



## Virtually Anywhere Episode 7

### 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. After rescuing Paul, who had been trapped in a hidden chamber, they discover an ancient mural, before finally returning back to where they began, in Study Room 42 at Staplebridge University.

### Teacher's Notes

<b>Background</b>	In this final lesson, students listen to the concluding episode, practise using linkers, and carry out an extended speaking activity revising the whole of the story.
<b>Aims of the lesson</b>	<ol style="list-style-type: none"><li>1. To practise listening for global understanding of Episode 7.</li><li>2. To identify linkers and then use them to summarise the <i>Virtually Anywhere</i> story.</li><li>3. To practise fluency by retelling the <i>Virtually Anywhere</i> story.</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 7, or access to internet to play it online</li><li>● <b>Student's Worksheet 1:</b> one cut-up copy per small group of students</li><li>● <b>Student's Worksheet 2:</b> one copy per learner</li><li>● <b>Student's Worksheet 3:</b> one copy per learner</li><li>● Small cards or pieces of paper for the students to make notes on their summary</li></ul>
<b>Teacher preparations</b>	<p>Listen to the final 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). Ideally you should download the audio file if possible.</p> <p>Print and cut up all copies of Student's Worksheet 1, then put each cut-up copy into an envelope. For Student's Worksheets 2 and 3, if possible, you may prefer to show them on the interactive whiteboard.</p>



<b>Level</b>	B1/B2
<b>Age</b>	Teenage – young adult



## Procedure

1. **Warmer:** Tell students that they are going to take part in a 'facts race'.
  - Put them into small groups of three or four students and give each group an envelope containing **Student's Worksheet 1** (cut up).
  - Tell the students that the envelope contains facts about both places in the story. They should sort the facts and put them in the correct groups on their table. The first team to finish and get all the facts correct will be the winners.
  - As they do the activity, monitor and help if necessary. When a team finishes, check they have everything correct, shout 'Stop!' and declare that team the winners.
  - Check the answers with the whole group.
2. **Pre-listening 1:** Ask students which place they think Geeta and Paul will choose to study for their assignment – the Terracotta Army or Teotihuacan.

### 3. Vocabulary

Pre-teach the following vocabulary:

**a bandage (noun)**

a long piece of soft cloth that you tie around an injured part of the body (*e.g. she had a bandage around her arm.*)

**a coincidence (noun)**

when two similar things happen at the same time, without a good reason (*e.g. you chose the same wallpaper as us – what a coincidence!*)

**a newspaper cutting (noun phrase)**

an article that has been cut out from a newspaper or magazine

4. **Listening 1:** Tell the students that they are going to listen to the final episode of *Virtually Anywhere*. Ask them to check if they are right about the place Geeta and Paul decide to research for their assignment. Play the **audio** of the episode once and check the answer with the whole class (The Terracotta Army).
5. **Pre-listening 2:** Give out **Student's Worksheet 2** and ask students to work in pairs to see if they already know any of the answers to the questions.
6. **Listening 2:** Play the **audio** again and have the students finalise their answers. Let them check with a partner and then check together as a whole class (see key below). Play the episode again, if necessary, pausing it for them to hear the correct answers. Encourage students to discuss whether or not they think *Virtually Anywhere* was a computer programme, or possibly a time machine, or something else. Do they think the main characters really went to those places?
7. **Language focus:** Give out **Student's Worksheet 3** and ask students to work in pairs to put the events from the first half of the story in the correct order.
  - Once they finish, check the answers with the whole class (see key below).



- Tell students that the words in bold are expressions we can use when linking and ordering events in a narrative:

**in the first episode:** begins the list

**then /next / after that:** these all have the same meaning

**finally:** ends the list

- 8. Preparation for speaking:** Working in pairs, ask students to make up to eight bullet points summarising the second part of the story. Tell them that they do not have to write full sentences, but just ideas to help them remember what happened. Look in the key for a suggestion of eight points they might include.

Once they decide on the main points to remember, give them a small piece of card each. Tell them they are going to give a summary of the whole story to a new partner, but they can only make one- or two-word notes to remind them of what to say on the card. They cannot write full sentences. Monitor and help them with this.

- 9. Speaking 1:** Give students a new partner and number them 1 and 2. Tell them that student 1 will give their summary first and then they will swap and student 2 will give their summary. Remind them to incorporate the linkers, if appropriate. Give student 1 about 3–4 minutes to speak before telling them to swap. As they are speaking, monitor and write down good examples of language (try to make these include linkers and/or language points from some of the other lessons such as passive forms and language for speculating) and any points for correction.
- 10. Feedback:** Draw students' attention to good examples of language on the board and drill them, if necessary. Write points for correction on the board too, and ask them to identify mistakes with a partner. Check the correct answers with the whole class.
- 11. Speaking 2:** Give students a new partner and ask them to give their summaries again, taking into account the points from feedback. Monitor, and encourage stronger students to extend their language as much as possible in this activity.

### Homework

Get students to write a review of the series with a short summary of the whole story. They can include what they liked and disliked about it.

Ask students to do the online activities, which include a review of language from across the series.



## **Virtually Anywhere Episode 7**

### **Answer Keys**

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

1. Home to England – specifically, Study Room 42 at Staplebridge University
2. Tomorrow
3. Because Paul saved Geeta's life in the Emperor's tomb and has worked hard on the course.
4. He got bitten by an insect.
5. A
6. They go to find the Professor to say thank you.
7. It has disappeared and they find an envelope stuck to the wall.
8. Fernando Rodriguez (the tour guide)
9. no correct answer

#### **Key to Student's Worksheet 3**

The sentences should be in this order: 1. a; 2. c; 3. e; 4. b; 5. d; 6. g; 7. h; 8. f

#### **Suggested eight points to summarise the second half of the story**

1. Geeta, Paul and The Professor use the Virtually Anywhere machine to travel to Teotihuacan.
2. A tour guide called Fernando appears to show them around Teotihuacan.
3. Paul disappears and is transported to an underground chamber.
4. Geeta and The Professor find Paul, who has discovered an ancient mural of the Great Goddess of Teotihuacan.
5. Geeta, Paul and The Professor go back to Staplebridge University.
6. Paul and Geeta write an A grade assignment about The Terracotta Army.
7. They look for The Professor to thank him, but he and his room have disappeared.
8. They read in the news that Fernando is famous because he discovered the ancient mural of the Great Goddess, and they wonder if the journey in the Virtually Anywhere machine was real or imagined.



## RETURN TO STUDY ROOM 42

### Student's Worksheet 1

Cut these sentences up, mix them, and put them in an envelope. The first group of sentences refers to the Terracotta Army, and the second group to Teotihuacan.

This archaeological site was discovered in 1974.

This structure took 40 years to build.

They think that this took about 700,000 workers to build.

This place is in China.

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This place took over 300 years to build.

This place is in Mexico.

People who lived in this place used a rock called obsidian to make objects for everyday use.

This place has underground tunnels.



## Student's Worksheet 2

Read the questions carefully. Listen to the episode and answer them. Check your ideas with a partner.

1. Where has Virtually Anywhere transported them?
2. When do Paul and Geeta decide to start working on their assignment?
3. Why do Paul and Geeta get along better now?
4. Why has Paul got a bandage on his arm?
5. What grade do Geeta and Paul get in their assignment?
6. What do Geeta and Paul do as soon as they find out their grade?
7. What happens when they get to Study Room 42?
8. Who discovered the mural according to the newspaper cutting?
9. Was their experience with Virtually Anywhere real, or just virtual, through a computer programme?



## Student's Worksheet 3

Put this summary of the first half of the story in order.

- a)   1   **In the first episode**, Paul and Geeta are given their final assignment and disagree about which location to study.
- b)        **After that**, the three of them are transported to the Terracotta Army.
- c)        **Next**, they go to meet the Professor after receiving a mysterious email.
- d)        They **then** meet a tour guide, Changying, who takes them on a guided tour of the Terracotta Army.
- e)        **Then**, the Professor tells Paul and Geeta that the Virtually Anywhere machine can help them decide what to study.
- f)        **Finally**, they decide to leave when they realise that they are surrounded by rivers of mercury, and Paul starts to feel sick.
- g)        **Next**, they learn that the Tomb of the Emperor has never been opened and decide to use the Virtually Anywhere machine to take them inside.
- h)        **Then**, they arrive inside the tomb and Geeta is nearly killed by a crossbow.

2. Now write your own summary of the second half of the story. Use the linkers to order your ideas.

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## RETURN TO STUDY ROOM 42

### Virtually Anywhere Episode 4

#### 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. After rescuing Paul, who had been trapped in a hidden chamber, they discover an ancient mural, before finally returning back to where they began, in Study Room 42 at Staplebridge University.

**PROFESSOR:** Welcome back! Is everyone in one piece? Paul, why are you lying on the floor? It's becoming a bit of a habit for you!

**PAUL:** I don't know.

**GEETA:** You must have fallen out of your chair, how did that happen?

**PROFESSOR:** Details, details, details! Unimportant! What's more important, far more important, is: have you decided which location you want to study?

**PAUL:** Geeta?

**GEETA:** It pains me to say this, but ... you were right Paul – having seen the inside of the tomb at the Terracotta Army, I think we can put a very interesting essay together.

**PAUL:** Yes!

**GEETA:** All right, calm down. And stop smiling like that.

**PROFESSOR:** Well, don't let me keep you here. You'd better get started with your coursework!

**PAUL:** Will do Professor.

**GEETA:** Although, maybe tomorrow. I think I need to go home and get some rest. So, goodbye Professor, and thank you.

**PAUL:** Bye Geeta, I'll text you in the morning. Goodbye Professor!

**PROFESSOR:** Goodbye, and good luck!

**GEETA:** Paul!

**PAUL:** Hi Geeta, how are you?

**GEETA:** I couldn't sleep – too excited – today's the day!

**PAUL:** I know, we should be getting the result any moment now ... What's so funny?



**GEETA:** I was just ... I was just remembering the look on your face when you came out of that hidden chamber under the temple. I was so worried. I knew that none of it was real, but it all felt so real in the moment.

**PAUL:** I'll tell you what is real – the fact that you've been much nicer to me since I virtually saved your life in the Emperor's tomb.

**GEETA:** Well, you've been much easier to get on with since you actually started working hard on the course!

**PAUL:** What can I say, I'm a great guy!

**GEETA:** Yeah ... I guess you're all right. Why have you got a bandage on? Have you done something to your arm?

**PAUL:** Yeah. It's an insect bite of some kind that made my arm swell up.

**GEETA:** Is that ... where you got bitten when we were at the Terracotta Army?

**PAUL:** Yeah. Weird isn't it? It must just be a coincidence, though.

**GEETA:** That's the email from Doctor Davis!

**PAUL:** Ahem. Dear Paul and Geeta, your research essay on the Terracotta Army is an excellent piece of writing. The section on the tomb of the Emperor is especially good and some of the best work on the subject that I've ever seen. You have clearly worked exceptionally well as a team and I am very pleased to tell you that you both passed the essay with an A grade. Yours faithfully, Doctor Davis. Get in!

**GEETA:** That's amazing! I knew the essay was good, but I didn't think it would be that well received.

**PAUL:** We did it Geeta, we did it! I passed the course, and with these grades you'll get your dream job!

**GEETA:** You know what Paul, we need to go and thank the Professor – without him we would never have done this well.

**PAUL:** Yeah, totally. Let's go and see if he's in his study room.

**PAUL:** Here we ... are.

**GEETA:** Erm ... This is the right place, isn't it?

**PAUL:** Yes, look, there's Study Room 41, and right here should be ...

**GEETA:** ... Study Room 42. But only it's not here. It's gone. There's nothing here – it's just ... a blank wall.

**PAUL:** Am I going mad?

**GEETA:** Well if you've gone mad, then I've gone mad, and I'm pretty sure I'm not mad. Just got an ... email.

**PAUL:** From ...

**GEETA:** The Professor.

**PAUL:** Open it.

**GEETA:** It says: Dear Paul and Geeta, congratulations on your A grade. I knew you both had it in you! Best wishes, The Professor. Erm, I think you're going to want to see this Paul. Here, read it.



**PAUL:** In one of the biggest archaeological discoveries in recent years, a perfectly preserved mural was found in a hidden chamber in Teotihuacan. Fernando Rodriguez, a tour guide at the ancient city, discovered the painted mural, depicting the Great Goddess, by chance ... That's unbelievable! I discovered it, and Fernando's taking all the credit!

**GEETA:** Paul!

**PAUL:** I can't believe he did that!

**GEETA:** Paul!

**PAUL:** What?

**GEETA:** You're not thinking.

**PAUL:** Thinking what?

**GEETA:** Well, either this is a massive coincidence, or ...

**PAUL:** Or ... Oh. It was all ... real?