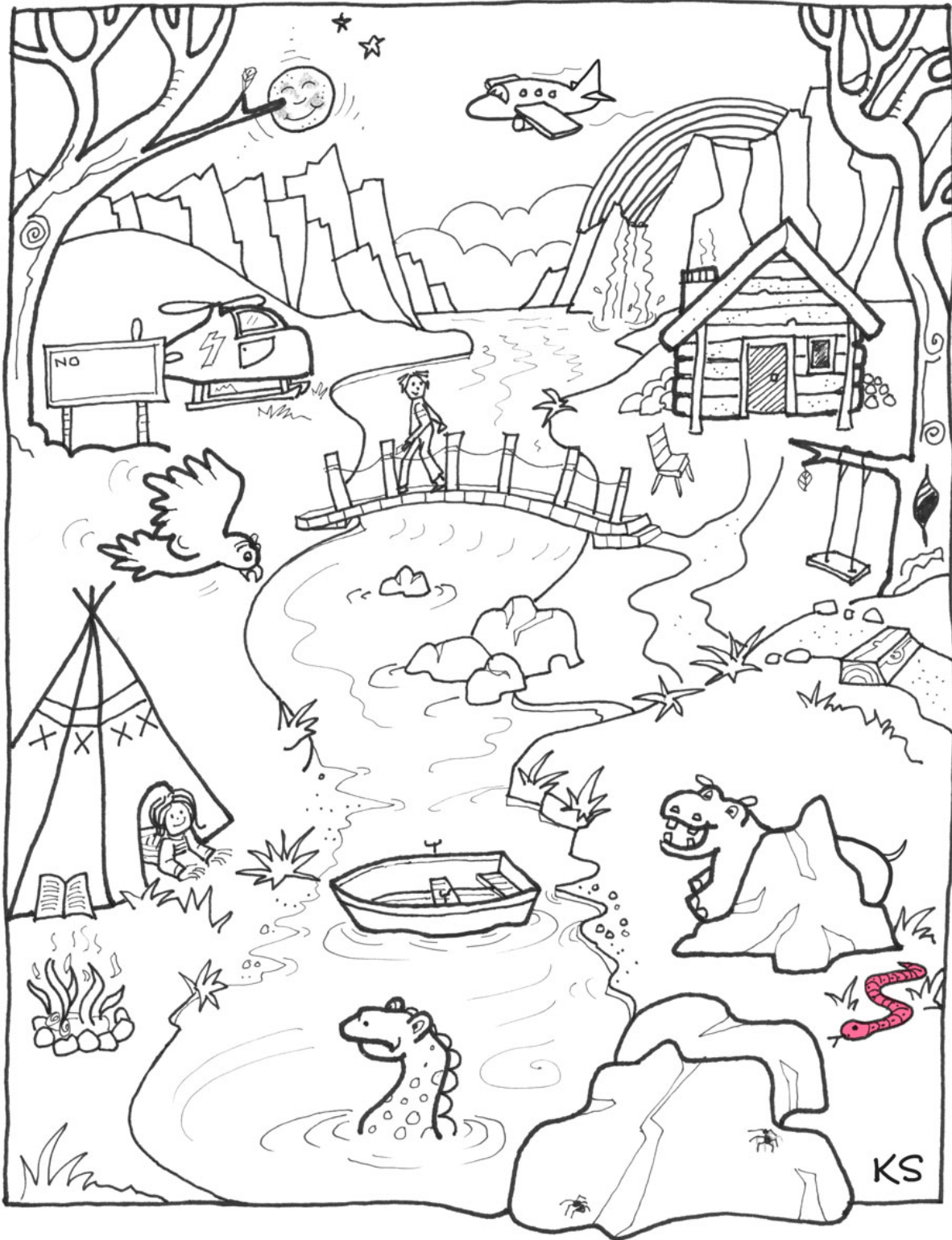


Picture work

river

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



Picture work

river

7 ideas for use at **Starters** :

- Give colouring instructions for the *boat, house, monster's head, book and plane*.
- Say *Ten things in the picture have five letters in their words. Can you find some of them?* Learners work in pairs. Ask *How many have you got?* Each pair writes one word on the board eg *cross, board, chair, mouth, snake, water, house, hippo, plane, child*.
- Learners make *yes* and *no* cards. Say *There are two people. You can see the sun. The hippo's mouth is closed. The plane is flying.* Learners show their *yes* or *no* card.
- Write jumbled spellings on the board for *bird, window, spider* and *helicopter*. Say *These things are in the picture. What are the correct words?* Pairs write the correct spellings.
- Point to the plane, boat and helicopter, then ask learners for other things we can travel in. Starters wordlist: *bike, bus, car, lorry, truck, ship, train*.
- Group work: learners complete a Q/A conversation with the girl in the tent. They can choose the answers. *What's your first / family name? How old are you? Where do you live? What do you like doing / eating?* Groups role play their conversations in open class.
- Write on the board *It likes / doesn't like... It is / isn't ... It has got a ...* . Learners complete invented sentences about the hippo and the river monster.

7 ideas for use at **Movers** :

- Give colouring instructions for the *moon / parrot / rock in the middle of the river / roof of the house*. and say it's dangerous to swim here. Write *swimming* on the board under *NO*.
- Review / teach *tent* and *bridge* then ask: *What is the book that is next to the tent about? Why is that person crossing the bridge? What is the parrot saying to the river monster?* Pairs write imagined answers and then read them out in open class.
- Learners imagine they are also standing on the bridge. *What can they see and hear?*
- Review / teach *waterfall, rainbow, cloud* and *star*. Learners write a sentence that includes each word. These can be invented or about the picture, eg. *There are two stars in the sky.*
- Say *A moon and a rainbow. Is this OK? Why not?* Revise Movers weather vocab: *ice, sky, cloud/cloudy, rain, snow, wind/windy, cold, hot*. Ask *What's the weather like today?*
- Ask *Would you like to have a holiday in this part of the world? Why / Why not?*
- Learners imagine they are here and write a message to a friend about their adventure.

7 ideas for use at **Flyers** :

- Give colouring instructions for *the swing, dinosaur, stripe on the tent, step on the path behind the hippo* and tell learners to write *camping* on the board under *NO*.
- Learners imagine they are by the tent. *What can they see, hear, smell? How do they feel?*
- Pairs choose ten things to take in a rucksack to this place. Walk around and help with vocab / encourage dictionary use (eg torch, sun cream, phone, spoon, pyjamas!)
- Learners take turns in groups to 'be' something / someone in the picture eg the hole in the tree, the hippo's teeth the moon. Others ask yes/no questions to identify the answer.
- Ask *What could you do in this strange part of the world?* Learners list activities eg *climb mountains, explore caves, play on the swing, jump off the bridge, learn about the animals.*
- Review / teach *path, stone, rock, cave, stream, wood, fire, view*. Pairs invent four sentences including some of these words about a day that they spent here.
- In small groups, learners then write a short story about this place (40-50 words). It could begin with: *It was a very strange place. We could see the moon AND a rainbow*