

## TASK TEMPLATES

### B. Identifying Differences

#### Description

Students describe different versions of an image that has been slightly altered. The task requires students to pay close attention to detail and to describe objects and people as accurately as possible in order to locate the differences in the versions.

#### Materials Needed

- altered versions of the same photograph or drawing

#### Preparation

1. Take a photograph of a scene (e.g., a man smoking a pipe while sitting on a bench next to dog) or of an array of objects (e.g., a still life of flowers and fruit)
2. Retake the photograph of the same scene with a few alterations (e.g., change the pipe to a cigar and the bench to a chair, eliminate the dog, etc.) or of the array with a few items missing or rearranged. Hint: you may find it easier to copy an image or drawing from a magazine and make any alterations by hand (e.g., change the time on a clock).

#### In Class

1. Tell the students to describe and compare their images in order to identify differences. Tell the students how many differences there are so that they know when they have finished. You may also decide to give a time limit.
2. Remind students that this activity requires equal participation, that is, both students must describe their image and ask questions of their partner.
3. Admonish students to keep their images hidden from each other to discourage peaking. Hint: have students keep their images in their laps.
4. Review any relevant vocabulary. Review pertinent phrases as well: “Is there a dog in your photo?” “Is the dog next to a man?” “What color is the dog?”

#### Further Suggestions

1. Try this activity with native speakers to determine the linguistic needs of the activity.
2. Copy images from your textbook whenever possible and make slight alterations. This allows you to review vocabulary quickly and easily. This activity lends itself well to a quick review of nouns (e.g., food items, kitchen utensils, clothes items, etc.).