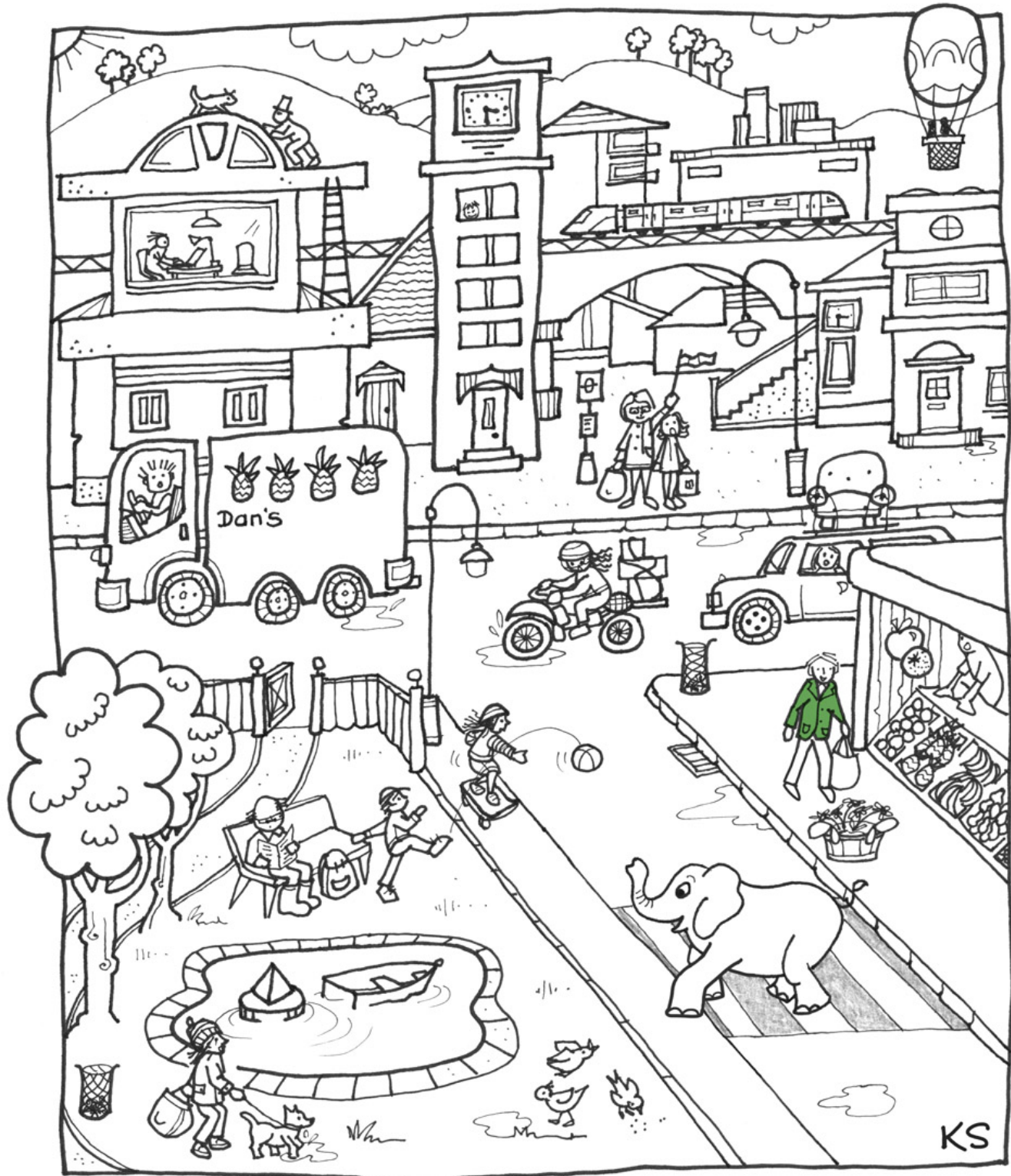


Picture work

city

You could use this picture in a **Starters**, **Movers** or **Flyers** class.



Karen Saxby

Creative teaching material for young learners

Picture work

city

7 ideas for use at **Starters** :

- Ask learners to point to (and perhaps label) the trees, streets, clocks, animals, boxes.
- Ask *How many pineapples / elephants / birds / bags / people can you see?*
- Write the jumbled letters: *i e p n p p a e l* on the board. Say *This is the wrong spelling. You can eat this. What is it?* Practise the pronunciation *PINEapple* pointing out the word *apple* within the spelling and ask *How many pineapples can you see? (5)*.
- Give colouring instructions for the ball, balloon, armchair, sun, dog and boat.
- Review / teach the other Starters fruit words: *banana, coconut, grape, kiwi, lemon, mango, orange, pear, watermelon* and *to buy*. Ask *Can you see the fruit shop? What fruit would you like to buy?* Pairs write a shopping list. Feedback in open class.
- In L2, if necessary, say *You are in this picture. Where are you? Don't tell anyone. This is a secret.* Learners work in small groups and take turns to find locations by asking yes/no prep + noun questions, eg, *Are you in the water/between the elephants/on the truck?*
- Group work: learners complete a Q/A conversation with the woman on the motorbike They can choose the answers. *What's your name? Is your motorbike new or old? What's in those boxes? Where are you going?* Groups role play their conversations in open class.

7 ideas for use at **Movers** :

- Learners point to the person who is kicking, driving, reading, skateboarding and climbing.
- Give colouring instructions for the *bigger and smaller clock, biggest and smallest window* and then to write *fruit* under *Dan's* on the lorry.
- Review / teach purpose infinitive. In pairs, learners then imagine they are on the train, in the car or on the motorbike. Ask *Where are you going? Why?* Feedback in open class.
- Learners write and then place or glue onto the picture little thought or speech bubbles to show what the skateboarder, lorry driver and person working on the computer is thinking/saying.
- Ask *Where's the little fruit shop?* Write *little fruit* on the board. Give pairs 2 or 3 minutes to find new 3+ letter words (no plurals) from the letters (e.g. hop, hot, sit, top, this, lift, shoe, stop, test, trip, forest, trip). Give 1 point for each letter eg hop + forest = 9 points.
- Brainstorm vocabulary for the picture. Pairs then write a 3 or 4 sentence story starting with *The elephant crossed the road and then....* Feedback in open class.
- Learners imagine a cinema here. They create a poster with information about a film.

7 ideas for use at **Flyers** :

- Give colouring instructions for *the bin on the corner of the street, pyramid in the pool, nearer street lamp, wheels of the motorbike*. Then say *Dan, the lorry driver, is a cook. Write 'kitchen' under his name on his lorry*. Then review Flyers jobs eg *waiter, taxi driver, photographer, fire fighter*.
- Using *will* or *going to*, groups imagine 3 things that happen next in this picture.
- Learners write then ask and answer *Have you ever* questions prompted by the picture, eg, *Have you ever seen an elephant / ridden a motorbike ? Yes, I have. / No I haven't.*
- Review / teach time telling. Ask *What time is it in the city?* Learners then take turns in open class to complete a sentence. *At (time) on (day of the week) I usually (verb phrase)*.
- In groups, learners take turns to 'be' one of these people. They say eg *I sometimes... I like wearing... I live here because... I often have to...* Others guess, as quickly as they can, which person they are.
- Review / teach *steps, bridge, railway* and *to follow, to hurry, to borrow*. Pairs invent six sentences, each including one of these words, about the day they visited this city.
- In pairs, learners list 10 things they would like to take a photo of in this city. Then ask them why.