UNEX Developing Written Skills

Title: Word pine tree

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Keywords: # associations, # word tree

Duration: *30-45 minutes. The teacher determines the time, depending on the stages performed.*

Description:

The exercise is based on the search for associations of a pre-selected word. Associations reflect the relationships between objects and events, but if these relationships begin to complement or derive from each other, they will lose spontaneity and immediacy. When there is not enough time for conscious thinking, the subconscious is turned on, and sometimes bizarre and fantastic combinations occur.

The exercise can be individual, measuring the time with a stopwatch or performed in pairs

Objectives:

1. Enriching the vocabulary with associative, often subconscious words

2. Building verbal logical connections

3. Development of associative thinking

4. Development of logical thinking

5. Work under time preassure

Activity(ies) (Stages):

Part One: You need a partner to keep track of time (or a clock with a timer, and sound so you can track the time conditions of the exercise. The duration of the exercise is no more than five minutes. On the left, in the middle of the sheet, write the word – noun in single tense – this is going to be the pine peak. In the first 30-40 seconds, but most importantly - no more than a minute write in the column to the right of the word, as many associations as you can within the time. Once the time has elapsed (at signal) select a word from those already written and write a second column of new associations to the selected word. After submitting a new signal, select a word again, this time from the second column, and write the third column of associations. You cannot repeat words from those already written in the previous columns! By the end of the exercise, you should have a horizontal "word tree". With the help of the words already written, you can move on to the second part.

Second part: (Binomial of fantasy - Gianni Rodari) From selected words from the "Word pine tree" random pairs are made. For example: "letter - reading", "postman - magic", "news - desire", "internet - literacy".

We will consider one of the examples - "internet - literacy". Think of and write down as many phrases as possible from these two words: Internet and Literacy, Internet Literacy, Internet against Literacy, Internet for Literacy,   Literacy from Internet, Literacy in Internet, Literacy as Internet, Literacy like Internet , For internet literacy, From Internet to Literacy, no internet - no literacy ", etc. Try these phrases" to taste them "- say them out loud. Some will clearly remind you of such examples - very often short sayings and proverbs or memorable names of movies and books. You can use these analogies, or you can avoid them. Imagine what is contained in the resulting phrases, what could it be, how is it possible? Extend the phrases from two words to general sentences by answering the clarifying questions, for example: in the phrase "internet and literacy", the pair of concepts are: comparable, logically connected, contrasting, mutually exclusive? Is it possible to get literacy from the internet? Do you need internet literacy? Is there literacy on the internet?

Third part: (verbs and tenses - verbs, as the energy of speech) We will continue working with the phrase "Is there literacy on the Internet?". To give the dynamics of the text, try to find a few verbs describing the processes that took place in the past, occurring in the present or possibly in the future. You cannot repeat words and use an infinitive. Each attempt takes 1-2 minutes. Write a series of verbs: In the past tense - appeared, surprised, took advantage, turned; Present tense: use, it turns out, happens, decreases, scares, interests; Future: will grow, will lead, will guarantee, will increase, will be.

By choosing the verbs, you can feel the hidden logic, the subconscious will tell you. Compose and write sentences with the selected words. They can be chosen arbitrarily, complemented by verbs in imperative or indefinite form (which is easier) or strictly adhere to the sequence (this is more difficult). You can use one of the titles in the previous exercise.

Tips for trainers

The different stages of the exercise may not be consecutive, but at intervals.

Carefully consider the abilities of all students and, if necessary, divide them into groups. Choose a quiet enough time to do the exercise or use an exercise for initial concentration.

List of resources, materials etc.

Stopwatch in case of individual activities, paper, pen.

Evaluation/Feedback

Are students motivated to perform this activity?   Yes / No

Do students cope well with time limits?   Yes / No

Do students cope with the choice of associations and verbs and the correct composition of sentences?

Yes / No