

SENSE	TITLE	TIMING
	See Speak: Learning English Through the Lens	 45 minutes

AUTHORS	KEY WORDS	LANGUAGE
Daniel Ganço	Observe, describe, focus, detail	English

LEVEL	GROUP LEVEL	AGE
B1	Secondary Education (High School)	12 - 13

COMPETENCES			
•	Global	•	Oral Production
•	Oral comprehension	•	Written Expression
•	Oral expression	•	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	• Describe objects, people, places and visual details in English.
FUNCTIONAL	• Describe objects, people, places and visual details in English.
CULTURAL	• Recognise how images reflect cultural elements (e.g., places, objects, habits).

METHODOLOGY	• Use visual observation to stimulate English vocabulary production. Strengthen descriptive language through photographs and image-based tasks.
TECHNIQUES	• Experiential Learning • Photo Interpretation • Collaborative Descriptions
RESOURCES	• Mobile Phone Camera
ICT TOOL	• https://wheeldecide.com/ • https://padlet.com/

ASSESSMENT

Vision Adjective Fill-In (Vocabulary Focus)

Choose the best adjective:

| Bright | Dark | Colourful | Blurry | Sharp | Detailed |

- The students' photo was very _____ because it had many objects to observe.
- When we zoomed in, the image became _____ and difficult to see clearly.
- The poster on the wall looked _____ with many different tones.
- The corner of the picture was _____ because the light was turned off.
- The camera captured a _____ line around the object.
- The centre of the image was extremely _____ due to good focus.

Photo Procedure Fill-In (Process Focus)

| Focus | Observe | Zoom | Describe | Light | Background |

- First, we had to _____ the objects in the photo carefully.
- We used _____ to see the small details.
- Then, we tried to _____ the photo using adjectives.
- The _____ of the classroom affected the colours.
- Some objects appeared smaller because they were in the _____.
- The camera needed to _____ correctly to capture a sharp image.

Cause & Effect Match-Up

Column A (Cause)

Column B (Effect)

- We used zoom on the photo, | A. so the objects looked darker.
- The classroom had strong light, | B. so we could see tiny details.
- The photo was taken in the corner of the room, | C. so the colours looked brighter.
- We looked at the image carefully, | D. so the background appeared blurry.
- The camera focused on the front object, | E. so we noticed more details.

DESCRIPTION OF ACTIVITIES		
Appetizer	10'	Activity 1 "What Do You See?" Quick Vision Game (5 min) • Show 3–4 images quickly (2 seconds each). • Ask: "What did you see?" "What colours?" "What objects?" • Students answer using simple vocabulary. Bright, dark, colourful, blurry, sharp, tiny, huge, detailed Show images comparing.(5 min):
		Activity 2 Introduce the main task: using photography to describe visual details. Procedure (3 mins): Explain: "You will spin the wheel, get a photography theme, take a photo that matches it, and then show your best picture to the class" Concepts: foreground, background, colours, shapes, light, focus. Preparation (2 mins): Students form pairs, Each student or pair spins the wheel and gets a different photography theme. They read their theme and make sure they understand it. Possible themes: – Something red – A reflection – A close-up detail – A repeating pattern – Something that shows movement – A shadow or silhouette – An unusual angle (from above or below) – A texture
Main Dish	15'	Activity 3 - Photo Capture + Visual Description Task Step 1 – Photography (5 mins) Students move around the classroom or allowed areas of the school to find something that matches their theme. They take one or more photos based on the theme. Step 2 – Observation (5 mins) Students zoom in, analyse the photo, and complete their "Vision Observation Report": • Colours: "The image is very colourful." • Objects: "I can see a plant in the background." • Details: "The texture looks sharp."
Dessert	10'	Activity 4 - Show & Speak

		Visual Presentation + Comparison (3 mins): Each student or pair upload their photos at https://padlet.com/ and briefly presents their photo and explains how it fits the theme. Ask: • “Which part of the photo is most detailed?” • “What did you notice only after looking carefully?”
Smile	5'	Activity 5 - Vision Chain Each student says one new adjective learned today. The chain continues until everyone has spoken. Conclusion (2 mins) Reinforce the idea that English can be learned visually, by observing, analysing and describing the world.



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