

NILE top 20 activities



Activity 17 and 18

Zoom in! | Activity 17a

Focus:	Vocabulary
Level:	Elementary and above (A1 and upwards)
Key Language:	vocabulary of any topic
Aims:	to broaden vocabulary, to develop dictionary skills

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Progressive deletion | Activity 18a

Focus:	Pronunciation
Level:	Elementary and above (A1 and upwards)
Key Language:	any
Aims:	to develop spoken accuracy and fluency, to vary lesson pace, to build confidence

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Activity 17 and 18



Zoom in! | Activity 17b

Procedure

1. Organise groups of students around a piece of paper.
2. Have them write a topic in the middle of the paper.
3. All students in the group have to write as many words as possible connected to that topic within two minutes.
4. Ask students organise all the words into groups to create a bubble diagram.
5. Then students must choose one bubble on the diagram to 'zoom in' on.
6. Focussing only on that bubble, they have two minutes to add vocabulary.
7. Students group the new words in the bubble creating smaller bubbles inside it. They then chose another bubble to zoom in on.
8. Use the bubbles generated to create a wall display on the focus topic and act as a reminder of useful vocabulary for this learning unit.

Tips

- Tip 1: At any point during this activity, students can use a dictionary to find vocabulary they don't know in English.
Tip 2: This can be used as pre-writing or discussion preparation. It is also useful for schema building, pre-reading or listening.

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Progressive deletion | Activity 18b

Procedure

1. Write a series of target phrases or expressions on the board.
2. Ask students to predict stress, weak forms and any examples of connected speech.
3. Model the phrases so that students can check their predictions and examples.
4. Number the phrases. As you call out the numbers students repeat the expression following the model of connected speech, stress, etc.
5. After each repetition of the phrase, delete a word or words (you can either delete content words or grammatical function words depending on your focus). You are reducing the visual support available for the students. They should continue to repeat the phrase with all the words.
6. Continue the activity until the board is blank and the students are repeating the words with no visual support.
7. Get students to reconstruct sentences from memory and compare these to the original phrases.

Tips

- Tip 1: Vary choral and individual drilling.
Tip 2: Speed up the drill to increase energy levels.
Tip 3: Use clapping or tapping to keep correct rhythm.

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