

NILE top 20 activities



Activity 3 and 4

Runaround | Activity 3a

Focus:	Listening
Level:	Elementary and upwards (A1 and upwards)
Key Language:	questions, conditionals
Aims:	to develop listening skills and build confidence, to consolidate recognition of vocabulary or sounds, to practise recognition of specific question forms

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Ask the expert | Activity 4a

Focus:	Speaking
Level:	Pre-intermediate and upwards (A2 and upwards)
Key Language:	hobbies, questions
Aims:	to develop fluency skills and build confidence, to practise specific phrases and vocabulary, to practise question forms

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Activity 3 and 4



Runaround | Activity 3b

Procedure

1. Clear as much space as possible in the room.
2. Put two differently coloured pieces of paper (red and blue for example) on the wall or on a chair at one end of the room.
3. All students gather at one end of the room.
4. Read out a question. Give a red answer and a blue answer.
5. Students run to the colour which they think represents the correct answer.

Tips

- Tip 1: All learners with the wrong answer are 'out'. Continue until only one student remains.
- Tip 2: Make it more motivating by keeping everyone playing and awarding points for correct answers.
- Tip 3: Make it more difficult by increasing the number of options available. Don't use more than five.
- Tip 4: Organise learners into teams to increase collaboration. Only one person from the team runs to answer each question.
- Tip 5: Read a list of controversial statements about a topic: red = agree, blue = disagree. There are no correct answers here. This is a good warm-up for a discussion activity.
- Tip 6: Assign a sound to each colour to practice minimal pairs.

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Ask the expert | Activity 4b

Procedure

1. Ask students to choose a topic they know a lot about (a sport, a hobby, a person, a place, etc).
2. Tell them that they are going to be asked questions about the topic by another person.
3. Give them time to look up vocabulary related to the topic (this could be for homework).
4. When students are ready, organise them into dyadic circles (see Activity 2: Dyadic circles) each with a maximum of 12 students.
5. Each pair of students has 2 minutes to find out as much as possible from the expert facing them.
6. After two minutes, the people in the outer circle move one space to the right and face a new expert.
7. Students repeat the procedure (as time allows/as is relevant).

Tips

- Tip 1: The topics can be limited to a specific theme (e.g. sport, holidays, work) in order to revise a vocabulary area.
- Tip 2: Students can look at their partners' topics prior to the speaking in order to prepare questions.
- Tip 3: Students could be set a task to do while listening to each other e.g. one interesting fact, one new piece of vocabulary.

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