



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 25: HOLIDAYS**

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IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Discuss tourism** using **balanced contrast**, **local examples**, and **clear opinions**.

 Success Criteria

WILF (What I'm Looking For) **Compare holiday choices**, **explain effects**, **use contrast linkers**, and **stay polite**.

 Support (Band 5.0 Target)

Use the frame: **Tourism is good because \_\_, but \_\_.** Add **one local example**.

 Stretch (Band 6.0+ Target)

Explain how tourism can **help local people** but also **change traditional places**.

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>0–5 min</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>5–15 min</p> <p>INPUT</p>	<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>
<p><b>SEC 5 · 6 · 7 · 8</b></p> <p>15–35 min</p> <p>SHADOW READ</p>	<ul style="list-style-type: none"> <li>• <b>Play</b> TTS for Sec 5, 6, 9 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 Sec 6 &amp; 9. <b>Memorize</b> answers.</li> </ul>
<p><b>SEC 7</b></p> <p>35–55 min</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>55–75 min</p> <p>PART 3 DISCUSSION</p>	<ul style="list-style-type: none"> <li>• <b>Explain</b> OPINION → REASON → EXAMPLE 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> Sec 9 notes in the lined space.</li> <li>• <b>Repeat</b> your Part 3 answers <b>3x</b> in pairs — <b>faster</b> each round.</li> </ul>
<p><b>SEC 10</b></p> <p>75–80 min</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> Sec 10 <b>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 (Sec 11 &amp; 12).</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: **holidays, tourism, and local culture**

**1 Can you tell me something about a place you like to visit on holiday?**

**Yes**, I like visiting small old towns with my family during short holidays. **For me**, they show local **heritage** (遗产) better than large shopping streets. **Usually**, we walk slowly, eat simple food, and take photos.

**2 Can you tell me about a time when a holiday place was very crowded, and what it was like?**

**Last summer**, I visited a lake with my cousins during a public holiday. **At first**, the view was beautiful, but it was too **crowded** (拥挤的) near the gate. **Later**, we found a quiet path and enjoyed the trip more.

**3 Do you think tourism is good for local people? Why?**

**Yes, I think** tourism can help local people if it is managed well. **This is because**, visitors buy food, tickets, and small gifts. **However**, too many visitors can change daily life for families who live there.



Adapted from the Cambridge IGCSE ESL Coursebook

**During holidays, tourism (旅游业)** can bring money and energy to a town. **For example,** visitors may learn about local **heritage (遗产)** through museums, food, and old streets. **However,** some places become too **commercial (商业的)** when every shop sells the same gifts. **In small towns, local (当地的)** families may enjoy new jobs but dislike noise. **When a famous street becomes too crowded (拥挤的), older people may avoid it.** **Also,** students can learn to travel with respect, not just take photos. **In my view,** good holidays should help both visitors and residents. **Overall,** careful planning makes travel more meaningful and fair.

**SITUATION** Your class is planning a short holiday study trip and must choose a place that teaches culture well. You are considering the following options:

**OPTION A**

a famous city tour with many sights

**OPTION B**

a quiet village study trip

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 ways to improve a school holiday trip.

**OPTION A** **On one hand,** a famous city tour is easy to plan and can teach students about culture. **However,** it may not **preserve (保护 / 保留)** quiet places. **Also,** the group may meet heavy **congestion (拥堵)** near popular sites.

**OPTION B** **On the other hand,** a village study trip can be more **sustainable (可持续的)**. **Although it is farther away, it lets students explore a place off the beaten track (远离热门路线).** **So,** this option feels more special.

**PREFERENCE** **I would choose,** the village study trip. **REASON** **My first reason is,** it can leave a **mark (留下印记)** on students. **My second reason is,** it supports small communities, not only busy tourist streets.

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 local culture when people choose a holiday destination?**

**MODEL ANSWER**

**OPINION** **In my opinion**, local culture is very important when people choose holidays. **REASON** **This is because**, when visitors understand traditions, the trip feels deeper. **EXAMPLE / EXTENSION** **For example**, old buildings and food show a place's **heritage** (遗产).

**2 Some people say tourism can damage traditional places. What do you think?**

**MODEL ANSWER**

**OPINION** **From my point of view**, tourism can damage places if it grows too fast. **REASON** **The reason is**, although visitors bring money, noise can change daily life. **EXAMPLE / EXTENSION** **For example**, too many gift shops may make a street too **commercial** (商业的).



 **Fix the Error:** Choose *however* or *although* to complete the holiday sentence.

1. **However**, the museum is interesting, \_\_\_\_\_ the ticket is expensive. (however/although)

2. **Although**, the town is small, it has strong \_\_\_\_\_. (heritage)

3. **In my opinion**, tourism helps shops. \_\_\_\_\_ it can bring noise. (However/Although)

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 (*Balanced Contrast with However and Although*).

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。