

My Dog Ate My Homework!!!

Description: This is a timed language acquisition and translation game that can be used for intermediate L2 learning. It tests the ability to translate sentences grammatically and conjugate verbs correctly, allowing the game to be adapted to learning many different languages. It is adaptable to different vocabulary and thematic units as well as difficulty levels. There are several teams of 3-4 players and three containers with single words, one for subjects, objects, and verbs. The goal of the game is to assemble a short story in five minutes, and then the class votes on their favorite.

“Oh no! Your dog ate your homework and you only have 5 minutes before class starts. Piece the story together as quickly as you can, before the teacher grades it.”

What's in the Box

- 4 color coded sets of vocabulary words
 - Red: Subjects
 - Yellow: Verbs
 - Blue: Objects
 - Purple: Adjectives/Adverbs
- 3 decks per color
- Deck of voting category cards
 - Green
- Scorecards

What to Have:

- Timing Device - Phone, Computer, hourglass
- Paper/Pencil to Tabulate Score

Objective of the Game

- Score the most points by formulating and translating the best sentences according to the category card in use within the allotted time (5 minutes)

Learning Objective:

- To practice conjugation and translation from english into the L2, through forming grammatically correct sentences.
- To practice speaking in the target language throughout the entirety of game play

Setting Up

- Place the 4 decks of cards within easy reach of all players
- Teacher should divide all students into teams, ideally having a combination of stronger and weaker players on the same team

Team Variations by Number of Players

- 4-8 Players
 - Break players into teams of two and each team should pull four of each of the primary color cards
- 9-16 Players
 - Break players into teams of three or four using teacher discretion
 - All that matters is that each team pulls four of each of the primary color cards
- 16+ Players
 - Break players into team of four or more using teacher discretion
 - All that matters is that each team pulls four of each of the primary color cards

Playing the Game

- To Start
 - Choose a green category card
 - Grab four of each primary color cards, leaving them face down
- Formulate
 - This is the beginning of the round
 - Start the timer for 7 minutes upon flipping over the primary color cards
 - Players then arrange cards to tell a story
 - Players do not have to use every red colored card (subject) they draw
 - However, a boring story might not get many votes
 - Players are allowed to insert their own prepositions, conjunctions, demonstrative adjectives/pronouns, possessive adjectives/pronouns, etc as needed to form complete sentences, but the only subjects, objects, verbs, adjectives, and adverbs used should come from the chosen cards.
 - If you add a verb, you've gone too far
 - Players should create their sentences and story by combining cards in English before translating.
 - Purple Deck
 - Players are allowed to choose how many cards from this deck they pull
 - Ex. "The sparkly, red, heavy book fell on the dirty floor."
 - A certain amount of purple cards have been provided for each of the included vocabulary sets. Teachers can add and remove from this deck at their discretion.
 - If the stack of purple cards runs out, tough luck because the other team drew them first
 - Players can strategize to use more purple deck cards for more points, but there is the risk of making more mistakes when translating, which could give more points to another team in the "debate" phase.

- **Translate**

- As a team, after forming the sentences in English, translate the sentences into grammatically correct sentences in the L2
- The team should adjust the given words to produce concordance of gender/number
 - (English – Spanish) I.e. the red books -- los libros rojos
- The 7 minute timer should still be running from the Formulate stage

- **Debate**

- Has the timer ended here, or still going?
- Occurs at the end of the 7 minute timer
- Each team takes a turn reading their stories aloud in the L2
 - Students are encouraged to add a creative title to their story
- After reading, each team has the opportunity to correct opposing teams' errors, under the supervision of the instructor, so that all teams have grammatically correct stories
 - Teams should raise their hands to make corrections to opposing teams stories. The team with their hands up first can be chosen by the instructor, giving them the first opportunity to make corrections.
 - Teams are allowed to earn points by correcting any incorrect conjugations or translations.
 - Earn a point by raising your hand and verbally correcting the error that was originally in the opposing teams story.
 - Ex. (English – Spanish) "The brown dog walks down the street."
"El perra marrón camine por la calle." >>> "El perro marrón camina por la calle."
 - Corrections: gender concordance, feminine to masculine
 - Correct verb conjugation for third person singular
- After all the stories have been read aloud and corrections have been made, each team is allowed up to 60 seconds to make their case in the L2 as to why their story best adheres to the green category card
 - The student that reads the story aloud and the student that is making the case for their story should be different.
- Students then vote individually on the best story according to the chosen category card. Teachers can alter the voting process to their liking as long as voting is anonymous. For example, heads down, hands up

Scoring

- 1 point per vote
- 1 point for each correct suggested correction to another team

- 1 point for each correct use of a word from the purple deck
- 1 point for the team that finishes translating their story first
- Subtract 1 point for each yellow or blue card not used
- Subtract 1 point for each word not used correctly from the purple deck
- Subtract a point for each unknown word, provided by the teacher

Sample Score Card

	Team A	Team B
Finished first	0	+1
Votes	+10	+8
Corrections made	+5	+8
Purple Deck Points (points gained)	+3	+2
Total	18	19
Minus the subtractions	-2	-1
Grand Total Points	16	18

Sample Score Card

	Team 1: [insert name]	Team 2:	Team 3:
Finished first	+	+1	+
Votes	+5	+3	+8
Corrections Made	+4	+6	+2
Purple Deck Points (points gained)	+4	+2	+6
Total	13	12	16
Minus the Subtractions	-3	-5	-2
Grand Total Points	10	7	14

End of Game

- The team with the most points, after 3 or more rounds, wins
- In the case of a tie, the team with the least amount of corrections to their own story wins
- After 3 rounds of formulate, translate, and debate the teacher may declare a winner based on point totals, or they may choose to continue the game for as many rounds as they choose.

Teacher Alterations

- This game will be available as a downloadable, customizable PDF. Therefore, if a language teacher would rather their students not translate from English to the L2, but rather from the L2 in the infinitive and singular masculine form of nouns, adjectives, etc, they will be able to do so.
- Using teacher discretion, teachers can adjust the timer for the Formulate and Translate rounds to give students more or less time

Variations

- With one minute left, each team must pull one card from each primary colored deck and use at least one of the cards in their story
- All verbs must be in the past tense / future tense / conditional mood, etc.

Expansion Pack:

- Teachers should adjust the different words provided to their students depending on thematic vocabulary unit
- 3 vocabulary units will be provided (food, travel, and getting ready), but the decks can be adapted to any vocabulary unit.

Instructor Notes

- The role of the instructor is to facilitate fair game play i.e. making sure students pull the appropriate number of cards, keep track of and tabulate points properly, time game play, and provide assistance with unknown vocabulary.
- This game is best used as a review tool after students have learned the unit's vocabulary words. This game could be used as a review for the test or even the unit assessment itself.
- Before game play, students should have familiarity with the vocabulary words and the verb tense being used (if the game is played in the present tense, future tense, etc)
- After game play, students should be more prepared to take the vocabulary test

Playtestings Questions

- How much for each stage?
- Does Translate and Formulate get separate amounts of given time?
- How many points should be at play?

Playtesting Aspects

- Put mistakes into the stories

es

Sofia and Jackson, good work! The instructions are well organized and clear, with a few points to consider:

- Add a learning goal
- Maybe add a small section for an instructor, and how they could use the game in a class? Which activities could be done before and after the game?
- Really work on specifying different aspects of the rule, at the risk of becoming a bit repetitive; there should be no room for questions. The biggest point right now is the timing: how much time do you want to allow? How important is the timing to your game? What's the role of the instructor? Does s/he do the final round of corrections? Think about all the comments above.

This looks very promising!

Grade for the project so far: A-, it looks good but some elements need to be clarified. I will adjust this after I see the final version of the rules.

Let me know if you need help creating materials.

Cooking Food Unit

Subjects	Verbs	Objects	Descriptors
I	spill	Spoon	
You	Mix	Fork	
We	Eat	Flour	
She	Cook	Bowl	
He	Lick	Chocolate	
They	Make		
	Bake		
	Stir	Oven	
	Clean		