



IGCSE Speaking IELTS Prep Course

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

WEEK 16: ANIMAL LIFE

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) **Describe an interesting animal** using **adjective-noun phrases**, **clear facts**, and **simple reasons**.



Success Criteria

WILF (What I'm Looking For) **Use blue-bold starters**, **adjective order**, **five highlighted items**, and **one animal-life example**.



Support (Band 5.0 Target)

Use the frame: **It is a/an ___ animal**. Add **where it lives** and **what it can do**.



Stretch (Band 6.0+ Target)

Compare **two animals** and explain which one is **more surprising** using clear reasons.

PLAN A

Classroom Only

80 MIN

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

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 2 · 3 · 4 5–15 min INPUT	<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.
SEC 5 · 6 · 7 · 8 15–35 min SHADOW READ	<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.
SEC 7 35–55 min SPEAKING · 4-3-2	<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.
SEC 9 55–75 min PART 3 DISCUSSION	<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.
SEC 10 75–80 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 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 previews 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: **animal life**

1 Can you tell me about an animal you find interesting?

Yes, I find crows interesting because they solve simple problems. **For example**, they can remember faces and use small tools.

2 Can you tell me about a time when you saw an animal, and what it was like?

Last summer, I saw flamingos in a wetland park. **At first**, I only noticed their colour, but later I watched their quiet behaviour.

3 Do you think students should learn more about animals? Why?

Yes, I think, students should learn more about animals. **This is because**, animal lessons help us respect nature and speak about science clearly.

Adjectives with Nouns


GRAMMAR


Adjectives describe nouns and usually come before them in English. They tell us size, colour, feeling, or opinion.

EXAMPLE

The small brown dog waited near the school gate.

Final Consonant Clusters

 **Listen:** Keep the final sounds clear in species, wild, facts, and protects.

 **Practise:** Many species live in small habitats.

Species 物种

Noun adj. species-level

Habitat 栖息地

Noun adj. habitat-based

Behaviour 行为

Noun adj. behavioural
adv. behaviourally v. behave · behaved

Intelligent 聪明的

Adjective n. intelligence
adv. intelligently

Survive 生存

Verb n. survival adj. surviving

Extinct 灭绝的

Adjective n. extinction

Benefit 好处 **RECYCLED**

Noun adj. beneficial adv. beneficially
v. benefit · benefited

Energy 精力 / 能量

RECYCLED
Noun adj. energetic adv. energetically
v. energise · energised

Idiom 1: In the wild — 在野外

Explanation Living freely in nature, not in a zoo or home.

Example I would love to see flamingos in the wild.

Idiom 2: Care for — 照顾

Explanation Look after a person, animal or place.

Example Students should learn how to care for small animals responsibly.

Adapted from the Cambridge IGCSE ESL Coursebook

In my opinion, animal life is interesting because every **species** (物种) has a different way to live. **For example**, a bird may need trees, while a fish needs clean water. **Also**, each **habitat** (栖息地) gives animals food and safety. **When students study animal behaviour** (行为), they can understand why animals move, hide, or hunt. **At first**, some facts may seem strange. **Later**, they become easier to explain. **In short**, animals need space and care. **Most importantly**, people should protect animals **in the wild** (在野外) and **care for** (照顾) them responsibly.

SITUATION Your biology teacher has asked students to choose one animal project for a class display. You are considering the following options:

OPTION A

a project about a strange animal ability

OPTION B

a project about an endangered animal

Talk about the advantages and disadvantages of each option. Say which option you would **prefer**, and **why**.

MODEL ANSWER

SITUATION **Well**, our biology teacher wants one animal project for the class.

OPTION A **On one hand**, a strange animal project can show how an **intelligent** (聪明的) animal solves problems. **For example**, octopuses can open boxes. **However**, some facts may be hard to explain.

OPTION B **On the other hand**, an endangered animal project can explain why some animals may not **survive** (生存). **If a forest is damaged**, one animal may become **extinct** (灭绝的). **Still**, the topic may feel sad.

PREFERENCE **I would choose the endangered animal project**, because it gives students a clear **benefit** (好处). **REASON** **The main reason is**, it teaches care. **REASON** **Also**, it reminds students that animals need food, space, and **energy** (精力 / 能量).

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 a natural habitat for animals?

MODEL ANSWER

OPINION **In my opinion**, a natural habitat is very important. **REASON** **When an animal loses its habitat (栖息地)**, it may not find food or shelter. **EXAMPLE / EXTENSION** **For example**, birds need safe trees for nests during spring.

2 Some people say intelligent animals should be protected first. What do you think?

MODEL ANSWER

OPINION **From my point of view**, intelligent animals do need protection. **REASON** **Although every animal matters, an intelligent (聪明的) animal may feel stress strongly.** **EXAMPLE / EXTENSION** **For instance**, dolphins and crows can learn from humans and remember danger.

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 more animals became extinct?

MODEL ANSWER


OPINION Overall, it would be serious if more animals became extinct. **REASON** If one species (物种) disappears, other animals may lose food. **EXAMPLE / EXTENSION** For example, fewer insects can mean less food for small birds.

4 What are the advantages of learning about animal behaviour?

MODEL ANSWER

OPINION In my view, learning about animal behaviour helps students respect living things. **REASON** This is because, when students watch animals carefully, they understand needs instead of guessing.

EXAMPLE / EXTENSION For example, a science lesson could compare bird behaviour (行为) in the school garden after lunch during a short class talk.

 **Fix the Error:** Put the adjective in the correct place.

1 A bird intelligent lives near my home.

2 This habitat small is quiet.

3 I saw an animal wild yesterday.

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 (*Adjectives with Nouns*).

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。