



# **IGCSE Speaking IELTS Prep Course**

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

**WEEK 40: TECHNOLOGY AND THE FUTURE**

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IELTS Band 5 - 6



## Learning Objectives

WALT (We Are Learning To) **Discuss future technology, predictions, rules, and uncertainty** with clear examples.



## Success Criteria

WILF (What I'm Looking For) **Use future modals, compare benefits and risks, give reasons, and speak fluently.**



## Support (Band 5.0 Target)

Use the frame: **Technology might** \_\_\_\_, **but people should** \_\_\_\_. Add **one benefit** and **one risk**.



## Stretch (Band 6.0+ Target)

Explain how **innovation, ethics, and human choice** should shape the future.

## PLAN A

## Classroom Only

80 MIN

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

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

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

## CLASSROOM · 40 MIN

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

## 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 something about a technology you use often?**

**Yes**, I often use a phone dictionary when I study English. **For example**, it helps me check pronunciation quickly. **In my view**, technology is useful when it supports learning, not when it distracts me.

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

**Last term**, our group used a shared document for a project. **At first**, it was confusing because everyone typed at once. **Later**, we made clear roles, and the work became faster.

**3 Do you think future technology will make students' lives easier? Why?**

**Yes, I think**, future technology may make learning easier. **This is because**, students can practise at home and get quick feedback. **For example**, a speaking app could help shy students answer more often.

## Future Modals for Prediction and Uncertainty

## GRAMMAR

Future modals show how likely something is. Use "will" for strong predictions and "may" or "might" for possible future events.

## EXAMPLE

AI might help students practise speaking after school.

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## Weak Forms in Future Modals

 **Listen:** Say might and could lightly before the main verb, then stress the important idea.

 **Practise:** **Practise clearly,** AI might help. Robots could change jobs. People will need rules.

## Artificial intelligence

## 人工智能

Noun phrase n. artificial intelligence  
adj. artificial adv. artificially

## Automation 自动化

Noun adj. automated adv. automatically  
v. automate · automated

## Innovation 创新

Noun adj. innovative adv. innovatively  
v. innovate · innovated

## Ethical 伦理的 / 道德的

Adjective n. ethics adv. ethically

## Prediction 预测

Noun adj. predictable adv. predictably  
v. predict · predicted

## Uncertainty 不确定性

Noun adj. uncertain adv. uncertainly

## Convenience 便利

**RECYCLED**  
Noun adj. convenient adv. conveniently

## Consumption 消费 / 消耗

**RECYCLED**  
Noun adj. consumer  
v. consume · consumed

## Idiom 1: Uncharted territory — 未知领域

**Explanation** A new situation that people do not fully understand yet.

**Example** Artificial intelligence is still uncharted territory for many schools.

## Idiom 2: The burning question — 亟待解决的问题

**Explanation** The most important question people need to answer.

**Example** The burning question is how technology can help people without controlling them.

Adapted from the Cambridge IGCSE ESL Coursebook

**In the future**, technology may change how students learn, travel, and work. **For example**, artificial intelligence (人工智能) can help learners check grammar or practise speaking. **However**, automation (自动化) may change some jobs, so young people need new skills. **Although new tools are exciting, students should not let machines do all the thinking.** **In addition**, useful innovation (创新) should solve real problems, not just look modern. **At the same time**, schools need ethical (伦理的 / 道德的) rules for data and homework. **If technology grows quickly, people must discuss safety early.** **Overall**, the future has both hope and uncertainty (不确定性). **For this reason**, future lessons can help students use tools carefully and ask better questions.

**SITUATION** Your school is choosing one future-technology project to help students learn better. You are considering the following options:

**OPTION A**

an AI speaking-practice room

**OPTION B**

a student workshop about safe technology use

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

**MODEL ANSWER**

**SITUATION** *Well, I will compare two future-technology projects for our school.*

**OPTION A** **On one hand**, an AI speaking room gives great convenience (便利) because students can practise without waiting for a teacher. **Also**, it may give quick feedback. **If shy students use it alone, they may speak more often.**

**OPTION B** **On the other hand**, a safety workshop helps students understand online consumption (消费 / 消耗) and privacy risks. **Also**, it prepares them for uncharted territory (未知领域) in future life. **Although practice is useful, safe habits must come first.**

**PREFERENCE** **I would choose**, the safety workshop. **REASON** **The main reason is**, the burning question (亟待解决的问题) is how to use each prediction (预测) wisely, not blindly.

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.



Answer the Part 3 discussion questions below. Use the Model Answer for guidance, then write your own response in the lined space.

**1 How important is ethical thinking when schools use artificial intelligence?**

**MODEL ANSWER**

**OPINION** **In my opinion,** ethical thinking is very important with AI in schools. **REASON** **This is because, when schools use artificial intelligence (人工智能), students need fair rules and privacy protection.**

**EXAMPLE / EXTENSION** **For example,** teachers should explain when AI help is allowed before using the new system.

**2 Some people say automation will make young people's future easier. What do you think?**

**MODEL ANSWER**

**OPINION** **I partly agree,** automation may make some work much easier. **REASON** **The reason is, although automation (自动化) saves time, it may also remove simple jobs in some places.**

**EXAMPLE / EXTENSION** **For instance,** students still need human skills, such as teamwork and speaking in the future workplace.

Continue answering Part 3 questions. Use the Model Answer for guidance, then write your own response in the lined space.

**3** What could happen if people trust future technology too much?

**MODEL ANSWER**

**OPINION** From my point of view, people should not trust technology too much. **REASON** This is because, if every prediction (预测) is accepted, people may stop checking facts carefully.

**EXAMPLE / EXTENSION** For example, a student should question online answers before using them during homework and research.

**4** What are the advantages of responsible innovation in technology?

**MODEL ANSWER**

**OPINION** In my view, responsible innovation in technology is important for the future. **REASON** This is because, when inventors think about safety first, new tools help people without causing harm.

**EXAMPLE / EXTENSION** For example, a project could test one innovation (创新) and ask who it helps most during a short class talk.

 **Fix the Error:** Choose the best future modal for each technology sentence.

1 1. AI \_\_\_\_\_ help students practise speaking at home. (may / must not)

2 2. Robots \_\_\_\_\_ change some simple jobs in the future. (could / did)

3 3. Schools \_\_\_\_\_ need clear rules for student data. (will / yesterday)

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 (*Future Modals for Prediction and Uncertainty*).

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。