

**IELTS SPEAKING COURSE**

WEEK 20

**EVENTS**

JOURNEYS & TRAVEL

## Learning Objectives

- **Speaking:** Speak fluently about Journeys & Travel using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Exhausting*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for journeys and travel.

## Criteria

"I can speak for 2 mins about Journeys & Travel 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
<b>SEC 1</b> 0–10 min LEAD-IN	<ul style="list-style-type: none"> <li>• <b>Show</b> a 5-min warmup <b>Bilibili video</b> on families.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch</b> the video and <b>discuss</b> in pairs.</li> <li>• Be ready to <b>give opinions</b> when called on.</li> </ul>
<b>SEC 2</b> 10–25 min INPUT	<ul style="list-style-type: none"> <li>• <b>Check understanding</b> of <b>idioms and vocab</b> with <b>CCQs</b>.</li> <li>• <b>Play</b> model answer with <b>UK / US / Both TTS accents</b> on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeat</b> pronunciation of TTS in UK or US accent.</li> <li>• <b>Answer</b> the CCQs on vocab.</li> </ul>
<b>SEC 3</b> 25–35 min VOCAB DRILL	<ul style="list-style-type: none"> <li>• <b>Drill pronunciation</b> of vocab and <b>test recall</b> of recycled words.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Say your own sentences</b> with vocabulary words and idioms to teacher.</li> </ul>
<b>SEC 4</b> 35–50 min PLANNING	<ul style="list-style-type: none"> <li>• <b>Allow 10 minutes</b> to plan answers on <b>3 spider diagrams</b> with bullet point notes.</li> <li>• <b>Circulate and assist</b> lower-level students (<b>check 4 branches</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create</b> your Spidergram notes (Who / When / What / Why).</li> </ul>
<b>SEC 5</b> 50–75 min SPEAKING CIRCUIT	<ul style="list-style-type: none"> <li>• <b>Run 4-3-2 Speaking circuit</b> in pairs.</li> <li>• Students <b>stand and move</b> around the room.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeat</b> your answer 2× alone – faster each round.</li> <li>• <b>Round 3 with a partner</b> to push you to speak fast <b>minimum 2 mins</b>.</li> </ul>
<b>SEC 6</b> 75–80 min REVIEW	<ul style="list-style-type: none"> <li>• <b>Review</b> and <b>correct errors</b> on board.</li> <li>• <b>Exit Ticket:</b> Ask for <b>one idiomatic sentence</b> to leave class.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write</b> corrected errors on the board into your books.</li> <li>• <b>Say one idiomatic sentence</b> to leave the class.</li> </ul>

**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
<b>SEC 2</b> 0–20 min WRITING HW	<ul style="list-style-type: none"> <li>On <b>LAST LESSON's Interactive Handout</b>:</li> <li>Students <b>type</b> LAST lesson's Part 2 answer on <b>Page 10</b> of the Interactive Student Handout, then <b>AI correct</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Type</b> then <b>AI correct</b> YOUR <b>LAST LESSON's</b> Part 2 answer.</li> <li><b>Handwrite</b> the AI polished version into your textbook.</li> </ul>
<b>SEC 3</b> 20–40 min SHADOW & RECORD	<ul style="list-style-type: none"> <li>From <b>TODAY's Lesson's Interactive Handout</b>.</li> <li><b>Observe</b>: TTS pronunciation practice – individual words, sentence by sentence, whole model answer.</li> <li>Students can choose to build <b>UK or US native sounding accents</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Shadow / Record / Listen</b> to all <b>target vocab</b> and <b>Model answer</b> using <b>UK/US TTS</b> until pronunciation is <b>clean</b>.</li> </ul>


## CLASSROOM • 40 MIN

TIME	TEACHER	STUDENTS
<b>SEC 1</b> 0–5 min LEAD-IN	<ul style="list-style-type: none"> <li><b>Play</b> the 5-min <b>Bilibili warm-up video</b>.</li> <li><b>Cold-call</b> 2–3 students for opening thoughts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Watch</b> and <b>discuss</b> briefly in pairs.</li> <li>Answer Teacher's discussion questions.</li> </ul>
<b>SEC 4</b> 5–15 min PLANNING	<ul style="list-style-type: none"> <li>Give students <b>10 minutes</b> to brainstorm bullet points for ALL <b>3 spider diagram</b> questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Create</b> your Spidergram bullet points (Who / When / What / Why).</li> </ul>
<b>SEC 5</b> 15–35 min SPEAKING CIRCUIT	<ul style="list-style-type: none"> <li><b>Run</b> <b>4-3-2 Speaking circuit</b> in pairs.</li> <li>Students stand and move around the room.</li> </ul>	<ul style="list-style-type: none"> <li><b>Repeat</b> your answer <b>2x alone</b> – faster each round.</li> <li>Round 3 with a partner to push you to speak fast; <b>minimum 2 mins</b>.</li> </ul>
<b>SEC 6</b> 35–40 min REVIEW	<ul style="list-style-type: none"> <li><b>Review</b> and correct errors on board.</li> <li><b>Exit Ticket</b>: ask for one idiomatic sentence to leave class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Write</b> corrected errors from the board into your books.</li> <li>Say one <b>idiomatic sentence</b> to leave the class.</li> </ul>

## 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
**Exhausting** 筋疲力尽的

Exhaust V · Exhausted Adj

**Scenic** 风景优美的

Scenery N

**Adventurous** 爱冒险的

Adventure N

**Spontaneous** 自发的 / 随性的

Spontaneity N

**Delayed** 延误的

Delay N/V

**Sentimental** 情感的 (journey)

Sentiment N

**Valuable** 宝贵的 (experience)

Value N

 IDIOMS

Hit the road V2 Hit

上路

Travel light V2 Traveled

轻装上阵

Bumpy ride Noun Phrase


坎坷

 Part 2 Model Question: Describe a long journey you want to enjoy again.

You should say: **When** you took the journey, **Where** you went, **Who** you were with, **And** explain why you want to go again.

 Band 7 Model Answer

To begin with, I want to describe a scenic (风景优美的) train trip I took to Yunnan, which was completely spontaneous (自发的 / 随性的), because I needed a break. Honestly, it was quite a bumpy ride (颠簸的旅程 / 坎坷) since the train was delayed (延误的) by rain. However, I decided to travel light (轻装上阵) so carrying my bags wasn't exhausting (筋疲力尽的). Furthermore, I felt very adventurous (爱冒险的) exploring the local villages. In retrospect, it was a deeply sentimental (情感的) experience for me. Ultimately, I gained some valuable (宝贵的) memories, and I would love to hit the road (上路 / 出发) and do it again.

 **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:

Last summer

### 2. WHERE:

Driving interstate

LONG  
JOURNEY

### 3. WHO:

Family roadtrip

### 4. WHY:

Bonding time

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

## Part 2: Q2

Describe a bicycle, motorcycle, or car trip you would like to go on. You should say: **Who** you would like to go with, **Where** you would like to go, **Which** vehicle you would choose, **And** explain why you would like to travel this way.

### 1. WHO:

Mountain biking

### 2. WHERE:

Forest trail

BICYCLE

### 3. WHICH:

Mountain bike

### 4. WHY:

Stay healthy

## Part 2: Q3

Describe a time your travel plans were delayed or changed. You should say: **Where** you were going, **What** caused the delay, **What** you did while waiting, **And** explain how you felt about the change in plans.

### 1. WHERE:

Train station

### 2. WHAT:

Missed connection

TRAVEL  
PLANS

### 3. WHAT:

Ate lunch

### 4. HOW:

Felt annoyed

### Learning Objectives

- **Logic:** Use O.R.E. logic to answer Part 3 questions.
- **Vocab:** Use Abstract Nouns (e.g., *Eco-tourism*).
- **Speaking:** Discuss abstract ideas about journeys and travel.

### Criteria

"I can answer 3 abstract questions about Journeys & Travel 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><b>SEC 1</b></p> <p>0–10 min</p> <p>INTRO</p>	<ul style="list-style-type: none"> <li>• <b>Choose</b> 5-min <b>Bilibili warm-up video</b>.</li> <li>• <b>Explain</b> that Part 3 is about '<b>World</b>', not '<b>Self</b>'.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch</b> the video and <b>discuss</b> in pairs.</li> <li>• Be ready to <b>give opinions</b> when called on.</li> </ul>
<p><b>SEC 2</b></p> <p>10–25 min</p> <p>LOGIC INPUT</p>	<ul style="list-style-type: none"> <li>• <b>Teach</b> the <b>O.R.E.</b> framework (Opinion → Reason → Example).</li> <li>• <b>Check</b> understanding of idioms and vocab with <b>CCQs</b>.</li> <li>• <b>Play</b> model answer with <b>UK / US / Both TTS accents</b> on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Answer</b> the CCQs on vocab.</li> <li>• <b>Repeat</b> pronunciation of TTS in <b>UK or US</b> accent.</li> </ul>
<p><b>SEC 3</b></p> <p>25–50 min</p> <p>PLANNING</p>	<ul style="list-style-type: none"> <li>• <b>Guide</b> planning of Q1–Q6 answers – <b>5 min per question</b>.</li> <li>• <b>Correct grammar/vocab</b> live on the board as students write.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stand up. Write on boards.</b></li> <li>• <b>Write</b> full O.R.E. answers for <b>Q1–Q2</b>.</li> <li>• <b>Bullet points</b> for <b>Q3–Q6</b>.</li> </ul>
<p><b>SEC 4</b></p> <p>50–70 min</p> <p>SPEAKING CIRCUIT</p>	<ul style="list-style-type: none"> <li>• <b>Run 4-3-2 Speaking circuit</b> in pairs. Students stand and move around the room.</li> <li>• <b>Run spot tests. Correct errors.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repeat</b> your answer <b>2x alone</b> – faster each round.</li> <li>• <b>Round 3</b> with a partner to push you to speak fast – minimum <b>1 min</b>.</li> </ul>
<p><b>SEC 5</b></p> <p>70–80 min</p> <p>REVIEW</p>	<ul style="list-style-type: none"> <li>• <b>Review</b> and <b>correct errors</b> on the board.</li> <li>• <b>Exit Ticket:</b> ask for one <b>idiomatic sentence</b> to leave class.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write</b> corrected errors from the board into your books.</li> <li>• <b>Say</b> one <b>idiomatic sentence</b> to leave the class.</li> </ul>

**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
<b>SEC 2</b> 0–20 min RECORDING HOMEWORK	<ul style="list-style-type: none"> <li>On <b>LAST LESSON's Interactive Handout</b>:</li> <li>Students <b>record</b> answers to all <b>Part 3</b> answers in the <b>Interactive Student Handout</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Record</b> all <b>6 Part 3 answers</b> from <b>LAST LESSON</b>.</li> </ul>
<b>SEC 3</b> 20–40 min SHADOW & RECORD	<ul style="list-style-type: none"> <li>From <b>TODAY's Lesson's Interactive Handout</b>.</li> <li><b>Observe</b>: TTS pronunciation practice – individual words, sentence by sentence, whole model answers.</li> <li>Students can choose to build <b>UK or US native sounding accents</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Shadow / Record / Listen</b> to all <b>target vocab</b> and <b>Model answer</b> using <b>UK/US TTS</b> until pronunciation is <b>clean</b>.</li> </ul>

## CLASSROOM • 40 MIN

TIME	TEACHER	STUDENTS
<b>SEC 1</b> 0–5 min INTRO	<ul style="list-style-type: none"> <li><b>Play</b> the <b>5-min Bilibili warm-up video</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Watch</b> the video and <b>discuss in pairs</b>.</li> <li>Be ready to give opinions when called on.</li> </ul>
<b>SEC 4</b> 5–35 min FLUENCY DRILL	<ul style="list-style-type: none"> <li><b>Run 4-3-2 Speaking circuit</b> in pairs.</li> <li>Students <b>stand and move</b> around the room.</li> </ul>	<ul style="list-style-type: none"> <li><b>Repeat</b> your answer <b>2x alone</b> – faster each round.</li> <li>Round 3 with a partner to push you to speak fast <b>minimum 1 min</b> answers.</li> </ul>
<b>SEC 5</b> 35–40 min REVIEW	<ul style="list-style-type: none"> <li><b>Review</b> and <b>correct errors</b> on the board.</li> <li><b>Exit Ticket</b>: Ask for one <b>idiomatic sentence</b> to leave class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Write</b> corrected errors on the board into your books.</li> <li><b>Say</b> one <b>idiomatic sentence</b> to leave the class.</li> </ul>

**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)

**Eco-tourism** 生态旅游

Tourist N

**Emission** 排放

Emit v

**Commute** 通勤

Commuter N

**Congestion** 拥堵

Congest v

**Preparation** 准备

Prepare v

**Sustainability** 可持续性

Sustainable Adj

**Accumulate** 积累 (miles)

Accumulation N

### 🐎 IDIOMS

Carbon footprint Noun Phrase

碳足迹

Hustle and bustle Noun Phrase

熙熙攘攘

Rush hour Noun Phrase

高峰期

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

### Q1: Who prefers long journeys, young people or old people?

**OP** Generally speaking, young people prefer long journeys, whereas older individuals usually avoid them. **RE** To explain, the youth have more energy for eco-tourism (生态旅游) and care less about their carbon footprint (碳足迹) when traveling far. **EX** For instance, many university students take month-long backpacking trips across different continents.

- Young adults
- More stamina
- Backpacking Europe

Write your answer (Use O.R.E.):

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 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: What do people prepare before a journey?

**OP** Undoubtedly, travelers pack essential items, and they also plan their itineraries carefully.

**RE** This is because, thorough preparation (准备) helps them avoid the stressful hustle and bustle (熙熙攘攘) of navigating unfamiliar and crowded places. **EX** For example, booking hotels and researching local transit routes in advance ensures a much smoother trip.

- Pack luggage
- Avoid stress
- Book hotels

Write your answer (Use O.R.E.):

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-  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: Why do people prefer traveling in their own countries rather than foreign countries?

**OP** In my view, domestic travel is much cheaper, and it avoids language barriers. **RE** Specifically, people do not want a long commute (通勤) or to deal with massive airport congestion (拥堵) during short holidays. **EX** As an illustration, driving to a nearby province is significantly easier than flying internationally.

- Saves money
- No visas
- Domestic flights

Write your answer (Use O.R.E.):

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-  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. Spontaneous		( ) C. Daring
2. Adventurous		( ) E. Late
3. Exhausting		( ) A. Beautiful
4. Delayed		( ) D. Tiring
5. Scenic		( ) B. Unplanned

### 2. Error Correction (2m)

Edit with a pen.

- I went to travel last month.
- The scenery was wonderful.
- We go there by car.
- It took 5 hours to arrived.
- I felt very exciting.

### 3. Writing Task: Describe a trip you would like to take. (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.

