



IGCSE Speaking IELTS Prep Course

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

WEEK 32: ORGANISATIONS AND VOLUNTEERS

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Discuss organisations, volunteer roles, and community needs** using clear examples and reasons.



Success Criteria

WILF (What I'm Looking For) **Add extra detail, compare two projects, explain benefits, and stay topic-focused.**



Support (Band 5.0 Target)

Use the frame: **A volunteer project helps ___ by ___.** Add **one action** and **one beneficiary**.



Stretch (Band 6.0+ Target)

Compare **short-term help** with **regular service**, then explain which has **stronger value**.

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: **organisations and volunteers**

1 Can you tell me something about a club or organisation students can join?

Yes, students in my school can join a reading club. **Usually**, older students read with younger pupils after class. **I think**, it is useful because both sides practise English and feel more confident.

2 Can you tell me about a time when you helped in a group activity, and what happened?

Last year, my class cleaned the school garden before Sports Day. **At first**, we did not know who should do each job. **After our monitor made a list**, everyone worked faster and finished before lunch.

3 Do you think teenagers should do volunteer work? Why?

Yes, I think, teenagers should try volunteer work. **This is because**, it teaches responsibility outside exam study. **For example**, helping younger students can make a teenager more patient and kind.

Non-defining Relative Clauses for Extra Detail


GRAMMAR


Non-defining relative clauses add extra detail after a comma. The main sentence still makes sense without that extra detail.

EXAMPLE

Our charity fair, which starts at noon, supports local families.

Pausing with Extra Detail

 **Listen:** Pause before and after extra information, so the listener can follow your idea.

 **Practise:** **Say it in chunks,** Our club, pause, which meets on Fridays, pause, helps younger pupils.

Initiative 主动行动 / 倡议

Noun adj. initiative-taking

Fundraising 筹款

Noun adj. fundraising
v. fundraise · fundraised

Awareness 意识

Noun adj. aware adv. awarely

Cooperation 合作

Noun adj. cooperative
adv. cooperatively v. cooperate · cooperated

Commitment 投入 / 承诺

Noun adj. committed
v. commit · committed

Beneficiary 受益者

Noun adj. beneficial adv. beneficially
v. benefit · benefited

Resilience 韧性 **RECYCLED**

Noun adj. resilient adv. resiliently

Contribution 贡献

RECYCLED
Noun adj. contributory
v. contribute · contributed

Idiom 1: Give back — 回馈

Explanation Help others after receiving help or benefits.

Example Students can give back by helping younger classmates read English.

Idiom 2: For the common good — 为了共同利益

Explanation For the benefit of many people.

Example A clean-up project is for the common good, not just one class.

Adapted from the Cambridge IGCSE ESL Coursebook

In many schools, a student volunteer project begins with one small **initiative** (主动行动 / 倡议). For example, a class may plan **fundraising** (筹款) for books, sports clothes, or a local animal shelter. At the same time, students need clear **cooperation** (合作) because one person cannot do every job. When each member has a role, the project becomes easier to manage. Also, posters and morning notices can raise **awareness** (意识) about the problem. In my view, volunteer work is not only about money; it is also a chance to **give back** (回馈) to the community. If students help regularly, they learn care through real action. Overall, simple service can make school life warmer.

SITUATION Your class teacher has asked students to choose one volunteer project for this term. You are considering the following options:

OPTION A

a weekend charity sale at school

OPTION B

a weekly reading group for younger pupils

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 volunteer projects for our class this term.

OPTION A On one hand, a charity sale can show strong **commitment** (投入 / 承诺) because students must prepare, sell, and count money. However, it may finish quickly and some students may only help once. Although it can raise money, the learning time is quite short.

OPTION B On the other hand, a reading group has a clear **beneficiary** (受益者): younger pupils who need friendly help. Also, older students build **resilience** (韧性) when younger pupils find words difficult. When the group meets every week, its contribution (贡献) becomes easier to see.

PREFERENCE I would choose, the reading group. **REASON** The main reason is, it serves for the common good (为了共同利益) and gives both age groups regular speaking practice.

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:** Add commas around the extra detail in each sentence.

1. Our reading club which meets on Fridays helps younger pupils.
2. The charity sale which started at lunch raised money.
3. My class monitor who is very organised made the list.

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 (*Non-defining Relative Clauses for Extra Detail*).

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。