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| Use Unit 3, after Classroom Activity 5 | Activity in pairs; communicative jigsaw activity |
| Duration 10–20 mins. per game (multiple games are encouraged) | Focus Times; Days of the Week |

Preparation

Copy one worksheet per person per game. If possible, either enlarge one additional worksheet to A3, use an A4 worksheet on a visualiser or photocopy an A4 worksheet onto an OHP transparency to demonstrate the game to the class.

Procedure

1. This game is based on the classic game “Schiffe versenken” (Battleships), in which players try to guess the location of their opponents’ “battleships” by calling out coordinates. Ask the students if they know this game and if anyone can explain the rules. This will have to be in German.
2. Now demonstrate how the game works. Show students your enlarged board and place three “battleships” on it by shading in squares. Each “battleship” should be three squares long (e.g. *on Monday at 10.00, 10.30 and 11.00*). Point clearly at the relevant squares one by one and read the coordinates out loud.
3. Write the coordinates of one of your battleships on the board. Get a student to read everything out, one coordinate at a time. Acknowledge these coordinates with a *yes!*, and shade in the relevant square on the bottom grid. Write another coordinate on the board, this time where there’s no battleship. Get a student to read this out and say, *no!* Draw a cross in the relevant square on the bottom grid. Have volunteers call out some more coordinates. The group should react by calling out *yes!* or *no!*
4. Hand out one worksheet per participant.
5. Put students into AB pairs. If you have an odd number of students, make a group of three with a weak student working together with a strong, helpful student. Student A starts. Explain that A should use the top grid (labelled “My board”) on his or her worksheet, and B the bottom grid (labelled “My partner’s board”) on his or her worksheet. Gesture that they should hide their worksheets from each other. Get the A students to draw three battleships (each of them three squares long) anywhere they like on their grids.
6. Now the B students try to guess where their partner’s three battleships are, saying coordinates and marking the answers (a shaded square for *yes* and a cross for *no*) on their bottom grid. Monitor during this activity, helping where necessary.
7. Once all the battleships have been found, A and B switch roles.
8. Run a feedback round in plenary, practising any days and times which were difficult to pronounce and finding out which student found all the battleships in the fewest moves.

My board

| | 6.30 | 7.00 | 7.30 | 8.00 | 8.30 | 9.00 | 9.30 | 10.00 | 10.30 | 11.00 | 11.30 |
|-----------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| Monday | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | |
| Thursday | | | | | | | | | | | |
| Friday | | | | | | | | | | | |
| Saturday | | | | | | | | | | | |
| Sunday | | | | | | | | | | | |

My partner's board

| | 6.30 | 7.00 | 7.30 | 8.00 | 8.30 | 9.00 | 9.30 | 10.00 | 10.30 | 11.00 | 11.30 |
|-----------|------|------|------|------|------|------|------|-------|-------|-------|-------|
| Monday | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | |
| Thursday | | | | | | | | | | | |
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| Sunday | | | | | | | | | | | |