



IGCSE Speaking IELTS Prep Course

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

WEEK 39: LIFESTYLES


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Discuss lifestyles, identity, choices, and pressure** in clear spoken English.

 Success Criteria

WILF (What I'm Looking For) **Use abstract nouns, give personal examples, compare choices, and keep language simple.**

 Support (Band 5.0 Target)

Use the frame: **One lifestyle choice I notice is ___ because ___.** Add **one example** and **one effect**.

 Stretch (Band 6.0+ Target)

Explain how **belonging, convenience, and spending pressure** affect teenagers.

PLAN A

Classroom Only

80 MIN

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

TIME	TEACHER	STUDENTS
<p>SEC 1</p> <p>0–5 min</p> <p>WARM-UP</p>	<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.
<p>SEC 2 · 3 · 4</p> <p>5–15 min</p> <p>INPUT</p>	<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.
<p>SEC 5 · 6 · 7 · 8</p> <p>15–35 min</p> <p>SHADOW READ</p>	<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.
<p>SEC 7</p> <p>35–55 min</p> <p>SPEAKING · 4-3-2</p>	<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.
<p>SEC 9</p> <p>55–75 min</p> <p>PART 3 DISCUSSION</p>	<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.
<p>SEC 10</p> <p>75–80 min</p> <p>WRAP-UP</p>	<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: **lifestyles**

1 Can you tell me something about a lifestyle choice young people often make?

Yes, many young people choose clothes that match their friends. **For example**, students may buy similar shoes before a school trip. **In my view**, this shows both friendship and pressure.

2 Can you tell me about a time when you changed something in your daily lifestyle, and what it was like?

Last month, I cleaned my desk and kept fewer things on it. **At first**, it felt strange because I liked small decorations. **After a week**, I could study faster and felt calmer.

3 Do you think modern life gives teenagers too many choices? Why?

Yes, I think, modern life gives teenagers many choices. **This is because**, apps, shops, and friends always show new things. **For example**, choosing a simple phone case can take too much time.

Adapted from the Cambridge IGCSE ESL Coursebook

For teenagers, lifestyle is not only about clothes or phones. **For example**, strong **consumerism** (消费主义) can make students want new things every month. **However**, real **individuality** (个性) means choosing what fits your life, not only copying others. **Although fashion can be fun, it should not control self-worth.** **In addition**, many students choose online shopping for **convenience** (便利), especially during busy school weeks. **At the same time**, friendship gives a sense of **belonging** (归属感). **When classmates respect different styles, everyone can feel safer.** **Overall**, a balanced lifestyle can show that **less is more** (少即是多) in daily choices. **For this reason**, lifestyle lessons can help students choose calmly, not only follow pressure.

SITUATION Your class is preparing a discussion about better teenage lifestyles. You are considering the following options:

OPTION A

a simple-living challenge for one week

OPTION B

a talk about fashion and online shopping pressure

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 lifestyle activities for teenagers.

OPTION A **On one hand**, a simple-living challenge can reduce **consumption** (消费 / 消耗) and help students notice what they really need. **Also**, it may save money and time. **If students use fewer things, they may feel less pressure to compare.**

OPTION B **On the other hand**, a talk can explain **minimalism** (极简主义) and why some people buy things to **keep up appearances** (维持表面形象). **However**, a talk alone may not change habits.

Although advice is helpful, teenagers need practice to change choices.

PREFERENCE **I would choose**, the simple-living challenge. **REASON** **The main reason is**, it uses each **resource** (资源) more wisely and teaches fair **distribution** (分配 / 配送) of time and money.

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 individuality for teenagers when they choose a lifestyle?

MODEL ANSWER

OPINION In my opinion, individuality is important for teenagers at school. **REASON** This is because, when students show individuality (个性), they may feel more honest and confident around friends.

EXAMPLE / EXTENSION For example, a student can choose simple clothes without copying every online trend during busy school days.

2 Some people say convenience makes modern lifestyles better. What do you think?

MODEL ANSWER

OPINION I partly agree, convenience can make modern life much easier. **REASON** The reason is, although convenience (便利) saves time, it can also make people lazy or careless. **EXAMPLE / EXTENSION**

For instance, ordering food is easy, but cooking at home may be healthier for the whole family.

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

3 What could happen if young people care too much about appearances?

MODEL ANSWER

OPINION From my point of view, appearances can create real pressure for young people. **REASON** This is because, if teenagers try to keep up appearances (维持表面形象), they may spend too much money. **EXAMPLE / EXTENSION** For example, some may buy shoes they do not really need before important school events.

4 How important is resisting pressure to buy new things?

MODEL ANSWER

OPINION In my view, resisting pressure to buy new things is important for teenagers. **REASON** This is because, when students think before spending money, they avoid copying every advert. **EXAMPLE / EXTENSION** For example, a class debate could ask whether consumerism (消费主义) makes people happier or only busier during a short class talk.

 **Fix the Error:** Choose the best abstract noun for each lifestyle sentence.

1. _____ means showing your own style. (Individuality / Convenient)
2. _____ means feeling part of a group. (Belonging / Consumer)
3. Too much _____ can make people buy more than they need. (consumerism / belong)

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 (*Abstract Nouns in Discussion*).

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。