

Lesson 1 - The Moon

Platform: Engage

Expected duration: 45 minutes

Locations: lecture hall – warm-up, ice-breakers; Moon

Stage and Aim	Time	Procedure	Interaction	Notes
Hello and welcome	+/- 6 mins	T welcomes Ss in the meeting room. T asks each S to introduce themselves and say one fact about them/something they like that starts with the same letter as their name. (e.g. I'm Lu and I love listening to others)	T → Ss S	
Lead in Raise interest in the topic	+/- 5 mins	T shows Ss a riddle on the board and reads it out loud: <i>I am round but not always around, Sometimes I'm light, sometimes I'm dark, sometimes I'm both, Sometimes I'm whole, sometimes I'm not, sometimes a glimpse of me is all you'll get, Everyone wants to step on me but few got chance.</i> T let Ss guess the answer. T should invite the Ss to collaborate with each other. T tells the class that they're going to the Moon today. It's their first VR lesson and with VR, it is possible to go anywhere, so why not go to space and see the Earth from the Moon...	S <-> S	If the Ss take too long to guess, T shares the answer herself.
Exploring and fact finding	+/- 20 minutes	T teleports the group to the Moon T lets the Ss explore the Moon for about 3-4 minutes, then summons them back. T loads a set of objects on the Moon	S	If there's enough time after free

		<p>surface and asks the Ss to choose one object (that they would like to take with them to the Moon.</p> <p>T reminds the Ss that building strong arguments (e.g. I want this because it is perfect for cooking) is more important than picking the "right" object. They have 3-4 minutes for this.</p> <p>Ss explain to others why they chose the objects and why it would be helpful having them on the Moon.</p> <p>T elicits arguments pro/contra the objects, Ss discuss and try to persuade each other which object they should take. They will have about 10 minutes for this. The "owner" of the object that was picked can receive a glass of wine/some object from the object library as a prize.</p>		<p>exploration, T can ask the Ss if they know what the overview effect is (and write it on a note).</p> <p>T should encourage Ss to come up with arguments for their choices.</p>
Speaking	+/- 7 minutes	<p>T leads/summons the Ss to the Moon Hall.</p> <p>T shows a set of questions on boards, e.g.:</p> <ol style="list-style-type: none"> 1. Would you like to travel to space? Why/ why not? 2. What do you think about space tourism? (jeff bezos related questions) 3. What do you think about billionaires using their money to be in space for just a few minutes? (Jeff Bezos was in space for 4 minutes and it cost about 5.5 Billion Dollars) 4. Do you think that untrained people should be allowed to travel to space? 5. How do you reckon living on the Moon would actually feel? Do you think you would enjoy being 	S<->S	<p>Ss do not have to answer all of the questions if there is not enough time for that.</p> <p>If there's enough time at the end of the lesson, we could do the "What would you leave on the Moon?" exercise with the IFX library before closing the lesson.</p>

		<p>on the Moon? Why, why not?</p> <p>6. What did you like about the Moon?</p> <p>7. Was there anything surprising about the surface of the Moon?</p> <p>8. What was it like for you to see the Earth from the Moon? (“the overview effect”)</p>		
Recap	+/- 5 minutes	<p>It would be easier for the teacher to provide a little bit of error correction here based on the speaking activity. T can ask the Ss “What was your takeaway?” so that the Ss can reflect on the lesson and think about what they learnt.</p> <p>At the end, T asks the students how they felt about the lesson and how they enjoyed their trip to the Moon. T can share some pictures of the Moon or perhaps some jokes :)</p> <p>Joke:</p> <p>What do astronauts do when they accidentally bump into each other? <i>They Apollo gise.</i></p>	T → Ss	

Lesson 2 - In Court

Stage and Aim	Time	Procedure	Interaction	Notes
<p>Hello and welcome</p> <p>Lead in to the lesson</p> <p>Raise interest in the topic</p>	+/- 10 minutes	<p>Begin the lesson in the meeting room (the same room that the Mars lesson begins)</p> <p>T welcomes Ss.</p> <p>T explains how to play Find Someone Who (talk to as many people as you can in the class and ask the questions below in order to find someone who has done the following... You can't ask one person more than 3 questions)</p> <p>Allow Ss to look at the questions and elicit questions about the new vocab. See if other Ss can help explain. If not, T tells them the meaning (apart from question 10).</p> <p>FSW Questions:</p> <ol style="list-style-type: none"> 1. had a parking/ speeding ticket recently. 2. has their wallet/purse stolen. 3. is not afraid to walk home alone at night. 4. thinks that there's a lot of crime in Brno. 5. has witnessed a crime. 6. has sued someone. 7. knows a judge. 8. has asked a lawyer for advice. 9. has served on a jury or would like to be on a jury. 10. knows what the idiom to throw the book at someone means. <p>T stops the activity after 5 minutes and gets feedback from the class.</p> <p>T asks the Ss what they think the topic of the lesson will be.</p>	<p>T → Ss</p> <p>S <-> S</p> <p>S → T</p>	<p>Here, adjust the audio distance with "3D Voice" feature, so that students talking to each other do not get too distracted by the other pair.</p> <p>This could get the Ss talking/ thinking about the topic straight away as well as introduce a few new words and phrases related to crime/ law/ courts.</p> <p>Don't spend too much time on this activity, scale it according to the time.</p>

<p>To set the scene for the courtroom scenario</p>	<p>+/- 5-7 min utes</p>	<p>T tells Ss that they're going to watch a little video. The task whilst they watch is to count how many cats there are and guess where they are.</p> <p>T transports Ss to 360 video room (the one with the cats in the garden).</p> <p>Ss watch</p> <p>T elicits the number of cats that Ss saw and where they think the cats live.</p> <p>T explains that the cats that they have just seen live in a member of public's garden - it's not a zoo. The neighbours are very worried about having the cats next door and want their neighbour to return the cats to the zoo, where they say the cats belong. They are taking the matter to court</p> <p>Move to the courtroom</p>	<p>T → S</p> <p>S</p> <p>S → T</p> <p>T → S</p>	<p>Define how long the activity will be.</p> <p>Check the 360 Theater Room.</p>
<p>To elicit/ introduce some useful language for use in court</p>	<p>+/- 5-7 min utes</p>	<p>T elicits or feeds in the following:</p> <ul style="list-style-type: none"> ● a barrister/ lawyer/ solicitor ● a case (a lawsuit) ● a defendant (the accused) ● a plaintiff ● a judge ● a jury ● to plead guilty/ innocent ● to object to something ● a trial ● a verdict ● evidence ● As far as I'm concerned ● In my defence ● I disagree, your Honour! ● Objection! I object (answer is <i>sustained</i> or <i>overruled</i>) 	<p>Ss → T</p>	<p>Have these prepared on a slide that can be brought up and left for the Ss to see.</p> <p>Display the vocab gradually on the slides, the last slide is the overview of all the words.</p>

<p>Introduce the plaintiff and the defendant</p>	<p>+/- 3 minutes</p>	<p>“Now we’ve learnt some useful language for the courtroom, let’s meet the plaintiff and the defendant - the people that you’ll be representing.”</p> <p>Show the videos</p> <p>Link to the videos here https://drive.google.com/file/d/1jGX2L8MN2KEL-c4-rsps-aM3mC5xWxlu/view?usp=sharing</p>		
<p>Discussion Speaking for fluency</p>	<p>+/- 15 mins</p>	<p>T divides the Ss into pairs. T tells Ss that they are now the lawyers of the cat owners and the neighbours (T tells each pair who is who).</p> <p>T sets task: 5 minutes planning time to work in your pair and come up with your arguments. Use the language we have just learnt, and the Internet (using the Tablet function on the controls) to help you).</p> <p>T monitors and helps.</p> <p>T stops Ss after 5 minutes and tells them to take it in turns to argue their case. The teacher will be the judge. Ss have 10 minutes to convince the judge that they are right. T</p>	<p>T → Ss</p> <p>S <> S</p> <p>S <> S</p>	<p>Make sure that the slides with the lexis are visible for the Ss.</p> <p>At this point also adjust the volume control so that the Ss can chat to one another in pairs without hearing the other pair. As a teacher you need to monitor and be ready to help where necessary</p> <p>This is collaborative - when they have to work together to compile arguments.</p> <p>This is also competitive - when they have</p>

		<p>reminds the Ss that they can use the language on the board to help them.</p> <p>Ss argue their case against each other.</p> <p>T listens, writes down anything problematic, and at the end declares a winner.</p>		to argue their point to win
Follow up ask	+/- 5 minutes	T asks Ss. Whose side would you personally be on and why? Ss think, tell their partner and then tell the class.	$T \rightarrow Ss$ $S \rightarrow Ss/ T$	
Sensitive error correction	+/- 5 minutes	<p>T writes 3 sentences somewhere that the Ss can see them. 2 sentences have errors, 1 is lovely. The Ss should be able to self-correct so should know the language that is wrong.</p> <p>The Ss have to read the sentences and decide which are right and which are wrong and why.</p> <p>Ss decide what their takeaway from the lesson is and tell the class. The question could be “tell me one thing that you’re taking away from this lesson”.</p>	$S \leftrightarrow S$ $Ss \rightarrow T$	This lesson could take about 45 minutes

Lesson 3 - Prepositions

Stage and Aim	Procedure	Interaction	Notes
<p>Hello and welcome</p> <p>(Tech check)</p>	<p>T welcomes the Ss, asks how they are and encourages them to have a quick look around.</p> <p>T checks that the Ss are OK with moving the objects in the room.</p>	<p>T → Ss</p>	
<p>Revise prepositions of place and lexis of the items that the Ss will work with.</p>	<p>T loads a couple of sticky notes inside the environment and asks the Ss to match the words written on them with the objects. Ss move the sticky notes to the objects and check, together with T, that everything is matched correctly.</p> <p>Using the wall T moves an object to the centre of the wall and asks the Ss to name its position. "Where is my chicken?". T elicits in the middle/ centre of the picture.</p> <p>T does the same with a few more of the items. Then, T chooses an object and a S to come and place them in various places on the wall. E.g. Honza, put the chicken in the top right corner.</p> <p>Ss try to place them at the top and at the bottom of the wall and in the corners, on the side, above, below, under (neath), between, near, to the left of, to the right of.</p> <p>For this activity, Ss can see a written list of all the prepositions (there should be: <i>In the centre/ middle of, at the top/ bottom, in the top/bottom right/ left hand corner, on the side, above above, below, under (neath) between, near, to the left of, to the right of</i>)</p>	<p>T → Ss</p> <p>Ss → T</p>	

<p>Task instructions and technology check</p>	<p>T tells Ss that in a minute T will divide the Ss into pairs. One of the pairs has to describe. The other has to listen and do what their partner says. They will be in different rooms and won't be able to see each other. The goal is to make both rooms look identical by moving objects.</p> <p>T divides Ss into pairs and asks the Ss to mute the other pair.</p> <p>T then walks the Ss to their rooms and lets them start the task.</p>	<p>T → Ss</p>	<p>Instructions: Ask a lot of questions, even if you're just moving the objects.</p> <p>T checks that the Ss don't hear the other pair by asking each Ss to say their name. Whoever heard the name raises their hand.</p>
<p>Task</p>	<p>Ss start describing and moving objects.</p> <p>T walks around, ready to jump in and help if the Ss have issues.</p> <p>The Ss have a time limit for the activity (10-15 mins), T reminds the Ss how much time is left and warns them a few mins before the end.</p>	<p>S <-> S</p>	
<p>Close and reflection</p>	<p>When Ss have finished, they gather together, unmute the other pair and go to the two rooms that were being rearranged. In each of the rooms, T removes the wall between the rooms, so that Ss can better compare whether the objects are placed correctly.</p> <p>T then asks whether anything was new/ what did they want to say but couldn't.</p> <p>T then asks the Ss for one new thing for them from the lesson and then ends the lesson.</p>	<p>Ss<>Ss</p> <p>T>Ss</p>	<p>At the end of the lesson, Ss should have some space to share and reflect on their experience.</p>

Lesson 4 - Vila Stiassni

Platform: eDIVE; duration: 45 minutes

Stage and Aim	Time	Procedure	Interaction	Notes
<p>Hello and welcome</p> <p>(Tech check)</p>	4-5 min	<p>T welcomes Ss.</p> <p>T asks the Ss how they are feeling.</p> <p>T asks the Ss if they recognize the building in front of which they are standing and where it is located.</p> <p>T then elicits the correct answer (Villa Stiassni, Brno).</p> <p>T asks the Ss how well they know Brno and if they are interested in exploring.</p>	T → Ss	
First round of villa exploration	6 min	<p>T explains that Ss will go inside the Villa and explore only the first floor. Inside, they will find various colourful objects that contain the story of the building.</p> <p>T explains how to play the recordings.</p> <p>Each Ss will only hear the recording they chose to listen to.</p> <p>T reminds Ss to carefully listen to the recordings as they will need to answer a few questions based on them.</p> <p>Ss will have 6 minutes for the exploration. After this, T will ask Ss to come back in front of the Villa.</p> <p>T monitors Ss.</p>	Ss → recordings	Ensure that Ss are wearing headphones for this activity.

Quiz 1	5 min	<p>T asks the Ss how they liked the inside of Villa.</p> <p>Ss should discuss the answers together before answering, they should be encouraged to speak about what they heard/read.</p> <p>T asks first set of questions about the villa (1-4):</p> <p>1-4</p> <ol style="list-style-type: none"> 1. To whom does the villa belong to? 2. Why and where did the family flee? 3. What famous history figures visited Villa? 4. When was the Villa finally opened to the public? <p>For each correct answer, Ss gets a little help (a flag with object and year) which helps them arrange the story of Villa at the end of the lesson.</p>	<p>T → Ss</p> <p>Ss → Ss</p>	<p>Answers:</p> <ol style="list-style-type: none"> 1. the Stiassni family, Alfred and Hermine Stiassni 2. Because of Nazi occupation - they were Jewish; to London, then to Brazil, and settled in Hollywood 3. Beneš, Fidel Castro 4. December 2014
2nd round of exploration	6 min	<p>T asks the Ss to go back to the Villa and explore the second floor. Ss will have 6 minutes for exploration.</p> <p>T monitors Ss.</p> <p>After 6 minutes, T asks the Ss to come back.</p>	<p>S → recordings</p>	
Quiz 2	5 min	<p>T asks the Ss how they liked the second floor of the Villa.</p> <p>Ss should discuss the answers together before answering, they should be encouraged to speak about what they heard/read.</p> <p>T asks second set of questions about the villa (5-8): :</p> <ol style="list-style-type: none"> 5. What is the name of Alfred and Hermine's 	<p>T→Ss</p> <p>Ss →Ss</p>	<ol style="list-style-type: none"> 5. Susanne 6. Nazis 7. Hermine's paintings

		<p>daughter?</p> <ol style="list-style-type: none"> 6. After the family fled, who took over the Villa? 7. What helped with the restoration of the Villa's garden? 8. What did Susanne keep during her life? <p>For each correct answer, Ss gets a little help (a flag with object and year) which helps them arrange the story of Villa at the end of the lesson.</p>		8. multiple diaries
Story re-construction	10 (?) min	<p>T asks Ss to take a look at the axis.</p> <p>T explains that Ss will try to tell the villa's story in their own words. T explains that she will ask Ss a few questions which can be answered using the flags (by putting them on axis). After that Ss will try to reconstruct the story of villa.</p> <p>Ss work together, T monitors and helps if necessary.</p> <p>After that, the flags are divided among the Ss and they retell the story (each S takes on the part of the story linked with the flag).</p>	<p>T>Ss</p> <p>Ss<>SS</p>	<p>The story does not have to be complete and include all the details, it is important that the Ss communicate together.</p> <p>Questions that will help Ss to put flags on the axis can be found in the handout below.</p>
End of the lesson/cooler	1-2 min	<p>T asks the Ss what they liked about the Villa and the story.</p> <p>T asks if the Ss would like to visit Villa in real life.</p> <p>T can also ask other personal questions (e.g. about travelling and visiting famous monuments) and about history.</p>		

Handout: Content of the slideshows presented at the courtyard

Slideshow Questions:

1. *To whom did the Villa belong?* the Stiassni family, Alfred and Hermine Stiassni
2. *Why and where did the family flee?* Because of Nazi occupation - they were Jewish; to London, then to Brazil, and settled in Hollywood
3. *In what style is the interior of the villa built and why?* In the Aristocratic, late 19th century style as Hermine wanted to display the wealth of the family.
4. *When was the Villa finally opened to the public?* December 2014

[exploration round 2] -- **blank slide** between the question 4 and question 5

5. *What is the name of Alfred and Hermine's daughter?* Susanne
6. *After the family fled in 1938, who took over the Villa?* Nazis
7. *What famous historical figures visited Villa?* Beneš, Fidel Castro
8. *What helped with the restoration of Villa's garden?* Hermine's painting
9. *What did Susanne keep during her life?* multiple diaries

Cheatsheet (Questions for the Axis Activity; text visible only to the teacher):

1. When was the Villa built for the Stiassni family? *Picture of the family + 1927-29*
2. Why and where did the family flee? *Luggage + 1938*
3. When did Beneš visit the Villa? *the picture of Beneš + 1945*
4. When was the Villa finally opened to the public? *Villa ticket + 2014*
5. When was Susanne (the daughter) born? *Crib + 1923*
6. When did the Nazis take over the Villa? And when they fled, when did the Russians take over? *Nazi flag + rok 1938; Soviet helmet + 1945*
7. When was the villa brought under the administration of the National Heritage Institute, which set about its restoration? *Flower + 2009*
8. When was the document about Susanne's dreams made? *Diary + 2019*

Podklad pro interaktivní objekty:

1. To whom does the Villa belong to?
 - objekt: *Picture of the family* + rok 1927-29
 - otázka při kladení na osu: When was the Villa built for the Stiasni family?
2. Why and where did the family flee?
 - objekt: *Luggage* + rok 1938
 - otázka při kladení na osu stejná
3. What famous historical figures visited Villa?
 - objekt: *the picture of Beneš* + rok 1945
 - otázka při kladení na osu: When did Beneš visit the Villa? (v textu "shortly after WW2")
4. When was the Villa finally opened to the public?
 - objekt: *Villa ticket* + rok 2014
 - otázka při kladení na osu stejná
5. What is the name of Alfred and Hermine's daughter?
 - objekt: *Crib* + rok 1923
 - otázka při kladení na osu: When was Susanne (the daughter) born?
6. After the family fled in 1938, who took over the Villa?
 - dva objekty: *Nazi flag* + rok 1938; *Soviet helmet* + rok 1945
 - otázka při kladení na osu: When did the Nazis take over the Villa? And when they fled, when did the Russians take over?
7. What helped with the restoration of the Villa's garden?
 - objekt: *Flower* + rok 2009
 - otázka: When was the villa brought under the administration of the National Heritage Institute, which set about its restoration?
8. What did Susanne keep during her life?
 - objekt: *Diary* + 2019
 - otázka při kladení na osu: When was the document about Susanne's dreams made?
 - odpověď: 2019

Lesson 5 - Furnishing a house

Platform: eDIVE

Lesson objectives: by the end of the lesson the Ss will have:

- been presented with and practiced vocabulary connected with the home and furniture;
- been presented with and practiced functions connected to suggesting, agreeing and disagreeing in the context of designing the interior of a house.

Stage and Aim	Time	Procedure	Interaction	Notes
Hello and welcome	+/- 2 mins	T welcomes the Ss and asks how they are and encourages them to have a quick look around.	T → Ss	
Warmer	+/- 10 mins	Warmer: Questions for discussion in pairs. T asks Ss to discuss: <ul style="list-style-type: none"> • Briefly describe your home • Which room do you and your family spend most time in? • What is your favorite thing about your home? • What would your dream house look like? Feedback → T elicits some answers.	T → Ss S ↔ S Ss → T	
Tech Check	+/- 2 mins	T demos how to move objects in eDive and makes sure that the Ss are able to do this. This should set them up for the next activity (and the activity proper)		
Presenting lexis connected to the home part 1	+/- 5/7 mins	T goes through each item of furniture and drills the pronunciation (so that Ss can say the words) T leads the Ss to the tags with names of various rooms and encourages Ss to enter the empty flat ahead. “This is the new flat you will be sharing now. First, go in and try and decide the function for each room together. Place the tags to marks	T ↔ Ss T → Ss	

		the purpose of each room.		
Revising functional language for suggesting / agreeing and disagreeing	+/- 5 minutes	<p>T tells Ss that in a moment they are going to have a go at interior design. But before they do, let's revise some ways of making suggestions:</p> <p>T elicits what the Ss know.</p> <p>T asks Ss what language they would use to agree and disagree.</p>	<p>T → Ss</p> <p>Ss → T</p>	The aim is to make sure that the learners have some language that they can work with whilst doing the task. The more visible this can be and act as a frame of reference, the better.
Task (a chance to practice the language)	+/- 15 mins	<p>Instructions: In pairs/ groups of 3 design the interior for an apartment. Use the furniture that you can see. Agree on the rooms to put the furniture in, and where in the room to put it.</p> <p>Use the phrases for suggesting/ agreeing and disagreeing to help you.</p> <p>You have 15 minutes</p>	<p>T → Ss</p> <p>S ↔ S</p>	
Close and reflection.	+/- 5 minutes	<p>When Ss have finished, T takes a picture of the rooms. As a group the Ss reflect on the result.</p> <p>T then asks whether anything was new/ what did they want to say but couldn't.</p> <p>T then asks the Ss for one new thing for them from the lesson and then ends the lesson</p>		

Lesson 6 - Quality of Life

Platform: eDIVE

Lesson objectives: by the end of the lesson the Ss will have:

- been presented with and practiced vocabulary connected with social geographic topics, living environment, quality of life determinants;
- been presented with and practiced functions connected to agreeing and disagreeing, setting priorities.
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Stage and Aim	Time	Procedure	Interaction	Notes
Hello and welcome	+/- 2 mins	T welcomes the Ss and asks how they are and encourages them to have a quick look around.	T → Ss	
Warmer	+/- 5 mins	Ss are divided into pairs. Each pair proceeds to a pile of blocks and is encouraged to build anything out of them. Afterwards, the whole group has a look at both sculptures.	T → Ss S ↔ S	This activity helps/teaches to learn to control the environment and provides a tech check.
Topical introduction	+/- 15 mins	T draws attention to the words written on the blocks. Each student is given one block and T elicits explanations of what the term of their block means (e.g. perceived unavailability of medical care; unemployment rate; gender employment gap etc.). Ss are asked to go back in pairs and build any kind of structure again, but this time the structure should represent their priorities when choosing a place to live. The structure built by pair A is transferred into classroom B by the T. Each group presents their structure and explains why they went for such an order of the blocks.	T > Ss Ss Ss > Ss Ss	

Specialized (map-based) language utilization	+/- 5 mins	In pairs, students are presented with a pair of maps (Portugal and Czechia). Based on visualizing the criteria mentioned in the previous activity, they should decide which country would be a better place to live for them.	Ss <-> Ss	On the maps, they may visualize all criteria or only the ones they select, using a set of control panels.
Discussion	+/- 8 minutes	In here, the T facilitates discussion about the priorities each pair chose, and their reasons for choosing one country of the other. They may use the maps to backup their presentations.	Ss > T,Ss	
Sensitive correction. Close and reflection.	+/- 5 minutes	The T might use the final minutes to bring up some common mistakes made during the discussion and elicit ways to correct them by the students. Close the lesson with Ss summarizing what they found interesting, new in the lesson.	T > Ss Ss > T	

Lesson 7 - Maps (Contour Lines)

Platform: E-Dive

Expected duration: 45 minutes

Location: Physical classroom, VR Room with map

Objectives of the lesson: Task based and ESP (English for specific purposes. In this case geographers).

By the end of the lesson the Ss wil have been shown and worked with a topographical map in order to accomplish a task together. They will have also spoken for fluency.

Materials

Video <https://youtu.be/i6LGJ7evrAg>

Topographical map

Language aims of the lesson:

- to practice the first/ second conditional (if x happens/ happened, then y will/ would happen), and language related to land; hills, valleys, etc.
- to practice discussing
- To practice spoken fluency.

Stage and Aim	Time	Procedure	Interaction	Notes
Hello and welcome	+/- 4 minutes	T welcomes Ss to the class. Ask the Ss: <ul style="list-style-type: none">● Have they ever used a beacon or a flare before?● In what situations would you use one?	T → Ss Ss <> Ss	T could show a picture of a beacon or a flare, or pre-teach the lexis so that learners know what it means:-)

<p>Lead in</p> <p>Raise interest in the topic of the lesson.</p>	<p>+/- 5 minutes</p>	<ul style="list-style-type: none"> • T tells Ss they are going to watch a video. • T shows a screenshot and asks the Ss if they recognise the film (Lord of the Rings). • T asks Ss to think of the following 2 things whilst watching: <ul style="list-style-type: none"> • What do you think the beacons were being used for and how did it work? • T plays video https://youtu.be/i6LGJ7evrAg <p>Ss watch. Pair check then class check.</p>	<p>S <-> S</p>	<p>The video shows a scene where a series of beacons are lit, signalling to the land of Rohan a request for military assistance from the kingdom of Gondor, which is threatened by Mordor's armies.</p> <p>If Ss are interested T could feed in lexis about what they can see in the video.</p>
<p>Introducing Ss to a topographic map</p>	<p>+/- 5 minutes</p>	<ul style="list-style-type: none"> • T tells the learners that they are about to save the Earth in a similar way to the hobbits. But first, they need to be able to know how to read a map of the land. • T elicits the words topographic map and contour lines by showing a picture of a topographic map. • T asks 2 questions. Ss discuss in pairs: <ul style="list-style-type: none"> • What do contour lines tell you? • What kinds of information might you learn from this map? • T feeds back as a class. • T tells class they are now about to work with a map like this. 	<p>T → Ss</p> <p>Ss → T</p> <p>T → Ss</p> <p>Ss <> Ss</p> <p>Ss → T</p> <p>T → Ss</p>	

Task Observing language used and seeing what Ss need help with language-wise.	+/- 10 minutes	<ul style="list-style-type: none"> • T takes class into VR room with contour map. • T places flags at two points on the map (these symbolise Rohan and Gondor (from the film, or any places you want to use - e.g. Brno and Boskovice :-)). • T tells Ss that together they have to plan the best way to send a fire signal to Rohan to establish a connection between Gondor and Rohan. Ss have 7 minutes. • Ss work. T monitors and listens to the language used and takes notes. 	T → Ss Ss <> Ss	Once the teacher has set the task they could elicit any useful language the Ss might need. It would be helpful to be able to write and pin the language somewhere so that Ss can see it whilst they are working.
Work on Language	+/- 5 minutes	<p>After 10 minutes T stops the activity.</p> <p>Using the Map T asks learners what they found hard to express.</p> <p>T feeds in new language (structures and lexis) If possible T writes this on post-it notes which can be pinned so that Ss can see the language.</p> <p>T then asks Ss to have a go and complete the task using the “new” language to help them. They have 10 minutes.</p>	T → Ss Ss → T T → Ss T → Ss	There is no prescribed language at this point. It depends what the Ss say that they need. The learning theory here is that Ss are more likely to “learn” language that they need rather than what we give them.
Task Completion Language practice.	+/- 13 minutes	<p>Ss work together to plot the best path to take from A to B and hopefully use the language fed in by the teacher.</p> <p>After 10 minutes T stops the activity and asks the Ss to tell them the route that they have found.</p>	Ss <> Ss T monitors Ss → T	

Sensitive error correction	+/- 3 minutes	<p>If time, T write 3 sentences. Two with erroneous language used during the lesson, and one good sentence. T asks Ss to correct any mistakes.</p> <p>Ss discuss in pairs.</p> <p>Ss feed back to T and hopefully self-correct.</p>	T → Ss Ss <> Ss Ss → T	
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Lesson 8 - Quiz Game - Grammar Auction

Platform: E-Dive

Expected duration: 45 minutes

Location: Quiz Game room

Objectives of the lesson: By the end of the lesson the Ss will have revised structures and lexis learners at B2 should know. The teacher can use any lexis and structures they wish. Set down below are example sentences.

Materials Sheet with sentences to auction T wants to do the beginning of the lesson face-to-face first.

Language aims of the lesson: To revise structures and lexis.

Stage and Aim	Time	Procedure	Interaction	Notes
Hello and welcome	+/- 4 mins	<p>T welcomes Ss to the class.</p> <ul style="list-style-type: none"> T asks Ss if they have ever been to an auction and if so, did they bid on anything? Make sure Ss are OK with the meaning of auction, auctioneer, bid, bidder, and the phrase “going once, going twice, sold!”. 	<p>T → Ss Ss → T</p>	T may need to clarify lexis
Preparation for task	+/- 10 mins	<ul style="list-style-type: none"> T puts Ss in pairs T gives Ss 12 sentences and asks them to decide which they think are correct, and which are wrong. T then tells them to decide how much money they would be willing to bid on each sentence. But remember they have a budget of 1000 Euros total. 	<p>T → Ss Ss <>Ss</p>	In VR, Ss can only hear their partner, not the other teams.
Auction	+/- 10 mins	<ul style="list-style-type: none"> T takes the Ss to the game room in VR. If possible, display the sentences. 	<p>T → Ss Ss → T</p>	Ss can see how much money they have, and when they bid, the money gets taken off.

		<ul style="list-style-type: none"> • T tells Ss that they are going to have an auction. Their goal is to buy as many correct sentences as possible without overspending. • Ss work in pairs and bid on sentences one by one. T sells each sentence to the highest bidder. 		
Feedback	+/- 4 mins	<p>T reveals which sentences are right and which are wrong.</p> <p>T names the group who has the most correct sentences as the winners.</p>	T → Ss	
Error correction	+/- 15 mins	<p>Again in pairs Ss correct the sentences that are wrong.</p> <p>T goes through the sentences eliciting what is wrong and what the right answer should be.</p>	<p>Ss <> Ss</p> <p>Ss → T</p>	

Handout: Sentences for auction

- 1) Please don't blame me of your own mistakes.
- 2) I would recommend starting the whole thing again.
- 3) I don't think we should risk to drive to the airport.
- 4) We are destroying the rainforest for years.
- 5) He told me he would be coming the following week.
- 6) You ought to think carefully before you decide.
- 7) When have you eaten Japanese food?
- 8) This organization prefers unviolent protest.
- 9) He wouldn't have slipped if he hadn't been running
- 10) If he could reach his mobile, he called for help.
- 11) Did you cut your hair last week?
- 12) The actor is rumoured that he will be the next James Bond.

Taken from [English ESL worksheets, activities for distance learning and physical classrooms.](#)

Lesson 9 - Biomes - map based

Platform: eDIVE

Expected duration: 45 minutes

Location: physical classroom, VR Room with globe

Objectives of the lesson: Task based learning. By the end of the lesson the Ss will have revised and consolidated their vocabulary related to habitats, and terms relating to geography such as biome. They will have also practiced functional language for giving a tour, for example, to the left you can see..., the area spans XYZ miles, etc.

They will have also spoken for fluency.

Materials

VR Globe

Language aims of the lesson:

- to practice language for giving a tour, as well as lexis related to habitats and landscapes.
- to practice spoken fluency.

Stage and Aim	Time	Procedure	Interaction	Notes
Hello and welcome Lead in Raise interest in the topic of the lesson.	+/- 2 mins	T welcomes Ss to the class. Ask the Ss: <ul style="list-style-type: none">• What's a biome?• Which biomes do you know?• What do you know about them? T elicits ideas and then states aim of lesson - today you'll be giving a tour of a biome :-)	T → Ss Ss <> Ss Ss > Ss / T	

Planning	+/- 5 minutes	T gives the groups 5 minutes to plan their tour using the information they have gathered (and using the language to help them). They will then take and show the other groups around.	S<>S	T can monitor and help where necessary
Learners take the others on their tours	+/-15 minutes	Each group has 5 minutes to take the other groups on a tour of their biome. T listens and takes notes of good and erroneous language. Ss vote on which place they would most like to visit in real life.	S<>S T S<>S	Ss go into the globe and have a tour of the biomes.
Sensitive error correction	+/- 3 minutes	If time, T writes 3 sentences. Two with erroneous language used during the lesson, and one good sentence. T asks Ss to correct any mistakes. Ss discuss in pairs. Ss feed back to T and hopefully self-correct.	T Ss<>SS Ss>T	

Lesson 10 - Spooky Time - Campfire + Theatre

Platform: Engage

Expected duration: 45 minutes

Location: physical classroom, VR Campfire and VR theatre

Objectives of the lesson: Narrative tenses and task based learning.

By the end of the lesson the Ss will have revised and consolidated their use of narrative tenses (past simple, past continuous, past perfect and past perfect continuous) by trying to create a story. They will have also spoken for fluency.

Materials

VR Campfire with five objects (bed, key, two mice, 1 pint of beer, 1 broken key).

VR Theatre with five objects (bed, key, two mice, 1 pint of beer, 1 broken key).

Language aims of the lesson:

- to practice the narrative tenses through telling a story about how they escaped from a haunted house.
- to practice spoken fluency.

Stage and Aim	Time	Procedure	Interaction	Notes
<p>Hello and welcome</p> <p>Lead in</p> <p>Raise interest in the topic of the lesson.</p>	+/- 10 mins	<ul style="list-style-type: none"> • T welcomes Ss to the class. • T asks Ss if they can name the objects that they can see (campfire, log, etc). • T then ask Ss what people usually do round a campfire and elicits "telling scary stories". • T tells Ss that this is exactly what's going to happen today. T ask Ss if they know any works by Edgar Allen Poe. T elicits any answers. T says they are going to be read The Tell-Tale Heart - Wikipedia. Before Ss read, they predict with their partner what they think it's about, and then share their ideas. T neither confirms or denies. T then reads the story and asks the Ss whether they predicted correctly. 	<p>T → Ss</p> <p>Ss<>Ss</p> <p>Ss>Ss/ T</p>	

Setting the task	+/- 10 mins	<ul style="list-style-type: none"> • T divides the Ss into three groups. T tells Ss to imagine that they are stuck in the old man's bedroom from the story. The door is locked, the windows are barred. They have only these five items: a broken key, a hair brush, 2 live mice, 1 pint of beer, and the bed they are on. • Task is to think of a story of how they escaped the room using those five items. Be ready to perform it to the other group! Set a time limit of 10 minutes. • Ss start thinking/ creating their story and T monitors listening to the language they use. • After 10 minutes T stops the group. 	T > Ss Ss <> Ss	
Language work	+/- 7/10 mins	<ul style="list-style-type: none"> • T elicits some of the tenses that the learners were using to do the task. • T puts what the learners say and feeds in any remaining narrative tenses on a board. • T asks CCQs to check the meaning of the tenses. • T elicits the form of the tenses and then drills the pronunciation. • T then gives the Ss 3 minutes to quickly retell their story together to make sure that they have included the tenses. 	T > Ss T > Ss Ss <> Ss	
The task again (performing)	+/- 10 mins	<p>T transports everyone to the theater room.</p> <p>T brings up a board with the target language on it so that it's visible to the learners.</p> <p>T sets the task: You'll now retell your story in as theatrical a way as you can in front of the other groups.</p> <ol style="list-style-type: none"> 1. Remember to include the TL. 2. Think about which story you like best. <p>Ss perform their stories.</p> <p>Ss vote on the one they like best.</p>	Ss > Ss/T	
Sensitive error correction	+/- 3 mins	<p>If time, T write 3 sentences. Two with erroneous language used during the lesson, and one good sentence. T asks Ss to correct any mistakes.</p> <p>Ss discuss in pairs.</p> <p>Ss feed back to T and hopefully self-correct.</p>	T Ss <> SS Ss > T	

