



## The Chili Phantom Game - Introduction

IVETAGR - Innovating Vocational Educational Training  
Applying Games Realities Methodology

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Work package 4: English A1 learning game

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## **1. What is The Chili Phantom Game?**

The Chili Phantom Game is an interactive English game created for Hungarian students that uses Social Media to teach basic English skills in an engaging way. The players begin by creating an avatar, or fake identity, and joining a Chili Phantom Facebook Group. The Facebook group is led by a puppet master, who can be anyone from the players' English teacher to a mentor with limited English language skills. Fluency in the English language is not required, as the game's guideline is available both in English and Hungarian. The guideline from the game describes each step in detail, and the puppet master must simply copy and paste the necessary elements as they lead the students through the story.

The Chili Phantom Game itself takes the players on a virtual journey across Europe, where they must follow clues in order to discover the true identity of the Chili Phantom. Hungarian Chili Peppers have been found all over Europe, with no clue as to who is leaving them or why. Super Agent 123 recruits the players as new secret agents in order to help him solve the case. Along the way, they receive Facebook, Twitter, and email messages from the puppet master. These messages contain links to Youtube videos, Googlemaps and worksheets related to both the game and learning the English language. As the players continue to uncover more information about the Chili Phantom Suspects, they develop useful reading, writing, listening, and speaking skills at the English A1 level.

## **2. How does the game cover basic language skills?**

The Chili Phantom Game's use of Social Media is key to the development of all areas of the players' English language skills. By using different types of media, the game touches on each area of language development: reading, writing, listening, and speaking.

### **Listening**

The game's frequent use of Youtube videos gives the players a chance to hear the English language from native English speakers. At the beginning of each section in the game, introductory videos with Super Agent 123 help set up what is happening in the story and give the feel of playing a real spy game. Videos from English teachers Kristin and Ruth help introduce new vocabulary and grammatical concepts. With the help of puppets Clive the Crab and Sally the Polar Bear, they also demonstrate how to use these new words in everyday conversation. Due to the fact that the students are playing the game on a personal computer, they also have a chance to learn at their own pace. They can watch the videos as many times as they want until they feel that they have mastered that particular vocabulary or grammar.

### **Reading**

Reading is a large part of Chili Phantom Game and can be seen in virtually every step of the way. The puppet master continuously makes posts on both Facebook and Twitter, helping the students to follow the Chili Phantom as he leaves clues throughout Europe. The players must use their new English reading skills to decipher various clues and messages. Along with giving the players extra practice with vocabulary and grammar, frequent worksheets also allow them to actually read

explanations of the English grammar rules and gain a better understanding of the language. Players also have a chance to practice their reading skills with the Youtube videos. Each video has subtitles, allowing the players to read along as they listen and reinforce their understanding of the content through both listening and reading.

### **Writing**

Writing is also an important part of the game, particularly with the grammar worksheets. These allow the participants to practice what they have learned by writing basic sentences relating to both the grammar covered in the A1 level and to the storyline of the game. The players must also make frequent posts on Facebook in order to share their ideas with their fellow players. When they uncover specific clues about the Chili Phantom, they must write emails and Facebook messages to their puppet master with the new information they have discovered.

### **Speaking**

The students get a chance to practice their speaking skills whenever they work in pairs or groups. In order to gather more information about the Chili Phantom, the players must frequently interview each other about the different suspects. They will learn to ask and answer questions about personal information, a skill that can easily transferred to real life situations. They will also learn to discuss the hobbies of the suspects, as well as their own hobbies. All of the speaking skills they use for the game can also be used in everyday life. If the players have access to video equipment, they also have many opportunities to practice speaking by making videos or communicating via Skype.

Not only does the Chili Phantom Game touch on all four main areas of language development, it also allows students to learn the language in many different ways by fitting the needs of many different students. Some students learn better through hearing, while others learn better with visuals. Some students may have a talent for speaking, while others prefer to share their knowledge through writing. By using many different types of Social Media, the Chili Phantom Game allows each student to learn in their own way. It gives them the opportunity to demonstrate their current talents, as well as develop skills in new areas.

### **3. How should the game be used?**

For maximum effect, the game should be used as either a review of the A1 level of English for students who have already learned the basics, or in addition to an A1 course that they are currently taking. The game can be played in a classroom, a small group, or with individual students. The puppet master can be the students' English teacher or a mentor.

In order to play the game, the puppet master and all of the players must have access to a computer and internet. From there, they can create Facebook, Twitter, and email accounts for their avatar. In the beginning stages of the game, it is best if the puppet master is physically present in order to show the players how the game works and to help with any initial problems that might occur.

They will need to explain the basic storyline of the game, help them set up their accounts, and demonstrate how the story is told through video links and Facebook posts. Due to the complexity of the game concept, the puppet master will need to be ready to aid students in the initial stages and demonstrate the continual process of switching to different modes of media. The students will constantly be receiving links, messages, and worksheets through email, Twitter and Facebook. They will need to learn that the game works as a sort of scavenger hunt, giving them clues that continuously lead them closer to catching the Chili Phantom.

Once the students are used to the process, they should be able to play the game from any location with a computer (from home, school, etc.). The puppet master can then continue communication through email, Twitter and Facebook. For exercises involving group work, students can communicate via Skype. If video equipment is unavailable, the players must meet in person for these particular activities. For students playing individually, the puppet master can work as a speaking partner.

It is important to think of the game as a supplement to a traditional English course. Though the game covers all topics in the A1 English level, it should not be the only method used to teach English as a foreign language. In a classroom, students can ask the teacher questions about specific problems they are having. Teachers can also observe the students and adjust their teaching based on target problem areas. The Chili Phantom has a set structure and leaves little room for adjustment based on a student's particular needs. It is therefore best used in addition to classroom teaching.

Students taking an English course can play the game as homework or as an extra in-class activity. The teacher can assign a few exercises each night/week as homework, or they can spend some time each week playing together in a computer lab. In this way, the game works as reinforcement for what the students have already learned in class. In addition, the teacher can coordinate their normal classroom lessons with the game. For example, when the game is covering present simple, it is the perfect time to talk about present simple in the classroom. This will give the students a sense of connection between their work at school and the practical use of English in the game.

#### **4. Conclusions: What comes next?**

##### **Benefits of Social Media Games**

The popularity of Social Media is continuing to spread throughout the world. As this phenomenon continues to grow, we are figuring out new and creative ways to use it. Especially in the business area, people are using Social Media to promote their companies and make new contacts. In today's technological society, we must constantly learn how to use new forms of media in order to keep up with current trends. And, as the world uses Social Media more and more, we are continuing to learn just how useful it can really be.

Originally, Social Media websites were used primarily for making new social contacts and keeping up with old ones. The Chili Phantom Game is just one example of how Social Media can be used as more than just making friends. Although the game does allow players to interact socially via Facebook and Twitter, it also uses the flexibility of Social Media to teach a foreign language. It is not

merely posts on a website, but an entire story involving various teaching methods. The end result is an innovative way to reinforce English language skills.

### **Expansion of the Chili Phantom Game**

In the first edition of the Chili Phantom Game, the A1 level of English is the main target. However, this Social Media game concept could be used to teach higher levels as well. In a second edition, the players could be recruited by Super Agent 123 for a brand new case. Now that the students have mastered the basics of English, they are ready to move on to an A2 level. Similar methods of teaching used in the first edition, such as Youtube videos and worksheets, can also be used to teach the A2 level of English. In keeping with the international theme of the first game, the players could be sent on a world tour in the second edition. The students will continue to solve clues and learn English, but this time in new cities and new countries.

The Chili Phantom Game could also be adjusted to teach other foreign languages. With the help of foreign partners acting as language experts, the same story could be used to teach French, Spanish, or other languages. In these versions, all of the grammar videos and worksheets would be adjusted according to the appropriate language. Because each language has different grammatical concepts, the language experts would need to develop new versions of the game to fit the needs of their language. Though each version of the game would be unique, they would all be using Social Media as a gaming platform to teach a foreign language.

### **The Future of the Chili Phantom**

As the Chili Phantom Game was developed for Hungarian students, it is currently only available in English and Hungarian. The game is designed for beginners who are not yet able to read or understand complicated English concepts. A translation is available for all videos, Facebook messages, and worksheets in order to clarify any misunderstandings. The players are following the story independently and an English teacher is not always available to clarify any new or difficult English concepts. Without a translation into the player's native language, the game could quickly become frustrating. Therefore, it can currently only be effectively used by Hungarian-speakers or someone who has already mastered the basics of English.

To expand the number of potential users for the game, it should be translated into other foreign languages. For example, a version with a German guideline would allow German students to play the game more easily. This allows students to play the game independently without the puppet master actually being in the same room as the students at all times. It also gives the students the confidence to play the game on their own without constantly relying on the guidance of an instructor. Confidence in one's own abilities is an important when learning a foreign language. The students need to be able to see that they are capability of learning independently and will be able to use these skills when using their new English abilities in the real world.



## **The Future of Social Media Games**

The Chili Phantom Game is just one example of how Social Media can be used in creative ways. As Social Media platforms continue to grow in popularity, new uses are being discovered all of the time. Social Media games are just one example of how these platforms can be used in new and interesting ways. In today's society, we use these platforms on a daily bases. It is therefore natural that we use them to learn new information and develop new skills. Learning a foreign language is one of many ways to take advantage of the benefits of Social Media. Games can also be created to learn about history, science, or how to solve environmental problems. The potential is limitless. The Chili Phantom Game shows just how flexible Social Media can be and the sort of potential that it has to teach us new things. From this example, we can learn what works and what doesn't work in this new world of Social Media. How far can we stretch this new concept to fit our needs? What other benefits can Social Media have for society? How else can we use Social Media to learn from each other and continue to grow in new and creative ways?

## 5. Grammar Overview

\* Optional exercises require the use of video equipment. If the students do not have access to video equipment, these exercises can be skipped.

Chapter 1				
Section/ City	Guideline Page Number	Estimated Play Time	Grammar/Vocabulary (Exercise Number)	Worksheet Numbers/Grammar Covered
1.1 Budapest	page 5	1 hour (optional exercises- 20 minutes*)	<ul style="list-style-type: none"> <li>greetings and introductions (exercises 2-5)</li> <li>alphabet (6)</li> <li>What is your name? Where are you from? (7, optional exercise 1)</li> <li>colours (8)</li> </ul>	<ul style="list-style-type: none"> <li>colours</li> <li>review 1</li> </ul>
1.2 Berlin	page 11	1 hour and 30 minutes (optional exercises- 30 minutes)	<ul style="list-style-type: none"> <li>numbers 1-10 (exercise 2, optional exercise 1)</li> <li>present simple "be" (3, 4)</li> <li>countries and nationalities (5 -6, 9, optional exercise 1,3)</li> <li>asking questions with "be" verb - (7, 8)</li> <li>asking questions with "what" and "where" (10, 11)</li> <li>suspect objects vocabulary (12)</li> <li>possessive pronouns (13)</li> </ul>	<ul style="list-style-type: none"> <li>1.2 – present simple "be"</li> <li>1.3 - present simple "be" – questions</li> <li>1.4 – "what" and "where" questions</li> <li>1.5 – suspect information questions</li> <li>1.6- possessive pronouns</li> </ul>
1.3 Vienna	page 20	1 hour	<ul style="list-style-type: none"> <li>job vocabulary (3)</li> <li>interview questions and answers -suspect information (4,5)</li> <li>present simple "be"- yes/no questions</li> </ul>	<ul style="list-style-type: none"> <li>1.7 – interview questions (suspect information)</li> <li>1.8 – interview answers (suspect information)</li> <li>1.9 – present simple – yes/no questions</li> </ul>
Total Play Time for Chapter 1 : 3 hours and 30 minutes (optional exercises- 50 minutes)				



Chapter 2				
Section/ City	Guideline Page Number	Estimated Play Time	Grammar/Vocabulary (Exercise Number)	Worksheet Numbers/Grammar Covered
2.1 Lisbon	page 4	50 minutes (optional exercises -10 minutes)	<ul style="list-style-type: none"> <li>telling time (3-5, 8, 9, optional exercise 1, 13)</li> <li>prices (10-12, 14)</li> </ul>	<ul style="list-style-type: none"> <li>2.1- telling time (vocabulary)</li> <li>2.2 – telling time (clocks)</li> <li>2.3 – prices</li> <li>2.4 – buying tickets</li> </ul>
2.2 Madrid	page 12	1 hour (optional exercises -10 minutes)	<ul style="list-style-type: none"> <li>rooms and items in a house (2- 5)</li> <li>prepositions of place (6 – 8, optional exercise 1)</li> </ul>	<ul style="list-style-type: none"> <li>2.5 – “There is/There are”/ house vocabulary</li> <li>2.6 – questions with “Is there/are there” and “Where is/Where are”</li> </ul>
2.3 Valleta	page 18	1 hours and 15 minutes (optional exercises -10 minutes)	<ul style="list-style-type: none"> <li>daily routines (2 -5)</li> <li>do/does for yes/no questions (5)</li> <li>present simple for I/you/we/they (6, 7, 9)</li> <li>present simple “Wh-“ questions for I/you/we/they (11, 12, optional exercise 1)</li> </ul>	<ul style="list-style-type: none"> <li>2.7 – daily routines</li> <li>2.8 present simple for I/you/we/they</li> <li>2.9 – present simple I/you/we/they</li> <li>2.10 – present simple “Wh-“ questions for I/you/we/they</li> </ul>
Total Play Time for Chapter 2 : 3 hours and 5 minutes (optional exercise - 30 minutes)				



Chapter 3				
Section/ City	Guideline Page Number	Estimated Play Time	Grammar/Vocabulary (Exercise Number)	Worksheet Numbers/Grammar Covered
3.1 Stockholm	page 4	1 hour and 30 minutes (optional exercises -10 minutes)	<ul style="list-style-type: none"> <li>personal characteristics/appearances (3, 4, optional exercise 1)</li> <li>asking about appearances (7, 8)</li> <li>personal information ( 9 – 11)</li> </ul>	<ul style="list-style-type: none"> <li>3.1- asking questions about appearances</li> <li>3.2 – personal information questions</li> <li>3.3 – personal information</li> <li>3.4 – personal information</li> </ul>
3.2 Helsinki	page 10	50 minutes	<ul style="list-style-type: none"> <li>plurals (3 -5, 7)</li> <li>animal vocabulary (5, 7)</li> <li>“this/that/these/those” (6)</li> </ul>	<ul style="list-style-type: none"> <li>3.5 – animal vocabulary and plurals</li> <li>3.6 – “this/that/these/those”</li> <li>3.7 – plural nouns</li> </ul>
3.3 Copenhagen	page 14	30 minutes (optional exercises- 10 minutes)	<ul style="list-style-type: none"> <li>adjectives/opposites (2- 6)</li> <li>yes/no questions (3-5)</li> </ul>	<ul style="list-style-type: none"> <li>3.8 - adjectives and yes/no questions</li> <li>3.9 – opposites</li> </ul>
Total Play Time for Chapter 3 : 2 hours and 50 minutes (optional exercises- 20 minutes)				



Chapter 4				
Section/ City	Guideline Page Number	Estimated Play Time	Grammar/Vocabulary (Exercise Number)	Worksheet Numbers/Grammar Covered
4.1 Dublin	page 4	45 minutes	<ul style="list-style-type: none"> <li>• free time activities (2 – 4, 8)</li> <li>• present simple positive for he/she/it (3, 4)</li> </ul>	<ul style="list-style-type: none"> <li>• 4.1- present simple positive for he/she/it</li> <li>• 4.2 – present simple positive for he/she/it</li> <li>• 4.3- free time activities</li> </ul>
4.2 London	page 8	1 hour and 30 minutes	<ul style="list-style-type: none"> <li>• frequency adverbs (4)</li> <li>• free time activities (4, 6)</li> <li>• personal object pronouns (7)</li> </ul>	<ul style="list-style-type: none"> <li>• 4.4 – frequency adverbs</li> <li>• 4.5 – frequency adverbs</li> <li>• 4.6 – free time activities</li> <li>• 4.7 – personal object pronouns</li> <li>• 4.8 – personal object pronouns</li> <li>• 4.9 – listening</li> </ul>
Total Play Time for Chapter 4 : 2 hours and 15 minutes				



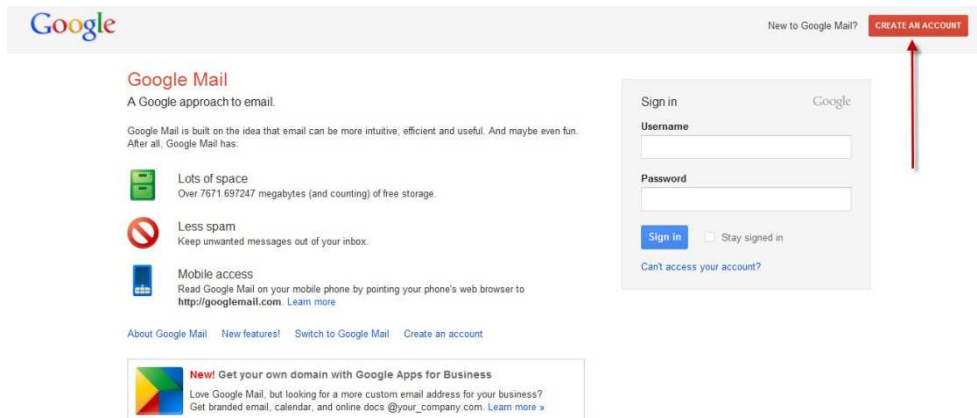
Chapter 5				
Section/ City	Guideline Page Number	Estimated Play Time	Grammar/Vocabulary (Exercise Number)	Worksheet Numbers/Grammar Covered
5.1 Tallinn	page 4	1 hour and 50 minutes	<ul style="list-style-type: none"> <li>places in the city vocabulary (2 – 3)</li> <li>present simple negative (5 - 7)</li> <li>European countries and their capitals (9)</li> </ul>	<ul style="list-style-type: none"> <li>5.1- places in the city vocabulary</li> <li>5.2 – present simple negative</li> <li>5.3- European countries and their capitals</li> </ul>
5.2 Ljubljana	page 10	1 hour and 30 minutes	<ul style="list-style-type: none"> <li>hobbies (2-5)</li> <li>family (2)</li> <li>present simple he/she/it for yes/no questions (4)</li> </ul>	<ul style="list-style-type: none"> <li>5.4- hobbies</li> <li>5.5 – hobbies and family</li> <li>5.6 – present simple he/she/it for yes/no questions</li> <li>5.7- hobbies and family</li> </ul>
5.3 Prague	page 14	1 hour	<ul style="list-style-type: none"> <li>places around town vocabulary (2, 3)</li> <li>“there is/there are” (3)</li> <li>“are there/is there” questions (3)</li> </ul>	<ul style="list-style-type: none"> <li>5.8 – “there is/there are”</li> <li>5.9 – “are there/is there” questions</li> <li>5.10- listening</li> </ul>
Total Play Time for Chapter 5 : 4 hours and 20 minutes				

Chapter 6				
Section/ City	Guideline Page Number	Estimated Play Time	Grammar/Vocabulary (Exercise Number)	Worksheet Numbers/Grammar Covered
6.1 Paris	page 4	1 hour and 30 minutes	<ul style="list-style-type: none"> <li>• food vocabulary (2-4)</li> <li>• countable and uncountable nouns – “how much/how many” and “a/an, some, any” (2-5)</li> </ul>	<ul style="list-style-type: none"> <li>• 6.1- food vocabulary</li> <li>• 6.2 – “how much/how many”</li> <li>• 6.3 – “a/an, some, any”</li> </ul>
6.2 Brussels	page 8	1 hour and 15 minutes	<ul style="list-style-type: none"> <li>• past simple for “be” (3 , 4, 6)</li> <li>• vocabulary for expressing past tense (6)</li> </ul>	<ul style="list-style-type: none"> <li>• 6.4- past simple for “be”</li> <li>• 6.5 – past simple vocabulary</li> <li>• 6.6 - reading</li> </ul>
6.3 Amsterdam	page 12	1 hour	<ul style="list-style-type: none"> <li>• past simple (3, 5)</li> </ul>	<ul style="list-style-type: none"> <li>• 6.7 – past simple “wh-“ questions</li> <li>• 6.8 – past simple verbs</li> </ul>
6.4 Rome	page 16	2 hours and 15 minutes	<ul style="list-style-type: none"> <li>• personal descriptions (2)</li> <li>• past simple negative (4)</li> <li>• prepositions of place (6)</li> </ul>	<ul style="list-style-type: none"> <li>• 6.9 – personal descriptions</li> <li>• 6.10 – past simple negative</li> <li>• 6.11 – prepositions of place</li> <li>• Final Test – all grammar covered in the game</li> </ul>
Total Play Time for Chapter 6 : 6 hours				

## 6. Instructions Manual: How to set up all social media accounts?

### Google Mail – How to create an account

1. Go to [www.google.com](http://www.google.com) and click on the red button „Create An Account“:



2. Now you need to fill in the table with your personal details. You need to write your “Name” and also choose a “Username” (this is your e-mail address):



The screenshot shows the account creation form. The "Name" section has two input fields: "Chili" and "Pepper". The "Choose your username" section has a single input field containing "chilipeppergame" and "@googlemail.com".

3. You must create a password for your Google Mail account. This must include some letters and at least 1 number:



The screenshot shows the account creation form. The "Create a password" section has an input field with a masked password ".....". The "Confirm your password" section has an input field with a masked password ".....".

4. Complete the rest of the form by typing your “Birthday”, “Gender” and “Mobile Phone Number”:

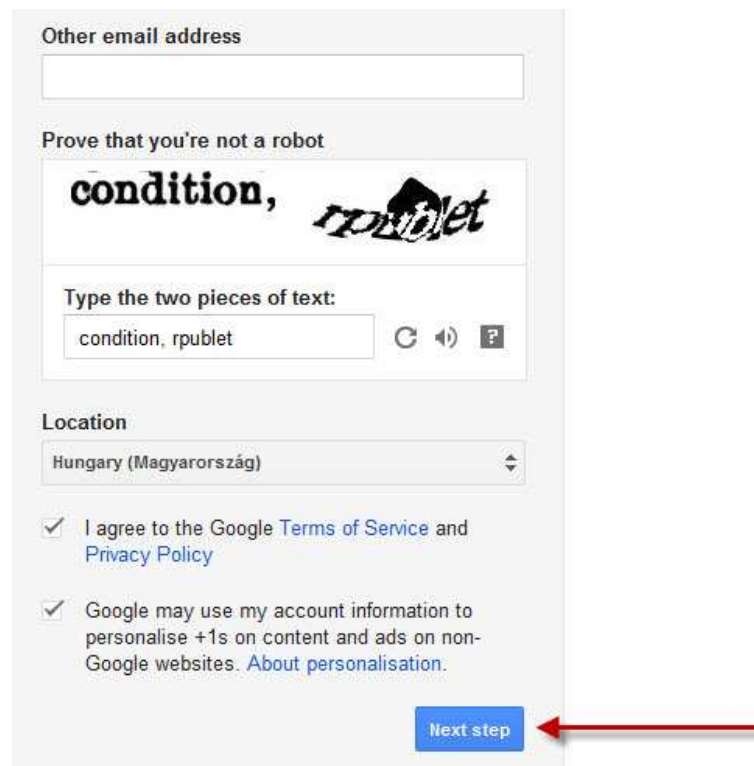


**Birthday**  
05 December 1980

**Gender**  
Male

**Mobile phone**  
+361010101010

5. The field “Other E-Mail Address” can be left blank. You must “Prove you are not a Robot” by copying the text that is shown in the image. You also need to select your location and tick both boxes underneath “Location”. You can then proceed by clicking on the button “Next Step”:



Other email address

Prove that you're not a robot

condition, robotlet

Type the two pieces of text:

condition, rpublet

Location

Hungary (Magyarország)

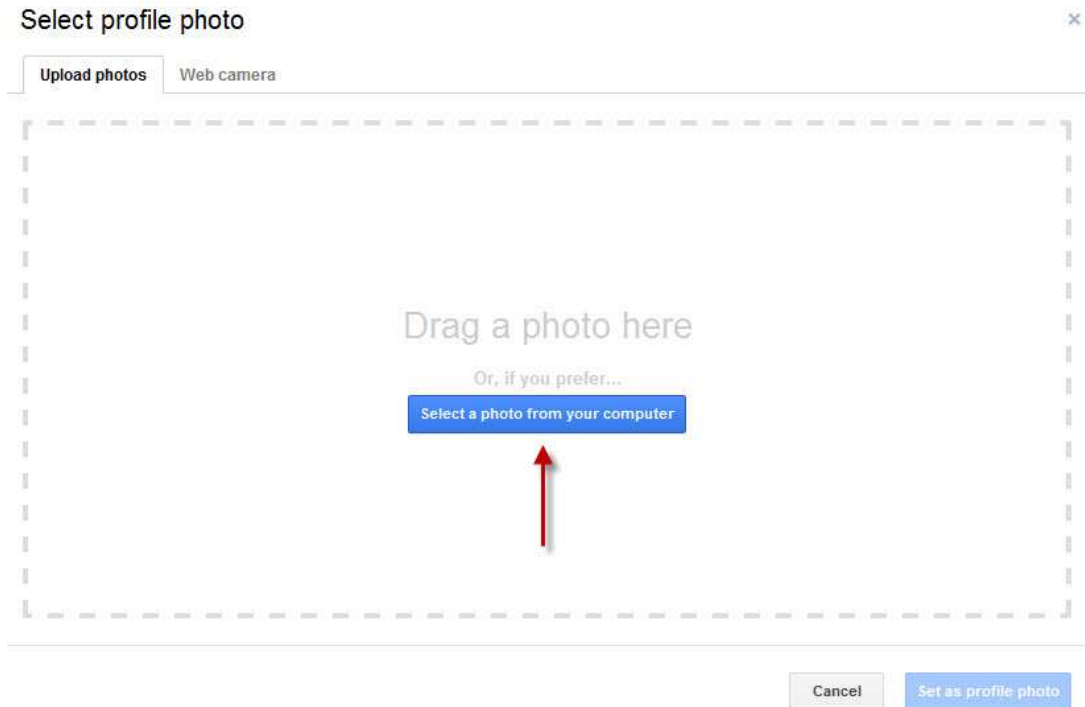
I agree to the Google [Terms of Service](#) and [Privacy Policy](#)

Google may use my account information to personalise +1s on content and ads on non-Google websites. [About personalisation.](#)

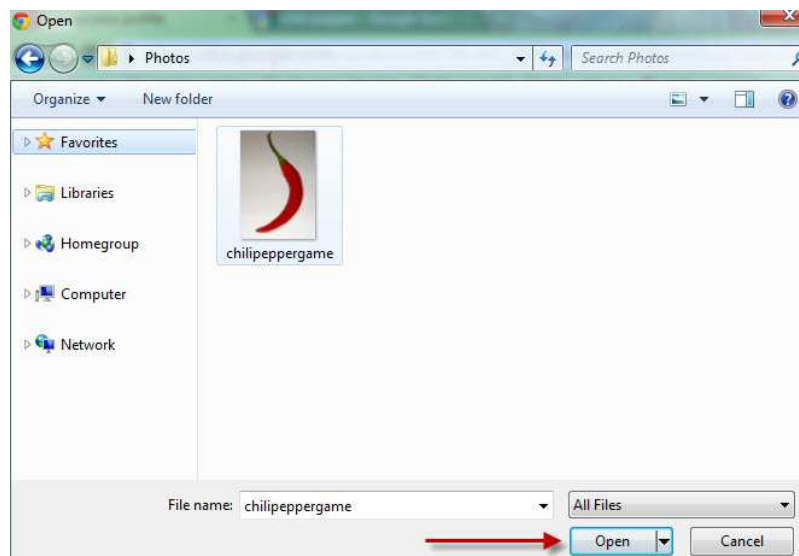
Next step



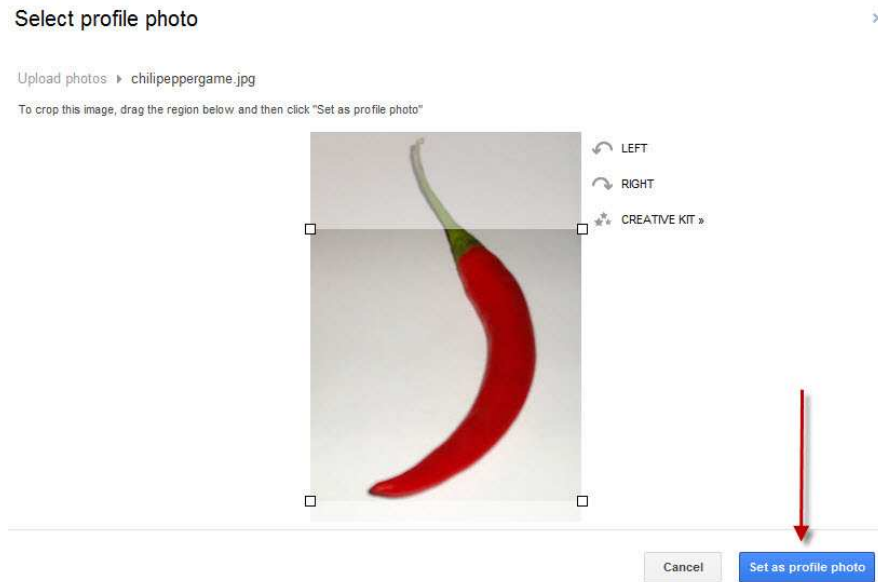
6. You can now “Select Profile Photo” by clicking on the relevant button. A screen should then pop-up like the one below and you must click on “Select a photo from your computer”:



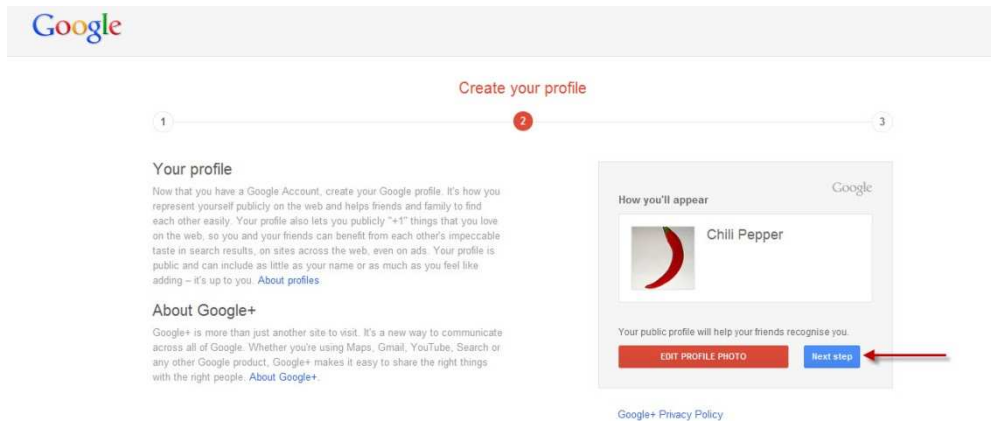
7. Select a photo from your computer that you like and click “Open”:



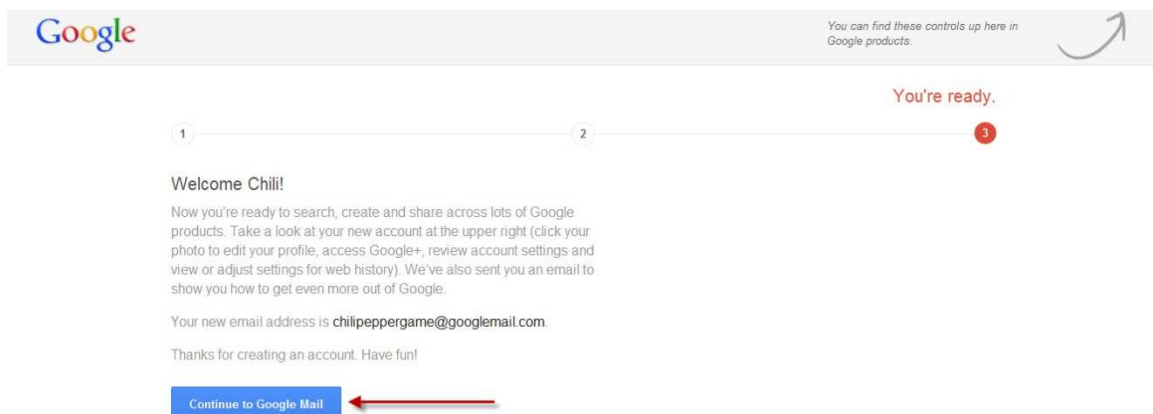
8. Re-size the photo using the buttons on the right and, when you are finished, click on the button “Set as profile photo”:



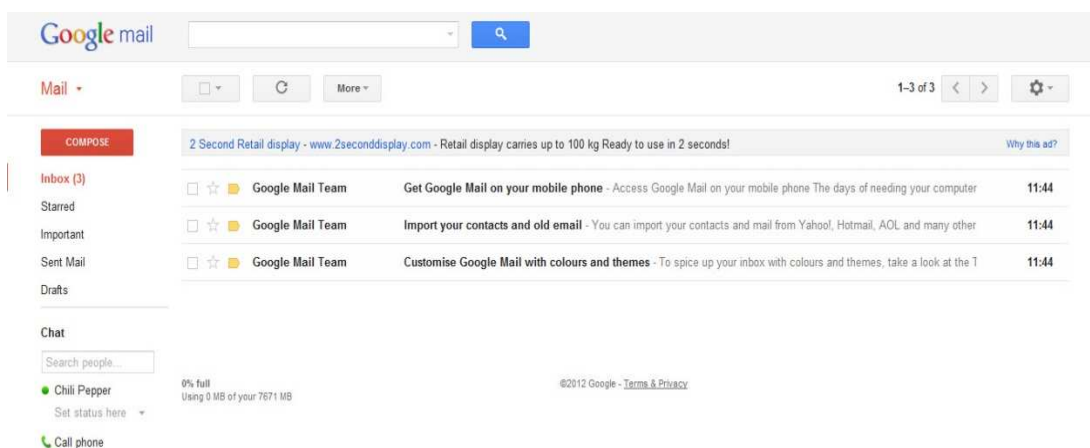
9. Another screen should appear and you need to click on the button “Next Step”:



10. A further screen will appear and this is the final step. Click on “Continue to Google Mail”:



11. You’re finished! A screen like the one below will appear and now you have a Google Mail account:



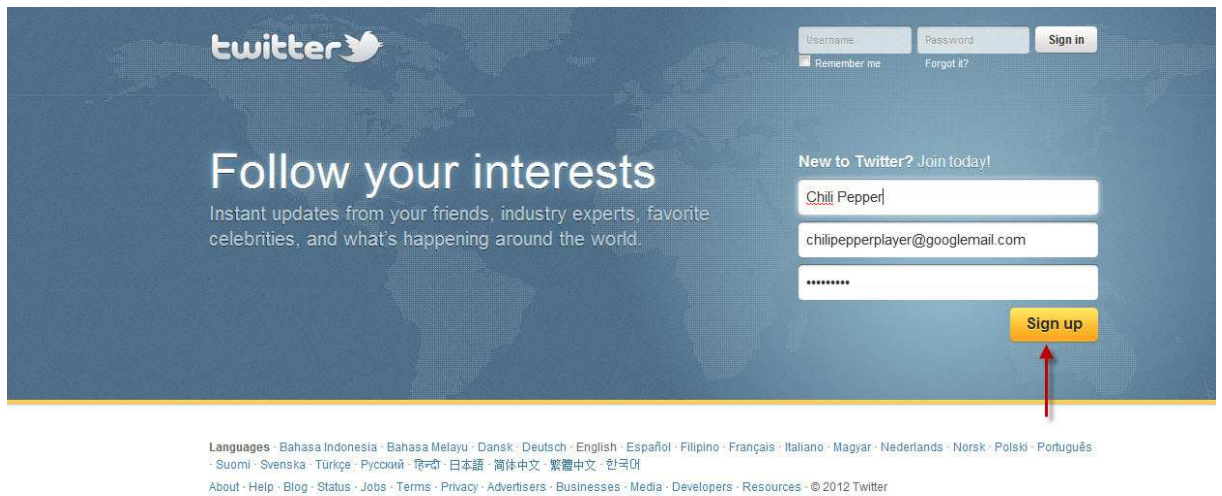
12. You can now send & read e-mails and chat with other players using the “Chat” facility.

### Twitter – How to create and use an account

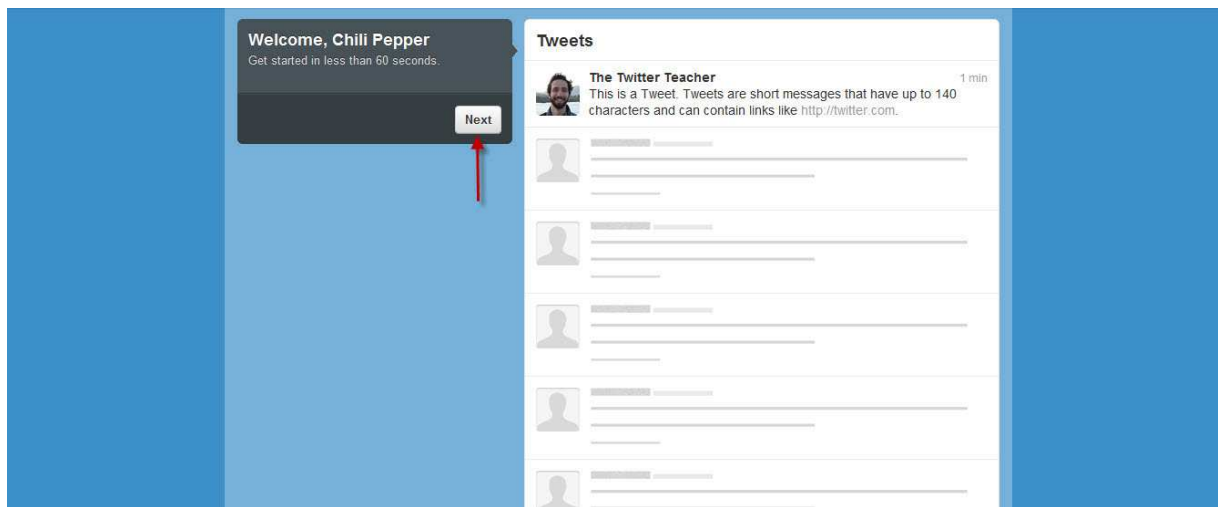
1. Go to [www.twitter.com](http://www.twitter.com) and a screen like the one below will appear:



2. You need to fill in the box with your “Full Name”, “Email Address” and a “Password” and then click on Sign Up:



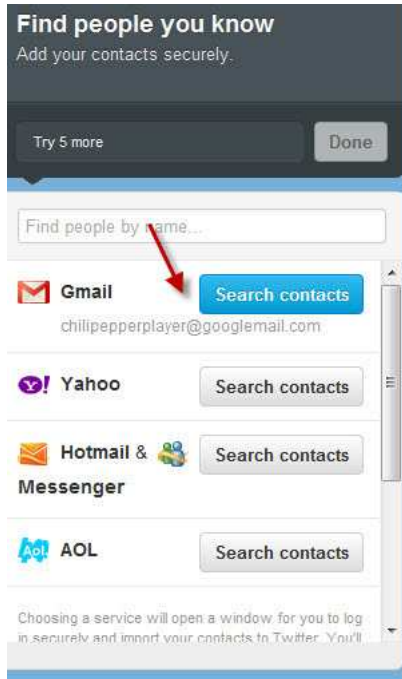
3. On the next screen, you can select people to follow. Click next:



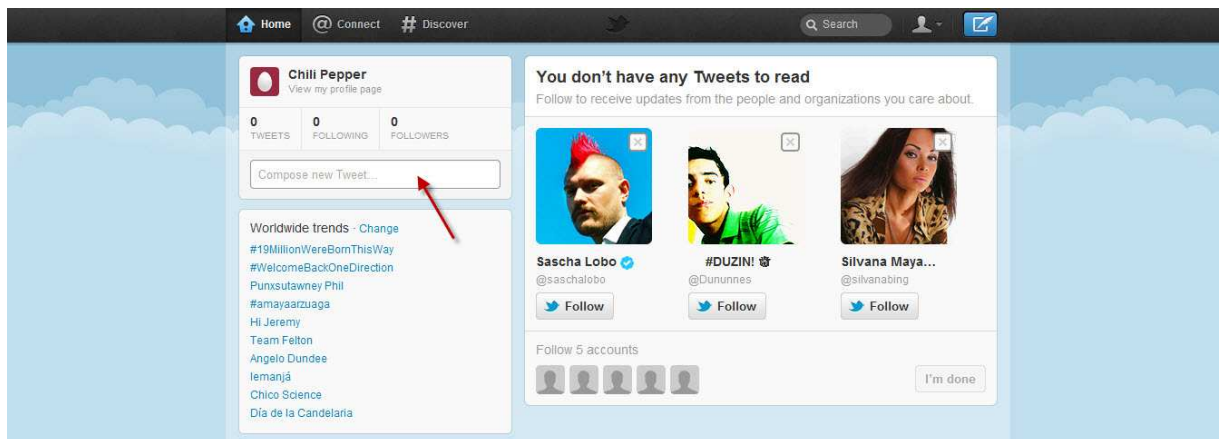
4. You will then be presented with a screen offering you people to follow. Simply click on the "Follow" button of the person you want to follow:



5. You can also search your GoogleMail contacts for possible other members. Just click on the button “Search Contacts”:



6. When you are finished, your profile page will then be shown and from here, you can send a Tweet. Just type your message into the box shown below and press “Tweet”:





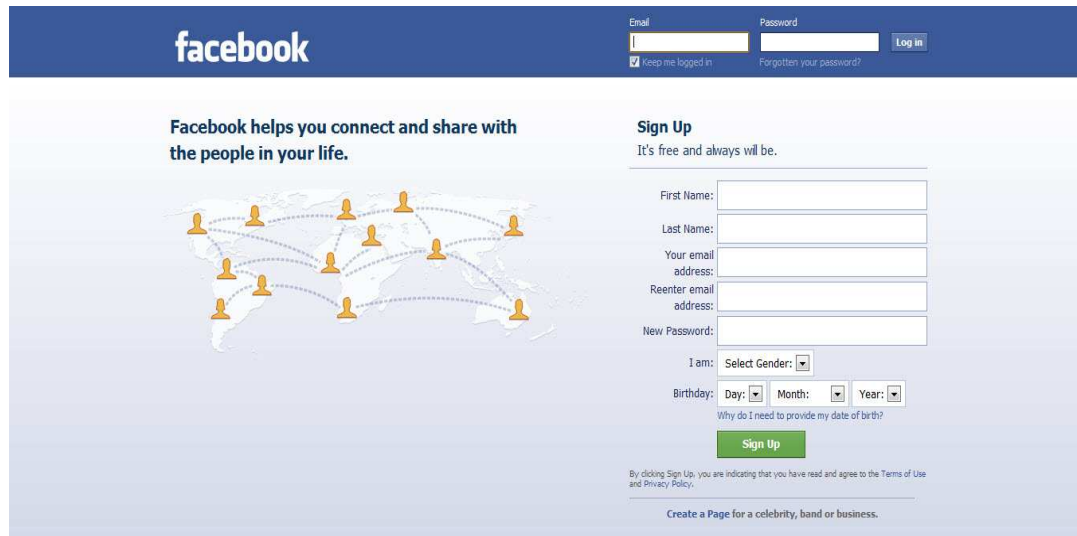
7. Your tweet will now be displayed on your profile along with any posts by your friends:





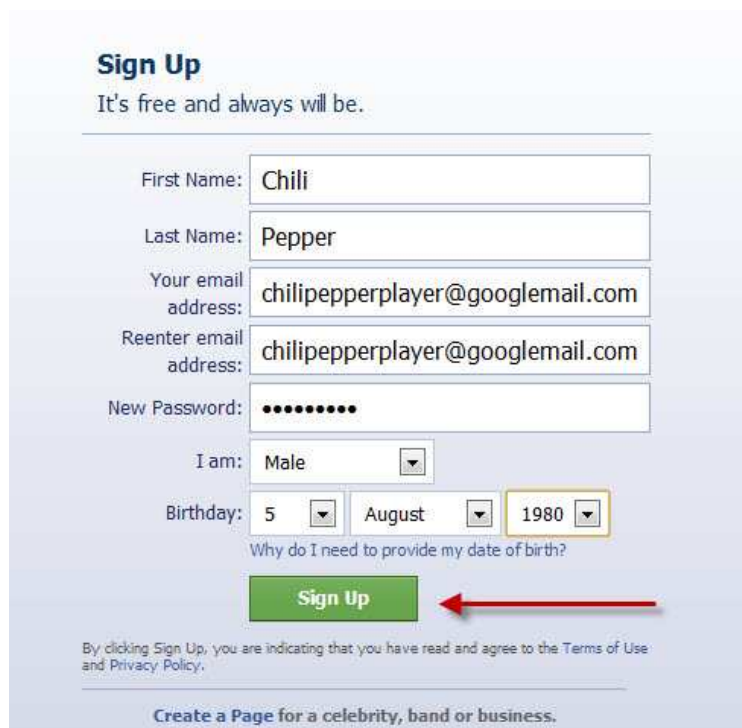
## Facebook – How to register an account

1. Go to [www.facebook.com](http://www.facebook.com) and a screen like the one below will appear:



The screenshot shows the Facebook homepage with the registration form on the right. The form includes fields for First Name, Last Name, Your email address, Reenter email address, and New Password. It also has dropdown menus for Gender and Birthday (Day, Month, Year). A green 'Sign Up' button is at the bottom of the form. Below the button, there is a link to 'Create a Page for a celebrity, band or business.'

2. You need to fill in your details to sign up. This includes your “First Name”, “Last Name”, “Email address”, “Password”, “Gender” and “Date of Birth”. When you are finished click on “Sign Up”:



This image shows a close-up of the registration form with the following details filled in:

- First Name: Chili
- Last Name: Pepper
- Your email address: chilipepperplayer@googlemail.com
- Reenter email address: chilipepperplayer@googlemail.com
- New Password: ••••••••
- I am: Male
- Birthday: 5, August, 1980

A red arrow points to the green 'Sign Up' button. Below the button, there is a link to 'Create a Page for a celebrity, band or business.'

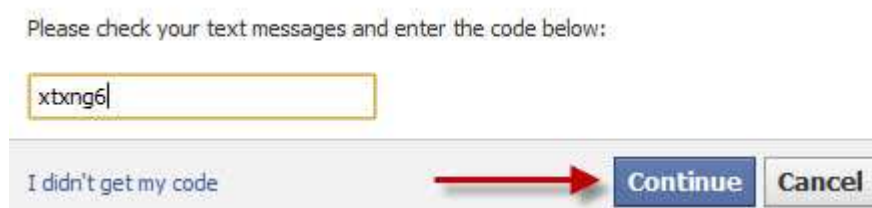
3. A screen will then appear asking you to perform a Security Check. You need to click on the link “Enter A Phone Number”:



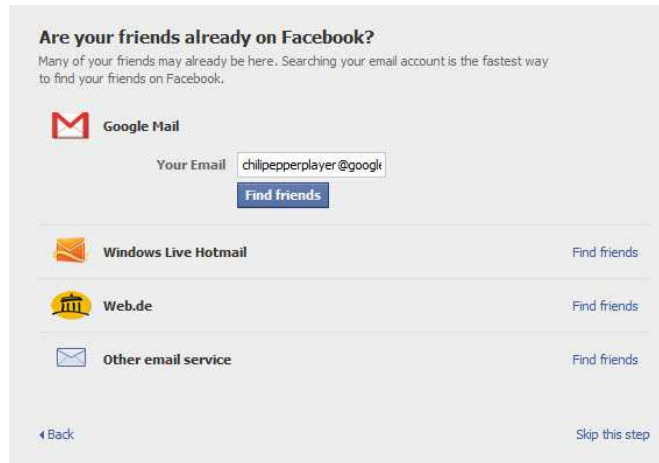
4. On the following screen, you need to enter your phone number and click “Continue”:



5. You will then receive a code to your mobile phone that you need to type into the box on the following screen. Click continue:



- As soon as the security check has been completed correctly, you will be given the option to search for friends. You can do this by searching your contacts on GoogleMail as well:



**Are your friends already on Facebook?**  
Many of your friends may already be here. Searching your email account is the fastest way to find your friends on Facebook.

**Google Mail**  
Your Email: chilpepperplayer@google  
**Find friends**

**Windows Live Hotmail** Find friends

**Web.de** Find friends

**Other email service** Find friends

← Back Skip this step

- You then need to give some basic information about yourself, including your school or where you work. When you have finished, click “Continue”:



**Fill in your Profile info**  
This information will help you find your friends on Facebook.

Secondary School: Chili Pepper School [X] Class End Year: [v]

University: Chili Pepper University [X] Class End Year: [v]

Employer: Chili Pepper Company

← Back Skip **Save & continue**

- You then need to upload a photo of yourself. Click on “Choose File”:



**Upload your Profile picture**

Select an image file on your computer (max 4 MB):

**Choose File** No file chosen

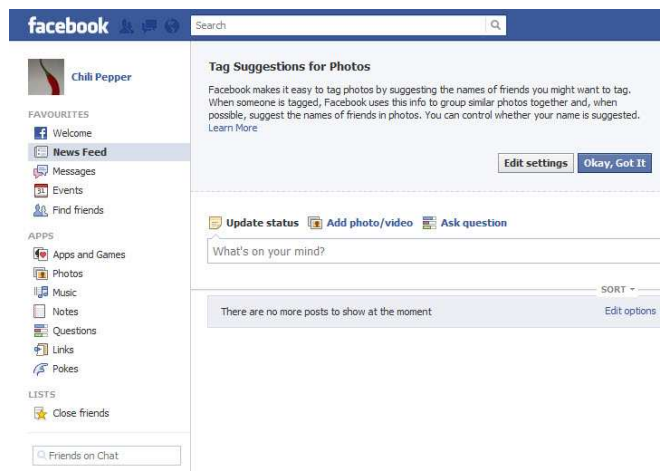
By uploading a file you certify that you have the right to distribute this picture and that it does not violate the Terms of Service.

Cancel

9. You then need to select the photo you want and click “Open”:



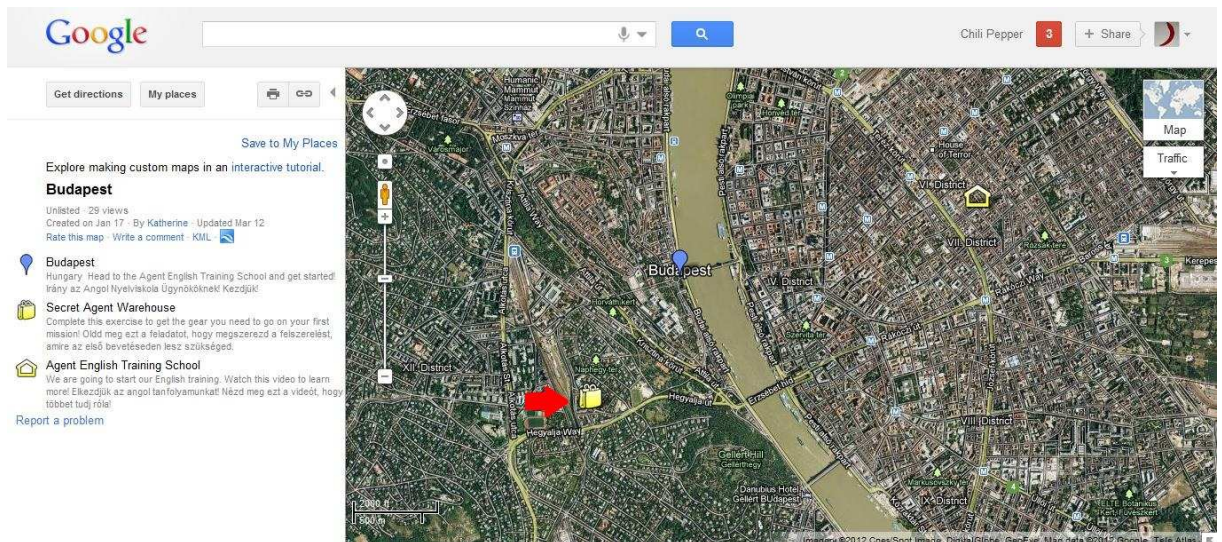
10. Your Facebook Profile should now be shown:



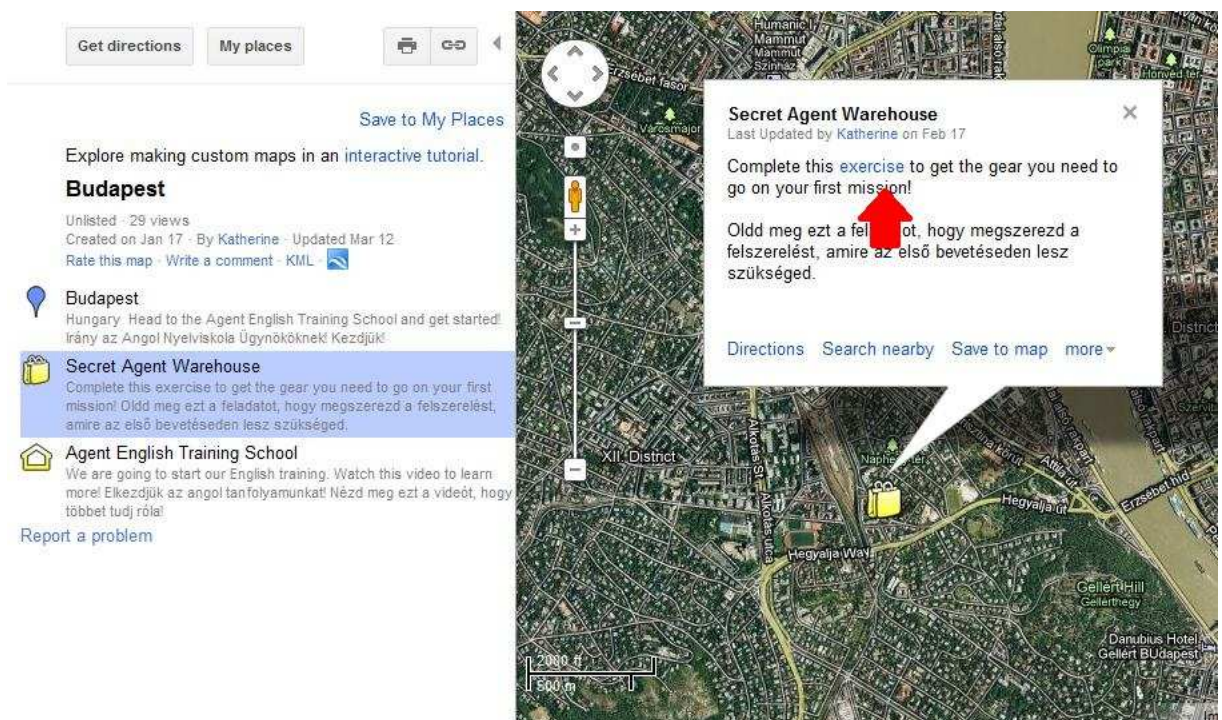


## Google Maps – How to use the programme

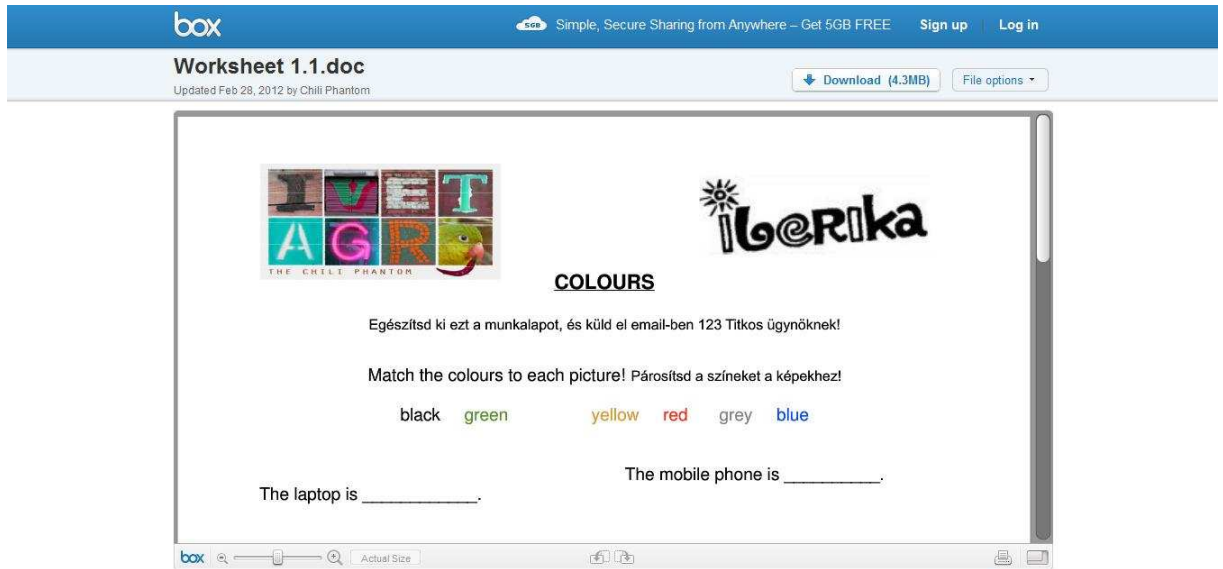
1. Sometimes during the game, you are required to use Google Maps. As you have previously registered with Google Mail, you are automatically registered with Google Maps.
2. When you click on a Google Maps link in the game, a screen like the below will appear:



3. On the left of the page there is a description of each icon that appears on the map. To use them, simply click on the icon and a box will appear like the one below:



4. From here, you can click on a further link, e.g. to an exercise, as shown above. When you click the link, it will often take you to another website to find the Youtube video, the audio file or, as shown below, an exercise.



box Simple, Secure Sharing from Anywhere – Get 5GB FREE Sign up | Log in

**Worksheet 1.1.doc**  
Updated Feb 28, 2012 by Chili Phantom

Download (4.3MB) File options

**IVETAGR**  
THE CHILI PHANTOM

**Iberika**  
Sprachen in Berlin und weltweit

**COLOURS**

Egészítsd ki ezt a munkalapot, és küld el email-ben 123 Titkos ügynöknek!

Match the colours to each picture! Párosítsd a színeket a képekhez!

black green yellow red grey blue

The laptop is \_\_\_\_\_.

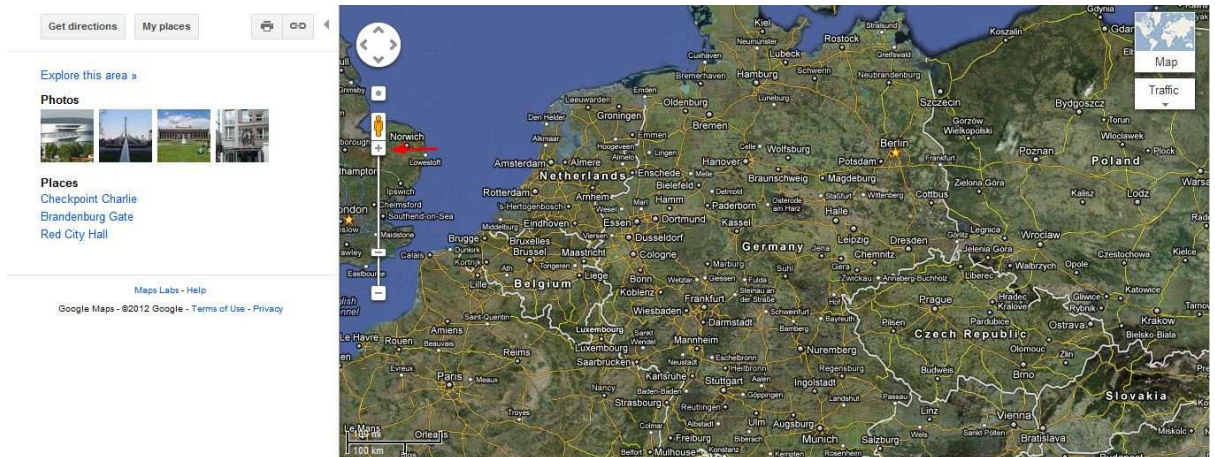
The mobile phone is \_\_\_\_\_.

Actual Size

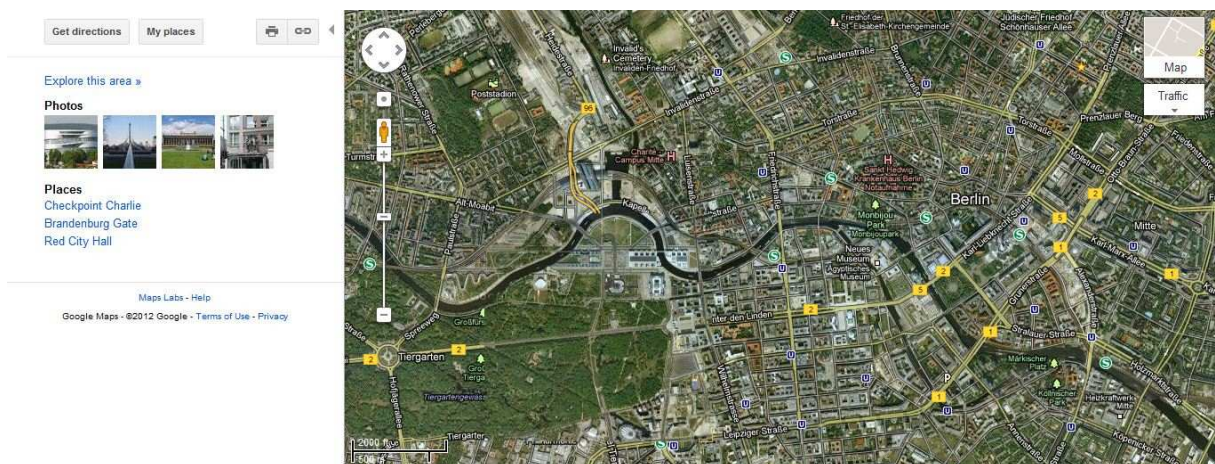


## Google Maps – How to use the zoom function

1. Sometimes in the game you will be required to zoom in and out of a map to find specific data or icons. In order to zoom in, you need to click on the “+” button, as shown below:



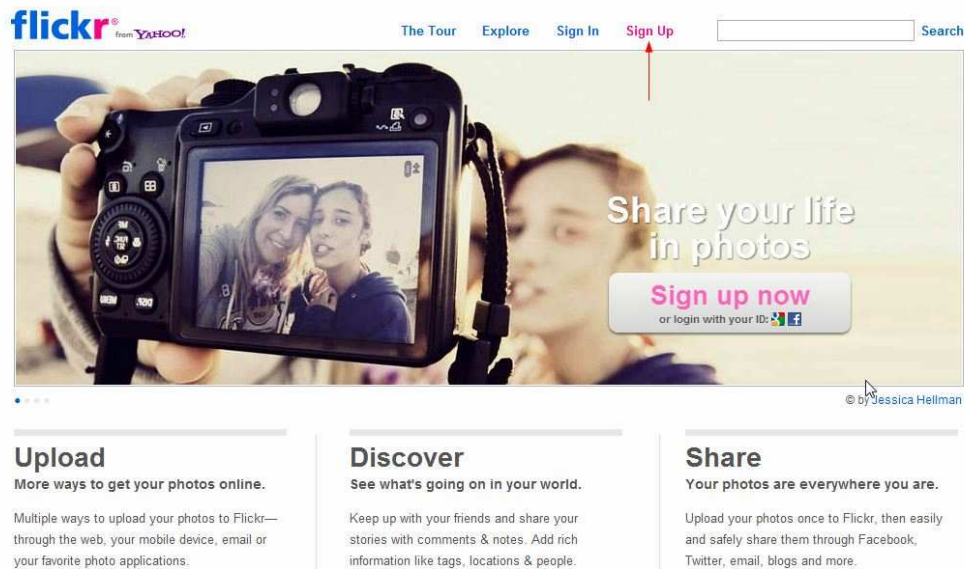
2. The more you click on the button, the more detailed the programme zooms:



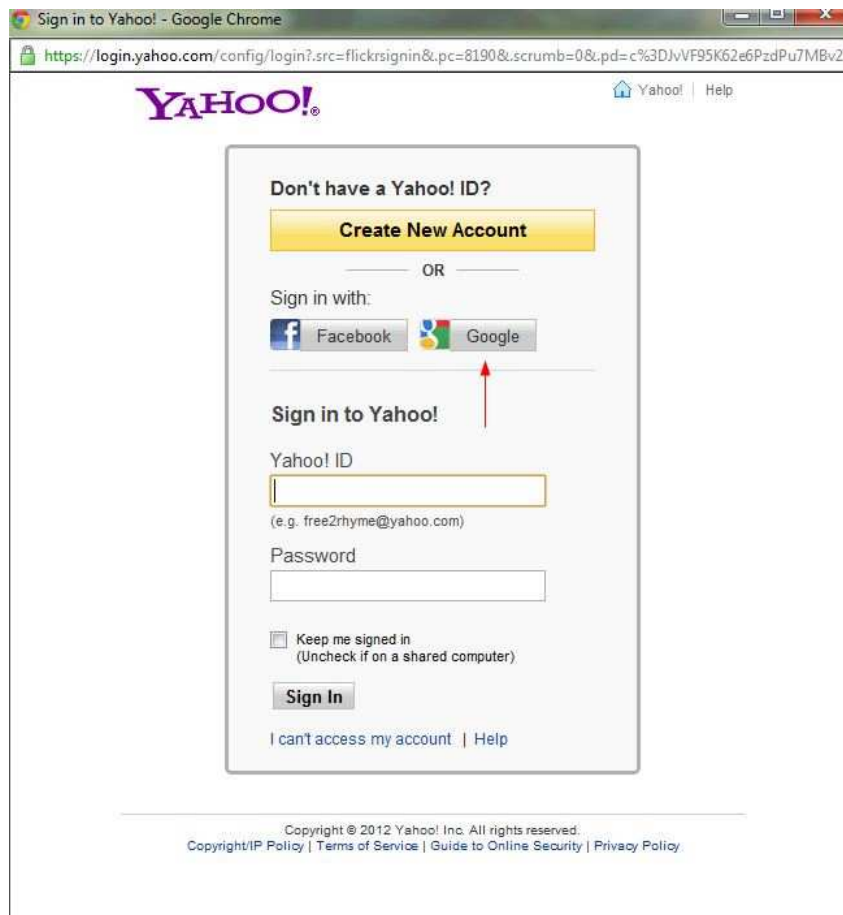


### ***Flickr – How to create an account***

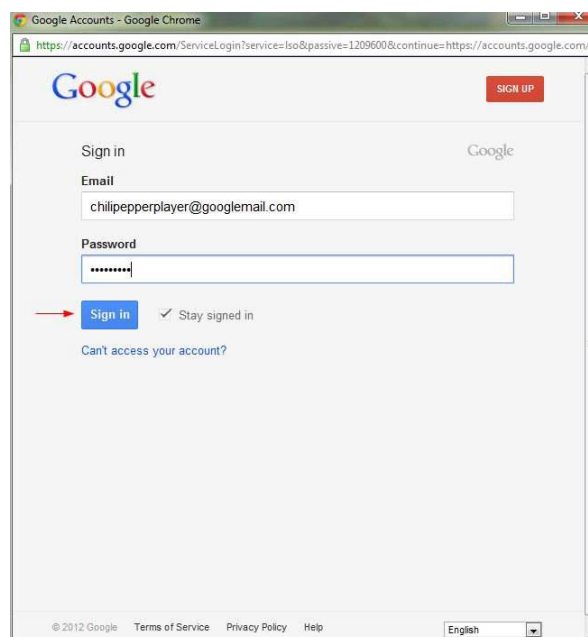
1. To create an account on Flickr, go to [www.flickr.com](http://www.flickr.com) and click on the button “Sign Up”:



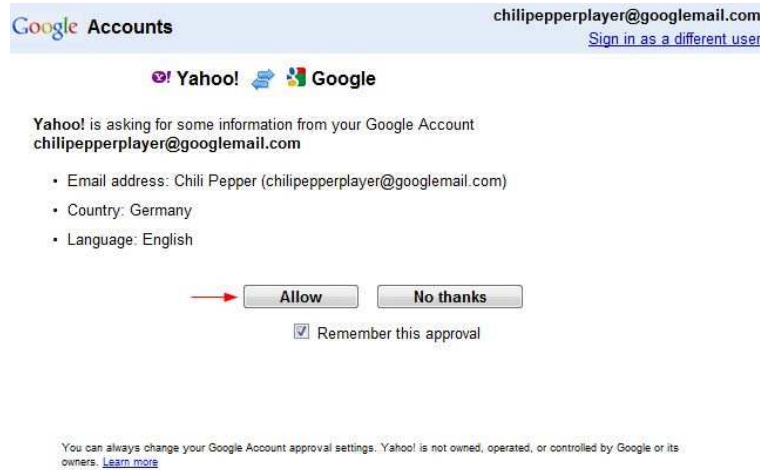
2. As you already have a Google Mail account, you can use this to sign up. Simply click on the icon:



3. Type in your Google Mail e-mail address and password, and click on “Sign In”:



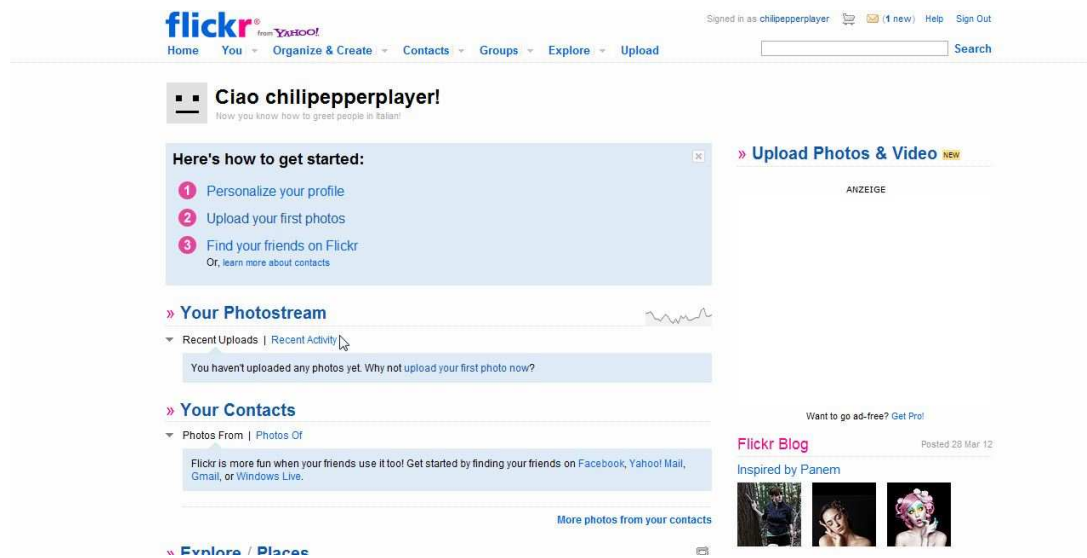
4. A screen asking for special permissions will appear. Click on the button “Allow”:



5. Type in your name and select your date of birth. Following this, click on “Continue”:

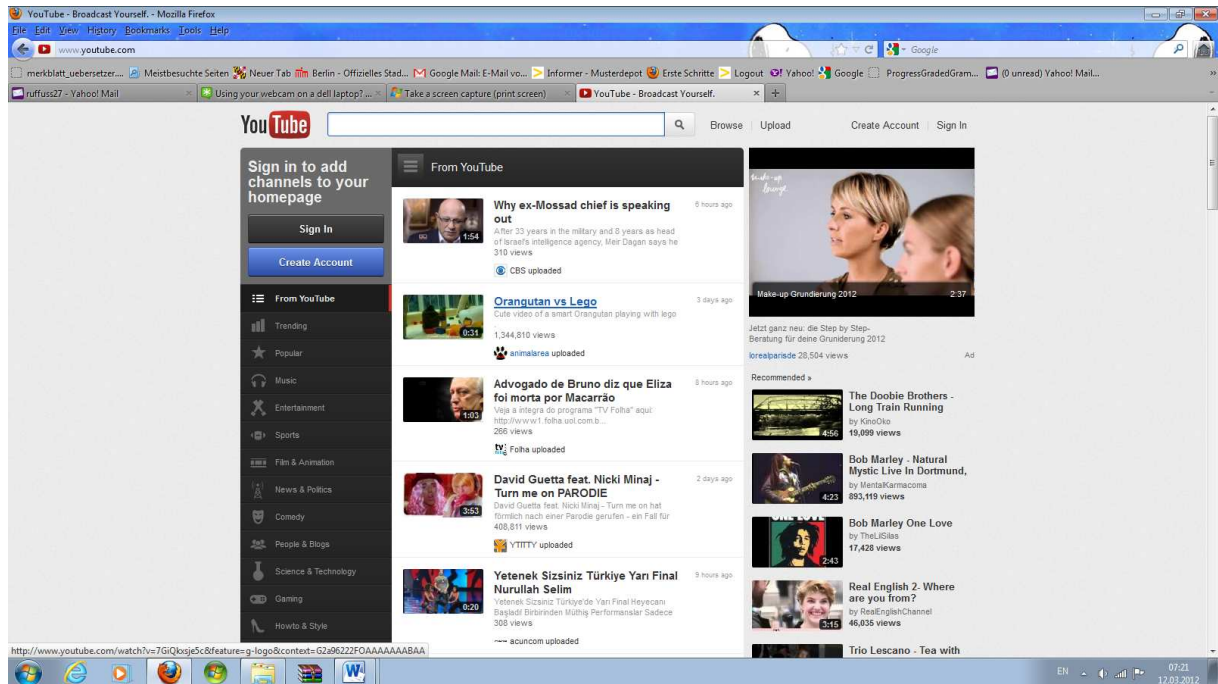


6. Now you have your very own Flickr account. A screen similar to the one shown below should appear. From this screen you can look at photos, upload photos, and change your details:

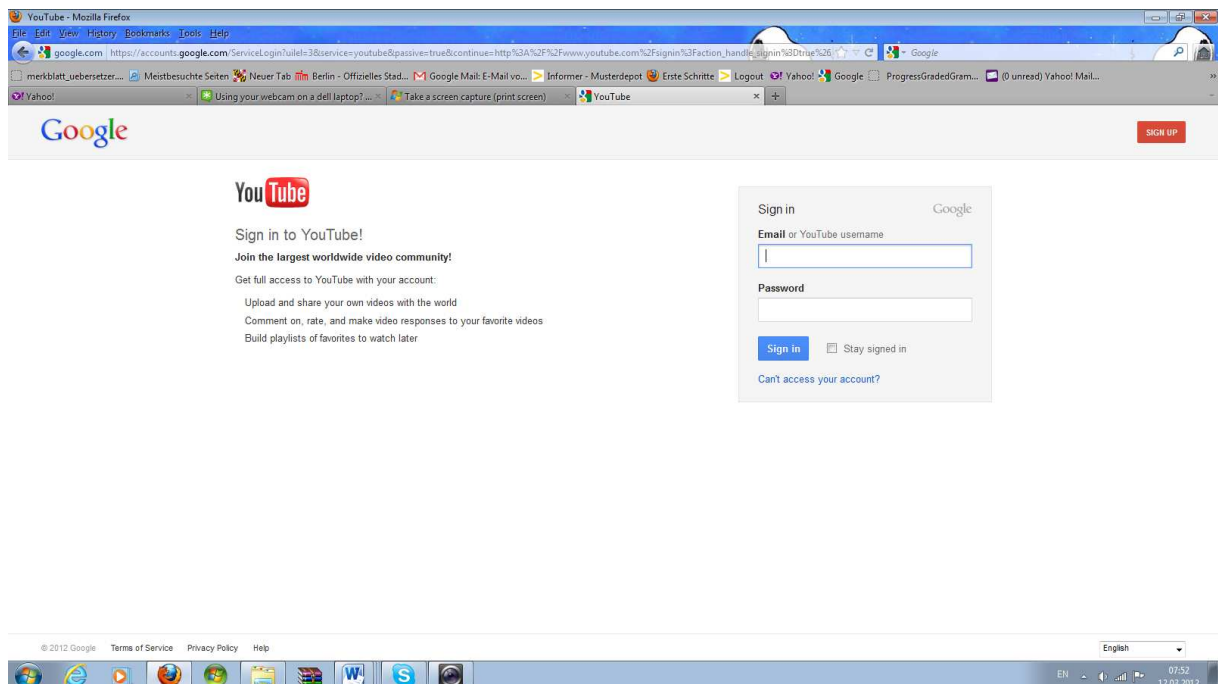


## YouTube – How to create an account

1. Once you have a Google e-mail account, you can create a youtube account. Go to [www.youtube.com](http://www.youtube.com) and a screen like the one below will appear.



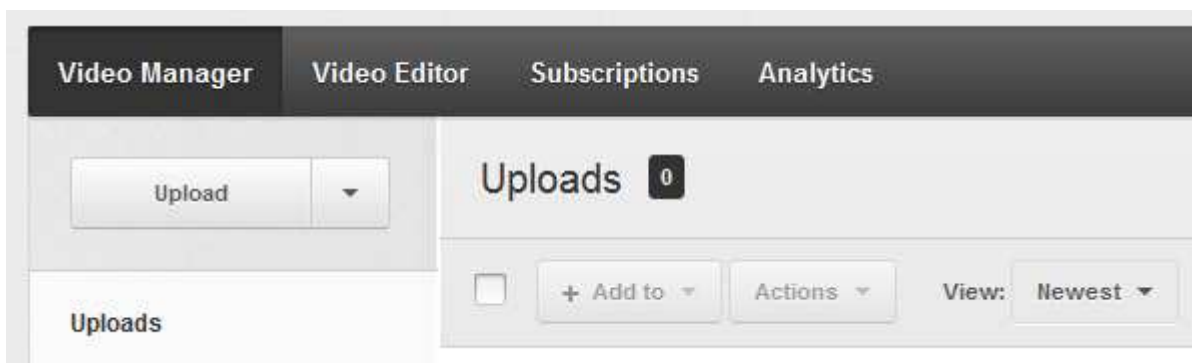
2. You will need to click on “Sign In” in the upper right hand corner. You will then need to enter your Google username and password. Click on “Sign In” and it will take you to a new screen.



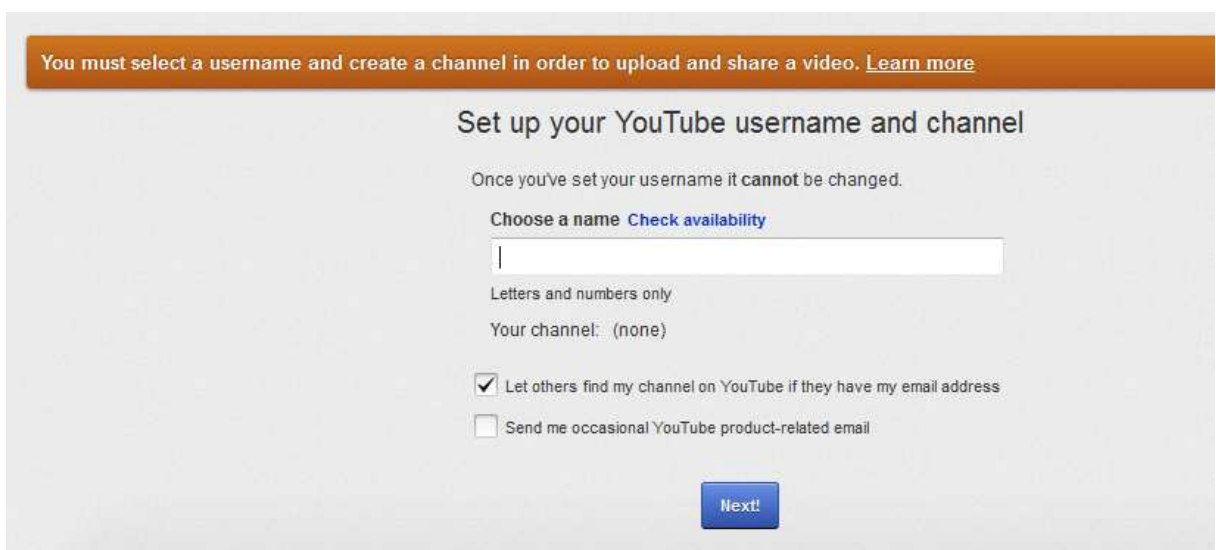
3. Click on your name in the upper right hand corner. A box with your Google account will open up underneath your name. To the left of your profile picture you will see a list of options in blue. Click on Video Manager.



4. You will then be taken to a screen where you can upload videos. Click on the "Upload" drop down menu on the top left hand side of the screen.



5. You then need to select a username. You can use the same username as your Google e-mail account.





6. Now you need to set your privacy settings. Leave all of the boxes checked and click the “All done!” button. To search for videos , go to the search box at the top of the screen and enter in the title/subject of a video. For example: “the alphabet” or “secret agent 123”. Then click on the small magnifying glass to the right of the box. A list of videos will come of relating to your search. Usually, the video at the top is the best match.



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