

**IELTS SPEAKING COURSE**

WEEK 35

**ITEMS (TIME)**

PLANNING & WAITING

## Learning Objectives

- **Speaking:** Speak fluently about Planning & Waiting using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Organized*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for planning and waiting.

## Criteria

"I can speak for 2 mins about Planning & Waiting 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 <b>Bilibili video</b> 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
**Organized 有条理的**Organize **V** · Organization **N****Punctual 守时的**Punctuality **N****Hectic 忙乱的**

Adjective

**Anxious 焦虑的**Anxiety **N****Impatient 不耐烦的**Patience **N****Strict 严格的 (schedule)**Strictness **N****Disruptive 扰乱的 (delay)**Disruption **N**
 **IDIOMS**
Kill time **V2** Killed

消磨时间

Plan ahead **V2** Planned

未雨绸缪

Worth the wait Adjective Phrase


物有所值

 **Part 2 Model Question: Describe something you plan regularly.**

You should say: **What** it is that you plan regularly, **How** often you plan it, **What** you do to plan it, **And** explain why you plan it and how you feel about planning it.

 **Band 7 Model Answer**

**To begin with**, I want to talk about planning my weekly study timetable, which keeps me organized (有条理的), and which prevents me from feeling anxious (焦虑的). **Honestly**, my school life is incredibly hectic (忙乱的). **Therefore**, I try to plan ahead (提前计划) every Sunday evening. **Actually**, I am very strict (严格的) about being punctual (守时的) for classes. **Sometimes**, I get impatient (不耐烦的) if unexpected events are disruptive (扰乱的) to my routine. **During breaks**, I just read a book to kill time (消磨时间). **Ultimately**, getting good grades makes this planning effort worth the wait (值得等待).

 **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:

Gym workout

### 2. HOW:

Every Monday

SOMETHING  
PLAN

### 3. WHAT:

Pack bag

### 4. WHY:

Feel healthy

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

## Part 2: Q2

Describe a time when you had to wait a long time for something. You should say: **What** you were waiting for, **How** long you waited, **What** you did while waiting, **And** explain how you felt about the wait.

### 1. WHAT:

New laptop

### 2. HOW:

Three weeks

WAIT  
LONG

### 3. WHAT:

Checked daily

### 4. HOW:

Very excited

## Part 2: Q3

Describe a person you know who is very good at managing their time. You should say: **Who** this person is, **What** they do every day, **How** they manage their time, **And** explain what you have learned from them.

### 1. WHO:

My father

### 2. WHAT:

Works hard

PERSON  
KNOW

### 3. HOW:

Uses calendar

### 4. WHAT:

Always early

## Learning Objectives

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

## Criteria

"I can answer 3 abstract questions about Planning & Waiting 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>2× 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
<b>SEC 2</b> 0–20 min RECORDING HOMEWORK	<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>
<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 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
<b>SEC 1</b> 0–5 min INTRO	<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>
<b>SEC 4</b> 5–35 min FLUENCY DRILL	<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>
<b>SEC 5</b> 35–40 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 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)

### Management 管理

Manage v

### Priority 优先事项

Prioritize v

### Schedule 日程安排

Scheduled Adj

### Efficiency 效率

Efficient Adj

### Procrastination 拖延症

Procrastinate v

### Compliance 遵守 (deadlines)

Comply v

### Restriction 限制 (time)

Restrict v

## IDIOMS

Time flies Proverb

光阴似箭

Better late than never Proverb

亡羊补牢

Beat the clock V2 Beat

争分夺秒

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

## Q1: Is making plans important?

**OP** Absolutely, setting clear goals is crucial, because it gives people direction in life. **RE**

Essentially, strong time management (管理) prevents terrible procrastination (拖延症) and lowers daily stress. **EX** For instance, writing a simple to-do list helps students finish their homework much faster.

- Yes very
- Set goals
- To-do list

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?'



#### 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. Punctual		( ) D. Orderly
2. Impatient		( ) E. On time
3. Hectic		( ) A. Restless
4. Anxious		( ) C. Worried
5. Organized		( ) B. Busy

### 2. Error Correction (2m)

Edit with a pen.

- I waited him for 1 hour.
- He is always lately.
- I was very angry.
- Planning is important.
- I make a plan every day.

### 3. Writing Task: Do you like to plan things? (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.

