



## Virtually Anywhere Episode 5

### Summary of episode

Geeta and Paul are final year archaeology students who, with the help of a mysterious character called The Professor, have used a machine called Virtually Anywhere to virtually transport themselves around the world. Having narrowly escaped from the Emperor’s Tomb in China, they now find themselves at Teotihuacan in Mexico.

### Teacher’s Notes

<b>Background</b>	In this lesson, students listen to the fifth episode in the series, and act out a scene from the story.
<b>Aims of the lesson</b>	<ol style="list-style-type: none"> <li>1. To practise listening for global understanding of Episode 5.</li> <li>2. To identify expressions used for drawing attention to or highlighting things.</li> <li>3. To practise speaking fluency by acting out a scene from the episode.</li> </ol>
<b>Time needed</b>	45–60 minutes
<b>Materials required</b>	<ul style="list-style-type: none"> <li>• <b>Audio:</b> downloaded MP3 for Episode 5, or access to internet to play it online</li> <li>• <b>Images:</b> Pictures of Teotihuacan and obsidian from the internet</li> <li>• <b>Student’s Worksheet 1:</b> one copy per pair of learners, or show on your interactive whiteboard</li> <li>• <b>Student’s Worksheet 2:</b> one copy per pair of learners, or show on your interactive whiteboard</li> <li>• <i>Cambridge English: Preliminary (PET)</i> <a href="#">Vocabulary List</a></li> </ul>
<b>Teacher preparations</b>	<p>Listen to the episode before the lesson, or read the <b>audioscript</b>, and familiarise yourself with the worksheets (you can find answers in this lesson plan, below). If possible, you might prefer to show the worksheets on your interactive whiteboard.</p> <p>Cut the sentences on <b>Student’s worksheet 1</b> into cards</p>



	Use the pictures of Teotihuacan and obsidian and stick them on the board and at the back of the classroom before the class starts.  Ideally you should download the audio file if possible.
<b>Level</b>	B1/B2
<b>Age</b>	Teenage – young adult

## Procedure

**Warmer:** Remind students that the Terracotta Army was just one of the two choices that Geeta and Paul had for their final project. Ask them if they can remember the other choice. Point out the pictures on the board to help them remember. Tell them they are going to read some sentences about Teotihuacan and decide if they are true or false. Using the sentences on Student's Worksheet 1 cut into cards, put the students into pairs or threes, and ask them to decide if each statement is true or false, and to put the cards into two groups.

- Once the activity is over, show or hand out **Student's Worksheet 1** with the true and false sentences on it, for their reference.

### 1. Vocabulary

**Preteach the following vocabulary from the listening:**

**a stall (noun)**

a large table or a small shop from which goods are sold in a public place (*e.g. in the village market the stalls are piled high with local vegetables.*)

**to be trapped (verb)**

to be unable to move or escape from a place or situation (*e.g. the two men died when they were trapped in a burning building.*)

**to panic (panicked, panicking) (verb)**

to suddenly feel so worried or frightened that you cannot think or behave calmly (*e.g. the boss always panics about the budget every month.*)

You will also need to draw the students' attention to the word **obsidian** (noun), which is described in the listening as "a type of glass that comes from volcanoes, which the ancient people of Teotihuacan used for making all kinds of things."

2. **Pre-listening:** Draw students' attention to the true sentence 'There was a market at Teotihuacan' on **Student's Worksheet 1**. Ask students what things they think were sold at the market. Ask them to discuss this with their partner and write a list of five things.



3. **Listening:** Tell students they are now going to listen to Episode 5 of *Virtually Anywhere* where Geeta and Paul are transported to Teotihuacan to check if they guessed correctly any of the items sold in the market. Play the **audio** of the episode once and give students a minute to compare their answers with a partner before playing it again. Check the answers (see key below) with the whole class.
4. **Language focus 1:** Elicit how Geeta and Paul must be feeling when they are in the market. What types of things do they see? How do they draw each other's attention to what they are looking at? Write the following on the board:
- a) Have you \_\_\_\_\_ the birds for sale?
  - b) Have you \_\_\_\_\_ that food stall?
  - c) Check \_\_\_\_\_ the masks and bowls.

Ask the students if they know which words go in the gaps. Listen to that section of the episode again to check, if necessary.

5. **Language focus 2:** Tell the students they are going to read an extended version of the part of the episode where Paul and Geeta are in the market. This text (on **Student's Worksheet 2**) is different from the audio.
- Hand out **Student's Worksheet 2** and let students read the script quietly.
  - Ask them if they can find any more expressions for drawing attention to things, and to underline them.
  - Check as a whole class – there are two more: 'Did you spot ...' and 'Take a look at ...' Drill all five expressions:

**Did you spot...? to spot** (verb) to notice

**Take a look at...**

**Have you seen...?**

**Have you noticed...?**

**Check out.... to check something out** (phrasal verb, informal) to examine something or get more information about something (e.g. *shall we check out what is on TV tonight?*)

6. **Pre-speaking:** Tell students they are going to act out this scene on **Student's Worksheet 2**. Working in pairs, ask them to read the script on the worksheet. Give them a few minutes to read it together. Tell them that soon you will take the script away, but they can make a few notes of key phrases they want to remember. Tell them they should try and remember as many of the phrases from the language focus as possible.
7. **Speaking 1:** Take **Student's Worksheet 2** away from the students and get them to practise their scene with their partner. Monitor and encourage stronger students to elaborate and move away from what is on the worksheet if they want to. Allow



weaker students to see the worksheet, if necessary. Encourage students to move around and 'act' the scene by pointing, etc.

- 8. Speaking 2:** Keep the students in the same pairs for the final activity, or if you prefer, reassign them into new pairs. Ask them to think of a market that they both know, perhaps one which is close to the location where you are teaching. You can use the vocabulary in the 'Shopping' section on p.47 of the *Cambridge English: Preliminary (PET) Vocabulary List* (link above) to give them some ideas if they are stuck. Give them five minutes to improvise a dialogue set in the market, and help them if they need ideas or vocabulary. Once they have practised their dialogue in pairs, ask them to perform it in front of the class, if they feel confident.

### **Homework**

Ask the students to write up a complete version of their dialogue from **Speaking 2**, or if they prefer, to create a new dialogue set in a market or shop.

Tell students to complete the online activity for this episode, which practises the language they used in the lesson.

## **Virtually Anywhere Episode 5**

### **Answer Keys**

#### **Key to Procedure Step 3**

Things sold in the market at Teotihuacan: birds, food (vegetables), masks and bowls.

#### **Key to Student's Worksheet 2**

Students should underline the following expressions:  
Take a look at ...; Did you spot ...



### Student's Worksheet 1

Check which sentences were true and which were false.

<b>True sentences</b>
Teotihuacan is in Mexico.
There are two pyramids at Teotihuacan.
Teotihuacan was a city.
There was a market at Teotihuacan.

<b>False sentences</b>
Teotihuacan was built by the Aztecs.
Teotihuacan cannot be visited today.
Teotihuacan is one of the seven wonders of the world.
Teotihuacan was built before the pyramids in Egypt.



## Student's Worksheet 2

Read this conversation between Geeta and Paul. Some expressions for drawing attention to things are in bold. Can you find two more expressions for drawing attention to things? Underline them.

Geeta: **Have you seen** the birds for sale over there? I've not seen any like them before!

Paul: They're amazing.

Paul: Did you spot all the people there as well? They seem to have a lot to say to each other.

Geeta: Yes, I think they're catching up on all the gossip!

Paul: Take a look at the clothes they're wearing! Imagine wearing those at the market in Staplebridge!

Geeta: **Have you noticed** that food stall? What are those vegetables?

Paul: I've got no idea ... And look, Geeta – **check out** the masks and bowls that these craftsmen are making.

Geeta: Yes! I've read about this as well, they were made out of a special kind of rock ...



## Images

### Teotihuacan



© Anna Omelchenko

### Obsidian



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## Virtually Anywhere Episode 5

### Audioscript

**NARRATOR:** Geeta and Paul are final year archaeology students who, with the help of a mysterious character called the Professor, have used a machine called Virtually Anywhere to virtually transport themselves around the world. Having narrowly escaped the Emperor's tomb in China, they now find themselves at Teotihuacan in Mexico.

**PROFESSOR:** Is everyone OK? Breathing? Good! Everyone's breathing! Well, that was very interesting indeed!

**GEETA:** Interesting? We nearly died!

**PROFESSOR:** No! No ... Look, we're all fine.

**PAUL:** Fine? Fine! If this is just a computer program, then how come the mercury made us feel so ill? What's going on Professor?

**PROFESSOR:** Paul, Paul, Paul! First things first – get up off the floor. Look, to answer your question: Virtually Anywhere will simply try its best to make any situation feel exactly like it would in real life.

**GEETA:** Well, when we were trapped in that tomb, you sounded like you were panicking too!

**PROFESSOR:** Well ... I wouldn't say panicking – I was just excited! Anyway, we're all here and we're all fine, so welcome to the ancient city of Teotihuacan! Follow me!

**GEETA:** Come on Paul, let me help you up.

**PAUL:** I still feel sick.

**GEETA:** Me too.

**PROFESSOR:** You two – over here! Come and look at this!

**PAUL:** What a view!

**GEETA:** Yes, I've read about this place. This is The Avenue of the Dead; it's a large street that runs right through the middle of the city. It was the centre of life in Teotihuacan, and there would probably have been a huge market all around, full of people making and selling all sorts of things. These days it's all very peaceful and quiet – just a handful of tourists wandering around. We can only imagine what it would have looked and sounded like in the past ...

**PROFESSOR:** Well perhaps I can help! I can program Virtually Anywhere to show us what it would have been like back then. There we go!



**PAUL:** Wow! How is this possible Professor? Is that the actual market? It looks so real.

**GEETA:** Yes, how is it possible Professor? Considering that no one actually knows for certain who originally built and lived in Teotihuacan.

**PROFESSOR:** Without getting too technical Geeta, Virtually Anywhere looks at all the information it can find and then makes a best guess as to how it would have looked at the time.

**GEETA:** OK, I guess that makes sense. It is pretty impressive!

**PAUL:** Shall we have a look about?

**GEETA:** Have you seen the birds for sale over there? I've not seen any like them before!

**PAUL:** They're amazing.

**GEETA:** Have you noticed that food stall? What are those vegetables?

**PAUL:** I've got no idea. And look, Geeta – check out the masks and bowls that these craftsmen are making.

**GEETA:** Yes! I've read about this as well, they were made out of a special kind of rock ...

**FERNANDO:** ... called obsidian.

**GEETA:** Where did the market go?

**PROFESSOR:** Something disrupted the signal. I think it was this chap right here.

**FERNANDO:** Fernando, at your service! I am your tour guide for today! As I was saying, many of the items discovered in the city were made out of obsidian – it is a type of glass that comes from volcanoes, and the ancient people of Teotihuacan used it for making all kinds of things.

**PROFESSOR:** Fascinating stuff. It's very nice to meet you Fernando, and I'm sure my archaeological student friends have lots of questions to ask ...

**FERNANDO:** Archaeology students? Very cool – you already have some knowledge then. So tell me, have you noticed anything interesting about this road we're standing on?

**GEETA:** Paul!

**PAUL:** What? What's happening to me?

**GEETA:** Paul! He's disappearing! Paul! Paul! Professor, what's happening? He's ... He's gone!