

Film and TV

Film / Sci-fi movies

Teacher's notes



Age: Teenager/Young adults

Level: Advanced (C1)

Time: 90 minutes (+ 30 minutes optional project for homework)

Activity: In this lesson, students will:

1. practise speaking about science and technology;
2. improve listening comprehension of real-life English from movie trailers;
3. incorporate new grammatical expressions for describing the future;
4. utilise new language from this lesson in order to prepare and give an oral presentation.

Language focus: speaking, listening, vocabulary, grammar (future forms)

Materials: one copy of the worksheet per student, two 'rules cards' for each student (see the final page of the student worksheet – alternatively, one copy of the rules sheet for each student), a PC or projector, an internet connection in the classroom.

Notes:

1. **WARNING:** This lesson refers to two online trailers for sci-fi movies. While these videos don't contain explicit material, you should watch the videos before the lesson to judge whether they are appropriate for the particular group of students.
2. This lesson contains exercises which focus on listening, speaking, grammar and vocabulary. If you wish to maximise class time for listening and speaking, you could ask students to complete the grammar and vocabulary exercises as preparatory homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol:

1. Vocabulary (10 minutes)

Aims: to identify useful language related to sci-fi which students already know, to allow students to teach each other expressions which will be useful for this lesson

Procedure: Divide students into groups of four and then pairs, as suggested on the student worksheet. For small classes, you could simply divide the entire class into two groups (Group A and B). Allow them three minutes for the brainstorming activity. During this time, you should monitor and help with spelling and pronunciation. Also, take note of good language suggested. After the three minutes, write some of the better suggestions on the board and elicit definitions. Perhaps choose the winning group/pair, based on both quality and quantity of suggestions.

2. Speak (5 minutes)

Aims: to generate interest in the topic of sci-fi movies, to provide spoken practice of vocabulary from the previous task, to identify the grammatical structures which students already use when talking about the future

Procedure: Ask students to briefly discuss the questions in pairs. Monitor their responses. If there are students who are not interested in sci-fi, encourage them to explain why. At the end of the activity give some feedback, drawing attention to good language which students used. Focus particularly on language that students were using for talking about the future (e.g. *will, going to, modals, adverbs like possibly/probably*).

3. Listen and speak (10 minutes)

Aims: to provide listening practice of understanding a real-life movie trailer, to provide spoken practice of language related to making predictions, earth's major problems and space travel

Procedure: Play the video. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers in pairs. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Give feedback. Focus on ideas that students have mentioned which will be relevant to later activities (the end of the world, space travel, etc).

Key:

- a. *The world no longer has enough food.*
- b. *The law suggests that anything that could possibly happen will actually happen.*
- c. *Our mission is to leave earth rather than try to save it.*
- d. *We need to think together as a species and abandon our individual objectives.*



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Teacher's notes

4. Grammar and speak (30 minutes)

Aims: to introduce advanced-level structures for talking about the future, to provide students with the rules for the correct usage of these structures and encourage students to explain these rules to each other, to provide spoken practice of these structures

Note:

If you decide to use the Flipped Lesson format, students should complete exercise 4a at home and then correct it together in class. For stronger students, they should be able to guess most answers without the Rules Sheet. For weaker students, you may prefer to refer them to the Rules Sheet before they do 4a.

Procedure: Divide students into groups of three. Explain that they are going to study some grammatical structures to talk about the future. Tell them that expressions like 'will' and 'going to' are fine but that at an advanced level they need a wider variety of structures. Draw their attention to the example in 4a and emphasise how the 'transformed' sentence has the exact same meaning as the original sentence and that the word in capital letters has not been altered in any way. Ask students to complete sentences a–f in their groups. Monitor and help weaker groups by suggesting one or two of the missing words. When they have written their suggestions for sentences a–f, hand each student two cards from the Rules Sheet. You will need to cut out these cards before the class. Alternatively, simply tell the students to look at the photocopy of the Rules Sheet and assign two rules to each student. Using these rules, each group must decide if their suggestions from a–f were correct. Elicit the correct answers and write them on the board.

Key:

- a. My country **IS BOUND TO HAVE** fewer shopping malls than now because most people will shop online.
- b. Plastic and other non-biodegradable items **ARE LIKELY TO BE** illegal.
- c. Television **WILL PROBABLY BE** in the form of a 3D hologram.
- d. In **ALL LIKELIHOOD**, we will be using 3D printing to create everything from houses to cars to human organs.
- e. Individual privacy **COULD/MIGHT/MAY WELL BE** completely impossible, even in our own homes.
- f. According to some people, the world is **ON THE VERGE OF (HAVING)** a major war.

After completing the answers, give students five minutes or so to discuss task 4c in their groups of three. Monitor and provide feedback, paying particular attention to their use of the 'future' grammatical structures from task 4a.

5. Listen and speak (10 minutes)

Aims: to provide further listening practice of understanding a movie trailer, to provide spoken practice of language from previous activities related to outer space, to introduce the topic of aliens

Procedure: Play the video. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers in pairs. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Give feedback, focusing especially on language related to space travel.

Key:

- a. She specialises in translations.
- b. The door of the ship opens each 18 hours.
- c. They could confuse the words 'weapon' and 'tool'.
- d. There could be a world war.

6. Vocabulary and speak (20 minutes)

Aims: to introduce useful vocabulary for talking about future developments, to allow students the chance to talk about their personal predictions for the future and to argue their position against (potentially) different viewpoints

Procedure: Tell students that they are going to see some useful vocabulary for talking about future possibilities (related to technology, biology, space travel, etc). Ask them to complete 6a, using a dictionary if necessary. They could help each other in small groups. Monitor and help weaker students. Elicit the correct answers. Divide students into pairs. Ask them to complete the 6b 'circling' task individually, then compare and discuss their predictions with their partner. Encourage the use of high-level language from previous tasks in this lesson. Monitor and provide feedback.

Key:

- Beyond human ... (correct order of words: implants, super-human, lifespan, microchip, thoughts)
- Beyond earth ... (correct order of words: space-station, outer space, minerals, merging, androids)



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7. Project (30 minutes at home, 5 minutes per student in class)

Aims: to consolidate 'future' grammar structures and vocabulary related to future developments, to provide students with practice at preparing and giving a presentation, to familiarise students with typical expressions for public speaking

Procedure: On the classroom board, open one of the links included in Step 1:

www.futuretimeline.net/index.htm

www.futureforall.org/future-technology-predictions.html

Look through the various predictions on the website. Choose one that seems interesting and search for more information about this in your search engine. Tell students that this is the type of research that they need to do at home in order to prepare their presentation. Emphasise that a presentation of five minutes is very short and that students shouldn't prepare much more than just the basic information about their topic. Tell students to simply follow the instructions in Steps 1–4 to prepare their presentations at home. In small classes, all the students could do their presentations in the next class. In larger classes, you may want to divide the presentations over several days. When a student does a presentation, make sure to encourage questions from classmates at the end of the talk. Provide feedback, focusing especially on good language/pronunciation.



Film and TV

Film / Sci-fi movies

Worksheet

1. Vocabulary

Divide into groups of four. Then sub-divide into Pair A and Pair B. You have three minutes to brainstorm vocabulary/expressions in the category that corresponds to you.

Pair A: Space and space exploration
<i>example: zero gravity</i>

Pair B: Factors which could make the earth uninhabitable
<i>example: nuclear disaster</i>

Now look at the suggestions by the other pair.

Which pair had the best ideas or vocabulary?

Can you suggest good expressions that the other group didn't include?

2. Speak

Discuss the questions below with your classmate.

What concepts are usually dealt with in science fiction movies? (e.g. space travel)

What are the most famous sci-fi movies of all time?

Do you think sci-fi movies can offer a realistic description of the future?

3. Listen and speak

Watch this trailer for the movie *Interstellar* and answer the questions below.

www.youtube.com/watch?v=zSWdZVtXT7E

- In the movie's representation of the future, what is the biggest problem for humans?
- What definition does the man give of 'Murphy's Law'?
- According to the old man, what is the mission of humans?
- How do humans need to think in order to survive?



Film and TV

Film / Sci-fi movies

Worksheet

Discuss with your classmate:

Do you think that the movie's representation of earth as uninhabitable could ever really happen? Explain.

Do you think that humans will live on other planets in your lifetime?

Usually, 'Murphy's Law' has a different definition to the one in this trailer. What is the more common definition?

4a. Grammar

Work in groups of three. Read the predictions below about the year 2050. Complete the second sentence, including the word in CAPITAL LETTERS, so that it has the same meaning as the original. Use 2–5 words.

e.g. It is certain that women will be earning as much as men.

DEFINITELY

Women will definitely be earning as much as men.

a. There is a strong possibility that my country will have fewer shopping malls than now because most people will shop online.

BOUND

My country _____ fewer shopping malls than now because most people will shop online.

b. It is probable that plastic and other non-biodegradable items will be illegal.

LIKELY

Plastic and other non-biodegradable items _____ illegal.

c. It is probable that television will be in the form of a 3D hologram.

PROBABLY

Television _____ in the form of a 3D hologram.

d. It is very probable that we will be using 3D printing to create everything from houses to cars to human organs.

LIKELIHOOD

In _____, we will be using 3D printing to create everything from houses to cars to human organs.



Film and TV

Film / Sci-fi movies

Worksheet

e. There is a high probability that individual privacy will be completely impossible, even in our own homes.

WELL

Individual privacy _____ completely impossible, even in our own homes.

f. Some people think that the world is close to having a major war.

VERGE

According to some people, the world is _____ a major war.

4b. Grammar

In your group, each student will receive two rule-cards from the teacher. Use your rule cards to decide if your sentences in 4a are correct.

4c. Speak

Talk to your classmates. Explain if you agree or disagree with the predictions (above) for the year 2050. Explain your opinions.

5. Listen and speak

Watch this trailer for the movie Arrival and answer the questions below.

www.youtube.com/watch?v=tFMo3UJ4B4g&t=5s

- a. The woman is a specialist in what job?
- b. How regularly can humans enter the spaceship?
- c. The woman says that it is important that the aliens don't confuse which two words?
- d. What could possibly happen in the next 21 hours?

Discuss with your classmate:

Do you think it's possible that aliens exist?

Name some famous movies about aliens. Describe the plot.



Film and TV

Film / Sci-fi movies

Worksheet

6a. Vocabulary

Complete each prediction by putting the words into the appropriate gaps. Use a dictionary if necessary.

Beyond human ...

super-human	lifespan	thoughts	microchip	implants
-------------	----------	----------	-----------	----------

Humans will become bionic: from ear _____ to allow us to understand foreign languages, to bionic eyes that give us _____ vision.

T	L	H	N
---	---	---	---

With advances in medicine and improvements in our diets, it will be common for people to live much longer. The average _____ could be over 150 years.

T	L	H	N
---	---	---	---

People will get tired of the inconvenience of smartphones and instead insert a _____ into their brains. This means that all of the knowledge of the internet will be available in our _____.

T	L	H	N
---	---	---	---

Beyond earth ...

outer space	merging	androids	minerals	space-station
-------------	---------	----------	----------	---------------

Rather than paying the high cost of rockets and spaceships, it will be cheaper to construct an elevator to space. It will connect earth to a major _____.

T	L	H	N
---	---	---	---

Rich countries will argue or fight wars about who 'owns' certain territory in _____. Some planets will be more valuable than others due to their _____ and their potential to support human life.

T	L	H	N
---	---	---	---

The next step in our evolution is the _____ of humans with technology. If aliens exist, they will only find us if they have already passed through this evolution. So aliens could discover us, but they will be a form of _____.

T	L	H	N
---	---	---	---



Film and TV

Film / Sci-fi movies

Worksheet

6b. Speak

Work in pairs. In the previous task, circle the likelihood of when each prediction will become reality.

T = in the next 20 years / L = in my lifetime / H = in the next few hundred years / N = this will never happen

Then compare with your partner and discuss. If you think that a prediction is true, talk about its consequences.

7. Project

In an upcoming class, you will need to give a short presentation (approx. five minutes). It will be about predictions for the future in a specific area. Follow the steps below to prepare your presentation at home.

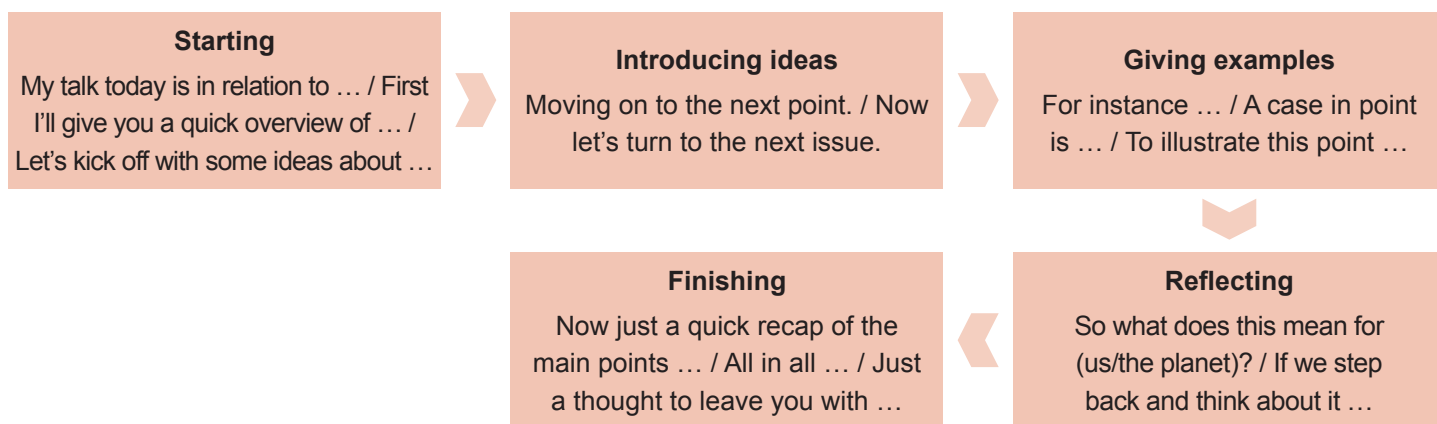
Step 1: Find your topic. There are many websites dedicated to making predictions. For example:

- www.futuretimeline.net/index.htm
- www.futureforall.org/future-technology-predictions.html

Your presentation is going to be very short, so try to choose a topic with a lot of focus.

Step 2: Do some research. Once you find your topic, search for more information about it from different websites. Look for relevant images or even short videos which you could include. You don't need much information, just enough for five minutes of talking.

Step 3: Prepare some cue-cards or a PowerPoint with just the main ideas of your presentation. Think about how you can connect these ideas. Look in the diagram for useful expressions.



Step 4: Practise your presentation at home.

Step 5: Class presentations

Student presenting: You have approximately five minutes to give your presentation. Your classmates will ask you some questions at the end.

Students listening: Take some brief notes as you listen to the presentation. When the speaker finishes, ask him/her some questions related to the topic.



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Film / Sci-fi movies

Rules sheet

Expressions for talking about the future



TO BE BOUND TO ...

This expresses that there is a very high probability that something will happen.

e.g. It is bound to rain tomorrow
= Rain tomorrow is very probable

Structure:

Subject + 'to be' + bound + infinitive

TO BE LIKELY TO ...

This expresses that there is a probability that something will happen.

e.g. It is likely to rain tomorrow
= Rain tomorrow is probable

Structure:

Subject + 'to be' + likely + infinitive

(Note: Increase the probability by including an adverb like very/highly: 'It is highly likely to rain tomorrow')

PROBABLY (ADVERB POSITION)

This expresses that there is a strong probability that something will happen.

e.g. It will probably rain tomorrow
= Rain tomorrow is probable

Structure:

Subject + (auxiliary/'to be') + probably + (infinitive without 'to')

(Note: Many adverbs come before the main verb of the sentence but after the verb 'to be')

LIKELIHOOD

The word likelihood is a noun which simply means 'probability'.

e.g. There is a strong likelihood of rain tomorrow
= There is a strong probability of rain tomorrow

Structure:

There is a (strong) likelihood of ...

(Note: The expression 'in all likelihood ...' means 'there is a strong probability that ...')

MAY WELL / MIGHT WELL / COULD WELL ...

The word 'well' after the modal simply increases the probability that it will happen.

e.g. It may well rain tomorrow
= There is a strong probability that it will rain tomorrow

Structure:

Subject + may/might/could + well + infinitive without 'to'

TO BE ON THE VERGE OF ...

This expresses that something is going to happen in the near future.

e.g. It is on the verge of raining
= It is going to rain in the next few minutes

Structure:

Subject + 'to be' + on the verge of + gerund/noun