



IGCSE Speaking IELTS Prep Course

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

WEEK 13: SUCCESS AND FAME


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Discuss success and fame** using **contrast markers**, **balanced reasons**, and **simple examples**.

 Success Criteria

WILF (What I'm Looking For) **Use blue-bold starters**, **contrast language**, **five highlighted items**, and **clear preference support**.

 Support (Band 5.0 Target)

Use the frame: **Fame can ___**, **but success can ___**. Add **one example**.

 Stretch (Band 6.0+ Target)

Balance **good points** and **problems**, then explain whether fame helps or hurts young people.

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 previews 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: **success and fame**

1 Can you tell me about a successful person you know?

Yes, my cousin is successful in table tennis. **For me**, her **success** (成功) comes from daily training, not only natural skill.

2 Can you tell me about a time when someone received praise, and what happened?

Last term, my friend won a drawing prize. **After that**, the teacher gave her warm **praise** (称赞), and she felt more confident.

3 Do you think fame is always good? Why?

No, I think, fame can be difficult. **This is because**, a **famous** (著名的) person may have little private time and face pressure.

Adapted from the Cambridge IGCSE ESL Coursebook

In my view, real **success** (成功) is more than being **famous** (著名的). **For example**, a student may win an **award** (奖项) after many quiet afternoons of practice. **Also**, some people have strong **talent** (天赋 / 才能), but they still need effort. **Although public attention can feel exciting, it may bring heavy pressure** (压力) too. **At first**, classmates may only see the final prize. **Later**, they may learn how much work came before it. **In short**, success should not be judged only by cameras. **Most importantly**, effort matters.

SITUATION Your school magazine has asked students to choose one person to interview about success. You are considering the following options:

OPTION A

a young singer who won a talent show

OPTION B

a student volunteer who helped a charity

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

MODEL ANSWER

SITUATION **Well**, we need to choose one person for a magazine interview.

OPTION A **On one hand**, the singer can talk about public **praise** (称赞) and hard practice. **Also**, many readers enjoy music stories. **However**, the interview may focus too much on being **in the spotlight** (成为关注焦点).

OPTION B **On the other hand**, the student **volunteer** (志愿者) can show quieter success. **When someone helps a charity** (慈善机构 / 慈善) **without wanting attention**, the story feels kind and real. **Still**, it may sound less exciting at first.

PREFERENCE **I would choose the volunteer**, because the message is better. **REASON** **The main reason is**, success should help others. **REASON** **Also**, it shows people do not need to **rise to fame** (成名) to matter.

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.

Large lined writing area for student response.

Answer the Part 3 discussion questions below. Use the Model Answer for guidance, then write your own response in the lined space.

1 Some people say success is more important than fame. What do you think?


MODEL ANSWER

OPINION In my opinion, success is more important than fame. **REASON** Although fame may look exciting, real success (成功) can last longer. **EXAMPLE / EXTENSION** For example, a student who improves slowly may feel proud even if nobody knows their name.

2 Why do you think famous teenagers can feel a lot of pressure?

MODEL ANSWER

OPINION From my point of view, famous teenagers can feel heavy pressure. **REASON** When a young person faces pressure (压力) every day, small mistakes may feel bigger. **EXAMPLE / EXTENSION** For instance, online comments can make a singer worry before performing at school.

 **Fix the Error:** Add a contrast marker and correct punctuation.

1 Fame is exciting it can bring pressure.

2 He is talented he still practises daily.

3 She won an award she stayed kind.

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 (*Discourse Markers Showing Contrast*).

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。