



IGCSE Speaking IELTS Prep Course

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

WEEK 3: FOOD

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Describe a meal** using **food vocabulary, quantifiers,** and **present perfect examples.**



Success Criteria

WILF (What I'm Looking For) **Use blue-bold starters, five highlighted items, one yellow complex sentence,** and **a clear food opinion.**



Support (Band 5.0 Target)

Use the frame: **I ate ___ with ___, and it tasted ___.** Add **one reason** and **one detail.**



Stretch (Band 6.0+ Target)

Compare **home food** and **school food,** then explain which meal is **healthier or easier.**

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: **food and meals**

1 Can you tell me something about a meal you usually enjoy?

Yes, I usually enjoy rice with vegetables and chicken at home. **For me,** it is a **balanced** (均衡的) meal because it is warm, simple, and not too oily.

2 Can you tell me about a time when you ate a special meal, and what it was like?

Last weekend, my family ate hotpot with my grandparents. **At first,** the soup was very hot, but the fresh vegetables and meat made the meal feel special.

3 Do you think teenagers should learn to cook simple food? Why?

Yes, I think, teenagers should learn simple cooking. **This is because,** they can make a safe **choice** (选择) when parents are busy or the school cafeteria is crowded.

Adapted from the Cambridge IGCSE ESL Coursebook

Usually, a good meal should be simple and **balanced** (均衡的). **For example**, rice, vegetables, eggs, and soup can give students energy for afternoon lessons. **At lunch**, a small **portion** (一份 / 分量) is better than too much fried food. **Also**, **fresh** (新鲜的) fruit is easier to enjoy than heavy snacks. **When food has a strong flavour** (味道 / 风味), **students often eat more slowly and notice the taste**. **Sometimes**, my deskmate says he **has a sweet tooth** (爱吃甜食), so he buys milk tea. **However**, he still tries to choose less sugar. **Overall**, healthy food does not need to be expensive.

SITUATION The headteacher has asked students how the school should improve food choices during the lunch break. You are considering the following options:

OPTION A

a healthy cooking club after school

OPTION B

a small snack bar with healthy food

Talk about the advantages and disadvantages of each option. Say which option you would **prefer**, and **why**.

MODEL ANSWER

SITUATION **Well**, our school wants a better food plan for students.

OPTION A **On one hand**, a cooking club teaches useful skills. **Also**, students can watch simple food **content** (内容) and then practise. **Although this club sounds fun, it may finish too late for students with homework.**

OPTION B **On the other hand**, a snack bar is more **convenient** (方便的). **Also**, it gives students a quick **choice** (选择) when lunch is crowded. **Still**, some students may buy snacks too often.

PREFERENCE **I would choose the snack bar**, as it helps more students every day. **REASON** **The main reason is**, students can **grab a bite** (随便吃点东西) before clubs. **REASON** **Also**, this option (选择) is easy to run.

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:** Choose the correct quantifier or present perfect form.

1. **Usually**, there is too _____ sugar in milk tea. (much / many)

2. **Before**, I have _____ hotpot with my family. (eat)

3. **At lunch**, there are too _____ fried snacks. (much / many)

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 (*Quantifiers & Present Perfect*).

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。