

IELTS SPEAKING COURSE
WEEK 30
PLACES (NATURE)
WILD ANIMALS & HABITATS

Learning Objectives

- **Speaking:** Speak fluently about Wild Animals & Habitats using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Fascinating*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for wild animals and habitats.

Criteria

"I can speak for 2 mins about Wild Animals & Habitats 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
Fascinating 迷人的Fascinate **V** • Fascination **N****Endangered 濒危的**Danger **N****Wild 野生的**Wilderness **N****Majestic 雄伟的 / 威严的**Majesty **N****Unique 独特的**Uniqueness **N****Courageous 勇敢的 (to approach)**Courage **N****Sincere 真诚的 (interest)**Sincerity **N**
 IDIOMS

Face to face Fixed Phrase

面对面

In the wild Prepositional Phrase

在野外

King of the jungle Noun Phrase


百兽之王

 Part 2 Model Question: Describe a wild animal that you want to know more about.

You should say: **What** it is, **Where** you saw it (or where it lives), **Why** you are interested in it, **And** explain why you want to know more about it.

 Band 7 Model Answer

To begin with, I want to describe the tiger, which is a truly fascinating (迷人的) creature, and which is sadly endangered (濒危的) today. **Honestly**, it is a completely wild (野生的) animal that lives in deep forests. **Actually**, I dream of seeing one face to face (面对面) in a nature reserve. **Furthermore**, they look incredibly majestic (雄伟的). **Consequently**, I have a sincere (真诚的) interest in their unique (独特的) hunting habits. **Moreover**, observing them in the wild (在野外) requires a courageous (勇敢的) heart. **Ultimately**, the tiger is known as the king of the jungle (丛林之王). **Overall**, I want to learn more to help protect them.

 **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. WHAT:

Big bear

2. WHERE:

Cold snow

WILD
ANIMAL

3. WHY:

Thick fur

4. WHY:

Looks cute

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

Part 2: Q2

Describe a time you visited a zoo or wildlife park. You should say: **When** you went there, **Who** you went with, **What** animals you saw, **And** explain what you enjoyed the most.

1. WHEN:

City zoo

2. WHO:

With family

VISITED
ZOO

3. WHAT:

Pandas and lions

4. WHAT:

Touched a snake

Part 2: Q3

Describe a nature documentary about animals that you watched. You should say: **What** the documentary was about, **Where** you watched it, **What** you learned from it, **And** explain why it left an impression on you.

1. WHAT:

About elephants

2. WHERE:

Watched on TV

NATURE
DOCUMENTARY

3. WHAT:

Animals in danger

4. WHY:

Very moving

Learning Objectives

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

Criteria

"I can answer 3 abstract questions about Wild Animals & Habitats 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 2× 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)
Ecosystem 生态系统

System N

Extinction 灭绝

Extinct Adj

Captivity 圈养 / 囚禁

Captive Adj/N

Biodiversity 生物多样性

Diverse Adj

Conservation 保护

Conserve V

Morality 道德 (of zoos)

Moral Adj

Conflict 冲突 (human-animal)

Conflicted Adj

 IDIOMS

Survival of the fittest Noun Phrase

适者生存

Crocodile tears Noun Phrase

猫哭耗子

Let sleeping dogs lie Proverb

别自找麻烦


O Opinion •
 R Reason •
 E Example / Extension
Q1: Why are some people more willing to protect wild animals than others?

OP Generally speaking, education plays a huge role, since some people truly understand global biodiversity (生物多样性). **RE** Specifically, those who study nature realize that preventing animal extinction (灭绝) is crucial for human survival too. **EX** For example, individuals working in global conservation (保护) deeply value every single species.

- Know more
- Love nature
- Work hard

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: Do you think it's important to take children to the zoo to see animals?

OP In my opinion, visiting zoos is highly educational, though keeping animals in captivity (圈养) remains controversial today. **RE** Fundamentally, seeing real creatures builds empathy, which can prevent future human-animal conflict (冲突). **EX** Therefore, children who watch lions closely learn to respect nature deeply rather than fearing it.

- Teach kids
- Show animals
- Build love

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: Does tourism have a positive or negative impact on animals?

OP Honestly, it is a double-edged sword, because it funds parks but ruins habitats. **RE** Unfortunately, heavy foot traffic frequently disrupts a delicate ecosystem (生态系统) completely. **EX** To illustrate, many businesses shed crocodile tears (鳄鱼的眼泪) about protecting wildlife while secretly destroying forests for new hotels.

- Both ways
- Bring money
- Ruin homes

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. Unique | | () B. Untamed |
| 2. Majestic | | () D. Special |
| 3. Fascinating | | () A. Interesting |
| 4. Wild | | () E. Grand |
| 5. Endangered | | () C. Threatened |

2. Error Correction (2m)

Edit with a pen.

- I saw a panda in the zoo.
- It is very cute animal.
- It eat bamboo.
- We should protect animals.
- They are in danger to extinct.

3. Writing Task: Describe a wild animal you like. (Write 50 words) (10 minutes)

Writing Instructions

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

4. Recording Challenge

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

- 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).
- Task B:** Memorise next week's part 2 Model Answer (5 mins).
- Task C – Tongue Twisters:** Use the AI APP for Pronunciation Practice (5 mins).

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

- 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).
- 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.

