The students using the image to make the meaning clear.

Point to objects in the picture and elicit the words from the students, or present vocabulary words to students. Use the photos to introduce, practice, and reinforce vocabulary. Point to objects in the picture. Ask students to choose the best title for the picture. Have students ask yes/no questions to determine the picture you are thinking of. Similarities: Choose a picture with people in it. Elicit information about the situation and ask students to identify the similarities that are not repeated by the other groups. Variations: Finish the activity. Add the lines on the blackboard. Variation (Small Classes): Write the opening line on the blackboard. Ask students...

**Vocabulary**

Use the photos to introduce, practice, and reinforce vocabulary. Point to objects in the picture and elicit the words from the students, or present vocabulary words to the students using the image to make the meaning clear. To practice or introduce vocabulary, ask students to point at the part of the photo that relates to the vocabulary. Ask yes/no questions while pointing to parts of the picture. Students answers...
pictures are a very useful tool for language teaching and learning. They bring life and realism to lessons and motivate learners to produce language. Additionally, the images can be used as a point of departure for using the images in the classroom. The activities are general enough to be used with students of various ages. By using pictures, the teacher can guide the students in each of the activities, it is a good idea to provide a model for the students before starting the activity for use in larger classes, and the study material makes them functional for hands-on activities. The images are also appropriate for display.

**POSSIBLE ACTIVITIES**

The activities suggested in this Project File are to give instructors a point of departure for using the images in the classroom. The activities are general enough to be used with students of various ages. By using pictures, the teacher can guide the students in each of the activities, it is a good idea to provide a model for the students before starting the activity.

**Biographies**

Intermediate/Advanced Classes: Ask students to make up biographies of the people in the pictures. The biographies can be short or long, and students should be encouraged to be creative. Students can be asked to write the biographies and either perform them or type them up. Each biography should mention age, family, occupation (work or school), interests, and hobbies.

Variation: Each student or group of students can work on creating biographies for different pictures. Biographies could then be matched to the pictures through a speaking/listening or reading exercise.

**Captions**

Have students match captions to photos or vice versa. This activity can be used with most, if not all, of the images in the collection. For each of the activities, be sure to provide students with an inventory of what they can include in their captions.

**Categories**

Intermediate/Advanced Classes: Have students sort the pictures into different categories. The students could then be asked to sort the pictures, and that they will need to negotiate with each other to decide on the categories they wish to use (e.g., young children, pictures without a focus on the categories). The students could then be asked to write the captions for the pictures, and what they think happened before, or what they think will happen. Variations: Each student might create a caption (instead of setting it up). Give them a few moments to make notes and organize their thoughts after looking at the pictures.

**Physical Description**

Intermediate/Advanced Classes: Put the pictures in the front of the room where everyone can see them. Give each group a number and assign each picture to a student by number. The students should not know which picture the other students are describing. Describe the picture in complete sentences or in lists. If in writing, descriptions can be displayed around the room for students to circulate and read. Students guess which picture from their descriptions. Students could also write sentences and paragraphs about a profession represented in the picture.

**Prepositions**

Students look at the picture. The students describe the picture to their partners or group. They then write down their description of the picture in complete sentences. The group can explain how the objects or people relate to one another (e.g., The man is talking in front of the people. The woman has a red cap on her head. There are two bottles of water on the table.)

**Professions/Jobs**

Intermediate/Advanced Classes: Present and review professions/jobs that are illustrated in the pictures. Present and review professions/jobs that might relate to the content of the picture. Students could also write sentences and paragraphs about a profession represented in the picture.

**Presentation**

Intermediate/Advanced Classes: Present and review professions/jobs that are illustrated in the pictures. Students could also write sentences and paragraphs about a profession represented in the picture.

**Round Robin Story**

Intermediate/Advanced Classes: Present and review professions/jobs that are illustrated in the pictures. Students could also write sentences and paragraphs about a profession represented in the picture.

**Round Robin Story**

Whole Class: Tell the students you are going to describe a picture to them and they are to draw a line to the story and pass the paper on to the next person. Each student adds one line to the story and passes the paper on to the next group. Large Classes: Prepare one piece of paper for each group. Ask each group to work together and add one line to the story. When they are finished, the groups pass the papers to the next group. General Instructions: All of the stories should have the same number of lines. Students should not know which student is to use the story (the student in the group who writes the final line reads the story out loud).