

IELTS SPEAKING COURSE

WEEK 8

EVENTS

GIVING ADVICE

Learning Objectives

- **Speaking:** Speak fluently about Giving Advice using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Constructive*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for giving advice.

Criteria

"I can speak for 2 mins about Giving Advice 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
Constructive 建设性的

Construct v · Construction N

Reluctant 不情愿的

Reluctance N · Reluctantly Adv

Grateful 感激的

Gratitude N

Sensible 明智的

Sense N

Hesitant 犹豫的

Hesitate v · Hesitation N

Indispensable 不可或缺的

Adjective

Efficient 高效的

Efficiency N

 IDIOMS

In the same boat Fixed Phrase

同舟共济

Take it to heart V2 Took

铭记在心

A word of wisdom Noun Phrase


金玉良言

 Part 2 Model Question: Describe a time when you gave advice to others.

You should say: **When** it was, **To** whom you gave the advice, **What** the advice was, **And** explain why you gave the advice.

 Band 7 Model Answer

To begin with, I want to talk about giving constructive (建设性的) advice to my friend, because he was very hesitant (犹豫的). **Actually**, he was reluctant (不情愿的) to study for his IELTS exam. **Since we were in the same boat** (处境相同), I decided to share a word of wisdom (至理名言) with him. **I told him that**, creating an efficient (高效的) schedule is truly indispensable (不可或缺的) for success. **Luckily**, he didn't get angry and really decided to take it to heart (往心里去 (认真对待)). **I think**, he realized my suggestion was very sensible (明智的). **Ultimately**, he was extremely grateful (感激的) when he finally passed his test.

 **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. WHEN:

Career choice

2. WHOM:

Younger brother

GAVE
ADVICE

3. WHAT:

Work hard

4. WHY:

Felt useful

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

Part 2: Q2

Describe a time when someone gave you helpful advice. You should say: **Who** gave you the advice, **What** the advice was about, **When** they gave it, **And** explain how this advice helped you.

1. WHO:

My older sister

2. WHAT:

Study habits

SOMEONE
GAVE

3. WHEN:

Before exams

4. HOW:

Got better grades

Part 2: Q3

Describe a difficult decision you had to make. You should say: **What** the decision was, **Why** it was difficult, **Who** helped you decide, **And** explain how you felt after making the decision.

1. WHAT:

Change schools

2. WHY:

Miss my friends

DIFFICULT
DECISION

3. WHO:

Parents helped

4. HOW:

Felt relieved

Learning Objectives

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

Criteria

"I can answer 3 abstract questions about Giving Advice 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)

Counseling 咨询 / 辅导

Counsel v • Counselor N

Dilemma 进退两难的困境

Dilemmas PI

Wisdom 智慧

Wise Adj

Objective 客观的

Objectivity N

Intervention 干预

Intervene v

Interaction 互动

Interact v

Privacy 隐私

Private Adj

IDIOMS

Sit on the fence V2 Sat

骑墙 / 坐山观虎斗

The blind leading the blind Noun Phrase

问道于盲

Learn the hard way V2 Learned

吃一堑长一智

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

Q1: Should people prepare before giving advice?

OP Generally speaking, people should definitely prepare before giving advice, as words can deeply impact others. **RE** This is because, offering an objective (客观的) perspective requires careful thought and understanding of the situation. **EX** For instance, speaking without preparation often leads to careless comments rather than true wisdom (智慧).

- Yes think first
- Avoid causing hurt
- Planning your words

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 good to ask for advice from strangers online?

OP In my view, asking strangers online is highly risky, because you cannot verify their actual expertise. **RE** The primary reason is that, trusting anonymous forums is often like the blind leading the blind (问道于盲). **EX** Furthermore, sharing detailed personal problems on the internet severely compromises your own digital privacy (隐私).

- No very risky
- Fake online experts
- Dangerous advice

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: What are the personalities of people whose job is to give advice to others?

OP Without a doubt, professionals who give advice possess high emotional intelligence, as their job requires empathy. **RE** This is crucial since, providing effective counseling (咨询 / 辅导) demands immense patience and active listening skills. **EX** As an illustration, a good therapist always maintains a calm and supportive attitude during every client interaction (互动).

- Patient and calm
- Good listeners
- Very empathetic

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. Reluctant		() D. Thankful
2. Sensible		() E. Helpful
3. Grateful		() A. Unsure
4. Constructive		() B. Unwilling
5. Hesitant		() C. Reasonable

2. Error Correction (2m)

Edit with a pen.

1. He gave me a good advice.
2. I suggest you to go home.
3. I thanked him for help me.
4. It was difficult decision.
5. I didn't know what should I do.

3. Writing Task: Describe a piece of advice you gave. (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.

