

NILE top 20 activities



Activity 9 and 10

English everywhere | Activity 9a

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|----------------------|---|
| Focus: | Noticing language |
| Level: | Pre-intermediate and upwards (A2 and upwards) |
| Key Language: | any vocabulary taught in class |
| Aims: | to develop learners' noticing skills, to develop learners' autonomy in learning |

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Using questions | Activity 10a

| | |
|----------------------|---|
| Focus: | Speaking |
| Level: | Intermediate and upwards (B1 and upwards) |
| Key Language: | questions |
| Aims: | to practise question forms, to extend questions, following up on answers, to consider how best to get information |

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Activity 9 and 10



English everywhere | Activity 9b

Procedure

Show students some signs in English and get them to guess a) where the signs were or b) what the missing word is.

For students learning in non-English speaking countries:

- Ask students when and where they see English (out of the classroom). Set them the task of paying more attention to the English they see and hear. You may ask low level learners simply to count how many times and note a couple of simple examples. Higher level learners might collect examples of language that they see or hear to bring back to the class for discussion. This can lead to formulating 'Noticing' posters around the classroom, with follow-on work looking at syntax and grammar.

For students learning in English speaking countries:

- Ask students to spend the next 24 hours noticing how language is used around them. You can narrow down the focus by asking them to look for mistakes in language or for humorous language. You might focus students on what they hear or read. The next day, the students pool their examples and discuss usage and relevance to their own learning.

In both cases, this can lead to the ongoing development of students' noticing of language around them, compiling their own lists and becoming more curious about language usage. See more examples of English usage in context can be seen here:

www.nile-elt.com/blog/introducing-linguistic-landscapes/360.

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Using questions | Activity 10b

Procedure

1. On a piece of paper or on the board put a timeline of the major events in your life – year, place, event. Note that if you feel this is too personal, you can do this with a character from history, from fiction or from your imagination.
2. Put the students into groups of three or four. Each group can ask two questions about the events, to find out more information. The questions should be about things they really want to know.
3. Groups should check the grammatical accuracy of their questions. You might ask them to check the questions of other groups. (Or you might ask the class to offer corrections after the questions have been asked.)
4. Ask groups to think of how they would follow up on the answers they might get. Indicate that you are going to answer briefly and they have to draw the information out of you. This is the chance for follow-up questions, but they must be relevant.
5. After you have answered the questions, get the students to create timelines for their own lives. Other students in the group will ask them questions about these times and events.

Tips

Tip 1: You might use this activity to focus on particular kinds of events, e.g. holidays, exams, times of good fortune.

Tip 2: You can limit the question forms focussed on – e.g. closed or open questions, *How* questions.

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