

# NILE top 20 activities



## Activity 13 and 14

### Shouting dictation | Activity 13a

<b>Focus:</b>	Listening/Speaking
<b>Level:</b>	Pre-intermediate and upwards (A2 and upwards)
<b>Key Language:</b>	personal information
<b>Aims:</b>	to develop listening & speaking skills, to practise specific phrases and vocabulary, to develop higher order thinking skills

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### X marks the spot | Activity 14a

<b>Focus:</b>	Reading/Listening
<b>Level:</b>	Pre-intermediate and upwards (A2 and upwards)
<b>Key Language:</b>	following and giving directions
<b>Aims:</b>	to practise following directions, to give directions to a particular location

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# NILE top 20 activities



## Activity 13 and 14



### Shouting dictation | Activity 13b

#### Procedure

1. Divide the students into As and Bs.
2. Give all the As four sentences about you, three which are true and one which is false. Give all the Bs four different sentences about you, three which are true and one which is false.
3. Have all the As sitting in a row, facing the Bs on the other side of the room.
4. When students are ready, get them to dictate the sentences to each other, across the room.
5. When each pair has finished dictating the sentences to each other, they can get together and check their sentences.
6. Each pair then decides which six sentences are true and which two are false. They need to give reasons for their answers.
7. Conduct class feedback and reveal the correct answers.

#### Tips

- Tip 1: With a large class you can have the pairs dictating to each other back-to-back.
- Tip 2: With a small or quiet group, you can play some music while they are dictating the sentences to each other to encourage the students to speak up.

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### X marks the spot | Activity 14b

#### Procedure

1. Plan a route from your classroom to another location. Work back from the end location and think of directions to help students get to the next point, e.g. Walk down the corridor, turn left at the end and look for the next set of directions behind the plant.
2. Write the directions for each point on the route. If your learners have smartphones you could use a QR code generator (e.g. [www.qrstuff.com](http://www.qrstuff.com)) to hide the directions in the code.
3. Put the directions at the points on the route. Remember to test the route and the directions yourself before starting the activity.
4. Demonstrate to learners how to follow the first set of directions and where to look for the next set. Ask pairs or small groups to follow the route (you may need to stagger this, or to have several routes). You could make it competitive by timing which group can finish first.
5. Review the language used in the directions and how you planned the route.
6. Invite students to make their own route, write / record the directions, and set the route for other groups.
7. Review which kind of directions were easiest to give and which needed specific lexis for the context.

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