

Battleships

B

Point: sounds and phonetic symbols
Minimum level: pre-intermediate
Game type: a guessing game for two players
Approximate time: 20 minutes

Rules

1 Draw two ships on your map making sure that nobody sees where you have put your ships. You may put your ships inside any square where there is sea (white on the map). Your ships must not cross a line into another square.

2 Work in pairs. The object of the game is to guess where the other player has put the ships and bomb them.

3 To do this, decide which square to bomb and make a word out of the sounds at the side of the map. In game 1, for example, if the square you want to bomb is in the column with the sound /t/ and the row /i:/, say *tea*. In game 2, for example, if the square you want to bomb is in the row with the sound /k/ and the column with the sound /i:z/, say *keys*.

4 If the square that you bomb contains a ship, the other player must say *hit*. If the square that you bomb is next to a square with a ship in it (including diagonally), the other player must say *near*.

5 Players take turns to bomb each other's ships and the first person to hit both of the other player's ships is the winner.

6 A player whose ship is being bombed may challenge the other player to spell the word that he or she is saying; if the other player is unable to spell the word, he or she misses a turn.

Preparation

Make a copy of the map for each member of the class. Note that two different maps for two different games are included.

Conducting the game

- 1 Give each student a map. Model the pronunciation of the words around the side of the map.
- 2 Divide the class into pairs.
- 3 Explain and/or give out the rules.
- 4 Players who finish quickly can be asked to try and write the words in each of the sea squares on the map.

Key

Map 1

	f	h	b	t	p	d	f	w	
-	-	boy	toy	-	-	-	-	-	ɔɪ
-	-	bore	tore	pour	door	for/ four	war/ wore	-	ɔ:
-	here/ hear	beer	tear/ tier	pier	dear/ deer	fear	-	-	ɪə
share	hair	bare/ bear	tear	pear/ pair	dare	fair/ fare	wear/ where	-	eə
shy	high	buy/by	tie	pie	die	-	why	-	aɪ
she	he	be/bee	tea	pea	-	-	we	-	i:

Map 2

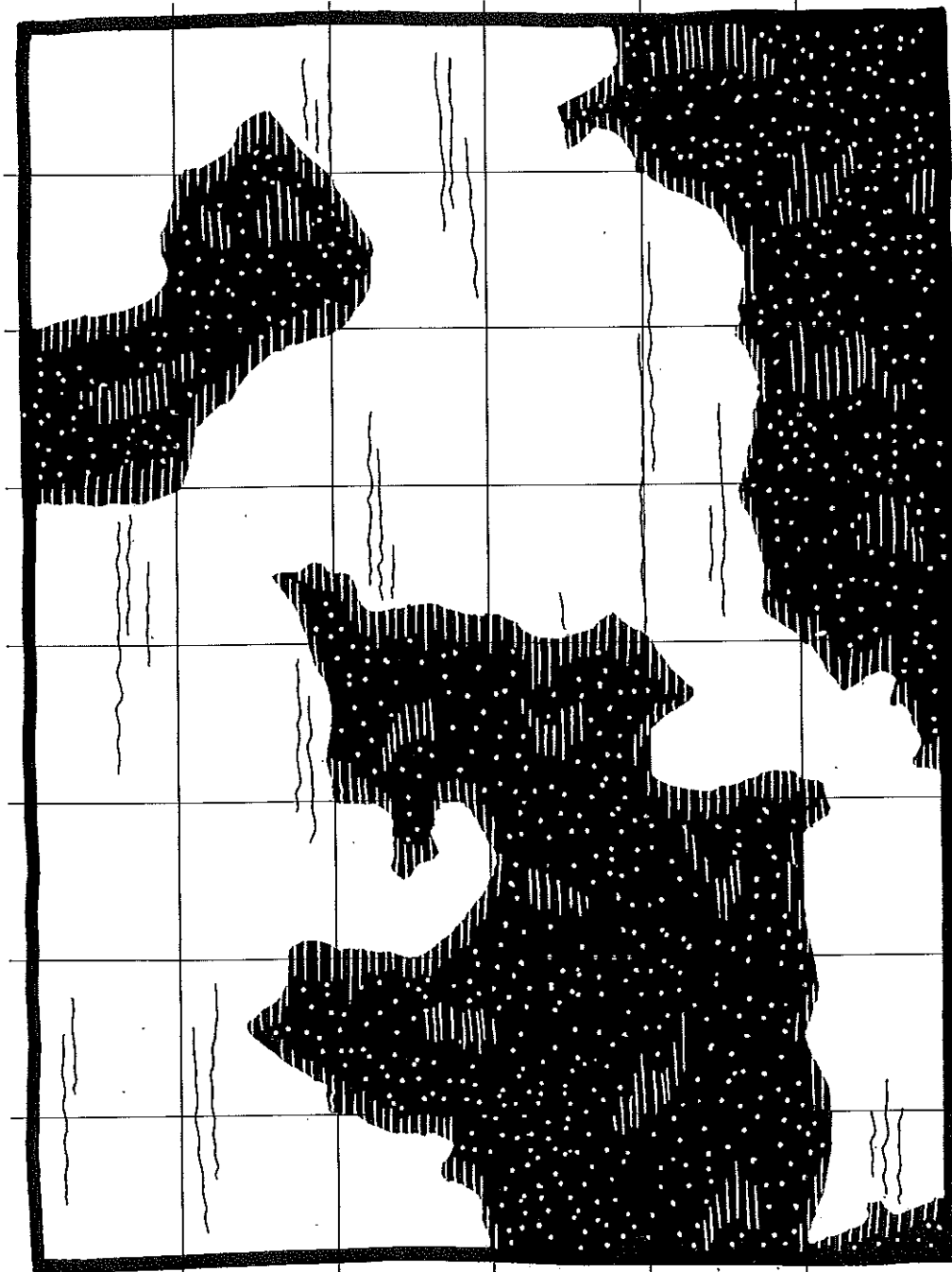
S	sin	sing	sick	sort	seas/ sees/ seize	-	sews	sat
k	kin	king	kick	caught/ court	keys	cares	-	cat
tʃ	chin	-	chick	-	cheese	chairs	chose	chat
ð	-	-	-	-	these	theirs/ there's	those	that
ʃ	-	-	-	short	she's	shares	shows	-
θ	thin	thing	thick	thought	-	-	-	-

ɪn ɪŋ ɪk ɔ:t i:z eəz əuz æt

Map 2 Battleships B10

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same

S

can

k

chicken

tʃ

mother

ð

shower

ʃ

three

θ

in

bring

pick

sport

please

hairs

goes

hat

IN in ik ɔ:t i:z eəz əʊz æt

B10 Battleships Map 1

Rules

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shoe help best time park dog face went
s h b t p d f w



enjoy ɔɪ
 sport ɔ:
 near ɪə
 air eə
 eye aɪ
 me i:

Version A

_____ and went straight _____. Great long _____
Bowls of _____ food. John was _____ by this _____
_____ amazing were the _____ lay beside _____
_____. They _____ and a half _____
_____ tried to _____ you couldn't _____
_____ your mouth. _____ Hell sat looking
at _____ and starving.

John _____ he could go up _____ at Heaven.

_____ went. Again great long tables _____
_____ long spoons. _____
what the difference _____ and Hell was. The
_____ was very _____: 'In _____ we use the
_____ to feed each _____!'

Version B

John died _____ to Hell. _____
tables. _____ delicious _____ amazed _____
_____ sight. Even more _____ spoons that
_____ the bowls. _____ were a full metre _____
long. When you _____ eat with them _____ get
them into _____ So everybody in _____

_____ the delicious food _____
_____ asked if _____ and have a look _____
_____. Up he _____
laid with delicious food. Again great _____. He asked
someone _____ between Heaven _____
_____. The answer he got _____ clear: '_____ Heaven
_____ spoons _____ other!'

ACTIVITY

Groupwork: speaking, reading

AIM

To predict a story from pictures and to match lines of a story to pictures.

GRAMMAR AND FUNCTIONS

Past simple: regular verbs

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three students and cut it up as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to work in groups of three.
- 2 Give each group a copy of the picture story but do not give them the text yet. Explain that they are going to read the story, but that before they do that, they should spend a few minutes in their groups looking at the picture story and trying to work out what is happening.
- 3 Now write the following verbs on the board. Ask the students to work in their groups and to decide which verbs they expect to see in the story. You may need to explain the meaning of some of them.

<i>work</i>	<i>be</i>	<i>play</i>	<i>decide</i>	<i>receive</i>	<i>marry</i>
<i>smile</i>	<i>dance</i>	<i>study</i>	<i>watch</i>	<i>ask</i>	<i>die</i>
<i>want</i>	<i>walk</i>	<i>have</i>	<i>carry</i>	<i>open</i>	<i>finish</i>
<i>faint</i>	<i>notice</i>				
- 4 When the students have done that, work with the whole class and ask groups of students to take it in turns to call out the verbs they have chosen. Underline the verbs they call out and do not worry about whether they appear in the text of the story or not at this stage.
- 5 Elicit the past tense of the verbs you have underlined and pre-teach other words or expressions from the story if necessary.

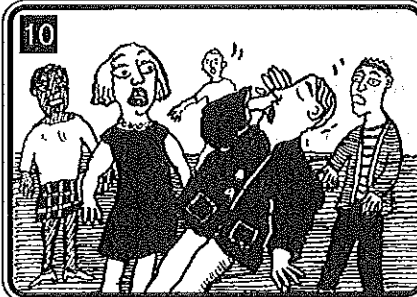
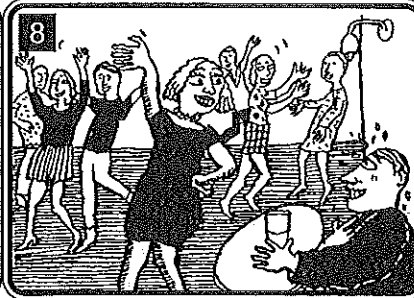
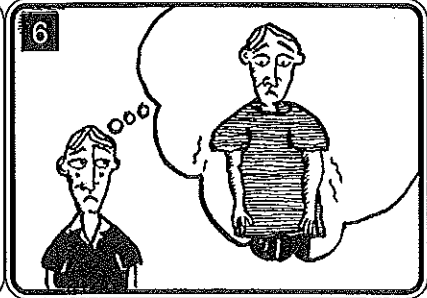
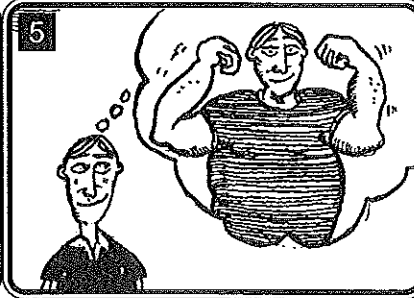
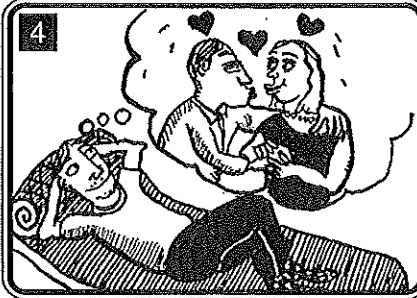
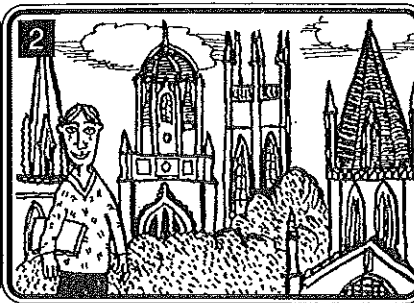
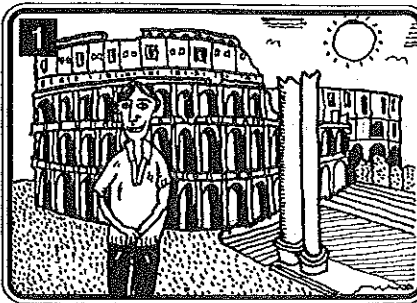
- 6 Now the students are ready to read the story. Give each group a copy of the cut-up text and ask them to match one piece of text to each picture.
- 7 Check that they have put the story in the correct order and note how many verbs they had predicted correctly.

OPTIONAsk the students to work in their groups and to put the verbs from the story into three columns according to the pronunciation of the *-ed* endings:

/d/	/id/	/t/
studied	wanted	watched
carried	decided	walked
loved	fainted	asked
smiled		noticed
		danced

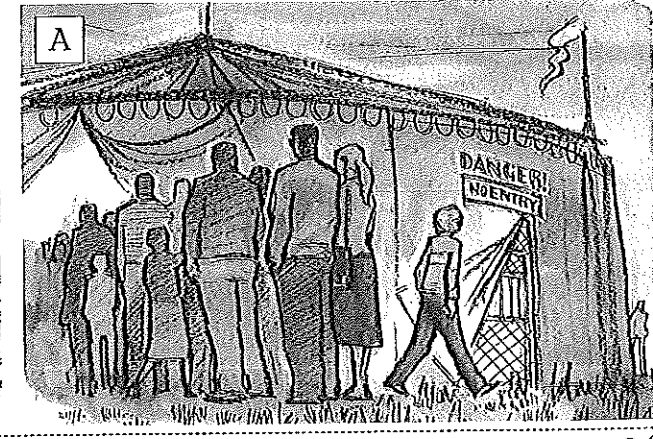
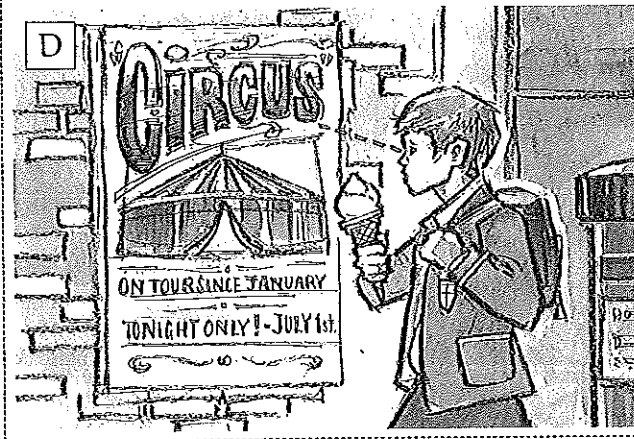
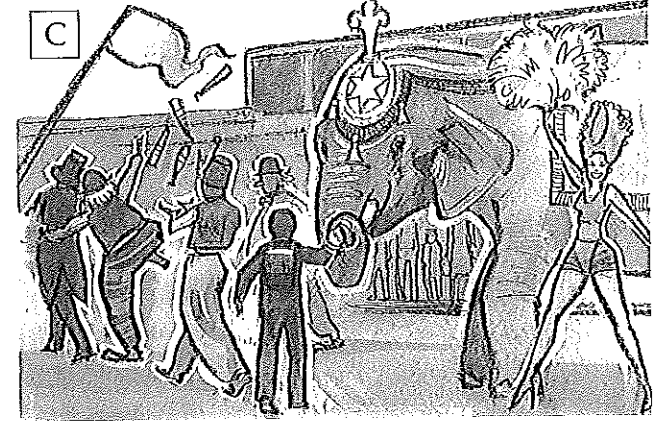
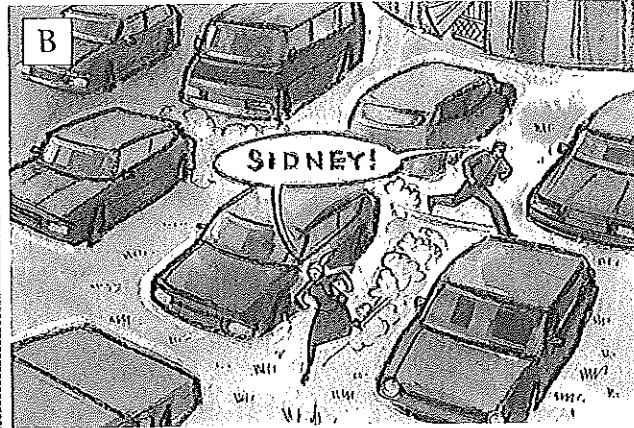
FOLLOW-UP

- 1 You can use the cut-up text of the story to do a 'community dictation'.
- 2 Ask the students to work in groups of up to 12 and give each student one part of the story in random order.
- 3 Now ask them to stand up and to form a line in the order of the story by saying their sentences aloud. They will need to repeat their own sentence several times and listen to the other students' sentences carefully.
- 4 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
- 5 Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.
- 6 Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write down.
- 7 When they have finished, give out copies of the complete story so that the students can correct their own work.



<p>Fabio was from Rome in Italy.</p>	<p>Last summer, he studied English in Oxford.</p>	<p>He had a lot of friends in Oxford,</p>
<p>but he really wanted an English girlfriend.</p>	<p>Fabio had a problem. He wanted to be big and strong,</p>	<p>but he was small and very thin.</p>
<p>One night he decided to go to a nightclub. At the club, he watched the people dancing</p>	<p>and then he noticed a nice young woman.</p>	<p>To his surprise, she smiled at him, walked across the room and asked him to dance.</p>
<p>Fabio loved dancing, but after three records, he fainted.</p>	<p>His friends carried him outside and were surprised to find</p>	<p>that he had six pullovers on under his jacket.</p>

Student B



Movement verbs worksheet

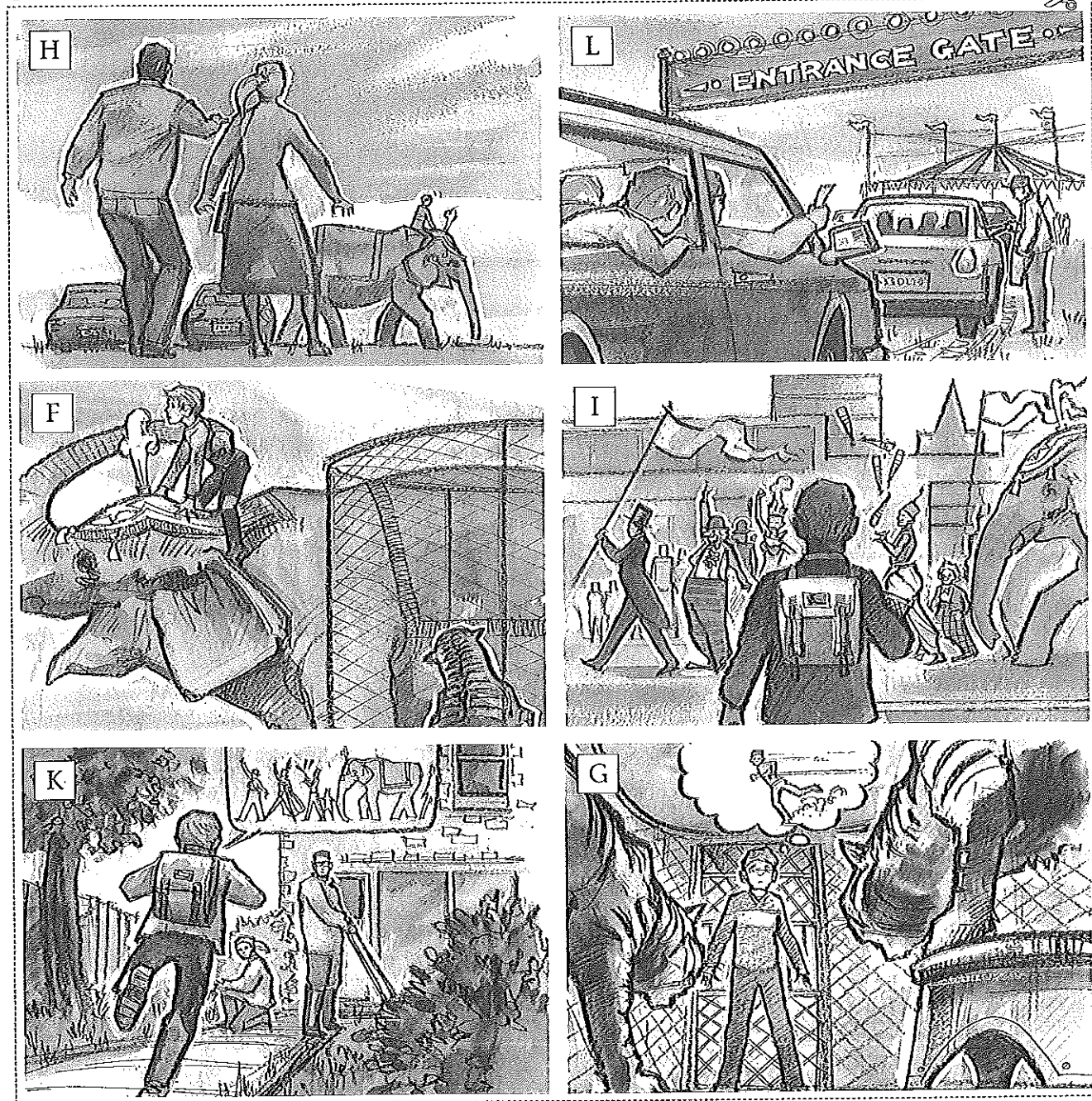
With your partner, match these verb-adverb combinations with the pictures. Use a dictionary, if necessary.

- | | | | |
|-------------------------|-------------------------|----------------------------|--------------------------|
| <i>rush home</i> | <i>run up to</i> | <i>walk home</i> | <i>walk up to</i> |
| <i>wander off</i> | <i>walk off</i> | <i>travel around</i> | <i>drive up to</i> |
| <i>walk past</i> | <i>run around</i> | <i>run away</i> | <i>walk along</i> |

3A Sidney and the circus

Narrative tenses; verb-adverb combinations for travel and movement

Student A



Movement verbs worksheet

With your partner, match these verb-adverb combinations with the pictures. Use a dictionary, if necessary.

- | | | | |
|-------------------------|-------------------------|----------------------------|--------------------------|
| <i>rush home</i> | <i>run up to</i> | <i>walk home</i> | <i>walk up to</i> |
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| <i>walk past</i> | <i>run around</i> | <i>run away</i> | <i>walk along</i> |

Objects & actions

A. The words in the box describe the actions of the things in 1-37. Match each action with the thing it describes.

evaporate • explode • change • melt • fade • bounce
 crumble • trickle • rise • sink • ring • contract • crack • escape
 stretch • wobble • congeal • burn • spill • smoulder • erupt • spin
 revolve • set • flow • slide • rotate • spread • erode • meander
 turn • subside • freeze • grow • expand • vibrate • float

1. The planet Earth moving round on its axis. _____
2. A washing machine in its final stage of a wash. _____
3. The moon moving around the Earth. _____
4. The CD-ROM tray on a computer base unit. _____
5. A house slowly sinking into soft ground. _____
6. Water slowly being converted into vapour. _____
7. Cooking fat becoming solid on an unwashed plate. _____
8. Traffic moving smoothly along a motorway. _____
9. Water changing from a liquid to a solid because of the cold. _____
10. Glass changing from a solid to a liquid in very high heat. _____
11. A loose wheel on a car. _____
12. Gas coming out of a faulty valve. _____
13. A rubber ball hitting the ground and going back into the air. _____
14. Loose windows in a window frame when a large vehicle passes nearby. _____
15. The population of a town becoming bigger. _____
16. A T-shirt which has been washed so often it has lost its colour. _____
17. The sun coming up in the morning. _____
18. The sun going down in the evening. _____
19. A wheel on a slow-moving train. _____
20. Traffic lights going from red to amber to green. _____
21. Cliffs being slowly destroyed by the sea. _____
22. Documents being laid out on a table. _____

Objects & actions

- 23. A wide river winding through the countryside. _____
- 24. The sun turning people on a beach bright red. _____
- 25. An incense stick in the entrance to a temple. _____
- 26. A lump of dry earth being rubbed between somebody's fingers. _____
- 27. Cold metal as it gets hotter. _____
- 28. Hot metal as it gets cooler. _____
- 29. A piece of elastic being pulled so that it becomes longer. _____
- 30. A window being hit by a stone so that a long, thin break is formed. _____
- 31. Coffee falling out of a cup by mistake. _____
- 32. A bomb suddenly blowing up. _____
- 33. An alarm clock suddenly going off. _____
- 34. A boat going to the bottom of a river. _____
- 35. Dead fish lying on the surface of a polluted lake. _____
- 36. A volcano throwing out lava and ash. _____
- 37. Orders for a new product arriving at a company very slowly. _____

B. Several of the words in the box above can have more than one meaning. Use your dictionary to check which ones, then complete these sentences below with an appropriate word. You will need to change the form of some of the words.

- 1. The queues for the embassy were so long they _____ all the way down the street.
- 2. "What do you think you're doing?" he _____ angrily.
- 3. The government decided that the best economic course would be to let the dollar _____.
- 4. Prices have been _____ steadily all year.
- 5. The light from the torch began to _____ as the batteries ran out.
- 6. The twig _____ loudly as he stood on it.
- 7. After the rainstorms passed, the floodwaters gradually _____.
- 8. The discussion _____ around the problem of student accommodation.
- 9. The doctor _____ his broken arm.
- 10. The car _____ out of control on the icy road.

22 The category game

Cards

a fruit	a colour	a boy's name	a building
a country	a piece of furniture	something you wear	a drink
an adjective	a verb	a wild animal	a bird
an insect	something big	a sport	a girl's name
a sports star (<i>surname</i>)	a musical instrument	a pet	a part of the body
something found in the kitchen	something found in the bedroom	something found in the bathroom	an American state or city
a nationality	something very small	a flower or a tree	a job
a vegetable	a hobby	something that is red or green	a type of weather
a herb or a spice	a famous writer (<i>surname</i>)	a famous singer (<i>surname</i>) or band	something powered by electricity
something that has a wheel	something very expensive	something made of wood	a type of transport

22 The category game

Board

Student A has to make an unbroken line from top to bottom, Student B has to make an unbroken line from left to right.

Student A ↓

Student B →

