



IGCSE Speaking IELTS Prep Course

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

WEEK 31: HUMAN ACHIEVEMENTS

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Explain human achievements** and describe **values**, **effort**, and **impact** in extended speaking.



Success Criteria

WILF (What I'm Looking For) **Use relative clauses**, **compare choices**, **support opinions**, and **speak simply** with clear examples.



Support (Band 5.0 Target)

Use the frame: **An achievement that I respect is ___ because ___**. Add **one person** and **one result**.



Stretch (Band 6.0+ Target)

Explain how **quiet effort** and **public success** can both show **real achievement**.

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: **human achievements**

1 Can you tell me something about an achievement you respect?

Yes, I respect students who improve slowly and honestly. **For example,** my classmate raised his English score after months of reading aloud. **To me,** that is a real achievement because it took steady effort.

2 Can you tell me about a time when you worked hard for a goal, and what it was like?

Last term, I prepared for a speaking test every evening. **At first,** I felt shy, but I asked my desk mate to listen. **After two weeks,** I could answer more smoothly and felt proud.

3 Do you think famous achievements are always the most important? Why?

No, I think, small achievements can be important too. **In my view,** helping a family member or improving a weak subject also matters. **For example,** many quiet students work hard without getting prizes.

Relative Clauses for Defining Achievement

GRAMMAR

A relative clause adds information about a person or thing. Use "who" for people and "which" or "that" for things.

EXAMPLE

I admire people who solve problems for others.

Emphatic Stress for Values

Listen: Stress the value word when you explain why an achievement matters: effort, courage, help, hope.

Practise: **Say it clearly,** He showed effort. He helped others. He reached a goal.

Resilience 韧性

Noun adj. resilient adv. resiliently

Perseverance 坚持不懈

Noun adj. persevering
v. persevere · persevered

Recognition 认可 / 表彰

Noun adj. recognised
v. recognise · recognised

Contribution 贡献

Noun adj. contributory
v. contribute · contributed

Ambition 抱负 / 雄心

Noun adj. ambitious adv. ambitiously

Breakthrough 突破

Noun adj. breakthrough

Opportunity 机会

RECYCLED
Noun adj. opportune

Creativity 创造力

RECYCLED
Noun adj. creative adv. creatively
v. create · created

Idiom 1: Make history — 创造历史

Explanation Do something important that people will remember.

Example The young scientist made history with a simple but useful invention.

Idiom 2: Reach a goal — 达成目标

Explanation Achieve something you planned to do.

Example My cousin reached a goal when she entered her dream high school.

Adapted from the Cambridge IGCSE ESL Coursebook

In school life, human achievement is not only about medals or news reports. **For example**, a student can show **resilience** (韧性) after failing a test, then try again. **At first**, the result may look small, but steady **perseverance** (坚持不懈) can change a weak subject. **When classmates notice this effort, they often respect the learner more.** **In addition**, every student needs an **opportunity** (机会) to improve, not only top students. **Most importantly**, clear **ambition** (抱负 / 雄心) helps teenagers choose better habits. **If they reach a goal step by step, they can feel proud without showing off.** **Overall**, ordinary effort can help students **reach a goal** (达成目标) and speak about success in a natural way.

SITUATION Your headteacher has asked students how the school should celebrate human achievement. You are considering the following options:

OPTION A

a prize ceremony for top students

OPTION B

a school display about helpful achievements

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 to celebrate achievement at school.*

OPTION A **On one hand**, a prize ceremony gives public **recognition** (认可 / 表彰) to students who work hard. **However**, it may only praise exam results and leave quiet helpers outside. **Although prizes feel exciting, some students may feel they can never win.**

OPTION B **On the other hand**, a display can show each useful **contribution** (贡献), such as helping a club or improving a skill. **Also**, it can include **creativity** (创造力) and teamwork, not only scores. **When students see many examples, they understand achievement in a wider way.**

PREFERENCE **I would choose**, the school display. **REASON** **The main reason is**, it can show a real **breakthrough** (突破) and help ordinary students **make history** (创造历史) in their own class.

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 effort when young people try to achieve something difficult?


MODEL ANSWER

OPINION **In my opinion**, effort is very important for young people. **REASON** **This is because**, **when a task is difficult, steady perseverance (坚持不懈) keeps them moving.** **EXAMPLE / EXTENSION** **For example**, a student who practises speaking daily may improve before exam day.

2 Some people say schools should only praise top results. What do you think?

MODEL ANSWER

OPINION **I do not agree**, schools should praise only top results. **REASON** **The reason is**, **although prizes are useful, many students show resilience (韧性) after problems.** **EXAMPLE / EXTENSION** **For instance**, a shy speaker who answers clearly deserves praise too.

 **Fix the Error:** Choose the best relative pronoun for each achievement sentence.

1. A person _____ helps others quietly can be admirable. (who / where)

2. An achievement _____ improves lives is worth respect. (that / when)

3. Students _____ keep trying often grow stronger. (who / what)

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 (*Relative Clauses for Defining Achievement*).

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。