

## Reading: Board games

### 4.11 Vocabulary for reading Simple board games

#### A Reviewing vocabulary

Circle the correct form to complete each sentence.

- Many schools make competitive / *competition* sport compulsory.
- Team games help in the physical *develop* / *development* of children.
- Children learn to *co-ordinate* / *co-ordination* different parts of the body.
- They also improve their *cooperate* / *cooperation* with other children.
- Team games teach children about different *role* / *roles*.
- For example, *defends* / *defenders* should not try to score goals all the time.
- They can also help children to deal with winning and *lose* / *losing*.
- They are certainly very useful for *sport* / *sports* children.
- But other activities, like *aerobic* / *aerobics*, can also be valuable.
- Perhaps schools should *allowed* / *allow* children to choose between different types of physical activity.

#### B Understanding vocabulary in context

Complete this information about the game ludo. Use a word or words from the list on the right in each case. Make any necessary changes.

##### Ludo

The game is played by two, three or four players.

It is played on a ..... with four coloured areas.

Each player has four coloured ..... The players take .....

Each player throws the .....

He/she moves the same number of ..... Then one of the opponents has a ..... Sometimes, a piece ..... a square which has an opponent's piece on it. The opponent must move his/her piece back to the start.

You must throw the exact number of squares to get .....

The ..... of the game is to get all your playing pieces to the centre of the board. Are board games .....? Psychologists say that even simple games like ludo teach children to ..... their actions in real life.



- advance (v)
- board (n)
- capture (v)
- checkmate (n)
- critical thinking (n)
- dice (n)
- disk (n)
- [= playing piece]
- educational (adj)
- engage in (v)
- estimate (n and v)
- home (n)
- [= target in game]
- land (v)
- land on (v)
- man / men (n)
- [= piece/s]
- mention (v)
- move (n and v)
- objective (n)
- pastime (n)
- pawn (n)
- piece (n)
- plan (n and v)
- play (n)
- player (n)
- problem-solving (n)
- ruins (n)
- spread (v)
- [= move outwards]
- square (n)
- trap (v)
- turn (n)
- version (n)

#### C Developing critical thinking

Do you know the rules of ludo in the situations below? If you don't know, guess.

What happens:

- if you throw a six and then another six?
- if you land on a square which has your own piece on it?
- if there are three squares between your piece and home, and you throw a four?

.....

.....

.....

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.....

## 4.12 Real-time reading Four army groups

### A Activating ideas

Study the three illustrations in the text opposite. What will the text be about?

### B Predicting content

Study the **section headings** in the text. Which section will each sentence below appear in?

Eight of the men are called *pawns*.

From India, it was taken to Persia in the 6<sup>th</sup> century.

It is estimated that there are now 300 million players worldwide.

One player moves, then the other player moves.

The objective of the game is to capture the king.

### C Understanding a text

Read the questions below. Then read the first four sections of the text opposite and tick the best answer.

1. Where does this game come from?

- a.  Sanskrit.
- b.  India.
- c.  Persia.

2. When did the game first appear?

- a.  Around 1000 BCE.
- b.  Around 2000 BCE.
- c.  Around 0 BCE.

3. How did the game reach Europe?

- a.  Through Persia to Arabia, then to Spain.
- b.  Through Persia to China, then Japan.
- c.  Through Persia to China, then to Spain.

4. Where do the names of the pieces come from?

- a.  From Spanish.
- b.  From Persian.
- c.  From several languages.

5. How do you play the game?

- a.  Players take it in turns.
- b.  Players reach the opposite side of the board.
- c.  Players land on the same square.

6. How do you win the game?

- a.  You say 'checkmate'.
- b.  You get to somewhere on the board.
- c.  You stop your opponent's king from moving.

### D Predicting information from prepositions

1. What *sort of information* do you expect to follow each preposition?

2. What is the *actual information* in each case?

- a. The game was first played in ...
- b. From India, it was taken to ...
- c. The game is for ...
- d. The name *rook* comes from ...
- e. The game is now on ...

### E Researching

1. Read the assignment task.
2. Read the final section of the text opposite. What information in this section will help you with the assignment?

## Education Faculty

### Assignment 4

*Board games such as chess and draughts help with child development.*

To what extent do you agree with the statement above? Do some research into the educational value of board games.

# Can you play four army groups?

## 1 History

This game was first played in India over 2,000 years ago. Real soldiers were used then, and real horses pulling chariots. It was called *Chaturanga*, which means 'four army groups' in the ancient Indian language of Sanskrit. This Sanskrit word is the origin of the modern name in Arabic.

From India, it was taken to Persia in the 6<sup>th</sup> century. Arab traders learnt the pastime there. The Arabs took the game back to their own countries in the 7<sup>th</sup> century. It spread to China shortly after then, and from there to Korea and Japan. Arabs also carried it to Spain. People played it there by the 12<sup>th</sup> century. From Spain, it spread to the rest of Europe.



## 2 The playing pieces

The names of the pieces indicate the history of the game. For example, the name of the main piece in English is *king*. In Persia, this piece was called *shah*, which means 'king'. The name of another piece in English is *rook*. This name comes from the word *roka*, which is 'ship' in Sanskrit. Eight of the men are called *pawns*. This word comes from a Spanish word for 'farm worker'.

## 3 How to play

The game is for two players. Play starts with all the pieces in two lines on opposite sides of the board. One player moves, then the other player moves. Some pieces must move horizontally and/or vertically. Other pieces must move diagonally. A player takes an opponent's piece if he/she lands on the same square. A player gets a piece back if one of his/her pawns reaches the opposite side of the board. The most important piece is the king.

## 4 How to win

The objective of the game is to capture the king. One player must trap the opponent's king somewhere on the board so he/she cannot move. If a player gets close to that position, he/she says 'check'. The word is a form of the Persian word *shah*. If the opponent's king cannot move, the player says 'checkmate'. This word comes from a sentence in Persian, *shah mat*, which means 'The king is dead.'

## 5 The game today

The game is now one of the most popular in the world. It is estimated that there are now 300 million players worldwide. In 2006, 147 countries participated in the annual Olympiad. Educationalists believe the game develops children's critical thinking and problem-solving skills. It is now on the curriculum of primary schools in over 30 countries around the world. In a recent survey in the United States, it was reported that children's 'test scores improved by 17.3 per cent for students regularly engaged in' the game, compared with under 5 per cent for children participating in other games.

## 4.13 Learning new reading skills Referring back

### A Reviewing vocabulary

What will come next in each case?

1. This game was first played in India over ...  
= *period / 2,000 years ago.*
2. It was called ...
3. From India, it was taken to ...
4. The name of the main piece in English is ...
5. The game is for ...
6. A player takes an opponent's piece if ...
7. The most important piece is ...
8. The objective of the game is ...
9. One player must ...
10. If the opponent's king cannot move, ...

### B Identifying a key skill

1. Study these sections of the text from Lesson 4.12.  
What do the underlined words mean?

The Arabs took the game back to their own countries in the 7<sup>th</sup> century. It spread to China shortly after then, and from there to Korea and Japan.

One player moves, then the other player moves.

... there are now 300 million players worldwide.

2. Read the **Skills Check** and check your ideas.

### C Practising a new skill

Find and underline the words *there* and *then* in the following text. What does each word refer to?

Researchers believe that the game of polo first appeared in the area of modern-day Iran. Persian tribes played the game there, perhaps to give their horses some exercise. The game was called *Chogan* then. The first recorded polo match occurred in 600 BCE between the Turkomans and the Persians. From Persia, the game spread to India. In 1859, two British soldiers saw a polo match there and shortly after then, they formed the famous Calcutta Polo Club. The club is still active today. From India, the game spread around the world. There are even polo teams in South America. In fact, the current world champions are from there. Argentina have held the title since 1949.



### Skills Check

#### Referring back

Writers refer back in a text with the words *then* and *there*:

*then* = back to a date or time

*there* = back to a place

**Examples:**

*Real soldiers were used **then**.*  
= 2,000 years ago

*Arab traders learnt the pastime **there**.*  
= in Persia

But be careful!

*then* can also introduce the next action

*there* can also introduce a new piece of information

**Examples:**

*One player moves, **then** the other player moves.*

***There** are now 300 million players worldwide.*

#### 4.14 Grammar for reading Zero conditional

Study these two sentences about chess. They describe a situation which is **always true**. 19

Event 1: *A player lands on the same square as an opponent's piece.*

Event 2: *He/she takes the opponent's piece.*

We can join these two sentences with *if* or with *when*. Study the tables below.

	<b>event 1</b>		<b>event 2</b>
<b>If</b>	a player lands on the same square	,	he/she takes the opponent's piece.
<b>When</b>			

<b>event 2</b>		<b>event 1</b>
A player takes an opponent's piece	<b>if</b>	he/she lands on the same square.
	<b>when</b>	

Where do we put *if* / *when*?

Where do we put Event 1? What about Event 2?

What tense do we use for Event 1? What about Event 2?

#### A Understanding sentences with *if* and *when*

1.	If a player lands on the same square as an opponent's piece ...	he/she says 'Check'.
2.	When a pawn reaches the opposite side of the board ...	they get better at critical thinking.
3.	The game is over when ...	the opponent's king can't move.
4.	If a player gets close to trapping the opponent's king ...	he/she takes the piece.
5.	A player says 'Checkmate' when ...	the player gets another piece.
6.	If children play chess regularly ...	a player traps the opponent's king.

#### B Predicting information in sentences with *if* and *when*

Complete these sentences about situations which are always true.

1. If you heat water to 100°C, ... *it boils.*
2. Water freezes when ...
3. Metal expands if ...
4. When ice is put into water, ...
5. If you drop a glass, ...
6. People get thirsty if ...
7. If you don't eat, ...
8. Many metals rust if ...
9. If plants aren't watered, ...
10. You get the colour orange ...



**4.15 Applying new reading skills** Quirkat

**A** Reviewing vocabulary

Choose a word or phrase from the box for each space.

capture engage in estimate men  
objective ~~pastime~~ spread trap

1. Chess is a very popular pastime.
2. It has now \_\_\_\_\_ all over the world.
3. People \_\_\_\_\_ that there are 40 million players in Russia alone.
4. Each player starts with 16 \_\_\_\_\_.
5. The \_\_\_\_\_ of the game is ...
6. ... to \_\_\_\_\_ the opponent's king.
7. You must \_\_\_\_\_ the king so he cannot move.
8. Researchers say that if children regularly \_\_\_\_\_ the game, they do better on tests.



**B** Activating ideas

Study the photographs on this page.

1. Which game(s) can you play on each board?
2. Scan the text on the opposite page. Which game is it about?

**C** Understanding a text

1. Read the topic sentences below. They are all from the text opposite. Which section does each sentence come from? Write the number of the section.

- a. The objective of the game is very simple. ....
- b. You play the game on a normal chessboard, which has 64 black and white squares. ....
- c. The game continues to be popular all over the world. ....
- d. Archaeologists discovered a form of this game in the ruins of the ancient city of Ur in Iraq. ....
- e. The game is for two players. ....

2. Read the text opposite. What does each of the highlighted words refer to?

Archaeologists discovered a form of this ... **They** dated the game = archaeologists

**D** Understanding new words in context

Tick the correct meaning in context of each of these words from the text.

- |                       |                                     |               |                          |                       |
|-----------------------|-------------------------------------|---------------|--------------------------|-----------------------|
| 1. form (line 2)      | <input checked="" type="checkbox"/> | kind          | <input type="checkbox"/> | make                  |
| 2. ruins (line 2)     | <input type="checkbox"/>            | destroys      | <input type="checkbox"/> | old damaged buildings |
| 3. mentioned (line 5) | <input type="checkbox"/>            | written about | <input type="checkbox"/> | said                  |
| 4. version (line 12)  | <input type="checkbox"/>            | form          | <input type="checkbox"/> | translation           |
| 5. disk (line 18)     | <input type="checkbox"/>            | CD            | <input type="checkbox"/> | circle                |
| 6. men (line 25)      | <input type="checkbox"/>            | pieces        | <input type="checkbox"/> | male people           |

**E** Developing critical thinking

Which game is more valuable in child development, chess or draughts?

# Can you play Quirkat?

## 1 History

Archaeologists discovered a form of this game in the ruins of the ancient city of Ur in Iraq. They dated the game to about 3000 BCE. However, it did not start there. Five hundred years before then, it began in Egypt. We do not know the name then, but later it was called *Quirkat*.

5 The game is mentioned in the Arabic book *Kitab-al Aghani*, which appeared sometime in the 10<sup>th</sup> century. The Arabs took the game to Spain, and from there it travelled to southern France around 1200. The people there renamed it *Alquerque*.

10 Around 1535 in France, a new rule appeared. A player had to take an opponent's piece when he/she had a chance. The first book about this new version appeared in Spain in 1547. Shortly after then, the game arrived in England. There it was called *draughts*.

## 2 The playing pieces

15 You play the game on a normal chessboard, which has 64 black and white squares. Each player starts with 12 pieces, which are all disks. One player has black disks and one has white. They all start on the white squares.

## 3 How to play

20 The game is for two players. A piece can move one square, diagonally, forward. A piece can only move to an empty square. Players take turns to move their pieces. A player takes an opponent's piece by jumping over it onto an empty square. A player can take several men in one move. 25 When a piece arrives at the opponent's edge of the board, it becomes a king. A king is two disks, one on top of the other. A king can only move one square, like any other piece. However, it can move backwards as well as forwards.

## 4 How to win

30 The objective of the game is very simple. One player must take all of the opponent's pieces.

## 5 The game today

The game continues to be popular all over the world. It is estimated that there are now 40 million players worldwide. In October 2008, 160 players from 37 countries competed in a tournament in Beijing.

35 Educationalists say that draughts can help children develop skills of spatial awareness. In other words, they become aware of the position of things and the physical relationship between things. Draughts can also help older children to plan their actions. It helps them see that there is a good time to advance and a good time to wait in any situation.



**Knowledge quiz Sports and games**

**A** Circle the odd one out. Find the correct reason underneath.

- |               |           |        |            |
|---------------|-----------|--------|------------|
| 1. gymnastics | dance     | tennis | aerobics   |
| 2. running    | swimming  | rowing | football   |
| 3. rugby      | high jump | karate | basketball |
| 4. football   | handball  | tennis | volleyball |
| 5. goal       | club      | stick  | racket     |
| 6. hand       | head      | chest  | foot       |
| 7. attacker   | defender  | scorer | midfielder |
| 8. hall       | court     | course | pitch      |
| 9. chess      | badminton | ludo   | draughts   |
| 10. king      | pawn      | piece  | check      |

- It is not a board game. It's a sport.
- It is not one of the three types of player in football.
- It is a general word. The others are all connected with chess.
- It is an opponent sport. The others are racing sports.
- It is not a bat. The others are things you hit the ball with.
- It is an achievement sport. The others are opponent sports.
- It is a bat sport. The others all use part of the human body.
- It is not a special word for the playing area in a particular sport.
- It is a part of the body which you must not use in football (unless you are a goalkeeper).
- It is a competitive sport. The others can be non-competitive.



**B** Match the opposites.

- |               |                                     |           |
|---------------|-------------------------------------|-----------|
| 1. attack     | <input type="checkbox"/>            | often     |
| 2. winner     | <input type="checkbox"/>            | hide      |
| 3. land       | <input checked="" type="checkbox"/> | defend    |
| 4. majority   | <input type="checkbox"/>            | partly    |
| 5. achieve    | <input type="checkbox"/>            | group     |
| 6. individual | <input type="checkbox"/>            | female    |
| 7. display    | <input type="checkbox"/>            | minority  |
| 8. male       | <input type="checkbox"/>            | loser     |
| 9. mainly     | <input type="checkbox"/>            | fail      |
| 10. rarely    | <input type="checkbox"/>            | take off  |
| 11. trap      | <input type="checkbox"/>            | calculate |
| 12. move      | <input type="checkbox"/>            | job       |
| 13. pastime   | <input type="checkbox"/>            | release   |
| 14. opponent  | <input type="checkbox"/>            | stay      |
| 15. estimate  | <input type="checkbox"/>            | teammate  |

**C** Match the words and phrases with similar meanings.

- |                   |                                     |                  |
|-------------------|-------------------------------------|------------------|
| 1. capture        | <input type="checkbox"/>            | injure           |
| 2. objective      | <input type="checkbox"/>            | leisure activity |
| 3. advance        | <input type="checkbox"/>            | go forward       |
| 4. piece          | <input type="checkbox"/>            | ethnic group     |
| 5. cooperate      | <input type="checkbox"/>            | version          |
| 6. show           | <input type="checkbox"/>            | demonstrate      |
| 7. form           | <input type="checkbox"/>            | way              |
| 8. generalization | <input type="checkbox"/>            | stereotype       |
| 9. method         | <input type="checkbox"/>            | broadcast        |
| 10. race          | <input checked="" type="checkbox"/> | take             |
| 11. pastime       | <input type="checkbox"/>            | aim              |
| 12. transmit      | <input type="checkbox"/>            | job              |
| 13. wound         | <input type="checkbox"/>            | take part in     |
| 14. task          | <input type="checkbox"/>            | work together    |
| 15. participate   | <input type="checkbox"/>            | man              |