

IELTS SPEAKING COURSE

WEEK 25

PEOPLE

MENTORSHIP & SUPPORT

Learning Objectives

- **Speaking:** Speak fluently about Mentorship & Support using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Persuasive*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for mentorship and support.

Criteria

"I can speak for 2 mins about Mentorship & Support 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
<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
Persuasive 有说服力的

Persuade v · Persuasion N

Reluctant 不情愿的

Reluctance N

Supportive 支持的

Support v

Appreciative 感激的

Appreciate v

Wise 明智的

Wisdom N

Frustrated 沮丧的

Frustration N

Urgent 紧急的

Urgency N

 IDIOMS

Talk someone into something V2 Talked


说服

Give it a shot V2 Gave

试一试

Two heads are better than one Proverb


集思广益

 **Part 2 Model Question:** Describe a time when you encouraged someone to do something that he/she didn't want to do.

You should say: **Who** he or she is, **What** you encouraged him/her to do, **How** he/she reacted, **And** explain why you encouraged him/her to do it.

 Band 7 Model Answer

To begin with, I want to talk about my best friend, who felt completely frustrated (沮丧的), and who was incredibly reluctant (不情愿的) to join a public speaking competition. **Honestly**, I knew this was an urgent (紧急的) opportunity for her growth. **Therefore**, I tried to be highly supportive (支持的) and persuasive (有说服力的). **Basically**, I managed to talk her into (说服) joining the contest. **Furthermore**, I reminded her that two heads are better than one (三个臭皮匠顶个诸葛亮 / 集思广益), offering to help her practice. **Eventually**, she decided to give it a shot (试一试). **Ultimately**, she realized it was a wise (明智的) decision. **Overall**, she was deeply appreciative (感激的) after winning third place.

 **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. WHO:

Shy brother

2. WHAT:

Swim class

ENCOURAGED
SOMEONE

3. HOW:

Pushed him

4. WHY:

Swims well

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

Part 2: Q2

Describe a time when you helped a friend through a difficult situation. You should say: **Who** the friend is, **What** the difficult situation was, **How** you helped them, **And** explain how your friend felt afterwards.

1. WHO:

My classmate

2. WHAT:

English speech

HELPED
FRIEND

3. HOW:

Practiced daily

4. HOW:

Won a prize

Part 2: Q3

Describe a person who changed your mind about something. You should say: **Who** this person is, **What** they changed your mind about, **How** they convinced you, **And** explain how you felt after changing your mind.

1. WHO:

My sister

2. WHAT:

Start running

PERSON

3. HOW:

Ran together

4. HOW:

Feel healthy

Learning Objectives

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

Criteria

"I can answer 3 abstract questions about Mentorship & Support 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)

Guidance 指导

Guide v

Mentorship 导师制度

Mentor n

Motivation 动力

Motivate v

Criticism 批评

Criticize v • Critical Adj

Leadership 领导力

Leader n

Reliability 可靠性

Reliable Adj

Dependency 依赖

Depend v

IDIOMS

Peer pressure Noun Phrase

同辈压力

Lead by example V2 Led

以身作则

Constructive criticism Noun Phrase

建设性意见

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

Q1: How can leaders encourage their employees?

OP Generally speaking, good managers provide clear goals, and they reward hard work. **RE**

Specifically, effective leadership (领导力) requires bosses to actively lead by example (以身作则) rather than just shouting orders. **EX** For instance, a manager who stays late to help the team will easily inspire loyalty and dedication.

- Give rewards
- Work hard
- Help team

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: When should parents encourage their children?

OP In my opinion, parents should offer praise when kids try new things. **RE** Fundamentally, facing failure is scary, so children need constant emotional motivation (动力) to build their confidence. **EX** Therefore, cheering for a child after they lose a sports match helps them bounce back quickly.

- New things
- Build hope
- Lose game

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: Why do some people like to ask others for advice?

OP Honestly, many individuals lack self-confidence, so they seek external validation. **RE** Furthermore, asking for professional guidance (指导) ensures a much higher level of reliability (可靠性) when making choices. **EX** For example, consulting a financial advisor prevents people from making terrible investments with their savings.

- Feel shy
- Need help
- Ask experts

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. Convincing
2. Persuasive		() A. Thankful
3. Supportive		() B. Smart
4. Appreciative		() E. Encouraging
5. Wise		() C. Unwilling

2. Error Correction (2m)

Edit with a pen.

- I encourage him try again.
- He didn't want do it.
- I told him don't give up.
- He succeed in the end.
- I was proud of him.

3. Writing Task: Who has supported you the most? (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.

