

Working with pictures

With pictures glued on cardboard you can work in many different ways and on different levels of difficulty.



With beginners: You can of course just show pictures and choral read but pictures are also good for asking simple question etc. A few examples: Hand out a picture each to students who stand in front of the class. Write on the board:

What do you have? I have a cat. (at the same time he shows his picture)

At first you ask and then you invite other students to ask.

Now write one more question on the board:

**Do you have a dog? Yes, I do.
No, I don't.**

Variation: Do the same with numbers

What number do you have? Do you have number 11?

Low numbers for beginners and higher numbers for more advanced students

Variation: Let a student pick a picture out of 5-6 pictures of cats in different colors. The student stands in front of the class (only he knows which color the cat has). Others ask questions.

**Do you have a red cat? Yes, I do.
No, I don't.**

The student who guesses the right color comes forward and picks a picture and you start all over again.

Variation: Give 4 pictures to one student, 7 to another and different numbers to some more student. Then you can practice

How many pictures do you have? I have ...

Go on with asking about brothers and sisters. Ask the students if they can say more questions beginning with **How many?**

Variation. Ask **Do you have 5 pictures? Yes, I do. No, I don't**

Now you have read about a few variations to work with pictures at a beginner's level. Try them out in class, but don't stop here! Make your own variations.

TPR with pictures, a few examples:

Write **What's this? It's a house.** on the board. (Check with other teachers if you ought to use *What is this?* or *What's this?*) Put 5-10 pictures on your table and ask a student **Can you help me? Good, stand up. Walk to the table. Pick a picture. Show it to the class. Look at the blackboard. Read the question.**

What is this? Students raise their hands to answer. **It is a red cat.**

Good, very good, thank you. Put the card on the table and sit down

Continue with 4-5 other students. But make small variations. Before they go to the table to take the picture you can tell them to do other things (**Go to the door – open it - close it – knock 5 times on the door** etc.) and after that the student can go to the table and pick up a picture.

Variations: Tell a student something like this: **Take 2 pictures. Give one picture to a girl. Give one picture to a boy.**

Ask the persons with pictures. **What do you have? or Do you have a cat?** etc.

If possible can get someone to put up a narrow shelf in your or a piece of wood in your classroom. The important thing is to have a place where you can put and then move around the prepared cardboard pieces.



You can also use masking tape (bring some from home!) It's not as easy to use but it works. When you take the pictures down from the board put the tape gently on to the pictures so you can reuse later for other lessons.



You can point to a picture (or just hold one up) and ask three types of question going from easy to more difficult.

- Is this a yellow cat?** Yes/No- questions
- Is this a girl or a boy?** Alternative questions.
- What is this?** The students have to know the word to answer.

You can work in many ways with cardboard pieces. An example:



1

Choral read the numbers and (depending on the level or your students) talk about the numbers.

2

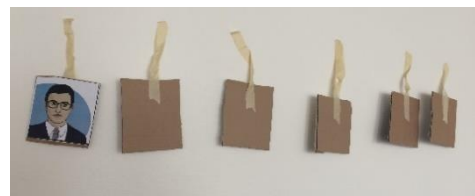


Turn the pieces over and point at one at the time and ask the students which number it is. If you point at numbers the students can see, you only check if they can say it in English, but in this way you check their memory - which is more fun! When the student says one number, you turn it over and comment in various ways so they hear a

lot of English. *That's right, very good, it's number 45. And the next one, can you remember that too?* etc. You can use a more difficult language if your students are more advanced: *∴ the biggest/smallest, to the left/right-*)

Go through the numbers (ask individual students) a couple of times. When the whole class can work in pairs/small groups trying to remember all the numbers etc.

You can off course turn pictures over as well:



Another example with more advanced language: Look at these four pieces together with the class and then turn them over and ask things like this:



There is one cat here, is it red or yellow?

Is it to the right or to the left?

There are three animals but only one person, is it a boy or a girl?

In this way the students will hear a lot of English which is good both for pronunciation and comprehension.

A variation: Ask the students to close their eyes (and perhaps cover their eyes too so you know they are not cheating/looking). Turn one of pieces over and tell them to look again and say what is missing.

TPR and cardboard pieces

The use of cardboard pieces is also very good when you work with TPR. You can read about the TPR method in the TPR chapter. Here is just some examples of language you can use.



Ask a student to come forward and point at the biggest/smallest number, the number to the left/to the right etc.

Can you put the biggest number on my desk in the middle of the shelf please? Put a yellow animal on the shelf to the left of the number. (...) Take the smallest number on the shelf, show it to the class and then give it to someone who sits near the window. Etc. etc.