

Picture Stories Please

Intermediate

Example from:



EARTHQUAKE



JACKPOT

TREASURE

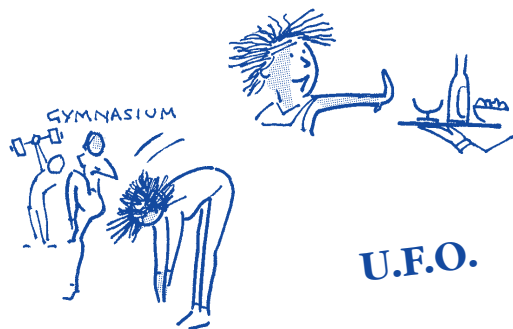
GLOBETROTTER

MOST EXPENSIVE HOLE?

TANKER

HONEYMOON

TRACKSTAR



ROCK GROUP

U.F.O.

Mark Fletcher

ISBN 1 898295 46 8



PICTURE STORIES PLEASE

Picture Stories Please topics link easily to News events – some serious e.g. (Earthquake, Tanker), some light hearted e.g. (Honeymoon, UFO) some informative e.g. (The most expensive hole?). All of the stories are interesting in themselves and stimulate discussion. The activation material gives plentiful language input and opportunity for controlled practice.

The picture stories are ‘open-plan’ to encourage students to see the stories as a whole and not just a series of boxes, and each one has a ‘missing picture’ to encourage speculation and learner contribution.

Suggested approach

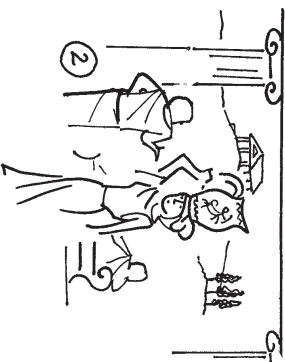
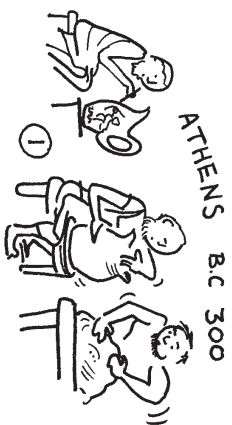
Example from:

- i) The material is ideal for pair or ‘small group’ work. **Photocopy** sides A B and C of the chosen story.
- ii) Do some **context setting** to introduce the subject. If you’ve chosen the ‘Athlete’ story because of a current sporting event, for example, this will be very easy.
- iii) Students go through the pictures in groups, working together to **build up the story** by pooling their knowledge. Each group decides (and draws) their idea of the ‘**missing picture**’.
- iv) With the side B page, check comprehension of the given **vocabulary** – and compare the students’ version of the ‘missing picture’ with the actual.
- v) The ‘Questions’ section provides one opportunity to recycle the new vocabulary. ‘**Tell the story**’ provides another, and can be an oral or written exercise.
- vi) By now the students will be reasonably familiar with their own version of the story. Next they can **listen** to the master version on the cassette (or read by the teacher) firstly in very simple language, then told again at a good Intermediate/Advanced level. Because of the preparation they have done they will be able to **understand** this much more demanding version – and the scripts are available (side C) for further support. As the students listen they should **pick out** three interesting phrases which can be incorporated into their existing version and used in the ‘Interviews’ to come.
- vii) ‘**Interviews**’ is a communicative exercise which transforms narrative into dialogue. Allow a reasonable time (5-10 minutes) for students to prepare their conversations, then listen to several of them. Encourage the students to use the ‘Brain-friendly’ tip and **visualise and dramatise** their interviews.
- viii) All the topics raise issues “to talk about” either as a class **discussion** or in groups.
- ix) Listen to the **cassette interviews**. These either add information or throw a different light on the story. The questions target this aspect. The text of the interviews is also given on Side C.
- x) The ‘**Activity**’ is a freer development emerging from the topic. Most are team tasks which will involve some brainstorming and the production of a list of ideas/a picture/an advertisement etc. for comparison with other groups.

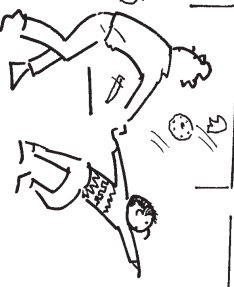
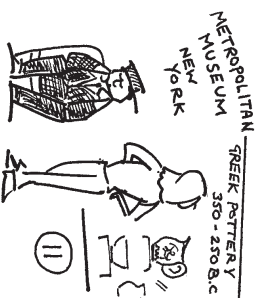
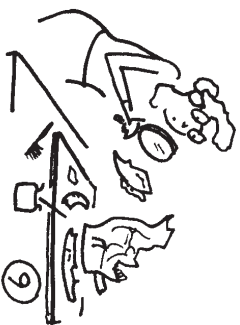
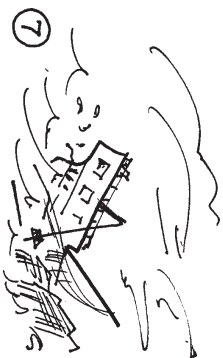
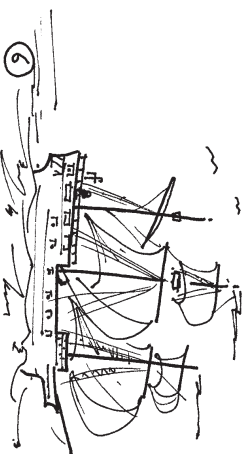
Of course, this procedure is only one approach to the material (students could, for example, listen to the cassette versions first). Look through what is offered on Page B of each story and plan your own ‘menu’.

The Metropolitan Museum in New York has a superb addition to its priceless collection of Greek vases. At an auction in London two months ago it bought a vase with a very interesting history...

PICTURE STORIES PLEASE



WHAT IS THE MISSING PICTURE?



Example from:

Mark Fletcher

PICTURE STORIES PLEASE

1. Vocabulary

- 1 a potter
clay
a potter's wheel
- 2 a vase
- 3 the grape harvest
- 5 a trader, a merchant
- 6 a sailing ship, a galleon
- 7 a shipwreck
- 8 a diver, seaweed
- 9 to restore, to fit the pieces together
fragments
- 10 an auction, an auctioneer
to make a bid
- 11 on display

2 Questions

- How was the vase made?
Did the merchant pay a lot for it?
What condition was it in when the diver found it?

Did you guess the missing picture?



3. Tell the story in your own words

4. Listen to the story text. Write down 3 useful phrases.

5. Interviews – prepare a short conversation with

- a) the merchant
- b) a young visitor to the museum

Example from:

6. To talk about

Rich and powerful countries have taken by force – or bought cheaply – thousands of art treasures. These should be returned to their country of origin.

7. Listen to the cassette interviews

- a) What did the merchant pay for the vase?
Why didn't he save the vase?
- b) Is this the best vase the young visitor has seen?

8. Activity – the Auction

You have five interesting objects to auction. They are:

- 1) Roman helmet and sword
- 2) Mexican gold dish
- 3) Chinese jade statue
- 4) 15th century painting
- 5) famous diamond necklace.

BRAIN-friendly tip:
Bring in objects to represent these things. Build up the auction room atmosphere.



In groups, create a description and 'history' for each. Hold an auction for each object. All players have £1000 to spend but can combine their money to make higher bids. Four of the objects are genuine and will double their value in one year. One of the objects is a reproduction. The 'auctioneer' decides which is the reproduction – but does not tell the bidders until after the sale!

PICTURE STORIES PLEASE

Story 1

In Athens, in the year 300 BC, a potter made a beautiful vase. It was for carrying water or wine in the house of a rich man. About 2000 years later some workers found the vase in a field on their farm. They sold it to a merchant. The merchant's ship sank and the vase went to the bottom of the sea. Last year some divers found it. It was broken. An expert mended it. Two months ago it was sold at an auction for £150,000. Now it is in the Metropolitan Museum in New York.



Story 2

About the year 300 BC, an expert Athenian potter made a beautiful vase. It was used for carrying water or wine in the house of a wealthy nobleman. Time passed, and the vase was lost. About 2000 years later it was rediscovered by workers harvesting grapes in a vineyard. Miraculously the vase was undamaged, and it was eagerly bought by a merchant for a trifling amount. Unfortunately during the sea voyage the galleon was shipwrecked and the vase, together with the rest of the ship's contents, sank to the bottom of the sea. Last year it was found, badly damaged and covered in seaweed, by a team of divers exploring the wreck. An expert restorer has painstakingly pieced the fragments together and the distinctive 'centaur' design is almost as good as new. Bidding was brisk at an auction two months ago and the vase was finally purchased for £150,000. It is now on display in the Greek Pottery Gallery of the Metropolitan Museum of New York.

Example from:

Interviews

a) with the Merchant

Interviewer: How did you find the vase?

Merchant: Some peasant farmers brought it to me and I recognised at once that it was a valuable work of art.

Interviewer: How much did you pay for it?

Merchant: It was a fair price. I gave them enough for a very good dinner!

Interviewer: When was the last time you saw the vase?

Merchant: I was actually looking at it in my cabin when the ship struck a rock and started to sink. In the panic to get out I could only carry the vase or a chest of gold coins. I took the coins of course. I suppose the vase went to the bottom. What a loss!

b) with a young visitor to the Gallery

Interviewer: What do you think of the Greek Pottery exhibition?

Young visitor: It's really boring. Hundreds of these old pots. They're all the same.

Interviewer: Did you know that the museum has just paid £150,000 for this vase?

Young visitor: That's incredible! I bought my mother a vase for her birthday. She puts flowers in it. It cost £5!

Interviewer: But this one is more than two thousand years old.

Young visitor: That's what makes it even more ridiculous. The vase I bought was brand new- and the colours are much nicer.