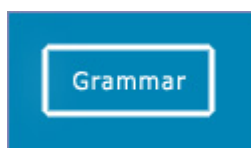


## Grammar activities for 'Network Now A1 Starter' (A1.1) 'Network Now A1' (A1.2)

As we know, grammar is essential when learning a language as it gives us the structure to say what we need. Langenscheidt books present and practise grammar items in a fun, communicative and relevant way. Here are some ideas to complement the varied opportunities students have to practise grammar in 'Network Now'. Use them as revision and fillers if you need them.



The **Network Now** books present grammar in a clear context and give the students lots of practice in a communicative and personalised way. The exercises start by being controlled and move to freer practice as learners become more familiar and confident with each grammar point. As our learners are always

building on previous knowledge, there's a *You already know* box presented first in the single steps of the **Network Now A1** book. In it is relevant A1.1 grammar learnt in **Network Now A1 Starter** which is then extended in an *And now* box containing the new A1.2 grammar.

Each new grammar item is then presented clearly and comprehensively in the *Language study* section of the *Selfstudy* pages and additional exercises are offered there for further practice. There is also an overview of grammar covered together with extra activities at the end of the book (see **Network Now A1**, pages 139 ff.).

If you have some extra time in a lesson and need a grammar filler, try out our additional games and activities. They can be done after a range of Units/Steps of **Network Now A1** – the Unit/Step is given with each activity. And, as ever, if you have any ideas of activities which can be used with the two first **Network Now** books, send them to us.

## ‘Network Now A1’ – Grammar activities

**To be used after:**

a range of Units / Steps in ‘Network Now A1’  
(the Unit / Step are written with each activity)

The ideas below are freer activities designed to be used as revision in lessons after you’ve dealt with the specific grammar item in class. They can be done as revision at the beginning or as a filler at the end of a lesson. The idea behind them is to allow students to practise the language in a communicative and fun way.

**1. Adverbs of frequency – How often do you ...? (10 mins)**

(after Network Now A1, Unit 2, Step 1)

**Preparation:**

Copy and cut out the cards below so that every student has a card.

eat seafood	use the Internet at work
watch the news in the evening	play tennis
go to a live concert	watch English films
watch a live football match in a stadium	read English books
watch TV in the morning	read English magazines
learn English vocabulary after the lesson	use Skype
drink beer with my dinner	do my homework
listen to the radio in the car	play cards with friends

Each student calls out what’s written on his/her card and the others guess whether he/she does it always, usually, often, sometimes or never; on (Tuesdays), every week, once a month.

Help with unknown vocabulary.

**2. Past simple – Irregular verbs memory** (10 mins)  
(after Network Now A1, Unit 3, Step 1)**Preparation:**

Copy and cut out the cards below, one set for each small group of students.

take	took	get	got
wear	wore	know	knew
buy	bought	meet	met
give	gave	go	went
make	made	write	wrote
send	sent	see	saw

Put the students into small groups and give each group a set of cards. Make sure they are shuffled. The group puts the cards upside down and one person turns over a card. If the verb is in the present simple, they should say what it is in the past simple and vice versa. They turn over another card. If it's the other pair, they keep the cards, if not, they turn them over again.

### 3. Imperatives - Simon says (5 mins)

(after Network Now A1, Unit 3, Step 3)

Call out orders to the students Stand up, Come to the board, Pick up a pen, etc. If you say Simon says before the order, the students should do what you say. If not, they shouldn't. For example, Simon says shake someone's hand (students shake hands), Simon says clap (they clap), sit down (they shouldn't sit down). If someone does the action when you haven't said Simon says, they are out of the game and should sit down.

### 4. Much, many, a lot of, some, any – Find someone who... (10 mins)

(after Network Now A1, Unit 4, Step 2)

#### Preparation:

Copy and give each student the following table.

Find someone who ...	
1. drinks only one cup of coffee each day.	
2. drinks a lot of water.	
3. reads many books.	
4. has some food in his / her bag.	
5. doesn't have any brothers.	
6. doesn't eat much meat.	
7. eats a lot of Indian food.	
8. doesn't watch much TV.	
9. can sing some English songs.	

Ask students to walk around. They should ask the other students questions to find someone who does / doesn't do the things in the table and note down his / her name on the line. If you have a less able class, go through the questions first in class (1 *How much coffee do you drink each day?* 2 *Do you drink a lot of water?* 3 *Do you read many books?* 4 *Do you have any food in your bag?* 5 *Do you have any brothers?* 6 *Do you eat much meat?* 7 *Do you eat a lot of Indian food?* 8 *Do you watch much TV?* 9 *Can you sing any English songs?*).

Help with unknown vocabulary. Ask for feedback after the activity.

**5. Comparatives and superlatives – Who is it? (10 mins)**  
(after Network Now A1, Unit 5, Step 2)

Describe someone in the class without saying his / her name, using comparatives and superlatives. Three sentences should be enough, e.g.: This person is the tallest in the class. This person has a bigger bag than me. This person has smaller shoes than me. This person has the longest hair in the class.

Encourage the class to call out names when they think they know who you are talking about. The winner is next and describes a person and the others guess.

Help with unknown vocabulary.