



Teacher Guideline – Chapter Two English A1 learning game “The Chili Phantom”

IVETAGR - Innovating Vocational Educational Training
Applying Games Realities Methodology

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Icons used in the Guidelines:



messages



Links



email from Kristin



posts from Kristin



exercises



Skype



maps



video



email from Super Agent 123



posts from Super Agent 123



tweet



group work

Chapter Two

2.1 Lisbon

2.2 Madrid

2.3 Valleta

Guideline 2.1 Lisbon

1) After the players have determined, that Belem Tower is in Lisbon, their next step is to head to Lisbon for the beginning of Chapter 2. The players have now arrived at the airport and they receive a video message from Super Agent 123 on their spy phones. It is Monday 10:45 AM. The video will be stored on the map at the Lisbon Airport location.



Your task: Post (Super Agent 123) the video Introduction Lisbon with this message: “Welcome to Lisbon Airport. Here is a message for you. Head to the map and check it out!”

Link: <http://g.co/maps/acvqr>

2) The video tells the players that they need to figure out how to get to Belem Tower using public transportation. They will need to look at the two transportation options on the map and decide which is the best option. There are two options at the airport: bus and train stations. There are links at each of the stations that open onto timetables for the bus and train. They have several destinations at each - (these are the destinations for all of 2.1 including Belem Tower)



Your task (Super Agent 123): Tweet this message to your players: “What time is the bus, what time is the train? Send me a tweet!”

They should tweet that the train is fastest. The train leaves at 11:15 AM and the bus leaves at 11:30 AM.

If the tweet is incorrect, send them an e-mail that says: “I think you have a mistake. Look at again!”

3) When they have all tweeted the correct times and options, then it is time for them to receive a short vocabulary lesson for telling the time. The players need to watch a video with some new words.



Your task: Post (Kristin) the Time Vocabulary video with this message: “It is really important to get the train on time. Let’s learn some words to help us with the timetable!”

http://youtu.be/DF_mVtMjuJ0

4) After they have watched the video about telling the time, there is a vocabulary activity worksheet that they will need to complete. This should be sent from the English teacher, completed and then sent back.



Your task: Email (Kristin) the Length of Time worksheet (Worksheet 2.1) to each player with this message: “Can you tell me these times?”

You can control their results with the answer sheet (Answers 2.1). If they send back incorrect answers, reply with this message: “Hm, I think one or two of those might be wrong. Watch the video again and check your answers!”

When they have completed it correctly, reply with this message: “Great job! Now I know, why you are never late!”

5) Now they need to head to Belem Tower and the Super Agent 123 will get them started on their way.



Your task: Post (Super Agent 123) this message on the group wall: “Okay, I think that you are ready! What is faster? Bus or train? Which one will you take? Post it on our Facebook group wall.”

They should all reply, that they are going to take the train which is faster.

When they have replied correctly, post the link to the map with this response: “My thoughts exactly. Let’s head to the Tower!”

Link: <http://g.co/maps/acvqr>

6) When they arrive at Belem Tower, the players need to find out, which phone Mr. Spok made his phone call from. There are three telephones on the map. They will need to investigate and find out. The icons on the map for each phone are linked to pictures. Two are empty and one (phone number two) has a receipt for the Cafe at Lisbon Castle, Sam Barber’s phone number and the initials SB written on the bottom.



Your task: Post (Super Agent 123) this message on the group wall: “Okay, you made it to Belem Tower. Search all of the phones here and find the one Mr. Spok used to call his cousin Sam Barber. Tweet me when you know!”

7) There is only one phone with anything in it, so it should be clear that it is number three. After they have all tweeted their answers, then they need to use the clues to decide where they should head next. The answer is in the receipt: Cafe at Lisbon Castle.



Your task: Post (Super Agent 123) this message on the group wall: “Great job, agents! I think we found some useful information here. What do you think - where should we head next? Did you find any clues in the phone booth? Post your ideas on the wall.”

If they do not respond, then you can send them this clue: “Where was Mr. Spoks receipt from? Is that a stop on the bus or train?”

8) Now they need to practice the time a bit more. They should all have responded that the next destination is the Lisbon Castle. Before they can go to the Castle, they will need to complete some exercises.



Your task: Post (Super Agent 123) this message on Facebook: “It is crucial we get there fast and on time. Go to Youtube and search for this video: Tell the Time in English.”

Link: www.youtube.com

9) There is another video with Kristin about the Lisbon train and bus schedules. They should also watch this and then complete a worksheet.



Your task: Post (Kristin) the Asking about Time video on Facebook with this message: “Clive and I have some helpful information about the Transport Authority in Lisbon. Check it out!”

<http://youtu.be/gmuUyOPjivs>

Email (Kristin) the Clocks for Telling Time worksheet (Worksheet 2.2) to the players with this message: “Test your time telling knowledge with this worksheet!”

You can control their results with the answer sheet (Answers 2.2). If they send back the worksheet with mistakes, reply with this message: “I think there might be something wrong. Try again!”

When they send the correct answers then reply: "Looks great agent!"

OPTIONAL SECTION

This is to practice speaking and listening to other students. If your students do not have access to filming equipment, you may skip this section and continue at the next step.

Optional Exercise 1)

After they have finished the worksheet, it is a good opportunity for the players to practice saying times themselves. They get a message from Super Agent 123 inviting them to do so.



Your task: Post (Super Agent 123) this message: "Hello agents. It is now ten past twelve and we need to go from Belem Tower to Lisbon Castle - how should we get there? Send me a video, saying the type of transport we should use and the time it will arrive at Lisbon Castle."

(The answer should be by train and at 12:40 - twelve forty or twenty to one)

Optional Exercise 2)

Once the students have all posted videos on Facebook, an added exercise to bring competition into the game and ensure that they watch each other's videos is, to have them rate the videos. You should ask the players to "like" their favorite video. They should click the "like" button for the post they found best.



Your task: Post (Kristin) this message: "Great videos! Which one in the best? "Like" the video you think is the best."

10) Once the players have completed the worksheet, they are ready to head to the next destination - Lisbon Castle.



Your task: Post (Super Agent 123) this message and link on the group wall: “Okay agents, let’s head to the Cafe at Lisbon Castle.”

Link: <http://g.co/maps/acvqr>

11) When they get to the map, they should go to the location marked Cafe at Lisbon Castle. When they get there and open the location, they will find a link to the cafe menu and this message: “Let’s take a break! Look at the menu and decide what you would like to eat. Here is a video to help you with the prices.”



Your task: Post (Kristin) the video Prices on the group wall.

<http://youtu.be/uYTloVAur48>

12) There is also a worksheet to accompany the Prices video. This will need to be completed before they can move onto the next stage. They will need to work with a partner and ask questions to fill in the gaps.



Your task: Email (Super Agent 123) the Menu A (Worksheet 2.3A) to half the students and Menu B (Worksheet 2.3B) to the other half of the students with this message: “Work with a partner to fill in the missing prices on your menu. When you have completed the gaps, send the answers back to me.”

You can control their results with the answer sheet (Answers 2.3). If they send back incorrect answers, reply with this message: “I think you should ask your partner again just to be sure!”

When they send back correct answers reply: “Great job, agent. Now let’s eat!”

13) Once they have all sent back the completed menu with the correct prices, then it is time for them to hear a new development in the case, that arose while they were having lunch.



Your task: Post (Super Agent 123) this message on the Facebook wall: “While you were in the cafe, one of the agents overheard a waitress. One of their regular customers always smokes a pipe and she sometimes sees him at Barrio Alto, too. Hmm... it is now 2:00 o'clock. When is the next bus or train to Barrio Alto? Send me a tweet with the time - written both ways!”

The correct answer is the bus at 2:05, two oh five or five past two. If they answer incorrectly, send them a message (Super Agent 123) on Facebook with this text: “I think you should check the schedules again to be sure!”

14) Once they have all tweeted the correct time and mode of transportation (Bus 2:05), they will need to buy some tickets for the bus. They will do this with a worksheet.



Your task: Email (Super Agent 123) all the players attaching the Buying Tickets Worksheet (Worksheet 2.4) with this message: “Right, I think the bus looks good, too. But we don't have any tickets for the bus. Let's go and buy some.”

You can control their results with the answer sheet (Answers 2.4). If they send incorrect answers, reply with this message: “Hmmm, I'm not sure. Try this again!”

When the worksheet is correct, reply: “We have tickets! Let's go!”

15) Once all of the students have finished the worksheet, it is time for them to head to Barrio Alto. They will need to return to Google Maps and to the location for Barrio Alto. When they get there and open the location it is a post office and they receive this message at the location: “Hello agents, we made it to our last stop in Lisbon. The boss here says, ‘John Barber (aka Mr. Spok) sends lots of letters and packages to an address in Madrid’:

Calle de Sevilla, 4
28014 Madrid, Spain



Your task: Re-post (Super Agent 123) the link for the map of Lisbon on the group wall with this message: “We just arrived at Barrio Alto. Let's see what we can find out!”

Link: <http://g.co/maps/acvqr>

This is the last stop in Lisbon. Once they have visited the post office and found the address in Madrid, they are ready to move onto the next city – Madrid!

Guideline 2.2 Madrid

1) The players receive an address in Madrid at the end of the last section. They should head to this address to start their next mission. They will need to watch another introductory video from Super Agent 123 first.



Your task: Post (Super Agent 123) the video Introduction Madrid with the link to the next Google Maps and this message: "I have an important message for you. Watch this video and then go to the house on the Madrid map."

Video: <http://youtu.be/-vorqbb42gM>

Link: <http://g.co/maps/hzwn9>

2) When they get to the map, they will see a house on the map. When they open the location, they will see this text: "Great, you found the house. We need to learn some vocabulary about the house before we can move on. Send me a tweet and we can get started". After they have been to the house, they will need to watch a video about things in the house. The players will also receive a picture of a room and a worksheet, that will teach them how to talk about the things in their room.



Your task: Once you have received tweets from all of the players, saying that they have been to the site of the house, post (Kristin) the video Things in the House on the Facebook group wall with this message: "I have some words that will help you investigate this house. Check it out!"

<http://youtu.be/RFCdyZy4mMw>

3) After the students have learned some vocabulary about things in the house, they have to practice this themselves. Each player receives a different worksheet, showing a different room of the house and asking for the respective vocabulary.



Your task: Email (Super Agent 123) each player a link to a picture of one of the Rooms in the House: Bathroom, Kitchen, Living Room, Bedroom, Dining room and Hall with this message: "What do you have in your room? Look at the picture and then complete the worksheet. When you finish the worksheet, email it back to me!"

Links to pictures: Bathroom: <https://www.box.com/s/a9c6f799488d09f78611>
Kitchen: <http://www.box.com/s/ab84cvilqggckfev31vy>
Living Room: <http://www.box.com/s/u4pp50musir41idd8b22>
Bedroom: <http://www.box.com/s/dy4s0ngzi7f07m241z79>
Dining Room: <http://www.box.com/s/1ntfrkbmi8ihqa3f2q0i>
Hall: <http://www.box.com/s/nm622fy267p18xb11ij6>

If you have less than six players, than send each player two pictures so that all the pictures have been distributed. If you have more than six players, than it is okay to send out duplicates.

Attach a copy of the worksheet There is/There are (Worksheet 2.5) to this email as well.

You can control their results with the answer sheet (Answers 2.5). If the sentences are incorrect, reply: " I am not sure all those things are in your room. Check your sentences again!"

When they send back the completed and correct worksheet, reply: "Wow, you sure were busy in this house. Thanks for all the great work!"

4) Once all of the players have completed the sentences for their rooms, it is time for them to share their results with the other players. They should post their sentences (from the worksheet) on the Facebook group wall.



Your task: Post (Super Agent 123) this message on the group wall: "Post the sentences you wrote about your picture on Facebook. Guess which room each agent has!"

5) When the players have all completed the exercise and guessed which room each one has, then it is time for them to receive a second version of the room pictures: the Extra Version. In this, they will find a few select items have been added to the picture. They will also need to ask each other questions about their pictures to discover which Extra Items are to be found in each new picture.



Your task: Post (Super Agent 123) the Special Things Video with this message on the Facebook group wall: "Okay agents, so far we have made really good progress. But, there are some special things that we really need to find: bag, books, keys, letters, email, newspaper, ticket, journal, day planner, calendar and a package from John Barber. Look back at the picture. Can you find any of these in your picture?"

<http://youtu.be/7NMFZw1ENqM>

Email (Super Agent 123) each player an Extra Version picture of one of the Rooms in the House: Bathroom, Kitchen, Living Room, Bedroom, Dining room and Hall with this message: “Do you have any of the extra special things in your room? Take a look at this picture and see what you can find. Then send me a Facebook message with the extra special things you found!”

Links to pictures: Bathroom: <http://www.box.com/s/n1miklu5u5i461x63lva>
Kitchen: <http://www.box.com/s/75kb99a74s0cjjjpmf9a>
Living Room: <http://www.box.com/s/d2u5yk174s5m6yt9k8dq>
Bedroom: <http://www.box.com/s/0oy13lp3qxnz11d3ixsn>
Dining Room: <http://www.box.com/s/eeugxmvfodhyoup9rjz3>
Hall: <http://www.box.com/s/kxl4gq0jc7qftru1f3sh>

If you have less than six players, then send each player two pictures so that all the pictures have been distributed. If you have more than six players, than it is okay to send out duplicates.

If they send the wrong things, then reply with this message: “I can’t find any of those things. Maybe you should look again just to be sure.”

When they send the correct answer, reply with this message: “Great job! I knew you could find them!”

Bathroom: newspaper, bag
Kitchen: journal, calendar
Living Room: keys, email
Bedroom: letters, ticket
Hall: package, books
Dining room: day planner, books

6) Once they have all found the correct extra special things in their pictures, it is time for them to learn prepositions of place, so that they can answer questions about where in the room the extra special things are. In order to do this, they will need to watch a vocabulary video.



Your task: Post (Kristin) the Prepositions of Place video with this message: “Let’s learn some new vocabulary. Repeat after me!”

<http://youtu.be/bpBE3oo2yxg>

7) Once the players have had a chance to watch the vocabulary video, they need to make questions, to ask each other about the extra special things. They can do this with a worksheet. They should complete the worksheet and send it back to Kristin.



Your task: Email (Kristin) the players the Special Things Questions worksheet (Worksheet 2.6) with this message: “Figure out these questions and send them back to me!”

You can control their results with the answer sheet (Answers 2.6). If they send incorrect answers, reply with this message: “This looks pretty good but I think you should double check it!”

When the players have the correct answers, send this reply: “Looks great!”

8) After all of the agents have completed the questions, it is time for them to ask each other questions and find out which things are in which rooms, and where.



Your task: Post (Super Agent 123) this message on the group wall: “Those questions look really great. Start a Facebook chat with another agent that has a different room. Ask your questions. They will ask you their questions, too!”

OPTIONAL SECTION

This is to practice speaking and listening to other students. If your students do not have access to filming equipment, you may skip this section and continue at the next step.

Optional Exercise 1)

If you have access to Skype and all of the necessary equipment, this would be a great time to practice using it. The players should Skype with each other and ask their questions instead of using Facebook chat.



Your task: Post (Super Agent 123) this message on the group wall: “Those questions look really great. Skype with another agent that has a different room. Ask your questions. They will ask you their questions too!”

9) Send a few tweets out after the players have finished asking and answering all their questions.



Your task: Tweet the following questions:

“Where are the letters?”

“Where is the journal?”

“Where is the package from John Barber?”

“Where is the calendar?”

“Where is the email?”

10) After they have responded to your questions, they are finished with Madrid. They will get a message about another chili pepper in Valletta and then they will receive their homework!



Your task: Post (Super Agent 123) this message on the Facebook group wall: “Great. These are some important things! Who lives in this house? Let’s get started.... Oh no, we will have to finish this in Valleta. I have a message from the director saying that another chili pepper is in Valleta - off we go again!”

Send the players their homework assignment via Facebook message with this text: “Great work in Madrid! We found a lot of new words for things in the house. Maybe you can do some more sleuthing on your own? Look at the picture of the rooms in the flat in Madrid. Are there any things in the picture that you don’t know the name for? If so, look them up in the online dictionary and share them with you fellow agents!”

Guideline 2.3 Valletta

1) The next stage of the game takes place at the Auberge d'Aragon in Valletta. Once the players have completed the homework for Madrid, they will need to watch the introduction video for Valletta. This will send them to the map to start investigating.



Your task: Post (Super Agent 123) a message on the group wall with the link to the map of Valletta with this message: "Hello agents. We are now in Valletta, the capital of Malta. Let's head to the scene of the crime."

Link: <http://g.co/maps/fcjw5>

2) When the players get to map, there will be a location set up at Auberge d'Aragon. When they click on the location, it will lead to a link for the Introduction Valletta Video. This will tell them, that they need to go through the things they found in Madrid, as there is a link between the person and the chili pepper in Valletta. They will need to learn some new vocabulary for this mission, so it is time for another grammar video.



Your task: Post (Super Agent 123) the video Daily Routines on the group wall with this message: "Okay agents, we have the letters, the journal, the calendar, the email, and the package from John Barber. We need to learn about the suspects' daily routines. Check out this video from your English teacher to learn the Lingo!"

<http://youtu.be/UZd-B2FFCUQ>

3) After the players have watched the video, it is time for them to complete the Daily Routine Vocabulary Worksheet. This will be sent by email to each player.



Your task: Email (Kristin) the Daily Routine Vocabulary Worksheet (Worksheet 2.7) to each player with this message: "Hello Agent, complete this worksheet and send it back to me!
From: Kristin"

You can control their answers with Answer Sheet 2.7. If they send back an incorrect worksheet, reply with this message: "Hmm, I think some of those times look a little off. Check your work again."

Once the players have correct answers, reply with "Looks great. Now let's take a look at that letter."

4) After the players have finished the worksheet correctly, it is time to get them to look at the letter they found in Madrid. You will need to send them a tweet and post the text of the letter onto Facebook docs



Your task: Tweet this message once all of the players have completed the worksheet: "Great job! Now let's look at the letter - it's in Facebook docs!"

Post (Super Agent 123) the letter text: Letter Text for Facebook Doc (Worksheet 2.8), on Facebook documents. Copy the text and paste it into the docs template.

5) After you have posted the letter on Facebook docs, the players should read it and then answer some yes or no questions.



Your task: Email (Super Agent 123) each player some questions about the text they have just read: "Hello Agent, I need you to answer yes or no to some questions about the Letter. Send me your answers when you are finished! From: Super Agent 123"

- 1) Does Thomas get up at 7:00 on weekdays?
- 2) Do Sally and Thomas have lunch in the park?
- 3) Do they have breakfast at 9:00 AM?
- 4) Do Thomas and Sally have dinner in the evening?
- 5) Does Thomas work all day on weekdays?
- 6) Does he sleep late on weekends?

The answers should be 1)-3): No and 4)-6): Yes.

If the players send back the wrong answers, reply with this message: "I think you should read the letter again and check your answers just to be sure."

6) After each player emails you the correct answers, they are ready to learn the present simple for I / you / we / they and they should do so by watching a new video.



Your task: Post (Kristin) the Present Simple I / you / we / they video on the group Facebook wall with this message: "We need to use present simple for daily routines. Clive and I will teach you how. Watch our video to find out more!"

<http://youtu.be/Mjnujql2X4Y>

7) Once the players have had a chance to watch the video, they should get some practice. They should look back at the letter on Facebook Docs and put all of the present simple I / you / we / they verbs in bold. The players will get a copy of the letter in an email and they should edit the document and send it back.



Your task: Email (Super Agent 123) the Letter for Facebook Doc (Worksheet 2.8) to each of the players with this message: "Find all of the present simple daily activities in the letter. Email me Thomas's letter with all of the verbs highlighted. Hint: look back at the vocabulary worksheet if you need help remembering the activity words. From: Super Agent 123"

You can control their answers with Answer Sheet 2.8. If they miss some of the verbs, send them this message: "It looks pretty good but I think that you missed a few. Check again!"

If everything is correct, reply with: "Nice work agent. Did you find any new clues?"

8) As of now, the players still do not know who lived in the house in Madrid. But there were several clues in the letter about who the letter is for. It came from Denmark and the person really likes music. This matches the description of Rasmus "Smooth Operator" Johansen. Once all of the players have completed the letter activity, try to elicit this response from the players using twitter.



Your task: Tweet this message to the players: "Good job agents. Who is the letter for? Does Thomas's friend sound like any of our suspects? Who do you think it is? Send me a tweet."

If you don't get any responses or false responses, post a clue: "Hint: Do any of our suspects like music? Where do all of our suspects come from?"

9) Once the players have all tweeted the correct response: Rasmus "Smooth Operator" Johansen, it is time for them to move onto the next item from the house in Madrid. This time it is an email with a fill in the blanks exercise. You will need to post a message on the group wall and send the worksheet by email.



Your task: Post (Super Agent 123) this message on the group wall: “I think you might be right but we need to be sure. Let’s check out the email we found!”

Email (Kristin) the players the Email Fill in the Blanks Worksheet (Worksheet 2.9) with this message: “Complete this letter by filling in the blanks with the correct verb and send it back to me. From: Kristin.”

You can control their answers with Answer Sheet 2.9. If they send back the worksheet with incorrect answers, reply with this message: “That is really great, but I think a few of those answers might be wrong. Look at the vocabulary video again and check your answers.”

Once they have the correct answers, reply with: “Great work agent. Now on to the next step!”

10) After the players have sent you back their completed worksheets, post a new message on Facebook about clues in the email that point to Rasmus “Smooth Operator” Johansen.



Your task: Post (Super Agent 123) this message on the group Facebook wall: “Great work guys! It looks really good. Did you find any more clues about which suspect this is? Tweet me the clues!”

They should tweet: email address, the country Denmark, love of music and headphones, and the name Rassy.

If they have trouble, tweet some clues:

“What is the sender’s email address?”

“Which country is the sender from?”

“Which suspect’s item is in the email?”

“Who signed the letter?”

“Does that sound like any of our ten suspects?”

11) Once all of the players have figured out that the suspect is Rasmus “Smooth Operator” Johansen, they will need to do some more grammar practice.



Your task: Tweet this response: “You are 100% correct. We need to check out her calendar and see if we can catch this music lover! But first, a lesson with Clive and Kristin!”

Post (Kristin) the Asking Wh- Questions Video on Facebook with this message: “We need to ask some questions. Let me and Clive show you how!”

http://youtu.be/qIXNWs_zE4

12) After the players have watched the video, they should do a worksheet to practice Wh- questions in the present simple with I / you / we / they. When they have completed the worksheet, they should also ask each other the questions from Section B.



Your task: Email (Kristin) the Asking Wh- Questions (Worksheet 2.10) worksheet with this message: "Complete this worksheet and send it back to me. From: Kristin"

You can control their results with the answer sheet (Answers 2.10). If they send back incorrect answers, reply with this message: "Hmm, I have a few questions about your questions. Maybe you should give them another try!"

When they send back the correct and completed worksheet, reply with this message: "I knew you were a top investigator. Great job! Go on Facebook chat and ask some of the other agents the questions from Section B."

*****OPTIONAL SECTION*****

This is to practice speaking and listening to other students. If your students do not have access to filming equipment, you may skip this section and continue at the next step.

Optional Exercise 1)

If you have access to Skype and all of the necessary equipment, this would be a great time to practice using it. The players should Skype with each other and ask each other the questions from Section B of the Asking Wh- Questions worksheet (Worksheet 2.10) instead of using Facebook chat. You will need to send them an alternate response to the correct, completed worksheet



Your task (Kristin): When they send back the correct, completed worksheet, reply with this message: "I knew you were a top investigator. Great job! Go on Skype and ask some of the other agents the questions from Section B."

13) When they have sent back the completed worksheet and chatted with the other agents, it is time to post the package video on Facebook. They will need to watch the video carefully and listen for clues for their next destination.



Your task: Post (Super Agent 123) the JB Package video on Facebook with this message:
“Okay, one final item to check agents. Let’s see what was in John Barber’s package to Rassy!”

<http://youtu.be/HKLb-3UsC1A>

14) After the players have had a chance to watch the video, ask them where the next destination is. The answer should be Stockholm, Sweden.



Your task (Super Agent 123): After the players have watched the video, ask them via Facebook post: “So Agents, where do we go next? Post your answer on our wall.”

If they answer the wrong place, send them this message: “Maybe, but I think we should watch the video one more time to be sure!”

When they answer correctly, they have completed the lesson in Valletta.

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