



It's Your Turn

6

How do games help learning?

- What three thoughts do you have about this photo?
- What two questions do you have?
- Why?

A  Listen. Which game is Simon most interested in playing: chess, Go, or backgammon? Why?

- | | |
|-----------------------------------|---|
| ☐ board game | ☐ pieces |
| ☐ chance | ☐ players |
| ☐ land on | ☒ strategy |
| ☐ lose | ☐ throw the dice |
| ☐ miss a turn | ☐ win |

6 the way things happen without being planned or expected

B  Listen and say. Listen again and number the words.



OLD GAMES



1 skill of planning how to achieve something

2 lose one opportunity to play or make a move

We play chess in our family.

My brother is good at strategy games like that.

C  What traditional board games does your family play? Who plays games well in your family? Tell a partner.

D  Watch and complete. Then say. Pat your head when you say a board game word.

Fun and Games

A game of **1** chance (nechac). Which is my square?
I take my turn. Don't **2** _____ (danl) on there!
I move my piece. I count to eight.
I move again. Oh, that's great!
My **3** _____ (nurt) again. I'll move on now.
I have two twos. I don't know how.
I move my piece. I count to four.
I **4** _____ (smis) a turn. Oh, are you sure?
I take my piece. I throw the **5** _____ (edic).
I got a five. I got it twice.
I move my **6** _____ (iepec). I count to ten.
I miss a turn. Oh, not again!
Win or **7** _____ (osel), it's fun to play.
Another game? Well, yeah, OK!

E  Listen. Then listen again and repeat the pronunciation. Practice with a partner.

Oh, that's great!

Oh, not again!

I can talk about traditional board games. 

Unit 6

81

A Listen and read. Notice *Wh-* words, *whether*, and *if*.

Simon: Great! I can do my puzzles in peace and quiet.

Marge: I'm going to play a word game! Do you know how to play, Simon?

Simon: No, I don't.

Marge: I have to find two opposites for each word. Can you tell me what the opposites of "light" are?

Simon: Dark. Heavy.

Marge: Yes! And I wonder whether you know the two opposites of "lost."

Simon: Found. Won.

Marge: Oh, you're good at this! I wonder if you can answer this one.

Simon: Marge, I'm trying to do my puzzle.

Marge: Yes, but I'm not sure what the two opposites of "right" are ...

Simon: That's easy, but what about this one? Do you have any idea what the opposite of "noisy" is?

Marge: Yes, it's "quiet!" Oh, you mean *me* ... ha, ha!



B Look at A. Is the word order after the *Wh-* word like a statement or a question? Complete the table. Then find one more example of an indirect question.

Indirect Questions

Can you _____ me _____ the opposites of "light" are?

I'm not sure _____ the two opposites of "right" _____.

I wonder _____ you know the two opposites of "lost."

Remember

Indirect questions are more polite than direct questions.

C  **Listen and say. Listen again and snap when you hear an indirect question.**

D **Read and complete the indirect questions. Then read aloud with a partner.**

- 1** Do you like playing card games?
I wonder _____.
- 2** What is the most popular board game?
Do you have any idea _____?
- 3** Have you ever played a board game online?
I'm not sure _____.
- 4** Would you like to invent a board game?
Can you tell me _____?



E  **Work with a partner. Follow the instructions. Then ask and answer.**

Choose to be someone famous that you like.
Interview each other as the famous person.
Use indirect questions. Ask about free time activities, including any games the famous person plays.

Can you tell me what your favorite board game is?

I wonder how often you play it.

F **Exam Practice** **Read the conversation and choose the correct answers.**

Host: Today I'm talking to chess player, Rita Clay. First, when did you start playing chess?

Rita: I started playing at school, in the chess club.

Host: Do you remember **1** _____ old you were when you started?

Rita: I was six years old.

Host: I wonder **2** _____ you could tell the listeners what prize you have just won.

Rita: I just became the elementary school's Chess Champion.

Host: Can you tell me **3** _____ you plan to do next with your chess playing?

Rita: I want to win the high school competition!

Host: I should have guessed that!



- | | | | |
|---------------------------|------------------|-----------------|----------------|
| 1 A how | B whether | C why | D what |
| 2 A why | B what | C wonder | D if |
| 3 A whether | B what | C how | D which |

- A**  Listen to Kendra and Malik. Notice the words and phrases they use to choose an online game. Can you describe the game?



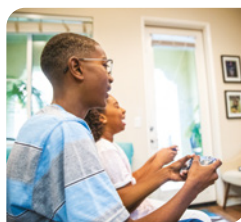
1 _____



2 _____



3 _____



4 _____



5 _____



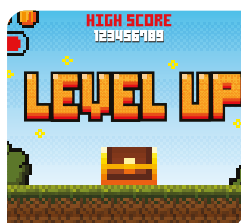
6 _____



7 _____



8 _____



9 _____



10 _____

- B**  Listen and say. Listen again and label the pictures in A.

avatar collaborate collect points gaming graphics
instructions level up multiplayer role-playing game virtual

- C** Read and complete. Then read aloud with a partner.

- 1 I've collected enough points to level up so I'll gain more skills for my character.
- 2 Many teachers now recognize the educational benefits of _____.
- 3 We tried to follow the _____, but they weren't very clear.
- 4 Your _____ can talk to others and the words appear in a speech bubble.
- 5 They've created a realistic _____ world in the new role-playing game.
- 6 I wonder whether it's a _____ game or whether I have to play it on my own.
- 7 My sister's taking a course in computer _____.
- 8 What I like best about this game is that you're all part of a community and _____.

- D**  Look at A. How can collaborating help you learn? Tell a partner.

Collaborating can help you
learn to share ideas.

It can make learning more fun.

- A**  Listen to Mr. Suvlu, an Iñupiat teacher from Alaska. What is special about this game?



- B**  Listen again. Read and match the sentence halves.

- | | |
|--|---|
| <p>1 The teacher wants the students to use the game</p> <p>2 The game is based on</p> <p>3 Players can only progress if they can</p> <p>4 The game allows players</p> <p>5 The game is interesting because it</p> <p>6 Players can learn about</p> | <p>a stop the weather causing problems.</p> <p>b has videos from real people.</p> <p>c to visit the Alaskan Arctic in a virtual world.</p> <p>d stories that the Iñupiat people tell.</p> <p>e why the stars are important to the Iñupiat people.</p> <p>f to find out about another culture.</p> |
|--|---|

- C**  What games have helped you learn skills? What did you learn? Tell a partner.



I played a board game where I needed math.

My friends and I play multiplayer games online. You really need to communicate.

Play Break

Imagine you're a character in a video game. What does your character look like? Draw your avatar.



- A** Look at the title and the photos. What do you think the text is about? Share your ideas with a partner.
- B** Listen and read. What is the author's point of view about game clubs?

AFTER-SCHOOL GAME CLUBS

A teacher writes a blog about the benefits of after-school board game clubs.

The last bell rings, and class is finished for the day. But the fun doesn't have to end there!

Some schools offer after-school game clubs—a safe environment where there are many different board games. It's a place where children can learn new games and learn together.

Game clubs have many benefits.



PLAYING FAIRLY

Who doesn't feel happy when they make a **winning** move? Or had to shake their head and accept **defeat**? Being a member of a game club can teach us to accept losing, and how to be kind in **victory**. It's all part of the game.

This sense of **fair play** is something game clubs can help us learn.



SOCIAL SKILLS

Studies have shown that games help people to develop good social skills.

Game clubs bring children together. They help them to work well with others. Team members work together to reach their goal. To make decisions they collaborate. Players want to win but they also learn to talk to each other in a friendly way.

BUILDING CONFIDENCE

Playing games can also help children feel more confident. For those children who don't do well in school, taking part in game clubs can bring a different feeling of achievement. Board games give them a chance to feel success—something that can make them feel good about themselves.



LEARNING

Game clubs are great places to develop other skills too. Children can develop problem-solving skills. *What's the best strategy here? I'm not sure what the right move is – what do you think?*

Finding solutions can get children to **"think outside the box"**. Games don't just encourage creativity, some games require math skills, others might test knowledge of language.



HELPING FAMILIES

Parents might be busy at their job. They can't always be there right after school. With an after-school club, parents know that their children are in a safe place. They know that their children are taking part in fun, useful activities. They know their children are getting to spend time with their friends.

After-school game clubs provide a helpful space for everyone. What's more, the benefits of a good game can carry past the game and into childrens' everyday lives.



C Read the text again. Check (✓) the benefits that are mentioned in the text. Compare with a partner.

- a ☒ A sense of fair play.
- b ☐ Taking part in game clubs can bring a feeling of achievement.
- c ☐ Game clubs offer free food.
- d ☐ Some games require math, others might test knowledge of language.
- e ☐ Board games give a chance to feel success.
- f ☐ There is music at game clubs.
- g ☐ Games help our ability to work well with others.
- h ☐ Parents know that their children are in a safe place.

US	UK
take turns	take it in turns

D  **What did you learn from the text? What did you find interesting? Tell a partner.**

E  **Think about other activities that have similar benefits to game clubs. Discuss with a partner.**

At our soccer practice after school we have to learn to accept losing.

Yes, and to be on a team we have to collaborate.

F  **Watch and listen. Write *True*, *False*, or *Doesn't say*.**

- 1 People have been playing games for thousands of years.
- 2 Ludo comes from an old Indian game called Pachisi.
- 3 To play Ludo you don't need any dice.
- 4 The goal in Ludo is to get all your pieces to the finish before the other players.
- 5 Domino pieces have different numbers of dots.
- 6 To play Dominoes you need to count.
- 7 Dominoes are always a rectangular shape.

True



I can understand that board games are played around the world. ☐

A  Listen and read. Notice the sentences with *who*, *which*, *whose*, *where*, and *that*.



- 1 Get into two teams.
- 2 Each team member writes down the name of a famous person on a piece of paper. It must be someone who you all know.
- 3 Fold all the pieces of paper up and put them in a hat, which you put in front of everyone.
- 4 A member from each team takes turns to take a piece of paper out of the hat. The person whose name has the most letters starts first.
- 5 Each team member has one minute to try to help their team guess the name. You can use mime or say something about the person, like "He lives in the place where a lot of actors live," but you can't say the name.
- 6 The other team has to try to guess the name first.
- 7 The team that guesses the most names correctly, wins!

B Look at A. What type of word connects the two clauses? Complete the table. Then find one more example of a defining or non-defining relative clause.

Defining and Non-defining Relative Clauses

It must be someone _____ you all know.

Put them in a hat, _____ you put in front of everyone.

He lives in the place _____ a lot of actors live.

Remember

We use defining and non-defining relative clauses to give more information about the subject or object.

C  Listen and say. Listen again and stand up when you hear *who, whose, that, which, and where*.

D Complete the anecdote. Use a relative pronoun and one of the relative clauses in the box. Then read aloud with a partner.

she needed to dress up for _____ bedroom door was open
 was sitting on the bed. But it was only her sister playing a trick
 was exciting _____ enjoyed playing games with her friends



- 1 Hannah was a young girl _____
- 2 She had a new role-playing game _____
- 3 The game was about superheroes, _____
- 4 Hannah decided to borrow a costume from her sister, _____
- 5 As she walked into her sister's bedroom, she saw a monster, _____

E  Work with a partner. Read and complete the sentences about yourselves.

- 1 A time when _____
- 2 A place _____
- 3 A person _____
- 4 A talent _____

A talent which I would like to have is being able to sing.

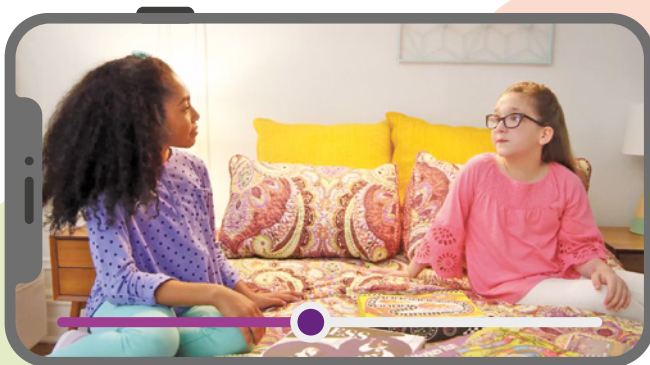
What would you like to sing?

F **Exam Practice** Read and complete the text.

I am someone **1** _____ likes playing games. I like to play games
2 _____ use cards. I live in a house
3 _____ there are lots of people.
 There are five of us in my family, as well as my grandparents. So, there is always someone around **4** _____ is happy to play with me. In my house we have a rule. The person **5** _____ starts is the person who is the youngest. Lucky me!



A  Watch and listen. What do Veronica and Linda decide to do?



Watch

How do Veronica and Linda show how they're listening to each other's points?

B  Watch again. Check (✓) the phrases you hear. Write **APV** for phrases to suggest an alternative point of view and **D** for phrases to disagree.

- | | | | |
|--|------------|--|-------|
| 1 ☒ I'd like to ... but I'd prefer ... | <u>APV</u> | 5 ☐ It isn't right ... | _____ |
| 2 ☐ I don't get why ... | _____ | 6 ☐ I don't think ... | _____ |
| 3 ☐ If you don't like ... we can ... | _____ | 7 ☐ Another thing to consider ... | _____ |
| 4 ☐ I think it's better to ... | _____ | 8 ☐ We can still ... we just ... | _____ |

C Imagine you're going on vacation with a friend and you want to take some games. Think and make notes.

1 Which four games would you like to take?

3 Why do you think they're good games for a vacation?

2 Are they games to play by yourself or with other players?

4 Are there any games you definitely wouldn't take? If so, why?

D  Practice deciding which games you're going to take with a partner. Use phrases from B. Then share with the class.



I'd like to take chess because ...

But I don't know how to play it. I think it's better to ...



Reflect

Did I listen and respond to the points my friend made?

A Read the *for* and *against* article. Which type of games does the writer prefer? Why?

Old, New, Which Game Is for You?

What kind of games do you prefer to play? Most of my friends enjoy playing modern video games. But, for a super fun time, I prefer traditional games. Let me tell you why.

I play video games and it is exciting when you have to follow an adventure and you win something in the end. I also like games where you can level up a character. Not only are these games really engaging, but they also look great: the design is technically brilliant and the graphics can be incredibly realistic. So, it's easy to see how you can spend so much time playing them. But I feel that I waste hours of time just playing by myself and there's no one to share the excitement with. Even if the game is multiplayer, you're usually still alone in the room.

Traditional games can be just as engaging and, in role-playing board games for example, you can be fantastically imaginative. But the big difference is that if you play a simple board game, you can talk to the other players in person, which I really enjoy. And the challenges in games like chess are great for your brain, although they're extremely difficult!

All in all, I prefer traditional games because, although they may feel "old school" in comparison to the new video games available, to me they're way more fun, because you can spend quality time with your friends. Try and you'll see!

B Look at the *for* and *against* article. Put the type of information included in each paragraph in order.

- | | |
|--|--|
| a ☐ Reasons why the first type of game is good | c ☐ A summarizing comment |
| b ☐ Reasons why the second type of game is good | d ☒ 1 An introduction question |
| | e ☐ A comparison |

C Think and discuss. Brainstorm some ideas about two kinds of games you've played.

Game 1 - Name - Reasons game is good - Adjectives	Game 2 - Name - Reasons game is good - Adjectives	Comparisons How are the games similar or different?	Reflect Remember to end your article by leaving your reader with a summary or review of your main argument.
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D Write a *for* and *against* article.



Project • A Game to Practice English

1 Think

How can you help other students practice English? Make a game!
Brainstorm ideas for English games.



2 Plan

Plan and design your game.

- What will your game look like?
- What age group is it aimed at?
- How challenging will your game be?
- What areas of English will your game focus on? Grammar? Vocabulary?

3 Choose and Create

Choose a way to share your game.

- *Make a board game*
- *Make a video*
- *Record a podcast*
- *Your own idea*

4 Share

Share your game with the class.

Talk about how your game helps improve players' English.

Talk about how to play the game.



• Explore

Take turns playing each other's games.
Discuss what works well and give ideas to improve the games.