



VISUALS: HOW MUCH, HOW OFTEN, WHICH ONES AND WHAT FOR?

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Visual aids/Visuals

- **an instructional device (as a chart, map, or model) that appeals chiefly to vision**
- **something you look at (such as a chart or film) that is used to make something easier to understand**
- **devices, such as films, slides, models, and blackboards, that display in visual form material to be understood or remembered**



DO YOU USE
THEM?
HOW OFTEN?

Q1: How much do you draw/write in class?

You draw/write when you teach:

☐ Speaking

☐ Listening

☐ Reading

☐ Writing

◆ Grammar

◆ Vocabulary

◆ Pronunciation

...when you do anything else?

Q2: Do you think visuals are most efficient when teaching...

☐ Speaking

☐ Listening

☐ Reading

☐ Writing

◆ Grammar

◆ Vocabulary

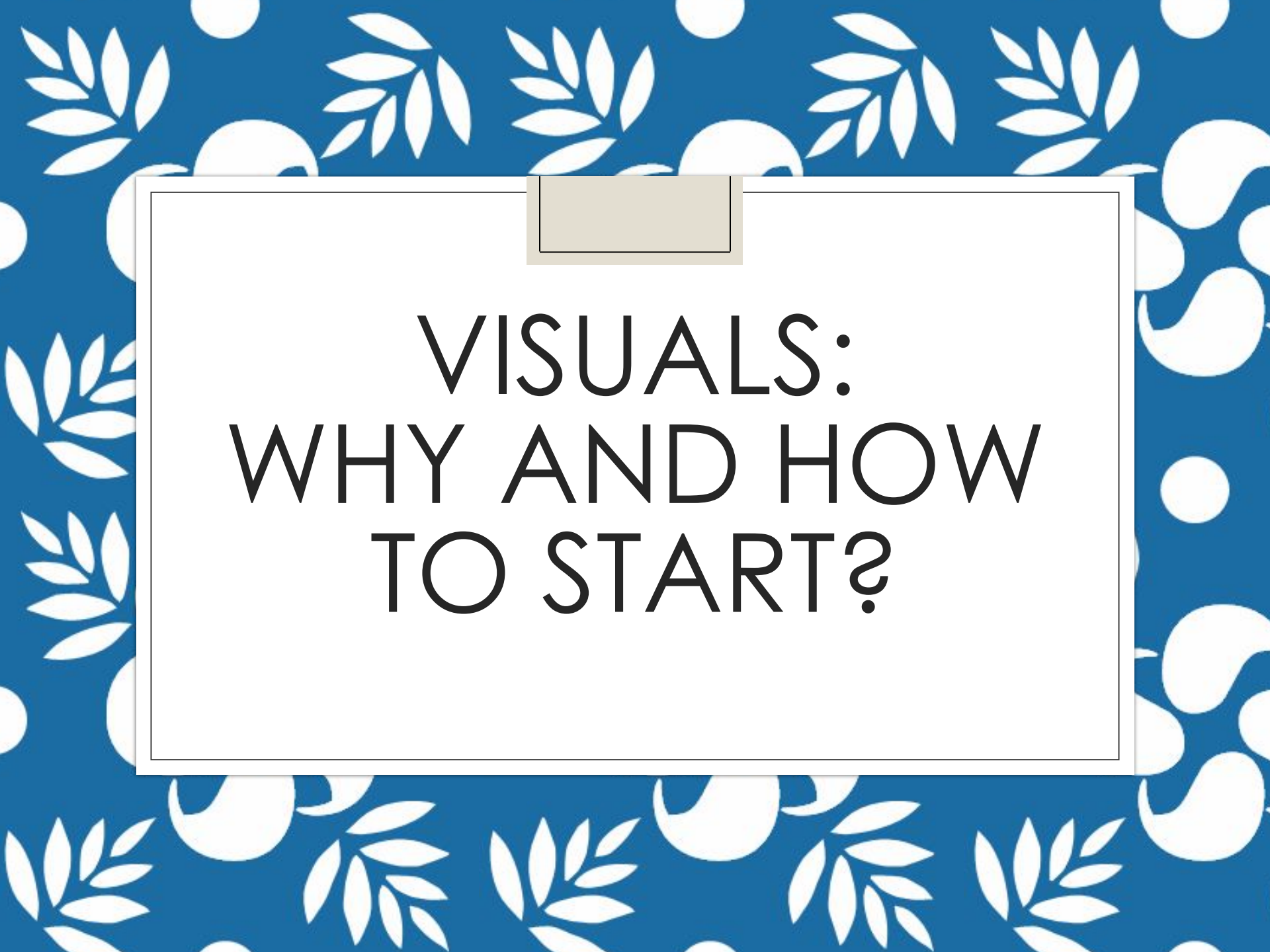
◆ Pronunciation

...anything else?

3) You prefer using...

- ☐ Coloured markers on whiteboard
- ☐ Coloured chalk on blackboard
- ☐ Coloured felt-tips/pencils
- ☐ Posters
- ☐ Print-outs
- ☐ Cut-outs
- ☐ Flashcards
- ☐ Real objects
- ☐ Else?

Which ones with which grade?



VISUALS: WHY AND HOW TO START?

Why use visuals often?

- **Personal approach**
- **Highly motivational**
- **Enthusiastic response**
- **Inexpensive (if you make them)**
- **Reusable (cards, posters, charts)**



WHICH ONES?
WHERE TO GET
THEM?

Make them

- **Blackboard and coloured chalk**
- **Coloured markers on flipchart/A1**
- **Posters and post-it notes**
- **Cut out from magazines and printed adverts**

Find them


Let's Google it!


- ***Printables***
- ***Worksheets***
- ***Teacher handouts***
- ***Materials***
- ***Visual organizers***

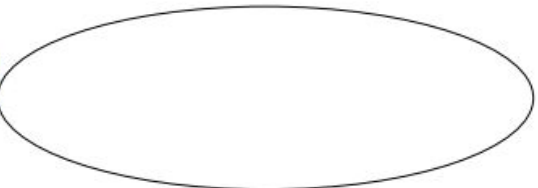
Where to search and find?

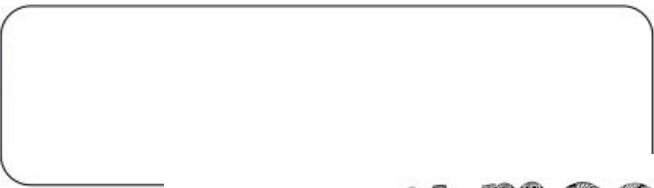
- <http://en.islcollective.com>
– registration required (free)
- www.teacherspayteachers.com
– registration required (free)
- www.eslflow.com/Picturelessonsandteachingideas.html
- www.eslprintables.com
- www.pinterest.com – keywords: ESL printables


Graphic organizers


 STORY GRAMMAR

Characters 

Setting
(Where the story takes place) 



Problem 

Solution 

Created by Luvna


Name _____ Date _____

Write 6 words from the word wall.


1. 	4. 
2. _____	5. _____
3. _____	6. _____

Use 2 of the words in a sentence.

Illustrate your sentence.



it means what???

WORD: 	DICTIONARY DEFINITION: _____	
PARTS OF SPEECH: ○ NOUN ○ VERB ○ ADJECTIVE ○ ADVERB	SYNONYM: _____	YOUR OWN SENTENCE: _____
	ANTONYM: _____	

Graphic organizers – why?

Common language classroom functions

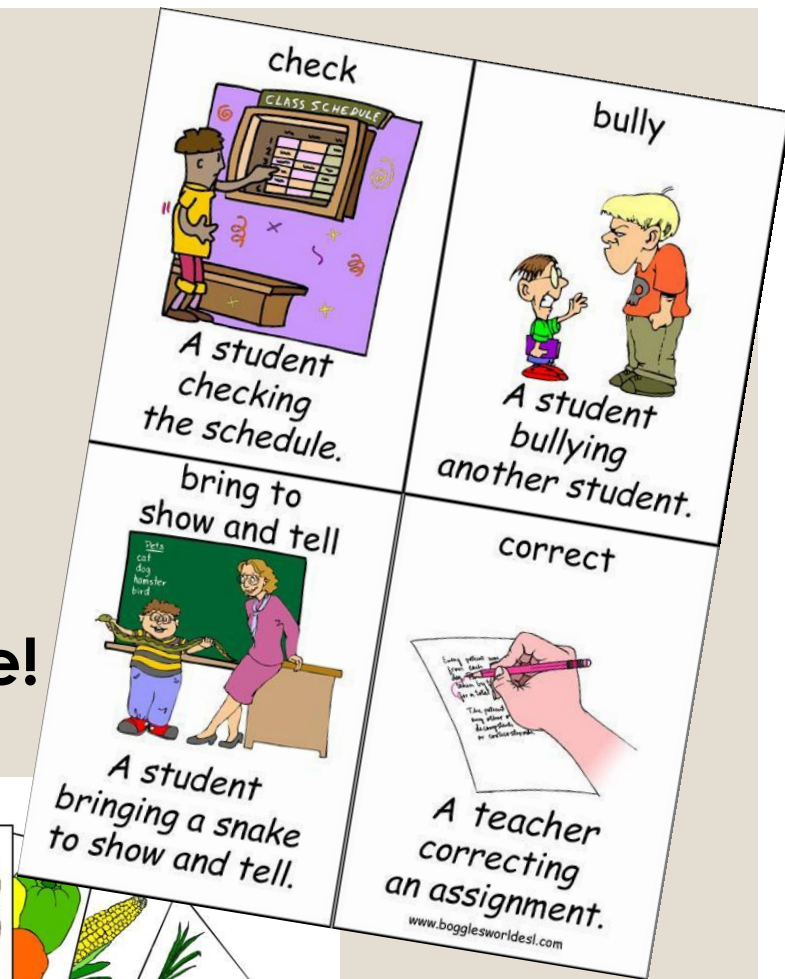
- Describing
- Comparing/contrasting
- Classifying
- Sequencing
- Cause/effect
- Decision making

Common designs

- Cluster/word web
- Describing wheel
- Fact and opinion
- Five W's chart
- Sequence chart
- Spider map
- Tree chart
- Venn diagram

Making flashcards

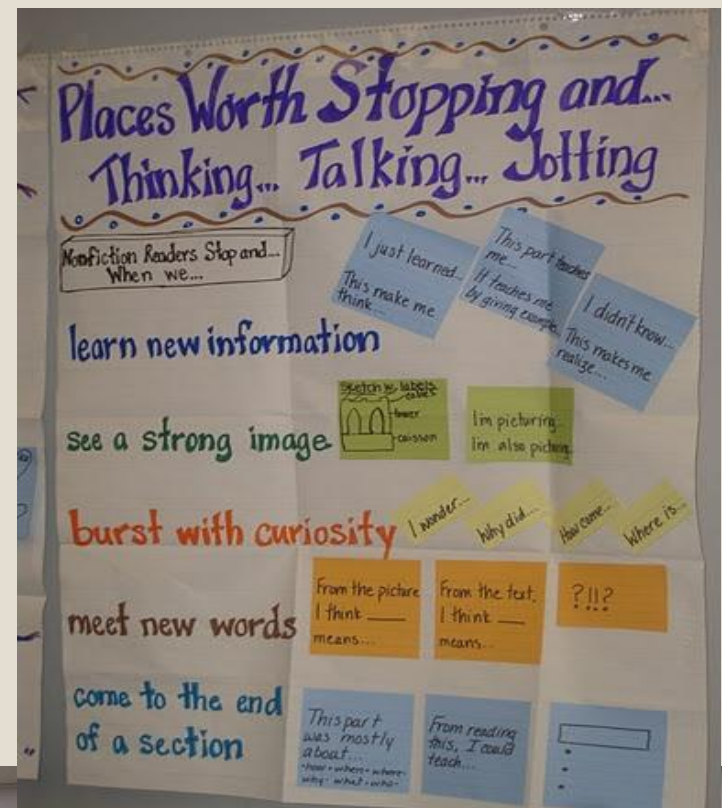
- **Should be large enough**
- **Pictures should be clear**
- **Should be reusable – laminate!**



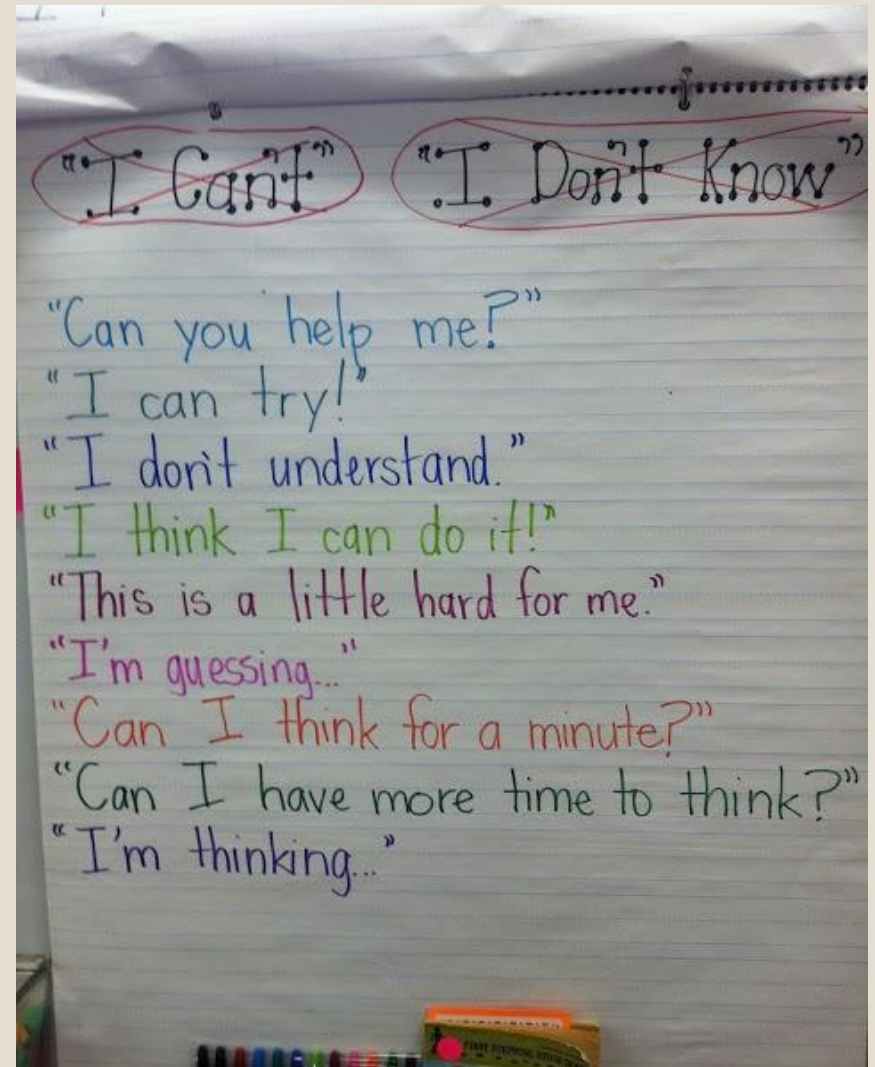
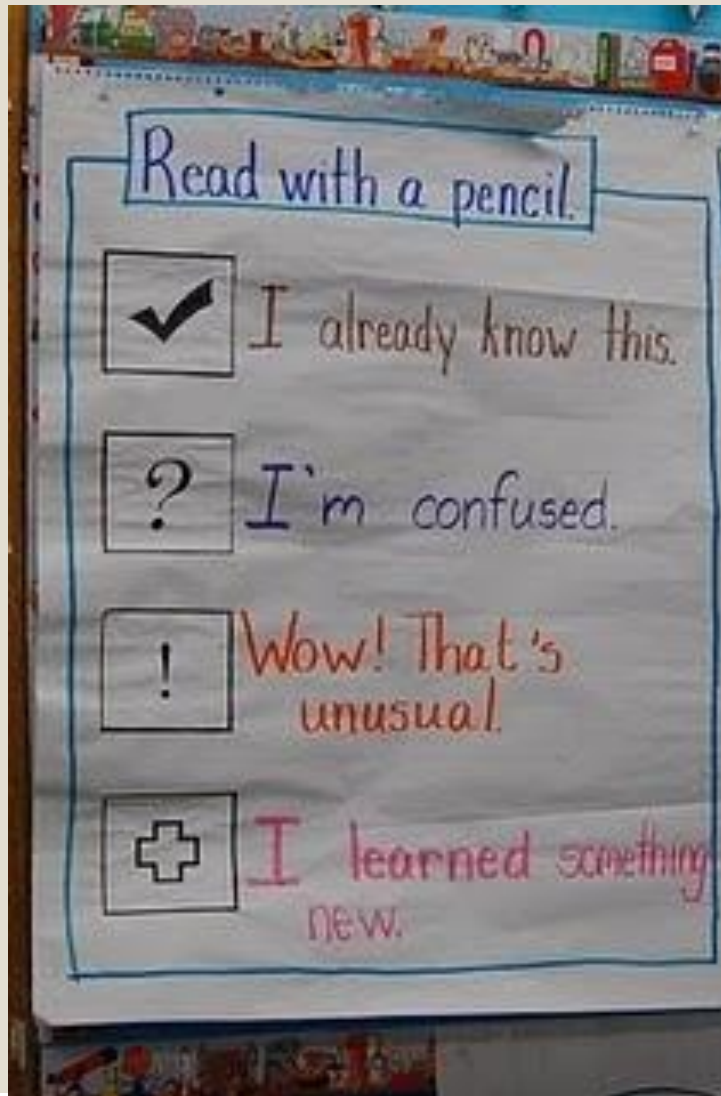
Post-it Notes

Sample post-it note reading activity:

<http://busyteacher.org/12229-reading-lesson-9-fun-post-it-activities.htm>!



Motivation, directions, help (1)



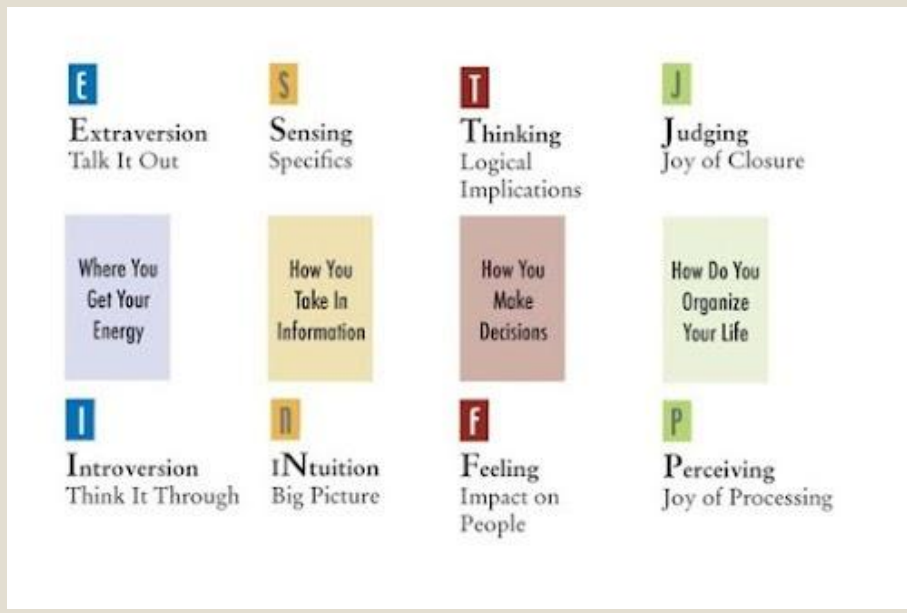
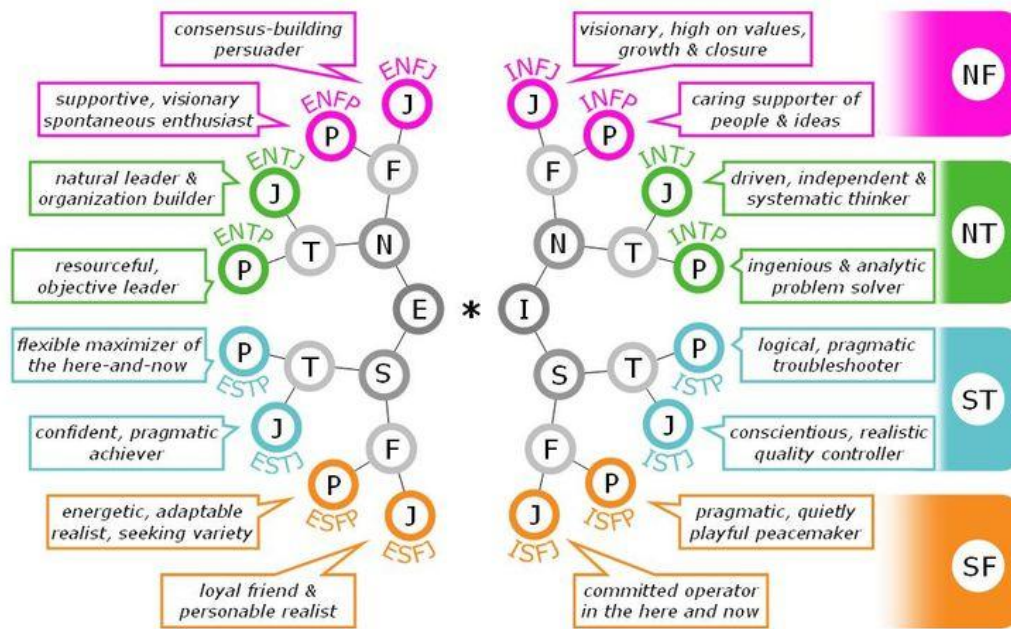
Motivation, directions, help (2)

Daily 5 Norms	
Read to Self	<ul style="list-style-type: none">- get your book and start right away.- Read quietly.- Keep your eyes on book
Read to Someone	<ul style="list-style-type: none">- Sit side by side.- Both partners point- Take turns reading.- Use strategies to help each other
Word Work	<ul style="list-style-type: none">- Find your folder- Read the directions- Ask a partner or teacher if you do not understand.
Work on Writing	<ul style="list-style-type: none">- Get started right away.- Write quietly- Read prompt if you need help.
Listen to Reading	<ul style="list-style-type: none">- Find computer that is available.- Search for website posted on wall.- Listen to the whole story.



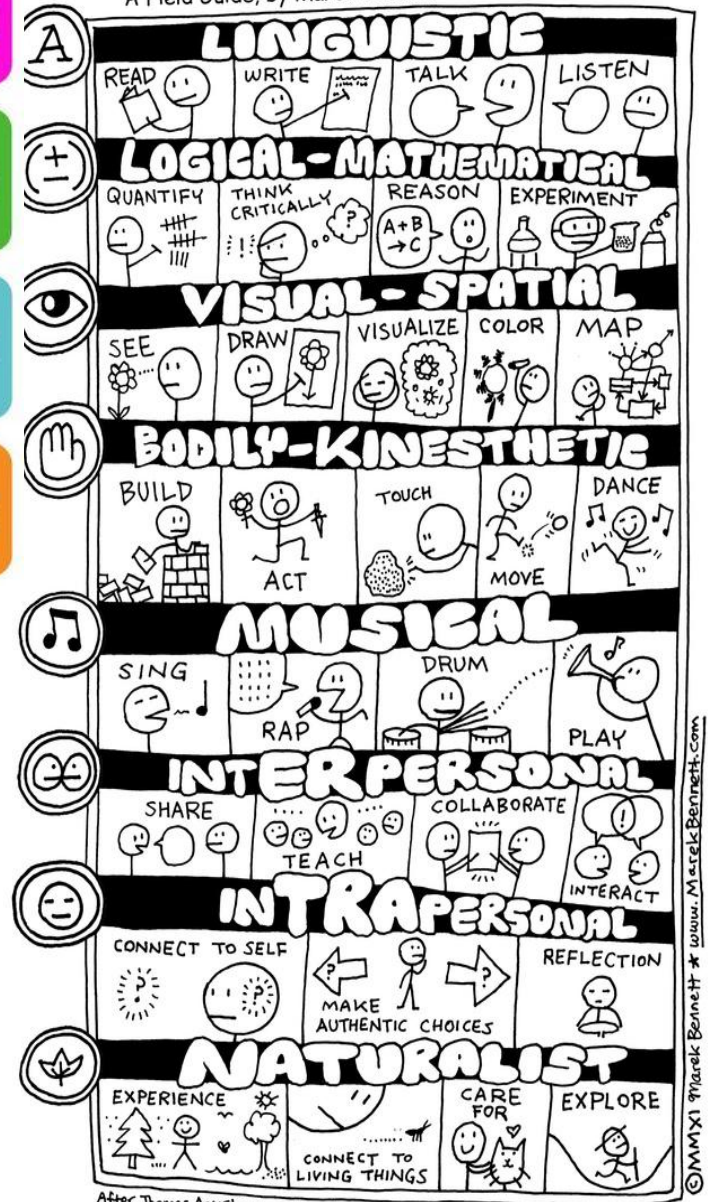


AND THEN...
VISUALS FOR
OURSELVES



MULTIPLE INTELLIGENCES

A Field Guide, by Marek Bennett



After Thomas Armstrong, MULTIPLE INTELLIGENCES IN THE CLASSROOM

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PERSONAL EXAMPLES

I use + I do...

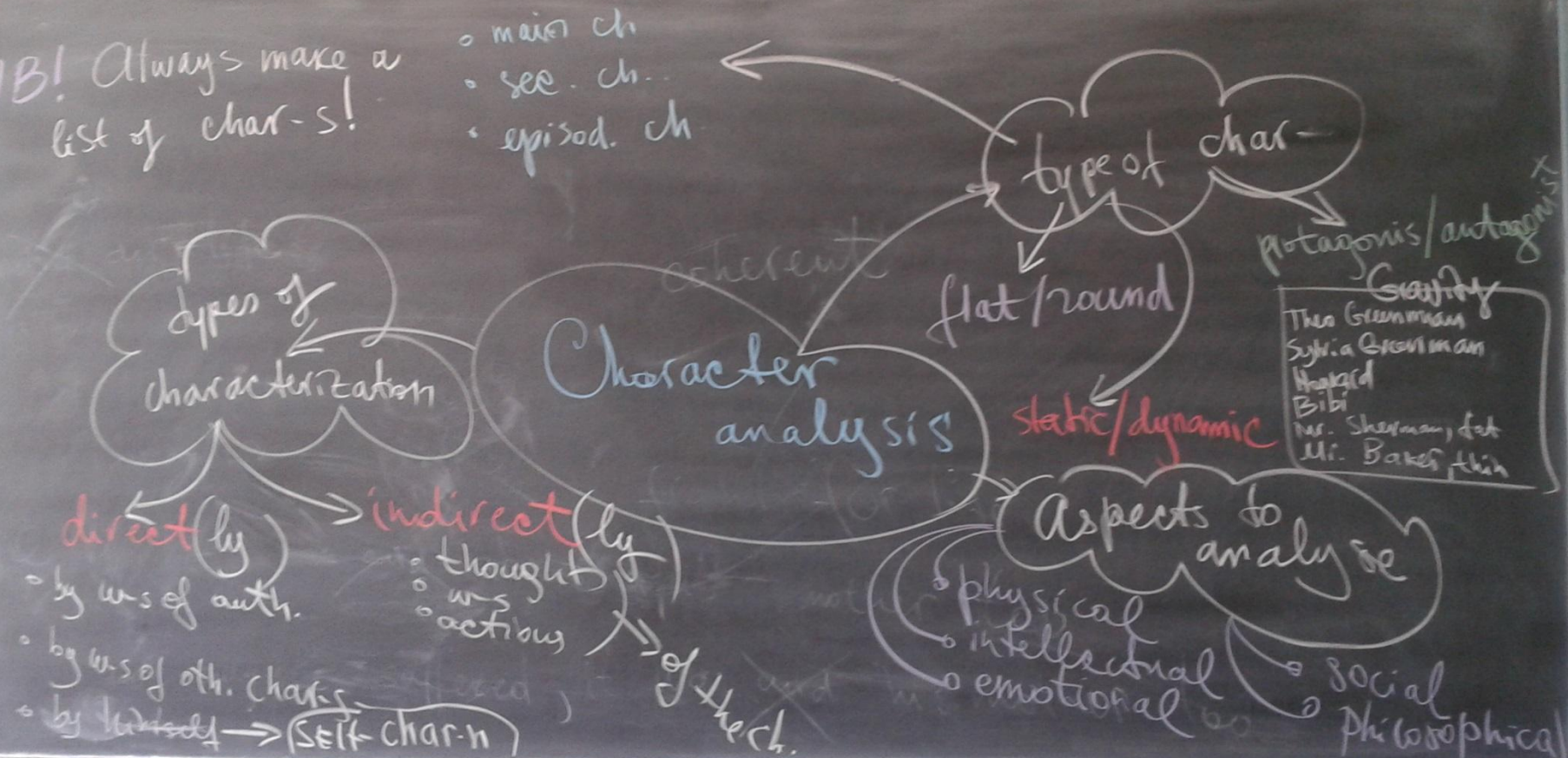
- **Coloured** chalk
- **Markers and felt-tips on cards**
- **Draw graphs, charts and mindmaps**
- **Ask students to make posters on class topics (not just abstract wallpapers)**

Using the board – how to organize?

- **Always available, no special preparation**
- **Charts and tables rule!**
- **Write clearly and legibly**
- **Don't hide the board**
- **Talk as you write**
- **Space out, don't clutter**

NB! Always make a list of char-s!

- main ch
- sec. ch.
- episod. ch



Go to war little helmet
Make your mama proud.

Exhausted, I dropped down
dead.

An old man turned 98, he won the lottery & died the next day.
The house of ill repute. The heat swallowed towns & cities.

the blood-red sea

Better late than... pregnant.

You hold me without touch.

I drive upon the mountain
I dive into the moon.

Dead men tell no lies.

She lost her b-f & her mind.

I only want to say

Take this cup away

if there is a way
me, coz I don't
want to taste its
pop poison

The King of Pop
He's a Don Juan.

Hey, come on, hurry up, chop-chop!

Prove to me that
you're divine—change my water
into wine.

Your argument is sound, but nothing but sound.

The future is bright the future is orange.

Lily, easy (as) a kiss, we'll find an answer.

Let's have some fun, this beat is sick

I wanna take a ride on your disco stick.

Achilles' heel

those ^{complicated} tricky ^{don't know} words ^{lex. sem. voc.}
Neologisms in international development ^{voc.}
 English: it's a neologism ^{thing} thing, innit ^{isn't it}
 → ^{sem. rel. b/w} ^{W5} in lexicology and ^{sty} lex

English: 14.5
Systematic polysemy in lexicology and lexicography
Savigny dying languages
This art

African American Vernacular English is not standard English with mistakes

The ^{gen. ling.} language ^{smth inborn} instinct → ^{neg. develop.} complex behav.

The decline of grammar ^{neg. development} → instinct → complex behav. reason
Driving forces ^{main causes} in linguistic change ^{gn.} → ethology → a science that deals with behav. of anim & humans
The main causes of linguistic change ^{gn.} ^{inst. of lge} ^{change}

The origin of language $\text{gen. ling} + \text{hist. of lge} (\text{Eng})$
 $\text{hist of lge} + (\text{Eng})$

lexicology
stylistics
history of language
phonetics
grammar
syntax
semantics
etymology
general linguistics
morphology
sociolinguistics
lexicography
lexis / lexis to demonstrate

lexicography: It describes / tries to demonstrate / tries to prove / presents / approaches / deals with \rightarrow sciences.

opinion This article deals with → sciences.
origin development → use them • refers to issues
is not function by <name> connected to → The title
cause rather than

and namely especially → < a specific aspect

It treats such problems/issues such as...
It handles questions

It tackles questions
apparent
various
language(s) in general
English

English eye in general
eyes like red

story time
↓
how long it takes
for events to happen
ex: 2 yrs
30 yrs
a lifetime

$S_t = D_t$
real time presentation

$S_t > D_t$
acceleration/speed up presen

discourse time
↓
how long it takes the
narrator to tell the story
ex: 5 min
30 min
2 hrs
1 day

$S_t < D_t$
deceleration/
slow down presen
26 min

plot

structure



story

story line

is not
chronological

↓
complex narrative
achrony



position in the background:
submission

teacher's position:
domination

punishment

gossip

townspeople

jealousies

barrier for others' curious eyes
one can spy from behind them

principles

high & mighty
No common
isolation
imitation

Tableau

frame

= how townspeople remember the Griersons

crayon portrait

syn. para. constr.
syn. bread feeds the body
syn. flowers feed the soul

importance = beauty
what humanity would be if it didn't know = ? that. = q8.

syn. are
Example of eternal seductiveness
beauty
feel them
flowers
are
feelings of
are perfumes
compl. met.

FLOWERS

are
in
secretly spoke of Gods
in
eyes of rainbows
& secret silences
are
full of life

pers. ep. free, spontaneous
human
are without hope.
have no tomorrow = future
are the sweetest creations of God, but without soul
person.

counting
metonymy
believing in
tomorrow
"future"

short life
God, but

forget
complex

have spoken to me pers.
are
are loved
= hidden signs
hieroglyphics of angels met.
are an affirmation for beauty of their character
that a ray of beauty met.
outvalues utilities of the world

pers.
beauty

save = except
 an eyesore among eyesores
 eye + sore

(Emily)
 a fallen monument
 imp person on the grave
 dead

death

house

oxym.

heavily light some style

went to join the repres. of august names
 "died"

garages & cotton gins

encroached & obliterated = occupied, conquered

persd.

the august names

cotton wagon
 covered cart

from the past on street

garage

gasoline pump

lived in people who houses

mutualizing

architecture

balcony

spire

cupola

frame house



types

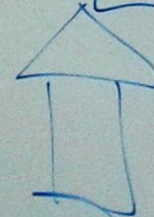
cotton gin

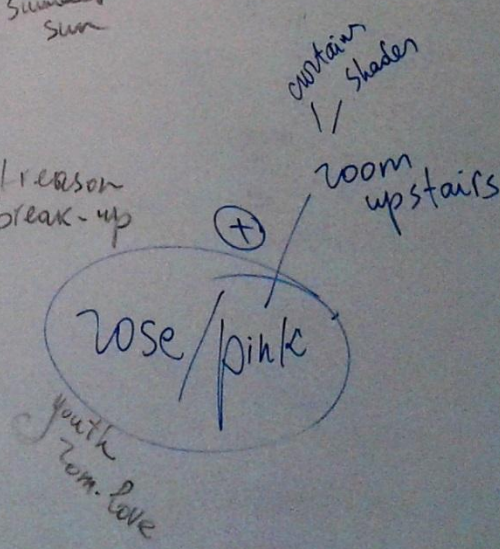
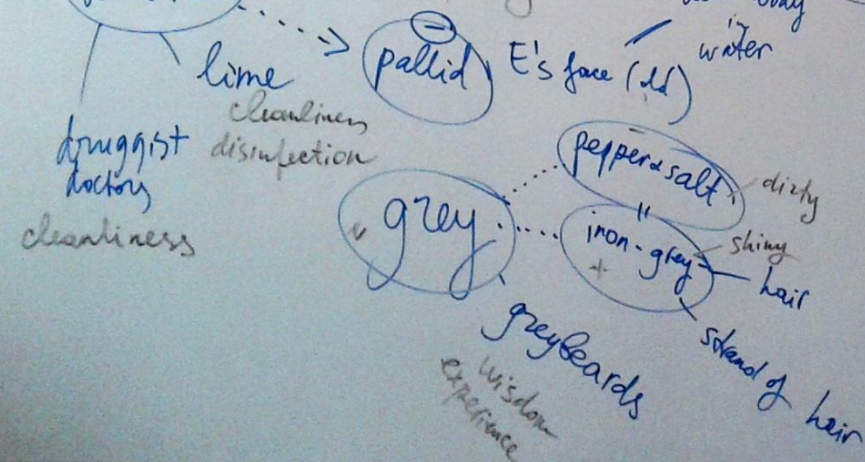
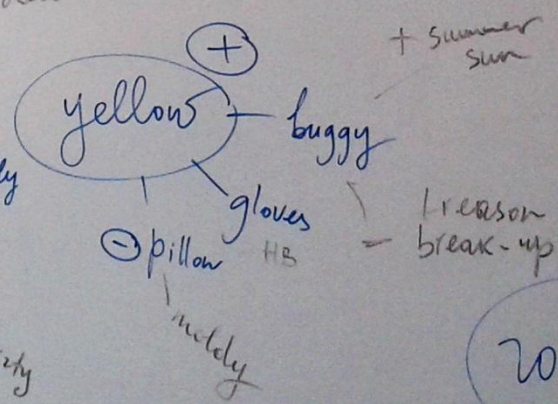
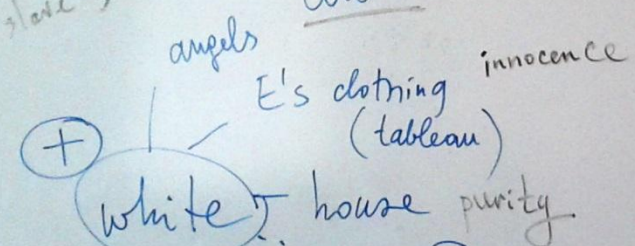
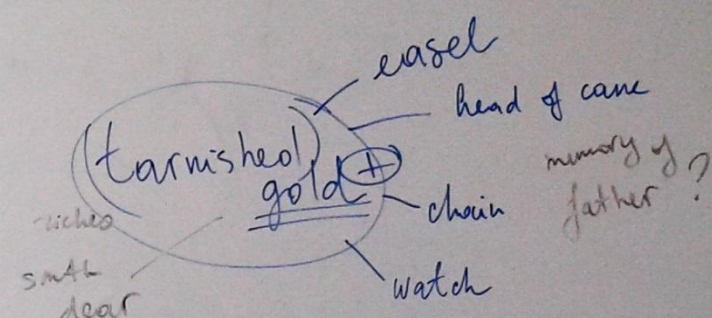
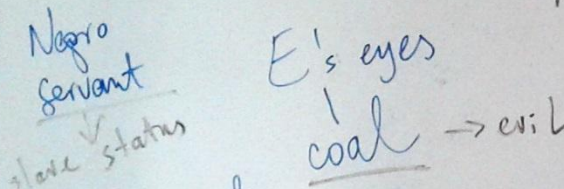
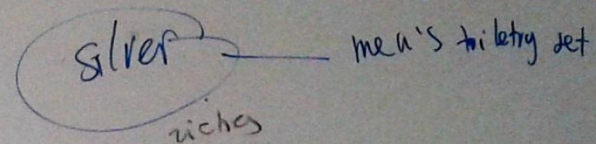
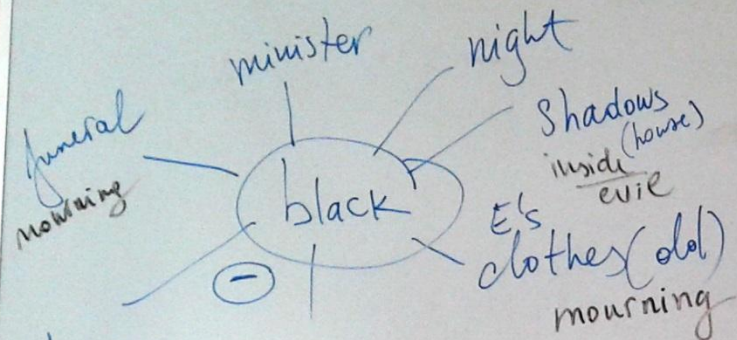
lifted its decay = ruin
 stubborn
 coquettish
 flight

E's

house

left





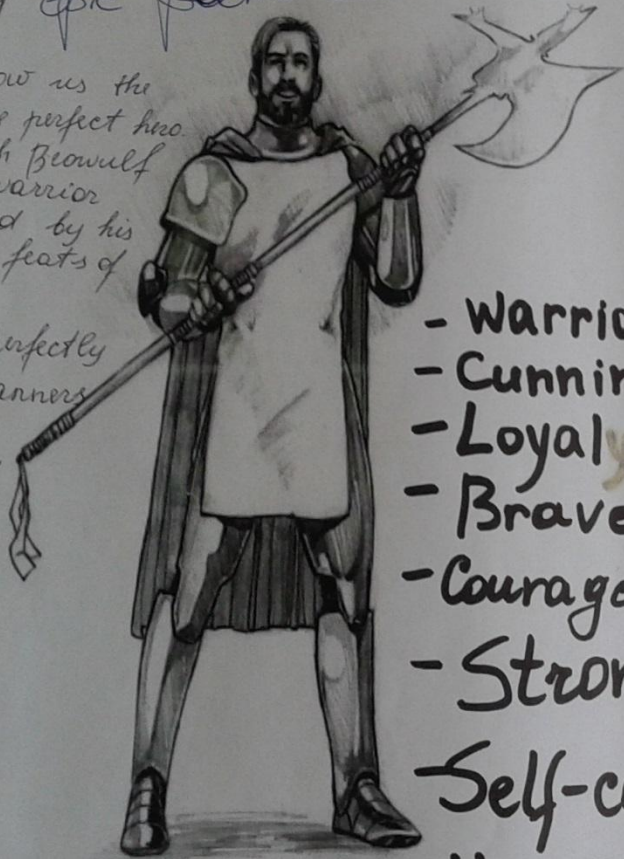
Beowulf

self-titled epic poem

Beowulf shows us the model of the perfect hero. In his youth Beowulf is a great warrior characterized by his courage, his feats of strength.

He also perfectly shows the manners and values dictated by the germanic heroic code.

- Loyalty
- Pride
- Trust



- Warrior
- Cunning
- Loyal
- Brave
- Courageous
- Strong
- Self-confident
- Heroism



Aside from being a perfect soldier, Beowulf later is shown to be a perfect leader as he brings prosperity and riches to his kingdom.

His success to be a king ^{thus} demonstrate that he was wise as well as strong.

The warrior



Never backs down from the fights with monsters, dragon

Kills Grendel



Becomes

King



Lexical Units 3

Unit 7

→ cell of the whole which possesses the basic properties of the whole.

Word

central element of a language can be separated in morphemes. morphemes represents concept feelings or actions.

expression → word

reduced in speech

expression → word groups
induced in speech with specialized

Ortega



ENJOY VISUALS
EVERY DAY!