

IELTS SPEAKING COURSE

WEEK 39

ITEMS

CLOTHING & FASHION

Learning Objectives

- **Speaking:** Speak fluently about Clothing & Fashion using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Stylish*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for clothing and fashion.

Criteria

"I can speak for 2 mins about Clothing & Fashion 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
Stylish 时髦的

Style N

Formal 正式的

Formality N

Comfortable 舒适的

Comfort N

Elegant 优雅的

Elegance N

Outdated 过时的

Date N

Refreshing 清爽的 (look)

Refresh V

Serene 宁静的 (color)

Serenity N

 IDIOMS

Dressed to kill Adjective Phrase

盛装打扮

Fit like a glove V2 Fit

天衣无缝

Trendsetter Noun Phrase

潮流引领者

 Part 2 Model Question: Describe a uniform you have worn (e.g., at school or work).

You should say: **When** you wore it, **What** it looked like, **Who** provided it, **And** explain how you felt about wearing it.

 Band 7 Model Answer

To begin with, I want to describe my high school uniform, which was quite formal (正式的), and which I wore every day. **Honestly**, the dark blue color looked very serene (宁静的) and professional. **Actually**, the blazer was tailored to fit like a glove (极度合身) on me. **Furthermore**, wearing it made me feel quite stylish (时髦的) and incredibly elegant (优雅的). **Conversely**, some students thought the design was totally outdated (过时的). **However**, I liked it because the cotton fabric was highly comfortable (舒适的) and refreshing (清爽的) in summer. **Ultimately**, I always looked dressed to kill (盛装打扮) for school. **Overall**, I felt like a true trendsetter (引领潮流的人) in my class.

 **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. **WHEN:**

Work shirt

2. **WHAT:**

Black pants

UNIFORM
HAVE

3. **WHO:**

Wore daily

4. **HOW:**

Looked neat

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

Part 2: Q2

Describe a piece of clothing you like to wear on special occasions. You should say: **What** it is, **Where** you bought it, **When** you wear it, **And** explain why you like it.

1. **WHAT:**

Red tie

2. **WHERE:**

Wedding day

PIECE
CLOTHING

3. **WHEN:**

Very sharp

4. **WHY:**

Felt good

Part 2: Q3

Describe a traditional piece of clothing from your country. You should say: **What** it is called, **Who** wears it, **When** people usually wear it, **And** explain the cultural significance of this clothing.

1. **WHAT:**

Old dress

2. **WHO:**

Silk cloth

TRADITIONAL
PIECE

3. **WHEN:**

Spring fest

4. **WHY:**

Looks nice

Learning Objectives

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

Criteria

"I can answer 3 abstract questions about Clothing & Fashion 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>SEC 1</p> <p>0–10 min</p> <p>INTRO</p>	<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.
<p>SEC 2</p> <p>10–25 min</p> <p>LOGIC INPUT</p>	<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.
<p>SEC 3</p> <p>25–50 min</p> <p>PLANNING</p>	<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.
<p>SEC 4</p> <p>50–70 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. • 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.
<p>SEC 5</p> <p>70–80 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 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)
Uniformity 一致性

Uniform Adj/N

Identity 身份

Identify v

Status 地位

Noun

Expression 表达

Express v

Textile 纺织品

Textiles Pl

Resource 资源 (waste)

Resources Pl

Conservation 节约 (clothes)

Conserve v

 **IDIOMS**

Fashion victim Noun Phrase

盲目追赶潮流者

Judge a book by its cover Proverb

以貌取人

Slave to fashion Noun Phrase

时尚奴隶

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


Q1: Why do some companies and schools require people to wear uniforms?

OP Generally speaking, uniforms enforce strict uniformity (一致性), which instantly creates a sense of equality. **RE** Specifically, removing brand-name clothing prevents poorer students from becoming targets for cruel bullying. **EX** As a result, a shared identity (身份) helps everyone focus on their actual work rather than their fashion choices.

- Stop bullies
- Look same
- Team feel

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 people are judged too much by the clothes they wear?

OP Unfortunately, society heavily judges appearances, because clothes often signal a person's financial status (地位). **RE** Basically, human beings naturally form quick first impressions based entirely on visual cues. **EX** Therefore, people tend to judge a book by its cover (以貌取人) when they meet someone dressed in cheap clothing.

- Yes sadly
- Rich look
- Judge fast

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: How has fashion changed in your country in recent years?

OP Undeniably, fashion has become much more diverse, and western styles are extremely popular. **RE** Furthermore, young people use clothing as a powerful form of bold self expression (表达) today. **EX** For instance, teenagers now mix traditional garments with modern sneakers to create totally unique outfits.

- More styles
- Mix clothes
- Cool shoes

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. Comfortable		() C. Official
2. Outdated		() A. Old-fashioned
3. Elegant		() B. Graceful
4. Formal		() E. Relaxing
5. Stylish		() D. Fashionable

2. Error Correction (2m)

Edit with a pen.

- I wear uniform at school.
- It is uncomfortable.
- I like wear jeans.
- Fashion is important.
- I bought a new shirt.

3. Writing Task: What clothes do you like to wear? (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.

