



IGCSE Speaking IELTS Prep Course

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

WEEK 21: SPORTS AND FREE TIME

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Compare leisure habits** and explain how **free time** affects **student wellbeing**.



Success Criteria

WILF (What I'm Looking For) **Use Part 1 detail, Part 2 choices, Part 3 reasons**, and **simple B2 language**.



Support (Band 5.0 Target)

Use the frame: **Free time helps me because** _____. Add **one activity, one reason**, and **one example**.



Stretch (Band 6.0+ Target)

Add a **careful comparison** between online and outdoor hobbies, then **explain the better choice**.

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 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: **sports, free time, and wellbeing**

1 Can you tell me something about how you spend free time after school?

Yes, I usually play table tennis or walk near my home after evening study. **For me**, free time protects my **wellbeing** (身心健康 / 幸福感) because it gives my mind a short rest. **Sometimes**, I also read quietly before bed.

2 Can you tell me about a time when a free-time activity helped you feel better, and what it was like?

Last term, I felt tired before a maths test, so my friend invited me to play badminton. **At first**, I wanted to keep studying, but ten minutes of exercise helped me breathe slowly. **After that**, I returned to homework with better **motivation** (动力).

3 Do you think students should protect time for hobbies? Why?

Yes, I think students should protect some hobby time. **This is because**, study is important, but a healthy **balance** (平衡) helps teenagers stay calm. **For example**, my classmate plays basketball twice a week and still finishes his homework well.

Adapted from the Cambridge IGCSE ESL Coursebook

In many schools, free time is now linked to student **wellbeing** (身心健康 / 幸福感). For example, a calm hobby can give teenagers better **balance** (平衡) after exams. At break time, simple games also raise **participation** (参与) among quiet students. However, some learners become too **sedentary** (久坐不动的) when they only watch short videos. In my class, sport gives students fresh **motivation** (动力) before evening homework. Although school pressure is high, one short club meeting can make the day feel lighter. Also, teachers can help by offering easy choices, not only hard training. Overall, free time should refresh students, build friendships, and keep study life healthy.

SITUATION The headteacher has asked students how the school can improve free-time activities for better wellbeing. You are considering the following options:

OPTION A

a quiet games room for lunch breaks

OPTION B

an outdoor activity club after school

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

MODEL ANSWER

SITUATION Well, I will compare two ways our school can help students use free time well.

OPTION A On one hand, a quiet games room helps students **socialise** (社交) without heavy exercise. Also, it lets tired students **switch off** (放松 / 暂时不想学习) after tests. However, some students may still sit too long.

OPTION B On the other hand, an outdoor activity club uses less **technology** (科技) and more movement. If students only use phones, there is a real risk (风险) that free time becomes lazy. So, this option feels healthier.

PREFERENCE I would choose, the outdoor activity club. **REASON** My first reason is, it helps students **strike a balance** (取得平衡) between study and rest. My second reason is, it creates real friendships.

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.

A large writing area with horizontal lines on a light yellow background, intended for students to write their answers on the board or classroom windows and then copy the corrected answer below.

 **Fix the Error:** Use the better comparative form or phrase for a Part 3 answer.

1. **In my opinion**, outdoor hobbies are _____ than phone games for tired students. (healthy)

2. **For example**, team games give students _____ chances to talk than videos. (many)

3. **Overall**, students should _____ study and free time. (strike a balance)

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 (*Comparatives for Part 3 Discussion*).

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。