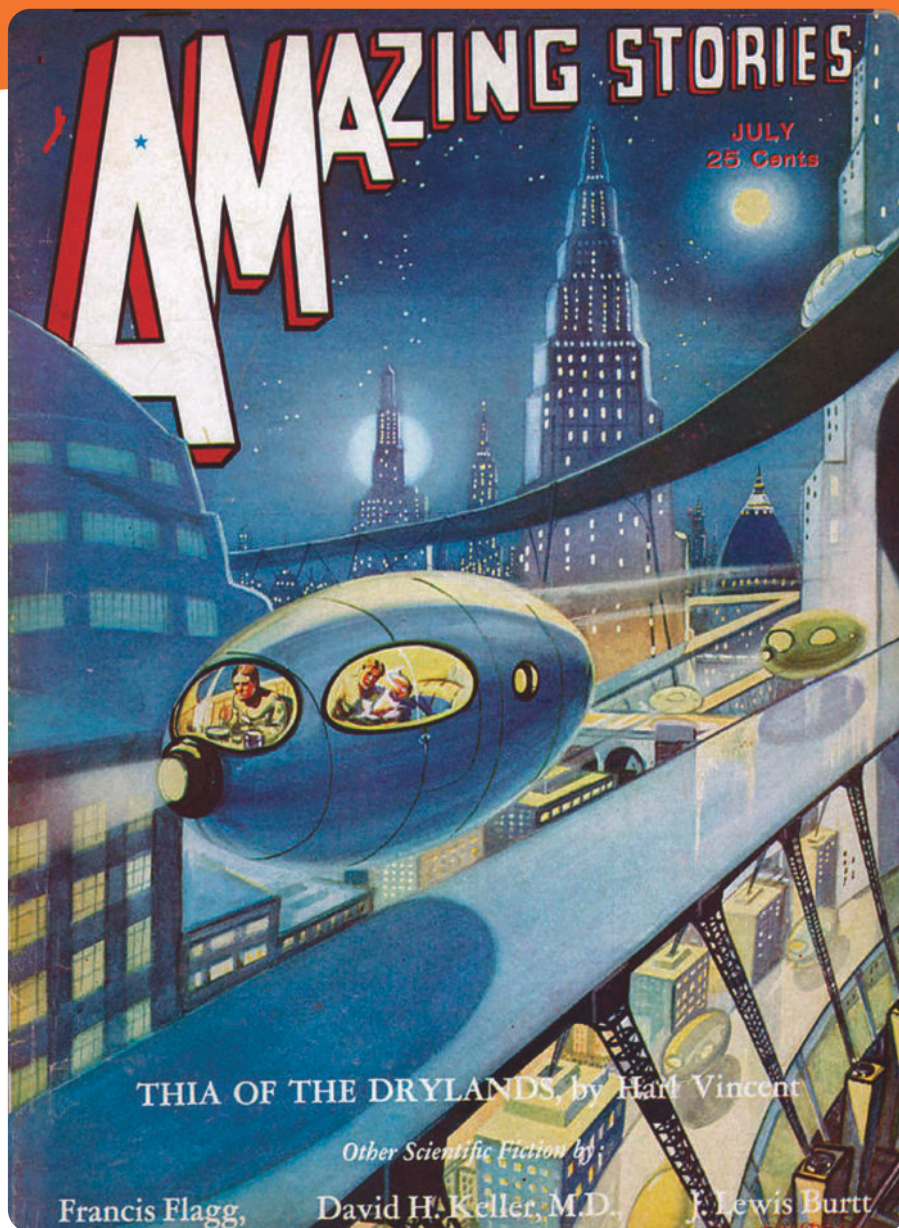




From science fiction to science fact?

In what ways has fiction influenced scientific and technological innovation ?



Culture note

Science fiction (often abbreviated “sci-fi” or “SF”) is a genre of speculative fiction that imagines advanced scientific or technological progress and how humans would respond to it. Its roots go back to early works of the Enlightenment, but the modern genre emerged in the 19th century with Mary Shelley’s *Frankenstein* (1818), which explored the dangers of scientific experimentation. Since then, sci-fi has grown into many subgenres, such as space operas, cyberpunk, and climate fiction.

▲ Cover of *Amazing Stories*, an American science fiction pulp magazine, 1932.

Get ready!

- 1 Describe the picture above. What kind of future does it suggest?
- 2 Watch the video on the opposite page. Identify the different technologies that the movie imagined. How similar or different are they from what we know?
- 3 In your opinion, can fiction inspire real inventions? Give an example from the movie or the real world.



Create a video about SF and its usefulness in scientific progress.

1 Imagination

- anticipate (v.)
- concept (n.)
- envision (v.)
- hypothetical (adj.)
- ingeniously (adv.)
- push the envelope (exp.)
- think outside the box (exp.)

2 Prediction

- foreboding (adj.)
- foresee (v.)
- insightfully (adv.)
- predict (v.)
- prescient (adj.)
- self-fulfilling prophecy (n.)

3 Influence

- be a driving force (exp.)
- impactful/significant (adj.)
- impetus (n.)
- plant a seed (exp.)
- spark (v.)
- trigger (v.)

When fiction inspires science

4 Progress

- breakthrough (n.)
- enhance (v.)
- exponentially (adv.)
- groundbreaking (adj.)
- improve (v.)
- pick up steam (exp.)
- revolutionary (adj.)

5 Realisation

- come to fruition /fru'ɪʃən/ (exp.)
- devise (v.)
- embodiment (n.)
- engineer (v.)
- implement (v.)
- prototype (n.)
- tangible (adj.)

6 Anticipation

- advanced (adj.)
- alien /'eɪliən/ (adj.)
- cutting-edge (adj.)
- futuristic (adj.)
- otherworldly (adj.)
- speculative (adj.)
- visionary (adj.)



▲ Still from *Back to the Future Part II*, 1989.

LLS.fr/ANGTMarty

Let's learn!

Mystery word challenge

One student sits facing away from the board. A word from the mind map is written behind them. Classmates give clues one by one until the student guesses correctly!



Quote of the day

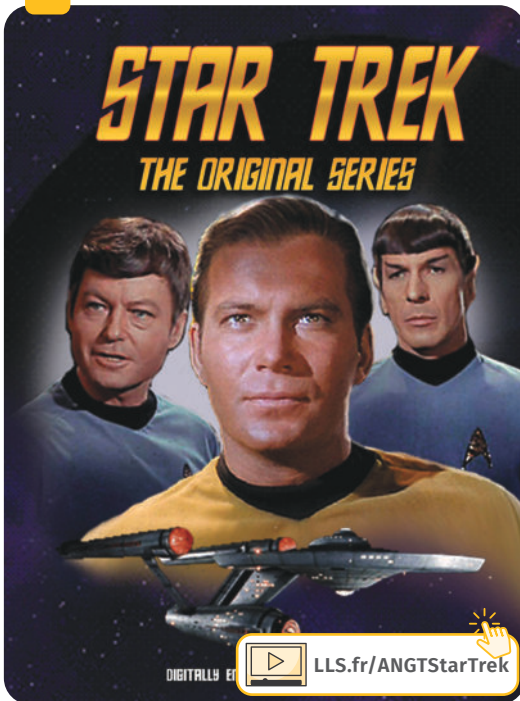
"Everything's science fiction until someone makes it science fact."

– Marie Lu

If you could turn one science fiction idea into a real invention, what would it be and why?



1 Predicting the future



▲ Poster of *Star Trek*, 1966.

2 Inspiring reality



▲ eVTOL flying car.

3 Asking deep questions

For centuries, science fiction (sci-fi) has functioned as a realm for creative thought, delving into extraordinary ideas and challenging the limits of plausibility. However, it is often overlooked that sci-fi has been instrumental in motivating and influencing actual technological progress. [...]

As we delve deeper into fields like robotics, genetic engineering, and space exploration, sci-fi continues to provide both inspiration and cautionary tales, shaping the conversation about the ethical implications of scientific progress. [...]

Spaceships and robots are cool, but sci-fi's real power lies in the ideas it explores. These stories don't just dream up gadgets, they ask big questions about:

Living with Machines (AI):

Will robots be our friends or foes? Sci-fi explores both sides, making us think about the dangers and potential of superintelligence.

Saving Our Planet (Climate Change):

From alien wastelands to lush, recycled worlds, sci-fi shows us the possible consequences of our choices. It can inspire us to protect our planet.

Who We Are (The Future of Humanity):

Sci-fi lets us imagine what humans might become – smarter, stronger, even living on other planets! But it also asks if these changes will make us better or worse.

Sci-fi stories are like thought experiments, letting us explore these big ideas in a safe, fictional world. By sparking conversations, sci-fi can help us shape a better future for ourselves, right here on Earth.

Seemi PhD, *Medium*, 2024.

Questions

- 1 List the technologies mentioned in the two videos. How does their real-life use differ from the fictional inspiration?
- 2 What difficulties can arise when turning science fiction into real technology?
- 3 According to the text, what are the different ways science fiction helps us think about the future? Give one example for each.

Background check

To what extent does science fiction transcend pure entertainment and become a source of real-world ideas?



Let's learn!

Make a list of three technological innovations: two real and one still fictional. Give the list to a classmate: Can they find which one isn't real (yet)?

If there is something that we can be fairly sure of, it is that the future will be radically different to what we had imagined, and that it will demand adjustment. This is why authors of science fiction are consulted by organisations and governments: to help us think about the risks and challenges of the future in ways inaccessible to other disciplines. [...]

Science fiction has certainly already played a part in this narrative. Harnessing the Sun's energy has a long history in science fiction, and Arthur C. Clarke is often credited with coming up with the idea of the solar cell-powered geostationary communications satellite. NASA's satellite system, meanwhile, is crucial for monitoring climate change and can plausibly be traced back, in part, to science fiction's capacity for thinking about worlds and systems. And of course, spaceships and space stations – indeed, our expansion into space – is an invention of science fiction. [...]

The aim of science fiction is not to solve society's problems (though specific works of science fiction do offer solutions that we as readers are invited to critique, revise, advocate for, and even adopt); nor is science fiction about prediction. [...] Rather, the role of science fiction is to speculate on possibilities.



Science fiction, then, shouldn't be read in isolation. The fictional space is an imaginative realm for testing ideas and values, and for attempting to imagine futures that could inform our societies now. The genre seeks to push beyond the assumptions of a singular time and place by providing a range of alternative ways of conceiving ideas, contexts and relationships. Science fiction asks to be challenged; it asks for us to hold one story up against another, to consider and interrogate the worlds portrayed and what they might tell us about our stances on crucial contemporary issues.

Chris Pak, *The Conversation*, 2021.

PATH A B1

- 1-A Why do governments and organisations consult science fiction writers?
- 2-A Find examples of real technologies that first appeared in science fiction.
- 3-A What does the author think is the main role of science fiction? Quote the text.

PATH B B2

- 1-B Why does the author say the future will be "radically different"? What does this imply for society?
- 2-B How does science fiction connect to climate change?
- 3-B In your own words, explain the difference between "speculating" and "predicting".

Let's talk this out!

- 4 Share your findings. Summarise the author's main points about the role of science fiction and why it matters.
- 5 In what ways can science fiction be a useful tool for thinking about society? Can you think of examples beyond those listed in the text?

Over to you!

From reality to fiction

Imagine the future version of an existing technology for a tech exhibition. Present your invention, explaining: what it does, what makes it innovative, what problem(s) it solves and one possible challenge or ethical issue.

 Group 1 • Taught by AI

Every time I read about another advance in AI technology, I feel like another figment of science fiction moves closer to reality. Lately, I've been noticing eerie parallels to Neal Stephenson's 1995 novel *The Diamond Age: Or, A Young Lady's Illustrated Primer*. [...]

In Stephenson's novel, the Primer looks like a hardcover book, but each of its "pages" is really a screen display that can show animations and text, and it responds to its user in real time via AI. The book also has an audio component, which voices the characters and narrates stories being told by the device.

It was originally created for the young daughter of an aristocrat, but it accidentally falls into the hands of a girl named Nell who's living on the streets of a futuristic Shanghai. The Primer provides Nell personalized emotional, social and intellectual support during her journey to adulthood, serving alternatively as an AI companion, a storyteller, a teacher and a surrogate parent. [...] In *The Diamond Age*, the Primer doesn't simply weave interactive fairy tales for Nell. It also assumes the responsibility of educating her

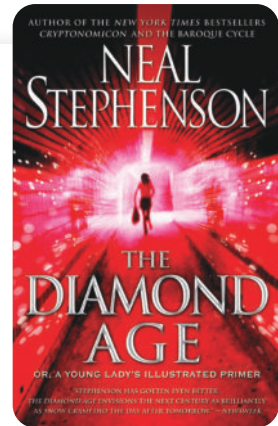
on everything from her ABCs when younger to the intricacies of cryptography and politics as she gets older.

It's no secret that AI tools, such as ChatGPT, are now being widely used by both teachers and students. [...] There are certainly advantages to AI tutors: Tutoring

and college tuition can be exorbitantly expensive, and the technology can offer better access to education to people of all income levels. [...]

But *The Diamond Age* offers a warning, too. [...] While large-scale deployment of a Primer-like AI could certainly make young people smarter and more efficient, it could also hamper one of the most important parts of education: teaching people to think for themselves.

Rizwan Virk, *The Conversation*, 2025.



▲ *The Diamond Age*, Neal Stephenson, 1995.

 Group 2 • Entering cyberspace

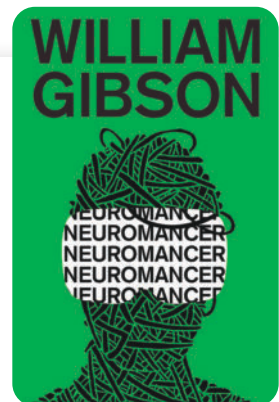
In 1984, William Gibson's *Neuromancer* exploded onto the science fiction scene with an electrifying vision of jacked-in console cowboys, artificial intelligences vying for power, and neon-lit megacities where technological enhancements blurred the boundaries between humans and machines. In 1985, *Neuromancer* won both the Hugo and Nebula awards, heralding the start of the cyberpunk genre. As the novel celebrates its 40th anniversary, the world it depicted seems less outlandish by the day. [...] Perhaps Gibson's single most influential contribution to our technological lexicon is the term "cyberspace," which has become the de facto descriptor for our interconnected digital age. In *Neuromancer*, cyberspace (dubbed "the Matrix") represented a fully immersive, visually rendered realm that users navigated via direct brain-computer interfaces (BCIs). To understand how this vision compares to our present reality, we should examine several key developments:

Contemporary online spaces have evolved in fascinating ways. Whilst we may not have universal

neural jacks, we have achieved ubiquitous connectivity through smartphones, broadband networks, and Wi-Fi technology. [...] Modern virtual reality (VR) – headsets, haptic feedback suits, and augmented reality (AR) glasses are steadily bridging the gap between physical and digital realms.

The concept of the "metaverse" has gained significant traction, with major technology companies like Meta (formerly Facebook) investing billions in developing persistent 3D worlds. [...] The metaverse initiative reveals both the enduring appeal of cyberspace and the technical challenges in realising such a vision.

David Haberland, *Medium*, 2025.



▲ *Neuromancer*, William Gibson, 1984.

Zeb Rocklin remembers the books sitting on his father's shelf. Old-looking, thin, but still more colorful than many of the other books his dad owned, the paperback versions of Isaac Asimov's *Foundation* trilogy enthralled the teen when he finally hauled them down and read them.

"It was inspiring, that you could understand the world in terms of universal theories and mathematical quantitative analysis, that the world that we actually live in could be neat and orderly and have hidden universal laws out there that were just waiting to be discovered," said Rocklin.

As it turned out, young Rocklin – partially inspired by his favorite science fiction writer – grew up to be a scientist at the Georgia Institute of Technology. Now he studies soft matter physics, and even uses Asimov to help teach today's students some of those hidden universal laws he pondered as a kid. [...]

Asimov, who died in 1992, was a prolific writer, authoring some 500 books during his lifetime. [...]

His most famous works were the *Foundation* trilogy and *I, Robot*, in which he introduced his famous "Three Laws of Robotics."

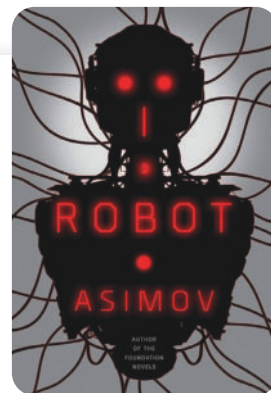
On their face, the laws are meant to be rules for controlling technology. Asimov, however, used them to explore the unintended consequences of technology, and how humanity could overcome them.

"Asimov's robot stories tend to follow a very particular structure: people program robots, robots act in ways that seem to break the laws of robotics, humans figure out what's going on and fix the problem," Yaszek said.

For mechanical engineering student Brooke Thompson, a fellow in the Sci Fi Lab, Asimov's writings even resonate in how she thinks about coding.

"Although not a one-to-one analogue, I have found the process Asimov goes through to connect the logical thoughts of an apparently malfunctioning robot to be quite similar to logically connecting together what a computer is doing when some code you want to run does not output an expected result," she said. "In a more abstract sense, Asimov's speculations on artificial life also make for useful thought experiments for considering the very real ethical and practical complications that will accompany the continuing rapid advancement of both robotics and artificial intelligence technologies in the world."

Michael Pearson, *Georgia Institute of Technology*, 2025.



▲ *I, Robot*, Isaac Asimov, 1950.

Questions

You are in charge of one text.

- 1 Pick out information about the novel and author, then describe the main plot. You may go online to complete your findings.
- 2 Describe the technology imagined in the novel. What real-life scientific advances can you connect it to?
- 3 Does the novel inspire, influence, or resemble real-life science and technology? In what ways?

Let's talk this out!

- 4 Present your document and compare the three novels: How do the imagined technologies differ in purpose, scope, and impact?
- 5 What ethical, social, or practical questions do these technologies raise?
- 6 In your opinion, which of the novels has been the most influential for scientific progress? Why?

Exit ticket

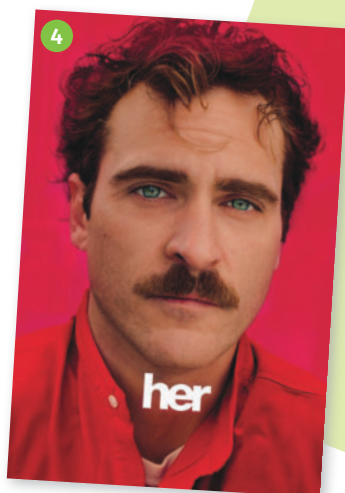
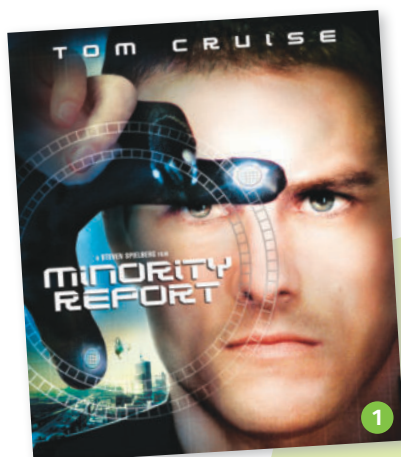
In pairs, pick one technology you have read about. Then, argue for or against it being a good invention.

Over to you!



Pitch your sci-fi story.

Your school organises a sci-fi short story contest. Write a short pitch for a story that could inspire future technology. Describe the plot, setting and characters, and explain how your idea could inspire scientific research or innovation.



- List of films —
- ① *Minority Report*, Steven Spielberg, 2002.
 - ② *Mickey 17*, Bong Joon Ho, 2025.
 - ③ *Iron Man*, Jon Favreau, 2008.
 - ④ *Her*, Spike Jonze, 2013.
 - ⑤ *Interstellar*, Christopher Nolan, 2014.



Questions

 You are in charge of one film.

- ① Watch the trailer, read the article your teacher will give you and reviews. How does the film explore the impact of technology on society or individuals?
- ② Has this film inspired any real-world innovations or debates?
- ③ In your opinion, is the vision of the future in this film realistic or exaggerated? Explain.

Let's talk this out!

- ④ Present your film to the class. Which one do you think has had the greatest influence on real-life science or technology?
- ⑤ How do these films reflect our hopes or fears about technological progress?
- ⑥ Can fiction be a useful tool for guiding or warning us against scientific development? Give examples that stood out to you.

Vers le Grand oral

LLCE

• **Arts et débats d'idées (L'art qui fait débat)**
Comment les œuvres de science-fiction influencent-elles les débats publics et les orientations scientifiques?

AMC

• **Relation au monde (Puissance et influence)**
Les œuvres de science-fiction peuvent-elles influencer la manière dont les grandes puissances façonnent leur avenir technologique?

BAC



The most obvious examples of technology in science fiction tend to focus on artificial intelligence, communication and transport. But futuristic chemistry is embraced by sci-fi writers too. [...]

5 In recent years we've seen incredible leaps in chemical technologies – to the point where, as a chemist, I'm frequently reminded of some of my favourite fiction while reading about the latest big developments.

While environmental issues are a common thread
10 in science fiction, not many deal with the blight of plastics. An exception is the 1972 novel *Mutant 59: The Plastic Eaters*. This story, featuring a bacteria that digests plastic, would have seemed far-fetched a few years ago. After all, plastics have only been around for
15 80 years or so, which hardly seems long enough for nature to evolve a mechanism to eat them.

Yet plastics are carbon-based compounds, in many ways similar to natural polymers such as collagen (in animals), cellulose (in plants) and bees waxes.
20 Over eons, bacteria and fungi have evolved many biochemical tools to scavenge the carbon from every dead organism.

So maybe it shouldn't have been a surprise when, in 2016, scientists sifting through a recycling plant
25 in Kyoto, Japan discovered a bacteria literally feeding on plastic bottles. Since then, several other research



▲ "The smallest solution to one of our biggest problems", TED-Ed, 2022.

groups have isolated the digestive enzymes involved and engineered them to be more efficient. The hope is we can use these modified natural systems to clean up
30 our plastic mess. [...]

Chemical engineers are already developing large-scale recycling plants using bacteria. The bacteria in *Mutant 59* was also engineered in a lab – but let's hope the parallel stops there. In the novel, the bacteria
35 escapes and causes devastation as it rips through our world, rotting the plastic infrastructure that holds society together.

Mark Lorch, *The Conversation*, 2022.

Communication

- 1-A What problem could the discovered bacteria solve? Why is it a significant environmental issue?
- 2-A What science fiction story imagined a similar solution? How does it compare to the real-life microbes?
- 3-A How could the development of these bacteria or enzymes change the recycling industry?

Science

- 1-B Explain why most plastics are difficult for microbes to degrade. What chemical properties make them resistant?
- 2-B How do scientists modify enzymes to speed up the breakdown of plastics?
- 3-B How does the science fiction scenario in *Mutant 59* compare with real-life research? What warnings or lessons could it offer scientists today?

Over to you!

Pitch your green idea!



Communication You are a startup founder inspired by *Mutant 59: The Plastic Eaters*. Present your idea for a company using plastic-eating microbes. Include the environmental benefits, potential target markets, and how you would communicate to the public.

Create a diagram.

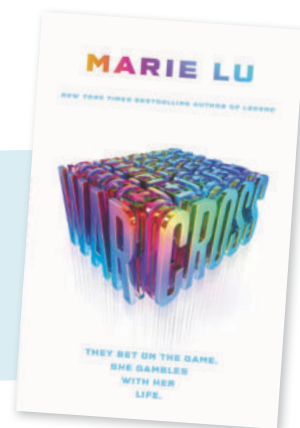


Science Scientists have discovered an enzyme that can break down plastic. Make a diagram showing how it works using arrows, labels, and simple explanations.



Warcross

In a world obsessed with a virtual-reality game called Warcross, teenage hacker and bounty hunter Emika Chen is barely scraping by. Desperate for cash, she hacks into the international championships and accidentally becomes a sensation. Instead of arresting her, Warcross's creator, Hideo Tanaka, recruits her to spy on the tournament and uncover a security threat.



A thriving underworld has always existed underneath the regular internet. It's the part of the online world you don't see, that no search engine will ever show you. That you cannot even enter unless you know what you're doing. The dark web is where hackers congregate, drugs are trafficked, sex is sold, and assassins are hired. That has only increased with the popularity of Warcross and the NeuroLink glasses. The same underworld exists now in virtual reality, except it's called the Dark World – a dangerous virtual place where I frequently wander, searching for the criminals who like to hang out there.

"And you're comfortable there?" Hideo asks, regarding me.

I bristle at his condescension. "If I weren't, I wouldn't be much use in catching a hacker, now would I?"

Hideo doesn't react to my sarcasm. "You'll be one of several bounty hunters I'm hiring for this job." He reaches toward the coffee table separating us and picks up a small black box resting on top of a stack of game magazines. He holds it out to me. "This is for you. The others will be receiving them, too."

Other bounty hunters. Like my past hunts, I'll be competing against others. I hesitate, then take the box from him. It's light as air. I glance at Hideo before opening the box. Inside is a small, plastic container with two round compartments. I twist one of them open.

"Contact lenses," I say, staring down at a clear disc floating in liquid.

"Beta versions. We're releasing them to the public later this week."

I look back up at Hideo in anticipation. "The next generation of NeuroLink glasses?"

His lips tilt up into the smallest hint of a smile, the first I've seen. "Yes."

My eyes turn down again. They look like any contact lenses would, except that on the rims, in tiny, translucent, repeated lettering, are the words *Henka Games*. All that's needed to identify them as different from a regular pair of lenses. When I shift a little, the lenses glitter in the light, suggesting that their surface is probably coated with a fine web of microscopic circuits. For a second, I forget about my annoyance with Hideo's replies. Instead I feel like I'm back in my group foster home, listening to the radio, hearing about his earthshaking invention for the first time. "How..." I start to say, my fascination coming out as a hoarse croak. "How did you do this? How do you even *power* them? It's not like you can plug them into a wall."

"The human body produces at least one hundred watts of electricity a day," Hideo replies. "The average smartphone only uses two to seven watts to fully charge. These lenses need less than one watt."

I look sharply at him. "Are you saying that it can be charged just by the electricity in my body?"

He nods. "The lenses leave behind a harmless film against the eye surface that is only one atom thick. This film acts as a conduit between the lenses and your body."

a) What hidden part of the internet is described? What activities happen there?

b) What is its virtual reality equivalent?

c) What will be the narrator's role in this virtual reality?

d) What makes the glasses special?

e) How does Hideo say this invention is powered?

“Using the body as a charger,” I say. There’d been plenty of movies made about that, and yet here I am, staring down at it right in my hands. “I thought that was just some science fiction myth.”

“Everything’s science fiction until someone makes it science fact,” Hideo says. There’s a specific intensity in his gaze now, a glow that brightens his entire expression. I remember seeing it the first time I caught him on TV, and I recognize it now. *This* is the Hideo that draws me in.

He gestures toward a door at the far end of the office. “Give it a try.”

I take the lenses and head over to the door, which opens into a private bathroom. There, I wash my hands and hold up one of the lenses. It takes me at least a dozen tries, but finally I manage to put both of them in, blinking away a few tears as I do. They feel ice-cold.

As I return to the couch, I study the room. At first glance, everything seems the same. But then I notice that the brightly colored mural behind Hideo is moving, as if the painting were alive, the colors swirling and shifting in a spectacular display.

My gaze continues to wander. I notice more and more things. Layers of virtual reality, freed from the boundaries of glasses. An old Warcross game plays across another white wall in the room, covering it from top to bottom. The ceiling isn’t a ceiling anymore. Instead, I can see a dark blue night and the glittering sheet of the Milky Way. Planets – Mars and Jupiter and Saturn – are magnified and exaggerated in color, hanging orb-like in the sky. Around the room, objects have labels hovering over them. **Potted Ficus** floats above a green plant, along with the words, **Water | +1**, hinting that I would earn a point if I watered it. [...]

A few translucent words appear in the center of my view.

Play Warcross

Hideo gets up and walks over to sit beside me. Now I notice that he’s wearing contacts, too – with mine on, I can see a faint, glittering sheet of colors against his pupils. “Join a session of Warcross with me,” he says. A hovering button appears between us. “And I’ll show you who I’m after.”

I take a deep breath and stare at the button before me for a few seconds. The contacts detect my lingering look, and the real world around us – the office, the couches, the walls – darkens and disappears.

When the world reappears again, we are both standing in a sterile, white space with white walls that stretch to infinity.

Marie Lu, *Warcross*, 2017.

f) Who is Hideo?
How does the narrator know of him?

g) What changes does she notice in the room after using this new technology?

h) How does the technology integrate game mechanics into real life?

i) Why does Hideo want to share a session of Warcross with the narrator?

j) What happens when she agrees to join him?

The author and her work



Marie Lu is a Chinese-American author best known for her young adult dystopian and science fiction novels. Born in 1984 in Wuxi, China, she moved to the United States at the age of five. Before becoming a full-time writer, she worked as an art director in the video game industry, which influenced the vivid, cinematic quality of her books. She is the creator of several bestselling series, including *Legend*, *The Young Elites* and *Warcross*. Her works often feature strong, complex protagonists and explore the themes of technology, power, and moral choice.

Over to you!



Beta tester’s review

You have been chosen as a beta tester for Hideo’s new contact lenses. Record a video review mentioning the features you like, unexpected glitches, and one suggestion for improvement.

L'expression du futur

will + BV

La personne est sûre à 100 % que ce dont elle parle se réalisera.

*In the future, robots **will** replace many human workers.*

be + V-ing

Celui qui parle imagine déjà la situation ou bien tout est déjà mis en place pour qu'elle se réalise.

*Next year, our team **is launching** a prototype for a teleportation device.*

be going to + BV

La personne prend une décision pour le futur. C'est l'équivalent de notre « aller + infinitif ».

*It's settled: I **am going to** create smart glasses.*

be to + BV

On l'utilise dans un registre plus formel pour parler de projets officiels par exemple.

*The new space station **is to** welcome its first crew in 2035.*

be about to + BV

La personne décrit une action qui est sur le point de se produire.

*The android **is about to** power on.*

be sure to + BV

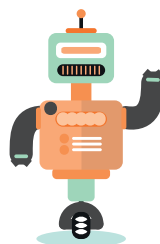
La personne exprime une certitude quasi absolue.

*With such progress, scientists **are sure to** discover new planets.*

Présent simple

On l'utilise lorsqu'il s'agit d'événements correspondant à un horaire ou à un planning.

*The rocket **takes off** at midnight.*



Grammar tips

Si nécessaire, prenez le temps de réviser le point de grammaire plus en détail.

► **Précis grammatical** sur [LLS.fr/ANGTPrecisGR](https://lls.fr/ANGTPrecisGR)

1 Complétez les phrases suivantes avec une des formes d'expression du futur.

- In 2120, flying cars ... (be) everywhere.
- I ... (build) a robot that helps me study.
- The spaceship ... (leave) at 6:00 tomorrow morning.
- She ... (test) a new vaccine next month.
- Hurry up! The drone ... (take off).

2 Complétez les phrases avec la forme future d'un des verbes de la liste suivante et justifiez votre choix.

invent

analyse

start

build

- NASA ... the first human city on Mars by 2080.
- The hologram conference ... at 10 a.m. tomorrow.
- Given the latest technological breakthroughs, researchers ... incredible devices.
- The scientists ... the results of their tests next week.

Les structures comparatives

En anglais, on peut utiliser des structures comparatives avec **more** et **less** afin d'indiquer la supériorité ou l'infériorité.

- **more than ever before**: la plus haute intensité;
- **like/as never before**: expérience nouvelle, jamais vue;
- **more and more**: évolution continue;
- **less and less**: diminution progressive;
- **even more**: renforcement d'une comparaison;
- **far more/much more**: contraste très marqué.

3 Complétez les phrases suivantes avec la structure comparative appropriée.

- Privacy is becoming ... important as technology advances.
- Humans are interacting with machines ... in science fiction movies.
- Robots are working in factories ..., replacing human workers.
- AI is transforming our lives
- Cities are developing smart infrastructures ... than in the past.

Vocabulary in Progress

Idioms of the week

1. **It's not rocket science** → It is not difficult
2. **Pull the plug** → Prevent something from happening
3. **A cog in the machine** → A person who feels insignificant in a large organisation
4. **Blow a fuse** → Become very angry and lose one's temper
5. **Nuts and bolts** → The practical aspects of a subject, not the theory

4 Complétez les phrases suivantes avec l'expression idiomatique qui convient.

- a) The captain had to ... on the teleportation experiment when it went awry.
- b) In the mega-ship, I was just ..., working unnoticed.
- c) Before building the robot, we need to understand the ... of its design.
- d) You need to assemble the furniture. Relax,
- e) He will ... if you press the wrong button!

5 Trouvez les mots qui correspondent à ces définitions dans la carte mentale.

- a) Having a threatening or worrying feeling about the future
- b) Begin advancing or progressing more rapidly
- c) An initial model or early version of a product
- d) Showing knowledge of events before they take place

6 Écrivez la suite de cette scène de science-fiction en utilisant au moins six mots ou expressions de la carte mentale. Pensez à varier les types de mots (adjectifs, noms, verbes, etc.).

In the future, humans discover a mysterious device on a distant planet. As they study it, they realise it could change everything. Some are excited, others are afraid. What will happen next?

7 Décrivez l'image suivante à l'aide du vocabulaire de l'unité.



From French to English

La traduction de «réaliser»

realise → prendre conscience de quelque chose, comprendre soudainement une information

carry out → mener à bien une mission, faire une expérience scientifique

achieve → atteindre un objectif ou réussir quelque chose après des efforts

make something come true → concrétiser un rêve, un projet

direct → réaliser un film

8 La traduction de «réaliser» • Traduisez les phrases suivantes en anglais.

- a) Son rêve de construire une station spatiale personnelle s'est enfin réalisé.
- b) En lisant ce roman de science-fiction, j'ai réalisé que l'intelligence artificielle pourrait changer notre vie.
- c) Denis Villeneuve a réalisé le film *Dune* en 2021.
- d) L'équipe de scientifiques a réalisé une expérience pour créer de nouveaux matériaux futuristes.
- e) Après des années de recherche, elle a réalisé son objectif de créer un robot autonome.

Music of English

Les lettres muettes

Certaines consonnes ne se prononcent pas dans certains groupes de lettres. C'est le cas, en début de mot, de :

- kn- = /n/ *knife, know* ...
- ps- = /s/ *psychology, pseudo*...
- wr- = /r/ *wrong, write*...

Et en fin de mot, de :

- -mb = /m/ *bomb, dumb*...
- -mn = /m/ *column, autumn*...
- -gn = /n/ *sign, design*...
- -alk = /ɔ:k/ *walk, talk*...

► Précis phonologique sur [LLS.fr/ANGTPrecisPH](https://lls.fr/ANGTPrecisPH)

9 Repérez les lettres muettes dans les phrases suivantes. Entraînez-vous ensuite à les prononcer et enregistrez-vous sur [LLS.fr/LaboAudio](https://lls.fr/LaboAudio).

- a) Researchers knew this pseudo life form came from speculation.
- b) A knight-like robot walked across the lab.
- c) She wrote about a sign hidden in the machine.
- d) An unknown system shaped human psychological responses.

Final Project

The scenario

You are attending the *Futurescape Forum*, an international event where scientists, innovators, and decision-makers meet to imagine and fund the technologies of tomorrow. A special grant is available for one promising technology inspired by science fiction. As a research team, your mission is to show how a fictional idea could become a realistic innovation and shape everyday life in the future. Your goal is to convince the forum's committee that your vision deserves attention and investment!

Main project



Record a video pitch.

Produce a video presenting a research project inspired by a technology seen in a science fiction work. Your video will be addressed to the Futurescape Forum funding committee and must explain how this technology could work, how it would be used in everyday life, and why it deserves financial support. You may use roleplay, narration, drawings, models, or digital effects to make your project clear and convincing.



Let's do it!

- **Choose a work of science fiction** (film, book, series, etc.) and select one technology to focus on.
- **Research the technology:** its fictional origins and any real-world versions or inspirations.
- **Imagine how it could exist in the future:** What is it for? How would people use it?
- **Plan your video:** Write a script, assign roles, and decide how to visually present the technology (drawing, model, animation, etc.).
- **Record your video,** making sure that it's creative and that it clearly shows how fiction can lead to innovation.

	Niveau 1 (A2+)	Niveau 2 (B1)	Niveau 3 (B1+)	Niveau 4 (B2)	Vers C1
Réalisation de la tâche	☐ Participe simplement à l'interaction	☐ Participe activement à l'interaction	☐ Échange clair et argumenté d'idées, en s'appuyant sur des exemples	☐ Interaction fluide et structurée, contributions développées et pertinentes	☐ Maîtrise autonome de la tâche et cohérence argumentative, échange spontané, fluide et expressif, révélant une grande aisance
Production orale	☐ Des hésitations, lit ses notes en regardant peu l'auditoire	☐ Enthousiasme, utilise ses notes de manière modérée	☐ Dynamisme, regarde l'auditoire et le fait réagir, notes consultées ponctuellement	☐ Production assurée, aisance à s'adresser à l'auditoire, sans dépendance aux notes	à organiser et enrichir son propos
Prononciation et fluidité	☐ Prononciation compréhensible mais francisée	☐ Prononciation globalement correcte, erreurs ne gênant pas la compréhension	☐ Prononciation correcte, intonation assez naturelle	☐ Prononciation assez authentique et intonation naturelle, expression fluide	☐ Prononciation fluide et authentique, maîtrise grammaticale sûre, lexique idiomatique et nuancé
Recevabilité linguistique	☐ Phrases simples, erreurs élémentaires, réemploi du vocabulaire de l'unité	☐ Erreurs non gênantes à la compréhension, bon réemploi du vocabulaire de l'unité	☐ Peu d'erreurs, réemploi pertinent du vocabulaire de l'unité	☐ Correction grammaticale autonome, variété de structures complexes, vocabulaire riche	
Contenus culturels	☐ Quelques références à ce qui a été vu dans l'unité	☐ Exploitation cohérente des contenus culturels de l'unité	☐ Des références à l'unité et à des connaissances personnelles	☐ Mobilisation autonome de contenus culturels variés	☐ Mobilisation autonome, riche et nuancée de contenus culturels variés, avec prise de distance

Réaliser une vidéo

► Préparation

- Organisez vos idées à l'aide d'une liste, d'une carte mentale ou d'un **storyboard**.
- Définissez un objectif clair pour votre vidéo (informer, convaincre, raconter, divertir, etc.).
- Faites des recherches pour appuyer votre message avec des faits et données pertinentes.
- Préparez des exemples concrets pour illustrer vos idées.
- Anticipez le vocabulaire spécifique à votre sujet et entraînez-vous à le prononcer correctement.

► Prestation orale (dans la vidéo)

- Parlez assez fort et articulez pour que tout le monde vous comprenne.
- Prenez votre temps, respirez et évitez de parler trop vite.
- Faites des pauses pour souligner les idées importantes.
- Variez le ton de votre voix pour capter l'attention et donner vie à votre message.
- Si vous jouez un rôle, entrez dans la peau du personnage: amusez-vous!

► Travail de groupe et interaction

- Répartissez les rôles de manière équilibrée: tout le monde doit contribuer (présentation, tournage, montage, création visuelle, etc.).
- Écoutez les idées de vos camarades et rebondissez dessus. (ex: "Yes, and we could also imagine that...")
- Encouragez-vous mutuellement et aidez-vous à progresser.
- Utilisez votre langage corporel: gestes, regards, expressions du visage.
- Soyez flexibles: si un imprévu survient pendant l'enregistrement, adaptez-vous et continuez!

Tips

Si nécessaire, aidez-vous de la fiche méthode

► Enregistrer un podcast

[LLS.fr/ANGTPodcast](https://lls.fr/ANGTPodcast)

Filming tips:

- Record close to the microphone, preferably in a quiet place.
- Use natural light, and avoid filming with the light behind you.
- Keep the camera steady: place it on a table or hold it with both hands.
- Check sound and framing before recording.



Alternative project



Provide an expert evaluation.

Several technologies inspired by science fiction are almost ready to be deployed, and the organisers need an evaluation before moving forward. Choose one technology inspired by a sci-fi work, and prepare a short written or digital presentation explaining what the technology is, what inspired it, and whether it should be allowed into the real world.



Let's do it!

- **Choose a real technology** that was inspired by a sci-fi idea.
- **Find an image** (photo, drawing, or diagram) that represents this technology.
- **Identify the sci-fi idea** that inspired it and explain what the technology is supposed to do.
- **Analyse its potential benefits and risks** if it were introduced into the real world.
- **Give your evaluation:** Decide whether this technology should be allowed, limited, or postponed, and explain why.
- **Present your work:** Write a short, clear text or create a simple digital presentation to share your evaluation.