

2012 Academic Challenge Cup LinguiSHTIK Tournament

Official Rules*

(revised September 2011)

The purpose of this competition is to engage students in high-level thinking in a friendly competitive spirit. Gifted Resource Council feels that it is more important for students to leave the competition with a feeling of success and having fun, than for them to leave with a medal in hand. Everyone who does his/her best is a “winner.”

Many teams will include players who are competing in Academic Challenge Cup for the first time. Encourage your students to welcome them and make everyone feel appreciated. Some of the newcomers will not know the rules as securely as others. Experienced players should answer questions that arise whenever the answer does not interfere with play.

Changes to LinguiSHTIK Rules for 2012

There are no substantive changes from the 2011 rules.

*These rules are based on the game “LinguiSHTIK” by Robert W. Allen and published by WFF 'N PROOF.

LINGUISHTIK PLAYING INSTRUCTIONS

SCORING	Most Correct = 2 points
	Middle = 1 point
	Wrong = 0 points

CHALLENGE WIN - means that the challenger feels he/she can take just ONE more cube from the RESOURCES to win the game and meet all the demands, the designation and write the correct sentence.

CHALLENGE IMPOSSIBLE - means that the challenger feels that the most recent play or a play that went unchallenged made the solution impossible NO MATTER HOW MANY CUBES ARE TAKEN FROM RESOURCES.

STRUCTURES: simple sentence
compound sentence
complex sentence
compound-complex sentence

NOTE: 4th and 5th graders may designate structures only. 6th, 7th and 8th graders may designate structures or patterns as described below:

PATTERNS:

- noun (1) - verb - noun (2)
(subject - verb - object)
- noun (1) - linking verb - noun (1)
(subject - linking verb - predicate noun)
- noun - linking verb - adjective
(subject - linking verb - predicate adjective)
- noun - verb
(subject - verb)
- noun (1) - verb - noun (2) - noun (3)
(subject - verb - indirect object - direct object)

DEMANDS:

- Type - part of speech
- Function - usage of the part of speech in the written sentence
- General - use your imagination, but you cannot make more than one general demand at a time.

A type demand must be made before a function demand; a general demand at any time.

A demand must be related to the word. For example, given the sentence: "The army could be seen over the high hill."

- If the demand was "the word must be a noun," the word "army" or "hill" may be underlined.
- If the demands were "the word must be a noun" and "the word must be used in a prepositional phrase," only the word "hill" may be underlined.
- If the demands were "the word must be exactly four letters long" and "the word must be in a prepositional phrase," the word "over," "high," or "hill" could be underlined.

Rulings will be made in favor of those concerning themselves with the subject matter of the game as opposed to those who have come up with "gimmicks." For example, the word to be formed must be used in a sentence the way it is normally used. You cannot call any word an adjective simply because you used it as an adjective in the sentence. On the other hand, do not confuse the "gimmick" with the reality that some words can be used as more than one part of speech. NOTE: Demands that relate to highly specific subject matter other than the English language will not be permitted.

CLARIFICATION OF TOURNAMENT PLAY

1. **A labeled game and timer are required for each five-member team.**
2. Coaches, serving as judges, may help students if requested during competitions, but ONLY requested information may be given. Further explanations may be given between rounds or after competition.
3. The members of each team will sit at separate assigned tables to play with members of four other teams. Each participant will move to another assigned table at the end of each round. Generally, team members will not be sitting together for play.
4. The 4 rounds will last approximately 20 minutes each. A two-minute notice will be announced so that games may be finished and so that new games will not be started.
5. The youngest player at the table will start round one by rolling the dice and making the designation. Play will continue clockwise around the table. New games for the round will be started by players taking turns to the left of the youngest player. The last player listed on the score sheet for each round is the designated scorekeeper and timekeeper for the entire round. Round two will be started by the second oldest player, and round three will be started by the player with a birthday on the largest odd numbered days of the month (ex: 29th, 31st). Round four will be started by the player with a birthday on the smallest even numbered day of the month (ex: 2, 4). All other play will continue as in round one.
6. Enlarged game boards will be taped to each table. Challenges should be made by saying “Challenge Win” or “Challenge Impossible” and touching the edge of the game board. If a player calls “Challenge” only, other players should assume this means Challenge Win. Touching the game board will help the other players decide who should be recognized for the challenge in case of ties for who made the call first. Otherwise touching the board is not necessary, but it is a good habit.
7. If a player makes a demand using a term unfamiliar to other players, he/she does not need to explain the term until the end of that game. In the spirit of a learning competition, the other players are entitled to a definition at that time. Example: Demand - “The noun must be used as a direct object.” The player making the demand must be able to explain what a direct object is if asked at the end of that particular game.
8. A player must have time to consider his/her move, but must not stall indefinitely. Generally, a player should be given at least one minute to play. At that point other players may call stalling and the player has one more full minute to play.
9. Sentences should begin with a capital letter, end with correct punctuation, and meet the designation and demands of the game. The word relating to the demands must be underlined and spelled correctly. Any other spelling, capitalization, or punctuation errors may be pointed out to the player, but should not prevent the player from earning points.
10. If “Challenge Impossible” is called when other plays have been made since the “impossible” demand was made, no player should be held accountable. In other words, in this situation, if the “Challenge Impossible” is upheld, the challenger earns two points and all other players earn one point. No one earns zero points.

11. Attached is an explanation of sentence patterns for 6th, 7th and 8th grade competition. Each pattern is labeled with the corresponding letter from the rule book.
12. At the end of each game, players should enter the number of points earned on the score sheet. At the end of the round, the points for all games are totaled by the players. The scorekeeper should double check each sheet to verify that the total number of points is correct. The scorekeeper, with the player's initialed approval, will write in each player's score and turn in the forms to a judge who will turn in the table score sheet to the scoring table.
13. Guidelines for this competition are found in the instruction book under "Advanced Game Instructions" (eliminating the section regarding "Challenge Trap",) and not including Tournament Rules for California.
14. Remember, players will probably learn something new about language. This is an objective of tournament play.
15. Players may not bring reference materials to use during tournament play.

The final authority used to determine the validity of the words formed will be the dictionary that is available at each tournament. The dictionary used for this year's competition is:

The American Heritage College Dictionary

Third Edition

Houghton Mifflin Company

Boston-New York

1993

Any rulings regarding word function or sentence designation will be determined using the reference available at each tournament. The reference used for this year's competition is:

Instant English Handbook

Madeline Semmelmeier and Donald O. Bolander

Career Publishing, Inc. 1985

If you have any other questions, feel free to call Connie Burkhardt at home and leave a voice mail message (314-839-8771).

SENTENCE PATTERNS

Snowflakes come in an endless variety of shapes; no two snowflakes are exactly alike in every detail. Nevertheless, all snowflakes fall into one or the other of a few basic snowflake patterns—a starlike pattern, for example, or a doilylike pattern, or a needle shape, or a bullet shape or a pyramid shape.

English sentences, strange as it seems, have something in common with snowflakes. In the first place, they come in an endless variety, just as snowflakes do. Many of the sentences that you have said so far today, for example, you have never said before and you will never say again. In the second place, all English sentences—in spite of their endless variety—are built on just a few basic patterns, four of which we are going to look at right now.

Pattern 1: S - V Rule Book--D

Suppose that you observed the following situations in the course of a day:

- your team losing
- some men arguing
- a dog barking
- some boys swimming

In reporting these situations to someone else, you would almost certainly use a pattern with only two essential elements in it - a **subject (S)** and a **verb (V)**. You might use the pattern in its barest form, like this:

S V
We lost.

S V
The men argued.

S V
The dog was barking.

S V
The boys were swimming.

But more likely, you would fill out the bare pattern with details of various kinds - like this:

S V
We lost again today.

S V
The men argued about politics.

S V V
That dog of theirs was barking all day long.

S V V
Several boys were foolishly swimming across the lake without a rowboat.

This basically simple **S-V** pattern is the pattern our words fall into whenever we want to get across the basically simple idea that some person or some thing (the **S**) did or does or will do a certain action (the **V**).

Pattern 2: S - V - O Rule Book--A

Here are some examples of a different kind of situation that you often observe in the course of the day:

- your sister cooking hamburgers
- a waitress taking an order
- a boy slamming the door
- a man parking a truck

In reporting situations of this kind, you would be pretty sure to use a sentence pattern with three essential elements in it - not only a **subject** and a **verb**, but also a **direct object (O)**.

S V O
Martha cooked the **hamburgers**.

S V O
The waitress took our **order**.

S V O
Henry suddenly slammed the **door** in my face.

S V O
That man parked his **truck** right in front of our driveway.

This three-part pattern is the pattern we use whenever we want to get across the general idea that some person or some thing (the **S**) did or does or will do an action (the **V**) to some other person or thing (the **O**). This **S-V-O** pattern is the one we use more often than any other.

•**Spotting the direct object.** There is no single, foolproof formula for finding the direct object. Here is one formula, however, that works pretty well most of the time: *To find the direct object, look for the noun or pronoun that comes after the verb and tells what it was (or who it was) that the action was done to.*

This formula is easy to use - both in sentences that have no detail-giving words and in sentences that are full of them.

SENTENCES WITHOUT DETAIL-GIVING WORDS--

Dad burned the toast. (*What* did Dad burn? The **toast**.)

The dog was chasing the mailman. (*Whom* was the dog chasing? The **mailman**.)

The toll way will save time. (*What* will the toll way save? **Time**.)

SENTENCES WITH DETAIL-GIVING WORDS--

Frankie drove the tractor all the way into town. (*What* did Frankie drive all the way into town? The **tractor**.)

He certainly should have paid the rent before this! (*What* should they have paid before this? The **rent**.)

Everyone has probably forgotten him after all these years. (*Whom* has everyone probably forgotten after all these years? **Him**.)

Pattern 3: S - V - IO - O Rule Book--E

Here are some examples of a third kind of situation that you observe every day of your life:

- someone telling something to someone
- someone making something for someone
- someone giving something to someone

In reporting situations of this type, you would of course use a **subject (S)**, a **verb (V)**, and a **direct object (O)**. But you would also be likely to use fourth essential element as well - an **indirect object (IO)**, tucked in between the **V** and the **O**. For example:

S V IO O
Sam told **everyone** the secret.

S V IO O
Bill made his **mother** a driftwood lamp.

S V IO O
Mr. Smith gave his **wife** a box of diet candy for her birthday.

As you can see, the indirect object *everyone* tells *to whom* Sam told the secret; the indirect object *mother* tells *for whom* Bill made the lamp; and the indirect object *wife* tells *to whom* Mr. Smith gave the box of diet candy. An indirect object, then, tells “to whom” or “for whom” - *without* the use of the preposition to or for.

The list that follows should help you recognize an **S-V-IO-O** sentence when you see one.

- 1) The **IO** will be a noun or a pronoun.
- 2) The **IO** tells *to whom* or *for whom* (or occasionally *to what* or *for what*) someone told or made or gave-or wrote or built or took-something.
- 3) The **IO** always comes in a certain spot-right after a verb like *tell* or *make* or *give*.
- 4) There will not be an **IO** in a sentence unless there is an **O** as well.
- 5) Indirect objects-like simple subjects and direct objects-are not to be found in prepositional phrases. The boldfaced words in the following sentences are *not* considered indirect objects:

Sam told the secret to **everyone**.
Bill made a driftwood lamp for his **mother**.
Mr. Smith gave the candy to his **wife**.
Jerry bought two pairs for **himself**.

Pattern 4: S - LV - C Rule Book--B and C

All of the real-life situations we have talked about so far in this chapter have centered around action of some sort - for example, winning, losing, barking, swimming, cooking, eating, worrying, telling, making, or giving. Not all of the situations we want to report, however, are action situations. Sometimes we want to report such actionless things as these:

- the occupation or nationality or religion of some person
- the weight or shape or color or size of some thing
- the look or the feel or the smell of some thing

To communicate meanings of this type, we generally rely on a quite different sentence pattern - a three-element pattern whose essential parts are a **subject (S)**, a **linking verb** like *is* or *seems* or *looks* (**LV**), and a **predicate complement (C)**. Here are some examples of sentences built on this **S-LV-C** pattern:

S	LV	C
Mr. Phillips	<i>is</i> a	plumber.
S	LV	C
This knapsack	<i>seems</i> awfully	heavy.
S	LV	C
Those lemon pies	<i>look</i>	marvelous.

You can easily see why the verbs in these sentences are called “linking verbs.” Instead of expressing an action (as most verbs do), these verbs simply link the complement to the subject. The linking verb *is* links *plumber* to *Mr. Phillips*. The linking verb *seems* links *heavy* to *knapsack*. And the linking verb *look* links *marvelous* to *pies*.

You can see why the words *plumber*, *heavy*, and *marvelous* in these sentences are called “complements” if you know that the word *complement* means “completer.” A complement is needed after a linking verb to make the sentence pattern complete.

WITHOUT A COMPLETER

Mr. Phillips is...
The knapsack seems...
The pies look...

WITH A COMPLETER

Mr. Phillips is a **plumber.**
The knapsack seems **heavy.**
The pies look **marvelous.**

Most often the predicate complement will be a noun, a pronoun, or an adjective. For example:

S	LV	C
The men in the leather shorts	<i>are</i>	Germans. (Noun)
S	LV	C
The president	<i>should be</i>	someone from the ninth grade. (Pronoun)
S	LV	C
The mud	<i>felt</i>	good between my toes. (Adjective)

How to Fill out Your Player Score sheet

The Player Score sheet is your personal record of your scores in each round. It also tells you the number of the table to which you are assigned for each round, and would be used if manual scoring became necessary. So, it is important to keep your Player Score sheet with you throughout the competition. If your name is not pre-printed on the score sheet, write it there, so if you and your score sheet become separated you can be reunited.

After each game, enter 0, 1, or 2 points, depending on how you scored. This will also be done by the table scorekeeper after each game. Be sure you agree on the number of points you earned. The scorekeeper will initial your sheet after each game to indicate that agreement.

Total your points at the end of the round. The total will also be recorded by the table scorekeeper, who will initial the total on your score sheet to indicate agreement. You should also record the total number of games played in the round in the box labeled "Games Played." This will allow you to compute your official score for the round just as the computerized scoring system will.

The following shows what a single round on a completed Player Score sheet would look like.

Player: **Chris Helderson**

Table 001								
Round 1	Game 1	Game 2	Game 3	Game 4	Game 5	Total	Games Played	Scorekeeper's Initials:
Player Score:	2	1	1	1	—	5	4	SSC

How to fill out the Table Score sheet

The Table Score sheet is the official record of scores for each player at a table for one round of play. Table Score sheets are collected after they are complete and used to enter scores into the computerized scoring system.

At the competition, the Table Score sheet has names pre-printed in the name spaces, like the sample on the next page. If your name is the last one listed, you are the scorekeeper for the round. You are responsible for recording everyone's score accurately. If you are substituting for the player whose name is printed on the score sheet or you are identified by a number instead of your name write your name in the name space.

The Table Score sheet includes instructions for the table scorekeeper. Read those instructions on the sample score sheet first, then review the completed score sheet.

Remember that the Table Score sheet is the official record. It should be initialed only when the player and the scorekeeper have agreed on the recorded total score. Once a player has initialed the Table Score sheet, the results cannot be changed.



Table Score sheet

Academic Challenge Cup

Sample Event and Practice Sheet

Table <u>03</u> Round <u>01</u>								
<u>Player Name</u>	<u>Game 1</u>	<u>Game 2</u>	<u>Game 3</u>	<u>Game 4</u>	<u>Game 5</u>	<u>Game 6</u>	<u>Total</u>	<u>Player's Initials</u>
GE013E45F) Chris Helderson	2	1	1	1	—	—	5	CH
ND035E45F) Malika Broderick	2	1	1	2	—	—	6	MB
RR062E45F) Bob Chobanian	0	1	2	1	—	—	4	BS
EP041E45F) Chip Benjamin	0	0	1	1	—	—	2	CB
LF024E45F) Su-Shing Chen	2	2	0	0	—	—	4	SSC