



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 14: MEDICAL CARE**

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IELTS Band 5 - 6



## Learning Objectives

WALT (We Are Learning To) **Describe medical help** using **future in the past**, **clear symptoms**, and **simple advice**.



## Success Criteria

WILF (What I'm Looking For) **Use blue-bold starters**, **would / should correctly**, **five highlighted items**, and **safe health language**.



## Support (Band 5.0 Target)

Use the frame: **I thought it would** \_\_\_\_. Add **one symptom** and **one action**.



## Stretch (Band 6.0+ Target)

Explain **what happened first**, **what help was given**, and **how the person recovered**.

## 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> <b>Sec 2 grammar</b>, <b>Sec 3 pronunciation</b>, <b>Sec 4 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> <b>OPINION</b> → <b>REASON</b> → <b>EXAMPLE</b> 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> <b>Sec 9</b> 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> <b>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 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: **medical care**

**1 Can you tell me about a common health problem students have?**

**Yes**, many students get a sore throat during busy weeks. **For example**, the first **symptom** (症状) may be a dry voice after long study.

**2 Can you tell me about a time when you needed medical help, and what it was like?**

**Last term**, I hurt my ankle during PE. **At first**, I was nervous, but the school nurse treated me like a careful **patient** (病人).

**3 Do you think hygiene is important at school? Why?**

**Yes, I think**, hygiene is very important. **This is because**, good **hygiene** (卫生) can stop germs spreading in a crowded classroom.



Adapted from the Cambridge IGCSE ESL Coursebook

**In my view**, good medical care starts when a **patient** (病人) explains the problem clearly. **For example**, a student should describe the pain, the time it began, and any **symptom** (症状). **Also**, a nurse may suggest simple **treatment** (治疗) before the problem gets worse. **If students wash their hands well, good hygiene** (卫生) can reduce **infection** (感染) in class. **At first**, some students may feel embarrassed to ask for help. **Later**, they usually feel calmer. **In short**, clear speaking helps doctors and nurses. **Most importantly**, health advice should be easy to follow.

**SITUATION** The school nurse has asked students to choose one health topic for a class talk. You are considering the following options:

**OPTION A**

how to avoid spreading infections at school

**OPTION B**

what to do when you feel ill

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 health topic for a class talk.

**OPTION A** **On one hand**, infection advice is useful because classmates share desks. **Also**, teachers may **praise** (称赞) students who clean their hands well. **However**, it can sound like a simple rule list.

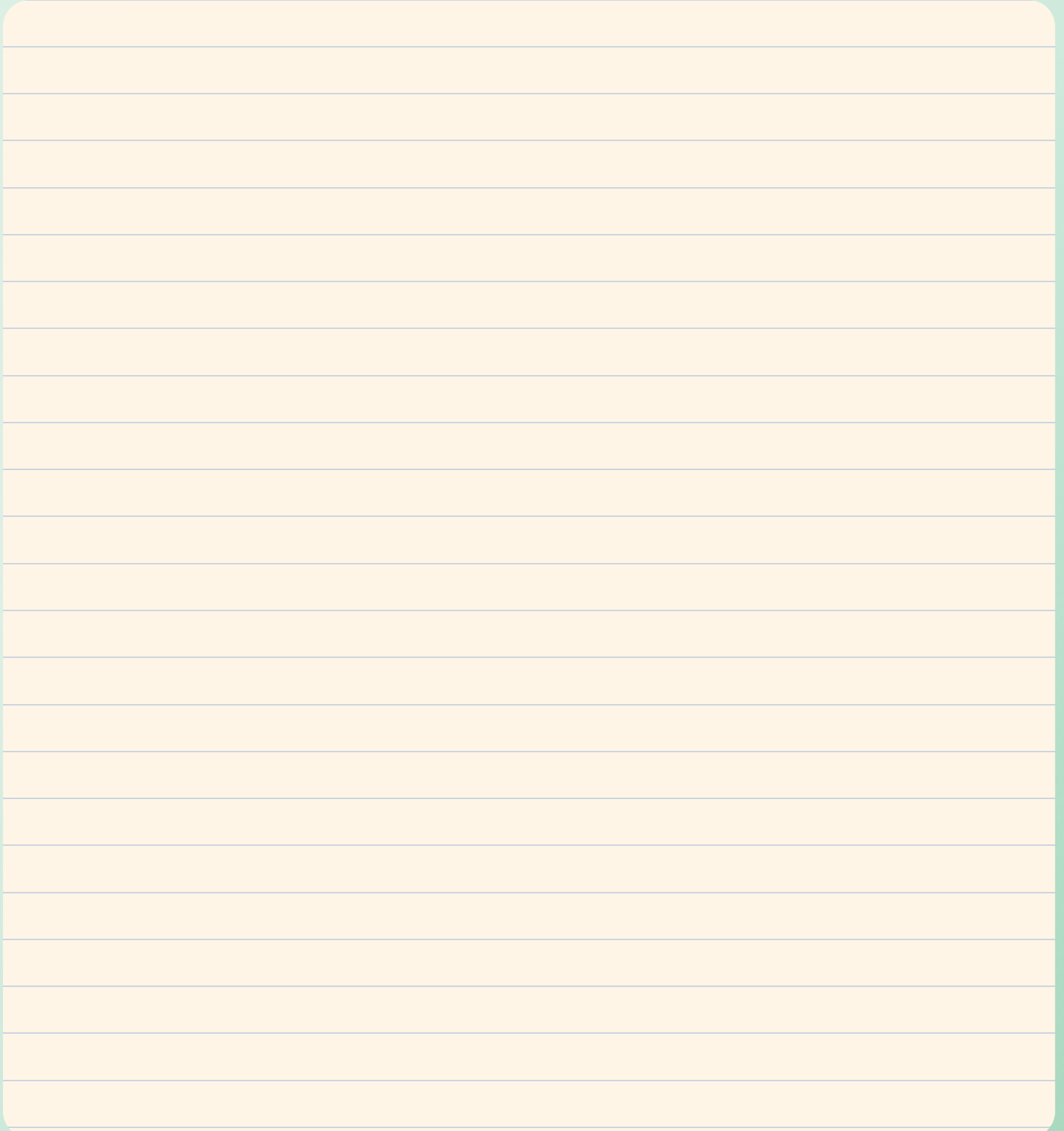
**OPTION B** **On the other hand**, illness advice can include a home **remedy** (疗法 / 补救方法) and rest. **When students feel under the weather** (身体不适), they need to know when to ask an adult. **Still**, it must not replace a doctor.

**PREFERENCE** **I would choose illness advice**, because it helps daily life. **REASON** **The main reason is**, students often face study **pressure** (压力) and ignore health. **REASON** **Also**, rest can get them **back on your feet** (恢复健康) sooner.

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 hygiene for students in a busy school?**

**MODEL ANSWER**

**OPINION** **In my opinion**, hygiene is very important in a busy school. **REASON** **When students keep good hygiene (卫生)**, fewer germs spread between desks. **EXAMPLE / EXTENSION** **For example**, washing hands before lunch can protect friends who sit nearby.

**2 What should young people do if they notice a symptom during the school day?**

**MODEL ANSWER**

**OPINION** **From my point of view**, students should tell an adult quickly. **REASON** **If a symptom (症状) appears during class**, waiting may make the problem worse. **EXAMPLE / EXTENSION** **For instance**, a student with a headache can visit the nurse before PE.



 **Fix the Error:** Use **would** or **should** after a past reporting verb.

- 1 The nurse said I will rest.
- 2 I thought the pain will stop.
- 3 My mother said we visit the clinic.

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 (*Future in the Past*).

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。