

## Gaming around the world

### LEARNING OUTCOMES

- I can learn about what video games are played around the world and by whom and use what I learn to make connections with my own culture.
- I can discuss worldwide gaming trends and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

### VOCABULARY FOCUS

**addicted [adj]:** enjoying a particular activity very much and spending as much time as you can doing it

**moderation [n]:** sensible behaviour; not doing too much of something

**motivated [adj]:** enthusiastic and determined

**phenomenon [n]:** a situation that can be seen to happen or exist

**professional [n]:** someone who plays a sport or does an activity as a job rather than for enjoyment

**solitary [adj]:** tending to spend a lot of time alone

**specific to [adj]:** limited to one particular thing

### WARMER

Ask students about their favourite computer games. Write some of these questions on the board: *What are your favourite computer games? What types of games do you dislike? Do you prefer to play alone or with other people? What devices do you prefer to use to play computer games? Are there any devices you don't like? Why? Have a class discussion to find out students' answers to the questions.*

**1** Ask students to look at the statistics and discuss them with their partner. Elicit thoughts from students, then ask them to answer the questions. Find out which is the most popular digital device for students to play video games on.

**2a** Have students read the article about video games and answer the question.

### Answers

**Kim:** action games

**Laila:** adventure games

**Max:** social games

**2b** Ask students to read the article again quickly to pick out the key information to complete the activity. Have students work with a partner to match the numbers with the correct information.

### Answers

**1 f 2 e 3 d 4 c 5 b 6 a**

**2c** Ask students to read the article again and decide if the sentences are true or false. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

### Answers

**1 T 2 F 3 F 4 T 5 T 6 T 7 F 8 F**

**2d** Ask students to read through the sentences and decide how best to complete them using no more than three words in each case. They can work in pairs. Elicit some ideas from the class.

### Suggested answers

**1** make big money

**2** plays in moderation/plays sensibly/does his homework/does sport/sees his friends/does other things

**3** in class/with her students

**4** active/connected to others/active and connected

**5** of gamers/of players

**6** 20 billion dollars

### Gateway to culture

**3a** Put students into pairs to discuss the questions and come up with suitable answers. Then elicit ideas from the class.

### Answers

Students' own answers

### PROJECT

**3b** For Step 1 the class into five groups and give each group a world region to research – (1) North America, (2) Latin America, (3) Europe, (4) Africa and the Middle East, (5) Asia-Pacific. Explain to students that they are going to find out some information about gaming trends in their selected region. Students will need Internet access to do their research. Allow students time to find out the information they need and collate this information to report back to the class in the next stage.

In Step 2, students come up with questions as a whole class for their survey using the points they researched in Step 1. In Step 3, they interview another pair on the region they researched using the survey questions.

**3c** Once the class has gathered all the necessary information, ask them to prepare a report with the findings from their survey to show the differences in gaming trends around the world. This information can be presented in poster form or as a digital presentation.