

**IELTS SPEAKING COURSE**

WEEK 37

**PEOPLE**

NEIGHBORS & COMMUNITY

## Learning Objectives

- **Speaking:** Speak fluently about Neighbors & Community using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Neighborly*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for neighbors and communities.

## Criteria

"I can speak for 2 mins about Neighbors & Community 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 <b>5-min warmup 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
<p>SEC 2</p> <p>0–20 min</p> <p>WRITING HW</p>	<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>
<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 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
<p>SEC 1</p> <p>0–5 min</p> <p>LEAD-IN</p>	<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>
<p>SEC 4</p> <p>5–15 min</p> <p>PLANNING</p>	<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>
<p>SEC 5</p> <p>15–35 min</p> <p>SPEAKING CIRCUIT</p>	<ul style="list-style-type: none"> <li><b>Run 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>
<p>SEC 6</p> <p>35–40 min</p> <p>REVIEW</p>	<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

**Neighborly 睦邻友好的**

Neighbor N

**Helpful 乐于助人的**

Helpfulness N

**Generous 慷慨的**

Generosity N

**Nosy 爱管闲事的 (negative)**

Adjective

**Considerate 体贴的**

Consideration N

**Competitive 爱攀比的**

Competition N

**Intense 强烈的 (dislike)**

Intensity N

 IDIOMS

Lend a hand V2 Lent

助一臂之力

Keep an eye on V2 Kept

照看

Next-door neighbor Noun Phrase

隔壁邻居

 Part 2 Model Question: Describe a neighbor you have who is interesting or helpful.

You should say: **Who** this person is, **How** long you have known them, **How** often you see them, **And** explain why you think they are interesting/helpful.

 Band 7 Model Answer

**To begin with**, I want to talk about my next-door neighbor (隔壁邻居), who is incredibly neighborly (睦邻友好的), and who always smiles. **Honestly**, he is a very helpful (乐于助人的) and generous (慷慨的) elderly man. **Actually**, some people in our building are quite nosy (爱管闲事的) or overly competitive (爱攀比的). **However**, he is just remarkably considerate (体贴的) without any intense (强烈的) drama. **For instance**, he will gladly keep an eye on (照看) my cat when I travel. **Furthermore**, he is always ready to lend a hand (伸出援手) with heavy groceries. **Ultimately**, having someone so reliable living nearby is a huge blessing.

 **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:

Old lady

### 2. HOW:

Bakes cake

NEIGHBOR  
HAVE

### 3. HOW:

Next door

### 4. WHY:

Very sweet

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

## Part 2: Q2

Describe a person who does a lot of good things for your local community. You should say: **Who** the person is, **What** they do for the community, **Why** they do it, **And** explain how their actions affect the neighborhood.

### 1. WHO:

Park cleaner

### 2. WHAT:

Picks trash

PERSON

### 3. WHY:

Every week

### 4. HOW:

Looks nice

## Part 2: Q3

Describe a time you helped a neighbor with a problem. You should say: **What** the problem was, **How** you helped, **What** the result was, **And** explain how you felt about helping them.

### 1. WHAT:

Car broke

### 2. HOW:

Flat tire

HELPED  
NEIGHBOR

### 3. WHAT:

Helped fix

### 4. HOW:

Felt glad

### Learning Objectives

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

### Criteria

"I can answer 3 abstract questions about Neighbors & Community 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><b>SEC 1</b></p> <p>0–10 min</p> <p>INTRO</p>	<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>
<p><b>SEC 2</b></p> <p>10–25 min</p> <p>LOGIC INPUT</p>	<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>
<p><b>SEC 3</b></p> <p>25–50 min</p> <p>PLANNING</p>	<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>
<p><b>SEC 4</b></p> <p>50–70 min</p> <p>SPEAKING CIRCUIT</p>	<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>
<p><b>SEC 5</b></p> <p>70–80 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 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>2× 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)

### Community 社区

Communal Adj

### Isolation 孤立 / 隔绝

Isolate v

### Security 安全

Secure Adj

### Interaction 互动

Interact v

### Urbanization 城市化

Urban Adj

### Cooperation 合作

Cooperate v

### Rivalry 对立

Rival N

## IDIOMS

Good fences make good neighbors Proverb

君子之交淡如水

Look out for each other V2 Looked

守望相助

Close to home Adjective Phrase

切身相关

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

## Q1: What are the qualities of a "good neighbor"?

**OP** Generally speaking, a good neighbor is quiet, and they respect boundaries. **RE** In fact, the old saying good fences make good neighbors (保持距离才能和睦相处) highlights the deep need for personal privacy. **EX** Therefore, being polite but not overly intrusive creates the most peaceful living environment.

- Be quiet
- Give space
- Smile nicely

Write your answer (Use O.R.E.):

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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: How has the relationship between neighbors changed compared to the past?

**OP** Undeniably, people are much less connected now, because they live busier lives. **RE**

Historically, close village cooperation (合作) was essential for survival, but modern convenience has ruined that. **EX** Consequently, today's rapid urbanization (城市化) means people often do not even know the names of people living next door.

- Less talk
- Busy work
- Live alone

Write your answer (Use O.R.E.):

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-  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 in big cities often not know their neighbors?

**OP** Mainly, high-rise apartments create physical barriers, which severely limit daily interaction (互动). **RE** Furthermore, the fast pace of city life creates a sad sense of social isolation (孤立). **EX** For instance, commuters arrive home exhausted and immediately lock their doors instead of chatting in the hallway.

- Tall flats
- Tired folks
- Lock doors

Write your answer (Use O.R.E.):

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-  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. Nosy		( ) E. Friendly
2. Considerate		( ) A. Useful
3. Neighborly		( ) D. Kind
4. Helpful		( ) C. Curious
5. Generous		( ) B. Giving

### 2. Error Correction (2m)

Edit with a pen.

1. My neighbor is very kind.
2. He live next door.
3. We help each other.
4. He invited me for dinner.
5. He is a good man.

### 3. Writing Task: Do you know your neighbors well? (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.

