

Yesterday's "Tomorrow's world"

Name _____ Date _____



Discussion tasks

1) Discuss your collective memories of "Tomorrow's World" with your group and your tutor.

2) Now watch 2-3 classic clips from the BBC archive together.

<http://www.bbc.co.uk/archive/tomorrowsworld/>

3) What are your thoughts? Is it how you remembered?

Or, if you have never watched it before, how do you feel watching the inception of these momentous inventions which are now so common-place? (Mobile phone and personal computers especially!)

Discuss in pairs / small groups, then discuss as a whole group with your tutor.

Yesterday's "Tomorrow's world"

Name _____ Date _____

Letter writing tasks

- 4) Imagine you have just watched one of the programmes back in the 60's/70's and are shocked/excited/curious/amazed/disgusted by what you have seen. Think of the repercussions of one of the inventions and brainstorm - either on your own or in pairs - how different people may have reacted to this new idea.

Informal letter

- a) Now, with these ideas in mind, adopt an "alter ego" with strong views (either negative or positive) and write an **informal letter** to an old friend who has no TV (remember, many people didn't then!) and lives in a different part of the country. Express your thoughts, and add any other imaginary details you might like to add about your family and day to day life. (Remember not to include things that would not have been possible in those days!)

Formal letter

- b) Compose a formal letter (using the same or a different alter ego) to send to the director of programming (at the BBC) or to "Points of View", or similar programme, to express your feelings, remembering **to adhere to strict formal letter conventions**. (You are not living in our texting, emailing, informal, "anything goes" era; this is the 60's/70's!). This could, effectively, be a **complaint letter if you have negative views to express**.
- c) Now imagine you are the inventor / a representative of a company developing one of the products, and you want to get your product on TV. Write a **persuasive** (but respectful – again, remember the era!) **letter** to the head of programming, succinctly but forcefully putting forward your case for your product's inclusion on the show. A good idea is to use lots of very positive adjectives. ("excellent", "innovative" etc.)

Yesterday's "Tomorrow's world"



Name _____ Date _____

Essay task

5) Use the tables on pages 5-6 to brainstorm some initial thoughts on either

a) TV broadcasting "then and now", including ideas on the types of programmes available, style, presenters, changes in technology, accents, formality, etc.

or

b) technology of today and yesteryear. First decide on plenty of changes between "then and now" and write them in the table. Then, against each, write the pros and cons of these changes in the third column.

Then, with guidance from your tutor on "argumentative" essay writing, use the brainstormed information to write about the subject you have prepared.

Your essay should include an introduction (basically saying what you are going to write); a main body (several paragraphs, each addressing one of the main points) and, finally, a conclusion (summing up the topic).

Yesterday's "Tomorrow's world"

Name _____ Date _____

Marketing the product

6)



In small groups, discuss, plan, script, prepare and stage a TV advertisement for one of the products featured on "Tomorrow's World".

You will then video and edit your work, using "Movie-Maker" and then share your work with the whole group.

Yesterday's "Tomorrow's world"



Name _____ Date _____

TV of the 60's and 70's compared to today's TV

Then	Now	Benefits / disadvantages of each of these changes

Yesterday's "Tomorrow's world"



Name _____ Date _____

Communications and technology then / now

Then	Now	Benefits / disadvantages of each of these changes

Yesterday's "Tomorrow's world"

Teaching Notes



There is a lot of mileage in this task. I have used it several times, and loads of really good quality and amusing writing often results from the various tasks.

Aimed at level 2 learners, but E3 – L1 could also, with guidance, get a lot out of this task. It is really up to tutors / learners to pick the tasks they want to do – it is not necessary to do all the tasks.