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Didactic Games as a Means for Communicative Competence Development  
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## **Annotation**

The thesis deals with the use of educational games for the purpose of English language acquisition with the focus on communicative competence development. In the theoretical part of the thesis, educational games are discussed with attention to their functions, types and usage in English language lessons. Then, levels of communication competence in the *Common European Framework of Reference for Languages* and key competencies in the *Framework Educational Programme for Basic Education* are presented. In the practical part of the thesis, educational games in English textbooks for language learners are evaluated, in order to determine their contribution to development of communicative competence and key competencies of learners.

**Keywords:** didactic game, educational game, communicative competence, English language acquisition, evaluation, key competencies

## **Anotace**

Tato práce se zaměřuje na způsoby využití didaktických her jako prostředků rozvíjejících komunikační kompetence žáků základních škol. Nejprve teoretická část práce představuje a popisuje funkce, druhy a typy her, jejich vliv na žáka a způsoby práce učitele s didaktickými hrami ve výuce anglického jazyka ve vztahu jak k obecným výchovně-vzdělávacím, tak i specifickým cílům výuky anglického jazyka. Následně jsou vydefinovány komunikační kompetence podle *Společného evropského referenčního rámce pro jazyky* a klíčové kompetence podle *Rámcového vzdělávacího programu pro základní vzdělávání*. Praktická část pak na základě východisek a kritérií definovaných v teoretické části práce hodnotí učebnice z hlediska pojetí didaktických her rozvíjejících komunikační kompetence, přičemž hodnotí i potřeby cílové skupiny v souvislosti s rozvojem klíčových kompetencí žáků.

**Klíčová slova:** didaktická hra, komunikační kompetence, výuka anglického jazyka, hodnocení učebnic, klíčové kompetence

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## **Introduction**

There are infinite numbers of games in the world - paper-based strategy games, first person shooters, classical board games, glitzy gambling games, math puzzles, professional sports, austere text adventures and giggly teenage party games. Each person perceives games in his own way-the anthropologists and folklorists in terms of historical origins; the military men, businessmen, and educators in terms of usages; the social scientists in terms of psychological and social functions. There is overwhelming evidence in all this that the meaning of games is, in part, a function of the ideas of those who think about them. (Salen and Zimmerman, 2003, p.1)

This thesis focuses on the usage of games, more specifically on their potential in the field of English language learning. The outcome of almost every game is entertainment or fun. The outcome of educational games should be acquisition of new information in an entertaining way. And the outcome of language educational games should be the ability to understand and produce language, while participants have fun.

This paper is divided into two main parts. The first, theoretical, discusses principles and issues which influence the outcomes of language games, placed in the field of foreign language education in basic schools. The main focus is on learners' foreign language acquisition, more specifically, on development of their communicative competence. All its aspects are covered and discussed. This part of the thesis also focuses on development of general and key competences, which prepare pupils for their future life.

The practical part evaluates language games in textbooks that learners work with, while focusing on interaction patterns and development of communicative and key competencies. The aim is to find out, whether games in textbooks actually develop language competences, or whether they function only as a reward, through which teachers show satisfaction with their learners' work and cooperation.

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# 1 Games

A game creates its own world. For the duration of a game, it “replaces” sometimes not very interesting or entertaining external reality and fills engaged participants with feelings of pleasure and fun. But what is a game? To define a game is a very difficult task. Even though there are a lot of definitions, none of them is acknowledged as the flawless one. They either leave out things that could be categorized as games, so that the definition is too narrow, or accept things that are not games, making the definition too broad. Katie Salen and Eric Zimmerman in their book *Rules of Play* (2003, p. 3-11) discuss several definitions by different scholars and game designers in order to find a satisfactory definition.

At first, they mention David Parlett’s definition, who claims that games has ‘ends’ (achieving an objective in order to end the game) and ‘means’ (an agreed set of equipment and procedural rules) and add that both components are key ideas in defining games. They also discuss a definition by Clark C. Abt, who proposes that a game in an activity among two or more independent decision-makers, trying to achieve their objectives in some limiting context. This definition is, however, too narrow, because it mentions only contesting among players and leaves out cooperative games.

Salen and Zimmerman (2003, p.7 ) further on examine a definition by Bernard Suits, who claims that a game is a voluntary activity directed towards a goal, using only means defined by rules, making a game inefficient, because they prohibit more efficient in favor of less efficient means. In conclusion, players have to accept rules, goals and obstacles in order to play.

Chris Crawford’s definition adds that a game is a system, which takes place in a space and time separated from ordinary life and therefore a game is safe for participants. Other definitions by Greg Costikyan, Elliot Avendon and Brian Sutton-Smith also add that a game is a form of art, an exercise of voluntary control system and that a game always has different outcomes, which is also supported by Lewis in his book *Games for Children* (1999, p.12).

To conclude this, Salen and Zimmerman (2003, p.11) present their definition built on all of the previously mentioned definitions and claim that:

“A game is a system in which players engage in an artificial conflict defined by rules that results in a quantifiable outcome.” Salen and Zimmerman (2003, p. 11)

To elaborate some of the terms, a system in this case means an organized group of functionally related interacting or interdependent elements, ideas and principles forming a complex whole, while players interact with this system in order to experience the play of a game. (Salen and Zimmerman, 2003, p. 11)

Artificial means that even though a game occurs within the real world, it maintains a boundary from so-called ‘real life’ in both time and space. According to Salen and Zimmerman (2003, p.11) a conflict is central in a game and can take many forms, from cooperation to competition, from solo conflict with a game system to multiplayer social conflicts.

Rules simply provide the structure of a game by defining what a player can and cannot do. A quantifiable outcome means that a player has either won or lost or received some kind of numerical score. (Salen and Zimmerman, 2003, p. 11)

Since the definition of a game above is based on several definitions of other scholars and game designers and covers almost everything that others mentioned in their efforts to define a game; this thesis acknowledges it as a model definition.

## **1.1 Games in education**

Traditionally, games have been used as a positive reinforcement in lessons to show teachers’ satisfaction with learners - mostly conducted only during warm-ups (at the beginning of classes) or fill-ins (at the end of lessons) to finish off a lesson in a playful and fun way. Learning itself was often regarded as something learners had to, rather they wanted to do.

Luckily, teachers and experts through years realized that if children see learning as mandatory and boring and they have fun only outside their classes, it is likely that little real learning takes place in the classroom, so they started using educational games, which combine learning with fun activities.

Paul (1996, p.6) suggests that if learning itself feels as a game, and if learners feel that they are discovering and learning about a fascinating new world through entertaining activities (which they would also enjoy doing outside the class); it is much more likely that the subject matter

itself will play a central role in their world. In other words, the more fun students have during learning to something new, the more motivated they will become and they will be able to remember, recall and use new information later in their lives.

Furthermore, a research, conducted in Berlin in 2013 found that students that play games (videogames as well as other games) can increase brain volumes in several areas. The study, done at the Max Planck Institute for Human Development, showed that brains of the students who had spent 30 minutes a day gaming for a period of two months, increased in size in three parts of the brain when compared to the students that had not participated. These three parts are involved in functions such as spatial navigation, memory formation, strategic planning and fine motor skills of hands. (Max Planck Institute, 2013)

Also, an action research conducted by Huyen and Nga (2003) states that students liked the relaxed atmosphere, competitiveness, and motivation that games brought to the classroom. Their teachers said that the students seemed to learn more quickly and retain new information better in a stress-free and comfortable environment. (Chen, 2005, p.124)

These studies support the claim that games should not only serve as a relief or reward in a class, but they are where the real learning takes place. Moreover, games are usually learner-centered, which means that pupils are in the center of the action and they unknowingly encounter a succession of new information in a controlled sequence, which has been put there by their teacher. (Paul, 1996, p.6)

Games are not only beneficial, but also versatile - they can be used as an extension of the general school curriculum, an existing course book or syllabus, as well as by parents in an informal private atmosphere. They can function as a diagnostic tool for teachers, highlighting areas of difficulty, exposing learners' weak points and needs for remedial work. Once a teacher feels comfortable with their usage in classes, then he or she is able to insert more games into the schedule without long preparation, which will probably gain students' commitment and arouse their curiosity. Games also serve as valuable backup if a teacher goes through the material too quickly or if something unexpected happens. (Lewis, 1999, p.5)

Moreover, educational games could be used in almost every school subject; nevertheless, one of their greatest potential is in teaching foreign languages, because there are plenty of games

targeting at almost every aspect of a language, which provides students with great conditions for practicing different language skills, especially their communicative ability, in an entertaining way.

## **1.2 Games in foreign language teaching**

On the surface, the aim of language games is that students learn and practice the targeted language, however, during game play they are not only gaining new information - they are also encouraged to use the language spontaneously and work their way to desired results. Actively participating and pursuing the goals of a game help them apply their foreign language in everyday life without difficulties.

Language researchers and teachers have shifted their focus from developing individual linguistic skills and perceive language more complexly. This area of focus, known as communicative competence, leads tutors to seek activities that help their students master all aspects of a language. Language games are a great choice because they provide a meaningful context for language use and develop students' communicative competences in an entertaining way. (Chen, 2005, p. 124)

Prasad (2003, p. 13) suggests that participating in games increases students' motivation, making them think and concentrate during the learning process; and since language games usually require usage of productive skills (production of the language) and receptive skills (e.g. understanding of meanings and following instructions) simultaneously, they greatly contribute to foreign language acquisition.

To sum it all up, professor I-Jung Chen in his work (2005, p. 125) points out the benefits of using games in language-learning.

Games:

1. are learner centered
2. promote communicative competence
3. create a meaningful context for language use
4. increase learning motivation
5. reduce learning anxiety
6. integrate various linguistic skills
7. encourage creative and spontaneous use of language
8. construct entertaining learning environment
9. foster participatory attitudes of the students

Based on these nine points, Chen (2005, p. 126-130) constructed an English educational game to support his claim. His game integrated speaking, listening and reading skills. He split the students into teams of five and set up individual task stations. The students were given a map and every time they completed a task at one of the stations, they were also given directions to the next one. All information and tasks were in English and the students were forbidden to use their first language.

After the game, Chen's conclusion was that the students showed clear indications of stimulation of their communicative skills. He noticed that majority of the students were eager to complete the individual tasks, they used language more creatively and spontaneously in order to achieve their goal. They cooperated, discussed solutions and directions and helped other teammates finish their tasks. Chen (2005, p. 130) stated that students were given an example of the true beauty of learning a foreign language instead of being intimidated with tasks that would normally seem overwhelming to them. This conclusion supports Littlewood's (1981) proposal that through games, teachers should help learners go beyond the mastery of structures to the point where they can use the language to communicate meaningfully in real life situations.

Pupils, however, need to encounter their foreign language during games on an adequate level, so they have confidence to use the language with creativity and flexibility. (Lewis, 1999, p.13) This claim is, beside others, supported by Paul's (1996, p.6) statement that the language in the activities must move forward at an achievable rate and must fit with the other words and structures the students have learned or are about to learn, so they build up a clear, confident picture of how the language fits together. Paul (1996, p.6) adds that if the language is for learners too difficult, they are quite likely to end up as parrots, not inquisitive thinking language learners.

It is also essential for learners to know and understand general language necessary for organization and guidance during a game (commands, comments, praise, blame, evaluation, etc.)

But besides students' knowledge of foreign language, a teacher has to consider many other factors, when deciding which game would be appropriate and most beneficial for the participants. He or she has to decide which games to use, when to use them, how to link them up with the syllabus, textbook or program and how, more specifically, different games will benefit students in different ways. All these issues are covered below.

### 1.2.1 Types of educational language games

Concerning the choice of games that can be implemented in English language classes, Hadfield (1999) distinguishes two basic types of educational games concerning communicative competence development - *linguistic* and *communicative* games. (Hadfield, 1999, p.16)

In *linguistic* games, the general goal is to produce correct language structure – linguistic accuracy. The main focus is usually on the formation of correct examples of grammatical structures, vocabulary and spelling, while practicing and focusing on small samples of language, usually out of context. Linguistic games are often non-interactive, which means that every participant tries to win on his own. The results of such games are not based on cooperation or interaction with other players; they rather suppress communication, while all participants face the same issue on the same conditions. Typical examples are matching games and categorizing of words (synonyms, antonyms), searching for specific information, card games, crosswords, desk games, making words out of letters, gap filling, completing correct grammatical structures and puzzles.

Typically, a teacher's role during linguistic games is just an observer. His or her actions include keeping eye on players (in order to prevent them from cheating) and announcing correct answers and results of a game at the end. (Kotrba, Lacina, 2007, p.97)

The second type - *Communicative* games, however, are activities which involve carrying out a task based on usage of the spoken foreign language, which represents the fundamental idea of communicative language teaching, the goal of which is developing communicative competences. According to Hadfield (1999, p.16), the emphasis in communicative games usually falls on fluency and successful communication, which offers students an opportunity to use their foreign language in a non-stressful way. While participating in communicative games, the learners' attention is on the message, not on the language; so rather than pay attention to the correctness of linguistic forms, most participants will do all they can to win, which usually arouse and maintain interest in learning and promote motivation for studying.

Communicative games are basically interactive activities, because players influence the results of a game with their communication and interaction among participants. Three types of

interaction patterns in communicative games can be distinguished - competitiveness, cooperation and the combination of both.

Hadfield (1999, p. 16) in his book talks about *competitive* games, in which individual players or teams race to be first to reach the goal (to complete a task first, to score the greatest number of points, or to accumulate the most cards or other tokens), and *cooperative games*, in which players or teams work together towards a common goal. He believes that cooperative games have greater appeal, because learners can be both committed to cooperation and, at the same time, fiercely competitive. He argues that it is the challenge of reaching a goal or performing some intrinsically interesting task successfully that provides desired motivation, rather than competition between players or teams.

Lewis (1999, p.12) adds that games should not only involve co-operation and competition, but also strict rules, unpredictability, enjoyment and serious commitment. He also mentions that older students may worry that communicative games are too childish for them, so they suddenly refuse to cooperate and become passive participants. In such cases, a teacher's task is to explain the purpose of the game and make sure everyone is involved.

Games based on pair and group work are a great choice, because they increase students' willingness to participate and the amount of language production and practice offered to each learner is much greater than during teacher-centered activities. Through cooperation in pairs or groups, learners can also learn the language through listening and communication with other players and their motivational level is likely to increase, which naturally promotes language fluency.

In more advanced interactive games, relations within a team are also important, since participants are expected to accept their roles in a team in order to achieve best results and eventually win. Such activities develop cooperation and understanding the importance of labor division. (Kotrba, Lacina, 2007, p. 97)

Typical examples of communicative games are drawing in a route on a map, filling in a chart, completing information gap, exchanging information, collecting data, card games, board games, guessing games, and also simulations and role plays, which model real-life or hypothetical situations.

### **1.2.1.1 Role plays and simulations**

The essential aspect of role play and simulation activities is not only a verbal, but also a non-verbal communication with usual focus on the language fluency, content, learners' attitudes and behavior in specific situations. According to Aransky (1987, p. 313), these activities offer a teacher an opportunity to accomplish desired cognitive learning processes, while teaching learners to apply acquired knowledge and skills in a creative and spontaneous way. Students are expected to proceed through hypothetical situations in constructive ways, behave assertively and dampen their emotional stances.

Participants usually work with prepared aids, such as plastic models, maps, pictures, costumes and other objects that are supposed to distract them from thinking too much about correct language structures and overcome fear of negative evaluation. (Aransky, 1987, p.313) Skalková (2007, p. 186) adds that not only learners interact with other participants; they also gain new emotional experience and attitudes while actively participating in staged situations and at the same time forming the habits of socially acceptable behavior that will be valuable both to them and to their social life outside school.

## **1.3 Principles of successful language games**

As mentioned before, games should provide fun in lessons and offer stress-free but interesting learning opportunities, maintain and strengthen learners' positivity and enthusiasm during a game. In order to do so, teachers must make sure that their students succeed and careful selection and organization is therefore required.

Most importantly, teachers should in lessons only implement educational games, the goals of which are well defined either by them or the authors of these games (in case some aspects of the games were changed). Anticipation of possible organizational or linguistic problems that may occur is also important, in order to deal with them quickly and effectively.

Tutors must make sure that necessary facilities, aids and materials are available. For instance, a typewriter, game cards and other objects needed should be carefully prepared in case that an overhead projector is required, but not available. In such cases, teachers should ensure clear handwriting on paper and cards.

Learners also have to know and understand the rules of games, and they have to take some actions – doing or saying something through which they compete. (Kotrba and Lacina, 2007, p.97) Therefore, elaborated and understandable rules should be presented to them in the most comprehensible way possible before a game begins, because pupils may get demotivated and eventually lose interest in playing, if a tutor is not sure about the rules or when he or she changes them during the activity.

Teachers, as mentioned before, also have their roles during games (assistants, referees, members of commission, or guides) and they should not unnecessarily change them until it is needed to interfere, since learners may perceive such interventions as disruptive or unfair. On the other hand, while students are working, it is advisable for tutors to keep an eye on individual players, pairs or groups and help, correct and stimulate less active students (as long as it does not disrupt the activity). (Kotrba and Lacina, 2007, p.96) As with any other activity, it is necessary that learners acknowledge teacher's authority during games, so misbehavior is quickly dealt with.

The amount of teaching time devoted to games depends on the individual teaching content, but it is usually a relatively small proportion of the total teaching time. Since time management during lessons is sometimes difficult to handle, a teacher must make sure that there is enough time needed not only for finishing a game, but also for a possible discussion concerning the progress of a game, its outcomes and possible improvements. As Kotrba and Lacina (2007, p.97) state, a teacher should make a list of already conducted games and write down important information about them; for instance, the name of a game and the author, aims, conditions and setting, materials and aids needed, simple but definite rules, instructions for a teacher and participants, evaluation methods, topics for following discussion, and possible modifications and suggestions for the future. This information is essential for future usage of games in lessons.

Educational games can be implemented in almost any stage of a lesson. Games at the beginning of a lesson provide an opportunity to start a lesson in an entertaining way, 'wake' learners up (especially in the morning), check their homework, or find out what they remember from previous classes. Games conducted during lessons provide great conditions for working with new information, while relieving tension and helping learners remember, recall and use specific aspects of the foreign language. At the end of a lesson, games could be used as a reinforcement,

backup (in case learners go through prepared materials too quickly), or a form of „reward“ through which a tutor shows satisfaction with learners' work.

A teacher should, however, stop a game when he or she sees that students are getting tired, bored, or simply if they lose interest in the activity. In such cases, it is necessary to change the activity, so their willingness to learn and concentration are retained. Learners should never be forced into participating, because such conditions would certainly not provide enjoyment, motivation or useful practice.

In order to conduct a successful educational game in a lesson, it is necessary to establish suitable learning conditions. If students look asleep or they lack motivation, it is advisable to use games categorized as Rousers, which wake a class up. (Lewis, 1999, p.12) Typical representatives are movement games and activities where is an element of competition that tends to get children excited. Also, physical activities contribute to children's psychomotor development, foster cooperation and problem solving as well as contribute to creative thinking. Guessing activities also tend to get children excited, as do games that require children to speak. (Lewis, 1999, p.12)

On the other hand, a teacher should bear in mind that there is a chance that physical activities may intimidate quieter students, and encourage some students to only react and not to think. Having time and mental space to be curious is a very important part of learning. (Paul, 1996, p.6)

The opposite of Rousers are Settlers, which calm a class down and are suitable for situations when learners misbehave, frolic, and do not pay attention. Typical examples of settlers are writing activities, games focused on listening, working with texts and board games. (Lewis, 1999, p.12)

A teacher should also take into consideration cognitive development of learners. This thesis, however, only briefly discusses cognitive development of a typical learner and does not comment on learners with developmental or intellectual delays, or with specific learning disorders.

### **1.3.1 Cognitive development of learners**

Piaget, the first psychologist to make a systematic study of cognitive development, believed that children cannot undertake certain tasks until they are psychologically mature enough to do so.

He also proposed that children's thinking does not develop entirely smoothly, and he identified certain points at which they move into new areas. In accordance with these points he identified four stages in cognitive development: sensorimotor stage (infancy), pre-operational stage (toddler and early childhood), concrete operational stage (elementary and early adolescence) and formal operational stage (adolescence and adulthood). The thesis only covers the very late pre-operational stage, concrete operational stage and formal operational stage, because sensorimotor stage is not relevant.

Piaget believed that young learners are in their minds still orientated towards the visible and perceivable and do not usually understand grammatical rules and explanations well - their language knowledge develop well only when they are given plenty of examples and patterns to follow. He also claimed that young learners tend to have a much shorter attention span and need activities that capture their immediate interests. Games are therefore a perfect choice, because they can stimulate more senses at once – visual (seeing), auditory (hearing), kinesthetic (moving) and tactile (touching).

Piaget claimed that pupils at age 7 – 11 start to realize that by effort, working hard and completing given tasks gain self-satisfaction leading to self-esteem, confidence, acknowledgement, and positive evaluation from teachers and parents. They become mature enough to think logically, develop conservation skills (first quantity, weight, and finally volume), but they still need physical objects in order to do so. Because of that, Piaget called this stage of life concrete operational stage and claimed that pupils can solve problems in a logical fashion, but are typically not able to complexly think abstractly or hypothetically. Children at this age usually lose interest in simple games, and they seek activities with more complicated rules, which may eventually become their hobbies. (Mareš and Čáp, 2007, p. 230)

Based on Piaget's view, learners in the formal operational stage (from age eleven and onward) show their intelligence through the logical use of symbols related to abstract concepts, which moves them to a much broader perspective and thinking beyond themselves. They start to think abstractly in such issues as truth, morality, justice, and the nature of existence. Cognitive development therefore becomes a pre-requisite for the acquisition of morality based upon abstract principles.

To conclude this, based on Piaget's sequential stages of cognitive development, teachers of learners, who are eleven years old and younger, should implement more games in their classes,

because of their shorter attention span and sensory stimulation. Teachers should also exclude activities based on hypothetical or abstract thinking until learners are mature enough to comprehend it.

### 1.3.2 Conclusion to principles of successful language games

Even though usage of educational language games may sometimes feel overwhelming since there are many difficulties and factors that should be taken into consideration, it is necessary to keep in mind that games provide desired conditions for learners to deal with communicative situations and draw upon a number of competences developed in the course of their previous experience. Also, language educational games are communicative in essence, so using them in English language classes can well realize the fundamental idea of the communicative language teaching approach – “Communicating to learn” and “learning to communicate”; because usage of language games results in effective development of learners’ general and communicative competences, for both immediate and long-term use. (Council of Europe, 2001, p.101)

## **2 Communicative competence**

To clarify the terms, communicative competence is basically a combination of words which means competence to communicate. This simple lexicosemantic analysis uncovers that the central word in the syntagm communicative competence is the word competence. (Bagarić and Djigunović, 2007, 94) Since the introduction of this term by Hymes in the mid – 1960s; communicative competence has enjoyed increasing popularity among teachers, researchers and scholars interested in language teaching. In the field of foreign language pedagogy, this interest for communication is viewed as a promising departure from the narrower and still actual view of language as the knowledge of grammar.

Communicative competence refers to both knowledge and skill when interacting in actual communication. Skill could be defined as an ability to do something well, usually as a result of experience and training; and knowledge refers here to what one knows about the language and about other aspects of communicative language use. (Richards, Schmidt, 2013, p.20)

According to Bagarić and Djigunović (2007), a modern view of communicative competence is largely recognized in three models: the model of Canale and Swain, the model of Bachman and Palmer and the description of components of communicative language competence in the *Common European Framework of Reference for Languages (CEFR)* by Council of Europe (2001).

This thesis further on deals with the model of the latter, because it provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, and study materials in Europe and in the Czech Republic.

### **2.1 *The Common European Framework of Reference for Languages***

The *CEFR* (Council of Europe, 2001) is designed to overcome the barriers of communication among professionals working in the field of modern languages, arising from different educational systems in Europe. The document presents in a comprehensive way what language learners have to learn and master in order to be able to use a language for communication and what knowledge and skills they have to develop to be able to communicate effectively.

Since Council of Europe (2001) defines levels of proficiency which allow learners' progress to be measured at each stage of learning on a life-long basis, it provides means for educational

administrators, course designers, teachers, teacher trainers, and examining bodies to reflect on their current practice, with a view to situating and coordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. By presenting a common basis for the explicit description of objectives, content and methods, the document enhances the transparency of courses, syllabuses and qualifications, and thus promoting international co-operation in the field of modern languages. (Council of Europe, 2001, p.1)

To begin with, it is important to make a distinction between purely linguistic competences and those which do not have a direct link with language. Council of Europe in the *CEFR* deals with this issue by distinguishing communicative language competences and general competences, both conditioned by levels of proficiency. Progress in the development of learners' abilities and knowledge is in the *CEFR* scaled, and since this thesis deals with the issue of educational games in basic education, only relevant levels of foreign language are discussed. In the Czech Republic, elementary education in the field of foreign language leads to the acquisition of (at least) the A1 level at the end of the fifth grade and the A2 level at the end of the ninth grade.

### **2.1.1 Communicative language competences**

Communicative language competences are discussed in the *CEFR* only in terms of knowledge and consist of three basic components – *linguistic* competences, *sociolinguistic* competences and *pragmatic* competences.

Council of Europe in the *CEFR* (2001, p.109) claims that language systems are of great complexity and that the language is never completely mastered by any of its users, because every language is in continuous evolution of its use in communication. However, Council of Europe (2001, p. 109) identifies and classifies the main components of linguistic competence as knowledge of, and ability to use, the resources from which well-formed, meaningful messages may be assembled or formulated.

#### **2.1.1.1 Linguistic competences**

*Linguistic* competence in the *CEFR* includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system, independently of the sociolinguistic value and pragmatic functions of its realizations. These components concern not only to the range and quality of knowledge (the extent and precision of vocabulary), but also cognitive organization

and the way this knowledge is stored (for example, the question of how a lexical item fits into networks of speaker's associations) and to its accessibility (activation, recalling and availability). This knowledge may be conscious and readily expressible or may not. Its organization and accessibility will vary from one individual to another.

Council of Europe in the *CEFR* (2001, p. 110) adds a scale of general linguistic range that can be seen in *Figure 1*, which presents linguistic abilities and skills for the levels A1 and A2 and according to them, a learner at these levels:

GENERAL LINGUISTIC RANGE	
A1	Has a very basic range of simple expressions about personal details and needs of a concrete type.
A2	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.
	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

**Figure 1: General linguistic range**

Council of Europe in the *CEFR* (2001, p.110-117)) distinguishes subcomponents of linguistic competence as *lexical competence*, *grammatical competence*, *semantic competence*, *phonological competence*, *orthographic competence* and *orthoepic competence* (production of a correct pronunciation from a text).

*Lexical* competence is explicitly defined as knowledge of lexical elements (fixed expressions and single word forms) and grammatical elements (closed words classes as articles, personal pronouns, possessives, prepositions, conjunctions, etc.) and the ability to apply them. Council of Europe in the *CEFR* (2001, p. 111) adds illustrative scales, which can be seen in *Figure 2* and *Figure 3*, and based on them, a learner:

VOCABULARY RANGE	
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.

**Figure 2: Vocabulary range**

VOCABULARY CONTROL	
A1	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
A2	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

**Figure 3: Vocabulary control**

It can also be held that the cognitive organization of vocabulary and the storing of expressions depend, amongst other things, on the cultural features of the community or communities in which an individual has been socialized and where his or her learning has occurred. (Council of Europe, 2001, p.13)

Grammatical competence is in the *CEFR* (2001, p. 112) identified as knowledge of the grammatical resources of a language (elements, categories, classes, structures, etc.) and the ability to apply them to convey meaning. This competence also covers knowledge of morphology (internal organization of words) and syntax (organization of words into sentences). Council of Europe in the *CEFR* (2001, p.115) adds an illustrative scale, which can be seen in *Figure 4*, for grammatical accuracy and based on it, a learner:

GRAMMATICAL ACCURACY	
A1	No descriptor available
A2	Can control a narrow repertoire dealing with concrete everyday needs

**Figure 4: Grammatical accuracy**

Semantic competence deals with the learner's awareness and control of the organization of meaning. Council of Europe (2001, p. 115-116) divides semantic competence into *lexical*

*semantics* (dealing with questions of word meaning such as references, connotations, synonyms and antonyms, etc.), *grammatical semantics* (dealing with the meaning of grammatical elements, categories, structures and processes) and *pragmatic semantics* (dealing with logical relations, such as entailment, presupposition, implication, etc.)

Council of Europe in the *CEFR* (2001, p. 116) claims that phonological competence involves knowledge of, skill in the perception and production of sounds units, phonetic features which distinguish phonemes, sentence phonetics and phonetic reduction and adds a scale, which can be seen in *Figure 5*:

PHONOLOGICAL CONTROL	
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.
A2	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

**Figure 5: Phonological control**

Orthographic competence in the *CEFR* (Council of Europe, 2001, p.117) involves knowledge of and skill in the perception and production of the symbols from which texts are composed. This competence is closely connected with orthoepic competence, which is about the correct pronunciation from the written form, including spelling conventions, ambiguity of words, punctuation marks and more. Council of Europe in the *CEFR* (2001, p.118) presents a scale of orthographical control, which can be seen in *Figure 6*, and according to it, a learner:

ORTHOGRAPHIC CONTROL	
A1	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.
A2	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.

**Figure 6: Orthographic control**

### **2.1.1.2 Sociolinguistic competence**

As described in the *CEFR* (Council of Europe, 2001, p. 13), *Sociolinguistic* competence refer to the sociocultural conditions of language use. In other words, it covers the knowledge and skills involved in using language functionally in a given social context.

Since language is a social phenomenon, its usage requires social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups), which affect to a certain degree all linguistic communication between representatives of different cultures, even if participants are unaware of them. (Council of Europe, 2001, p.13)

The main aspects of sociolinguistic competence are: *linguistic markers of social relations*, *politeness conventions*, *expressions of folk wisdom* (knowledge of proverbs, idioms, and quotations), *register differences* (differences in level of formality), and *dialect and accent* (through vocal rhythms and stress, for example). (Council of Europe, 2001, p.120-121) Since the *CEFR* (Council of Europe, 2001, p.122) for the levels A1 and A2 only covers markers of social relations and politeness conventions, only these two aspects are discussed.

The *CEFR* (Council of Europe, 2001, p. 119) describes linguistic markers of social relations as depending on a relative status and closeness of relation, and adds that they are not universally applicable for other languages. The main aspects are use and choice of greetings (on arrival, introduction, leaving); address forms (e.g. Sir, Your Grace, mate, dear) and conventions for turntaking. (Council of Europe, 2001, p. 119)

Usage of politeness conventions, according to Council of Europe (2001, p. 119), vary from one culture to another and cover positive politeness (showing interest, expressing gratitude, etc.), negative politeness (expressing regret, using hedges, such as tag questions and ‘I think’ phrases), appropriate use of ‘please’ and ‘thank you’ and also impoliteness (bluntness, expressing dislike, complaint, etc.). Council of Europe (2001, p. 119) provides a scale of sociolinguistic appropriateness, which can be seen in *Figure 7*, and according to it, learners:

SOCIOLINGUISTIC APPROPRIATENESS	
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.
A2	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialize simply but effectively using the simplest common expressions and following basic routines.
	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.

**Figure 7: Sociolinguistic appropriateness**

### 2.1.1.3 Pragmatic competence

As Council of Europe states (2001, p. 13), *Pragmatic* competence is concerned with functional uses of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also involves the mastery of discourse, cohesion (linking ideas linguistically through pronouns or auxiliary verbs) and coherence (linking meanings of sentences in texts), the identification of text types and forms. According to the *CEFR* (Council of Europe, 2001, p.123), learner’s language is:

- 1) organized, structured, coherent and arranged according to interactional and transactional schemata (discourse competence);
- 2) used to perform communicative functions (functional competence);

Based on the information in the *CEFR* (Council of Europe, 2001, p.123) discourse competence is the ability of a learner to arrange sentences in sequence to produce coherent language. Besides the knowledge of and ability to control the ordering of sentences (focus/topics, sequencing, coherence, cause and effect, etc.), this competence also includes knowledge of text design, which discusses how information is structured in realizing various macrofunctions (description, narrative, exposition, etc.); how stories, jokes, anecdotes, etc. are told, and how written texts

(essays, formal letters, etc.) are laid out, signposted and sequenced. (Council of Europe, 2001, p. 123)

Departure from the criteria for straightforward and efficient communication should be for a specific purpose, not because of inability to meet them. Council of Europe in the *CEFR* (2001, p. 124) provides illustrative scales for the aspects of discourse competence, which are presented as flexibility to circumstances (*Figure 8*), turn taking (*Figure 9*), thematic development (*Figure 10*) and coherence and cohesion (*Figure 11*) and according to them a learner:

	FLEXIBILITY
A1	No descriptor available
A2	Can adapt well-rehearsed, memorized, simple phrases to particular circumstances through limited lexical substitution.
	Can expand learned phrases through simple re-combinations of their elements.

**Figure 8: Flexibility**

	TURNTAKING
A1	No descriptor available
A2	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation
	Can ask for attention.

**Figure 9: Turntaking**

	THEMATIC DEVELOPMENT
A1	No descriptor available
A2	Can tell a story or describe something in a simple list of points.

**Figure 10: Thematic development**

	COHERENCE AND COHESION
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.
A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like 'and', 'but' and 'because'.

**Figure 11: Coherence and cohesion**

Functional competence in the *CEFR* (Council of Europe, 2001, p. 125) concerns the use of spoken discourse and written texts in communication. This competence covers microfunctions (particular functions which form the language), macrofunctions (functional use of text consisting

of sequence of sentences, such as description, narration, argumentation, etc.) and interaction schemata (patterns of social interaction).

Council of Europe (2001, p.128) adds that two generic factors which determine the functional success of a learner. The first one is fluency (the ability to articulate and continue in the language production) and the second is propositional precision (the ability to formulate thoughts and propositions to make one's meaning clear). These factors are scaled (*Figure 12*) for different language levels. According to the scale, a learner:

SPOKEN FLUENCY	
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

**Figure 12: Spoken fluency**

Even though all human competences contribute in one way or another to the ability to communicate and may be regarded as aspects of communicative competence, it may be useful to distinguish communicative competences from those less closely related to language. Council of Europe (2001) refers to them as to general competences.

The thesis, however, does not cover them, because general competences are considered as the basis of key competencies described in the *Framework Educational Programme for Basic Education (FEP BE)*. Since the aim of the thesis is to evaluate language games in textbooks, used in basic education in the Czech Republic, key competencies in the *FEP BE* (Jeřábek and Tupý, 2007) are more relevant than general competences and therefore they are discussed instead and later used as criteria in the practical part.

### **3 The Framework Educational Programme for Basic Education**

Jeřábek, Tupý in the *FEP BE* (2007, p. 12) claim that learners are throughout their studies expected to adopt basic practical and important learning strategies, stimulate and encourage their creative thinking, logical reasoning, problem solving, cooperation and respect for other ethnicities, religions and cultures; engage in efficient, effective and open communication on all aspects of their life; and help other learners develop their own abilities, skills and knowledge. Key competencies defined in the *FEP BE* (Jeřábek, Tupý, 2007) present a set of knowledge, skills, attitudes and values that can help learners achieve these goals.

#### **3.1 Key competencies**

Key competencies in the *FEP BE* (Jeřábek, Tupý, 2007, p. 12) prepare learners for their future life, studies and job positions and function as an important basis for pupils' lifelong learning. They do not stand isolated, but rather mutually linked and intertwined, and can only be acquired as a result of a comprehensive education process. Because of that, their forming, shaping and development must be the ultimate aim of the entire educational content and of all of the activities taking place at school. (Jeřábek, Tupý, 2007, p.12)

Key competencies consist of *learning competencies*, *problem-solving*, *communication competencies*, *social and personal competencies*, *civil competencies* and *working competencies* and these competencies are discussed below.

Learners with *learning competencies*, as described in the *FEP BE* (Jeřábek, Tupý, 2007, p. 12), are able to select and use appropriate learning procedures, methods and strategies; search and classify new information and use it for their further education. They should be able to set knowledge from different educational areas within a wider context and form comprehensive view of mathematical, scientific, social and cultural phenomena; recognize the meaning of learning and form a positive attitude towards it, while being able to assess and enhance their progress and learning results.

*Problem-solving competencies* prepare pupils for recognition, understanding and application of best solutions to all sorts of problems that they have to face (logical, mathematic, social), while applying proven methods. (Jeřábek, Tupý, 2007, p. 13) Learners can also monitor their progress

in tackling problems, while being able to clarify their actions, and are also aware of possible outcomes and consequences.

Learners with *communication competencies* are, according to Jeřábek and Tupý (2007, p. 13), able to formulate and express their thoughts and ideas in logical sequence (in both oral and written forms), listen to other people's utterances, understand them and react in an adequate way. They can also comprehend various types of information (texts, pictures, signs, gestures, sounds) and make creative use of them for their own development and establishment of new relationships with others. (Jeřábek, Tupý, 2007, p.13)

*Social and personal competencies*, described in the *FEP BE* (Jeřábek, Tupý, 2007, p. 14), help learners cooperate with other pupils and contribute to the creation of a better, friendlier atmosphere (via strengthening of interpersonal relations) through accepting their roles in activities and teams. Learners should also respect different opinions and learn from what other people think, while thinking positively about themselves, which supports their self-confidence and personal development. They should be able to control their behavior and desires in order to achieve self-respect and self-satisfaction. (Jeřábek, Tupý, 2007, p. 14)

*Civil competencies*, as described in the *FEP BE* (Jeřábek, Tupý, 2007, p.14), help pupils make responsible decisions based on the actual situation, respect beliefs of others, empathize with them, oppose oppression, stand up against any form of violence, understand the laws and community standards and offer adequate help when needed, especially in life threatening situations. They are also expected to respect, appreciate and protect national and cultural traditions and works of art, but also understand basic environmental issues and relationships and protect the health and sustainable development of society. (Jeřábek, Tupý, 2007, p. 14)

Pupils with *working competencies* are able to safely and efficiently work with materials, tools and equipment while complying with given guidelines and rules. They can also adapt to different or completely new working conditions and take into account aspects of performance, costs, and importance of work for the community, while protecting health, environment and cultural and social values. Learner should also know how to set up and implement a business plan and the meaning of being an entrepreneur - what goals he or she pursues and what he or she has to face - which helps pupils develop their entrepreneurial thinking. (Jeřábek, Tupý, 2007, p.15)

## 4. THE PRACTICAL PART

### 4.1 Introduction to the practical part

The practical part of the thesis deals with evaluation of educational language games in four textbooks that learners in primary schools in the Czech Republic can work with in their English language lessons. Before that, the remaining part of this chapter briefly explains methods and procedures used in order to evaluate the textbooks.

I decided to choose two textbooks developing the A1 (elementary) and A2 (pre-intermediate) levels of English language proficiency from the same authors in order to evaluate language games in them.

I decided for textbooks from the series *New English File* by Oxenden, et al., because English language teachers still use them in basic schools in the Czech Republic, and the textbooks promise to be fun, motivating and they also develop proficiency levels A1 and A2 defined by Council of Europe, which goes hand in hand with the theoretical part of the thesis.

Then, I was looking for a similar pair of textbooks which are used in Czech education and I decided to choose textbooks from the series *New Opportunities* by Harris et al., because they are similar in their conception, form and structure. Moreover, the authors claim that these textbooks are the perfect choice for teachers who want their students to receive education for life and to make their lessons even more motivating and successful.

At first, I went through the textbooks and wrote down instructions of every game I found. Since the list was chaotic, I decided to categorize the games based on their instructions. In the end, there are four main categories:

- 1) Guessing games, the goal of which is to guess or find out a specific piece of information
- 2) Linguistic games, which focus mainly on forming or producing grammatically correct language structures
- 3) Memory games, in which learners have to remember information in order to compete
- 4) Role plays and simulations, which basically imitate real life or hypothetical situations (more elaborated definition can be found in the theoretical part of the thesis)

The next step was to evaluate the games concerning their development of communicative competence of learners. The best way to do that was to create checklists containing all aspects of linguistic, sociolinguistic and pragmatic competences.

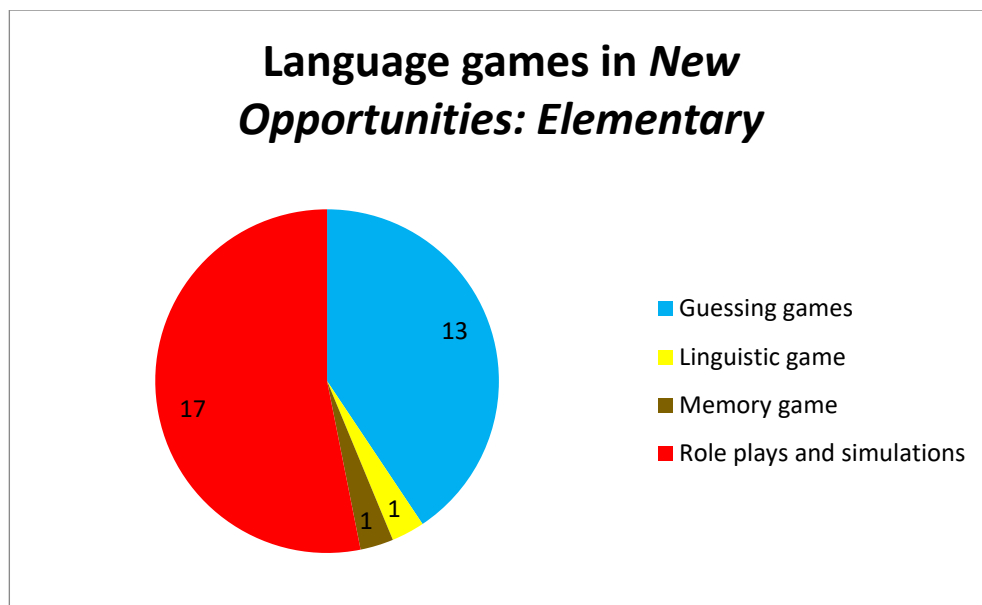
All aspects of communicative competence that are through the games developed are in the checklists marked “X”, competences that are not promoted are marked “0”. In some instances, there are also symbols “D”, which mean that these competences can be easily promoted by minute enhancements of instructions by a teacher or just simply by asking learners to elaborate on their guesses or answers.

Since basic education should prepare learners for their future life, the games in the textbooks should also develop learners’ key competencies. Therefore, very similar checklists were made in order to evaluate development of these competencies, using the same symbols (“X”, “0”, “D”).

Finally, interaction patterns in the games are briefly discussed.

#### ***4.2 New Opportunities: Elementary Students’ Book***

The textbook *New Opportunities: Elementary Students’ Book* contains thirty two language games. Thirteen of them can be categorized as guessing games, because their goal is guessing or finding out a missing piece of information; one game belongs in the category of purely linguistic games, because its goal is to form and produce correct language structures, one game can be labeled as a memory game, because learners’ goal is to remember specific information, and seventeen games are distinguished as role plays and simulations, since they imitate real life or hypothetical situations. These game categories, the number of games in them and their ratio are graphically depicted in *Figure 13*:



**Figure 13: Language games in *New Opportunities: Elementary Students' Book***

#### **4.2.1 Guessing games**

The checklist in Appendix 1B examines ten examples of games in the category of guessing games. Other games are not covered, because they are very similar to the examples concerning their focus and form.

Based on the checklist in Appendix 1B, all guessing game in the textbook *New Opportunities: Elementary Students' Book* develop (at least passively) lexical and grammatical competence of learners, because, in order to play these games, they have to know and apply the lexical and grammatical elements, vocabulary and grammatical resources. Learners in these games produce language (either in written or spoken form), which is connected with the organization of words into sentences.

The vast majority of these games also contribute to development of semantic competence of learners, because they not only have to understand the meaning of individual lexical items, but they also form sentences, based on the meaning of individual lexical items. Some games (e.g. p.63, ex. 12 and p. 88, ex. 12) develop semantic competence more than others, because they require learners' thinking about sentential structures and usage of specific sentence elements.

Since a lot of guessing games in this textbook require learners to speak, and therefore produce sound units with correct pronunciation, phonological competence is developed. In order to

promote this competence even more, a teacher should ask learners to clarify their guesses or opinions.

As mentioned in the theoretical part, orthographic and orthoepic competence concerns the perception and production of the symbols from which texts are composed, and they are therefore developed through games in which learners work with written texts.

Guessing games in the textbook unfortunately do not aim on development of sociolinguistic competence, except for turntaking, which is a part of linguistic markers of social relations.

Discourse competence and pragmatic competence are, however, developed in almost all guessing games, because learners are required to produce and arrange sentences in order to produce coherent language. Development of pragmatic competence is in some games dependent on the instructions (e.g. if learners are asked to comment on their opinions and clarify their guesses).

Based on the checklist in Appendix 1C, almost all guessing games in the textbook develop learners' learning, problem-solving, communication and social and personal competencies. Pupils have to produce correct language, apply best solutions and strategies and communicate with each other in order to find out information, which can contribute to the creation of a better, friendlier atmosphere in their class. By doing all this and more, there is a chance that they will realize that learning is meaningful, which promotes their learning competencies.

Civil and working competencies are, to a certain degree, also stimulated, because learners during guessing games safely and efficiently work with materials, adapt to different working conditions, empathize with others, respect their beliefs and offer adequate help when needed.

To conclude this, considering the data in the checklists in Appendixes 1B and 1C, guessing games in the textbook *New Opportunities: Elementary Students' Book* develop learners' linguistic competence and its components. Pragmatic competence is developed to a certain degree, but the instructions of several guessing games need to be enhanced in order to do so. Key competencies are also promoted. The only competence that is not developed is sociolinguistic competence and therefore language teachers should seek other activities that promote this particular competence.

### **4.2.2 Linguistic game**

Only one game (Appendix 1D) is categorized as purely linguistic and this game covers all components of linguistic competence, except for orthographic and orthoepic competence, because learners do not work with written symbols from which texts are composed.

This game also does not develop sociolinguistic competence of learners, except for turntaking, which is a part of linguistic markers of social relations. Discourse competence is, however, promoted, because the objective of this game is to arrange language into coherent organized and structured messages.

Based on the checklist in Appendix 1E, this game promotes learning, problem-solving, communication and social and personal competencies, because learners are expected to produce grammatically correct language, while communicating with each other, which can establish better relations among them.

Neither civil, nor working competencies are promoted through this game (unless learners start helping each other in production of correct language, which would promote their civil competence).

To summarize it, this game promotes linguistic and pragmatic competence and some of the key competencies, but does not develop sociolinguistic competence.

### **4.2.3 Memory game**

Just one game (Appendix 1F) could be categorized as a memory game, since learners are in this game given a specific amount of time to remember a picture.

This activity covers learning, grammatical, semantic and phonological competence, which means that this game promotes linguistic competence of learners. Orthographic and orthoepic competence cannot be promoted, because it simply needs text symbols in order to do so.

This game does not cover sociolinguistic competence, because there are no linguistic markers of social relations or politeness conventions. Pragmatic competence is covered and developed, since learners are expected to produce fluent language, formulate thoughts and arrange them into coherent messages.

According to the checklist in Appendix 1G, this game promotes learning, problem-solving, communication and social and personal competencies, because learners should produce grammatically correct language, while communicating with each other, which can establish better relations among them.

Civil competencies, however, are not covered (unless learners start helping each other in production of correct language). Working competencies are covered to a certain degree, because learners efficiently work with materials and adapt to different working conditions.

In conclusion, this game promotes linguistic and pragmatic competence and the vast majority of key competencies, but does not develop sociolinguistic competence.

#### **4.2.4 Role plays and simulations**

As mentioned before, there are seventeen role plays and simulations in the textbook, but the evaluation sheet in Appendix 1H only covers ten of them, since these games are often very similar in their form and instructions. These games are often built on interaction with others, which provides opportunities for every participant to use and practice language in an entertaining way.

Since role plays and simulations in the textbook require learners to produce language in written and textual form, these games promote learners' linguistic competence in all its aspects. The only exception concerns orthographic and orthoepic competence, because some of the games work with language only in its oral form.

Sociolinguistic competence is also developed, because role plays and simulations are usually based on learners' interactions, which prepare them for their future life and simulate a great variety of social situations.

Pragmatic competence is also stimulated and developed, because learners are expected to produce fluent and coherent language, while covering interaction schemata, ordering sentences and designing text in both oral and written forms.

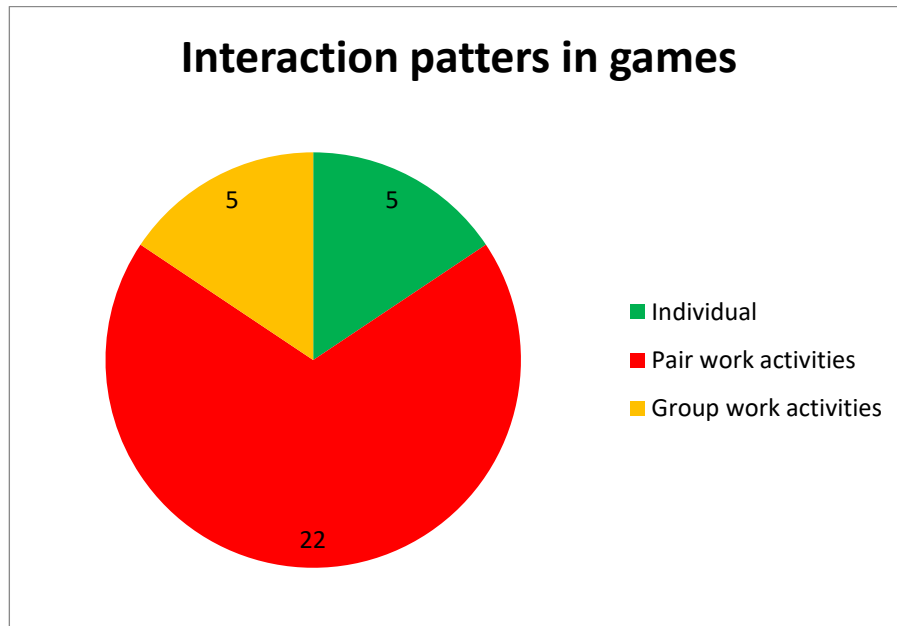
Role plays and simulations in the textbook, according to the checklist in Appendix 1I also develop all of the learners' key competencies. Pupils are given examples of how language education helps them solve a variety of social situation and issues through communication with

other learners, which can also improve social and personal relationships among students. They also learn to respect beliefs of others, empathize with them and offer help when needed, while working in different or completely new conditions.

To conclude this, role plays and simulations in the textbook develop all aspects of communicative competence (linguistic competence may be promoted indirectly, but is still promoted) and also key competencies, which prepare learners for their future life.

#### 4.2.5 Interactions patterns

Concerning interaction patterns, out of thirty two language games in the textbook, five games are based on work of individual learners, twenty two games use pair work and five games are built on group work. These numbers are graphically depicted in *Figure 14*.



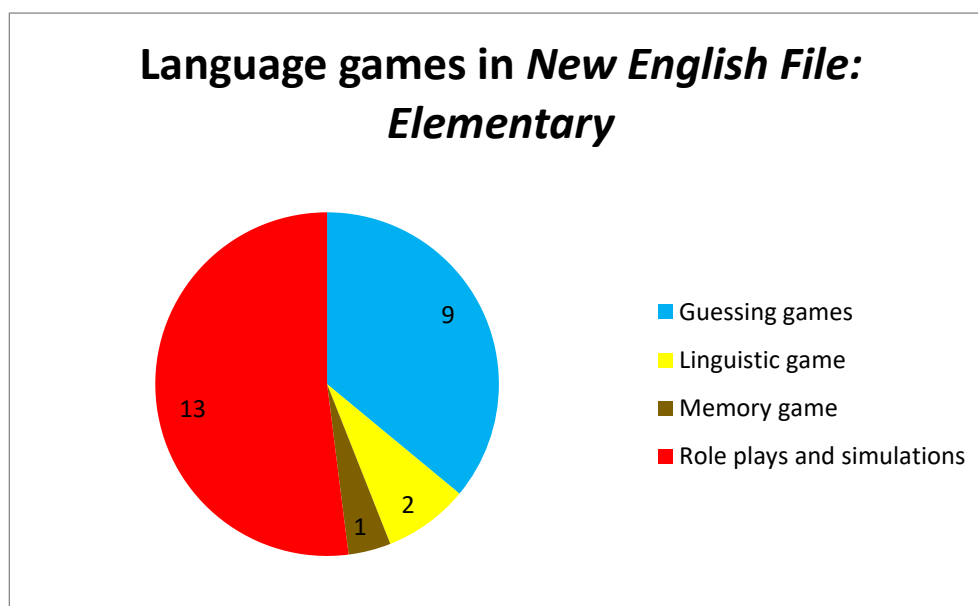
**Figure 14: Interaction patterns of games in *New Opportunities: Elementary Students' Book***

As already mentioned in the theoretical part, pair work and group work activities offer better opportunities for language production and practice and children's social and personal relations may increase. On the other hand, some students may prefer working alone and therefore games based on individual work should not be completely excluded from lessons.

Language games in this textbook usually do not require almost any special facilities, materials, or aids, because they are in most cases based on verbal or textual communication. Such games can therefore be easily implemented in language lessons without long preparations.

### **4.3 *New English file: Elementary Student's Book***

The textbook *New English File: Elementary* contains twenty five language games. Nine of them can be categorized as guessing games, since learners' task is to guess or find out missing information; two games can be labeled as linguistic, because the goal is to produce grammatically correct language; one game is a memory game, since learners have to remember and use specific information; and thirteen games can be categorized as role plays and simulations, because they imitate real life or hypothetical situations. These categories, the number of games in them and their ratio are graphically depicted in *Figure 15*.



**Figure 15: Language games in *New English File: Elementary***

#### **4.3.1 Guessing games**

The checklist in Appendix 2B only examines seven examples of guessing games, because other games are very similar to the examples, concerning their focus, form and instructions.

All games in the checklist to a certain degree develop lexical competence of learners, because learners work with fixed expressions or single word forms. Also, all games, except one (p. 6, ex. 1d), promote grammatical competence, because pupils encounter, work with and apply grammatical resources of language. Most of these games also contribute to development of learners' semantic competence, because pupils have to understand and construct sentences from individual lexical items. Since learners during these games often have to understand or produce sound units in order to succeed, their phonological competence is also stimulated and promoted. Orthographic and orthoepic competence, which concerns the perception and production of the written text symbols, is developed only through language games, in which learners work with written text symbols.

Based on the data in checklist in Appendix 2B, guessing games in the textbook *New English File: Elementary* do not promote sociolinguistic competence of learners, except for turntaking, which is a subcomponent of linguistic markers of social relations.

Pragmatic competence is, however, developed, because the goals of majority of guessing games are to understand and arrange language into coherent, organized and structured messages. This development is in some games dependent on teacher's instructions (e.g. if learners are asked to comment on their opinions and clarify their guesses).

Based on the checklist in Appendix 2C, all guessing games in the textbook develop learners' learning, problem-solving, communication and social and personal competencies. Participants have to produce correct language, apply best solutions and strategies and communicate with each other in order to succeed, which can contribute to the creation of a better, friendlier atmosphere. By doing all this, there is a chance that learners will realize that learning is meaningful.

Civil and working competencies are to a certain degree also covered, because learners during guessing games safely and efficiently work with materials, adapt to different working conditions, empathize with others, respect their beliefs and help others when it is needed.

Considering all the data in the checklists in Appendixes 2B and 2C, guessing games in the textbook *New English File: Elementary* develop learners' linguistic competence and its components. The only competence that is not developed is sociolinguistic competence, since

pragmatic competence is developed to a certain degree, especially if the instructions of some of the guessing games are enhanced. The vast majority of key competencies are also promoted.

### **4.3.2 Linguistic games**

Two games in the textbook *New English File: Elementary* can be categorized as purely linguistic and based on the data in Appendix 2D, these game develop mainly lexical and grammatical competence and also lexical semantics, which is a part of semantic competence. Phonological competence and orthographic and orthoepic can be promoted as well, but in order to do so, a teacher has to ask learners to share their results with others.

These games do not, unfortunately, develop learners' sociolinguistic or discourse competence.

Based on the checklist in Appendix 2E, guessing games in the textbook promote learning and problem-solving competencies. The first game (p.29, ex. 3c) also develops communication, social and personal and working competencies, because learners are expected to communicate with each other, which can establish better relations among them, while working in unusual conditions.

To conclude this, linguistic games in the textbook promote mainly linguistic competence and some of the key competencies, but do not develop sociolinguistic or pragmatic competence.

### **4.3.3 Memory game**

As mentioned above, *New English File: Elementary* contains just one game that can be categorized as a memory game, since learners are in this game given a specific amount of time to remember information about a picture.

Based on the data in the checklist in Appendix 2F, this game covers and promotes all subcomponents of linguistic competence (learning, grammatical, semantic, phonological and orthographic and orthoepic competence).

Sociolinguistic competence is not developed, because there are no linguistic markers of social relations or politeness conventions.

Functional competence is promoted, since learners are expected to arrange and produce fluent language. Therefore, pragmatic competence is developed just partially.

Based on the data in the checklist in Appendix 2G, this game promotes learning, problem-solving, communication, social and personal competencies, because learners produce grammatically correct language in unusual conditions, while communicating with each other, which can establish better relations among them. Civil competencies, however, are not covered (unless pupils start helping each other). Working competencies are covered to a certain degree, because learners efficiently work with materials and adapt to different working conditions.

All in all, this game mainly focuses on development of linguistic competence and partially on pragmatic competence. Sociolinguistic competence is not promoted. The vast majority of key competencies are developed as well.

#### **4.3.4 Role plays and simulations**

The textbook *New English File: Elementary* contains thirteen games that can be categorized as role plays and simulations, but the evaluation sheet in Appendix 2H only covers seven of them, since a lot of games are similar in their form and instructions.

Role plays and simulations in *New English File: Elementary* require learners to produce language in written and textual form, which promotes all aspects of linguistic competence.

Sociolinguistic competence is also developed, because these games are based on interactions with other participants in an entertaining way.

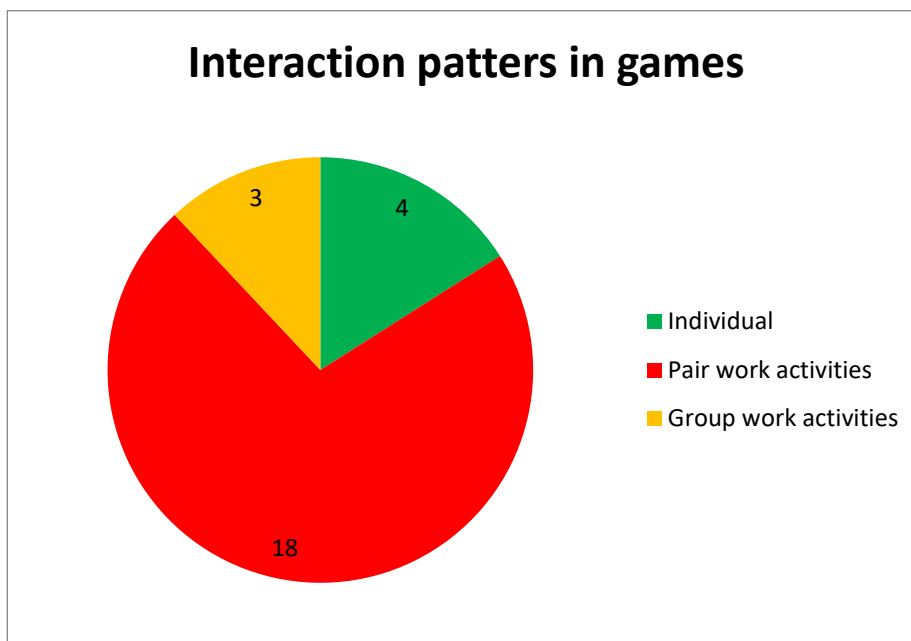
Since learners are expected to produce fluent and coherent language, they develop their pragmatic competence, while they face different issues, such as ordering, designing and producing texts in both oral and written forms.

According to the data in the checklist in Appendix 2I, almost all key competencies of participants are promoted and developed. Learners face a variety of issues and solve them through communication with others; they also learn to respect beliefs of others, empathize with them and work in different or completely new conditions. Interaction patterns in these games can also help pupils create new social relations and make them realize that learning is meaningful.

In conclusion, role plays and simulations in *New English File: Elementary* promote learners' linguistic, sociolinguistic and pragmatic competence, and they also develop key competencies, which prepare them for their future life.

### 4.3.5 Interaction patterns

As mentioned before, the textbook *New English File: Elementary* contains twenty five language games in total. Four games are based on work of individual learners, eighteen games are built on pair work and three games on group work. These numbers are graphically depicted in *Figure 16*.



**Figure 16: Interaction patterns of games in *New English File: Elementary***

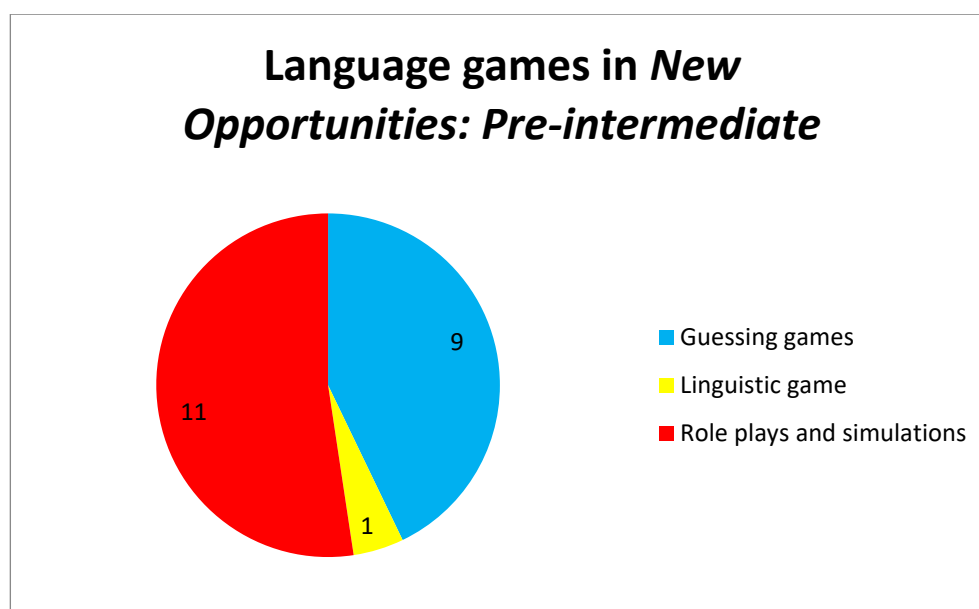
The diagram in *Figure 4* looks very similar as the diagram for *New Opportunities: Elementary Students' Book* in *Figure 2*. The vast majority of games are based on pair work activities, which is great, because interactions among learners provide them with more opportunities to practice and produce language in actual communication. Pair work and group work also build and promote social relationships in the classroom, since learners may start helping each other when it is needed. Also, pair work activities are usually easier to organize than group work activities, and since learners in pairs have to participate with their partners in order to achieve the goal of a game, the chance that quiet students may be intimidated by others is much lower.

As in the textbook *New Opportunities: Elementary Students' Book*, language games in *New English File: Elementary Students' Book* also do not require almost any special facilities, materials, or aids, because they are in most cases based on verbal communication or written

texts. These games can therefore be easily implemented in language lessons without long preparations.

#### **4.4 *New Opportunities: Pre-intermediate Students' Book***

The textbook *New Opportunities: Pre-intermediate* contains twenty one language games. Nine of them can be categorized as guessing games, because their goal is guessing or finding out information, one game belongs in the category of purely linguistic games, because its goal is to recognize grammatically correct language structures, and eleven games are distinguished as role plays and simulations, since they imitate real life or hypothetical situations. These game categories, the number of games in them and their ratio are graphically depicted in *Figure 17*.



**Figure 17: Language games in *New Opportunities: Pre-intermediate***

##### **4.4.1 Guessing games**

The checklist in Appendix 3B only examines six examples of guessing games, because games that are not included are very similar to the examples, concerning their focus, form and instructions.

All games in the checklist in Appendix 3B develop lexical, grammatical, semantic and phonological competence of learners, because learners work with fixed expressions or single word forms, encounter, work with and apply grammatical resources of language. They also have

to understand and construct sentences from individual lexical items and understand and produce sound units in order to succeed in a game. Orthographic and orthoepic competence is developed only through those guessing games, in which learners encounter with written text symbols.

Based on the data in checklist in Appendix 3B, guessing games in the textbook do not promote sociolinguistic competence of learners, except for one, the goal of which is to write a personal letter and therefore linguistic markers of social relations and politeness conventions are developed.

Pragmatic competence is developed in most of these games, because their goals concern understanding and arranging language into coherent, organized and structured messages. The development of this competence in some cases depend on teacher's instructions (e.g. if learners are asked to elaborate on their opinions and clarify their guesses).

According to the checklist in Appendix 3B, all guessing games in the textbook develop learners' learning, problem-solving, communication and social and personal competencies, because pupils have to produce grammatically correct language, apply best strategies and communicate in pairs or groups in order to succeed, which can strengthen learners' relationships. Also, learners may see potential in further learning. Civil and working competencies are to a certain degree developed in majority of the games, because learners safely and efficiently work with materials, adapt to different working conditions, respect beliefs of others, empathize with them, and help them when it is needed.

Based on the data in the checklists in Appendixes 3B and 3C, guessing games in the textbook *New Opportunities: Pre-intermediate* develop learners' linguistic competence and its components. Sociolinguistic competence is in the vast majority not promoted. Pragmatic competence is developed to a certain degree, based on the individual activities. Almost all key competencies are promoted in majority of the guessing games in the textbook.

#### **4.4.2 Linguistic game**

Just one game in the textbook *New Opportunities: Pre-intermediate* can be categorized as purely linguistic. Based on the data in Appendix 3D, this game develops all components of linguistic competence - lexical, grammatical, semantic, phonological and orthographic and orthoepic competence.

Sociolinguistic competence is probably not promoted, since learners do not use any linguistic markers of social relations or politeness conventions.

Concerning pragmatic competence, only functional competence is developed, since this game focuses on microfunctions of language (particular functions, which form grammatically correct language).

According to the data in the checklist in Appendix 3E, this game covers all aspects of key competencies of learners.

#### **4.4.3 Role plays and simulations**

The textbook *New Opportunities: Pre-intermediate* contains eleven games that can be categorized as role plays and simulations, but the evaluation sheet in Appendix 3F only covers seven of them, since other games are similar in their form and instructions.

Role plays and simulations in *New Opportunities: Pre-intermediate* require learners to produce language in written and textual form, which promotes all aspects of their linguistic competence. Orthographic and orthoepic competence is developed only through language games, in which learners work with written text symbols.

Sociolinguistic competence is in the vast majority of these games also developed, because learners interact and communicate with others in an entertaining way.

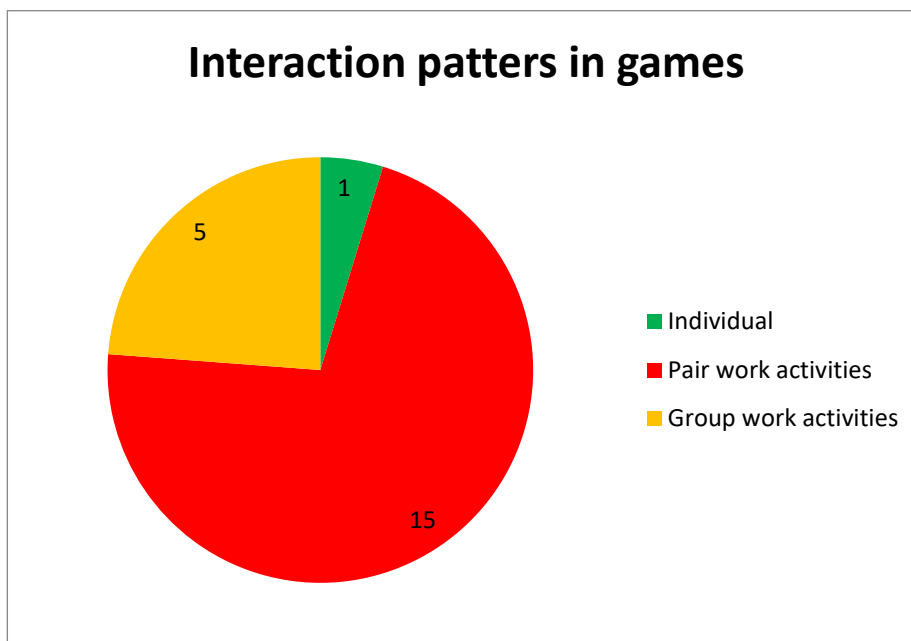
Pragmatic competence of learners is also promoted, because they have to produce fluent and coherent language while they face different issues, such as ordering, designing and producing texts in both oral and written forms.

According to the checklist in Appendix 3G, all activities in this category develop learners' key competencies. While working in different or completely new conditions, participants face and solve a variety of issues, mostly through communication with others, they respect beliefs of others, empathize with them. Interaction among learners can also help them create new social relations and make them realize that learning is meaningful.

Role plays and simulations in the textbook *New Opportunities: Pre-intermediate* help learners develop not only their linguistic, sociolinguistic and pragmatic competence, but also their key competencies, necessary for their future life.

#### 4.4.4 Interaction patterns

The textbook contains twenty one language games. One game is based on work of individual learners, fifteen games demand pair work and five games group work. These numbers are graphically depicted in *Figure 18*.



**Figure 18: Interaction patterns of games in *New Opportunities: Pre-intermediate***

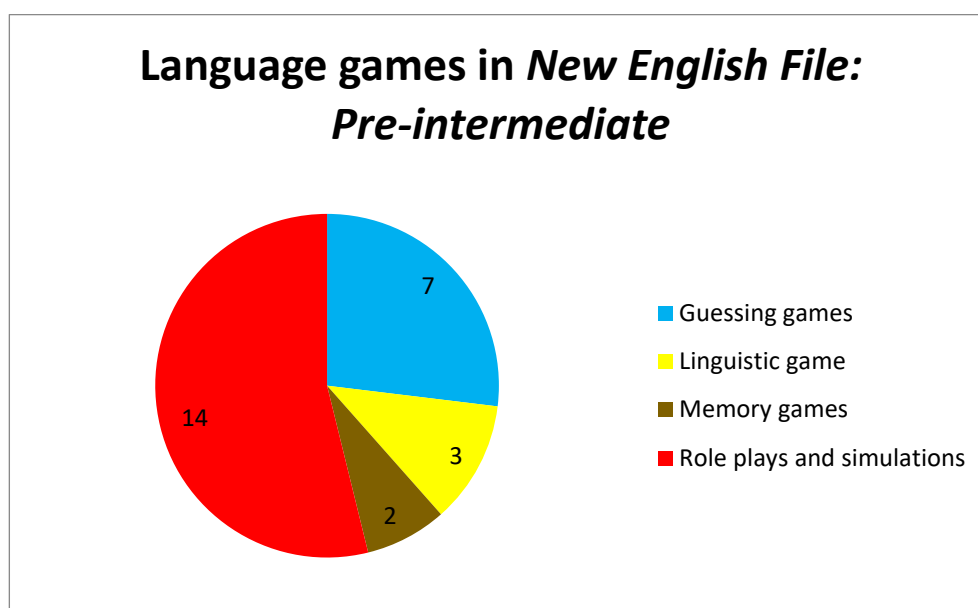
The diagram in *Figure 6* shows that the vast majority of games in the textbook is based on pair work and group work activities. These interaction patterns can be useful in many ways, but some learners may prefer working alone and therefore there should be some kind of balance among them. Luckily, students are in many of the games in the textbook required to prepare materials on their own, and therefore their individual work is promoted.

Language games in *New Opportunities: Pre-intermediate* do not require almost any special facilities, materials, or aids, since they are in most cases built on verbal communication or written texts, which makes easy to implement in language lessons without long preparations.

## 4.5 *New English file: Pre-intermediate Student's Book*

The textbook *New English File: Pre-intermediate Students' Book* contains twenty six language games. Seven of them can be categorized as guessing games, because their goal is to guess or find out information; three games can be categorized as purely linguistic, because their goal is to recognize and produce grammatically correct language structures; two games belongs to the category of memory games, since learners have to remember specific information; and fourteen games are role plays and simulations, because they imitate real life or hypothetical situations.

*Figure 19* graphically depicts the information about the games:



**Figure 19:** Language games in *New English File: Pre-intermediate Students' Book*

### 4.5.1 Guessing games

The checklist in Appendix 4B only covers four examples of guessing games, because games that are not included are very similar to the examples in their focus, form and instructions.

All games in the checklist in Appendix 3B develop lexical, grammatical (except one game), semantic and phonological competence of learners, because they work with fixed expressions, single word forms, and grammatical resources of language. Learners have to understand and construct sentences and produce sound units in order to succeed in a game. Learners also have to clarify their opinions and guesses. Orthographic and orthoepic competence is developed only in those guessing games, in which learners work with written text symbols.

According to the data in the checklist in Appendix 4B, guessing games in the textbook *New English File: Pre-intermediate Students' Book* do not develop sociolinguistic competence of learners.

These games promote pragmatic competence only partially, since learners have to understand and arrange language into coherent, organized and structured messages. A teacher can ask pupils to explain their guesses and answers, which would contribute to pragmatic competence development.

The checklist in Appendix 4C proves key competencies are through the usage of guessing games in the textbook *New English File: Pre-intermediate Students' Book* developed in almost all areas.

Based on the information above and the data in the checklists in Appendixes 4B and 4C, guessing games in the textbook develop linguistic competence and its components. Sociolinguistic competence is not promoted. Pragmatic competence is promoted to a certain degree, since mainly functional competence is promoted. Almost all key competencies are promoted in the vast majority of the guessing games in the textbook.

#### **4.5.2 Linguistic games**

As already mentioned, three games in the textbook can be categorized as purely linguistic. Based on the data in the checklist in Appendix 4D, all components of linguistic competence - lexical, grammatical, semantic, phonological and orthographic and orthoepic competence are developed through these game.

Sociolinguistic competence is not promoted, because learners do not work with any linguistic markers of social relations or politeness conventions.

Pragmatic competence is also not developed, only its interaction schemata, which belong to functional competence.

The data in the checklist in Appendix 4E suggests that all key competencies of learners are to a certain degree promoted through these games.

### **4.5.3 Memory games**

As mentioned above, *New English File: Pre-Intermediate Students' Book* contains two games that can be categorized as memory games, because learners are given a specific amount of time to remember and recall information.

Based on the data in the checklist in Appendix 4F, these two games develop almost all subcomponents of linguistic competence (learning, grammatical, semantic, phonological and orthographic and orthoepic competence).

They do not develop sociolinguistic competence, because learners do not use any linguistic markers of social relations or politeness conventions.

Pragmatic competence is promoted only through the second game (p. 108, ex. 1C), because learners have to arrange and produce fluent language, while describing the painting.

Based on the data in the checklist in Appendix 4G, these games promote learning, problem-solving, communication and social and personal competencies, because learners produce grammatically correct language, while interacting with each other. Civil competencies and working competencies are developed only through the second game, because learners have to efficiently work with materials and adapt to different working conditions.

In conclusion, memory games in *New English File: Pre-Intermediate Students' Book* mainly focus on development of linguistic competence. Sociolinguistic competence is not promoted and pragmatic competence is developed only through the second game in the checklist. Almost all components of key competencies are developed by both games.

### **4.5.4 Role plays and simulations**

The textbook *New English File: Pre-Intermediate Students' Book* contains fourteen role plays and simulations, but the evaluation sheet in Appendix 4H only covers seven of them, since other games are similar in their form and instructions to the examples.

Role plays and simulations in the textbook require learners to produce language in written and textual form, which promotes all aspects of their linguistic competence. Orthographic and orthoepic competence is developed only through those activities, in which learners work with written text symbols.

Most of these games also developed sociolinguistic competence, because learners interact and communicate with others, while applying linguistic markers of social relations and politeness conventions.

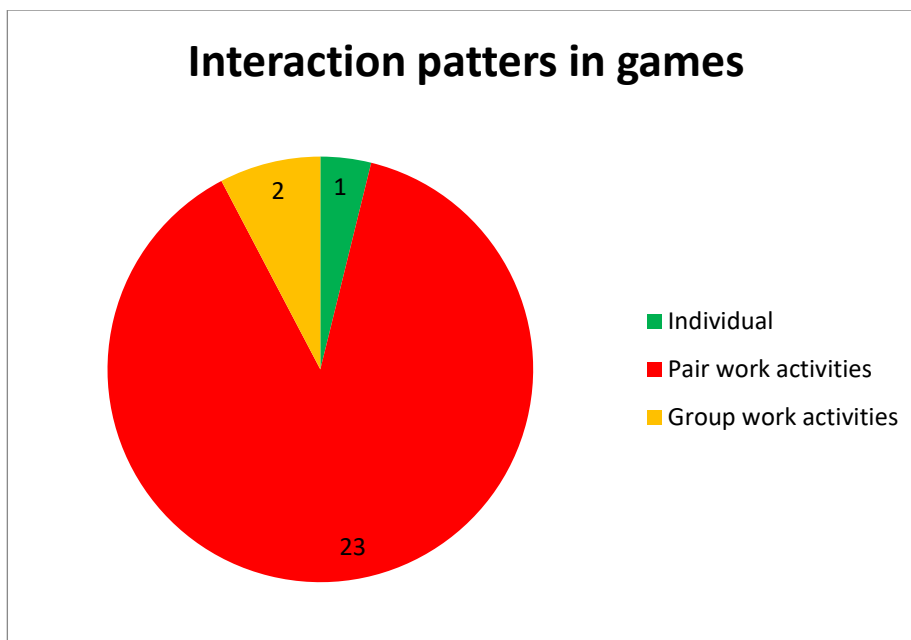
Learners through these games also develop their pragmatic competence, since they produce meaningful fluent and coherent language in different social situations.

Based on the data in the checklist in Appendix 4I, role plays and simulations in the textbook develop key competencies of learners, because participants have to solve a variety of issues, communicate with others, empathize with them and respect their beliefs and opinions. Learners' interactions can also promote better and friendlier atmosphere.

To conclude this, role plays and simulations in *New English File: Pre-Intermediate Students' Book* develop all aspect of communicative competence of learners (linguistic, sociolinguistic and pragmatic competence) and also prepare them for their future life, since key competencies are promoted and stimulated.

#### **4.5.5 Interaction patterns**

*New English File: Pre-Intermediate Students' Book* contains twenty six language games. Concerning their interaction patterns, just one game is based on work of individual learners; twenty three games are built on pair work and two games on group work. These interactions are graphically depicted in *Figure 20*.



**Figure 20: Interaction patterns of games in *New English File: Pre-Intermediate Students' Book***

The diagram in *Figure 8* shows that almost all games in the textbook are based on interactions of learners in pairs. Pair work, as mentioned many times in the thesis, offer better opportunities for language production and practice, but games that require individual work of pupils should not be completely excluded from any language lessons. It is therefore necessary in this case that a teacher searches additional games, which may be more appealing for learners who prefer working on their own.

Language games in *New English File: Pre-Intermediate Students' Book* also do not require almost any special facilities, materials, or aids, because they are in most cases built on verbal communication or written texts, which makes these games easy to implement in language lessons without long preparations.

To conclude the practical part of the thesis, language games in the textbooks contain decent amount of language games. These games generally promote to a certain degree all aspects of communicative competence and key competencies are also promoted in all of these textbooks.

Unfortunately, most of these games, are often very similar in their organization, forms and interactional patterns, and therefore teachers should consider seeking more sophisticated games in different sources.

## Conclusion

The main goal of this paper is to find out whether educational language games in textbooks promote learners' language abilities and knowledge. Also, do language games in some way prepare learners for their future studies and life? In order to find out, it is necessary to start from the beginning.

The theoretical part at first explains what a game is and what its functions are. Then, some of the definitions by scholars and game designers are mentioned, followed by a brief history of a game in education, its traditional views, roles of a game in modern education and its potential benefits and usage. This theory is also supported with examples of concrete studies and research. The theoretical part also mentions that educational games are versatile, since they can be used in almost all school subjects, but one of their greatest potential is in teaching foreign language, because educational games can promote almost all aspects of language.

Language games are discussed in terms of their benefits, followed by specific examples and an experiment conducted by I-Jung Chen, which basically supports the theories. Then, rules of successful language games are briefly discussed, concerning foreign language, and following chapter covers and comments on types of language educational language games with typical examples of these. Special attention is dedicated to role plays and simulations, because learners have to face and solve real life and hypothetical situations through communication with other participants, which promotes their language skills and communication abilities.

Principles of successful language games are also covered, because badly organized games in lessons are usually good for nothing. Time management and organization forms are also discussed. It is important to mention cognitive development of learners, because, as Piaget claims, children cannot undertake certain tasks, until they are mature enough to do so.

The next, rather big chapter elaborates on communicative competence of learners based on the model in the *Common European Framework of Reference for Languages* and is discussed in greater detail. All components of linguistic, sociolinguistic and pragmatic competence are analyzed and described. This breakdown is necessary for the practical part of the thesis, since these components basically set the criteria for evaluation.

The following chapter discusses all components of key competencies defined in the *Framework Educational Programme for Basic Education*. This analysis is also necessary, because based on these components; development of key competencies of learners through games is evaluated.

The practical part in the introduction briefly explains the selection of textbooks, division of language games in game categories and also symbols in the checklist are explained. Examples of games from the textbook are evaluated in checklists. Practical part then, based on the data in checklists, which can be found in Appendixes, evaluates and comments on individual components of communicative competence. Key competencies and their components are also analyzed and elaborated. The practical part also depicts interactional schemata of language games in graphic forms and discusses aids, materials and preparation needed for the usage and implementation of these games in lessons.

## Resumé

Tato práce se zaměřuje na použití jazykových her ve výuce anglického jazyka na základních školách v České republice. Hlavním cílem je prozkoumat a zhodnotit způsoby využití didaktických her jako prostředků rozvíjejících komunikační kompetenci žáků na základě východisek a kritérií definovaných v teoretické části práce. Dále tato práce zkoumá, jestli didaktické hry v učebnicích anglického jazyka reflektují potřeby cílové skupiny žáků, zejména pak jestli rozvíjí klíčové kompetence definované v Rámcovém vzdělávacím programu pro základní školy.

Nejprve teoretická část práce popisuje hru z obecného hlediska, zkoumá její definice a následně popisuje hru jako výukový prostředek. Je zde také zmíněno, jak byla hra ve školách vnímána dříve, načež pak nastiňuje její vliv na žáka a možnosti jejího využití. Nechybí zde ani konkrétní příklady výzkumů, jež jasně prokazují pozitivní vliv her na žáka a jeho vzdělávání. Následně jsou rozebrány funkce her a jejich všestrannost ve výuce cizího jazyka.

Dále jsou zde v přehledné formě shrnuty benefity jazykových her, které jsou podpořeny konkrétními výsledky ze studie profesora I-Jung Chena. Nelze však opomenout, že prospěšnost jazykových her je závislá na úrovni jazykových vědomostí a dovedností žáků, a proto musí být jejich selekce důkladná.

Následně jsou popsány druhy a typy jazykových her, učitelova role v nich a interakce žáků z hlediska spolupráce či kompetice. Je také zmíněna všestrannost z pohledu možnosti jejich využití či zařazení do výuky.

Následující kapitola rozebírá principy, které musí být dodrženy, aby byla hra smysluplná a užitečná. Není opomenut ani rozbor kognitivního vývoje žáků podle Piageta.

Další kapitola se zaměřuje na komunikační kompetenci žáků podle Všeobecného Evropského referenčního rámce pro jazyky. Jednotlivé části lingvistické, sociolingvistické a pragmatické kompetence jsou detailně rozebrány z hlediska jazykových úrovní žáků. Současně jsou tímto také definována kritéria pro hodnocení didaktických a jazykových her.

Poté se práce soustředí na Rámcový vzdělávací program pro základní školy, konkrétněji na klíčové kompetence a jejich komponenty. Tyto jsou pak použity v praktické části práce, specifičtěji v hodnotících tabulkách, ke zkoumání toho, jestli jazykové hry v učebnicích žáky připravují na jejich budoucí život a studia.

V úvodu praktické části práce je objasněna selekce učebnic, jež jsou zdrojem jazykových her. Následně jsou ve stručnosti vysvětleny symboly v hodnotících tabulkách, jež jsou k nalezení v příloze. Také je zde okomentováno rozčlenění jednotlivých her do větších kategorií.

Následující část se již zabývá hodnocením a komentováním jednotlivých her z učebnic, na základě jejich instrukcí. Hodnocení se zaměřuje na individuální komponenty komunikační kompetence a klíčových kompetencí. U každé učebnice jsou také zhodnoceny interakce mezi žáky během her a výsledky jsou znázorněny v grafu a okomentovány. Praktická část práce také u každé učebnice zmiňuje náročnost her na přípravu a jejich začlenění do výuky.

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## Appendix 1A: List of games in *New Opportunities: Elementary Students' Book*

### GUESSING GAMES:

**p. 13, Exercise 3,4:** “Think about a real or imaginary friend. Write his/her name, age, town, nationality, hobby and sport.” “Work in groups. Tell the group about your friend. The others guess – is he/she real or imaginary?”

**p. 15, ex. 12:** “Use the words from previous exercise to write about a typical Saturday or Sunday in your area. Write about you, your family, friends and neighbors. Write one false thing. Then read your sentences. The others try to guess the false information.”

**p. 35, ex. 12:** “Work in groups. Each student secretly puts two objects into a bag. Then put the objects on the table and guess whose they are.” - D – if asked why they think so.

**p. 57, ex. 14:** “Work in pairs. Ask and answer questions about what there is in your partner’s school bag. The person who guesses more objects is the winner.”

**p. 63, ex. 12:** “Complete the sentences with these prepositions. Then guess the sports.”

List of prepositions: in, into (2x), on, over (2x), to, with (3x)

1. You play \_\_\_\_\_ a pool and you have to hit a puck \_\_\_\_\_ a stick.

2. You use your feet to pass the ball \_\_\_\_\_ another player or try to get it \_\_\_\_\_ the goal.

3. You play \_\_\_\_\_ a court and you have to hit a ball \_\_\_\_\_ the net.

4. You run \_\_\_\_\_ the ball and try to get \_\_\_\_\_ a line to score.

5. You hit the ball 300 or 400 meters \_\_\_\_\_ a stick and try to get it \_\_\_\_\_ a small hole.

**p. 68, ex. 2:** “Work in pairs, Write down six items of food and drink for your favorite meal. Take turns to ask your partner six questions about his/her meal. The student with the most correct guesses is the winner.”

**p. 82, ex. 5:** “Work in pairs. Think of a place in your school but don’t tell your partner. Give your partner instructions how to get there from your classroom. Your partner guesses where it is.”

**p. 88., ex. A Notice (1):** “Write a lost property notice. Decide what you lost. Choose a favorite possession. Describe the object and say where you lost it. Use *either* and *or*. Read out your notices to the class. They try to guess whose it is.”

**p. 94, ex. A CV (curriculum vitae):** “Write your CV. Include one false piece of information. Work in pairs. Interview your partner. Guess the false piece of information. Tell the class the false information.”

**p. 99, ex. 10:** “Work in pairs. Guess what your partner is *going to* do in situations from previous exercise. Situations:

1. I was late for school again today.
2. I have a math test tomorrow.
3. I have a headache.
4. My room is very untidy.”

LINGUISTIC GAME:

**p. 43, ex. 12:** “Work in pairs. Take turns to say verbs in the infinitive. Your partner makes a true sentence with the verb in the Past Simple.”

MEMORY GAME:

**p.71, ex. 10:** “Look at the picture of the beach for three minutes. Try to remember what the people are doing. Work in pairs. Ask each other questions about the people in the picture. Close your book when you answer the questions.”

ROLEPLAY AND SIMULATIONS:

**p. 18, ex. Speaking:** “. Look at your personal information in your advert. Add one thing that is not true.”  
“Work in groups. Imagine you are at a party. Meet new people and talk about your interests. Try to guess the false information. Tell the class.”

**p. 31, ex. 8:** “Work in pairs. Take turns to be a tourist and a guide in London. Use the brochure and the dialogue to ask for and give information about places in London.”

**p. 32, Speaking - ex. 1:** “Invite people to go out. Decide where to invite your friend and think about the time, price and how to get there. Work in pairs. Take turns to invite people out. Accept or reject the invitations. Act our dialogues for the class.”

**p. 60, ex. Speaking:** “Do a class survey. Write five questions for a health survey. Ask other students in the class your questions. Write down the results. Tell the class one result of your survey. Calculate the results of your survey in percentages. Then write results in sentences. Add some advice to the class.”

**p. 71, ex. 12:** “Imagine you are in one of these places. Phone a friend and describe what you are doing here.”

Places: disco, theatre, kitchen, swimming, pool, school, café, beach, stadium, mountains, forest, concert hall.

“Work in pairs. Tell your partner where you are. He/she guesses what you are doing.”

**p. 80, ex. An Email Reservation:** “Write an email reserving a room and asking for information. Think of dates for your holiday and questions to ask about things like location, types of rooms, hostel facilities, cafeteria. Work in pairs. Read your partner’s email. Think of possible answers to his/her questions.”

**p. 80, ex. A Group Roleplay:** “Act out a situation in a restaurant in the UK. Get into groups of three. Use the key words to make lists. Think of other dishes.

a) two customers: things you would like

b) waiter: things you have got

Practice the roleplay in your groups. Act out the roleplay in front of the class.”

**p. 108, ex. An Email:** “Write an email asking for information about something you want to buy. Think about a product and write notes about the information you need. Invent your email address and the name of a website. Work in pairs. Read each other’s emails. Take turns to be the manager of the website. Phone your partner and give him/her the information.”

**p. 108, ex. A Roleplay:** “Act out a dialogue between a customer and a shop assistant. Half of the class are customers and half are shop assistants.

Customers: You have \$100 to spend. Imagine you want to buy some of the things below. Think about details, e.g. a Real Madrid soccer shirt, a Cameron Diaz poster, some gold earrings, etc.

Shop assistants:

Decide on the price of the things:

A CD, a computer game, some earrings, a soccer shirt, a mobile phone, a poster, a sports bag, a watch, a T-shirt

Work in pairs. Act out a dialogue in a shop. Use expressions from the previous exercise.

- Ask to see something.
- Say what you don’t like and why (e.g. color, size, design, price)
- Ask to see an alternative.

Who bought the most things? Who spent the least money? Tell the class.”

**p. 121, ex. 9:** “Work in pairs. Take turns to act out the roleplay. Use these cues:

Believer in UFOs: Say you think UFOs and aliens are true. Give a reason (e.g. stories).

Non-believer in UFOs: Disagree. Give a reason for not believing (e.g. natural explanations).

Believer in UFOs: Disagree. Give more reasons for believing.

Non-believer in UFOs: Ask a proof.

Believer in UFOs: Give proof for UFOs and alien life.

Non-believer in UFOs: Disagree. Give more reasons for not believing.”

**Appendix 1B: GUESSING GAMES in *New Opportunities: Elementary Students' Book*; Communicative competence**

New Opp: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 13, ex. 3	X	X	X	X	0	0	0	X	D
p. 15, ex. 12	X	X	X	X	X	0	0	X	D
p. 35, ex. 12	X	X	D	X	0	0	0	D	D
p. 57, ex. 14	X	X	D	X	0	0	0	X	0
p. 63, ex. 12	X	X	X	D	X	0	0	X	0
p. 68, ex. 2	X	X	X	X	X	0	0	X	X
p. 82, ex. 5	X	X	X	X	0	0	0	X	X
p. 88, ex A	X	X	X	X	X	0	0	X	X
p. 94, ex. A	X	X	X	X	X	0	0	X	D
p. 99, ex. 10	X	X	X	X	0	0	0	X	X

**Appendix 1C: GUESSING GAMES in *New Opportunities: Elementary Students' Book*; Key competencies**

New Opp: ELE Activities	Key competencies					
	Learning	Problem- solving	Communication	Social and personal	Civil	Working
p. 13, ex. 3	X	0	X	X	D	X
p. 15, ex. 12	X	X	X	X	X	0
p. 35, ex. 12	X	X	X	X	0	X
p. 57, ex. 14	X	X	X	X	X	0
p. 63, ex. 12	X	X	X	0	0	0
p. 68, ex. 2	X	X	X	X	X	X
p. 82, ex. 5	X	X	X	X	0	X
p. 88,ex A	X	X	X	X	X	X
p. 94, ex. A	X	X	X	X	X	X
p. 99, ex. 10	X	X	X	X	X	X

**Appendix 1D: LINGUISTIC GAME in *New Opportunities: Elementary Students' Book*; Communicative competence**

New Opp: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
Activities	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 43, ex. 12	X	X	X	X	0	X	0	X	0

**Appendix 1E: LINGUISTIC GAME in *New Opportunities: Elementary Students' Book*; Key competencies**

New Opp: ELE	Key competencies					
Activities	Learning	Problem- solving	Communication	Social and personal	Civil	Working
p. 43, ex. 12	X	X	X	X	0	0

**Appendix 1F: MEMORY GAME in *New Opportunities: Elementary Students' Book*; Communicative competence**

New Opp: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
Activities	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 71, ex. 10	X	X	X	X	0	0	0	X	X

**Appendix 1G: MEMORY GAME in *New Opportunities: Elementary Students' Book*; Key competencies**

New Opp: ELE	Key competencies					
Activities	Learning	Problem- solving	Communication	Social and personal	Civil	Working
p. 71, ex. 10	X	X	X	X	0	X

**Appendix 1H: ROLE PLAYS AND SIMULATIONS in *New Opportunities: Elementary Students' Book*; Communicative competence**

New Opp: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 18, ex. Speaking	X	X	X	X	0	X	X	X	X
p. 31, ex. 8	X	X	X	X	X	X	X	X	X
p. 32, ex. 2	X	X	X	X	0	X	X	X	X
p. 60, ex. Speaking	X	X	X	X	X	X	D	X	X
p.71, ex. 12	X	X	X	X	X	X	X	X	X
p. 80, ex. Email	X	X	X	X	X	X	X	X	X
p. 80, ex. Group	X	X	X	X	X	X	X	X	D
p. 108, ex. An email	X	X	X	X	X	X	X	X	X
p. 108, ex. A roleplay	X	X	X	X	0	X	X	X	X
p. 121, ex. P.	X	X	X	X	0	D	X	X	X

**Appendix 1I: ROLE PLAYS AND SIMULATIONS in *New Opportunities: Elementary Students' Book*; Key competencies**

New Opp: ELE Activities	Key competencies					
	Learning	Problem- solving	Communication	Social and personal	Civil	Working
p. 18, ex. Speaking	X	X	X	X	X	X
p. 31, ex. 8	X	X	X	X	X	X
p. 32, ex. 2	X	X	X	X	X	X
p. 60, ex. Speaking	X	X	X	X	X	X
p.71, ex. 12	X	X	X	X	X	X
p. 80, ex. Email	X	X	X	X	D	X
p. 80, ex. Group	X	X	X	X	D	X
p. 108, ex. An email	X	X	X	X	X	X
p. 108, ex. A roleplay	X	X	X	X	X	X
p. 121, ex. Work in pairs	X	X	X	X	X	X

## Appendix 2A: List of games in *New English File: Elementary Students' Book*

### GUESSING GAMES:

**p. 6, ex. 1d:** "In pairs, do the quiz"

i. Where are these cities?

- a) Kraków
- b) Glasgow
- c) Boston
- d) Shanghai
- e) Bangkok

ii. What languages are these? – listening

iii. Where's this music from? – listening

**p. 10, ex. 1e:** "In pairs.

A close your eyes.

B give A a thing from your bag or pocket. Ask *What's this?* Or *What are these?*

A say *It's a ...* or *They're ...*"

**p. 29, ex. 5a +c:** "Read the descriptions and look at the pictures. Can you guess the two people?"

Pictures: Parts of his/her face

Description: "He's a famous singer. He's very tall and good-looking. He has short, dark hair. He's Spanish but he lives in America. He sings in Spanish and in English."

"Think of a famous person. Write five clues. Tell your partner. Can he/she guess?"

**p. 68, ex. 2b:** "Cover the sentences (description of what people are doing) and listen. What's happening? Where?"

**p. 77, ex. 2f:** "In pairs, A say (+) and (-) sentences about the baskets with food. B say which basket it is. Change roles."

**p. 88, ex. b:** "In pairs, look at the sentences from *The True False Show*. Write T (true) or F (false)."

The True False Show:

- Mosquitoes are more dangerous than sharks.
- Brown eggs are healthier than white eggs.
- The Earth is hotter than Mars.
- Coffee is more popular than tea in the UK.
- Tigers are better swimmers than cats.
- An adult is shorter in the morning than in the evening.
- White cars are safer than yellow cars.
- The word 'yes' is more common than the word 'no'.

**p. 110, ex. 6C:** “You and B have the same picture but with eight differences.

1. Tell B what is happening in the left side of your picture. B will tell you what is different in his/her picture. Circle the differences.
2. Listen to B telling you what is happening in the right side of his/her picture. Look at your picture. Tell B the differences. Circle them on your picture.
3. When you’ve finished, compare the two pictures.

#### LINGUISTIC GAMES:

**p. 29, ex. 3c:** “Adjective race. In pairs, in three minutes make eight phrases (adjective + noun) for things in the picture, e.g. a full moon.”

**p. 64, ex. 1:** “Order the letters to make three rooms in a house. Name two things you usually find in these rooms.”

Letters: chitken \_\_\_\_\_, redboom \_\_\_\_\_, thorobam \_\_\_\_\_

#### MEMORY GAME:

**p. 67, ex. 5:** “Look at the picture for one minute. Try to remember what’s in the room. Then write questions from the prompts.

1. / a cupboard in the room?
2. How many tables / ?
3. / a lamp on the table?
4. Where / the TV?
5. What color / the walls?
6. / any pictures? How many?

Ask B your questions, then answer B’s questions. Who has the best memory?

#### ROLEPLAY AND SIMULATIONS:

**p. 19, ex. 4:** “Imagine you want to meet a new partner, and you go to an agency. Look at the form. What questions does the interviewer ask? In pairs, roleplay an interview:

A: You want to meet a partner

B: You are the interviewer. Ask A the questions and write the answers in to form.

Change roles.”

**p. 72, ex. Directions:** “In pairs, roleplay asking for and giving directions, using the map and the scripted dialogue. Change the destinations.”

**p. 81, ex. 5:** “Play *Changing Holidays*.

1. In pairs, plan your ideal summer holiday. Decide...
  - where / go?
  - how / get there?
  - where / stay?
  - what / do there?
2. Write down your plans. Give them to your teacher. He/she is going to ‘change your holiday’.
3. Look at your new holiday. Work with another pair. Ask about their new holiday. Use the questions in 1. Ask *Are you happy with your new holiday? Why (not)?*”

**p. 83, ex. 4:** “Roleplay fortune telling.

- A: Look at then cards from the previous exercise. Secretly number the cards in a different order.  
B: Choose five numbers.  
A: Predict B’s future using those cards.  
Then change roles.”

**p. 109, ex. 5D:** “Police Interview. Work in pairs with another A. You are police officers. There was a robbery last night. B and B are two friends. You think they were responsible. They say that they went out for dinner and went to the cinema last night. You want to know if this is true.

Prepare questions to ask the Bs. Think of questions to get more details about the evening, e.g. *What did you wear? What did you eat and drink? What film was that?*

Bs prepare their story, think of extra details.

Interview one of the Bs. Write down his/her answers in the form. (Your partner interviews the other B.)

Compare with your partner. Did the two Bs tell exactly the same story? If not, arrest them!”

**p.110, ex. 8A:** “The true False Show.

a. Complete the sentences with the comparative of the adjective:

1. A horse is \_\_\_\_\_ than a tiger. (fast) – False
2. Tokyo is \_\_\_\_\_ than New York. (expensive) – True
3. The Earth is \_\_\_\_\_ the Sun than Mars is. (near) - True
4. Africa is \_\_\_\_\_ than Asia. (big) - False
5. The letter *i* is \_\_\_\_\_ than *e* in English. (common) - False
6. Black coffee is \_\_\_\_\_ for you than white coffee. (bad) - False
7. Rugby is \_\_\_\_\_ than skiing. (dangerous) - True
8. Switzerland is \_\_\_\_\_ than Saudi Arabia. (rich) – True

b. Roleplay *The True False Show*. You are the quiz presenter; B is the contestant.

c. Change roles. Now B is the presenter.

d. Who won more money, you or B?”

**p. 111, ex. 1C:** “Interview. A is the receptionist. Ask B questions and complete the form.

Form:

First name: \_\_\_\_\_

Surname: \_\_\_\_\_

Country / City: \_\_\_\_\_ / \_\_\_\_\_

Student: Yes / No

Age: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Mobile phone: \_\_\_\_\_

Change roles. Now B is the receptionist. Ask A questions and complete the form.”

**Appendix 2B: GUESSING GAMES in *New English File: Elementary Students' Book*; Communicative competence**

New English file: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 6, ex. 1d	X	0	0	X	X	0	0	0	D
p. 10, ex. 1e	X	X	X	X	0	0	0	0	0
p.29, ex. 5a + c	X	X	X	X	X	0	0	X	X
p. 68, ex.2b	X	X	D	X	0	0	0	0	X
p. 77, ex. 2f	X	X	X	X	0	0	0	X	X
p. 88, ex. b	X	X	X	0	X	0	0	0	D
p. 110, ex. 6C	X	X	X	X	0	0	0	X	X

**Appendix 2C: GUESSING GAMES in *New English File: Elementary Students' Book*; Key competencies**

New English file: ELE	Key competencies					
	Learning	Problem- solving	Communication	Social and personal	Civil	Working
Activities						
p. 6, ex. 1d	X	X	X	X	X	X
p. 10, ex. 1e	X	X	X	X	0	X
p.29, ex. 5a + c	X	X	X	X	X	X
p. 68, ex.2b	X	X	X	0	0	X
p. 77, ex. 2f	X	X	X	X	0	0
p. 88, ex. b	X	X	X	X	X	0
p. 110, ex. 6C	X	X	X	X	X	X

**Appendix 2D: LINGUISTIC GAMES in *New English File: Elementary Students' Book*; Communicative competence**

New English file: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 29, ex. 3c	X	X	X	D	D	0	0	0	0
p. 64, ex. 1	X	0	X	D	X	0	0	0	0

**Appendix 2E: LINGUISTIC GAMES in *New English File: Elementary Students' Book*; Key competencies**

New English file: ELE	Key competencies					
	Learning	Problem-solving	Communication	Social and personal	Civil	Working
p. 29, ex. 3c	X	X	X	X	0	X
p. 64, ex. 1	X	X	0	0	0	0

**Appendix 2F: MEMORY GAME in *New English File: Elementary Students' Book*; Communicative competence**

New English file: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 67, ex. 5	X	X	X	X	X	0	0	0	X

**Appendix 2G: MEMORY GAME in *New English File: Elementary Students' Book*; Key competencies**

New English file: ELE	Key competencies					
	Learning	Problem- solving	Communication	Social and personal	Civil	Working
p. 67, ex. 5	X	X	X	X	0	X

**Appendix 2H: ROLE PLAYS AND SIMULATIONS in *New English File: Elementary Students' Book*; Communicative competence**

New English file: ELE	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 19, ex. 4	X	X	X	X	X	X	X	X	X
p. 72, ex. Directions	X	X	X	X	X	X	X	X	X
p. 81, ex. 5	X	X	X	X	X	0	X	X	X
p. 83, ex. 4	X	X	X	X	X	X	X	X	X
p. 109, ex. 5D	X	X	X	X	X	X	X	X	X
p. 110, ex. 8A	X	X	0	X	X	0	X	X	0
p. 111, ex. 1C	X	X	X	X	X	X	X	X	X

**Appendix 2I: ROLE PLAYS AND SIMULATIONS in *New English File: Elementary Students' Book*; Key competencies**

New English file: ELE	Key competencies					
Activities	Learning	Problem- solving	Communication	Social and personal	Civil	Working
p. 19, ex. 4	X	X	X	X	X	X
p. 72, ex. Directions	X	X	X	X	X	X
p. 81, ex. 5	X	X	X	X	X	X
p. 83, ex. 4	X	X	X	X	X	X
p. 109, ex. 5D	X	X	X	X	X	X
p. 110, ex. 8A	X	X	X	X	0	X
p. 111, ex. 1C	X	X	X	X	0	X

## Appendix 3A: List of games in *New Opportunities: Pre-intermediate Students' Book*

### GUESSING GAMES:

**p. 13, ex. 8:** “Use the words from the previous exercise to write eight sentences about you. Write each sentence on a different piece of paper.

The words: can't stand, don't like, enjoy, like, etc.

Example: I love going to parties.

Now work in groups. Mix up the pieces of paper. Take turns to read one sentence. The others guess who wrote it.”

**p. 17, ex. 4:** “Work in pairs. Tell your partner about your home. Include three false things.

Example: My flat is on the sixth floor. We've got three bedrooms. In the living room, there's a big table and six chairs...

Guess the false things about your partner's home.”

**p. 19, ex. 13:** “Work in pairs. A: Say how you're feeling. Student B: Find out the reason. Use the Key Words to help you and add some of your own.

Example: A: I'm really happy! B: Why? Have you passed your exams? A: No, I haven't. B: Have you met someone interesting? A: Yes, I have.

Key Words: Angry, annoyed, excited, happy, pleased, sad, tired, worried

Reasons: break the video, buy new clothes, lose my mobile phone, etc.”

**p. 22, ex. A personal letter:** “Make notes for your letter. Invent three pieces of information that are not true. Use your notes to write your letter. Then work in pairs. Read each other's letters. Find three things that you think are not true. “

**p. 24, ex. 2:** “Imagine you have a job. Write a description of it but don't say what it is. Include information about:

- what you usually do in your job
- what you are doing at the moment

Now work in pairs. Read out your descriptions and guess the job.”

**p. 33, ex. 4:** “Work in groups. Take turn to think of a job. The others have ten *Yes/No* questions to guess the job.”

### LINGUISTIC GAME:

**p. 72, ex. 1:** “Six of twelve sentences are grammatically incorrect. In pairs, you have €100 to ‘buy’ correct sentences. Write down an offer for each of the correct ones. When your teacher reads a sentence, make your offers. The pair with the highest offer buys the sentence. At the end of the game, the teacher says which sentences are correct. The pair with the most correct sentences wins the game.”

### ROLEPLAY AND SIMULATIONS:

**p. 23, ex. A Group Survey:** “Work in groups. Each student chooses a different topic from the Key Word box. Individually, think of three questions to ask the group about your topic. Then work in your group. Ask and answer questions. Note the answers to your questions. Then tell the class about some of your results.

Key words:

Sport: do (aerobics, gymnastics, judo, yoga), play (tennis, football), etc.

Music: favorite singers, groups, styles, etc.

Examples: Do you play a musical instrument? (If so, what?)

**p. 27, ex. 12:** “Work in pairs. Student A is José Nilson and B is a journalist. Act out an interview.

Ask questions like these:

What were you doing?

What did you do when you saw the shark?

What did other people do? “

**p. 45, ex. 6:** “Use the phrases from the previous exercise to prepare some advice for a foreign visitor who is invited to these celebrations in your country. (a birthday party, a wedding reception, a New Year’s Eve party). Make notes about these things: clothes to wear, presents to take, time to arrive, things to say, things not to do, time to leave.

Then work in pairs. Student A is a foreign visitor and B gives advice. Ask and answer questions.

Then Swap roles. “

**p. 55, ex. Party Dialogues:** “Imagine you are going to a party. Invent an unusual character for yourself and write notes about the person. Then work in groups. Imagine you are this unusual person at a party. Introduce yourself to another person. Find out information about him or her. Express surprise or ask for repetition about any unusual information the person gives you.

Then work in pairs. Act out these situations and try to come to an agreement.

Situation 1: A: You want to close the door, because it’s cold. B: You don’t want to close it because it’s smoky.

Situation 2: A: You want to turn the volume of the music down because it's very loud. B: You want the volume to be loud because it's your favorite song.

Finally, tell the class about the most unusual character you met and what you agreed to do."

**p. 71, ex. Selling your Gadget:** "Prepare to talk about the gadget you designed. Make notes and practice saying sentences to yourself first – don't just read it! Then work in groups. Take turns to try to sell your gadget to the other students. Ask questions about other gadgets. Which gadget would you like to have? Who was the best salesperson?"

**p. 87, ex. Speaking:** "Act out phone calls. Work in pairs. Roleplay the four situations below. First decide which are formal and which are informal.

A: You phone your friend, Hana. You want to meet her: where? What time? Why?

B: You are Hana's brother or sister. She is out. Answer the phone and take a message."

**p. 103, ex. A roleplay:** "Think of a place that you would like to go to. Look at the table and imagine the information for your destination. Write notes about these things: the weather, places to see, leisure activities and sports, the nightlife.

Then work in pairs. Student A is the customer and B is the travel agent. Act out a dialogue. When you have finished, change roles.

Finally, tell the class about your partner's holiday. What are the most popular holiday destinations in the class?"

**Appendix 3B: GUESSING GAMES in *New Opportunities: Pre-intermediate Students' Book*; Communicative competences**

New Opportunities: PRE-INT	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 13, ex. 8	X	X	X	X	X	0	0	0	X
p. 17, ex. 4	X	X	X	X	0	0	0	X	D
p. 19, ex. 13	X	X	X	X	0	0	0	0	X
p. 22, ex. A personal letter	X	X	X	X	X	X	X	X	X
p. 24, ex.2	X	X	X	X	X	0	0	X	X
p.33, ex. 4	X	X	X	X	0	0	0	0	X

**Appendix 3C: GUESSING GAMES in *New Opportunities: Pre-intermediate Students' Book*; Key competencies**

New Opportunities: PRE-INT	Key competencies					
	Learning	Problem- solving	Communication	Social and personal	Civil	Working
Activities						
p. 13, ex. 8	X	0	X	X	D	D
p. 17, ex. 4	X	X	X	X	D	0
p. 19, ex. 13	X	X	X	X	X	X
p. 22, ex. A personal letter	X	X	X	X	X	X
p. 24, ex.2	X	X	X	X	X	X
p.33, ex. 4	X	X	X	X	X	X

**Appendix 3D: LINGUISTIC GAME in *New Opportunities: Pre-intermediate Students' Book*; Communicative competence**

New Opportunities: PRE-INT	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
Activities	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 72, ex. 1	X	X	X	X	X	0	0	0	X

**Appendix 3E: LINGUISTIC GAME in *New Opportunities: Pre-intermediate Students' Book*; Key competencies**

New Opportunities: PRE-INT	Key competencies					
Activities	Learning	Problem- solving	Communication	Social and personal	Civil	Working
p. 72, ex. 1	X	X	X	X	X	X

**Appendix 3F: ROLE PLAYS AND SIMULATIONS in *New Opportunities: Pre-intermediate Students' Book*; Communicative competence**

New Opportunities: PRE-INT	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 23, ex. A group survey	X	X	X	X	X	X	X	D	0
p. 27, ex. 12	X	X	X	X	0	D	D	D	D
p. 45, ex. 6	X	X	X	X	X	X	X	X	X
p. 55, ex. Party dialogues	X	X	X	X	X	X	X	X	X
p. 71, ex. Selling your gadget	X	X	X	X	X	X	X	X	X
p. 87, ex. Speaking	X	X	X	X	0	X	X	X	X
p. 103, ex. A roleplay	X	X	X	X	X	X	X	X	X

**Appendix 3G: ROLE PLAYS AND SIMULATIONS in *New Opportunities: Pre-intermediate Students' Book*; Key competencies**

New Opportunities: PRE-INT	Key competencies					
	Learning	Problem- solving	Communication	Social and personal	Civil	Working
Activities						
p. 23, ex. A group survey	X	X	X	X	X	X
p. 27, ex. 12	X	0	X	X	X	X
p. 45, ex. 6	X	X	X	X	X	X
p. 55, ex. Party dialogues	X	X	X	X	X	X
p. 71, ex. Selling your gadget	X	X	X	X	X	X
p. 87, ex. Speaking	X	X	X	X	X	X
p. 103, ex. A roleplay	X	X	X	X	X	X

## Appendix 4A: List of games in *New English File: Pre-intermediate Students' Book*

### GUESSING GAMES:

**p. 66, ex. 1a:** “Read the quiz and tick your answers, a, b, or c. Compare with a partner. Then listen and check.”

**p. 82, ex. 1:** “Look at the photos. Five of these things were invented by women. In pairs, decide which five you think they are. Then listen to a radio program about inventions. Were you right?”

**p. 109, ex. 2C:** “Music Quiz. Write your questions. Ask B your questions. Give your partner one mark for each correct answer. Then answer B’s questions. Who got the most right answers?”

**p. 110, ex. 5A:** “Look at sentences 1-6. What do you think the missing infinitives are? Guess the infinitives, then read your sentence 1 to B. If it’s not right, guess another verb until B says ‘That’s right.’ Continue with 2-6. Then listen to B’s sentence 7. If it’s the same as 7 below, say ‘That’s right.’ If not, say ‘Try again’ until B gets it right. Continue with 8-12.”

Examples of sentences:

I don’t like my job. I’ve decided \_\_\_\_\_ another one.

You don’t need \_\_\_\_\_ an umbrella. It’s not going to rain.

Remember to phone your father on his birthday.

It’s often difficult to understand film in English.

### LINGUISTIC GAMES:

**p. 5, ex. 6e:** “Play *What does it mean?*”

Example:

A: What does ‘awful’ mean?

B: Very bad.

A: How do you spell it?

B: A-W-F-U-L

**p.108, ex. 1D:** “Crossword. Ask B for the definitions of your missing words. Guess the words and complete your crossword. Give definitions of the words B asks for.”

**p. 148, ex. 1:** “Complete the chart with *at*, *in*, or *on*. Look at the chart for a few minutes. Then test a partner: A (book open) say a place or time word, e.g. Paris, Tuesday, etc. B (book closed) say the preposition (*at*, *in*, or *on*). Swap roles.”

### MEMORY GAMES:

**p. 8, ex. 1d:** “In pairs, how many words (body parts) can you remember in two minutes?”

**p.108, ex. 1C:** “Look at the painting for a minute. Then describe it for B to draw. Then listen to B describing his/her painting. Try to draw it. Don’t look at it! Ask B questions to help you. Then compare your drawings with the original paintings!”

### ROLEPLAY AND SIMULATIONS:

**p.7, ex. 6:** “Work in pairs, A and B. think of a person you know well, a family member or a friend, who is single. You are going to tell your partner about him/her. Look at the chart below and prepare what you are going to say.”

Chart: Name? Age? Job/studies? Lives in? Physical appearance? Personality? Smokes? Likes? Doesn’t like?

“Describe your person to B. B listen and ask for more information. Do you know anybody who would be a good partner for this person? Then swap roles.”

**p. 12, ex. At immigration:** “In pairs, roleplay the scripted dialogue. A (book open) you’re the immigration officer, B (book closed) you’re Allie. Swap roles.”

**p. 95, ex. 5a:** “Complete the sentences so they are true for you.”

Examples:

I love \_\_\_\_\_ (a kind of music). I Don’t like \_\_\_\_\_ (a TV program). I’m \_\_\_\_\_ (star sign)

“Move around the class saying your sentences. For each sentence, try to find someone like you, and write down their name. Respond to other people’s sentences. Say *So do / am I* or *Neither do / am I* if you are like them.”

**p. 110, ex. 3D:** “Look at the pictures. Last night you dreamt about these things. Prepare to tell B about your dream. B is a psychoanalyst. Tell him/her about your dream. He/she will tell you what it means. Then swap roles. Now you are a psychoanalyst. Listen to B’s dream. Number the things below in the order he/she talks about them. Use the information to interpret B’s dream.”

Examples of the information:

Ice cream – You will get some money (from the lottery or from a relative.)

Long hair – You want to be free. Perhaps you have problems with your family or a partner.

A key – You have a problem and you are looking for a solution.

**p. 110, ex. 6C:** “Imagine that you are a very indecisive person. B is going to ask you some questions.

Give two possibilities each time using *I may* or *might*. B will help you to make a decision. Then swap roles. Now B is indecisive. Ask B question 1 below. Help B to make a decision using *if I were you, I’d ...* say why. Continue with the other questions.”

Examples of questions:

Where are you going to go on holiday next summer?

What are you going to do after class?

**p. 116, ex. 3A:** “Read the adverts and choose a holiday. Decide:

- Where are you going?
- How are you getting there?
- When are you leaving?
- Where are you staying?
- When are you coming back?

Now find a partner who has planned exactly the same holiday as you.”

**p. 117, ex. 5D:** “Cross country.

- 1) You are the organizer of a cross-country race. You have to plan the race for the runners. Draw a route on the map marked MY RACE, beginning at START and finishing at the FINISH line. Your route must include all the things in the picture but you can choose the order.
- 2) Take turns. A describe your route to your partner. B must draw it on your map marked with MY PARTNER’S RACE.
- 3) Swap roles.
- 4) Compare the two routes. Which is the most difficult?”

**Appendix 4B: GUESSING GAMES in *New English File: Pre-intermediate Students' Book*; Communicative competence**

New English file: PRE-INT	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 66, ex. 1a	X	X	X	D	D	0	0	0	D
p. 82m ex. 1	X	0	X	X	0	0	0	0	X
p. 109, ex. 2c	X	X	X	X	X	0	0	0	X
p. 110, ex. 5A	X	X	X	X	X	0	0	0	X

**Appendix 4C: GUESSING GAMES in *New English File: Pre-intermediate Students' Book*; Key competencies**

New English file: PRE-INT	Key competencies					
	Learning	Problem-solving	Communication	Social and personal	Civil	Working
p. 66, ex. 1a	X	X	X	X	0	X
p. 82m ex. 1	X	X	X	X	X	X
p. 109, ex. 2c	X	X	X	X	D	X
p. 110, ex. 5A	X	X	X	X	X	X

**Appendix 4D: LINGUISTIC GAMES in *New English File: Pre-intermediate Students' Book*; Communicative competence**

New English file: PRE-INT	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 5, ex. 6	X	X	X	X	X	0	0	0	0
p. 108, ex. 1D	X	X	X	X	X	0	0	0	D
p. 148, ex. 1	X	X	X	X	X	0	0	0	0

**Appendix 4E: LINGUISTIC GAMES in *New English File: Pre-intermediate Students' Book*; Key competencies**

New English file: PRE-INT	Key competencies					
	Learning	Problem-solving	Communication	Social and personal	Civil	Working
p. 5, ex. 6	X	X	X	0	X	0
p. 108, ex. 1D	X	X	X	X	X	X
p. 148, ex. 1	X	X	X	X	0	0

**Appendix 4F: MEMORY GAMES in *New English File: Pre-intermediate Students' Book*; Communicative competence**

New English file: PRE-INT	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 8, ex. 1D	X	X	0	X	X	0	0	0	0
p. 108, ex. 1C	X	X	X	X	0	0	0	X	X

**Appendix 4G: MEMORY GAMES in *New English File: Pre-intermediate Students' Book*; Key competencies**

New English file: PRE-INT	Key competencies					
	Learning	Problem-solving	Communication	Social and personal	Civil	Working
p. 8, ex. 1D	X	X	X	X	0	0
p. 108, ex. 1C	X	X	X	X	X	X

**Appendix 4H: ROLE PLAYS AND SIMULATIONS in *New English File: Pre-intermediate Students' Book*; Communicative competence**

New English file: PRE-INT	Linguistic competence					Sociolinguistic competence		Pragmatic competence	
	Lexical competence	Grammatical competence	Semantic competence	Phonological competence	Orthographic and orthoepic competence	Linguistic markers of social relations	Politeness conventions	Discourse competence	Functional competence
p. 7, ex. 6	X	X	X	X	0	0	0	X	X
p. 12, ex. At immigration	X	X	X	X	X	X	X	X	X
p. 95, ex. 5a	X	X	X	X	0	X	X	X	X
p. 110, ex 3D	X	X	X	X	X	X	X	X	X
p. 110, ex. 6C	X	X	X	X	0	X	0	X	X
p. 116, ex. 3A	X	X	X	X	X	X	X	X	X
p. 117, ex. 5D	X	X	X	X	0	0	0	X	X

**Appendix 4I: ROLE PLAYS AND SIMULATIONS in *New English File: Pre-intermediate Students' Book*; Key competencies**

New English file: PRE-INT	Key competencies					
	Learning	Problem- solving	Communication	Social and personal	Civil	Working
Activities						
p. 7, ex. 6	X	X	X	X	X	X
p. 12, ex. At immigration	X	X	X	X	X	X
p. 95, ex. 5a	X	0	X	X	X	0
p. 110, ex 3D	X	X	X	X	X	X
p. 110, ex. 6C	X	X	X	X	X	X
p. 116, ex. 3A	X	X	X	X	X	X
p. 117, ex. 5D	X	X	X	X	0	X