



Fun – Learning is fun (from A1.1)

To be used with, or after: a range of Units in Network Starter and Network 1
(the Unit/Step are written with each activity, unless the activity can be adapted for use at any level)

If you have some extra time in a lesson, you might try some of these ideas for short activities to show your students that learning doesn't have to be hard work to be effective. Learning really can be fun!

1 Independence Day Quiz (15 minutes)

(with or after Network Starter, Unit 5, Step 1)
(present simple question forms, question words)

Before the lesson, put the following five cards up in different places on the walls in the classroom:

4th July

picnics, barbecues, parties, parades, fireworks (Feuerwerk)

hot dogs, hamburgers, potato salad, potato chips, fruit pies

red, white and blue

50

Make sure everyone in class knows what *USA Independence Day* is. *(It celebrates the birthday of the United States of America (*1776).)*

Write the following words on the board: *eat, are, is, do, have.*

Give students a piece of paper with the following questions and ask them to put the words on the board into the questions:

1. When _____ Independence Day?
2. What do Americans _____ on Independence Day?
3. What do Americans _____ on Independence Day?
4. What colours _____ important on Independence Day?
5. How many states does the USA _____?



Check the answers by asking individual students to read their questions out loud and correct mistakes if necessary (1. *is*, 2. *do/eat*, 3. *do/eat*, 4. *are*, 5. *have*).

Now ask the students whether they know any of the answers. If not, ask them to stand up and look for the answers on the walls in the room.

If you or your students are interested in more information, here are some useful sites:

[http://en.wikipedia.org/wiki/Independence_Day_\(USA\)](http://en.wikipedia.org/wiki/Independence_Day_(USA))

<http://usa.usembassy.de/feiertage-fourth.htm>

http://www.usa.gov/Topics/Independence_Day.shtml

2 National Days (5 minutes)

(with or after Network 1, Unit 3, Step 2) (ordinal numbers)

Put the following National Days on cards, so that you have the same amount of cards as you have students in your class.

Ask the students to make a line. The students with National Days in January stand at one end and those with National Days in December at the other. Ask the remaining students to position themselves according to their individual month in the line. Tell your students to call out their National Day before they take their place in the line so that they really get to practise ordinal numbers.

<i>Australia Day:</i>	<i>26th January</i>
<i>New Zealand National Day:</i>	<i>6th February</i>
<i>Wales St. David's Day:</i>	<i>1st March</i>
<i>Ireland St. Patrick's Day:</i>	<i>17th March</i>
<i>England St. George's Day:</i>	<i>23rd April</i>
<i>EU Europe Day:</i>	<i>9th May</i>
<i>Italian Republic Day:</i>	<i>2nd June</i>
<i>Canada Day:</i>	<i>1st July</i>
<i>USA Independence Day:</i>	<i>4th July</i>
<i>French Bastille Day:</i>	<i>14th July</i>
<i>Swiss National Day:</i>	<i>1st August</i>
<i>Indian Independence Day:</i>	<i>15th August</i>
<i>Malta Independence Day:</i>	<i>21st September</i>
<i>German Unity Day:</i>	<i>3rd October</i>
<i>Austrian National Day:</i>	<i>26th October</i>
<i>Scotland St. Andrew's Day:</i>	<i>30th November</i>
<i>Japan Emperor's birthday:</i>	<i>23rd December</i>



For more on these and other National Days, see:
http://en.wikipedia.org/wiki/National_Day

3 State/City hangman (5-15 minutes)

(with or after Network Starter, Unit 4, Step 1) (alphabet)

Demonstrate the game with a word yourself first:

Put _ _ _ _ (for *Ohio*) on the board and ask the students to call out letters. If they choose a letter which is in your word, write it in the appropriate place. If not, draw the first line of a hangman. Continue until either the learners have guessed the word or the hangman is hung.

A student then comes to the board and writes the dashes for his/her own word. Help any students who cannot think of a state or city themselves.

4 Making new words (10-15 minutes)

(any level) (recycling vocabulary)

Write the words *Independence Day* on the board. Underline the letters *p*, *a* and *y*. Write *pay* on the board.

Ask the class whether they can make any other new words from some of the letters in *Independence Day*. Write one or two of their examples on the board. Then ask the students to work either in pairs or groups of three to try to find as many words as possible.

This can be done at most levels – the higher the level of your students, the more words they will come up with.

Possible answers are: *can, pan, in, an, deep, pen, need, daddy, pence*.

Tip:

For lower levels, ask your students to make words from *United States of America*.

Possible answers are: *is, at, sat, me, cat, eat, an, can, it, from*.



5 United States instant crossword (10-15 minutes)

(any level) (vocabulary to do with the USA)

Write a word connected to the USA on the board, e.g. *cowboy*. Ask a student to think of another word connected to the USA, which has one of the letters on the board in it, e.g. *California*. Write the two words like this:

	c	
C	a	l
i	o	r
f	n	i
	w	
	b	
	o	
	y	

Divide the class into teams. Each team takes it in turns to find a word to add to the crossword. The team who finds the most words wins.

The words do not have to be directly connected to the original word (here, *cowboy*) but should simply be connected to the USA and one of the letters should be the same as a letter on the board so that the new word can be joined to it.

Even low levels can do this as you can encourage them to use state and city names and the names of people. Higher levels can introduce words connected to food and culture, for example.

6 Word stress pronunciation game (5-10 minutes)

(any level) (pronunciation: word stress)

Choose some words which are connected to the USA and which have two or more syllables. Write one of them on the board, e.g. *independence*, and say it out loud, exaggerating the stress on the syllable – *pen* -. Put circles above the word, again stressing – *pen* - as you say the word:

•	•	•	•
in	de	pen	dence



Do the same for the word *hamburger*, first asking whether the students can hear which part of the word is stressed:

• • •
ham bur ger

Ask the students to work in small groups or pairs to give them more practice. Give them three or four more words. Ask them to draw circles above the words, showing which part of the word is stressed.

This can be done at any level, as long as students can recognize the words you are using.

7 Famous people (10-15 minutes)

(1st and 3rd person questions: present simple with or after Network Starter, Unit 4, or past simple with or after Network Starter, Unit 6)

Write the names of famous American people on cards – as many as you have students in your class. If you want to practise the present simple question forms, make sure the people are all living, if you want to practise the past simple question forms, make sure they are all dead.

Attach one card to each person's back (using safety pins, for example). The students must ask questions to find out who they are/were:
e.g. *Am/Was I a man or a woman? Am/Was I a singer? Am/Was I a politician? Do/Did I have blond hair?*

To practise questions in the third person, divide the class into small groups. Give each student a card with a name on it. The other students in the group ask questions in the third person (e.g. *Is/Was this person a man or a woman? Is/Was he an actor? Did she have three husbands?*) until they guess whose name is on each person's card.