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Zu unserer Folienbeilage

Friederike Klippel

At the market

The transparency shows a market scene in a small town. Different stalls sell fruit, household goods, clothes and fish; people come to buy and browse, to entertain or relax. The picture is one of those “Wimmelbilder” where you can let your eyes wander and where you will discover something new each time. Therefore pictures like this one or like *At the museum* (see ENGLISCH 3/89) provide material for a great number of different activities at various levels of foreign language proficiency.

Because *At the market* is the same type of picture as *At the museum* the four activities described in ENGLISCH 3/1989 (*Looking through the hole*, *Similar words*, *Kim’s game*, *Ten minutes later*) can be used with the market scene as well. The following suggestions therefore are additional teaching ideas for transparencies and pictures of this kind and may likewise be applied to the museum transparency.

Teaching hints

The teaching suggestions below are not meant to be a programme to be worked through with one class but rather a collection of ideas to be tried out with different classes.

1. Word collection

The transparency shows very many different activities. Because the picture “freezes” this particular moment at the market, it lends itself to practising the present continuous. Thus pupils working in pairs or groups could try and write down as many activities as they can identify. This may be done in lots of different ways: as a list of ing-forms, e.g. *sitting*, *selling*, *watching*, *talking*, *pulling* etc.; as complete sentences; as a sentence completion exercise prepared by the teacher, e.g. *Two boys are... One child is... Two women are...* etc. Pupils are encouraged to look up words in a bilingual dictionary.

The teacher might like to introduce an element of competition by asking several groups to work on the same task. When the results are compared at the end, only those sentences or words count which have not been used by another group. In this way pupils will attempt to find less obvious activities or write more complex or unusual sentences, so that they won’t be duplicated by the others.

2. How many?

The teacher prepares a fair number of questions about the picture which all start with *How many...*, e.g. *How many different kinds of fruit are there? How many animals? How many vehicles? How many shops?* These questions are written on individual cards. The class is then divided into two teams. The teacher shuffles the pack of question cards. He or she reads out the first question for Team 1, who have 20 seconds to look at the transparency and find the answer. If Team 1 has not answered the question correctly in that time, Team 2 gets the chance to come up with the answer in a further five seconds. If nobody answers correctly, the question is put at the bottom of the pile. The next question is then for Team 2 to answer first. When all questions have been put, correct answers per team are counted. This question game may also be played in groups with an enlarged photocopy of the picture for reference.

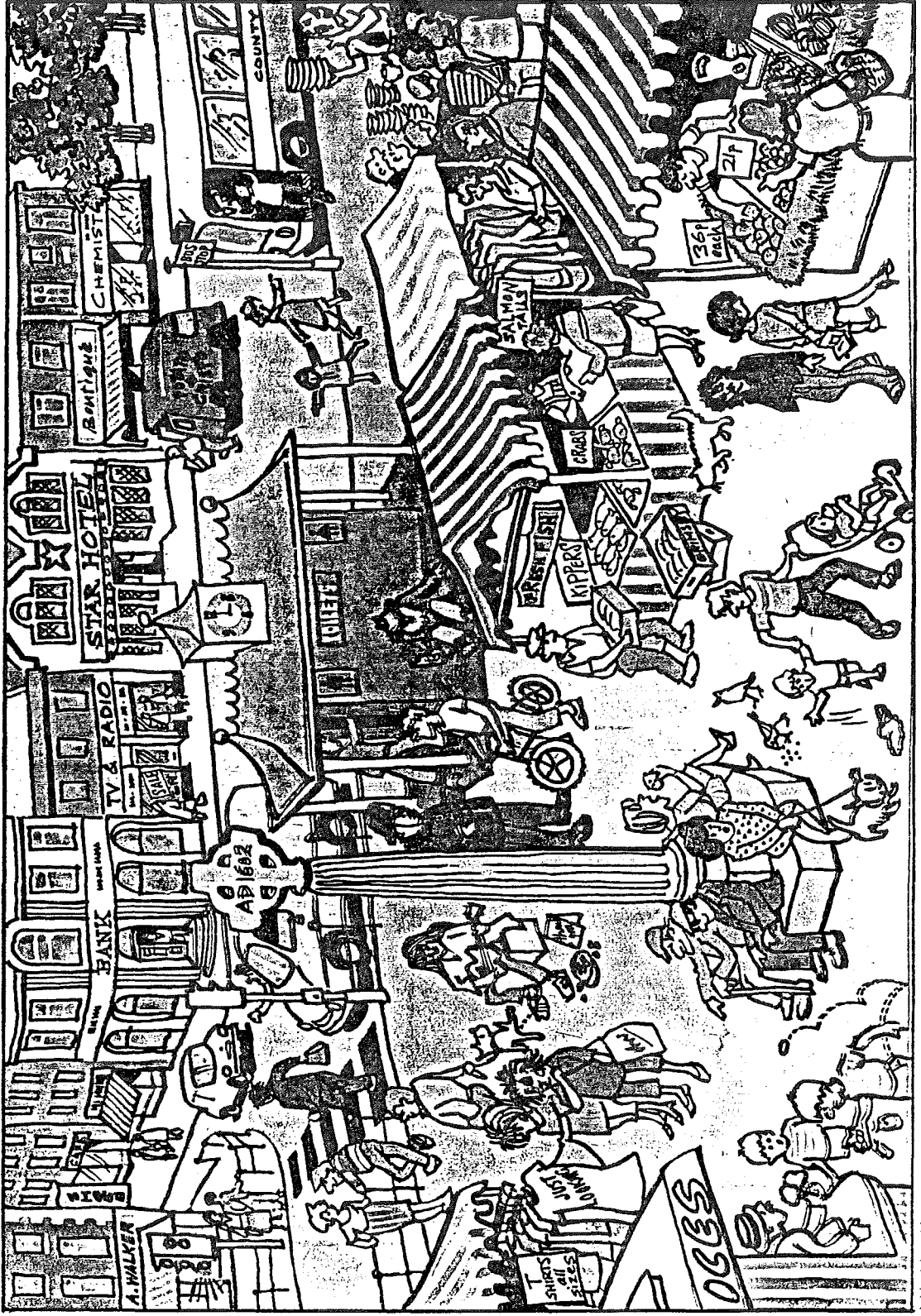
3. People talking

Pupils work in pairs or threes. They pick two or three people from the transparency and work out a dialogue or conversation between them. They may choose people who are actually talking to each other in the picture or others who might eventually talk to each other, like the policeman and the tramp, or the busker and the dog owner. They then perform their conversation in front of the class. The others guess which characters in the picture are speaking in this role-play.

4. Asking questions

A photocopy of the transparency is stuck to the centre of a large sheet of card or paper so that there is a wide white margin around the picture. Two prepared picture sheets like this are needed. The teacher explains the task. Each pupil should look at the transparency and think of a question about something or someone in the picture that he or she would like to ask. The answer to the question should not be obvious, it might even be pure speculation. So a question should not be *What is the woman by the fruit stall wearing?* which everyone looking at the picture sees immediately, but rather *What kinds of fruit did the woman buy?* or *Will the woman near the fruit stall give the guitar player some money?* When everyone has thought of at least one question, the teacher hands out the two prepared worksheets. All the pupils on one side of the classroom write their questions on one worksheet, those on the other side

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use the second one. The first pupil draws a straight line from the thing or person in the picture that his or her question is about to the margin and then writes her/his question there. Some space should be left for the answer(s). The worksheet is passed on in each group and each pupil adds her/his question(s) in the same manner. At the end of this step between ten and twenty questions about the picture are scattered over the margin and are connected by lines to the things they refer to. Now the worksheets are exchanged between the two groups in the class, and each pupil in turn jots down her/his answer to one or more questions – preferably in a different coloured pen – in the space left in the margin. In the end all the questions on both worksheets will have been answered. Of course, some answers may be pure guesswork and introduced by *I think ...* or *I feel ...*. Both completed worksheets are displayed on the wall or board and questions and answers are read out and talked about in class.

(Folie: ROY SCHOFIELD)