

# **IELTS SPEAKING COURSE**

WEEK 29

# **PEOPLE**

ETHICS & INTERACTIONS

## Learning Objectives

- **Speaking:** Speak fluently about Ethics & Interactions using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Sincere*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for ethics and interactions.

## Criteria

"I can speak for 2 mins about Ethics & Interactions 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 Bilibili video 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
**Sincere 真诚的**

Sincerity N

**Regretful 后悔的**

Regret V/N

**Honest 诚实的**

Honesty N

**Forgiving 宽容的**

Forgive V • Forgiveness N

**Courageous 勇敢的**

Courage N

**Awkward 尴尬的**

Awkwardness N

**Sociable 善交际的 (but made mistake)**

Society N

 IDIOMS

Swallow one's pride V2 Swallowed

忍气吞声 / 放下脸面

Clear the air V2 Cleared

消除隔阂

Get something off one's chest V2 Got


一吐为快

 Part 2 Model Question: Describe a person who apologized to you.

You should say: **Who** the person was, **When** it was, **Why** this person apologized, **And** explain how you felt about it.

 Band 7 Model Answer

To begin with, I want to talk about my highly sociable (善交际的) colleague, who is generally very honest (诚实的), but who made a mistake. Honestly, the situation was incredibly awkward (尴尬的) at first. Actually, he lost an important file, but he was very courageous (勇敢的) to admit it. Furthermore, he sounded truly regretful (后悔的). Ultimately, he decided to swallow his pride (放下自尊) and apologize. Moreover, he just wanted to get something off his chest (一吐为快 / 倾吐心声). Consequently, his sincere (真诚的) apology managed to clear the air (消除误会) between us completely. Finally, I am a very forgiving (宽容的) person, so we moved on quickly.

 **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:

School friend

### 2. WHEN:

Broke pen

PERSON

### 3. WHY:

Said sorry

### 4. HOW:

Felt okay

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

## Part 2: Q2

Describe a time when you made a mistake and had to say sorry. You should say: **What** the mistake was, **Who** you apologized to, **How** you apologized, **And** explain how the other person reacted.

### 1. WHAT:

Broke her cup

### 2. WHO:

My sister

MADE  
MISTAKE

### 3. HOW:

Said sorry fast

### 4. HOW:

She forgave me

## Part 2: Q3

Describe a disagreement you had with a close friend that was resolved. You should say: **Who** the friend was, **What** the disagreement was about, **How** you resolved it, **And** explain how you felt after it was resolved.

### 1. WHO:

Best friend

### 2. WHAT:

School project

DISAGREEMENT  
CLOSE

### 3. HOW:

Had a talk

### 4. HOW:

Friends again

## Learning Objectives

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

## Criteria

"I can answer 3 abstract questions about Ethics & Interactions 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
<b>SEC 1</b> 0–10 min INTRO	<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>
<b>SEC 2</b> 10–25 min LOGIC INPUT	<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>
<b>SEC 3</b> 25–50 min PLANNING	<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>
<b>SEC 4</b> 50–70 min SPEAKING CIRCUIT	<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>
<b>SEC 5</b> 70–80 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 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
<p>SEC 2</p> <p>0–20 min</p> <p>RECORDING HOMEWORK</p>	<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>
<p>SEC 3</p> <p>20–40 min</p> <p>SHADOW &amp; RECORD</p>	<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
<p>SEC 1</p> <p>0–5 min</p> <p>INTRO</p>	<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>
<p>SEC 4</p> <p>5–35 min</p> <p>FLUENCY DRILL</p>	<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>
<p>SEC 5</p> <p>35–40 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 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)
**Integrity** 正直 / 诚信

Noun

**Deception** 欺骗

Deceive v • Deceptive Adj

**Morality** 道德

Moral Adj

**Conflict** 冲突

Conflicted Adj

**Resolution** 解决

Resolve v

**Etiquette** 礼节

Noun

**Community** 社区

Communal Adj

 IDIOMS

White lie Noun Phrase

善意的谎言

Honesty is the best policy Proverb

诚实是上策

Bury the hatchet V2 Buried

握手言和

O Opinion • 
 R Reason • 
 E Example / Extension

## Q1: In what situations should we apologize immediately?

**OP** Generally speaking, we must apologize quickly when we cause physical harm, or when we accidentally damage property. **RE** Fundamentally, promptly acknowledging a mistake prevents a minor accident from escalating into a serious emotional conflict (冲突). **EX** For instance, if you accidentally spill hot coffee on a colleague, an immediate apology is essential for harmony.

- Hurt body
- Broke cup
- Say sorry

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 you think accepting apologies is always the correct thing to do?

**OP** In my opinion, forgiveness is generally good, but it depends on the severity of the offense.

**RE** Specifically, if someone displays malicious deception (欺骗), blindly accepting their apology is foolish. **EX** Therefore, while it is nice to bury the hatchet (握手言和), repeated betrayals do not deserve instant forgiveness.

- Not always
- Mean lies
- Bad friend

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 agree that sometimes people should tell lies (white lies)?

**OP** Admittedly, strict truthfulness is ideal, yet small fabrications are occasionally completely necessary. **RE** Sometimes, basic social etiquette (礼节) requires a harmless white lie (善意的谎言)

to actively protect someone's fragile feelings. **EX** For example, pretending to love a terrible birthday gift prevents unnecessary sadness and maintains the long-term friendship.

- Yes fine
- Keep happy
- Ugly gift

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. Regretful		( ) B. Merciful
2. Honest		( ) D. Truthful
3. Sincere		( ) A. Brave
4. Courageous		( ) C. Sorry
5. Forgiving		( ) E. Genuine

### 2. Error Correction (2m)

Edit with a pen.

1. He apologize to me.
2. I accepted his apologize.
3. He told me the true.
4. It is important to be honest.
5. I forgive him.

### 3. Writing Task: Is it always good to be honest? (Write 50 words) (10 minutes)

#### Writing Instructions

- 1 Go to Page 10 ("Writing Homework").
- 2 Write your **first draft** in the top box.
- 3 Use **AI** to correct grammar/vocabulary.
- 4 Write the **polished version** by hand in to your textbook.

### 4. Recording Challenge

#### Part 1: AI Shadow Reading (20 mins) Do BEFORE Next Lesson

- a **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).
- b **Task B:** Memorise next week's part 2 Model Answer (5 mins).
- c **Task C – Tongue Twisters:** Use the AI APP for Pronunciation Practice (5 mins).

#### Part 2: Speaking Practice (20 mins) Do AFTER This Lesson

- a **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).
- b **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.

for gave...

Key: 1. Regretful-C, 2. Honest-D, 3. Sincere-E, 4. Courageous-A, 5. Forgiving-B | 1. apologized... 2. apologize... 3. truth... 4. Correct 5.

