



IGCSE Speaking IELTS Prep Course

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

WEEK 36: ANIMAL LIFE


IELTS Band 5 - 6

 Learning Objectives

WALT (We Are Learning To) **Discuss animal life, responsibility, protection, and human choices** in clear speaking.

 Success Criteria

WILF (What I'm Looking For) **Use modals, compare animal-care choices, give reasons, and avoid difficult language.**

 Support (Band 5.0 Target)

Use the frame: **People should ___ because animals need ___.** Add **one animal** and **one action**.

 Stretch (Band 6.0+ Target)

Explain how **animal welfare, public education, and daily responsibility** can work together.

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: **animal life**

1 Can you tell me something about an animal you like or respect?

Yes, I like pandas because they are calm and special in China. **For example**, many students learn about them in school. **In my view**, animals can teach people to be patient and gentle.

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

Last summer, I visited a small animal rescue centre with my cousin. **At first**, I felt sad because some dogs looked nervous. **Later**, I saw volunteers feed them carefully, and I felt hopeful.

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

Yes, I think, students should learn about animal protection. **This is because**, young people can change daily habits early. **For example**, they can avoid buying toys or photos that hurt wild animals.

Adapted from the Cambridge IGCSE ESL Coursebook

In many cities, students see animals in zoos, parks, videos, and school books. **For example**, animal welfare (福利 / 福祉) means giving animals clean food, space, and safe care. **However**, some animals in captivity (圈养 / 囚禁) may feel bored or frightened. **Although zoos can teach children, they must avoid cruelty (残忍) and poor conditions.** **In addition**, people should respect (尊重) wild animals by keeping distance and not touching them. **When students visit a rescue centre, they can see why animals need quiet care.** **Most importantly**, a kind daily routine (日常安排 / 惯例) can help young people treat living things better. **Overall**, animal life is a shared responsibility. **For this reason**, animal lessons can help students make kinder choices during trips and holidays.

SITUATION Your class is choosing one school activity to help students learn about animal life. You are considering the following options:

OPTION A

a visit to a local animal rescue centre

OPTION B

a school talk about wild animal protection

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 ways to help students learn about animals.

OPTION A **On one hand**, a rescue-centre visit shows real animal care and can reduce stress (压力) for students who only know animals from screens. **Also**, students may learn how to treat with care (用心对待) every living thing. **When students see volunteers working, they may understand responsibility more deeply.**

OPTION B **On the other hand**, a talk can explain why some animals are endangered (濒危的) and how conservation (保护) works. **However**, it may feel less memorable than seeing animals directly. **Although a talk is easier to organise, students may listen passively.**

PREFERENCE I would choose, the rescue-centre visit. **REASON** The main reason is, it helps students speak up for (为.....发声) animals with real feeling.

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 animal welfare when people visit zoos or animal centres?

MODEL ANSWER

OPINION **In my opinion**, animal welfare is very important in zoos and rescue centres. **REASON** **This is because**, when animals live in captivity (圈养 / 囚禁), they still need enough space, clean food, and calm care. **EXAMPLE / EXTENSION** **For example**, visitors should stay quiet and follow rules near cages.

2 Some people say students should speak up for endangered animals. What do you think?

MODEL ANSWER



OPINION **I agree**, students should speak for animals at risk in their own schools. **REASON** **The reason is**, although teenagers are young, they can support conservation (保护) through simple school projects and posters. **EXAMPLE / EXTENSION** **For instance**, a poster campaign can explain why buying wild animal products is wrong.

 **Fix the Error:** Choose the best modal verb for each animal-responsibility sentence.

1. Visitors _____ feed wild animals in the park. (must not / could)
2. Zoos _____ give animals clean water and safe space. (must / might not)
3. Students _____ learn how to protect animal homes. (should / cannot)



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 (*Modals for Responsibility*).



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。