

NILE Top 20 activities



Activity 7 and 8

Job fair | Activity 7a

Focus:	Speaking
Level:	Intermediate and upwards (B1 and upwards)
Key Language:	questions, jobs
Aims:	to develop fluency skills and build confidence, to build lower frequency vocabulary, to practise question forms

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Magic moments | Activity 8a

Focus:	Speaking
Level:	Intermediate and upwards (B1 and upwards)
Key Language:	past tenses, descriptive language
Aims:	to develop lexical discrimination, to practise producing definitions, to practise negotiation

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Activity 7 and 8



Job fair | Activity 7b

Procedure

1. Show students some images of 'weird' or 'strange' jobs (clown, spy, ghostbuster). Ask for more examples of unconventional jobs.
2. Tell the students that they are going to attend a job fair where all the jobs offered will be odd.
3. Divide students into pairs and ask each pair to pick a job they would like to recruit people for.
4. The pairs agree on 6–8 questions which they could use to find the best candidate for their chosen job.
5. Divide students into two groups: A and B. Student A will begin as the interviewer. B will be the candidate.
6. Each candidate will spend 3–4 minutes being interviewed for a job, after which they change partners. The candidate's objective is to convince the interviewer that he/she is the best person for the job. They can embellish/lie, but they must try to get the job.
7. Aim to have each candidate interviewed 3–4 times, so as to provide the interviewer with some choice. After this change the roles so that the interviewers become candidates. Continue until these candidates have been interviewed 3–4 times.
8. Put the students back into their pairs from step 3. The aim is for each pair to decide which interviewee to choose.

Tips

- Tip 1: Try to include a correction slot at the end of the session.
- Tip 2: Encourage students to be as wild and creative as possible.

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Magic moments | Activity 8b

Procedure

1. Show a number of pictures of happy moments (*a wedding, party, birth of a child*) and ask them to identify what they have in common.
2. Put on some nice relaxing music and tell students they are going to cast their minds back to a magic moment.
3. Students close their eyes, and the teacher asks questions about the moment (*Where? What? When?*) in a calm and relaxing way.
4. Students draw a picture of this magic moment (you can give a model to get them going).
5. The teacher shows a picture of her/his magic moment and talks about it. Students ask questions.
6. In pairs or groups, students talk about their moment and ask questions about the picture.
7. Students repeat the procedure as many times as time allows/as is relevant.
8. Feedback can be around language and/or which kinds of magic moments they heard about from their partner.

Tips

- Tip 1: Practise your questions to make the visualisation stage as smooth as possible.
- Tip 2: Get students to brainstorm vocabulary they will need to talk about their magic moment before they speak.

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