

NILE top 20 activities



Activity 15 and 16

Your turn now | Activity 15a

Focus:	Speaking
Level:	Upper intermediate and above (B2 and upwards)
Key Language:	discussion and debate
Aims:	to develop fluency skills and build confidence, to practise specific phrases and vocabulary, to practise question forms

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Lost voices | Activity 16a

Focus:	Writing/Speaking
Level:	Upper intermediate and above (B2 and upwards)
Key Language:	questions and answers
Aims:	to develop fluency skills and build confidence, to practise language for social / personal interaction, to practise question forms

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Activity 15 and 16



Your turn now | Activity 15b

Procedure

1. Select a provocative topic for debate.
2. Divide the class into two groups, *for* and *against*. Tell students they are going to take part in a relay debate.
3. Each group prepares their arguments and anticipates the likely counter arguments.
4. When students are ready, set up two chairs at the front of the class and invite one student from each side to begin the debate.
5. After two or three contributions from one student, invite another student from the same side to replace their colleague. They should step in and pick up the debate.
6. Repeat Step 5 until everyone has had an opportunity to speak.
7. At the end of the debate, students vote on which side has won the argument.

Tips

- Tip 1: In Step 2, you may need to explain /illustrate the idea of a relay race, and hence a relay debate.
Tip 2: Allow plenty of time for the preparation phase (Step 3) and point out that all students need to take notes.

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Lost voices | Activity 16b

Procedure

1. Select a video clip from a movie or TV drama with two or three characters in a normal social situation (e.g. friends in a restaurant, family members at home).
2. Tell the students that they are going to watch a short scene from a movie without any sound. Their task is to try to understand the situation and the relationships between the characters. They will be asked to create a dialogue for the characters. Play the clip without sound two or three times so that students have time to watch closely and make notes of their ideas.
3. In pairs or small groups students exchange their ideas and write their own dialogue for the scene.
4. The pairs or small groups take it in turn to re-enact the scene with their own dialogue.
5. The class votes for the most likely / most dramatic / funniest dialogue.
6. Finally, play the clip again, this time with sound, for students to compare with their versions.

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