Matching

Book: *Philip on the ship*

Time: 15–20 minutes.

Category: reading comprehension skills.

Skills: extensive and global skills in reading; previewing skills; inductive and inference-driven reasoning in English as a foreign language.

Target group: learners of any age with basic knowledge of English as a foreign language.

Learning activity: matching activity between paragraphs and pictures of the first chapter of the book.

Learning objectives: learners are able to comprehend the global content of each paragraph by associating it to the correct picture.

Learners are able to comprehend the text cohesion and coherence.

Development of social skills through cooperative learning.

Steps

1. Choose pictures from the book which clearly represent the main content of the more important paragraphs before the lesson.

Do not add all the paragraphs, but the most significant ones only.

2. Divide the class into small groups made of three or four learners.

Create groups as heterogeneous as possible. Heterogeneity guarantees that all members in a group can help to accomplish the task.

3. Explain the steps to follow; tell, display or write on the board.

Make sure everyone understands. Tell learners that they do not need to associate all the paragraphs with a picture.

4. Give each group a sheet of paper with the text of the chapter and the pictures to link.

Allow the groups ten minutes to complete the task.

Move around the class; be a guide for learners but do not interfere in the activity. Give advice only if they ask.

5. Display the solutions with a projector, tell or write on the board.

There is no evaluation in this activity in order not to create affective filters in learners.

Variations

1. Use this activity as an evaluation test to check the reading comprehension of the chapter.

Give a worksheet to each learner.

2. If the English proficiency is higher, add more pictures to link to all the paragraphs.

Scramble both paragraphs and pictures in order to increase the difficulty.

3. Let learners cut out paragraphs and pictures and stick all parts on a sheet of paper or poster.

Tips

1. Matching activities of varying difficulty levels can be used for any chapter of any Easy to Read book.

2. If you know the learners' characteristics well, assign a subtask to each member of the group before starting the cooperative learning activity.

The subtask needs to be easily attainable for the learner. Thus all the groups will work efficiently.

3. If you use the matching activity as a test for evaluation: self-assessment is fundamental.

Before giving feedback, ask learners what they think about the activity by making simple verbal or written questions.

Make learners reflect on their own learning process, on difficulties encountered, on what to do better and how.

When you give feedback, take into consideration the path they have covered, not only the final results.