



IGCSE Speaking IELTS Prep Course

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

WEEK 17: THE ENVIRONMENT


IELTS Band 5 - 6

 **Learning Objectives**

WALT (We Are Learning To) **Describe an environmental problem** using **reference words**, **causes**, and **clear solutions**.

 **Success Criteria**

WILF (What I'm Looking For) **Use blue-bold starters**, **clear reference words**, **five highlighted items**, and **one practical solution**.

 **Support (Band 5.0 Target)**

Use the frame: **This problem affects** ___. Add **one cause** and **one simple action**.

 **Stretch (Band 6.0+ Target)**

Explain **one local effect** and **one wider effect** of the environmental problem.

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 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: **the environment**

1 Can you tell me about an environmental problem near your school?

Yes, there is sometimes litter near the school gate. **For example**, students leave drink cups there after buying snacks.

2 Can you tell me about a time when you helped the environment, and what it was like?

Last term, our class cleaned a small garden. **At first**, it looked messy, but later it felt brighter and calmer.

3 Do you think teenagers can help the environment? Why?

Yes, I think, teenagers can help through small habits. **This is because**, using less plastic and saving water are easy daily actions.

Adapted from the Cambridge IGCSE ESL Coursebook

In my view, the environment is affected by daily choices at school. **For example**, plastic bags and drink cups can create **pollution** (污染) near classrooms. **Also**, hot weather may remind students that the **climate** (气候) is changing. **If a school uses solar** (太阳能的) **lights**, it can save power in a simple way. **At first**, students may not notice small rubbish. **Later**, they see how much **waste** (浪费 / 废物) one class can make. **In short**, young people can **go green** (选择绿色生活). **Most importantly**, the action must be easy to repeat.

SITUATION The school eco-club has asked students to choose one environment campaign. You are considering the following options:

OPTION A

a plastic-free lunch campaign

OPTION B

a tree and garden campaign

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

MODEL ANSWER

SITUATION **Actually**, our class must choose one school environment campaign.

OPTION A **On one hand**, a plastic-free lunch campaign can **protect** (保护) the school yard. **For example**, fewer bottles means less rubbish. **However**, some students may forget reusable boxes.

OPTION B **On the other hand**, a tree and garden campaign can reduce heat and give insects a small **habitat** (栖息地). **If plants grow near classrooms**, students can see a **positive impact** (影响). **Still**, it needs regular care.

PREFERENCE I would choose the plastic-free lunch campaign, because everyone can join.

REASON The main reason is, small changes help the environment **survive** (生存). **REASON** **Also**, it can make a **difference** (带来改变) every lunchtime.

SECTION 7

Listener Task — Tick the Speaker's Checklist

5 MIN

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**


SECTION 8

Writing Space

10 MIN

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.

 **Fix the Error:** Make the reference word clear.

- 1 Pollution hurts rivers. They is serious.
- 2 Plastic bags are everywhere. It create waste.
- 3 The school saved power. These was helpful.

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 (*Reference Words*).

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。