# One pen, one dice

You will work in pairs (or groups of 3, where necessary) to play this game.

The goal of the game is to be the first to complete the translations of the sentences in the tables below.

You will each have your own translation sheet, but you will only have one dice and one pen between you, taking turns to translate your own list.

To select who goes first, roll the dice. Whoever rolls the highest number starts translating their list first.

While your classmate is translating their list, keep rolling the dice until you get a 6. When you get a 6, say *Tocca a me!* and your classmate must stop translating, say *Tocca a te!* and give you the pen. Say *Grazie* and then start translating your list. You continue until your classmate rolls a 6, and then you must swap the pen again, while they translate.

You will continue swapping each time one of you rolls a 6.

When one of you completes your list, stop and call out *Ho finito!* and the teacher will check the translations are correct. If they are not correct, keep playing.

Whoever is the first to correctly translate their list is the winner.

You may use a dictionary to help you if needed.

|  |  |
| --- | --- |
| English | Italian translation |
| 1. I wake up at 7:30 am. |  |
| 1. She gets up at 7:55 am. |  |
| 1. They don’t brush their teeth. |  |
| 1. He gets dressed at 8:45 am and then he has breakfast. |  |
| 1. Do you go to bed at 11 pm?   (using 24-hour time) |  |
| 1. They go to school at 9 am. |  |
| 1. You (plural) have lunch at 12:30 pm. |  |
| 1. I return home at 5:30 pm.   (24-hour time) |  |
| 1. Do you (singular) do your homework at 3 pm or at 4 pm? (24-hour time) |  |
| 1. Before eating dinner, we either watch the television or we do homework. |  |

## For the teacher

Remove this section before sharing this resource with students.

 **Differentiation examples**

**Students with advanced proficiency** – provide students with short paragraphs, rather than sentences, with more complex language structures already familiar to students.

**High potential and gifted students** –add modifiers such as ‘however’*, ‘*although’and ‘yet’ to the sentences.

**Students requiring additional support** – vary the number or complexity of sentences, based on student need. Provide cloze texts so students are only required to translate key words, rather than entire sentences. Students can translate from Italian into English using the Alternative activity provided below. Students may use their anchor chart to complete the activity.

## Alternative activity

|  |  |
| --- | --- |
| Italian | English translation |
| 1. *Mi sveglio alle sette e mezza*. |  |
| 1. *Si alza alle otto meno cinque*. |  |
| 1. *Non si lavano i denti*. |  |
| 1. *Si veste alle otto e quarantcinque poi fa colazione.* |  |
| 1. *Vai a letto alle ventitré?* |  |
| 1. *Vanno a scuola alle nove*. |  |
| 1. *Pranzate alle dodici e mezza*. |  |
| 1. *Torno a casa alle diciassette e trenta*. |  |
| 1. *Fai i compiti alle quindici oppure alle sedici?* |  |
| 1. *Prima di cenare, o guardiamo la televisione o facciamo i compiti.* |  |

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