

B2 Life is a game

Instruction: Follow these general guidelines. Use the links provided on the syllabus website. Underlined items are links to ADDITIONAL support.

[Aims](#)

Warm-up

- Click on the **Warm-up** link. Scroll down slowly and ask students to put up their hand if they play a given game. Ask students to briefly describe what the game is about. Ask students if they play any games that are not on the list.
- Whole group discussion: does playing online games improve English language skills?

Main activities

- Click on the **Video** link and play the first 1-2 minutes of the video. Ask students to work in pairs and try to come up with more advantages of playing video games.
- Ask individual students to list their advantages. Write them on the board.
- Play the rest of the video and tick off any ideas that are on the board.
- Students work in pairs. Assign one advantage to each pair. Play the video again with [subtitles](#). Ask students to make detailed notes about their advantage.
- Each pair presents their advantage. Encourage students to use the right [intonation](#).
- Role-play: students get into groups of three or four. Roles: parent, teenager, young adult sibling, teacher. Scenario: The teenager's parents limited his video game time to one hour per day. The teenager is not happy with that.