



Teacher Guideline – Chapter Three

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 Three

3.1 Stockholm

3.2 Helsinki

3.3 Copenhagen

Guideline 3.1 Stockholm

- 1) The chapter starts with a new Super Agent 123 video, which is sent via email to the agents by the teacher.



Your task: Write (Kristin) the following email to your students: „Hello agents, there is news from Super Agent 123. Have a look at the following link!”

<http://youtu.be/02io6yvJ3GU>

- 2) Through the video, the agents get the message that they should have a look at Super Agent 123's wall, where they will find the following link to a Stockholm map, from which they should find out where the next chili pepper will be found.

<http://g.co/maps/x4627>

Super Agent 123 reminds them that Barber had spoken about an old ship and tells the agents that they should send him the name of the place that they think to be the right one via Facebook mail. Then they will hear from him again. On Google Maps, the agents will find five marked points with descriptions. One of them is the Vasa Museum. Vasa Museum will be the right answer.



Your task: Put the Google Map link given above on Super Agent 123's wall.

- 3) Wait for the students' messages. If they send you the right answer (Vasa Museum), send them back the following message (Secret Agent 123): „Great, I think you're right! We need to go there and have a look around! But first we need to make sure we know how to describe any suspicious people we might see there. Watch Kristin's video and find out how!”

<http://youtu.be/Shsfmncbul0>

If they are wrong, send them the following answer: „Are you sure? I think it has to be another place. Try again.“



Your task: Respond to the students' messages as described above.

- 4) After the video, the agents are ready to talk about how they look as well. They should respond to the video with a few sentences about how they look. They can post this on their Facebook wall.



Your task: Post (Kristin) this message on the Facebook group wall: “Now tell me how you look. Post some sentences like mine on your wall!”

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

This is a section 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 to the next step.

Optional Exercise 1)

Once the players have watched Kristin’s Characteristics video, they can make their own video. If you chose this optional step, skip step four.



Your task: Post (Kristin) the video named Characteristics (<http://youtu.be/Shsfmncbulo>). Then, after they have voted for the best video, post a link to that video on facebook.

Then post this message (Kristin): “Make a video of yourself just like me. Post a video of you talking about yourself! Then post which of the players’ videos you like the most.”

- 5) Once the players have completed the task in step four, they are ready to head to the Vasa Museum and investigate. This will be done through video. On the video, almost nothing can be seen because it is dark. They will hear how Super Agent 123 speaks to them and, together with him, they will „see“ a person running away. They try to catch her or him, but they will lose the person at the last moment. The only thing they can get from the person, is a bunch of hair. The agents try to find out who it belongs to.



Your task: Post (Super Agent 123) the video “Night at the Vasa Museum” on the Facebook group wall with the message: “I think you are ready to head to the museum and check things out!”

<http://youtu.be/qSHHYbzyzWM>

- 6) After the dramatic end to the video, Super Agent 123 posts a photo of the bunch of hair on his wall with the following message: „Agents, we have to find out more about this chili phantom! Let’s see if we can find out who it was. We have to look closer at our suspects. Click on this link to see all of them together. What do you think: Who was the person in Stockholm? Send me a message on Facebook with your answer.“



Your task: Post the photo and link on Super Agent 123’s wall.

<http://www.box.com/s/f39682af85c25ff3fb2d>
<http://www.box.com/s/cbfc50d526a0d2d062b1>

- 7) The students will have a closer look at the suspects and write you a Facebook message with the name of the person they think they saw in Stockholm. If they have done well, they will get a link to a new puppet vocabulary video, which includes the new vocabulary.



Your task (Super Agent 123): Wait for the right answers (“The Beauty”) and send back the video links with the following messages.

If they have done it well (Super Agent 123): „Great, you’re a good agent! It is great to be able to talk about appearances, but it is also really important to ask questions about appearances, too! Go out and watch this video from Kristin!”

<http://youtu.be/8OsKdSuEOXw>

If they have done it wrong: „Hmm, I’m not sure, I think the hair looks different... Go and try again!“

- 8) The students will watch the grammar video and then Kristin will send them a worksheet to practice asking questions about appearances. There will be a worksheet about asking about appearances. They should then work together to practice asking questions about appearances via Facebook chat.



Your task: Send (Kristin) the Appearance Questions Worksheet (Worksheet 3.1) via email, along with the following comment: “Now it’s your turn to practice. Complete this worksheet and send it back to me!”

When they send back a correct worksheet (Answers 3.1) then reply with this message: “Great job agent! You are ready for any interview. Start a chat on Facebook with another agent and ask them the questions from the worksheet. They will ask you their questions, too! Then check my Facebook wall for the next assignment! From: Kristin”

If they respond with the wrong answers, reply with this message: “That looks pretty good, but I think you should check your answers.”

- 9) Now the players will learn about personal information. There are two videos that will help them learn the latest information that they need in order to interview any suspect or witness! When they are done with the videos, they will need to complete a worksheet to practice the new grammar and vocabulary.



Your task (Kristin): Post these two videos on Facebook - Personal Information Vocabulary and Personal Information. Then email the worksheet Personal Information Questions (Worksheet 3.2) to the players with this message: “Complete this worksheet and send it back to me! From: Kristin”

<http://youtu.be/iiW6RMd6LWM>

http://youtu.be/5Fe_72eQo3s

When they answer correctly (Answers 3.2), reply: “Awesome, I knew you could crack this case!”

If they answer incorrectly, reply with this message: “Hmmm, watch the videos again and see if you need to change some of your answers.”

- 10) When the students have watched the videos and completed the worksheet, it is time for them to move on to using what they know to find out more about our suspects. They will do this by receiving wanted posters for five of the suspects and then working with a partner to find the information for all ten suspects.



Your task: Email (Super Agent 123) the Wanted Posters and Wanted Poster Worksheet to the players. Half of the players should receive Wanted Posters 3.3A and Worksheet 3.3A, the other half should receive Wanted Posters 3.3B and Worksheet 3.3B. They will look at the information about the suspects in the wanted posters, then use the Worksheet to ask a player from the other group questions to find out the missing suspect information on their worksheet.

Send this message with the worksheets: „Now let’s use our knowledge to find out more about our suspects. Take a look at these Most Wanted Posters. Think about how you can talk about the suspects’ appearance and personal information. Then work with a partner from the other group

and help each other fill in all the missing information for all ten suspects! Send the worksheets back to me via email when you are finished. From: Super Agent 123”

11) The students will do the exercise and send and then send them back to you via email when they're ready. Then they will receive their homework.



Your task (Kristin): Send them the corrected worksheets (Answers 3.3A, Answers 3.3B via email, along with their homework (Worksheet 3.4): „Dear agents, here is your homework for today. Go back to the overview of the suspects (<http://www.box.com/s/768c9904213c7f34a6fd>) and check out the example text of John Barber on this worksheet. Now it's your turn: Write your own texts about the other nine suspects. When you have finished, compare your texts with the other agents. Post them on the Facebook group wall, and then write a comment saying which one you think is the best. From: Kristin”.

Guideline 3.2 Helsinki

- 1) The chapter starts as always with a video message from Super Agent 123.



Your task: Write a mail (Secret Agent 123) to your students: „Hello dear agents. Super Agent 123 wants to speak to you. Have a look at the following link to hear him!”

<http://youtu.be/MFwJVTXmYoE>

2) In the introductory video, Super Agent 123 tells his agents that another chili pepper was found in Helsinki, together with a strange item: a parrot feather. An investigation brought to light that there were also parrot feathers found in the other places before, but no one gave it too much importance. A genetic test showed that the feathers came from a very rare type of parrot: a bird called chili parrot because he likes chili peppers a lot. It's a parrot with red, blue and golden feathers.

In the video, Super Agent 123 shows one of the feathers to the agents and tells them that they should investigate in which European Zoo there are those kinds of parrots. He says that the students should have a look at his Facebook wall where they will find a link with a map of European Zoos.

In the description they will find lists with animals they have with a link which leads to the photo of the animal. One of the parrots will have the right colors: It's the one in Copenhagen Zoo. So Copenhagen Zoo will be the right answer. Super Agent 123 tells the agents, that they should send him the name of the Zoo, that they think to be the right one, via Facebook mail. Then they will hear from him again.



Your task: Post the following Google Maps link on Super Agent 123's wall:

(<http://g.co/maps/qkgmv>)

3) Wait for the agents' answers. If they send you the right answer (Copenhagen Zoo), send them back the following message (Super Agent 123): „You really are a great agent! I think we should go to Copenhagen and have a look around in the Zoo. But first take a vocabulary and grammar training with your English teacher to be prepared! Check out the following link! Then check out Kristin's Facebook wall for the next exercise!”

http://youtu.be/_z45yW-DJ54

If they are wrong, send them the following answer: „Are you sure? Have another look. I'm sure you'll find the right answer!”



Your task: Respond to the students' messages as described above.

4) The link will lead the students to a video with the teacher's explication of plural constructions with the help of the animal vocabulary. The students will then turn to Kristin's Facebook wall for the next exercise.



5) On the teacher's Facebook wall the students will find a huge image with animals and the instruction about what they should do with it. There will also be a video link with animal vocabulary and an example of the exercise.



Your task (Kristin): Post the following message on the teacher's wall (together with the picture and the video link): „Hey students, now it's your turn! Do you see the picture with the animals? Work in pairs and ask each other about their names. Watch out: If there is more than one elephant for example, use the plural form. Before you start, have a look at the example video! When you are ready, send me a Twitter tweet and I will hand you out a worksheet.“

Video Link: <http://youtu.be/Kq65QqiAHrU>

The Picture: <https://www.box.com/s/620d5fa310efbcd45265>

(Answers 3.5)

6) Your task (Kristin): Wait for the Twitter tweets. If you get a tweet, tweet back the following worksheet with the following comment „Now it's time for you to write! Send me back the worksheet via email when you're ready. Then you will receive your homework for today.“ (Worksheet 3.6)



7) Your task: Wait for the worksheets, then send them back corrected (Answers 3.6) along with their homework and the following message (Kristin): „This is your homework for today: Find the right names of the animals and the right plural form. If you’re not sure, have a look at the online dictionary. Send me your homework for correction. Thanks and have fun!
Your teacher“
(Worksheet 3.7)



8) Your task: Correct the homework you receive and send it back corrected. (Answers 3.7)



Guideline 3.3 Copenhagen

- 1) The agents get news from Super Agent 123 through the introductory video.



Your task: Write a mail to your students: „Hey agents, how are you doing?! There is news from Super Agent 123 for you. Go and listen!”

<http://youtu.be/0K4TvgEqDKY>

- 2) Super Agent 123 tells the students to go to Copenhagen Zoo and to interview the director. The news is that not just a parrot but also an employee has disappeared! To prepare themselves, they should have some training with the teacher. Super Agent 123 tells the students to check out the teacher’s Facebook wall.



Your task (Kristin): Put a message for your students on the teacher’s wall: „Are you ready for the interview training? Then click on the link below!”

<http://youtu.be/zEJsA137B2w>

- 3) After the video, the students will need to make their own questions about the employee, that that they want to ask the director. They will get a new worksheet to help them make questions.



Your task (Kristin): Send a worksheet to the students: „Dear students, now it’s time to prepare for the interview with the zoo director. You need to think of questions to ask about our suspect. What does he look like? Is he tall? What is he like? Is he friendly? Write down your questions on the worksheet. Then send me a tweet!”

(Worksheet 3.8)

- 4) The students write down their interview questions and send a tweet to the teacher after finishing. The teacher tweets back a worksheet with the correct answers (Answers 3.8) and asks the students to compare them with their own. If they are correct, they should make a video with their questions and post it on their walls.

(Answers 3.8)



Your task (Kristin): Send the worksheet with the correct answers to the students with the following message: „Dear students, check out if you did well – here are the right answers. Then check out the Facebook wall for your next assignment. After that, you are prepared to talk with the director!“

OPTIONAL SECTION

This is a section 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 to the next step.

Optional Exercise 1)

Once the players have checked their answers for Worksheet 3.8, it is time to make a video. They need to film themselves asking their questions.



Your task: Post this message (Kristin): “Now it’s time to practice for your interview. Make a video with your questions and post it on the Facebook wall.”

5) After the students have posted their videos on their walls, they get a link from the teacher that guides them to a video with the Zoo director, who welcomes them to the Zoo and then answers their questions.



Your task: Post the link to the video and the suspect overview on the students’ walls after they make their video post along with the following message from Kristin: “Watch the interview with the zoo director. Then, draw a picture of the suspect with the given information. Then compare the information with the suspect website (<http://www.box.com/s/768c9904213c7f34a6fd>). If you think you know who it is, send a Facebook message to Super Agent 123 with the person’s name.”
<http://youtu.be/uXchYjoyMol>

6) The description guides them to Pablo “Speedy” Guevara. After the agents found out that it was him, they post his name on Super Agent 123’s wall. Super Agent 123’s answers (when the answer is wrong): „No, that cannot be him! Try again!“

Or (when the answer is right): „Yes, that has to be him. You’re right! I think we should go to Dublin and find out more about him! Ah, but first I am sending you some homework via email for you from your teacher! Send it back to her for corrections! After that we will think about a journey to Dublin for our next session!“



Your task (Super Agent 123): Answer as shown above, email the homework worksheet, which you later should correct and then send it back to the students.

(Worksheet 3.9)

(Answers 3.9)

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