



## Virtually Anywhere Episodes 1 and 2

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 asks them both to meet him...

### Teacher's Notes

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|-----------------------------|--|
| <b>Background</b>           | In this lesson, students get to know the main characters in <i>Virtually Anywhere</i> by listening to the first two episodes. As well as listening, there is an extended speaking task in which they predict how the story continues.  |
| <b>Aims of the lesson</b>   | The main aims: <ol style="list-style-type: none"><li>1. to set the scene for the <i>Virtually Anywhere</i> series and establish the main characters and plot</li><li>2. to revise language for describing people (character and appearance)</li><li>3. to practise telling a story in the present tense.</li></ol>   |
| <b>Time needed</b>          | 45–60 minutes  |
| <b>Materials required</b>   | <ul style="list-style-type: none"><li>• Two audio clips (<b>audioscripts</b> available): MP3 for Episodes 1 and 2, or access to internet to play online</li><li>• <b>Student's Worksheet 1</b>: one copy per pair of students</li><li>• <b>Student's Worksheet 2</b>: one copy per learner</li><li>• <i>Cambridge English: Preliminary (PET) Vocabulary List</i></li></ul> |
| <b>Teacher Preparations</b> | <ul style="list-style-type: none"><li>• Listen to both episodes (or read through <b>audioscripts</b>) before the lesson, and familiarise yourself with the worksheets (you can find answers in this lesson plan, below).</li></ul>   |
| <b>Level</b>                | B1/B2  |
| <b>Age</b>                  | Teenage – young adult  |

## Procedure

1. **Warmer:** Divide students into small groups and ask them to brainstorm subjects you can study at school or university. There are lots of them, so give a time limit – perhaps one minute.
2. **Pre-listening 1:** Give a copy of **Student's Worksheet 1** to students (one copy per pair). Ask them to quickly read the email in Exercise 1 and fill in the gaps. Check any new vocabulary and ask a few simple questions to check understanding, e.g. *What are the names of the two students? What are they studying? What is the important task?*
3. **Vocabulary 1:** Pre-teach this vocab from the first episode:

**to agree / disagree on / about** (verb + preposition)

to be of the same / different opinion as someone (e.g. *My father and I don't agree about/on very much.* NB we can use *on* or *about* with *agree* and *disagree*)

**to agree to** (verb + preposition)

to decide to do something with someone (e.g. *We agreed to meet on Sunday.*)

**an idiot** (noun)

a stupid person or someone behaving in a stupid way (e.g. *You stupid idiot - that's a month's work you've lost!*)

NB this word is not polite

**a first class degree** (noun phrase)

the highest grade of degree in the UK

**a location** (noun)

a place or position (e.g. *The hotel is in a lovely location overlooking the lake.*)

**ancient** (adjective)

from a long time ago (e.g. *ancient Greece; ancient Egypt*)

**to get along (with)** (phrasal verb)

to have a good relationship or work well with someone (e.g. *I don't get along with my brother; my boss and I get along very well.*)

4. **Listening 1:** Ask students to read the questions in Exercise 2 on **Student's Worksheet 1**. Then play the **Episode 1 audio** once or twice, and ask students to answer the questions to check understanding.
5. **Vocabulary 2:** Now look at Exercise 3. Clarify *what are they like?* as follows:

NB. *What + do/does + I/you/he/she/they + look like?*  
is a question about a person or people's appearance.

*What + am+is/are + I/you/he/she/they + like?*  
is a question about personality or character.



If you have time, you can input some adjectives about personality or character from p.45 of the *Cambridge English: Preliminary (PET) Vocabulary List* (see link above) for example, *bossy, brave, charming, clever, confident, famous, friendly, generous*.

Also ask students about Paul and Geeta's relationship – it is informal, even if they don't seem to be friends. Students can explore this more in the online activity, for homework.

Pre-teach this vocabulary from the second episode:

**to make it** (verb, informal)

to arrive (e.g. *I didn't think you'd make it, I'm glad you could make it.*)

**to fail** (verb)

to not pass (e.g. *A lot of people fail their driving test the first time.*)

**virtually** (adverb)

almost (e.g. *I've virtually finished.*)

**virtual reality** (noun phrase)

when a computer produces images and sounds that make you think an imagined situation is real (e.g. *virtual reality software*)

**slow** (adjective) (informal and impolite)

not intelligent

**to transport** (verb) NB stress on the second syllable

to move people or goods from one place to another (e.g. *The goods are packed in boxes and transported overseas.*)

**to end up** (phrasal verb)

to finally be in a place or situation (e.g. *They're travelling around Europe and are planning to end up in Moscow.*)

6. **Pre-listening 2:** Now ask students to predict what The Professor is like (before they listen to him).
7. **Listening 2:** Play **Episode 2** once or twice. Check with students if The Professor is as they had imagined. Ask them to tell you what the Virtually Anywhere machine does.
8. **Thinking:** Tell the students that you want them to think about what happens next in the story. Give them a minute or so to imagine, and meanwhile hand out **Student's Worksheet 2**.
9. **Pre-speaking:** Tell the students they are going to predict what happens next in the story. Ask them to read the **worksheet** questions silently and then write their answers – make sure they write full sentences. Draw attention to the fact that the questions are in the present simple tense – and the answers should be too.

**10. Speaking – preparing to tell a story:** This is a three-part stage in which students work in pairs. Note that you have to closely control this part of the lesson!

- First, students ask and answer questions in turn – learner A asks learner B all seven questions, then learner B asks learner A. They answer in full. Set a time limit of around 1–2 minutes for each learner.
  - Next, tell them to repeat the process of asking/answering, but this time the learner answering the questions has to turn over their **worksheet** and remember the sentences they wrote. Again, set a time limit of 1–2 minutes for each learner.
  - Now tell everyone to turn over their **worksheet** and take it in turns to tell their partner the answers in the right order – note with **no** questions this time. Before they start (or during the activity), write on the board/suggest some phrases to link the sentences together: *and then; after that; later; finally*, etc.
- 11. Speaking – telling the story:** Now tell everyone to stand up, leaving their **worksheet** on the desk. They must find a new partner and exchange stories for about a minute. After a minute shout ‘change!’ and get them to repeat the process with a new partner. Continue for a few minutes.
- 12. Feedback:** Ask them if they liked any of the stories they heard, which was the best, the strangest, etc. Also, give some feedback on good language/mistakes you heard if you have time. Remind them that they will be able to check their stories when you listen to Episode 3 of *Virtually Anywhere*.

### **Homework**

Ask students to complete the online activities, which focus on everyday expressions.

You could also ask them to write up their ‘what happens next’ stories.

## Virtually Anywhere Episodes 1 and 2 Answer Keys

### Key to Student Worksheet 1

Exercise 1: a. degree; b. choose; c. locations; d. important; e. team; f. handed in.

Comprehension questions:

*What are the names of the two students?* Geeta and Paul

*What are they studying?* Archaeology

*What is the important task?* To hand in an archaeological investigation about the ancient city of Teotihuacan or the Terracotta Army

Exercise 2:

- a. tense, uncomfortable (because they have to work together)
- b. on the university campus (Staplebridge University)
- c. ‘The Professor’ (NB this is NOT Dr Davis)
- d. at 3 p.m.
- e. they walk/run (we assume – they probably don’t take a bus on campus, but it’s not impossible!)

Exercise 3:

You can accept different answers for this exercise. Ask students to explain their reasons for their choice.

### Key to Student Worksheet 2

Encourage learners to give their own ideas. There is no right answer for this worksheet as they are giving their own ideas.



# THE ASSIGNMENT

## Student's Worksheet 1

1. Quickly read the email and put the words below into the correct gaps:

- locations
- important
- team
- handed in
- degree
- choose

FROM: Dr Davis – Head of Archaeology (Staplebridge University)

TO: Paul Cross; Geeta Varma

SUBJECT: Details of final piece of Archaeology coursework

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Dear Geeta and Paul,

You have been paired to work together for your final piece of written coursework of your Archaeology  
a.\_\_\_\_\_ . It's an open research task where you can b.\_\_\_\_\_ which subject to focus on.

Your task is to hand in an investigation about one of the following c.\_\_\_\_\_ :

- The ancient city of Teotihuacan
- The Terracotta Army

Please decide between you which location you want to study. I don't have to remind you how  
d.\_\_\_\_\_ this piece of work is and I wish you the best of luck. Remember that you will also be  
marked on how well you work as a e.\_\_\_\_\_.

Please make sure that the work is finished and f.\_\_\_\_\_ by the end of next week.

Kind regards,

Dr Davis

2. Listen to Episode 1 and answer these questions.

- a. How do they feel?
- b. Where are they?
- c. Who sends them an email while they're talking?
- d. What time's the meeting?
- e. How do they go there?

3. What are Paul and Geeta like? Are they similar characters? And what about the Professor?



## **Student's Worksheet 2**

What do you think happens next? Answer the questions below.

1. Where do Paul, Geeta and the Professor find themselves?
  
  
  
  
2. What does the Professor tell Paul and Geeta when they arrive?
  
  
  
  
3. Is Paul happy to be there?
  
  
  
  
4. Why does Geeta feel unhappy?
  
  
  
  
5. How do they meet the guide?
  
  
  
  
6. What does the guide tell them about the Tomb of the Emperor?
  
  
  
  
7. Finally, what do they use the Virtually Anywhere machine to do?



# THE ASSIGNMENT

## Virtually Anywhere Episode 1 Audioscript

**PAUL:** Hi Geeta.

**GEETA:** Hello Paul.

**PAUL:** Look, I know we haven't always agreed on things in the past ...

**GEETA:** Well, I can't really remember us agreeing about anything.

**PAUL:** OK, OK, and you think I'm a bit of an ...

**GEETA:** Idiot? Yes I do, and I also think you're a bit lazy ...

**PAUL:** Hey, that's not fair!

**GEETA:** I'll tell you what's not fair Paul, Doctor Davis pairing me with you – that's not fair! When I'm about to get a first class degree and you're about to fail the entire course!

**PAUL:** Listen Geeta ...

**GEETA:** No, no, you listen. Look, I'm sorry Paul. I don't mean to be rude, but you need to understand how important this is to me! If I don't get an A grade in the final piece of coursework then I won't get a first class degree, which will mean that I won't get the job I want at the museum.

**PAUL:** Well it's the same for me! Well, not about the job, but I need an A grade just to pass the course!

**GEETA:** Well, it looks like we're in this together then, aren't we? Let's at least try to get along.

**PAUL:** Hey, of course we can get along! I promise I'll try my best.

**GEETA:** You promise?

**PAUL:** Yes, I promise.

**GEETA:** Thank you. Right, I've already researched the locations and I think we should definitely study Teotihuacan. It's this incredible ancient city in Mexico, and no one's really sure who originally built it. Parts of the site are fascinating, like the Pyramid of the Feathered Serpent, and there's a road that's called The Avenue of the Dead that runs right through the middle of the city! I think we should definitely study it.

**PAUL:** No way – we should definitely do the Terracotta Army – it's amazing! All those ancient statues of warriors protecting the Emperor's tomb – I read there are 8,000 of them! And they were only discovered fairly recently, so there's still so much to find out! It's a place that's full of mystery ...

**GEETA:** You can't be serious? The Terracotta Army is what everyone else on the course will choose! If we want to get an A grade, we need to do something more original and go with Teotihuacan!

**PAUL:** But it's a bit boring, isn't it? We want warriors! Swords! Danger! The Terracotta Army! Come on!

**GEETA:** No! No. Argh! I can't believe this is happening! Sorry, just got an ... email.

**PAUL:** Yeah, me too.

**GEETA:** Hmm, how strange. It says: Are you having a difficult time with your group coursework? Come to Study Room 42 ...

**PAUL:** ... in the Darwin Building at 3 p.m. on Thursday. Yeah, I got the same message. From the Professor. Which Professor?

**GEETA:** No idea. Wait a minute, what's the time?

**PAUL:** It's a quarter to three – the meeting's in 15 minutes! Shall we go?

**GEETA:** It depends – will you agree to study Teotihuacan?

**PAUL:** Er, no.

**GEETA:** Well, let's go then. Maybe this Professor can help you decide that I'm right. We'll have to be quick though – the Darwin Building's at the other end of campus.



## Virtually Anywhere Episode 2

### 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 asks them both to meet him.

**GEETA:** Well we got here!

**PAUL:** Just about – I didn't think you'd make it!

**GEETA:** What is your problem?

**PAUL:** Whatever – it's just a joke, Geet.

**GEETA:** And don't call me Geet, I ...

**PROFESSOR:** Paul! Geeta! Hello. I'm the Professor! Glad you could make it.

**PAUL:** Hello, er, Professor, um, are you – are you one of the course tutors?

**GEETA:** How did you know our names?

**PROFESSOR:** Hmm. Poor questions – I'm not surprised you're both about to fail the course!

**GEETA:** I'm not about to fail the course! I'm on for an A grade!

**PROFESSOR:** Really? Well good for you – looks like you won't be needing my help then.

**GEETA:** Well ... Yes ... I mean – um ...

**PROFESSOR:** So, why are you here?

**PAUL:** Well, you emailed us and told us to come here.

**PROFESSOR:** I did, but that's not why you're here. You're here because you chose to come here. You're here because ...

**PAUL:** ... because we can't agree about the subject for our essay.

**PROFESSOR:** I see. Well, I believe I can help you. Now come in, come in! Welcome to Virtually Anywhere!

**GEETA:** Wow! What is this?

**PROFESSOR:** Good question! That's much more like it – if you keep asking questions like this Geeta, then maybe you'll pass the course after all!

**GEETA:** But I am going to pass the course!

**PROFESSOR:** Details, details, details! Unimportant! What's more important, far more important, is where do you want to go first?

**PAUL:** Go first? Go where? Listen, Professor, can you please slow down and explain what's going on here?

**PROFESSOR:** Slow! Yes. They said you were a bit slow. Anyway, let me explain what's going on here. What you see in front of you is a very special computer that I built myself. It's a virtual reality machine called Virtually Anywhere, and it is incredibly powerful. It uses the very latest technology and it can virtually transport you to anywhere in the world. It is an amazing way to learn about history, culture and lifestyles, all without having to leave the room!

**GEETA:** I don't mean to be rude Professor, but it sounds like it would probably be better for schoolchildren – we're about to become professional archaeologists!

**PROFESSOR:** But you're not professional archaeologists yet! You need to experience it to believe it. Once you're plugged into the machine, everything will appear to be very real – almost completely lifelike. And you can go anywhere you want, to the ruins of Teotihuacan or perhaps even to the Terracotta Army.

**PAUL:** Now you're talking – let's go and see the Terracotta Army! Then you'll see, Geet.

**GEETA:** Geeta. It's Geeta, and this ... is insane.

**PAUL:** Well, we're here now, so I reckon let's try it out. What harm can it do? Plus we can always go to Teotihuacan afterwards so that you can see that I was right all along!

**GEETA:** Oh dear. How did I end up here? OK, OK then, let's do it, let's go.

**PROFESSOR:** The right choice! Now put these headsets on. No wait, first – do either of you need the toilet?

**GEETA:** No.

**PAUL:** No.

**PROFESSOR:** Wonderful! Then put the headsets on.

**PAUL:** Headsets? They look like huge helmets!

**PROFESSOR:** Just put it on Paul. Good, now sit down. The machine makes quite a lot of noise when it's turned on, so be prepared. Right then – hold on to the handles. Both hands. And ... here we go!

**GEETA:** That's pretty loud!

**PAUL:** Are you sure this thing is safe?

**PROFESSOR:** I don't really know. This is the first time I've used it on humans.

**GEETA:** What? Did you say this is the first ...