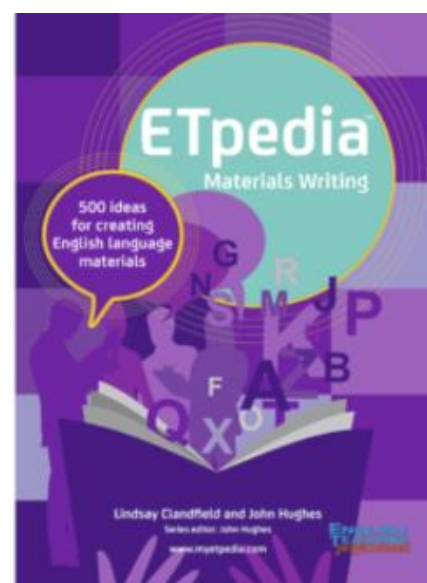
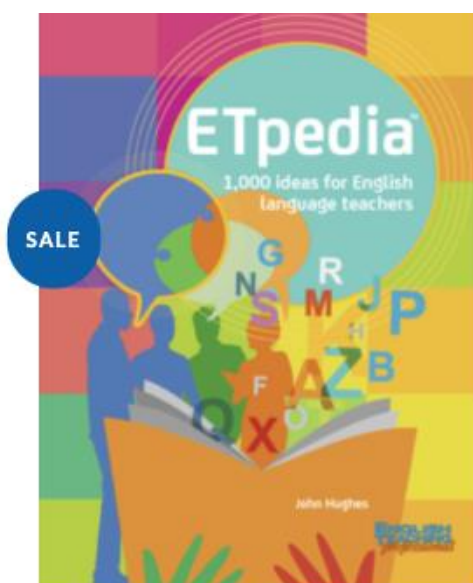
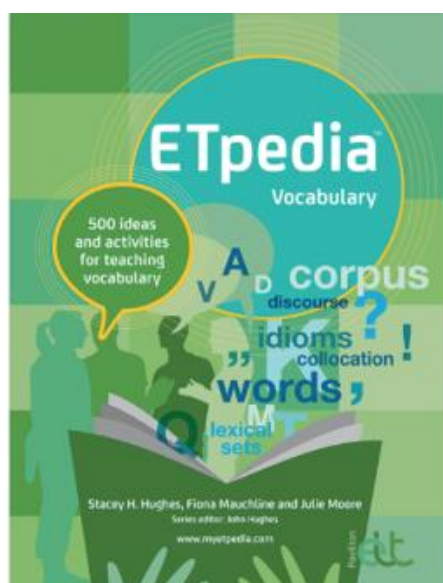


This handout contains tips and ideas on using images and video taken from a selection of the ETpedia teacher resource books published by Pavilion ELT.



<https://www.pavpub.com/pavilion-elt/etpedia-series>

10 sets of questions to ask about an image

We often use images in class to begin a lesson or to generate discussion. Photographs, cartoons, paintings and graphics can all provide a context to the topic of a lesson. They often appear with a longer reading text, so they are also a good way to prepare for reading it. Talking about images can also be useful practice for certain parts of speaking examinations which require the students to talk about and sometimes compare images. The sets of questions here are all examples of the types of questions you can ask the students about many different types of images. Alternatively, you could write the questions on the board and the students could work with a partner and ask each other the questions.

1. Description

- What can you see?
- What does the picture show?
- What is happening?
- Say three adjectives that describe this picture.

2. People

- Where are the people in this picture?
- What are they saying/thinking?
- How do they feel?
- How well do the people in the picture know each other?

3. Activity

- What are they doing?
- Do they like doing this?
- How often do you think they do this?
- What has just happened?

4. Imagine you are in the picture

- What would you be doing?
- What would you say to the other person/people?
- Would you enjoy being here? Why? Why not?
- What question would you like to ask the person/people in the picture?

5. Time

- When do you think the picture was taken?
- What year is it?
- What time of day/year is it?

6. Personalisation

- What does it remind you of?
- Have you ever been in a similar situation?

7. Comparison

How is the place in the picture similar to or different from where you live?

Compare the people in the picture. Find three similarities and three differences.

8. Predicting and speculating

What do you think will happen next?

What do you think the person is going to say/do next?

What do you think is to the right-hand side of the picture?

9. Picture with a text

Look at the picture with this text. What is the text going to be about?

Which part of the text is about the action or place in the picture?

10. Reusing the image

Imagine this picture is from a film poster. What is the title of the film? What kind of film is it?

Imagine this picture is the cover of a book. What is the title of the book? What kind of book is it?

Imagine this picture is the cover of a computer game. What is the title of the game? What kind of game is it?

Imagine this picture is from an advertisement. What is the product or service it is advertising?

"I use images in my classes because they warm up ideas and build vocabulary. I prefer to use images related to the students' interests and background, or images that students find challenging, informative and amusing."

Marianne Chavarria, Costa Rica


10 tips for using images for teaching vocabulary

When it comes to stimuli and prompts, probably the most successful, appealing and versatile are images. Sight is the sense that draws and focuses our attention the most, and when we look at something, a significant percentage of our attention is drawn to colour. This means that highly coloured images can be used for specific purposes in the vocabulary classroom. It's worth remembering, though, that images with few or no colours are better for triggering the imagination. Students generally enjoy working with pictures, especially if they helped to choose them, but keep the number of images you use in a single session down to one or two. If you don't, the pictures rather than the vocabulary can end up becoming the focus of the lesson. The first three tips in this unit give advice on which pictures to use. Tips four to ten suggest further ideas for exploitation.

1. Using colour images

Colour and clarity help to fix visuals in the mind, so for a memory game a brightly coloured image will be more effective. To review clothes, for example, find a picture with people in brightly coloured clothes, show it to the class for a few seconds then ask them to work together to write down as many adjective + noun combinations as possible to describe things in the photos. You can also put different-coloured circles around separate images of, for example, animals, on a slide or worksheet. Ask students to look at the worksheet for 30 seconds. Then, from memory, they tell you what the animal in the orange circle was, the yellow, and so on.

2. Using black-and-white images

 If you want to use a picture as a starting point for a story, or even for an imaginative description, choose black and white images (an example is provided on page 244 of the Appendix). Students look at the image and imagine what sounds the photographer could hear, what he/she could smell, what colours things were in real life, and so on. From there, ask about any people in the photo – what they had been doing, what they were going to do, why they're there, what they are thinking about or feeling and so on. Once you have discussed the photo as a class, put students in small groups to write their stories based on the ideas generated.


3. Using students' own photos or artwork

Probably the most motivating way to bring images into the classroom is to ask your students to provide them. They can bring their own photos and selfies, drawings or artwork, or they can research images in copyright-free photo resources online. Images provided by students can be used to illustrate one single item (e.g. *sign, traffic lights, zebra crossing, phone box*) or as stimuli for brainstorming sessions. For example, you can tell students to bring photographs similar to the type used in speaking exams and ask them to work in pairs to make a list of all the vocabulary they could use to talk about the photo and 'impress' the examiner.


4. Students' collages for likes and dislikes

If you are practising likes and dislikes and want to generate lots of vocabulary, ask each student to email you a photo before the lesson of at least one thing they like and one thing they dislike. As you will probably have more than one photo of some things (e.g. spider, cat, pizza, beach), make a collage before the lesson using one photo of each thing. You can do this using a Word table or an online photo editor such as befunky.com. Use the collage to elicit or present the vocabulary. Show students the collage and ask them to name as many of the things shown as possible. Then ask them to work together to guess which things were likes and which were dislikes, which were the most popular and which the least. Alternatively, make one collage with all the likes and one with all the dislikes, and ask students to discuss and guess which of their classmates likes and dislikes each thing. You can then talk about each photo in turn. This also works well for the vocabulary of hobbies and pastimes.


5. Find your picture partner

 Create simple prompt cards with drawings of pairable items such as a hat and scarf, a pair of boots and a pair of socks, a purse and a wallet, earrings and a necklace, a shirt and a tie (see page 245 of the Appendix) for a 'match-milling' warmer. At the start of the class or before a pairwork activity, give each student a picture card and tell them to find their partner. Students mill about, saying *I've got a purse. What have you got?* to find a partner. They keep their cards in a pocket to avoid showing it to classmates. Trying to find a suitable partner forces them to speak to as many classmates as possible, which in turn allows for repetition of vocabulary. Finally, students explain how they chose their partner.

6. Speedy flash

 Make a set of prompt images such as a series of professions (see page 246 of the Appendix) and keep them face down in a pile in front of you. You should use ten to 12 photos, as most people can remember seven or eight easily, and you want to provoke discussion to maximise repetition. Show the class each picture for one or two seconds. Put students in pairs or small groups to talk about what they remember. If you are presenting new vocabulary allow students to use bilingual dictionaries to look up words (see Units 41 and 42). Next, show them the same photos again, equally quickly, and ask them to put their words in order. Alternatively, show them the photos in a slightly different order from the first time. Ask pairs to discuss which ones they think moved. Both of these stages ensure vocabulary items will be repeated.

7. Half-pictures

 Find a photo or artwork showing a lively scene, such as a market or a celebration (see page 247 of the Appendix). Cover up the right or left half. Show it to students and ask them to work with a partner to make a list of everything they expect to be able to see in the missing half. They should write obvious words like *ceiling*, *sky* and *ground*, but they should also think about any 'stories' the picture could show and therefore what could be in the covered half (e.g. a birthday cake, dirty plates, a Christmas tree, a fireplace, a sleeping dog, children). Students compare lists and discuss before you reveal the hidden half.

8. Cropped, masked and filtered photos



Use parts of photos or distorted photos to generate vocabulary by speculation.

For example, find photos of four animals your teens or lower-level adults find tricky to pronounce (e.g. *pig, frog, snake, rabbit, horse, crocodile*) and cover up most of the photo using a photo editor or cut-out shape, revealing only one part (see page 248 of the Appendix). You could also create a collage of your photos and use a single shape to cover up the collage randomly. Students then speculate about what animals are shown. This will produce a class list of many possibilities. You can also enlarge and crop images of items to use in the same way.

9. Act the comic

This idea generates verbs for actions and adverbs of manner. Find a section of a graphic novel or comic that shows plenty of actions. Put students in pairs to work out what verbs they would need to give instructions to actors to reproduce the scenes in the strip. Ask them to add adverbs if needed. Next, students work with a new partner. They take turns giving their new partner instructions using only the verbs and adverbs to act out the scene; e.g. *Stand up confidently, Turn around slowly, Look worried, Walk quickly, Jump, Hide*, etc.

10. Photos for homework



Ask students to find detailed, interesting photographs of scenes, for example a street in a city, a market or a beautiful landscape. Tell them to spend time looking carefully at the images and writing down vocabulary items that they could use to describe the image in detail. They should note nouns, adjectives and verbs, and they should add any idioms or fixed expressions that come to mind. In class, ask them to work in small groups to show their images and share and teach their vocabulary. Art can also be used in this way: try Lowry, Renoir or Hockney.

"I use images in my classes because they warm up ideas and build vocabulary. I prefer to use images related to the students' interests and background, or images that students find challenging, informative or amusing."

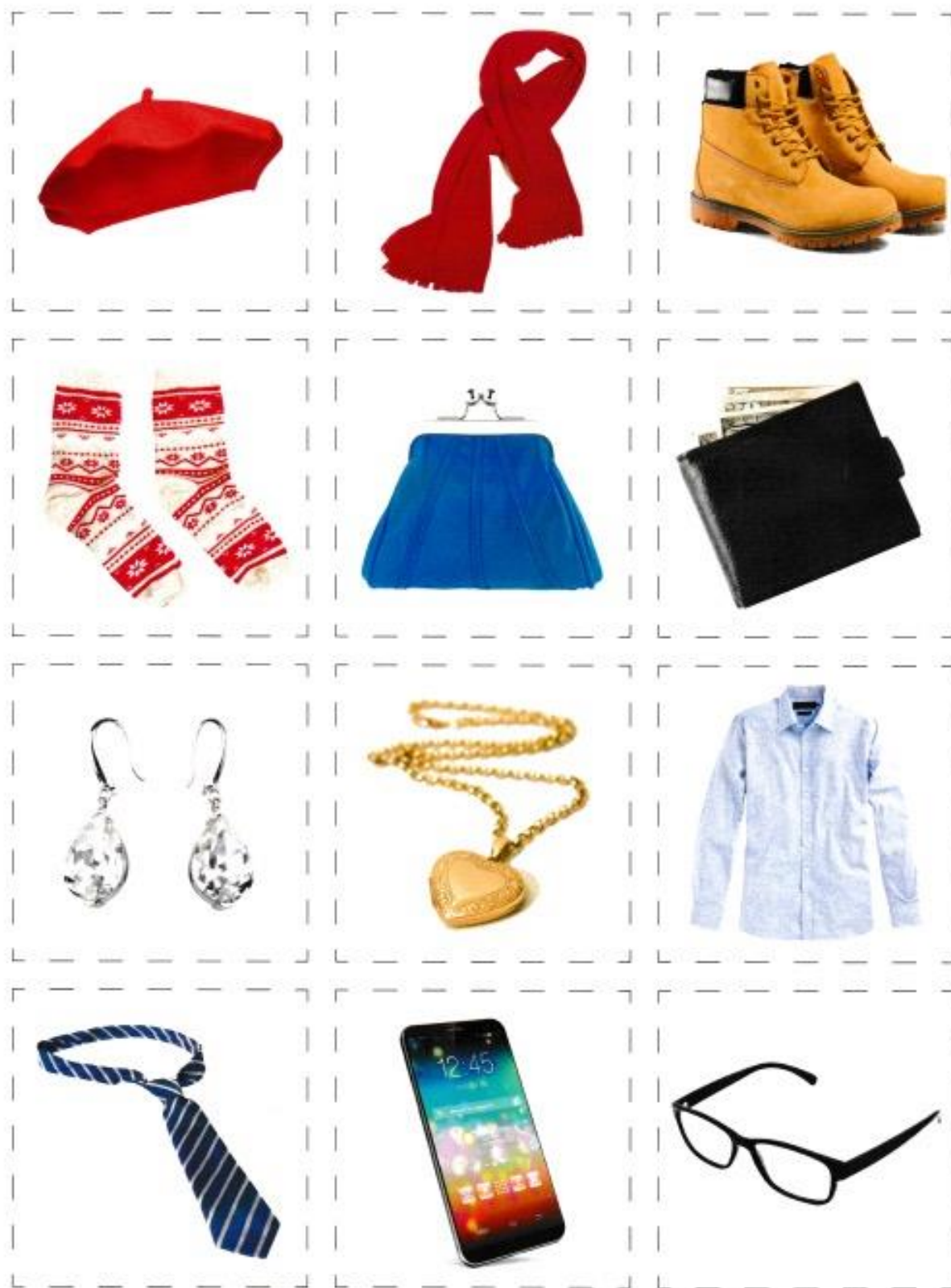
Marianna Chavarria, teacher, Costa Rica

Unit 46.2 Black-and-white images



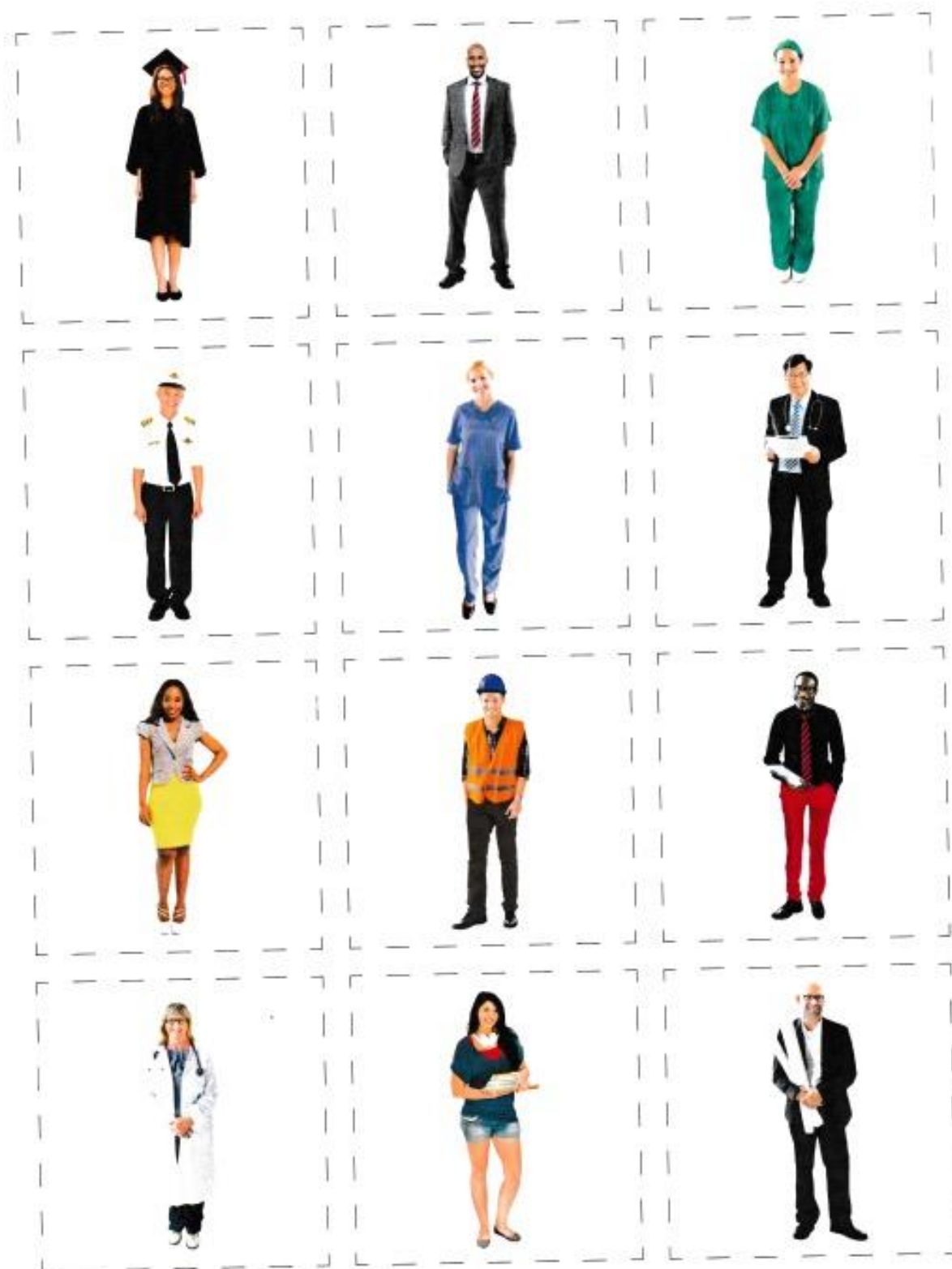
You may photocopy this page.

Unit 46.5 Find your picture partner



You may photocopy this page.

Unit 46.6 Speedy flash



You may photocopy this page.

Unit 46.7 Half-pictures



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46.8 Cropped, masked and filtered photos



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10 ways to use video in the classroom

Video in the classroom can be a highly motivating tool for language teaching. From short clips to news documentaries to full-length films, video is a way to engage students in a topic, to teach new vocabulary, and to give them the opportunity to listen to authentic English. It can also be used to generate speaking and writing activities, so it's very versatile. Here are a few suggestions which will work with a large range of video genres.

1. Sound off

To get the students interested in the video, turn the sound off and ask them to watch. Afterwards they can tell the class or a partner what they think the video is about or what they think the people in the video are feeling or saying to each other. When the students have done this, play the video with the sound on and they can see if they were right.

2. Image off

You can also play the video with the screen covered or the image turned off. The students listen and predict what they think is showing on the screen. They can discuss their ideas in pairs or groups and then watch the video again with the images showing.

3. Numbering nouns in order

If the video includes lots of different objects in different places or moving about, such as in a street scene, write on the board the names of around 10 objects which appear. Don't write them in the order they appear, but randomly. The students watch the video and have to number the objects in the order they see them. This is a useful task for reviewing previously-learned vocabulary and for introducing a few new words.

4. Comprehension questions

For video with lots of speaking, such as narration, write a set of comprehension questions to help the students listen for certain key words or information and to check their understanding.

5. Using the video script

If you have a copy of the script for the video, there are a number of ways to make use of it. You could gap certain words or expressions and get the students to listen and write them down. Alternatively, you could cut the script into individual lines, jumble them and ask the students to put them in the correct order as they watch.

6. Writing subtitles

With a video that has subtitles you can switch on or off, try the following task, which is good for intensive listening. Choose a short section of a video with some narration or dialogue (the length will depend on the quantity of words). Ask the students to listen and write down what they hear. You will probably need to play it more than once. In between viewings, the students can compare and help each other. Finally, play the video with the subtitles on. The students compare their transcriptions with those on the screen.

7. Translating subtitles

Another variation of activity 6 works if you have a class where everyone speaks the same mother tongue and you have a video in their language which has the option of English subtitles. Play the video in their own language and explain that you want them to translate the words in the video into English. The students watch a few times and translate the text. Finally, they compare their versions with the English subtitles on the film.

8. Make a video

It's very easy for students to make a video that they have written and directed themselves. This could be a drama they have scripted or a documentary about their own city – the possibilities are endless. The strength of making video is that it really motivates the students to work on their spoken English because they are appearing on the screen for other people to see.

9. Make a soundtrack

If you don't have the resources or time for your students to make their own video, you could take an existing video which shows images of a place or some simple documentary footage. If the video has an existing soundtrack, turn it off. The students work in groups and as they watch the video (a few times), they write their own narration to accompany it. When they have finished their scripts, a student from each group reads out their new narration as the video plays. By the end, all the groups will have read and listened to several different narrations.

10. What happens next?

This activity works well with a drama. Show a short section of the film with two or three characters. Afterwards, talk about what is happening and check that everyone understands the plot so far. Then ask the students to work in groups and write the scene that they think will follow on from what they have seen. If you have time, ask them to rehearse reading the new script or even performing it. Each group then reads or performs their scripts to the class. Afterwards, play the scene that actually follows in the original film for them to compare.

"Teaching through video is a perfect way to stimulate and motivate students to learn as well as maintain their interest for a longer period of time."

Magdalena Dygala, Poland

10 tips and ideas for writing video lesson materials

Unit 38

Many language classrooms now have projectors and internet availability, giving teachers access to millions of videos of all lengths and genres, from short clips on YouTube to entire feature films. This has led to an enormous growth in the number of lessons in which video plays a part. As a result, there is now increased demand for material to accompany video-based lessons. In many ways, activities written to accompany video material are similar to those written for listening material, but the added visual element gives the materials writer scope for even greater creativity. In the list below, tips 1 and 2 give some general guidelines on writing video-based exercises. Tips 3 to 10 focus on ways of making full use of the images as well as the sound.

1. A three-stage structure

Most video lessons will have the follow stages: a before-you-watch stage, a while-watching stage and an after-you-watch stage. You need at least one activity for each stage, with often a second activity for the while-you-watch stage.

2. Video clips and timings

It's a good idea to break up long videos (anything over three minutes) into smaller clips and have different exercises for each clip. Note that when you need to refer to different times in the video for each activity, add the timings to your rubrics. In other words, a video shown in two parts might have two different exercises with rubrics like this:

- Watch the first part of the video (0:00 to 1:37) and answer the questions.
- Watch the second part of the video (1:38 to 4:05) and answer the questions.

3. Predict what you will see

A good before-you-watch activity will often involve some kind of prediction. This could be predicting from a series of screenshots (*What do you think the connection between these three images will be?*), from a series of words (*Here are five words that all appear in the video you are going to see. What do you think the video is about?*) or from information about the clips (*You are going to see clips from this summer's blockbuster movies. What movies do you think you will see?*).

4. Tick the things you see

This is a very easy task, suitable for the first while-watching activity. Make a list of eight things (five that appear in the video and three that don't). The students watch and tick the things that appear in the video. If this is key vocabulary, the task can also be used to teach the words. Here is an example of an exercise for a video documentary about a factory process, designed for a technical English course:

Watch the videos and tick the five things you see in the video.

boxes conveyor belt shelves bottles caps labels water trucks factory workers

5. Put the events in order

As a variation to 4, you could ask the students to watch the video and number the things in the order they see them. This also works well with videos which have a storyline. Prepare a series of statements that describe the events in the video and jumble them up. The students have to number the events in the order they occur. So if you were to show a video from a thriller with a car chase, your exercise might look like this.

Watch part of a film. Number these events from 1 to 5 in the order they happen:

- ___ The car rolls over twice and catches fire.
- ___ A police car arrives at the scene of the crime, and two officers get out of it.
- ___ A man runs down a street and jumps into a car.
- ___ Two other men suddenly start their engine and follow the first car.
- ___ A cyclist is knocked off his bicycle into a fruit and vegetable stall.

6. Match the quote to the person

Make screenshots of the different speakers in the video and paste them around a piece of paper. Then transcribe one or two lines that each speaker says in the video and write them in the middle of the paper. The students can either watch and try to match the quote to the speaker while watching, or they can watch and try to match the quotes from memory afterwards. A variation would be to put each quote next to the picture of the speaker, but change it slightly so that it has some small errors which the students have to correct while watching.

7. Watch only

For the first while-watching activity, you can prepare a series of questions that the students first try to answer while watching the video with the sound turned off. For more dramatic clips, this could include speculating about what the characters said (especially if this has caused a strong reaction in another character). This is a type of gist-prediction type exercise, so your rubric could be something like this:

Watch the video with the sound off. How do you think the two people feel? What is their relationship to each other?

8. Listen only

This is a reverse approach to the idea in 7. For the first while-watching exercise, the students only hear (but do not see) the video clip. Create a series of gist questions, such as: *Is this a clip from an advertisement, a film or something else? How many people are in this clip? Where do you think they are? What are they doing? What do you think has happened at the end?*

7. Translating subtitles

Another variation of activity 6 works if you have a class where everyone speaks the same mother tongue and you have a video in their language which has the option of English subtitles. Play the video in their own language and explain that you want them to translate the words in the video into English. The students watch a few times and translate the text. Finally, they compare their versions with the English subtitles on the film.

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