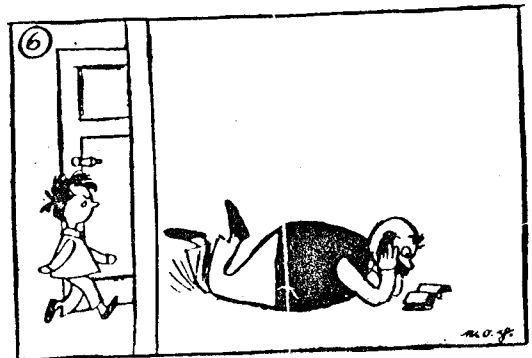
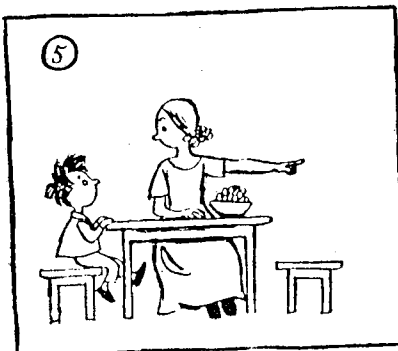
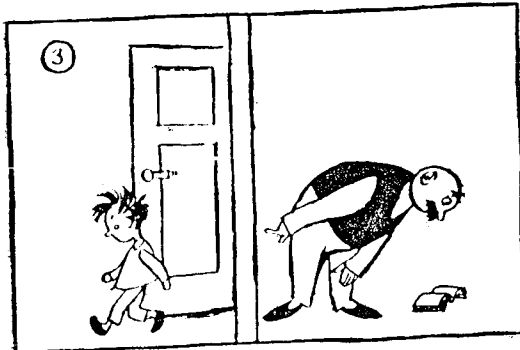
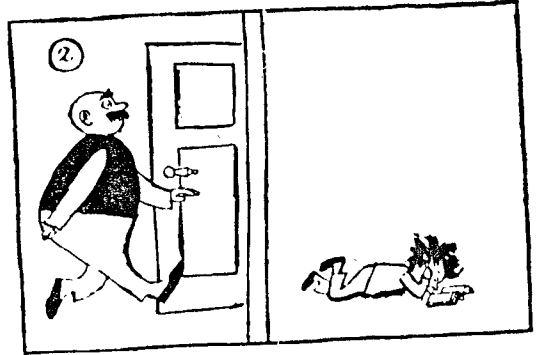


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R. S. Berry:

PICTURE COMPOSITION EXERCISES FOR ELEMENTARY / INTERMEDIATE STUDENTS



These exercises are intended primarily to help students develop their ability in extended speaking and/or writing. It is not suggested that all of them need be done, nor that the same order be followed, although the exercises have been designed with the planning of a lesson in mind.

A) Induction, oral. Questions requiring only short answers.

- 1) Where are Mr and Mrs Flim? (the choice of name can be left to the students) (Picture 1)
- 2) What's on the table? (Picture 1)
- 3) Where's Jimmy? (Picture 2)
- 4) What is he doing? (Picture 2)
- 5) What is Mr Flim looking at? (Picture 3)
- 6) What are they waiting for? (Picture 4) etc.

B) As for A), but requiring longer answers.

- 1) Why can't they start eating in picture 1?
- 2) How do you think Mr Flim feels in picture 1?
- 3) What is happening in picture 2 and picture 3?
- 4) What differences can you see between picture 5 and 6?
- 5) What is Mrs Flim saying in picture 5? etc.

C) After the two previous exercises, the students could be asked to tell the story in their own words, using any vocabulary that may have arisen.

D) Listening comprehension. The following text could be read out or played on a tape recorder once or twice, if necessary in parts.

It was dinner-time in the Flims' house. Mr Flim, who liked food very much, was sitting at the table, waiting to start.

»That looks good«, he said to his wife. »Let's start.«

»Not yet«, his wife said. »Jimmy isn't here.«

»Well where is he?« Mr Flim asked impatiently.

»He's in the sitting-room, reading.«

Jimmy, their son, liked books as much as his father liked food, and he often forgot about meals. Mr Flim called him, but there was no answer.

He got up and went into the sitting-room. Jimmy was lying on the floor, looking at a book.

»Come on! Dinner's getting cold«, said his father angrily. Reluctantly, Jimmy stood up and went into the dining-room. But his father didn't follow him. His wife and son sat and waited until the food really was cold.

Still he didn't appear. Finally, Mrs Flim told Jimmy to go and look for him. He found him in the sitting-room, lying on the floor, reading the same book. Why? Because it was a book about food!

Questions.

- 1) What did Mr Flim like?
- 2) What did Jimmy like? More than his father liked food?
- 3) Who said: »That looks good.«? and »Not yet.«? etc.
- 4) What did Mrs Flim tell Jimmy to do?
- 5) Why did Mr Flim start reading the book?
- 6) Did Jimmy want to stop reading? How do you know? etc.

E) Structure, oral/written.

The teacher should place an example on the board, practise it, and then the students should use it as a model to form other sentences.

- 1) Mr Flim was in the dining-room. He was waiting for his dinner.
Response: Mr Flim was in the dining-room, waiting for his dinner.
- 2) Mrs Flim was standing by the table. She was telling him not to begin.
- 3) Jimmy was lying on the floor. He was looking at a book.
- 4) The food was on the table. It was getting cold.
- 5) They sat at the table. They were waiting for him to return.
- 6) Jimmy found him. He was lying on the floor. He was reading the same book. etc. this can be extended by using flash-cards of other situations.

F) Structure, oral/written.

Procedure as with E).

- 1) Mr Flim asked where Jimmy was. He was impatient.
Response: Impatiently, Mr Flim asked where Jimmy was.
- 2) Jimmy stood up. He was reluctant.
- 3) He told Jimmy to stop reading. He was angry.
- 4) Jimmy went into the dining-room. He was unhappy.
- 5) They sat and waited. They were patient.

G) Listening comprehension. A part of the above text can be selected and read out to the students, stopping at various points for the students to supply the following word or words e. g.

Reluctantly, Jimmy stood _____ and went into the _____. But his father didn't _____. His wife and _____ sat and _____ until the food really was _____ etc.

H) Written reconstruction, using cues (perhaps as homework). This also tests the structures practised in E (and F).

reluctant /Jimmy/ up /went/dining-room/ /father/not/follow/ /wife/son/sat/
/waited/until/food/cold/ /still/not/appear/ /finally/told/go and look/ /found/
/sitting-room/lying/floor/reading/same book/.