

### Warm up

Ask students why images are an important part of reading comprehension. Discuss and check their understanding of how an image can help the reader by stimulating and directing their thoughts about a topic before they read.

### Using the Factsheet

There are three possible ways to use the Factsheet:


- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

### Theory to practice

Discuss the image and the questions about it with the class. There are a number of ways students might interpret the image; brainstorm their ideas – and their reasons for them – on the board. Then get students to read the text quickly. Ask them whether the discussion about the image helped them to understand the text. Were their ideas correct? And do they agree with the points made in the text? Can they think of, or find, any other images that might accompany this text?



### Using the Worksheet

#### Practice

- 1 **You are going to read a text called 'Fishing – a changing life'.**
  - Elicit suggestions as to the subject matter of the text. Explain that, before they read the text, students will be looking at images from the text for further clues about it.
- 2  **In pairs, look at the images below that go with the text and write four questions about the images.**
  - Ask students to look at the images in pairs and write four questions about them. Refer them to the list of *Wh-* question words on the Factsheet. If students are unsure, work together with the class to write a few examples first.


#### Possible answers

What type of boat is it?  
Where is it?  
Why is the boat on dry land?  
When was the picture taken?

- 3  **Compare your questions with another pair and choose the best four questions.**
  - Get each pair to join with another pair and to agree on the four questions they think are most interesting or useful for interpreting the images.
- 4  **Answer the four questions.**
  - Ask students to work together in their groups to answer the questions they have written. Circulate to listen to and help with discussions as necessary.
  - Elicit a few questions and students' ideas about the answers. Discuss as a class, but don't insist on any right or wrong answers at this stage – there are obviously different possible ways of interpreting the pictures, and the aim here is to get ideas flowing.

#### Possible answers

What type of boat is it? It looks like a fishing boat.  
Where is it? Perhaps in a town where no one lives any more.  
Why is the boat on dry land? Maybe a lake or a part of the sea has dried up.  
When was the picture taken? The picture is black and white, so perhaps it was taken a long time ago.

- 5**  **In pairs, discuss your personal interpretation of the images and what you think the text might be about. Put your ideas here:**

- The idea here is that students note down and develop their ideas from the group discussion.

- 6** **Now read the text and note down the central point. Is it in your list above?**

- Have all students read the text and identify the central point, checking if it is on their list.
- Check this central point at class level.

**Answer**

The fishing industry is dying.


- 7** **Now read the text again and answer these questions.**

- Ask students to read the text again and answer the three questions
- Ask them to peer-check the answers, with a final check at class level.

**Answers**

- a** Because of lack of fish due to larger boats from other areas fishing in the local seas.
- b** Loss of jobs and incomes.
- c** By starting new businesses and other projects.

## Reflect

- 8**  **What have you learnt about interpreting images? Make some notes here and discuss them in groups. Be ready to present them to the class.**

- Ask students to discuss in groups what they have learnt about interpreting images. See if they can make a list of key points. Ask some groups to nominate a spokesperson to present their ideas at class level.

## Learning outcome

By the end of the lesson, students should be able to demonstrate that they can use image interpretation to help their reading comprehension.

## Ending the lesson

- If there is time, choose any reading text you have already covered in C21 and ask students to draw or describe an image that might accompany it.
- Do a little Factsheet reflection and discussion to wrap up the class.