

# Theories

Theme:  
Science, Space and Technology



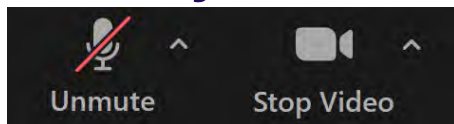
# Before we start, please make sure...

- ✓ your name on Zoom is clear (use Latin letters)
- ✓ your camera is on and mic is off (unmute when needed)
- ✓ you are in a quiet area that helps you focus
- ✓ you have a notebook or a note app ready to take notes

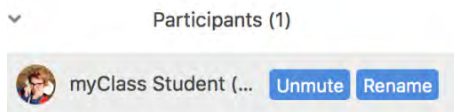


# Zoom features

Check your audio and video settings

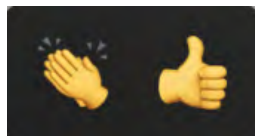
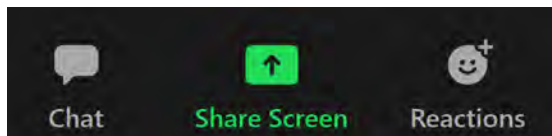


Use Latin letters for your name

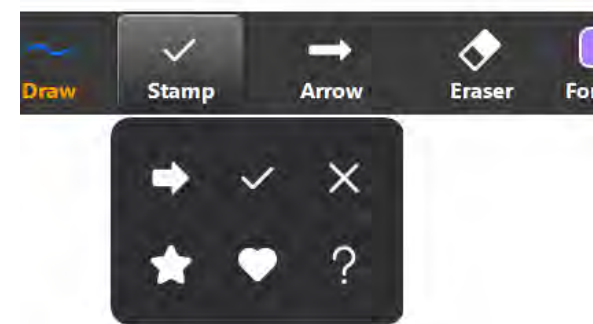
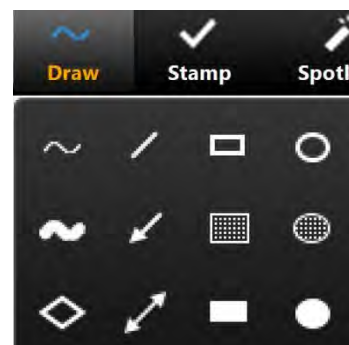


Ask questions in the Chat or use Reactions

Share Screen when the teacher asks



Use Annotate when a screen is shared

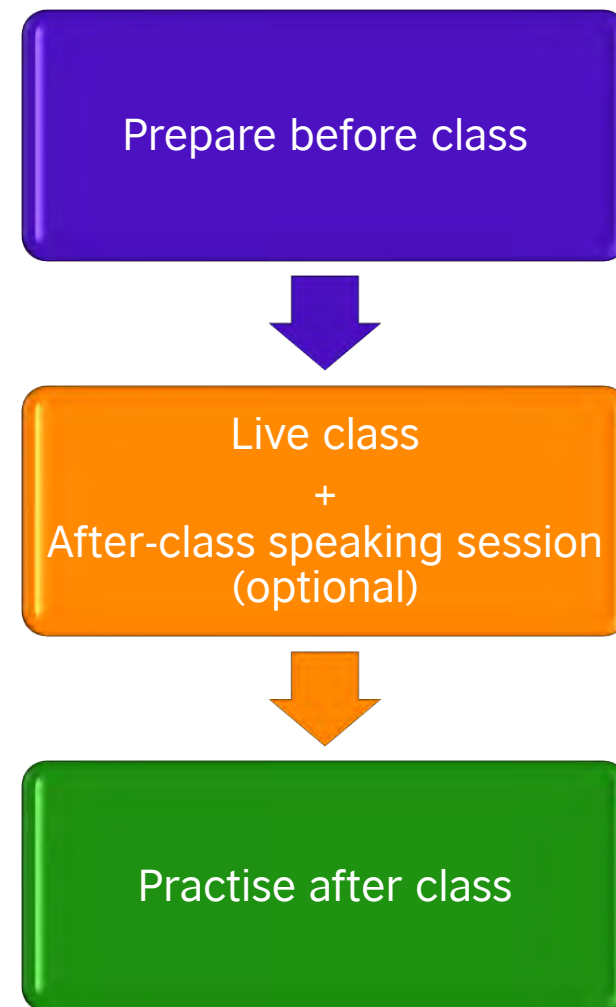


Use Save to make screenshots

# Welcome to English Online

## How does it work?

You need to complete all three parts to get the most out of English Online.



# After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

**This extra speaking practice will help you...**

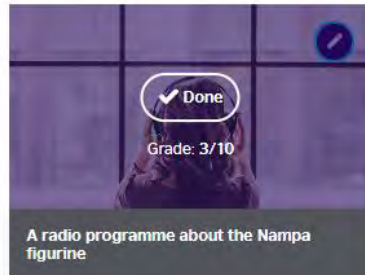
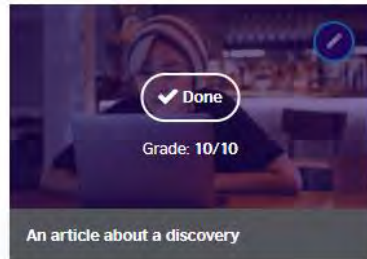
- improve your conversation skills
- practise using language learnt in class
- support and help your fellow students
- practise using English in a natural context
- become a part of a global learning community



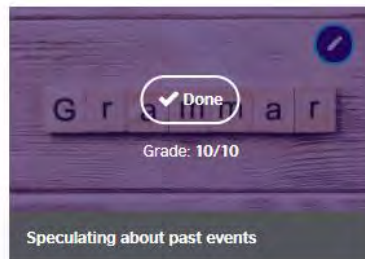
After-class  
speaking  
sessions

# Pre-lesson activities

## Prepare



## Practise



# Lesson objectives

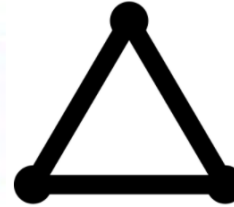
In this **live** part of the lesson, you will evaluate various hypotheses to account for an archaeological mystery and give reasons for your choice of the most plausible.

You will also:

- discuss various theories proposed about some notorious scientific puzzles
- look at and practise past conditionals and inversion



# Lead-in



1. The Loch Ness Monster. Jack the Ripper. The Bermuda Triangle.

- Have you heard of these mysteries?
- What other unsolved mysteries do you know of?
- Which ones are famous in your country?

2. “Science can explain everything.” Do you agree?



# Language focus 1

Look at sentences a–c and answer questions 1–3.

1. Are the sentences discussing reality or hypothesising?
2. Do the clauses in the sentence refer to the present or the past?
3. How are the sentences formed?
  - a) If the Nampa figurine had been extracted by the sand pump, it would have been smoothed and rounded. **We refer to the unreal past.**
  - b) If the Nampa figurine were genuinely as ancient as the claims made for it, then there ought to (should) be similar objects from the same geological era. **We refer to the unreal present.**
  - c) Had the artefact come from a place where such discoveries were expected, then there would have been far less controversy involved.

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*These are hypothetical conditionals. We use them for hypothesising or imagining things different from reality.*

*a 3rd conditional (this sentence: If + past perfect, would have + past participle) (NB other modals can be used); both clauses refer to the (unreal) past*

*b 2nd conditional (this sentence: If + past simple, ought to + bare infinitive) (NB other modals can be used); both clauses refer to the (unreal) present*

*c 3rd conditional (this sentence Had + subject + past participle (i.e. past perfect inverted) , would have + past participle) (NB other modals can be used); both clauses refer to the (unreal) past*

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### Cond I

If I leave earlier , I will not be late for the bus.

### Cond II

If I left earlier, I would not be late for the bus. Did I leave earlier, I would not be

### Cond III

If I had left earlier, I would not have been late for the bus.

Had I left earlier, I would not have been.

# Language focus 1

## Second conditional

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

If we had a garden, we could have a cat.  
If I won a lot of money, I'd buy a big house in the country.  
I wouldn't worry if I were you.

The structure is usually: **if + past simple + would + infinitive**.

## Third conditional

The third conditional is used to imagine a different past. We imagine a change in a past situation and the different result of that change.

If I had understood the instructions properly, I would have passed the exam.  
We wouldn't have got lost if my phone hadn't run out of battery.

In third conditional sentences, the structure is usually: **If + past perfect + would have + past participle**.

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<https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/conditionals-2>

## Language focus 2

**Now rewrite each sentence beginning with the word given, without changing the meaning.**

1. Easter Island is very isolated. The Islanders were dependent solely on the natural resources of the island.

If \_\_\_\_\_

2. Climate change did not affect the Easter Islanders. There is no evidence of it.

If \_\_\_\_\_

3. The Easter Islanders decimated the forests. They couldn't continue to build timber houses or canoes.

Had \_\_\_\_\_

4. There is no generally accepted theory about Easter Island. That is why we are still fascinated.

If \_\_\_\_\_

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*1 If Easter Island wasn't/weren't so isolated, the islanders wouldn't have been dependent solely on the natural resources of the island.*

*2 If climate change had affected the Easter Islanders, there would be/would have been evidence for it.*

*3 Had the Easter Islanders not burned down all the trees they could have continued to build timber houses and canoes.*

*4 If there were / was a generally accepted theory about Easter Island, we wouldn't still be fascinated by it.*



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# Task



# Task Preparation

What do you think this object may be? How old is it? What could it be used for?



# Task

**Your teacher will show you some notes outlining possible uses for the dodecahedron. Discuss which is the most plausible. Think of reasons why your choice makes the most sense and why the other theories are less satisfactory.**

1. An astronomic measuring instrument based on the angle of the sun. Studies show it can accurately determine one specific date in spring and one in autumn.
2. A game similar to bowls.
3. A device for the quality testing of artillery and arrow-heads. Placing the dodecahedrons in bowls then adding specific amounts of water would give exact measurements of water displaced by the objects inside, allowing small parts to be tested for consistent shaping before they were used.
4. A device used for knitting gloves.
5. A kind of dice used for gambling or making a random choice or selection of prisoners, soldiers etc.
6. A candlestick holder.
7. A tying device for ropes for fixing tents, for example.
8. A measuring device used for judging

# Feedback

# Review

# Lesson materials

Make sure you have

- downloaded the \*.pdf with this presentation
- saved the Zoom Chat



# How can you make more progress?

Complete the Progress activities online.



Review the language rules we have practised today.



<https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/conditionals-1>

<https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/conditionals-2>



# What's next?

## Science, Space and Technology

6 lessons

The importance of science and technology today is undeniable. Explore some advances in technology and their applications, past events that have not been explained, changing trends and controversial issues in technological advance. Space exploration is developing rapidly. We also explore some interesting aspects of this fascinating topic including future life on Mars, asteroid prevention strategies, the Apollo moon landing and the possibility of alien life.



# After-class speaking session

You can talk about any topic that interests you!

Use these questions as a guide, if needed.

- Why do you think that different theories change over time? Can you think of any examples?
- Can you explain a theory that you learnt in school or at university?
- Can you think of a popular theory that you disagree with?
- What mysteries remain unexplained where you live?
- Do you think discussing unsolved mysteries helps us improve detection skills in the present? Why/why not?

For help, contact:

[support.englishonline@britishcouncil.org](mailto:support.englishonline@britishcouncil.org)

## Dos

- ✓ Treat everyone with respect
- ✓ Keep your camera on and participate
- ✓ Let others share ideas too
- ✓ Listen to everyone
- ✓ Click 'Leave' if you cannot stay back

## Don'ts

- ✗ Don't take pictures or record
- ✗ Don't share personal details
- ✗ Don't let your children be visible onscreen