

IELTS SPEAKING COURSE

WEEK 11

ITEMS

DESIRED TECHNOLOGY

Learning Objectives

- **Speaking:** Speak fluently about Desired Technology using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Cutting-edge*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for desired technology.

Criteria

"I can speak for 2 mins about Desired Technology 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
<p>SEC 1</p> <p>0–10 min</p> <p>LEAD-IN</p>	<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.
<p>SEC 2</p> <p>10–25 min</p> <p>INPUT</p>	<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.
<p>SEC 3</p> <p>25–35 min</p> <p>VOCAB DRILL</p>	<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.
<p>SEC 4</p> <p>35–50 min</p> <p>PLANNING</p>	<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).
<p>SEC 5</p> <p>50–75 min</p> <p>SPEAKING CIRCUIT</p>	<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.
<p>SEC 6</p> <p>75–80 min</p> <p>REVIEW</p>	<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
<p>SEC 2</p> <p>0–20 min</p> <p>WRITING HW</p>	<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.
<p>SEC 3</p> <p>20–40 min</p> <p>SHADOW & RECORD</p>	<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
<p>SEC 1</p> <p>0–5 min</p> <p>LEAD-IN</p>	<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.
<p>SEC 4</p> <p>5–15 min</p> <p>PLANNING</p>	<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).
<p>SEC 5</p> <p>15–35 min</p> <p>SPEAKING CIRCUIT</p>	<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.
<p>SEC 6</p> <p>35–40 min</p> <p>REVIEW</p>	<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
Cutting-edge 尖端的 / 前沿的

Adjective

Compact 紧凑的 / 小巧的

Compactness N

Obsolete 过时的 / 淘汰的

Adjective

Spacious 宽敞的 (storage)

Space N

Pricey 昂贵的 (informal)

Adjective

Versatile 多功能的

Versatility N

Magnificent 宏伟的

Magnificence N

 IDIOMS

Must-have Noun Phrase

必备之物

State-of-the-art Adjective Phrase

登峰造极 / 顶尖

Cost an arm and a leg V2 Cost


价值连城 / 天价

 Part 2 Model Question: Describe a technology product you would like to own.

You should say: **What** it is, **How** much it costs, **What** you will use it for, **And** explain why you would like to own it.

 Band 7 Model Answer

To begin with, I really want to buy a cutting-edge (尖端的 / 前沿的) laptop, because my current computer is completely obsolete (过时的 / 淘汰的), and I urgently need an upgrade. **Actually**, this new device is a highly versatile (多功能的) tool that is absolutely perfect for school. **Even though** it is quite compact (紧凑的 / 小巧的), the internal hard drive is incredibly spacious (宽敞的). **I know that** it is extremely pricey (昂贵的) and will definitely cost an arm and a leg (极其昂贵). **However**, the magnificent (宏伟的) screen makes it a definite must-have (必备品) for my daily homework. **Ultimately**, owning this state-of-the-art (最先进的) machine would make my study sessions much more productive.

 **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:

Smart watch

2. HOW:

Quite expensive

TECHNOLOGY
PRODUCT

3. WHAT:

Track fitness

4. WHY:

Stay healthy

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

Part 2: Q2

Describe a gift you received that uses modern technology. You should say: **What** the gift was, **Who** gave it to you, **How** you use it in daily life, **And** explain why this gift is special to you.

1. WHAT:

Smart speaker

2. WHO:

From my uncle

GIFT
RECEIVED

3. HOW:

Play music daily

4. WHY:

Very thoughtful

Part 2: Q3

Describe an old item you own that still works well. You should say: **What** the item is, **How** long you have had it, **What** you use it for, **And** explain why you have not replaced it.

1. WHAT:

Old MP3 player

2. HOW:

About six years

OLD
ITEM

3. WHAT:

Listen to music

4. WHY:

Still sounds great

Learning Objectives

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

Criteria

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

Artificial Intelligence 人工智能

AI Abbr

Isolation 孤立

Isolate V • Isolated Adj

Distraction 干扰 / 分心

Distract V

Revolutionize 彻底变革

Revolution N

Virtual 虚拟的

Virtually Adv

Infrastructure 基础设施

Noun

Heritage 遗产

Noun

IDIOMS

Silver lining Noun Phrase

塞翁失马焉知非福

At the click of a button Fixed Phrase

轻点鼠标

Keep up with the times V2 Kept

与时俱进

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

Q1: What tech products are your friends using these days?

OP Generally speaking, my friends are currently obsessed with Virtual (虚拟的) reality headsets, because they completely Revolutionize (彻底变革) modern gaming. **RE** This is because, these

immersive devices allow young players to experience entirely new worlds right from their bedrooms.

EX For example, instead of a boring Distraction (干扰 / 分心), they cleverly use it to explore ancient historical Heritage (遗产) sites online.

- VR gaming headsets
- Immersive new worlds
- Online history tours

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: Why do people love using tech products?

OP In my view, people genuinely love modern gadgets, as they provide massive convenience and endless entertainment options. **RE** The primary reason is that, heavy tasks that previously took hours can now be completed At the click of a button (弹指之间 / 极其便捷). **EX** As an illustration, we can instantly order hot food or seamlessly book taxis without ever leaving our comfortable homes.

- Massive daily convenience
- Saves precious time
- Ordering hot food

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 differences between chatting online and chatting face-to-face?

OP Undeniably, face-to-face communication builds deeper emotional bonds, whereas texting often causes unfortunate interpersonal misunderstandings. **RE** This is largely due to the fact that, digital messages completely lack essential physical body language and vocal tone. **EX** Consequently, relying solely on internet chatting frequently leads to a severe sense of social Isolation (孤立) among teenagers.

- Deeper emotional bonds
- Lacks body language
- Causes social isolation

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. Cutting-edge		() E. Advanced
2. Pricey		() A. Expensive
3. Obsolete		() B. Outdated
4. Compact		() C. Small
5. Versatile		() D. Multi-purpose

2. Error Correction (2m)

Edit with a pen.

- I bought a new computer yesterday.
- It cost me many money.
- The screen is more big than mine.
- I use it to study English.
- Technology change our lives.

3. Writing Task: What is the most useful gadget you own? (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.

changes...

Key: 1. Cutting-edge-E, 2. Pricey-A, 3. Obsolete-B, 4. Compact-C, 5. Versatile-D | 1. Correct 2. a lot of... 3. bigger... 4. Correct 5.

