Listen:** Break long city words into clear parts and stress the strongest part.

 **Practise:** **Say it clearly,** sus-TAIN-able → con-GES-tion → in-fra-STRUC-ture.

Sustainable 可持续的

Adjective n. sustainability
adv. sustainably
v. sustain · sustained · sustaining

Commute 通勤

Verb n. commute adj. commutable

Congestion 拥堵

Noun adj. congested
v. congest · congested · congesting

Emission 排放

Noun adj. emissive
v. emit · emitted · emitting

Infrastructure 基础设施

Noun adj. infrastructural

Accessible

易到达的 / 可使用的

Adjective n. access adv. accessibly
v. access · accessed · accessing

Idiom 1: Stuck in traffic — 堵在路上

Explanation Unable to move because the road is too crowded.

Example My father is often stuck in traffic near the school gate.

Idiom 2: The way forward — 前进方向 / 解决办法

Explanation The best choice for the future.

Example Cleaner buses may be the way forward for busy cities.

Adapted from the Cambridge IGCSE ESL Coursebook

In big cities, transport should be quick, safe, and **sustainable** (可持续的). **Every morning**, many students **commute** (通勤) by bus, car, or subway. **However**, road **congestion** (拥堵) can waste time and make people stressed. **Also**, old vehicles may create too much **emission** (排放) near schools. **When buses arrive late**, students may feel worried before the first lesson. **For example**, one classmate was **stuck in traffic** (堵在路上) for forty minutes before an exam. **In my view**, better planning can make journeys easier. **Overall**, cleaner transport helps families, students, and local shops move around with less pressure.

SITUATION The local council has asked students how to make the school journey cleaner and easier. You are considering the following options:

OPTION A

a safer bike lane near the school

OPTION B

a shared school bus plan

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 transport ideas for our school area.

OPTION A **On one hand**, a safer bike lane gives students better **infrastructure** (基础设施). **Also**, it can be more **accessible** (易到达的 / 可使用的) for families near school. **However**, students who live far away may not use it.

OPTION B **On the other hand**, a school bus plan can carry many students together. **If fewer cars stop at the gate**, morning traffic will feel safer. **Also**, canteen **nutrient** (营养素) posters and bus notices can share health messages.

PREFERENCE **I would choose**, the school bus plan. **REASON** **My first reason is**, it reduces parent cars and extra **advertising** (广告) boards near the gate. **My second reason is**, it may be the way **forward** (前进方向 / 解决办法) for busy schools.

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 What are the advantages of cleaner public transport in a busy city?


MODEL ANSWER

OPINION **In my opinion**, cleaner public transport makes city life more comfortable. **REASON** **This is because**, when buses make less smoke, the air near schools improves. **EXAMPLE / EXTENSION** **For example**, electric buses are a more **sustainable** (可持续的) choice for short journeys.

2 Some people say students should walk or cycle to school when possible. What do you think?

MODEL ANSWER

OPINION **From my point of view**, walking or cycling is good when the route is safe. **REASON** **The reason is**, if roads are too crowded, students may feel in danger. **EXAMPLE / EXTENSION** **For example**, better **infrastructure** (基础设施) could help more families choose bikes.

 **Fix the Error:** Change the active sentence to a simple passive sentence.

1. **Usually**, workers clean the buses every night. → The buses _____ every night.
2. **In our city**, planners build bike lanes near schools. → Bike lanes _____ near schools.
3. **Last year**, the school added a bus stop. → A bus stop _____ last year.

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 (*Passive Voice for Public Systems*).

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。