



**MASARYK  
UNIVERSITY**  
Czech Republic

# **Vidět znamená rozumět**

## **Martina Šindelářová Skupeňová**

## Obsah

Využití vizuálních materiálů  
ve výuce jazyků na VŠ:

Jestli?

Proč?

Jaké?


Jak?

# Vstupní test

Poznáte materiály z vysokoškolského prostředí?

**CRITICAL READING:** Winston Churchill and the bombing of Dresden

In February 1945, Britain sent 300 Lancaster bombers to attack the crowded German city of Dresden. This attack was not the precision bombing of specific military targets. It was deliberate bombing of a whole area. The bombs destroyed city buildings and started tremendous fires. The German armies were in retreat at this time and the war was nearly over. Some historians have argued that this attack was not justifiable on military grounds, that it was nothing more than a slaughter of civilians. But others say it helped to shorten the war in Europe. Ultimate responsibility for this attack lay with the British Prime Minister, Winston Churchill. Was the bombing of Dresden a justifiable act during wartime? Does this cast a shadow upon Churchill's reputation as the heroic icon of twentieth century British history?



**Task 4:** Compare the two drafts of a letter from Churchill on area bombing and answer the following questions:

1. What is Churchill's view of the bombing of Dresden, according to these drafts?
2. What does Churchill feel should be the target of bombing raids?
3. What reasons might Churchill have had for his opposition to the bombing?
4. What is different in the wording of the two drafts?
5. The first draft of the letter was never sent. Why do you think Churchill rewrote this letter?

It seems to me that the moment has come when the question of bombing of German cities simply for the sake of increasing the terror, though under other pretexts, should be reviewed. Otherwise we shall come into control of an utterly ruined land. We shall not, for instance, be able to get housing materials out of Germany for our own needs because some temporary provision would have to be made for the Germans themselves. The destruction of Dresden remains a serious query against the conduct of Allied bombing. I am of the opinion that military objectives must henceforth be more strictly studied in our own interests rather than that of the enemy.

The Foreign Secretary has spoken to me on this subject, and I feel the need for more precise concentration upon military objectives, such as oil and communications behind the immediate battle-zone, rather than on mere acts of terror and wanton destruction, however impressive. (28 March 1945)

It seems to me that the moment has come when the question of the so called "area bombing" of German cities should be reviewed from the point of view of our own interests. If we come into control of an entirely ruined land, there will be a great shortage of accommodation for ourselves and our Allies; and we shall be unable to get housing materials out of Germany for our own needs because some temporary provision would have to be made for the Germans themselves. We must see to it that our attacks do not do more harm to ourselves in the long run than they do to the enemy's immediate war effort. Pray let me have your views. (1 April 1945)

Adapted from  
<http://www.nationalarchives.gov.uk/education/resources/>  
©

3

**GRAMMAR**


D

have to

I can describe my ideal school.

**1** Look at the photo and read the text. What does the photo show?



Summerhill School in England is a private school, and it's very different from most other schools. There is a timetable, but students **don't have to** go to the lessons. They sometimes play football instead! There's a meeting every week for all the children and teachers at the school, and they vote to decide the school rules there. The teachers and students all **have to** follow the rules. **Does** the head teacher **have to** follow the rules? Yes, she **does!**

**4** **1.46 PRONUNCIATION** Listen, repeat and check your answers. How are the words *have to* (or *has to*) pronounced? Try to copy what you hear.

Grammar Builder (3D): page 112

**2** Read the **Learn this!** box. Complete the examples using the highlighted words from the text in exercise 1.

**LEARN THIS!**

1 We use **have to** (or **has to**) to say that something is necessary or compulsory.

2 We use **don't have to** (or **doesn't have to**) to say that something is not necessary (but it isn't against the rules).

We <sup>1</sup> \_\_\_\_\_ be at school before 9 o'clock.

We <sup>2</sup> \_\_\_\_\_ have lunch at school. Some people go home for lunch.

Do you **have to** study French? Yes, I do. / No, I don't.

<sup>3</sup> \_\_\_\_\_ she **have to** do P.E.? Yes, she <sup>4</sup> \_\_\_\_\_ / No, she **doesn't**.

**3** Complete the sentences with the correct form of **have to**, affirmative or negative.


- My brother \_\_\_\_\_ wear a school uniform: black trousers and a green sweatshirt, but I \_\_\_\_\_ to wear a uniform.
- We \_\_\_\_\_ take exams every term – only at the end of the year.
- I \_\_\_\_\_ be at school by 8.50 because the first lesson starts then.
- We \_\_\_\_\_ study a foreign language: French, Spanish or German.
- I don't like geography, but I \_\_\_\_\_ study it.
- My sister's school is a normal state school – she \_\_\_\_\_ pay.

**5** Look at the table. Are these things compulsory or not compulsory at your school? Choose yes or no, then write sentences with **have to** or **don't have to**.

We **have to** / **don't have to** wear a uniform.

	Compulsory?
1 wear a uniform	yes/no
2 study a foreign language	yes/no
3 take exams	yes/no
4 do homework	yes/no
5 get to school before 9.00	yes/no
6 stay at school after 3.00	yes/no

**6** Read and complete one student's description of an ideal school. Use **have to** and **don't have to**.



We <sup>1</sup> \_\_\_\_\_ get to school early in the morning – 10.30 or 11.00 is OK. We <sup>2</sup> \_\_\_\_\_ wear a uniform – we can wear what we like. Every morning the teachers <sup>3</sup> \_\_\_\_\_ ask the students what they want to study. There are classrooms, but we <sup>4</sup> \_\_\_\_\_ go to lessons. We sometimes go to the computer room or the library instead. We <sup>5</sup> \_\_\_\_\_ be quiet in the library – we can sit and talk with friends. There's a canteen where students have a snack or lunch. We <sup>6</sup> \_\_\_\_\_ buy the food – it's all free.

**7** Work in pairs. Think about your ideal school. Write a short description using **have to** and **don't have to**.

**8** **SPEAKING** Work with another pair. Ask and answer questions about your ideal schools.

Do you **have to** wear a uniform at your school?

Yes, we do. / No, we don't.

Unit 3 • School life 31

# A2

## SEMINAR 9

### Politics and International Relations

**Task 1** – Match the following words to their definitions (a-j) below

**Amnesty**    “Red herring”    **Civil liberties**    **Liberty**    **International law**

**Equal opportunities**    **Keynote**    **Welfare**    **Comity**    **Internationalism**

- a) The rights of a person to do, think, and say what s/he wants if this does not harm other people.
- b) An act by which the state pardons political or other offenders, usually as a group.
- c) Rules of etiquette in international relations that do not have the force of law, but make international relations smoother.
- d) The main point in a lecture or discussion.
- e) The belief that the greatest possible co-operation between nations in areas such as trade, culture, education, and government is the best way to build peace. This is the opposite of isolationism and nationalism.
- f) The idea that opportunities in education, employment or any other field, should be freely available to all citizens, regardless of race, gender, religion, or country of origin.
- g) Something irrelevant that is used to confuse or take the attention away from something else.
- h) Rules, principles, and conventions that govern the relations between states.
- i) Public financial or other assistance (food stamps, for example) given to people who meet certain standards of eligibility regarding income and assets.
- j) The freedom to live as you wish and go where you want.

**Discussion Questions**

- 1) How important is it to follow current political events?
- 2) Do you take an interest in the international politics of your country? Can you name some recent events?

- 3) What about the international politics of other countries? Can you name some recent events?
- 4) Has the study of international politics become broader in recent years?
- 5) Do you think that international politics has direct relevance to everyone?

**Task 2** – Choose one of the three following topics, read the YES / NO arguments, add your own arguments and then discuss in small groups. Take notes to present to the class.

**1. Is EU membership a good idea?**

**Student 1** argues for EU membership:

- ✓ Countries' businesses gain unrivalled and unlimited access to a market of nearly half a billion \*well-off consumers. Joining the 'eurozone' reduces costs even more.
- ✓ Poorer member states gain from the money redistribution from their richer \*counterparts via 'structural funds' aimed at developing \*backward regions. Richer ones benefit in the short term by being able to locate production in poorer counterparts where costs are lower. In the long term, redistribution produces more consumers with more money.
- ✓ Citizens gain the theoretically \*unhindered and \*legally-enforceable right to travel, live, work, set up businesses, and (to a limited extent) access social security in twenty-six other countries. As consumers, they benefit from competition legislation.
- ✓ Common standards – for example, on the environment – help promote the collective good and prevent 'free-riding'. They can also be used to spread best-practice.
- ✓ Many modern challenges – the environment, terrorism, immigration, organized crime and trafficking – make a nonsense of borders and are better \*tackled in unison.
- ✓ For many states, being represented in foreign policy and trade negotiations by a large and powerful player gives them more influence than they would otherwise have.
- ✓ The EU helps lock in democracy, links economies and promotes cultural and diplomatic understanding and interchange – a recipe for peace as well as prosperity.

**Student 2** argues against EU membership:

- The economic future is global not regional, with India and China rather than Europe being the markets of the future. The EU is \*inherently protectionist, giving aid to the developing world instead of opening up trade. It also \*subsidises inefficient businesses – particularly in agriculture – and backward, sometimes corrupt countries.

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🗖

18 / 169

G present perfect + for / since, present perfect continuous  
V strong adjectives: exhausted, amazed, etc.  
P sentence stress, stress on strong adjectives

How long have you been working here?

For a long time!  
Since 2001.

## 2B Changing lives

### 1 LISTENING

**a** Look at the photos. Where do you think they were taken? What can you see in each photo?

**b** 1:45 You are going to listen to an interview with Jane, talking about a trip she made in 2008. Listen to **Part 1**. Where did she go? What did she decide to do after the trip?

**c** Listen again. What does Jane say about: 01:20-01:30

- 1 her normal job
- 2 the holiday to Uganda
- 3 what happened when the lorry broke down
- 4 the condition of the school
- 5 the children
- 6 what the headmaster asked her for

**d** 1:46 Now listen to **Part 2**. Correct the wrong information in these sentences. 01:20-01:30

- 1 Jane's son chose the name *Adelante Africa*, which means 'Go forward, Africa' in Spanish.
- 2 The new school opened in 2012.
- 3 Today the school has 75 children.
- 4 *Adelante Africa* has also been trying to improve the children's English.
- 5 They are building a home for the teachers.
- 6 Two of Jane's children have been helping in Uganda.
- 7 Jane says the school has changed children's lives because it has given them an education.
- 8 Jane thinks that she gives more than she gets.
- 9 The website has a video Jane's daughter took of her teaching the children.

**e** Compare your answers with a partner. Then listen again to check.

**f** Do you know anybody like Jane who does a lot of work for a charity? What do they do?

18

Audio ×
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00:49
02:52

## 4 Water, food, and energy

**READING SKILLS** Finding information from more than one source • Identifying language for rephrasing and giving examples  
**LANGUAGE FOR WRITING** Introductions and conclusions • Rephrasing and giving examples  
**WRITING SKILLS** Introductions • Developing a thesis statement • Conclusions  
**WRITING SKILLS** Checking your writing (3) • Writing to describe and explain  
**VOCABULARY DEVELOPMENT** Compound nouns • Compound adjectives

### READING Water, water, everywhere

- Discuss the statements.
  - "Water just comes out of a tap. I don't think about where it comes from."
  - "Bottled water is good for you."
  - "Water is more valuable than oil."
- Survey Texts A and B on page 29. Where could they come from? Who are they written for?
- Scan the texts. What do the numbers in the box refer to?

70%	98%	1972	300 billion	25%	32,000	2.7 billion	150
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- Read Study Skill** Look at questions 1–10. Read Text A and underline any information which answers the questions.

#### STUDY SKILL Finding information from more than one source

You will often have to read two or more texts about the same subject. The information you need will depend on the task.

- Read the first text and underline the information you need.
- Read the second text and underline any new or different information which is relevant.
- Make notes from the information you have underlined.

- What is desalination?
- What is removed during desalination?
- Which two methods are used in desalination?
- Name three countries which use desalination.
- When was desalination first used in China?
- How have the Chinese made the process of desalination more efficient?
- When was desalination first used in the UAE?
- Why is there a water shortage in some countries with adequate rainfall?
- How can water be managed more efficiently?
- How can the problems of water be solved in the future?

- Read Text B and underline any information which you could not find in Text A or which is different.

- Make notes to answer the questions, using the information you have underlined in both texts.



## A World of water

Water is essential to life and we depend on it, yet many people take water for granted. As the population of the world increases, and with it the demand for water, there is growing concern that our water supplies will not prove adequate. In areas near the coast, an obvious solution to this problem is to find ways of utilizing the abundant supply of water from the sea.

Water covers 70% of the surface of the earth, but 98% of this is undrinkable salt water. However, for centuries man has experimented with different methods of converting salt water into fresh water in a process called desalination, whereby salt and contaminants are removed from the water. The challenge, nowadays, is to do this on a much larger scale.

One place which has used desalination for many years is the United Arab Emirates. It installed the first desalination plants in 1972, and nowadays most of the drinking water in the country is supplied by this process. New filtration systems have been developed to replace the traditional methods, which used a heating process. Another example is Saudi Arabia, whose desalination plants produce almost 25% of the world's desalinated water. One of the largest plants in the world has been constructed there, producing 300 billion litres annually.

China, with its rapid industrial growth, has also experienced an increased demand for water as well as energy. To overcome the shortage of both, China built a combined power and desalination plant in Zhejiang Province in the 1970s. Since then, salt water has been taken from the East China Sea and converted into fresh water. Some of this fresh water is then sold to industry, some is used in the production of energy, and the remainder is sold as drinking water.

Unfortunately, desalination is an expensive process using large amounts of energy, but research is currently being carried out into the development of more efficient technology using a combination of different methods. To supply water to 25% of the world's population living within 25 kilometres of the sea, more desalination plants are expected to be built in the future. The hope is that the technology currently being developed will lower the costs and help solve the problem of water shortages in many parts of the world.

(380 words)

## B Providing water for the world

Global demand for water is increasing as many countries are experiencing large population growth. Even in countries where the water supply is adequate, people are beginning to realize how precious it is. As a result, many countries are developing ways to increase and conserve their supplies of fresh water.

One such solution is desalination, the process by which salt water is converted into drinkable fresh water. This involves the removal of salt compounds and other chemicals from the salt water, a process which has traditionally been carried out by heating the water (the thermal method). The main disadvantage of this method has been the cost. Consequently, a cheaper and more flexible method has been developed, whereby salt water is purified by passing it through membranes. This method is used most effectively in combination with the thermal method.

Since 1958, China, one of the driest countries in the world, has used these two methods to exploit its 32,000-kilometre coastline and convert sea water into fresh water. To maximize efficiency, the Chinese have successfully combined a desalination plant with a power station in Zhejiang Province, using water from the Pacific Ocean to produce fresh water to generate electricity.

In the United Arab Emirates (UAE), desalination has also helped compensate for the lack of natural fresh water. The first desalination plant was established in the UAE in 1960, producing 56,250 litres of fresh water a day. As the demand for fresh water has grown, so has the importance of desalination. Experts forecast that in 2015, 2.7 billion litres of fresh water will be required daily in the UAE, the majority of it being produced by desalination.

The water crisis is not a problem unique to dry countries. In countries with relatively high rainfall, water shortages can still occur because of leakages and the subsequent loss of billions of litres of water. In addition, the average daily consumption of water has risen to as much as 150 litres per person in recent years, due to the increased use of modern technology in our homes. To overcome these problems, the public are encouraged to limit their consumption, and the water companies are being forced to repair pipes.

The demand for water will increase throughout this century, and consequently more countries will turn to desalination as the solution to their decreasing water supplies. However, as water shortages become more widespread due to global warming, this alone will not be enough to solve the problem. Governments will be obliged to ensure that water companies operate efficiently and the public will learn that water is a precious resource to be used economically.

(436 words)

## 4 Water, food, and energy

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Work at questions 1–10. Read Text A and underline any information you need to answer the questions.

Information from more than one source

Read two or more texts about the same subject. Your answers will depend on the task. Underline the information you need. Underline any new or different information.

Information you have underlined.

Why is desalination used in desalination? Which use of desalination was first used in China? How did the process of desalination become more efficient? Where was desalination first used in the UAE? Why is desalination used in some countries with adequate rainfall? Why is desalination used more efficiently? How can the water shortage be solved in the future?

Underline information which you could not find in the text.

Using the information you have underlined, write answers to the questions, using the information you have underlined.

## A World of water

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Water covers 70% of the surface of the earth, but 98% of this is undrinkable salt water. However, for centuries man has experimented with different methods of converting salt water into fresh water in a process called desalination, whereby salt and contaminants are removed from the water. The challenge, nowadays, is to do this on a much larger scale.

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Unfortunately, desalination is an expensive process using large amounts of energy, but research is currently being carried out into the development of more efficient technology using a combination of different methods. To supply water to 25% of the world's population living within 25 kilometres of the sea, more desalination plants are expected to be built in the future. The hope is that the technology currently being developed will lower the costs and help solve the problem of water shortages in many parts of the world.

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The demand for water will increase throughout this century, and consequently more countries will turn to desalination as the solution to their decreasing water supplies. However, as water shortages become more widespread due to global warming, this alone will not be enough to solve the problem. Governments will be obliged to ensure that water companies operate efficiently and the public will learn that water is a precious resource to be used economically.

(436 words)

# Academic Skills

Reading, Writing, and Study Skills

## LEVEL 3 Student's Book

Sarah Philpot and Lesley Curnick  
Series Editors: Liz and John Soars



ES

OXFORD



# 8

## How to use visual aids

### Aims

- ✓ learn about different types of visual aid
- ✓ think about practical considerations when preparing visual aids
- ✓ make visual aids that are useful and effective
- ✓ deal with problems with visual aids during your presentation
- ✓ learn language to refer to visual aids

### Quiz Self-evaluation

Read the statements, then circle the word which is true for you.

1 I know about different types of visual aid and when to use them.	agree   disagree   not sure
2 I understand how to create useful and effective visual aids.	agree   disagree   not sure
3 I know words and phrases to use when referring to visual aids.	agree   disagree   not sure
4 I know about practical things to think about if I plan to use a visual aid.	agree   disagree   not sure
5 I know about the kinds of problems that can occur when using visual aids and how to overcome them.	agree   disagree   not sure

### The advantages of using visual aids

#### Glossary

**cognitive psychologist**  
A cognitive psychologist studies how people think, remember, speak, and perceive.

Cognitive psychologists have observed two main things about how people learn.

- Our brains process information that comes in through our eyes (visual information) and our ears (verbal information) separately.
- Our brains can only pay attention to a few pieces of visual information and a few pieces of verbal information at a time.



### Exercise 1

Think about what you have just read about how people learn. How can visual aids help your audience to follow your presentation?

However, it is still not completely clear how people learn. Some studies have shown that when the visual information and the verbal information given in a presentation are the same – in other words, when the things that a speaker says are also presented visually *as written text* – that this can actually make it *more* difficult to process the information. So this means that it is probably better to speak and use *images* than to speak and use *text*.

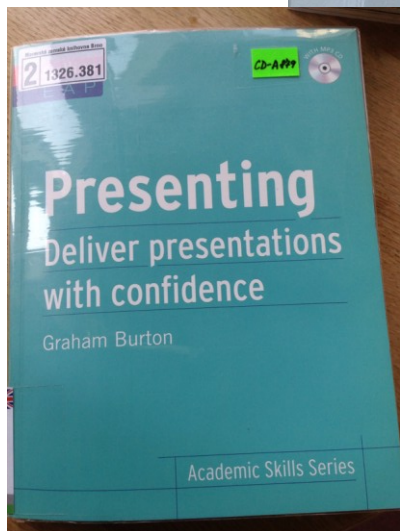
Visual aids can certainly help you to make a presentation easier to follow. In addition to this, your lecturers will probably expect you to produce and use visual aids for a formal presentation. However, it is important that you choose your visual aids with care, paying special attention to how you use written text. This chapter will help you do this.

First, look at some of the different types of visual aid you may be able to use when you give your presentation.

### Types of visual aid

The most common types of visual aid used at English-medium universities are:

- blackboards and whiteboards (including interactive whiteboards),
- flipcharts,
- overhead projectors (OHPs),
- PowerPoint presentations,
- handouts,
- video recordings.



# 8

## How to use visual aids

- Aims**
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## Ostrý test

Skupina/y A – neviděli film Arrival (Příchozí)

Skupina/y B – viděli film Arrival



<https://www.youtube.com/watch?v=AMgyWT075KY>

0 – 1:33

## Ostrý test

Co byste dělali vy, kdybyste se měli domluvit s mimozemšťany vydávajícími tyto zvuky?

- <https://www.youtube.com/watch?v=5T54491fOOM>







## První otázky k využití vizuálních materiálů ve výuce jazyků na VŠ

Jestli? Moc ne.

Proč ne?

Proč ano?

Pamatujete si druhý slide?

## Obsah

Využití vizuálních materiálů  
ve výuce jazyků na VŠ:

Jestli?

Proč?

Jaké?

Jak?



## Další otázky k využití vizuálních materiálů

- Jaké materiály?

### ***Reading for Main Ideas***

***Task 3 – Skim the text and underline the main ideas.***

#### **What Will Our Houses Look Like?**

- For better or worse, the suburbs are what America came up with when presented with the chance to manufacture its ideal geography. Come 2025, people will still live in houses within close distance of their neighbors, but the cyber revolution and the environmental movement promise to alter the landscape. While computers promote a dramatic trend toward decentralization, allowing people to spread out and live or work anywhere, the green consciousness will urge a contrasting densification, to conserve open space. The reconciliation of these opposing trends will define the suburb of the future. As the vastness of cyberspace increasingly satisfies the desire for more space, the house and yard will shrink to a more supportable size. Cyberspace will, at the same time, become the arena for conspicuous consumption relieving the home and front lawn of that responsibility. Meanwhile, the physical neighborhood will be freed for parks and other community activities.
- The cyber revolution will have an effect inside the home as well. It will challenge the cohesiveness of the family as children become self-sufficient citizens of the virtual world. The home will continuously readjust itself to the family's needs. As cyberspace becomes the kind of space that matters, the primitive territorial need for fixed rooms will fade, and the house will be divided among specific activities rather than simply among family members.

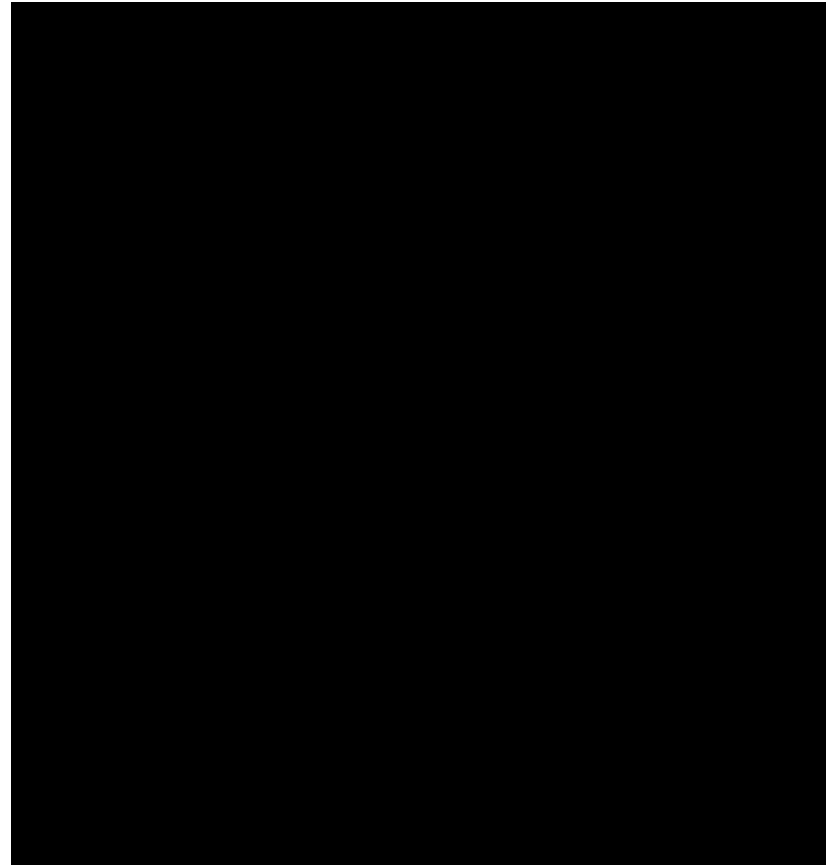
## Future: What will our houses look like?

?

?

?

?



## Future: What will our houses look like?

- Obrázky



# Future: What will our houses look like?

- Prezentace

Future House



## Future: What will our houses look like?

- Videoukázka




<http://learnenglishteens.britishcouncil.org/uk-now/video-uk/homes-future>

## Další otázky k využití vizuálních materiálů:

- Které materiály a kolik materiálů?
- Jak je použít?

**Adaptations**



The image shows two side-by-side visual materials related to the story of Anna Karenina. On the left is the original book cover, featuring the title in Cyrillic and the author's name. On the right is a movie poster for the 2012 film adaptation, showing the main characters in a dramatic scene. The poster includes the names of the lead actors and the director.

[http://en.wikipedia.org/wiki/Anna\\_Karenina\\_%282012\\_film%29](http://en.wikipedia.org/wiki/Anna_Karenina_%282012_film%29)  
[http://en.wikipedia.org/wiki/Anna\\_Karenina](http://en.wikipedia.org/wiki/Anna_Karenina)

Impact

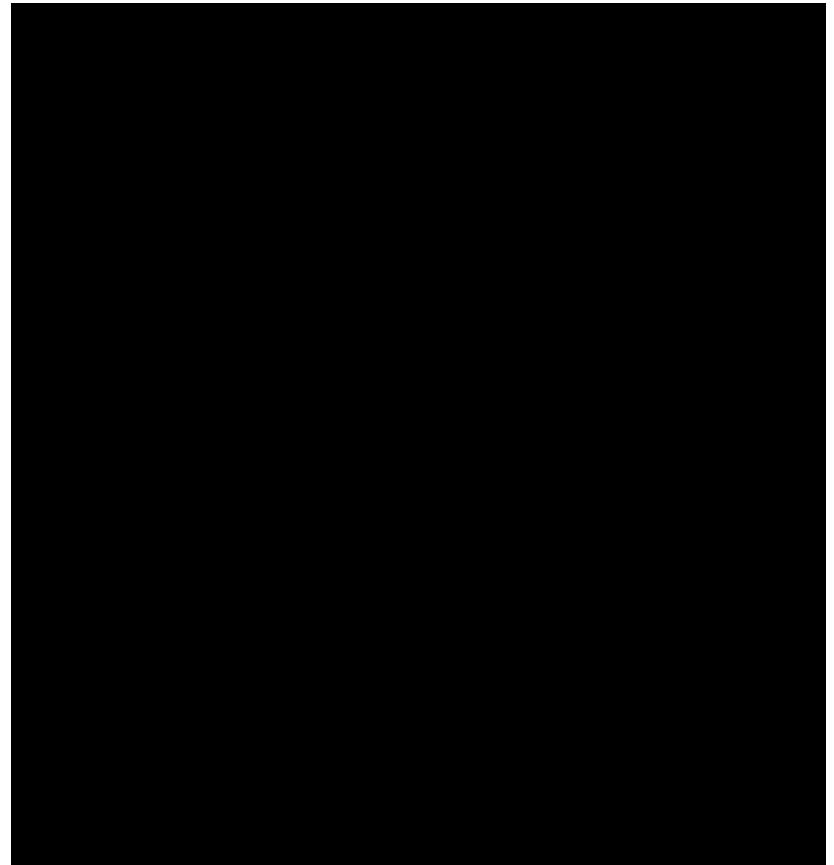
## Výhody vizuálních materiálů

Visuals have the advantage of being **inexpensive**, of being **available** in most situations, of being **personal**, that is, they are selected by the **teacher**, which leads to an automatic sympathy between teacher and materials and consequent **enthusiastic** use and of bringing images of **reality** into the unnatural world of language classroom. (Wright)

## Jak?

- Videoukázka bez obrazu

<https://www.youtube.com/watch?v=TiACOLuYIJ4>





## Co jste viděli?



## Co jste viděli?



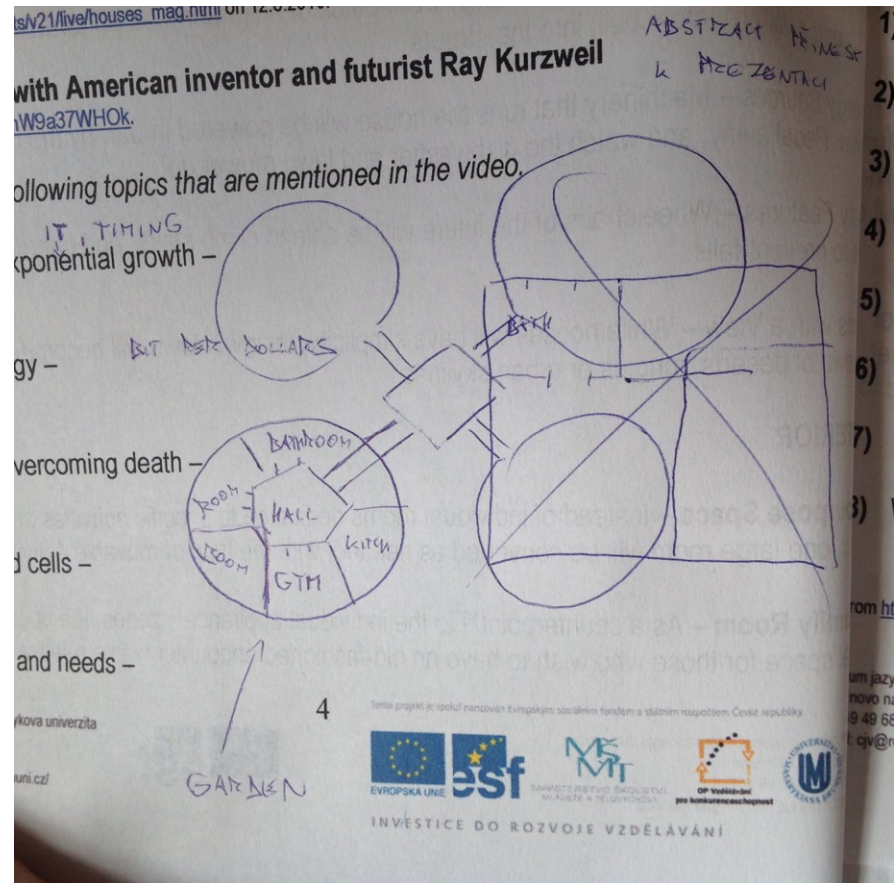
<https://www.youtube.com/watch?v=TiACOLuYIJ4>

## Vlastní vizualizace

Imagery work in the classroom can be used first as a way to connect with students who have become **accustomed** to the external visual exposition and then to give them a chance to **go inside**, to extend their attention span and to become **more centred and clear-thinking**. (Puchta)

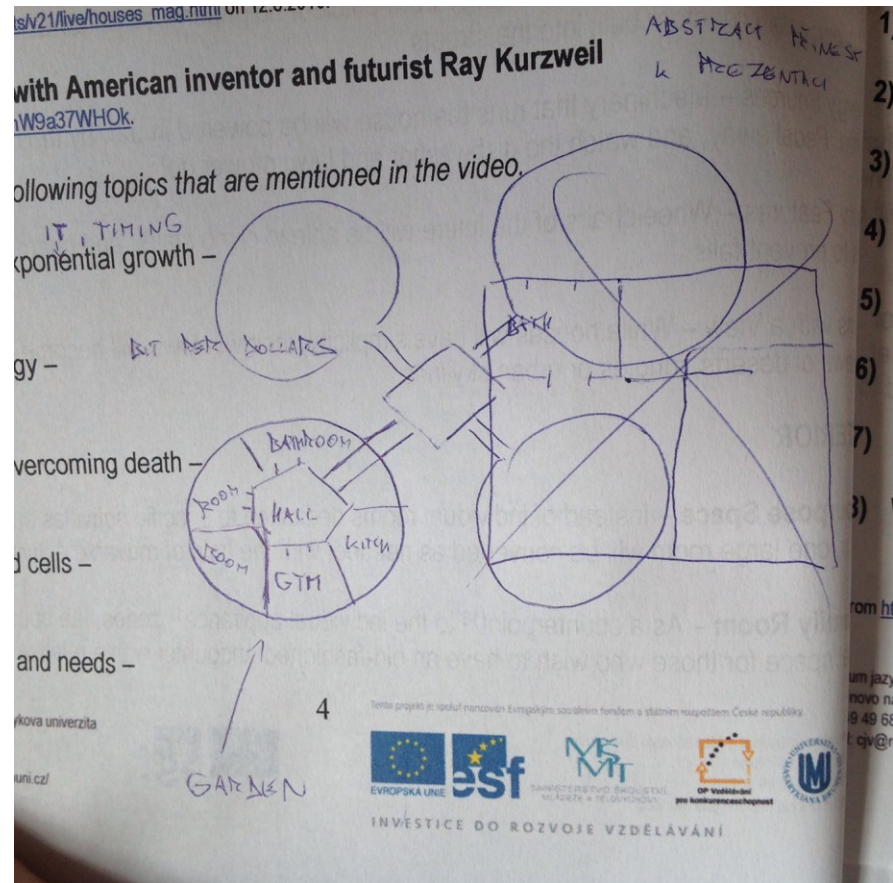
# Výhody studentských vizuálních materiálů

- K
- A
- V
- K
- A



# Výhody studentských vizuálních materiálů

- Kreativní
- Autentické
- Vlastní
- Komunikativní
- A spousta dalších



# Vizualizace textů

## Reading 2: The Perfect First Line



- A. This is me when I was 10 years old.
- B. "See who?", asked the old man in the gatehouse and, cupping his ear.
- C. Every summer Lin Kong returned to Goose Village to divorce his wife, Shuyu.
- D. It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.
- E. Someone must have slandered Josef K., for one morning, without having done anything truly wrong, he was arrested.

- 1. Marjane Satrapi: *Persepolis* (2003)
- 2. Jane Austen, *Pride and Prejudice* (1813)
- 3. Emil Haki, *Of Kids and Parents* (2003)
- 4. Franz Kafka, *The Trial* (1925)
- 5. Ha Jin, *Waiting* (1999)

## Vytvořte první panel komixu:

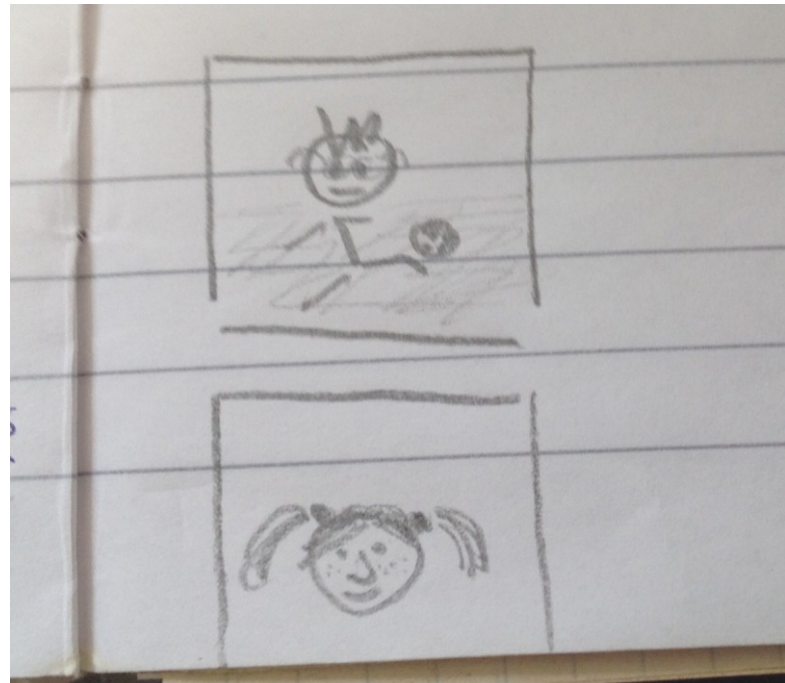
This is me when I was  
10 years old.

Neexistuje špatná odpověď

cted. (cheaply)

exhibition

ate it





Vizualizace rozdílných kulturních a osobních  
východisek a předpokladů pro čtení





# THE VEIL

THIS IS ME WHEN I WAS 10 YEARS OLD. THIS WAS IN 1980.



AND THIS IS A CLASS PHOTO. I'M SITTING ON THE FAR LEFT SO YOU DON'T SEE ME. FROM LEFT TO RIGHT: GOLNAZ, MAHSHID, NARINE, MINNA.



IN 1979 A REVOLUTION TOOK PLACE. IT WAS LATER CALLED "THE ISLAMIC REVOLUTION".



THEN CAME 1980: THE YEAR IT BECAME OBLIGATORY TO WEAR THE VEIL AT SCHOOL.



WE DIDN'T REALLY LIKE TO WEAR THE VEIL, ESPECIALLY SINCE WE DIDN'T UNDERSTAND WHY WE HAD TO.



The student is an **active** agent not a passive recipient. It is vital for us that the activities provoke a genuine **interaction** between the reader and the text, and between the readers themselves – including the teacher! (Duff & Maley)

## Portrét



Choose some of the words to describe the two characters, Liesel and Rainer, in the following excerpt:

vain    well-travelled    direct    hesitant naive    tactless polite  
 easy-going unsure    conservative    flirtatious    open-minded    ironic  
 diplomatic    nationalistic talkative    self-confident    slow-thinking

A voice speaking English with German accent, but speaking it far better than she. She looked around. He was smoking, holding two glasses of champagne on one hand and his cigarette in the other. He seemed older than the Italian, as old as Viktor maybe, with the look of a boxer in the early part of his career, before he has begun to suffer much damage – bluntness to his nose, heaviness to his brow. Putting his cigarette between his lips he held out one of the glasses towards Liesel. “Have a sip of French tradition. Even the Fascist will not be able to improve on it.”

There was a swift juggling of champagne flutes. The newcomer raised Liesel’s hand to within a few millimetres of his lips. „My name is Rainer, I’m afraid. Someone has to be...”

„Someone has to be? You mean someone in your family? It is another tradition?”

The man made a disparaging face. His hair was parted in the middle and rather long, as though, despite the well-cut suit, he wished to convey a certain bohemian look. „It was a joke, American style,”

## Casting

A **film contract** for **The Glass Room** has just been signed with **Rudolf Biermann's** production company **IN FILM Praha**. That's just the beginning of the beginning. The next step will be getting a screenplay done.

<http://www.simonmawer.com/news.htm>

Kdo by měl hrát Liesel? A Reiner?



Možnost pro slabé studenty přispět  
ke skupinovému řešení





Language comprehension will not only depend on learner's good decoding or vocabulary skills but also in part on their **ability to create and use mental images** which will enable them to understand texts in the foreign language better.  
(Puchta)



## Možnosti vizualizačních aktivit

- Job interview, CV writing
- Soft skills – presenting, negotiating

[www.shakespeareinbusiness.com](http://www.shakespeareinbusiness.com)

[www.oliviermythodrama.com](http://www.oliviermythodrama.com)



## Příklad

### Visualize your success:

- Visualize the stage
- See the audience.
- Visualize doing well.



## Vizualizace textů

**A** They climbed on sketchy ladders towards God, with winch and pulley hoisted hewn rock into heaven, inhabited sky with hammers, defied gravity, deified stone, took up God's house to meet Him. And came down to their suppers and small beer, every night sleep, lay with their smelly wives, quarrelled and cuffed the children, lied, spat, sang, were happy or unhappy.

**B** Shining  
Steel will be as translucent as water  
Light will be as solid as walls  
And walls as transparent as air  
I conceive of a house  
That will be unlike any other  
Living space that merges seamlessly  
A place that is at once of nature  
And quite aside from nature



## Vizualizace obsahu



## Vizualizace formy

### **The Cathedral Builders**

by John Ormond

They climbed on sketchy ladders towards God,  
with winch and pulley hoisted hewn rock into heaven,  
inhabited the sky with hammers,  
defied gravity,  
deified stone,  
took up God's house to meet him,  
and came down to their suppers  
and small beer,  
every night slept, lay with their smelly wives,  
quarrelled and cuffed the children,  
lied, spat, sang, were happy, or unhappy,  
and every day took to the ladders again,

Shining steel will be as translucent as water, light will be as solid as walls  
and walls as transparent as air. I conceive of a house that will be unlike any other  
living space that merges seamlessly. A place that is at once of nature and quite  
aside from nature.

**The Glass Room by Simon Mawer**

## Vizualizace textu

A

The morrow brought a very sober-looking morning, the sun making only a few efforts to appear; and Catherine augured from it everything most favourable to her wishes. A bright morning so early in the year, she allowed, would generally turn to rain, but a cloudy one foretold improvement as the day advanced.

B

You might like to ask why the Sun is able to supply its own light, heat, and energy whereas the Earth and the other planets only shine feebly with the aid of borrowed light. Strange as it may seem, it is best to start this problem by considering the interior of the Earth.

C

Snow. Why did she think of snow? That particular bath of light, the sky's light reflected upwards from the blanched lawn to light the ceiling as brightly as the clouded sun lit the floor. Light became substance, soft, transparent milk.

## Vizualizace klíčových slov

A

The morrow brought a very sober-looking morning, **the sun making only a few efforts to appear**; and Catherine augured from it everything most favourable to her wishes. A bright morning so early in the year, she allowed, would generally turn to rain, but a cloudy one foretold improvement as the day advanced.

B

You might like to ask why **the Sun is able to supply its own light, heat, and energy** whereas the Earth and the other planets only shine feebly with the aid of borrowed light. Strange as it may seem, it is best to start this problem by considering the interior of the Earth.

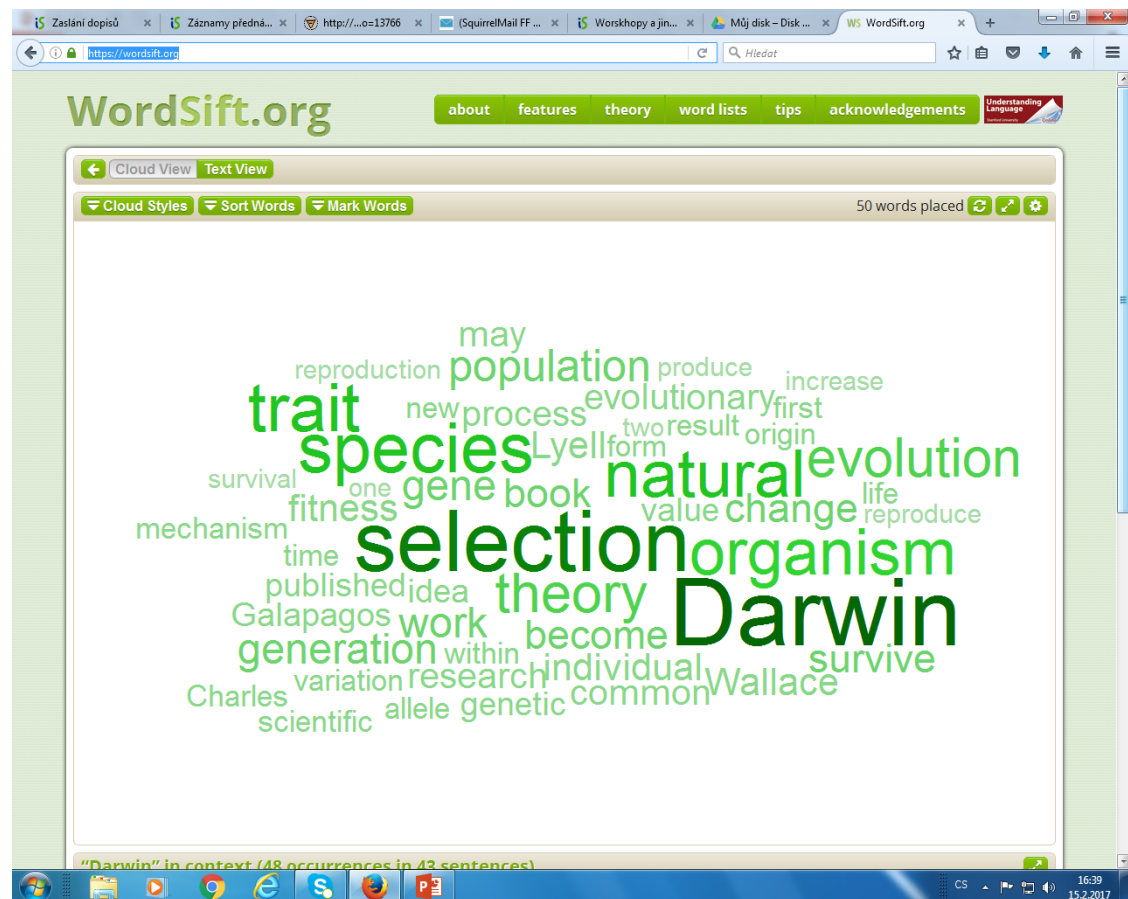
C

Snow. Why did she think of snow? That particular bath of light, the sky's light reflected upwards from the blanched lawn to light the ceiling as brightly **as the clouded sun lit the floor**. Light become substance, soft, transparent milk.

# Vizualizace klíčových slov

Různé nástroje pro práci studentů

<https://wordsift.org/>

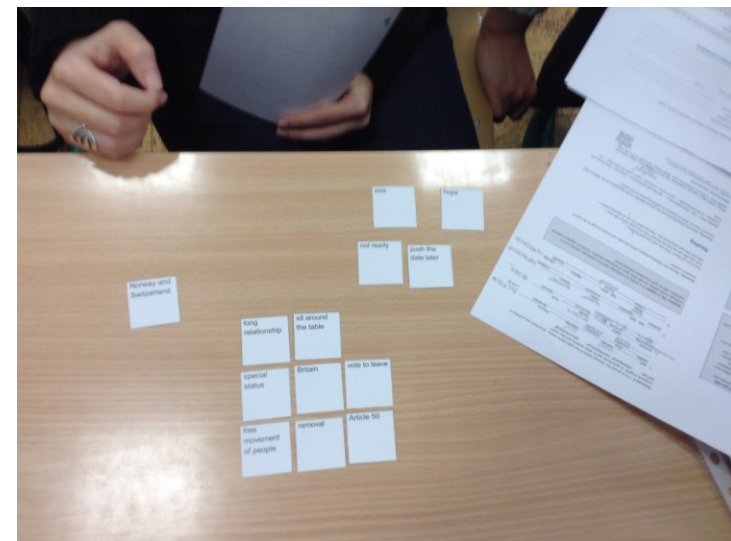
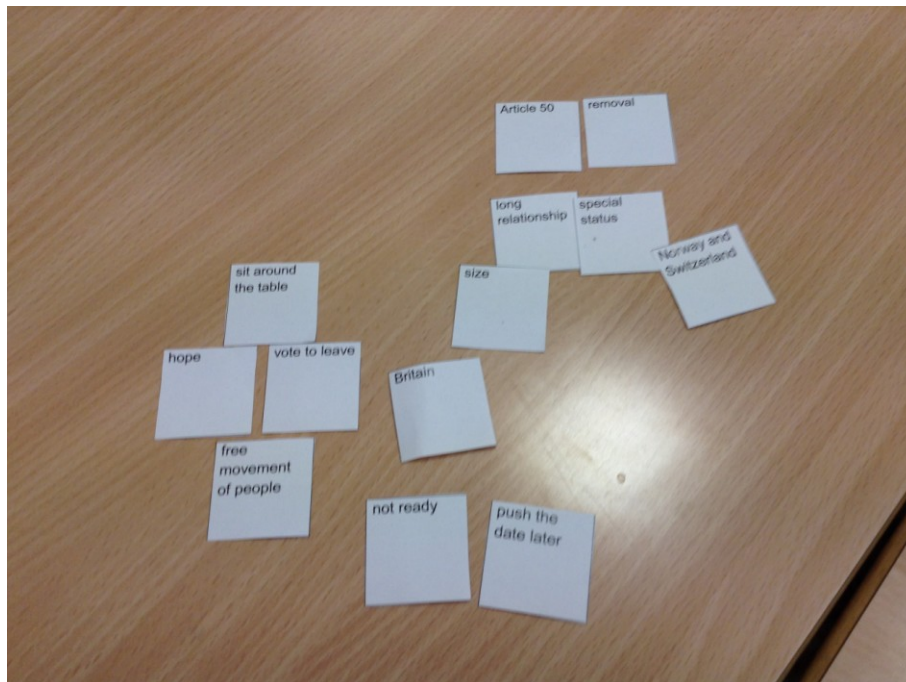
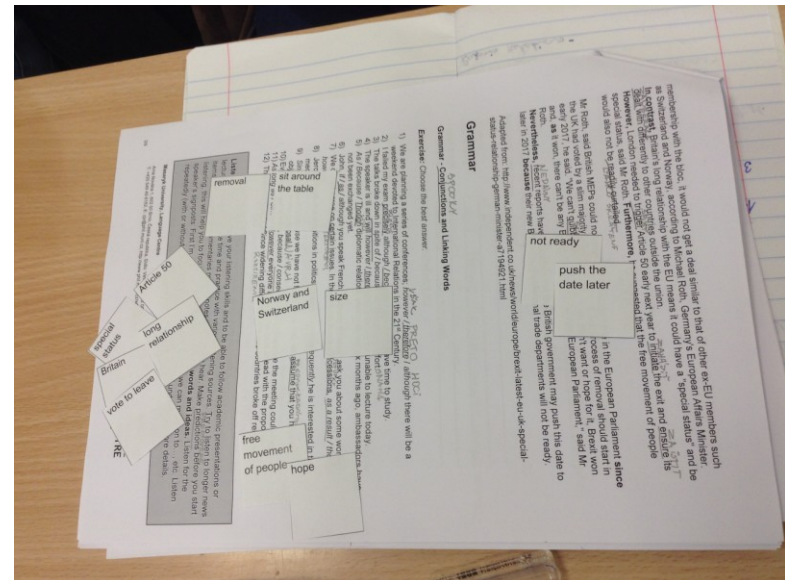




## Vizualizace textu

- special status – size – long relationship
- Norway and Switzerland – Article 50
- free movement of people – sit around the table
- vote to leave – removal – hope
- push the date later – not ready

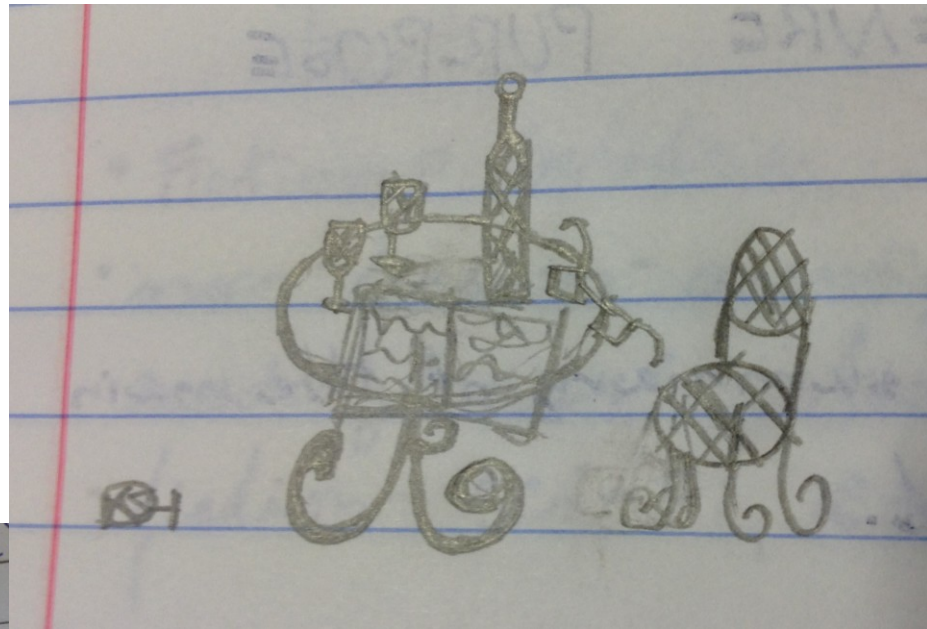
# Vizualizace struktury textu



## Vizualizace popisu

In *Glasses, Newspaper and a Bottle of Wine*, Gris incorporated objects often used in Cubist still-life painting—newspaper, a glasses, and a tabletop. Rather than shatter their forms, however, Gris took a more synthetic approach to the composition. The objects have been taken whole and then fragmented, painted and glued back together again within the confines of parallel vertical planes. The artist has also used sliced sections of newspaper to create this unusual interpretation of a still life. The overlapping planes, flattened appearance, and rhythmic patterns of the painting reinforce the two-dimensional nature of the picture's surface, while the deeply saturated colours, strong light-dark contrasts, and precise definition of forms give the still life an extraordinary physical reality. The importance of this work lies in its innovative method of portraying different sections of an object simultaneously, while rejecting the conventions of light and shade.

## Vizualizace popisu



## Vizualizace textů - psaní

- Napište pohlednici (beze slov)

## Vizualizace textů - psaní

- Napište formální dopis (beze slov)

## Vizualizace textů - psaní

- Napište seminární práci (beze slov)

## Vizualizace textu – tón

See what he is suggesting? The house will be sort of hung from the first storey, here.

I mean, the fellow hasn't really bothered with walls. Just glass. I will build you a house upside down, that's what he said.

But is it what we want?

Why not? And this room, all glass!

We will be like plants, hothouse plants.

Over-hot in summer, perishing cold in winter, I'd say.

What's this line?

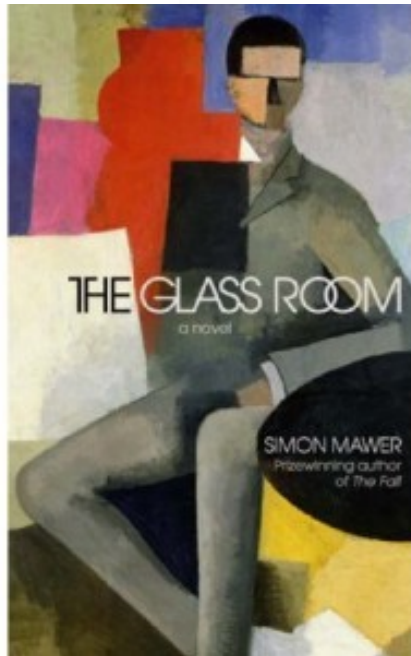
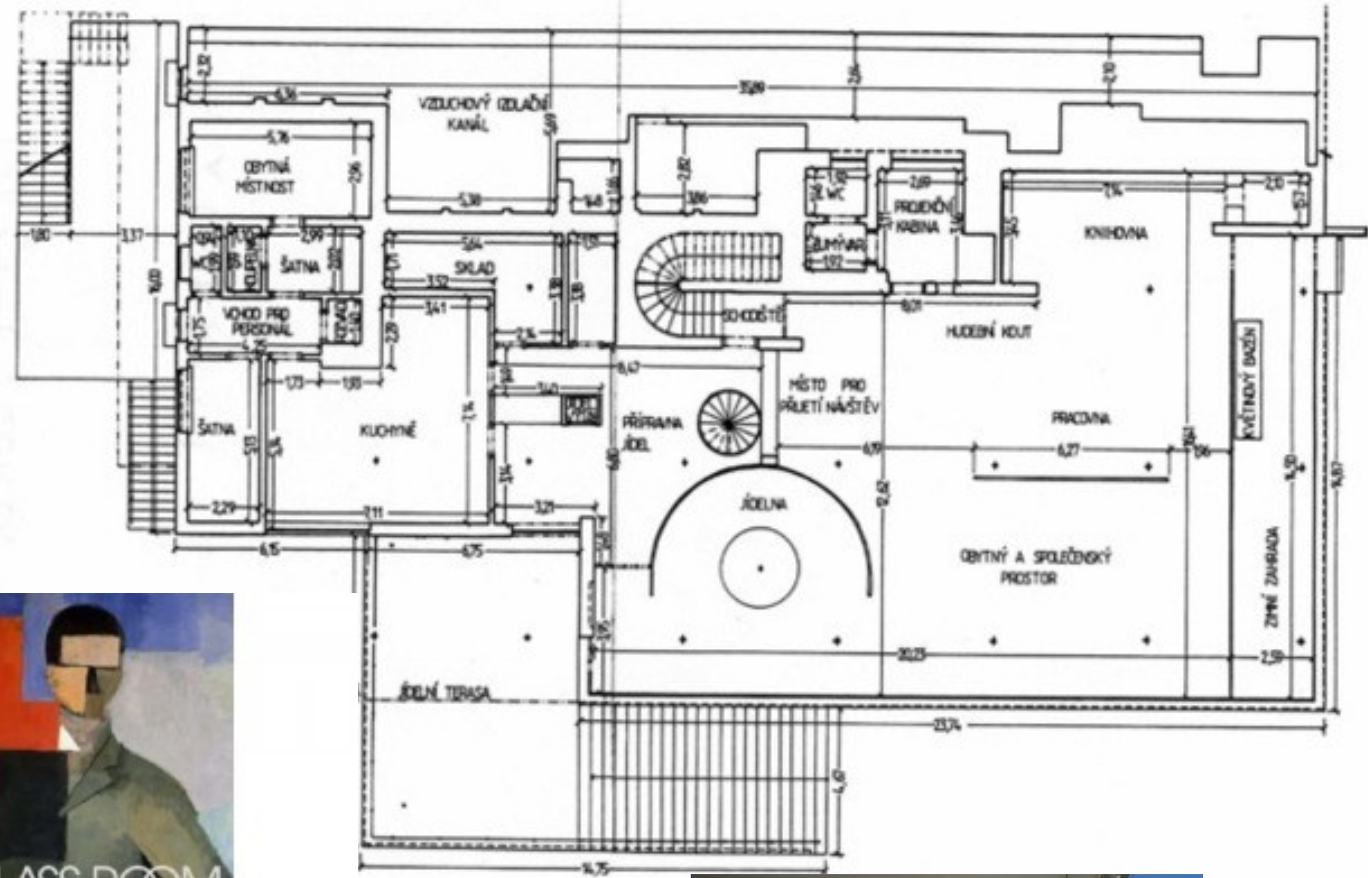
He proposes some kind of partition to divide the area.

At least there's one curve.



## Vizualizace textu - koherence

1. She laughs, shifting her belly, leaning forward again.
2. His tone is one of amazement and excitement, as though he has just been the witness of a natural phenomenon, that you see only once in a lifetime.
3. And as Viktor said, the street entrance seems to be on top floor with the living room below it.
4. She examines the plan of the main floor.
5. He unfolds the architect's plan on the floor beside her desk.



## Vizualizace popisu

### Student A

<https://www.youtube.com/watch?v=qC9EG9Vh9CA&t=66>  
S

### Student B

[https://www.youtube.com/watch?v=wWeIRmm7T\\_0](https://www.youtube.com/watch?v=wWeIRmm7T_0)  
1:50

## Další možnosti

- Mind mapping
- Visualizing study materials
- Creating visual study support
- Descriptive speaking / writing
- Creative writing



## Básně

- Light is going through the plants  
No one knows where it ends  
As time passes by, you will miss  
This morning bliss.
- Sun shower  
Like morning dew  
Attacking curtains  
Transparent light that leaks  
And swallows ghosts of the worried past  
Still present within emptied space

## Ideální využití vizuálních materiálů - výhody pro učitele

- Využití kreativního potenciálu studentů
- Podpora komunikace
- Rozvoj kritického myšlení

## Ideální využití vizuálních materiálů - výhody pro studenty

- Individualizované materiály
- Zpřístupnění i obtížnějších textů
- Hmatatelný výsledek aktivit
- Možnost sdílet

## Literatura

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**Díky za pozornost.**

Martina Šindelářová Skupeňová

skupenova@phil.muni.cz