

WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about the games that you play that reflect real-life situations. Do you enjoy these kinds of games? Which ones and why?

THINK AND PREPARE

2 Decide whether you agree or disagree with this statement.

Game playing prepares people for real life.

3 IN GROUPS Design the outline of a “Game of Life” that could reflect a real-life situation in your chosen career. Consider these points:

- What rewards would there be?
- What punishments would there be?
- How would you win the game?

VIDEO



Watch the video as you prepare to give a presentation and find out how to move from point to point.

SPEAK YOUR MIND

4 Present your game to the class. Decide whose game sounds like it would be the most interesting to play.

In this unit, you will ...

- discuss the importance of playing games and compare attitudes toward gaming.
- focus on Mediation: encourage group discussion.
- focus on Thinking Skills: predicting.
- read about how animals play.
- learn about interpersonal communication to interact with others.
- read about building collaborative relationships and the professional use of this skill.







LIFE SKILLS interpersonal communication

A Read the definition of interpersonal communication. Why do you think good interpersonal communication means having to manage your emotions?

Interpersonal communication is the ability to interact with and express our ideas to the people around us, individually as well as in groups. It involves listening to others, managing our emotions, and communicating effectively—both verbally and nonverbally. Every career involves working with other people, and all professionals need to develop their interpersonal communication skills if they are to succeed.

B **6.01** Listen to college students playing games designed to help them develop their interpersonal communication. Listen to each situation (1–3) and match it to the game they play (a–c).

- | | |
|--------------------|------------------------------|
| Situation 1: _____ | a a mirroring game |
| Situation 2: _____ | b a body language game |
| Situation 3: _____ | c the “mysterious self” game |



C **6.01** Match a game from B to its purpose. Listen again and check your answers.

- | | |
|--|--|
| 1 The body language game is _____. | a designed to help with understanding nonverbal communication. |
| 2 The mirroring game is _____. | b thought to reflect on your life experiences. |
| 3 The “mysterious self” game is _____. | c meant to improve the connection between people. |

D **IN PAIRS** Play two of the games from B and discuss the questions.

- Do you think the games helped you develop your interpersonal communication skills? How?
- In what other situations could these games be used?
- What have you learned from the games about ways to improve your communication skills?

MAKE IT DIGITAL

Research different jobs online that require interpersonal communication skills. Rank the jobs in order of how important interpersonal communication is to being successful in those careers. Present your ranking to the class, and explain the reasons for the order you chose.

VOCABULARY interpersonal phrases



A Read the sentences and match the bold words from LIFE SKILLS B to the correct definition.

- I can usually tell when an opponent isn't playing by the rules because they avoid **eye contact**. _____
- Sometimes it can be difficult to **convey** the rules of a game to someone who's never played it before. _____
- It is thought that **self-awareness** begins to develop in humans around 18 months old, when toddlers begin to experience themselves as individuals. _____
- Keep a neutral **facial expression** when you're playing card games, so the other players don't know what cards you have in your hand. _____
- Playing games online is fun, but many people still prefer playing **face-to-face** games with friends and family. _____
- In virtual reality games, I can **interact** with different characters within the game. I love that about them! _____
- Are there any useful books on how to **interpret** different body language? _____
- The **language barrier** can sometimes make it difficult to play online games. _____

- a a circumstance that prevents people from communicating with one another
- b movements of the muscles in the face that can reveal how a person feels
- c looking into a person's eyes when you communicate with them
- d communicate with someone in person and not over the phone or by email
- e the state of knowing yourself and being able to judge your own feelings
- f communicate your ideas well so people understand them
- g communicate with; socialize with
- h decide the meaning behind something

GRAMMAR passive reporting structures



A Read the grammar rule and use an appropriate verb to complete the examples from LIFE SKILLS B.

Passive reporting structures are used to report information or facts in a more formal way. Common verbs used with passive reporting structures are *assume, believe, claim, consider, estimate, know, recommend, report, say, suppose, think, and understand*.

There are two possible ways to passively report information:

- 1 Start the sentence with *it*, e.g., It's _____ that this behavior is a human being's way of saying, "Look at me! I'm the same as you."
- 2 Start the sentence with the subject, e.g., These games are _____ to increase self-awareness and help us think about our own experiences.

For more practice, go to page 166.

B Label each statement below with an appropriate reporting verb from the box. Then write a passive reporting sentence using the statement and the verb you chose.

estimate recommend report understand

1

Verb: _____

"You should develop your communication skills in order to get the job you want."

Experts _____

2

Verb: _____

"Experts predict that 65% of communication is nonverbal."

It's _____

3

Verb: _____

"Reports show that a low percentage of graduates are able to communicate effectively."

Only a low percentage of graduates

4

Verb: _____

"Feeling comfortable in a situation helps with communication."

It's _____

C Decide if statements 2 and 3 in B are true. Rewrite the statements in your notebooks with your own ideas.

D IN PAIRS Share your statements.

A: I don't think statement 2 is true. I wrote, "It's estimated that 35% of communication is nonverbal."

B: Oh. I didn't think it was true either, but I wrote, "It's estimated that 80% of communication is nonverbal." I think we use our body language and facial expressions sometimes much more than we think.



THINKING SKILL predicting

- A** Read this text about predicting. Can you think of a situation where you had to try and predict what was going to happen?

What Does Predicting Mean?

Predicting is an essential skill. When we predict, we use past experience and our understanding of patterns to tell us what we think is going to happen in the future. When you make a prediction:

- use your senses to observe and collect information.
- notice any patterns.
- make connections to your knowledge.

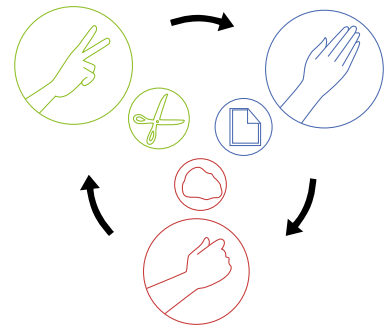
- B** Read the information and analyze how the skill of prediction is used to win a game of "rock, paper, scissors."

How to Always Win at Rock, Paper, Scissors!

"Rock" is usually played first by male players. On your first throw against an inexperienced male opponent, the best choice is "paper" because that will beat "rock." It's said that women are most likely to throw "scissors." On your first throw against an inexperienced female opponent, the best choice is "rock" because that will beat "scissors."

Most players don't like to repeat the same throw more than twice in a row. This means that a player who throws "rock" followed by "rock" will do something else on the next throw. The best strategy is to choose whatever throw would beat that; in this case, "scissors." If they choose "paper," "scissors" wins. If they choose "scissors," it's a tie.

One other strategy is to note on the count of three whether the tip of the thumb is tucked underneath the index finger. The tucked thumb often predicts "rock."



- C** Play the game with a mix of male and female classmates. Were you able to predict what their moves would be to win the game?

- D** **IN GROUPS** Discuss the questions.

- 1 Did predicting help you to win more games? Why or why not?
- 2 In which other games do you use the skill of predicting?
- 3 In what other areas of your life do you predict?

SPEAKING

For more speaking practice, go to page 150.



- A** Think about the games that you play or have played. Make notes about these points:

- your childhood games
- board games
- computer games

- B** **IN PAIRS** Describe the game to a partner, but don't say the name of the game. Can they guess what game you are describing?

A: In this game, one person thinks of a movie, book, or play. They have to try to convey that to their team but using only gestures and facial expressions.

B: I know! Charades!

- C** **IN GROUPS** Discuss your opinions on the statement.

Playing games and having fun keeps people young at heart.



LISTENING

A **IN PAIRS** Look at the photos and discuss the questions.

- 1 Do you play computer games? Which ones?
- 2 What types of computer games are popular in your country?



handheld games console



personal computer (PC) game



home video games console

B **6.02 LISTENING SKILL—Listen to understand different native speakers** You are going to hear four different native speakers talking about computer games. How easy do you think the native speakers are to understand?

- Speaker 1: very easy / easy / not so easy / difficult / almost impossible
 Speaker 2: very easy / easy / not so easy / difficult / almost impossible
 Speaker 3: very easy / easy / not so easy / difficult / almost impossible
 Speaker 4: very easy / easy / not so easy / difficult / almost impossible

C Listen again and match the speaker with the reason why they are difficult to understand.

- | | |
|--------------------|--|
| 1 Speaker 1: _____ | a This person speaks very quickly. |
| 2 Speaker 2: _____ | b This person mumbles. |
| 3 Speaker 3: _____ | c This person has a strong accent. |
| 4 Speaker 4: _____ | d This person uses lots of idioms and expressions. |

D **IN PAIRS** Read the strategies you can use if you don't understand what a person is saying. Then read the tips to help you improve your understanding of different types of native speakers. Add one more idea of your own to each list.

Strategies:

- 1 Ask for clarification.
- 2 Listen for key words.
- 3 Ask the speaker to speak more slowly.
- 4 _____

Tips:

- 1 Sing along to a song in English.
- 2 Watch movies and TV shows in English.
- 3 Act out a scene from your favorite movie.
- 4 _____

E **IN GROUPS** Compare your ideas. Which strategies and tips are most useful?



MAKE IT REAL

Watch different types of TV shows and films in English. Turn off the subtitles and just listen to the voice of the characters. What is it about the voices of the characters that makes them more or less easy to understand?

**GRAMMAR** reduced adverb time clauses

A Compare the full clauses with the examples of reduced clauses from LISTENING B. Then complete the rules with gerund, time expression, or subject.

- | | |
|--|--|
| 1 Full clause: <i>After I have been studying all day, I like to relax, and that's one way of doing it.</i> | Reduced clause: <i>After studying all day, I like to relax, and that's one way of doing it.</i> |
| 2 Full clause: <i>Before I played it, I never really thought I'd enjoy a game like that ...</i> | Reduced clause: <i>Before playing it, I never really thought I'd enjoy a game like that ...</i> |
| 3 Full clause: <i>Since I learned to ride, I don't think I've played a single computer game.</i> | Reduced clause: <i>Since learning to ride, I don't think I've played a single computer game.</i> |

Rules

Adverb clauses of time are reduced in different ways depending on the **1** _____ that is used. With *Before/Since/After*, keep the time expression, remove the **2** _____, and change the verb to the **3** _____ or use a noun. With *As soon as*, delete it and replace with *on*, remove the subject, and change the verb to the gerund.

For more practice, go to page 167.

B Rewrite the sentences in your notebook using reduced adverb time clauses.

- Before I bought the computer game, I researched it.
- After he'd been playing video games for two hours, Max fell asleep.
- Since I started work, I don't have much time for gaming.
- Before she learned to design computer games, she loved playing them.
- After he discovered he could play online with his friends, he stopped playing alone.

**VOCABULARY** reporting verbs

A Complete the questions with the correct form of a verb from LISTENING B. Use a dictionary or go online if you need help.

boast clarify confess deny doubt imply urge warn

- What do you think of people who _____ about their gaming abilities?
- Would you ever _____ to cheating in a game?
- Has anyone ever _____ that you spent too much time gaming?
- Do you think young people should be _____ about the dangers of gaming?
- Have you ever _____ that what someone said was true?
- Why do people sometimes _____ doing something that they know was wrong?
- Has someone ever _____ you to play a game they absolutely love?
- What do you say when you need someone to _____ something for you?

B IN PAIRS Ask each other four of the questions from A.

C IN GROUPS Report your partner's answers using the appropriate reporting verbs.

Felix said that he once confessed to cheating when he was playing a game of chess with a friend.



**WRITING** a review**A Read this game review and choose what Pia says is wrong with the game.**

- 1 Too simple, with no surprises 2 Not attractive 3 No story

Everland: Journey to the Edge of Time

Review by Pia Martinez | ★★☆☆☆ | 2 Days Ago | 27

This new smartphone game is now available to download after it was released in Japan earlier in the year. It's an adventure game that follows a family of elves—the Minis—who are forced to leave their home and travel to Everland in search of the Grand Elf, who has been kidnapped by an evil band of rats called Ratus.

The game starts well, and the graphics are great, as are the characters. The world of the Minis is beautifully designed, and it is a very fun game to play. Players must solve puzzles before helping the Minis to rescue the Grand Elf.

Where the game really disappoints is with the challenges. They are very predictable. After completing the first two levels, I knew what to do, and I completed all 35 levels in just two hours.

I'd recommend the game for teens or novice game players who are looking for a game that they can complete without much help.

B Identify in which paragraph (1–4) the writer mentions the following information.

what Pia liked about the game _____ what Pia disliked about the game _____
basic information about the game _____ Pia's recommendations _____

C Write a review for a board game or computer game. Follow the example in B. Include reduced adverb time clauses and your recommendations.**D IN GROUPS Read your reviews. Have other members of your group played the same game as you? Do they share your opinions?****SPEAKING**

For more speaking practice, go to page 150.

A Take the quiz about gaming.**Are You a Gamer? Take the Quiz to Find Out!**

- How much time do you spend gaming a day?
a Gaming? What's gaming? b About an hour. c As much as possible!
- Which is the best computer game of all time?
a Tetris b Minecraft c All of them.
- Your gaming console has broken. How do you feel?
a Surprised. I have a gaming console?
b Disappointed.
c Devastated! What do I do now?
- A friend invites you over for an evening of pizza and gaming. Do you ...
a politely decline and make up an excuse as to why you can't make it?
b accept, but only because you love pizza?
c accept and really look forward to the evening?

Mostly a's: Gaming's definitely not for you!
Mostly b's: You enjoy gaming, but it doesn't rule your life.
Mostly c's: How did you stop gaming to take this quiz?

B IN PAIRS Compare your survey results with a partner.

A: I got mostly As. I'm really not into gaming at all. What do you like about it?

B: Well, before playing a good game for the first time, there's a real feeling of anticipation.

C IN PAIRS Discuss why you think that gaming is so popular?



READING

A **6.03** Read the article about animals that play and identify what *caiman*, *juveniles*, *rooks*, and *primates* are. Underline where in the text you found the answer.

Animals That Play: Some Surprises

It probably comes as no surprise to learn that play behavior can be found in many different mammal species. Human beings love to play, as do apes, monkeys, and dogs and cats. But it seems unlikely in animals other than mammals. It's hard to imagine a crocodile or a fish playing an energetic game.

In ethology (the science of animal behavior), play is defined as **specific** unplanned activities that are enjoyable and that don't increase the survival of the animal. In other words, play is behavior that generally serves only one purpose and that is pleasure. Although some scientists argue that it's very hard to tell what behaviors count as **authentic** examples of play, there is evidence of **periodic** play behavior in a broad range of animals, from reptiles to fish to birds.



Crocodiles

Crocodiles, and related species of alligators and caiman, have been observed engaging in play. Vladimir Dinets, an **academic** from the University of Tennessee, studied wild and captive animals and cataloged various types of playful behavior. He saw them playing with balls, giving each other rides on their backs, and even carrying flowers in their mouths. Young caiman in Brazil were also seen chasing other juveniles in circles.



Cichlids

A colleague of Dinets's named Gordon Burghardt also found evidence of play among **aquatic** animals. Three male cichlid fish were spotted attacking a thermometer in their tank. Each time a fish struck the thermometer, it moved and then fell back into place. Burghardt thought that the fish kept returning to the activity even though there was no other reward for them in doing so.



Ravens

Some bird species are known to play, particularly members of the corvid family, which includes crows, rooks, and jackdaws. The largest corvid, the common raven, is a highly intelligent animal that has been observed playing with sticks and rocks, and dropping and catching things in **dramatic** midair dives, apparently for the fun of it. They also engage in co-play where two birds will lie on their backs and pass an object between them with their feet.

The question of whether these types of play are genetic or learned behavior is a complex one. During the early months of an animal's life, the establishment of emotional relationships between parents (especially mothers) and their offspring is essential to both cognitive and emotional development. In primate species such as chimpanzees, orangutans, and gorillas, where juveniles spend many years living with their mothers and learning important skills from them, it is likely that playful behavior is learned and passed on.

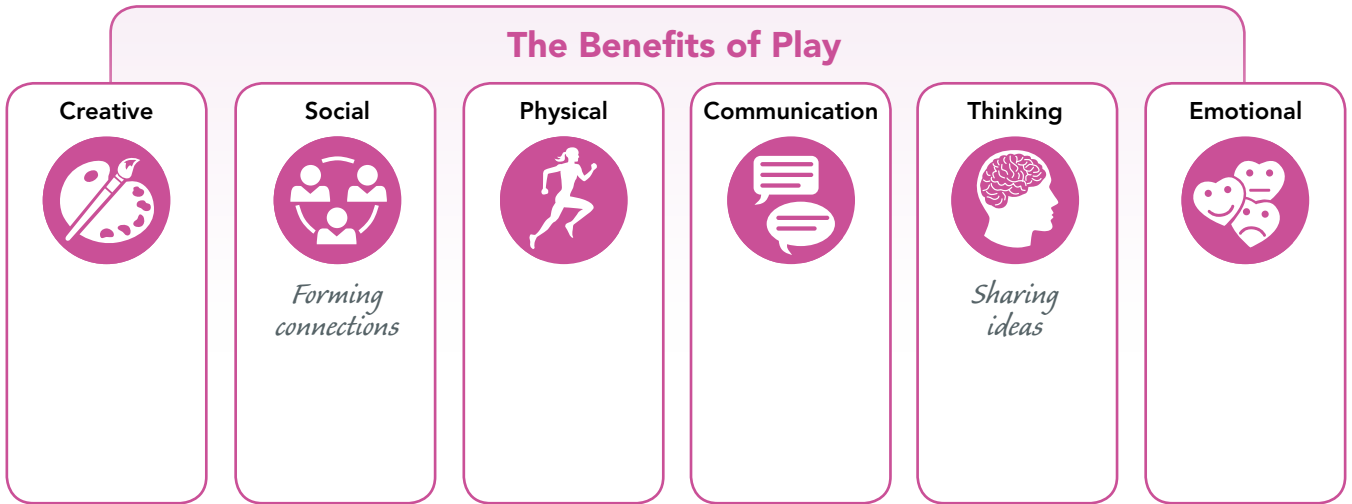
GLOSSARY

cognitive (adj): a process in psychology that is connected to the recognizing or understanding of something
engage in (phr. v): take part in a particular activity

- B **IN PAIRS** Compare your answers to A and how you identified the meanings of the words.
- C **READING SKILL—Read to understand explanations and examples** Read the text again and write the following information in your notebook.
- 1 three examples of playful behaviors in nonmammals that can increase social relationships
 - 2 three examples of a species that passes play behavior from one generation to another
 - 3 three examples of animals that play with objects
 - 4 an explanation of why play in primate species is a learned behavior
- D **IN PAIRS** Make a list of other animal species that you think play. What similarities and differences are there in the way that they play?

MEDIATION CONFIDENT COMMUNICATOR encouraging group discussion

- A IN PAIRS** Think about what you have learned about animals that play. Discuss the reasons why animals might play.
- B IN PAIRS** You are going to have a group discussion about the benefits of play to humans and animals. Before you start:
- work in pairs to research some of the things you would like to talk about.
 - use the internet or reference books or your own knowledge on the topic.
 - make a note on the diagram of any good ideas and examples you have.



- C IN GROUPS** Share your ideas with another pair and add any other ideas to the diagram.
- D** Read these guidelines from a skills website on how to encourage a group discussion and add two tips and two examples of useful language.

← → ↻
☆ ☰

Tips for encouraging group discussion

- Treat all members of the group with respect.
- Let people finish what they are saying without interruption.
- Consider all comments seriously and fairly.
- Remain calm if people don't agree with you; there are no right or wrong answers.

Useful language for group discussions

- Could you give me an example of what you mean?
- I wonder if we can all add some good examples to support that argument.
- I'd like to hear your reasons for thinking that. Can you elaborate?

- E IN GROUPS** Discuss the benefits to humans and animals of play. Remember to use the ideas you discussed in B and C and the helpful phrases in D.
- F** Evaluate how well the group discussion progressed. What could you have done to improve the discussion?

VOCABULARY review

SCORE: / 10



A Complete the text with a word or phrase from the box.

academic barrier domestic dramatic eye contact face-to-face facial expression interact interpret specific

How to ... Win in a Staring Contest!

A staring contest is when two people sit **1** _____ and stare at one another until one person blinks and can no longer keep **2** _____ with their opponent. But did you know that it's possible to improve your chances of winning a staring contest by developing **3** _____ techniques?

- Remember to keep a neutral **4** _____, so no grimacing, smiling, or squinting!
- Yawn to produce tears. Tears act as a protective **5** _____ over your eyes when you can't blink.
- Don't try to **6** _____ with or communicate anything to your opponent. Instead, think about an **7** _____ subject or a topic that you're very interested in.
- Don't practice on your pets. **8** _____ animals can **9** _____ your stare as aggression.
- Practice regularly in front of a mirror with yourself. It can have **10** _____ results!

GRAMMAR review

SCORE: / 10



A Choose the correct option to complete the text.

1 Since have created / Since creating the first computer games, game designers have used avatars. But **2** before playing the game / before you play the game, did you stop to consider what the avatar meant to you? Most importantly, **3** when you make / since making this character, how do you feel about it?

The choice of your avatar can affect the impression you want to convey. Before **4** use / using it, you will have thought about its appearance, behavior, and voice. And after **5** play with / playing with it once, do you begin to identify with the character?

B Choose the correct form of the verb to complete the sentences.

- 1 It is _____ (rumor) that Nintendo are developing a new handheld game console.
- 2 The World Scrabble Championship is reported _____ (be) won by a French player.
- 3 It is _____ (not know) who will take over as CEO of the software company.
- 4 Lee Young Ho from South Korea is thought _____ (be) one of the highest paid video gamers in the world.
- 5 The newest version of the game is _____ (expect) to be released next September.

16–20 correct: You can use interpersonal phrases, reporting verbs, and suffixes with *-ic*.
You can use passive reporting structures and reduced adverb time clauses.

0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

SKILLS FOR PROS

Building Collaborative Relationships



Read this quote. Do you agree with it?

"If everyone is moving forward together, then success takes care of itself."

—Henry Ford, 1863–1947

Turn to Skills for Pros on page 138.

A Read this text about building collaborative relationships. Choose *True* or *False*.

BUILDING COLLABORATIVE RELATIONSHIPS

Collaboration is when groups of people work together to accomplish a task. Collaborative teams are usually made up of people who have different skills but share similar goals and resources. With their diverse set of specialized skills, they are able to come up with solutions as a group. In a work situation, a software design team, for example, may work with the marketing department within the same company to design, test, and market a new software product. Or they may look outside the organization and find people from a different company to collaborate with. Collaboration may also happen when two companies merge, or join together. People who are self-employed often collaborate on projects. An architect may work with structural engineers, designers, builders, and carpenters to build something. Similarly, professional athletes collaborate with a range of different people to achieve success—trainers, dieticians, physiotherapists, and sponsors, for example.

Being able to build, maintain, and strengthen collaborative partnerships with other people is a key professional skill. With the changes and advancements in technology, collaboration has become a more common and more productive way of doing things. Building collaborative relationships essentially begins with getting to know the people who make up a team. When people take time to establish personal connections, they can build on that connection to achieve their goals. Cohesive teams, where each team member is aware of what he or she needs to achieve, are more successful because each person on the team is included in as many important decisions as possible. Therefore, it is essential to have a good team leader whom each team member trusts and who can keep the team focused.

Kiera Swanson, a project manager for a large international publisher, explains: “I need to collaborate with people who have a range of different skills: authors, designers, artists, editors, and sales teams. A small number of these people work in the same office as me, but many of them don’t—I have to source them myself. This means lots of email and phone communication. It is really important to get to know a range of different people with different skills and abilities. I try to build a rapport with all of them, so self-confidence is a key skill in this job. It helps that I’m very much a ‘people person.’ Where possible, I try and set up online meetings with people on my team at least once a week. This gives us the chance to exchange ideas and to communicate any concerns we have. At the beginning of a project, we always have group brainstorming sessions so that we can get our ideas together. Most of my professional relationships are reciprocal—As their manager, I provide my teams with the assistance, information, and support that they need, and they do the same for me.”

For Kiera, and many others, her job relies on successful and effective collaboration.

When you collaborate ...

- | | |
|---|--------------|
| 1 you always work with people in the same profession. | True / False |
| 2 it helps to find out about the people you are working with. | True / False |
| 3 you usually work with people with the same skills as you. | True / False |
| 4 it is important to hold meetings. | True / False |
| 5 you should not worry people with your concerns. | True / False |
| 6 supportive leadership is very important. | True / False |

B IN PAIRS Discuss the questions.

- 1 In general, do you prefer to work on your own or collaborate with other people? Why?
- 2 What personality traits do you think are helpful when collaborating on teams?
- 3 What projects have you worked on which needed collaborative relationships?

C IN PAIRS Describe a recent project to your partner. Analyze how the various members of the project team helped to build successful collaborative relationships.



D IN GROUPS Read about this project. What people and companies will the project manager need to recruit to make this project succeed? Compare your ideas with other groups.

Marnie and Maxie opened Marnie and Maxie’s Bakery in New York City in June 2020. Business has been good, and the co-owners want to open a second store in a different location. They need to find or build a new store and get everything ready for the opening: the kitchen, the store, the publicity, and the staff. They know how important it is to get the right location and to attract as many customers as possible through design or marketing. They have hired a project manager to manage all aspects of their plans from the planning stage to opening day.



People

Companies

E Discuss the questions.

- 1 In what ways is the ability to successfully build collaborative relationships important in your profession or desired profession?
- 2 What problems can arise in collaborative work situations?
- 3 Do you think collaboration and invention are connected? If so, how?
- 4 How could you improve your ability to build collaborative relationships?

VIDEO



WATCH THE VIDEO AND LEARN ABOUT BUILDING COLLABORATIVE RELATIONSHIPS

F IN GROUPS Answer the questions.

- 1 What is the definition of “building collaborative relationships”?
- 2 Why are these relationships important?
- 3 Who might a project manager work with during the construction of a building?
- 4 What are the soft skills associated with building collaborative relationships?
- 5 What can you do to improve those soft skills?
- 6 How does teamwork and collaboration apply to a career?