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This portfolio follows one learner journey, from a Grade 4 classroom to an adult IELTS class, with three pages for each stage.

I am British and CELTA qualified, with nine years of teaching in Vietnam and more than 1,500 IELTS Speaking tests examined. Every sample keeps answers off the student pages and gives the teacher what they need to teach it the next day.



Primary Grade 4 · CEFR A1

Lantern English 4, Unit 7: At the market

Two Student Book pages and a page of Teacher's Notes: a market scene, listening, a chant, an information gap, a short reading and a maths link.

Written for this application in the format of a Vietnamese primary coursebook.

pages
2 to 4



Lower secondary Grade 7 · CEFR A2

Lantern English 7, Unit 8: Our planet

A Student Book page, a Workbook page and Teacher's Notes: a local news report, *too much, too many, enough*, a class survey and a chart to write about.

Written for this application in the format of a Vietnamese secondary coursebook.

pages
5 to 7



Advanced teens C1 to C2 · one-to-one

SC-IELTS Session 19: Advertising & Persuasion

Four sections of a 21-page session from a 26-session course, with the teacher answer key and the design of the course.

Written in 2026 for a private learner aged 12.

pages
8 to 10



Adults and IELTS IELTS band 5 · classroom

Say who you mean, and a Part 2 worksheet

An eight-slide focus lesson with teacher notes under every slide, and a pair worksheet that puts students in the examiner's seat.

Written in 2026 for my IELTS classes in Ho Chi Minh City.

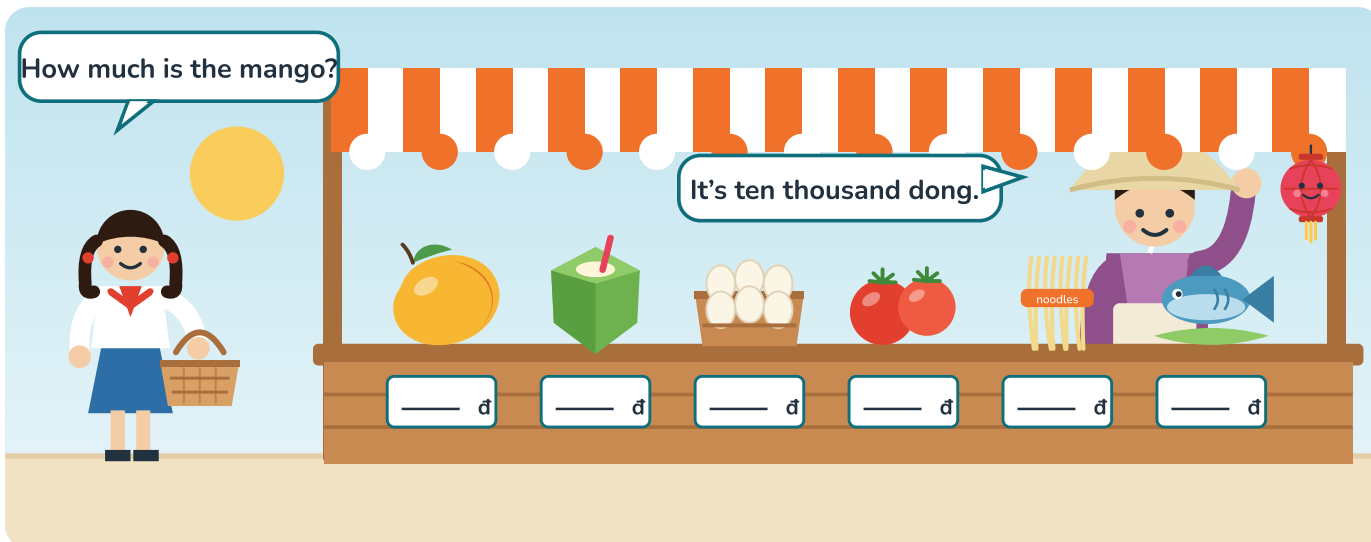
pages
11 to 13

About the Lantern English samples. The series is invented for this portfolio. The illustrations are layout placeholders; each Teacher's Notes page includes an art brief for the illustrator.

Also available. Full IELTS Academic Reading and Listening practice tests with answer keys and transcripts, further slide decks, and complete SC-IELTS sessions.



1 Look, listen and repeat. 7.1



1 mango

2 coconut

3 eggs

4 tomatoes

5 noodles

6 fish

2 Listen and tick (✓) what Mai buys. 7.2



mango ☐



coconut ☐



eggs ☐



tomatoes ☐



noodles ☐



fish ☐

3 Listen again. Write the prices on the tags. 7.2



Look and say

How much **is** the mango?

It's ten thousand dong.

How much **are** the eggs?

They're twenty thousand dong.

one thing → **is** and **It's** two or more things → **are** and **They're**

4 Listen and chant. 7.3

A How much is the mango?

B It's ten thousand dong.

A How much is the coconut?

B It's fifteen thousand dong.

A How much are the eggs?

B They're twenty thousand dong.

A How much are the tomatoes?

B They're eight thousand dong.

A How much are the noodles?

B They're twelve thousand dong.

A How much is the fish?

B It's thirty thousand dong.

All: Mango, coconut, eggs! In my basket. Let's go!

All: Tomatoes, noodles, fish! In my basket. Let's go!



5 Ask your friend and write the prices.

Mr Ba's stall · Student A		
	mango	9 thousand dong
	coconut	_____ thousand dong
	eggs	18 thousand dong
	tomatoes	_____ thousand dong
	noodles	11 thousand dong
	fish	_____ thousand dong

Mr Ba's stall · Student B		
	mango	_____ thousand dong
	coconut	14 thousand dong
	eggs	_____ thousand dong
	tomatoes	7 thousand dong
	noodles	_____ thousand dong
	fish	25 thousand dong

A: How much is the coconut? **B:** It's fourteen thousand dong. **A:** Fourteen? Thank you!

6 Read. Then write T (true) or F (false).

On Sunday, Nam goes to the market with his grandma. It is big and busy. Grandma buys two mangoes and some tomatoes. Nam wants a coconut. "How much is it?" he asks. "It's fifteen thousand dong," says the man. Grandma smiles and gives Nam the money. Nam drinks his coconut on the way home.



- 1 Nam goes to the market on Saturday. ☐
- 2 Grandma buys some tomatoes. ☐
- 3 The coconut is fifty thousand dong. ☐
- 4 Grandma gives Nam the money. ☐

8 Write about a market near your home.

- 1 The market is near _____.
- 2 My family buys _____ and _____ there.
- 3 A _____ is _____ thousand dong.
- 4 _____ are _____ thousand dong.

Now tell your friend about your market.

7 Maths. Add the prices from Exercise 3.

Mrs Lan's stall

How much are they together?

- 1 mango + coconut _____ thousand
- 2 eggs + tomatoes _____ thousand
- 3 noodles + fish _____ thousand
- 4 mango + mango _____ thousand

Thank you! Come again.



Learners

Grade 4, ages 9 to 10.
CEFR A1, Cambridge
Movers vocabulary.

Time

Two periods of 35
minutes. Page 58, then
page 59.

Aim

Students can ask and answer
about prices at a market, for
one thing or several.

Language

How much is the mango? It's ten thousand dong. How much are the eggs? They're... New: *thousand*.
Recycled: food, numbers to 100, *It's / They're*.

Lesson procedure

Period 1 · page 58

- 3 min** Warm-up. Write 10,000 by a mango and say *ten thousand dong*. Repeat with 20,000 and 15,000. Ask *Where can you buy a mango?*
- 6 min** **1** Look, listen and repeat. Ask *Who can you see? Where are they?* Play 7.1. Students point and repeat. Check the plural *s* on *eggs, tomatoes, noodles*.
- 5 min** **2** Listen and tick. Mai buys some things, not all. Play 7.2 once. Check with a show of hands.
- 5 min** **3** Listen again. Students write each price on its tag in the picture. Pause after each price, then play once straight through.
- 4 min** Look and say. Ask *One mango: is or are? Six eggs: is or are?* Students ask you prices from the picture.
- 7 min** **4** Chant. Books closed first, students clap on *thousand*. Left side asks, right side answers. Swap. Change the prices.
- 5 min** Close. Books closed. Quick prices around the class, mixing one thing and several things.

Period 2 · page 59

- 4 min** Review. Gap on the board: *How much ___ the fish? How much ___ the tomatoes?*
- 9 min** **5** Information gap. A sees only card A, B only card B. Model with a strong student. Fast pairs swap cards.
- 8 min** **6** Read. Gist question first: *Who goes to the market?* Then T or F. For item 3, say *fifteen* and *fifty* and let students hear the stress.
- 5 min** **7** Maths. Pairs add the Exercise 3 prices. Insist on a full answer: *They're twenty-five thousand dong*.
- 9 min** **8** Write and tell. A real market near home. Weaker students copy items and prices from page 58. Read to a partner.

Common errors

- How much the mango?* No verb is needed in Vietnamese. Model the full question and clap on *is*.
- How much is the eggs?* Point back to the Look and say box: one thing or more?
- Ten thousands dong*. No *s* on *thousand* after a number.
- Fifteen / fifty*. Stress the second syllable of *fifteen*. Students show one or five fingers.

Audio script 7.2 Exercises 2 and 3

- Mrs Lan** Hello, Mai.
- Mai** Hello, Mrs Lan. How much are the eggs?
- Mrs Lan** They're twenty thousand dong.
- Mai** Eggs, please. And how much is the fish?
- Mrs Lan** It's thirty thousand dong.
- Mai** Thirty? No fish today. How much are the tomatoes?
- Mrs Lan** They're eight thousand dong.
- Mai** Tomatoes, please. How much is the mango?
- Mrs Lan** It's ten thousand dong.
- Mai** One mango, please. How much are the noodles?
- Mrs Lan** They're twelve thousand dong.
- Mai** Noodles, please. And the coconut?
- Mrs Lan** It's fifteen thousand dong.
- Mai** No coconut today. Thank you, Mrs Lan!

Answer key

- 2** Mai buys eggs, tomatoes, mango, noodles. Not the fish or the coconut.
- 3** mango 10 · coconut 15 · eggs 20 · tomatoes 8 · noodles 12 · fish 30 (thousand dong)
- 5** A writes: coconut 14, tomatoes 7, fish 25. B writes: mango 9, eggs 18, noodles 11.
- 6** 1 F (Sunday) 2 T 3 F (fifteen thousand) 4 T
- 7** 1 25 2 28 3 42 4 20 (thousand dong)

Art brief page 58, main scene

A fruit and vegetable stall at a Vietnamese street market, morning. Mrs Lan, about 50, conical hat, purple shirt, behind the stall. Mai, about 9, school uniform, basket in hand. Six items clearly separate, left to right, each above a blank price tag a child can write on. Simple background so the six items carry the page.

Why the page works this way

- Three singular, three plural**. Equal practice of *is / It's* and *are / They're*, the real grammar point.
- One recording, two jobs**. Gist on the first listen, numbers on the second. Prices go on the picture, so Exercise 7 needs no new table.
- Thousand** is above A1, but no Vietnamese price works without it. It is taught as one word, always after a number.
- Ten instruction verbs only**, all met in Grade 3. No teacher language on the student pages.



1 Start Work in pairs. Answer the questions.



1. How many of these things did you use yesterday?
2. What happens to a plastic bag after you throw it away? Guess.

2 Read Read the article. Then answer the questions.

Hoa Sen School News

Can Tho · Issue 14

A week without plastic

One class, seven days, and a lot less rubbish.

Last month, Grade 7 students at Hoa Sen Secondary School in Can Tho tried to live without plastic for one week. First, they counted all the plastic they used in a single day. The results surprised everyone. The average student used eleven plastic items: bags, straws, cups, bottles and snack wrappers.

Then the challenge began. Students brought water bottles from home, and the school canteen stopped giving out straws. Some students took cloth bags to the market with their parents at the weekend.



Thu's new cup gets her a discount at the bubble tea shop.

"The hardest thing was bubble tea. Every bubble tea comes with a plastic cup, a lid and a straw." Thu, 13

Now Thu takes her own cup, and the shop gives her a small discount. At the end of the week, the class counted again. The average was three items. "We can't stop using all plastic," says their teacher, Mr Long, "but three is much better than eleven."

1. What did the students do before the challenge started?
2. How many plastic items did a student use in one day before the challenge?
3. What did the school canteen change?
4. Why was bubble tea a problem for Thu?
5. Does Mr Long think the challenge was a success? How do you know?

3 Vocabulary

Find these words in the article. Which two do you use most?



bag



straw



cup



bottle



wrapper



lid

4 Grammar Read the box. Then complete the sentences.

too much, too many, enough, not enough
More than we need
too much + can't count: We use **too much** plastic.

too many + can count: There are **too many** straws.

The right amount, or less
enough + noun: We have **enough** cloth bags.

not enough + noun: There aren't **enough** bins.

- 1 There are _____ plastic bags in the sea.
- 2 Our school doesn't have _____ bins.
- 3 I think we drink _____ bubble tea.
- 4 There isn't _____ time to clean the beach today.
- 5 The canteen uses _____ plastic cups.
- 6 One cloth bag is _____ for the market.

5 Speak My plastic day. Ask your partner and complete the table.

How many ... did you use yesterday?

Me

My partner

Too many?

plastic bags

straws

bottles and cups

snack wrappers

Tell the class

Minh used too many straws yesterday. / I used nine things. That's too much plastic!

1 Vocabulary Read the clues. Complete the words.

- | | | | |
|-------------------------------------|-------------|--------------------------------|---------------|
| 1 the plastic around a snack | w _ _ _ _ _ | 2 the top of a cup or a box | l _ _ |
| 3 rubbish people drop in the street | l _ _ _ _ | 4 a bag made of material | c _ _ _ _ bag |
| 5 to make new things from old | r _ _ _ _ _ | 6 where you buy food at school | c _ _ _ _ _ |

2 Grammar Circle the correct words.

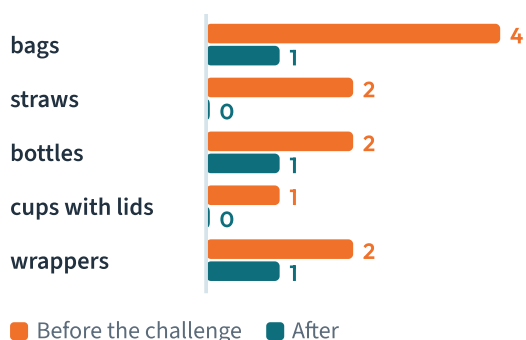
- There is too much too many rubbish on the beach after the festival.
- We bought too much too many bottles of water for the picnic.
- My brother spends too much too many time playing games.
- There aren't enough too many recycling bins in our street.
- The shop gave me too much too many plastic bags. I only bought two things!
- Is one bottle enough too much for the whole day?

3 Grammar Rewrite the sentences with *enough* or *not enough*.

- Our school needs more bins.
There aren't _____
- We have the right number of cloth bags for everyone.
We have _____
- Students need more time to sort the rubbish.
Students don't have _____

4 Read and write Look at the class results. Write four sentences.

Plastic items per student, per day

Use **too many**, **enough** and the past simple.Example: **Before the challenge, students used too many bags.**

5 Write Write about plastic at your school (50 to 60 words).**Paragraph plan**

What plastic do students use every day?

What is the biggest problem?

What should the school change?

Use **too much**, **too many**, **enough** and **should**.

Learners

Grade 7, ages 12 to 13.
CEFR A2. Theme: Our world.

Time

One period of 45 minutes. Workbook for homework.

Aim

Students read a short news report for detail and describe quantity with four target forms.

Language

too much, too many, enough, not enough
+ noun. Words: *straw, wrapper, lid, cloth bag, canteen, litter, recycle*. Recycled: past simple, countable and uncountable nouns, *should*.

Lesson procedure

- 5 min** **1 Start.** Pairs answer both questions. Take three guesses for question 2 but do not confirm yet. Elicit five things made of plastic onto the board.
- 12 min** **2 Read.** Gist first, two minutes: *How many items at the start, and at the end?* (11 and 3.) Then a second read for questions 1 to 5, written. Pairs compare. Questions 4 and 5 need two pieces of information each. Extra check: *Did they stop using all plastic?* (No.)
- 4 min** **3 Vocabulary.** Students underline the six words in the text. *Wrapper* and *lid* are new. Show of hands: which item does this class use most?
- 10 min** **4 Grammar.** Ask *Can you count plastic? Can you count straws?* Board two columns: *plastic, time, rubbish* and *bags, bottles, bins*. Students do 1 to 6 alone, then justify each answer: count or not, enough or not.
- 12 min** **5 Speak.** Model the question with a strong student. Students fill *Me*, then interview a partner. Four or five report to the class with the frames. Correct *much* and *many* on the board afterwards, not mid-sentence.
- 2 min** **Close.** Answer question 2 from Exercise 1: a plastic bag can take hundreds of years to break down. Set Workbook page 62.

Common errors

- too much bags, too many rubbish.* The count and no-count split. Return to the two board columns every time.
- bins enough, time not enough.* *Enough* goes before the noun. Drill *enough bins, enough time* as chunks.
- too much hot, too much expensive.* With an adjective it is just *too*. One board example is enough at this level.
- I use three straws yesterday.* Point to *yesterday* in the survey question.

Art brief page 84, Exercise 2

Half-column photo-style illustration. A Grade 7 student in uniform holds a reusable cup at a bubble tea counter in Can Tho. A small sign on the counter reads *Bring your cup: 2,000đ off*. The cup, lid and straw on the counter are the only plastic in view.

Answer key**Student Book page 84**

- 2** 1 They counted all the plastic they used in one day. 2 Eleven. 3 It stopped giving out straws. 4 Every bubble tea comes with a plastic cup, a lid and a straw. 5 Yes. He says three is much better than eleven.
- 3** Students' own answers.
- 4** 1 too many 2 enough 3 too much 4 enough 5 too many 6 enough
- 5** Students' own answers. Accept *too many* for any item and *too much plastic* for the total.

Workbook page 62

- 1** 1 wrapper 2 lid 3 litter 4 cloth 5 recycle 6 canteen
- 2** 1 too much 2 too many 3 too much 4 enough 5 too many 6 enough
- 3** 1 There aren't enough bins at our school. 2 We have enough cloth bags for everyone. 3 Students don't have enough time to sort the rubbish.
- 4** Model: Before the challenge, students used too many bags. After the challenge, they didn't use any straws. One bottle a day was enough. Eleven items was too much plastic for one student.
- 5** Students' own answers. Mark for the four target forms, *should*, and all three plan questions answered. Model: *At my school, students use too many plastic cups because everyone buys drinks at the canteen. The biggest problem is litter. There aren't enough bins, so students leave cups on the tables. The school should sell paper cups and put a bin in every classroom. One bin for the whole playground is not enough.* (54 words)

Why the lesson works this way

- Grammar first, topic second.** The quantifiers carry the lesson. Environment vocabulary is held to six objects students touch every day, so the reading, the grammar and the survey all use the same words.
- A local text.** Can Tho, Vietnamese names, bubble tea and the school canteen. The context is the students' own, not a British or American school.
- A real survey.** Exercise 5 uses the students' own numbers, so the target language says something true. The report stage brings in the third person and the past simple without a separate drill.
- Data into sentences.** Workbook Exercise 4 is the cross-curricular step: turning a chart into written statements, which Grade 7 science and geography already ask for in Vietnamese.

Session 19 • Student activity sheets



Advertising & Persuasion

You will meet several thousand advertisements today, and you will notice almost none of them. By the end of this lesson you will know exactly how they work, which is the only real defence.

C1 to C2

Vocabulary, pronunciation and grammar

1 Ad Files

Two of six files shown

How it works. Read each file. Answer both questions in full sentences. There are no wrong opinions, only weak explanations. At the end, your teacher will pick two files. You then speak for 60 seconds on each.

Ad File

Several thousand adverts a day

The invisible thousands

Between logos, posters, packaging, videos and sponsored posts, a person in a modern city meets thousands of advertisements every single day. Asked at bedtime, most people can consciously remember three or four. The rest were not wasted. They were absorbed.

1 If you cannot remember an advert, can it still have worked on you? How?

2 Try it now: how many adverts can you remember from today? Where were the rest hiding?

Ad File

Banned in some countries

Advertising to children

Sweden and Norway ban television advertising aimed at young children, and the Canadian province of Quebec has restricted it for decades. The argument: children cannot yet recognise persuasion, so advertising to them is not communication but manipulation. Other countries let it run freely.

1 At what age do you think a person can recognise that an advert is trying to use them? How do you know?

2 Should Vietnam adopt a ban like Sweden's? Who would fight against it?

2 Vocabulary

Part A of four

The anatomy of an advert

Every advert is built from the same parts. Study the picture, then explain each labelled part to your teacher in your own words.

The diagram shows an advertisement for 'VOLTA' with the following components labeled:

- The logo:** the mark you recognise without reading (points to the 'VOLTA' text)
- The hero image:** the product as the star (points to the lightning bolt icon)
- The slogan:** a promise in five words or fewer (points to 'THIRST NEVER WINS.')
- The offer:** makes waiting feel like losing money (points to 'NOW 1.99 was 3.59')
- The call to action:** tells you exactly what to do next (points to 'GRAB YOURS TODAY')
- The small print:** the truth, in the smallest available font (points to '*Compared with feeling thirsty. Terms apply.'

VOLTA does not exist. Every trick in this picture does.

Quick check. Which part do you honestly notice first? And which part is designed so that you never read it?

7 Reading: an opinion article

Inference

YOU ARE NOT IMMUNE

Almost nobody believes adverts work on them. That belief is the point.

Ask a room full of people whether advertising works and everyone nods. Ask whether it works on THEM and the room goes quiet, then smiles: on other people, of course. On the gullible. Surveys find this everywhere, in every age group: almost nobody believes they personally are persuaded by adverts. Which is remarkable, because somebody is buying all this stuff.

That confident smile is advertising's greatest asset. A person who believes they cannot be persuaded stops guarding the door. And modern advertising rarely knocks at the door anyway. It stopped making claims decades ago, when claims stopped working, and moved into feelings: the drink is friendship, the trainers are

confidence, the phone is the person you are planning to become. A recommendation arrives wearing the face of someone you like. You cannot argue with an argument that is never openly made.

There is no avoiding it; several thousand exposures a day cannot be dodged, and refusing to watch television saves you from perhaps twenty of them. The only defence that works is cheaper and stranger: noticing. The next time a want appears in you, hold it still for ten seconds and ask where it came from. The question is not "is this advert lying?", because it is probably not. The question is "why do I suddenly want this?", and the honest answer is often the most educational sentence of your week.

Answer in full sentences. Then show which part of the text gave you your answer.

1. What do the surveys in the first paragraph find, and why does the writer call it "remarkable"?
2. Why is the belief "adverts do not work on me" so valuable to advertisers?
3. What does the writer mean by "advertising stopped making claims and moved into feelings"? Give one of his examples.
4. Explain the sentence: "You cannot argue with an argument that is never openly made."
5. According to the last paragraph, what is the only defence that works, and why is avoiding adverts not it?

90 sec
speak

Do you agree with the writer? Before you disagree, say the strongest point on his side.

9 Showcase Speaking: Part 2

Design a campaign

One last tool before you speak. Every campaign walks its audience down this funnel.



Build your campaign to do these four jobs, in this order.

Plan your campaign, then present it.

Your class wants to raise money at the school fair by selling ONE product, and you are in charge of the advert. Take five minutes to plan. Make notes on:

1. The product you will sell
2. A slogan of five words or fewer
3. Who you want to buy it
4. One idea for each step of the funnel

Then present your campaign for about two minutes. To finish, name one trick from today that you would NOT use on your schoolmates, and say why.

Product

Attention

Desire

Slogan

Interest

Action

7 Reading: what to accept

For teacher use only

- 1 Almost everyone agrees advertising works but denies it works on them personally. It is remarkable because somebody must be buying the products, so most people are wrong about themselves.
- 2 Someone who believes they cannot be persuaded stops defending themselves. The confidence removes the guard, which makes the persuasion easier.
- 3 Adverts no longer argue that a product is better; they attach feelings to it. His examples: the drink is friendship, the trainers are confidence, the phone is the person you want to become.
- 4 If no claim is openly made, there is nothing to disagree with. You cannot fact-check a feeling, so the usual defence of examining the argument never gets a chance to work.
- 5 Noticing: pausing when a want appears and asking where it came from. Avoidance fails because thousands of exposures a day cannot be dodged; refusing television removes perhaps twenty.

→ How the course is built

26 sessions • one-to-one • learner aged 12

I designed this course for a 12-year-old learner working at C1 who needed more range and confidence in speaking. Every session follows the same route, so the learner always knows the way through the lesson and each new session can be written and prepared quickly. The pages above are sections 1, 2, 7 and 9 of Session 19.

- 1 **Ad Files.** Six short themed texts to react to, two questions each
- 2 **Vocabulary.** A labelled diagram, a gap fill in a real text type, word families, collocations
- 3 **Pronunciation.** Word stress, then numbers and dates in context
- 4 **Speaking Part 1.** Two long answers, with prompts on what to think about
- 5 **Grammar.** Two structures, each with practice, then error correction
- 6 **Data.** A table to describe, with five questions
- 7 **Reading.** An opinion article with five inference questions
- 8 **Ranking and debate.** The learner ranks, then defends the ranking
- 9 **Speaking Part 2.** A longer talk, planned first with notes
- 10 **Extended activities.** Transformations, true or false, eight discussion questions

The level rule

Texts, vocabulary and model answers are pitched at **C1 to C2**. Instructions, grammar boxes and discussion questions are written in **plain English** that a 12-year-old can follow without help.

The key rule

Every session has a **separate teacher answer key**. No answers appear on the student pages. Where a task is open, the key gives the standard to accept, as above.

→ Scope and sequence

Sessions 17 to 21 of 26

	Theme	Vocabulary text	Grammar	Reading
17	Rules, Laws & Fairness	The referee's handbook	The passive for rules; conditionals for rules	Is perfect fairness ruining football?
18	The Brain, Memory & Learning	The three jobs of memory; a memory coach's advice	Present perfect or past simple; third conditional	In praise of forgetting
19	Advertising & Persuasion	The anatomy of an advert; a director's briefing	Saying why (purpose); comparing with precision	You are not immune
20	Friendship & Growing Up	How friendships form; describing people	Question tags; wish and if only	The friendships you did not choose
21	Work & the Future of Jobs	Jobs at risk; a careers adviser's notes	Future continuous and future perfect; getting things done	Will the robots take our jobs, or our boredom?

Classroom slide deck with teacher notes

Say who you mean

A short focus lesson on one habit that holds band 5 students back in Speaking Part 3: answering with *we*, *us* and *our* when the examiner needs to know exactly who is meant. Students find the problem in a weak answer, learn the groups they can name instead, then rewrite sentences of their own.

Learners	IELTS students, band 5
Skill	Speaking Part 3, topic: education
Length	8 slides, about 20 minutes
Setting	IELTS classes, Ho Chi Minh City, 2026

IELTS Speaking

Say who you mean

Why we, us and our don't work in Part 3
Topic: education



- 1 Short focus on a common band 5 habit: answering Part 3 questions with *we*, *us* and *our*. The rule for Part 3: name the person or organisation you mean.

What's wrong with this answer?

Q: How can schools make lessons more interesting?

A: I think **we** should use more technology in **our** lessons, because **we** get bored easily and **our** teachers don't understand that. If **we** had more videos and games, it would be better for **us**.

we?	Students? Teachers? People in Vietnam? Everyone?
our lessons?	Which lessons? At which schools?
us?	The examiner has no idea who you mean.

The grammar is fine. The problem is that nobody knows who "we" is.

- 2 Students read the answer and find the problem before any reveal. The grammar is fine, so push them: who is "we"? Who are "our teachers"? Reveal the question marks, then the point at the bottom.

Why it matters in Part 3

-  **It's not clear**
Part 3 questions are about people in general. "We" could mean almost anyone, and the examiner can't guess.
-  **It sounds like Part 1**
Part 3 is about society, not about you and your friends. "We" and "our" pull your answer back to your own life.
-  **Precise words help your score**
Naming the person or organisation shows good vocabulary and makes your idea clear and easy to follow.

- 3 Three reasons, revealed one at a time. The second point links back to the difference between Parts 1 and 3: Part 3 is about people and society, not about the student and their friends.

Who do you mean? Say it.

Instead of we, us or our, name the group, person or organisation.

students	young people	teenagers	children
parents	families	teachers	schools
the government	the Ministry of Education	universities	companies and employers
people in Vietnam	people in big cities	older people	working adults

Tip: "people" is OK, but "which people?" is better: older people, working parents, people in cities.

- 4 Elicit groups before revealing. For education questions, these are the groups students will need most. "People" is acceptable, but "which people?" is better: older people, working parents, people in cities.

The same answer, fixed

Before

I think **we** should use more technology in our lessons, because **we** get bored easily and our teachers don't understand that. If **we** had more videos and games, it would be better for **us**.

After

I think **schools** should use more technology in lessons, because **teenagers** get bored easily and **some teachers** don't realise that. If **students** had more videos and games in class, lessons would be far more engaging.

Same idea. Same grammar. Now the examiner knows exactly who you mean.

- 5 Reveal the fixed version. Same idea, same grammar, but now every group is named. Ask students to find the four changes.

"I" is fine. "We" is not.

Your opinion: use I

- I think...
- In my opinion,...
- I'd say...
- The way I see it,...

Your idea: name the group

- ...parents should...
- ...the government needs to...
- ...most students in Vietnam...
- ...schools could...

Example: I think **parents** should limit screen time, because **young children** can't control it themselves.

Parts 1 and 2 are about your life, so "we" is fine there: "My family and I usually eat together, and we..."

- 6 Common confusion: students think the rule means no first person at all. Your opinion uses "I". The idea itself names the group. In Parts 1 and 2, "we" is fine because those parts are about the student's own life.

Fix these sentences

Replace we, us and our. Say who you mean.

1	We have too much homework these days.	Secondary school students have too much homework these days.
2	Our government should build more schools in the countryside.	The government should build more schools in rural areas.
3	Technology helps us learn faster.	Technology helps young learners pick up new skills faster.
4	Our teachers give us too many tests.	Many schools in Vietnam set too many tests.
5	We can find any information online now.	Anyone with a phone can find information online now.

- 7 Pairs rewrite each sentence with a specific group or organisation, then reveal a possible answer. Accept any sensible group. Sentence 5 shows that the fix sometimes means rethinking the whole sentence.

Remember



Part 3 is about people and society, not about you.



Don't say we, us or our. Say who: students, parents, schools, the government...



Use "I" for your opinion, then name the group in your idea.

Try it:

Why do some students lose interest in school? Answer with at least two named groups and no we, us or our.

- 8 Wrap-up. Students answer the question at the bottom in pairs and the listener counts the named groups. Target: at least two, and no we, us or our.

How the deck is built

One error, one lesson

The deck targets one habit that is common at band 5, so the whole lesson fits inside a normal class.

Find it before the fix

Students spot the problem in a weak answer before anything is revealed, so the rule comes from them, not from the slide.

Notes for any teacher

Every slide carries the answer, the point to draw out and the likely confusion, so any teacher can pick it up and teach it.

Pair worksheet

Speaking Part 2: be the examiner

Students plan a Part 2 talk on the cue card, then take turns to speak for two minutes while a partner listens with a checklist. The checklist turns what an examiner listens for into plain questions a band 5 student can answer while listening.

Learners	IELTS students, band 5
Shown	Card 1 and its checklist, of two
Use	Printed and cut in half

Speaking Part 2: Card 1

Describe something you own which is very important to you.

You should say:

- where you got it from
 - how long you have had it
 - what you use it for
- and explain why it is important to you.

How to make notes

- Bullet points in the same order as the card.
- Points 1 and 2: key words only.
- Points 3 and 4: more notes.
- Use real names, places and times.

1 where you got it from

3 what you use it for

2 how long you have had it

4 why it is important to you

----- cut here -----

Examiner checklist: Card 1 (something you own)

The talk: Did the speaker...	Speaker 1	Speaker 2
talk about all four points?		
speak for two minutes?		
give reasons for the last point (why it is important)?		
The language: Did you hear...	Speaker 1	Speaker 2
"I've had it for..." or "I've had it since..."?		
"I got it from..." or "It was a present from..."?		
words about the thing? (Write them below.)		
a phrase from the lesson? ("The main reason...", "It reminds me of...")		

Words I heard:

After two minutes, tell the speaker **two good things** and **one thing to improve**.