

Cambridge University Press  
978-0-521-35800-2 - Pictures for Language Learning  
Andrew Wright  
Frontmatter  
[More information](#)

---

## Pictures for Language Learning



Cambridge University Press  
978-0-521-35800-2 - Pictures for Language Learning  
Andrew Wright  
Frontmatter  
[More information](#)

Cambridge Handbooks for Language Teachers

This is a series of practical guides for teachers of English and other languages. Illustrative examples are usually drawn from the field of English as a foreign or second language, but the ideas and techniques described can equally well be used in the teaching of any language.

*Recent titles in this series:*

**Using Newspapers in the Classroom**  
PAUL SANDERSON

**Teaching Adult Second Language Learners**  
HEATHER MCKAY *and* ABIGAIL TOM

**Teaching English Spelling**  
A practical guide  
RUTH SHEMESH *and* SHEILA WALLER

**Using Folktales**  
ERIC TAYLOR

**Personalizing Language Learning**  
Personalized language learning activities  
GRIFF GRIFFITHS *and* KATHRYN KEOHANE

**Teach Business English**  
A comprehensive introduction to business English  
SYLVIE DONNA

**Learner Autonomy**  
A guide to activities which encourage learner responsibility  
ÁGOTA SCHARLE *and* ANITA SZABÓ

**The Internet and the Language Classroom**  
Practical classroom activities and projects  
GAVIN DUDENEY

**Planning Lessons and Courses**  
Designing sequences of work for the language classroom  
TESSA WOODWARD

**Using the Board in the Language Classroom**  
JEANNINE DOBBS

**Learner English (second edition)**  
MICHAEL SWAN *and* BERNARD SMITH

**Teaching Large Multilevel Classes**  
NATALIE HESS

**Writing Simple Poems**  
Pattern poetry for language acquisition  
VICKI L. HOLMES *and* MARGARET R. MOULTON

**Laughing Matters**  
Humour in the language classroom  
PÉTER MEDGYES

**Using Authentic Video in the Language Classroom**  
JANE SHERMAN

**Stories**  
Narrative activities for the language classroom  
RUTH WAJNRYB

**Language Activities for Teenagers**  
*edited by* SETH LINDSTROMBERG

**Pronunciation Practice Activities**  
A resource book for teaching English pronunciation  
MARTIN HEWINGS

**Five-Minute Activities for Business English**  
PAUL EMMERSON *and* NICK HAMILTON

**Drama Techniques (third edition)**  
A resource book of communication activities for language teachers  
ALAN MALEY *and* ALAN DUFF

Cambridge University Press  
978-0-521-35800-2 - Pictures for Language Learning  
Andrew Wright  
Frontmatter  
[More information](#)

---

# Pictures for Language Learning

Andrew Wright



Consultant and editor: Roger Bowers



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press  
 978-0-521-35800-2 - Pictures for Language Learning  
 Andrew Wright  
 Frontmatter  
[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521358002](http://www.cambridge.org/9780521358002)

© Cambridge University Press 1989

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1989

16th printing 2007

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

*Library of Congress Cataloguing in Publication data*

Wright, Andrew, 1937–

Pictures for language learning / Andrew Wright: with drawings by the author.

p. cm. – (Cambridge handbooks for language teachers)

Bibliography: p.

Includes index.

ISBN 0-521-35232-0. – ISBN 0-521-35800-0 (pbk.)

1. Language and languages – Study and teaching – Audio-visual aids.

2. Pictures in education. I. Title. II. Series.

P53.2.W75 1989

418'.007-dc20 89–9976 CIP

ISBN 978-0-521-35800-2 paperback

Contents

Acknowledgements      ix

**Introduction      1**  
Who is *Pictures for Language Learning* for?      1  
Chief aims of *Pictures for Language Learning*      1

---

PART A   PICTURES IN THE LANGUAGE CLASSROOM

---

**1 Key considerations      2**  
1.1 Why use pictures?      2  
1.2 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

---

PART B   EMPHASIS ON SPEAKING AND WRITING

---

**2 Introduction      17**  
2.1 Some roles for pictures in speaking and writing      17  
2.2 Controlled and open speaking and writing      17  
2.3 Mechanical practice and communicative practice      18  
2.4 Simulated and real      19

**3 Mechanical practice      22**  
3.1 Folding paper and mechanical practice      26

**4 Communication 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
<b>5</b>	<b>Communication and opportunities</b>	<b>96</b>
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	111
5.5	Opportunity to dramatise	113
<b>6</b>	<b>Mini-dialogues</b>	<b>116</b>
6.1	Pictures and mini-dialogues	116
6.2	Organising mini-dialogues	117
6.3	Examples of mini-dialogues with pictures	118
<b>7</b>	<b>Role play and simulation</b>	<b>126</b>

---

PART C EMPHASIS ON LISTENING AND READING

---

<b>8</b>	<b>Pictures and the teaching of meaning</b>	<b>136</b>
8.1	Establishing meaning	138
8.2	Bringing the outside world into the classroom	139
8.3	Contributing to the world of the classroom	147
<b>9</b>	<b>Developing listening and reading skills</b>	<b>159</b>
9.1	Types of skills	159
9.2	Micro-skills	160
9.3	Stages	160
<b>10</b>	<b>Communication and challenges</b>	<b>162</b>
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
<b>11</b>	<b>Communication and opportunities</b>	<b>180</b>
11.1	Opportunity to imagine	180

PART D FINDING, USING AND STORING PICTURES

**12 Sources 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 Pictures of places 198

14.8 Pictures from history 198

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 Ambiguous pictures 202

14.19 Bizarre pictures 202

14.20 Explanatory pictures 202

14.21 Student and teacher drawings 203

**15 Creating 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

16.1 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	215
	Bibliography	216
	Further reading	217



## Acknowledgements

I would like to thank and acknowledge the following:

- Roger Bowers, Alison Silver, Annemarie Young and Lindsay White for their editorial care, support and guidance.
- Donn Byrne and Brian Heaton for so many ideas for the use of pictures in language teaching.
- Alan Maley and Alan Duff for introducing me to a fresh understanding of the use of pictures in an imaginative way and in particular the use of pictures to promote discussion and expression.
- Mario Rinvulcri, John Morgan, David Hill and other Pilgrims colleagues for having introduced me to the use of pictures in language teaching as part of personal and social development.
- Irmgard Meyer, Lindsay Miller, Mike Beaumont and students on the Dip.T.E.O. course at Manchester, Ron Adelman and teachers of Thameside for their help in checking through the ideas for their practicality and usefulness.
- All the teachers in so many countries from whom I have learned so much.
- Bill Godfrey for the photograph on p. 129.

The author and publishers are grateful to the following for permission to reproduce copyright material:

Amnesty International, p. 107; Book Club Associates, p. 189; British Rail, p. 107; William Chuckney, p. 88; Bill Godfrey, p. 129; Harvey Barton of Bristol Ltd., p. 86; The Highway Code reproduced by permission of the controller of Her Majesty's Stationery Office, p. 200; The Littlewoods Organisation, pp. 23, 50, 53, 80, 127, 167, 191, 208; London Underground, p. 107; Ordnance Survey, p. 200; Penguin Books Ltd., p. 181; Top Deck Travel, p. 48; VAG (United Kingdom) Ltd., p. 177; Volkswagen UK Ltd., p. 57; Youth Hostels Association, pp. 107, 117.

All other drawings and photographs are by the author.