



# **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

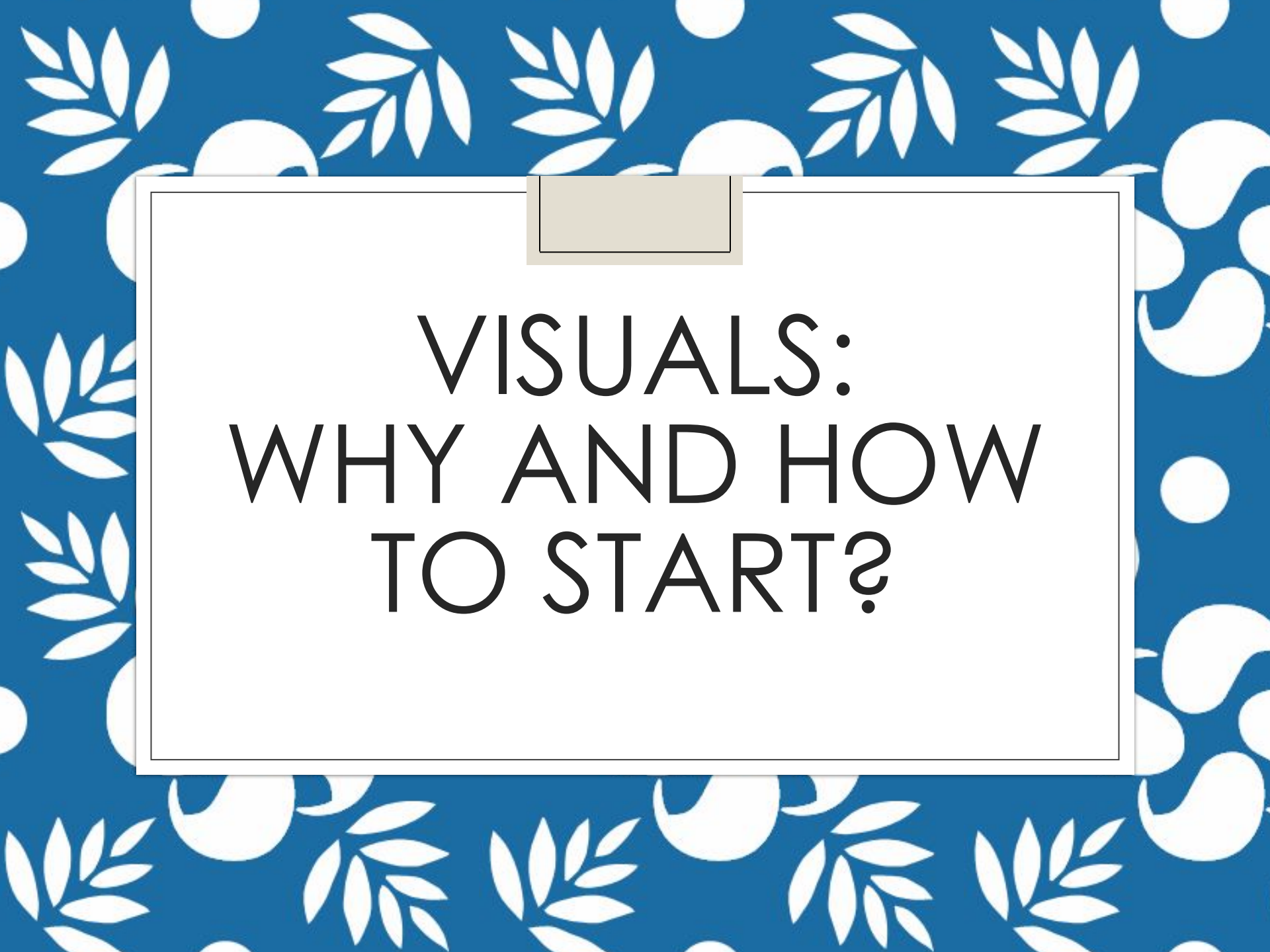
◆ Pronunciation

...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?

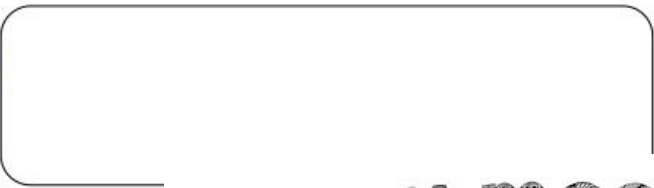
- <http://en.islcollective.com>  
– registration required (free)
- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)  
– registration required (free)
- [www.eslflow.com/Picturelessonsandteachingideas.html](http://www.eslflow.com/Picturelessonsandteachingideas.html)
- [www.eslprintables.com](http://www.eslprintables.com)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


# Graphic organizers

  
 STORY                      GRAMMAR

Characters 

Setting  
(Where the story takes place) 



Problem 


Solution 


Created by Lulu


Name \_\_\_\_\_ Date \_\_\_\_\_


Write 6 words from the word wall.


1.  

2. 


3. 

4. 



5. 

6. 


Use 2 of the words in a sentence.




Illustrate your sentence.

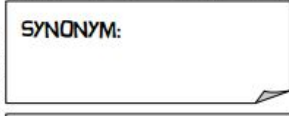
## it means what???

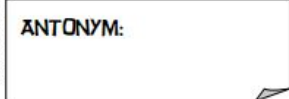
WORD: 

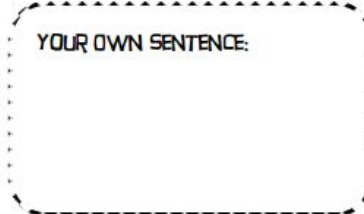
DICTIONARY DEFINITION: 

PARTS OF SPEECH:

- NOUN
- VERB
- ADJECTIVE
- ADVERB

SYNONYM: 

ANTONYM: 

YOUR OWN SENTENCE: 

# Graphic organizers – why?

## Common language classroom functions

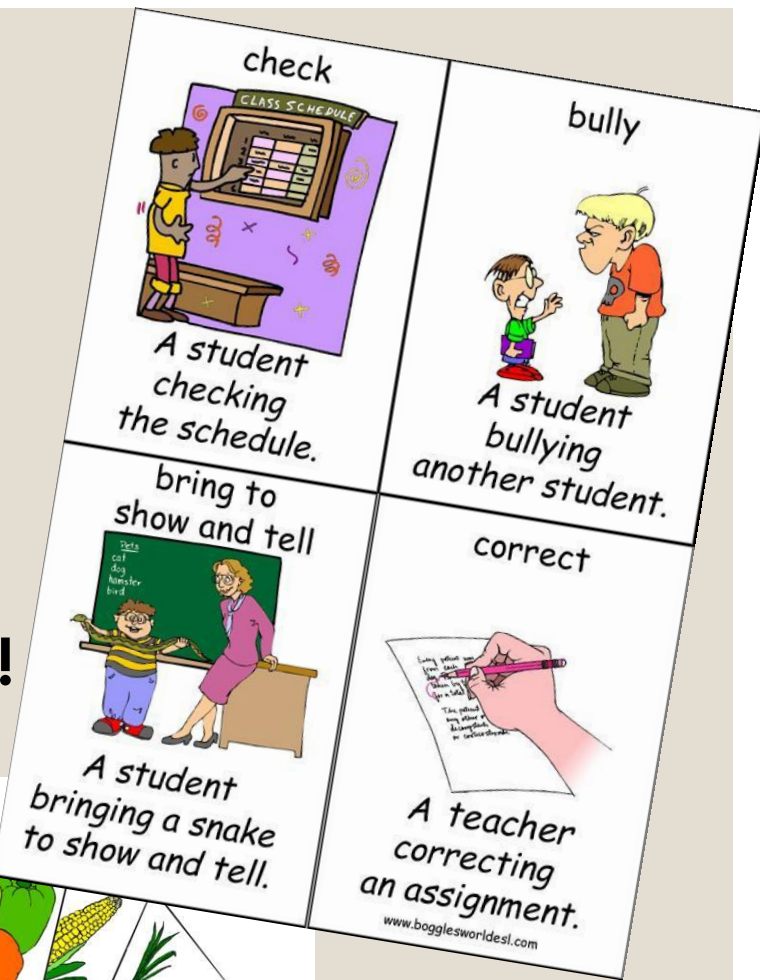
- Describing
- Comparing/contrasting
- Classifying
- Sequencing
- Cause/effect
- Decision making

## 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!



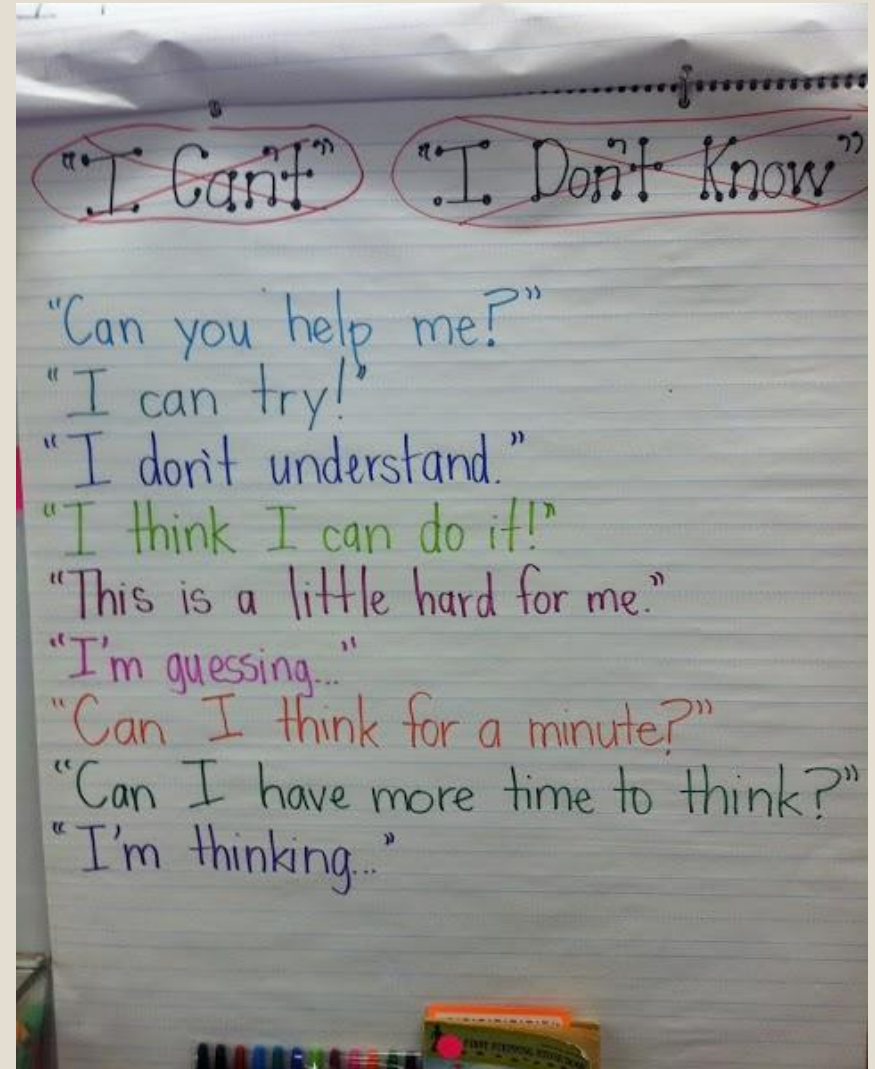
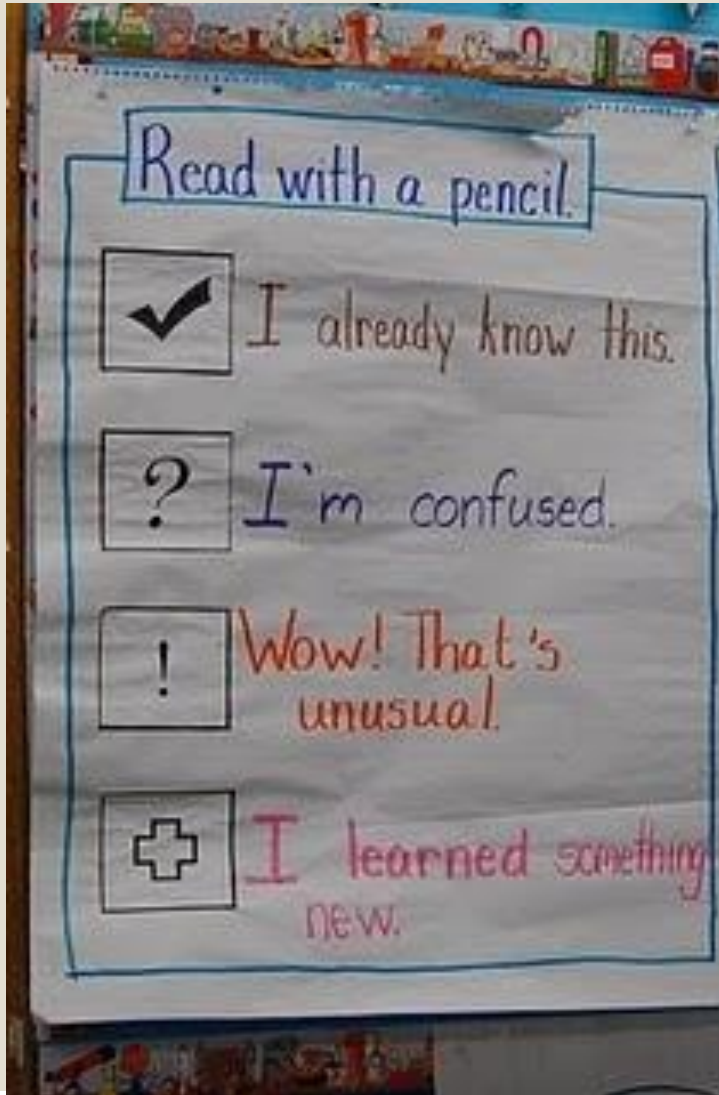
# Post-it Notes

Sample post-it note reading activity:

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

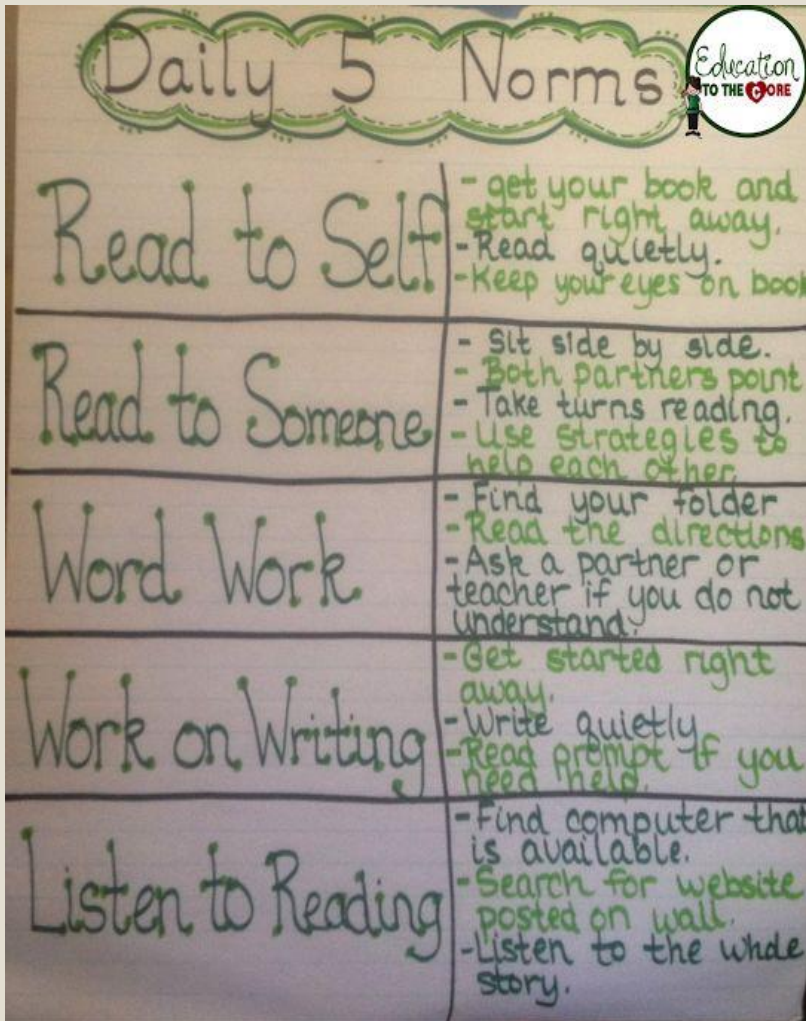


# Motivation, directions, help (1)

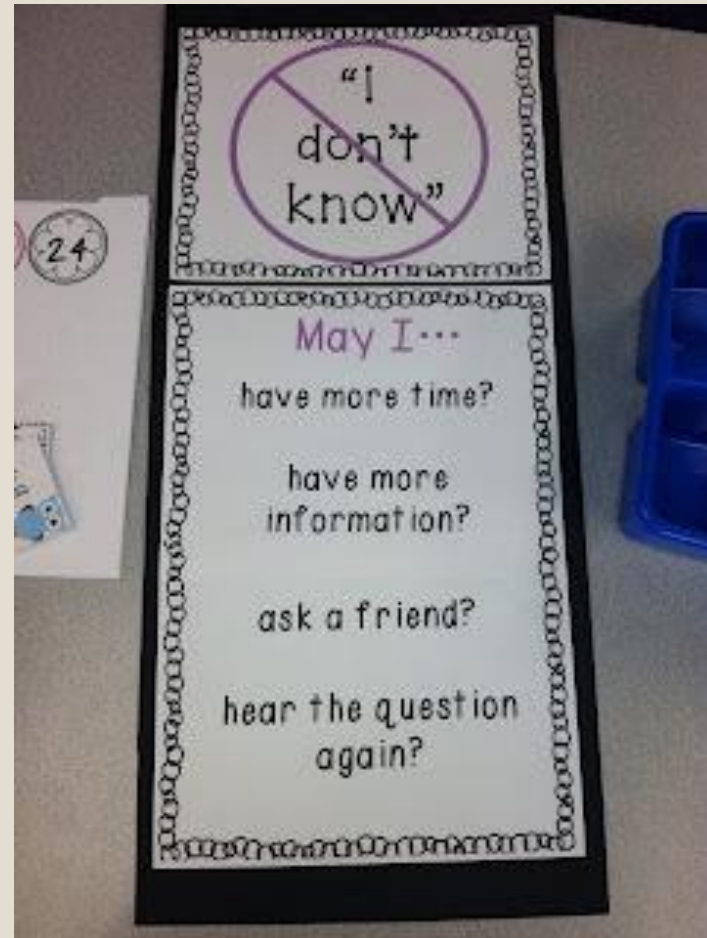




# Motivation, directions, help (2)

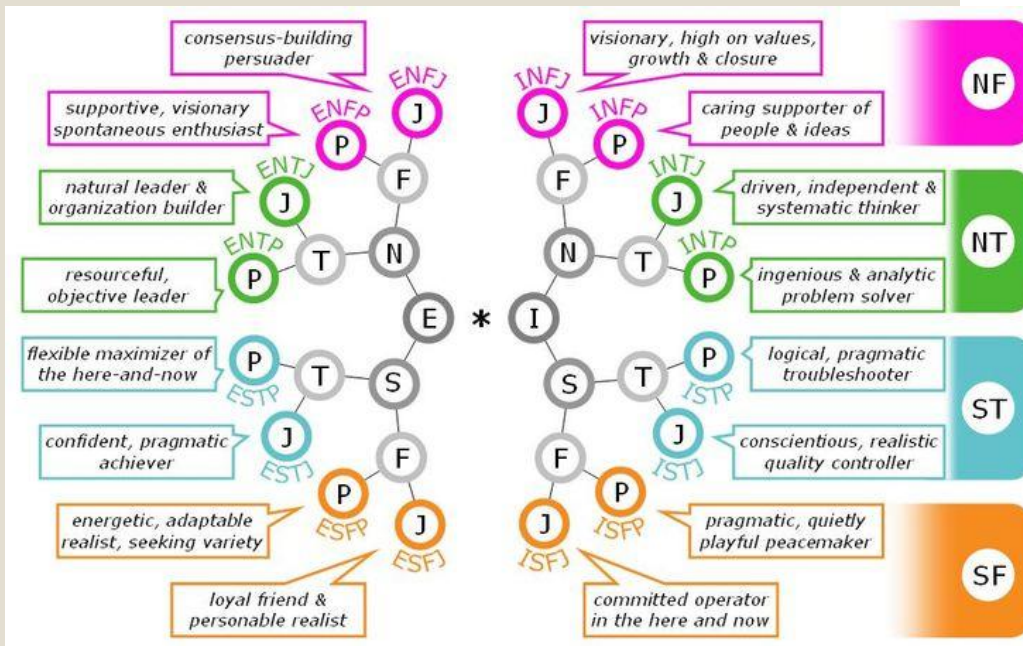


Daily 5 Norms	
Read to Self	<ul style="list-style-type: none"><li>- get your book and start right away.</li><li>- Read quietly.</li><li>- Keep your eyes on book</li></ul>
Read to Someone	<ul style="list-style-type: none"><li>- Sit side by side.</li><li>- Both partners point</li><li>- Take turns reading.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



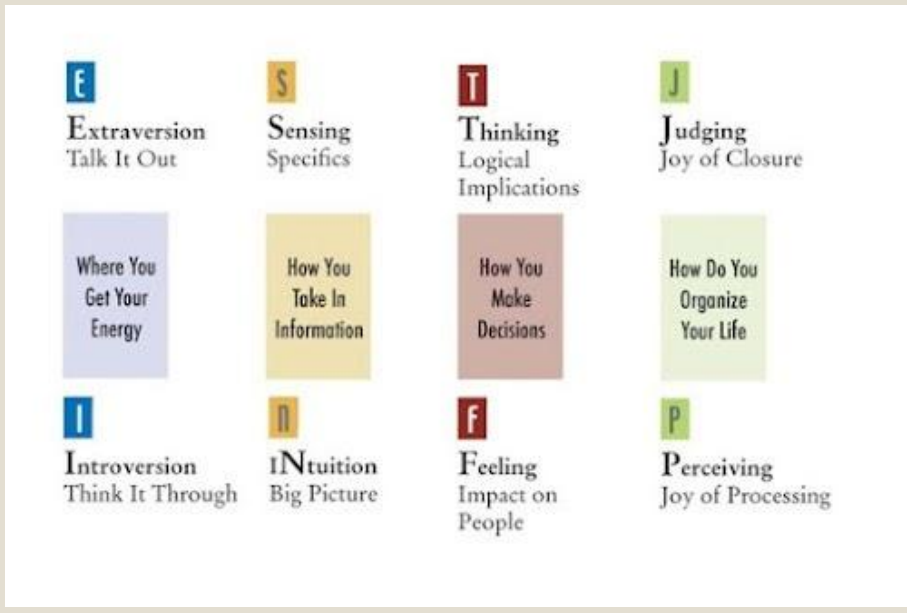
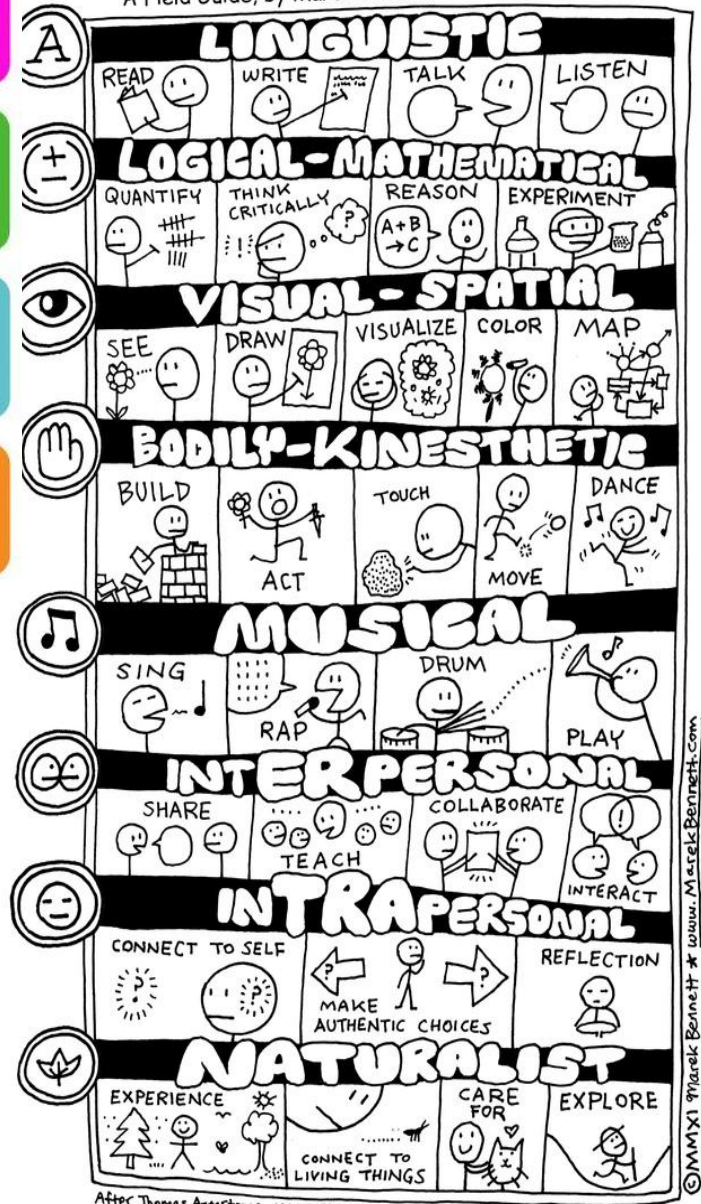


AND THEN...  
VISUALS FOR  
OURSELVES



# MULTIPLE INTELLIGENCES

A Field Guide, by Marek Bennett



After Thomas Armstrong, MULTIPLE INTELLIGENCES IN THE CLASSROOM



# PERSONAL EXAMPLES

## I use + I do...

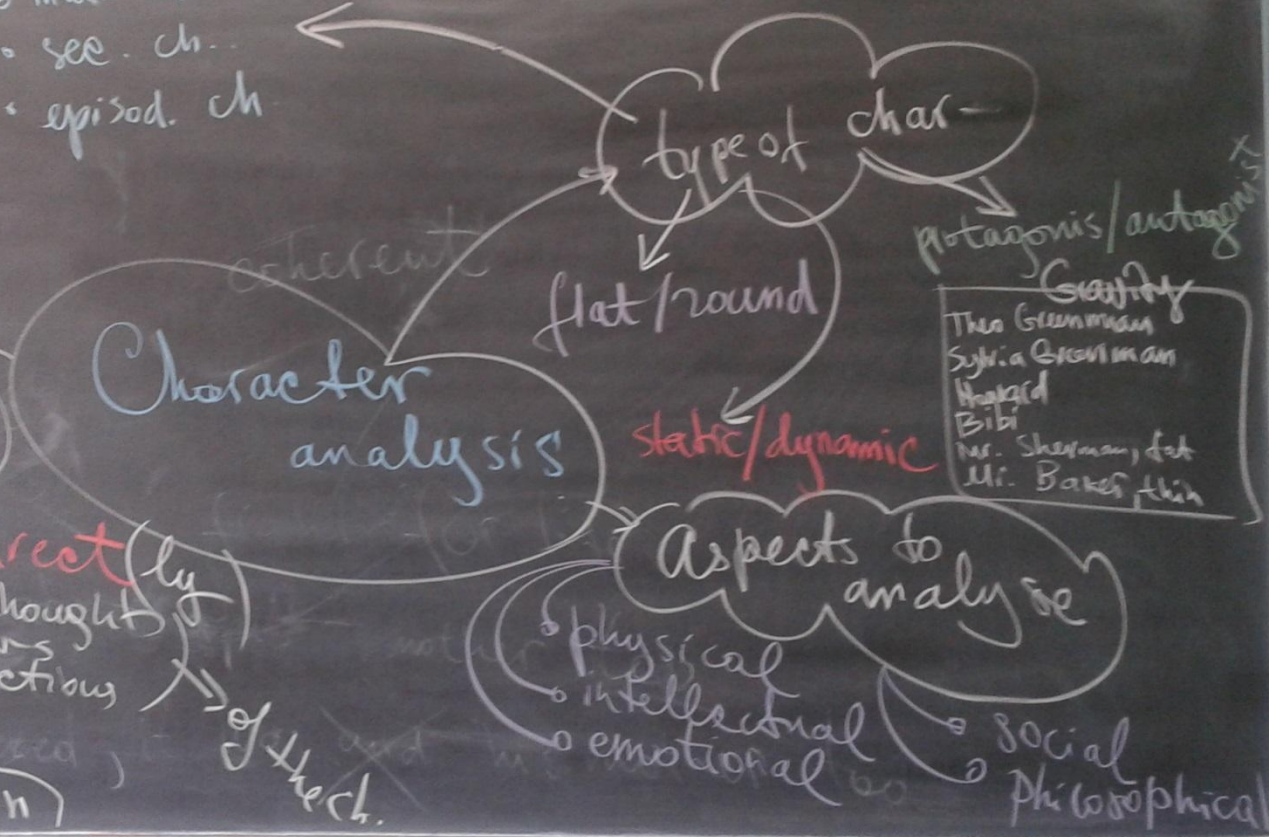
- **Coloured** chalk
- **Markers and felt-tips on cards**
- **Draw graphs, charts and mindmaps**
- **Ask students to make posters on class topics (not just abstract wallpapers)**

# 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



Gratuity  
Then Greenman  
Sylvia Greenman  
Happold  
Bibi  
Mr. Sherman, det  
Mi. Baker, thin

Go to war little helmet  
Make your mama proud.

Exhausted, I dropped down  
dead.

She lost her b-fr & her mind.  
I only want to say if there is a way

Take this cup away from me, coz I don't want to taste it's Pop poison

The King of Don Juan.

An old man turned 98, he won the lottery & died the next day.  
The house of ill repute.  
the blood-red sea

The heat swallowed towns & cities.  
Hey, come on, hurry up, chop-chop!  
You're divine - change my water into wine.  
Your argument is sound, but nothing but sound.

Better late than... pregnant.

The future is blight the future is orange.

You hold me without touch.

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

I drive upon the mountain  
I dive into the moon.

Let's have some fun, this beat is six  
I wanna take a ride on your disco stick.

Dead men tell no lies.

Achilles' heel



those <sup>complicated</sup> <sup>don't know what</sup> <sup>to do</sup> <sup>with</sup> tricky words <sup>lex.</sup> <sup>sem.</sup> <sup>voc.</sup>  
Neologisms in international development  
English: it's a neologism <sup>thing</sup> <sup>isn't</sup> <sup>it</sup> <sup>voc.</sup> thing, inuit

Lexicology  
stylistics  
history of lee  
phonetics  
grammar  
syntax  
Semantics  
etymology  
gen. linguistics  
morphology  
sociolinguistics  
lexicography

Systematic polysemy in lexicology and lexicography  
<sup>sem. rel. b/w</sup> <sup>W-S</sup>

It describes / tries to demonstrate  
tries to prove / presents <sup>approaches</sup> <sup>sciences?</sup>

Saving dying languages <sup>disappearing</sup> <sup>gen. ling.</sup>  
African American Vernacular English <sup>soc. dial.</sup> <sup>speaking</sup> is not

This article deals with <sup>development</sup> <sup>written</sup> <sup>refers to issues</sup> <sup>connected to</sup> <sup>sciences?</sup>  
function <sup>by <name></sup> <sup>and namely</sup> <sup><a specific aspect></sup>

Standard English with mistakes <sup>gen. ling.</sup> <sup>smith inborn</sup>

quite clear <sup>rather</sup> <sup>clearly</sup> <sup>ambiguous</sup>

The language instinct <sup>complex behav.</sup> <sup>reason</sup>

It treats such <sup>problems</sup> <sup>issues such as...</sup>

The decline of grammar <sup>ethology</sup> <sup>gn.</sup> <sup>deals with behav. of anim & humans</sup>

It tackles <sup>language(s) in general</sup> <sup>English</sup> <sup>eye</sup> <sup>eyes like...</sup>

Driving forces in linguistic change <sup>main</sup> <sup>caused</sup> <sup>use</sup> <sup>change</sup> <sup>value</sup> <sup>approach</sup> <sup>analysis</sup>

The origin of language <sup>gen. ling + hist. of lge (Eng)</sup> <sup>hist. of lge + (Eng)</sup> <sup>aspect</sup>

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 pres-n

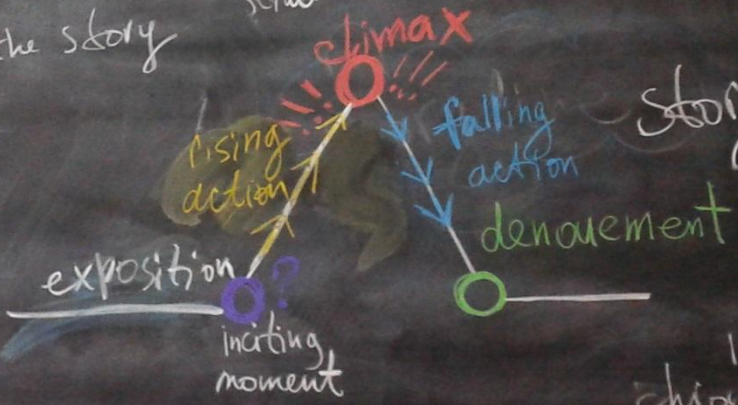
discourse time

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 pres-n  
26 min

plot

structure



story ed

story line

is not chronological

complex narrative  
achrony



tableau

= how towns ppl remembers the Griersons

frame

crayon portrait

high & mighty  
No comm-n

isolation  
imitation

principles

teacher's position:  
domination

punishment

gossip

townspeople

jealousies

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

# FLOWERS

importance = beauty  
syn. flowers feed the soul  
parad. constr. bread feeds the body  
syn. beauty

what humanity would be if it didn't know  
= ? that. = ? B.

syn. are  
flowers are beauty  
[example of] eternal of life  
personally feel them  
are perfumes  
compl. met.

in joyantly spoke of Gods  
in eyes of rainbows  
& secret perfumes  
silence  
are world  
full of life

pers. ep. free, spontaneous  
human action means believing in tomorrow  
"future"

are without hope.  
= future  
have no tomorrow  
personally  
are the sweetest creations of God, but without soul  
short life  
forget

have spoken to me  
pers. are  
are loved  
= hidden signs  
for beauty of their character  
met.

are an affirmation that a ray of beauty outvalues utilities of the world  
met.



(6)

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 = destroyed

persd. cotton wagon covered cart  
 buildings from the past on street  
 gasolene pump  
 lived in people who houses

architecture

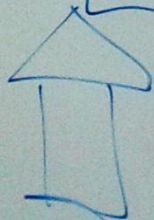
cupola

frame house

spire

balcony

E's house left



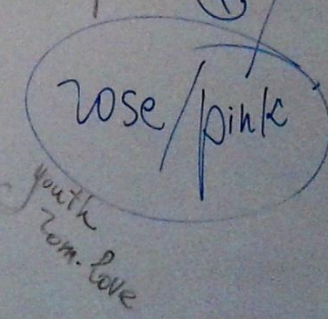
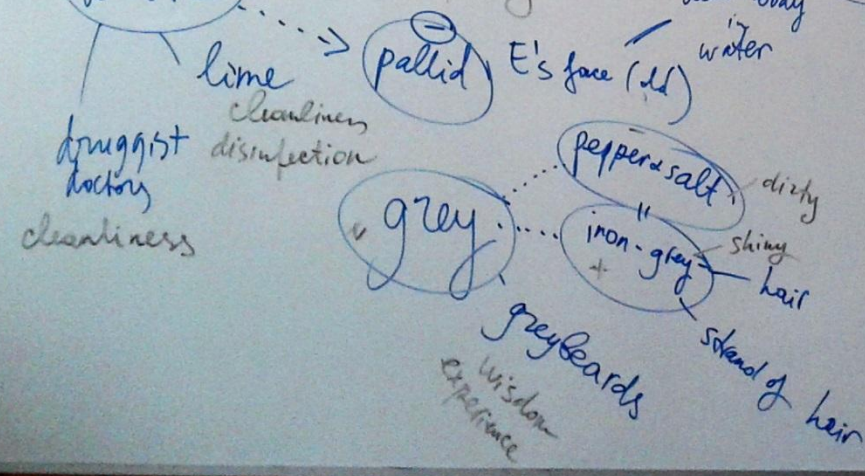
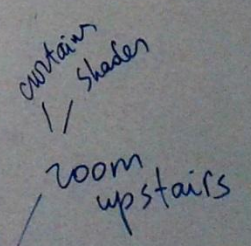
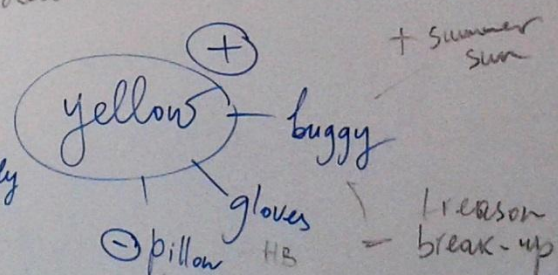
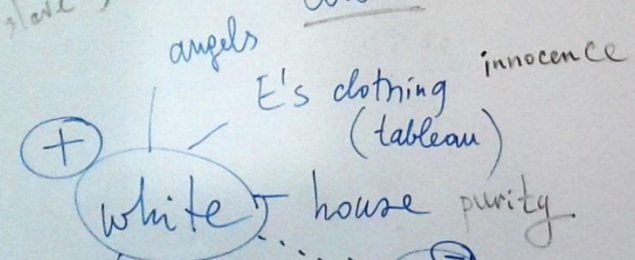
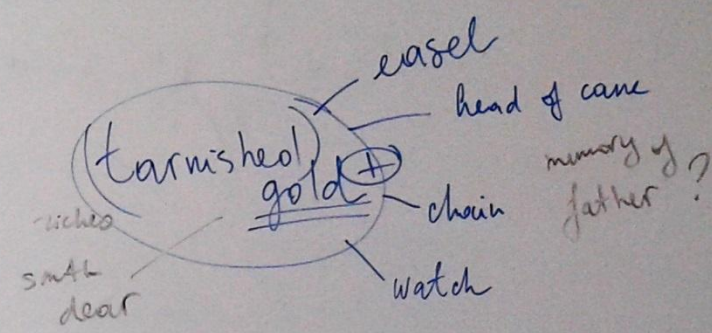
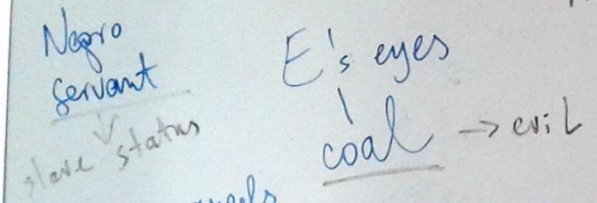
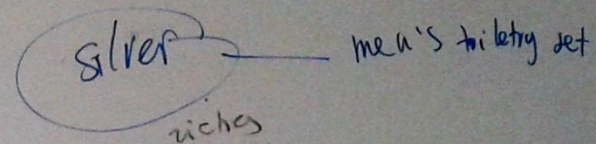
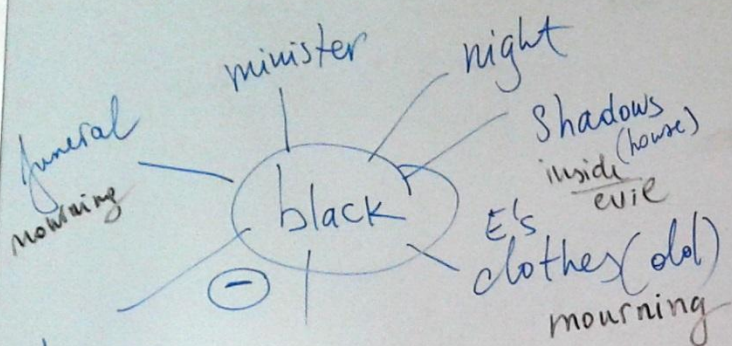
lifted its decay = ruinare decadente  
 stubborn coquettish = flirty

Cotton gin

types

garage

gasolene pump



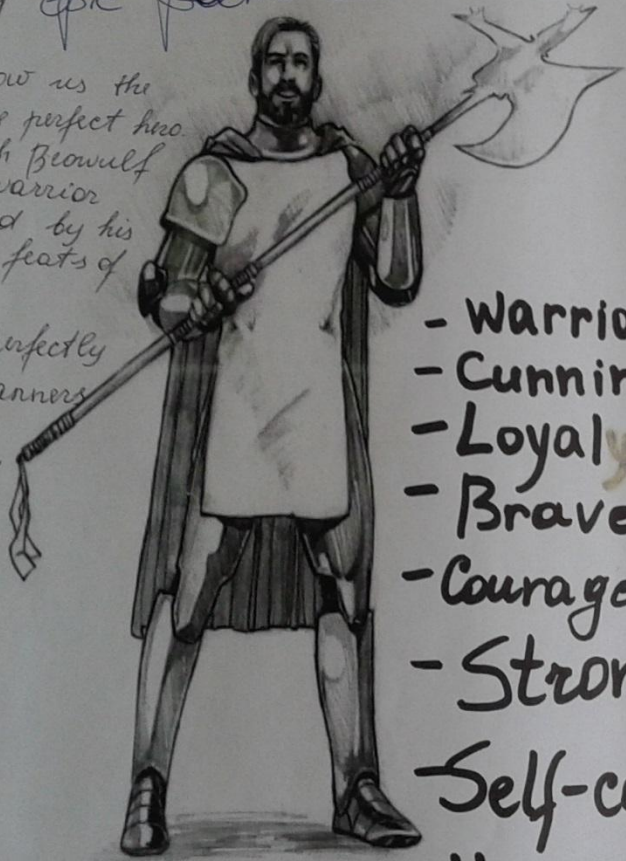
# Beowulf

self-titled epic poem

Beowulf show 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 <sup>thus</sup> demonstrate that he was wise as well as strong.

The warrior

- Never backs down from the fights
- with monsters, dragon



Kills Grendel

Becomes



King









ENJOY VISUALS  
EVERY DAY!