

Key concepts in Speaking

1. Interpreting Pictures / Charts
2. Presenting your groups views
3. Role play

Interpreting Pictures

A picture is worth a thousand words – A visual image conveys a lot more than pages of information. But at times they also are capable of communicating misinformation, especially if it is not interpreted properly. Interpreting images is a visual literacy skill and students need practice in improving this skill. Reading a photograph or any visual image presents a unique set of challenges. Students can be trained to respond to pictures, evaluate and decode them with a set of wh-questions.

- What / Who is in the picture?
- What is happening in the picture?
- What do you think must have happened?
- Where do you think this must have happened?

These questions are based on the visual image which students see. To go to next level of comprehension, questions starting with why can be asked. Like

- Why do you think photographer has taken the picture at this moment?
- Why was this scene recorded by the photographer?

These are higher order thinking skills and encourages viewers see the picture from photographer's point. And it makes them think what has been included and what has been excluded.

Example: A photograph taken during a war torn country of a man with folded hands and tears in eyes evinced a very strong reaction among viewers. But when the other side of the same picture showed a guy giving him food packet changed the whole story. Based on the early picture, viewers felt that the person in the photograph was begging for his life. But the other view showing a guy extending a food packet showed it was tears of gratitude. So pictures do tell a story but may not always be correct.

Activities

1. Look at the following pictures and discuss what you see in them and try to describe these pictures. You can use the worksheet given below the pictures for decoding them.





Picture Description Worksheet

1. Study the picture carefully. Fill in the blanks with appropriate information

People

Things

What's happening?

2. What is happening in the photograph?

3. What questions does this photograph raise in your mind?

4. List three conclusions you have arrived at about the subject from studying the photograph.

5. Does this photograph have any historical relevance?

6. What caption would you give for this photograph?

7. Discuss in what ways this photograph can be used. (to promote an idea, to influence public opinion, to sell a product etc.)

8. Create a story for this photograph.

9. If you could select 10 photographs to tell the story of 20th century, which ones would you choose and why?

10. Describe three important photographs from your personal collection that will tell people 100 years from now about your life.

Links

Students can find interesting pictures in this links. They can be used for class room activity.

<http://www.historypin.com/>

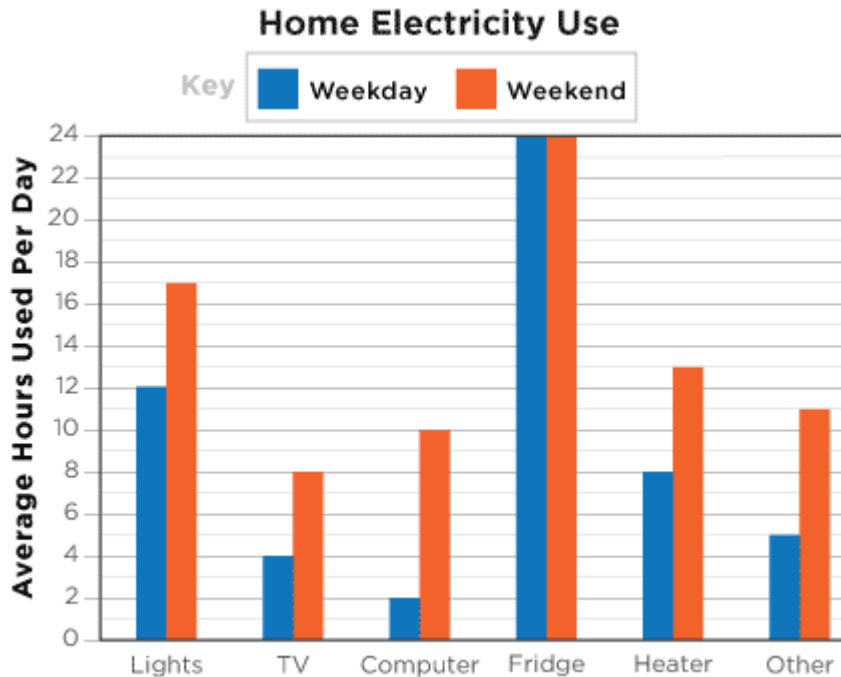
<http://www.worldsfamousphotos.com/>

<http://twistedstifter.com/2013/03/most-perfectly-timed-photos-ever/>

Interpreting Charts/ graphs / tables

When we present data in the form of numbers, statistics, figures, there are chances that information provided might get lost due to numerical details. So when same information is supplemented with graphical format, the understanding is much better. Graphs and charts help people understand data quickly. Whether you want to make a comparison, show a relationship, or highlight a trend, these graphical representation help reader 'see' what you are talking about. There are varieties of graphical representation to use. A few which are widely used are tables, bar chart, line graph and pie chart. It becomes essential for a reader to comprehend the data given in these graphs and tables.

Look at the following bar graph and try to answer the questions given below:



- (1) What does the bar chart measures? **Appliance**
- (2) What do the numbers in the vertical axis of the graph represent?
- (3) The horizontal axis consists of various appliances. There are two bars for each appliance. What does orange bar signify?
- (4) Which appliance has the most usage?
- (5) On average, how many hours is the computer used on a weekday?
- (6) How many hours is the heater used on a week day?
- (7) Which appliances are used for an average of 5 hrs a day more on weekends than on week days?
- (8) After refrigerator, which appliance is used the most on week days?
- (9) Which appliance is used least during week days?
- (10) Which appliance is used more on weekdays than on weekends?
- (11) Discuss the lifestyle of the family based on their electricity consumption.
- (12) Suggest some ways their power consumption can be reduced.

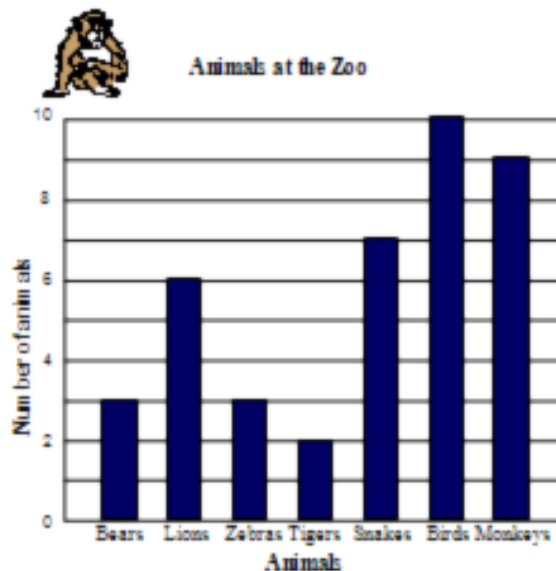
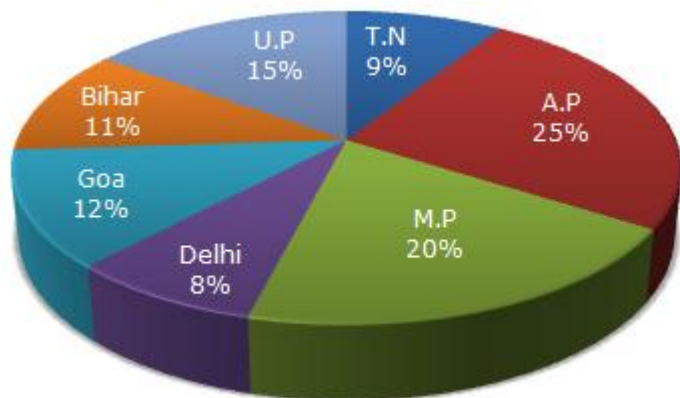
Activity

Look at the following chart / graph / table and interpret the data in a paragraph. Give three suitable recommendations to improve the data given in the chart / graph/ table

THE FUJITA-PEARSON TORNADO INTENSITY SCALE		
CLASSIFICATION	WIND SPEED	DAMAGE
F0	40–72 mph	Mild
F1	73–112 mph	Moderate
F2	113–157 mph	Significant
F3	158–206 mph	Severe
F4	207–260 mph	Devastating
F5	260–319 mph	Incredible
F6	319–379 mph	Inconceivable

Candidate	Total Votes	Women	Men
Jones	1,000	500	500
Smith	2,543	500	2,043
Lopez	5,200	3,200	2,000
Shen	4,790	3,000	1,790

Agricultural production in the year 2011



Links

- <http://www.tv411.org/reading/understanding-what-you-read/reading-charts-and-graphs/activity/1/1>
- http://www.hammond.k12.in.us/icle_reading/6%20CTE%20Reading%20Tips/9%20CTE%20Reading%20Tip%20Graphs%20etc..pdf
- <http://www.education.com/study-help/article/reading-charts-graphs-understanding-directions/>