

IELTS SPEAKING COURSE

WEEK 9

PEOPLE

A CHILD WHO ENJOYS ART

Learning Objectives

- **Speaking:** Speak fluently about A Child Who Enjoys Art using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Imaginative*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for children who enjoy art.

Criteria

"I can speak for 2 mins about A Child Who Enjoys Art using 2 idioms."

Differentiation

Band 5.0 (Support)

- Sentence Starter: 'This person is special because...'
- Peer Check: Specific personal questions

Band 6.0+ (Stretch)

- Transitions: 'Additionally...!', 'Furthermore...!'
- Peer Check: Ask specific questions about family members.

PLAN A

Lesson Procedure – Classroom Only

80 MIN

Default plan. Six phases, full 80-min classroom delivery. AI-assisted homework remains unsupervised.

TIME	TEACHER	STUDENTS
SEC 1 0–10 min LEAD-IN	<ul style="list-style-type: none"> • Show a 5-min warmup Bilibili video on families. 	<ul style="list-style-type: none"> • Watch the video and discuss in pairs. • Be ready to give opinions when called on.
SEC 2 10–25 min INPUT	<ul style="list-style-type: none"> • Check understanding of idioms and vocab with CCQs. • Play model answer with UK / US / Both TTS accents on screen. 	<ul style="list-style-type: none"> • Repeat pronunciation of TTS in UK or US accent. • Answer the CCQs on vocab.
SEC 3 25–35 min VOCAB DRILL	<ul style="list-style-type: none"> • Drill pronunciation of vocab and test recall of recycled words. 	<ul style="list-style-type: none"> • Say your own sentences with vocabulary words and idioms to teacher.
SEC 4 35–50 min PLANNING	<ul style="list-style-type: none"> • Allow 10 minutes to plan answers on 3 spider diagrams with bullet point notes. • Circulate and assist lower-level students (check 4 branches). 	<ul style="list-style-type: none"> • Create your Spidergram notes (Who / When / What / Why).
SEC 5 50–75 min SPEAKING CIRCUIT	<ul style="list-style-type: none"> • Run 4-3-2 Speaking circuit in pairs. • Students stand and move around the room. 	<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 minimum 2 mins.
SEC 6 75–80 min REVIEW	<ul style="list-style-type: none"> • Review and correct errors on board. • Exit Ticket: Ask for one idiomatic sentence to leave class. 	<ul style="list-style-type: none"> • Write corrected errors on the board into your books. • Say one idiomatic sentence to leave the class.

HOMEWORK Writing draft + AI correction (Page 10). Online Recording and TTS tasks A-C (Shadowing, Memorising, Recording).

Interactive Lessons MUST use Microsoft Edge Browser for High Quality Natural TTS Voices.

PLAN B

Lesson Procedure – Computer Lab + Classroom

40 + 40 MIN

Use when AI-supervised practice is available. Input, Pronunciation Drills and Writing HW move to the lab; classroom shrinks to 40 min.

COMPUTER LAB • 40 MIN • SUPERVISED

TIME	TEACHER	STUDENTS
SEC 2 0–20 min WRITING HW	<ul style="list-style-type: none"> On LAST LESSON's Interactive Handout: Students type LAST lesson's Part 2 answer on Page 10 of the Interactive Student Handout, then AI correct. 	<ul style="list-style-type: none"> Type then AI correct YOUR LAST LESSON's Part 2 answer. Handwrite the AI polished version into your textbook.
SEC 3 20–40 min SHADOW & RECORD	<ul style="list-style-type: none"> From TODAY's Lesson's Interactive Handout. Observe: TTS pronunciation practice – individual words, sentence by sentence, whole model answer. Students can choose to build UK or US native sounding accents. 	<ul style="list-style-type: none"> Shadow / Record / Listen to all target vocab and Model answer using UK/US TTS until pronunciation is clean.


CLASSROOM • 40 MIN

TIME	TEACHER	STUDENTS
SEC 1 0–5 min LEAD-IN	<ul style="list-style-type: none"> Play the 5-min Bilibili warm-up video. Cold-call 2–3 students for opening thoughts. 	<ul style="list-style-type: none"> Watch and discuss briefly in pairs. Answer Teacher's discussion questions.
SEC 4 5–15 min PLANNING	<ul style="list-style-type: none"> Give students 10 minutes to brainstorm bullet points for ALL 3 spider diagram questions. 	<ul style="list-style-type: none"> Create your Spidergram bullet points (Who / When / What / Why).
SEC 5 15–35 min SPEAKING CIRCUIT	<ul style="list-style-type: none"> Run 4-3-2 Speaking circuit in pairs. Students stand and move around the room. 	<ul style="list-style-type: none"> Repeat your answer 2x alone – faster each round. Round 3 with a partner to push you to speak fast; minimum 2 mins.
SEC 6 35–40 min REVIEW	<ul style="list-style-type: none"> Review and correct errors on board. Exit Ticket: ask for one idiomatic sentence to leave class. 	<ul style="list-style-type: none"> Write corrected errors from the board into your books. Say one idiomatic sentence to leave the class.

CUT IN LAB MODE

Sec 2 • 3 – Input, Vocab Drill and Writing HW dropped from classroom (handled with AI feedback in the lab).

HOMEWORK Tasks A–C (Shadowing, Memorising, Tongue Twisters) for fast-finishers.

 Target Vocabulary & Idioms
Imaginative 富于想象力的Imagine V · Imagination N**Gifted** 有天赋的Gift N**Expressive** 表现力强的Express V · Expression N**Observant** 观察力敏锐的Observe V · Observation N**Messy** 凌乱的Mess N**Reluctant** 不情愿的Reluctance N**Grateful** 感激的Gratitude N
 IDIOMS
Think outside the box V2 Thought

打破常规

In one's element Fixed Phrase

如鱼得水

A hidden talent Noun Phrase


潜能

 Part 2 Model Question: Describe a child who enjoys drawing/painting.

You should say: **How** you know this child, **How** often he/she draws, **What** he/she likes to draw or paint, **And** explain why you think he/she likes drawing/painting.

 Band 7 Model Answer

To begin with, I want to talk about my nephew, who is a very imaginative (富于想象力的) child, because he loves painting. Actually, he is incredibly gifted (有天赋的) and clearly possesses a hidden talent (隐藏的天赋) for visual arts. Whenever he holds a brush, he is truly in one's element (如鱼得水) and becomes highly expressive (表现力强的). In fact, he is very observant (观察力敏锐的) and likes to think outside the box (跳出框框思考). Even though, his bedroom gets very messy (凌乱的), his parents are never reluctant (不情愿的) to buy him paint. I think, he enjoys drawing because it allows him to share his feelings. Ultimately, I am grateful (感激的) to see his creativity grow daily.

 **Analysis:** Look for the **Red** sentence (3 clauses) and **Blue** words (Transitions).
Use a 3-Clause sentence in the **FIRST** sentence every time.

Brainstorming MindMap Part 2: Q1

Describe a family member who you are proud of. You should say: **Who** this person is, **When** this happened, **What** this person did, **And** explain why you felt proud.

1. HOW:

Neighbor's daughter

2. HOW:

Paints animals

CHILD

3. WHAT:

Every evening

4. WHY:

Very creative

 **Activity: Stand up! Find a new partner on the whiteboard.**

Part 2: Q2

Describe a young person who is good at playing a musical instrument. You should say: **Who** this person is, **What** instrument they play, **How** they learned to play, **And** explain why you think they are talented.

1. WHO:

My cousin

2. WHAT:

Plays piano

YOUNG
PERSON

3. HOW:

Learned from teacher

4. WHY:

Plays beautifully

Part 2: Q3

Describe a child you know who is very active and full of energy. You should say: **Who** this child is, **What** activities they enjoy, **How** they behave around others, **And** explain why you think this child is special.

1. WHO:

Neighbor's son

2. WHAT:

Runs and climbs

CHILD
KNOW

3. HOW:

Very friendly

4. WHY:

Never sits still

Learning Objectives

- **Logic:** Use O.R.E. logic to answer Part 3 questions.
- **Vocab:** Use Abstract Nouns (e.g., *Inspiration*).
- **Speaking:** Discuss abstract ideas about children who enjoy art.

Criteria

"I can answer 3 abstract questions about A Child Who Enjoys Art using O.R.E."

Differentiation

Band 5.0 (Support)

- Sentence Starter: 'In my opinion...'
- Peer Check: Specific personal questions

Band 6.0+ (Stretch)

- Transitions: 'Undeniably...!', 'It is widely acknowledged that...!'
- Peer Check: Challenge questions about family members (e.g., 'Is this always true?').

PLAN A

Lesson Procedure – Classroom Only

80 MIN

Default plan. Five phases, full 80-min classroom delivery for Part 3 abstract questions.

TIME	TEACHER	STUDENTS
<p>SEC 1</p> <p>0–10 min</p> <p>INTRO</p>	<ul style="list-style-type: none"> • Choose 5-min Bilibili warm-up video. • Explain that Part 3 is about 'World', not 'Self'. 	<ul style="list-style-type: none"> • Watch the video and discuss in pairs. • Be ready to give opinions when called on.
<p>SEC 2</p> <p>10–25 min</p> <p>LOGIC INPUT</p>	<ul style="list-style-type: none"> • Teach the O.R.E. framework (Opinion → Reason → Example). • Check understanding of idioms and vocab with CCQs. • Play model answer with UK / US / Both TTS accents on screen. 	<ul style="list-style-type: none"> • Answer the CCQs on vocab. • Repeat pronunciation of TTS in UK or US accent.
<p>SEC 3</p> <p>25–50 min</p> <p>PLANNING</p>	<ul style="list-style-type: none"> • Guide planning of Q1–Q6 answers – 5 min per question. • Correct grammar/vocab live on the board as students write. 	<ul style="list-style-type: none"> • Stand up. Write on boards. • Write full O.R.E. answers for Q1–Q2. • Bullet points for Q3–Q6.
<p>SEC 4</p> <p>50–70 min</p> <p>SPEAKING CIRCUIT</p>	<ul style="list-style-type: none"> • Run 4-3-2 Speaking circuit in pairs. Students stand and move around the room. • Run spot tests. Correct errors. 	<ul style="list-style-type: none"> • Repeat your answer 2x alone – faster each round. • Round 3 with a partner to push you to speak fast – minimum 1 min.
<p>SEC 5</p> <p>70–80 min</p> <p>REVIEW</p>	<ul style="list-style-type: none"> • Review and correct errors on the board. • Exit Ticket: ask for one idiomatic sentence to leave class. 	<ul style="list-style-type: none"> • Write corrected errors from the board into your books. • Say one idiomatic sentence to leave the class.

HOMEWORK Record all Part 3 answers using the interactive lessons. Memorise and record next week's Part 2 model answer.

Interactive Lessons MUST use Microsoft Edge Browser for High Quality Natural TTS Voices.

PLAN B

Lesson Procedure – Computer Lab + Classroom

40 + 40 MIN

Use when AI-supervised practice is available. Recording Homework and Shadowing move to the lab; classroom keeps the high-pressure live speaking circuit.

COMPUTER LAB • 40 MIN • SUPERVISED

TIME	TEACHER	STUDENTS
<p>SEC 2</p> <p>0–20 min</p> <p>RECORDING HOMEWORK</p>	<ul style="list-style-type: none"> On LAST LESSON's Interactive Handout: Students record answers to all Part 3 answers in the Interactive Student Handout. 	<ul style="list-style-type: none"> Record all 6 Part 3 answers from LAST LESSON.
<p>SEC 3</p> <p>20–40 min</p> <p>SHADOW & RECORD</p>	<ul style="list-style-type: none"> From TODAY's Lesson's Interactive Handout. Observe: TTS pronunciation practice – individual words, sentence by sentence, whole model answers. Students can choose to build UK or US native sounding accents. 	<ul style="list-style-type: none"> Shadow / Record / Listen to all target vocab and Model answer using UK/US TTS until pronunciation is clean.

CLASSROOM • 40 MIN

TIME	TEACHER	STUDENTS
<p>SEC 1</p> <p>0–5 min</p> <p>INTRO</p>	<ul style="list-style-type: none"> Play the 5-min Bilibili warm-up video. 	<ul style="list-style-type: none"> Watch the video and discuss in pairs. Be ready to give opinions when called on.
<p>SEC 4</p> <p>5–35 min</p> <p>FLUENCY DRILL</p>	<ul style="list-style-type: none"> Run 4-3-2 Speaking circuit in pairs. Students stand and move around the room. 	<ul style="list-style-type: none"> Repeat your answer 2x alone – faster each round. Round 3 with a partner to push you to speak fast minimum 1 min answers.
<p>SEC 5</p> <p>35–40 min</p> <p>REVIEW</p>	<ul style="list-style-type: none"> Review and correct errors on the board. Exit Ticket: Ask for one idiomatic sentence to leave class. 	<ul style="list-style-type: none"> Write corrected errors on the board into your books. Say one idiomatic sentence to leave the class.

CUT IN LAB MODE Sec 2 • 3 – Input and shadowing dropped from classroom (handled with TTS voices in the lab).

HOMEWORK Record all Part 3 answers. Memorise next week's Part 2 model answer.

Abstract Vocabulary (7 Words + 3 Idioms)

Inspiration 灵感

Inspire v • Inspirational Adj

Masterpiece 杰作

Masterpieces Pl

Aesthetic 审美的 / 美学的

Aesthetics N

Cognitive 认知的

Cognition N

Appreciation 欣赏 / 鉴赏

Appreciate v

Wisdom 智慧

Wise Adj

Objective 客观的

Objectivity N

IDIOMS

Beauty is in the eye of the beholder Proverb

各花入各眼

Down to earth Adjective Phrase

脚踏实地

Paint a picture V2 Painted

绘声绘色

O Opinion • **R** Reason • **E** Example / Extension


Q1: Why do people choose to visit galleries and museums in person instead of viewing art online?

OP Generally speaking, people visit galleries in person, because seeing a physical masterpiece (杰作) is much more impactful. **RE** This is due to the fact that, computer screens cannot accurately display the true aesthetic (审美的 / 美学的) texture of oil paint. **EX** For example, standing in front of a real painting allows for a much deeper emotional appreciation (欣赏 / 鉴赏) of the artwork.

- See real textures
- Better atmosphere
- No screen glare

Write your answer (Use O.R.E.):

 Band 5 Peer Check: Ask: 'When did you make your parents proud?'



 Band 6 Peer Check: Ask: 'Is getting good grades the only way to make parents proud?'

Q2: Should galleries and museums be free of charge to the public?

OP In my view, museums should absolutely be free, as art must be accessible to everyone in society. **RE** The primary reason is that, charging high ticket prices excludes poor families from gaining cultural wisdom (智慧). **EX** As an illustration, free public galleries help to paint a picture (描绘) of history for children who cannot afford private lessons.

- Yes for everyone
- Education is free
- Poor families benefit

Write your answer (Use O.R.E.):

-  Band 5 Peer Check: Ask: 'How did your parents show they were proud?'
-  Band 6 Peer Check: Ask: 'Does praise make children more confident?'



Part 3: Rapid Fire Discussion

Q3: Why do some people find life inspiration from visiting these places?

OP Without a doubt, exhibitions provide immense inspiration (灵感), because they showcase the highest limits of human creativity. **RE** This is crucial since, viewing historical artifacts gives people a highly objective (客观的) perspective on their own modern struggles. **EX** Consequently, an exhausted worker might feel highly motivated after seeing how ancient people built beautiful statues from nothing.

- Seeing great achievements
- Calms the mind
- New fresh ideas

Write your answer (Use O.R.E.):

-  Band 5 Peer Check: Ask: 'How does this help you every day?'
-  Band 6 Peer Check: Ask: 'Is it bad to be too proud of yourself?'

Q4: When was the last time that you felt proud of yourself?

OP To be specific, I felt incredibly proud last month when I helped bridge a generation gap (代沟) between my grandfather and me. **RE** This was significant because, younger people and older relatives often struggle to comprehend (理解) each other. **EX** As an illustration, I taught him how to use a smartphone, which greatly improved our daily conversations.

- Finished tough project
- Required late nights
- School science fair

Your Bullet Point Notes:

- Band 5 Peer Check: Ask: 'Who shared this proud moment with you?'
- Band 6 Peer Check: Ask: 'Why is it good to feel proud of yourself?'

Q5: How does family pride contribute to the stability of a society?

OP It is widely acknowledged that, family pride creates a strong foundation, which ultimately leads to a more stable community. **RE** The core reason is that, people naturally want to protect and support their own flesh and blood (骨肉 / 亲人). **EX** For instance, families that respect each other are far less likely to commit crimes (犯罪) in public areas.

- Encourages mutual support
- Reduces poverty levels
- Sharing financial burdens

Your Bullet Point Notes:

- Band 5 Peer Check: Ask: 'How does a happy family help the neighborhood?'
- Band 6 Peer Check: Ask: 'Can too much family pride cause problems with others?'

Q6: Do you think the definition of "success" within families has changed between the past and the present?

OP Undeniably, the definition of success has evolved (演变), as modern families value personal happiness over just financial wealth. **RE** In the past, success simply meant being the main breadwinner (养家糊口的人) to provide basic necessities (必需品). **EX** Today, however, achieving a healthy work-life balance and pursuing individual passions are seen as equally important.

- Yes significantly shifted
- More dual incomes
- Mothers working globally

Your Bullet Point Notes:

- Band 5 Peer Check: Ask: 'What did 'success' mean to your grandparents?'
- Band 6 Peer Check: Ask: 'How will 'success' change in the future?'

1. Vocabulary Review (1m)

Translate & Match.

Word	Chinese	Synonym
1. Observant		() E. Creative
2. Gifted		() D. Talented
3. Imaginative		() B. Untidy
4. Expressive		() A. Emotional
5. Messy		() C. Attentive

2. Error Correction (2m)

Edit with a pen.

1. She is good in painting.
2. He likes draw pictures.
3. She has a talent of music.
4. It is amazed to see his art.
5. He is a 5 years old boy.

3. Writing Task: Do you think art is important for children? (Write 50 words) (10 minutes)

Writing Instructions

- 1 Go to Page 10 ("Writing Homework").
- 2 Write your **first draft** in the top box.
- 3 Use **AI** to correct grammar/vocabulary.
- 4 Write the **polished version** by hand in to your textbook.

4. Recording Challenge

Part 1: AI Shadow Reading (20 mins) Do BEFORE Next Lesson

- a **Task A – Pre Shadowing:** Using the AI APP, Choose a US or UK accent and Shadow Read all model answers for next week (10 mins).
- b **Task B:** Memorise next week's part 2 Model Answer (5 mins).
- c **Task C – Tongue Twisters:** Use the AI APP for Pronunciation Practice (5 mins).

Part 2: Speaking Practice (20 mins) Do AFTER This Lesson

- a **Task A:** Use the AI APP to record and submit your answers for all 3 Part 2 Speaking questions for this week (3 × 2 minutes).
- b **Task B:** Use the AI APP to record and submit your answers for all Part 3 Questions (6 × 1 minute).

DO NOT READ YOUR ANSWERS INTO THE APP. Use complex sentences, transition phrases and this week's vocabulary and idioms.

IELTS Band 7 Challenge: Do additional shadowing free practice to perfect your pronunciation faster.

