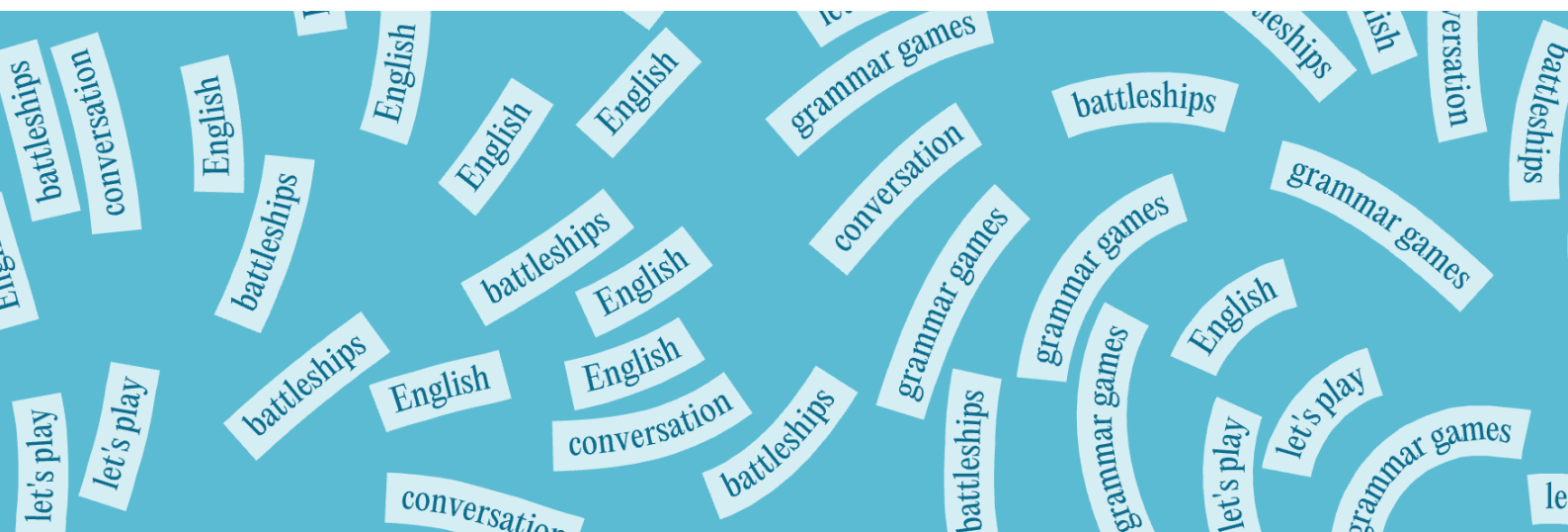




ESL Grammar Games **Big Book of Battleships**

12 English grammar topics
transformed into an engaging game

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ESL Grammar Games

Big Book of Battleships

Battleships with no ships – possible gameplays

Aside from the traditional battleships where players are trying to find and destroy each other's ships, there are plenty of options when it comes to what the students will be shooting at. You can use your creativity to adapt the game to the mood and the dynamic of each class.

My favourite gameplay

- each student has an army that consists of:
 - 3 soldiers** – each soldier is **worth 1 point**
 - 3 tanks** – each tank is **worth 2 points**
 - 3 warplanes** – each warplane is **worth 3 points**
 - 1 general** – general is **worth 5 points**
- **each unit takes up one square** of the gameplan – all units have the same size
- students place their units into the gameplan (into the upper table), they can mark their **soldiers with an S, tanks with a T, warplanes with a P** and their **general with a G**
- **the units can be placed into the gameplan in any way students want:** next to each other, in the corners... but remember – **each unit takes up one square**
- hitting a **soldier** is worth **1 point**, hitting a **tank** is worth **2 points**, a **warplane 3 points**, the **general** is worth **5 points** (the game does *not* end with hitting the general)
- student with the **most points** at the end of the battle **wins the game**

Alternative gameplays without shooting

If you feel that **your students wouldn't enjoy the military context** of the game (shooting at soldiers, tanks, etc.), you can come up with a different gameplay.

- Some ideas I have tried:
 - finding **treasure chests** – individual chests could have different values
 - finding **moles** in a garden
 - finding **mushrooms** in a forest
 - finding **Easter Eggs** (Easter special) or **Christmas gifts** (Christmas special)
- it's up to you to judge what your student/class might enjoy

Pre-game preparations

- **in-person:** give each student one copy of the gameplan
- **online:** send the gameplan in advance and have the student(s) print it out before the class
 - if a student doesn't have a printer, tell them to copy the layout of the grid on a piece of paper – just the grid is enough, they don't have to copy the text from the grid
 - share the screen with the gameplan so that the students can see it at all times, and they can mark their hits and misses on the empty grid they copied onto a piece of paper

Instructions for the students

- **give your students some time to get familiar with the gameplan** – to see what is written in each field and check if there are any unknown words
- **explain that both tables they see on the page are identical** – one will serve for marking their hits and misses, the other one for marking the hits and misses of their opponent
- **explain what the students will be trying to hit** (see *My favourite gameplay* and *Alternative gameplays without shooting*)
- **give your students a minute to hide their units** (or whatever you choose to play with) into the gameplan
- **set a time limit** (I suggest playing at least 20-30 minutes) and **start the game!**
- if it goes slow, you can ask your students to bring the gameplan to the next class and resume the battle!

Flow of the game

- **student A** chooses a field they want to hit
- depending on the topic you are playing, **student A** has to follow the prompt written in that particular field
- depending on the topic you are using, **student B** reacts to the prompt from **student A**
- **student B** says if there is any unit in that particular field (if it was a *hit* or a *miss*)
- **student A** marks a hit or a miss in their gameplan
- even if it was a hit, students take turns and now it's **student B's** turn

Check individual topics for specific instructions based on the grammar focus of a given gameplan, and examples of what a turn might look like.

Tip 1: If you have **an uneven number** of students, form a **group of three:**

- **Student A** shoots at **Student B's** units
- **Student B** shoots at **Student C's** units
- **Student C** shoots at **Student A's** units

Tip 2: I have tested the game in many **one-on-one classes** (teacher is taking the role of another student), and it works like a charm!

List of topics

1. **Present Simple Tense:** asking questions *How often do you...?*
2. **Dependent Prepositions:** using the most common prepositional phrases
3. **Present Perfect Tense:** asking questions *Have you ever...?*
4. **Conditional Clauses:** using four types of conditional clauses
5. **Phrases with Get:** using the most common phrasal verbs with *get*
6. **Make & Do:** using the most common collocations with *make* and *do*
7. **Passive Voice:** transforming active voice into passive voice
8. **Modal Verbs:** focusing on using the most common modal verbs
9. **Second Conditional Clause:** asking questions *What would you do if...?*
10. **Past Simple Tense:** asking questions *When was the last time you...?*
11. **Gerunds & Infinitives:** recognising verb patterns
12. **Structure “would you rather”:** asking questions *Would you rather...?*

When was the last time you...?

Grammar Focus

Present Simple Tense

- students take the phrase from the field and use past simple to form questions
When was the last time you...?

Example of a turn

John: Ok, I think **I'm gonna try F3** (*F3: to eat something exotic*).

So... Kate, tell me, **when was the last time you ate something exotic?**

Kate: Oh, let me think. I know! **The last time I ate something exotic** was last summer. I spent a week in Spain and I tried *paella* for the first time.
And I really liked it!

John: Nice! I have never tried *paella*.

Kate: You definitely should! But anyway, let me see – **F3 is a miss, no luck!**
My turn now, let me think...

Optional rule – make grammar matter

- if the student **uses a wrong verb form** when asking their question, and they hit an opponent's unit, they **only get half the points for that unit**
- 0,5 for a soldier, 1 for a tank, 1,5 for a plane, 2,5 for the general



	A	B	C	D	E	F
1	to sing in front of people	to be afraid	to win something	to have a nightmare	to lose something	to forget to do something
2	to get a haircut	to yell at someone	to get injured	to do something dangerous	to spend a lot of money	to feel really happy
3	to ride a bike	to drive a car	to have a perfect day	to see a good movie	to help someone	to eat something exotic
4	to cook something	to give someone a gift	to try something new	to clean your room	to swim	to go to a party
5	to be really angry	to come home after midnight	to sleep in a tent	to travel abroad	to fly somewhere	to use math
6	to go to the cinema	to oversleep	to read a good book	to be late for work/school	to talk to someone in a foreign language	to run more than 5 kilometres

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Make & Do

Grammar Focus

Collocations with make & do

- students ask questions containing most common collocations with verbs *make* and *do*
- in each questions, students have to choose between *make* or *do*

Example of a turn

John: Let's try **E4** (*E4: Which snack would you make/do if you were hungry at midnight?*)

So... Kate, **which snack would you make if you were hungry at midnight?**

Kate: Oh, I think **I would make a sandwich, with lots of cheese and ham!**

John: Yeah, that sounds pretty good!

Kate: Yup, but **E4 is a miss, too bad!** My turn...

Optional rule – make grammar matter

- if a student **chooses the wrong verb**, for example: *Which snack would you do?* and they hit an opponent's unit, they **only get half the points for that unit** (0,5 for a soldier, 1 for a tank, 1,5 for a plane, 2,5 for the general)

A	B	C	D	E
Do you make/do friends easily?	Have you ever made/done any volunteer work ?	What's the best way to make/do progress in English?	Is making/doing a lot of money important to you?	What kind of homework do you like to make/do ?
What is the most important decision you've made/done in your life?	Do you prefer making/doing plans or being spontaneous?	What makes/does you happy ?	Who makes/does the dishes in your household?	Does technology make/do our lives easier or harder ?
Why are some students so afraid of making/doing mistakes ?	Do you get angry when people make/do fun of you?	Does English grammar make/do sense to you?	Do you think social media make/do more harm than good ?	Why do some people make/do drugs ?
Do you like making/doing the shopping ?	When was the last time you made/did someone a favour ?	Do you enjoy making/doing nothing when you have a day off from work/school?	Can you make/do one prediction about your future?	Which snack would you make/do if you were hungry at midnight?
Is there any easy way to make/do a fortune ?	What qualities should a person have to make/do business successfully?	What qualities make/do a good teacher ?	Do you think politicians are making/doing their best to improve our country?	Can you name some people who made/did a significant difference in our society?

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