



# GLIMPSES SPEAKING ACTIVITY



## SUGGESTED GENERAL APPROACH

- go over expressions to use
- elicit city descriptions
- students guess object
- students guess which cities
- confirm location
- give feedback
- extra photos & comments
- more speaking



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| <b>1</b> | <b>TARGET LANGUAGE</b> |
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This is optional but you may want to refer the students to the vocabulary handout if you think it appropriate and go over any vocabulary and pronunciation that needs attention. Perhaps you have some other examples that you wish your students to incorporate while exploring and speaking about the pictures.

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| <b>2</b> | <b>SETTING THE SCENE</b> |
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Ask the students what they know of Barcelona (where it is, if there's snow in winter, what languages are typically spoken there (Catalan and Spanish), is it a big or small city). Have they heard of a place called Flin Flon? What images come to mind of a northern mining community in Canada? How might it be different to Barcelona?

You can even set this up for homework the class before. The students check it out on the internet and give a brief description in the following class prior to showing them the pictures. If you have already used one or more sets of photographs in previous classes, then simply prompt the students by asking what they recall of the two cities.

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| <b>3</b> | <b>FIRST TASK: GUESS THEME</b> |
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Clue 1 for Cities 1 & 2 / Then Clue 2

Tell the students that they will see first one set of two pictures, and then another which serve as clues. They have to guess what the theme (object or situation) is. The object (ex: a motorcycle) may be of a slightly different design in the two different cultures. Place the students in pairs and have them look at Clue 1 for the two cities and try to work out what the object might be (while using the target language). After a few minutes, have them now look at Clue 2 for the cities. Remind them to justify their guesses ("It might be X because....").

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| <b>4</b> | <b>CONFIRM 'WHAT'; NOW GUESS WHERE</b> |
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Answer to WHAT

Elicit from the class what the answers are and explain why they think that. Confirm if they've got it right. (You know beforehand by clicking onto **A comment or two**. Don't let them do that yet.) Tell them now to click onto the 3<sup>rd</sup> row of pictures **Answer to WHAT for City 1 and for City 2** and work out which city is Flin Flon (City 1 or City 2) and which city is Barcelona. Again, they should justify their guess and try to use some of the target language. If anyone is familiar with either city ask them to identify which neighbourhood, street or exact location if they can.

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| <b>5</b> | <b>CONFIRM WHERE</b> |
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Answer to WHERE

After allowing them a couple minutes to speak in their pairs, solicit the answer(s) and confirm that they've got it right. Ask them to justify how they knew. Then let them click onto the 4<sup>th</sup> row of pictures **Answer to WHERE for City 1 and City 2**. It should be pretty obvious by now but you can still have them give more justifying examples from these new pictures.

Highlight some good aspects you have heard while monitoring their speaking during this activity, point out some of the vocabulary, pronunciation and possibly grammatical issues that might have come up and make some suggestions for them while using English in future situations.

Have the students click onto the **Extra Photos** and invite them to make some comments or ask some questions. If you like, you can have them also click onto **A comment or two**, read the text and invite them to make more comments / questions. You can end the activity there or go onto a little further work as described below.

The following are some possibilities of how you can extend the activity further, either in the same class or as a follow-up in the next class.

1 In pairs, have the students look at the Extra photographs and

- a) lightly (briefly) describe them
- b) comment on them (possible preferences of the City 1 or the City 2 object, which photographs they like more, how familiar they are with the object or situation, any experiences they have had that are somehow connected to the pictures)

2 This activity involves the students NOT having seen the Extra photos before. (for higher level groups)

- a) Place students into groups of 3. St #1 discreetly looks at one Extra photo but the others can't see it. They have to guess what is in the photograph by asking Yes/No questions (Is it the same red motorcycle? Is the rider popping a wheelie like in the other picture we saw?) St #1 can be very generous in responding to the questions or by occasionally volunteering more hints / information.
- b) After 3-minute time limit, everyone looks at the photo, then a new student chooses a different Extra photo.

3 Guess the picture (for lower level groups)

Place the students into groups of 2 or 3. Only one student can see the Extra photos and describes each of them (and two others) but not in the same order they are presented. When done, the other students have to point out the photos in the same order they were initially described, repeating some of the vocabulary they heard.

4 Speculate

- a) IN PRESENT In groups of 2 or 3 the students choose one of the Extra photos and speculate about the present situation. (ex: The motorcycle looks very new. It's probably her birthday or it might be a present for finishing her university studies.)
- b) IN PAST What happened leading up to the picture? (ex: It must have cost a lot of money. They couldn't have chosen a better bike. It's a Harley!)
- c) IN FUTURE What might happen after the situation in the picture? (ex: She's likely to piss off the neighbours if she keeps revving it up. She had better get some good gear if she's going to take it out for long distances. Do you think she's going to take good care of it?)

5 Create a story

If it's a creative group, let them go for it. If they need some help to get started, look at the suggestions on the next page or come up with your own version. (ex: The bike is hers, but with one catch... **or** She doesn't know it yet, but the bike is stolen.)

6 Discussion

Have a look for some further speaking ideas on the next page or create your own topic for discussion. Encourage the students to get involved and explore the topic as much as possible.

7 Where's Wally?

This requires a little preparation on your part. Go through the photos that will be presented today and make a list of objects that might be seen in the margins or are slightly hidden. Give the list to each group and have them search for those items.

8 Can you remember?

Students in pairs. St#1 carefully studies one photo for 30 seconds. Then from memory tries to describe as much as s/he can. St#2 listens while looking at that photo and occasionally helping out. Then change roles.



## GLIMPSES SPEAKING ACTIVITY



### SUGGESTIONS FOR DISCUSSION TOPICS AND POSSIBLE STORIES

G1 Gas stations

**NOTE: Every time a new themed set of photos is added, this Teacher's Guide will be modified to include the corresponding speaking suggestions.**

| G1 | Gas Stations | STORIES & DISCUSSIONS  |
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| •  | DISC         | Do you think cheaper and more ecologically-friendly alternatives to fossil fuels have been around for a long time?               |
| •  | DISC         | What would happen if we run out of petroleum in the next 10 years? How might it affect the world?                                |
| •  | STORY        | There is a big conspiracy with all the oil companies and something is just about to happen.                                      |
| •  | STORY        | A new invention is out there and the oil companies are trying to stop its release because it will mean the end of their revenue. |