

# The Black Hole

## TEACHERS' NOTES

### Lesson Objective

- Learners will use the third conditional to talk about bad decisions related to a situation from a short film
- Learners will be able to discuss office life using topic vocab

### Level

This lesson plan is suitable for a B1 or B1+ group of learners.

### Estimated Length of lesson

60-75 minutes

### Materials required

- Student worksheet
- 'The Black Hole' film by futureshorts.com found at:  
[https://youtu.be/P5\\_Msrdg3Hk?list=TLGGhznbW1xFIK4xOTA3MjAyMQ](https://youtu.be/P5_Msrdg3Hk?list=TLGGhznbW1xFIK4xOTA3MjAyMQ)

## PROCEDURE

### Lead-In

Ask students to look at the pictures of different office spaces in **exercise 1** and discuss the question: Which office would you prefer to work in? Why?

Useful language to elicit/teach might include: cubicle, desk-space, boardroom, coworking

2. Divide students into pairs or small groups. Ask them to focus on the discussion questions. Check understanding and perhaps draw attention to the pronunciation of colleagues /kɒli:gz/

Give students 5-10 minutes to discuss the questions in pairs. Monitor and feedback emergent language on the board.

Additional questions for fast finishers: Would you like to work in an office? Do you think certain personality types are better suited to office work?

3. Write 'The Black Hole' on the board. Elicit what a black hole is. Tell students they are going to watch a video entitled 'The Black Hole' that is set in an office and give students some time to predict what they think the film will be about. Briefly feedback some ideas as a class.

4. Without showing the film, play only the soundtrack. Ask the students to discuss what they think is happening and ask if listening to the film makes them want to change their predictions.

5. Project/Display the film. Ask students to watch and check their answers. Allow time afterwards for feedback on their reactions to the film.

6. Ask students to look at the sentences in **exercise 7** and to focus on the words in bold. Set a time limit of 5-10 minutes for students to write definitions for as many sentences as they can. Feedback as a class.

### **Suggested answers:**

Vending machine (n) – a fridge that sells food and drink.

Sighed (v) – when we exhale loudly to show we are sad, tired, or frustrated.

Broke into (PV)- to enter a place or object by force.

Jammed (adj)- to become blocked and stop working.

Safe (n) – a heavy, locked metal box where people keep important things.

Grabbed (v)- to take something quickly, in an aggressive way.

Frustration (n)- feeling angry or upset about a situation you can't change.

Banged (v) to make a loud noise on something with your hand.

7. Ask students to work together to number the sentences in order of how they appeared in the story. Then play the video again for students to check their answers.

### Answer key

- 4 He stole chocolate from a **vending machine**.
- 1 He **sighed**.
- 5 He **broke into** the office.
- 2 The photocopier **jammed**.
- 7 The picture fell from the **safe**.
- 6 He **grabbed** bundles of cash.
- 3 He kicked the photocopier in **frustration**.
- 8 He **banged** on the safe door.

8. Ask students to discuss in pairs or small groups the questions in exercise 8: What would you do with a 'black hole' if you were alone at work / school? Is there anything you wouldn't do? Why (not)?

## GRAMMAR: Third Conditional

9. Ask students to discuss whether or not they agree with the quote in **exercise 9**. Encourage them to give reasons for their choices.

10. Tell students to look at the grammar box in exercise 10. Using the quote, they need to complete the rules. Explain that the first two points require them to underline the correct answer, while in the following points they need to write the missing words. Give the students some time to do this and then feedback as a class.

### Answer key

**“If he had loved his job, he wouldn’t have got into trouble.”**

- The third conditional describes a **past / present** situation that is **possible / impossible**. It refers to something that is **real / hypothetical**.
- It is made up of **one / two** clauses: an ‘if clause’ which shows a condition and a second clause that shows the consequence.
- After ‘If’ we use the **past perfect** tense.
- In the second clause, we use would or wouldn’t + have + **past participle**. We can also use a modal verb, like could or should.
- We often use the third conditional to talk about regrets and dreams because it refers to something we can’t change.

11. Tell students to focus on the sentences in exercise 11. Ask the students to complete the sentences using the third conditional using the verbs in brackets in sentences (a to e). Monitor and check the answers.

Then ask students to complete the sentences (f-h) with their own ideas.

Point out that when we use the past perfect of ‘have’ we tend to always contract it in the spoken form.

You might also like to point out the elision of the initial 'l' in 'if' in natural speech, and the weak sounds in 'have' in 'would have'. Ask students to practice repeating the sentences with a more natural pronunciation.

### Answer key

- a. If I (have) **had had** more money, I would have been happier.
- b. If it (not rain) **hadn't rained** yesterday, we could have gone to the beach.
- c. We (be) **would have been** watching TV now if we hadn't come to school.
- d. My mum (not mind) **wouldn't have minded** if I had forgotten to buy her a Christmas present.
- e. If I (grow up) **had grown up** in England, I would have had a very different life.

12. Ask students to then say whether or not they agree with the sentences (a-e) and also to compare their answers for sentences f-h.

13. Ask students whether they think the character in the film made good or bad decisions. Ask students which decisions were bad ones. Elicit/teach the meaning of regret (to feel bad about something you have done). Ask the class what regrets he might be having. Then ask students to discuss what they might have been thinking while sitting in the safe, using the third conditional.

Some suggested answers:

If I hadn't stayed late, I wouldn't have got in trouble.

If I hadn't kicked the photocopier, it wouldn't have given me the black hole.

If I hadn't been so greedy, I would have gone home with lots of money.

## SPEAKING: Role-Play



**14.** Ask students to imagine how they would feel if they were in that situation. Then divide the class into pairs. Tell A that they need to imagine they are the employee in the safe. Tell B to imagine that they are the boss of the company. Ask students to imagine it is the next morning and the incident has just been discovered.

Tell students that they are going to role-play the conversation between the two characters, and to read the role cards at the bottom of the students' worksheet.

Give students 5 minutes to prepare what they are going to say and circulate so students can ask questions. Tell students that while they are talking they should try where possible to use the third conditional and the vocabulary from **exercise 6.**

Give the students time to role play and then give general feedback on the board at the end of the lesson.

### **Boss**

-Think about what questions you will ask him.

-Think about what punishment you will give him

### **Employee**

-Think about how you can explain being in the safe.

-Are you going to tell the truth?