



IGCSE Speaking IELTS Prep Course

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

WEEK 19: LIFESTYLES


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) Describe a lifestyle choice using **adjective position**, **personal reasons**, and **school-life examples**.

 Success Criteria

WILF (What I'm Looking For) Use **blue-bold starters**, **correct adjective position**, **five highlighted items**, and **one clear opinion**.

 Support (Band 5.0 Target)

Use the frame: **I usually wear** ___. Add **how it feels** and **what it shows**.

 Stretch (Band 6.0+ Target)

Explain how clothes can show **identity** while still following **school rules**.

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: **lifestyles**

1 Can you tell me about the clothes students usually wear at your school?

Yes, most students wear a school uniform. **For example**, we wear simple jackets and sports shoes on normal school days.

2 Can you tell me about a time when you chose clothes for a special day, and what it was like?

Last term, I chose a clean shirt for a school photo. **At first**, I felt nervous, but the clothes looked tidy.

3 Do you think clothes can show personality? Why?

Yes, I think, clothes can show personality in a simple way. **This is because**, colours and styles can show what people like.

Adapted from the Cambridge IGCSE ESL Coursebook

In my view, lifestyle choices are often shown through clothes. **For example**, some teenagers follow **fashion (时尚)**, while others prefer simple school clothes. **Also**, a school **uniform (校服)** can make mornings easier for busy families. **When a new trend (趋势 / 潮流) becomes popular**, students may want to copy it. **At first**, this can feel fun. **Later**, it may put pressure on students. **In short**, clothes can show **identity (身份 / 认同)**, but comfort matters too. **Most importantly**, a **comfortable (舒适的)** outfit helps students focus on lessons.

SITUATION *The head teacher has asked students to discuss clothing rules for next term. You are considering the following options:*

OPTION A

keeping a full school uniform every day

OPTION B

allowing one dress-your-own-style day each month

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

MODEL ANSWER

SITUATION ***Honestly**, our head teacher wants student views on clothing rules.*

OPTION A **On one hand**, a full school uniform can be more **sustainable (可持续的)** if students wear it for years. **For example**, families buy fewer clothes. **However**, some students may dislike strict rules.

OPTION B **On the other hand**, a dress-your-own-style day can support **local (当地的)** brands and personal choice. **If the rules are clear, the day can still feel fair (公平的)**. **Still**, some students may compare clothes too much.

PREFERENCE **I would choose the uniform rule**, because it is simple. **REASON** **The main reason is**, students do not need to **keep up with trends (跟上潮流)**. **REASON** **Also**, quiet students do not have to **stand out (显眼 / 脱颖而出)**.

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:** Put the adjective in the correct position.

- 1 I like uniform comfortable.
- 2 This is a jacket fashionable.
- 3 The shoes new are expensive.

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 (*Position of Adjectives*).

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。