



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 37: THE ENVIRONMENT**

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IELTS Band 5 - 6



## Learning Objectives

WALT (We Are Learning To) **Discuss environmental problems, causes, effects, and solutions** using clear examples.



## Success Criteria

WILF (What I'm Looking For) **Use result clauses, explain local effects, give practical action, and speak simply.**



## Support (Band 5.0 Target)

Use the frame: **This problem happens because \_\_\_, so people should \_\_\_.** Add **one place** and **one solution**.



## Stretch (Band 6.0+ Target)

Explain how **local habits, school action, and long-term change** connect.

## PLAN A

## Classroom Only

80 MIN

Default plan. Sections 11 & 12 are completed at home as unsupervised homework.

TIME	TEACHER	STUDENTS
<b>SEC 1</b> <b>0–5 min</b> WARM-UP	<ul style="list-style-type: none"> <li>• <b>Open</b> with WALT / WILF.</li> <li>• Send students to <b>Section 1</b> and <b>circulate</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the warm-up questions <b>in pairs, in English</b>.</li> </ul>
<b>SEC 2 · 3 · 4</b> <b>5–15 min</b> INPUT	<ul style="list-style-type: none"> <li>• <b>Teach</b> Sec 2 <b>grammar</b>, Sec 3 <b>pronunciation</b>, Sec 4 <b>vocabulary</b>.</li> <li>• Give an <b>example sentence</b> for each item.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Listen</b> and <b>take notes</b> on the handout.</li> <li>• Offer your <b>own</b> example sentences.</li> </ul>
<b>SEC 5 · 6 · 7 · 8</b> <b>15–35 min</b> SHADOW READ	<ul style="list-style-type: none"> <li>• <b>Play</b> TTS for Sec 5, 6, 9 text &amp; model answers.</li> <li>• Students <b>Listen</b> → <b>Repeat</b> until pronunciation is <b>clean</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stand. Write</b> own notes on <b>whiteboards</b> for Sec 6 &amp; 9. <b>Memorize</b> answers.</li> </ul>
<b>SEC 7</b> <b>35–55 min</b> SPEAKING · 4-3-2	<ul style="list-style-type: none"> <li>• <b>2-min spot speaking tests</b>. <b>Correct</b> mistakes. <b>Note</b> errors.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeat</b> your answer <b>3x</b> — <b>faster</b> each round.</li> <li>• Listener <b>checks</b> target items &amp; <b>pushes speed</b>.</li> </ul>
<b>SEC 9</b> <b>55–75 min</b> PART 3 DISCUSSION	<ul style="list-style-type: none"> <li>• <b>Explain</b> OPINION → REASON → EXAMPLE structure.</li> <li>• <b>Push</b> "why?" &amp; "can you give an example?" for short answers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write</b> Sec 9 notes in the lined space.</li> <li>• <b>Repeat</b> your Part 3 answers <b>3x</b> in pairs — <b>faster</b> each round.</li> </ul>
<b>SEC 10</b> <b>75–80 min</b> WRAP-UP	<ul style="list-style-type: none"> <li>• <b>Put top errors</b> on the board.</li> <li>• <b>Supervise</b> Sec 10 <b>exit ticket</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Correct</b> your errors.</li> <li>• <b>Log</b> this week's homework (Sec 11 &amp; 12).</li> </ul>

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
<b>SEC 11</b> <b>0–20 min</b> AFTER LAST LESSON	<ul style="list-style-type: none"> <li>• <b>Circulate</b> the lab and <b>check</b> recording quality across <b>Part 1, 2 &amp; 3</b>.</li> <li>• <b>Push AI written feedback</b> on each student's <b>Sec 6</b> answer.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Record LAST</b> week's <b>Sec 1, Sec 6 &amp; Sec 9</b> answers (<b>Part 1, Part 2, Part 3</b>).</li> <li>• <b>Run AI correction</b> on the <b>Sec 6</b> written answer.</li> </ul>
<b>SEC 12</b> <b>20–40 min</b> BEFORE NEXT LESSON	<ul style="list-style-type: none"> <li>• <b>Confirm</b> each student <b>reviews NEXT</b> period's <b>vocab</b> and <b>grammar</b>.</li> <li>• <b>Check</b> students <b>shadow</b> Transcoded Text and Model Answers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Preview NEXT</b> period's <b>vocab</b> and <b>grammar</b>.</li> <li>• <b>Shadow</b> all Transcoded Text and Model Answers for <b>pronunciation practice</b>.</li> </ul>

## CLASSROOM · 40 MIN

TIME	TEACHER	STUDENTS
<b>SEC 1</b> <b>0–5 min</b> WARM-UP	<ul style="list-style-type: none"> <li>• <b>Open</b> with <b>WALT / WILF</b>.</li> <li>• Send students to <b>Section 1</b> and <b>circulate</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discuss</b> the warm-up questions <b>in pairs, in English</b>.</li> </ul>
<b>SEC 6</b> <b>5–20 min</b> PRACTICE	<ul style="list-style-type: none"> <li>• <b>Observe</b> students' <b>Sec 6</b> answer prep on boards.</li> <li>• <b>Correct errors before speaking</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stand up</b> at a whiteboard / window / large screen.</li> <li>• <b>Write your own answer</b> to <b>Sec 6</b>.</li> </ul>
<b>SEC 7</b> <b>20–35 min</b> SPEAKING · 4-3-2	<ul style="list-style-type: none"> <li>• <b>Briefly intro Sec 7</b> and run the <b>4-3-2 circuit</b> (pairs, standing).</li> <li>• <b>Strict time</b> — fastest repetitions must be <b>min 2 mins</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeat</b> your answer <b>2× alone</b> — <b>faster</b> each round.</li> <li>• <b>Round 3 with a partner</b> to push you to speak fast.</li> <li>• Last round must be fast and <b>min 2 mins</b>.</li> </ul>
<b>SEC 10</b> <b>35–40 min</b> WRAP-UP	<ul style="list-style-type: none"> <li>• <b>Put top errors</b> on the board.</li> <li>• <b>Supervise Sec 10 exit ticket</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Correct</b> your errors.</li> <li>• <b>Log</b> this week's homework (<b>Sec 6</b> written answer).</li> </ul>

## 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: **the environment**

**1 Can you tell me something about an environmental problem near your home or school?**

**Yes**, air pollution can be a problem near busy roads. **For example**, many cars wait outside school at the same time. **In my view**, students notice it more on hot days.

**2 Can you tell me about a time when you helped protect the environment, and what it was like?**

**Last term**, our class collected plastic bottles after sports day. **At first**, the playground looked messy, but everyone joined in. **After that**, the school looked cleaner and we felt useful.

**3 Do you think schools should do more to protect the environment? Why?**

**Yes, I think**, schools should do more. **This is because**, students build habits when they are young. **For example**, a school can teach recycling, water saving, and cleaner travel.

## Cause, Effect and Result Clauses

## GRAMMAR

Cause, effect, and result sentence parts connect reasons with outcomes. They help you explain environmental problems clearly.

## EXAMPLE

Because factories release smoke, the air becomes less clean.

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## Linking Cause and Result

-  **Listen:** Pause after a cause phrase, then say the result clearly.
-  **Practise:** **Practise slowly,** Because the air is dirty, people should take action.

**Biodiversity** 生物多样性

Noun adj. biodiverse

**Flooding** 洪水 / 水灾

Noun adj. flooded v. flood · flooded

**Drought** 干旱

Noun adj. drought-hit

**Emission** 排放

Noun adj. emissive v. emit · emitted

**Renewable** 可再生的

Adjective n. renewal adv. renewably  
v. renew · renewed

**Urgent** 紧急的

Adjective n. urgency adv. urgently

**Endangered** 濒危的

**RECYCLED**  
Adjective n. endangerment  
v. endanger · endangered

**Conservation** 保护

**RECYCLED**  
Noun adj. conservation-based  
v. conserve · conserved

**Idiom 1: Take action** — 采取行动

**Explanation** Do something to deal with a problem.

**Example** Schools can take action by reducing plastic waste.

**Idiom 2: On our doorstep** — 就在身边

**Explanation** Very near to us or directly affecting us.

**Example** Air pollution is not far away; it is on our doorstep.

Adapted from the Cambridge IGCSE ESL Coursebook

**In our daily life**, environmental problems can feel far away, but they are often local. **For example**, a city may lose **biodiversity** (生物多样性) when parks become smaller. **Also**, heavy rain can cause **flooding** (洪水 / 水灾) near low roads and old drains. **When rubbish blocks water channels, streets can become unsafe after storms.** **At the same time**, long dry weather may bring **drought** (干旱) to farms and gardens. **Therefore**, schools should teach students to use **renewable** (可再生的) energy where possible. **If young people save power daily, small actions can become a class habit.** **Overall**, environmental care is **urgent** (紧急的), but students can help. **For this reason**, local projects can help students notice problems before they become too large.

**SITUATION** Your school eco-club is choosing one project to improve the local environment. You are considering the following options:

**OPTION A**

a tree-planting day near the school

**OPTION B**

a campaign to reduce electricity use

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 environmental projects for our school.

**OPTION A** **On one hand**, a tree-planting day is visible and can protect **endangered** (濒危的) insects and birds. **Also**, it supports local **conservation** (保护) in a simple way. **Although trees take time to grow, students can feel proud of their work.**

**OPTION B** **On the other hand**, saving electricity can reduce each school **emission** (排放) and lower waste. **However**, it is harder to see the result immediately. **If every classroom turns off lights, the change can become a daily habit.**

**PREFERENCE** **I would choose**, the electricity campaign. **REASON** **The main reason is**, it helps everyone **take action** (采取行动) because pollution is **on our doorstep** (就在身边).

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 What are the advantages of taking action on environmental problems at school?**

**MODEL ANSWER**

**OPINION** **In my opinion**, school action is useful for the local environment. **REASON** **This is because, when students act together, they can reduce waste and protect biodiversity (生物多样性) near their homes.** **EXAMPLE / EXTENSION** **For example**, a class can clean a river path or plant trees after school each month.

**2 How important is renewable energy for young people in the future?**

**MODEL ANSWER**

**OPINION** **I think**, renewable energy will be very important for young people. **REASON** **The reason is, if cities use more renewable (可再生的) power, the air may become cleaner and safer.** **EXAMPLE / EXTENSION** **For instance**, schools could add solar lights in playgrounds and corridors in the school garden.

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 people ignore environmental problems near them?**

**MODEL ANSWER**

**OPINION** **From my point of view,** some people ignore local problems because they seem normal.

**REASON** **This is because,** although pollution is on our doorstep (就在身边), it can feel normal after many years.

**EXAMPLE / EXTENSION**

**For example,** students may walk past dirty drains without noticing them.


**4 How important is preparing for extreme weather?**

**MODEL ANSWER**

**OPINION** **In my view,** preparing for extreme weather is important for communities. **REASON** **This is because,** when people know what to do early, damage and fear can be reduced.

**EXAMPLE / EXTENSION**



**For example,** a geography class could study local **flooding** (洪水 / 水灾) and plan safe routes home during a short class talk.

 **Fix the Error:** Choose the best cause or result connector for each environmental sentence.

1. The river is dirty, \_\_\_\_\_ fish cannot live there safely. (so / before)
2. \_\_\_\_\_ people waste electricity, emissions may rise. (Because / Although)
3. The school saved water; \_\_\_\_\_, the garden stayed healthier. (as a result / unless)



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, Effect and Result Clauses*).



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。