Theme 4 Unit 4
Virtual Reality

Optional Writing Activity

Students write a paragraph about the invention or inventions which they feel are the most useful. They should give reasons for their choices. Remind them to proofread and edit their work. If possible, do the first draft in class and tell students to write the second draft at home, and put their work into their portfolios.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence stating what invention they feel is the most useful, for example:

> I think (I feel) the most useful invention is the Internet.

> The most useful invention, in my view, is the Internet.

> I consider that the most useful invention is the Internet.

They should then give two or three reasons and examples why they think this invention is useful (social and business networking, finding out information, sending e-mails, online shopping, booking holidays)

> The Internet has changed the way we live. It has enabled us to . . . . .

> In addition, we can . . . .

> Moreover, it has allowed us to . . . .

> Furthermore, we can . . .

Finally, they should write a concluding sentence:

> For all these reasons, I consider the Internet to be the most useful invention.

> The above reasons are why I think the Internet is the most useful invention.

Coursebook, pages 56 and 57
Workbook, pages 50 and 51

Lead-in

Ask students if they know what virtual reality is. Where can you find a virtual reality environment? Have students ever experienced virtual reality themselves?

Virtual reality: an environment produced by a computer that looks and seems real to the person experiencing it, for example, in computer games.

Coursebook, page 56, Activity 1

Students discuss the three questions in their groups with a spokesperson from each group giving a summary of their group's ideas. If you prefer, you can open the discussion out into a whole class discussion.

Coursebook, page 56, Activity 2

Students consider questions **a**, **b**, and **c** then read the text 'Virtual Reality' and find the answers.

Answers:

1 Virtual reality is an interactive environment which is made using a computer.
2 Virtual reality can be used for many purposes – e.g. training, education and design, and computer games.
3 Virtual reality is limited because it does not always seem real. Computers and the Internet are not powerful enough to provide a better experience than reality.

Coursebook, page 57 Soundbites

Direct students to the Soundbites box of phrases used in indirect questions. Play Listening 4.4.1. Practise the language with students, paying attention to the intonation.

Listening Script 4.4.1

Soundbites

Indirect Questions

Can you tell us what virtual reality is?
Do you know when virtual reality began?
Can you explain what the first virtual reality displays were?
Could you give some examples of how virtual reality is used?
Would you explain some of the limitations of virtual reality?
Do you have any idea what virtual reality will be like in the future?

Coursebook, page 57, Top Tip

Students read the Top Tip. Tell them that before doing listening practice, they should think about the topic - what they already know and what more they would like to know. This will help them to prepare themselves for the subject. Reassure them they shouldn't worry about trying to understand every word.

Workbook, page 50, Activity 1

Tell students they are going to listen to a radio interview with an expert (Cindy Jones) talking about virtual reality. First, they should read the six questions as these will focus their attention on what they should listen out for in the text. When they have had time to read the questions, play Listening 4.4.2 twice. As they listen, students write the answers. They do NOT have to write complete sentences.

Students discuss the answers in their groups. Play the recording again so that they can check their work, then elicit the answers. The answers, are given in **Bold** in Listening Script 4.4.2.

Listening Script 4.4.2

Interviewer (Int)
Expert

Int:	Good afternoon and welcome to our radio show, Tech News. Today our guest speaker is virtual reality expert, Cindy Jones. Thank you for coming on the show, Cindy.
Expert:	Thank you for inviting me.
Int:	Can you tell us what virtual reality is?
Expert:	Yes, it's **a computer environment which looks like a real environment**. The person using virtual reality can interact with it.
Int:	Do you know when virtual reality began?
Expert:	The first computers didn't have screens. So, we can say that **the idea came in the 1950s when someone suggested connecting a screen or monitor to a computer.**
Int:	Can you explain what the first virtual reality displays were?
Expert:	Some people say that **the first virtual reality displays were radar screens.** These were used in places like airports by air traffic controllers to guide planes.
Int:	Could you give some examples of how virtual reality is used today?
Expert:	It's used for many things. Apart from **computer games**, **it's used in education and training – for example, to train pilots and doctors. It's also used for designing buildings and cars and many other things.**
Int:	Would you explain some of the limitations of virtual reality?
Expert:	One limitation is that **the images are more like cartoons than real life.** This is mainly because computers are not powerful enough to make the displays more realistic.

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Another limitation is that **the experience is limited to audio and visual.**

Int: Do you have any idea what virtual reality will be like in the future?

Expert: I'm sure that **the images will be more realistic and move faster. There will probably also be a sense of touch and smell in future virtual reality.**

Int: That's very interesting. Thank you very much for talking to us today, Cindy.

Expert: It was a pleasure.

Workbook, page 51, Activity 2

The text in this vocabulary activity leads into the questionnaire in Activity 3.

Discuss briefly with students whether they, or anyone they know, suffers from addictive computer use. Tell them to fill in the gaps in the text, then compare answers in their groups. Play Listening 4.4.3 for students to check their answers.

Listening Script 4.4.3

Addictive Computer Use

Computers can cause major problems for some people. These problems happen when people spend too much time playing computer **(1) games** or engaged in other activities on the Internet. Some people find themselves **(2) unable** to quit. Too much use of the computer can **(3) reduce** the amount of time that people spend with their families and friends. It can also cause problems at work and **(4) school.** In extreme cases, there can also be health problems due to poor eating and sleeping **(5) habits**. Because computers are **(6) often** used for work, school and entertainment, it can be difficult to decide what is normal and what is **(7) addictive** computer use.

The extra word is **advice**.

Coursebook, page 57, Activity 3

Students copy the adverbs into their exercise books and arrange them in order of least to most frequent. Elicit the answers and write the words in order on the board, or display them on an OHT.

Answers:

In order of least to most frequent:

never
rarely
sometimes
often
always

Workbook, page 51, Activity 3

For this activity, students first read the questionnaire individually, then work in pairs. They ask a partner the questions and calculate their partner's score according to the points method underneath the questions. They should then find what their score means according to the information at the bottom of page 51.

Get students to discuss their scores with their group. Go round the class and ask some of the students what their scores were.

Optional Writing Activity

Tell students to write a paragraph about their computer usage. They can base their paragraph on their answers to the questions in Coursebook page 56, Activity 1 and include such information as how much time they spend on a computer every week, what they use the computer for, what computer games they play etc. Students should write a first draft which they should proofread and edit before writing a second draft. Remind them to put all their drafts into their portfolios.

Suggested structure of the paragraph:

Students should begin their paragraph with an introductory sentence, for example: