

IELTS SPEAKING COURSE

WEEK 24

EVENTS

TECHNICAL MISHAPS

Learning Objectives

- **Speaking:** Speak fluently about Technical Mishaps using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Frustrated*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for technical mishaps.

Criteria

"I can speak for 2 mins about Technical Mishaps 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
Frustrated 沮丧的 / 挫败的

Frustrate v · Frustration N

Helpless 无助的

Helplessness N

Unexpected 意想不到的

Expect v

Inconvenient 不便的

Inconvenience N

Urgent 紧急的

Urgency N

Durable 耐用的 (not durable)

Durability N

Precious 宝贵的 (time)

Adjective

 IDIOMS

In the dark Fixed Phrase

两眼一抹黑

Out of order Adjective Phrase

坏了

Save the day V2 Saved


力挽狂澜

 Part 2 Model Question: Describe a time when the electricity suddenly went off where you live.

You should say: **When** it happened, **How** long it lasted, **What** you did during that time, **And** explain how you felt about it.

 Band 7 Model Answer

To begin with, I want to describe an unexpected (意想不到的) power cut, which was highly inconvenient (不便的), and which left me completely in the dark (蒙在鼓里 / 在黑暗中). Honestly, I was trying to finish an urgent (紧急的) report for my boss. Suddenly, my computer shut down, making me feel totally frustrated (沮丧的 / 挫败的). Furthermore, the elevator in my building was out of order (故障). Consequently, I felt entirely helpless (无助的) and trapped inside my apartment. Luckily, my laptop had a very durable (耐用的) battery. Ultimately, it managed to save the day (挽救局面) so I could email the document. Overall, it taught me not to waste precious (宝贵的) time.

 **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:

Stormy night

2. HOW:

No lights

ELECTRICITY
SUDDENLY

3. WHAT:

Lit candles

4. HOW:

Felt scared

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

Part 2: Q2

Describe a time when your phone or computer stopped working. You should say: **When** it happened, **What** went wrong, **How** you tried to fix it, **And** explain how this experience affected you.

1. WHEN:

Exam week

2. WHAT:

Screen broke

PHONE
OR

3. HOW:

Repair shop

4. HOW:

Used old phone

Part 2: Q3

Describe an event that did not go as planned. You should say: **What** the event was, **What** went wrong, **How** you dealt with the problem, **And** explain what you learned from this experience.

1. WHAT:

School concert

2. WHAT:

Speakers broke

EVENT

3. HOW:

Teacher helped

4. WHAT:

Always prepare

Learning Objectives

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

Criteria

"I can answer 3 abstract questions about Technical Mishaps 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 2x 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)

Dependency 依赖

Depend v

Obsolescence 废弃 / 淘汰

Obsolete Adj

Reliability 可靠性

Reliable Adj

Manufacturing 制造业

Manufacture v

Sustainability 可持续性

Sustainable Adj

Development 发展

Develop v

Creativity 创造力 (solving problems)

Creative Adj

IDIOMS

Throwaway culture Noun Phrase

快餐文化

Wear and tear Noun Phrase

磨损

Don't fix what isn't broken Proverb

画蛇添足

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

Q1: When will equipment break normally? Why?

OP Generally speaking, machines break after years of use, since they naturally degrade over time. **RE** Basically, constant daily friction causes unavoidable wear and tear (磨损) on the internal mechanical parts. **EX** For example, a car engine will inevitably fail completely if the owner never changes the oil.

- Gets old
- Used daily
- Car engine

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: Do people buy a new one when something is broken, or repair it?

OP Nowadays, most people simply buy replacements, because modern gadgets are notoriously difficult to fix. **RE** Sadly, planned obsolescence (废弃 / 淘汰) has created a toxic throwaway culture (用完即弃的文化) globally. **EX** Consequently, throwing away a cracked smartphone and upgrading is often cheaper than paying for a professional repair.

- Buy new
- Fix costs
- Cheap phones

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: Which do you think is better for production: using machines or making things by hand?

OP In my opinion, machines are far superior, as they ensure speed and absolute precision. **RE** Undoubtedly, automated manufacturing (制造业) guarantees a much higher level of product reliability (可靠性). **EX** For instance, modern robots in car factories can assemble complex parts flawlessly without ever getting tired.

- Machines better
- Work fast
- Car factory

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. Unexpected		() B. Surprising
2. Urgent		() C. Pressing
3. Frustrated		() E. Powerless
4. Helpless		() A. Troublesome
5. Inconvenient		() D. Annoyed

2. Error Correction (2m)

Edit with a pen.

- The light went out suddenly.
- I didn't know what happen.
- It was dark everywhere.
- I waited the power to come back.
- It is a terrible experience.

3. Writing Task: Describe a time something broke. (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.

