Virtually Anywhere

Virtually Anywhere Episode 4

Summary of episode

Geeta and Paul are final year Archaeology students who don't get along very well. They are working together on their final piece of coursework. While arguing over which location to study, they are suddenly contacted by a mysterious character called The Professor, who says he can help them. The Professor shows them a virtual reality machine, called Virtually Anywhere, which can transport people to anywhere in the world. Having travelled to the Terracotta Army in China, they use Virtually Anywhere to go inside The Emperor's Tomb - a place which has remained sealed since the Emperor's death, thousands of years ago.

Teacher's Notes

Background	In this lesson, students listen to the fourth episode in the series, and complete a speaking exercise in which they speculate about what is happening in pictures.
Aims of the lesson	1. To practise listening for global understanding of Episode 4. 2. To use language of speculation in order to talk about what is happening in pictures.
Time needed	45–60 minutes
Materials required	● **Audio 1**: downloaded MP3 for Episode 4, or access to internet to play it online ● **Audio 2**: additional MP3 of sentences on Student's Worksheet 2 ● **Student's Worksheet 1**: this is not essential to print, but you might prefer to print one copy per pair of learners ● **Student's Worksheet 2**: one copy per learner ● **Images**: Pictures from Virtually Anywhere (or you may use your own images of unclear situations).
Teacher preparations	Listen to the episode before the lesson, or read the **audioscript**, and familiarise yourself with the worksheets (you can find answers in this lesson plan, below). Make copies of the worksheets. Ideally you should download the audio files if possible. Use the internet to find pictures of unclear situations.

Level	B1/B2
Age	Teenage – young adult

Procedure

1. **Warmer/pre-listening 1:** Ask students if they can remember where Geeta and Paul decided to go at the end of the last episode. You can also use this opportunity to revise some of the vocabulary the students have covered in the first three episodes.

   Then, ask students to imagine what the Emperor's tomb is like, and get them to write a list of what they think is inside it. (Younger learners could draw it.) Tell them to keep their list secret from their partner. Give them one or two minutes, and when they finish, they can compare lists and see if they have anything the same. Tell them to keep their list for the next activity.

2. **Vocabulary**

   Pre-teach these vocabulary items:

   > **a torch** (noun)
   > a small electic light that you hold in your hand *(e.g. she shone the torch into the dark room.)*
   >
   > **to explore** (verb)
   > **to go around a place where you have never been to find out what is there** *(e.g. the best way to explore the countryside is on foot.)*
   >
   > **to investigate** (verb)
   > to try to discover all the facts about something *(e.g. we are investigating how an error like this could have happened.)*
   >
   > **a tunnel** (noun)
   > a long passage under the ground or through a mountain *(e.g. the train went into the tunnel.)*
   >
   > **an arrow** (noun)
   > a weapon made from a long thin stick with a sharp end, shot from a bow *(e.g. Robin Hood asked to be buried where his arrow landed.)*

3. **Listening 1:** Tell students they are going to listen to Episode 4 to see if their lists are correct.

- Ask them to tick anything on their list that the tomb actually contains and write down any items they hear but had not written during the warmer.

- Play **audio 1** (the episode). Let them check their answers with a partner and then play the episode again, if necessary, in order for them to note down more items.

- Hand out **Student's Worksheet 1** for them to compare with their own pictures/lists. Check the list as a whole class and write any unfamiliar vocabulary or items they had missed on the board. You may need to clarify the meaning of these items:

> **mercury** (noun)
> a heavy, silver coloured metal which is liquid at normal temperatures *(e.g. mercury is used in batteries and thermometers.)*
>
> **a crossbow** (noun) NB note pronunciation of second syllable.
> a powerful weapon that shoots a short arrow
>
> **treasure** (noun)
> very valuable things, usually made of precious metals or stones *(e.g. when they opened the tomb they found treasure.)*
>
> **a skeleton** (noun)
> the structure made of all the bones of a person or an animal *(e.g. we found an old sheep skeleton up on the cliffs.)*

4. **Pre-listening 2:** Hand out **Student's Worksheet 2**. You can use the additional MP3 file (**audio 2**) here to model the sentences if you like. Students listen to and read the sentences. Drill them, focusing on saying them naturally, with the correct features of connected speech, e.g. 'must have' is usually pronounced as 'must've'.

5. **Listening 2:** Play the **audio** of the episode again and get the students to shout 'Stop!' when they hear one of the sentences from the **worksheet**. They should tick all the sentences they hear. Ask students to check answers with a partner (see key below).

6. **Language focus 1:** Tell the students that all the sentences from the **worksheet** (even the ones that weren't from the episode) are speculating about something. Ask them to look at the sentences again and do Exercise 2 on **Student's Worksheet 2** – working in pairs to divide them into the three groups. Check the answers with the whole class (see key below).

7. **Language focus 2:** Tell students that some sentences they just looked at are in the past and some are in the present. Elicit from them how they know.

   (The sentences in the past contain a modal verb *must, could, might etc.* plus *have and past participle.* The sentences in the present do not contain *have and past participle*):

> **Speculating about the present:**
> Subject + modal verb + infinitive without to
> e.g.
> He **might be** French (because he speaks French) = *possibly he is French*
> He **can't work** in London (because he lives so far away from London) = *I am sure he does not work in London.*
> He **must be** hungry (because he did not have any breakfast) = *I am sure he is hungry*

> **Speculating about the past:**
> Subject + modal verb + have + past participle
> e.g.
> She **might have lived** in France (in the past) (because she speaks French, but not very well) = *possibly she lived in France.*
> She **can't have lived** in London (in the past) (because she does not know anything about London) = *I am sure she did not live in London* (in the past)
> She **must have been** to Paris (in the past) (because I have seen a photo of her standing in front of the Eiffel Tower) = *I am sure she went to Paris* (in the past)

Tell students they can have more practice with this by doing the online activity.

There are also other ways to speculate: in this lesson, students use *apparently*, *it is thought that* and *possibly*:

> **apparently** (adverb)
> used to say that you have read or been told something, although you are not certain if it is true *(e.g. apparently it is going to rain today.)*
>
> **to think** (verb)
> to believe something is true, although you are not sure *(e.g. I think The Terracotta Army is over 1000 years old, but I don't know.)*
>
> **possibly** (adverb)
> <u>used when something is not certain</u> *(e.g. He may possibly decide not to come, let's wait and see.)*

8. **Speaking 1:** Divide students into pairs and give them a picture showing a situation where it is unclear what has happened. **N.B.** You can use the images from the Virtually Anywhere lesson plans for this. You can find all of these images at the end of the lesson plan.You can start by asking them all to work with the same picture, then in stage 10 give them new pictures.

- Ask them to look at the picture first and identify any vocabulary they might need – they can check with you.

- In the same pairs, have students look at the sentences from **Student's Worksheet 2** and choose one or two sentences for them to use in order to speculate about the picture.

- Together in pairs, the students speculate about what is happening in the picture. Monitor and take notes of any problems for feedback.

9. **Feedback:** Write any errors for correction on the board. These should mainly focus on form, meaning and pronunciation of the language for speculating. Ask students to correct the errors as a class and drill pronunciation of phrases again, if necessary.

10. **Speaking 2:** Give each pair a new picture. Ask them to work together to speculate about what is happening in the new picture. Give them around two minutes to speak and then change their pictures, and repeat. Fast finishers can write two or three sentences they used in their notebooks.

11. Feedback: Repeat as in stage 9, giving positive feedback as well as correcting any errors.

Homework

Get students to write some sentences speculating about what happened in their picture.

Tell students to complete the online activity about using past and present modals for speculation.

Virtually Anywhere Episode 4
Answer Keys

Key to Student's Worksheet 2

Exercise 1:
Sentences a, c, d, e and g are contained in the episode.

Exercise 2:
You are sure that this is true – a, c, e.
You are not sure if this is true or false – b, d, f, g.
You are sure that this is not true – h.

THE EMPEROR'S TOMB

Student's Worksheet 1

These are the things that Paul, Geeta and the Professor find in the tomb. How many did you get right?

- Chinese musical instrument

- Pots

- Booby traps (a crossbow)

- Skeletons

- Treasure

- Rivers of liquid mercury

Student's Worksheet 2

1. Read these sentences where Geeta, Paul and the Professor speculate about the tomb and what it contains. Then practise saying them.

Not all of these sentences are in the episode. Listen again, and tick the sentences you hear.

a. It must have been a trap to protect the tomb from, er …

b. The tomb could have been sealed with people inside.

c. Apparently there are booby traps.

d. We can probably expect to find a few skeletons.

e. The Emperor must have been so rich.

f. It might be the case that the Emperor was buried with his pets.

g. Qin Shi Huang's tomb is thought to be surrounded by rivers of liquid mercury.

h. The Emperor can't be here!

2. Classify the expressions above into the table below:

You are sure that this is true	You are not sure if this is true or false	You are sure that this is not true

THE EMPEROR'S TOMB

Virtually Anywhere Episode 4
Audioscript

NARRATOR: Geeta and Paul are final year archaeology students who don't get along very well. They are working together on their final piece of coursework, and while arguing over which location to study, they are suddenly contacted by a mysterious character called the Professor, who says that he can help them. The Professor shows them a virtual reality machine, called Virtually Anywhere, which can transport people to anywhere in the world. Having travelled to the Terracotta Army in China, they use Virtually Anywhere to go inside the Emperor's tomb – a place which has remained sealed since the Emperor's death, thousands of years ago.

PAUL: I think I'm starting to get the hang of this.
GEETA: I can't see anything. It's very dark in here. Wait a moment, I've got a torch on my phone.
PAUL: Yeah, me too.
PROFESSOR: So here we are then, deep inside the famous tomb of Emperor Qin Shi Huang – no one has been in here for a very, very long time.
GEETA: Look! Paul, come over here – this is an ancient Chinese musical instrument! Fascinating! I've seen pictures similar to this in books, but to see one so perfectly preserved …
PAUL: Yeah, just look at the detail in the decoration! The others on our course would be amazed if they could see this!
PROFESSOR: Now listen, I think we should do a bit of research about what the tomb contains before going any further. Let me just connect to the internet with the Virtually Anywhere remote control. Hmm, I'm getting a weak signal – I just need to check something. Don't move. I'll be back in a minute or two.
GEETA: Wait Professor! He's gone!
PAUL: Erm … shall we ... um … explore a bit?
GEETA: Well ... I don't see what harm it would do to go a little bit further down this tunnel.
PAUL: Check out these pots!
GEETA: Yes, they're wonderful. And what's this? Looks like some kind of door.

PAUL: Well there's no way back now. I guess we should keep moving forward – the Professor will find us eventually.

GEETA: This looks like some kind of entrance. I'll just …

PAUL: Wait!

GEETA: You saved me Paul! My goodness, if you hadn't pulled me back that arrow would have hit me.

PAUL: I'm just glad you're all right. Look at it, I think it's a crossbow bolt – I'm amazed it still works after all this time. It must have been a trap to protect the tomb from, er …

GEETA: People like us … Paul, shine your torch over there. Are they ... what I think they are?

PAUL: Human skeletons. Hundreds of them.

PROFESSOR: Ah, hello again! Oh, you've moved! Oh well, never mind – listen, I've got all the information I could find about the tomb. Let me see ... Now the first thing is that we need to be very careful, apparently there are booby traps, like crossbows, all designed to go off if anyone walks near them.

PAUL: You don't say …

PROFESSOR: I do say! And what else? Hmm. Now, you need to prepare yourselves for this: after the tomb was completed, the people who worked on it were sealed inside. They were trapped and left to die. No one could escape. It might shock you, but we can probably expect to find a few skeletons around.

GEETA: Professor.

PROFESSOR: Yes?

GEETA: Look!

PROFESSOR: Ah. I see … Well it looks like you found the main tomb then – shall we investigate?

GEETA: Look at all this treasure! The Emperor must have been so rich.

PAUL: Check this out, there's some kind of liquid over here – what do you think it is?

GEETA: It looks like a metal of some kind, would it be ... mercury, or something like that?

PROFESSOR: Let me look it up … Qin Shi Huang's tomb is thought to be surrounded by rivers of liquid mercury, which the ancient Chinese believed could make you immortal.

GEETA: Isn't mercury really poisonous?

PROFESSOR: Er, yes, especially when there is a lot of it.

PAUL: Like here.

PROFESSOR: Yes. I think we should go right ... now. The signal … is very weak.

GEETA: I'm feeling ... I'm not feeling very well. I think I might be sick.

PROFESSOR: It's very, very weak.

PAUL: Yeah … Everything's gone a bit blurry. I think I'll just sit down for a sec. Is it supposed to ... feel this real Professor?

PROFESSOR: Come on! Useless computer! Work!

PAUL: I think I need a little nap. So I'll just have a quick sleep if that's ... OK with everyone.

PROFESSOR: Got it! Right, hold on everyone, here we go!