## **Contents**

Introduction 1 Who is Pictures for Language Learning for? 1 Chief aims of Pictures for Language Learning 1							
PA	RTA	PICTURES IN THE LANGUAGE CLASSROOM					
1		onsiderations 2					
	1.1	Why use pictures? 2 Five basic questions 2					
	1.3	Five ways of looking at language 4					
	1.4	Activities that matter 6					
	1.5	Challenges and opportunities 7					
	1.6	Pictures and class organisation 10					
PA	RTB	EMPHASIS ON SPEAKING AND WRITING					
2		luction 17					
	2.1	Some roles for pictures in speaking and writing Controlled and open speaking and writing 17					
	2.3	Mechanical practice and communicative practice 18					
	2.4	Simulated and real 19					
3	Mecha	anical practice 22					
	3.1	Folding paper and mechanical practice 26					
4	Comm	nunication and challenges 41					
	4.1	Challenge to describe 41					
	4.2	Challenge to identify 52					
	4.3	Challenge to match 56					
	4.4	Challenge to group 61					

## Contents

	4.5	Challenge to sequence 68	
	4.6	Challenge to order 89	
	4.7	Challenge to memorise 92	
5	Comn	nunication and opportunities 96	
	5.1	Opportunity to express opinions 96	
	5.2	Opportunity to express experiences and feelings	97
	5.3	Opportunity to speculate and express opinions	109
	5.4	Opportunity to express and debate opinions 11	
	5.5	Opportunity to dramatise 113	
6	Mini-	dialogues 116	
Weight 1	6.1	Pictures and mini-dialogues 116	
	6.2	Organising mini-dialogues 117	
	6.3	Examples of mini-dialogues with pictures 118	
7	Roler	play and simulation 126	
•	more k	Diay and Simulation 120	
		ry considerations 2	IN.
PA	RTC	EMPHASIS ON LISTENING AND READI	NG
-	Di	Trees ways of hosting all languages are warried.	
8		res and the teaching of meaning 136	
	8.1	Establishing meaning 138	120
	8.2	0 0	139
	8.3	Contributing to the world of the classroom 147	
9		oping listening and reading skills 159	
	9.1	Types of skills 159	
	9.2	Micro-skills 160	
	9.3	Stages 160	
10	Comn	nunication and challenges 162	
	10.1	Challenge to identify 162	
	10.2	Challenge to match 165	
	10.3	Challenge to group 170	
	10.4	Challenge to sequence 173	
	10.5	Challenge to order 177	
	10.6	Challenge to memorise 178	
11	Comn	nunication and opportunities 180	
	11.1	Opportunity to imagine 180	
		- II	

## PART D FINDING, USING AND STORING PICTURES

12	Sourc	es of pictures 182
13	What	to do with a picture 188
	13.1	Personal response 188
	13.2	Pictures which illustrate 190
	13.3	Pictures which imply 192
14	Types	of picture and types of use 193
	14.1	Checkchart for pictures 193
	14.2	Pictures of single objects 193
	14.3	Pictures of one person 196
	14.4	Pictures of famous people 197
	14.5	Pictures of several people 197
	14.6	Pictures of people in action 197
	14.7	
	14.8	
	14.9	Pictures with a lot of information 198
	14.10	Pictures of the news 199
	14.11	Pictures of fantasies 199
	14.12	Pictures of maps and symbols 200
	14.13	Pairs of pictures 200
	14.14	Pictures and texts 200
	14.15	Sequences of pictures 201
	14.16	Related pictures 201
	14.17	Single stimulating pictures 201
	14.18	
	14.19	Bizarre pictures 202
	14.20	Explanatory pictures 202
	14.21	Student and teacher drawings 203
15	Creati	ng and adapting pictures 204
	15.1	Simple drawing 204
	15.2	Pictures on the board 206
	15.3	Pictures on the overhead projector 206
	15.4	Paper and card 207
	15.5	Collage 207
	15.6	Adapting magazine pictures 210
	15.7	Folding pictures 211
16	Filing	pictures 212
		Filing by subject 212

## Contents

16.2	Filing by course unit 213	
16.3	Filing by language teaching points	214
16.4	Filing by skill 214	
16.5	Filing by topic 214	
16.6	Filing by situation 214	
16.7	Filing by cultural information 215	
16.8	Protecting and storing pictures 21.	5

Bibliography 216
Further reading 217