*** *This lesson was inspired by Jamie Keddie's VILT - Video and Image in Language Teaching course at NILE in Norwich (the course I took part in thanks to Lang LTC, Warsaw) and, in particular, by this lesson on Jamie's Lessonstream.org. Thanks!*

Lead-in

[individually>pairs>whole class]

1. Words in the street

- Students take 1-2 minutes to list all the phrases they saw/noticed/read recently as displayed in public spaces on their way to school/the place where you're learning.
    - If they have difficulty recalling anything, give them some hints (shop windows, billboards, public transport, T-shirts & bags, etc.)
    - If you are in a non-English speaking country, students write both the L1 phrases and their English translation (let them use online translators, web browsers or bilingual dictionaries).

- Have students compare their lists in pairs:
    o Where did you see the words? (context/message)
    o Why do you think you still remember them?

- Elicit answers from random students. Explain the idea behind 'linguistic landscape', 'sticker art' and/or 'street art' if necessary/relevant.

Part I

[pairs>groups>whole class>new groups>whole class]

2. Teacher's images

- Show the photos taken in the streets of Norwich.

    Video compilation here [**0:00-1:00**].

- Display the pictures one at a time.
    In pairs, students analyse the message of the text in each photo:

    What did the author of the message mean to say?
    Expand the message - write down up to 4 full sentences per photo. **Be creative** ☺

E.G.:	
	This message is a warning: *Don't go to your sister again to borrow money for make-up accessories from her. Your husband shared a secret with me: your sister always tells him how much you borrow from her (and spend!). I think the two might be having an affair!*

- Elicit answers from random pairs. Students compare ideas.

3. Teacher's collage stories

- Get students into groups (3-4 students).
- Show the collages of pictures taken in the streets of Norwich.

Video compilation here [**1:00-1:27**].

Ask students to imagine that each collage is a very short story.
Pause at each collage.
Let groups come up with their stories, using these prompts:

- Characters: who is in the story?
- Context: where/when does it take place?
- Problem: what's the problem?
- Outcome: is there a happy/an unhappy ending?

E.G.:	
	B2/C1 *Kevin, aged 27, is enjoying the time of his life in New York. He's just inherited a small fortune from his late uncle Max and wastes no time thinking whether to spend the money or not. He has already splashed out on new clothes, a car and the latest gadgets. He throws weekly parties to entertain his friends and show off. He rents a penthouse in a 5-star hotel. Life is a bliss, he has money to burn. Or does he?* *One day he gets a phone call from a lawyer. Apparently, his late uncle Max had a sweet secret - unpaid debts. Now, the bad guys want their money back and Max is gone forever. Naturally, Kevin – the only heir - is the person to pay them off. The thing is 90% of the inheritance money has already been wasted. What's left is not enough. Kevin's only resource is his creativity and his own sweet secret – a trick he once learned from Max! He knows how to get away without paying a single penny. It's a masterplan!*

	B1/B2 *Every single time Mandy sits down comfortably with her laptop ready to start writing, there's a certain pattern she follows, inadvertently. Yesterday morning was no different – a brilliant idea followed by a gnawing sense of doubt and then the realization that there was no reason to panic at all - everything was going to be all right. She could do it.* *„What if I fall?"* *„Oh, but my darling, what if you fly?"* *(author: Beata)*

- Elicit ideas from random groups.

Part II

[pairs>groups of 4>whole class]

4. Students' collages

- Get students into pairs.
- Tell each pair to create their own collage ona separate piece of paper (as a new prompt for a brand new story).
    - o Option A - DRAWINGS: students use the phrases in their lists [see **Lead-in**]
    - o Option B – PHOTOS: students use the photos from Norwich [see **Part I**]

- When ready, ask them to write a story based on their own collage. Tell them to use these prompts as scaffolding:

    - o Characters: who is in the story?
    - o Context: where/when does it take place?
    - o Problem: what's the problem?
    - o Outcome: is there a happy/an unhappy ending?

- Pairs keep their stories secret.

5. Students' collage stories

- Pairs swap collages.
- In pairs, students write stories inspired by their friends' collage.
- Pairs that swapped collages get together and compare their stories.
- Elicit samples from every group.

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Part III

Language extension [pairs>groups of 4>whole class]

VARIATION 1:

Language presentation [e.g.: reported speech, past narrative tenses, unreal past, conditional 3, subordinate clauses, articles, future forms, etc.]

- Depending on what language point(s) you want to introduce, paraphrase a fragment of one of the stories and use the context/marker sentence to present the language point of your choice.

E.G.:	
	B2/C1 *The thing is 90% of the inheritance money has already been wasted.* ***If only I hadn't wasted so much money.*** ***[WISH/IF ONLY + past perfect]*** *Kevin's only resource is his creativity and his own sweet secret – a trick he learned from his late uncle.* *Kevin:* ***I'm about to do something that will shock people.*** ***[be about to + infinitive – FUTURE PLANS]***
	B1/B2 *„What if I fall?"* *„Oh, but my darling, what if you fly?"* ***If you fall, I'll help you.*** ***If you fly, you won't have to worry about anything.*** ***[conditional type 1]***

VARIATION 2:

Language revision/practice [reported speech, past narrative tenses, unreal past, conditional 3, subordinate clauses, articles, etc.]

- Depending on what language point(s) you want to revise, paraphrase one of the stories created by students to include the language points of your choice.
- Dictate your 'enhanced' version of the story. Have students write the text in their notebooks.
- In pairs, students spot and highlight the language points for revision.
- Elicit examples from random students.
- In pairs, students rewrite their own or their partners' story, incorporating the same language points.

E.G.:
Language point [B1+/B2]: **past simple vs past perfect** **past simple vs past perfect continuous** *Kevin **had just turned** 27 when he got the best news ever. He inherited a small fortune when his uncle Max **had died**. Kevin and Max **had never been** very keen on each other, but Kevin wasn't surprised to hear about 'the gift' from Max - the old man used to have a very peculiar sense of humour.* *When a lawyer called to break some bad news about Max's secret debts, Kevin **had been spending** money like water for weeks. By that time, he **had already spent** 90% of the inheritance.* *Luckily, before the lawyer finished listing the names of Max's debtors, Kevin **had already decided** how to sort things out.*

PS: Let me reiterate ;)

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