



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 29: COMMUNICATION**

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IELTS Band 5 - 6



## Learning Objectives

**WALT (We Are Learning To)** Discuss communication choices and explain how **tone**, **privacy**, and **trust** affect relationships.



## Success Criteria

**WILF (What I'm Looking For)** Report opinions, give examples, compare online and face-to-face talk, and stay clear.



## Support (Band 5.0 Target)

Use the frame: **Online messages help because \_\_\_, but \_\_\_.**  
Add **one example**.



## Stretch (Band 6.0+ Target)

Explain how **meaning changes** in short messages and **judge the best way** to communicate.

## PLAN A

## Classroom Only

80 MIN

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

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 2 · 3 · 4</b> <b>5–15 min</b> INPUT	<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>
<b>SEC 5 · 6 · 7 · 8</b> <b>15–35 min</b> SHADOW READ	<ul style="list-style-type: none"> <li>• <b>Play TTS</b> for <b>Sec 5, 6, 9</b> 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 <b>Sec 6 &amp; 9</b>. <b>Memorize</b> answers.</li> </ul>
<b>SEC 7</b> <b>35–55 min</b> SPEAKING · 4-3-2	<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>
<b>SEC 9</b> <b>55–75 min</b> PART 3 DISCUSSION	<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 <b>Part 3</b> answers <b>3x</b> in pairs — <b>faster</b> each round.</li> </ul>
<b>SEC 10</b> <b>75–80 min</b> WRAP-UP	<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 (<b>Sec 11 &amp; 12</b>).</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: **communication**

**1 How often do you communicate with friends online?**

**Usually**, I message my friends every day after homework. **For me**, online chat gives a quick **response** (回应) when I need help. **However**, I still prefer face-to-face talk for important things.

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**2 Can you tell me about a time when a message caused a misunderstanding, and what happened?**

**Last week**, my friend sent a short answer, and I thought she was angry. **Later**, I realised her **tone** (语气) was not clear in the message. **After that**, we called and solved it quickly.

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**3 Do you think online communication helps friendships? Why?**

**Yes, I think**, online communication helps friendships when people use it carefully. **This is because**, it can keep a **connection** (联系) strong across cities. **For example**, I message cousins during holidays.

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Adapted from the Cambridge IGCSE ESL Coursebook

**In daily life**, communication builds a **connection** (联系) between classmates, friends, and family. **However**, short messages can hide the real **tone** (语气) of a speaker. **For example**, a late **response** (回应) may seem rude, even when someone is only busy. **Also**, students need to protect **privacy** (隐私) when they post online. **If people share too much**, they may lose **trust** (信任). **Most importantly**, **when a topic is serious, face-to-face talk often feels safer**. **Overall**, good communication means listening carefully and choosing the right way to speak.

**SITUATION** Your class wants to improve communication between students and teachers. You are considering the following options:

**OPTION A**

a class message group for questions

**OPTION B**

a weekly face-to-face feedback time

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 class communication.*

**OPTION A** **On one hand**, a message group helps students **keep in touch** (保持联系) after school. **Also**, it is **flexible** (灵活的) because students can ask later at night.

**OPTION B** **On the other hand**, feedback time builds **empathy** (同理心) because people hear each other. **However**, **if students are shy, it may be hard to read between the lines** (体会言外之意).

**PREFERENCE** **I would choose**, feedback time. **REASON** **This is because**, face-to-face talk feels more **creative** (有创造力的) and personal.

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 tone when people send short messages?**

**MODEL ANSWER**

**OPINION**

**In my opinion**, tone is very important in short messages.

**REASON**

**This is because, when**

**words are short, people can misunderstand the feeling.**

**EXAMPLE / EXTENSION**

**For example**, a simple yes

may sound cold without a friendly **tone** (语气).

**2 Some people say online communication makes friendships weaker. What do you think?**

**MODEL ANSWER**

**OPINION**

**I partly agree**, online communication can make friendships weaker.

**REASON**

**This is because,**


**if friends only text, they may not listen deeply.**

**EXAMPLE / EXTENSION**


**For example**, meeting after school

can build more **empathy** (同理心).



 **Fix the Error:** Use a reporting verb to share another person's idea.

1. **My friend says**, online messages \_\_\_\_\_ quick. (are)
2. **The teacher explains that**, tone \_\_\_\_\_ meaning. (changes)
3. **My classmate believes that**, calls \_\_\_\_\_ clearer than texts. (are)

 **Goal:** Report opinions clearly in communication answers.

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 (*Reporting Verbs 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。

**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。