

Virtually Anywhere Episode 3

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 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. They all plug into the machine, turn it on and virtually travel to the Terracotta Army in China.

Teacher's Notes

Background	In this lesson, students listening to the third episode of Virtually Anywhere, and carry out an extended speaking activity practising giving a guided tour of a tourist attraction.
Aims of the lesson	<ol style="list-style-type: none"> 1. To practise extensive listening and gain a global understanding of Episode 3. 2. To practise saying different types of numbers. 3. To identify language for presenting information from the Terracotta Army tour. 4. To practise using that language for presenting information by giving a guided tour to a classmate.
Time needed	45–60 minutes
Materials required	<ul style="list-style-type: none"> ● Audio: downloaded MP3 for Episode 3, or access to internet to play it online ● Image: Picture of the Terracotta Army (provided) ● Sticky tack ● Student's Worksheet 1: one copy per learner, or show on your interactive whiteboard ● Student's Worksheet 2: one copy per learner ● Episode audioscript: one copy per pair of students ● Images: Pictures of other, local tourist attractions. (For example, tourist attractions from UK you might use: The London Eye, Big Ben, Stonehenge, The Olympic Park, Edinburgh Castle, images provided) ● <i>Cambridge English: Preliminary (PET)</i> Vocabulary List



Teacher preparations	<p>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). Ideally you should download the episodes if possible. Make enough copies of the worksheets for each member of your class. You may prefer to show them on your interactive whiteboard, if you have one.</p> <p>Before the lesson, stick the picture of the Terracotta Army on the board, so students see it as they come in. Research tourist attractions in the UK or elsewhere for the speaking activity.</p>
Level	B1/B2 (Intermediate)
Age	Teenage – young adult

Procedure

- Warmer:** Ask the students if they can remember where Geeta and Paul are going (point at the pictures of the Terracotta Army stuck on the board to help). Then:
 - Divide students into pairs.
 - Give each pair a picture of the Terracotta Army and ask them to talk to each other about what they know about the statues.
 - Do a quick feedback session at the end to find out what they know, and share with the group.
- Pre-listening 1:** Ask students what they can remember from the last episode and what they think will happen in this one.
- Vocabulary: Pre-teach this vocabulary from the third episode:**

<p>a tomb (noun) a place where a dead person is buried (<i>e.g. he is buried in a marble tomb.</i>)</p> <p>an emperor (noun) the male ruler of an empire (<i>e.g. Julius Caesar was a Roman emperor.</i>)</p> <p>a tour guide (noun phrase) someone whose job is to show interesting places to visitors (<i>e.g. The tour guide showed us all the interesting places in London.</i>)</p> <p>height (noun) how tall or high something is (<i>e.g. she is about the same height as me.</i>)</p>



an insect (noun)

a small creature with six legs, for example a bee or a fly (*e.g. an insect bit me on the arm.*)

unique (adjective)

different from everyone and everything else (*e.g. everyone's fingerprints are unique.*)

immortal (adjective) **immortality** (noun) NB stress is different on the adjective and the noun living or lasting forever (*e.g. the Emperor believed that he was immortal.*)

a booby trap (noun phrase)

something dangerous that is hidden inside somewhere that looks safe (*e.g. the bodyguard was killed while checking the president's car for booby traps.*)

4. **Listening 1:** Give out **Student's Worksheet 1** and give students a few minutes to read it. Play the **audio** once and get the students to order the events on the **worksheet**. Let them check their answers with a partner and then give them the answers to check (see key below).
5. **Pre-listening 2:** Give out **Student's Worksheet 2**. Ask students to read the questions in Exercise 1 and then work with a partner to see if they already know any of the answers from the first listening.
6. **Listening 2:** Play the **audio** again and get the students to write down the answers to the questions. Let them check their answers with a partner and then play it again, if necessary, for them to add any answers they missed. Hand out the **episode audioscript** for them to check their answers (optional).
7. **Vocabulary:** Highlight the numbers from the episode, either on the board or on the audioscript. Drill the numbers with the whole class and then ask students to repeat the numbers to each other, in pairs.

Pre-speaking: Divide students into pairs. Give out pictures of UK tourist attractions to the students. Each attraction is accompanied by some relevant information containing numbers.

(You could use the following information about tourist attractions in UK, or you could choose other attractions which are closer to where you are teaching)

- **London Eye:** Opened on 31st December 1999; Height: 135m. Location; in London, by the River Thames
- **Edinburgh Castle:** Some buildings of the present castle date back to the 12th Century: The castle stands on Castle Rock, which is 120m above Sea Level and 80m above the rest of the city; Location; in the centre of Edinburgh
- **Stonehenge:** Built sometime between 4000 and 5000 years ago; Height: the largest stones are 9 metres tall; Location: in Wiltshire
- **Big Ben:** Built in 1858; Height: 96 metres Location: in London, by the River Thames
- **The Olympic Park:** Opened in 2012; Height of the highest building: 114.5 metres; Location: Stratford, East London



8. Language practice

- Look at the second exercise on **Student's Worksheet 2** and ask the students to use the expressions to create new sentences about their tourist attraction. Monitor and encourage the students to use some of the language from the listening activity but also to move away from it, where necessary, and use all the language they have available to them in order to give extra information about their tourist attraction. Encourage them to include any other information they may know about the attraction.
- As students finish, ask them to stick their picture on the wall somewhere in the classroom.

9. **Speaking:** Give each person in each group or pair a number – 1 or 2. Tell students that number 1's will be the tour guides. They stand next to their picture and tell other students about their tourist attraction. Number 2's are the tourists.

- Number 2's must walk around the classroom and listen to the explanations of the different pictures.
- After a few minutes, students swap roles.
- As they are doing the activity, monitor and note down any points for feedback. Also, manage the students so that they are rotating around the different pictures and everyone has a partner to talk to.

10. **Feedback:** Get all the students to sit down. Give them a couple of minutes with their partner to discuss which attraction they would like to visit. As they do this, write any errors for correction on the board. Students should correct them in pairs and then check the answers as a group.

Homework

Get students to do the online activity for this episode, about managing interaction.

Students can also check facts and figures for another tourist attraction at home on the internet. Ask them to write five sentences about another tourist attraction using the structures from **Student's Worksheet 2**. You can also ask them to use some of the words from p.46 in the *Cambridge English: Preliminary (PET) Vocabulary List* (link above).



Virtually Anywhere Episode 3

Answer Keys

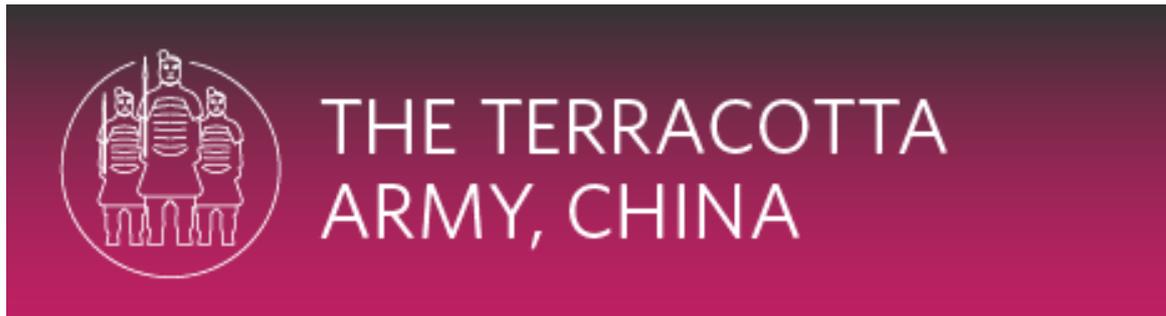
Key to Student's Worksheet 1

a) 4; b) 2; c) 5; d) 3; e) 6; f) 1

Key to Student's Worksheet 2

Exercise 1:

- a. 1974
- b. 8,000
- c. 1.7 metres
- d. 40 years
- e. 1,700 square metres
- f. 700,000
- g. a mile



Student's Worksheet 1

Listen to Episode 3 and put these events in order. The first one has been done for you.

a) Changying tells Geeta and Paul about the Emperor Qin Shi Huang's tomb.	
b) They meet their tour guide, Changying.	
c) Paul and Geeta have the idea to use Virtually Anywhere to see inside the Emperor's tomb.	
d) Paul jumps down to check how tall the warriors are.	
e) Geeta, Paul and the Professor disappear.	
f) Paul and Geeta are transported to the Terracotta Army.	1



Student's Worksheet 2

1. Look at the sentences below. Can you remember any of the facts and figures missing from the sentences? Listen again and fill in the gaps.

- a. The Terracotta Army was discovered in _____.
- b. Experts believe that there are over _____ soldiers here.
- c. Their average height is about _____ tall.
- d. The army took about _____ to build.
- e. The whole army would take up about _____!
- f. Approximately _____ people worked on both the army and the tomb.
- g. The Emperor's tomb is about _____ away from here.

Practise saying the numbers from the exercise with your partner.

2. Look at the useful phrases from the listening activity you have just done. Use some of these phrases to make 3 or 4 sentences about your tourist attraction. Make other sentences using numbers about your tourist attraction, if you can.

- a) _____ was discovered / built in _____.
- b) The height of _____ is _____.
- c) _____ is about _____ away from here.



Images

The Terracotta Army



© Blue Sky Studio / Shutterstock.com

London Eye



© Lukasz Pajor



Edinburgh Castle



© Tutti Frutti

Stonehenge



© Edward Haylan



Big Ben

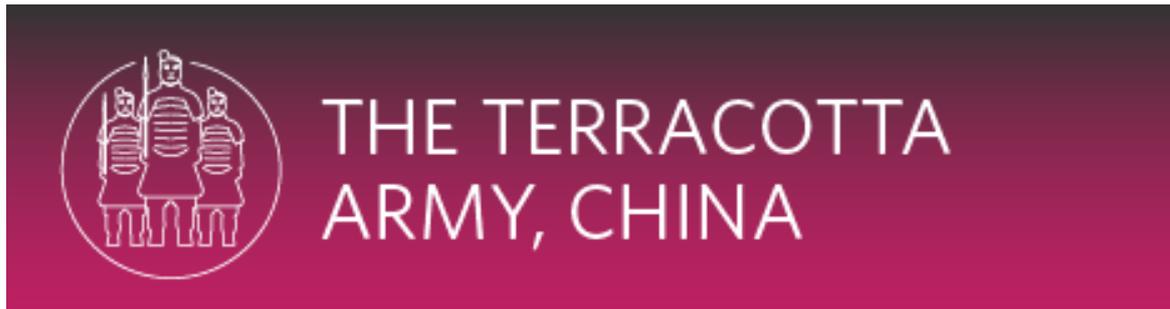


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The Olympic Park



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Virtually Anywhere Episode 3

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. They all plug into the machine, turn it on and virtually travel to the Terracotta Army in China.

PROFESSOR: Haha! It works! This is exactly what I wanted to happen! Anyway, this ... is the Terracotta Army!

PAUL: What's going on? It's ... It's like I'm really here!

GEETA: It's ... It's amazing!

PROFESSOR: Well, I did tell you that it would all feel very real.

GEETA: You did, I just didn't expect it to feel ... this real. So where shall we go first?

CHANGYING: Hello! Good afternoon, I am Changying. I will be your tour guide today and show you around the Terracotta Army – the protectors of the tomb of Qin Shi Huang – the First Emperor of China!

PAUL: This is so cool!

CHANGYING: Are we ready to begin? Good! Then follow me!

GEETA: Professor, this all feels incredibly real. How does it work?

PROFESSOR: Geeta, the tour has already begun – it would be rude to interrupt our tour guide.

GEETA: So ... is she actually a computer then?

PROFESSOR: Geeta! We can talk about this later!

GEETA: But she's so lifelike. I just don't get it.

PROFESSOR: Yes, I know, but you have an essay to write and we really should be listening to Changying, shouldn't we?

PAUL: Yeah come on Geeta, just enjoy it – this is brilliant!

CHANGYING: So, let's stop here for a moment. The Terracotta Army was discovered in 1974 by local farmers, and experts believe that there are over 8,000 soldiers here. Each warrior is a life-size model and their average height is about 1.7 metres.



PAUL: That's how tall I am! They look smaller than that. Hang on, let me check – I'll jump down and have a look! ... Yes it's true! They are all the same height as me!

CHANGYING: Please come back here immediately! It is forbidden to touch the statues!

PAUL: OK – sorry!

GEETA: Paul! Stop acting like an idiot! Remember we're here to learn and not mess about – plus you promised me you'd try your best!

PAUL: OK, OK! I'm just having a bit of fun – it's not like any of this is actually happening.

PROFESSOR: Can I just interrupt for a moment – now, my young friends are very excitable, and ...

PAUL: Ow!

GEETA: What's wrong?

PAUL: An insect just bit me ... but ... that really hurt! Professor, how can that happen?

PROFESSOR: As I've already said, Virtually Anywhere is almost completely lifelike. Now Changying, I apologise for all of this, please continue with the tour.

CHANGYING: As I was saying, one of the most important facts about the warriors is that each statue has its own unique design – every single one is different! That's why the army took about 40 years to build and it's so huge in scale – if they were standing shoulder to shoulder, the whole army would take up about 1,700 square metres!

GEETA: That's absolutely fascinating! And how many workers built the army?

CHANGYING: We can't be absolutely certain, but approximately 700,000 people worked on both the army and the tomb.

PAUL: Wow, that's a massive number of people. So, where is this tomb that the warriors are protecting then?

CHANGYING: Well, that's another topic really – you see the Emperor's tomb is about a mile away from here to the east. What's inside the tomb is a great mystery, as most of what we know about it comes from the ancient texts and legends. You see the tomb has never been opened.

GEETA: It's never been opened? Not even by archaeologists?

CHANGYING: No. Until technology has improved enough to open the tomb without damaging any of its treasures, it will probably remain closed. No one has been inside it for thousands of years.

PAUL: You know what? I've just had a brilliant idea.

GEETA: I think I've had the same one!

PAUL: Professor? Can we use Virtually Anywhere to ...

GEETA: ... go inside the tomb of the First Emperor?

PROFESSOR: Why not! One moment, let me just get the computer remote control out ... make a few minor adjustments to the program ... one second. Thank you Changying, and goodbye!

CHANGYING: Goodbye?

PROFESSOR: Yes, goodbye! Now, Paul and Geeta – hold on tight!

PAUL: Hold on tight to what?

CHANGYING: What? Where did they go? I was just about to tell them all about the booby traps in the tomb.