

## Pedagogical sequence

# The World of Grammaria

Language level	A2 – B1
Skills	Reading – Writing (making sentences with given words)
By the end of the sequence...	Students will have been trained to form basic grammatically correct verbal sentences (SVO, word order, adjective word order, number and gender agreement).
Inclusiveness	The font is inclusive and adapted for students with Specific Learning Disorders (SLDs).
Operating system	Windows, Mac OS, Linux, Android, web browser
Touchscreen friendly	Yes – There are controls for touchscreens.
Estimated time	10 to 15 minutes of game.

## Where to find the game

Best experience is ensured with the Windows desktop versions of the game (downloadable from our website). However, for simplicity or for other systems, “The World of Grammaria” is also playable online: <https://d-esl.itch.io/the-world-of-grammaria>

# Hosting the game sessions

## Accessibility

### English level

**A2:** The vocabulary is accessible to A2 levels

**B1:** The grammar points are adapted to B1 students (SVO, word order, adjective word order, number and gender agreement).

### Accessibility features

The in-game font is adapted for learners with specific learning disorders (sans-serif, contrast).

The game controls are simple and the game can be played on a keyboard or touchscreen.

### Auditory disability or deafness

Background music and sound effects are present in the game to contribute to its atmosphere. However, no game information necessary to finish the game is provided solely by sound. The whole game can, technically, be played muted, without causing any issue.

### Students with dyspraxia

The game is playable with the keyboard or touch input if the player's device has a touchscreen. All elements were designed to be large enough not to cause unnecessary difficulties.

## Advice for specific student profiles

Some sentences can be more difficult to form for students with specific learning disorders because they have to move around each game level and analyse the words that are available to them in order to make a logical and correct sentence; on some game levels, not all the words are visible at the same time on the screen.

Reassure your students:

- It's OK if they don't have the highest score at the first attempt.
- The important is that they make a correct sentence; if they don't have the longest one at the first attempt, they can try again or move to the next level.

## Classroom organisation

### Duration

This game is made of **7 levels** and should take between **10 to 15 minutes to complete**. It should be accompanied by another activity reminding important grammar points, either before (reminding the grammar points that will occur in the game) or after the game (expanding on the grammar concepts explored in the game)

### Single-player mode

### Solo

There is only one game character to control; therefore, this game is best suited to be played in solo mode (one student per computer). Solo mode has the advantage that students can explore and try things really on their own.

## In Group

There is no multiplayer mode for this game.

However, students could play in small groups of 2 (or 3) on the same device and help each other if it's not possible to have one device per student.

## Play as homework

The game was designed to be played at the beginning or end of a class on Grammar, but it can also be adapted as a homework activity. For instance, you can ask students to play the game and write down all the sentences they were able to form.

## Briefing

### Pedagogical requirements

The game is tailored for **A2 and B1 learners**.

To help them, students can be allowed to use the player's guide and a dictionary.

In terms of grammar, students should have basic grammar knowledge:

- Subject Verb Object structure
- Word order
- Adjective word order (opinion, size, physical quality, shape, colour ...)
- Number and gender agreement

## Explanations to give before playing

Explain to your students that:

- they are going to play a game that will make them practise their English;
- The language should be in keeping with their level, but they can use a vocabulary list or dictionary if they don't understand some words;

## Emotional security and other warnings

The game should not have strong emotional triggers. Students will play a very basic and neutral red character and will compose a sentence that does not contain any specific emotional trigger.



Figure 1 - "Red Hero" character from [the "GDevelop Platformer" asset pack](#).

## Follow-up and Post-play activities

### Evaluation: score analysis or resolving difficulties encountered

The players receive scores for each level, depending on the mistakes they may have made and on whether they made the longest sentence possible with the given words or shorter sentences.

You can ask your students what steps felt the most difficult for them and why. It may help them identify their own language difficulties and make them aware of what they should focus on.

## Lesson plan using the in-game content learned

You can prepare your students **before the game session**, to make sure that they have the basic skills to finish the game (SVO structure, adjective word order, number and gender agreement).

However, the game being short, it can also be used as a reminder of these concepts and of an introduction to the sequence. You can, therefore, explore these concepts more **after the game**.

## Debrief or production based on the game session

Have a debriefing after the game session(s) to evaluate what students understood, and what sentences they were able to form.

If you choose to give this game as homework, you could also ask them to write the sentences they were able to build.

It's important to have the feedback of your students on the activity in order to see if it was enjoyable for them and if it fulfilled the goal of making them practice English in a safe environment.

As a follow-up activity, you can ask students to think of how they would create another level for the game and what word combination would work or not.

# The game

## Context and story

### Plot

In the 'World of Grammaria', a red alien-like character moves from platform to platform to find words and create sentences.

### Lore – game world

The lore is not explained in the game. The player will play an alien character, in an atmosphere that looks like another planet.

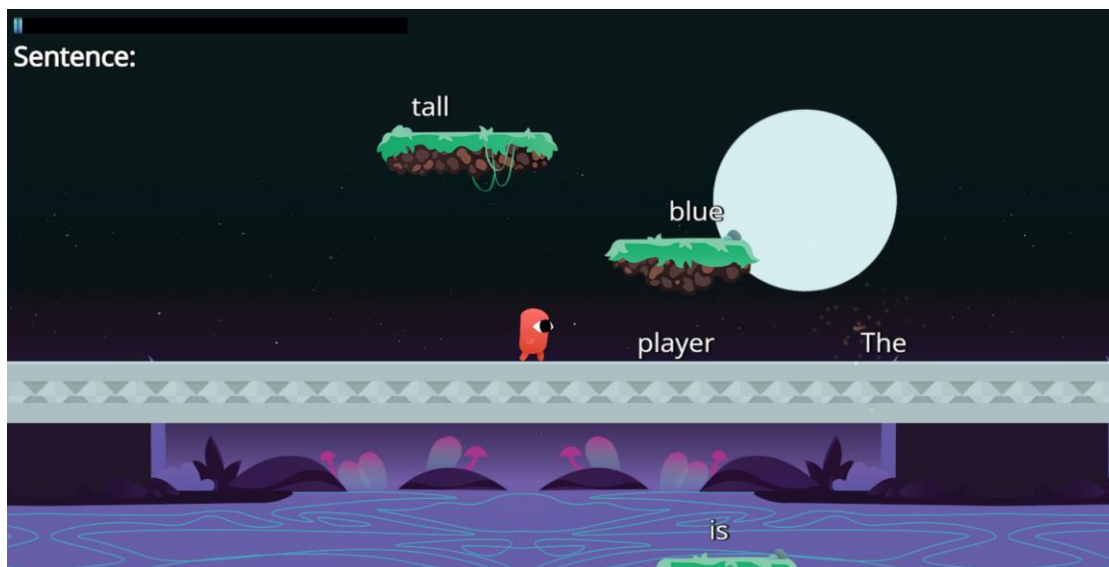





Figure 2 - Screenshot of the game.

# Characters

## Protagonist(s)

 <p>Figure 3 - "Red Hero" character from the <a href="#">"GDevelop Platformer" asset pack</a>.</p>	<p>The Red Hero – the playable character</p> <ul style="list-style-type: none"><li>• <b>Game objectives:</b> Unlock the portals of every level and reach the end of the game.</li><li>• <b>Goals:</b> Collect words and make the longest sentences to have the highest score possible.</li><li>• <b>Inclusiveness:</b> The character doesn't have gender or cultural human characteristics.</li></ul>
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## Enemies(s)

 <p>Figure 4 - "Fly" from the <a href="#">"GDevelop Platformer" asset pack</a>.</p>	<p>The flies</p> <p>The player can kill flies by jumping on them. Sometimes, they will drop a word the player can use in the sentence.</p>
 <p>Figure 5 - "Monster" from the <a href="#">"GDevelop Platformer" asset pack</a>.</p>	<p>Fire Monsters</p> <p>The player can kill monsters by jumping on them when they are not on fire. Sometimes, they will drop a word the player can use in the sentence.</p>

# Gameplay

## Gameplay 1: Platformer

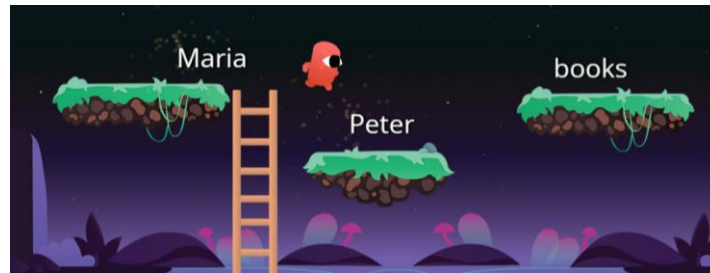


Figure 6 - screenshot of the game.

The game gives a 2d platformer view that the player navigates walking towards the right or the left side of the screen or jumping from platform to platform.

## Gameplay 2: Collecting words and form full sentences



Figure 7 - Screenshot of the game.

Words displayed on the screen can be collected and put together to form a sentence.










Each correct word brings points that increase the player's score, which appears as a progress bar in the top left corner of the screen. Below the score bar, the sentence being formed is displayed.

If the player collects a word that doesn't work with the beginning of the sentence, some points are lost.

At any point during a level, the player can drop words that were already collected, in order to pick other words available on the screen instead.

By collecting a full sentence (SVO and '.'), a portal is unlocked and allows the player to continue to the next level.

## Controls

	 Mouse	 Keyboard	 tactile
Open, close and navigate menus	Left click on the buttons	"Esc." Key to <b>pause</b> the game and open the pause menu. "Esc." Key again to resume the game.	 tap on the buttons.   <b>Pause</b> the game and open the menu.
Move		← ↑ ↓ →	
Jump		Spacebar	
Collect words		"C" key	
Drop words		"D" key	

## Pedagogical impact

Students can explore sentence forming in a different way than they are used to.

They can try different combinations and see if they understand all the concepts of sentence forming by themselves.

## Roadmap and solutions

### Level 1 – Player's exposition to the game and controls

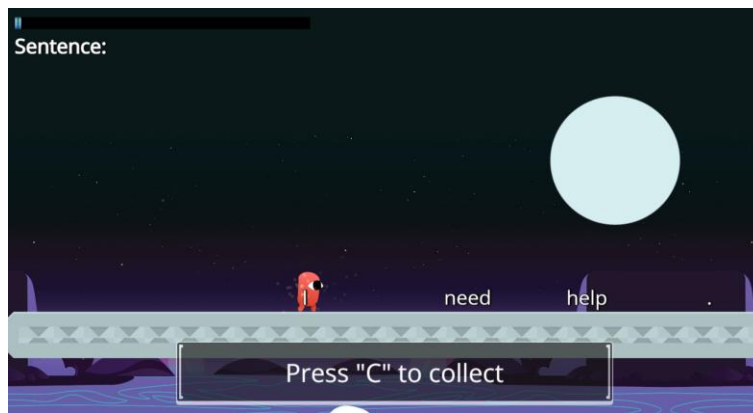


Figure 8 - screenshot of level 1

The player sees the words "I", "need", "help" and "." on the screen.

When the player is in collision with a word, a tooltip is displayed to tell the player the controls.

### Objective

The player should collect the words and make the sentence "I need help.", which will unlock the portal that leads to the next level.

## Level 2 – Goal of the game laid out.



Figure 9 - screenshot of level 2.

This time, the player has several possibilities to form a sentence.

The longest sentence, that will bring the maximum score is "Make the longest sentence."

## Level 3 – Adverb placement

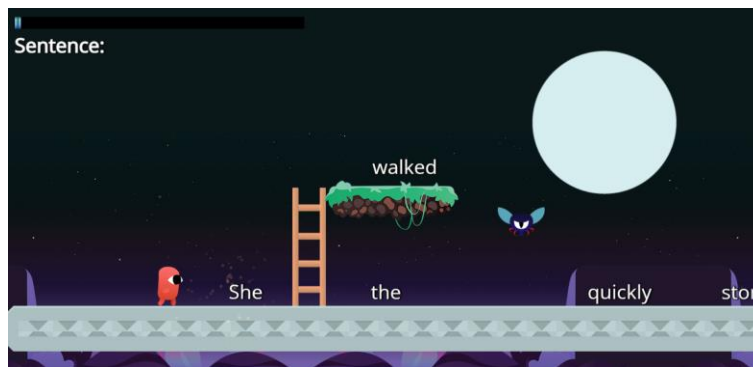


Figure 10 - screenshot of level 3.

The words of this level consist in "She", "walked", "the", "to", "quickly" and "store".

This level is made for students to experiment with the place of the adverb "quickly" in the sentence. An example of a sentence bringing maximal points: "She walked quickly to the store.", using all the words available.

## Level 4 – ‘go for’



Figure 11 - screenshot of level 4.

The words of this level consist in “They”, “went”, “to”, “go”, “decided”, “a”, “the”, “in”, “picnic”, and “parc”.

The longest sentence is “They decided to go for a picnic in the parc.”, which leaves out “went”.

## Level 5 – his / her and increased difficulty

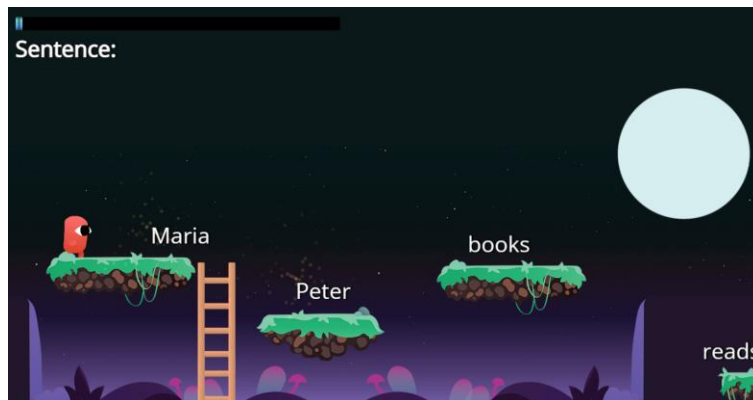


Figure 12 - screenshot of level 5.

This time, more words are available: “Maria”, “Peter”, “books”, “reads”, “say”, “watches”, “subtitles”, “English”, “without”, “movies”, “to”, “improve”, “her” and “his”.

A sentence bringing maximum points: "Maria watches movies without subtitles to improve her English.", which leaves out "books", "reads", "say" and "his".

## Level 6 – Adjective word order

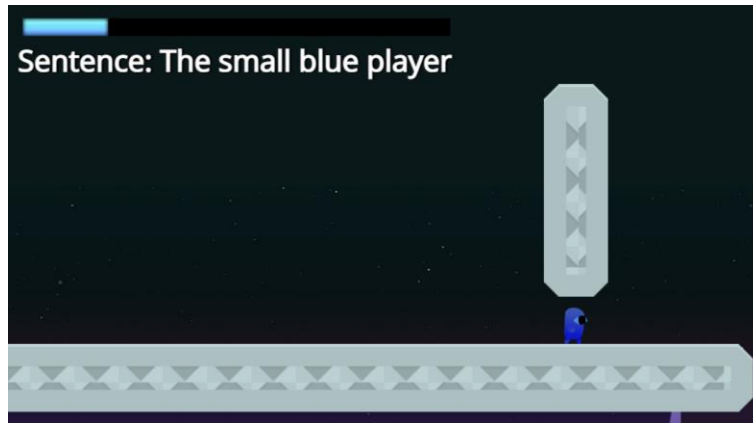


Figure 13 - screenshot of level 6 with the words "The small blue player" already collected.

This level is divided in 2 steps.

First, the player needs to have the beginning of the sentence containing "small player", or "tall player" to be able to pass the wall blocking the way, because it changes the size of the player. For example: "The small blue player".

The second part of the level contains the rest of the words.

A maximum score sentence would be "The beautiful small blue player is amazing and has earned 200 points.", or "The small blue player is beautiful and has earned 200 amazing points", which both reward the player with 200 additional points and use all the available words except "tall".

## Level 7 – Final level

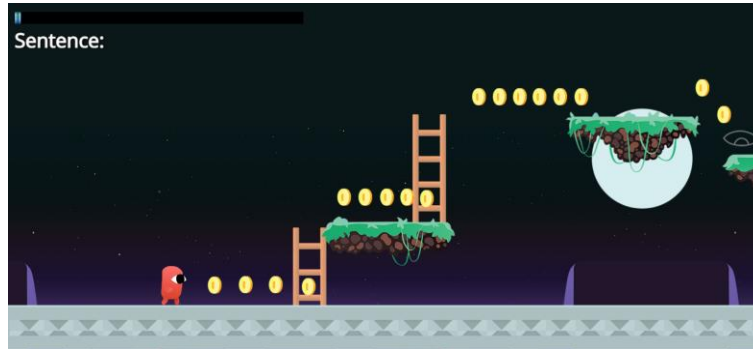


Figure 14 - Screenshot of level 7.

The player faces a different scene. They have coins before them. Some of the coins drop words that they can use to form a sentence: "Thank you for playing; You are truly amazing."

When they click on "Next level", this time, they will see a screen with the message "THE END" and a button to go back to the main menu.

## References

The game has been realised with [GDevelop](#), with the provided asset "[GDevelop Platformer](#)".



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