



IGCSE Speaking IELTS Prep Course

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

WEEK 23: FOOD


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Discuss food choices** using **cause and effect, health reasons,** and **simple examples.**

 Success Criteria

WILF (What I'm Looking For) **Give clear opinions, explain food effects, use topic vocabulary,** and **stay fluent.**

 Support (Band 5.0 Target)

Use the frame: **I eat ___ because it helps me ___.** Add **one school example.**

 Stretch (Band 6.0+ Target)

Explain how **advertising** and **school canteens** can change teenagers food choices.

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: **food choices and health**

1 Can you tell me something about the food students usually eat during a school day?

Usually, students eat rice, vegetables, meat, and soup in the school canteen. **Sometimes**, they also buy snacks near the gate. **In my opinion**, a balanced **diet** (饮食) helps us stay awake in afternoon lessons.

2 Can you tell me about a time when you tried to eat more healthily, and what happened?

Last winter, I stopped buying sweet drinks for two weeks. **At first**, it was hard because my friends bought them after school. **Later**, I drank more water and felt I could focus better during self-study.

3 Do you think advertising changes what teenagers eat? Why?

Yes, I think food adverts change choices, especially online. **This is because**, bright photos make snacks look fresh and exciting. **For example**, my cousin wanted fried chicken after seeing the same **advertising** (广告) many times on a video app.

Adapted from the Cambridge IGCSE ESL Coursebook

In daily life, food choices affect both health and mood. **For example**, a simple **diet** (饮食) with rice, vegetables, and eggs can give steady energy. **However**, many students buy **processed** (加工过的) snacks near school because they are quick. **Sometimes**, teenagers **consume** (摄入 / 消费) too much sugar without noticing it. **At lunch**, one fresh meal gives more than taste; it gives each key **nutrient** (营养素). **If students eat too much junk food** (垃圾食品), they may feel sleepy before afternoon class. **Also**, families can help by preparing easy fruit. **Overall**, healthy food does not need to be expensive; it just needs planning.

SITUATION The school canteen manager has asked students how to help teenagers make healthier food choices. You are considering the following options:

OPTION A

a healthy breakfast stall before lessons

OPTION B

a short lesson about food advertising

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 ideas for improving students food choices.*

OPTION A **On one hand**, a healthy breakfast stall may reduce **obesity** (肥胖) problems in the long term. **Also**, it gives students food before morning lessons. **However**, some students may still skip it.

OPTION B **On the other hand**, a food-advert lesson explains how **advertising** (广告) can **influence** (影响) choices. **When students watch a food video**, the **platform** (平台) may push similar snack adverts again. **So**, this lesson is useful.

PREFERENCE **I would choose**, the healthy breakfast stall. **REASON** **My first reason is**, hungry students are **at risk** (有风险) of low energy. **My second reason is**, breakfast can help every class learn better.

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 a healthy diet for teenagers who study for long hours?

MODEL ANSWER

OPINION **In my opinion**, a healthy diet is very important for busy teenagers. **REASON** **This is because**, when students eat well, they can focus for longer. **EXAMPLE / EXTENSION** **For example**, rice, eggs, and vegetables make a simple **diet** (饮食).

2 Some people say schools should stop selling junk food. What do you think?

MODEL ANSWER

OPINION **From my point of view**, schools should limit junk food but not punish students. **REASON** **The reason is**, if snacks disappear suddenly, students may buy them outside. **EXAMPLE / EXTENSION** **For example**, canteens can sell fruit instead of **processed** (加工过的) cakes.

 **Fix the Error:** Choose the best cause-and-effect linker for a food discussion.

1. **Because of this**, students feel tired _____ they skip breakfast. (if/so)
2. **As a result**, too much sugar can _____ energy later. (lower)
3. **For example**, fruit is useful _____ it gives water and vitamins. (because/although)

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 (*Cause and Effect Linking*).

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。