

IELTS SPEAKING COURSE

WEEK 40

EVENTS

FESTIVALS & CULTURE

Learning Objectives

- **Speaking:** Speak fluently about Festivals & Culture using Part 2 structure.
- **Vocab:** Use 7 target words (e.g., *Festive*) in context.
- **Grammar:** Use narrative tenses or relevant grammar for festivals and culture.

Criteria

"I can speak for 2 mins about Festivals & Culture 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

Festive 节日的 / 喜庆的

Festival N

Traditional 传统的

Tradition N

Meaningful 有意义的

Meaning N

Vibrant 充满活力的

Vibrancy N

Ceremonial 仪式的

Ceremony N

Elegant 优雅的

Elegance N

Formal 正式的

Formality N

 IDIOMS

Paint the town red V2 Painted

狂欢

Have a ball V2 Had

尽情狂欢

The more the merrier Proverb

人多热闹

 Part 2 Model Question: Describe an important traditional festival in your country.

You should say: **When** the festival takes place, **What** people do during this festival, **What** special food is eaten, **And** explain why this festival is important.

 Band 7 Model Answer

To begin with, I want to describe the Spring Festival, which is highly traditional (传统的), and which brings families together. **Honestly**, the atmosphere is incredibly festive (节日的) and vibrant (充满活力的) everywhere. **Actually**, eating dumplings together is a deeply meaningful (有意义的) and ceremonial (仪式的) custom. **Furthermore**, we always dress in formal (正式的) and elegant (优雅的) red clothing to welcome the new year. **Later**, my friends and I usually go out to paint the town red (狂欢) with fireworks. **Consequently**, we always manage to have a ball (玩得开心). **Ultimately**, since the more the merrier (人越多越热闹), large gatherings are simply the best part.

 **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:

Moon fest

2. WHAT:

Eat cakes

IMPORTANT
TRADITIONAL

3. WHAT:

See moon

4. WHY:

Fun night

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

Part 2: Q2

Describe a party or celebration you enjoyed attending. You should say: **What** the celebration was for, **Who** was there, **What** happened at the party, **And** explain whether you enjoyed it or not.

1. WHAT:

Work party

2. WHO:

Got prize

PARTY
OR

3. WHAT:

Good food

4. WHETHER:

Felt glad

Part 2: Q3

Describe a national holiday in your country. You should say: **What** day it is, **The** history behind it, **How** you usually spend this day, **And** explain why it is significant to your nation.

1. WHAT:

May day

2. HISTORY:

No work

NATIONAL
HOLIDAY

3. HOW:

Sleep late

4. WHY:

Nice rest

Learning Objectives

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

Criteria

"I can answer 3 abstract questions about Festivals & Culture 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 2× 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 2x 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)
Commercialization 商业化

Commercial Adj

Preservation 保存

Preserve v

Integration 融合

Integrate v

Heritage 遗产

Noun

Globalization 全球化

Global Adj

Identity 认同感

Identify v

Expression 表达

Express v

 IDIOMS

Keep tradition alive V2 Kept

薪火相传

Melting pot Noun Phrase

大熔炉

In high spirits Fixed Phrase

兴高采烈


O Opinion •
 R Reason •
 E Example / Extension
Q1: Is globalization causing young people to lose interest in traditional festivals?

OP Admittedly, Western holidays are trending, but local traditions remain deeply important to the youth. **RE** While globalization (全球化) introduces new celebrations, young people still respect their roots to maintain cultural identity (认同感). **EX** For instance, teenagers might celebrate Christmas for fun, but they still prioritize the Lunar New Year.

- Still care
- Mix holidays
- Love both

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 festivals have become too commercialized (focused on money/shopping)?

OP Unfortunately, heavy marketing has ruined holidays, because businesses only care about maximizing their profits. **RE** Consequently, the extreme commercialization (商业化) of events like Valentine's Day pressures people into buying expensive, useless gifts. **EX** As a result, the original emotional expression (表达) of love is entirely replaced by pure consumerism.

- Too much buy
- Spend money
- Lose meaning

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 are public holidays important for the workforce?

OP Undeniably, days off are crucial, since they prevent severe burnout among exhausted employees. **RE** Fundamentally, returning to work feeling rested and in high spirits (兴高采烈) drastically improves overall productivity. **EX** Therefore, a long weekend allows stressed office workers to properly rest and spend time with their families.

- Stop stress
- Sleep well
- Work better

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. Meaningful		() E. Customary
2. Ceremonial		() A. Celebratory
3. Vibrant		() B. Significant
4. Traditional		() D. Colorful
5. Festive		() C. Formal

2. Error Correction (2m)

Edit with a pen.

1. Spring Festival is important.
2. We eat dumplings together.
3. I got money from parents.
4. It is a happy time.
5. I like visit relatives.

3. Writing Task: Describe a festival in your country. (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.

