



TEACHER'S GUIDE

LESSON 25: WHAT GAMES DO YOU PLAY?

Video summary: Anna visits an arcade and plays a game she loves.

Functional purpose: Talking about games, winning and losing, and opposites

Grammar: Opposites -- *always/never, win/lose, old/new, indoor/outdoor*; using “when”; *win/won, lose/lost*

Questions: What games do you play?

Answers: I like to play ____; I like playing ____

Key words:

Adverb	Adjective	Noun	Verb
alone	dark	arcade	seek
always	dirty	board	taught
indoors	light	cards	want
	opposite	checkmate	won
	thick	chess	
	thin	childhood	
	young	girl	
		score	

PREPARE TO WATCH

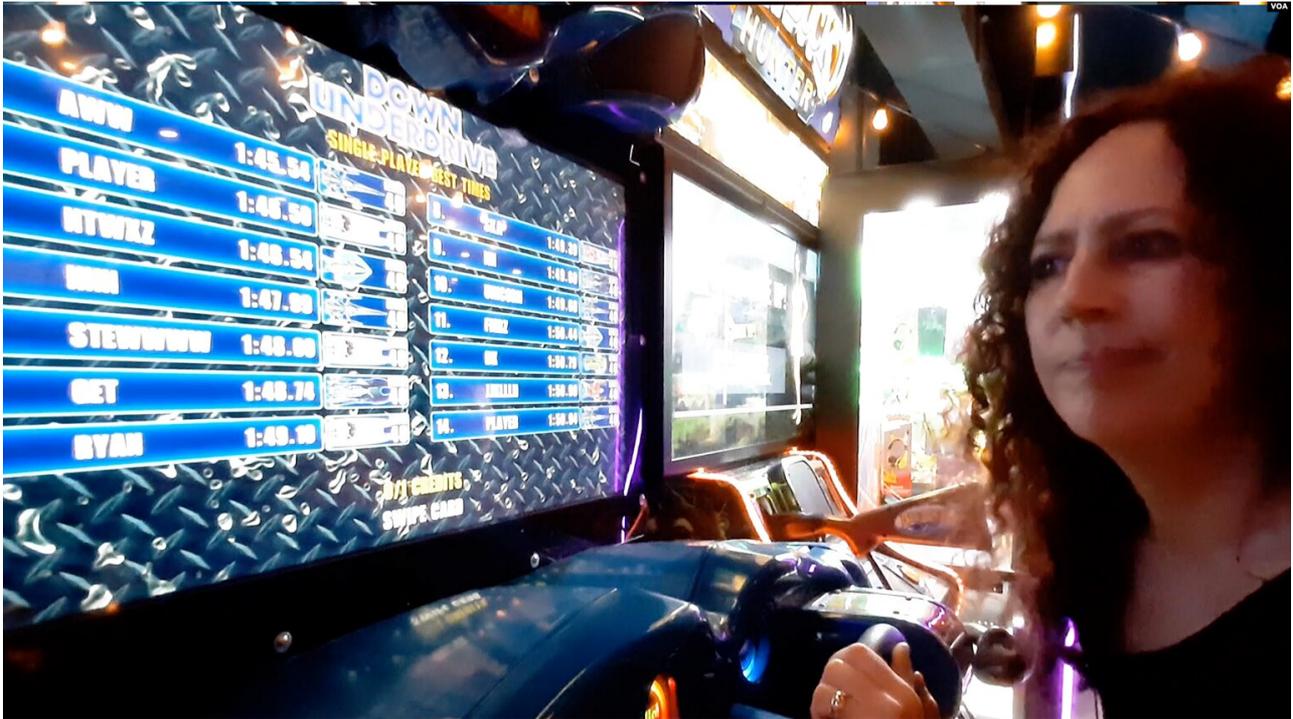
Get students' attention

- Bring some games to class – board games, puzzles, card games, or computer games.
- Ask, “What games do you see?” Take some student answers and write them in English (if the word is known) on the board.
- Ask students what they think the lesson will be about.

Connect to students' experiences

- Ask students about the last time they played a game. What was it? Where did you play?
- Share your favorite game from childhood or as an adult. Ask if students are familiar with that game.
- Ask, “What game did you play when you were younger but don't play now?”

Guess: What will happen?



- Show the image of Anna in an arcade.
- Say, “In this lesson, Anna goes to play a game. What kind of game do you think she plays?”
- Ask, “Do you think Anna wins the game?”
- Take student guesses and say, “Let’s watch and learn more about what Anna plays.”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Teach one or two new words from the video, such as *arcade*, *board game*, and *score*.
- Ask, “What kind of games does Anna have?” (board games) and “What does she say about them? (They are old.) See photo below.
- Talk more about the video. Ask students what they liked, what made them laugh, and what parts they want to see again.



ACTIVITIES

1. Learn About Opposites

Set up/materials

- Ask students if they know what opposites are and to give an example. You can hint by saying and writing words such as *hot, cold* or *little, big*.
- Bring some photos of different objects or people showing opposites to class or use the graphics page below.
- Show the pictures to students and ask, “What do you see in this picture?” while pointing to one image. Write the words in English that students volunteer on the board, such as *box, flag, curtain*. Write any opposites relevant to the picture on the board.
- If using the graphics sheet below, teach opposites by modeling sentences. For example, say and write on the board, “This child is dirty. The other child is clean.” Or, “He is dirty. She is clean.”
- Divide the class into small groups.
- Prepare a large piece of paper, such as chart paper, for each group. Prepare enough markers or crayons so each group has one to write with.

How to

- Divide the students into groups.

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- Give each group a piece of chart paper or large paper and something to write with.
- Say, “Now we’re going to look around us and find some examples of these opposites.”
- Choose a student. Say who is in front of the student and who is behind them: “Abdul is in front of Maryam. Oscar is behind Maryam.” Have students suggest other opposites they see in the classroom or in their own home if teaching remotely. Write some examples on the board.
- Say, “Now, let’s write some sentences about the opposites we see. Work with your group and write sentences on your paper.”
- After students have written several sentences, call on each group to present their sentences to the class.

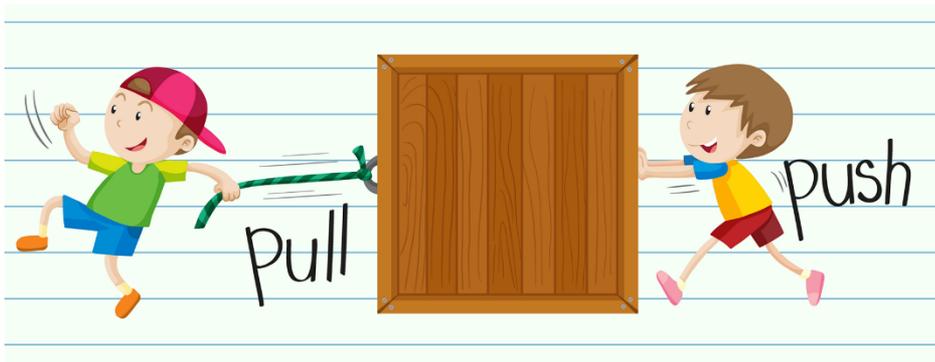
Variation

- For more advanced students, have students write a story about two friends who have opposite characteristics but are still good friends.
- Have students talk and/or write about animals that have opposite characteristics.
- Have students talk and/or write about natural environments that have opposite characteristics.

OPPOSITES

Let's
Learn
English

with Anna



Find more examples and make sentences with these opposites.

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2. Read and Write

Set up/materials

Give students a copy of the *Read and Write* activity sheet.

How to

- Have students complete the sentences on the sheet. The words are:
 - When Anna was little, she was good at arcade games.
 - Your hands are dirty – please wash them.
 - Dark is the opposite of light.
 - She loves playing cards. She always wins.
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.
- Show students how to use statements on the activity sheet to ask questions. For example: “What was Anna good at when she was little?” Or “What is the opposite of light?”
- Ask students to form pairs and take turns asking and answering questions by completing the sentences, and then reading the completed words and phrases on their activity sheets.

Variations

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to make questions for their partner about more opposites: “Do you like night or day? Did you get up early or late today? Do you like cold or hot weather?”



READ AND WRITE

When Anna was little, she was good at arcade games.

Your hands are dirty – please wash them.

Dark is the opposite of light.

She loves playing cards. She always wins.



3. Listen and Speak

Set up/materials

- Have students form groups of 4-5.
- Review the opposites from this lesson.
- Draw a number line on the board and write the numerals 1 through 6 along its length.

How to

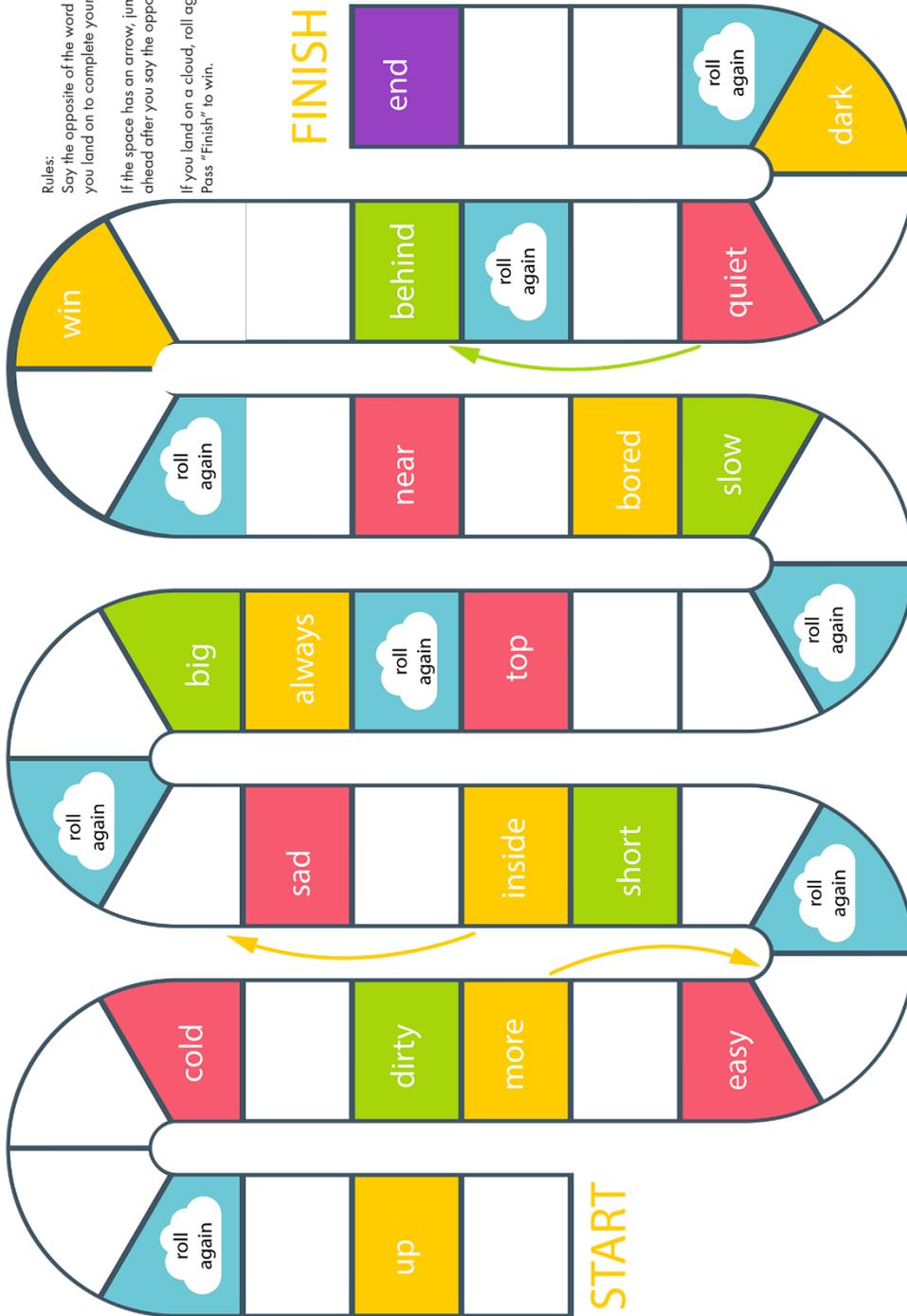
- Give each group a copy of the *Listen and Speak* activity sheet.
- Have students write a number line in their notebooks like the one on the board. Or, they can cut and glue together the dice from the second page of the activity sheet.
- Students use a small object like a pebble or coin to move along the game. To get the number of spaces to move, students can either roll a die or, closing their eyes, point to a place on the number line that another student places on the desk or table **after** the student has closed their eyes.
- When students land on a space with a word, they must say the opposite word to complete their turn.
- Have students continue to select numbers or roll the die until one person in the group reaches the finish line or a set period of time is over.

Variation

- For more advanced students, have them say complete sentences with the word on the space and its opposite.

LISTEN AND SPEAK

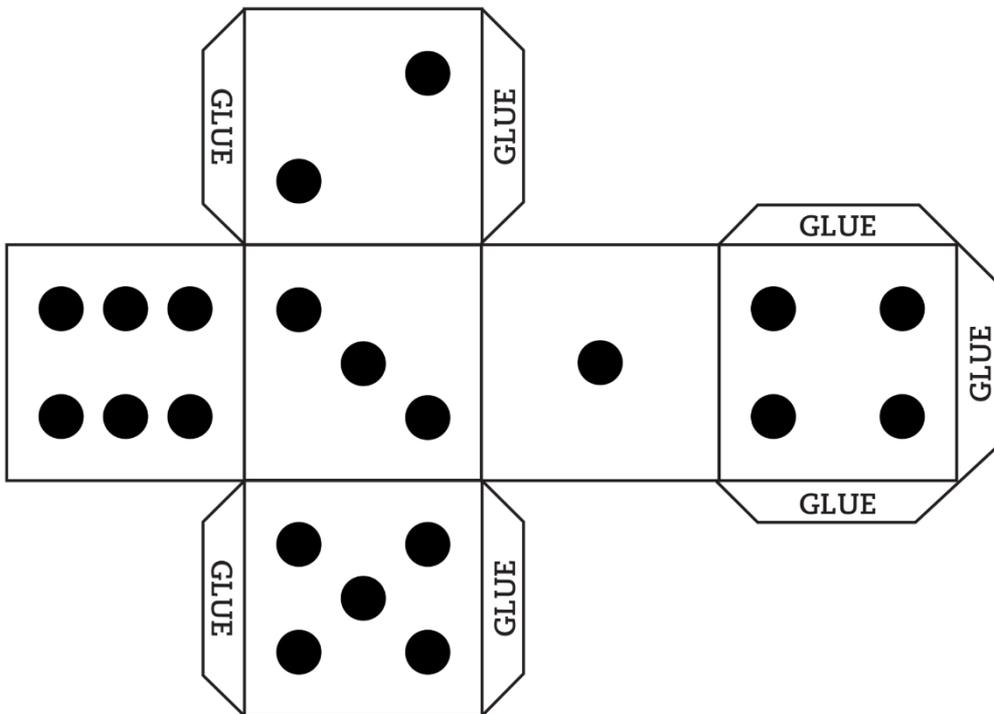
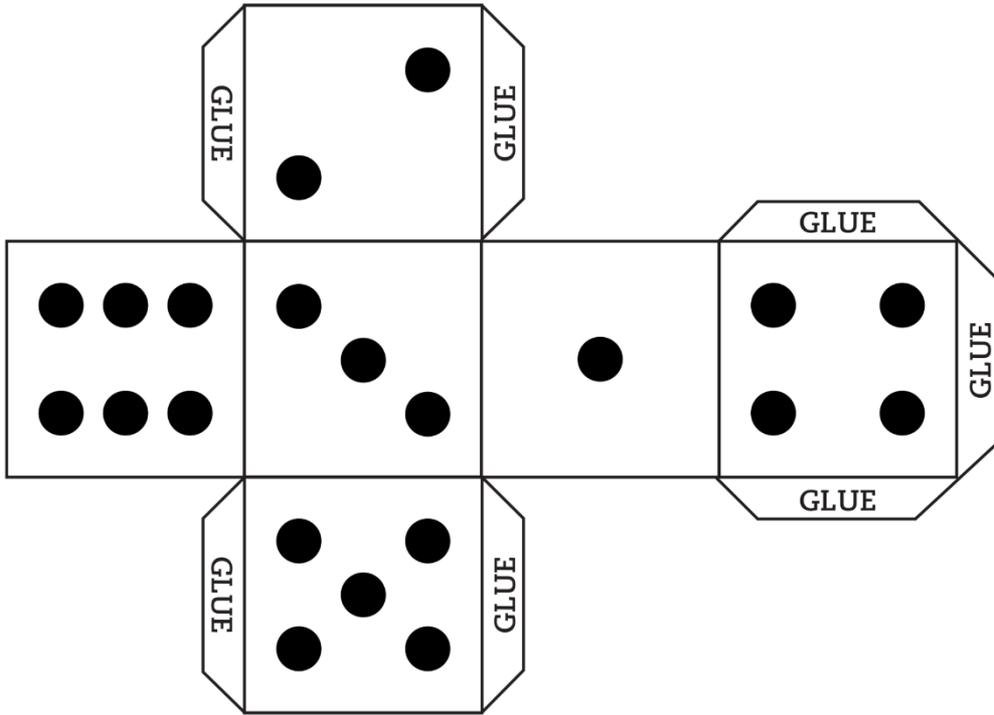
Rules:
 Say the opposite of the word you land on to complete your turn.
 If the space has an arrow, jump ahead after you say the opposite.
 If you land on a cloud, roll again.
 Pass "Finish" to win.



1 2 3 4 5 6

<https://learningenglish.voanews.com>

Make your own dice by cutting these out and gluing them together.



LEARN MORE

4. Memory game

Set up/materials

- If you have access to digital devices, visit a website to play the game Memory with opposites: <https://www.englishclub.com/esl-games/opposites.php><https://www.englishclub.com/esl-games/opposites.php>
- You can also create your own online Memory game for students: <https://puzzel.org/en/features/create-memory>

How to

- Select two “cards” (blocks).
- If the words are opposites, you win that turn.
- If the words are not opposites, turn the cards back over. Try to remember which word is on each card.
- Continue selecting cards until you have matched each word with its opposite.

Variations

- You can have students create their own online Memory game that their friends play.
- Students can cut up pieces of paper into squares to make their own physical Memory game to play in groups.

2. What do you like to play?

Set up/materials

- Student notebooks

How to

- Ask the class what games they like to play. Write their answers in English on the board. Translate from native language as necessary.
- Each student makes two columns in their notebooks. One column is for games they like to play, and the other column is for games they do not like to play.
- From the items on the board, each student lists all the games they like and don't like in the corresponding columns in their notebooks.

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- Next, have students write and say complete sentences for each item on their list: *I like to play _____ or I don't like to play _____.*
- Ask students how they can use the adverbs *always, usually, sometimes, and never* in their sentences, and write an example sentence on the board, such as *I always like to play video games.*

Variations

- Use this activity to practice the phrases *the least, the most* and *in between*. Draw a line on the board and have students copy it. The left end of the line represents games they like the least and the other end represents games they like the most. Write the phrases *the least* and *the most* at the ends of the line and teach the meaning of the phrases if necessary. In the middle, write the words *in between*. Next, have each student write their games along the line accordingly. Then each student can find five other students to ask about each other's preferences. Students list the results from each of the five people they asked. Have students report to the class what the other students told them. At the end, the teacher can collect all the students' papers and report to the class about which games were preferred the most overall and which were preferred the least.
- More advanced students can discuss differences, if any, between games boys tend to prefer and games girls tend to prefer or about games different ages prefer.
- Ask students if they can use any opposites to describe games. For example, *Video games are fast, but board games are slow.*

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Anna wants to play _____ because it is a hot day.
2. _____ is the opposite of win.
3. Anna says that _____ is not important – we play to have fun.
4. Anna learns that playing _____ is not fun.

Answer key:

1. indoors
2. Lose
3. winning
4. alone



QUIZ

1. Anna wants to play because it is a hot day.



2. is the opposite of win.



3. Anna says that is not important - we play to have fun.



4. Anna learns that playing is not fun.

