

Virtual Reality for Language Learning

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TEACHERS' NOTES

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1. Introduction

Until now, most of the VR materials that have been developed to aid language learners have been designed with individual students in mind. Typically, the student will enter a virtual version of a real-life location (a hotel, restaurant, station or similar) and interact with an avatar or other content to be found in the virtual environment. While not without its usefulness, such activities tend to be very proscribed and focus on practicing specific expressions or simple language items they might be useful in each situation. To an extent, this approach is not dissimilar to the audio-linguistic methodology used in language labs of the 1970s, although, needless to say, almost any VR experience is preferable to sitting in a language lab booth.

The VR4LL project has deliberately taken an entirely different approach. Rather than designing materials for individual students to use on their own, our objective has been to develop materials that can be used in a classroom context by a group of students working and communicating together. To summarise, students are given different tasks to perform in a variety of virtual environments or worlds. In order to complete each task successfully, the student who is wearing the VR headset will need to communicate with the other students who are in the class. So, while only one member of the group is wearing the headset, all members are engaged and (with the help of their teacher) looking for ways to communicate with each other. The duration of the task will depend on a number of factors (see for example Task Variations below) but students will always have the option to take it in turns to wear the headset and experience the Virtual World we have created directly.

Another obvious benefit of the VR4LL approach is that activities can be carried out with just one headset per group. If the number of students in the class is rather large (say more than ten students) perhaps two headsets would be better, but there is never the need to provide headsets for all students, or to ask them to bring their own device. However, given the significant decline in the price of VR headsets over recent years, it is becoming more and more feasible for schools to purchase multiple headsets, thereby allowing different groups of students from different classes to participate in VR activities simultaneously.

2. Notes on the underlying methodology

VR4LL takes two teaching methodologies that are well known throughout the language teaching industry - Total Physical Response and Task Based Learning – and combines them into a new, dynamic form of classroom activity.

In short, **Total Physical Response** (TPR) is based on the premise that learning will take place more effectively if it becomes a whole-body experience, rather than simply a mental exercise. So, rather than having students sit passively behind a desk, TPR gets them out of their seats and has them enact the language they are studying. For example, a teacher (or another student) may say “*Could you open the door please?*” and the student being addressed does so, even though she may not be able to reproduce the same request herself. This effectiveness of this approach for language learners can also be demonstrated when students are asked to act out a dialogue, using movement and gesture, or even perform a short play (see for example <https://www.remotetheatre.org/>). The totally immersive nature of VR technology takes TPR to an even more intense level as their brains are made to think that they are acting out the task they’ve been set in a virtual world. The physical nature of the activities involved, combined with the totally immersive sensory stimulation provided by VR, can be both deeply impactful and highly memorable.

For further information on Total Physical Response methodology see

https://en.wikipedia.org/wiki/Total_physical_response

Task Based Learning lessons focus on the task to be performed rather than on discrete language items. Students are required to use all the linguistic resources at their disposal and are provided with whatever new language they need (by their teacher or by their peers) in order to complete the given task. New language is therefore always encountered in context and is always relevant to the task in hand. Task Based Learning is also a strong communicative approach as students need to work together – and understand each other – in order to complete each task successfully. The tasks designed in VR4LL are all based on the idea that effective group communication is essential; it will be impossible to complete the tasks (or ‘missions’ as we also call them) without it.

For further information on Task Based Learning see:

https://en.wikipedia.org/wiki/Task-based_language_learning

3. Notes on the Intellectual Outputs

The main focus of the VR4LL project was the development of three distinct Intellectual Outputs:

- Virtual Worlds
- Virtual Tasks
- Teachers' Notes

The first two outputs are digital products used to facilitate language learning activities. The third output, which constitutes the majority of this guide, is designed to provide teachers with a clear set of guidelines for successfully utilizing VR4LL content in the language learning classroom.

3.1. Virtual Worlds

Virtual Worlds are best defined as the computer-generated environments in which the language learning activities take place. VR equipment enables users to “enter” a Virtual World and become fully immersed in this environment. This environment is therefore the backbone of every app available for VR equipment (including all the apps that can be found in the Oculus Store) and all the other content is placed within this environment (whether it is educational content, a video game, an interactive movie, etc.).

Through the VR4LL project we developed four distinct Virtual Worlds:

- a space station, both interior and exterior skywalk
- a remote, uninhabited tropical island
- a town from the days of the Roman Empire
- a frozen world covered in snow and ice

Each Virtual World is described further in this guide, along with the rationale for choosing that particular environment.

3.2. Virtual Tasks (or Missions)

Virtual Tasks are the activities that language learners perform within the Virtual Worlds. Most of these tasks were designed as “escape room” type activities, while some were also designed to promote creativity.

We developed two different tasks for each Virtual World, and therefore eight tasks in total. However, using a combination of different approaches to solving these tasks, as well as some minor variations embedded in the tasks themselves, each task can be approached in four different ways. These different approaches, together with the task variations, can be used to provide a range of different language learning activities and elicit a wide variety of language items. With four different variations available for each of the eight Virtual Tasks, teachers can create 32 different language practice activities. The different approaches and task variations are explained in detail in this guide.

Language learning activities can also be modified to suit any CEFR level (except A1). The Teachers' Notes included in this guide provide detailed instructions for targeting different language skills at each CEFR level for each Virtual Task (as explained in the following section).

3.3. Teachers' Notes

The main part of this manual consists of the Teachers' Notes. These can be described as a set of guidelines that will help teachers understand the purpose of each activity, while also providing them with the instructions they can give their learners before initiating a task.

These Teachers' Notes were designed to give teachers the information they need to implement the VR tasks successfully. Teachers can either use these notes as a lesson plan, or create their own lesson plans based on the needs and interests of their students. The Notes offer examples of pre-task activities, target language for the VR tasks themselves (multiple proposed elements for each task), follow-up activities, etc. Teachers can use this information to choose specific language items they wish to elicit from their students and, should they choose to, create more detailed lesson plans with timelines for lessons of different duration. The Teachers' Notes therefore constitute a set of guidelines that offer opportunities for a very wide range of language practice activities.

4. Using task instructions

The Teachers' Notes contain two sets of instructions for completing each Virtual Task. One set is written using language appropriate for A2-B1 students, while the other set is more appropriate for B2 level and above. The premise is that these instructions can be given to students inside the classroom as handouts (but see the section on Task Variations below) to accomplish the desired language learning outcomes.

Communication using the target language occurs between a student who is inside the VR world and other students who are present in the classroom (either physically present or present via a video link). This communication can be enhanced with direct visualization through so-called "casting" (explained in detail below in this guide). The number of students involved in communication may vary; good classroom management can enable different approaches to learning, including facilitating either competition or collaboration between different groups of students. Teachers can use different classroom management approaches appropriate for age, level and attitudes of their students to create the best possible VR language learning experience. We offer suggestions for VR classroom management at a later point in this guide.

Task-based learning occurs through problem-solving inside the Virtual World, and problem solving is accomplished through successful communication between the students inside and outside the VR environment. The Teachers' Notes are designed based on the premise that one variant of our instructions will be used in VR activities, but that is merely a fraction of their potential. Creative teachers can modify task instructions in any way they see fit to create different approaches to activities, elicit different language and accomplish unique language learning aims and outcomes.

4.1. Task variations

Teachers can provide students with a variety of task instructions in order to create very different experiences for learners and generate very different levels of interaction and communication. Essentially there are four possible variations:

1. Teachers can provide students in the class with the instructions as supplied in the Teachers' Notes. At the same time, students in the classroom can see exactly what the student in the VR world is seeing, by casting or projecting the images onto a board (see below for details on casting options).
2. As above, teachers provide students in the class with the instructions as supplied in the Teachers' Notes. But in this variation, students in the classroom are unable to see what the student in the VR World is seeing. Needless to say, this will inevitably generate a much greater need for communication to take place especially on the part of the student in the VR world, who will need to explain what he/she is seeing and what are the consequences of his/her actions.
3. Teachers can decide to give the students in the classroom edited versions of the instructions with large sections left out or redacted. This will increase the difficulty of completing the task but will, at the same time, generate the need for a whole new range of language items. In this third variation students in the classroom can also see what the student with the headset is seeing

through a casting device. Nevertheless, the difficulty of the task - and therefore the need for greater, more detailed communication – will clearly be enhanced.

4. The final variation – which should probably only be used with more advanced students (e.g. B2 or above) - would involve editing or redacting sections of the instructions (as per variation 3 above) but NOT allowing students in the classroom to see what is happening in the virtual world through a casting device. In this final variation, students in the classroom are almost entirely in the dark both with regard to what's happening in the virtual world and with regard to how the task needs to be completed. The student wearing the VR headset will therefore need to explain exactly what is happening and wait for suggestions on how to proceed from his/her colleagues. This approach will undoubtedly increase the overall length of the activity but there is no reason why a task could not be spread over two or more lessons.

It is worth keeping in mind that VR experience should be limited to around 15-20 minutes per student, which obviously means that more students can experience the VR world with this longer, more demanding variation.

4.2. Additional task variations

Within certain tasks there are also a number of minor variations that will enable students to perform the same task more than once, without repeating exactly the same process a second time. For example, in World one, Task one (repairing the communications antenna on the space station), the task will involve using different tools, and inserting different coloured circuit boards, which vary according to the repair codes students have to find and note down.

4.3. Casting

Casting is the process by which the images and sounds being seen and heard on the VR headset can be accessed by other students in the class, either on a smart phone, a smart TV, or on a computer. If classrooms contain a digital projector (sometimes called a 'beamer'), the image sent to the computer can then be projected onto a whiteboard, enabling all students to see the image in a very large screen format.

We recommend using Oculus quest headsets for VR4LL and there is a detailed explanation of how to set up casting from these headsets on the following website:

<https://support.oculus.com/articles/in-vr-experiences/oculus-features/cast-with-quest-2>

Please also see the Task Variations section above for a guide on how to use casting to vary both students' experiences and the opportunities for language learning.

5. VR-specific classroom management

5.1. Preparation: Prior to the lesson starting

It's important to ensure all headsets and handsets are charged. It's also useful to keep some spare (or rechargeable) batteries for the handsets and the charging cable handy. If your cable is over 3 meters long, and the task is within a stationary boundary with students sitting down, then it's possible to charge the headset while playing.

Arrange the seating around the play area, clear the area of obstacles, and define and set the play area within the VR headset. It's useful to define this visually on the classroom floor for the non-VR players, to avoid interfering with the VR player.

Connect the headset to the wifi and connect to the casting device. Suggestions are: use a computer connected to a projector, a smart TV, or an interactive white board for whole class activities, and a solitary computer or phone for individual tasks. Casting allows the teacher to monitor the VR experience. This [link](#) gives instructions for connecting headsets to various media.

A flipped classroom approach is most suitable in preparing the students, either by watching a video on how to use the handsets, or completing one of the pre-tasks – found in the Teachers' Notes.

5.2. Introducing students to VR and the virtual worlds

It's useful to explain to students that there are 4 worlds, each with 2 tasks. The students will be asked to complete one of the tasks within a given time set by the teacher. They will complete one of those tasks by following the clues in the instructions and completing the mission. There are Teachers' Notes with instructions, suggestions, and class materials for each task.

Demonstrate how the handsets work; grips, toggles and buttons and note the specific features needed in the task. (See image below)

During play, if a student feels disorientated, stop the task and remove their headsets before sitting them down. From time to time you may also need to direct the VR player back into the play area in the physical classroom.

The most common tech issues are: losing the wifi connection and losing the casting. In both cases reconnect through the VR headsets.

5.3. Maintaining engagement during the tasks

Due to the student-centered approach and user generated language, it is important to support students in managing the emerging language of collaboration, consensus and task orientation. Therefore, a task-based approach is recommended, with the teacher acting as a resource for a student-directed lesson.

Time management is essential to ensure high levels of communication. Tasks should take approximately 30 - 45 minutes to complete, so consider how many times students change the role of the VR player. We recommend changing a player after a sub-task, rather than after an exact time period. We also suggest 20

minutes maximum per student on the headsets in any one period, and at least a 15-minute rest between plays.

We also suggest teachers make notes on how well the students managed the process and the successful achievement of the task, for later discussion.

To maintain engagement, there are extra optional ideas, both pre and post tasks and which can be found in the Teachers' Notes.

5.4. Group sizes

With smaller groups it's recommended to use one headset, with students collaboratively working to complete the task. Each student should be given an equal turn as player.

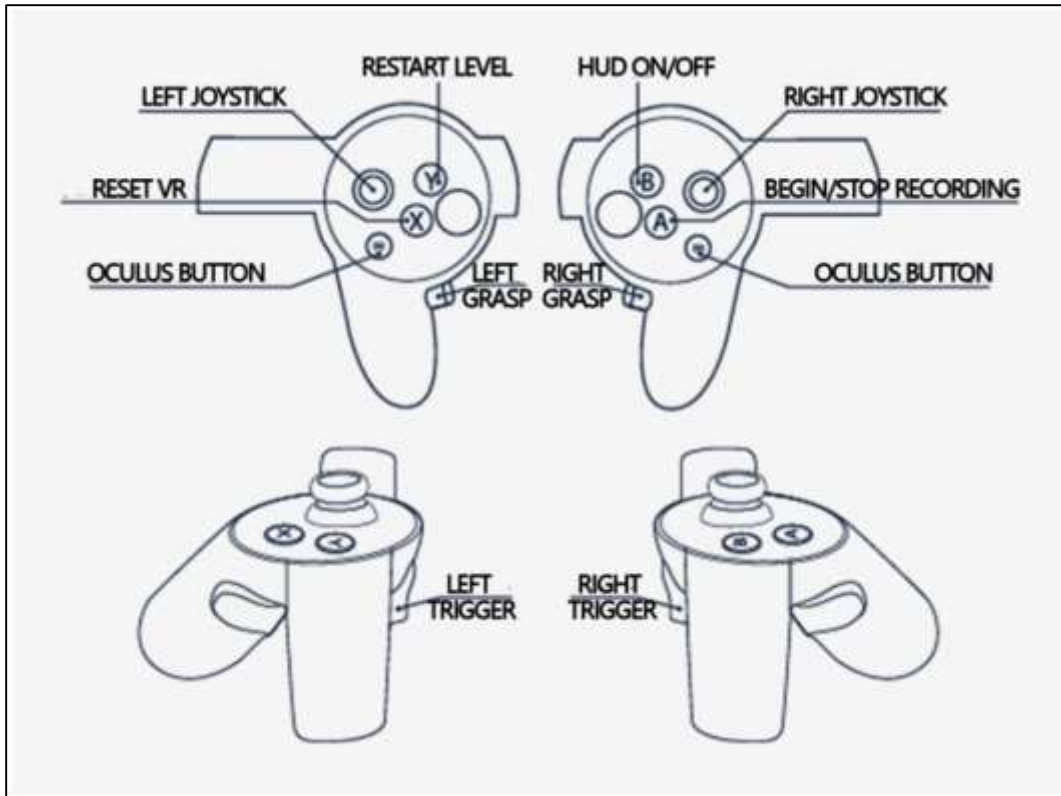
With larger groups, it is recommended to show the VR content using a smart TV, computer and projector, or IWB to maintain the engagement of all students (but see the Task variations section above). Another option is to use more headsets, break classes into smaller groups, have separate play areas, or be seated and have a competition!

Remember to sanitize the headsets and handsets after each player.

5.5. Completing and leading on to the next VR tasks

After the task, consider discussing how well the students completed the activity, both the process and the final product. How would they approach the task differently next time? What would they repeat it again? Did the collaboration between the VR player and the rest of the students work well?

Finally set students one of the follow up tasks from the Teachers' Notes.



6. COVID-19 consideration and use of VR4LL content in online classes

Starting in March 2020, because of the COVID-19 pandemic, most European countries introduced a series of interventions that became known as lockdowns. Almost all language schools were affected severely, and were obliged to move all teaching online, almost overnight. Consequently, throughout the majority of the VR4LL project implementation period, most language classes were taught online, with periodic permission given for live classes in some areas. In light of these events, further consideration needs to be given to COVID-19 safety concerns, as well as the adaptation of VR4LL for use with online classes.

6.1. Safety concerns

VR4LL activities are already adjusted for the “new normal” in terms of classroom use. As described in previous chapters, VR headsets utilize so called *boundaries* which define the area in which a user can move safely within the given space. For the best student experience, this boundary should be a minimum of 2 x 2 meters – which automatically ensures a safe social distancing between students using the VR headset and others. The only additional safety concern is related to the exchange of VR headsets between the students in the classroom, which in theory could contribute to spreading the Coronavirus through direct contact. However, this issue is easy to resolve by simply disinfecting the area of the VR headset that comes into contact with the user’s skin, with the appropriate solutions. Beware that in some models of VR headset (including the latest Oculus Quest 2) this area is made of soft, porous materials (e.g. foam) which may makes it more difficult to clean. When choosing a disinfectant, make sure that it is an effective against Coronavirus, is not harmful to skin, and is not abrasive against the materials found on your VR headset (a 70% alcohol solution may work as a universal disinfectant).

6.2. Use in online classes

VR4LL content can be used in online classes, although the best solution would be to work with hybrid or blended classes. The reasoning is simple: schools will normally only be able to provide the equipment (i.e. the VR headset) to students who are present in the classroom.

In a hybrid or blended classroom model, those students who are physically present in the classroom can use the VR headset and carry out VR activities. Online students can provide a supporting role in terms of giving instructions to the headset users, and generally communicating with their peers through any suitable software, such as Zoom, Cisco WebEx, Adobe Connect or any similar tool. In fact, students interacting online can have the exact same participation as if they were in the classroom, except for the ability to use the VR content directly. Since the proposed use of VR4LL content engages both students inside and outside the VR world and facilitates language learning through communication between the two groups, online students will still benefit from these activities.

In fact, while online students would not be able to experience the virtual content themselves (and are, therefore, not benefiting from the impact of specific methodologies such as *total physical response*), they would still be exposed to interesting and innovative content. We previously described the use of VR4LL content with the option of casting virtual activities using certain equipment such as Chromecast or Oculus Quest intrinsic casting software. This approach can still be utilized in blended classrooms by casting VR content to a computer and then sharing it with online students through regular screen share tools within selected communication software. Although every online communication tool has screen sharing options, in this case we would recommend Zoom due to its advanced audio sharing options (which would allow

online students to hear audio from within Virtual Worlds better). Therefore, online students are still exposed to engaging audio/video content developed by the project.

The use of VR4LL content is more difficult in classes that are carried out fully online. To begin with, students would need to have their own Oculus Quest headset, which is unlikely to be the case. In addition, these students would need to have higher than average IT skills in order to carry out specific tasks such as casting VR content and sharing it with other students.

While this type of purely online use of VR4LL material is not recommended at present, it could become more feasible in the near future. We have already seen major drops in equipment costs, and it is likely that at some point, VR technology will become more widespread among general consumers. If or when that happens, VR4LL content will become a viable language teaching tool even in fully online classes. The Teachers' Notes would need to be slightly altered for such use, with the teacher becoming even more of a moderator, while students themselves drive and perform the different activities.

7. Getting started

As mentioned previously, we strongly recommend using Oculus Quest headsets. At the time of writing these can be purchased for approximately 400 € per headset.

All VR4LL materials have been designed specifically for the Oculus platform, and we can't therefore guarantee that they will work with other devices or systems.

Once you have acquired and charged your headset you will need to register your profile on the Oculus platform. Before anything else, you will be asked to ensure that you are working in a safe space, free of objects you could bump into. This space is defined as the 'Guardian' and every time you approach the edge, a cage-like structure will appear, to warn you not to move any further in that direction.

We then suggest you take the 'First Steps' tutorial, provided by Oculus, in order to familiarise yourself with the headset, the handsets, and all the different buttons. This tutorial has some very cool graphics and is also good fun to do.

Once you are familiar with how everything works, you can then find and download the VR4LL app from the Oculus store.

When you first enter VR4LL you will find yourself in an aircraft hangar, with a large aeroplane inside.



You move around in VR4LL by pressing the mini joy-stick on the left-hand handset. Moving the joy-stick forwards will produce a bright green arrow, and you will be transported to wherever the end of the arrow is pointed. Practice moving around inside the hanger.

When you have mastered movement, go inside the aeroplane. You will notice a footplate. Go and stand on the footplate, as indicated.

On the wall of the plane in front of you, you will see a control panel, as shown in the image below. On the left you will see a keyboard marked 'Select World'.



Press the button for the world you want to visit:

- 1 – A space station
- 2 – A remote, uninhabited tropical island
- 3 – A town from the days of the Roman Empire
- 4 – A frozen world covered in snow and ice

On your right you will see another keyboard marked 'Select Task'. Press the number of the Task you want to undertake (Task 1 or Task 2). Then take hold of the 'Start' lever in the centre of the two key boards and push this up. You will then be transported to the World and Task of your choice.

8. Supporting list: learning aims and outcomes

The VR4LL team has compiled a list of references for CEFR learning outcomes for each level. We reviewed learning outcomes from multiple sources and adjusted them to fit our VR activities.

Teachers' Notes list learning outcomes by code for each suggested activity. You can refer to this table for a full list. Please note that some learning outcomes might be slightly altered for specific activities outlined in the Teachers' Notes.

Learning outcomes are predominantly expressed as "can do" statements.

A2

A2 Spoken Interaction

SI 1	ask people how they feel in different situations. For example: "Are you ok?" And say how he/she feels.
SI 2	ask and answer simple questions about a place, country, work and free time, likes and dislikes.
SI 3	ask and answer simple questions about a past event. For example, the time and place of an event, who was there and what happened there.
SI 4	make and accept invitations or refuse invitations politely.
SI 5	make and accept apologies.

A2 Spoken Production

SP 1	describe himself/herself, his /her family and other people.
SP 2	describe his /her education, his /her present or last job.
SP 3	describe his /her hobbies and interests.
SP 4	describe his /her home and where he/ she lives.
SP 5	describe what I did at the weekend or on his /her last holiday.
SP 6	talk about his /her plans for the weekend or his /her next holiday.

A2 Listening

L 1	understand simple information and questions about family, people, homes, work, and hobbies.
L 2	understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.
L 3	understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
L 4	understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30".
L 5	understand the main information in announcements if people talk very clearly. For example: weather reports, etc

A2 Reading

R 1	understand short, simple texts containing familiar vocabulary including international words.
R 2	find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
R 3	understand the main points in short, simple news items and descriptions if he/ she already knows something about the subject. For example: news about sport or famous people.
R 4	understand short simple messages from friends. For example: e-mails, web chats, postcards, or short letters.

A2 Writing

W 1	write a simple message, for example to make or change an invitation or an appointment to meet.
W 2	write a short message to friends to give them personal news or to ask them a question. For example, a text message or a postcard.
W 3	complete a questionnaire with information about his /her educational background, his /her job, his /her interests, and his /her skills.
W 4	write about things and people he/ she knows well using simple language. For example: descriptions of friends, what happened during the day.

A2 Strategies

ST 1	start a conversation.
ST 2	explain what I don't understand and ask simply for clarification.
ST 3	start, maintain, or end a short conversation in a simple way.
ST 4	ask somebody to repeat what they said in a simpler way.

A2 Grammar

<p>Adjectives – comparative – use of <i>than</i> and definite article</p> <p>Adjectives – superlative</p> <p>Use of definite article</p> <p>Adverbial phrases of time, place and frequency – including word order</p> <p>Adverbs of frequency</p> <p>Articles – with countable and uncountable nouns</p> <p>Countables and Uncountables: <i>Much/many</i></p> <p>Future Time (<i>will</i> and <i>going to</i>)</p> <p>Gerunds</p> <p>Going to</p> <p>Imperatives</p> <p>Modals – <i>can/could</i></p> <p>Modals – <i>have to</i></p>	<p>Modals – <i>should</i></p> <p>Past continuous</p> <p>Past simple</p> <p>Phrasal verbs – common</p> <p>Possessives – use of 's, s'</p> <p>Prepositional phrases (place, time and movement)</p> <p>Prepositions of time: <i>on/in/at</i></p> <p>Present continuous</p> <p>Present continuous for future</p> <p>Present perfect</p> <p>Questions</p> <p>Verb + ing/infinite: like/want-would like</p> <p>Wh-questions in past</p> <p>Zero and 1st conditional</p>
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B1

B1 Spoken interaction

SI 1	start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.
SI 2	give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.
SI 3	have simple telephone conversations with people he/she knows.
SI 4	ask for and follow detailed directions.

B1 Spoken Production

SP 1	give descriptions on a variety of familiar subjects related to his /her interests.
SP 2	talk in detail about his /her experiences, feelings and reactions.
SP 3	briefly explain and justify his /her opinions.
SP 4	give a short, prepared presentation on a very familiar area. (e.g., "his /her country") and answer clear questions.

B1 Listening

L 1	understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
L 2	understand the main points of discussion on familiar topics in every day.
L 3	situations when people speak clearly, but he/she sometimes needs help in understanding details.
L 4	follow clearly spoken, straightforward short talks on familiar topics.
L 5	understand simple technical information, such as operating instructions for familiar types of equipment.

B1 Reading

R 1	understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
R 2	find and understand the information he/ she needs in brochures, leaflets and other short texts relating to his /her interests.
R 3	understand the main points in short newspaper and magazine articles about current and familiar topics.
R 4	understand private letters about events, feelings and wishes well enough to write back.

B1 Writing

W 1	write short, comprehensible connected texts on familiar subjects.
W 2	write simple texts about experiences or events, for example about a trip, describing his /her feelings and reactions.
W 3	write a short formal letter asking or giving simple information.
W 4	write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.

B1 Strategies

ST 1	ask someone to clarify or elaborate what they have just said.
ST 2	repeat back part of what someone has said to confirm that we understand each other. When he/ she can't think of a word, he/she can use a word meaning something similar and invite "correction" from the person he/she is talking to.
ST 3	ask for confirmation that a form is correct and correct some basic mistakes if he/she has time to do so.

B1 Grammar

Adverbs	Past continuous
Broader range of intensifiers such as <i>too, enough</i>	Past perfect
Comparatives and superlatives	Past simple
Complex question tags	Past tense responses
Conditionals, 2nd and 3 rd	Phrasal verbs, extended
Connecting words expressing cause and effect, contrast etc.	Present perfect continuous
Future continuous	Present perfect/past simple
Modals – <i>must/can't</i> deduction	Reported speech (range of tenses)
Modals – <i>might, may, will, probably</i>	Simple passive
Modals – <i>should have/might have/etc.</i>	Wh- questions in the past
Modals – <i>must/have to</i>	Will and going to, for prediction

B2

B2 Spoken interaction

SI 1	take an active part in conversation, expressing clearly his /her points of view, ideas or feelings naturally with effective turn-taking.
SI 2	evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion.
SI 3	sustain his /her opinions in discussion by providing relevant explanations, arguments and comments.
SI 4	use the telephone to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that he/she has understood a point fully.

B2 Spoken Production

SP 1	give clear, detailed descriptions on a wide range of subjects related to his /her fields of interest.
SP 2	develop a clear argument, linking his /her ideas logically and expanding and supporting his /her points with appropriate examples.
SP 3	present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.
SP 4	summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.
SP 5	summarise orally the plot and sequence of events in a film or play.

B2 Listening

L 1	understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in his /her field of specialisation.
L 2	understand in detail what is said to me in standard spoken language.
L 3	with some effort catch much of what is said around me but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
L 4	follow TV drama and the majority of films in standard dialect.
L 5	understand TV news, current affairs, documentaries, interviews, talk shows.

B2 Reading

R 1	read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
R 2	understand articles, reports and reviews in which writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc.).
R 3	rapidly grasp the content and the significance of news, articles and reports on topics connected with his /her interests or his /her job and decide if a closer reading is worthwhile.
R 4	understand the main points in formal and informal letters relating to his /her personal and professional interests, with occasional use of a dictionary.

B2 Writing

W 1	write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of his /her mistakes in the process.
W 2	write clear, detailed descriptions on a variety of subjects related to his /her field of interest.
W 3	express news, views and feelings in correspondence, and respond to those of the other person.
W 4	write standard formal letters requesting or communicating relevant information, following a template.

B2 Strategies

ST 1	use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.
ST 2	help a discussion along on familiar ground confirming comprehension, inviting others in, etc.
ST 3	generally correct slips and errors if he/she becomes aware of them or if they have led to misunderstandings.
ST 4	make a note of “favourite mistakes” and consciously monitor speech for them.

B2 Grammar

Adjectives and adverbs	Past perfect
Future continuous	Past perfect continuous
Future perfect	Phrasal verbs, extended
Future perfect continuous	Relative clauses
Mixed conditionals	Reported speech
Modals – <i>can’t have</i> , <i>needn’t have</i>	Will and going to, for prediction
Modals of deduction and speculation	Wish
Narrative tenses	Would expressing habits, in the past
Passives	

C1

C1 Spoken Interaction

SI 1	express himself/herself, fluently and appropriately, adopting a level of formality appropriate to the circumstances and his /her relationship to the person he/ she is talking to.
SI 2	keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.
SI 3	understand and exchange complex, detailed information on topics with which he/she is not personally familiar, pinpointing key areas where further explanation or clarification is needed.

C1 Spoken Production

SP 1	give clear, well-structured descriptions of complex subjects.
SP 2	develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.
SP 3	give a clear, well-structured presentation on a complex subject in his /her field, expanding and supporting points of view with appropriate reasons and examples.
SP 4	put together information from different sources and relate it in a coherent summary.
SP 5	summarise orally long, demanding texts.

C1 Listening

L 1	understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.
L 2	follow extended discussion even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
L 3	follow most lectures, discussions and debates both within and outside his /her field.
L 4	understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.

C1 Reading

R 1	understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them.
R 2	understand complex texts where stated opinions and implied points of view are discussed.
R 3	understand lengthy, complex manuals, instructions, regulations and contracts in his /her field.
R 4	understand formal letters connected or unconnected to his /her field if I can occasionally check with a dictionary.

C1 Writing

W 1	write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.
W 2	present points of view in a paper, developing an argument, highlighting the most important points, and supporting his /her reasoning with examples.
W 3	express himself/herself, clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth.

C1 Strategies

ST 1	select from a readily available range of expressions to preface his /her remarks appropriately and to follow up what other people say.
ST 2	do not have to restrict what I want say at all; if I can't find one expression I can substitute with another.
ST 3	monitor his /her speech and writing to repair slips and improve formulation.

C1 Grammar

Futures (revision)	Passive forms, all
Inversion with negative adverbials	Phrasal verbs, especially splitting
Mixed conditionals in past, present and future	Wish/if only regrets
Modals in the past	

C2

C2 Spoken interaction and production

S1	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
S2	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
S3	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.
S4	Can sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

C2 Written

W1	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.
W2	Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.
W3	Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.
W4	Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.

C2 Listening

L1	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.
L2	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.
L3	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.
L4	Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. C1 Can understand complex technical information, such as operating instructions, specifications for familiar products and services.

L5	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.
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C2 Reading

R1	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. C2 Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
R2	Can understand any correspondence given the occasional use of a dictionary.
R3	Can scan quickly through long and complex texts, locating relevant details. B2 Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
R4	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
R5	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.

9. Virtual World I: International Space Station

9.1. Introduction

Virtual World 1 is literally out of this world. It is an International Space Station orbiting the earth with great views of our beautiful planet and the stars beyond.

The Space Station is divided into several different rooms, each accessible through an electronic door. There is also a door to the outside which gives access to a walk way (see image below).

We have not been able to provide our astronauts with the sensation of weightlessness, but if asked, teachers could always suggest that we have created an artificial gravity field, through some sort of technical wizardry.

The Space Station provides all sorts of options for pre and post-task discussion. For example teachers could ask students to list what qualifications they think it takes to be an astronaut. Or they could look at the history of the actual International Space Station which has been orbiting above our heads for more than 20 years. Or they could predict what the future of space exploration might be and discuss whether the benefits of space travel justify the risks and the enormous costs.



9.2. Task 1: Instructions (levels A2 – B1)

Note: Teachers can decide how many of these instructions to give their students, as explained in Chapter 4 of the Handbook.

Setting the scene. The communications system on the space station is not working and needs to be repaired as soon as possible. The problem seems to be with the transmitter, which is located on the outside of the space station. This means the astronaut will have to take a spacewalk.

Mission: Repair the Communications transmitter.

The student appears in the space station. He/she already has a space suit on.

- The astronaut first has to find and pick up the backpack (the 'inventory') where he/she will keep the tools. The astronaut has to place the backpack on his/her back, by putting it over one shoulder. Pressing the A key on the handset will open the inventory and display all the items it contains.
- Find a screwdriver, wrench, and pliers. Save them all in the backpack (inventory). They are all together in a room of the space station.
- Find the green, red and yellow circuit boards. Save them in the backpack (inventory). They are all together, in a different room of the ISS.
- Find a 6-digit code which is on a monitor.
- Find the helmet and put it on your head.
- Find the door to the outside. To be able to go outside, the astronaut must have his/her helmet on, and all the tools in his/her backpack. If anything is missing, the button on the door stays red and the astronaut will not be able to go outside. If everything is correct, the light on the door will go green and the door will open.
- Find the communications transmitter.

To fix the transmitter, follow these instructions:

- Enter the 6-digit code. Press Turn on.
- Make a note the message (Input, Output, Signal).
- Press Turn off.

There are three ways to repair the transmitter, according to the message on the screen:

a) Yellow Input:

- ❖ Take the pliers.
- ❖ Remove the screws on the grey cover and put them in the inventory.
- ❖ Remove the cover and put it in the inventory.
- ❖ Remove the current circuit board.
- ❖ Install the yellow circuit board.
- ❖ Replace the grey cover.
- ❖ Replace the screws by hand.
- ❖ Press Turn on.

b) Yellow Output:

- ❖ Take the screwdriver.
- ❖ Remove the screws on the grey cover and put them in the inventory.
- ❖ Remove the grey cover and put it in the inventory.
- ❖ Remove the current circuit board.
- ❖ Install the red circuit board.
- ❖ Replace the grey cover.
- ❖ Replace the screws by hand.
- ❖ Press Turn on.

c) Yellow Signal:

- ❖ Take the wrench.
- ❖ Remove the screws on the grey cover and put them in the inventory.
- ❖ Remove the grey cover and put it in the inventory.
- ❖ Remove the current circuit board.
- ❖ Install the green circuit board.
- ❖ Put the grey cover back.
- ❖ Put back the screws by hand.
- ❖ Press Turn on.

When the transmitter is repaired, the astronaut should go back into the space station and close the door.

The final task is to restart the transmitter by finding and pushing a large red button.

Mission complete.

Video of task resolution: [VR4II Stage 1. International Space Station. Task 1](#)

9.3. Task 1: Instructions (levels B2 – C2)

Note: Teachers can decide how many of these instructions to give their students, as explained in Chapter 4 of the Handbook.

Setting the scene. The communications system on the space station is not working and needs to be repaired as soon as possible. The problem seems to be with the transmitter, which is located on the outside of the space station. There have been a number of solar flares recently which may have damaged the transmitter's circuit board.

Mission: Repair the communications transmitter, which means taking a spacewalk.

The student appears in the space station. He/she already has a space suit on, ready for the spacewalk.

- The first task is to find and pick up the backpack (later described as the 'inventory') which the astronaut will use to store all the tools. The backpack has to be put on the astronaut's back, which is achieved by placing it over a shoulder. Pressing the A key on the handset displays all the items currently in the inventory.
- Next the astronaut has to find three tools: a screwdriver, a wrench and some pliers. They are all together in a room of the space station. All three tools need to go into the backpack (inventory).
- The astronaut then has to find three coloured circuit boards, which are in a different room in the space station. Again, these boards should be placed into the backpack.
- The next task is to find a 6-digit code which is displayed on one of the monitors in the space station. The astronaut needs to make a note of the code.
- When the astronaut has gathered all the tools, and noted the code, he/she is nearly ready to venture outside. But he/she first needs to find a space helmet and put it over his/her head.
- The next task is to find and open the door to the outside. To be able to go outside, the astronaut must have his/her helmet on and all the tools in his/her backpack. If anything is missing, the button on the door will stay red, and the door will stay closed. If everything is correct, the light on the door will go green and the door will open.
- The astronaut will see a walkway. Follow this to find the communications transmitter.

- To repair the transmitter, follow these instructions:

- Use the keyboard to enter the 6-digit code. Press the 'Turn on' key.
- Make a note of the message that appears on the screen (Input, Output, Signal).
- Press the 'Turn off' key.

There are three ways the transmitter can be repaired which vary according to the message that appears on the screen:

a) If the message says Yellow Input:

- ❖ Take the pliers from the inventory.
- ❖ Remove the screws on the grey cover and store them in the inventory.
- ❖ Remove the cover and put it in the inventory.
- ❖ Remove the current circuit board and put it in the inventory.
- ❖ Install the yellow circuit board.

- ❖ Replace the grey cover.
- ❖ Fasten the cover with the screws, by hand.
- ❖ Press the 'Turn on' key.

b) If the message says Yellow Output:

- ❖ Take the screwdriver from the inventory.
- ❖ Remove the screws on the grey cover and store them in the inventory.
- ❖ Remove the grey cover and put it in the inventory.
- ❖ Remove the current circuit board.
- ❖ Install the red circuit board.
- ❖ Replace the grey cover.
- ❖ Put the screws back, by hand.
- ❖ Press the 'Turn on' key.

c) If the message says Yellow Signal:

- ❖ Take the wrench from the inventory.
- ❖ Remove the screws on the grey cover and store them in the inventory.
- ❖ Remove the grey cover and put it in the inventory.
- ❖ Remove the current circuit board.
- ❖ Install the green circuit board.
- ❖ Put the grey cover back.
- ❖ Put back the screws by hand.
- ❖ Press the 'Turn on' key.

If the repair has been successful, a message will appear on the screen. The astronaut should then head back to the space station. He/she may like to take the opportunity to take a few photos of the earth, or of the space station, but there have been several solar flares recently, so it's best to be back inside the space station before one of those occurs.

When the astronaut is back inside the space station and has closed the door, the final task is to restart the transmitter which is achieved by locating and pushing a large red button. Mission complete.

Video of task resolution: [VR4II Stage 1. International Space Station. Task 1](#)

9.4. Task 1: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: Space Station	Task 1: Repair the communications transmitter	Level: A2/A2+
Primary language aims - referenced to CEFR		
<p>SI1: ask people how they feel in different situations. For example: "Are you ok?" And say how he/she feels.</p> <p>SI4: make and accept invitations or refuse invitations politely.</p> <p>SI5: make and accept apologies.</p> <p>SP2: describe his /her education, his /her present or last job.</p> <p>SP4: describe his /her home and where he/ she lives.</p> <p>L1: understand simple information and questions about family, people, homes, work, and hobbies.</p> <p>L2: understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.</p> <p>L4: understand short, clear and simple messages at the airport, railway station etc.</p> <p>L5: understand the main information in announcements if people talk very clearly</p> <p>ST2: explain what I don't understand and ask simply for clarification.</p> <p>ST4: ask somebody to repeat what they said in a simpler way.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1+) – printed or displayed on a projector • VR4LL image database • Internet connection 		
Pre-task suggestions		
<p>(SI2, SP2, SP4) Speaking</p> <p>Use one of the images of the Virtual World from the VR4LL image database and get students to describe what they can see. Use one of the following language focuses, or choose your own:</p> <p>Vocabulary: physical geography (of the world seen from space) jobs, feelings, colours</p> <p>(SI2, SP2) Speaking</p> <p>Would you like to be an astronaut? Why? /Why not?</p> <p>Depending on the class size, students can work as one group or in smaller groups.</p>		

Possible target language items during the VR task
<p>(SI1, SI4 SI5, SP2, SP4, L2, L4, L5, ST2, ST4)</p> <p>Describing spaces, and objects within them: <i>There is / There are...</i></p> <p>Articles with countable and uncountable nouns, <i>much / many</i></p> <p>Making and receiving suggestions and instructions.</p> <ul style="list-style-type: none"> <i>You should / You must / Why don't you ...? / Can you say that again?</i> <p>Imperatives and Directions</p> <ul style="list-style-type: none"> <i>Open the door / Pick up the backpack ...</i> <p>Vocabulary items including tools and space</p>
Ideas for further activities (during VR task)
<p>(SP4, L2 ST2) Activity I: Describing a place</p> <p>Ask the student in the VR world to go into any one of the rooms on the space station. Ask her to describe in detail what she can see. If casting is available, the students in the classroom can also add their suggestions.</p> <p>Activity II: Question practice</p> <p>Don't allow students in the classroom access to a casting device. Instead they have to ask the students in the VR world to describe what she can see using question forms such as</p> <p><i>Is there ... ? / Are there ?</i></p>
Follow-up activities
<p>(W4) Activity I</p> <p>Writing – Ask the students to write a short description (e.g. 100 words) of how they imagine a day in the life of someone living a space station might be like. This could be in the form of a diary written at the end of the day: e.g. I woke up at 4 am. This will give learners the opportunity to practice past tenses.</p> <p>(W1, SP6, L2, ST2, ST3, ST4) Activity II</p> <p>Writing and discussion: Ask students to predict how space exploration will develop in the next 50 years and make notes beginning: I think people will ... This can be done individually or in small groups, depending on class size. Students then read their predictions to the class. Other students can agree or disagree and explain why. This will give learners the opportunity to practice future tenses as well as language such as I don't agree...</p>



Teacher's Notes

Virtual World: Space Station	Task 1: Repair the communications transmitter	Level: B1/B1+
Primary language aims - referenced to CEFR		
<p>SI2: give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>SI4: ask for and follow detailed directions.</p> <p>SP1: give descriptions on a variety of familiar subjects related to his /her interests.</p> <p>SP2: talk in detail about his /her experiences, feelings, and reactions.</p> <p>SP3: briefly explain and justify his /her opinions.</p> <p>L3: situations when people speak clearly, but he/she sometimes needs help in understanding details.</p> <p>L4: follow clearly spoken, straightforward short talks on familiar topics.</p> <p>L5: understand simple technical information, such as operating instructions for familiar types of equipment.</p> <p>ST1: ask someone to clarify or elaborate what they have just said.</p> <p>ST2: repeat back part of what someone has said to confirm that we understand each other; when he/she can't think of a word, he/she can use a word meaning something similar and invite "correction" from the person he/she is talking to.</p> <p>ST3: ask for confirmation that a form is correct and correct some basic mistakes if he/she has time to do so.</p>		
Suggested optional resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1+) – printed or displayed on a projector. • VR4LL image database • Internet connection <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, SP3) Speaking</p> <p>What kind of objects can you repair? What things should we try to repair more? Repair and reuse as a strategy for environmental sustainability.</p> <p><u>Using VR4LL content</u></p> <p>(SI2, SP1) Speaking</p> <p>Use one of the images of the Virtual World from the VR4LL image database and ask students to describe what they can see. Use one of the following language focuses or choose your own:</p> <ul style="list-style-type: none"> • Vocabulary: physical geography (of the world seen from space) 		

<ul style="list-style-type: none"> • Living on a space station. Students imagine what would be good about the experience, and what problems they might have.
Possible target language items during the VR task
<p>(SI2, SI4, SP1, SP3, L1, L3, L5, ST1, ST2)</p> <p>Grammar: Modals</p> <ul style="list-style-type: none"> • <i>must / have to, might, may, will probably; should / shouldn't have</i> <p>Grammar: Conditionals</p> <ul style="list-style-type: none"> • <i>If you don't put the helmet on the door won't open</i> <p>Use of Language: Reported speech</p> <ul style="list-style-type: none"> • <i>What did she say?</i> <p>Vocabulary: Phrasal verbs</p> <ul style="list-style-type: none"> • <i>pick up, put in, turn on/off, put back</i> <p>Connecting words indicating cause and effect</p>
Ideas for further activities (during VR task)
<p>(L4, ST1) Activity I: Beware the solar flare!</p> <p>One or two of the students in the class control how much time the astronaut is spending outside the space station and communicates this information every minute. The reason? A solar flare is expected to hit the space station in less than 8 minutes and it could be dangerous if the astronaut is still outside when the flare arrives.</p> <p>(W4) Activity II: Writing what has happened</p> <p>Students who don't have access to the instructions, are asked to write a summary of the steps the astronaut has to perform to repair the transmitter. When the activity finishes, students compare their notes to see if they coincide.</p>

Follow-up activities

(R1, R2) Activity I

Reading: Ask students to find the answers to a series of questions about the International Space Station. For example: How old is it? How fast is it moving? How long does it take the ISS to orbit the earth? What is its altitude? How many people have spent time on the ISS and from how many countries? See for example: [International Space Station Overview | NASA](#)

(SI2, SP3, L1, L2 ST1, ST2) Activity II

Vocabulary and discussion: Space exploration is very expensive. Do you think governments should continue to spend so much money on space? Or would the money be better spent on protecting our planet (for example)?



Teacher's Notes

Virtual World: Space Station	Task 1: Repair the communications transmitter	Level: B2/B2+
Primary language aims - referenced to CEFR		
<p>SI1: take an active part in conversation, expressing clearly his /her points of view, ideas or feelings naturally with effective turn-taking.</p> <p>SI2: evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion.</p> <p>SI3: sustain his /her opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>SI4: use the telephone (or similar device) to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that he/she has understood a point fully.</p> <p>SP1: give clear, detailed descriptions on a wide range of subjects related to his /her fields of interest.</p> <p>SP2: develop a clear argument, linking his /her ideas logically and expanding and supporting his /her points with appropriate examples.</p> <p>L1: understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in his /her field of specialisation.</p> <p>L2: understand in detail what is said in standard spoken language.</p> <p>R1: read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p>ST1: use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.</p> <p>ST2: help a discussion along on familiar ground confirming comprehension, inviting others in, etc.</p> <p>ST3: generally correct slips and errors if he/she becomes aware of them or if they have led to misunderstandings.</p>		
Suggested optional resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2-C2) – printed or displayed on a projector. • VR4LL image database • Internet connection <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI1, SI2, SP2, SP3, L2, ST2) Speaking</p> <p>What do you do if something you own stops working? Do you try to repair it yourself? Or a hire an expert? Or throw it away and buy a new one? Discuss the concept of 'Repair and Reuse' as a strategy for environmental sustainability.</p>		

<p>(SI1, SI2, SP2, SP3, L2, ST2) Speaking</p> <p>Use one of the images of the space station from the VR4LL image database and ask students to describe what they can see. Then ask students to imagine what living on a space station would be like. What sort of problems might they have?</p>
<p>Possible target language items during the VR task</p>
<p>(SI1, SI3, SI4, SP1, S2, L2, L3, ST2, ST23)</p> <p>Vocabulary: Adjectives and adverbs, describing objects and processes.</p> <p>Grammar: Mixed conditionals</p> <p>Grammar: Will and going to, for prediction.</p> <p>Grammar: Modals</p> <ul style="list-style-type: none"> • <i>can't have / shouldn't have / needn't have</i> <p>Grammar: Modals of deduction and speculation</p> <ul style="list-style-type: none"> • <i>must be / can't be / might be ...</i> <p>Vocabulary: Phrasal verbs</p> <ul style="list-style-type: none"> • <i>put in, put back, pick up, take out, look for ...</i> <p>Use of Language: Reported speech</p> <ul style="list-style-type: none"> • <i>What did he/she say?</i>
<p>Ideas for further activities (during VR task)</p>
<p>(SI1, SI4, SP5, ST1, ST3) Activity I: Live Radio/TV commentary</p> <p>Two of the students act as journalists. One is asking questions about the situation on the space station and what the astronaut is doing; the second, is providing as much information as he/she can, live, to an audience on earth.</p> <p>This activity will work best if these students are in a separate room/space to the students providing the instructions/suggestions. The second student will also need to see what's happening using Chromecast (see introductory chapters). The exchange between the two journalists could also be recorded.</p> <p>(W1, W2) Activity II: Writing the story</p> <p>Students who don't have access to the instructions, are asked to write a live blog post of the repair task as it happens. This could highlight some of the difficulties the astronaut has encountered.</p>

Follow-up activities

(R1, R3) Activity I

Read about the activities of the crew on the International Space Station on Wikipedia and make a timeline of their daily routine. [International Space Station - Wikipedia](#)

(L4, W2) Activity II

Listen to 'Space Oddity' by David Bowie. Write a short summary of Major Tom's experience in space.



Teacher's Notes

Virtual World: Space Station	Task 1: Repair the communications transmitter	Level: C1
Primary language aims - referenced to CEFR		
<p>SI2: keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.</p> <p>SI3: understand and exchange complex, detailed information on topics with which he/she is not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP1: give clear, well-structured descriptions of complex subjects.</p> <p>SP2: develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately</p> <p>L1: understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>L2: follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly</p> <p>L4: understand complex technical information, such as instructions for operating equipment and specifications for products and services</p> <p>R1: read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p>R3: understand lengthy, complex manuals, instructions, regulations and contracts</p> <p>ST1: select from a readily available range of expressions to preface remarks appropriately and to follow up what other people say</p>		
Suggested optional resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2-C2) – printed or displayed on a projector. • VR4LL image database • Internet connection <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, SI3, SP2, L1, L2, ST1) Speaking</p> <p>Students discuss what sort of things they might be able to repair themselves and what sort of things they would not be able to repair. They also discuss the concept of 'Repair and Reuse' (as opposed to use then throw away) as a strategy for environmental sustainability.</p>		

<p>(SI2, SI3, SP2, L1, L2, ST2) Speaking</p> <p>Use one of the images of the space station from the VR4LL image database and ask students to describe what they can see. Then ask students to discuss what living on a space station would entail. What would be the highlights? What sort of problems might they encounter?</p>
<p>Possible target language items during the VR task</p>
<p>(SI2, SI3, SP1, L1, L4, ST1)</p> <p>Vocabulary: Adjectives and adverbs, describing objects and processes.</p> <p>Grammar: Mixed conditionals in the past present and future.</p> <p>Grammar: Will and going to, for prediction.</p> <p>Grammar: Modals in the present and past</p> <p>Vocabulary: Phrasal verbs</p> <ul style="list-style-type: none"> • <i>put in, put back, pick up, take out, look for ...</i> <p>Vocabulary sets: <i>tools, space, engineering, repairs ...</i></p>
<p>Ideas for further activities (during VR task)</p>
<p>(SI2, SI3, SP1, L1, L4, ST1) Activity I: Speaking based on the idea of the transmitter malfunction</p> <p>At some point during the task (e.g. before the astronaut exits the space station) deactivate the casting device claiming this is exactly what happens when the transmitter stops working. From this point on, the astronaut must describe what she is doing in great detail and the other students, who no longer have visual clues, have to listen intently, ask questions, make suggestions, etc.</p> <p>(W1, W3) Activity II: Writing down the procedure</p> <p>Students are asked to make notes of the difficulties the astronaut has encountered from two perspectives: practical difficulties completing the task, and language difficulties communicating with the other students.</p>
<p>Follow-up activities</p>
<p>(R1, R3, SP1) Activity I – Read and Summarise</p> <p>Read about some of the more recent research activities undertaken by the crew on the International Space Station, as summarised on the NASA website:</p> <p>https://www.nasa.gov/mission_pages/station/research/index.html</p> <p>Ask students individually or in small groups to select one research activity that interests them, then summarise this research project to the other students in the class.</p>

(SI1, SI3, SP1, SP2, L2, ST1) Activity II Debate

Explain that the class is going to debate the following motion

Space exploration is a colossal waste of government money and should be left to private billionaires such as Elon Musk and Jeff Bezos

Half the class has to argue in favour of the motion (whatever their actual opinion); half the class has to argue against. Students should be given 10 minutes to prepare their arguments before explaining them. They can then argue against the points made by the opposite team. Make sure all the students participate, not just the most vocal ones!

The teacher decides which team (for or against the motion) wins the debate, based on the arguments given and the language used.



Teacher's Notes

Virtual World: Space Station	Task 1: Repair the communications transmitter	Level: C2
Primary language aims - referenced to CEFR		
<p>S1: produce smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>S2: give clear, smoothly flowing, elaborate and often memorable descriptions.</p> <p>S3: present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning</p> <p>L1: demonstrate no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> <p>L2: easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>R4: understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions</p> <p>R5: understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> <p>W2: write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</p>		
Suggested optional resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2-C2) – printed or displayed on a projector. • VR4LL image database • Internet connection <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(S1, S2, S3, L1, L2) Speaking</p> <p>Divide the class onto groups of 2-3 students. Then give each group 2 minutes to note down as many tools as they can think of. Then each group in turn has to explain what one of the tools on their list is used for, without saying the name of the tool; the other groups have to work out what tool being described is. No tool can be described more than once.</p>		

(S1, S2, L1, L2) Speaking

Use one of the images of the space station from the VR4LL image database and ask students to describe what they can see. Then ask students to imagine what living on a space station would be like. What would be the highlights? What sort of problems might they encounter?

Possible target language items during the VR task

Use of Language: Order of adjectives

- *a long, dark room; a small, plastic screwdriver...*

Vocabulary: The language of speculation

- *What if we ...? Perhaps you should ... How about ...?*

Vocabulary: Colloquial expressions

- *What on earth...? I haven't got a clue. Are you kidding me? That's pretty cool. Etc.*

Ideas for further activities (during VR task)

(S1, S2, S3, L1, L2) Activity I:

Substitute the full set of instructions with a set that has been heavily redacted. This will oblige all the students (both the astronaut in the VR world and the other students in the classroom) to discuss and decide what the next steps in the repair process should be. Students could also compete the set of instructions they have been given.

(S1, S2, S3, L1, L2) Activity II:

Alternatively, substitute the full set of instructions with a set that only explains what equipment is needed to make the repair. Then, once the astronaut on the space station has gathered all the equipment, and without seeing the second half of the instructions, ask the students to predict what happens next. They could also note down their predictions and then try to complete the mission based on the predictions they have made. If their predictions are not correct, they will have to adapt their ideas as the mission proceeds.

Follow-up activities

(L1, L2, S3) Activity I: Listen and Summarise

Divide the class into two or more groups. Each group uses their phones to listen to one of the four tours of the International Space station available here: [International Space Station Tour | NASA](#)
Each group then has to summarise what they have seen and heard to the other groups.

(S1, S2, S3, W2) Activity II: We have a problem

Divide the students into groups of 3-4. Each group has to write a short play (3-4 minutes long), based on the idea of a problem (of any description) in space. Some of the students will play the role of astronauts, others can represent technicians working in ground control. When finished, students can act out their plays and the teacher can judge which are best in terms of ideas, performance, and language used.

9.5. Task 2: Instructions (levels A2 – B1+)

Note: Teachers can decide how many of these instructions to give their students, as explained in Chapter 4 of the Handbook.

Setting the scene. There is a problem on the space station that needs to be fixed. Also, the communications system is not working. This was repaired in Task 1, but now there is another problem. Until the problem is fixed, the only way mission control can communicate with the space station is through Morse code!

Mission: Make a biodegradable plastic washer with the ingredients available.

The student appears in the space station.

- Look for a screen that has a Morse code message. (This lists the ingredients needed to make the plastic washer)
- Read the Morse code message to the other students.
- Work out what the message says
- Find the gravity room
- Put a glass beaker on top of the scales
- Set the scales to zero
- Add the correct amount of corn starch
- Set the scales to zero
- Add the correct amount of oil
- Set the scales to zero
- Add the correct amount of water
- Take the rod and mix
- Open the microwave
- Introduce the glass beaker
- Select the time: 5, 15, 30 or 45 seconds
- Close the door and press On
- After time selected, open the microwave and take out the beaker
- Place the beaker in the activation system (in the same room)
- The door closes automatically
- Mission complete (if performed correctly)

If a step is not performed correctly, the activation system will not work. The washer manufacturing process can be restarted. There are 4 opportunities (4 beakers).

Note: the correct time in the microwave is 30 seconds.

Video of task resolution: [vr4ll_world1_Task2.mp4](#)

9.6. Task 2: Instructions (levels B2 – C2)

Note: Teachers can decide how many of these instructions to give their students, as explained in Chapter 4 of the Handbook.

Setting the scene. There is an unspecified problem on the space station that needs to be fixed. What is more, the communications system is not working. This was repaired in Task 1, but there seems to be another problem. Or perhaps Task 2 predates Task 1. In any case, until the problem is fixed, the only way mission control can communicate with the space station is through Morse code!

Mission: Make a biodegradable plastic washer with the ingredients available.

The student appears in the space station.

- Look for a computer screen that has a Morse code message displayed on it. (This details the ingredients needed to make the plastic washer).
- Tell the other students what the Morse code message is.
- Decipher the message working with the rest of the team.
- Find the room that has all the materials necessary (the 'Gravity room' – so called because we don't want all the instruments and ingredients floating around in mid-air).
- Go to the work bench and put one of the glass beakers on top of the scales
- Set the scales to zero
- Find the bottle that contains corn starch and add the appropriate amount to the beaker.
- Set the scales to zero again
- Add the correct amount of oil to the beaker
- Set the scales to zero again
- Add the correct amount of water
- Take the mixing rod and mix the ingredients together, stirring thoroughly
- Open the door of the microwave
- Introduce the glass beaker
- Select the timer on the microwave. There are four options 5, 15, 30 or 45 seconds
- Close the door and press the 'On' switch
- After the time selected has elapsed, open the microwave and take out the beaker
- Place the beaker in the activation system (which is in the same room)
- The door will close automatically
- Mission complete (if each step has been performed correctly)

If a step is not performed correctly, the activation system will not work. The washer manufacturing process will then need to be restarted. There are 4 opportunities to complete the task successfully (as there are only 4 beakers available).

Note: the correct time in the microwave is 30 seconds.

A video showing the task resolution can be found here: [vr4ll_world1_Task2.mp4](#)

9.7. Task 2: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: Space Station	Task 2: Manufacture a biodegradable plastic washer	Level: A2/A2+
Primary language aims - referenced to CEFR		
<p>SI1: ask people how they feel in different situations. For example: "Are you ok?" And say how he/she feels.</p> <p>SI2: ask and answer simple questions about a place, country, work and free time, likes and dislikes.</p> <p>SI4: make and accept invitations or refuse invitations politely.</p> <p>SI5: make and accept apologies.</p> <p>SP2: describe his /her education, his /her present or last job.</p> <p>SP4: describe his /her home and where he/ she lives.</p> <p>L1: understand simple information and questions about family, people, homes, work, and hobbies.</p> <p>L2: understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.</p> <p>ST2: explain what I don't understand and ask simply for clarification.</p> <p>ST4: ask somebody to repeat what they said in a simpler way.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1+) – printed or displayed on a projector • VR4LL image database • Internet connection <p>Note: some optional activities require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, SP2, SP4) Speaking Use one of the images of the Virtual World from the VR4LL image database and get students to describe what they can see. Use one of the following language focuses or choose your own:</p> <p>Vocabulary: physical geography (of the world seen from space) jobs, feelings, colours</p> <p>(SI2, SP2) Speaking Would you like to be an astronaut? Why? /Why not?</p> <p>For all listed activities, students can work as a class or in pairs, depending on the group size.</p>		

Possible target language items during the VR task
<p>(SI1, SP3, L1, ST2, ST4)</p> <p>Describing spaces, and objects within them</p> <ul style="list-style-type: none"> <i>There is / There are ...</i> <p>Articles with countable and uncountable nouns, much / many</p> <p>Making and receiving suggestions and instructions.</p> <ul style="list-style-type: none"> <i>You should / You must / Why don't you ...? / Can you say that again?</i> <p>Imperatives and Directions</p> <ul style="list-style-type: none"> <i>Open the door / Pick up the beaker</i>
Ideas for further activities (during VR task)
<p>(SI4, L4, ST4) Activity I: Coding and Decoding</p> <p>Ask some of the students to write one or two of the instructions in morse code (e.g. for the time the microwave needs to operate). This can then be 'sent' to the space station and decoded by the astronaut with the help of the other students.</p> <p>This activity will encourage communication between different groups of students.</p> <p>(W4) Activity II: Writing what has happened</p> <p>Students who don't have access to the instructions, are asked to write a summary of the steps the astronaut has to perform to produce the washer. When the activity finishes, students compare their notes to see if they coincide.</p>
Follow-up activities
<p>(R3, W4) Activity I</p> <p>Reading and writing – students use their phones or other devices to research and write a simple timeline of space travel. They could also predict what is going to happen in the near future. This will give learners the opportunity to practice past and future tenses, and increase their knowledge of space vocabulary.</p> <p>(SP4, ST2, ST4) Activity II</p> <p>Vocabulary and discussion: Biodegradable plastics</p> <p>Students make a list of items 5-6 that are made of plastic. How many of these items could use biodegradable plastics instead?</p>



Teacher's Notes

Virtual World: Space Station	Task 2: Manufacture a biodegradable plastic washer	Level: B1
Primary language aims - referenced to CEFR		
<p>SI2: give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>SI4: ask for and follow detailed directions.</p> <p>SP1: give descriptions on a variety of familiar subjects related to his /her interests</p> <p>SP2: talk in detail about his /her experiences, feelings and reactions.</p> <p>SP3: briefly explain and justify his /her opinions.</p> <p>L3: understand situations when people speak clearly, but he/she sometimes needs help in understanding details.</p> <p>L5: understand simple technical information, such as operating instructions for familiar types of equipment.</p> <p>ST1: ask someone to clarify or elaborate what they have just said.</p> <p>ST2: repeat back part of what someone has said to confirm that we understand each other.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1+) – printed or displayed on a projector • VR4LL image database • Internet connection <p>Note: some optional activities require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, SP1, SP2) Speaking</p> <p>Vocabulary: put students in groups of 2-3 and ask them to list as many objects as possible that are made of entirely of plastic. Give them a maximum of 2-3 minutes then review the lists. Each correct answer scores one point and the team with the most points wins.</p> <p>Use one of the images of the Space Station from the VR4LL image database and ask students to describe what they can see. Ask who would like to spend 3-4 months living and working in a space station? Why? / Why not?</p>		

Possible target language items during the VR task
<p>(SI4, SP1, SP2, SP3, L3, L5, ST1, ST2)</p> <p>Vocabulary: Instructions and Directions</p> <p>Grammar: Modals</p> <ul style="list-style-type: none"> Should / shouldn't, must/ must not, have to / don't have to, could be / can't be, etc. <p>Use of Language: Connecting words expressing cause and effect (<i>because, as, so ...</i>)</p> <p>Grammar: Conditionals, zero, 1st, 2nd, and 3rd</p> <p>Vocabulary: Adverbs</p> <ul style="list-style-type: none"> pour the water slowly ... <p>Use of Language: Intensifiers</p> <ul style="list-style-type: none"> such as too, enough ...
Ideas for further activities (during VR task)
<p>(SI4, L3, ST1) Activity I: Decoding time Provide students with a second coded message indicating how long the microwave needs to function to obtain a successful result. Instead of morse code, this could be a number to letter code, followed by a letter to number code. For example: C_ 19 5 3 15 14 4 19 Students have to work in groups to decipher the code.</p> <p>(ST1, ST2, L3, ST1) Activity II: Drawing a plan Before or after the main task, ask students to draw a floor plan of the space station on the white board. This should generate a good deal of discussion, and will involve vocabulary items to do with size and shapes.</p>
Follow-up activities
<p>(L4, R1, SP2, SP3) Activity I Students watch this video on their phones, or using the classroom TV or projector: The Story of Plastic (Animated Short) - YouTube Teachers may want to set some comprehension questions prior to a second viewing. Students then discuss which plastic items they commonly use that could perhaps be substituted by non-plastic items.</p> <p>(W2) Activity II Students imagine they are living in a space station and write a diary entry (of 100-150 words) that outlines what they have done in the past 12 hours. This could include making the bioplastic washer, or not.</p>



Teacher's Notes

Virtual World: Space Station	Task 2: Manufacture a biodegradable plastic washer	Level: B2
Primary language aims - referenced to CEFR		
<p>SI2: evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion.</p> <p>SI3: sustain opinions in discussion by providing relevant explanations, arguments, and comments</p> <p>SP2: develop a clear argument, linking ideas logically and expanding and supporting points with appropriate examples.</p> <p>SP3: present a topical issue in a critical manner and weigh up the advantages and disadvantages of various options.</p> <p>SP4: summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.</p> <p>L2: understand in detail what is said in standard spoken language.</p> <p>L5: understand TV news, current affairs, documentaries, interviews, talk shows.</p> <p>ST1: use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.</p> <p>ST3: generally correct slips and errors if aware of them, or if they have led to misunderstandings.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2 – C2) – printed or displayed on a projector • VR4LL image database • Internet connection <p>Note: some optional activities require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, SP2, SP3) Speaking</p> <p>Use one of the images of the Space Station from the VR4LL image database and ask students to describe what they can see. Ask students what they know about the International Space Station. What about the Chinese space station? Then ask who would like to spend 3-4 months living and working in a space station? Why? / Why not?</p> <p>Show students this short video and ask them to summarise what the astronauts have been doing. The Toilet Broke - Inside the International Space Station - YouTube</p>		

Possible target language items during the VR task
<p>(SI3, SP2, SP3, L2, L5, ST1, ST3)</p> <p>Vocabulary: Adjectives and adverbs</p> <p>Grammar: Modals of deduction and speculation</p> <p>Grammar: Mixed conditionals</p> <p>Use of Language: Narrative tenses</p> <p>Grammar: Relative clauses</p>
Ideas for further activities (during VR task)
<p>(ST1, ST2, L3, ST1) Activity I: Before decoding</p> <p>Before students are given access to the Morse code, ask them to speculate what materials they might need to make a biodegradable plastic. They could be allowed to access the gravity room on the space station in search of clues.</p> <p>(SP4, L2, L5, ST1, ST3) Activity II: Narrating the task</p> <p>While the task is being performed, students in the classroom take it in turns to give a live commentary on what's the astronaut is doing, to some other students who don't have access to a casting device (or have their backs to the classroom screen). The 'audience' can ask for clarification as and when needed.</p>
Follow-up activities
<p>(L5) Activity I</p> <p>Students watch this promotional video on their phones, or using the classroom TV or projector Plant-Based Plastic Made from Sugarcane - YouTube</p> <p>Students note the advantages of using sugar cane as an alternative to plastic. Can they think of any disadvantages?</p> <p>(W4) Activity II</p> <p>Divide the students into pairs. One student has to write a formal letter to the owner of a local supermarket complaining about the amount of plastic packaging used in its food products, and outlining alternatives. The second student has to write a response which could be a justification of current practices and/or a promise to do better in future.</p>



Teacher's Notes

Virtual World: Space Station	Task 2: Manufacture a biodegradable plastic washer	Level: C1
Primary language aims - referenced to CEFR		
<p>SI2: keep up with animated discussions on abstract and complex topics with a number of speakers and participate effectively even when people start talking simultaneously.</p> <p>SI3: understand and exchange complex, detailed information on topics with which he/she is not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP1: give clear, well-structured descriptions of complex subjects.</p> <p>SP2: develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>SP4: put together information from different sources and relate it in a coherent summary.</p> <p>L1: understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>L3: follow most lectures, discussions and debates</p> <p>L4: understand complex technical information, such as instructions for operating equipment and specifications for products and services.</p> <p>R1: understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life</p> <p>ST1: select from a readily available range of expressions to preface his /her remarks appropriately and to follow up what other people say.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2 – C2) – printed or displayed on a projector • VR4LL image database • Internet connection <p>Note: some optional activities require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI3, SP1, L1, L3, L4, ST1)</p> <p>Use one of the images of the Space Station from the VR4LL image database and ask students to describe what they can see. Ask students to outline what mankind has been able to achieve in space up to this point. Then ask them what they know about the International Space Station</p> <p>Show students this short video then ask them to note some of the scientific activities the astronauts on the international space station have been doing.</p> <p>The International Space Station: A Laboratory in Space - YouTube</p>		

Possible target language items during the VR task
<p>(SI2, SI3, SP1, L4, ST1)</p> <p>Use of Language: Inversion with negative adverbials</p> <p>Grammar: Mixed conditionals in past, present and future</p> <p>Grammar: Modals in past, present and future</p> <p>Vocabulary: Phrasal verbs, especially splitting</p>
Ideas for further activities (during VR task)
<p>(SI1, SP1, L3, ST1) Activity I: Zero gravity</p> <p>When students have finished mixing the ingredients to make the plastic, pause the task and ask them to speculate what would happen if they had attempted the same activity in a zero-gravity environment. Then ask them how they might be able to overcome zero gravity to achieve the same results.</p> <p>(SI1, SP1, L1, ST1) Activity II: Redacted instructions</p> <p>Give the students in the classroom a set of instructions that have been carefully redacted. This will oblige them to speculate on what the steps they need to take and share their ideas and predictions with their classmates.</p>
Follow-up activities
<p>(R1) Activity I Ask students to read about the 5 companies mentioned on this website: 5 Bio-Degradable Plastic Companies for a Greener Future - Goodnet</p> <p>Then divide the class into groups and assign one of the 5 companies listed to each group. Their task is to read about the company they have been assigned, then summarise to the rest of the class, the most interesting points they have discovered.</p> <p>(L3) Activity II</p> <p>Show students this video then ask them to summarise the problems and possible solutions in their own words. ‘Space junk’ Crashes Into International Space Station - YouTube</p>



Teacher's Notes

Virtual World: Space Station	Task 2: Manufacture a biodegradable plastic washer	Level: C2
Primary language aims - referenced to CEFR		
<p>SP1: can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>SP2: can give clear, smoothly flowing, elaborate and often memorable descriptions.</p> <p>SP3: can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>SP4: Can handle difficult and even hostile questioning.</p> <p>L1: Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> <p>L2: Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>L3: Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</p> <p>L4: Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p> <p>L5: Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</p> <p>R4: Can scan quickly through long and complex texts, locating relevant details</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2 – C2) – printed or displayed on a projector • VR4LL image database • Internet connection <p>Note: some optional activities require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SP1, SP4, L2) Speaking Divide the class into two or more groups and ask each group to discuss and note the three most impressive achievements of mankind in space up to this point. Then ask them to justify their decisions to the other groups.</p> <p>(SP1, SP4, L2, L5) Speaking and listening Ask students what they know about the International Space Station. Then ask them what they know about the Chinese space station. Why do they think the Chinese are building their own space station?</p>		

<p>Finally show them this video and ask them to note what they learn about the Chinese station. Explainer: Why is China building a new space station? - YouTube</p>
<p>Possible target language items during the VR task</p>
<p>(SP1, SP2, L1, L2)</p> <p>Language of suggestions: (What about ...ing? Suppose you were to ...? What if you...?)</p> <p>Colloquial expressions for agreement and disagreement (Seriously? That's never going to work. I haven't got a clue...)</p> <p>Vocabulary of plastics and plastic pollution</p> <p>Vocabulary of space (zero gravity, solar flares ...)</p>
<p>Ideas for further activities (during VR task)</p>
<p>(SP2, SP3, SP4, L1, L2) Activity I: No instructions</p> <p>Tell the students the task they have to perform, but don't provide them with any detailed instructions. This will oblige them to discuss what steps they need to take and agree on the procedure. There will be a certain amount of trial and error so students should be given a time limit (e.g. 30-40 minutes) to complete the task.</p> <p>(R4, SP3) Activity II: Biodegradable plastics.</p> <p>Once the students have deciphered the morse code, ask them what they know about biodegradable plastics. Does the formula they have been given sound convincing? Ask them to spend 10 minutes researching bioplastics on the Internet and share their findings.</p>
<p>Follow-up activities</p>
<p>(R4, SP1, SP2, SP4, L2) Activity I</p> <p>Ask students to read the 12 facts about plastic pollution article on this website: https://www.globalcitizen.org/en/content/effects-of-plastic-pollution-facts-you-should-know/</p> <p>Then divide the class into groups of 2-3 students and ask each group to decide which 3 of the 12 issues listed they find most disturbing. Ask them to justify their choices to the other groups.</p> <p>(L5, SP1) Activity II</p> <p>Ask students to watch the following video then summarise the arguments. Is bioplastic the „better“ plastic? - YouTube</p> <p>What plastic items do they currently use that could be replaced by non-plastic equivalents?</p>

10. Virtual World II: Tropical Island

10.1. Introduction

VIRTUAL WORLD 2: TROPICAL ISLAND

World 2 was built as a remote, uninhabited tropical island. The idea was to create a visually appealing and colorful world, one that would encourage exploration. As any real island, it is surrounded by vast body of water on all sides, featuring clear blue skies, palm trees and mysterious caverns.

The original idea for this world was to host tasks that would have the most similarity to *escape room* activities. Indeed, both tasks created through VR4LL projects were developed in escape room fashion: students must complete a series of steps in specific order and with specific outcome in order to escape the island.

The world itself presents a wide variety of pre-task opportunities and discussion topics. As students begin their journey stranded on a deserted island, a number of different topics could be aimed at how they ended up there in the first place. These could include historic topics such as pirates and privateers, colonialism and expansion, commerce and trade, naval battles and other. On the other hand, teachers can choose more contemporary topics such as world's most remote islands, remote island living, stories about hermits, paradise getaways, etc.



10.2. Task 1: Instructions (levels A2 – B1)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Mission: collect materials needed to build the raft

- You appear in the middle of the island
- Find the ship's helm and remove it from its base. It is located near the shipwreck
- Find the circular stone. It is located near the cabin
- Take the stone to where the helm was and mount it on the base
- Find the axe. It will be at one of four locations different locations, depending on the symbol that appears on the base of the helm.
 - Circle – near the hut
 - Triangle – near the rocks, the other side of the cave
 - Square – under the bridge
 - Star – beside the puzzle
- Sharpen the axe with the circular stone, 15-20 seconds
- Find two trees marked with a red letter **X**
- Cut down the trees using sharpened axe. If you are unable to cut them, you need to sharpen the axe longer
- Find the bamboos
- Cut 5 bamboos marked with red letter **X**
- Bring the tree and bamboo trunks to the area marked on the ground in front of the beach
- Go up the hill
- Solve the puzzle according to the sample
- Move the different circles of the puzzle by pointing with the beam and moving left or right with the joystick
- Once the puzzle is solved, the cave door opens
- Find the sail and take it to the raft assembly area
- Take a cane and go to the area with vines
- Cut a vine with the cane
- Take the vine to the raft assembly area

Task completed!

10.3. Task 1: Instructions (levels B2 – C2)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Mission: collect materials needed to build the raft

- You find yourself stranded on a deserted island. Take a look around and get a feel for your environment.
- The most logical way to get off the island is by building a **raft**. Think about the materials you will need to complete that task.
- The base of the raft will be made from **tree trunks**. You need to find suitable trunks and you need to cut them down with something. Begin by searching the island for a suitable tool.
- The tool you need will be found in one of four different locations, depending on the symbol that appears on the base of the ship's helm.
Circle – somewhere near the hut
Triangle – near the rocks, on the other side of the cave
Square – under the bridge
Star – next to the puzzle
- If you are trying to cut down trees (marked with a red letter **X**) but nothing is happening, maybe your axe is **blunt**. You need to find a way to **sharpen it**.
- You remember that in medieval times, blacksmiths and weapon smiths used simple **grindstones** to sharpen tools and weapons. These usually consisted of a stone placed on a rotary device. Tools and weapons were sharpened by holding the blade against the spinning stone.
- Hint: if player is unable to figure out a way to build a grindstone, you can assist them by suggesting they find the **helm** of the boat (located in the vicinity of shipwreck), remove the helm and replace it with a circular stone (that can be found somewhere on the island).
- If you are trying to cut down trees and are still unable to do so, even after sharpening the axe, it means you probably didn't sharpen it enough. Give it another go and sharpen it continuously for 15 – 20 seconds.
- Now that you successfully cut down two trees and have two supporting trunks, we need to find suitable materials for building the floor of our raft. Look around the island for something that will do the job. Surely we can find something durable, yet flexible enough.
- Now we need a sail. You remember seeing a mysterious cave earlier, so maybe there is something lying around there. However, the entrance was sealed. Your next task is to figure out a way to open the door - there has to be some sort of a mechanism somewhere on the island that will allow you to do so.
- The last thing you need is something to bind all those materials with. Look for something that can be used as rope. If it is in hard-to-reach area, maybe you can find something to pull it with.
- All the materials need to build the raft need to be brought to the assembly area (found on the beach).

Task completed!

10.4. Task 1: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: Tropical Island	Task 1: Collect materials needed to build a raft	Level: A2
Primary language aims - referenced to CEFR		
<p>SI2: ask and answer simple questions about a place SI3: ask and answer simple questions about a past event SP4 (modified): describe his/her environment L1: understand simple information and questions R1: understand short, simple texts containing familiar vocabulary including international words R4: understand short simple messages W1: write about things or people using simple language W4: write about things and people he/ she knows well using simple language. For example: descriptions of friends, what happened during the day ST1: start a conversation ST4: ask somebody to repeat what they said in a simpler way</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed out or displayed on a projector • VR4LL image database • Internet connection <p>Note: some activities require students to use their smartphones with Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, W1) Speaking and writing: giving suggestions This activity can be used as a direct preparation for following VR activities. Students are presented with instructions and asked to write several sentences using <i>let's</i> to give suggestions. To make the activity more challenging, ask students to write two sentences with a logical connection. Examples are given below:</p> <ul style="list-style-type: none"> • <i>We need to cut down trees. Let's find an axe.</i> • <i>Axe is blunt. Let's sharpen it.</i> • <i>Cave door is closed. Let's find a way to open it.</i> <p>Duration and output of the activity can vary to yield different variations of following VR tasks. You can allow students to construct a complete plan to execute VR task, which should reduce the time spent inside the VR world (thus putting main focus on writing).</p> <p>(R1) Pre-teaching vocabulary (<i>helm, axe, shipwreck,...</i>) This activity can also be used as a direct preparation for following VR activities. Students can be presented with the vocabulary and pictures from the instructions handout. Their task should be to</p>		

match the words with the pictures. To vary this activity, teachers can also give students the zoomed-in pictures of the objects.

Possible target language items during the VR task

(SI1, SP4, L1, R1, R4, ST1)

Grammar: present simple

- Students use present simple to describe sequence of activities (*I find the circular stone. / He finds the circular stone.*)

Grammar: present continuous

- Students use present continuous to communicate what they are doing at the moment (*I'm going up the hill.*)

Grammar: imperatives

- Students outside VR can use imperatives to provide guidance (*Ok, now solve the puzzle.*)

Grammar: modal verbs

- Students outside VR can use modal verbs to provide guidance (*Ok, now you need to solve the puzzle.*)

Vocabulary: verb phrases

- *find the stone, solve the puzzle, ...*

Ideas for further activities (during VR task)

(SI4, SP1, R1, L4, L5, ST1) Activity I

- Divide students into small groups depending on how many VR goggles you have, all the students will go into VR at some point.
- All students are given the instructions handout, number each instruction before giving it to students, divide the instructions depending on the number of students within a group.
- Ask them to skim the text to see if there are any other words or structures they do not understand.
- Ask students to do one section at a time. They decide who goes into VR first.
- Students can go through the instructions one more time and prepare their sentences, assign some sentences to the VR student and other sentences to other students in the group (e.g. odd numbers for the VR student, even numbers for the rest), the VR student should put sentences into 1st person singular (*First, I find the helm of the boat.*) while the others need to use 3rd person singular. (*He/She appears in the middle of an island.*)
- When they tell these sentences to each other they have to use the other form. (*I find the circular stone. / He finds the circular stone.*)
- Having done this, VR student should be ready to enter the VR world as he or she already has an idea of what needs to be done.
- VR student can describe what he/she is doing using present continuous (*I'm going up the hill.*), while his/her teammates help using imperative forms and verb phrases from the instructions. (*Ok, now solve the puzzle.*)
- You repeat the same procedure for other sections of the instructions handout and with other students going into VR.

(R1, ST1, SI2, SP4, L1) Activity II

- Divide students into two groups, one student from each group will go into VR
- Give them the instructions handout with some words missing, teams have each other's missing information.
- First, students have to work within their team to figure out what the missing information is. If you have a stronger class you do not have to give them any words, but, if you want you can present all the missing information in a form of a word cloud to make it easier for your students.
- Once they have got all the information, students who are not going into VR can quickly prepare their instructions; they should be encouraged to use modal verbs such as *must/have to/should/need*. Depending on the group, they should be given time frame, or if you find it appropriate you can make it a race.
- Having done this, VR student should be ready to enter the VR world as he or she already has an idea of what needs to be done.
- VR student can describe what he/she is doing using present continuous (*I'm going up the hill.*), while his/her teammates help using modal verbs they prepared. (*Ok, now you need to solve the puzzle.*)

Follow-up activities

(R1, SI2, ST1) Activity I

- You can test the students' reading skill and memory by giving them all the instructions from the handout only cut out into strips of paper
- Students should work in pairs or teams to put them into correct order

(R1, W4, ST1) Activity II

- Students can write a story based on the experience
- You can present students with a similar story, the one you produced or adapted. It should only include present tenses, especially present simple.
- Together with the students you can discuss the structure of the story, the tenses used, the vocabulary,...
- Students can work together to write the story. Depending on the group you can provide your students with the beginning of each paragraph if you find it necessary.



Teacher's Notes

Virtual World: Tropical Island	Task I: Collect materials needed to build a raft	Level: B1/B1+
Primary language aims - referenced to CEFR		
<p>SI1: start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest</p> <p>SI2: can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely</p> <p>SI4: ask and follow detailed directions</p> <p>SP1: give descriptions on a variety of familiar subjects related to his/her interests</p> <p>SP2: talk in detail about his/her experiences, feelings and reactions</p> <p>SP3: briefly explain and justify his/her opinions</p> <p>L4: follow clearly spoken, straightforward short talks on familiar topics</p> <p>LS: understand simple technical information, such as operating instructions for familiar types of equipment</p> <p>ST1: ask someone to clarify or elaborate what they have just said</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed out or displayed on a projector • VR4LL image database • Internet connection <p>Note: some activities require students to use their smartphones with Internet connection.</p>		
Pre-task suggestions		
<p><u>Using VR4LL content</u></p> <p>(SI1, SP1) Speaking: describing a picture. Use one of the images of the Virtual World from the VR4LL image database and get students to describe what they can see. Use one of the following language focuses or choose your own:</p> <ul style="list-style-type: none"> • Vocabulary: prepositions of place. • Vocabulary: geographical landmarks (mountain, cave, lake...). <p><u>Using other content</u></p> <p>(SI1, SI2, SP3) Speaking: <i>What remote island would you choose for your ideal holiday destination? Give reason for your choice.</i></p> <ul style="list-style-type: none"> • Allow students to use the Internet and search for “remote holiday islands”, “most famous tropical islands” and similar. Give them 6-7 minutes to prepare their answers. • They can work individually or in pairs, depending on the group size 		

Possible target language items during the VR task

(SI4, SP1, L4, L5, ST1)

Students outside the VR receive print-out with instructions and use different activities to practice level-specific language:

Vocabulary: verbs + prepositions

- Students outside the VR can form instructions by using verbs + prepositions (*You appeared **in** the middle of the island; Axe is located **at** the cabin...*)

Vocabulary: paraphrasing

- Students should find alternative way of giving instructions for completing tasks using paraphrasing. You can give them an example: instead of saying "*Find a helm and remove it from its base*" you can say "*Find the thing you use to steer a boat and take it off.*"

Grammar: modals of obligation (*have to, don't have to, must, mustn't, should*)

- Students need to reword instructions by using these languages forms, e.g. "*You must find an axe. You don't have to go to the shipwreck to get it.*" Tell them to use each form at least once.

Grammar: the first conditional

- Students can re-arrange instructions by using the first conditional, e.g. "*If you solve the puzzle, cave door will open.*"

Students inside the VR describe what they see and ask students outside the VR for help:

Grammar: present perfect + yet, just, already

- Student inside VR needs to use this structure to describe what he/she has just done inside the world, e.g. "*I have just cut down a tree*" and then ask students outside to suggest the next step

Ideas for further activities (during VR task)

(SI4, L4, ST1) **Activity I:** *be going to* (plans and predictions)

Ideal for smaller groups (4-6). Choose one or two students who will go inside the VR and conduct the activity. Print out task instructions and give them to the rest of the class, who will work in groups. They need to look at instructions but NOT read them out loud. Instead, they need to use *be going to* form to describe what will happen inside the world (i.e. *you are going to find an axe, the axe is going to be blunt and will need to be sharpened...*). You can give them 10 minutes to prepare these sentences and then read them to students going inside the VR, who will have to remember these instructions in order to complete the VR activity.

As follow-up activity, you can revise the two main uses of *be going to*: plans vs. predictions.

In this exercise, primary language focus is on activities done while preparing for executing VR task. Completing a VR task can be offered as "reward" to motivate students on doing the class work, although it still elicits communication between students and therefore facilitates language learning process.

(SI1, SI2, SI4, SP3, L4) Activity II: giving opinion / agreeing and disagreeing

One student puts on VR headset and is placed inside the VR world. Students outside are divided into two groups: A and B. Each group should give an opinion on what the VR student should do next, and these opinions need to be different. Students should use appropriate language for giving opinion, such as *I believe that, I think you should...*

VR student needs to use language appropriate for agreeing and disagreeing:

- I agree / don't agree with this / with group A
- I think / don't think group A is right
- I completely / totally agree / disagree

Based on this agreement/disagreement, VR student will undertake a certain action within the VR world, which will either lead to successful completion of the next step or not.

When one step is completed, all students move on to the next one. Groups A and B should alternate between who gives their opinion first for each step. The premise is that group expressing an opinion first has a bit of advantage, because they can choose whether to lead or mislead the VR student, as well as choose the appropriate language.

This exercise will put all focus on students, with very little involvement from the teacher. While the language focus is placed on giving opinion and agreeing/disagreeing, this activity can elicit a wide range of language used by students. You should also consider that this activity might require more time and should be planned for longer classes.

Follow-up activities

(SI1, SP1, SP2) Activity I

During the VR activity, tell students to take photos using their phones. Photos should focus on the person conducting a VR activity, creating some funny images. Alternatively, if you are using Chrome Cast, photos could capture screen displaying the activity, in addition to the person using VR. These photos can be used as follow-up activity in the next class. Students can be put in pairs and instructed to use stories they created to describe what had happened. Re-telling a story creates good opportunity for practice speaking and use practice past tenses.

Suggested language aims:

- Grammar: past simple, regular and irregular verbs
- Grammar: sequencers and connectors (*when, after that, suddenly...*)

(SI1, SI2, SP1, SP2, SP3) Activity II

Discussion topic: *have you seen the movie Cast Away?* It is the American survival drama featuring Tom Hanks, who was nominated for Best Actor in a Leading Role at the 73rd Academy Awards. Note: pre-requisite for this activity is that at least some of students in the class saw the movie and can lead the discussion using vocabulary related to *survival*.

The title is simply a suggestion, while teacher can choose any movie/TV show/book or any media with similar topic, suitable for discussion that will facilitate vocabulary covered during the VR task.



Teacher's Notes

Virtual World: Tropical Island	Task I: Collect materials needed to build a raft	Level: B2/B2+
Primary language aims - referenced to CEFR		
<p>SI1: take an active part in conversation, expressing clearly his /her points of view, ideas or feelings naturally with effective turn-taking</p> <p>SP1: give clear, detailed descriptions on a wide range of subjects related to his /her fields of interest (to talk about a hypothetical situation using second and/or mixed conditionals)</p> <p>SP4: summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc. to understand suggestions and reply appropriately (to make suggestions using different structures such as different verb patterns, passive forms, reported speech...)</p> <p>SI2: to evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion</p> <p>SI3: to sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>W2: write clear, detailed descriptions on a variety of subjects related to his /her field of interest</p> <p>L2: understand in detail what is said to me in standard spoken language</p> <p>R1: read with a large degree of independence, using dictionaries and other reference sources selectively when necessary</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2 – C2) – printed out or displayed on a projector • VR4LL image database • Internet connection • Extra materials to revise verb patterns and to pre-teach vocabulary from the instructions handout • Extra reading and/or listening materials 		
Pre-task suggestions		
<p>(SI1, SP1) Warm-up chat</p> <p>What's the remotest destination you have ever visited? Have you ever been camping? What would you do if you were stranded on a deserted island? If you had to choose only four things what would you choose?</p> <p>Vocabulary: <i>a bag of fruit and vegetable seeds, a Swiss army knife, a fishing rod, sunscreen, a 100 ft rope, a waterproof bed sheet, a large, strong bucket, a lighter, water filter, insect repellent, flare gun,...</i></p>		

Grammar and vocabulary: revise verb patterns by sorting out verbs into two columns (followed by to infinitive/ing) – *carry on, finish, give up, keep on, practice, risk, suggest, stop, choose, decide, manage, refuse, seem, want, try,...**

Vocabulary for making suggestions (*Let's go, What/How about going, Why don't you go, You could go, I reckon you ought to...*)

Possible target language items during the VR task

Students outside the VR receive print-out with instructions and use different activities to practice level-specific language:

- Vocabulary/grammar: verb patterns (*Try sharpening the axe with the grindstone.*)
- Vocabulary: making suggestion phrases (*Why don't you try finding some tree trunks?*)
- Grammar: passives (*Suitable materials for building the floor of our raft need to be found.*)
- Grammar: reported speech (*She told me to bind these materials together.*)

Students inside the VR describe what they see and ask students outside the VR for help:

- Grammar: future tenses for predictions (*I think I will be sharpening something at one point.*)
- Grammar: narrative tenses (*I had solved the puzzle before the door opened.*)

Ideas for further activities (during VR task)

(SP4, L2, R1) Activity I

- pre-teach new vocabulary from the instructions handout (grindstone, helm, tree trunks, blunt,...)
- pick one or two students who are going inside the VR, they should try to predict what their task is based on the pre-taught vocabulary, instruct student(s) to use future tenses for predicting (*I believe I will be sharpening an axe at some point.*)
- the rest of the class should work in pairs or small groups, they are all given the instructions handout
- students working in small groups should create instructions for the VR student using phrases for making suggestions as well as different verb patterns (e.g. *Why don't you try sharpening your axe?*)
- VR student(s) compare their expectations with the actual instructions, they can use reported speech to do this. (e.g. *They've told me to sharpen the axe.*)
- VR student(s) completes the task following the instructions

(SP4, R1, L2, W2) Activity II

- pre-teach new vocabulary from the instructions handout (*grindstone, helm, tree trunks, blunt,...*)
- pick two students who are going inside the VR
- the rest of the class should work in small groups, they are all given the instructions handout
- this activity can be organized as a kind of running dictation and a competition between two teams
- the students outside the VR should read the instructions to their teammates, the teammates should use reported speech and/or passive forms to forward information all the way to the person inside the VR

- after completing the task in VR students can use narrative tenses to write about their experience

Follow-up activities

(SI2, SI3) Activity I

- students can do an activity based on reality shows similar to Survivor
- they are put into groups are told the scenario, they are going to be put on a deserted island in the middle of the ocean which has fresh water and coconut trees, students have to work together to decide on rules, roles, labour division
- students should use the phrases for making suggestions mentioned earlier as well as verb patterns
- we elicit vocabulary for agreeing and disagreeing (students are also presented with some new phrases for agreeing and disagreeing that they should use while discussing (We don't/see eye to eye, I couldn't agree more, you have a point there, I beg to differ, ...))
- students discuss in groups then present what they've concluded

(R1, SP1) Activity II

- students can read a text (an article) about a survival story (this article can contain more complex passive forms e.g. *He is thought to have been rescued by a local tribe.*)
- after the reading students can use mixed and third conditionals to talk about the story. (*If they hadn't seen him, he wouldn't be here today. / If he hadn't found food, he would have starved.*)



Teacher's Notes

Virtual World: Tropical Island	Task I: Collect materials needed to build a raft	Level: C1
Primary language aims - referenced to CEFR		
<p>S11: express himself/herself, fluently and appropriately, adopting a level of formality appropriate to the circumstances and his /her relationship to the person he/she is talking to.</p> <p>S13: understand and exchange complex, detailed information on topics with which he/she is not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP1: give clear, well-structured descriptions of complex subjects.</p> <p>SP2: develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>SP4: put together information from different sources and relate it in a coherent summary.</p> <p>L2: follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>L3: follow most lectures, discussions and debates both within and outside his /her field.</p> <p>L4: understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.</p> <p>R1: understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them.</p> <p>W1: write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.</p> <p>W2: present points of view in a paper, developing an argument, highlighting the most important points, and supporting his /her reasoning with examples.</p> <p>ST1: select from a readily available range of expressions to preface his /her remarks appropriately and to follow up what other people say.</p>		
Suggested resources and materials		
<ul style="list-style-type: none">• Instructions handout (levels A1 – B1, B2 – C2) – printed out or displayed on a projector• VR4LL image database or other images• Internet connection• Extra materials to revise phrasal verbs or idioms• Extra reading and/or listening materials		

Pre-task suggestions
<p>(SI1, SI3, SP1) Students are given a photo of a person stranded on an island, for example from the movie Cast Away. They discuss how they would feel in this situation. They can use various vocabulary items such as extreme adjectives (<i>starving, terrified, ...</i>) or idioms (<i>shaken up, on pins and needles, seeing red, scared stiff, scared out of your wits, on edge,...</i>). Students can speculate about what happened using modals in the past. (<i>His boat must have sunk.</i>)</p> <p>(SI3, SP4, L4) Students are split into two groups. The two teams are given different words from the instructions. They cooperate to write definitions of the words. The other team needs to guess the word.</p>
Possible target language items during the VR task
<p>Students outside the VR receive print-out with instructions and use different activities to practice level-specific language:</p> <ul style="list-style-type: none"> • Vocabulary: phrasal verbs (<i>look around, get round to, come up with, to make out, to get across</i>) • Grammar: modals in the past (<i>You should have found a tree trunk. You could have used that to join it together.</i>) • Grammar: I wish / If only (<i>If only you had sharpened your axe.</i>) • Grammar: third conditional (<i>If you had solved the puzzle the door would have opened.</i>) <p>Students inside the VR describe what they see and rephrase instructions using similar structures:</p> <ul style="list-style-type: none"> • Grammar: conditionals, modals in the past, I wish/If only (<i>Oh, I wish I had solved this puzzle the first time.</i>) • Vocabulary: phrasal verbs (<i>If I had come across the puzzle I should have solved it based on the pattern.</i>)
Ideas for further activities (during VR task)
<p>(SP4, L2, R1, ST1) Activity I</p> <ul style="list-style-type: none"> • Pick student(s) to go into VR and the students that will give them instructions. • Present students with a scenario: You are in the future and the VR student didn't manage to get off the island in time. You have a chance to go back in time to correct that. The rest of the class needs to help that student by telling him/her what they did wrong. • Students outside the VR are given the instructions (A1-B1) they have to reformulate them to use more advanced grammatical structures such as modals in the past (<i>You should have found a tree trunk.</i>), third conditional (<i>If you had solved the puzzle the door would have opened.</i>), I wish/If only (<i>If only you had sharpened your axe.</i>) • Student(s) inside the VR complete the task following their instructions; they can rephrase the instructions to clarify. <p>(SP4, R1, L2, W2, ST1) Activity II</p> <ul style="list-style-type: none"> • Split students into two groups • This activity is a sort of information gap activity, where two teams have to cooperate to get all the instructions

- Both teams have some information missing from their instructions, the other team has the missing information
- Students should be encouraged to use the same grammatical structures as in Activity I
- Students within a team try to predict what the missing pieces of information are
- Having done that they ask the other team if they guessed correctly
- The other team has to make notes
- Once they've completed the instructions they pick one member to go into VR to complete the task

Follow-up activities

(SI2, SI3, SP2, W1) Activity I

- students can be given various scenarios (e.g. *there are cannibals on this island, there are dangerous storms that occur every week, there are dangerous apes on the island,...*)
- students can work in groups and discuss what they would do using conditionals
- to add writing to this activity students can create their own scenarios in pairs, and ask other pairs what they would do

(SP4, R1/W1, L3) Activity II

- students can do a *news story* activity, they can be divided into two groups: journalists and people who have been stranded on a desert island.
- Teacher can do different variations of this activity, e.g. if you want to practice writing, students can create their own stories; if you want to practice reading students can be given an already prepared story, journalists can be given prompts on what questions to ask
- If you want to extend this activity more, students can write a report, an article using reported speech. You can also practice writing headlines.



Teacher's Notes

Virtual World: Tropical Island	Task 1: Collect materials needed to build a raft	Level: C2
Primary language aims - referenced to CEFR		
<p>S1: Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>S2: Can give clear, smoothly flowing, elaborate and often memorable descriptions.</p> <p>S3: Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.</p> <p>S4: Can sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>W1: Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</p> <p>L2: Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>R3: Can scan quickly through long and complex texts, locating relevant details.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (B2 – C2) – printed out or displayed on a projector • VR4LL image database • Internet connection • Extra materials to revise cleft sentences and to pre-teach vocabulary from the instructions handout • Extra reading and/or listening materials 		
Pre-task suggestions		
<p>(S1, S3, S4) Warm-up chat: Teacher asks the students to discuss in pairs if they can think of films with shipwrecks or with people stranded on an island. Students can also discuss what they would do if they were stranded on a desert island.</p> <p>(S2, L2) Teacher asks a student to enter the VR and describe in detail what can be seen or found and discusses this vocabulary. Students outside the VR note down the vocabulary and try to help pinpoint the precise word or words if there is difficulty in the description.</p>		

Possible target language items during the VR task

(S1, S2, S3, W1, L2)

Grammar: Cleft sentences

- Student inside the VR can use cleft sentences to describe what he/she sees (*It is a grindstone that I can see.*)

Grammar: Inversions

- Student inside the VR can use inversions to describe what he/she sees (*Not only do I see a grindstone but...*)

Grammar: Present and past subjunctive and unreal past

- Students outside the VR use these structures to give instructions and suggest next steps (*I suggest that you try..., It is vital that you cross..., Suppose you were to chop down that tree, what would ...? What if you crossed over the stream, could you then...?*)

Vocabulary: phrasal verbs

- Students are familiar with the meaning of phrasal verbs and can use them when giving or receiving instructions (*run up against, knuckle down, think through, deal with, wrestle with....*)

Ideas for further activities (during VR task)

(R3, S2, S3, L2) Activity I

- Pre-teach new vocabulary from the instructions handout (*grindstone, helm, tree trunks, blunt...*), words related to ships and desert islands. Students should be encouraged to find the definitions themselves.
- Pick one or two students who are going inside the VR, they should try to locate any key objects that the rest find relevant for completing the task after skimming the instructions, the VR student can describe what he or she sees by using inversions or cleft sentences (*Not only do I see the tree trunks but...*).
- The rest of the class should work in pairs or small groups, they are all given the instructions handout, they analyse what is necessary in order to complete the task.
- Students working in small groups should create instructions for the VR student using sentences in the form of cleft sentences, inversions or any other complex form that they can think of while guiding the VR student (*a raft should be built, not only do we need to build a raft but...*)
- VR student(s) completes the task following the instructions and gives feedback after completion by choosing a complex form such as the reported speech (e.g. *They've told me to sharpen the axe*).

(R3, S1, S2, S3, L2) Activity II

- Separate the students into 2 teams (3-4 members per team). Each team should decide in which order each teammate will enter the VR and one by one they enter inside the VR, this will ensure that everybody gets a chance to experience the VR world as well as be part of the 'problem solving process'. The team which completes the mission first is declared the winner. There is no time limit however the fastest team wins.
- Before the activity starts the students are given the instruction handout which they go over together. Once this is done they should divide the task into as many parts as there is

members in the team as to equally share the task at hand, this should be done within 2-3 minutes.

- The team sends in the first student as the rest of the team comes up with instructions based on the handout, using the present and past subjunctive and the unreal past as well as incorporating the phrasal verbs which are pertinent (*You will need to sort out..., I suggest you chop..., Think through the possible steps ..., It is vital that you..., What if you were to..., could you then...?*). The goal is to guide their teammate through the VR insuring he/she completes his or her part of the mission.
- The members who are outside the VR world will come up with the instructions for the member who is in the VR and will only come up with the instructions which the teammate in the VR is to solve and was delegated to him/her as his/her part of the task beforehand. This way everybody at one point of the experience will participate in the creation of the instructions.
- The student in the VR follows the instructions given by his/her teammates and once he/she completes his/her part of the mission exits the VR and then the next student steps while those who are now outside make up instructions for the student in the VR, instructions that are made up for his/her part of the mission and so on until everybody has gone through the VR and the task is completed.
- Remember to also assign a speaker for the group as to avoid unnecessary noise, as well as to insure that the student in the VR hears clearly the instructions.

Follow-up activities

(W1) Activity I

- Students can be asked to write a review on the activity where they will have to express what they thought was difficult and could have been done differently using the hypothetical forms (*If only..., I would have preferred....*)

(S4) Activity II

- The teacher could also introduce new elements (*a storm hits, wild animals appear., the forest catches fire...*) to the existing mission and then in groups the students discuss what they would do if ... and what the outcome could be.

10.5. Task 2: Instructions (levels A2 – B1)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Mission: Build the raft to escape from the island.

- Look around the island and find two large tree trunks, lying on the ground.
- Take each trunk, one at a time, and carry it to the beach. Look for a highlighted area and place both trunks inside.
- Find a pile of bamboo poles. You need to carry all these poles, one at a time, to the assembly area and place them perpendicularly on top of the logs.
- Look around and find a trunk with a hammer and some nails on it. Pick up the hammer and one nail, and then walk back to your raft.
- You need to hammer a nail at both ends of each bamboo pole to make your raft strong. Note: place a nail into the white circle – as you let it go, it will appear in the correct place. Then hit it with a hammer. Hitting the nail while still holding it with your hand will not trigger the correct action.
- Repeat the action until all the nails are in place.
- Find the remaining bamboo pole and use it as a mast.
- Find some vines and use them as a rope to make the raft even stronger.
- Now find something that can be used as a sail and attach it to the mast to complete your mission.

Task completed!

10.6. Task 2: Instructions (levels B2 – C2)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Mission: Build the raft to escape from the island.

- Look around the island and find two large tree trunks that have been cut down and are lying on the ground.
- Pick up each tree trunk, one at a time, and carry it to the beach. Look for a highlighted area and place both tree trunks within it.
- Find a pile of bamboo poles. You need to carry all these poles, one at a time, to the assembly area and place them perpendicularly onto the logs.
- Look around and find a small tree trunk with a hammer and some nails on it. Pick up the hammer and one nail and then walk back to your raft.
- Hammer a nail at both ends of each bamboo pole to secure your structure. Note: place a nail into the white circle, then, as you let it go, it will appear in the correct place. Then hit the nail with the hammer to secure it. Hitting the nail while still holding it with your hand will not trigger the correct action.
- Repeat the action until all the nails are in place.
- Pick up the remaining bamboo pole and use it as a mast.
- Find some vines and use them as a rope to further secure the raft structure.
- Now find something that can be used as a sail and attach it to the mast to complete your mission.

Task complete!

10.7. Task 2: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: Tropical Island	Task 1: Collect materials needed to build a raft	Level: A2
Primary language aims - referenced to CEFR		
<p>SI2: ask and answer simple questions about a place SI3: ask and answer simple questions about a past event SP4 (modified): describe his/her environment L1: understand simple information and questions R1: understand short, simple texts containing familiar vocabulary including international words R4: understand short simple messages W1: write about things or people using simple language W4: write about things and people he/ she knows well using simple language. For example: descriptions of friends, what happened during the day ST1: start a conversation ST4: ask somebody to repeat what they said in a simpler way</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed out or displayed on a projector • VR4LL image database • Internet connection <p>Note: some activities require students to use their smartphones with Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, W1) Speaking and writing: giving suggestions This activity can be used as a direct preparation for following VR activities. Students are presented with instructions and asked to write several sentences using <i>let's</i> to give suggestions. To make the activity more challenging, ask students to write two sentences with a logical connection. Examples are given below:</p> <ul style="list-style-type: none"> • <i>We need to cut down trees. Let's find an axe.</i> • <i>Axe is blunt. Let's sharpen it.</i> • <i>Cave door is closed. Let's find a way to open it.</i> <p>Duration and output of the activity can vary to yield different variations of following VR tasks. You can allow students to construct a complete plan to execute VR task, which should reduce the time spent inside the VR world (thus putting main focus on writing).</p> <p>(R1) Pre-teaching vocabulary (<i>helm, axe, shipwreck,...</i>) This activity can also be used as a direct preparation for following VR activities. Students can be presented with the vocabulary and pictures from the instructions handout. Their task should be to</p>		

match the words with the pictures. To vary this activity, teachers can also give students the zoomed-in pictures of the objects.

Possible target language items during the VR task

(SI1, SP4, L1, R1, R4, ST1)

Grammar: present simple

- Students use present simple to describe sequence of activities (*I find the circular stone. / He finds the circular stone.*)

Grammar: present continuous

- Students use present continuous to communicate what they are doing at the moment (*I'm going up the hill.*)

Grammar: imperatives

- Students outside VR can use imperatives to provide guidance (*Ok, now solve the puzzle.*)

Grammar: modal verbs

- Students outside VR can use modal verbs to provide guidance (*Ok, now you need to solve the puzzle.*)

Vocabulary: verb phrases

- *find the stone, solve the puzzle, ...*

Ideas for further activities (during VR task)

(SI4, SP1, R1, L4, L5, ST1) Activity I

- Divide students into small groups depending on how many VR goggles you have, all the students will go into VR at some point.
- All students are given the instructions handout, number each instruction before giving it to students, divide the instructions depending on the number of students within a group.
- Ask them to skim the text to see if there are any other words or structures they do not understand.
- Ask students to do one section at a time. They decide who goes into VR first.
- Students can go through the instructions one more time and prepare their sentences, assign some sentences to the VR student and other sentences to other students in the group (e.g. odd numbers for the VR student, even numbers for the rest), the VR student should put sentences into 1st person singular (*First, I find the helm of the boat.*) while the others need to use 3rd person singular. (*He/She appears in the middle of an island.*)
- When they tell these sentences to each other they have to use the other form. (*I find the circular stone. / He finds the circular stone.*)
- Having done this, VR student should be ready to enter the VR world as he or she already has an idea of what needs to be done.
- VR student can describe what he/she is doing using present continuous (*I'm going up the hill.*), while his/her teammates help using imperative forms and verb phrases from the instructions. (*Ok, now solve the puzzle.*)
- You repeat the same procedure for other sections of the instructions handout and with other students going into VR.

(R1, ST1, SI2, SP4, L1) Activity II

- Divide students into two groups, one student from each group will go into VR
- Give them the instructions handout with some words missing, teams have each other's missing information.
- First, students have to work within their team to figure out what the missing information is. If you have a stronger class you do not have to give them any words, but, if you want you can present all the missing information in a form of a word cloud to make it easier for your students.
- Once they have got all the information, students who are not going into VR can quickly prepare their instructions; they should be encouraged to use modal verbs such as *must/have to/should/need*. Depending on the group, they should be given time frame, or if you find it appropriate you can make it a race.
- Having done this, VR student should be ready to enter the VR world as he or she already has an idea of what needs to be done.
- VR student can describe what he/she is doing using present continuous (*I'm going up the hill.*), while his/her teammates help using modal verbs they prepared. (*Ok, now you need to solve the puzzle.*)

Follow-up activities

(R1, SI2, ST1) Activity I

- You can test the students' reading skill and memory by giving them all the instructions from the handout only cut out into strips of paper
- Students should work in pairs or teams to put them into correct order

(R1, W4, ST1) Activity II

- Students can write a story based on the experience
- You can present students with a similar story, the one you produced or adapted. It should only include present tenses, especially present simple.
- Together with the students you can discuss the structure of the story, the tenses used, the vocabulary,...
- Students can work together to write the story. Depending on the group you can provide your students with the beginning of each paragraph if you find it necessary.



Teacher's Notes

Virtual World: Tropical Island	Task II: Collect materials needed to build a raft	Level: B1/B1+
Primary language aims - referenced to CEFR		
<p>SI1: start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest</p> <p>SI2: ask and answer simple questions about a place</p> <p>SI4: ask for and follow detailed directions</p> <p>SP1: give descriptions on a variety of familiar subjects related to his /her interests.</p> <p>SP2: talk in detail about his /her experiences, feelings and reactions.</p> <p>SP3: briefly explain and justify his /her opinions.</p> <p>SP4: give a short, prepared presentation on a very familiar area and answer clear questions.</p> <p>L1: understand simple information and questions</p> <p>L5: understand simple technical information, such as operating instructions for familiar types of equipment.</p> <p>R1: understand short, simple texts containing familiar vocabulary including international words</p> <p>R2: find and understand the information he/ she needs in brochures, leaflets and other short texts relating to his /her interests.</p> <p>W1: write about things or people using simple language</p> <p>W4: write about things and people he/ she knows well using simple language. For example: descriptions of friends, what happened during the day</p> <p>ST1: start a conversation</p> <p>ST2: repeat back part of what someone has said to confirm that we understand each other.</p> <p>ST3: ask for confirmation that a form is correct and correct some basic mistakes if he/she has time to do so.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed out or displayed on a projector • VR4LL image database • Internet connection <p>Note: some activities require students to use their smartphones with Internet connection.</p>		
Pre-task suggestions		
<p>(R2, SP1) Checking vocabulary understanding (<i>vine, hammer, to hammer, perpendicularly,...</i>)</p> <p>This activity can be done as a sort of <i>word wheel</i> activity. Each student or a pair of students is given a new word from the instructions handout. They find the meaning themselves and the teacher makes sure they understand the word completely. You can create a wheel online that has different options e.g. describe, act it out, synonym, antonym, draw...) Students can spin the wheel and depending on what they got, they have to explain the word to the rest of the class. To make it easier students can</p>		

choose themselves. If you find the words too difficult for your group you can also present them with a word cloud they can choose from.

(SI1, SP2) Predictions

Show students pictures from the VR world. They can do a Think-Pair-Share activity where they have to predict what they will be doing. Make sure that students use the correct grammatical structures (e.g. will future for predictions)

Possible target language items during the VR task

(SI4, L1, L5, W4, SP4)

Grammar: passive

- All students can transform active sentences from the instruction handout into passive. Students outside the VR can use them when giving the instructions to the person inside the VR. (*The logs should be placed within the highlighted area.*)

Grammar: modal verbs

- Students outside the VR can give instructions using modal verbs such as *should, have to, must, need to* (*You have to take the logs to the beach.*) Student inside the VR can use modal verbs to ask for repetition or clarification (*Could you repeat, please?*)

Grammar: present perfect

- Student in the VR can use present perfect to describe what he/she has just done and then ask for new instructions with modal verbs. (*I have just placed the logs. What should I do next?*)

Vocabulary: past participle form of verbs

- All students are familiar with past participle forms of the verbs and they can use them in order to form passive (*found, placed, cut, hit,...*)

Vocabulary: adverbs and adjectives

- Students outside the VR can understand these adverbs of manner and can reproduce instructions in such a way (*sad – sadly, happy – happily, ...*)

Ideas for further activities (during VR task)

(SI4, SP4, R1, L5, W4, ST1, ST2, ST3) Activity I

- Give students different parts of instructions handout. Put students into groups of three. Instruct students to put the instructions into passive.
- Students can pass their sentences to the next group, so they can double check. They repeat this until each group has their original instructions back.
- Decide who's going into the VR depending on how many VR headsets you have and how much room you have
- The following activity is drama-based and it should enhance students' fluency and confidence: students should pull out strips of paper that you have prepared earlier. (It can be done digitally as well in a form of a wheel or other random picker.) These strips of paper say how the message/instruction should be delivered to the person in VR e.g. *sadly, happily, angrily...*
- Students outside the VR should all participate in giving instructions; student in VR can describe what he/she sees and ask for clarification.

(SP4, L1, L5, W4, ST1, ST2, ST3) Activity II

- Divide students into groups depending on how many VR headsets you have. Give them the “telegram” version of the instructions. (e.g. *Look around-STOP-Two logs on the ground-STOP-Take to beach-STOP...*)
- Ask students to work together to extend these instruction using relevant grammatical structures, e.g. modal verbs and passive. (*You should look around. Two logs should be found on the ground. You have to take them to the beach.*)
- Students should all go into VR at some point and they should decide themselves how to divide the instructions to complete the task
- Students outside the VR should all participate in giving instructions; student in VR can describe what he/she sees and ask for clarification. They can use present perfect as well as modal verbs. (*I have just placed the logs. What should I do next?*)

Follow-up activities

(R2, W1) Activity I

- Having finished the VR task students can use future forms (will future) to predict what happens next. You can organize this as a so called *snowstorm* activity.
- Each student or pairs of students are given a piece of paper to write on. They write one sentence predicting what happens next, they make the paper into a ball.
- On your sign students throw their “snowball”. Each student or pair has a different piece of paper and continues the story.

(SI2, SP3, W1) Activity II

- Students can discuss what they would bring to a desert island.
- They can also discuss this with their families (for homework) and make a report for next time.
- Students can be encouraged to create a graph representing what their families said.



Teacher's Notes

Virtual World: Tropical Island	Task II: Collect materials needed to build a raft	Level: B2/B2+
Primary language aims - referenced to CEFR		
<p>SI1: start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest</p> <p>SP1: give clear, detailed descriptions on a wide range of subjects related to his /her fields of interest.</p> <p>SP2: develop a clear argument, linking his /her ideas logically and expanding and supporting his /her points with appropriate examples.</p> <p>SP4: summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc.</p> <p>L2: understand in detail what is said to me in standard spoken language.</p> <p>R1: read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p>R2: understand articles, reports and reviews in which the writers express specific points of view (e.g., political commentary, critiques of exhibitions, plays, films, etc).</p> <p>W2: write clear, detailed descriptions on a variety of subjects related to his /her field of interest.</p> <p>W3: express news, views and feelings in correspondence, and respond to those of the other person.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2 – C2) – printed out or displayed on a projector • VR4LL image database • Internet connection • Online dictionaries <p>Note: some activities require students to use their smartphones with Internet connection.</p>		
Pre-task suggestions		
<p>(L2, R1, W2) Revising and teaching new vocabulary</p> <p>To teach/revise the vocabulary from instructions handout and some extra related vocabulary (e.g. parts of a boat: <i>bow, stern, hull, rudder, mast,...</i>) students can do <i>one real, two fake definitions</i> activity. Pairs of students are given a word from the instructions handout, they can use a dictionary to find a definition or write their own. They should also make up two fake definitions. Others need to guess which one is correct.</p> <p>(W3) Introducing the topic</p> <p>If you do the vocabulary activity first, you can encourage students to guess what today's topic is, if not you can either play hangman game or just write it on the board. You can choose a word, e.g. <i>deserted, survival, cast away...</i></p> <p>They can use this word for an <i>acronym</i> activity. You can make the activity more structured by telling</p>		

your students what they have to include in their writing, e.g. feelings you would feel if you were on a deserted island, things you find necessary, message you would try to send,...

Possible target language items during the VR task

(SI1, L2, W2, SP4)

Grammar: question tags

- All students can use question tags in order to predict the instructions and ask for confirmation. (*We should use vines as ropes, shouldn't we?*) Students inside the VR can also use the same structure to check comprehension (*I have to hammer these nails, don't I?*)

Grammar: future tenses

- All students should use various future tenses to reconstruct the instructions from their notes. (*Someone will have found the logs before taking them.*)

Grammar: relative clauses

- Student inside the VR can use relative clauses to confirm understanding of the instructions given by the students outside the VR (*I'll take these bamboo sticks which I found in the woods.*)

Vocabulary: *as, like, as if, as though*,...

- Students can correctly use and understand the different uses of *as* and *like* when giving instructions or getting guidance to complete the task. (*Use it as a mast.*)

Vocabulary: phrasal verbs

- Students can use some phrasal verbs to reconstruct the instructions from their notes. (*pick up, look around, ...*)

Ideas for further activities (during VR task)

(SI1, SP2, L2) Activity I

- Prepare the instructions handout for higher levels. You can adapt the text if you find necessary. You can read the text or you can pick one student from the group. You can also present the text on the screen as you read it to make it easier for your students.
- Students should stop you at least five times in order to predict what comes next. They should be encouraged to use relevant structures and vocabulary, e.g. question tags (*We should use vines as ropes, shouldn't we?*)
- Later, they should decide who goes into the VR world and give that student the instructions.
- The student in the VR can check comprehension also using question tags. (*I have to hammer these nails, don't I?*)

(W2, L2, SP4) Activity II

- This activity is a variation of a dictogloss.
- You should instruct your students to make notes while you read the instructions handout.
- Having done this, you should put students into small groups to exchange their notes and try to recreate the instructions as precisely as possible. Students can also be encouraged to use specific grammatical structures relevant to their level of English. (e.g. future tenses: *You will be nailing that./Someone will have found the logs before taking them.*)
- Depending on how many VR headsets you have, you can merge the groups.
- They decide who goes into the VR world.

- The others give the recreated instructions until the task is completed. The student in the VR can check comprehension and confirm understanding using relative clauses (*I'll take these bamboo sticks which I found in the woods.*)

Follow-up activities

(SP1, W2, R2) Activity I

- Put students into pairs or groups. They should write comprehension questions for the other teams or pairs based on the VR task.
- Students should exchange the questions and work within their teams to answer them

(W3, R2) Activity II

- Students can write a diary entry as if they were on a deserted island. They can use some ideas from the acronym activity.
- To make this activity more interactive, students can write their entries on their devices and put them on a *padlet* you created. Other students should guess which is whose.



Teacher's Notes

Virtual World: Tropical Island	Task II: Collect materials needed to build a raft	Level: C1
Primary language aims - referenced to CEFR		
<p>SI1: express himself/herself, fluently and appropriately, adopting a level of formality appropriate to the circumstances and his /her relationship to the person he/ she is talking to.</p> <p>SI3: understand and exchange complex, detailed information on topics with which he/she is not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP2: develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>L1: understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>R1: understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, though I may want time to reread them.</p> <p>R3: understand lengthy, complex manuals, instructions, regulations and contracts in his /her field.</p> <p>W1: write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.</p> <p>W2: present points of view in a paper, developing an argument, highlighting the most important points, and supporting his /her reasoning with examples.</p> <p>ST1: select from a readily available range of expressions to preface his /her remarks appropriately and to follow up what other people say.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2 – C2) – printed out or displayed on a projector • VR4LL image database • Internet connection • Extra materials: survival stories, pictures and texts <p>Note: some activities require students to use their smartphones with Internet connection.</p>		
Pre-task suggestions		
<p>(SI1, SP2) Introducing nature/travel related idioms (<i>be in deep water, bed of roses, beat around the bush, make a mountain out of a molehill, not hold water, off the beaten track, rock the boat,...</i>)</p> <p>Put students into small groups or pairs. Give them pieces of papers with different idiomatic expressions on them. Ask students to try to guess the meaning and explain why. They can use online resources to check if they were right. Later you can play a game of <i>Pictionary</i> to consolidate the knowledge of these idioms. One student gets the paper with the idiom and tries to draw it, other guess.</p>		

(S13) What might have happened discussion

Show your students pictures from different survival stories. They can do a think-pair-share activity where they guess what might have happened. Give them precise instructions on what grammatical structures should be used (e.g. modals in the past: *They must have been in a plane crash.*)

Possible target language items during the VR task

(R3, S13, L1)

Grammar: parts of speech (*prepositions, verbs, ...*)

- All students understand the parts of speech and can complete instructions correctly.

Grammar: indirect questions

- Students outside the VR can rephrase instructions into more polite ones using indirect questions (*I wonder if you could repeat that until all nails are in their place.*)

Grammar: future tenses and future time clauses

- Student inside the VR can use future tenses and/or future time clauses with present tenses to confirm they understood the instructions and to describe what they will be doing next. (*I will repeat it, until all the nails are in place.*)

Vocabulary: fixed prepositions

- All students are familiar with advanced fixed prepositional phrases and can use them correctly in context, e.g. *at best, to a degree, without doubt, at first sight, from scratch...*

Vocabulary: phrases of indirect questions

- Students are familiar with expressions used in indirect questions and can use them correctly followed by a correct grammatical structure (*I wonder, Would you mind, ...*)

Ideas for further activities (during VR task)

(R3, S13, L1) Activity I

- Put students into pairs or small groups. Give them instructions with gaps. You can modify the instructions and use more fixed prepositions for example: *at best, to a degree, without doubt, at first sight, from scratch...* Each gap should have a symbol, e.g. * for auxiliary verbs, # for a preposition,...
- Put the meanings of symbols on the screen
- Students should work together to fill in the gaps
- Before you give them the answer they can compare with other pairs/groups
- Having checked they should decide who goes into the VR world (you can do this activity as a whole class or in groups depending on how many headsets you have)
- Students should try to give the instructions from memory in order to complete the task
- Student inside the VR can use future tenses and future time clauses to confirm understanding. (*I will repeat it, until all the nails are in place.*)

(R3, ST1, L1, S13) Activity II

- To prepare for the following activity you can revise reported questions and indirect questions
- This activity is supposed to teach the pragmatics of being polite in L2
- Students are divided into groups and they are given simple instructions using mostly imperatives, these are the “impolite” instructions

- When students decide who goes into VR they should transform these instructions into polite ones, e.g. *Repeat the action until all nails are in their place* should change into *I wonder if you could repeat that until all nails are in their place*.
- Students should repeat this using other forms such as: *I wonder*, *Do you think*, *Would you mind*, etc. until they complete the task.

Follow-up activities

(R1, W1) Activity I

- Show your students news reports about the survival stories from the pre-task activity.
- Working together analyse the headline and the structure of the report.
- Having done that, put students into small groups. They should write a headline and a news report based on their experience in the VR world task.

(R1, W2) Activity II

- To consolidate vocabulary ask students to use the words (or idioms from the pre-task) in context.
- They can work in pairs and create their own sentences or short dialogues.
- They can also give their sentences with gaps to other pairs for them to fill in.



Teacher's Notes

Virtual World: Tropical Island	Task II: Collect materials needed to build a raft	Level: C2
Primary language aims - referenced to CEFR		
<p>S1: produce clear, smoothly flowing well-structured speech with an effective logical structure</p> <p>S3: present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>W1: write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points</p> <p>L1: has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed</p> <p>L2: follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics</p> <p>R2: can understand any correspondence given the occasional use of a dictionary</p> <p>R3: can scan quickly through long and complex texts, locating relevant details</p> <p>R5: can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2 – C2) – printed out or displayed on a projector • VR4LL image database • Internet connection • Word cards and pictures for pre-task activities <p>Note: some activities require students to use their smartphones with Internet connection.</p>		
Pre-task suggestions		
<p>(S1, L1) Word sneak Prepare word cards for your students, they should include vocabulary from the instructions handout and the VR task and/or any other related vocabulary. You can do a fun activity called <i>word sneak</i>, inspired by Jimmy Fallon's game on The Tonight Show. The goal is to include this word as casually and as seamlessly as possible into the conversation.</p> <p>(S3, L2) Discussion Put students into pairs or small groups. Show pictures of various objects they might find helpful on a deserted island, for example: <i>knife, flare gun, compass, first aid kit, tent, hammock, rope, fishing rod, insect repellent,...</i> Tell students they can pick only four. They should discuss it together and agree on four items they choose. Students should be encouraged to use phrases for agreeing and disagreeing such as: <i>I see</i></p>		

your point, but...; I couldn't agree more, I have no objection whatsoever, I beg to differ, I believe your argument doesn't hold water,...

Possible target language items during the VR task

(S1, W1, L1)

Grammar: inversion with negative adverbials

- Students can rephrase instructions using this grammatical structure in order to give directions to the student in VR. (*Only when we find the log can we take it to the beach.*)

Grammar: I wish / if only

- Students can use these grammatical structures to help the student in the VR complete the task (*If only you would repeat that action until all the nails are in place. / I wish you found the remaining bamboo sticks.*)

Grammar: Conditionals

- Student inside the VR can use different conditionals to confirm he/she understands the instructions (*If I find the remaining bamboo sticks, I will use them as a mast.*)

Grammar / Vocabulary

- Students are familiar with the use of more advanced verb patterns and can use them when guiding the student inside the VR (*Why don't you try placing the nail into the white circle.*)

Vocabulary: phrasal verbs

- Students are familiar with the meaning of phrasal verbs and can use them to rephrase the original instructions. (*Carry out, carry on, clear up, come across, head back, hold off, hold on, ...*)

Vocabulary: negative adverbials

- Students understand the use of negative adverbials and can use them when giving instructions (*No sooner, Under no circumstances, little, ...*)

Ideas for further activities (during VR task)

(S1, W1, L1, R3, R5) Activity I

- You should divide your class into two groups. The first step is to give them the instructions handout. They should read it carefully and form comprehension questions for the other team. E.g. *What should you do first? Where do you have to carry that thing? Where should you put the logs?*
- Having read and written the questions they should put the instruction aside and give the other team the questions.
- The teams should answer the questions and check if their answers are correct. Students should be encouraged to use phrasal verbs such as: *come across, head back, carry out,...*
- Before going into VR they should formulate their instructions using relevant grammatical structures. Their instructions should be based on their answers to the questions given by the other group.
- You can encourage them to use any relevant grammatical structures, e.g. I wish/If only (*If only you would repeat that action until all the nails are in place. / I wish you found the remaining bamboo sticks.*) or more advanced verb patterns (*Why don't you try placing the nail into the white circle.*) Student inside the VR can use conditionals to confirm the instructions. (*If I find the remaining bamboo sticks, I will use them as a mast.*)

(S1, W1, L1, R1, R5) Activity II

- Put the instructions for higher levels on the screen. You can adapt the text if you find necessary. Cover a portion of the text so students can't see the endings of sentences. They should work together in pairs or small groups to reconstruct the text using relevant grammatical structures and the vocabulary from the pre-task activity. They can use Inversion with negative adverbials for example. *Only when we find the log can we take it to the beach.*
- They can compare ideas with other pairs or groups before you reveal the original instructions.
- When they make sure they have all the instructions they should decide who goes into the VR first. They should all go at one point. The person in the VR should listen to his/her colleagues' instructions and complete the task. They should also describe what they see and what they are doing.

Follow-up activities

(W1) Activity I

- Put your students into pairs or small groups. They can do an activity called *shorter and shorter summaries*.
- They should write a summary of their experience in the VR world, you can set the word limit and time limit.
- After each summary they should write a shorter one including all the main points and ideas.

(W1) Activity II

- Students can do this activity in pairs or individually. You can ask them to write a *cinquain*, a stanza with five verses on today's topic.
- Give them instructions for each line, e.g. 1st line: 1 word (subject of the poem; 2nd line: 2 adjectives describing the subject, 3rd line: 3 action words about the subject, 4th line: 4 feelings about the subject, 5th line: 1 word (a synonym for the subject)

11. Virtual World III: Ancient Rome

11.1. Introduction

Virtual World 3 is an adventure into the world of the Ancient Romans. You are immersed into the heart of the Roman Empire with impressive architecture, amphitheatre entertainment and political intrigue.

The Roman city is divided into several sections including a courtyard, a marketplace, a temple and even a colosseum, complete with underground dungeons.

While there are no other Romans in the city, if asked, the teacher could suggest that a political scandal has occurred, and people are hiding out in their homes to avoid the repercussions.

Ancient Rome provides all sorts of options for pre and post-task discussion. For example, students could describe what they know about the Roman civilization or research into various aspects of it (emperors, entertainment, food/drink etc). They could even write about how the Roman Empire has influenced our world today, create a historical timeline or plan a vacation to visit the sites around the Roman Empire today.



11.2. Task 1: Instructions for teachers (with additional hints and tips)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Setting the Scene: The Colosseum was built to make Roman people feel better after a difficult year with four different emperors in 69 CE. As with other amphitheatres, the emperor Vespasian wanted the Colosseum to be a place of entertainment, hosting gladiator fights, animal hunts, and even fake battles with ships. You are a prisoner in the dungeons under the Colosseum

Mission: Escape from the Colosseum.

The student appears in the dungeon.

- Take the torch (in the left hand).
- Find a message written on the wall to find the colour of the key to open the door. (Freedom is the colour of blood – this is the colour of the key needed to open the door)
- (the key is under the helmet)
- Open the door with the red key.
- Hold the torch in your left hand and solve the puzzle. Move the different tiles of the puzzle by pointing with the beam and moving left or right with the right joystick.

Tips on how to solve the puzzle:

- ❖ Only focus on the number (s) you are trying to position
- ❖ Do not move any number before it has reached its fixed position
- ❖ Move 1 into position, then 2 under 3, then into position – do not touch again
- ❖ Move 7 under 1 and 4 under 2
- ❖ Now move 1, 4, 7 to the left column – do not move again
- ❖ Now rotate the three remaining numbers
- ❖ move the tiles small in circular motion
- ❖ <https://www.youtube.com/watch?v=NoUFgLGVVgw>

- Go down the corridor
- Look for a lever with the exact image of the puzzle. There are two options. One opens the elevator door to go up to the Colosseum. The other doesn't work. (Choose the door on the right).
- Pull the lever
- Find the cage elevator. It is in the starting room. Get in the elevator. The door closes automatically.
- You appear in the Colosseum. The door opens automatically.
- There are three chariots in the Colosseum with the name of three emperors. Search the internet to find out which of these three emperors lived longest. Claudius, Tiberius, Augustus (Tiberius)
- Find the chariot with his name on it and pull the lever.
- The main door of the Colosseum opens. Head there. You are free. Mission complete.

11.3. Task 1: Instructions for students (levels A2 – B1)

Setting the Scene: The Romans built the Colosseum to make people feel better after a difficult year with four different emperors in 69 CE. The emperor Vespasian wanted the Colosseum to be a place of entertainment, with gladiator fights, animal hunts, and sometimes battles with ships. You are a prisoner in the dungeons under the Colosseum

Mission: Escape from the Colosseum.

The student appears in the dungeon.

- Take the torch and find a message on the wall. What colour does it mean? This is the key to open the door
- Hold the torch in your left hand and solve the puzzle. Move the tiles of the puzzle by pointing with the beam and move the joystick left, right, up and down.
- Now, walk along the corridor and look for a lever. It must have the same picture as the picture on the puzzle.
- Pull the lever
- Return to the starting room and walk into the cage elevator. The door will close automatically.
- There are three chariots with the name of three emperors. Search the internet to discover which emperor lived the longest.
- Find the chariot with his name on it and pull the lever.
- The main door of the Colosseum opens. Go there. You are free. Mission complete.

11.4. Task 1: Instructions for students (levels B2 – C2)

Setting the Scene: The Colosseum was built to entertain the Roman masses, diverting their attention from a testing year with four different emperors in 69 CE. As with other amphitheatres, the Emperor Vespasian wanted the Colosseum to be a place of entertainment, hosting gladiator fights, animal hunts, and even fake battles with ships. You are a prisoner in the dungeons under the Colosseum.

Mission: Escape from the Colosseum.

The student appears in the dungeon.

- Grab the torch and look for a message written on the wall. This should give you a clue as to the colour of the key to get out of the room
- Best to hold the torch in your left hand, while you solve the puzzle. Move the different tiles of the puzzle by pointing with the beam and moving left, right, up and down with the right joystick.
- Go down the corridor and look for a lever with the exact image of the puzzle.
- Pull the lever and see what happens. It may not be the only one.
- Find the cage elevator, in the initial room. Get into the elevator. The door closes automatically.
- There are three chariots with the name of three emperors. Search the internet to find out which of these three emperors lived the longest.
- Find the chariot with his name on it and pull the lever.
- If it's the right one, the main door of the Colosseum opens. Head there. You are free. Mission complete.

11.5. Task 1: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: Ancient Rome	Task 1: Escape the Colosseum	Level: A2
Primary Language Aims – referenced to CEFR		
<p>SI1: I can ask people how they feel in different situations. For example: “Are you hungry?” Or “Are you ok?” And say how I feel.</p> <p>SI2: I can ask and answer simple questions about home and country, work and free time, likes and dislikes.</p> <p>SI4: I can make and accept invitations, or refuse invitations politely.</p> <p>SI5: I can make and accept apologies.</p> <p>SP2: I can describe my education, my present or last job.</p> <p>SP4: I can describe my home and where I live.</p> <p>L1: I can understand simple information and questions about family, people, homes, work and hobbies.</p> <p>L2: I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.</p> <p>R1: I can understand short, simple texts containing familiar vocabulary including international words.</p> <p>ST2: I can explain what I don't understand and ask simply for clarification.</p> <p>ST4: I can ask somebody to repeat what they said in a simpler way.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Hand-Out (level A2) – printed or displayed on projector • Set of puzzles – cut out for in-class students • Access to internet (via laptop or phones) for students to search for information on the three emperors 		
Pre-Task Suggestions		
<p>(SI1, SI2, SP1, SP4, L1, L2, L3, ST1, ST2, ST3, ST4) Speaking</p> <p>Show students an image or video clip of a gladiator in a Colosseum.</p> <ul style="list-style-type: none"> • Where are they? • What can you see? Describe the location. • What does the Gladiator look like? Describe his appearance and clothing. • What is he doing? • How does he feel? • How would you feel? 		

<p>(SI2, L1, L2, R1, R2, R3, ST2, ST4) Jigsaw Reading</p> <p>In groups, read about the three Emperors, Claudius, Tiberius, Augustus. Find information including dates, major achievements, how they died etc. Compare information with groups to find who was the earliest, who lived the longest etc. (in order to complete the escape from the Colosseum).</p>
<p>Possible Target Language During VR Task</p>
<p>(SI1, SI2, SP4, L2, ST2, ST4)</p> <ul style="list-style-type: none"> • Imperatives: <i>“take the red key”, “open the door”</i> • Modal verbs: can/can’t, could, have to, should <ul style="list-style-type: none"> - <i>“you can’t leave the dungeon”; “you have to take the red key”; “you should take the door on the right”</i> • Articles: <ul style="list-style-type: none"> - <i>“Find a red key. The red key is under the helmet”</i> • Prepositional phrases (place, time, movement) • Adjectives for description of places • Adjectives for description of feelings • First Conditional: <ul style="list-style-type: none"> - <i>“If we don’t solve the puzzle, we won’t escape”</i>
<p>Ideas for Further Activities (during VR task)</p>
<p>(R1, R2) Roman Numerals</p> <p>Students read about Roman Numerals and decode the numerals into Arabic numbers. This will aid the students in providing instructions during the puzzle task.</p> <p>(W1, W2) Writing a running commentary</p> <p>Students are told that similar to during a sports event, they will be providing live updates (in the form of a blog, sports website or social media) on the progress of the gladiator. Every minute, students have to provide a new update. Students can take it in turns, depending on the number of students. The teacher can provide a web link for the students to post their updates, or this can be done by sticking their updates on the board.</p>
<p>Follow-up Activities</p>
<p>(W2, W4) Writing a Diary</p> <p>Students take on the role of a Gladiator and write a diary about “A Day in the Life of _____”. Students can describe their homes, clothes, activities, and feelings.</p> <p>(SI1, SP3, SP5, L2, L3, R1, R2, W4, ST1, ST2, ST3, ST4) Plan a vacation</p> <p>Research into the geography of the Roman Empire and, in groups, plan a vacation to visit the most important sites.</p>



Teacher's Notes

Virtual World: Ancient Rome	Task 1: Escape the Colosseum	Level: B1/B1+
Primary Language Aims – referenced to CEFR		
<p>SI2: I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>SI4: I can ask for and follow detailed directions.</p> <p>SP1: I can give descriptions on a variety of familiar subjects related to my interests.</p> <p>SP2: I can talk in detail about my experiences, feelings and reactions.</p> <p>SP3: I can briefly explain and justify my opinions.</p> <p>L2: I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</p> <p>L3: I can follow clearly spoken, straightforward short talks on familiar topics.</p> <p>L4: I can understand simple technical information, such as operating instructions for familiar types of equipment.</p> <p>R2: can understand the main points in short newspaper and magazine articles about current and familiar topics.</p> <p>ST1: I can ask someone to clarify or elaborate what they have just said.</p> <p>ST2: I can repeat back part of what someone has said to confirm that we understand each other.</p> <p>ST3: When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Hand-Out (levels B1) – printed or displayed on projector • Set of puzzles – cut out for in-class students • Access to internet (via laptop or phones) for students to search for information on the three emperors 		
Pre-Task Suggestions		
<p>(SI1, SI2, SP1, SP3, L1, L2, L3, ST1, ST2, ST3) Speaking</p> <p>What do you know about Roman Times? What do you think it was like living in those times? You can think about:</p> <ul style="list-style-type: none"> • People • Jobs • Homes • Food/Drink • Entertainment 		

<p>(SI1, SI2, SP1, SP2, L1, L4, R1, R2) Jigsaw Reading</p> <p>In groups, read about the three Emperors, Claudius, Tiberius, Augustus. Find information including dates, major achievements, how they died etc. Compare information with groups to find who was the earliest, who lived the longest etc (in order to complete the escape from the Colosseum). Share information with the rest of the group.</p>
<p>Possible Target Language During VR Task</p>
<p>(SI2, SI4, SP1, SP2, SP3, L4, ST1)</p> <ul style="list-style-type: none"> Intensifiers – too/enough <ul style="list-style-type: none"> <i>“It’s too dark to see anything”; “There’s not enough light”</i> Modals of deduction <ul style="list-style-type: none"> <i>“The door on the left didn’t work, so we must use the door on the right”</i> Modals of obligation – must/have to Modals of advice – should Present Perfect vs. Past Simple <ul style="list-style-type: none"> <i>I’ve found the key vs I found the key.</i> Connecting words to demonstrate cause and effect. <ul style="list-style-type: none"> <i>I found the key because of the writing on the wall.</i> <i>I found the key so I could open the door.</i>
<p>Ideas for Further Activities (during VR task)</p>
<p>Roman Numerals (R1, R2)</p> <p>Students read about Roman Numerals and decode the numerals into Arabic numbers. This will aid the students in providing instructions during the puzzle task.</p> <p>Speaking (SI1, SI2, SP3, L1, L2, ST1, ST2, ST3)</p> <p>Make predictions: What will happen to the Gladiator if he escapes? What will he do first? What will happen to him if he doesn’t escape? What would you do if you were in his situation?</p>
<p>Follow-up Activities</p>
<p>(W1, W2) Writing a Diary</p> <p>Students take on the role of a Gladiator and write a diary. They can include information about the gladiator’s training, biggest achievements, emotions etc.</p> <p>(SI1, SI2, SP1, SP2, SP3, SP4, L1, L2, L3, R1, R2, W1, ST1, ST2, ST3, ST4) Plan and produce an event at the Colosseum</p> <p>In groups, research entertainment that was held in the Colosseum and plan a day’s events to entertain the Emperor. Groups present their plans, and the class decides which is the best option for the Emperor.</p>



Teacher's Notes

Virtual World: Ancient Rome	Task 1: Escape the Colosseum	Level: B2/B2+
Primary Language Aims – referenced to CEFR		
<p>SI1: I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.</p> <p>SI2: I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion.</p> <p>SI3: I can sustain my opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>SI4: I can use the telephone (or similar device) to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully.</p> <p>SP1: I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.</p> <p>SP2: I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.</p> <p>L1: I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.</p> <p>L2: I can understand in detail what is said to me in standard spoken language.</p> <p>L3: I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.</p> <p>R3: I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if closer reading is worthwhile.</p> <p>ST1: I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.</p> <p>ST2: I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.</p> <p>ST3: I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Hand-Out (level B2) – printed or displayed on projector • Set of puzzles – cut out for in-class students • Access to internet (via laptop or phones) for students to search for information on the three emperors 		
Pre-Task Suggestions		
<p>(SI1, SI3, SP1, SP2, L1, L2, ST1, ST2, ST3) Speaking</p> <p>What do you know about Roman Times? What do you think it was like living in those times? You can consider:</p> <ul style="list-style-type: none"> • People • Jobs 		

- Homes
- Food/Drink
- Entertainment
- Emperors
- War & Peace
- Quality of Life / Medicine

(SP4, L2, R1, R2, R3, ST2, ST3) WebQuest

In groups, research into life in Ancient Rome, including some information about the Colosseum and gladiators. Research the 3 emperors (Claudius, Tiberius, Augustus) name, dates, major achievements, how they died etc. (in order to find the longest reigning emperor).

Possible Target Language During VR Task

(SI2, SI3, SI4, SP1, SP2, L1, L2, ST1, ST2)

- Adjectives and adverbs for describing objects, locations and processes.
- Will/Going to for predictions
- Modals of deduction and speculation
 - *"We might have to go back"*
 - *"We may have to solve the puzzle"*
- Passives
 - *"The lever has to be pulled"*
 - *"The door is opened with the red key"*
- Reported speech
 - *"What did he/she say?"*
- Phrasal verbs
 - *pick up, put down, put back, take out, look for*
- Mixed Conditionals
 - *If we hadn't pulled the wrong lever, we wouldn't be at the start again now!*

Ideas for Further Activities (during VR task)

(SI1, SI3, SP2, L2, L3, ST1, ST2, ST3) Speaking

Make predictions: What will happen to the Gladiator if he escapes? What will he do first? What will happen to him if he doesn't escape? What would you do if you were in his situation?

(W2, W3) Writing a personal story

Imagine you are the gladiator. How did you come to be trapped in the dungeon? What regrets do you have?

Follow-up Activities

(R1, R3, W2) Writing

Students research into the aspects of our lives which have been influenced by the Romans (architecture, language, religion, culture etc) and write a short article about how our lives would be / would have been different without Roman influence.

Useful resources found here: <https://www.nationalgeographic.org/media/how-rome-inspires-us-today/>

(SI1, SI2, SI3, SP2, SP4, L2, L3, R1, R3, W2, ST2, ST3) Plan and produce an event at the Colosseum

In groups, research entertainment that was held in the Colosseum and plan a day's events to entertain the Emperor. Groups present their plans, and the class decides which is the best option for the Emperor.



Teacher's Notes

Virtual World: Ancient Rome	Task 1: Escape the Colosseum	Level: C1
Primary Language Aims – referenced to CEFR		
<p>SI1: I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to.</p> <p>SI2: I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.</p> <p>SI3: I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP1: I can give clear, well-structured descriptions of complex subjects</p> <p>SP2: I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>L1: I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>L2: I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>L4: I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.</p> <p>ST1: I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.</p> <p>ST2: I do not have to restrict what I want say at all; if I can't find one expression I can substitute with another.</p> <p>ST3: I can monitor my speech and writing to repair slips and improve formulation.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Hand-Out (level C1) – printed or displayed on projector • Set of puzzles – cut out for in-class students • Access to internet (via laptop or phones) for students to search for information on the three emperors 		
Pre-Task Suggestions		
<p>(SI2, SI3, SP1, SP2, L2, ST1, ST2, ST3) Speaking</p> <p>What do you know about Ancient Rome? How did they live? What aspects of our current life are influenced by the Romans? How would our lives be different today without them?</p> <p>(SI3, SP4, SP5, L1, L2, R1, R2, ST1, ST2) WebQuest</p> <p>In groups, research into life in Ancient Rome, including some information about the Colosseum and gladiators. Research the 3 emperors (Claudius, Tiberius, Augustus) name, dates, major achievements, how they died etc (in order to find the longest reigning emperor).</p>		

Possible Target Language During VR Task
<p>(SI2, SI3, SP1, SP2, L1, L2, L4, ST1)</p> <ul style="list-style-type: none"> Mixed Conditionals <ul style="list-style-type: none"> <i>If we hadn't gone to the lever on the left, we wouldn't be back at the start.</i> Modals in the past <ul style="list-style-type: none"> <i>We shouldn't have done that.</i> <i>We needn't have spent so much time there.</i> <i>We must have done it wrong.</i> <i>We didn't have to do that.</i> Passives <ul style="list-style-type: none"> <i>The door is opened with the red key.</i> <i>The elevator is controlled by the lever.</i> Wish/If only – regrets <ul style="list-style-type: none"> <i>If only we hadn't gone through the wrong door!</i> Approximating language Idiomatic Expressions
Ideas for Further Activities (during VR task)
<p>(W1, W3) Writing a personal story Imagine you are the prisoner who is trapped in the dungeon. How did you come to be trapped in the dungeon? What did you do? Who put you there? What regrets do you have?</p> <p>(SI2, SP2, L2, ST1, ST2) Speaking You are trapped in the Colosseum, home of the gladiators. What type of personality do you think you needed to become a gladiator? Some gladiator fights were until death, so why do you think so many people volunteered to become gladiators. Gladiators were often celebrities in their day. Do you think they are appropriate role models? Why/Why not? Who would you consider to be the “gladiators” of this modern age? Why?</p>
Follow-up Activities
<p>(R1, R2, W1, W2) Writing Argumentative Essay: Advantages and Disadvantages of Roman rule for the citizens within the Empire.</p> <p>(SI1, SI2, SI3, SP1, SP2, SP3, SP4, L2, L4, R3, W2, ST1, ST2) Project: Rebuild the Colosseum The Colosseum has been almost destroyed by the earthquake of 1231. In groups, students must rebuild the Colosseum using the following steps:</p> <ul style="list-style-type: none"> Research: Students research various entertainment venues, noting their structure, facilities, necessities etc. Design: In their groups, students design a new Colosseum on paper and plan how they will build it and what resources they will need. Construct: Students construct their Colosseum following their design

- Evaluation: Students evaluate how well their design works and evaluate its success. How would they do it differently next time? Students present their construction and evaluation to the class.



Teacher's Notes

Virtual World: Ancient Rome	Task 1: Escape the Colosseum	Level: C2
Primary Language Aims – referenced to CEFR		
<p>SP1: Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>SP2: Can give clear, smoothly flowing, elaborate and often memorable descriptions.</p> <p>SP3: Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>SP4: Can handle difficult and even hostile questioning.</p> <p>L1: Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> <p>L2: Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>L3: Can follow specialised presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</p> <p>R1: Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</p> <p>R2: Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Hand-Out (level C2) – printed or displayed on projector • Set of puzzles – cut out for in-class students • Access to internet (via laptop or phones) for students to search for information on the three emperors 		
Pre-Task Suggestions		
<p>(R1, R2, R3) WebQuest In groups, research into life in Ancient Rome, including some information about the Colosseum and gladiators. Research the 3 emperors (Claudius, Tiberius, Augustus) name, dates, major achievements, how they died etc. (in order to find the longest reigning emperor).</p> <p>(R1, R2, R3, SP1, SP2, SP3, SP4) Information Gap activity Divide students into small groups. Ask them to research one of the 7 Wonders of the World (history, cultural background, special features, architectural style, number of visitors etc. Students mingle to discover information about all 7 Wonders of the World. Students discuss, "Which would you most like to visit and why?"</p>		

Possible Target Language During VR Task
<ul style="list-style-type: none"> Grammar: Cleft sentences (It is a helmet that I can see.) Grammar: Inversions (Not only do I see a helmet but...) Grammar: Present and past subjunctive and unreal past (I suggest that you try..., It is vital that you cross..., Suppose you were to move that lever, what would ...? What if you moved that tile, could you then...?) Vocabulary: phrasal verbs (run up against, knuckle down, think through, deal with, wrestle with....)
Ideas for Further Activities (during VR task)
<p>(SP1, SP2, SP3, SP4) Speaking</p> <p>You are trapped in the Colosseum, home of the gladiators. What type of personality do you think you needed to become a gladiator? Some gladiator fights were until death, so why do you think so many people volunteered to become gladiators. Gladiators were often celebrities in their day. Do you think they are appropriate role models? Why/Why not? Who would you consider to be the “gladiators” of this modern age? Why?</p> <p>(W1, W4, W5, W6) Write a running commentary</p> <p>Students can be asked to write a running commentary on the activity where they will have to express what they thought was difficult and could have been done differently using the hypothetical forms (If only..., I would have preferred....)</p>
Follow-up Activities
<p>(R1, R2, R3, SP1, SP2, SP3, SP4) Project: Rebuild the Colosseum</p> <p>The Colosseum has been almost destroyed by the earthquake of 1231. In groups, students must rebuild the Colosseum using the following steps:</p> <ul style="list-style-type: none"> Research: Students research various entertainment venues, noting their structure, facilities, necessities etc Design: In their groups, students design a new Colosseum on paper and plan how they will build it and what resources they will need. Construct: Students construct their Colosseum following their design Evaluation: Students evaluate how well their design works and evaluate its success. How would they do it differently next time? Students present their construction and evaluation to the class. <p>(R1, R2, R3, SP1, SP2, SP3, SP4) Pitch an Idea</p> <p>The 7 Wonders of the World has decided to expand to the 8 Wonders of the World. In groups, students decide on a man-made wonder to add to the list of the current seven. Students research and develop a presentation to pitch and persuade that their “wonder” should be chosen. In groups, students pitch their ideas. The class votes on which “wonder” wins the eighth spot.</p>

11.6. Task 2: Instructions for teachers (with additional hints and tips)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Setting the Scene: It's a time of change in Rome. Four months ago, the much-loved Emperor Claudius, died, and is remembered for his growth of the Empire into Britain and his interest in law. There are stories that his wife, Agrippina the Younger, killed him. Her son, Nero, is now Emperor and people say that he is kind and open. There have been many tournaments, concerts, and even lower taxes. You have escaped from the dungeons of the Colosseum, and you are now lost on the streets of Rome and hear some surprising news.

Mission: Who killed Britannicus? Solve the murder.

The student appears in the first courtyard.

- Go to the courtyard with the fountain and listen to Audio 1: Elementary. Audio 1 advanced (temple)
- View the map. Then go to the location (a door next to the stores) listen Audio 2. Elementary. Audio 2 advanced (mkt place)
- Find a store where they sell Aconite.
- Find a single hand-written roman numeral (inside the vase in the store). This is the clue to break the cypher. (IV)
- Find the cypher (in the fruit stall).
- IN the middle of the cypher will be a shape that tells us where the vase is ...
- Move the inner circle of the cypher IV positions clockwise – A above W. Point with white laser at the inner circle of the cypher and then move it with the joystick – push it to the left to move the cypher clockwise.

A	B	C	D	E	F	G	H				
				A	B	C	D	E	F	G	H

- The students must all participate in decoding the letter, which reads:
EDEZPDAGEHHANOJWIAEOEJPDARWOA
- *I hid the killer's name is in the vase (the code is on the inside of the circle)*
- Find the hammer in the artisan square (on the stall).
- Find the orange vase, which is in one of four different locations, depending on which symbol appears on the cypher.
 - Square (in front of the fruit stall)
 - Circle (in the artisan's market)
 - Triangle (platform near Colosseum)
 - Star (seat in cloisters / villa)
- Break the vase with the hammer. The name of the person responsible for the death of Britannicus is inside. (Nero)

11.7. Task 2: Instructions for students (levels A2 – B1)

Setting the Scene: Four months ago, the glorious Emperor Claudius died and everyone thinks his wife, Agrippina the Younger, killed him. Claudius was famous for enlarging the Roman Empire, including Britain, so he called his son Britannicus. However, Agrippina's son, Nero, is the Emperor now and people say that he is kind and open. There have been many tournaments, concerts, and even lower taxes. You are lost on the streets of Rome and hear some surprising news.

Mission: Who killed Britannicus? Solve the murder.

The student appears in the first courtyard.

- Go to the courtyard with the fountain and listen to audio 1 then 2 (see the map). Write down the important information
- Find the herb shop where they sell medicine and potions. Look for a secret roman number to break the cypher.
- Find the Caesar cypher and remember the symbol in the middle
- Move the inner circle of the cypher clockwise by the secret number from the herb shop
- Decode the message:

EDEZPDAGEHHANOJWIAEOEJPDARWOA

- Find the hammer in the artisan square, where you started.
- Using the deciphered message and the hammer, find the decoded message, and discover who killed Britannicus.

Mission complete.

11.8. Task 2: Instructions for students (levels B2 – C2)

Setting the Scene: It's a time of change in Rome. Four months ago, the much-loved Emperor Claudius, died, and is remembered for his growth of the Empire into Britain and his interest in law. There are stories that his wife, Agrippina the Younger, killed him. Her son, Nero, is now Emperor and people say that he is kind and open. There have been many tournaments, concerts, and even lower taxes. You have escaped from the dungeons of the Colosseum, and you are now lost on the streets of Rome and hear some surprising news.

Mission: Who killed Britannicus? Solve the murder.

The student appears in the first courtyard.

- Go to the courtyard with the fountain and use the map to navigate to Audio 1 Advanced (green), then continue on to Audio 2 advanced, making a note of the important information
- Find a store where they sell tinctures, tonics and potions and look around for a secret roman numeral to break the cypher.
- Look for the Caesar cypher and make a note of the symbol in the middle
- Move the inner circle of the cypher by the secret number, clockwise
- Decode the message, which reads:

EDEZPDAGEHHANOJWIAEOEJPDARWOA

- Find the hammer in the artisan square
- Using the deciphered message and the hammer, discover the name of Britannicus's killer.

Mission complete.

11.9. Task 2: Map of Elements



11.10. Task 2: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: Ancient Rome	Task 2: Who killed Britannicus?	Level: A2
Primary Language Aims – referenced to CEFR		
<p>SI1: I can ask people how they feel in different situations. For example: “Are you hungry?” Or “Are you ok?” And say how I feel.</p> <p>SI2: I can ask and answer simple questions about home and country, work and free time, likes and dislikes.</p> <p>SI4: I can make and accept invitations, or refuse invitations politely.</p> <p>SI5: I can make and accept apologies.</p> <p>SP2: I can describe my education, my present or last job.</p> <p>SP4: I can describe my home and where I live.</p> <p>L1: I can understand simple information and questions about family, people, homes, work and hobbies.</p> <p>L2: I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.</p> <p>L3: I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.</p> <p>L4: I can understand short, clear and simple messages at the airport, railway station etc. For example: “The train to London leaves at 4:30”.</p> <p>L5: I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc.</p> <p>R1: I can understand short, simple texts containing familiar vocabulary including international words.</p> <p>ST2: I can explain what I don't understand and ask simply for clarification.</p> <p>ST4: I can ask somebody to repeat what they said in a simpler way.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Handout: A2 Level • Code for in-class students to break: A2 level • Transcript of audio in case students need additional scaffolding (Elementary level) 		
Pre-Task Suggestions		
<p>(SI2, SP1, L1, L2, L3, ST1, ST3) Speaking What's your favourite dish? What ingredients do you need to make it? How do you make it?</p> <p>(SI2, SP4, L1, L3, ST1, ST2, ST3, ST4) Speaking Describe your town/neighbourhood to your partner. What locations are there? Is your town old/new? Big/small? Where is your favourite place? Why?</p>		

Possible Target Language During VR Task
<p>(SI3, SI4, SI5, SP3, SP4, SP5, L4, L5, ST2, ST4, ST5)</p> <ul style="list-style-type: none"> • Much/Many for countable and uncountable nouns. <ul style="list-style-type: none"> - <i>I see many shops; We don't have much time</i> • Imperatives <ul style="list-style-type: none"> - <i>Go to the temple, break the code</i> • Modals: can/could/have to/should <ul style="list-style-type: none"> - <i>You have to go to the shop; You should look in the vase; We could visit the temple</i> • Past Simple <ul style="list-style-type: none"> - <i>Towns in Roman times were dirty; It was quiet; They ate fruits...</i> • Phrasal verbs <ul style="list-style-type: none"> - <i>pick up, put down</i> • Wh- questions in the past <ul style="list-style-type: none"> - <i>Who killed Britannicus? What did they use?</i> • Lexis: food and drink • Lexis: things in town
Ideas for Further Activities (during VR task)
<p>(SI2, SI4, SI5, SP3, L3, W1, ST3) Write a recipe You're in the market stall. Discuss with a partner: What food can you see? What dish can you make with the food you can see? Write a recipe and compare with another group. Which one would you like to eat the most?</p> <p>(SI2, SP4, L1, L3, ST1, ST2, ST3, ST4) Speaking What can you see in the Roman town? What locations are there? How is it different to your town? Would you like to live there? Why/Why not?</p>
Follow-up Activities
<p>(R1, R4, W1, W2) Make your own code Create your own code. Write a message. Pass it to your partner to break and read your message.</p> <p>(SI2, SP4, L2, R1, R2, W4, ST1, ST2, ST3, ST4) Design a Roman Town In groups, do some research into Roman Towns. What stores did they have? What facilities did they have? In your group, design a Roman town on a map by deciding what locations it should have, write a paragraph to describe the town and present to the class.</p>



Teacher's Notes

Virtual World: Ancient Rome	Task 2: Who killed Britannicus?	Level: B1
Primary Language Aims – referenced to CEFR		
<p>SI2: I can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>SI4: I can ask for and follow detailed directions.</p> <p>SP1: I can give descriptions on a variety of familiar subjects related to my interests.</p> <p>SP2: I can talk in detail about my experiences, feelings and reactions.</p> <p>SP3: I can briefly explain and justify my opinions.</p> <p>L1: I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.</p> <p>L2: I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</p> <p>L3: I can follow clearly spoken, straightforward short talks on familiar topics.</p> <p>L4: I can understand simple technical information, such as operating instructions for familiar types of equipment.</p> <p>R2: can understand the main points in short newspaper and magazine articles about current and familiar topics.</p> <p>ST1: I can ask someone to clarify or elaborate what they have just said.</p> <p>ST2: I can repeat back part of what someone has said to confirm that we understand each other.</p> <p>ST3: When I can't think of a word, I can use a word meaning something similar and invite "correction" from the person I am talking to.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Handout: B1 Level • Code for in-class students to break: B1 level • Transcript of audio in case students need additional scaffolding (Elementary level) 		
Pre-Task Suggestions		
<p>(SI1, SI2, SP1, SP3, L2, ST1, ST2, ST3) Speaking Describe your town/neighbourhood to your partner. What locations are there? What adjectives could you use to describe your town? Where is your favourite place? Why?</p> <p>(R1, R3) Reading Read about life during 55AD. What did they eat? How did they live? What jobs did they have? Who was the Emperor and what was he famous for? (Teacher will have to remove information about the murder of Britannicus as to avoid spoiling the end of the game) How is it different from our life today? Would you like to have lived in that time? Why/Why not?</p>		

Possible Target Language During VR Task

(SI2, SI4, SP2, SP3, L2, L4, ST1, ST2)

- Intensifiers: too, enough
 - *The code is too difficult to break; We don't have enough information.*
- Question tags
 - *The temple is in the other courtyard, isn't it? The town is quite quiet, isn't it?*
- Conditionals: 2nd & 3rd
 - *If we used the hammer, we could break the vase.*
 - *If we had found the code sooner, we would have finished before.*
- Modals for deduction
 - *Nero must be the killer.*
- Modals for obligation and advice
 - *We have to break the code*
 - *You must go to the temple*
 - *You should break the vase*
- Wh- questions in the past
 - *Who killed Britannicus? What did they use?*
- Will/Going to for prediction
 - *I think Titus will be the killer*
 - *The code is going to be difficult to break*
- Past Simple
 - *Roman towns were very dirty*
 - *Nero killed Britannicus*
- Lexis: Things around town

Ideas for Further Activities (during VR task)

(SI1, SI2, SP1, SP3, L2, ST1, ST2, ST3) Speaking

What can you see in the Roman town? What locations are there? How is it different to your town? Would you like to live there? Why/Why not?

(SI1, SI2, SP1, SP2, SP3, L1, L2, ST1, ST2, ST3) Speaking

Who do you think killed Britannicus? Why? Do you like murder mysteries? Do you like mystery TV shows/films/books? Why/Why not? Which is your favourite? Why? What other real life murder mysteries do you know about?

Follow-up Activities

(SI1, SI2, SP1, SP2, SP3, SP4, L2, R1, R2, R3, W1, ST1, ST2, ST3, ST4) Design a Roman Town
In groups, do some research into Roman Towns. What stores did they have? What facilities did they have? In your group, design a Roman town on a map by deciding what locations it should have. Write a paragraph to describe the town and explain why you have chosen these places. Present to the class.

(W1, W2) Create a Murder Mystery

Write a short story of a murder mystery. Who was killed? Where? When? What clues are there?
Create a code to help your classmates solve the murder.



Teacher's Notes

Virtual World: Ancient Rome	Task 2: Who killed Britannicus?	Level: B2
Primary Language Aims – referenced to CEFR		
<p>SI1: I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.</p> <p>SI2: I can evaluate advantages & disadvantages, and participate in reaching a decision in formal or informal discussion.</p> <p>SI3: I can sustain my opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>SI4: I can use the telephone (or similar device) to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that I have understood a point fully.</p> <p>SP1: I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.</p> <p>SP2: I can develop a clear argument, linking my ideas logically and expanding and supporting my points with appropriate examples.</p> <p>L1: I can understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.</p> <p>L2: I can understand in detail what is said to me in standard spoken language.</p> <p>L3: I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.</p> <p>L5: I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.</p> <p>R3: I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if closer reading is worthwhile.</p> <p>ST1: I can use standard phrases like “That’s a difficult question to answer” to gain time and keep the turn while formulating what to say.</p> <p>ST2: I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.</p> <p>ST3: I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Handout: B2 Level • Code for in-class students to break: B2 level • Transcript of audio in case students need additional scaffolding (Advanced level) 		

Pre-Task Suggestions

(SI1, SI3, SP2, L2, ST1, ST2, ST3) Speaking

Distribute pictures of Roman town ruins today. What locations do you think you can see in the town? What types of buildings are there? In Roman times, what would these places be used for? Who would go there?

(SI1, SP4, L2, L3, R3, ST2) Jigsaw Reading

After setting the scene, students are told that they are going to learn about the five most influential people in the year 55AD following the death of Emperor Claudius four months earlier; Britannicus, Octavia, Emperor Nero, Agrippina and Titus. In groups of 5, students are given a text about one of the characters (without revealing the story of the murder or the name of the killer), find information about the characters, and share that information with their group.

Possible Target Language During VR Task

(SI1, SI3, SP2, L2, L3, ST1, ST2)

- Adjectives and Adverbs:
 - *The town is rather quiet*
 - *The people have disappeared quickly*
- Mixed Conditionals
 - *If we had broken the code sooner, we would know the killer now*
- Modals of Deduction and Speculation
 - *It must have been Nero!*
- Passives
 - *Britannicus was killed by Nero.*
- Relative Clauses
 - *This is the courtyard where we can find the vase.*
 - *Nero was the person who killed Britannicus.*
- Reported Speech
 - *What did he say?*
- Will/Going to for predictions
 - *I think the code will say....*
 - *Titus is going to be the killer...*
- Wishes
 - *I wish this code was easier to break!*
 - *I wish they had spoken louder!*
- Would: Habits in the past
 - *The Romans would eat....*
 - *They would live in houses like this*
 - *They would visit the temple every day*

Ideas for Further Activities (during VR task)

(SI1, SI3, SP1, SP5, L2, ST1, ST2) Jigsaw Reading

Who do you think killed Britannicus? Why? Do you like murder mysteries? Do you like mystery TV shows/films/books? Why/Why not? Which is your favourite? Why? What other real life murder mysteries do you know about?

(W1, W2, W3) Write a newspaper article

You are a reporter, investigating the murder of Britannicus. From the information you have so far, write a short newspaper article detailing what you know and what clues have been found so far.

Follow-up Activities

(W2) Create a Murder Mystery

Write an engaging and dramatic short story of a murder mystery. Who was killed? Where? When? What clues are there? Read to your classmates and see if they can guess who the killer is. Create a code to help your classmates solve the murder.

(SP1, SP4, R3, W2, ST3) Research and Present

Research a famous historical code (Scytale Cipher, Caesar Cipher, Morse Code, Flag Semaphore, Enigma Code, Smoke Signals, Pigpen Cipher). Create a presentation about the history of the code: Who created it? When was it used? By whom? Why? Was it broken? Was it important in any historical events? Give your presentation to your classmates.



Teacher's Notes

Virtual World: Ancient Rome	Task 2: Who killed Britannicus?	Level: C1
Primary Language Aims – referenced to CEFR		
<p>SI1: I can express myself fluently and appropriately, adopting a level of formality appropriate to the circumstances and my relationship to the person I am talking to.</p> <p>SI2: I can keep up with animated discussions on abstract and complex topics with a number of speakers and can participate effectively even when people start talking simultaneously.</p> <p>SI3: I can understand and exchange complex, detailed information on topics with which I am not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP1: I can give clear, well-structured descriptions of complex subjects</p> <p>SP2: I can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>L1: I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>L2: I can follow extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>L3: I can follow most lectures, discussions and debates both within and outside my field.</p> <p>L4: I can understand complex technical information, such as instructions for operating equipment and specifications for products and services I know about.</p> <p>ST1: I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.</p> <p>ST2: I do not have to restrict what I want say at all; if I can't find one expression I can substitute with another.</p> <p>ST3: I can monitor my speech and writing to repair slips and improve formulation.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Handout: C1 Level • Code for in-class students to break: C1 level • Transcript of audio in case students need additional scaffolding (Advanced level) 		
Pre-Task Suggestions		
<p>(SI2, SP5, L2, R1, ST1, ST2) Jigsaw Reading</p> <p>After setting the scene, students are told that they are going to learn about the five most influential people in the year 55AD following the death of Emperor Claudius four months earlier; Britannicus, Octavia, Emperor Nero, Agrippina and Titus. In groups of 5, students are given a text about one of the characters (without revealing the story of the murder or the name of the killer), find information about the characters, and share that information with their group.</p>		

<p>(SI2, SP1, SP2, L2, ST1, ST2) Speaking</p> <p>Show pictures of ruined Roman towns today. Discuss: What types of buildings do you think the ruins were? What would they have been used for? Who would have gone there? How do you imagine they would have looked? Why do you think they were left to ruin?</p>
<p>Possible Target Language During VR Task</p>
<p>(SI2, SI3, SP1, SP2, L2, L4, ST1, ST2)</p> <ul style="list-style-type: none"> Mixed conditionals <ul style="list-style-type: none"> <i>If Nero wasn't so power hungry, he wouldn't have killed Britannicus.</i> <i>If Britannicus hadn't been killed, he might be Emperor now.</i> Modals in the past <ul style="list-style-type: none"> <i>It must have been Nero!</i> <i>It can't have been Titus.</i> Narrative Tenses <ul style="list-style-type: none"> <i>Britannicus was having dinner when he was killed.</i> <i>Their father had died four months before Britannicus was killed.</i> Passive forms <ul style="list-style-type: none"> <i>Britannicus was killed by Nero</i> <i>The town was built in X</i> Wish/If Only: Regrets <ul style="list-style-type: none"> <i>If only Britannicus hadn't been killed!</i> <i>I wish this code wasn't so difficult to break!</i>
<p>Ideas for Further Activities (during VR task)</p>
<p>(W1, W3) Write a newspaper article</p> <p>You are a reporter, investigating the murder of Britannicus. From the information you have so far, write a short newspaper article detailing what you know and what clues have been found so far.</p> <p>(SI2, SI3, SP1, SP2, SP4, L2, ST1, ST2) Speaking</p> <p>There are rumours that Britannicus' death is a political conspiracy. What other political conspiracies do you know about? Which ones do you believe? Why? Which ones do you think are impossible? Why?</p>
<p>Follow-up Activities</p>
<p>(SI1, SP1, SP2, SP3, SP4, SP5, R1, R3, W1, ST1, ST2) Research and Present</p> <p>Research a famous historical code (Scytale Cipher, Caesar Cipher, Morse Code, Flag Semaphore, Enigma Code, Smoke Signals, Pigpen Cipher). Create a presentation about the history of the code: Who created it? When was it used? By whom? Why? Was it broken? Was it important in any historical events? Give your presentation to your classmates.</p> <p>(SI1, SI2, SI3, SP1, SP2, SP3, L1, L2, L3, ST1, ST2, ST3) Debate</p> <p>Following the death of his brother, Britannicus, Nero ruled for 14 years, until his death by suicide in 68AD. In the aftermath of his death, the Roman Empire was plunged into chaos with a number of</p>

short-lived Emperors. Now, the senate is looking to restore peace and balance across the empire. Have a debate in groups to decide which of you should become the next Roman Emperor. What will your policies be in terms of law, health, education etc.? Your classmates will have the opportunity to ask questions, so be prepared to answer! The senate (your classmates) will listen and vote on the best person for the role.



Teacher's Notes

Virtual World: Ancient Rome	Task 2: Who killed Britannicus?	Level: C2
Primary Language Aims – referenced to CEFR		
<p>SP1: Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>SP2: Can give clear, smoothly flowing, elaborate and often memorable descriptions.</p> <p>SP3: Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>SP4: Can handle difficult and even hostile questioning.</p> <p>L1: Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> <p>L2: Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>L3: Can follow specialised presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</p> <p>R1: Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</p> <p>R2: Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</p>		
Suggested Optional Resources and Materials		
<ul style="list-style-type: none"> • Instructions Handout: C2 Level • Code for in-class students to break: C2 level • Transcript of audio in case students need additional scaffolding (Advanced level) 		
Pre-Task Suggestions		
<p>(SP1, SP2) Speaking Show pictures of ruined Roman towns today. Discuss: What types of buildings do you think the ruins were? What would they have been used for? Who would have gone there? How do you imagine they would have looked? Why do you think they were left to ruin?</p> <p>(R1, R2, R3, SP1, SP2, SP3) Reading and Discussion Nero has become a symbol throughout history for his style of leadership, which could be said to be applicable today. Read the 3 poems (<i>Nero</i> by Gert Strydom, <i>Nero's Turn</i> by Constantine P. Cavafy and <i>Nero</i> by Khalil Mutran) and discuss how they portray Nero. What was his style of leadership? What comparisons are made to leaders today? Can you think of any famous leaders who may fit the poets' descriptions?</p>		

Possible Target Language During VR Task
<ul style="list-style-type: none"> Grammar: Cleft sentences <ul style="list-style-type: none"> <i>It is a vase that I can see.</i> Grammar: Inversions <ul style="list-style-type: none"> <i>Not only do I see a vase but...</i> Grammar: Present and past subjunctive and unreal past <ul style="list-style-type: none"> <i>I suggest that you try..., It is vital that you cross..., Suppose you were to look in the vase, what would ...? What if you smashed the vase, could you then...?</i> Vocabulary: phrasal verbs <ul style="list-style-type: none"> <i>run up against, knuckle down, think through, deal with, wrestle with....</i>
Ideas for Further Activities (during VR task)
<p>(SP1, SP2, SP3, SP4) Speaking There are rumours that Britannicus' death is a political conspiracy. What other political conspiracies do you know about? Which ones do you believe? Why? Which ones do you think are impossible? Why?</p> <p>(W1, W2, W3, W4) Write a report You are a roving reporter for the local Roman newspaper. People are enthralled and shocked about the news of Britannicus' death. You've been asked to follow a local Roman who is trying to crack the case. Write a live report to keep the Romans updated on the progress of the case to keep them up to date on all the events!</p>
Follow-up Activities:
<p>(SP1, SP2, SP3, SP4, L2) Debate Following the death of his brother, Britannicus, Nero ruled for 14 years, until his death by suicide in 68AD. In the aftermath of his death, the Roman Empire was plunged into chaos with a number of short-lived Emperors. Now, the senate is looking to restore peace and balance across the empire. Have a debate in groups to decide which of you should become the next Roman Emperor. What will your policies be in terms of law, health, education, etc.? Your classmates will have the opportunity to ask questions, so be prepared to answer! The senate (your classmates) will listen and vote on the best person for the role.</p> <p>(W1, W2, SP1, SP2, L2, L3) Make a movie In groups, write a movie script depicting the death of Britannicus. Assign roles (actors, director etc.) and film the movie on your camera/phones.</p>

12. Virtual World IV: The Frozen Lands

12.1. Introduction

Virtual World 4 was created as a challenge to generate spaces that are more friendly to the environment, understanding that the planet's resources are running out.

The original idea for this world was to host tasks that would raise awareness on the advantages of bioclimatic designs such as: reducing the energy demand of the building (in winter, maximizing heat gains and reducing energy losses, and in summer the opposite), achieving a quality indoor environment, in terms of temperature, humidity, movement and air quality. contributing to reducing the consumption of fossil fuels (oil, coal, natural gas and liquefied petroleum gas), reducing the emission of polluting gases into the atmosphere, reducing the cost of water and artificial lighting.

The world itself presents a wide variety of pre-task opportunities and discussion topics. As students begin their journey surrounded by trees and snow having to locate the hut using the sun's positioning different topics could be aimed at. These could include discussion areas, such as the importance of bioclimatic design (considering issues of energy efficiency, reduction of CO₂ emissions and better use of economic resources), resources to survive in different part of the world, sun position in the sky to determinate locations, most efficient heating systems and how this could affect global warming, food (healthy and unhealthy food, what you need to survive), advantages of natural light in a building.



12.2. Task 1: Instructions (levels A2 – B1)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Objective: Raise awareness of the importance of bioclimatic design and stock up on the necessary resources to survive in an environment and location like Ushuaia.

Step 1: Locate the cottage

The student appears in a landscape surrounded by trees and snow. He/she has to locate a hut using the sun's positioning. His/ her colleagues will have to locate the exact place using Google Maps:

- Latitude: -54.79922
- Longitude: -68.35776.



Now they have to locate where the cottage is located. To do this, they will use the web https://www.sunearthtools.com/dp/tools/pos_sun.php?lang=en

select your points

search

SunRise: 06:48:29 * 83.74° | SunSet: 18:12:14 * 275.94° |

Name:

select your shadow profile

-54.7992200, -68.3577600 | 54° 47' 57.192" S 68° 21' 27.936" W

-54.79922000, -68.35776000

execute

Solar Disk ☒ Analemma ☒ Solstice ☒

year month day hour minute

2020 09 11 00 00

Time zone GMT-5 DST ☒ Default

To discover the position of the sun. Type cords in search box.

- Change
- Enter longitude and latitude in search box with comma to separate
- Enter date: 09-06-2020
- Enter time: 11:00
- GTM-5
- Check DST (Daylight Saving Time)



Depending on the position of the sun, you can determine the coordinates: east, west, north and south. The cottage is north of the user's position. Head there. The cottage is located in the region of Ushuaia, nicknamed "The end of the world".

Heating system: find the right fuel

- Find an axe and save it in the inventory. (Press button A for inventory)
- Find a specific tree marked with an X and make logs with the axe (west).
- Take 2 logs, save them in the inventory.
- Go to the cottage, take and put them inside the heating system.

Eat to survive: part 1

- Find two cans of food (East). Save them in the inventory.
- Go back to the cabin and leave them on top of the barrel.
- Find a bottle inside the cabin. Pick it up, then look for some barrels full of water outside the cabin.

- Fill the bottle and pour the water into a bucket located inside. (You have to put the bottle in the water 5-10 seconds until you see that it has been filled.)

Eat to survive: part 2

- Find a fish under the ice. (South)
- Catch it by hand.
- Take the fish to the cottage then drop it into the bucket of water to keep it fresh until cooked.

Build an infinite eco lamp

All components are inside the cabin. Find them.

- Take the bottle.
- Fill it with water.
- Fill the glass with water from the bottle
- Add sunflower oil.
- Add metal plate to candle.
- Place a thin rope in the glass.
- Light it by bringing it closer to the other candles.

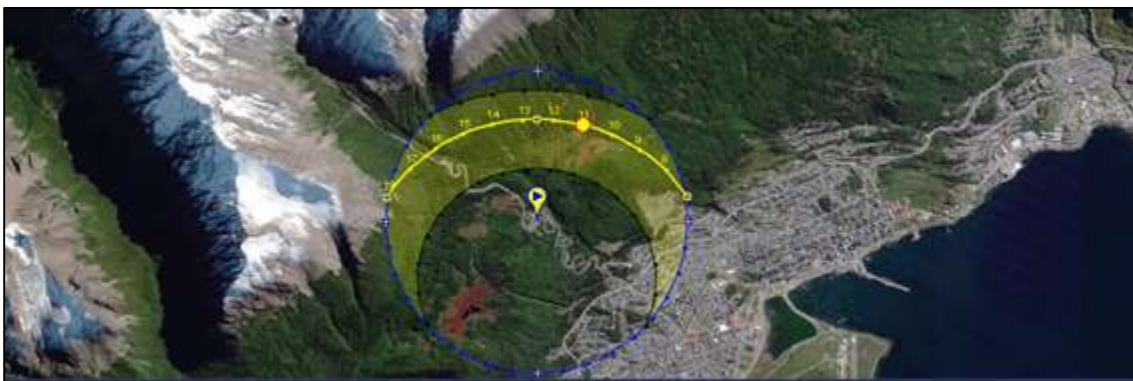
Mission complete

12.3. Task 1: Instructions (levels B2 – C2)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Objective: Raise awareness of the importance of bioclimatic design and stock up on the necessary resources to survive in an environment and location like Ushuaia.

- You find yourself stranded in an ice world surrounded by trees and snow. Take a look around and get a feel for your environment.
- In order to survive this hostile environment, you have to locate a hut using the sun's positioning. Your colleagues will have to locate the exact place using Google Maps:
 - Latitude: -54.79922
 - Longitude: -68.35776
- Now they have to locate where the cottage is located. To do this, they will use the web: https://www.sunearthtools.com/dp/tools/pos_sun.php?lang=en



- Depending on the position of the sun, you can determine the coordinates: east, west, north and south. The cottage is north of the user's position. Head there. The cottage is located in the region of Ushuaia, nicknamed "The end of the world".
- Heating system. Find the right fuel. Determine which is the most efficient heating system from the following options: Air conditioning, Gas boiler, Oil boiler, Electric boiler. Biomass stove.
- Find an axe and save it in the inventory. (outside the cottage). Pressing the A key on the handset displays all the items currently in the inventory. Find a specific tree marked with an **X** and generate logs with the axe. (head west).
- Take 2 logs, save them in the inventory. Head to the cottage, take and put the 2 logs previously saved in the inventory inside the heating system.
- Bioclimatic design. Orientation of the main facade of the cottage. Search in google which is the best possible orientation of the facade of the cottage in the Southern Hemisphere to take better advantage of sunlight.
- Determine where the facade of the house is facing.

- The next task is to find two cans of food (East) to eat to survive in a rough environment like Ushuaia. They should be saved as well in the inventory. Return to the cabin and leave them on top of the barrel.
- Find a bottle inside the cabin. Pick it up, then look for some barrels full of water outside the cabin. Fill the bottle and pour the water into a bucket located inside. You have to keep the bottle in the water 5-10 seconds until you see that it has been filled.
- The next task is to find a fish under the ice. (South). Since there are no tools available to use, you have to catch it by hand.
- Take the fish to the cottage then drop it into the bucket of water to keep it fresh until cooked.
- Build an infinite eco lamp: take a glass, fill it with water, add sunflower oil, add metal plate to candle, place a thin rope in the glass, light it by bringing it closer to the other candles (all components are inside the cabin. Find them)

Mission complete

12.4. Task 1: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: The Frozen Lands	Task I: Raise awareness about the importance of bioclimatic design	Level: A2
Primary language aims - referenced to CEFR		
<p>SI1: ask people how they feel in different situations. For example: “Are you ok?” And say how he/she feels.</p> <p>SI2: ask and answer simple questions about a place, country, work and free time, likes and dislikes.</p> <p>SP3: describe his /her interest regarding places to live and food.</p> <p>SP4: describe places, his /her home and where he/ she lives.</p> <p>L1: understand simple information and questions about people and homes.</p> <p>L2: understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.</p> <p>ST2: explain what I don't understand and ask simple questions for clarification.</p> <p>ST4: ask somebody to repeat what they said in a simpler way.</p> <p>R3: understand the main points in short, simple news items and descriptions if he/ she already knows something about the subject. For example: food, menus or dishes.</p> <p>W4: write about things and people he/ she knows well using simple language. For example: descriptions of friends, what happened during the day, food, menus.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2-B1) – printed or displayed on a projector • VR4LL image database • Internet connection • Extra materials to revise verb patterns and to pre-teach vocabulary from the instructions handout • Extra reading and/or listening materials <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, SP2, SP4) Activity I - Speaking</p> <p>Use one of the images of the Virtual World from the VR4LL image database and get students to describe what they can see. Where do you think this is? What kind of homes could people have there?</p>		

(SI2, SP2) Activity II – Speaking

Ask students to describe their homes. Vocabulary: Describing places, where I live...

Students can work as a class or in pairs, depending on the group size.

Possible target language items during the VR task

(SI2, SP2, R3, SP4)

Grammar: Describing places, and objects within them

- *There is / There are...*

Grammar: Comparatives of adjectives

- students describe and compare houses, types of food etc.
- *They are greener, this is more efficient, this is healthier, this will last longer...*

Grammar: Making and receiving suggestions and instructions

- *You should / You must / Why don't you ...? / Can you say that again?*

Grammar: If clauses to talk about cause and result

- *If your house faces North, you will not get any sun.*
- *If you eat fruit in the morning, you will have more energy.*

Grammar: Imperatives and Directions

- *Take the bottle... Fill it with water... Go North... Find two cans of food...*

Ideas for further activities (during VR task)

(SP4, SI4, L4, ST4) Activity I:

Talk about the most efficient heating system from the following options:

Air conditioning.

Gas boiler

Oil boiler

Electric boiler.

Biomass stove. Correct. *"They are greener than fossil fuels such as gas or oil and produce very little smoke."*

(SI1, SP4, R3) Activity II: decide where the facade of the house is facing (**north position**)

Talk about best orientation of house facades in the Northern Hemisphere and the Southern Hemisphere to take better advantage of sunlight.

What are the advantages of natural light in a building? Make suggestions for natural light: you should have natural light because ..., If you don't have natural light you will ...

Follow-up activities

(R3, W4) Activity I: Breakfast around the globe

Breakfast is the most important part of the day. What should we have for breakfast in different parts of the world?

Reading and writing – students use their phones or other devices to research and write a healthy menu for breakfast They should also predict how each item of food helps you stay healthy according to where you live and what the body needs. (use if clause sentences)

(SP4, L1, ST2, ST4) **Activity II:** Places to stay

decide upon the best place to live in around the globe. Make a top 5 list and then compare the places.



Teacher's Notes

Virtual World: The Frozen Lands	Task I: Raise awareness about the importance of bioclimatic design	Level: B1
Primary language aims - referenced to CEFR		
<p>ST 1: ask someone to clarify or elaborate what they have just said.</p> <p>SI 1: start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.</p> <p>SI 2: give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>SI 4: ask for and follow detailed directions.</p> <p>SP 1: give descriptions on a variety of familiar subjects related to his /her interests.</p> <p>SP 2: talk in detail about his /her experiences, feelings and reactions.</p> <p>SP 3: briefly explain and justify his /her opinions</p> <p>L 1: understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.</p> <p>L 5: understand simple technical information, such as operating instructions for familiar types of equipment.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2-B1) – printed or displayed on a projector. • VR4LL image database • Internet connection • Extra materials to revise verb patterns and to pre-teach vocabulary from the instructions handout. • Extra reading and/or listening materials <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SI2, SP1, SP2, SP3, L1) Activity I – Speaking</p> <p>If you could live anywhere, you wanted where would you choose? Why? What would be the best place to live?</p> <p>(SI2, SP2, SP3) Activity II - Speaking</p> <p>Use one of the images of the Virtual World. Where do you think this photo was taken? Why? What do you think would be good / bad about living in a place like this? Think about the house, where it is, the local facilities (if any), the people who live there (if any), the way of life. Would you like to live there?</p>		

(SI2, SP1, SP2, SP3, L1) Activity III - Vocabulary: Describing homes and places, where to live.

Students can work as a class or in pairs, depending on the group size. This exercise will put all focus on students, with very little involvement from the teacher. While the language focus is placed on giving opinion and agreeing/disagreeing, this activity can elicit a wide range of language used by students. You should also consider that this activity might require more time and should be planned for longer classes.

Possible target language items during the VR task

(SI2, SP1, SP2, SP3, L1)

Grammar: Describing places, connecting words expressing cause and effect, contrast

- *This is attractive because Of ... / Due To ...*

Grammar: Comparatives and superlatives

- *This is the best place to live....; In this country the weather is better than somewhere else.*

Grammar: Making and receiving suggestions and instructions

- *You should / You must / Why don't you ...? / Can you say that again?*

Grammar: Conditionals 1st and 2nd

- *If the weather is too cold you lose energy.*
- *If I knew the weather forecast, I would pack different clothes.*

Grammar: Broader range of intensifiers such as too, enough

- *It's too windy here ..., it's warm enough ...*

Grammar: Present perfect used to talk about things you have done in your life

- *Have you ever changed anything in your house?*

Ideas for further activities (during VR task)

Choose one or two students who will go inside the VR and conduct the activity. Print out task instructions and give them to the rest of the class, who will work in group.

(SP4, SI4, L4, ST4) Activity I:

- Students who are not in the virtual reality world study on the internet about environmentally friendly lighting for health and well-being. They work in small groups and present their findings to the others.

(SI1, SP4, R3) Activity II:

- Prepare some lunch for people in Ushuaia. What food is available there? How could you cook it? Decide together as a group a healthy lunch that helps the body adapt to rough weather conditions.

Follow-up activities

(R3, W4) Activity I:

How many times have you moved in your life? Why? Have you ever done any work in your place to reduce the energy demand of the building? What?

(SP3, L1, ST2, SI4) Activity II:

Think of some social and economic changes that have taken place in your country to support house designs that save energy. Then work in groups and come up as a group with some more changes that the government should adopt.



Teacher's Notes

Virtual World: The Frozen Lands	Task I: Raise awareness about the importance of bioclimatic design	Level: B2/B2+
Primary language aims - referenced to CEFR		
<p>SI1: take an active part in conversation, expressing clearly his /her points of view, ideas or feelings naturally with effective turn-taking.</p> <p>SI2: evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion.</p> <p>SI3: sustain his /her opinions in discussion by providing relevant explanations, arguments, and comments.</p> <p>SI4: use the telephone (or similar device) to find out detailed information, provided the other person speaks clearly, and ask to follow up questions to check that he/she has understood a point fully.</p> <p>SP1: give clear, detailed descriptions on a wide range of subjects related to his /her fields of interest.</p> <p>SP2: develop a clear argument, linking his /her ideas logically and expanding and supporting his /her points with appropriate examples.</p> <p>L1: understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in his /her field of specialisation</p> <p>L2: understand in detail what is said in standard spoken language.</p> <p>R1: read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p>ST1: use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.</p> <p>ST2: help a discussion along on familiar ground confirming comprehension, inviting others in, etc.</p> <p>ST3: generally correct slips and errors if he/she becomes aware of them or if they have led to misunderstandings.</p> <p>W1: write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of his /her mistakes in the process.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2-C2) – printed or displayed on a projector. • VR4LL image database • Internet connection • Extra materials to revise verb patterns and to pre-teach vocabulary from the instructions handout. • Extra reading and/or listening materials <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		

Pre-task suggestions
<p>(SI2, SP1, SP2, ST1, ST2, L1, L2) Activity I – Speaking</p> <p>Natural resources:</p> <p>a). Do you know which country has the most natural resources (oil, coal, gas)?</p> <p>b). Do you think countries rich in natural resources are wealthier than those without?</p> <p>(R1, W1, ST1, SI2, SP2) Activity II – Reading and Speaking</p> <p>Go on the internet and create a fact file with:</p> <ul style="list-style-type: none"> - Top 3 largest producers of oil - Top 3 biggest producers of coal - Top 3 richest countries in terms of natural resources <p>(Work as a small group then present to the other group)</p>
Possible target language items:
<p>(SP1, SP2, ST1, SI2, ST2, L1, L2)</p> <p>Grammar: Adjectives and adverbs: describing countries and processes:</p> <ul style="list-style-type: none"> • <i>Nigeria is the largest producer of oil in Africa.</i> <p>Grammar: Mixed conditionals and Passives</p> <ul style="list-style-type: none"> • <i>The city grew a lot after gold was discovered near there.</i> <p>Grammar: Modals: can't have / shouldn't have / needn't have</p> <ul style="list-style-type: none"> • <i>India should be the 3rd biggest coal producer.</i> <p>Grammar: Modals of deduction and speculation: must be / can't be / might be ...</p> <ul style="list-style-type: none"> • <i>Countries rich in natural resources might be wealthier than other countries.</i> <p>Grammar: Reported speech</p> <ul style="list-style-type: none"> • <i>What did he/she say?</i> – students will have to report back on what the colleague said. <p>Grammar: Present perfect: students present actions which happened in the past but have an effect in the present.</p> <ul style="list-style-type: none"> • <i>There has been some controversy about how this country drills for oil in the sea.</i>
Ideas for further activities (during VR task)
<p>(SP2, SI4, L2, ST2, ST3) Activity I - Discussion and debate</p> <p>What are the advantages of natural light in a building? Several posters are shown with various possibilities to talk about if correct or not:</p> <ul style="list-style-type: none"> • Helps to synchronize internal biological rhythms. Correct. • It comes from a renewable energy source, it is free. Correct. • Introduces less heat than most artificial light sources. Correct. • From the psychological point of view, it affects negatively. Incorrect • Increases productivity and learning capacity. Correct. <p>Ask students to talk about these possibilities and eliminate the one that is incorrect.</p>

(SI1, SP2, L1, L2): Activity II:

Build a real eco lamp in the classroom: student in the virtual reality world gives the instructions to the students in the classroom to build a real eco lamp.

- Take a glass
- Fill it with water.
- Add sunflower oil.
- Place thin rope.

Students in the classroom can not see what happens in the virtual reality world, they can only follow the instructions of their colleague. (Same materials should be provided as in the VR world). Final product should be similar with the one built in the VR world.

Follow-up activities

(R1, W1) Activity I - Write a menu for a restaurant in Ice world. What would you serve?

(SP1, SP2, SI1, SI2, SI3, SI4 L1, ST2) Activity II:

What would be the biggest challenge of a life in ice world? What resources would you need to survive in this part of the world? How can you get them in Ushuaia? How could you save the existent resources there?



Teacher's Notes

Virtual World: The Frozen Lands	Task I: Raise awareness about the importance of bioclimatic design	Level: C1/C1+
Primary language aims - referenced to CEFR		
<p>SI1: expresses himself/herself, fluently and appropriately, adopting a level of formality appropriate to the circumstances and his /her relationship to the person he/ she is talking to.</p> <p>SI2: keeps up with animated discussions on abstract and complex topics with several speakers and can participate effectively even when people start talking simultaneously.</p> <p>SI3: understands and exchanges complex, detailed information on topics with which he/she is not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP1: gives clear, well-structured descriptions of complex subjects.</p> <p>SP2: develops an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>SP3: gives a clear, well-structured presentation on a complex subject in his /her field, expanding and supporting points of view with appropriate reasons and examples.</p> <p>SP4: puts together information from different sources and relates it in a coherent summary.</p> <p>ST1: selects from a readily available range of expressions to preface his /her remarks appropriately and to follow up what other people say.</p> <p>ST2: does not have to restrict what he/she wants to say at all.</p> <p>ST3: monitors his /her speech and improves formulation.</p> <p>L1: understands enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>L2: follows extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>R2: understands complex texts where stated opinions and implied points of view are discussed.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2-C2) – printed or displayed on a projector. • VR4LL image database • Internet connection • Extra materials to revise verb patterns and to pre-teach vocabulary from the instructions handout. • Extra reading and/or listening materials <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		

Pre-task suggestions
<p>(SI2, SP1, SP2, ST1, ST2, L1, L2) Activity I – Speaking Discuss the advantages and disadvantages in terms of resources of having a house and leaving at the Ecuador? How about Ushuaia?</p> <p>(R1, W1, ST1, SI2, SP2) Activity II – Speaking</p> <ol style="list-style-type: none"> With a partner have a conversation about different, unusual places you have visited or read about. Make up together a top ten list of places a person should visit in a lifetime.
Possible target language items
<p>(SP1, SI2, SP2, ST1, ST2, L1, L2)</p> <p>Grammar: Modifiers that make adjectives, adverbs, verbs, or nouns</p> <ul style="list-style-type: none"> <i>Have you ever visited the Great Wall of China? It's simply enormous. It's incredibly long, snaking its stony way across the mountains and valleys of Asia.</i> <p>Grammar: Mixed conditionals in the past, present, and future</p> <ul style="list-style-type: none"> <i>Should you have any questions, do not hesitate to contact me.</i> <p>Grammar: Passives – all forms; students use the passive sentences, to express what is the thing receiving the action and what is the thing doing the action</p> <p>Grammar: Modals in the past</p> <ul style="list-style-type: none"> <i>They must have got lost.</i> <p>Grammar: Wish/if only regrets - students talk about things they would like to change</p> <ul style="list-style-type: none"> <i>If only I hadn't done these changes. She must think I lost my mind.</i>
Ideas for further activities (during VR task)
<p>(SP2, SI4, L2, ST2, ST3, R2) Activity I - Research and discussion Even if we live an era dominated by technology and innovation smart technology, transportation efficiencies and useful apps are everywhere, making it easier for all of us to live more efficiently) so many people still aren't living greener. For students outside the Virtual Reality world: Think about how to make your home more energy efficient. Find online available solutions in your country then compare them with the other colleagues. Talk about how "green" could somebody in Ushuaia live?</p> <p>(SI1, SP2, L1, L2, ST1, ST2, ST3) Activity II:</p> <ol style="list-style-type: none"> How much impact on the environment does our house in Ushuaia have? Consider: uses energy efficiently, conserves water. reduces, reuses, recycles, etc How can we reduce our impact on the environment? As a group come up with a list of tips for reducing our impact on the environment: in your home, in your garden, while shopping, at work, on holiday.

Follow-up activities

(SP1, SP2, SI1, SI2, SI3, SI4 L1, ST2, R1, W1) **Activity I:**

Imagine some natural resources have been discovered in Ice world. What should the money be spent on? Find possible solutions online.

(SP1, SP2, SI1, SI2, SI3, SI4 L1, ST2) **Activity II- Debate, discussion and presentation**

What do you think are the main issues of energy efficiency?

What resources can help reduce CO2 emissions?

Think of a better use of economic resources, prepare a power point presentation and introduce these ideas to your colleagues?



Teacher's Notes

Virtual World: The Frozen Lands	Task I: Raise awareness about the importance of bioclimatic design	Level: C2
Primary language aims - referenced to CEFR		
<p>SP1: Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>SP2: Can give clear, smoothly flowing, elaborate and often memorable descriptions.</p> <p>SP3: Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>SP4: Can handle difficult and even hostile questioning.</p> <p>L1: Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> <p>L2: Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>L3: Can follow specialised presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</p> <p>R1: Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. C2</p> <p>R2: Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels B2-C1) – printed or displayed on a projector. • VR4LL image database • Internet connection • Extra materials to revise verb patterns and to pre-teach vocabulary from the instructions handout. • Extra reading and/or listening materials <p>Note: some optional activities may require students to use their smartphones or other devices with an Internet connection.</p>		
Pre-task suggestions		
<p>(SP1, SP2, SP3, SP4 L1, L2) Activity I: Think of a time when you experienced extreme weather. Where were you and what did you do?</p> <p>(SP1, SP2, SP3, SP4 L1, L2) Activity II – Speaking Work in pairs and tell your stories. Describe in detail where you were, what you were doing and what happened. Make the story as dramatic as possible.</p>		

Possible target language items during the VR task
<p>(SI2, SP1, SP2, SP3, L1)</p> <p>Grammar: Inversion /Emphasis / Cleft sentences</p> <ul style="list-style-type: none"> • <i>At no time did I think the weather could be that bad.</i> <p>Grammar: Emphatic forms and expressions:</p> <ul style="list-style-type: none"> • <i>We categorically deny any involvement in the construction of this site.</i> <p>Grammar: Subjunctive</p> <ul style="list-style-type: none"> • <i>It is necessary you be there this evening.</i> <p>Grammar: Advanced Passive Forms</p> <ul style="list-style-type: none"> • <i>This house is said to be haunted</i> <p>Vocabulary: Phrasal verbs (ice up – <i>the engine has iced up</i> Freeze out - to prevent someone from taking part in something.</p> <ul style="list-style-type: none"> • <i>He was frozen out of official life.</i>
Ideas for further activities (during VR task)
<p>(SP1, SP2, SP3, SP4 L1, L2) Activity I - Research and discussion</p> <p>Heating system. You need to find the right fuel in the virtual reality world. Determine which is the most efficient heating system from the following options: Air conditioning, Gas boiler, Oil boiler, Electric boiler, Biomass stove.</p> <p>Did you know that Geothermal systems provide the most efficient type of heating? They can cut heating bills by up to 70 percent. Like other types of heat pumps, they are also very safe and environmentally friendly to operate.</p> <p>What would be the most efficient type of heating for a house in Ushuaia? Take into consideration: reducing the energy demand of the building (in winter, maximizing heat gains and reducing energy losses, and in summer the opposite), achieving a quality indoor environment, in terms of temperature, humidity, movement and air quality.</p> <p>(SP1, SP2, SP3, SP4 L1, L2) Activity II - Do you eat to survive, or do you survive to eat?</p> <p>In the virtual reality world, you will have to find two cans of food to eat to survive in a rough environment like Ushuaia.</p> <p>Talk about the difference between "I live to eat" and "I eat to live".</p> <p>If you could take only seven kinds of food to a deserted island, what would they be? Your diet needs to be healthy. Describe the seven kinds of food and how nutritious they are.</p> <p>Prepare a Power point presentation for that.</p>
Follow-up activities
<p>(SP1, SP2, SP3, SP4 L1, L2, L3, R1, R2) Activity I - The resource curse</p> <p>Debate, discussion and presentation</p> <p>Have you ever heard of the resource curse? It was first used in the 1990s by the writer Richard Auty. Go online and find out what it is.</p> <ul style="list-style-type: none"> - Do you think the resource curse is always true? - Can you think of any examples where it is different?

- Come up with a plan and some ideas on how it can be avoided. Present your ideas to your colleagues. Discuss these ideas as a team and decide upon the most creative one.

(SP1, SP2, SP3, SP4 L1, L2) Activity II – Discussion and Debate

Global warming usually refers to human-induced warming of the Earth system

What are the effects of global warming?

How should we act right now to limit climate change? Prepare a plan as a group that could help us urgently step up our efforts and pursue the most ambitious path.

12.5. Task 2: Instructions (levels A2 – B1)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Objective: This is a co-creative activity.

- You can paint and decorate the cottage with pictures on the outside and inside.
- There is no time limit. The only limitation is imagination.
- The rest of the team can see the house on a monitor and co-create the design together with the person in the virtual world.
- You will use different types of brushes and colours.

Mission complete

12.6. Task 2: Instructions (levels B2 – C2)

Note: teachers can decide how many of these instructions to pass to students in the class as explained in Chapter 4 of the handbook.

Objective: paint and decorate the cottage with pictures inside and outside.

- It is a free activity that has no time or limitations. The only limitation is imagination.
- The rest of the team can see the house on a monitor and co-create the design together with the person in the virtual world. For this they will have different types of colours that are on top of the barrel.
- The teacher can raise the theme of the design at the beginning and create a mini contest with the different teams and choose the best design.
- Another possibility is to make a “Pictionary game”.

12.7. Task 2: Teachers' Notes (A2 – C2)



Teacher's Notes

Virtual World: The Frozen Lands	Task II: Cottage decoration. Creativity.	Level: A2/A2+
Primary language aims - referenced to CEFR		
<p>SI1: ask people how they feel in different situations. For example: "Are you ok?" And say how he/she feels.</p> <p>SI2: ask and answer simple questions about a place, country, work and free time, likes and dislikes.</p> <p>SP3: describe his /her interest regarding places to live and food</p> <p>SP4: describe places, his /her home and where he/ she lives.</p> <p>L1: understand simple information and questions about people and homes.</p> <p>L2: understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.</p> <p>ST2: explain what I don't understand and ask simple questions for clarification.</p> <p>ST4: ask somebody to repeat what they said in a simpler way.</p> <p>R3: understand the main points in short, simple news items and descriptions if he/ she already knows something about the subject. For example: food, menus or dishes</p> <p>W4: write about things and people he/ she knows well using simple language.</p> <p>For example: descriptions of friends, what happened during the day, food, menus</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed or displayed on a projector • VR4LL image database • Internet connection 		
Pre-task suggestions		
<p>(SI2, SP2) Activity I - Speaking The decoration and look of the house play a major role in determining the mood of the place. Talk about reasons why home decoration is important.</p> <p>(SI2, SP2) Activity II - Speaking Ask students to describe how their homes are decorated in the interior and the exterior. Vocabulary: Describing places, where I live Students can work as a class or in pairs, depending on the group size.</p>		

Possible target language items during the VR task
<p>(SI1, SP3, L1, ST2, ST4)</p> <p>Grammar: Describing places, and objects within them</p> <ul style="list-style-type: none"> <i>This furniture is too big for our room. It will take most of the space.</i> <p>Grammar: Comparatives of adjectives</p> <ul style="list-style-type: none"> <i>This decoration suits best on the exterior wall of our cottage.</i> <p>Grammar: Making and receiving suggestions and instructions</p> <ul style="list-style-type: none"> <i>You should / You must / Why don't you ...? / Can you say that again?</i> <p>Grammar: If clauses to talk about cause and result</p> <ul style="list-style-type: none"> <i>If you add this colour here, you could see the light in your painting.</i> <p>Grammar: Imperatives and Directions</p> <ul style="list-style-type: none"> <i>Turn left. Take the next right.</i>
Ideas for further activities (during VR task)
<p>(SI2, SP2, SP4) Activity I: Speaking</p> <p>Use one of the images of the Virtual World from the VR4LL image database and get students to describe the house in pairs. Drawing dictation, then check and define the similarities and the differences between the drawing and the image.</p> <p>(SI1, SP2, SI2 SP4) Activity II:</p> <p>Look at some pictures with the house from the Virtual world. Talk about the possible mood you might feel inside and outside of this house. How can you decorate it so that you get the best mood possible?</p>
Follow-up activities
<p>(SI1, SP2, SI2 SP4) Activity I:</p> <p>Show your students pictures from the house in the VR world. Ask them to take different identities and think about decorating this house according to their identity. They should prepare a list of ideas for decoration. They will guess their colleagues' identities from their decoration plan.</p> <p>(R3, SP4, L1, ST2, ST4) Activity II:</p> <p>Go online and find five reasons why home design matters. Prepare a power point presentation for your colleagues and teacher.</p>



Teacher's Notes

Virtual World: The Frozen Lands	Task II: Cottage decoration. Creativity.	Level: B1/ B1+
Primary language aims - referenced to CEFR		
<p>ST 1: ask someone to clarify or elaborate what they have just said.</p> <p>SI 1: start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest.</p> <p>SI 2: give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.</p> <p>SI 4: ask for and follow detailed directions.</p> <p>SP 1: give descriptions on a variety of familiar subjects related to his /her interests.</p> <p>SP 2: talk in detail about his /her experiences, feelings and reactions.</p> <p>SP 3: briefly explain and justify his /her opinions</p> <p>L 1: understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.</p> <p>L 5: understand simple technical information, such as operating instructions for familiar types of equipment.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed or displayed on a projector • VR4LL image database • Internet connection 		
Pre-task suggestions		
<p>(SP3, SI2, SI4, SP2, LI1, ST1) Activity I - Speaking - A nicely decorated room</p> <p>Display an image of a nicely decorated room. Room by an unknown artist. Lead a discussion about the room using the following prompts:</p> <ul style="list-style-type: none"> • Describe what you see. • What words would you use to describe the room? <p>(SP3, SI2, SI4, SP2, LI1, ST1) Activity II - Speaking</p> <p>Work in groups, look at a photo from a city centre where houses are all decorated with graffiti. What do you know about graffiti? How does this type of decoration make you feel? How innovative is urban art? Do you know any graffiti artists? If not go online and find out some artists and their graffiti art., Would you use graffiti to decorate your own house?</p>		

Possible target language items during the VR task
<p>(SI1, SI4 SI5, SP2, SP4, L2, L4, L5, ST2, ST4)</p> <p>Grammar: Describing places, connecting words expressing cause and effect, contrast</p> <ul style="list-style-type: none"> <i>These black shadows in your graffiti make me feel sad.</i> <p>Grammar: Comparatives and superlative</p> <ul style="list-style-type: none"> <i>The best way is to use lighter colours.</i> <p>Grammar: Making and receiving suggestions and instructions</p> <ul style="list-style-type: none"> <i>You should / You must / Why don't you ...? / Can you say that again?</i> <p>Grammar: Conditionals, 1st and 2nd</p> <ul style="list-style-type: none"> <i>When water reaches 100 degrees, it boils.</i> <p>Grammar: Broader range of intensifiers such as too, enough</p> <ul style="list-style-type: none"> <i>This is such a beautiful piece of work.</i> <p>Grammar: Present perfect used to talk about things you have done in your life</p> <ul style="list-style-type: none"> <i>They have lived in this part of the world their entire life.</i>
Ideas for further activities (during VR task)
<p>(SP2, SP1, SP3, SI2, SP2, LI1, ST1) Activity I: Speaking</p> <p>Draw a picture in the VR world. After the activity describe the picture to the class. The students should draw the same picture following the instructions. Compare then the pictures with the one in the virtual Reality world. Write down a description of the painting from the memory.</p> <p>(SP2, SP1, SP3, SI2, SP2, LI1, ST1) Activity II: Description – expressing cause and effect</p> <p>Works of art often tell stories. What story would you like your house to tell?</p> <p>How would you like to decorate your house so that it can tell a story?</p>
Follow-up activities
<p>(ST1, SI2, SI4, SP2, SP3, LI1) Activity I:</p> <p>a) Divide the class in 3 groups: Each group is given a copy of a famous painting. They have 3 minutes to look at it. The 1st group must identify and remember as many details as possible. They cannot write anything down.</p> <p>b.) The 2nd group must think about questions to ask about the painting again without writing anything down.</p> <p>(ST1, SI2, SI4, SP2, SP3, LI1) Activity II:</p> <p>Who can remember the most? Pair students up from the 2 groups. The students from the 2nd group interview students from the 1st group. They decide in the end who was able to remember most of the details.</p>



Teacher's Notes

Virtual World: The Frozen Lands	Task II: Cottage decoration. Creativity.	Level: B2/ B2+
Primary language aims - referenced to CEFR		
<p>S11: take an active part in conversation, expressing clearly his /her points of view, ideas or feelings naturally with effective turn-taking.</p> <p>S12: evaluate advantages & disadvantages and participate in reaching a decision in formal or informal discussion.</p> <p>S13: sustain his /her opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>S14: use the telephone (or similar device) to find out detailed information, provided the other person speaks clearly, and ask follow up questions to check that he/she has understood a point fully.</p> <p>SP1: give clear, detailed descriptions on a wide range of subjects related to his /her fields of interest.</p> <p>SP2: develop a clear argument, linking his /her ideas logically and expanding and supporting his /her points with appropriate examples.</p> <p>L1: understand the main ideas of complex speech on concrete and abstract topics delivered in a standard dialect, including technical discussions in his /her field of specialisation</p> <p>L2: understand in detail what is said in standard spoken language.</p> <p>R1: read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p>ST1: use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.</p> <p>ST2: help a discussion along on familiar ground confirming comprehension, inviting others in, etc.</p> <p>ST3: generally correct slips and errors if he/she becomes aware of them or if they have led to misunderstandings.</p> <p>W1: write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of his /her mistakes in the process.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed or displayed on a projector • VR4LL image database • Internet connection 		

Pre-task suggestions
<p>(SI2, SP1, SP2, ST1, ST2, L1, L2) Activity I - Discussion</p> <p>In pairs talk about the artistic things you do in your life, in your free time. Have you been surprised to find out how your partner expresses him/herself creatively? Tell this to the class.</p> <p>Elicit from the class as many details as possible about the students 'artistic manifestations. Write them down on the board.</p> <p>(SI2, SP1, SP2, ST1, ST2, L1, L2) Activity II:</p> <p>Work in pairs: show each pair a famous painting and ask them to prepare 6 questions and the other pair 6 answers based on the painting. They exchange answers and should produce the appropriate questions based on the painting. Would you use this painting to decorate your house?</p>
Possible target language items during the VR task
<p>(SI3, SP2, SP3, L2, L5, ST1, ST3)</p> <p>Grammar: Adjectives and adverbs</p> <ul style="list-style-type: none"> • <i>Jorge works out strenuously.</i> <p>Grammar: Future tenses</p> <ul style="list-style-type: none"> • <i>Tom will have reached the place by now</i> <p>Grammar: Mixed conditionals</p> <ul style="list-style-type: none"> • <i>We wouldn't be lost if we had looked at the map.</i> <p>Grammar: Modals – can't have, needn't have</p> <ul style="list-style-type: none"> • <i>You needn't have done so many paintings for our house. There is not enough room for that.</i> <p>Grammar: Modals of deduction and speculation</p> <ul style="list-style-type: none"> • <i>The cost of living can be very high in this part of the world</i> <p>Grammar: Passives</p> <ul style="list-style-type: none"> • <i>This was painted by our neighbor.</i>
Ideas for further activities (during VR task)
<p>(SP2, SP1, SP3, SI2, SP2, LI1, ST1) Activity I: Speaking</p> <p>Look at the statements about art: Do you agree with any of them?</p> <ol style="list-style-type: none"> 1. Art should be pleasing to the viewer 2. Art should involve effort on the part of the artist 3. Art should involve technical skills 4. Art should have a social message or make a political point <p>(SP2, SP1, SP3, SI2, SP2, LI1, ST1) Activity II: Description – expressing cause and effect</p> <p>How could you redesign the house so that it represents your ideal home? For example, if you like to listen to music when you do your homework, where can the speakers go? Or perhaps your</p>

dream chair where would it go? What would it be made of.

- Where would you use and display your object?
- Who would be able to use your object?

Follow-up activities

(ST1, SI2, SI4, SP2, SP3, LI1) Activity I:

What would you choose to decorate your house interior? Portraits or landscapes? Show your students the portrait of a person: What can we discover about this person just by looking at his or her portrait?

- What does the facial expression tell us about how the person is feeling at this moment, or what the artist wants to suggest that the person is feeling?
- What can we say about the person's social status, time period, and private likes and dislikes by looking at his or her attire?
- What kind of life do you think this person leads? Does he or she work? If so, as what? Are there any props that give us clues about a profession?
- Does this person seem like someone you would like to meet? Why or why not?
- Would you use this portrait to decorate your house?

(ST1, SI2, SI4, SP2, SP3, LI1) Activity II:

Show your students the painting of a landscape. Ask students to imagine they are in the landscape. It's amazing how all our senses come alive when we immerse ourselves in a visual image and feel like we are there.

What do you think of this place? Does it seem like a place you would like to visit? If you were in this landscape, where would you be? What would you be doing? What would you see, hear, smell, and feel in this place? Where did the artist sit while making this image? Would you use this image to decorate your house?



Teacher's Notes

Virtual World: The Frozen Lands	Task II: Cottage decoration. Creativity.	Level: C1 /C1+
Primary language aims - referenced to CEFR		
<p>SI1: expresses himself/herself, fluently and appropriately, adopting a level of formality appropriate to the circumstances and his /her relationship to the person he/ she is talking to.</p> <p>SI2: keeps up with animated discussions on abstract and complex topics with several speakers and can participate effectively even when people start talking simultaneously.</p> <p>SI3: understands and exchanges complex, detailed information on topics with which he/she is not personally familiar, pinpointing key areas where further explanation or clarification is needed.</p> <p>SP1: gives clear, well-structured descriptions of complex subjects.</p> <p>SP2: develops an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.</p> <p>SP3: gives a clear, well-structured presentation on a complex subject in his /her field, expanding and supporting points of view with appropriate reasons and examples.</p> <p>SP4: puts together information from different sources and relates it in a coherent summary.</p> <p>ST1: selects from a readily available range of expressions to preface his /her remarks appropriately and to follow up what other people say.</p> <p>ST2: does not have to restrict what he/she wants to say at all.</p> <p>ST3: monitors his /her speech and improves formulation.</p> <p>L1: understands enough to follow extended speech on abstract and complex topics of academic or vocational relevance.</p> <p>L2: follows extended discussion even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> <p>R2: understands complex texts where stated opinions and implied points of view are discussed.</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed or displayed on a projector • VR4LL image database • Internet connection 		
Pre-task suggestions		
<p>(SI2, SP1, SP2, ST1, ST2, L1, L2) Activity I:</p> <p>Imagine you are an urban artist. Choose a medium (visual or sound). Invent information about the following:</p> <ul style="list-style-type: none"> - Your life (where you grew up, what your parents do, where you live now) - Your art (what you do, why you do it, what your inspirations is) - Your aspirations (what you would like to happen, where you see your work in five years' time) 		

Imagine you are a local journalist. Interview the urban artist about his or her life, art and aspirations. Act out the interview then change roles, and act out the conversation again.

(SI2, SP1, SP2, ST1, ST2, L1, L2) Activity II:

Work in pairs and discuss these questions:

1. What type of art do you like?
2. Does the type of art you like differ from art in your parents' generation? In what ways?
3. Is innovation in art a good thing?

Possible target language items during the VR task

(SI2, SI3, SP1, L4, ST1)

Grammar: Modifiers that make adjectives, adverbs, verbs, or nouns stronger

- *Walking across the desert, fierce winds swirled around the riders.*

Grammar: Mixed conditionals in the past, present and future

- *If you've finished decorating this part of the house, you can start working on the second one.*

Grammar: Passives – all forms

- *He knew that this house had been built in 1915*

Grammar: Modals in the past

- *An earthquake? That must have been terrifying!*

Grammar: Phrasal verbs

- *This house is poetry in motion.*

Grammar: Wish/if only regrets

- *If only I hadn't lost her phone number. She must think I'm so rude for not calling her.
I wish they wouldn't park their car in front of my house.*

Ideas for further activities (during VR task)

(SP2, SP1, SP3, SI2, SP2, LI1, L2, ST1) Activity I: Speaking

Using a variety of art materials and supplies available, tell students they will decorate a house to reflect their identity, tastes, values, and practical needs or imaginative wishes. To prepare for the art activity, have students discuss in small groups or partners responses to the following questions:

- Think about where you live, your neighborhood, and where you go to school/work. What kinds of colors, patterns, or symbols could represent your identity?

(SP2, SP1, SP3, SI2, SP2, LI1, L2, ST1) Activity II:

Think about your dream piece of furniture? Where would it go? What would it be made of? What does it say about you? Work in pairs and tell your partner. Place it in the house in the VR world.

Follow-up activities

(R1, W1, ST1, SI2, SP2) Activity I:

Write a brief personalized review of a place (house, a building) you have seen and enjoyed (mention interior and exterior decoration). Then exchange your review with another person in the class.

(R1, ST1, SI2, SP2, SP3, LI1) Activity II:

Read your partner's review. Check the points below. Then feedback to the reviewer.

- Does the review make you want to go and see the place?
- Does it feel like a friendly and personal recommendation?
- What features has the writer used to give this impression?



Teacher's Notes

Virtual World: The Frozen Lands	Task II: Cottage decoration. Creativity.	Level: C2
Primary language aims - referenced to CEFR		
<p>SP1: can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>SP2: can give clear, smoothly flowing, elaborate and often memorable descriptions.</p> <p>SP3: can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>SP4: Can handle difficult and even hostile questioning.</p> <p>L1: Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p> <p>L2: Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> <p>L3: Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</p> <p>L4: Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p> <p>L5: Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</p> <p>R4: Can scan quickly through long and complex texts, locating relevant details</p>		
Suggested resources and materials		
<ul style="list-style-type: none"> • Instructions handout (levels A2 – B1) – printed or displayed on a projector • VR4LL image database • Internet connection 		
Pre-task suggestions		
<p>(SP1, SP2, SP3, SP4 L1, L2) Activity I - research and discussion</p> <p>Show your students some pictures of biomimetic designs (Sagrada Familia – Barcelona, Swiss Re Tower – London, A termite mound – Africa). Look at the photos then answer the questions:</p> <p>What does “biomimetics” mean? Ask students to check their definition on the internet.</p> <p>“Biomorphism refers to designs that visually resemble elements from life (they “look like” nature), whereas biomimetic designs focus on function (they “work like” nature). Biomorphic designs can be very beautiful and beneficial, in part because humans have a natural affinity for nature and natural forms.”</p>		

<p>(SP1, SP2, SP3, SP4 L1, L2) Activity II:</p> <p>Have you visited any places with buildings with biomimetic architecture? Tell your partner about these places and describe the building you have seen. Talk about: materials used, where do you think the architect took inspiration from, benefits of using biomimetics.</p>
<p>Possible target language items during VR</p>
<p>(SP1, SP2, L1, L2)</p> <p>Grammar: Cause and result / Purpose and Reason</p> <ul style="list-style-type: none"> • <i>Owing to the financial crisis, they had to let people go.</i> <p>Grammar: Idioms: art category</p> <ul style="list-style-type: none"> • <i><u>flimflam artist</u>: Don't trust him! He is a flimflam artist.</i> • <i><u>Blank canvas</u> - Children are blank canvasses. It's easy to make them believe whatever you want.</i> • <i><u>State of the art</u>- This building reflects the state of the art in our industry.</i>
<p>Ideas for further activities during VR task</p>
<p>(SP1, SP2, SP3, SP4 L1, L2) Activity I: Speaking</p> <p>What changes would you bring to the house in Ushuaia to have a biomimetic design? What ideas could you borrow from nature to develop some design principles that could solve local problems in Ushuaia. Prepare a whole class project for that.</p> <p>(SP1, SP2, SP3, SP4 L1, L2) Activity II:</p> <p>Find online the most beautiful house in the world and describe it to your colleague. Use idioms in your description.</p>
<p>Follow-up activities</p>
<p>(SP1, SP2, SP3, SP4 L1, L2, L3, R1, R2) Activity I:</p> <p>Your city would like to commission an artwork that:</p> <ol style="list-style-type: none"> improve the appearance of houses be fun, and attract visitors. <p>Work in small groups and discuss what kind of thing you would like to have and who you would like to make it, make a list of criteria or rules for the competition.</p> <p>Activity II (SP1, SP2, SP3, SP4 L1, L2)</p> <p>Exchange your rules with another group. Then submit an idea for an artwork to them for evaluation.</p>

12.8. Task 2: Additional activities

RATIONALE

As most people now acknowledge, the world is racing towards an environmental catastrophe that can only be halted by immediate and persistent action. Not just action on a global, geo-political scale, but action by everyone in their every-day habits and behaviours. The more people learn about the many threats to our environment, the more likely they are to modify their behaviours and persuade those around them to modify theirs. Of course learning can take place in many different contexts. Mainstream education is key, as are social networks and the more traditional media channels. But we need to take every opportunity to communicate the clear and present dangers to our environment, and language teaching organisations, whether private or public, can play an important role.

Language schools across the EU and beyond teach millions of students every year. Of course these students attend language schools primarily in order to improve their language skills, rather than learn about environmental issues, but our contention is that we can achieve both goals simultaneously. In other words, we can improve students' language skills while, at the same time, focusing their attention on environmental issues. Given the number of language students the sector has access to, the overall impact of this focus on environmental issues over time could be significant.

The principle objective of these additional activities in VR4LL World 4, therefore, is to provide teachers with some extra study materials that focus specifically on environmental issues, while ensuring that students also make excellent progress in the development of their language skills.

The idea of including environmental themes in language classes is not new. Most course book writers and publishers now include at least one unit in their text books that focuses on the environment in one way or another. However, typically, this is only one unit out of ten or twelve, so the environment is effectively side-lined for at least 90% of the course. But the demand for more study material that focuses on the environment clearly exists. According to a survey of English language students undertaken by the British Council in 2020, more than 70% of respondents said they would like their English language classes to contain more environmental topics. Similarly, our own surveys strongly suggest that a large majority of language teachers would like access to a greater volume of study materials that focus on environmental issues.

Of course it is not enough for language schools to encourage their students to lessen their impact on the environment; schools also need to practice what they preach. To help them achieve this, some of the partners in the VR4LL project have established a not-for-profit association called Green Standard Schools, which aims to encourage language schools to work towards a more environmentally sustainable future. Green Standard Schools has described a range of policies and practices that language schools can adopt and adhere to – both inside the classroom and with regard to all their other business practices, and the association also awards accreditation to those schools that can demonstrate a serious commitment to environmental sustainability. For further details, please visit <https://greenstandardschools.org>

INTRODUCTION

There are four sets of instructions that students first have to find. Each set of instructions will ask them to draw a different environmentally themed picture on the whiteboard, inside the cabin.

Each set of instructions is hidden in different locations, which vary depending on the symbol (triangle, square, circle or star) that will randomly appear on the wooden cabinet, which is found on the exterior wall of the cabin, beside the front door, as illustrated here:



Note: If the student wearing the headset says he/she can't draw, it really doesn't matter. So long as the whiteboard is visible to all students (through a casting device) students in the classroom will be able to (and should be encouraged to) offer helpful advice on how to draw each item more accurately.

Symbol 1 – The triangle

The drawing instructions that students will find if this symbol appears on the wooden cabinet are as follows:

- *Draw a tall chimney producing lots of smoke*
- *Draw a water wheel on a river*
- *Draw three tall wind turbines*
- *Draw a house with solar panels on the roof*

The idea, clearly, is to start a discussion about clean energy. Students could, for example, investigate what percentage of energy generated in their county is from renewable sources. They could also be asked to predict how energy production is going to evolve over the next 5-10 years. This could lead to further

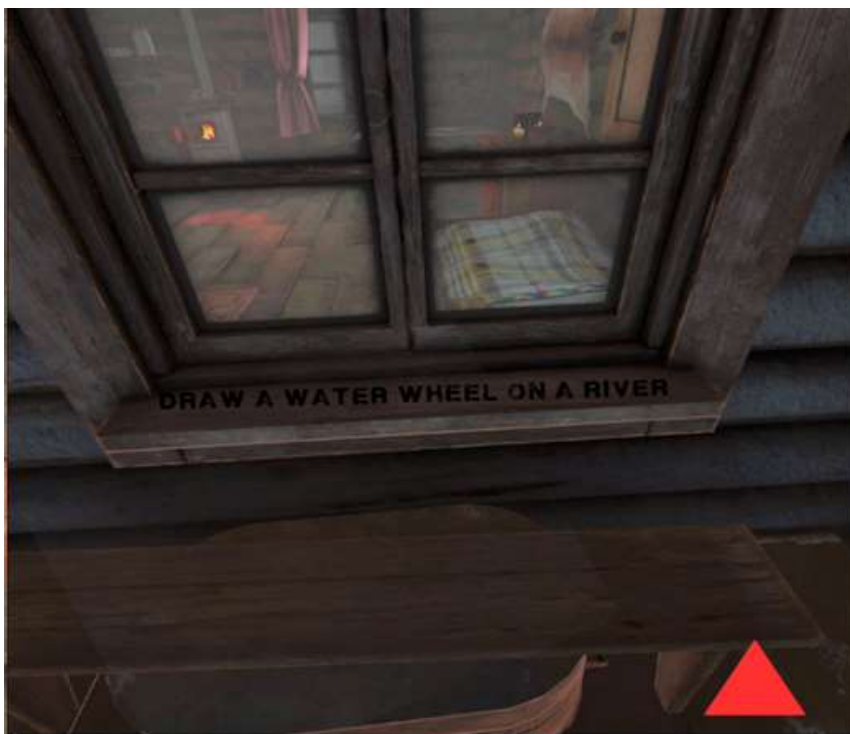
discussion about climate change, its causes, the impact it's already having, and how life on the planet could suffer unless something radical is done to stop the production of greenhouse gas emissions.

The following images show where the instructions are to be found:

- a) The first instruction is written on the trunk of one of the trees located near the cabin.



- b) The second image is written on a windowsill outside the cabin.



c) The third image is written on a piece of wood under the lamp found inside the cabin.



d) The fourth (and final) instruction is written on the outside wall, under the window.



Symbol 2 – The square

The drawing instructions that students will find if this symbol appears on the wooden cabinet outside the entrance to the cabin, are as follows:

- *Draw a row of houses, each with two stories*
- *Draw some people sitting on the roofs of the houses*
- *Draw a river which has flooded, covering the ground floor of the houses*
- *Draw some dead animals and trees floating in the river*

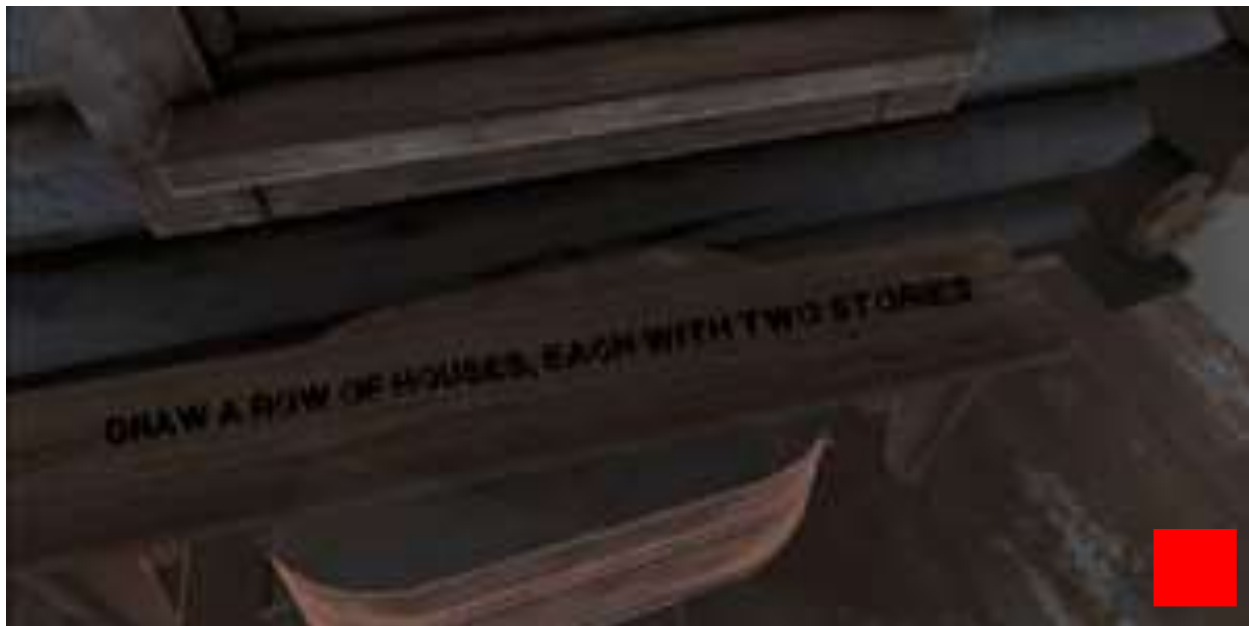
The theme here is global warming and one (just one!) of its more dramatic consequences.

Rising sea levels (from melting ice sheets and glaciers) and the increased risk of flooding from more frequent, more powerful storms, is already having a dramatic impact on many regions.

As a follow up activity students could be asked to investigate the risks faced by many of the world's low lying islands, or research the deadly floods that happened in Germany, Belgium, and China in July 2021. Other questions could focus on the rate of post-industrial warming and what scientists predict this could be by 2100.

The locations of the instructions are as follows:

- a) The first instruction is written on the bench which is located on the porch, under the cabin window.



b) The second instruction is written on the edge of the porch decking.



c) The third instruction is written on the back of one of the trees, situated beside the cabin.



d) The fourth (and final) instruction is written on one side of the table, inside the cabin.



Symbol 3 – The star

The drawing instructions that students will find if this symbol appears on the wooden cabinet outside the entrance to the cabin are as follows:

- *Draw the sea*
- *Draw a whale in the sea*
- *Draw a variety of smaller fish in the sea*
- *Draw some plastic bottles, face masks and other rubbish, floating in the sea*

The theme here is plastic pollution and the huge volume that ends up in the sea. As a follow up activity, students could research how much plastic is dumped in the sea annually, as well as the sort of damage it causes. They could also be asked to investigate what alternatives there are to traditional plastics i.e. materials that can perform the same function, but are (or at least claim to be) biodegradable.

The locations of the instructions are as follows:

- a) The first instruction is written under the windowsill, on the outside of the cabin.



- b) The second instruction is written on the door of the wooden cabinet, located inside the cabin, beside the window.



c) The third instruction is written on the back of one the of the trees situated beside the cabin.



d) The fourth (and final) instruction is written on one of the benches, inside the cabin.



Symbol 4 – The circle

The drawing instructions that students will find if this symbol appears on the wooden cabinet outside the entrance to the cabin are as follows:

- *Draw a forest full of trees and animals*
- *Draw the same forest burning*
- *Draw the landscape where the forest used to be – with one or two burnt trees and some dead animals*
- *Draw a new forest, with some young trees growing and a few animals*

The theme here is global warming and deforestation. As temperatures rise, the risk of more frequent, more intense forest fires also increases. And of course forest fires pump more greenhouse gases into the atmosphere which increases the likelihood of yet more warming. Some fires occur naturally (for example, when lightning strikes forests that are exceptionally hot and dry) but others – such as those devastating the world's rainforests, are the result of human activity. As a follow up activity students could research the increase in the number of fires that have occurred in the past 3-4 years in countries like Australia or the USA. Or they could investigate the rate of the destruction of rainforests in countries like Brazil.

The locations of the instructions are as follows:

- a) The first instruction is written on the back of one of the trees situated in front of the cabin.



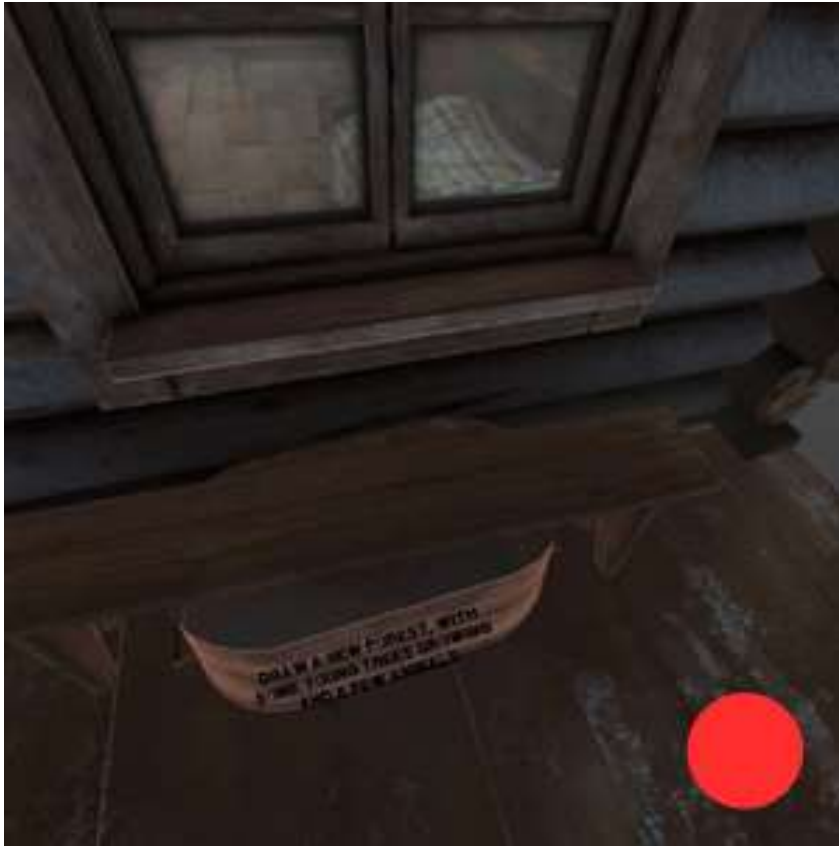
b) The second instruction is written on a shelf inside the cabin.



c) The third instruction is written on the edge of the porch decking.



- d) The fourth (and final) instruction is written on the side of the tin bath, which is stored under the cabin.



13. Annex: alternative languages

13.1. Materials for Italian language

VIRTUAL WORLD 1 / TASK 1 – ITALIANO

Virtual World 1 è letteralmente fuori dal mondo. È una Stazione Spaziale Internazionale in orbita attorno alla Terra con una splendida vista del nostro bellissimo pianeta e delle stelle.

La Stazione Spaziale è suddivisa in diverse stanze, ognuna accessibile tramite una porta elettronica. C'è anche una porta verso l'esterno che dà accesso a un passaggio pedonale (vedi immagine sotto).

Non siamo stati in grado di fornire ai nostri astronauti la sensazione di assenza di gravità, ma se chiesto, gli insegnanti potrebbero sempre suggerire che abbiamo creato un campo gravitazionale artificiale, attraverso una sorta di stregoneria tecnica.

La Stazione Spaziale offre tante possibilità per la discussione prima e dopo attività. Per esempio, gli insegnanti potrebbero chiedere agli studenti di elencare le qualifiche che ritengono necessarie per essere un astronauta. Potrebbero guardare la storia dell'attuale Stazione Spaziale Internazionale che è in orbita sopra le nostre teste da più di 20 anni. Oppure potrebbero prevedere la futura esplorazione dello spazio e discutere se i benefici del viaggio nello spazio giustificano i rischi e gli enormi costi.



MONDO 1 – ISTRUZIONI COMPITO 1 – PER I LIVELLI A2-B1+

Organizzare la scena. Il sistema di comunicazione sulla stazione spaziale non funziona e deve essere riparato al più presto. Il problema sembra essere con il trasmettitore, situato all'esterno della stazione spaziale. Ciò significa che l'astronauta deve fare una passeggiata nello spazio.

Missione: Riparare il trasmettitore di comunicazione

Lo studente appare nella stazione spaziale. Indossa già una tuta spaziale.

Lo studente deve prima trovare e portare lo zaino dove terrà gli strumenti (inventario). Premendo il tasto A sul telecomando viene visualizzato l'inventario.

- Trovare un cacciavite, una chiave inglese e una pinza. Salvarli tutti nello zaino (inventario). Sono tutti insieme in una stanza della stazione spaziale.
- Trovare i circuiti verdi, rossi e gialli. Salvarli nello zaino (inventario). Sono tutti insieme, in un'altra stanza dell'ISS.
- Trovare un codice a 6 cifre che si trova su un monitor.
- Trovare il casco e metterlo in testa.
- Trovare la porta verso l'esterno. Per poter uscire, l'astronauta deve avere il suo casco indossato e tutti gli attrezzi nello zaino. Se manca qualcosa, il pulsante sulla porta rimane rosso e l'astronauta non potrà uscire. Se tutto è corretto, la luce sulla porta diventerà verde e la porta si aprirà.
- Trovare il trasmettitore di comunicazioni.

Per riparare il trasmettitore, segui queste istruzioni:

- Inserisci il codice a 6 cifre. Premi Turn on.
- Prendi nota del messaggio (Input, Output, Signal).
- Premi Turn off.

Ci sono tre modi per riparare il trasmettitore, secondo il messaggio sullo schermo:

Input Giallo:

- ❖ Prendi le pinze.
- ❖ Rimuovi le viti sul coperchio grigio e mettile nell'inventario.
- ❖ Rimuovi il coperchio e mettilo nell'inventario.
- ❖ Rimuovi il circuito elettrico.
- ❖ Installa il circuito giallo.
- ❖ Sostituisci la copertura grigia.
- ❖ Sostituisci le viti a mano.
- ❖ Premi Turn on.

Output Giallo:

- ❖ Prendi il cacciavite.
- ❖ Rimuovi le viti sul coperchio grigio e mettile nell'inventario.
- ❖ Rimuovi la copertura grigia e mettila nell'inventario.
- ❖ Rimuovi il circuito elettrico.
- ❖ Installa il circuito rosso.
- ❖ Sostituisci il coperchio grigio.
- ❖ Sostituisci le viti a mano.
- ❖ Premi Turn on.

Signal Giallo:

- ❖ Prendi la chiave inglese.
- ❖ Rimuovi le viti sul coperchio grigio e metterle nell'inventario.
- ❖ Rimuovi la copertura grigia e metterla nell'inventario.
- ❖ Rimuovi il circuito elettrico.
- ❖ Installa il circuito verde.
- ❖ Sostituisci la copertura grigia.
- ❖ Sostituisci le viti a mano.
- ❖ Premi Turn on.

Quando il trasmettitore viene riparato, l'astronauta dovrebbe tornare nella stazione spaziale e chiudere la porta.

Missione completata!



Teacher's Notes

Virtual World: Space Station	Task I: Riparare il trasmettitore di comunicazione	Livello: B1/B1+
Obiettivi linguistici - riferimento al QCER		
<p>SI2: dare o cercare opinioni personali in una discussione informale con gli amici, esprimere accordo e disaccordo</p> <p>SI4: chiedere e seguire indicazioni dettagliate.</p> <p>SP1: fornire descrizioni su una varietà di argomenti familiari relativi ai suoi interessi.</p> <p>SP2: parlare in dettaglio delle sue esperienze, sentimenti e reazioni.</p> <p>SP3: spiegare brevemente e giustificare le proprie opinioni.</p> <p>L3: situazioni in cui le persone parlano chiaramente, ma a volte hanno bisogno di aiuto per capire i dettagli.</p> <p>L4: seguire brevi discorsi chiari e diretti su argomenti familiari.</p> <p>L5: comprendere semplici informazioni tecniche, come le istruzioni per l'uso di tipi familiari di apparecchiature.</p> <p>ST1: chiedere a qualcuno di chiarire o elaborare ciò che ha appena detto.</p> <p>ST2: ripetere parte di ciò che qualcuno ha detto per confermare che ci siamo capiti; quando non riesce a pensare a una parola, può usare una parola che significa qualcosa di simile e chiedere la "correzione" dalla persona con cui sta parlando.</p> <p>ST3: chiedere conferma della correttezza di un modulo e correggere alcuni errori di base se c'è tempo per farlo.</p> <p>R1: comprendere i punti principali di semplici testi fattuali su argomenti di interesse personale o professionale abbastanza bene da parlarne in seguito.</p> <p>R2: trovare e comprendere le informazioni di cui ha bisogno in opuscoli, depliant e altri brevi testi relativi ai suoi interessi.</p> <p>W4: scrivere e-mail, fax o sms ad amici o colleghi, riferire notizie e dare o chiedere semplici informazioni.</p>		
Risorse e materiali opzionali suggeriti		
<ul style="list-style-type: none">• Dispensa di istruzioni (livelli A2 – B1+) – stampata o visualizzata su un proiettore.• Immagini VR4LL• Connessione Internet <p>Nota: alcune attività facoltative potrebbero richiedere agli studenti di utilizzare i propri smartphone o altri dispositivi con una connessione Internet.</p>		

Suggerimenti prima dell'attività
<p>(SI2, SP3, L5) Parlare Descrivere un oggetto (foto), dirne il materiale, l'utilità e le caratteristiche. Che tipo di oggetti puoi riparare? Cosa sai riparare? Riparare e riutilizzare come strategia per la sostenibilità ambientale.</p> <p>(SI2, SP1, SP2, SP3) Vocabolario: mondo visto dallo spazio (utilizzo del contenuto VR4LL) <u>Contenuti comunicativi:</u></p> <ul style="list-style-type: none"> a) Gli studenti possono indicare la posizione geografica di un luogo, si informano sulle caratteristiche di un luogo, chiedono ulteriori spiegazioni, chiedono conferma. b) Vivere su una stazione spaziale. Gli studenti fanno delle ipotesi, esprimono preferenze, parlano del proprio comportamento in determinate situazioni.
Possibili elementi della lingua durante l'attività VR
<p>(SI2, SI4, SP1, SP3, L1, L3, L5, ST1, ST2)</p> <p>I verbi modali: (non) dovere, (non) potere L'imperativo: apri, prendi, accendi, spegni, trova, ... La posizione dei pronomi con l'imperativo: aprila, prendile, fallo, trovali... Il periodo ipotetico (realtà, possibilità): <i>Se non metti/metterai il casco la porta non si apre/aprirà.</i> <i>Se metessi il casco, potresti uscire.</i> Il condizionale composto: esprimere un desiderio o un'azione che dovevano o potevano realizzarsi ma non si sono realizzati Il discorso indiretto: riportare quello che ha detto un'altra persona Verbi pronominali: andarsene, volerci, farcela, metterci, tenerci (a)</p>
Idee per ulteriori attività (durante l'attività VR)
<p>Attività I: <u>E voi che cosa avreste fatto?</u> (L4, L5, W4, ST1) Alcuni studenti scrivono (in coppia o in piccoli gruppi) cosa sta facendo l'astronauta. Confrontano le sue azioni con le istruzioni che hanno davanti a loro. Prima di seguire le istruzioni bisogna spiegare il nuovo lessico. Usano il condizionale passato per esprimere un desiderio non realizzato. <i>Anziché lasciare lo zaino, noi avremmo messo il cacciavite dentro.</i></p> <p>Attività II: <u>La tuta spaziale</u> (R1, R2) Uno o due studenti stanno cercando ulteriori informazioni sulle tute spaziali. Quanto pesano? Perché sono bianche? Quanto costano?</p>

Attività supplementary

Attività I (R1, R2, W4)

Samantha Cristoforetti – la prima donna italiana nello spazio

Gli studenti cercano diverse informazioni, curiosità, scambiano opinioni... Preparano una serie di domande per conoscerla e saperne qualcosa di più.

Attività II (ST1, ST2, SP2, SP3)

Come ti comporteresti se...?

Gli studenti in piccoli gruppi o in coppia fanno delle ipotesi sulla vita quotidiana di un astronauta nello spazio. Quando va a dormire? Come prepara il cibo, come fa la doccia?

Dopo intervistano i suoi compagni. Come reagirebbero loro nelle situazioni menzionate? Rispondono usando il periodo ipotetico del II tipo.

13.2. Materials for German language

LEHRERNOTIZEN FÜR VR4LL WELT 1

Virtuelle Welt 1 ist nicht von dieser Welt. Es ist eine Internationale Raumstation, die über die Erde mit großartiger Aussicht auf unseren schönen Planeten und die Sterne fliegt.

Die Raumstation ist in mehreren verschiedenen Räume unterteilt, jeder Raum hat eine elektronische Tür. Es gibt auch eine Tür nach außen, die den Zugang zu einem Weg bietet. (siehe das Bild unten).

Das Gefühl der Schwerelosigkeit konnten wir unseren Astronauten nicht vermitteln, aber wenn er fragt, könnten Lehrer immer vorschlagen, dass wir ein künstliches Schwerfeld mit der technischen Zauberei geschafft haben.

Die Raumstation bietet alle möglichen Optionen für Diskussionen vor und nach der Aufgabe. Zum Beispiel: Lehrer könnten die Schüler darum bitten, dass sie sagen, welche Qualifikationen ihrer Meinung nach erforderlich sind, um ein Astronaut zu sein. Oder sie könnten die Geschichte unserer Internationalen Raumstation untersuchen, die im Orbit über unseren Köpfen seit mehr als 20 Jahren ist. Oder sie könnten sich vorstellen, was die Zukunft der Weltraumsuntersuchungen sein könnte und sie könnten diskutieren, ob die Vorteile der Raumfahrt die Risiken und enorme Kosten rechtfertigen.



WELT 1- AUFGABE 1 EINLEITUNG- FÜR STUFE A2-B1+

Szene: das Kommunikationssystem der Raumstation funktioniert nicht und benötigt schnellstmöglich repariert werden. Das Problem scheint beim Sender zu liegen, der sich außerhalb der Raumstation befindet. Das bedeutet, dass der Astronaut einen Weltraumspaziergang macht.

Aufgabe: den Kommunikationssender zu reparieren

Der Schüler erscheint im Raumstation. Er hat bereits einen Raumanzug an. Der Schüler muss zuerst den Rucksack finden und mitnehmen, in dem er die Werkzeuge aufbewahren wird.

Durch Drücken der A-Taste am Mobilteil wird das Inventar angezeigt.

- Finden Sie einen Schraubendreher, einen Schraubenschlüssel und eine Zange. Speichern Sie sie alle im Rucksack (Inventar). Sie sind alle zusammen in einem Raum der Raumstation.
- Finden Sie die grünen, roten und gelben Platinen. Speichern Sie sie im Rucksack (Inventar). Sie sind alle zusammen in einem anderen Raum von ISS.
- Suchen Sie einen 6-stelligen Code, der sich auf einem Monitor befindet.
- Finden Sie den Helm und setzen Sie ihn auf deinen Kopf.
- Finden Sie die Tür nach draußen. Um nach draußen gehen zu können, muss der Astronaut seinen Helm aufhaben und alle Werkzeuge in seinem Rucksack. Wenn etwas fehlt, bleibt die Tür rot und kann der Astronaut nicht nach draußen gehen. Wenn alles richtig ist, leuchtet das Licht an der Tür grün und öffnet sich die Tür.
- Suchen Sie den Kommunikationssender.

Um den Sender zu befestigen, befolgen Sie diese Anweisungen:

- Geben Sie den 6-stelligen Code ein. Drücken Sie Einschalten.
- Notieren Sie die Meldung (Eingang, Ausgang, Signal).
- Drücken Sie Ausschalten.

Es gibt drei Möglichkeiten, den Sender entsprechend der Meldung auf dem Bildschirm zu reparieren:

Gelbe Eingabe:

- ❖ Nehmen Sie die Zange.
- ❖ Entfernen Sie die Schrauben an der grauen Abdeckung und legen Sie diese ins Inventar.
- ❖ Entfernen Sie die Abdeckung und legen Sie sie ins Inventar.
- ❖ Entfernen Sie die aktuelle Platine.
- ❖ Installieren Sie die gelbe Platine.
- ❖ Setzen Sie die graue Abdeckung wieder ein.
- ❖ Ersetzen Sie die Schrauben von Hand.
- ❖ Drücken Sie Einschalten.

Gelber Ausgang:

- ❖ Nehmen Sie den Schraubendreher.
- ❖ Entfernen Sie die Schrauben an der grauen Abdeckung und legen Sie diese ins Inventar
- ❖ Entfernen Sie die graue Abdeckung und legen Sie sie ins Inventar.
- ❖ Entfernen Sie die aktuelle Platine.
- ❖ Installieren Sie die rote Platine.
- ❖ Setzen Sie die graue Abdeckung wieder ein.
- ❖ Ersetzen Sie die Schrauben von Hand.
- ❖ Drücken Sie Einschalten.

Gelbes Signal:

- ❖ Nehmen Sie den Schraubenschlüssel
- ❖ Entfernen Sie die Schrauben an der grauen Abdeckung und legen Sie diese ins Inventar.
- ❖ Entfernen Sie die graue Abdeckung und legen Sie sie ins Inventar.
- ❖ Entfernen Sie die aktuelle Platine.
- ❖ Installieren Sie die grüne Platine.
- ❖ Setzen Sie die graue Abdeckung wieder ein.
- ❖ Setzen Sie die Schrauben von Hand wieder ein.
- ❖ Drücken Sie Einschalten.

Wenn der Sender repariert ist, sollte der Astronaut in die Raumstation zurückgehen und die Tür schließen.

Mission abgeschlossen.



Teacher's Notes

Virtuelle Welt: Raumstation	Aufgabe 1: Reparatur des Kommunikationssender	Stufe: B1/B1+
primärsprachliche Ziele- auf CEFR bezogen		
<p>SI2: persönliche Meinungen in einem informellen Gespräch mit Freunden, höflich zustimmen oder ablehnen</p> <p>SI4: Fragen Sie nach detaillierten Anweisungen und befolgen Sie diese.</p> <p>SP2: Sprechen Sie ausführlich über seine/ihre Erfahrungen, Gefühle und Reaktionen.</p> <p>SP3: seine/ihre Meinung kurz erkläreb und begründen</p> <p>L3: Situationen, in denen Menschen klar sprechen, aber er/sie braucht manchmal Hilfe</p> <p>L4: Folgen Sie klar gesprochenen, unkomplizierten Kurzvorträgen zu vertrauten Themen</p> <p>L5: einfache technische Informationen verstehen, wie z. B. Bedienungsanleitungen</p> <p>ST1: Bitten Sie jemanden, das gerade Gesagte zu erklären</p> <p>ST2: Wiederholen Sie einen Teil, was jemand gesagt hat, um zu bestätigen, dass wir uns verstehen; wenn jemandem kein Wort einfällt, kann er/sie ein Wort verwenden, das etwas Ähnliches bedeutet und korrigieren den Gesprächspartner</p> <p>ST3: Korrigieren Sie einige grundlegende Fehler, wenn es Zeit gibt</p>		
Empfohlene optionale Ressourcen und Materialien		
<ul style="list-style-type: none"> • Handout mit Anleitungen (Stufen A2-B1+)- gedruckt oder auf einem Projektor angezeigt • VR4LL-Bilddatenbank • Internetverbindung <p>Hinweis: Einige optionale Aktivitäten erfordern, dass die Schüler ihr Smartphone oder andere Geräte mit dem Internet verwenden.</p>		
Vorschläge vor der Aufgabe		
<p>(SI2, SP3) Sprechen Was können Sie reparieren? Wekche Dinge sollten wir versuchen, zu reparieren? Reparatur oder Wiederverwendung als Strategie für ökologische Nachhaltigkeit. Verwendung von VR4LL-Inhalten</p> <p>(SI2, SP1) Sprechen Verwenden Sie eines der Bilder der virtuellen Welt aus dem VR4LL-Bild Datenbank und bitten Sie die Schüler zu beschreiben, was sie sehen können. Verwenden Sie einer der folgenden Schwerpunkte oder wählen Sie Ihren eigenen: -Wortschatz: Physische Geographie (Wie sieht die Welt aus dem Weltraum aus?) -Leben auf einer Raumstation. Die Schüler stellen sich Erfahrungen und Probleme vor.</p>		

Mögliche zielsprachige Elemente während der VR-Aufgabe
<p>(SI2, SI4, SP1, SP3, L1, L3, L5, ST1, ST2)</p> <p>Imperativ und Verben (<i>Korrigieren Sie den Fehler! Schalten Sie das Gerät ein! Schalten Sie das Gerät aus! Holen Sie den Schlüssel ab! Korrigiere den Fehler! Schalte das Gerät ein! Schalte das Gerät aus! Hol den Schlüssel ab!</i>)</p> <p>Modalverben (<i>Sie müssten den Helm aufsetzen., Sie könnten den Helm aufsetzen., Was müsste ich jetzt machen?, Könntest du mir helfen? Was könnten Sie reparieren? Welche Dinge sollten wir reparieren?</i>)</p>
Ideen für weitere Aktivitäten (während der VR-Aufgabe)
<p>Aktivität I: Schütze dich vor der Sonneneruption! (L4, ST1)</p> <p>Ein oder zwei Schüler in der Klasse kontrollieren, wie viel Zeit der Astronaut außerhalb der Raumstation verbringt und nennen die Informationen jede Minute. Der Grund? Die Sonneneruption geschieht in weniger als 8 Minuten und es ist gefährlich, dass der Astronaut draußen ist, wenn die Leuchtkugel kommt.</p> <p>Aktivität II: Schreiben, was passiert ist (W4)</p> <p>Schüler, die keine Anweisungen haben, könnten eine Zusammenfassung schreiben, was der Astronaut erledigen muss, um den Sender zu reparieren. Wenn die Aktivität beendet ist, vergleichen die Schülern ihre Notizen, um zu überprüfen, ob sie übereinstimmen.</p>
Folgeaktivitäten
<p>Aktivität I (R1, R2)</p> <p>Lesen: Bitten Sie die Schüler darum, dass sie die Fragen zum Internationalen Raumstation beantworten. Zum Beispiel: Wie alt ist es? Wie schnell bewegt sie sich? Wie lange braucht ISS, um die Erde zu umkreisen. Wie viele Menschen waren auf ISS und aus wie vielen Ländern?</p> <p>Sehen Sie Beispiele: International Space Station Overview NASA</p> <p>Aktivität II (SI2, SP3, L1, L2, ST1, ST2)</p> <p>Wortschatz und Diskussion: Weltraumforschung ist sehr teuer. Glaubst du, die Regierung soll so viel Geld für den Weltraum ausgeben? Oder sollte das Geld besser ausgegeben werden z.B unseren Planeten schützen oder etwas anderes.</p>