



IGCSE Speaking IELTS Prep Course

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

WEEK 26: LEARNING AND STUDY SKILLS

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Compare study methods** and explain how **study skills** help students become **independent learners**.



Success Criteria

WILF (What I'm Looking For) **Use Part 1 examples**, **compare two options**, **give reasons**, and **speak simply**.



Support (Band 5.0 Target)

Use the frame: **A good study method helps me because ___**. Add **one school example** and **one result**.



Stretch (Band 6.0+ Target)

Explain the difference between **book learning** and **real practice**, then **choose the better support**.

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: **learning and study skills**

1 Can you tell me something about how you usually study after school?

Yes, I usually review my notes after dinner and make a short plan for homework. **For me**, a clear **strategy** (策略) saves time because I know what to do first. **Sometimes**, I study with a classmate online.

2 Can you tell me about a time when you changed your study method, and what it was like?

Last term, I stopped copying long notes and started making small question cards. **At first**, it felt slow, but my **concentration** (专注力) became better. **After two weeks**, I could remember more before tests.

3 Do you think schools should teach study skills as seriously as subjects? Why?

Yes, I think, study skills are important because many students work hard but use weak methods. **For example**, teachers can show students how to become more **independent** (独立的). **Overall**, this helps them learn with less stress.

Adapted from the Cambridge IGCSE ESL Coursebook

In many classes, students need both **theoretical** (理论的) knowledge and **practical** (实用的) study habits. **For example**, reading a rule is useful, but using it in homework makes it clearer. **At home**, a simple **strategy** (策略) can protect time during busy exam weeks. **However**, phones and noise often hurt **concentration** (专注力). **If students study alone**, they also need to become **independent** (独立的). **Most importantly**, when learners check mistakes after class, they understand their progress more clearly. **Overall**, good study skills help teenagers speak, write, and revise with more control.

SITUATION Your English teacher has asked students how the school can help learners improve their study skills. You are considering the following options:

OPTION A

a weekly study-skills workshop

OPTION B

a student study partner system

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 help students study more successfully.*

OPTION A

On one hand, a workshop teaches students to **reflect** (反思) on mistakes in a safe way. **Also**, it can help us **put theory into practice** (把理论付诸实践) before big exams.

OPTION B

On the other hand, a partner system lets classmates share **local** (当地的) examples from the same lessons. **However**, if one partner is careless, the pair may learn the hard way (从挫折中吸取教训).

PREFERENCE

I would choose, the workshop. **REASON** **This is because**, a teacher can guide everyone and **preserve** (保护 / 保留) useful habits for later study.

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 concentration for students who study for long hours?

MODEL ANSWER

OPINION **In my opinion**, concentration is very important for busy students. **REASON** **This is because**, when lessons are long, weak focus makes homework take much longer. **EXAMPLE / EXTENSION** **For example**, I turn off my phone to protect my **concentration (专注力)** before tests.

2 Some people say practical study skills are more useful than theory. What do you think?

MODEL ANSWER

OPINION **From my point of view**, practical skills are often more useful. **REASON** **This is because**, if students only read advice, they may forget it quickly. **EXAMPLE / EXTENSION** **For example**, a timed speaking drill is **practical (实用的)** and easy to repeat.

 **Fix the Error:** Choose the correct conditional form for a study-skills answer.



1. **If students plan well**, they _____ calmer before exams. (feel)
2. **If I practise daily**, my speaking _____ improve. (will)
3. **When learners reflect**, they _____ mistakes faster. (notice)

 **Goal:** Use conditionals to explain study results clearly.

Errors we fixed on the board:



New language that stood out:

SECTION 11 After Today's Lesson

- 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 (*Zero and First Conditionals in Discussion*).

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。

SECTION 12 Before Next Week's Lesson

- 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。