



IGCSE Speaking IELTS Prep Course

Aligned to Cambridge IGCSE ESL (0510 / 0511) exam standards

WEEK 20: TECHNOLOGY AND THE FUTURE

IELTS Band 5 - 6



Learning Objectives

WALT (We Are Learning To) Describe a future technology using **future forms**, **balanced reasons**, and **clear predictions**.



Success Criteria

WILF (What I'm Looking For) Use **blue-bold starters**, **will / going to / might**, **five highlighted items**, and **one balanced risk**.



Support (Band 5.0 Target)

Use the frame: **I think ___ will ___**. Add **one benefit** and **one risk**.



Stretch (Band 6.0+ Target)

Explain one **benefit** and one **risk** of a future technology for students or families.

PLAN A

Classroom Only

80 MIN

Default plan. Sections 11 & 12 are completed at home as unsupervised homework.

| TIME | TEACHER | STUDENTS |
|---|---|---|
| SEC 1 0–5 min WARM-UP | <ul style="list-style-type: none"> • Open with WALT / WILF. • Send students to Section 1 and circulate. | <ul style="list-style-type: none"> • Discuss the warm-up questions in pairs, in English. |
| SEC 2 · 3 · 4 5–15 min INPUT | <ul style="list-style-type: none"> • Teach Sec 2 grammar, Sec 3 pronunciation, Sec 4 vocabulary. • Give an example sentence for each item. | <ul style="list-style-type: none"> • Listen and take notes on the handout. • Offer your own example sentences. |
| SEC 5 · 6 · 7 · 8 15–35 min SHADOW READ | <ul style="list-style-type: none"> • Play TTS for Sec 5, 6, 9 text & model answers. • Students Listen → Repeat until pronunciation is clean. | <ul style="list-style-type: none"> • Stand. Write own notes on whiteboards for Sec 6 & 9. Memorize answers. |
| SEC 7 35–55 min SPEAKING · 4-3-2 | <ul style="list-style-type: none"> • 2-min spot speaking tests. Correct mistakes. Note errors. | <ul style="list-style-type: none"> • Repeat your answer 3x — faster each round. • Listener checks target items & pushes speed. |
| SEC 9 55–75 min PART 3 DISCUSSION | <ul style="list-style-type: none"> • Explain OPINION → REASON → EXAMPLE structure. • Push "why?" & "can you give an example?" for short answers. | <ul style="list-style-type: none"> • Write Sec 9 notes in the lined space. • Repeat your Part 3 answers 3x in pairs — faster each round. |
| SEC 10 75–80 min WRAP-UP | <ul style="list-style-type: none"> • Put top errors on the board. • Supervise Sec 10 exit ticket. | <ul style="list-style-type: none"> • Correct your errors. • Log this week's homework (Sec 11 & 12). |

HOMEWORK Sec 11 & Sec 12 (required, ~40 min).

PLAN B

Computer Lab + Classroom

40 + 40 MIN

Use when homework must be supervised. Sec 11 & 12 done in the lab; classroom shrinks to 40 min. Cut sections shown below.

COMPUTER LAB · 40 MIN · SUPERVISED

| TIME | TEACHER | STUDENTS |
|---|--|--|
| SEC 11 0–20 min AFTER LAST LESSON | <ul style="list-style-type: none"> • Circulate the lab and check recording quality across Part 1, 2 & 3. • Push AI written feedback on each student's Sec 6 answer. | <ul style="list-style-type: none"> • Record LAST week's Sec 1, Sec 6 & Sec 9 answers (Part 1, Part 2, Part 3). • Run AI correction on the Sec 6 written answer. |
| SEC 12 20–40 min BEFORE NEXT LESSON | <ul style="list-style-type: none"> • Confirm each student previews NEXT period's vocab and grammar. • Check students shadow Transcoded Text and Model Answers. | <ul style="list-style-type: none"> • Preview NEXT period's vocab and grammar. • Shadow all Transcoded Text and Model Answers for pronunciation practice. |

CLASSROOM · 40 MIN

| TIME | TEACHER | STUDENTS |
|--|---|---|
| SEC 1 0–5 min WARM-UP | <ul style="list-style-type: none"> • Open with WALT / WILF. • Send students to Section 1 and circulate. | <ul style="list-style-type: none"> • Discuss the warm-up questions in pairs, in English. |
| SEC 6 5–20 min PRACTICE | <ul style="list-style-type: none"> • Observe students' Sec 6 answer prep on boards. • Correct errors before speaking. | <ul style="list-style-type: none"> • Stand up at a whiteboard / window / large screen. • Write your own answer to Sec 6. |
| SEC 7 20–35 min SPEAKING · 4-3-2 | <ul style="list-style-type: none"> • Briefly intro Sec 7 and run the 4-3-2 circuit (pairs, standing). • Strict time — fastest repetitions must be min 2 mins. | <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. • Last round must be fast and min 2 mins. |
| SEC 10 35–40 min WRAP-UP | <ul style="list-style-type: none"> • Put top errors on the board. • Supervise Sec 10 exit ticket. | <ul style="list-style-type: none"> • Correct your errors. • Log this week's homework (Sec 6 written answer). |

CUT IN LAB MODE

Sec 2 · 3 · 4 · 5 · 8 — Input, Pronunciation, Shadowing and Writing dropped from classroom (handled with AI feedback in the lab / at home).

HOMEWORK Write Section 6 Answer, use AI correction, then write the corrected answer by hand into the student textbook.

Topic: **technology and the future**

1 Can you tell me about a technology you use every day?

Yes, I use my phone for homework reminders. **For example,** it helps me check messages from teachers and plan my evening study.

2 Can you tell me about a time when technology helped you, and what it was like?

Last term, an online dictionary helped me prepare a speech. **At first,** I was slow, but later I learned words faster.

3 Do you think technology will change schools? Why?

Yes, I think, technology will change schools. **This is because,** online tools can help students review lessons and practise speaking.

Describing Future Events

GRAMMAR


Use "will" for quick decisions or predictions, "going to" for plans, and "may" or "might" for possibilities. Choose the form that matches how sure you are.

EXAMPLE

Our school will use more robots in the future.

Sentence Stress in Predictions

 **Listen:** Stress prediction words like will change, might help, and may improve.

 **Practise:** Technology will change schools, but it may bring risks.

Technology 科技

Noun adj. technological
adv. technologically

Future 未来

Noun adj. future

Invention 发明

Noun adj. inventive adv. inventively
v. invent · invented

Research 研究

Noun adj. research-based
v. research · researched

Material 材料

Noun adj. material adv. materially

Risk 风险

Noun adj. risky adv. riskily
v. risk · risked

Trend 趋势 / 潮流

RECYCLED

Noun adj. trendy v. trend · trended

Sustainable 可持续的

RECYCLED

Adjective n. sustainability
adv. sustainably v. sustain · sustained

Idiom 1: Look ahead — 展望未来

Explanation Think about what may happen in the future.

Example Young people should look ahead when learning about technology.

Idiom 2: Ahead of its time — 超前的

Explanation Very new or advanced for its period.

Example A flying car still feels ahead of its time.

Adapted from the Cambridge IGCSE ESL Coursebook

In my opinion, technology (科技) will change how students learn in the **future** (未来). **For example**, a useful **invention** (发明) may help students practise speaking at home. **Also**, school **research** (研究) can show which tools really help learning. **If a new material** (材料) is lighter, future devices may be easier to carry. **At first**, new tools may seem exciting. **Later**, students must use them carefully. **In short**, technology should support thinking, not replace it. **Most importantly**, teachers still guide students with human care.

SITUATION The science club has asked students to choose one future technology talk. You are considering the following options:

OPTION A

smart classrooms for future learning

OPTION B

home robots for family life

Talk about the advantages and disadvantages of each option. Say which option you would prefer, and why.

MODEL ANSWER

SITUATION **Well**, our science club must choose one future technology talk.

OPTION A **On one hand**, a smart classroom talk shows a useful **trend** (趋势 / 潮流) in education. **For example**, tablets may help students review. **However**, too much screen time is a **risk** (风险).

OPTION B **On the other hand**, a home robot talk can show a more **sustainable** (可持续的) way to help families. **If the robot saves power**, it may help us look ahead (展望未来). **Still**, it could be expensive.

PREFERENCE **I would choose the smart classroom talk**, because students can understand it easily.

REASON **The main reason is**, we already use digital tools. **REASON** **Also**, some ideas may be ahead of its time (超前的), so we should discuss them slowly.

Tick each item you hear in your partner's Part 2 answer.

 6+ blue starters 1 yellow complex sentence 5 bold vocab items 4 sub-blocks: SIT OPT A OPT B PREF

Stand up and write your answer on the board or classroom windows. The teacher will correct it as you write. Copy the corrected answer below.



 **Fix the Error:** Choose the best future form.

- 1 I going to use a robot tomorrow.
- 2 Schools are change in the future.
- 3 This app might helps students.

Errors we fixed on the board:



New language that stood out:

a  **RECORD**  **2 MIN** **APP Recording:**

Open '*Speaking Practice > Speak*'. **Record** a 2-min audio answering this week's speaking question.

MUST USE: 1 complex sentence + this week's grammar (*Describing Future Events*).

打开作业APP的"口语练习 > 说"界面。录制2分钟音频回答本周口语问题。要求：必须使用1个复合句和本周语法点。



b  **WRITING**  **8 MIN** **Record** your answers to the Part 3 questions in Section 9 and **send for scoring**. Then **write** and **AI correct** one answer. **Rewrite** your corrected answer into your coursebook.

录音你对第9节Part 3问题的回答并发送评分。然后写出一个答案并用AI批改。将批改后的答案抄写到你的课本中。

a  **SHADOW**  **10 MIN** **APP Shadowing:**

Open '*Speaking Practice > Fluency*'. Listen to **next week's** Section 5 & 6. **Shadow** their pronunciation — copy American or British intonation exactly — until the timer ends.

打开作业APP的"口语练习 > 流利度"界面。听下周的第5部分跟读课文和第6部分范文。跟读模仿美式或英式的语调和发音，直到倒计时结束。

b  **RECORD**  **10 MIN** **Record Sections 5 & 6: Memorise** useful phrases and use bullet-point notes to help you **repeat** the paragraphs in your own words 3 times, out loud. **Record** your 3rd attempt.

录音第5和第6部分：记忆有用的短语，并使用要点笔记帮助你用自己的话重复段落3遍，大声朗读。录下你的第3次尝试。