



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?

UNIT 6 RESOURCES

Level 6 • Workbook, pages 68–79

Teacher Zone:

- Unit 6 Vocabulary Worksheet
- Unit 6 Grammar Worksheet
- Unit 6 Write About It Worksheet
- Unit 6 Assessment

OBJECTIVE

- Use the photo, Big Question, and Visual Thinking Routine to introduce the unit topic, activate prior knowledge, and spark interest in the unit language and theme.

MATERIALS

- Student's Book, page 79

TEACHING TIPS

- Ask students what game is being played in the photo (chess). Ask them if they have ever played chess and what makes it such a special game. Inform them that chess was invented more than 1,400 years ago in India. An interesting fact about chess is that there are more possible games—made up of combinations of moves—than there are atoms in the universe!
- Have students talk about the games they play. Encourage them to think about what skills you need to play these games, e.g., *patience, determination, quick reactions*, etc.

LESSON 1

OBJECTIVES

- to learn and practice vocabulary related to traditional board games
- to talk about traditional board games

MATERIALS

- Student's Book, pages 80–81
- Audio Tracks 70–73
- Song video
- board games

SKILLS

- Analyze information in a listening text about traditional board games and extract key information.
- Identify and describe vocabulary related to traditional board games.
- Discuss which traditional board games you play.
- Activate language by watching a video. Write vocabulary to complete a song.
- Listen to and read a song about playing traditional board games.
- Practice rising and falling intonation.

TRACK 70 AUDIO SCRIPT

Aaliyah: Welcome to the Games Club, Simon. You can play different board games here. There are modern board games, like the one over there. You have to spin the spinner, take your counter, and move it until you land on the winning square. Or you can play traditional board games. We play Go, chess, and backgammon.

Simon: Sounds great! Hi, Marge! What are you playing?

Marge: Hey, Simon! I'm playing Go. It's really fun, but it's quite complicated! You have to cover as much of the board as possible with your pieces.

Boy 1: This is chess. There are two players. One has black pieces, and the other has white. The point of the game is that you have to get your pieces to the other side of the board by taking the other player's pieces.

Simon: And what about this game?

Boy 2: Oh, this is backgammon. It isn't as complicated as chess or Go. There are two players, and you take turns to throw the dice until one player, the winner, doesn't have any pieces left. And you must always play—you never miss a turn.

Simon: Oh, I like games that have an element of chance where you can't plan or control what happens.

Boy 2: Me, too! I was losing, but look, I've just thrown a double six and won!

Aaliyah: But backgammon's also a game of strategy because you have to plan what to do next. Would you like to play any of these games?

Simon: Thanks, Aaliyah—I think I'll take my chances with backgammon.

Lesson 1 • Explore Vocabulary

A **Listen. Which game is Simon most interested in playing: chess, Go, or backgammon? Why?**
Simon wants to play backgammon because he likes games with an element of chance.

- | | |
|---------------|------------------|
| 5 board game | 4 pieces |
| 6 chance | 3 players |
| 10 land on | 1 strategy |
| 8 lose | 7 throw the dice |
| 2 miss a turn | 9 win |



6 the way things happen without being planned or expected

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

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** land (danl) on there!

I move my piece. I count to eight.

I move again. Oh, that's great!

My **3** turn (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** miss (smis) a turn. Oh, are you sure?

I take my piece. I throw the **5** dice (edic).

I got a five. I got it twice.

I move my **6** piece (iepec). I count to ten.

I miss a turn. Oh, not again!

Win or **7** lose (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

TEACHING TIPS

- Give students a copy of the script for the audio in Activity A. Ask them to write sentences using the items of target vocabulary, using the script to help them.
- Bring in some board games for students to play in pairs or small groups. Encourage them to describe what is happening when they are playing, using the target vocabulary, e.g., *You miss a turn*. Model how to play the games if necessary. When they have finished, ask the students questions about their games, e.g., *Who won? Did anyone land on ...?*
- Have students record the target vocabulary in their notebooks, together with other words which commonly collocate, e.g., *land on - a square, a game of - chance, move - my piece*, etc.
- For Activity E, model the correct pronunciation of the sentences. Elicit that phrases showing positive emotion are usually said with rising intonation and that those showing negative emotion are usually said with falling intonation. Give students more phrases to identify and then practice the intonation, e.g., *I've won! I've lost!*

LESSON 2

OBJECTIVES

- to learn to use indirect questions
- to practice using indirect questions

MATERIALS

- Student's Book, pages 82–83
- Audio Tracks 74 and 75

SKILLS

- Examine the use of indirect questions in a text about a word game.
- Analyze the form of indirect questions.
- Change direct questions into indirect questions.
- Produce indirect questions in spoken interaction.
- Complete an exam practice activity focused on reading comprehension.

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.

The word order after the *Wh-* word is a statement.

Indirect Questions

Can you tell me what the opposites of "light" are?

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

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

I wonder if you can answer this one. Do you have any idea what the opposite of "noise" is?

Remember

Indirect questions are more polite than direct questions.

- C** **Listen and say. Listen again and snap when you hear an indirect question.**
I wonder if, Can you tell me how, I wonder why, I'm not sure what, Have you any idea what
- D** **Read and complete the indirect questions. Then read aloud with a partner.**

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



- E** **Work with a partner. Follow the instructions. Then ask and answer.**
Students' own answers

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 A old you were when you started?
Rita: I was six years old.
Host: I wonder 2 D 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 B 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 |

TRACK 75 AUDIO SCRIPT

- 1 I wonder if you can answer this one.
- 2 Can you tell me how to play?
- 3 I wonder why he's losing.
- 4 I'm not sure what you want to play.
- 5 Have you any idea what the rules are?

TEACHING TIPS

- Ask students to underline sentences containing the following in the text in Activity A: *Can you tell me ...; I'm not sure ...; I wonder ...*. Ask the class what the girl is doing when she says these sentences (she is asking a question, but in an indirect way). For each instance, elicit what the direct question would be, e.g., *What are the opposites of light?* Ask the class why the girl has chosen to use an indirect question. Elicit that it is often more polite, because it is not as direct.
- Write pairs of sentences—one correct and one incorrect—on the board for *wh*- indirect questions and yes / no indirect questions. For example: *Can you tell me what the opposites of "light" are?* vs. *Can you tell me what are the opposites of "light"?*; *I wonder what the answer is* vs. *I wonder what is the answer*. Invite students to examine each pair and explain why one is correct and the other is not (we do not invert the subject and verb in indirect questions).
- Another common mistake with indirect questions is for students to repeat the auxiliary verb, e.g., *I wonder do you know the answer* instead of *I wonder if you know the answer*. Give students an incorrectly formulated indirect question, such as the one in the previous sentence, and ask them to correct it.
- Help students practice the form of indirect questions. Give them indirect questions with the words in the wrong positions. Ask them to put the words in the correct order.

LESSON 3

OBJECTIVES

- to talk about video gaming
- to talk about how collaborating can help you learn

MATERIALS

- Student's Book, page 84
- Audio Tracks 76 and 77

SKILLS

- Analyze information in a listening text and extract key information.
- Identify vocabulary related to video gaming and use it to complete a comprehension activity.
- Discuss how collaborating with others can help you learn.

TRACK 76 AUDIO SCRIPT

Malik: Miss Gomez said we can use a video game to help with our homework. Kendra, can you play with me? This is the list of games Miss Gomez said we could choose from.

Kendra: Video games? Wow, your teacher likes gaming! That's great! OK, let's see. This one looks good—*Whyville*. It's great because it covers a lot of topics, like math, science, art, and geography. Your teacher will like that. Are you going to collaborate and work with your classmates?

Malik: Um—yeah.

Kendra: OK, good. Let's look at the instructions for how to play. *Whyville* is multiplayer—so you play with other people. First, you create your own character, your avatar, and you choose how your avatar looks. *Whyville* is a role-playing game, so you get to choose whether your avatar will be a builder or a traveler, or something else. Also, you interact with different players in the *Whyville* community. You never meet them in person because the community is virtual, but you still get to play with them. Let's go to the website. See, you can design your own look!

Malik: The graphics are beautiful. I love the colors. It looks really fun.

Kendra: I know! OK, so there are over 100 games and other activities that cover a lot of different subjects. You can play a game, for example, which involves solving math problems, to gain points. You have fun and learn at the same time! And, look, you collect points called "clams." You can use clams to buy things and improve or level up your avatar. You can even make your avatar fly if you get enough of them!

Malik: So can we work together and share information with each other? That'll make the homework easier!

Kendra: Yes, it's about building communities in a made-up world. It isn't like the games where you only score points. There's also a "newspaper" every week, so if you have a question, you can post it to get people's comments. Let's give it a try ...

Lesson 3 • Explore Vocabulary

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

The main focus of the game is about building communities.



1 avatar



2 collect points



3 instructions



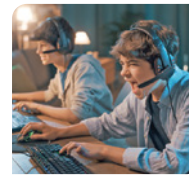
4 gaming



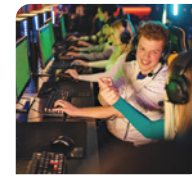
5 virtual



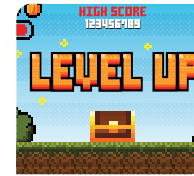
6 graphics



7 multiplayer



8 collaborate



9 level up



10 role-playing game

- 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.**

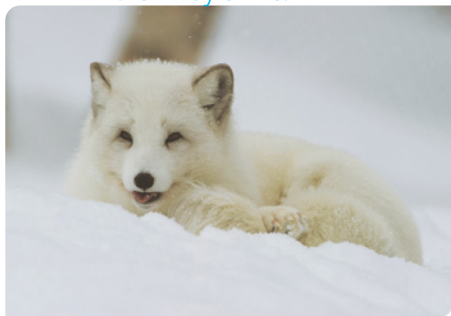
- 1 I've collected enough points to level up so I'll gain more skills for my character.
- 2 Many teachers now recognize the educational benefits of gaming.
- 3 We tried to follow the instructions, but they weren't very clear.
- 4 Your avatar can talk to others and the words appear in a speech bubble.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

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

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?** *It's a game that's based on stories told by the Iñupiat about their culture and their way of life.*



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

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

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



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.

LESSON 4

OBJECTIVES

- to learn about how video games can teach us about other cultures
- to practice listening for gist and details

MATERIALS

- Student's Book, page 85
- Audio Tracks 78 and 79

SKILLS

- Practice close, active listening for specific information and general knowledge.
- Discuss how video games have helped you learn skills.
- Use American and British English phrases for *take a course* / *do a course*.

TRACK 78 AUDIO SCRIPT

Mr. Suvlu: Malik, Luisa—you know we've been looking at how we can learn about different cultures? Did you know you can sometimes do this through gaming?

Malik: Really?! That's great, Mr. Suvlu!

Mr. Suvlu: Yes. I want you to try playing *Never Alone*. It's a game that's based on stories told by the Iñupiat about my culture and you can learn about our way of life. It's multiplayer, so you can have friends watch and play at the same time. You play as a young Iñupiat girl or an arctic fox. You have to get across the icy world of the Alaskan Arctic together to stop the winds that are destroying the land. As you travel, you get to learn about my people and our history, and it has short videos of real people who talk about growing up in the Arctic. And because you're playing in the virtual world, you get a good sense of what the problems are.

Luisa: What—like living in the dark a lot of the time and how the cold affects you?

Mr. Suvlu: Exactly. And our relationship with the stars! The other thing that you can see is different ways that cultures can tell their history, not just through books. It isn't the same as actually being there, but it will help you see a way of life that's very different from your own.

TEACHING TIP

- Ask students if they have ever played a video game that taught them about another culture. Invite volunteers to share their experiences with the class. You could also do a speaking activity in which students walk around the room and exchange their experiences with each other, on a one-to-one basis. Elicit that nowadays we can learn a lot from video games, as, similar to movies, they involve stories that are set in different places and times.

LESSON 5



OBJECTIVES

- to read an article about after-school game clubs and complete a comprehension activity
- to raise awareness of SDG 4: Quality Education
- to explore the question *How do games help learning?*
- to watch a video about two different games and complete a comprehension activity
- to understand that board games are played around the world

MATERIALS

- Student's Book, pages 86–87
- Audio Track 80
- Video: *Two Boardgames*
- Ludo or a set of dominoes (Optional)

SKILLS

- Analyze a text about after-school clubs and identify key ideas.
- React to a text by assessing what you learned from it and what you found interesting.
- Discuss how other activities have similar benefits to after-school game clubs.
- Use a video to practice listening comprehension.

A Look at the title and the photos. What do you think the text is about? Share your ideas with a partner. *Students' own answers*

B Listen and read. What is the author's point of view about game clubs?

Game clubs have many good points. They can help with learning fair play, social and other skills. They can help students feel more confident. They can help families.



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.





VIDEO SCRIPT

Two Boardgames

People have been playing games for thousands of years. Today, board games and table-top games are played all around the world. Let's take a quick look at two.

To start a game of Ludo each player chooses a color and gets four pieces. Then the race begins! Players take turns to throw the dice. This tells the players how many squares they can move around the board. The aim is to be first to get all four pieces to the finish!

Dominoes is both the name of the game and the name of the pieces. Domino pieces have two halves. Each half has a different number of dots. Each player gets six dominoes—don't let anyone see yours! The rest are left in a pile. The first player starts by putting down one of their dominoes. The next person counts the dots. Do they have a domino with the same number of dots? Yes! They add their domino to make a "chain." No? They take another domino from the pile until they have one that matches. Then it's on to the next player to add a domino to the chain. The winner is the player who can put down all their dominoes first. Could you try ludo or dominoes with your friends or family?

TEACHING TIPS

- Summarize: Before they read the whole text, give copies of the different sections—*Playing Fairly*, *Social Skills*, *Learning*, *Building Confidence*, and *Helping Families*—to different groups. When they have read their section, make new groups, comprising students who have read each of the sections together. In their new groups, students take turns to summarize their section.
- Ask the class whether students in different parts of the world have access to after-school game clubs. Highlight how not everyone around the world has access to a quality education, with access to extra-curricular activities that can help develop their skills.
- Once students have discussed Activity E, ask them if there are any clubs or teams that they would like to join, and why. Encourage them to think of the skills that they could develop there.
- As an option, after students have watched the video, give groups the board game Ludo or a set of dominoes. Have them discuss how to play. You can give them copies of the video script or play the video again to help them. Once they have agreed on the rules, they can play.

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.

Students' own answers

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

Students' own answers

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

Doesn't say

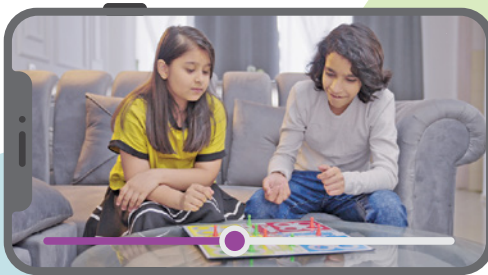
False

True

True

True

Doesn't say



LESSON 6

OBJECTIVES

- to learn to use defining and non-defining relative clauses
- to practice using defining and non-defining relative clauses

MATERIALS

- Student's Book, pages 88–89
- Audio Tracks 82 and 83

SKILLS

- Examine defining and non-defining relative clauses in a text.
- Analyze the form of defining and non-defining relative clauses.
- Produce written and spoken sentences using defining and non-defining relative clauses.
- Use American and British phrases for *take turns / take it in turns*.
- Complete a reading comprehension activity for exam practice.

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.

A relative pronoun connects the two clauses.

Defining and Non-defining Relative Clauses

It must be someone who / that you all know.

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

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

The player whose name has the most letters starts first. The team that guesses the most names correctly, wins!

Remember

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



TRACK 83 AUDIO SCRIPT

- 1 It must be someone who you all know.
- 2 This is the game which we played all last summer.
- 3 The player whose turn it is throws the dice.
- 4 Is it a game that we can all play?
- 5 He was hiding in the bedroom, where it was very dark.

- C** Listen and say. Listen again and stand up when you hear **who, whose, that, which, and where**. Someone who, the game which, The player whose, a game that, the bedroom 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 who enjoyed playing games with her friends.
- 2 She had a new role-playing game that / which she needed to dress up for.
- 3 The game was about superheroes, which was exciting.
- 4 Hannah decided to borrow a costume from her sister, whose bedroom door was open.
- 5 As she walked into her sister's bedroom, she saw a monster, which was sitting on the bed.
But it was only her sister playing a trick.

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

- 1 A time when Students' own answers
- 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 who likes playing games. I like to play games
2 which / that use cards. I live in a house
3 where 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 who is happy to play with me. In my house we have a rule. The person 5 who / that starts is the person who is the youngest. Lucky me!



TEACHING TIPS

- Have students underline the sentences with *who*, *which*, *whose*, *where*, or *that* in the instructions in Activity A. Ask them which of these words refers to people (*who* / *that*), places (*where*), things in general (*which* / *that*), and things that belong to someone (*whose*).
- Help students notice the difference between defining and non-defining relative clauses by comparing one example of each from the text in Activity A. Ask whether the sentence still makes sense when the clause starting with the *wh*- word is removed. Use this to highlight that defining clauses are necessary for meaning, while non-defining clauses simply add extra detail.
- Elicit that non-defining relative clauses always have a comma before the *wh*- word and that defining relative clauses never include a comma.
- Highlight how *that* can be used in defining relative clauses (to refer to people and things), but not in non-defining ones. Have students identify the type of clause for each question in Activity F and assess whether *that* would be acceptable.
- Use the **Reflect** question to establish the habit of self-assessment and creating personal checkpoints while completing this and other assignments or projects.

LESSON 7

OBJECTIVES

- to watch a video about designing a game and do a comprehension activity
- to practice negotiating and compromising

MATERIALS

- Student's Book, page 90
- Video: *Decisions, Decisions*

SKILLS

- Listen for specific phrases in a conversation.
- Negotiate and compromise with a partner in spoken interaction.

VIDEO SCRIPT

Decisions, Decisions

Veronica: The weather's so bad today. Should we play a game?

Linda: Well ... I have an idea. I need to finish a class project all about games. One task is to invent a new game. Why don't we do it together? We could invent a new board game.

Veronica: Sure, I'd like to invent a new game, but I'd prefer not to invent a board game. They're boring! I don't get why people play them.

Linda: OK, if you don't like board games, we can invent a new multiplayer video game. The players could design their own levels!

Veronica: But what's the point of that? It's like the game isn't even finished. I think it's better to invent a really simple game that you can play on your phone.

Linda: OK ... but a video game would get players to use their creativity, too. You wouldn't just collect points and level up. First, you could choose the location—perhaps there are options, like a jungle, different cities around the world, or the moon!

Veronica: Sounds fun. Is this game just for kids?

Linda: I don't think it needs to be a kids' game. If players are designing different worlds, there's a lot of skill and strategy involved. It's almost like art! And once you're finished, you can share it online with other players. That'd be really cool.

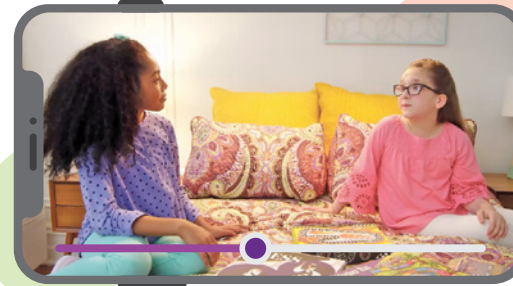
Veronica: And players can create their own avatars.

Linda: Of course! That's the most fun part!

Veronica: OK, let's give it a go. We should start by thinking of a name.

Linda: Oh ... now ... that's difficult!

- A** **Watch and listen. What do Veronica and Linda decide to do?**
They decide to invent a new video game.



Watch

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

They nod and ask questions to each other.

- 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 ... | <u>D</u> |
| 2 ☒ I don't get why ... | <u>D</u> | 6 ☒ I don't think ... | <u>D</u> |
| 3 ☒ If you don't like ... we can ... | <u>APV</u> | 7 ☐ Another thing to consider ... | <u>APV</u> |
| 4 ☒ I think it's better to ... | <u>APV</u> | 8 ☐ We can still ... we just ... | <u>APV</u> |

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

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?

LESSON 8

- A Read the *for* and *against* article. Which type of games does the writer prefer? Why?**
Traditional games because they're more fun, as you can spend quality time with your friends.

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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 ③ Reasons why the first type of game is good
 b ④ Reasons why the second type of game is good
 c ⑤ A summarizing comment
 d ① An introduction question
 e ② 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.

- D Write a *for* and *against* article.**
Students' own answers

OBJECTIVES

- to identify the structure of a *for* and *against* article
- to write a *for* and *against* article

MATERIALS

- Student's Book, page 91
- Student notebook for writing the persuasive essay

SKILLS

- Read and understand a *for* and *against* article.
- Recognize the structure of a *for* and *against* article and how it helps organize the information for both the writer and the reader.
- Plan and write a *for* and *against* article.

TEACHING TIPS

- Give students a copy of the article, but with the paragraphs in the wrong order. In pairs, they can put the paragraphs in the correct order by numbering them 1–5.
- Ask students to underline the words and phrases that the writer uses to introduce an opinion in the article, e.g., *I feel that ...*, *The big difference is that ...*, etc., as well as their summary: *All in all*. Teach more useful words and phrases that students can use to give opinions and begin their summary, e.g., *It is my opinion that ...*, *Overall, I prefer ...*
- Elicit that students should include pros and cons of the two things they are comparing. When introducing a con, they can use words such as *However*, *But*, or *Unfortunately*.
- Peer review: When students have written their essays, they can swap them with a partner. Students should read their partner's article and evaluate whether it is clear which game they prefer. You can also give students a checklist to refer to when reading their partner's article. It could include questions such as *Does the article contain reasons why both games are good? Does the article contain cons / drawbacks of at least one of the games? Is it clear which game the writer prefers? Has the writer used phrases to introduce an opinion?*
- Use the **Reflect** question to establish the habit of self-assessment and creating personal checkpoints while completing this and other assignments or projects.

PROJECT



OBJECTIVES

- to create a game to practice English
- to give and listen to feedback about how to improve a game
- to raise awareness of SDG 4: Quality Education

MATERIALS

- Student's Book, page 92
- drawing paper or construction paper; crayons, markers, colored pencils

SKILLS

- Create a game to practice English.
- Present your game to the class.

TEACHING TIPS

- Remind students that good presentations should be organized into sections, which make the information more manageable for the listener. Elicit the sections which students can organize their presentations into, e.g., 1) *Who is our game for?* 2) *What areas of English will it focus on?* 3) *How do you play it?*
- Show students some games that help you practice English that already exist. Discuss why these games are popular and which aspects students can incorporate into their own games, e.g., if you get points for completing a stage.
- When students are listening to their classmates' presentations, encourage them to listen actively by writing down questions to ask about the different games. Choose one volunteer to ask a question at the end of each presentation.
- Help students design their games and provide them with any materials they need to play them, e.g., dice, counters, etc.



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.

