

## **PICTURE COMPOSITION (PICTURE STIMULUS)**

This is usually a story presented in form of pictures. The pictures are arranged in a systematic sequence and placed in different boxes.

### **HOW TO TEACH THE PICTURE COMPOSITION**

1. Ask learners to read the headnote and identify the tense in which to construct the sentences.
2. Task learners to read the list of words given to help them in order to paint a picture about the story in their mind.
3. Tell learners to read the questions about the pictures as this guides them to name the characters and other things in the pictures correctly.
4. Guide learners to study the pictures one by one as they relate them in pairs.
5. Ask learners to match specific words from the word list given with specific pictures. Let them write the words in the boxes with pictures connected to them.
6. Guide learners to form sentences describing what is happening or what has happened in each picture. Let them write their sentences inside the boxes in pencil first.
7. Task learners to read through the sentences they have written in the boxes describing what is happening to confirm whether the sentences weave a complete story that flows systematically.
8. After confirming the correct flow of events and the correct usage of determiners as well as the right tense, ask the learners to write their sentences in the spaces provided but strictly in ink.
9. Task the learners to read through the whole story again to be sure they make a good story before they answer the questions about the pictures.
10. Let the learners answer the questions about the pictures last.

### **GOLDEN RULES (IMPORTANT PRINCIPLES) FOR THE PICTURE COMPOSITION**

- (a) The first time a countable singular thing (or person) is named in a sentence, we use article a/an. This is done in all pictures so long as we are naming one thing (or person) for the first time at that point.
- (b) When the same thing (or person) appears again in another picture and we name it in another sentence, we use article "the" since it is now clear and known to us.
- (c) When we name a plural countable thing (more than one thing of the same kind seen together) for the first time, we use "some" or the actual number such as two, three, four, etc. instead.

- (d) When the same things (or people) appear again in another picture and we name them in another sentence, we use article "the" without the number. Don't say: The two boys; say: The boys.....
- (e) When we name a place, it is better that we use article "the" even for the first time we mention it in a sentence for example the road, the market, the bank, the garden, the shop, the library, the hotel, the post office, etc. However, places such as home, school and church don't take any article when mentioned in a sentence.
- (f) When we use the word "owner" in a sentence, we use article "the" even when we mention it for the first time. Similarly, when we use position words like first, second, third, fourth, beginning, middle and last before names of things in a sentence, we use article "the" even when it is the first time.
- (g) When we mention offices/positions such as head teacher, manager, etc. for the first time, it is better that we use article "a" but not "the". Article "the" may only be used when we attach the place where they hold such offices for example, the Head teacher of Bunga Primary School is addressing pupils, The Manager of ABSA Bank is attending to customers, etc. However, this is very rare with good items for picture compositions.
- (h) The main tense applied is the present continuous (now) tense. This is used to describe actions that are seen happening in the pictures (on-going actions). However, when the action shown in the picture appears to have ended, we use the already tense (present perfect tense) where we apply has/have in the sentences.
- (i) The sentences describing what is happening in the pictures must mostly be in the active voice. However, in a few cases where we may find a completed action, find a thief in jail but we don't see the person who has put him there, we say; The thief has been put in to jail. It is wrong to say; The thief is in jail. This instead answers the questions: Where is the thief? But doesn't describe what is happening or what has happened.
- (j) Don't use your own words to name the characters or things seen in the pictures except those given in the guide word list and in questions about the pictures. You can only create your own words for the actions depending on how you understand what is happening. Don't use words that you don't understand.
- (k) Don't use conjunctions such as because, although, but, and etc. in sentences describing what is happening in the pictures. It is wrong to say; The baby is

crying because it is feeling pain. Only write about what is visible but not assumptions. Similarly, don't say: The boy is leading the race although he is small. Remember to talk about what is happening only.

- (l) Don't use descriptive words such as young, old, tall, short, beautiful, rich, lazy, happy, etc. before the characters or things named from the pictures. Our focus is on what is happening but not the nature of the things involved in the story.
- (m) Don't apply pronouns like: They, He, She and others as the subjects of the sentences describing what is happening in the pictures. However, adjective pronouns like their, his and her may be used in the sentences at a later point to avoid redundancy caused due to repetition of nouns.

### **SUMMARY OF STEPS FOLLOWED WHEN HANDLING A PICTURE COMPOSITION**

- (i) Read the headnote.
- (ii) Read the list of guide words.
- (iii) Read the questions about the pictures.
- (iv) Study the pictures in pairs.
- (v) Match the given guide words with the related pictures.
- (vi) Construct sentences in pencil within the picture boxes using the words matching with the pictures.
- (vii) Read through the story created in pencil from the boxes.
- (viii) Write the sentences in the spaces provided in ink after confirming the story, the correct usage of articles and the tense used.
- (ix) Read through the sentences again to ensure that the story flows very well.
- (x) Answer the questions about the pictures last.

### **HOW TO SUGGEST TITLES TO A PICTURE STORY**

- (a) Describing the main character/characters in the picture e.g. A HARD-WORKING FARMER, A CARELESS MOTORIST, A UNITED FAMILY, RESPONSIBLE CHILDREN, etc.
- (b) Drawing conclusions from the actions of the character/characters especially by using common proverbs or sayings e.g. HARD WORK PAYS, A STITCH IN TIME SAVES NINE, NEVER JUDGE A BOOK BY ITS COVER, LEARNING DOES NOT END, NEVER GIVE UP, etc.
- (c) Asserting observations based on the lessons learnt from the actions of the character or characters e.g. (THE) BENEFITS OF KEEPING ANIMALS, (THE)

DANGERS OF CARELESS DRIVING, (THE) VALUE OF SAVING MONEY, (THE) DANGERS OF PLAYING ON THE ROAD, WAYS OF KEEPING SAFE, HOW TO PROTECT THE ENVIRONMENT, HOW TO MAKE BRICKS, etc.

- (d) Basing on what befalls (happens to) the characters at the end of the story or what the characters achieve in the picture e.g.  
(A) THIEF LEARNS A LESSON, (A) BOY BUYS A BICYCLE, (A) MAN SAVES A BABY, (A) POTTER BUILDS A HOUSE, (A) MAN MARRIES A PRINCESS, (A) POACHER KILLS A MONEY, TURNING TRASH INTO CASH, etc.
- (e) Basing on the main activity happening in the picture or the overriding idea. This is what gives a general view of the picture story e.g. ENVIRONMENTAL PROTECTION, CROP GROWING, POT MAKING, ANIMAL KEEPING, A WEDDING, A BIRTHDAY PARTY, A MUSIC FESTIVAL, A DEBATE, END OF TERM ASSEMBLY, BREAKING UP FOR HOLIDAYS, PREPARATION FOR EXAMS, SITTING EXAMINATIONS, STEPS TAKEN TO BAKE A CAKE, VIOLATION OF CHILDREN'S RIGHTS, KEEPING THE ENVIRONMENT CLEAN, etc.

**Note:**

Avoid using topics from which the pictures are developed as titles because they seem too general to serve as titles to specific pictures that talk about a particular activity in the picture, other than generalizing is a whole topic.

**SPECIAL QUESTIONS ABOUT PICTURE COMPOSITIONS AND HOW TO APPROACH THEM.**

1. (a) Where did the boy put the book in Picture B? (bag)  
The boy put the book in a bag in Picture B.  
(b) Where did the boy in Picture B put the book? (bag)  
The boy in Picture B put the book in a bag.  
In picture B, the boy put the book in the bag.  
(c) In Picture B, where did the boy put the book?  
In Picture B, the boy put the book in a bag.
  
2. (a) What mistake has the girl made in the picture? (broken a cup)  
The girl has broken a cup in the picture.  
(b) What has the girl in the picture broken?  
The girl in the picture has broken a cup.

**NB: Be mindful of the position of the phrases in picture A/ B/ C/D/ etc.**

### **PICTURE COMPREHENSION (TALK/INTERPRETATION)**

This is where we are given a group of pictures showing different activities in one box for us to study and interpret before answering questions about the pictures.

#### **HOW TO TEACH THE PICTURE COMPREHENSION**

1. Ask learners to read the information given about the pictures in the headnote.
2. In case there are guide words for the pictures, tell learners to read the words next.
3. Task learners to read all the questions about the pictures.
4. Ask the learners to study the pictures one by one and give them titles such as father, mummy, baby, uncle etc. This involves naming the people in the picture and other things shown in the picture. Every detail should be considered.
5. Tell the learners to identify the activities/actions in the picture and indicate them against the pictures where those actions are happening or being performed. This is done on the pictures of living things that can perform different actions.
6. Ask the learners to look at the pictures of the non-living things in the picture such as clocks, bulbs, taps, houses, signpost, etc. and identify what is happening on them or to them.
7. Let the learners get their own words to talk about what they can see in the pictures. However, priority should be given to the words given in the guide list and those used in the questions to avoid going astray.
8. Task the learners to answer all the questions about the pictures in full sentences. Relate the techniques used when answering other comprehension questions.