

IELTS SPEAKING COURSE

WEEK 32

EVENTS

LEARNING & TRYING NEW THINGS

Learning Objectives

- **Speaking:** Speak fluently about Learning & Trying New Things using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Challenging*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for learning and trying new things.

Criteria

"I can speak for 2 mins about Learning & Trying New Things 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
<p>SEC 1</p> <p>0–10 min</p> <p>LEAD-IN</p>	<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.
<p>SEC 2</p> <p>10–25 min</p> <p>INPUT</p>	<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.
<p>SEC 3</p> <p>25–35 min</p> <p>VOCAB DRILL</p>	<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.
<p>SEC 4</p> <p>35–50 min</p> <p>PLANNING</p>	<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).
<p>SEC 5</p> <p>50–75 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 2× alone – faster each round. • Round 3 with a partner to push you to speak fast minimum 2 mins.
<p>SEC 6</p> <p>75–80 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 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
Challenging 充满挑战的

Challenge N

Rewarding 值得的 / 有回报的

Reward N/V

Nerve-racking 令人紧张的

Adjective

Exhilarating 令人兴奋的

Exhilaration N

Determined 下定决心的

Determination N

Complex 复杂的

Complexity N

Logical 合乎逻辑的 (approach)

Logic N

 IDIOMS

Give it a go V2 Gave

尝试一下

Learning curve Noun Phrase

学习曲线

Get the hang of it V2 Got

得心应手

 **Part 2 Model Question:** Describe a new activity that you tried for the first time and felt excited about.

You should say: **What** it was, **When** you tried it, **Who** you did it with, **And** explain why you felt excited.

 Band 7 Model Answer

To begin with, I want to talk about indoor rock climbing, which is incredibly complex (复杂的), and which requires great strength. **Honestly**, the steep learning curve (学习曲线) made it incredibly challenging (充满挑战的) at first. **Actually**, looking down from the wall was extremely nerve-racking (令人紧张的). **However**, I was highly determined (坚定的) to reach the top. **Furthermore**, my friend encouraged me to just give it a go (试一试). **Eventually**, I managed to get the hang of it (掌握窍门) by using a very logical (合乎逻辑的) climbing technique. **Ultimately**, the feeling of success was absolutely exhilarating (令人兴奋的). **Overall**, it was a deeply rewarding (有回报的) experience.

 **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:

Ice skating

2. WHEN:

Last winter

NEW
ACTIVITY

3. WHO:

Fell down

4. WHY:

Felt happy

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

Part 2: Q2

Describe a skill that took you a long time to learn. You should say: **What** the skill was, **When** you started learning it, **Why** it was difficult to learn, **And** explain how you felt when you finally learned it.

1. WHAT:

Ride a bike

2. WHEN:

Age seven

SKILL

3. WHY:

Fell often

4. HOW:

Very proud

Part 2: Q3

Describe a time when you helped someone learn something new. You should say: **Who** you helped, **What** you taught them, **How** you taught them, **And** explain how the experience made you feel.

1. WHO:

Helped sister

2. WHAT:

Math homework

HELPED
SOMEONE

3. HOW:

Used examples

4. HOW:

Felt happy

Learning Objectives

- **Logic:** Use O.R.E. logic to answer Part 3 questions.
- **Vocab:** Use Abstract Nouns (e.g., *Acquisition*).
- **Speaking:** Discuss abstract ideas about learning and trying new things.

Criteria

"I can answer 3 abstract questions about Learning & Trying New Things 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 2x 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 2× 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)

Acquisition 习得 / 获得

Acquire v

Proficiency 熟练程度

Proficient Adj

Globalization 全球化

Global Adj

Barrier 障碍

Barriers Pl

Adaptability 适应能力

Adapt v

Curiosity 好奇心

Curious Adj

Innovation 创新

Innovate v

IDIOMS

Practice makes perfect Proverb

熟能生巧

Learn the ropes V2 Learned

入门

Broaden one's horizons V2 Broadened

开阔眼界

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

Q1: Why do some people like extreme sports?

OP Generally speaking, thrill-seekers love the massive adrenaline rush, because it makes them feel truly alive. **RE** Furthermore, conquering a terrifying physical barrier (障碍) provides a deep sense of personal achievement. **EX** For instance, skydiving forces people to face their darkest fears, rapidly increasing their mental adaptability (适应能力).

- Love thrills
- Face fears
- Feel brave

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: What common activities could make people relax?

OP In my opinion, reading books and doing yoga are fantastic ways to unwind completely. **RE**

Basically, these quiet hobbies allow individuals to escape the intense pressure of constant workplace innovation (创新). **EX** Therefore, spending an hour meditating in a silent room lowers stress and restores mental peace instantly.

- Read books
- Do yoga
- Sleep well

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 people learn foreign languages?

OP Undeniably, learning languages is essential for career growth, and it significantly helps people travel easily. **RE** Due to rapid globalization (全球化), international companies demand employees with high linguistic proficiency (熟练程度). **EX** Consequently, mastering English or Spanish allows young professionals to successfully broaden their horizons (开阔眼界).

- Find jobs
- Travel world
- Meet people

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. Exhilarating		() A. Stressful
2. Determined		() B. Exciting
3. Rewarding		() D. Satisfying
4. Challenging		() C. Resolute
5. Nerve-wracking		() E. Difficult

2. Error Correction (2m)

Edit with a pen.

- I tried skiing first time.
- I was scary at first.
- But it was excited.
- I felt proud of myself.
- I want try it again.

3. Writing Task: Describe a new thing you tried. (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.

