

IELTS SPEAKING COURSE

WEEK 27

ITEMS

DIGITAL MEDIA

Learning Objectives

- **Speaking:** Speak fluently about Digital Media using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Entertaining*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for digital media.

Criteria

"I can speak for 2 mins about Digital Media 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
Entertaining 有趣的 / 娱乐的Entertain **V** · Entertainment **N****Addictive 令人上瘾的**Addiction **N****Engaging 引人入胜的**Engage **V** · Engagement **N****Impeccable 完美的**


Adjective

Informative 信息量大的Information **N** · Inform **V****Viral 病毒式传播的 / 爆火的**Virus **N****Attentive 专注的**Attention **N**
 **IDIOMS**
Binge-watch **V2** Binge-watched**刷刷**Scroll through **V2** Scrolled**刷屏**Blow up **V2** Blew**爆红**
 **Part 2 Model Question: Describe an online TV program.**

You should say: **What** the program is, **When** and where you watched it, **What** it was about, **And** explain why you liked/disliked this program.

 **Band 7 Model Answer**

To start with, I want to describe a truly engaging (引人入胜的) documentary, which is highly **informative** (信息量大的), and which focuses on wildlife. **Honestly**, the production quality is absolutely **impeccable** (完美的). **Recently**, it started to **blow up** (爆红) online. **As a result**, I decided to **binge-watch** (刷刷) the entire season last weekend. **Actually**, the short clips are so **entertaining** (有趣的 / 娱乐的) that they often go **viral** (病毒式传播的 / 疯传的). **Furthermore**, the storytelling is incredibly **addictive** (令人上瘾的). **Consequently**, I found myself being very **attentive** (专注的) to every single detail. **Overall**, I highly recommend that you **scroll through** (滑动浏览) the episodes and watch them.

 **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:

Food show

2. WHEN:

On phone

ONLINE
TV

3. WHAT:

Baking cake

4. WHY:

Very fun

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

Part 2: Q2

Describe a short video you saw on social media that you enjoyed. You should say: **What** the video was about, **Where** you saw it, **Why** you liked it, **And** explain whether you shared it with anyone.

1. WHAT:

Cooking clip

2. WHERE:

On my phone

SHORT
VIDEO

3. WHY:

Very funny

4. WHETHER:

Shared it

Part 2: Q3

Describe a TV series you recently started watching. You should say: **What** the series is called, **What** kind of show it is, **How** you found out about it, **And** explain why you continue watching it.

1. WHAT:

Detective show

2. WHAT:

Drama genre

TV
SERIES

3. HOW:

Friend told me

4. WHY:

Great plot

Learning Objectives

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

Criteria

"I can answer 3 abstract questions about Digital Media 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
<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)

Censorship 审查

Censor v

Misinformation 错误信息 / 谣言

Inform v

Algorithm 算法

Algorithmic Adj

Connectivity 连接性

Connect v

Mainstream 主流的

Adjective

Consumption 消费 (media)

Consume v

Automation 自动化

Automate v

🐎 IDIOMS

Fake news Noun Phrase

假新闻

Go viral V2 Went

疯传

Couch potato Noun Phrase

懒骨头

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

Q1: What do you think are the benefits of watching TV programs?

OP Generally speaking, television is an excellent stress reliever, since it actively broadens our cultural horizons. **RE** Specifically, the daily consumption (消费) of high-quality documentaries teaches viewers about different global communities. **EX** For example, a well-produced nature show can significantly increase our awareness of critical environmental issues.

- Feel calm
- Learn facts
- Animal show

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 don't young people pay much attention to local news?


OP Honestly, teenagers find local politics boring, since they prefer global entertainment. **RE**

Furthermore, the mainstream (主流的) news networks rarely target the interests of younger demographics. **EX** Consequently, they would rather watch a funny video go viral (疯传) on social media than watch a city council meeting.

- Too boring
- Want fun
- Funny clips

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: Do you think some people waste too much time on social media?

OP Absolutely, smartphone addiction is a massive problem, because it completely destroys daily productivity. **RE** Undeniably, every social media algorithm (算法) is strictly designed to keep users endlessly scrolling for hours. **EX** As a result, many individuals become a lazy couch potato (电视迷 / 懒汉) instead of going outside or exercising.

- Yes a lot
- Keep looking
- No sports

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. Viral		() B. Obsessive
2. Informative		() A. Educational
3. Addictive		() C. Interesting
4. Engaging		() D. Fun
5. Entertaining		() E. Popular

2. Error Correction (2m)

Edit with a pen.

- I saw a video in Douyin.
- It was very funny video.
- I shared it to my friends.
- I spend much time online.
- The internet is useful.

3. Writing Task: What kind of videos do you watch online? (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.

