



## Virtually Anywhere Episode 6

### 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 Tomb of the First Emperor in China, they arrive in Teotihuacan in Mexico. After meeting a local tour guide called Fernando, Paul vanishes unexpectedly.

### Teacher's Notes

<b>Background</b>	In this lesson, students listen to the sixth episode, and find out more about the ancient city of Teotihuacan. They also focus on the use of the passive.
<b>Aims of the lesson</b>	<ol style="list-style-type: none"> <li>1. To practise listening for global understanding of Episode 6.</li> <li>2. To identify passive forms in the Episode 6 script.</li> <li>3. To use passive forms in order to complete a communicative activity.</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 of Episode 6, or access to internet to play it online</li> <li>• <b>Audioscript:</b> printed and copied</li> <li>• <b>Student's Worksheet 1:</b> print and cut up one copy per group of five students</li> <li>• <b>Student's Worksheet 2:</b> print one copy per every pair of learners and cut it in half</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. Ideally you should download the audio file if possible.</p> <p>Make copies of the audioscript, and also the worksheets, which you should cut up.</p>
<b>Level</b>	B1/B2
<b>Age</b>	Teenage – young adult



## Procedure

1. **Warmer:** Divide the students into groups of five. Give each student a slip of paper from **Student's Worksheet 1**. If you have groups with fewer than five students, then give one student two sentences. Have the students read their sentences aloud to each other and then stand in what they think is the correct order, in a line. To check, ask them to read the sentences again in order to recap what happened in Episode 5. You can also use this opportunity to recap some of the vocab presented in the first five episodes.
2. **Pre-listening:** Ask students where they think Paul has gone. Give them a minute to check with a partner. Write some of their ideas on the board.
3. **Vocabulary**

Pre teach the following vocabulary items from the audio script:

**underground (adjective or adverb)**

below the surface of the ground (*e.g. an underground cave; some animals live underground.*)

**a lever (noun)**

a kind of handle that controls the action of a machine. (*e.g. pull this lever and the door opens.*)

**a pickaxe (noun)**

a kind of tool for breaking rocks or hard surfaces (*e.g. he used a pickaxe to break into the hard ground.*)

**a mural (noun)**

a large picture that has been painted on the wall of a building or room (*e.g. there are many murals on the Berlin Wall now.*)

**a burial chamber (noun phrase)**

a room where a dead person is buried (*e.g. the Emperor was buried in a large chamber.*)

**a temple (noun)**

a building where people in some religions go to pray or worship (*e.g. a Buddhist temple.*)

4. **Listening:** Tell students they are now going to listen to Episode 6 of *Virtually Anywhere*, to find out where Paul has gone. Play the **audio** of the episode once and ask students if any of the ideas on the board are correct. If not then elicit from the students where Paul went.
5. **Language focus 1:** Write these two sentences on the board:
  - a) As long as he's been transported somewhere safely above ground
  - b) As long as Virtually Anywhere has transported him somewhere safely above ground

Ask students to guess which one was used in the recording and say why.



Now give out the episode **audioscript** and ask the students to use the script to check (The answer is on lines 8 and 9.)

**6. Language focus 2:** Ask students what the difference between the two sentences is (one is active and the other is passive).

- Elicit from the students the form of a passive sentence (subject + the verb *to be* in any tense + past participle).
- Ask them to find other examples of the passive voice in the episode script. Help them to find the first one and then let them work in pairs to find the others.
- When they finish, check their answers as a whole class.
- Ask students to look at the sentence 'It's strictly prohibited to enter'. Ask them why we use a passive rather than an active sentence here. (Answer: because the fact that it is prohibited to enter is the important information so we want it to go at the beginning of the sentence. Also, it is obvious that the managers of the archaeological site are the ones who prohibit entry so we don't need to state that by using them as the subject of the sentence.)

**7. Pre-speaking:** Give out **Student's Worksheet 2 (A)** to one half of the class and **2 (B)** to the other half. Ask students to work in pairs with someone who has the same worksheet as them – so two students with **Worksheet 2 (A)** work together, for example.

- Tell them they have some information missing, which they are going to try and find out later from a different partner. First, they must guess which words are missing from their worksheet, and decide what questions they will have to ask their new partner in order to get the new information.
- Write the following on the board: Teotihuacan was built in \_\_\_\_\_.
- Ask students what type of word they think is missing (a year or a period).
- Ask them how they can form a question to find out what the missing information is (When was Teotihuacan built?).
- Have them work with their partner to predict and write questions for their other sentences.

**8. Speaking:** Give each student a new partner (one who has the other **worksheet**). Tell them that they are now going to ask each other questions to complete the information on their worksheet, but they must not look at each other's worksheets to help them. They must find out all the information by asking questions.

Monitor and help students, where necessary. Once they have finished, let them look at each others' **worksheet** to check their answers. Give feedback, as necessary.

### **Fast finisher activity**

Get students to write five sentences, using the passive form, about the Terracotta Army. They should use the sentences about Teotihuacan as a model.



## Homework

Get students to do the online activities that go with this episode about the passive form.

## Virtually Anywhere Episode 6 Answer Keys

### Key to Student's Worksheet 1

This is the correct order:

1. Paul, Geeta and the Professor are transported to Teotihuacan.
2. Paul and Geeta wonder what the market was like in ancient times.
3. Virtually Anywhere transports them to the market at Teotihuacan and they walk around looking at things.
4. Their tour guide Fernando appears and the market disappears. Fernando gives Paul and Geeta some information about the rock obsidian.
5. Paul disappears.

### Key to language focus 2

Examples of passive voice in the audio script are:

*he's been transported.*  
*the tunnels are still being excavated.*  
*it's strictly prohibited to enter!*  
*Virtually Anywhere has accidentally transported him there.*  
*We don't want to be seen.*  
*he's trapped in there!*  
*This area has not been excavated.*  
*it's perfectly preserved.*

NB *He could be stuck*: *Stuck* is an adjective, not a passive form

### Fast Finisher Activity

Examples of sentences about the Terracotta Army using passive forms:

- The Terracotta Army was discovered in 1974 by local farmers
- It is forbidden to touch the statues!
- The Emperor's tomb has never been opened.
- A few mistakes were accidentally made when archaeologists first uncovered the Terracotta Warriors.
- Some of the statues were originally painted in colour



# THE TEMPLE OF THE FEATHERED SERPENT

## Student's Worksheet 1

Instruction: Cut up one set of sentences for each group of five learners.

Paul, Geeta and the Professor are transported to Teotihuacan.

Paul and Geeta wonder what the market was like in ancient times.

Virtually Anywhere transports them to the market at Teotihuacan and they walk around looking at things.

Their tour guide Fernando appears and the market disappears. Fernando gives Paul and Geeta some information about the rock obsidian.

Paul disappears.



## Student's Worksheet 2 (A)

**Ask your partner questions to find out the missing information.**

**Example:** When was Teotihuacan built?

There are many things that archaeologists and historians don't know about Teotihuacan. They do know that it was built between \_\_\_\_\_ and \_\_\_\_\_, and then abandoned around 700AD. No one knows why this happened for sure, but it is thought that there was an \_\_\_\_\_ or \_\_\_\_\_ in the city.

Teotihuacan was given its name by the Aztecs, but they didn't build the city. No one is sure who built it, but people from different cultures lived there over the years.

Teotihuacan was named a World Heritage Site by UNESCO in \_\_\_\_\_ and it is visited by many tourists every year. Archaeologists continue to excavate the site and new discoveries are sometimes made. A few years ago three ancient rooms were discovered under the Pyramid of the Sun.

**Now check your answers by looking at your partner's paper.**

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## Student's Worksheet 2 (B)

**Ask your partner questions to find out the missing information.**

**Example:** When was Teotihuacan abandoned?

There are many things that archaeologists and historians don't know about Teotihuacan. They do know that it was built between 100BC and 250AD, and then abandoned around \_\_\_\_\_. No one knows why this happened for sure, but it is thought that there was an uprising or civil war in the city.

\_\_\_\_\_ was given its name by the Aztecs, but they didn't build the city. No one is sure who built it, but people from different cultures lived there over the years.

Teotihuacan was named a World Heritage Site by UNESCO in 1987 and it is visited by many tourists every year. Archaeologists continue to excavate the site and new discoveries are sometimes made. A few years ago \_\_\_\_\_ were discovered under the Pyramid of the Sun.

**Now check your answers by looking at your partner's paper.**



# THE TEMPLE OF THE FEATHERED SERPENT

## Virtually Anywhere Episode 6

### 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 tomb of the First Emperor in China, they arrive in Teotihuacan in Mexico. After meeting a local tour guide called Fernando, Paul vanishes unexpectedly.

**GEETA:** Paul! Where has he gone? Will he be OK? Professor!

**PROFESSOR:** It's probably just a problem with the system, I'm sure he'll be fine. As long as he's been transported somewhere safely above ground and not into the middle of a rock! Aha, found him. OK. It's telling me he's just over there ... in that temple ... somewhere ... deep underground ...

**GEETA:** Underground?

**PROFESSOR:** Yes.

**GEETA:** Deep underground?

**PROFESSOR:** Yes.

**GEETA:** Not safely above ground?

**PROFESSOR:** No. Although the computer has been having a few problems ...

**FERNANDO:** That's the Temple of the Feathered Serpent – there are many tunnels and burial chambers underneath it.

**GEETA:** Could he be somewhere inside?

**FERNANDO:** Well it's possible. The tunnels are still being excavated, however it's strictly prohibited to enter!

**PROFESSOR:** Well that must be it then. Virtually Anywhere has accidentally transported him there.

**FERNANDO:** Virtually what? I don't understand. What happened to the other guy?

**GEETA:** Look, you saw him disappear, didn't you?

**FERNANDO:** I ... Er, well yes, I think that's what I saw. I don't know ...

**GEETA:** There's no time to explain, but Paul must be somewhere in the tunnels – can you take us there?

**FERNANDO:** I can't ... I'm sorry. As I said, it's strictly prohibited to enter.



**GEETA:** Listen Fernando, Paul could be in real trouble – he could be stuck deep underground for all we know, and he needs our help!

**FERNANDO:** Look, OK, OK! We can go there quickly, but you have to promise not to touch anything.

**GEETA:** Of course!

**PROFESSOR:** Yes, yes.

**FERNANDO:** OK ... Follow me ... This is the entrance to the underground tunnels. Get inside! Quickly! We don't want to be seen.

**GEETA:** Which way Professor?

**PROFESSOR:** Down this passageway! Let's go! Right, we're very close. The computer says he should be over in that corner.

**GEETA:** There's no one here! Paul! Can you hear me? Paul! There! Did you hear that?

**FERNANDO:** Yes! It sounds like it's coming from behind this wall!

**PROFESSOR:** That must be him! He's trapped in there!

**FERNANDO:** But ... that's impossible. This area has not been excavated – there's no way in ...

**PROFESSOR:** ... or out.

**GEETA:** Yes there is. Professor, pass me that pickaxe!

**FERNANDO:** What are you doing? Don't even think about using that axe! Firstly, this is an archaeological site and secondly, you promised not to touch anything!

**GEETA:** But Fernando, Paul could be ...

**PROFESSOR:** Everybody stand back!

**PAUL:** Oh, hi guys!

**GEETA:** Paul! You're OK! Thank goodness.

**PAUL:** Yeah, I'm fine. I thought I was trapped in this chamber, but then I pulled a lever and the door opened! Anyway, I think I've found something you might want to see. Come in here and have a look at this.

**GEETA:** It's a huge mural. It's ... beautiful.

**FERNANDO:** This is ... an absolutely incredible painting. And it's perfectly preserved! It's a mural of the Great Goddess of Teotihuacan! My friend, this discovery could make you a famous archaeologist!

**PROFESSOR:** Well, not before he passes his final assignment I'm afraid. Now, I'm sorry to break up the party, but my remote control batteries are getting low and I'm afraid it's time to get back so that you can both begin work on that assignment.

**GEETA:** That suits me. After all this I think I need a good sit down and a nice cup of tea. Bye Fernando.

**FERNANDO:** But you can't go now, what about the mural?

**PAUL:** Ah, just say you discovered it – maybe it can make you a famous archaeologist!

**PROFESSOR:** Right, it's time to go home! Hmm, I don't like the sound of that! Oh no! The connection is very weak – we need to leave right now! I'm afraid it's going to be a bumpy ride back. Hold on tight!