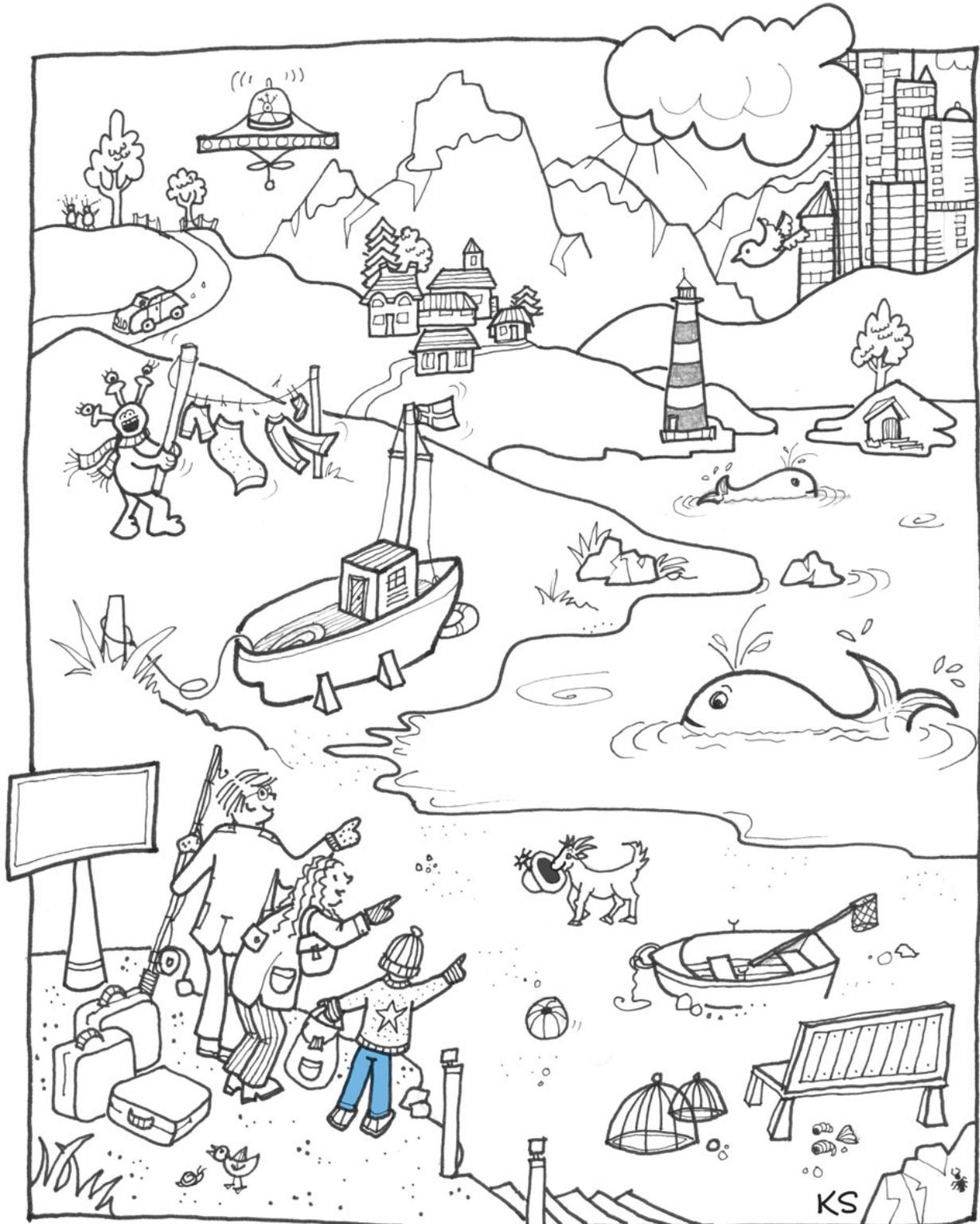


Picture work

# Whales and aliens!

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



## Picture work

# Whales and aliens!

### 7 ideas for use at **Starters** :

- Learners point as you say *Where's the car, goat, board, ball? Where are the shells, people, small houses, mother's trousers?* They then label these parts of the picture.
- Pairs draw something else in the picture, e.g. a balloon / chair. Ask *What is it? Where is it?*
- Ask learners to try to find 6 things that start with 's' (sand, sea, shoe, shell, sock, sun) and 6 things that start with 'b' (bag, beach, boy, bird, ball, boat).
- Write on the board: *flying, pointing, smiling, eating, swimming*. Can learners write sentences about the picture using these verbs? Best in pairs. Walk around and help with vocabulary.
- Ask *What is the father, mother and boy saying?* OR *What are the alien, duck and goat saying?* Learners decide. Accept any answers that could be right.
- Practise prepositions. Ask *What's in the sea / in the boy's hand, on the boy's head, behind the alien* etc. Encourage learners to imagine answers if they can't actually see anything.
- Ask *What's blue here?* (the child's jeans). Learners colour five other things in the picture. Learners feedback in open class, e.g. *In my picture, the boy's hair is red.*

### 7 ideas for use at **Movers** :

- Give colouring instructions for *the smaller whale, the towel, the father's coat, the island, the seat, the rock in the sea, the larger bird, the snow on the tallest mountain.*
- Groups think of answers to questions about the family e.g. *What are their names? How did they get here? What do they want to do in this place?*
- In pairs, learners write an imagined six-line conversation that the family might be having.
- Review / teach *snail* and *beetle*. Ask *Where are they? What are your favourite animals?* Learners choose 5 and then list them in order of size. Feedback in open class.
- Ask *Would you like to do here? What would you like to take a photo of? / Why / not?*
- In pairs, learners choose something to write on the notice and, imagining they are here, write a postcard or text message about their day to an imagined grandparent or friend.
- In pairs or small groups, learners imagine this is a picture from a book called 'The Alien and The Blue Whale'. They write the first paragraph of the story. Groups read out their paragraph. You could then develop the story in open class.

### 7 ideas for use at **Flyers** :

- Give colouring instructions for *the suitcases, the child's gloves, the flag, the steps down to the beach, the spaceship, the lowest skyscraper and write 'no fishing' on the board!*
- Groups think of answers to questions about the family e.g. *How did they travel here? What are they going to do next? What kinds of things do they enjoy doing? What does the family / learners know about whales?*
- Learners imagine they are in this place. What can they hear, see, smell and feel?
- Pairs think of 5 questions to ask the alien that's wearing the scarf. Pairs swap Qs and write imagined answers. Feedback or role play in open class.
- Learners write a diary entry that was written by the alien that day.
- Review / teach the verbs *to explore, build, invent, disappear, push, hurry and visit*. Pairs write 6 sentences that contain these verbs.
- Tell learners to imagine this is a picture from a story. In open class, they tell the story. Prompt with e.g. *What happens next?* Make sure everyone adds at least one phrase to the story. Learners could write up a shorter version of the story for homework.