



UNIVERSIDAD NACIONAL DE CHIMBORAZO  
VICERRECTORADO DE POSGRADO E INVESTIGACIÓN  
INSTITUTO DE POSGRADO



3D CONVERSATIONAL  
ENGLISH COURSE

3D

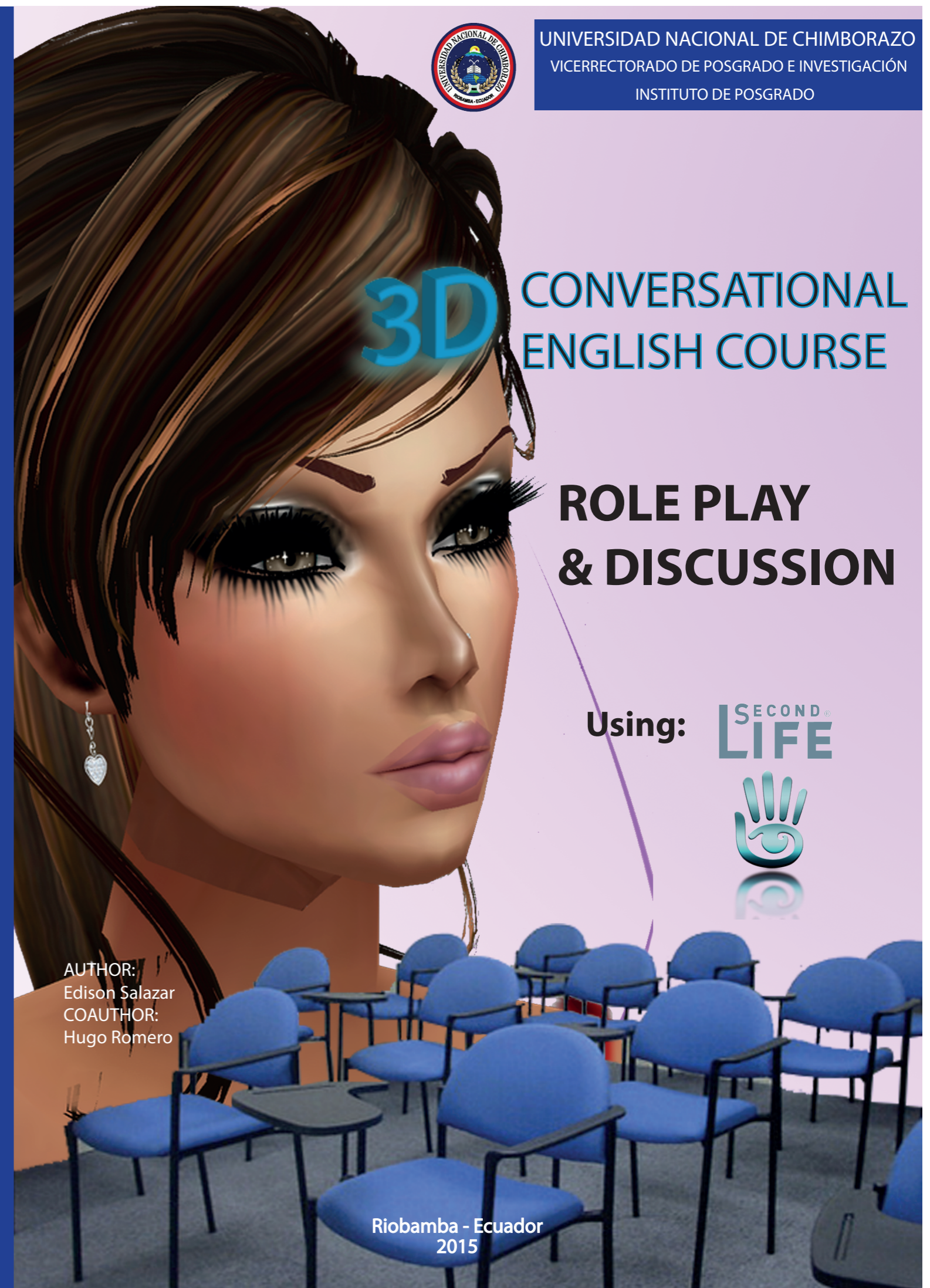
CONVERSATIONAL  
ENGLISH COURSE

**ROLE PLAY  
& DISCUSSION**

Using: **SECOND  
LIFE**  


AUTHOR:  
Edison Salazar  
COAUTHOR:  
Hugo Romero

Riobamba - Ecuador  
2015



ORAL EVALUATION RUBRIC

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very good</i>	<i>Excellent</i>
<b>Communication</b>	1	2	3	4	5
<b>Grammar</b>	1	2	3	4	5
<b>Vocabulary</b>	1	2	3	4	5
<b>Fluency</b>	1	2	3	4	5
<b>Pronunciation</b>	1	2	3	4	5

Comments and suggestions: \_\_\_\_\_ **Total:** \_\_\_\_\_ /25

**Communication:** ability to comprehend, interact, make oneself understood, and get one's message across (effective, natural use of conversation strategies)  
**Grammar:** accurate use of grammar structures  
**Vocabulary:** correct and effective use of vocabulary  
**Fluency:** ability to speak naturally, without many long pauses  
**Pronunciation:** correct use of stress, rhythm, and intonation patterns

Fuente: McCarthy, McCarten & Sandiford: Viewpoint.2012



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## **3D** CONVERSATIONAL ENGLISH COURSE

McCarthy, M., McCarten, J., & Sandiford, H. (2012). *Viewpoint*. Cambridge: Cambridge University Press.

Richards, J.C. & Rodgers, T.S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

Willis, J. (1996). *A framework for Task-Based Learning*. Birmingham: Longman.

## **ROLE PLAY & DISCUSSION**



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Javier Ramirez  
AUTHOR:  
Edison Salazar  
COAUTHOR:  
Hugo Romero  
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The Shocker \*Dance Club\*



Salazar, E. (2014). The Shocker \*Dance Club\* [photograph]. The Shocker \*Dance Club\*, Northport - Moderate inworld location, Second Life

## Beberages

Target language

Giving and receiving instructions

Materials

Language sheet: <https://db.tt/LG0jKkcr>

**Suggested Inworld Location** <http://maps.secondlife.com/secondlife/Northport/201/200/24>

**Preparation** (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Northport/201/200/24>
- Give students a few minutes to skim the language sheet (Send file through text chat:<https://db.tt/LG0jKkcr>) then review as needed.
- Ask your students *What's a Mojito Cubano? How is it prepared?* Call on volunteers to answer the question in their own way.

**Procedure** (15-20 minutes)

- Divide students into pairs. Ask students to be prepared with language sheet (Recipe).
- Explain the activity: One student is at the Disco and wants a cocktail but the bartender (Second Student) is almost deaf and he doesn't know how to prepare your drink. He is apologizing every time you explain the preparation of your drink. Customer must get his drink.
- Each group has ten minutes to prepare a conversation to role play for the class. Have students to practice and change roles to repeat the role play.
- Encourage students to use the language presented in the given sheet by telling them to analyze each question or sentence they use. Have students incorporate the language in different ways.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Invite pairs to present their conversations to the rest of the class.
- Ask students to send their role play scripts

**Go ahead / Aternative**

- Have students to change the version. Decide for food

**Evaluation**

- Speaking Rubric: <https://db.tt/68k32sVM>

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3D CONVERSATIONAL  
ENGLISH COURSE

3D Conversational English Course is a methodological guide for teachers, which lets them give students additional practice to complement their regular class hours. This course allows students to interact in pairs or small groups with minimal intervention of the teacher. Activities emerge from the task-based approach, these encourage students to put into practice the vocabulary, grammatical structures and use of language in social contexts, naturally.

Each activity is a self-contained lesson plan and it is recommended to apply these activities as reinforcement to classroom work units.

Both teachers and students who want to use online digital worlds can easily access to the Second Life User's Guide through the link (<https://goo.gl/F1OpeJ>), which gives all instructions necessary for getting started.

On the other hand, to facilitate access to and use of the different virtual environments, an electronic document has been incorporated through this link (<https://db.tt/mVu6VRYX>), this provides all the web addresses that direct users to the suggested virtual environments for the development of activities and the materials required for each activity.

Cypris Village IV



Salazar, E. (2014). Cypris Village IV [photograph]. Cypris Village IV - Cypris Chat, Wellston - Moderate inworld location, Second Life



## Religion

Target language

Religion

Materials

Language sheet: n/a

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Wellston/126/63/23>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Wellston/126/63/23>
- To help students prepare to discuss, have them write notes about reasons why they like or don't like to talk about religion and why religion is or isn't a good topic to talk about at someone's house.
- To help students with question 2, have students make a list of some religions and explain their characteristics, if possible.

Procedure (15-20 minutes)

- Divide the class into small groups.
- Explain the activity: Show them the questions.
  1. *Do you like to talk about religion? Do you think religion is a good topic for discussion when you are invited to someone's home? Explain.*
  2. *Do you think every country should have the same religion? Why don't all countries have the same religion? Explain.*
- Ask students discuss the questions in groups, remind them that they don't have to agree. Encourage them to give reasons for their answers and ask each other follow-up questions. For example:
 

*Student A: I don't like to talk about religion at home.*

*Student B: Really? Why not?*
- To review, ask several students to say if they think every country should have the same religion. (Possible answer: Every country could have the same religion because people's values are the same.)
- Then ask several students to say which religion they think is the most popular and to give their reasons.
- To finish the activity, ask several students to say what they would tell a visitor to their country about talking about religion at the table.

Go ahead / Aternative

- To extend the activity ask your students: Is religion important to you?

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

GENERAL:

To develop english language oral communication through the Extra Class Conversational English Course in 3D Virtual Environments, with the application of role plays and discussions to the sixth level students, in order to reach the B1 level of the CEFR.

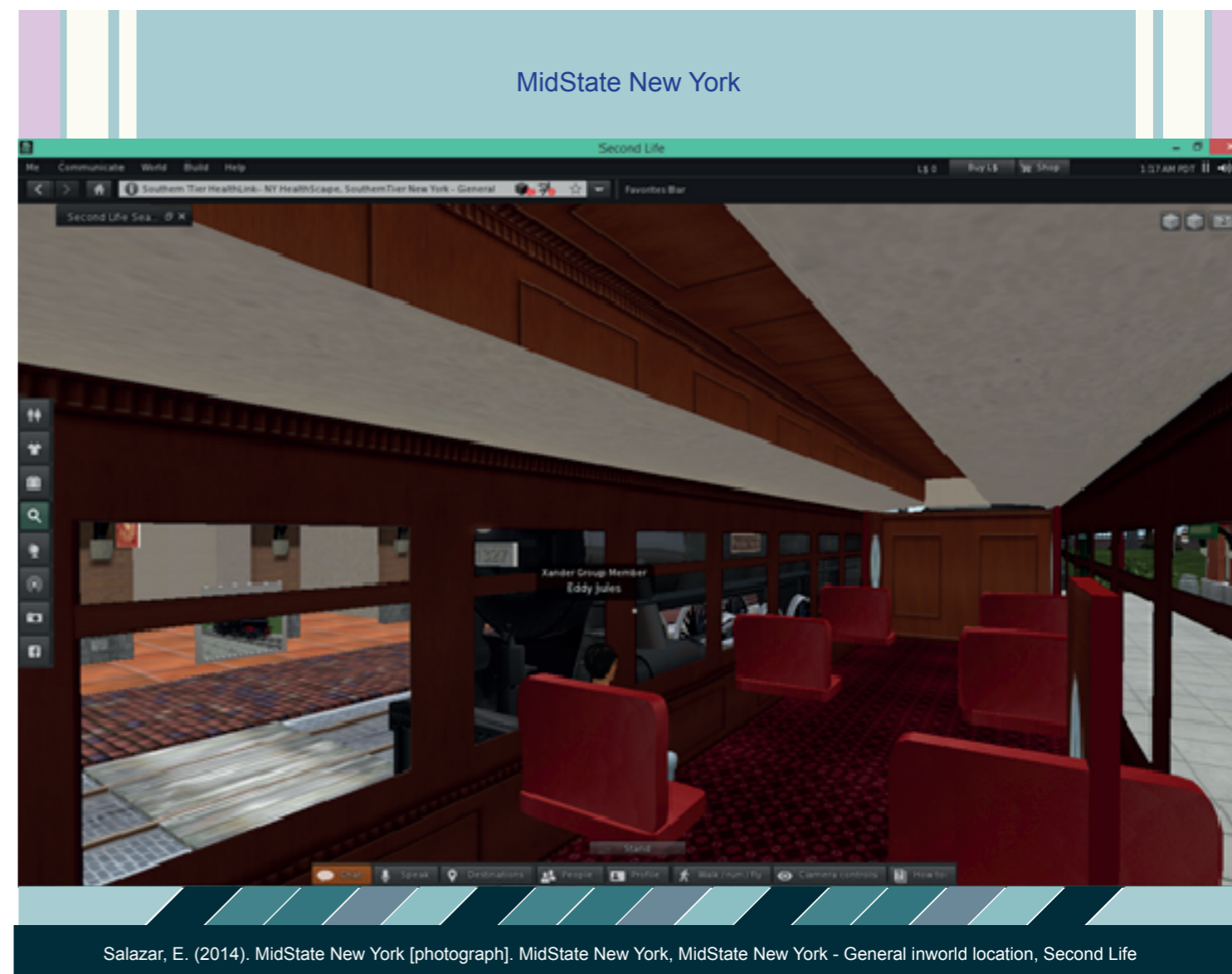
SPECIFICS:

To apply the Extra Class Conversational English Course in 3D Virtual Environments through role plays, to develop the english language oral communication in sixth level students.

To develop the Extra Class Conversational English Course in 3D Virtual Environments through discussions with the students of sixth level, for improving their english oral communication.

3D CONVERSATIONAL  
ENGLISH COURSE

N°	Name of Activity	Activity Type	Target language
1	Movies	Discussion	Describing pictures
2	At the restaurant	Role Play	Ordering food-Complaining
3	Technology	Discussion	Effects of technology on children
4	Health problems	Role Play	Describing your health problems
5	Superheroes	Discussion	Famous Comics-Present perfect-Relative clauses
6	The interview	Role Play	Interviewing-Conditionals-Modals
7	The world changes	Discussion	Verb usage: Present and Past- Past perfect
8	Tourism	Role Play	Indirect requests
9	Music	Discussion	Noun clauses
10	Arriving late	Role Play	Apologizing
11	Crime	Discussion	Discussing the implications of crime
12	At the hotel	Role Play	Making a hotel reservation
13	Food	Discussion	Discussing about traditional food
14	Jail escape	Role Play	Past continuous
15	Culture	Discussion	Descriptive details
16	At the museum	Role Play	Describing things
17	Luxuries	Discussion	Evaluating quality of things
18	Solving a problem	Role Play	Modals
19	Religion	Discussion	Discussing about controversial topics
20	Beberages	Role Play	Giving and receiving instructions





## Solving a problem

Target language

Modals

Materials

Language sheet: <https://db.tt/pxJFeYXJ>

**Suggested Inworld Location** <http://maps.secondlife.com/secondlife/MidState%20New%20York/106/6/27>

**Preparation** (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/MidState%20New%20York/106/6/27>
- Give students a few minutes to skim the language sheet (Send file through text chat: <https://db.tt/pxJFeYXJ>) then review as needed.
- Ask your students *How you do you deal with annoying neighbors?* Call on volunteers to answer the question in their own way.
- Be sure to reinforce the use of conversation strategies: for example, using "oh my gosh!" to show surprise.

**Procedure** (15-20 minutes)

- Divide the class in groups of three. Ask students to be prepared with language sheet.
- Explain the activity: Each group has ten minutes to prepare a conversation to role play for the class. Have students to practice and change roles to repeat the role play. Two students are on a train when suddenly a pseudo-singer (The third student) starts to sing very loud to get money and that situation is extremely disturbing and annoying. Have students to suggest the singer stop singing and the singer refuse those suggestions. The only rule is not to offer money to the singer.
- Encourage students to use the language presented in the given sheet by telling them to analyze each question or sentence they use. Have students incorporate the language in different ways.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Invite pairs to present their conversations to the rest of the class.
- Ask students to send their role play scripts

**Go ahead / Aternative**

- Have students vote to decide who had the most original and convincing suggestion.

**Evaluation**

- Speaking Rubric: <https://db.tt/68k32sVM>

This proposal is based on cognitive psychology theory and seeks to support the integral formation of the student starting from their prior knowledge to reach the new ones, then it is important to take into account the experience of the students when developing contents, to propose the necessary activities and appropriate pedagogical mediation.

It also seeks to promote meaningful learning, taking into account their personal context, their motivation to learn to present activities related to their specific life and allowing them to practice in their environment what is learning or what was previously leant.

The techniques applied encourage interaction, this interaction results in the knowledge of reality through their mental processes. This knowledge makes knowledge about itself which in conjugation with others makes the individuals to get a better understanding of their environment and the situations to be improved. Then, the optimal development of the individual occurs through social interaction and therefore discussion group activities and collaborative work in general are vital to the achievement of the proposed objectives.

Attached to the definition of methodological guide, the proposal called Course, shows its methodology developed in a physical support document for teachers but what is attributed to the students is of virtual and intangible nature. Here, suggestions for implementation of activities and achievement of goals are detailed also the objectives, content, activities, the characteristics that should have the interaction and methodological instructions to be worked in pairs and groups and what the base methodology does not contemplates, it is evaluation, this work does it.

## Movies

Target language

Describing movies

Materials

Language sheet: <http://goo.gl/zUiVrX>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Hollywood/146/141/24>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Hollywood/146/141/24>
- Type the word *Braveheart* into the text chat area. Tell the students that it's a movie title.
- Explain them that *Braveheart* is the story of a Scottish rebel who leads an uprising against the cruel English ruler Edward the Longshanks, who wishes to inherit the crown of Scotland for himself. When he was a young boy, William Wallace's father and brother, along with many others, lost their lives trying to free Scotland. Once he loses another of his loved ones, William Wallace begins his long quest to make Scotland free once and for all, along with the assistance of Robert the Bruce.
- Ask the class to suggest possible extra characters or people who appear in the movie.
- Ask the class to suggest possible actors for each character in the movie. For each name they suggest, ask them why they think the actor is the best one for the movie.
- After the discussion, ask the class what genre the movie is. (action) Ask them how they would describe the movie. (violent)

Procedure (15-20 minutes)

- Divide the class into four groups of approximately equal size.
- Go to the hall and assign each group a movie poster.
- Explain the activity: Groups discuss and recreate a plot and the characters for the movie on their posters. Remind each group to take notes as they discuss.
- Then they decide on the actors they would like to play the various characters they have created for their movie.
- Set a time limit of ten minutes for the brainstorming and discussion.
- After ten minutes, call on volunteers from each group to present their plans for the movie. (Could be the real plot or a new one). They should begin by identifying the genre and by describing their movie using any of the adjectives they already know or the ones presented in the extra adjectives sheet. (<http://goo.gl/zUiVrX>) Then they talk about plot, the characters, and the actors they have chosen for the movie.
- While each group is presenting, remind the rest of the class to type their reactions to the presentation into the text chat.

Go ahead / Alternative

- Have the class vote on the most interesting plot.

Evaluation

Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

### MOTION AUTO GALLERY "OVERTAKE"



Salazar, E. (2014). MOTION AUTO GALLERY "OVERTAKE" [photograph]. MOTION AUTO GALLERY "OVERTAKE" - Moderate inworld location, Second Life



## Luxuries

Target language

Describing things

Materials

Language sheet: <https://db.tt/LhfCIE3r>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Susukino/152/137/23>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Susukino/152/137/23>
- Begin by focusing students' attention on the box with adjectives to describe cars, model correct pronunciation by reading the adjectives aloud or have student ask about it to a foreign language speaker inworld .
- Explain words as needed. Invite students to suggest additional words; for example, pretty, ugly, colorful. Write students' words into the text chat area for them to refer to later.

Procedure (15-20 minutes)

- Divide the class into small groups
- Explain the activity: Have students move around the Car Show and discuss the following questions: *Which car do you find the most attractive? The most interesting? The least appealing? Why?*
- Move around the room and monitor pronunciation and stress, providing help as needed.
- Invite students to share their preferences with the class. Encourage students to explain their car preferences.

Go ahead / Aternative

- To extend the activity ask your students to present other interesting good.

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE



## At the restaurant

Target language

Ordering food-Compaining

Materials

Language sheet: <https://db.tt/n2F5SYIh>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Buncrana/215/168/22>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Buncrana/215/168/22>
- Give students language sheet- *Menú and Complaints* (Send file through text chat: <https://db.tt/n2F5SYIh>)
- With more advanced students, at the restaurant, model a scene in which you are a waiter taking orders, start saying - *Good afternoon, welcome to our restaurant, here are your menus. Today we have a special menu "Sliced turkey meat with rice and potatoes" – I will be back to take the order in a second- later – Are you ready to order?*
- Suggest students to order food from restaurant and you take the order copying it into the text chat. Continue the conversation until the student has ordered what he/she wanted.

Procedure (15-20 minutes)

- Divide the class in groups of four.
- Explain the activity: Every customer of a group has to order from the menu but one of the customers is a chronic complainer, waiter and his /her friends must deal with him /her until he/she orders. Persuade him/her to eat something.
- Students change roles and repeat the role play.
- Have selected groups present their dialogues to the class.

Go ahead / Aternative

To extend the activity have students to vote to decide who was the best at complaining.

Evaluation

Speaking Rubric: <https://db.tt/68k32sVM>

3D CONVERSATIONAL  
ENGLISH COURSE

Twilght Village



Salazar, E. (2014). Twilight Village [photograph]. Twilight Village, twilight - Moderate inworld location, Second Life

## At the museum

Target language

At the Museum-Describing things

Materials

Language sheet: <https://db.tt/pUJYQKFh>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/twilight/52/203/30>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/twilight/52/203/30>
- What comes to your mind when you hear the words Mona Lisa. Call on volunteers to answer the questions in their own ways.
- Give students a few minutes to listen to the audio about a picture description in a Museum. Send file through text chat: <http://www.johngraycentre.org/wp-content/uploads/2013/10/002-JGC-ANNIE-C.mp3>, then review as needed.
- Give students more time to skim the language sheet (Send file through text chat) then review as needed.
- Give students a conversation model. <https://db.tt/pUJYQKFh>

Procedure (15-20 minutes)

- Divide the class in groups of four. Ask students to be prepared with language sheet.
- Explain the activity: Each group has ten minutes to prepare a conversation to role play for the class. Have students to practice and change roles to repeat the role play. Visit the museum first to have an idea about the things you could present to the tourist.
- The role play will be about a tour guide at the museum where one student is the guide and the others are the inquisitive tourists who want to ask about everything.
- Encourage students to use the language presented in the given sheet and the audio by telling them to analyze each question or sentence they use. Have students incorporate the language in different ways.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Invite pairs to present their conversations to the rest of the class.
- Ask students to send their role play scripts online.

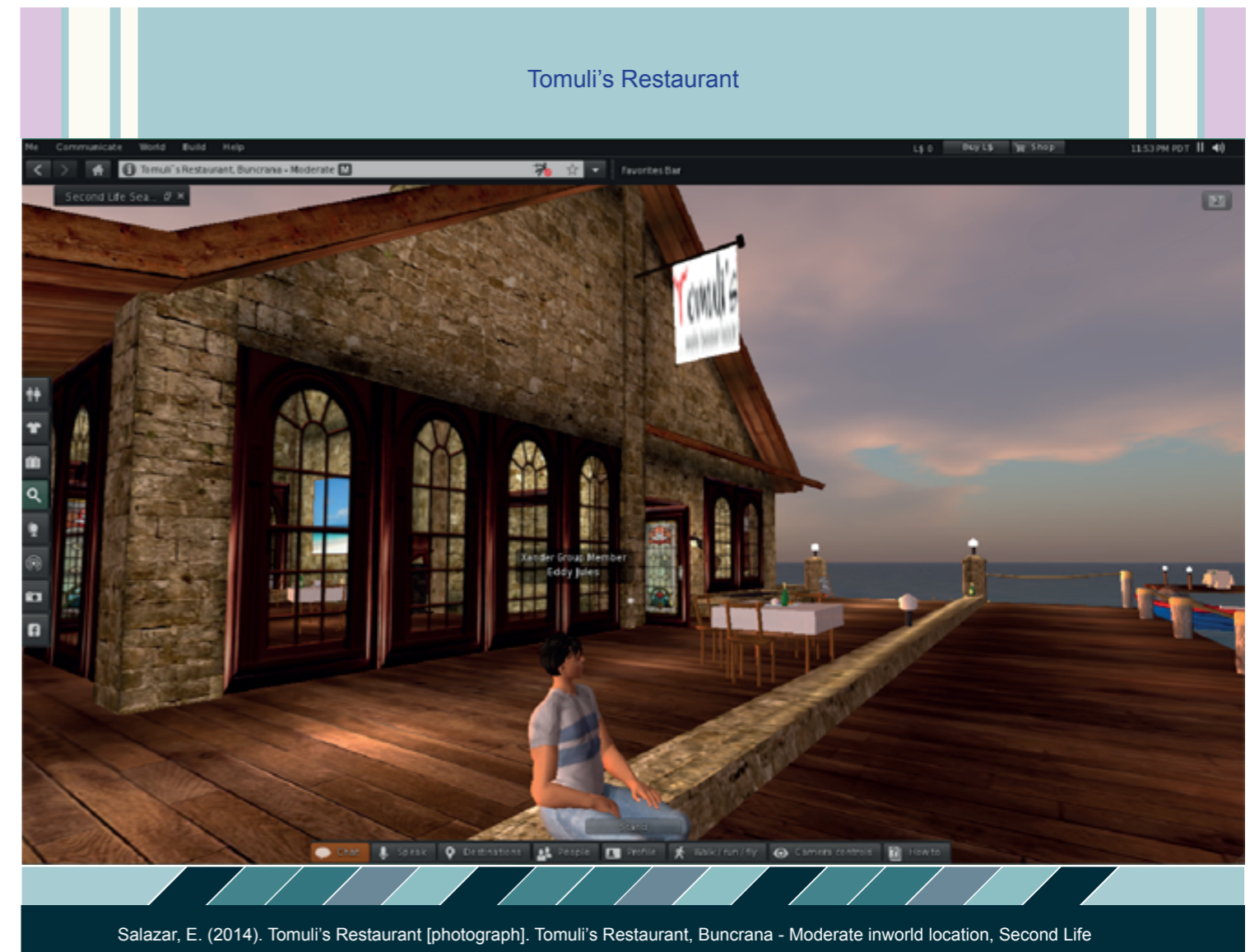
Go ahead / Alternative

- To extend the activity ask your students to present other interesting exhibitions at the museum.

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE



## Technology

Target language

Effects of technology on children

Materials

Language sheet: <https://db.tt/ld9slxV6>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Wellston/126/63/23>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Wellston/126/63/23>
- Into the text chat box, type the words agree and disagree.
- Using the voice chat say the next statement aloud: *Technology can't harm children.*
- Ask the class if they agree or disagree. Have volunteers explain why they agree or disagree with your statement. At least one student have to explain each side of the argument.

Procedure (15-20 minutes)

- Divide the class in groups of three. Send to the groups the link (<https://db.tt/ld9slxV6>) with the set of statements. Have students to download the chart on a new window.
- Explain the activity: One person in each group chooses a statement at random and reads it aloud. He or she then asks groups members if they agree or disagree. Each group member should say aloud why he or she agrees or disagrees with the statement.
- Students can only choose the next card when everyone in the group has made a statement of agreement or disagreement.
- Explain that students must form their own statement, they may not repeat the statement of a group member.
- Walk around the chat room to help students form statements as necessary. Encourage students to talk about their opinions on each statement as much as possible.
- When all groups have given their opinions on all of the statements (or most of them), call on one volunteer to make a statement of agreement and another to make a statement of disagreement.
- To review, take a poll to find out a conclusion.

Go ahead / Aternative

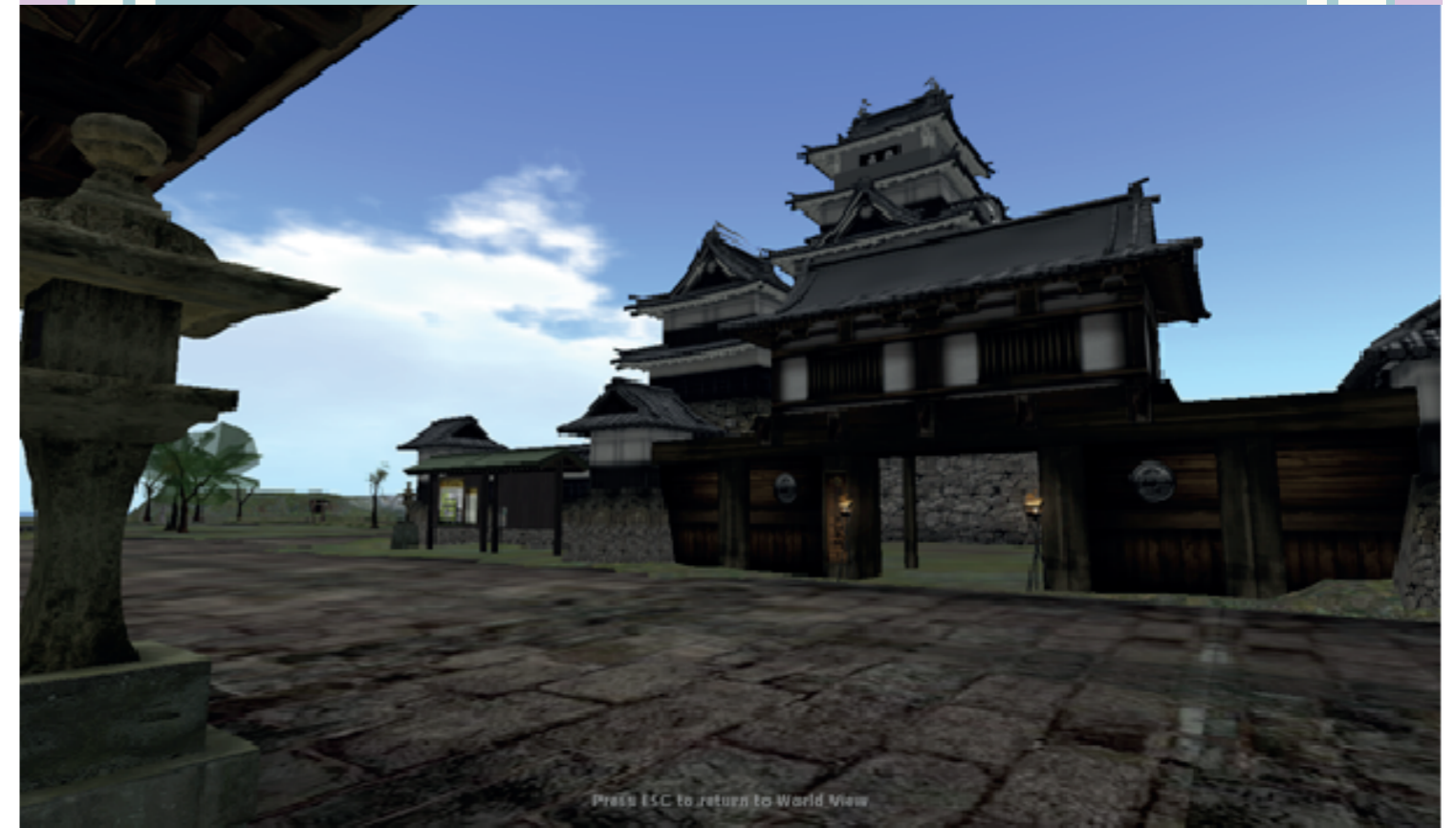
Have the class vote on the best opinion for each statement

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

EDO Daikoku-do



Salazar, E. (2014). EDO Daikoku-do [photograph]. EDO Daikoku-do : Japanese Shrine, EDO JAPAN - Moderate inworld location, Second Life



## Culture

Target language

Culture-Descriptive details

Materials

Language sheet: N/A

Suggested Inworld Location <http://maps.secondlife.com/secondlife/EDO%20JAPAN/136/168/27>

Preparation (5-10 minutes)

- Go to: <http://maps.secondlife.com/secondlife/EDO%20JAPAN/136/168/27>
- Type into the text chat *Traditional Architecture* and brainstorm students about this topic.
- Explain that *Traditional Architecture* is the way of building which is based on the culture of a people.
- Invite students to describe buildings they look around.
- Ask students *Which culture does this architecture belong to? Why?*

Procedure (15-20 minutes)

Form small groups

- Explain the activity: Have students to walk around town and look at its buildings and structures.  
Encourage students to find differences and similarities with the traditional architecture they have in their country.  
Ask groups make a list of similarities and differences.

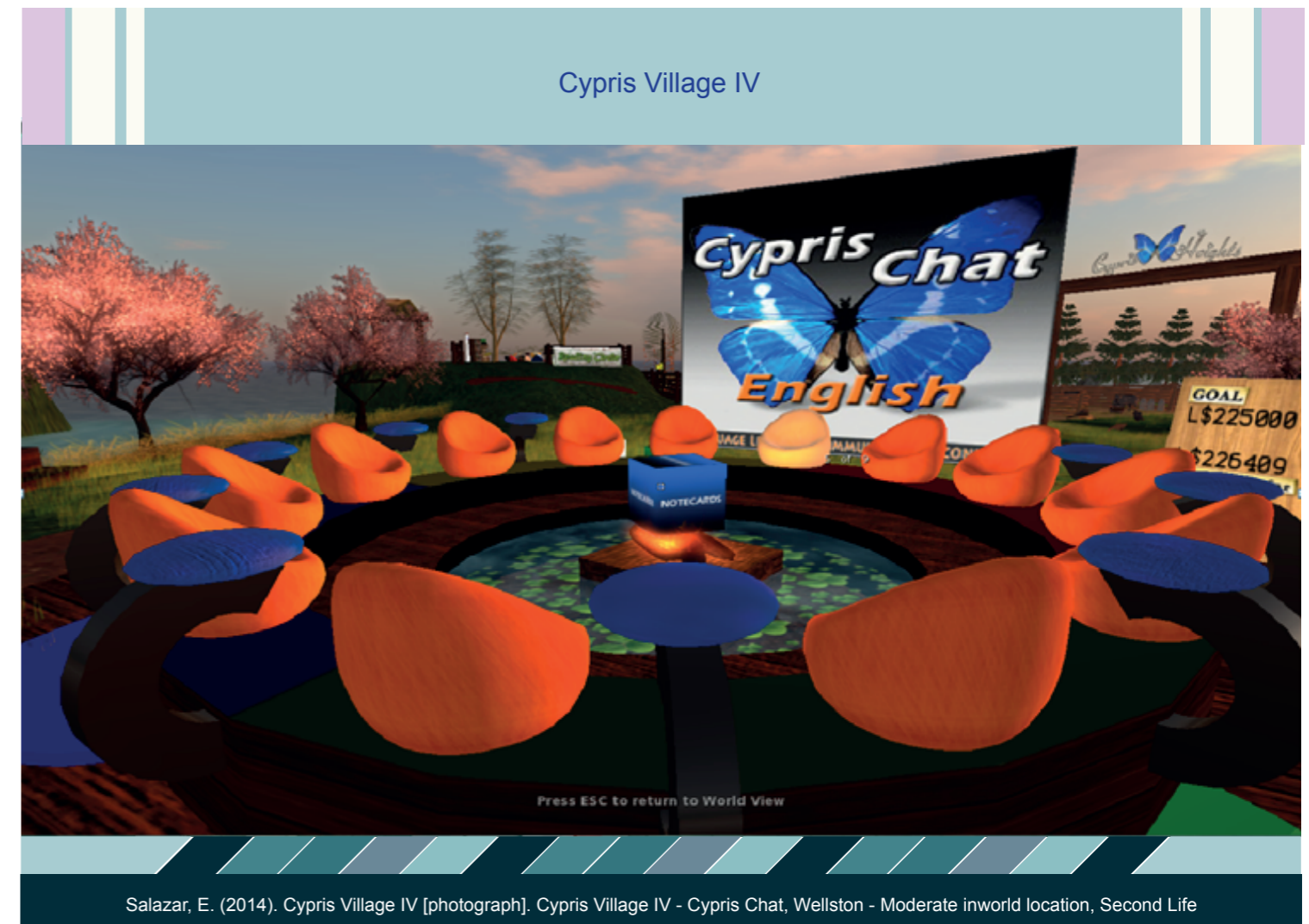
Go ahead / Aternative

- To extend the activity ask your students to reconstruct his escape plan.
- Discuss about the different reports. Agree and disagree.

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE



## Health problems

Target language

Describing your health problems

Materials

Language sheet: <https://db.tt/ez0vPCW3>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/0%200%20Adore/95/229/22>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/0%200%20Adore/95/229/22>
- Give students a few minutes to skim the language sheet (Send file through text chat: <https://db.tt/ez0vPCW3>) then review as needed.
- With a more advanced student, model a hospital scene in which you are the doctor and a student the patient. Continue the conversation until the student has reported all his/her symptoms. Emphasize the use of present perfect.
- Be sure to reinforce the use of conversation strategies: for example, using "actually" to deliver unexpected information.

Conversation Model

- *Patient: Good afternoon.*
- *Doctor: Good afternoon. Have a seat. So, what have you come in for today?*
- *Patient: Thank you. Actually I'm feeling ill, I've got quite a bad cough, but I don't seem to have a fever.*
- *Doctor: I see. For how long have you been feeling ill?*
- *Patient: Oh, I've had the cough for \_\_\_\_...*

Procedure (15-20 minutes)

- Divide the class into pairs. Ask students to be prepared with language sheet.
- Explain the activity: Based on the example, each pair has ten minutes to prepare a conversation or role play for the class. Have students to practice and change roles to repeat the role play.
- Encourage students to use the language presented in the given sheet by telling them to analyze each question or sentence they use. Have students incorporate the language in different ways.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Invite pairs to present their conversations to the rest of the class.
- Ask students to send their role play scripts

Go ahead / Aternative

- To extend the activity ask your students to find the illness by symptoms of each patient.
- Have students give some advices to be healthy.

Evaluation

Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

Alcatraz ' THE ROCK '



Salazar, E. (2014). Alcatraz ' THE ROCK ' [photograph]. Alcatraz ' THE ROCK ' - RP Correctional Facility - the-rock.sl, The Rock Island - Moderate inworld location, Second Life



## Jail escape

Target language

Past continuous

Materials

Language sheet: <https://db.tt/E6WQIbRm>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/The%20Rock%20Island/18/233/21>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/The%20Rock%20Island/18/233/21>
- Ask students *What images spring to mind when you hear the word 'jail'?* Call on volunteers to answer the questions in their own ways.
- Present the following situation and invite students to answer the question in their own ways.
- A dangerous prisoners escaped from Alcatraz. What were the prison officers doing when it happened?

Procedure (15-20 minutes)

- Divide the class in groups of four to five. Ask students to be prepared with language sheet.
- Explain the activity: Each group has ten minutes to prepare a conversation or role play to the class. One student will be the inspector and the others the prison officers. The conversation ends when the inspector finds the security failure at the Jail. The only rule is to ask and answer about the previous situation in order to know how he escaped from jail..
- Have students to practice and change roles to repeat the role play.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Present to the class a detailed report with the reasons of this prison escape.
- Ask students to send their role play scripts and report online.

### Go ahead / Aternative

- To extend the activity ask your students to reconstruct his escape plan.
- Discuss about the different reports. Agree and disagree.

### Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

Friendship Harbor Medical Center



Salazar, E. (2014). Friendship Harbor Medical Center [photograph]. 0 0 Adore - Moderate inworld location, Second Life



## Superheroes

Target language

Famous Comics – Present perfect  
– Relative clauses

Materials

Language sheet: <https://db.tt/bucRba38>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Research%20Island%20Denmark/36/169/41>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Research%20Island%20Denmark/36/169/41>
- Type into the text chat, the word Comics. Ask the class what they think it is and give some examples.
- Explain that *Comics* is a visual art consisting of a sequence of images which are combined with text, often in the form of textual devices such as speech bubbles, image captions and others. They are used to entertain people. Some examples are *Batman*, *Green Lantern*, *Garfield*.
- Ask a student: Have you ever read comics?
- Type into the text chat: *Yes, I have. Or No, I haven't*. Ask other students until you get an affirmative answer. Then report to the class:  
\_\_\_\_\_ has read comics.
- Ask follow-up questions to encourage those who enjoy comics to share their reactions to these medium.

Procedure (15-20 minutes)

- Pair students.
  - Explain the activity: Students walk around the Museum of Superheroes and choose, just on their mind, a favorite Superhero (Character).
  - Explain that students will not mention the names of the Superheroes, characters, weapons or important clues they have in mind, during the dialog.
  - Students use the following questions (<https://db.tt/bucRba38>) to start a conversation with his or her partner. Both of them must interact with the same questions in order to guess his or her partner's superhero.
  - Encourage students to use as many questions as they can, to prevent they find the answers.
- Example: A: *Who was your favorite hero or heroine when you were a child?*  
B: *That man who...*
- Walk around and monitor students process.
  - Ask students describe the characters that were discovered.

Go ahead / Aternative

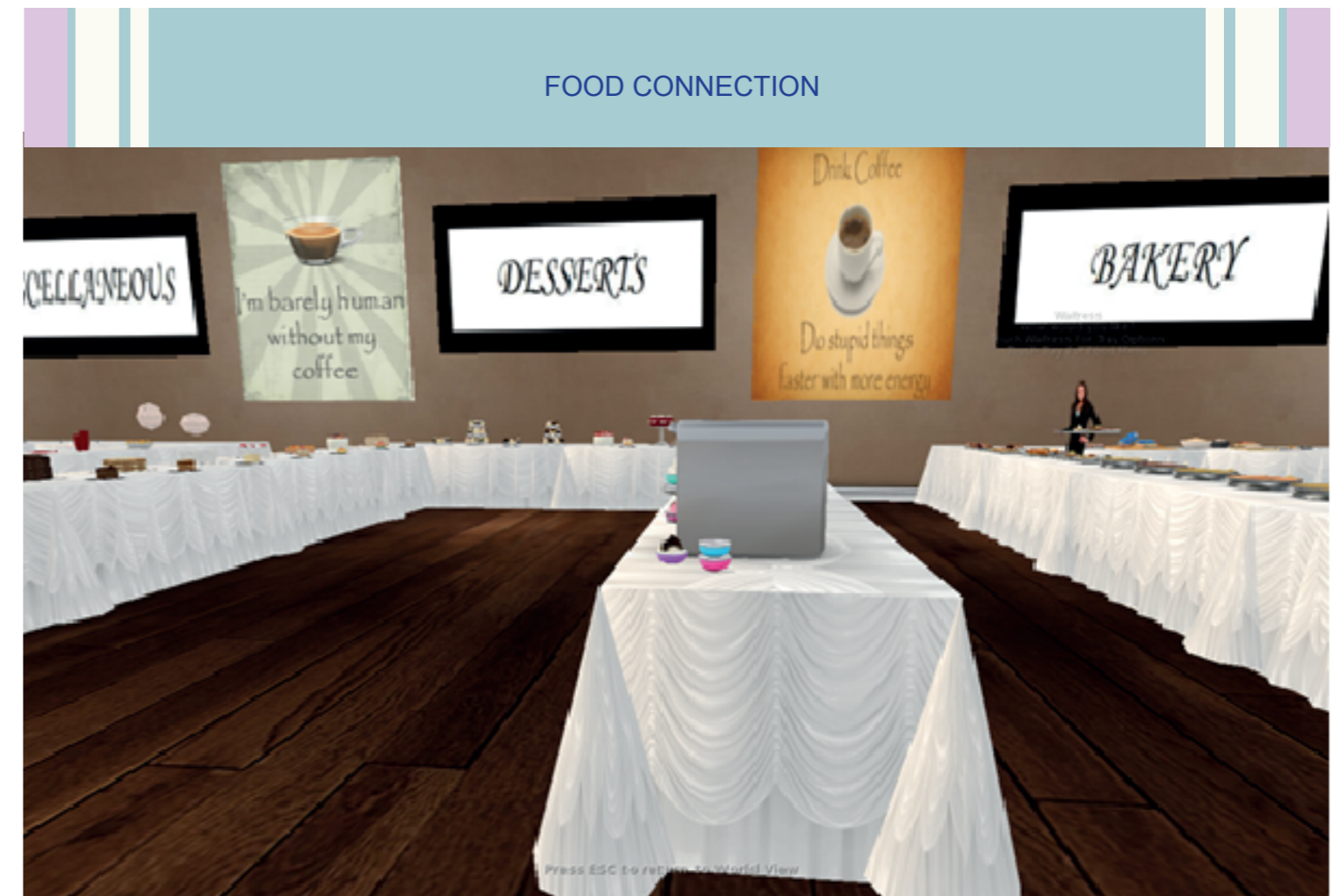
- Have the class continue with additional question after they guess each character.

Evaluation

Speaking Rubric: <https://db.tt/68k32sVM>

3D CONVERSATIONAL  
ENGLISH COURSE

FOOD CONNECTION



Salazar, E. (2014). FOOD CONNECTION [photograph]. FOOD CONNECTION, Depoz Specialties - General inworld location, Second Life



## Food

Target language

Discussing about traditional food

Materials

Language sheet: <https://db.tt/l3mWmLX>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Depoz%20Specialties/242/161/27>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Depoz%20Specialties/242/161/27>
- Prepare students for the discussion, type into the text chat: *A traditional dish in my country is \_\_\_\_\_*. Have students complete the sentence and write notes about the importance of the dish for his or her culture.
- Brainstorm with the class reasons why we keep traditional food alive. Write a list on the text chat. For example:

*Traditional dishes represent our culture.*

- Then discuss why it is important to learn about food of other countries. *It can help to understand other cultures.*

Procedure (15-20 minutes)

- Have students work in small groups.
- Explain the activity: Ask students to share their opinions about why it is important to keep traditional food alive and learn about other people's food.
- Ask volunteers to share their responses with the class.

Go ahead / Aternative

- Have students to choose a dish at the virtual Restaurant and explain how to prepare that specific dish and its characteristics.

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

Museum of Superheroes



Salazar, E. (2014). Museum of Superheroes [photograph]. Metrotopia, Research Island Denmark - Moderate inworld location, Second Life



## The interview

Target language

Interviewing-Conditionals-Modals

Materials

Language sheet: <https://db.tt/GgbSIGwl>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/U%20Wisconsin%20Milwaukee/85/164/24>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/U%20Wisconsin%20Milwaukee/85/164/24>
  - Give students a few minutes to skim the language sheet (Send file through text chat: <https://db.tt/GgbSIGwl>) then review as needed.
  - Ask *What would you do if you became millionaire? How would you help poor people?* Call on volunteers to answer the questions in their own ways
- Encourage students to reinforce the use of conversation strategies: for example, using “well” to gain time to think.

Procedure (15-20 minutes)

- Divide the class in groups of two to five pairs. Ask students to be prepared with language sheet.
- Explain the activity: Each group has ten minutes to prepare a short interview to a presidential candidate (one of the students) where he will explain solutions for low quality education, poverty and drug abuse. The rest of the students in each group (interviewers) will agree or disagree with those solutions and will help with some advices.
- Encourage students to use the language presented in the given sheet by telling them to analyze each question or sentence they use. Have students incorporate the language in different ways.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Invite pairs to present their conversations to the rest of the class.

Go ahead / Aternative

- To extend the activity ask your students to report in a TV news show the president’s proposals.
- Use reported speech.

Evaluation

Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

Old New York - Chelsea Hotel - Ruth's Chris Steak House



Salazar, E. (2014). Old New York - Chelsea Hotel [photograph]. Old New York - Chelsea Hotel - Ruth's Chris Steak House - inworld location, Second Life



## At the hotel

Target language

Making a hotel reservation

Materials

Language sheet: <https://db.tt/NuzSHXsl>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Staten%20Island/78/86/32>

Preparation (5-10 minutes)

- Ask students to watch the video ( Send file through text chat: <https://goo.gl/dCb4Em> )
- Go to <http://maps.secondlife.com/secondlife/Staten%20Island/78/86/32>

Procedure (15-20 minutes)

- Divide the class into pairs.
- Explain the activity: Each group has to complete its hotel registration form by asking and answering questions.
- Each student then pairs up with a student from one of the other groups. Have students choose their roles for the first role play. One student is the receptionist and the other is the guest.
- Students change and repeat the roles
- Students change roles and repeat the role play.
- Have selected groups present their dialogues to the class.

Go ahead / Aternative

- Do a survey. Have students report what to you what kind of room their partners order and copy.
- Tally the results to find out the most preferred type of room.

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

University of Wisconsin



Salazar, E. (2014). University of Wisconsin [photograph]. Milwaukee Orientation, U Wisconsin Milwaukee - M inworld location, Second Life



## The world changes

Target language

Verb usage: Simple Present and Past.

Past perfect

Materials

Language sheet: <https://db.tt/tcnyBpem>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Campbell%20Plateau/149/211/218>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Campbell%20Plateau/149/211/218>
- Type into the text chat, the word *Automation*. Ask the class what they think it is and give some examples.
- Explain that *Automation* or automatic operation is the use of electronic devices and machines in a process to make it run on their own without human intervention.
- Ask students: *In what ways do you think technology have changed since the days when your grandparents were children?* Try to have at least one student explain.

Procedure (15-20 minutes)

- Have pairs of students combine to form groups of four. Give them through text chat the list of questions and useful expressions to work with. <https://db.tt/tcnyBpem>
- Explain the activity: One person in the group chooses a question and reads it aloud. Each group member should participate with their own opinions.
- Walk around the chat room to help students with answers.
- Encourage students to give examples and to ask each other follow up questions.
- To wrap up, ask a few groups to say if they agreed with each other or not and to explain why.

Go ahead / Aternative

- Bring the class together and have pairs share their opinions on each question with the class.

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

3D CONVERSATIONAL  
ENGLISH COURSE

Brunel Hall Restaurant and Hotel



Salazar, E. (2014). Brunel Hall Restaurant and Hotel [photograph]. Academy of Industry - Moderate inworld location, Second Life



## Crime

Target language

Crime

Materials

Language sheet: <https://db.tt/bGJtrMQR>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Academy%20of%20Industry/52/85/109>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Academy%20of%20Industry/52/85/109>
- To help students to be prepared for the discussion, assign the following tasks:

For question 1, ask them to write information about different types of crimes they know about and to say whether they are worried about any of them. Also ask students to write notes about reasons why they are or are not interested in reading news stories about crimes.

For question two, ask students to write one or two reasons. Possible answers: So more people buy the newspapers. Because people are interested in shocking news. Because bad news attracts people's attention)

For question three, make students analyze first about different newspapers sold in his or her country before they decide a percentage.

Procedure (15-20 minutes)

- Form small groups.
- Have students use their notes as a guide to discuss the question. Encourage students to draw conclusions for each question as a group.

- Show questions:

*Do you worry about crime? When stories about these events appear in the news, are you interested in reading about them?*

*Why do newspapers often put this information on the front page?*

*What percentage of the news is about crime?*

- Then have volunteers from several groups share their conclusions with the class.

Go ahead / Aternative

- Are there any places you are afraid to visit because of the high crime rate? If so, where?

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

ParaTech - Beyond Technology



Salazar, E. (2014). ParaTech - Beyond Technology [photograph]. Vend, weather, teleporters & more, Campbell Plate inworld location, Second Life



## Tourism

Target language

Indirect requests

Materials

Language sheet: <https://db.tt/Gn5xFdc2>

**Suggested Inworld Location** <http://maps.secondlife.com/secondlife/SouthernTier%20New%20York/208/11/23>

**Preparation** (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/SouthernTier%20New%20York/208/11/23>
- Give students a few minutes to download the Language sheet and map (Send file through text chat: <https://db.tt/Gn5xFdc2>) then review as needed.
- You are in Riobamba. With a more confident student, model a Train Station scene in which you are the ticket seller and a student is the customer requesting information for a chosen location.
- Continue the conversation as much as possible. At this time use present simple.

Customer Questions

- *When does the next train to Nariz del Diablo leave?*
- *What about the ticket? How much does it cost?*
- *Is there a train at 9AM?*
- *Can I buy a drink a bottle of water here?*
- *and so on..*

**Procedure** (15-20 minutes)

- Divide the class into pairs. Ask students to be prepared with language sheet.
- Explain the activity: Ask students in each pair to select one location. Based on the example but making indirect requests, each pair has ten minutes to prepare a conversation or role play for the class. Have students to practice and change roles to repeat the role play crossing out the locations on the map as they are selected.
- Encourage students to use the language presented in the given sheet by telling them to analyze each question or sentence they use. Have students incorporate the language in different ways.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Invite pairs to present their conversations to the rest of the class.
- Ask students to present their role play scripts online.

**Go ahead / Alternative**

- Have students to vote to decide which group had the most original conversation.

**Evaluation**

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE

RUC Classroom A



Salazar, E. (2014). RUC Classroom A [photograph]. RUC Classroom A, Rockcliffe I - Moderate inworld location, Second Life





## Arriving late

Target language

Apologizing

Materials

Language sheet: <https://db.tt/ICYKo4UN>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Rockcliffe%201/74/220/75>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Rockcliffe%201/74/220/75>
- Give students a few minutes to skim the language sheet (Send file through text chat: <https://db.tt/ICYKo4UN> then review as needed.
- With more advanced student, model a Classroom scene in which you are the student and a student the teacher. Just use the short script. Emphasize the use of present perfect.
- Be sure to reinforce the use of conversation strategies: for example, using "Really" to show surprise

### Conversation Model

Student: *May I come in, teacher?*

Teacher: *Of course, stand here. Why are you always late?*

S: *Mmm. I came by walking.*

T: *What time do you leave home?*

S: *I always leave home at quarter to seven.*

T: *Really? How far is your home from here?*

S: *It is about*

Procedure (15-20 minutes)

- Divide the class into pairs. Ask students to be prepared with language sheet.
- Explain the activity: Based on the example, each pair has ten minutes to prepare a conversation or role play for the class. Have students to practice and change roles to repeat the role play.
- Encourage students to use the language presented in the given sheet by telling them to analyze each question or sentence they use. Have students incorporate the language in different ways, making as much questions and excuses as they can until student convinces the teacher.
- Encourage students to be creative, perhaps using the language in unexpected ways.
- Invite pairs to present their conversations to the rest of the class.
- Ask students to send their role play scripts online.

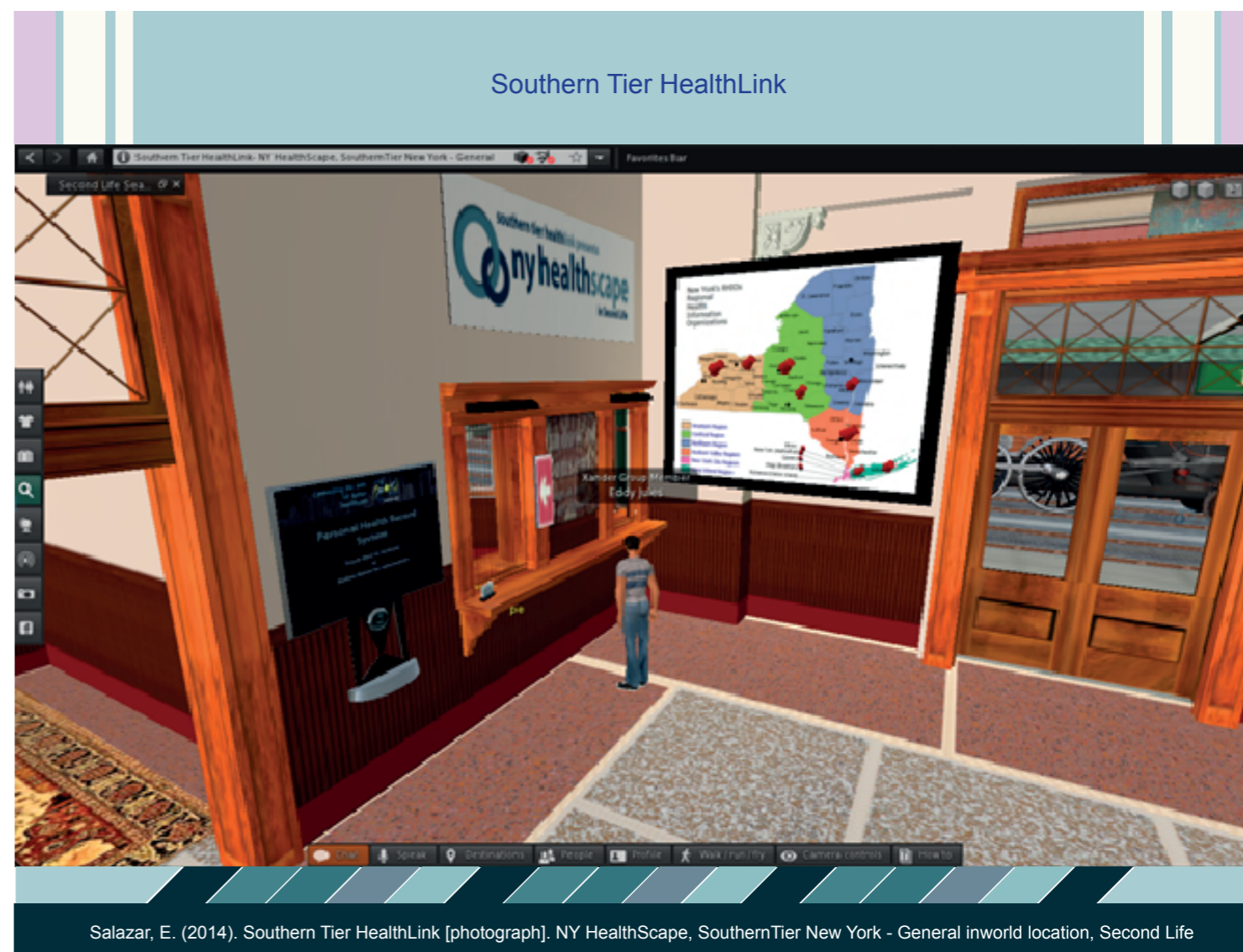
### Go ahead / Aternative

- Ask students to describe popular singers from his or her country.

### Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

## 3D CONVERSATIONAL ENGLISH COURSE



## Music

Target language

Noun Clauses

Materials

Language sheet: <https://db.tt/l6o6Wfc2>

Suggested Inworld Location <http://maps.secondlife.com/secondlife/Outfits/95/59/37>

Preparation (5-10 minutes)

- Go to <http://maps.secondlife.com/secondlife/Outfits/95/59/37>
- Type into the text chat, Music Genre. Ask the class what they think it is.
- Explain that Music Genre is a specific type or category of music.
- Ask students to suggest possible genres of music.
- Type into the text chat the music genres: *Blues, Classical, Country, Electronic, Folk, Hip-Hop, Jazz, Reggae, Religious, Rock, Traditional.*
- Ask students: *What genre of music is popular in your country?*
- Try to have at least one student explain.

Procedure (15-20 minutes)

- Form small groups.
- To help students prepare for the discussion, ask *How many students like to listen to music?* Then ask them to type the titles of some of their favorite songs in any language and label them by genres. Finally, ask students to write the names of groups they like to listen to.
- Explain the activity: Students should answer to the following questions.  
*Which genre of music do you prefer?*  
*Have you ever listened to music in English?*  
*How about Rock? If not, Why?*
- Encourage students to give reasons for their choices and to ask each other follow up questions. For example:  
*Student A: I tried to listen to Guns and Roses but I couldn't.*  
*Student B: Why?*  
*Student A: Their lyrics are so difficult. It took me a week to understand one. I used a dictionary.*
- Group the class and walk around the Rock museum and allow students talk as much as they know about the famous musicians they can see there.
- Ask students to make a small oral report what they observed in the museum

Go ahead / Aternative

- Ask students to describe popular singers from his or her country.

Evaluation

- Speaking Rubric: <https://db.tt/68k32sVM>

3D CONVERSATIONAL  
ENGLISH COURSE

SL Rock n Roll Museum



Salazar, E. (2014). SL Rock n Roll Museum [photograph]. HOTTUNES4U RADIO/ SL DJ MUSEUM, Outfits - inworld location, Second Life

