

GAMES teaching notes – by Lindsay Clandfield

Level: Upper-Intermediate

Aim: Students identify two famous American board games and learn the vocabulary of games. They have an opportunity to practice the vocabulary they have learnt in an writing activity or by actually playing a game.

Warmer

Tell students to conduct a quick survey of the class to find the answers to the following questions:

What were your favorite games as a child?

What games did you use to play indoors?

Do you have any board games at home? Which ones?

Stage one

Give students the reading on the first worksheet. They must read quickly and try to figure out what the two games are.

Answer: Scrabble and Monopoly

Stage two

Students now re-read the text and do reading activity #2.

Answers: a) Scrabble and Monopoly b) Scrabble c) Monopoly d) Scrabble e) Scrabble and Monopoly f) Monopoly g) Scrabble h) Monopoly and Scrabble

Stage three

Students learn parts of a game, both computer games and board games. Students can do this exercise alone, especially as the vocabulary of computer games is likely to be more familiar to them. When they finish, ask them if they can extend their vocabulary by naming any other parts of a game.

Answers: button (computer) / board (board game) / counter (board game) / console (computer game) / dice (board game) / card (board game or card game) / joystick (computer game)

Stage four

Students unjumble the words to make two expressions related to games. An alternative procedure to using the worksheet would be to write the words on individual pieces of paper and ask students to do the same. This makes it less difficult as students can move things around and see the different combinations easier. When they have finished, get them to translate the expressions into their own language.

Answers: Check mate. Roll the dice./It's your turn. Pick up a card./ Miss a go. Go again./ Which is your counter? Why do I always get black?/ I win! No cheating!/ Game over. Start again.

Language note: You might want to point out that “go” is used both as a noun (meaning a turn) or as a verb.

Stage five

Working in groups of four, students design a set of rules for a simple classroom game. You could bring in a dice that they can incorporate into their game, but they must use only the resources they have handy. When they have written their rules and are satisfied with them, they pass the rules to another group. The other group must read the rules and play the game, **without consulting the group who invented it**. This means that special attention has to be paid to the wording of the instructions (and that it should be kept as simple as possible)!

Optional follow-up: Play a game

Obviously, the best follow up to this vocabulary lesson would be to actually play Monopoly or Scrabble. Ask other teachers or students if they bring in the games (preferably English versions!). Up to eight people can play at each game. Get them to go through the rules again, but they must play entirely in English, again using the expressions they have learnt. Circulate and monitor. At the end, you could conduct a correction slot on their use of English while playing a game!

Optional follow-up II: Make a scrabble or monopoly quiz!

If you have access, send your students to the following sites for more information about these games: www.mattelscrabble.com and www.monopoly.com. Send one group to each site. They should make a list of ten questions based on what they read. They then exchange questions with another group and answer them.