



IGCSE Speaking IELTS Prep Course

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

WEEK 18: FEEDING THE WORLD


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) Describe a food issue using noun phrases, clear causes, and fair solutions.

 Success Criteria

WILF (What I'm Looking For) Use blue-bold starters, noun phrases, five highlighted items, and one realistic solution.

 Support (Band 5.0 Target)

Use the frame: A food problem is ___. Add who it affects and one possible solution.

 Stretch (Band 6.0+ Target)

Explain why a food problem can be local and global at the same time.

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: **feeding the world**

1 Can you tell me about a food issue you have heard about?

Yes, I have heard about food waste in school canteens. **For example**, some students take too much rice and throw it away.

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

Last week, I finished my lunch and kept a banana for later. **At first**, it was a small action, but it felt responsible.

3 Do you think schools should teach students about food problems? Why?

Yes, I think, schools should teach this topic. **This is because**, students eat every day, so they can understand food choices easily.

Adapted from the Cambridge IGCSE ESL Coursebook

In my opinion, feeding the world is a difficult topic because the **population** (人口) keeps growing. **For example**, some places need more rice, fruit, and clean water. **Also**, modern **farming** (农业 / 农耕) must produce enough food without damaging land. **When the food supply** (供应) is weak, families may face **hunger** (饥饿). **At first**, this problem can seem far away. **Later**, students may notice food waste in their own cafeteria. **In short**, a **local** (当地的) action can still matter. **Most importantly**, people should respect food every day.

SITUATION Your social studies teacher has asked students to choose one food-awareness project. You are considering the following options:

OPTION A

a school food waste project

OPTION B

a food charity collection project

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

MODEL ANSWER

SITUATION **Well**, our class has to choose one food-awareness project.

OPTION A **On one hand**, a school food waste project is **fair** (公平的) because it teaches students not to throw away lunch. **For example**, leftovers can be counted. **However**, some students may feel blamed.

OPTION B **On the other hand**, a food charity project can show the **impact** (影响) of hunger. **If students collect safe food**, fewer people may go hungry (挨饿). **Still**, it needs careful rules.

PREFERENCE **I would choose the food waste project**, because it starts with our own habits.

REASON **The main reason is**, it reduces **waste** (浪费 / 废物). **REASON** **Also**, it helps students understand food from farm to table (从农场到餐桌).

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 Why do you think some people still face hunger today?


MODEL ANSWER

OPINION **In my opinion**, some people face hunger because food is not shared well. **REASON** **When supply (供应) is low**, prices can rise quickly. **EXAMPLE / EXTENSION** **For example**, a poor family may buy less fruit and meat.

2 How important is local farming for families?

MODEL ANSWER

OPINION **From my point of view**, local farming is important for families. **REASON** **If farming (农业 / 农耕) happens nearby**, food can reach markets faster. **EXAMPLE / EXTENSION** **For instance**, fresh vegetables from nearby villages may cost less.

 **Fix the Error:** Make the noun phrase clear.

- 1 A problem food serious affects families.
- 2 Local methods farming can help.
- 3 We need system lunch fair.

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 (*Noun Phrases*).

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。