

Learning basic vocabulary

Book: *Philip on the ship*

Time: 8-10 minutes.

Category: vocabulary in English as a foreign language.

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

Learning activity: playful competition about eight words – seven nouns and one verbal expression – encountered in the first chapter of the book.

Learning objective: learning basic vocabulary of the first chapter of the book through the ludic methodology.

Steps

1. Prepare colourful and attractive slides about the chapter.
2. Divide the class into two groups. Create groups as heterogeneous as possible.

Heterogeneity guarantees that all members of each group can help one another with their different characteristics in order to accomplish the goal.

3. Explain clearly the rules of the activity, tell, display or write on the board. Make sure everyone understands.

4. Display with a projector the learning activity. The task is to guess the correct word by deducing it through the corresponding picture.

There is a different picture in each slide. To help learners, add other scaffolding techniques for each picture, such as first letter and the total number of letters in the word.

5. During the activity, everyone is free to answer whenever they want, by raising their hand.

Each correct word corresponds to one point for the team. The first team which reaches the highest score wins the competition.

6. Show the solutions and reread the sentences of the chapter, in which the words are located; give them a contextualised meaning.

There is no evaluation in this activity in order to decrease learners' affective filter.



Variations

1. Use these slides for testing and evaluation.

Print out the slides and give a worksheet to each learner, who fills it in individually.

2. These slides can be used as a follow-up activity.

Print them out and give a copy to each learner, who fills it in at home.

3. If the English proficiency is higher, avoid the scaffolding techniques and show only pictures.

Follow-up

After this activity, tell learners to create a lexical map related to each word for the next time.

For example, tell them to find, individually or in groups, all the words related to coffee, strawberries or horses.

Let them find the words with any means possible – Internet, encyclopaedias or other books, by asking their parents etc.

Tips

Create authentic, creative, attractive and colourful learning materials that can ignite curiosity and keep learners focused during the whole activity.

The aesthetic layout of learning activities is fundamental to keep them interested and motivated.

