



IGCSE Speaking IELTS Prep Course

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

WEEK 27: INTERVIEWS

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Explain interview success** and discuss how **answers**, **body language**, and **fairness** affect selection.



Success Criteria

WILF (What I'm Looking For) **Give clear examples**, **use advice language**, **compare options**, and **stay natural**.



Support (Band 5.0 Target)

Use the frame: **A good interview answer should** ___. Add **one reason** and **one example**.



Stretch (Band 6.0+ Target)

Compare **prepared answers** with **natural speaking**, then **judge which is fairer**.

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: **interviews**

1 What kind of interview might a student have at school?

In my school, students may have an interview for a club, a competition, or a student leader role. **Usually**, each **candidate** (候选人 / 应试者) answers simple questions. **For example**, the teacher may ask why we want to join.

2 Can you tell me about a time when you had to answer questions in front of others, and what it was like?

Last term, I answered questions for a class monitor role. **At first**, I felt nervous because I wanted to make a good **impression** (印象). **After a minute**, I relaxed and spoke more clearly.

3 Do you think interviews are always a fair way to choose students? Why?

No, I do not think, interviews are always fair. **Sometimes**, a quiet student has strong ability but poor **body language** (肢体语言). **For this reason**, teachers should also check real work.

Imperatives for Advice and Balanced Modals


GRAMMAR


Imperatives give clear advice or instructions. In discussion, soften them with reasons, such as "try", "remember", or "do not forget".

EXAMPLE

Prepare two examples before you answer an interview question.

Pausing Before Contrast

 **Listen:** Pause before contrast words so the examiner hears your idea clearly: however, but, on the other hand.

 **Practise:** **Say it clearly,** I prepared well // but I still felt nervous.

Candidate 候选人 / 应试者

Noun adj. candidate-related

Criteria 标准

Noun n. criterion adj. criterial

Impression 印象

Noun adj. impressive adv. impressively
v. impress · impressed

Body language 肢体语言

Noun phrase n. body language

Selection 选择 / 选拔

Noun adj. selective adv. selectively
v. select · selected

Fairness 公平性

Noun adj. fair adv. fairly

Strategy 策略 **RECYCLED**

Noun adj. strategic adv. strategically

Independent 独立的

RECYCLED
Adjective n. independence
adv. independently

Idiom 1: Stand out — 脱颖而出

Explanation Be noticed in a positive way.

Example A clear answer can help a candidate stand out.

Idiom 2: Under pressure — 承受压力

Explanation In a stressful situation.

Example Some students speak less clearly under pressure.

Adapted from the Cambridge IGCSE ESL Coursebook

In an interview, every **candidate** (候选人 / 应试者) needs to understand the question before speaking. **First**, clear **criteria** (标准) help students know what the teacher wants. **Next**, a calm voice can create a good **impression** (印象). **However**, nervous students may forget that **body language** (肢体语言) also matters. **For example**, eye contact shows listening, but staring feels strange. **Most importantly**, **while interviews can test speaking, teachers should still think about fairness** (公平性). **Overall**, students should prepare ideas, sit naturally, and answer with short examples.

SITUATION Your school is choosing students to represent the class at an English event. You are considering the following options:

OPTION A

a short formal interview with teachers

OPTION B

a group speaking task with classmates

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 choose students for an English event.

OPTION A **On one hand**, a formal interview makes **selection** (选择 / 选拔) quick and clear. **Also**, it gives each student a **strategy** (策略) for answering direct questions.

OPTION B **On the other hand**, a group task helps shy students **stand out** (脱颖而出) through teamwork. **However**, **if stronger speakers talk too much, independent** (独立的) thinkers may stay quiet.

PREFERENCE **I would choose**, the group task. **REASON** **This is because**, students show how they work under pressure (承受压力) and support others.

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.





 **Fix the Error:** Improve the interview advice with an imperative or modal.

1. **First**, _____ the question before you answer. (listen)
2. **Also**, you _____ give one clear example. (should)
3. **Finally**, _____ too fast during the interview. (do not speak)

 **Goal:** Give simple interview advice clearly.



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 (*Imperatives for Advice and Balanced Modals*).



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。