

IELTS SPEAKING COURSE

WEEK 21

PEOPLE

TALENT & INTELLIGENCE

Learning Objectives

- **Speaking:** Speak fluently about Talent & Intelligence using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Exceptional*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for talent and intelligence.

Criteria

"I can speak for 2 mins about Talent & Intelligence 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

Exceptional 杰出的 / 异常的

Exception N

Innovative 创新的

Innovation N

Dedicated 专注的 / 献身的

Dedicate V · Dedication N

Versatile 多才多艺的

Versatility N

Visionary 有远见的

Vision N

Adventurous 敢于创新的

Adventure N

Spontaneous 自发的 (creativity)

Spontaneity N

 IDIOMS

Born with a silver spoon Adjective Phrase


含着金汤匙出生

Think on one's feet V2 Thought

随机应变

A natural Noun Phrase


天生好手

 **Part 2 Model Question:** Describe a creative person whose work you admire (e.g., artist or musician).

You should say: **Who** this person is, **How** you knew him/her, **What** creative work he/she does, **And** explain why you admire him/her.

 Band 7 Model Answer

To begin with, I want to talk about an innovative (创新的) musician I admire, who is extremely dedicated (专注的 / 献身的), and whose music is incredible. Honestly, he is completely versatile (多才多艺的), playing multiple instruments flawlessly. Furthermore, he wasn't born with a silver spoon (含着金汤匙出生), but worked hard for his success. Sometimes, his performances are highly spontaneous (自发的). Moreover, he can think on his feet (反应敏捷) when a guitar string breaks. Truly, he is an exceptional (杰出的 / 异常的) talent and a true visionary (有远见的). Additionally, his adventurous (敢于创新的) spirit makes him a natural (天生好手) on stage.

 **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. WHO:

Local painter

2. HOW:

Art exhibition

CREATIVE
PERSON

3. WHAT:

Watercolors

4. WHY:

Unique style

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

Part 2: Q2

Describe a person you know who is good at more than one thing. You should say: **Who** this person is, **What** things they are good at, **How** they learned these skills, **And** explain why you think they are so talented.

1. WHO:

My cousin

2. WHAT:

Art and music

PERSON
KNOW

3. HOW:

Self-taught

4. WHY:

Works very hard

Part 2: Q3

Describe someone who has an unusual or interesting hobby. You should say: **Who** this person is, **What** their hobby is, **How** they started this hobby, **And** explain what makes this hobby special.

1. WHO:

My neighbor

2. WHAT:

Model planes

SOMEONE
HAS

3. HOW:

Self-taught

4. WHAT:

Very creative

Learning Objectives

- **Logic:** Use O.R.E. logic to answer Part 3 questions.
- **Vocab:** Use Abstract Nouns (e.g., *Innate*).
- **Speaking:** Discuss abstract ideas about talent and intelligence.

Criteria

"I can answer 3 abstract questions about Talent & Intelligence 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
SEC 1 0–10 min INTRO	<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.
SEC 2 10–25 min LOGIC INPUT	<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.
SEC 3 25–50 min PLANNING	<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.
SEC 4 50–70 min SPEAKING CIRCUIT	<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 2× alone – faster each round. • Round 3 with a partner to push you to speak fast – minimum 1 min.
SEC 5 70–80 min REVIEW	<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
SEC 2 0–20 min RECORDING HOMEWORK	<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.
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 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
SEC 1 0–5 min INTRO	<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.
SEC 4 5–35 min FLUENCY DRILL	<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.
SEC 5 35–40 min REVIEW	<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)

Innate 天生的

Adjective

Potential 潜力

Adjective / Noun

Nurture 培养 / 后天教育

Nurtured v2

Academic 学术的

Academy N

Intelligence 智力

Intelligent Adj

Preparation 准备

Prepare v

Emission 排放 (irrelevant here, swap)

Emit v

🐎 IDIOMS

Practice makes perfect Proverb

熟能生巧

Brainy Adjective

脑瓜灵

Jack of all trades Noun Phrase

万金油

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


Q1: How can we know if a child has talent or not?

OP Essentially, parents can spot talent early, especially when children show innate (天生的) skills. **RE** Specifically, a child might naturally excel at tasks without needing intense preparation (准备). **EX** For example, a brainy (聪明的) toddler who solves complex puzzles easily demonstrates high intellectual potential (潜力).

- Early signs
- Quick learning
- Solving puzzles

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: Is it a waste of time if people don't use their talents?

OP **Honestly, it is a tragic loss, because society misses out on their gifts.** **RE** **Therefore,** if we do not nurture (培养 / 后天教育) our abilities, we fail to contribute meaningfully. **EX** **For instance,** a musical genius who ignores their gift limits their own creative **emission** (排放) into the world.

- Huge waste
- Missed potential
- Lost inventions

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: Are children born smart, or do they become smart through learning?

OP **In reality, it is a combination, since both genetics and environment matter.** **RE** **Certainly,** natural intelligence (智力) exists, but education refines it because **practice makes perfect** (熟能生巧). **EX** **As an example,** rigorous academic (学术的) training can make an average student highly successful over time.

- It's both
- Genetics matter
- Good schooling

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. Visionary		() C. Farsighted
2. Exceptional		() D. Outstanding
3. Dedicated		() E. Committed
4. Versatile		() B. Creative
5. Innovative		() A. Flexible

2. Error Correction (2m)

Edit with a pen.

1. He has a talent in drawing.
2. He plays piano very good.
3. She is naturally singer.
4. I admire at his skill.
5. He work hard to succeed.

3. Writing Task: Who is the most talented person you know? (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.

