

A mobile device is worth a thousand words

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**International
House**
World Organisation

Using pictures

First things first - please remember the activities used in this workshop can and should be adapted and used with all levels and ages of students.

Pictures are all around us. Though I have used copies from different sources in this workshop, most, if not all, can be done solely using a coursebook.

Picture mosaic

Materials: 3 or 4 pictures

Procedure: Prior to the lesson cut up each card into about 3 / 4 pieces. It is best to cut them in jigsaw fashion. Tell the students that they have to find their partners and complete the whole card. They are not allowed to show their piece but describe it to each other. When they think they have found their partners they should go to the whiteboard and assemble the picture. Give one piece of the cards to each student and let them get on with it. The students can then relat with their new partners for the next activity on your plan.

Covered picture

Materials: Picture or OHT of picture. Pieces of paper to cover the picture.

Procedure: Cover the picture with the paper and number each. Divide the class into teams. Ask the first team to choose a number and remove the corresponding piece of paper. That team then has to guess what the picture is. The team that guesses correctly is the winner. The game can be played as a simple warmer for example the picture 'introducing' the topic of the lesson or a review of language e.g. when the team removes a piece of a paper they have to make a sentence.

Negotiations (adapted from "visual impact" by David Hill)

Materials: set of 12 (16) cards made up of 3 or 4 pictures of a similar subject, that have been cut into quarters.

Procedure: divide the class into three or four groups and give each group (randomly) four of the pictures. They should look at them and try and match any that fit together. Explain to the students that they have to try and get the other pieces to make a complete picture.]

To do this 2 of the group stay seated, while the other two go off to negotiate with the other groups for the pieces they. THE CARDS MUST BE LEFT AT THE "HOME" TABLE, this means the people negotiating have to describe what they want. Once a deal has been reached the cards are swapped. The first team to make a complete picture is the winner

Colour the picture (adapted from "visual impact" by David Hill)

Materials: Several black and white pictures / photos - photocopying coloured pictures can work quite well.

Procedure: Elicit from the students colours, shades and associations of colour e.g. seasons, moods etc. divide the class into groups and give each student a picture. Each student should take a few minutes to write down the colours they think should be each picture and why. Rotate the pictures around the groups so every SS gets a chance to write down their idea.

Finally the groups talk about the colours and decide the best for each picture. These ideas can then be shared with the class.

Variations: 1) Each group could colour in the picture according to their decisions and then display it for the class. 2) You can do a bit of TPR by first discussing colours things e.g. Santa, trees etc. Then give each group a colour and then give an instruction e.g. "Can you colour Santa's hat red?" and the students follow the instruction.

Liar, Liar

Materials: 2 / 3 large colour pictures (A4 ish). Envelopes for each picture and one extra envelope.

Tip: back each picture on another piece of paper. Put one of the pictures in each envelope and a piece of paper in the extra one.

➤ Let's talk about

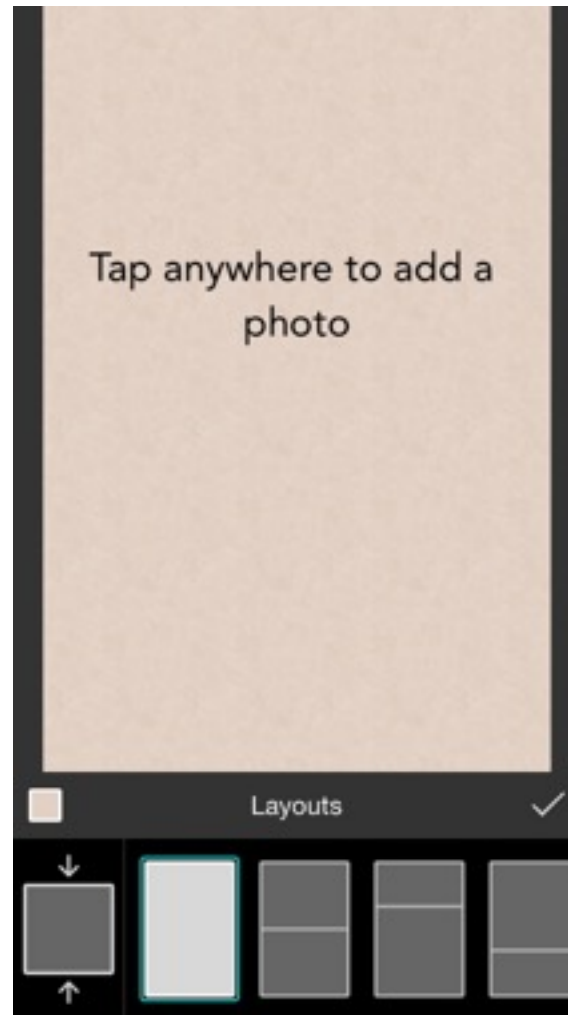


I used this app....



Pic Collage - the
free , fun and f...
Photo & Video

 Free 



Colour my picture

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Colour my picture





Take out your phones

(Pairs) Show a picture you took recently

Stand up and get in a line

- Find 5 similarities
- Describe vocabulary in your picture
- First conditional connections



Take out your phones

Spot the similarities

Materials: Enough different pictures so that each student has one picture. Student uses a page in the coursebook with a picture on it.

Procedure: Put students into pairs and give a picture. The pairs should have unrelated pictures. The task is for each pair to find ten similarities between the pictures. After a set time-limit the students tell the rest of the class their similarities.

Picture Brainstorm

Material: A picture (usually from a coursebook)

Procedure: Choose a picture (either flashcard, coursebook or OHT). Tell students to look at the picture for 30 seconds (tell them to close their close book / switch off OHP). They write down what they remember. An alternative is to play in teams with the teacher giving a point for each word shouted out.

How many sentences?

Materials: Two pages of the coursebook with similar pictures or two similar pictures from another source.

Procedure: The pictures chosen for this activity should have a lot happening in them. The students should work in pairs. Though this is a speaking activity the pairs need to remember to keep score. The activity is used to give controlled practice on a language point. Tell the students the aim is to make as many sentences as they can using the target language. Give them the first picture and then one minute to say as many sentences as possible, remembering that they need to keep score. After the minute, give them another minute and a second picture. When they say their sentences for the second time, they are aiming to score more points.



Take out your phones

We need NEW groups of four.

Find a picture on your phone.

Now find three people who have pictures that link in some ways to yours.

When you have found your three you have your group.

You must be able to justify your choices.



Take out your phones

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Take out your phones



Choose another photo

Take out your phones



Adopting a character

Materials: simple way to use the pictures in a coursebook of people, monsters, things etc

Procedure: Dictate the following (or use your own prompts)

Name:

Age:

Nationality:

Job:

Social Status:

Character adjectives:

Ask students to look at a page in the coursebook. They should choose one of the pictures and complete the profile. The class then shares their ideas and decides which of the profiles is the most suitable for each picture.

Variations: a) You could ask the students to decide what the character is thinking about in the photo b) In a picture with two or more people the students can be asked to invent the dialogue or c) see next activity

Take out your phones



What comes first / what came next

Story-building

Materials: Coursebook

Procedure: Either as follow up to the last activity or set the scene by telling the students they are going / went on a trip. Dictate (or put on the board) the following prompts:
Who with? Describe them
Where to?
Why?
How travelling?
Who do / did you meet?
What happened / is happening?

The importance of visuals

Variety

Learner
Styles

Memory

Meaning

Critical Thinking

Multimodality

Personlisation

Real life

Substitution → Redefinition



Transformation

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

Tech acts as a direct tool substitute, with no functional change

Enhancement



What's your favourite phrasal verb?



Listen for the differences



Fotobabble
Photo & Video

Free



fotobabble



Listen for the differences

Listen to the difference

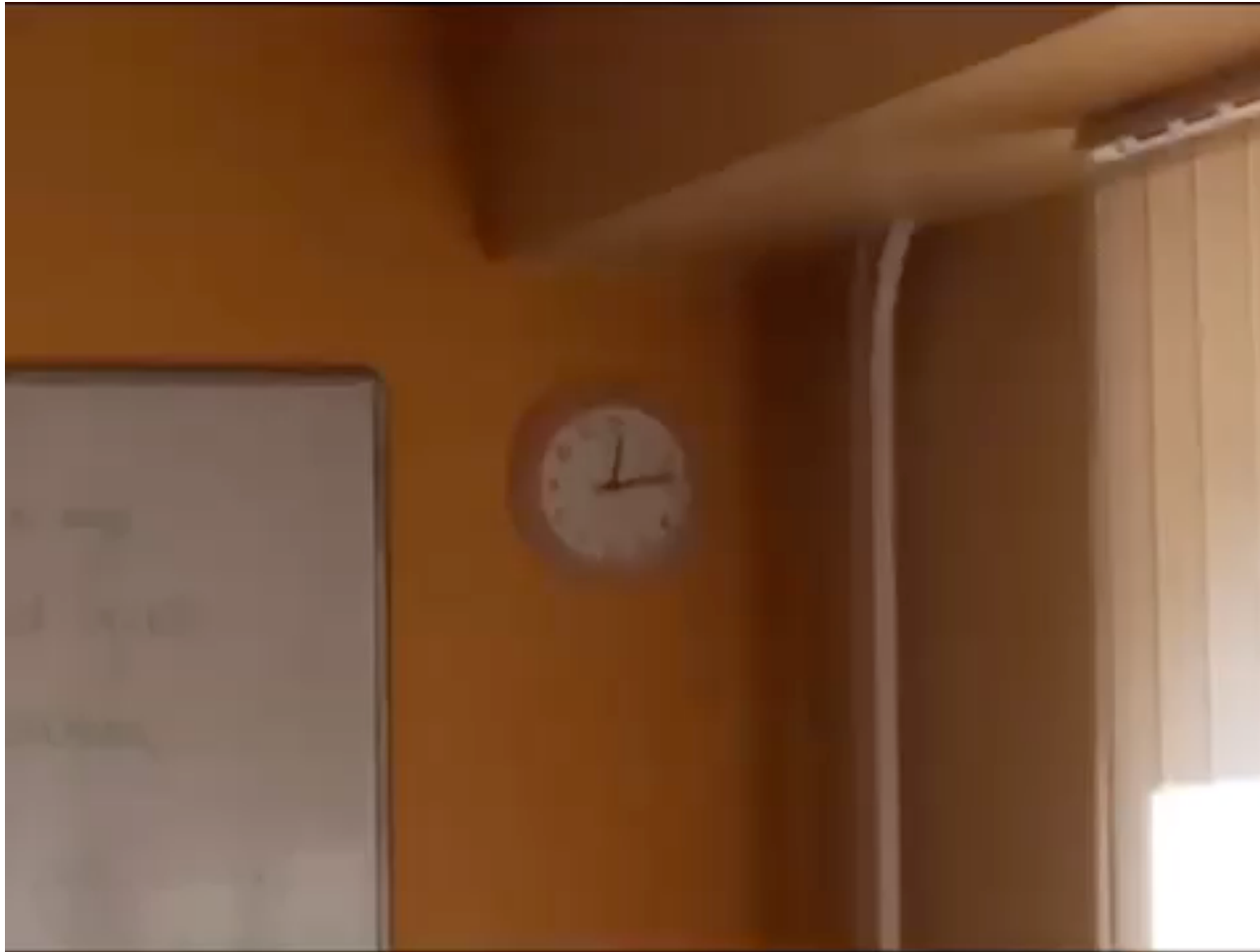
Materials: Copies of one picture for group - then other pictures for second part. Cassette recorder and pre-recorded cassette.

Procedure: Prior to the lesson. Record a small description of a picture. You should include a number of differences in the description. In the lesson put the students into pairs or small groups and get them to describe the picture to each other and clarify any vocabulary problems. Tell the students they are going to listen to a description of the picture and they should try and identify the differences. Play cassette as many times as necessary for SS to identify all the differences. Give out a new picture to each group and ask them to make a description that includes differences. They can then either record them or say them orally of the whole class to identify the differences.

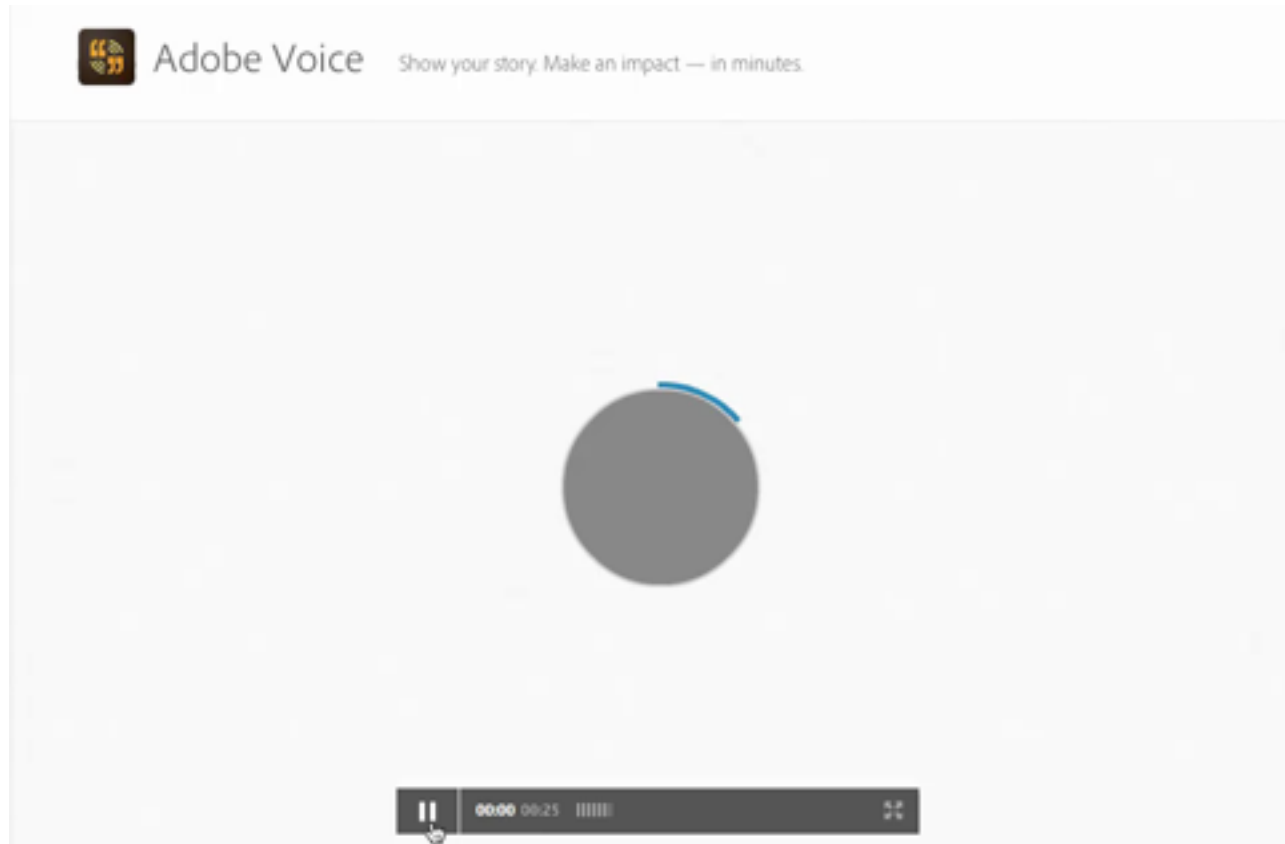
Variation: Give each group a set of pictures that make a story. Students listen to your story and put the pictures in the correct order.



It's not about the app but...



It's not about the app but...



Adobe Voice – Show Your Story

By Adobe

Open iTunes to buy and download apps.



Description

App Store Editors' Choice. #1 Best New App.
"One of the simplest, most creative, most powerful."

[Adobe Web Site](#) • [Adobe Voice](#) • [Show Your Story](#)

What's New in Version 1.3

Little bug fixes and UI enhancements.



Comics....



Jumbled cartoons - Unjumble and write the dialogue (speaking, listening, writing, grammar)

Material: You need to find a strip cartoon and cut it up (it doesn't matter what language the cartoon is in). Blank out the words in the speech bubbles, photocopy the cartoon and then cut it up. It helps to enlarge the cartoon to give the students more space to write in the speech bubbles.

Procedure: Divide the students into groups and give each a cartoon. Using English the students should put the pictures into the correct order. This can be done by either letting the group see all the pictures and them working together to put them into the right order. (Alternatively give each students one of the pictures, with them having to describe the picture to their partners and working out the order without seeing all the other pictures.)

Once the order has been decided and checked, work as a class to decide the speech / caption for the first picture. Once the students have the idea then let them work together to make the whole dialogue. Next the students should stick the cartoon to a piece of paper, so that the completed cartoon can be displayed for all to see. This can be extended by students taking the dialogue and expanding it into a narrative

(Taken from Projects with Young learners by Phillips, Burwood and Dunford OUP)

Let's make a comic...



Comics Head Lite
Productivity



An Advent Calendar

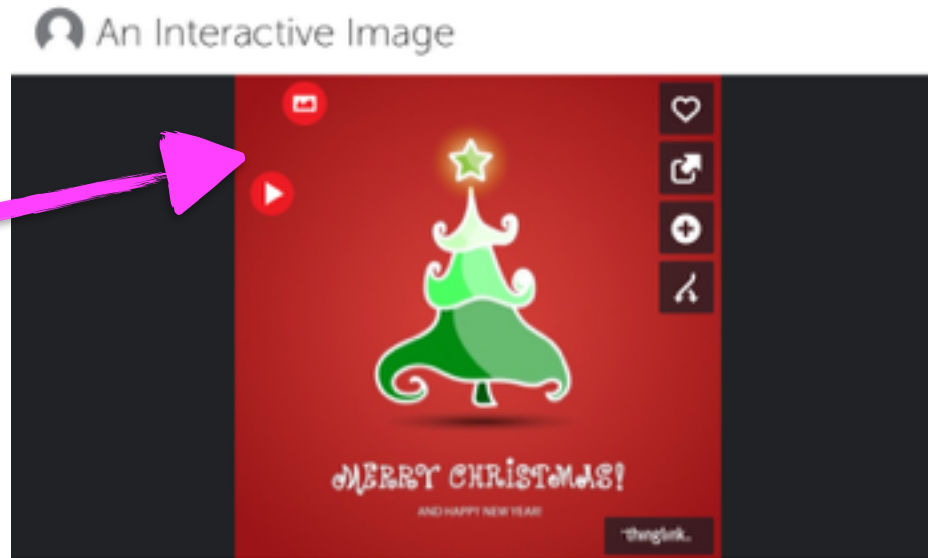
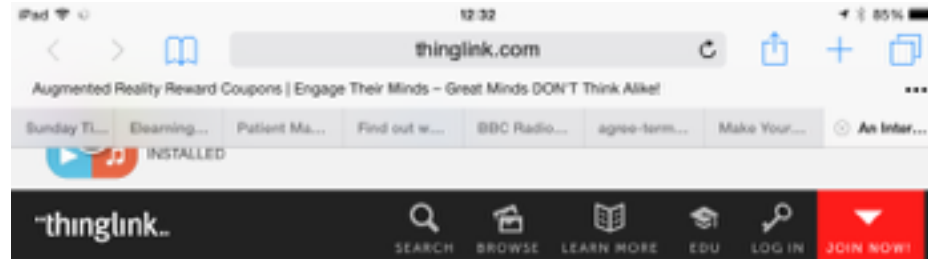


iPhone Apps



ThingLink
Photo & Video

An Advent Calendar

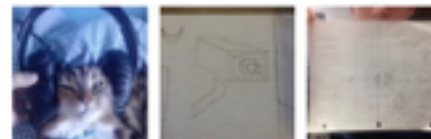


© A minute ago ❤ No touches on the image

COMMENTS

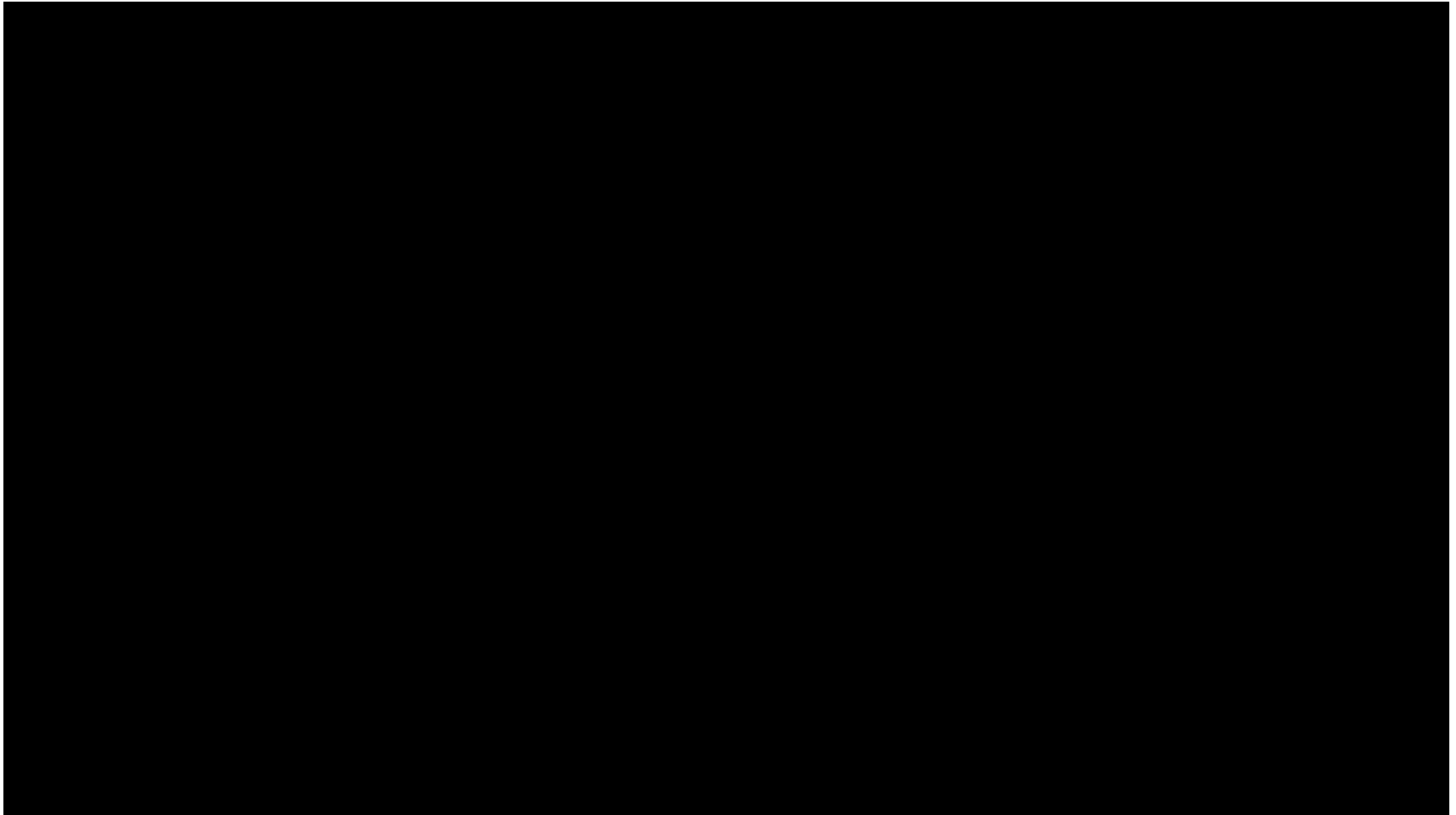
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Coming next time.....





Let's finish with a lie



Liar, Liar

Materials: 2 / 3 large colour pictures (A4 ish). Envelopes for each picture and one extra envelope. Tip: back each picture on another piece of paper. Put one of the pictures in each envelope and a piece of paper in the extra one.

Procedure: Choose three (or four, depends on class size) students to go out of the room. These students should get one of the envelopes each. Tell them to open the envelopes and study the picture in it. Of course one of them doesn't have a picture and so should make-up one in their minds. When they are ready they should replace the picture in the envelope.

Divide the rest into groups. Tell the students still in the room they have to find the liar. To do this they will have to ask questions (and no they can't ask "Do you have the / a picture?!")

The three rotate around the groups and are asked questions. After they have visited each group, bring them to the front of the class and get the students to vote on who they think the liar is.

Let's finish with a lie

Picture 1



Picture 2



Picture 3



Picture4



› Thank you and goodbye



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