



IGCSE Speaking IELTS Prep Course

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

WEEK 11: HUMAN ACHIEVEMENTS


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) Describe a human achievement using past perfect forms, clear reasons, and simple examples.

 Success Criteria

WILF (What I'm Looking For) Use blue-bold starters, five highlighted items, one yellow complex sentence, and clear Part 2 choice language.

 Support (Band 5.0 Target)

Use the frame: He had ___ before he ___. Add one reason and one school example.

 Stretch (Band 6.0+ Target)

Explain what happened first, why it mattered, and how the person inspired others.

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: **human achievements**

1 Can you tell me about an achievement you admire?

Yes, I admire my cousin winning a city science prize. **For me**, his **achievement** (成就) shows that quiet students can do great things.

2 Can you tell me about a time when someone achieved something difficult, and what it was like?

Last term, my desk mate passed a hard maths test. **At first**, she felt worried, but she stayed **determined** (有决心的) and reviewed every evening.

3 Do you think young people need role models? Why?

Yes, I think, young people need examples they can trust. **This is because**, a good **role model** (榜样) can guide us when school feels difficult.

Past Perfect Simple and Continuous

GRAMMAR


Past perfect shows something happened before another past event. Past perfect continuous shows an earlier action that continued for some time.

EXAMPLE

She had practised for months before she won the race.

Contrastive Stress

 **Listen:** Stress the word that shows the contrast.

 **Practise:** not easy, but possible; not famous, but brave.

Achievement 成就

Noun adj. achievable
v. achieve · achieved

Endurance 耐力

Noun adj. enduring v. endure · endured

Role model 榜样

Noun phrase n. role model

Inspire 激励

Verb n. inspiration adj. inspiring
adv. inspiringly

Determined 有决心的

Adjective n. determination
adv. determinedly v. determine · determined

Brave 勇敢的

Adjective n. bravery adv. bravely
v. brave · braved

Subject 科目 **RECYCLED**

Noun adj. subjective adv. subjectively

Qualification 资格 / 学历

RECYCLED
Noun adj. qualified adv. qualifiedly
v. qualify · qualified

Idiom 1: Look up to — 敬佩

Explanation Admire and respect someone.

Example I look up to my cousin because she studies hard and helps others.

Idiom 2: Against the odds — 逆境取胜

Explanation Succeed even when the situation is very difficult.

Example The athlete won against the odds after a serious injury.

Adapted from the Cambridge IGCSE ESL Coursebook

In my view, a human **achievement** (成就) does not have to be world-famous. **For example**, a student who keeps training for a school race can show real **endurance** (耐力). **Also**, a quiet classmate can become a **role model** (榜样) by helping others. **When someone works for months without giving up, the result feels more meaningful.** **At first**, their progress may look slow. **Later**, their effort can **inspire** (激励) friends to try harder. **In short**, an achievement is not only about winning. **Most importantly**, it is about being **determined** (有决心的) when the task is hard.

SITUATION Your English teacher has asked students to choose a class presentation about human achievements. You are considering the following options:

OPTION A

a presentation about a young athlete

OPTION B

a presentation about a student inventor

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

MODEL ANSWER

SITUATION **Well**, our class must choose a presentation about human achievements.

OPTION A **On one hand**, the athlete story is exciting and shows a **brave** (勇敢的) person. **Also**, sport is easy for classmates to understand. **However**, some students may already know many sports stories.

OPTION B **On the other hand**, an inventor story can connect with a science **subject** (科目). **Although the idea may sound difficult**, it can show how a useful **qualification** (资格 / 学历) **starts with curiosity.** **Still**, it may need clearer pictures.

PREFERENCE **I would choose the inventor**, because it feels fresh. **REASON** **The main reason is**, students may **look up to** (敬佩) someone near their age. **REASON** **Also**, it shows success **against the odds** (逆境取胜).

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 **had + past participle** or **had been + -ing**.

- 1 She ___ trained before she won.
- 2 He ___ practising for months.
- 3 They ___ finished the project before the award day.

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 (*Past Perfect Simple and Continuous*).

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。