



Board game	Timeline (Asmodee, 2012)
Skills	Speaking
Level	A2-C1

Activity	
Designed by	Tom Vandeveld, Anneke Salden
Type of activity	Exercise
Goals	Numbers, comparatives, expressing order of events, past perfect
Required knowledge or skills	Numbers up to ten thousand; dates (centuries, BC and AD); expressions for comparing (“older/younger than”, “earlier than”, “before... but after...”).
Instructions	<ol style="list-style-type: none"> 1. Draw a card from the deck and put it on the table so that its date is visible. This will be the start of your timeline. 2. Each player receives X cards featuring various events. Players can only look at the front of the card, as the date is printed on the back of the cards. 3. The player whose turn it is, places one of his cards on the timeline in what he believes is the correct order, saying out loud “I believe [this event] happened earlier/later than [certain date listed on the timeline]. Variants on this phrase are possible: “I believe [this event]

	<p>happened after [this object] was invented”, “When [this event] happened, [this object] had already been invented.”</p> <ol style="list-style-type: none"> 4. The card is then turned over to reveal the date. If it fits the order of the timeline, the card stays in place and the player is one step closer to victory. If the card is not placed in the correct order, the card disappears into the box and the player adds a new card to his hand. 5. Aim of the game: to be the first player without any cards.
Variants	<ul style="list-style-type: none"> ● Increase difficulty by asking the students to estimate the number on the back of their card. In that way, they will be practising even more numbers out loud. You could even add a rule stating that they cannot place their card unless the date is pronounced correctly. ● If you make your own cards, you can use the same game set-up to drill other comparative structures, e.g. “taller/smaller than...” with objects or buildings. “Older/younger than...” or “More expensive/cheaper than...” work fine as well. ● In case you want to practise specific events (e.g. all British monarchs, a history of American literature...) you can design your own cards with the contents the students need to study.
Example	<p><i>(theme: inventions)</i></p> <ol style="list-style-type: none"> 1. On the table, a card says “The invention of the key: 2000 BC”. This is the start of the timeline. 2. Each player receives 5 cards with an invention on them. They can only look at the front of the cards, as the date is printed on the back. 3. The first player, John, picks a card from his hand showing “The invention of soap”. He says: “I think the key had already been invented when soap was invented”, while placing it on the table on the right side of the “invention of the key”-card. 4. The back side of John’s card is revealed. Soap (1500 BC) was indeed invented after the key! John has just gotten rid of one of his cards, and he has come one step closer to victory.

	<p>5. Next player's turn: he/she should now try his/her hand at another invention. The more the timeline extends, the more difficult it will be to place your card correctly.</p>
Additional instructions and remarks	
<p>This game can definitely be played with personally designed or themed cards, cf. "Variants".</p>	