



IGCSE Speaking IELTS Prep Course

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

WEEK 33: SUCCESS AND FAME

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) Discuss success and fame, explain public attention, and give balanced opinions in speaking.



Success Criteria

WILF (What I'm Looking For) Use concession language, compare two choices, protect simple fluency, and give examples.



Support (Band 5.0 Target)

Use the frame: **Fame can be good because ___, but it can be hard because ___.** Add one example.



Stretch (Band 6.0+ Target)

Explain how **success** can be different from **being famous**, using **balanced reasons**.

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 previews 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: **success and fame**

1 Can you tell me something about a successful person you know?

Yes, my cousin is successful because she studies hard and helps at home. **In my opinion**, she is not famous, but she is responsible. **For example**, she won a school prize and still helps her brother revise.

2 Can you tell me about a time when someone became popular at school, and what it was like?

Last term, a student became popular after winning a singing contest. **At first**, everyone wanted to talk to her. **Later**, she looked a little tired because people asked for videos every day.

3 Do you think fame makes people happy? Why?

No, I think, fame does not always make people happy. **This is because**, famous people may lose quiet time. **For example**, a young singer may enjoy applause but dislike constant attention.

Adapted from the Cambridge IGCSE ESL Coursebook

In modern life, success and fame are easy to mix up. **For example**, a **celebrity (名人)** may receive much **publicity (宣传 / 关注)**, but that does not always mean deep success. **At school**, students often care about **reputation (名声 / 声誉)**, especially when classmates talk online. **Although public attention feels exciting, it can also create pressure.** **In my view**, young people should protect their **privacy (隐私)** and not share every part of life. **Also**, a person **in the public eye (在公众视野中)** needs calm habits and trusted friends. **When a person stays kind, success becomes more than being noticed.** **Overall**, real success should include effort, respect, and a healthy mind.

SITUATION Your school magazine has asked students what kind of successful person should be interviewed. You are considering the following options:

OPTION A

a famous online singer

OPTION B

a local student volunteer leader

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 people for a school magazine interview.*

OPTION A **On one hand**, an online singer may be **influential (有影响力的)** because many teenagers follow music videos. **However**, the interview might focus too much on **fame and fortune (名利)** and not enough on learning. **Even though students may feel excited, they may copy the wrong values.**

OPTION B **On the other hand**, a student volunteer leader is a **worthwhile (值得的)** choice because the story is close to school life. **Also**, it can raise **awareness (意识)** about helping others. **Although this person may not be famous, their commitment (投入 / 承诺) can teach useful lessons.**

PREFERENCE **I would choose**, the volunteer leader. **REASON** **The main reason is**, students need examples of useful success, not only public attention.

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 There is an opinion that fame is more important than personal happiness. Do you agree?

MODEL ANSWER

OPINION I disagree, fame is not more important than happiness. **REASON** This is because, although publicity (宣传 / 关注) can feel exciting, it may bring pressure. **EXAMPLE / EXTENSION** For example, a popular student may enjoy attention but still need quiet time.

2 How important is privacy for young celebrities?

MODEL ANSWER

OPINION In my opinion, privacy is very important for young celebrities. **REASON** The reason is, when a teenager loses privacy (隐私), normal school life becomes difficult. **EXAMPLE / EXTENSION** For instance, strangers may comment on their clothes, friends, or family photos.

Continue answering Part 3 questions. Use the Model Answer for guidance, then write your own response in the lined space.

3 Why do you think some teenagers want to become famous online?


MODEL ANSWER

OPINION **I think**, some teenagers want online fame because it looks exciting. **REASON** **This is because, if a celebrity (名人) gets praise, students may want the same feeling.** **EXAMPLE / EXTENSION** **For example,** short videos can make success seem quick and easy.

4 How important is a good reputation for public people?

MODEL ANSWER

OPINION **In my view**, a good reputation is important for public people. **REASON** **This is because, when fans trust actions more than words, fame becomes safer and more stable.** **EXAMPLE / EXTENSION** **For example,** a young singer should protect their **reputation (名声 / 声誉)** by speaking kindly online during a short class talk.

 **Fix the Error:** Choose although or even though to complete each balanced sentence.

1. _____ fame brings attention, it can reduce privacy.

2. _____ a person is famous, they may feel lonely.

3. _____ success is exciting, students still need rest.

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 (*Concession with Although and Even though*).

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。