



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 38: FEEDING THE WORLD**

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IELTS Band 5 - 6



**Learning Objectives**

**WALT** (We Are Learning To) **Discuss food supply, fairness, farming,** and **resources** using simple explanations.



**Success Criteria**

**WILF** (What I'm Looking For) **Build noun phrases, explain problems, compare solutions,** and **support opinions.**



**Support (Band 5.0 Target)**

Use the frame: **One food problem is \_\_\_ because \_\_\_.** Add **one cause** and **one fair solution.**



**Stretch (Band 6.0+ Target)**

Explain how **food security, climate pressure,** and **fair distribution** are linked.

**PLAN A**

**Classroom Only**

**80 MIN**

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

TIME	TEACHER	STUDENTS
<p><b>SEC 1</b></p> <p><b>0-5 min</b></p> <p>WARM-UP</p>	<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>
<p><b>SEC 2 · 3 · 4</b></p> <p><b>5-15 min</b></p> <p>INPUT</p>	<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>
<p><b>SEC 5 · 6 · 7 · 8</b></p> <p><b>15-35 min</b></p> <p>SHADOW READ</p>	<ul style="list-style-type: none"> <li>• <b>Play</b> TTS for <b>Sec 5, 6, 9</b> 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 <b>Sec 6 &amp; 9.</b></li> <li>• <b>Memorize</b> answers.</li> </ul>
<p><b>SEC 7</b></p> <p><b>35-55 min</b></p> <p>SPEAKING · 4-3-2</p>	<ul style="list-style-type: none"> <li>• <b>2-min spot speaking tests.</b></li> <li>• <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>
<p><b>SEC 9</b></p> <p><b>55-75 min</b></p> <p>PART 3 DISCUSSION</p>	<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 <b>Part 3</b> answers <b>3x</b> in pairs — <b>faster</b> each round.</li> </ul>
<p><b>SEC 10</b></p> <p><b>75-80 min</b></p> <p>WRAP-UP</p>	<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 (<b>Sec 11 &amp; 12</b>).</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: **feeding the world**

**1 Can you tell me something about a food problem people talk about?**

**Yes**, people often talk about food waste in restaurants and school canteens. **For example**, some students buy too much lunch. **In my view**, wasting food is unfair when others do not have enough.

**2 Can you tell me about a time when you helped avoid wasting food, and what it was like?**

**Last week**, I took only one bowl of rice at lunch. **At first**, I wanted more, but I waited. **After that**, I found it was enough and felt better about not wasting food.

**3 Do you think young people should learn where food comes from? Why?**

**Yes, I think**, young people should learn this. **This is because**, food is not only from shops; farmers and transport workers are involved. **For example**, a farm visit can make students value meals more.

## Complex Noun Phrases

## GRAMMAR

A complex noun phrase gives more detail around one noun. It can include describing words, numbers, and short phrases.

## EXAMPLE

A small farm near the river grows fresh vegetables.

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## Chunking Long Noun Phrases

 **Listen:** Break long noun phrases into small chunks: fair food / safe meals / local farms.

 **Practise:** **Practise in chunks**, fair food distribution, safe school lunches, local farming support.

## Food security 粮食安全

Noun phrase n. food security

## Scarcity 短缺

Noun adj. scarce adv. scarcely

## Distribution 分配 / 配送

Noun adj. distributed  
v. distribute · distributed

## Agriculture 农业

Noun adj. agricultural adv. agriculturally

## Resource 资源

Noun adj. resourceful adv. resourcefully

## Equitable 公平的 / 公正的

Adjective n. equity adv. equitably

Drought 干旱 **RECYCLED**

Noun adj. drought-hit

## Renewable 可再生的

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

## Idiom 1: Share resources — 共享资源

**Explanation** Use important things fairly with others.

**Example** Countries need to share resources when food is scarce.

## Idiom 2: A fair share — 公平的一份

**Explanation** A reasonable amount for each person or group.

**Example** Every child should have a fair share of safe food.

Adapted from the Cambridge IGCSE ESL Coursebook

**Around the world**, feeding people fairly is not only about making more food. **For example**, real **food security** (粮食安全) means families can get safe meals every day. **However**, some places face **scarcity** (短缺) when water, land, or money is limited. **When food cannot reach a village, weak distribution (分配 / 配送) becomes a serious problem.** **In addition**, modern **agriculture** (农业) needs clean water and careful planning. **At school**, students can learn not to waste lunch. **If young people understand farming, they may value each meal more.** **Overall**, every person should receive **a fair share** (公平的一份) of safe food. **For this reason**, food lessons can help students connect lunch choices with real people.

**SITUATION** Your school wants to teach students about feeding the world fairly. You are considering the following options:

**OPTION A**

a school garden project

**OPTION B**

a food-waste reduction campaign

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 teach students about food.*

**OPTION A** **On one hand**, a school garden helps students understand each **resource** (资源), such as soil, water, and time. **Also**, it can show why farming needs care. **When students grow vegetables, they may waste less food at lunch.**

**OPTION B** **On the other hand**, a food-waste campaign is more **equitable** (公平的 / 公正的) because every class can join. **Also**, it links daily meals to **drought** (干旱) and transport problems.

**Although posters are simple, they can change daily habits.**

**PREFERENCE** **I would choose**, the waste campaign. **REASON** **The main reason is**, students can share **resources** (共享资源) wisely and support **renewable** (可再生的) school ideas later.

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 teaching students about food security?**

**MODEL ANSWER**

**OPINION** **In my opinion**, food security should be taught at school in simple ways. **REASON** **This is because**, **when students understand food security (粮食安全), they value safe meals more and waste less.** **EXAMPLE / EXTENSION** **For example**, they may take only the food they can finish during busy lunch times.

**2 Some people say food waste is a serious school problem. What do you think?**

**MODEL ANSWER**

**OPINION** **I agree**, food waste can be a serious school problem. **REASON** **The reason is**, **although one tray looks small, daily waste creates scarcity (短缺) for other families and communities.** **EXAMPLE / EXTENSION** **For instance**, a class could weigh leftovers and set a lower target by Friday lunchtime.



 **Fix the Error:** Choose the clearest noun phrase for each food sentence.

1. \_\_\_\_\_ helps families get safe meals. (Food security / Food safe get)
2. Schools should teach \_\_\_\_\_. (fair food distribution / distribute fair food thing)
3. A garden project shows \_\_\_\_\_. (local agriculture / agriculture local thing)

**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 (*Complex Noun Phrases*).

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。