



IGCSE Speaking IELTS Prep Course

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

WEEK 28: WORK


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Discuss future work** and explain how **school experience** can help students **prepare**.

 Success Criteria

WILF (What I'm Looking For) **Use present perfect, give work examples, compare options, and choose clearly**.

 Support (Band 5.0 Target)

Use the frame: **I have learned** ____, **so I can** ____. Add **one skill** and **one example**.

 Stretch (Band 6.0+ Target)

Compare **school-based practice** with **outside experience**, then **justify the stronger choice**.

PLAN A

Classroom Only

80 MIN

Default plan. Sections 11 & 12 are completed at home as unsupervised homework.

TIME	TEACHER	STUDENTS
<p>SEC 1</p> <p>0-5 min</p> <p>WARM-UP</p>	<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.
<p>SEC 2 · 3 · 4</p> <p>5-15 min</p> <p>INPUT</p>	<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.
<p>SEC 5 · 6 · 7 · 8</p> <p>15-35 min</p> <p>SHADOW READ</p>	<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.
<p>SEC 7</p> <p>35-55 min</p> <p>SPEAKING · 4-3-2</p>	<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.
<p>SEC 9</p> <p>55-75 min</p> <p>PART 3 DISCUSSION</p>	<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.
<p>SEC 10</p> <p>75-80 min</p> <p>WRAP-UP</p>	<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: **work and future skills**

1 Can you tell me something about a job you may want to do in the future?

Yes, I may want to work in design or education because I enjoy helping people. **For me**, a good **workplace** (工作场所) should feel respectful and safe. **Also**, I want to keep learning new skills.

2 Can you tell me about a time when you had responsibility for a task, and what it was like?

Last month, I helped organise books for a school reading corner. **At first**, the task looked small, but it taught me **responsibility** (责任). **After that**, I understood why careful work matters.

3 Do you think schools should help students prepare for work? Why?

Yes, I think, schools should help students prepare for work. **This is because**, teenagers need **training** (培训) in communication and teamwork. **For example**, class projects can teach planning and polite discussion.

Present Perfect for Experience and Preparation


GRAMMAR


Present perfect shows experience up to now, such as "I have tried". It can also support future plans by showing what you already know.

EXAMPLE

I have worked in a team, so I can lead.

Weak Forms in Have and Has

 **Listen:** In fast speech, have and has are often weak: I have /aɪv/, she has /ʃi:z/.

 **Practise:** **Say it smoothly,** I have learned → she has helped → we have tried.

Workplace 工作场所

Noun adj. workplace-based

Employability 就业能力

Noun adj. employable adv. employably
v. employ · employed

Training 培训

Noun adj. trained v. train · trained

Flexible 灵活的

Adjective n. flexibility adv. flexibly

Creative 有创造力的

Adjective n. creativity adv. creatively
v. create · created

Responsibility 责任

Noun adj. responsible adv. responsibly

Impression 印象 **RECYCLED**

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

Selection 选择 / 选拔

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

Idiom 1: Get ready for — 为.....做好准备

Explanation Prepare for something important.

Example Schools should help students get ready for future work.

Idiom 2: Build up skills — 积累技能

Explanation Improve skills slowly over time.

Example Part-time volunteering can help teenagers build up skills.

Adapted from the Cambridge IGCSE ESL Coursebook

For many teenagers, future work feels far away, but school can still help. **First**, students learn how a respectful **workplace** (工作场所) may look and sound. **Next**, clubs and projects build **employability** (就业能力) through teamwork. **For example**, school events give simple **training** (培训) in planning and speaking. **Also**, teenagers learn **responsibility** (责任) when they finish a task on time. **If schools help students**, they can **get ready for** (为.....做好准备) work step by step. **Most importantly**, **when learners try real tasks, future jobs feel less frightening**. **Overall**, work preparation should be simple, useful, and age-appropriate.

SITUATION Your school wants to help older students prepare for future work. You are considering the following options:

OPTION A

a one-day workplace visit

OPTION B

a school project with real duties

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 students can prepare for future work.

OPTION A **On one hand**, a visit is **flexible** (灵活的) because students can see many jobs in one day. **Also**, it can make a strong **impression** (印象).

OPTION B **On the other hand**, a project lets students be **creative** (有创造力的) and practise duties. **However**, **if the selection** (选择 / 选拔) of leaders is unfair, some students may feel left out.

PREFERENCE I would choose, the project. **REASON** **This is because**, it helps students **build up skills** (积累技能) over several weeks.

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 work experience for teenagers?


MODEL ANSWER

OPINION **In my opinion,** work experience is useful, but it should be simple. **REASON** **This is because,** when teenagers try small tasks, they learn what adults do. **EXAMPLE / EXTENSION** **For example,** helping at a library can teach **responsibility** (责任).


2 Some people say schools should teach more creative work skills. What do you think?

MODEL ANSWER

OPINION **Yes, I think,** creative work skills are important in school. **REASON** **This is because, if students** only memorise facts, they may struggle with new tasks. **EXAMPLE / EXTENSION** **For example,** a poster project can make students more **creative** (有创造力的).

 **Fix the Error:** Use the present perfect to connect experience to work preparation.

1. **So far**, I _____ helped at two school events. (have)
2. **Recently**, she _____ learned how to lead a team. (has)
3. **This year**, we _____ practised polite workplace speaking. (have)

 **Goal:** Show experience that prepares students for work.

Errors we fixed on the board:



New language that stood out:

a  **RECORD**  **APP Recording:**



Mock Test: **Record** all answers to questions in Part 1, 2 and 3 and **SEND for scoring**.

MUST USE: 1 complex sentence + this week's grammar (*Present Perfect for Experience and Preparation*).



作业APP录音：模拟考试：录制Part 1、2和3全部问题的回答并发送评分。要求：必须使用1个复合句和本周语法点。

b  **WRITING**  **Type** and **AI correct** your Part 2 answer. **Handwrite** your corrected answer into your coursebook.

键入Part 2答案并使用AI批改。将批改后的答案手写到你的课本中。

a  **SHADOW**  *'Speaking Practice > Fluency'*. Listen to **next week's** Section 1, 5, 6 & 9. **Shadow** their pronunciation — copy American or British intonation exactly — until you are comfortable with the pronunciation.

"口语练习 > 流利度"。听下周的第1、5、6和9部分。跟读模仿美式或英式的语调和发音，直到你对发音感到自如为止。

b  **RECORD**  **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。