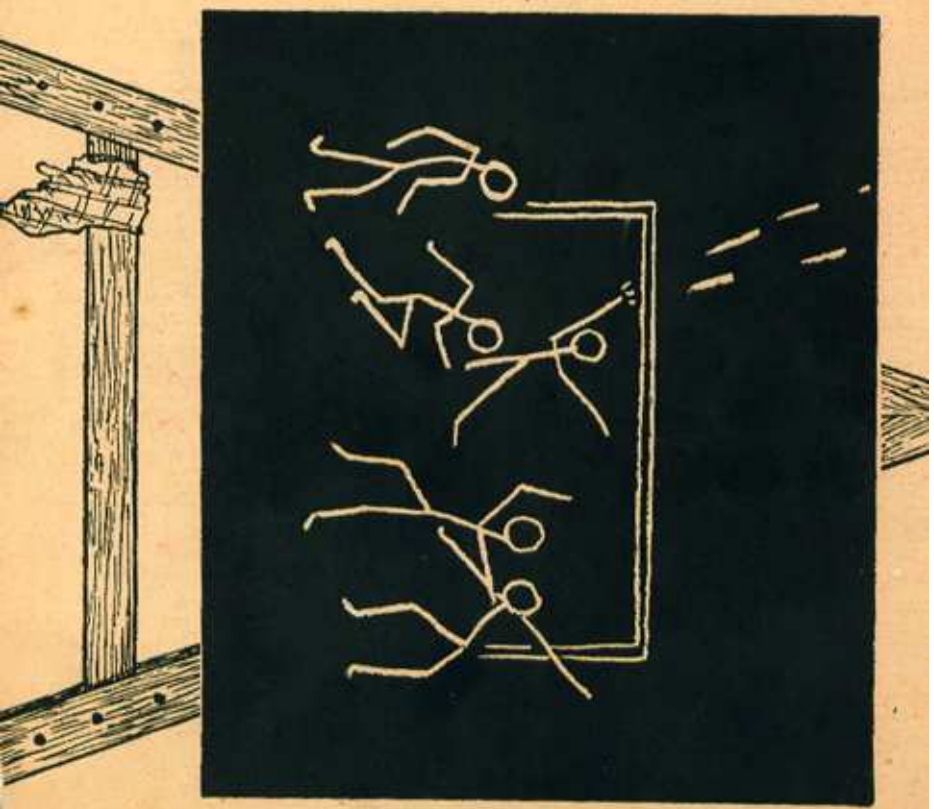


HOW TO USE THE BLACKBOARD IN TEACHING ENGLISH

David Horsburgh

ORIENT LONGMAN



*How to Use the Blackboard
in Teaching English*

DAVID HORSBURGH

Introduction—General Techniques

In teaching language in the first two or three years the blackboard is probably the teacher's most valuable visual aid; but drawings on it must be good if they are to be a successful aid to language learning:

They must be drawn boldly and produced with swift, fairly thick strokes of the chalk.

They must obviously be what they are supposed to be. They must be drawn at speed; very few drawings by a language teacher should take more than fifteen to twenty seconds.

This book is meant to help the language teacher to teach language more successfully. It is not meant to produce artists. Most of the drawings need a good deal of practice but not much artistic skill. Any teacher who is prepared to practise for a few minutes every day can rapidly acquire a repertoire of blackboard drawings which he will find extremely useful in the language class.

The main principle behind the techniques suggested in this book is: **Never use the duster** (until the drawing is finished and another drawing is to be put on the blackboard). For this reason teachers should practise building up their drawings stroke by stroke in the manner suggested. All the pictures in this book are based on this principle: **never rub out.**

Many blackboard drawings used in language teaching can be symbolic rather than realistic. What is required is a shortened version of the subject or idea as opposed to the written word. Children soon learn these symbols if they are frequently used in class, and much class time can be saved.

It is not good teaching practice to introduce new content words by using blackboard drawings: the word **box**, for example is best introduced by showing the children a real box rather than a drawing of one. Nevertheless, a teacher will find that it is often quite useful to be able to draw a number of common objects quickly on the blackboard for revision, testing and so forth.

In addition to drawing, every teacher should try to develop a clear and speedy form of handwriting for his work on the blackboard. Forms of the unjoined and joined letters, suitable for blackboard use, are given on plates 58 and 59. Legibility, speed and beauty are the criteria to be followed, in that order.

The list of contents will show that the drawings have been arranged under various headings; short introductory notes relating to each of the plates in the book have been grouped at the beginning. At the end of the book will be found a list of all the words illustrated in the plates.

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	21—23	• • •	BUILDINGS
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INDEX OF WORDS ILLUSTRATED

Plates 1-2

Practice

The first two plates show how to start your practice. Use firm, bold strokes and practise until you can draw the lines (thick and thin, up down), and the other shapes shown, quickly and easily).

Plates 3-12

Common objects

In the early stages of learning English many of the content words taught are likely to be the names of common objects found in the school or in the home; naturally such content words will be introduced to the class for the first time by showing the actual objects to the children and talking about them. Such content words should never be *introduced* for the first time by drawing on the blackboard.

However, when it comes to revising such words, blackboard drawings are very useful. Plates 3-12 show some ways of drawing these objects. Similar drawings on cardboard make useful test-cards for oral work in groups.

Plates 13-14

Fruit and trees

Plates 15-19

Transport

Some means of transport are shown in plates 15-19. Notice particularly the man on the bicycle. It shows clearly how a simple picture, with very little detail, can give us all we want for language teaching. The spokes, the saddle and the cross-bars have all been left out: yet the picture is clearly what it is meant to be; no more detail is necessary.

Plate 20

The House

Plate 20 shows the elements of perspective, without going into very much detail. Notice particularly that the lines meet and are not parallel. Another point about perspective; in a picture showing a number of figures, buildings, etc., the further away the buildings are the smaller they appear.

Plates 21-23

Buildings

Note that with a few very simple and easily drawn pictures it is possible to make up an interesting scene which provides plenty of material for language work.

Plates 24-27**Stick figures**

The following plates show a variety of stick figures (or matchstick figures as they are sometimes called). Many of the most common action words are illustrated. Note that they can be combined when making composition pictures (for example, plate 30).

Plates 28-33**Solid figures and faces**

A series of more solid figures. Start with a small circle for the head and proceed as in the series of pictures across the page. A little practice will enable you to produce these figures very quickly.

Plates 34-40**Birds and animals**

A series of birds and animals, some easy, some more complicated. Start with the easy ones; for example, the bullock in plate 36. Then graduate to more difficult ones; for example the bullock in plate 38.

Plates 41-47**Scenes made up from the drawings of previous plates**

Some examples of scenes which can be made up using the drawings you have learnt so far. Plate 47 is an example of a drawing with some writing.

Plates 48-52**Structural items**

Plates 48-52 show blackboard drawings suitable for teaching a number of structural items. A large variety of teaching items can be taught. Some examples are:

<i>What is this?</i>	<i>at the top of</i>
<i>What are these?</i>	<i>at the bottom of</i>
<i>thick—thin</i>	<i>between</i>
<i>big—small</i>	<i>in the middle of</i>
<i>long—short</i>	<i>(after rubbing out one</i>
<i>colours</i>	<i>or two of the triangles)</i>
<i>What colour is it?</i>	<i>first—last</i>
<i>How many?</i>	<i>every (Is every circle blue?)</i>
<i>Is this triangle red or blue?</i>	<i>only (No, only the small</i>
<i>Look at these circles.</i>	<i>one is.)</i>
<i>Which one is blue?</i>	<i>near</i>
<i>The big one is.</i>	<i>half, quarter and so on.</i>

Plates 53-57

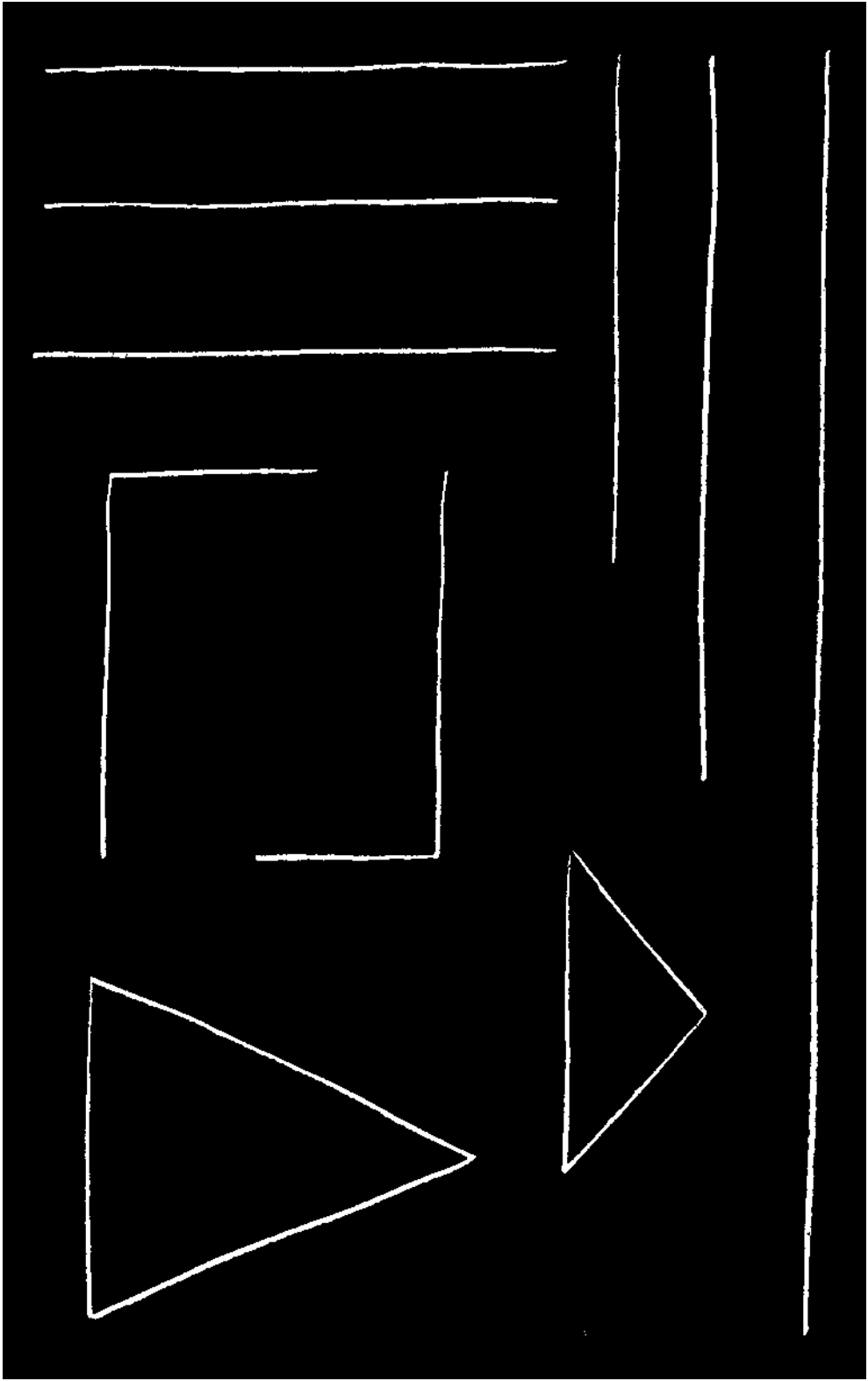
Maps

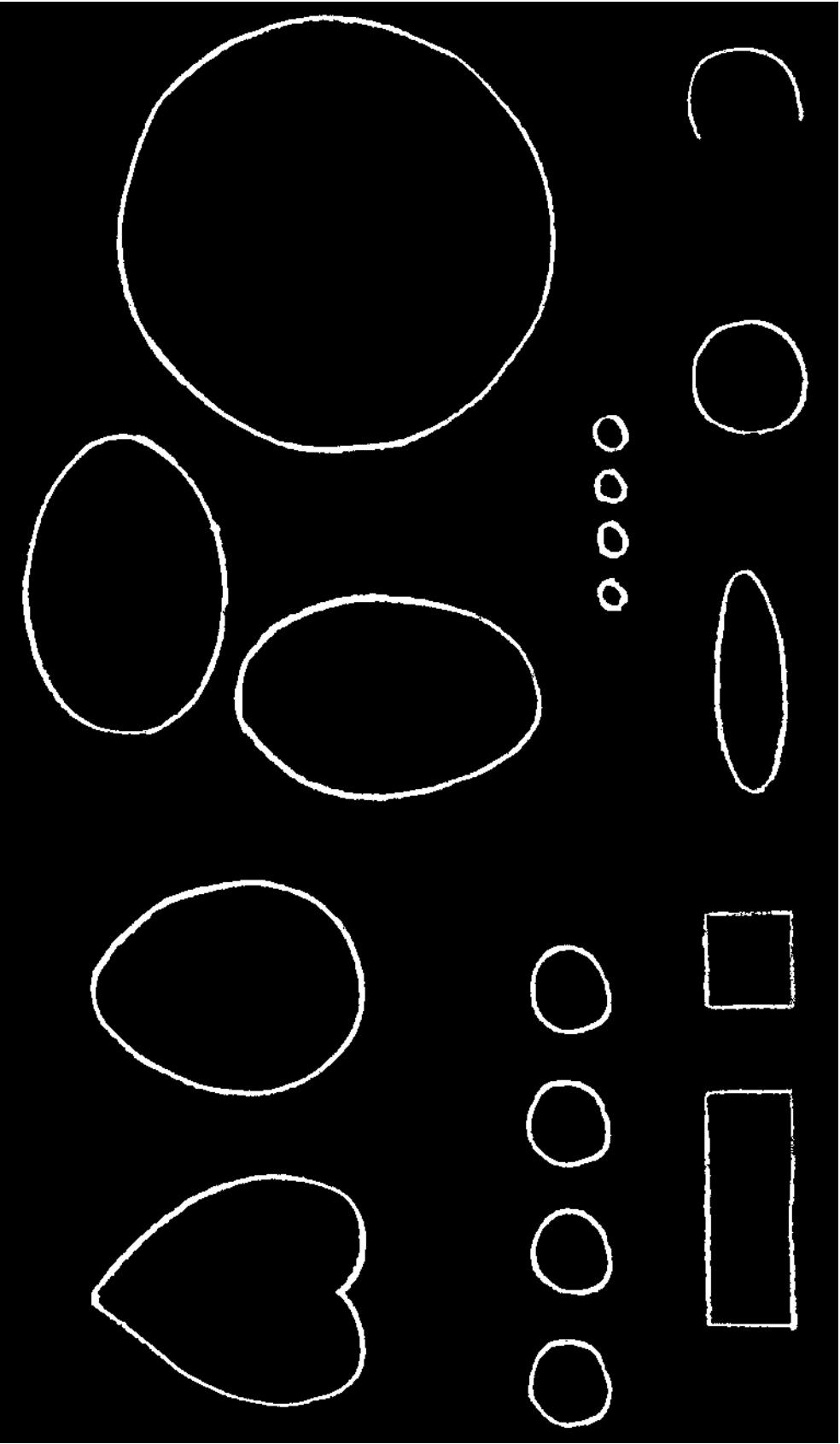
Plates 53-57 show a variety of maps and plans, starting with the classroom and extending to an easy sketch-map of India. Much language material can be taught with the aid of these maps, and children can be encouraged to make maps of their own.

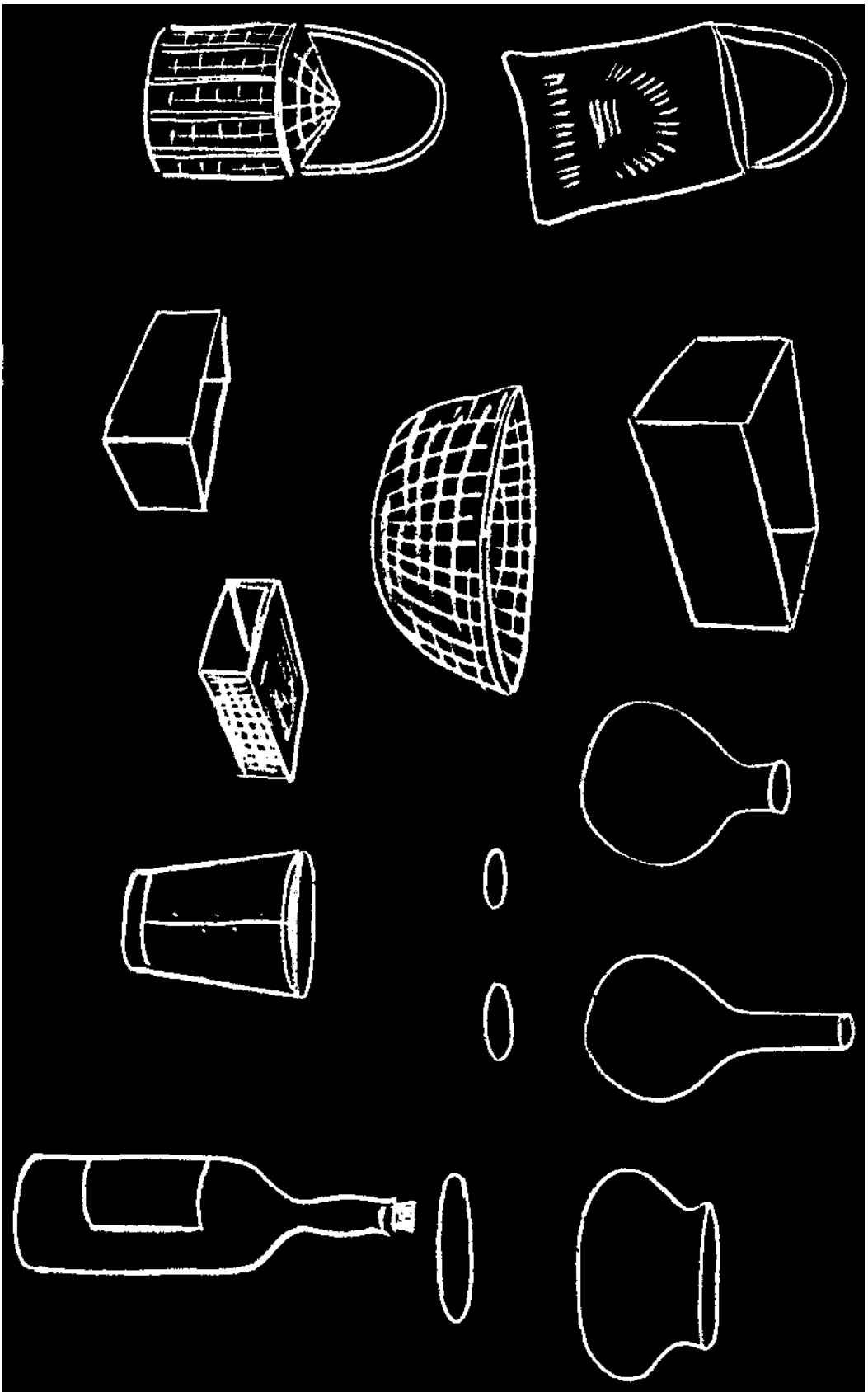
Plates 58-60

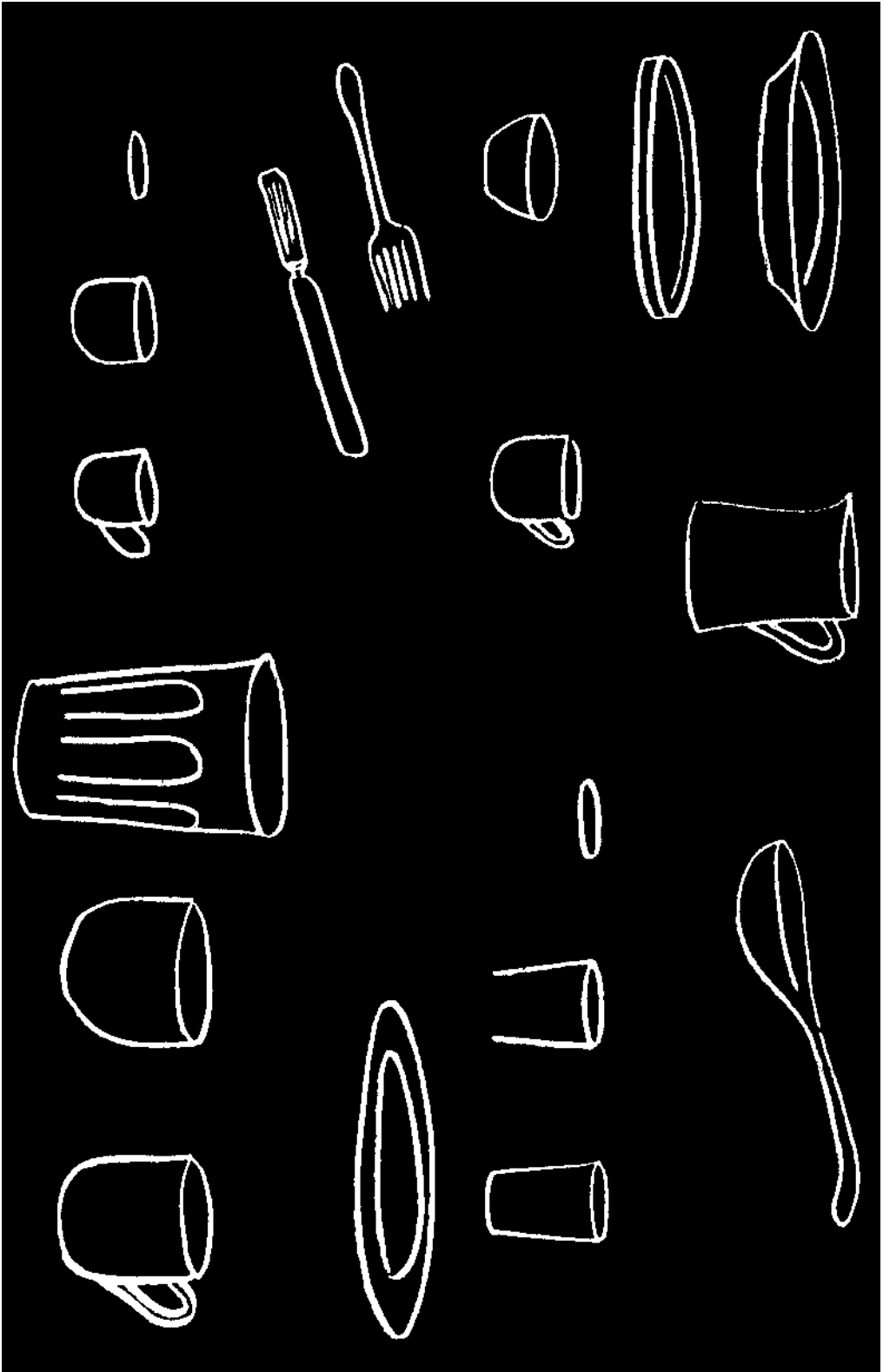
Writing

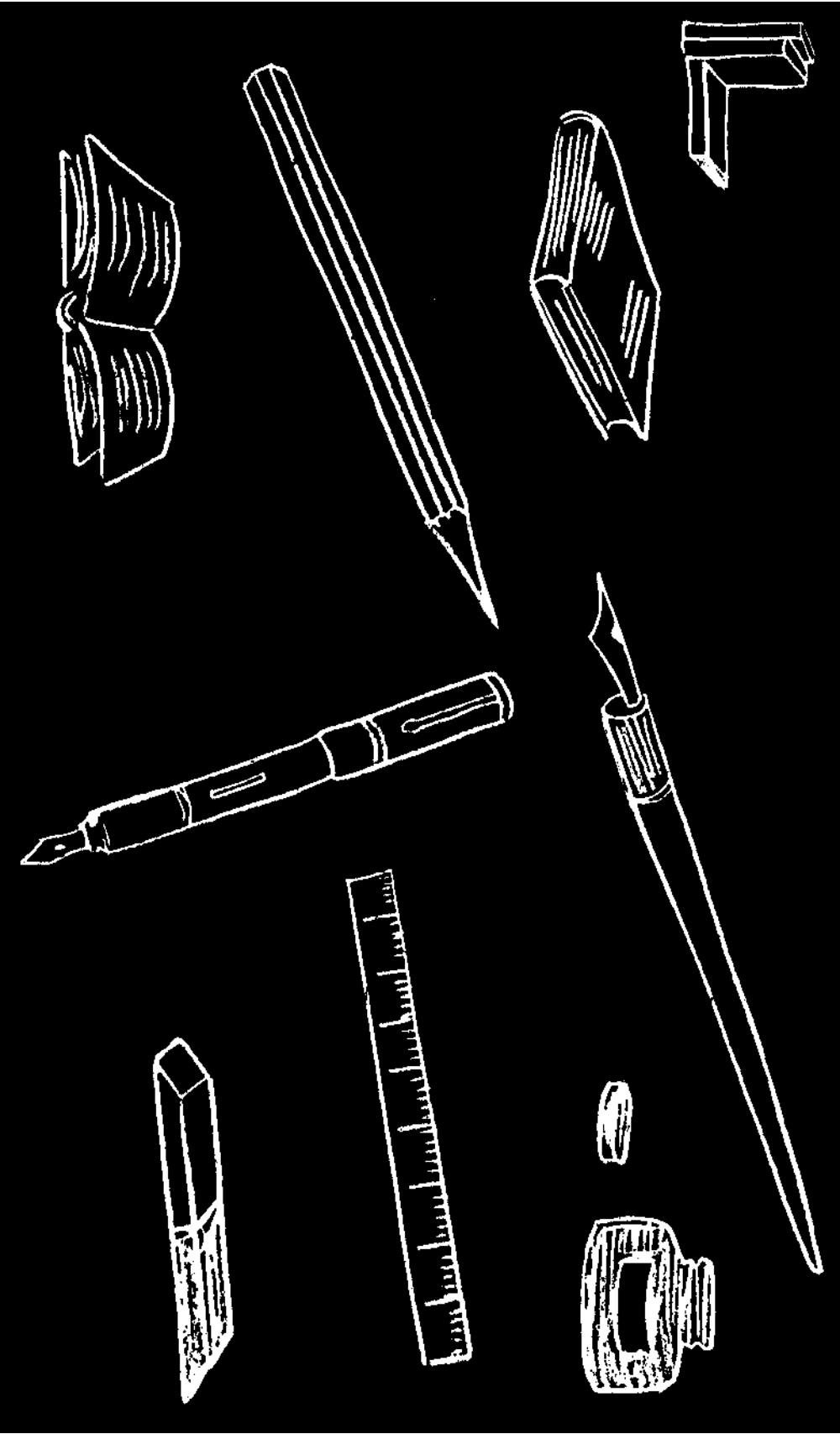
Plates 58 and 59 show small and capital letters suitable for writing on the blackboard (and, indeed, suitable for children to use in their exercise books). Plate 60 shows one method of showing children how to write letters; and also a method of dealing with common mistakes in writing. Note that the wrong forms are marked by crosses; but even so, they should not be left on the blackboard too long.

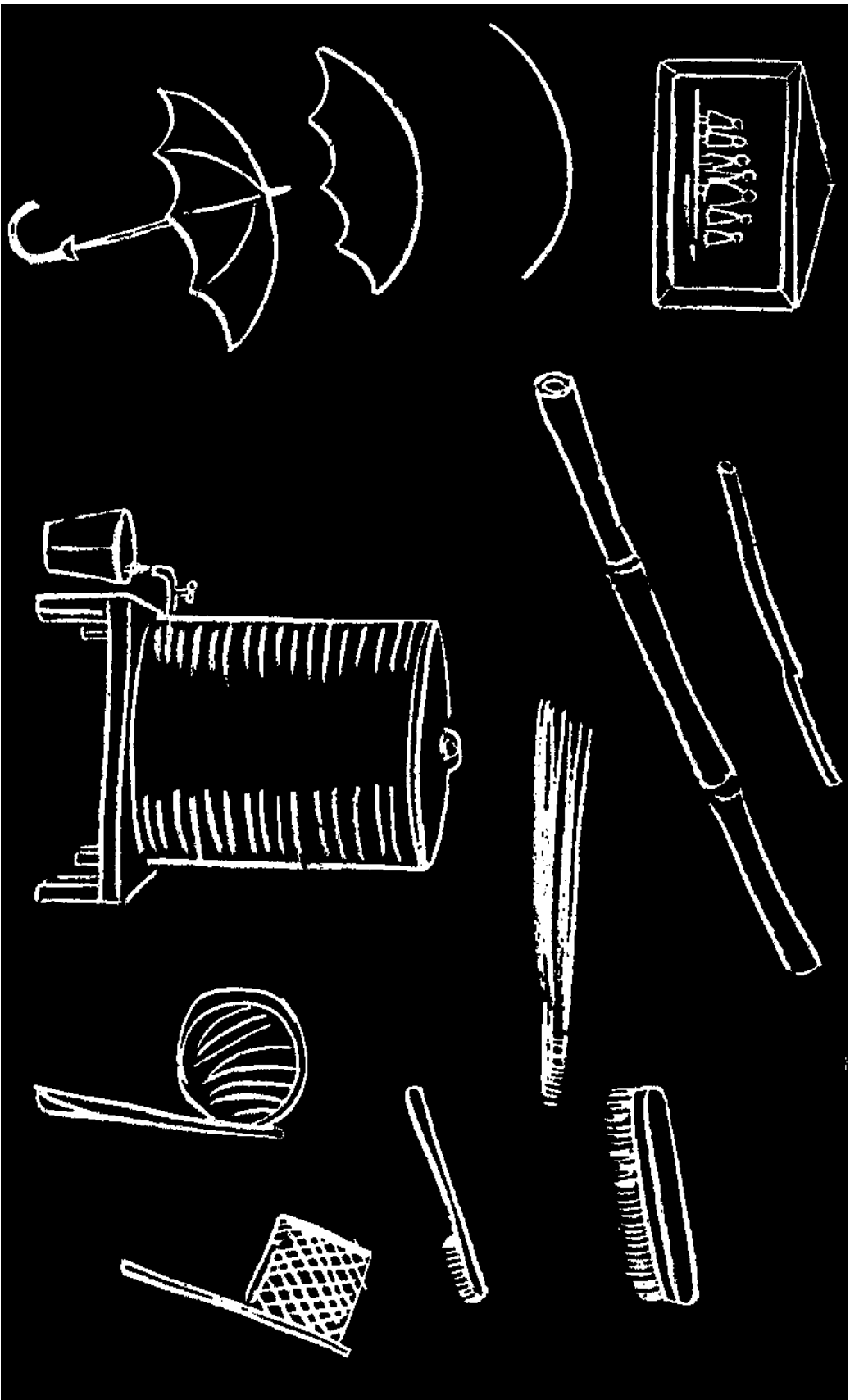


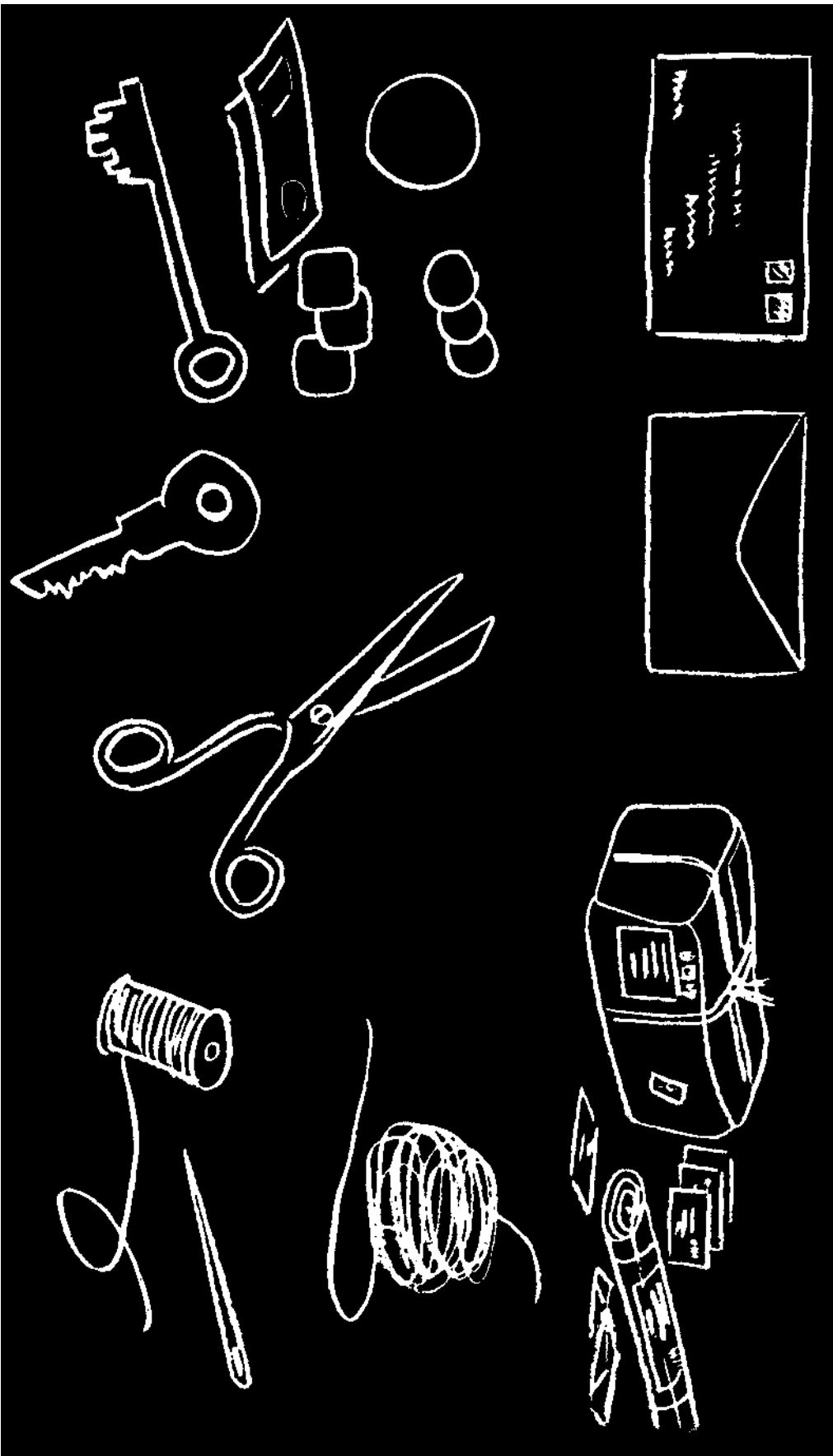


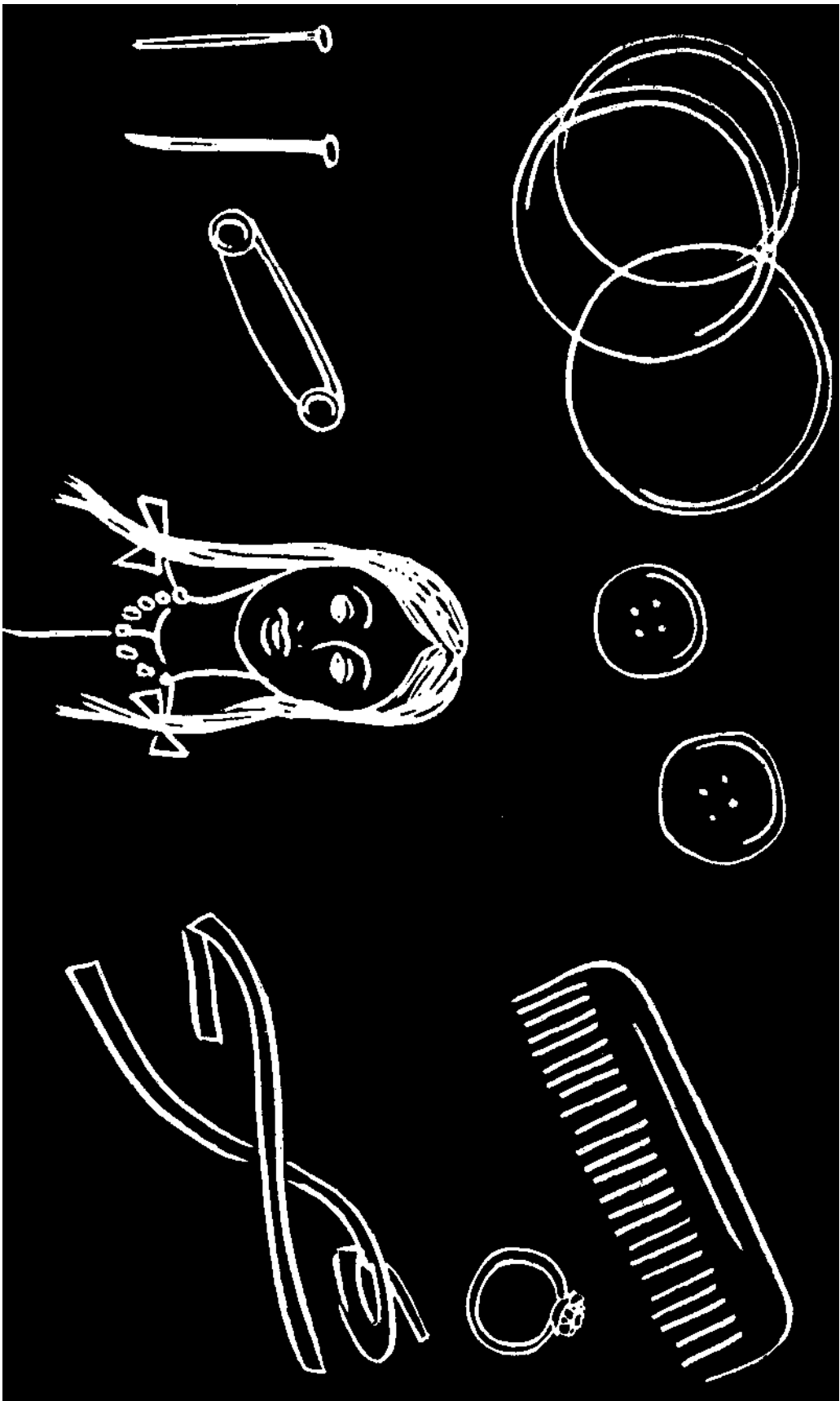


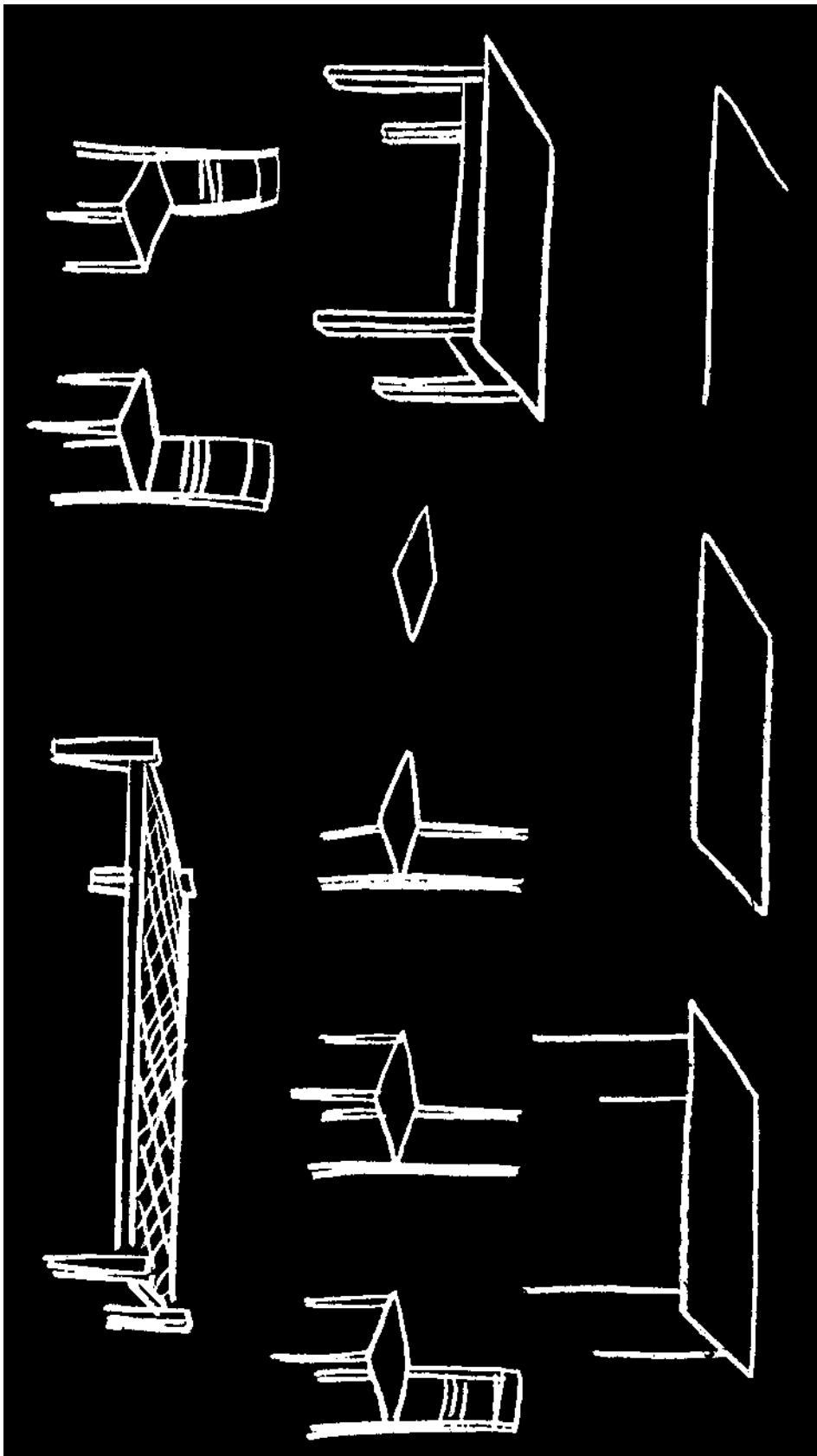


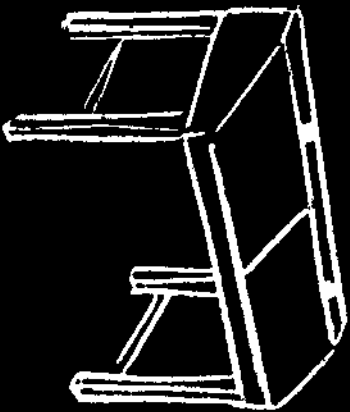
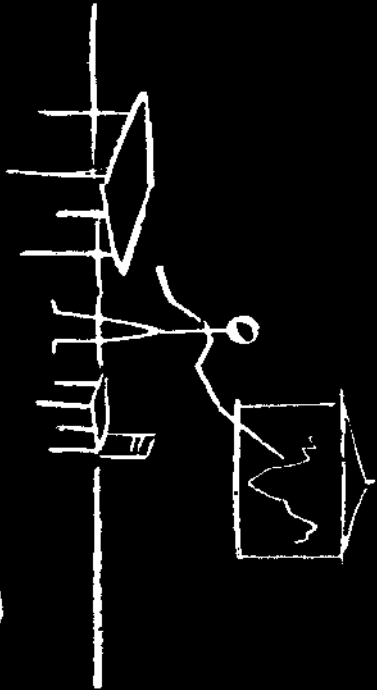
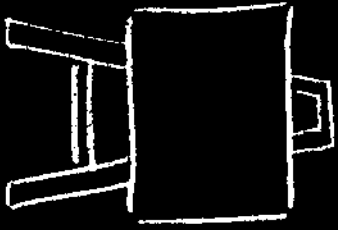


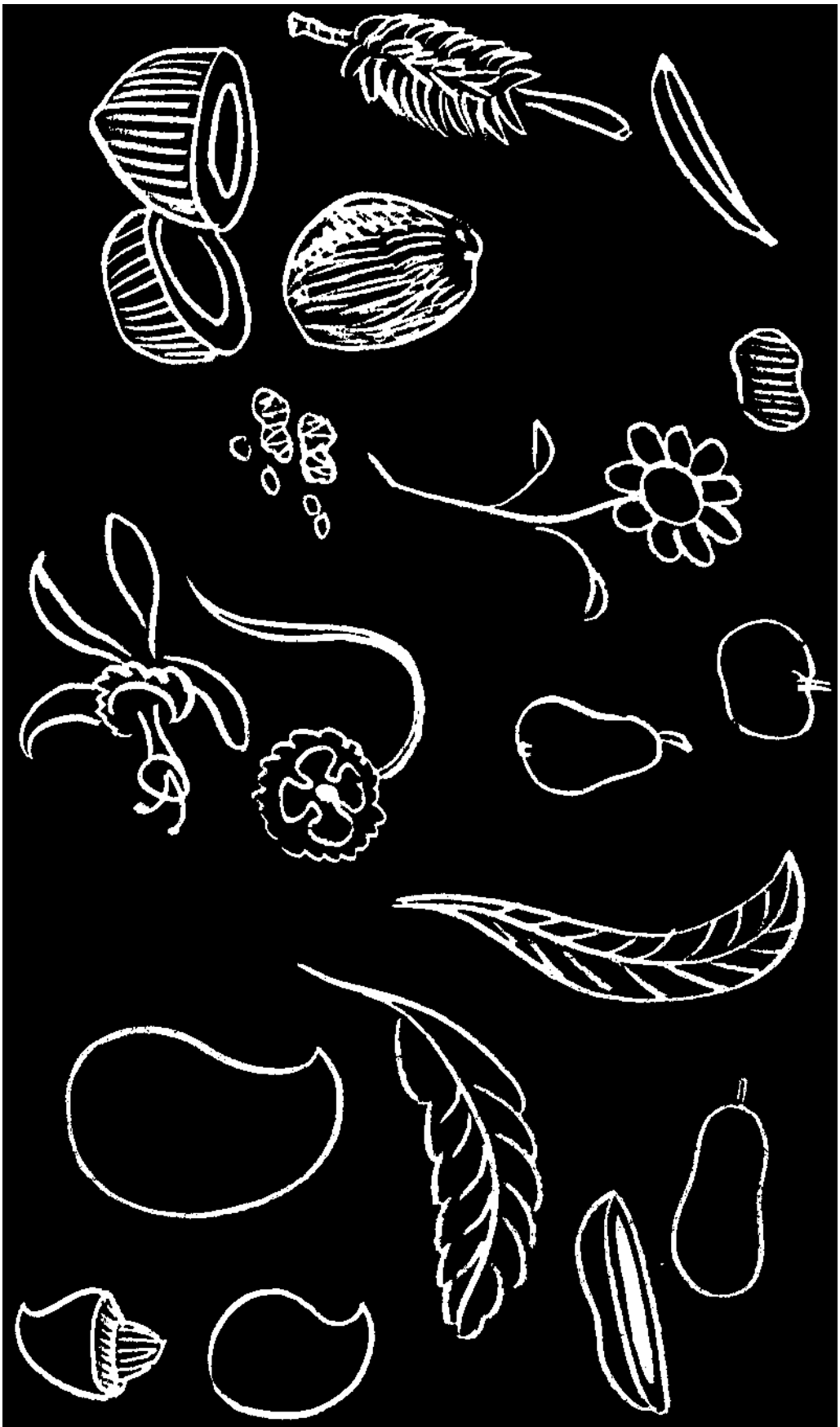


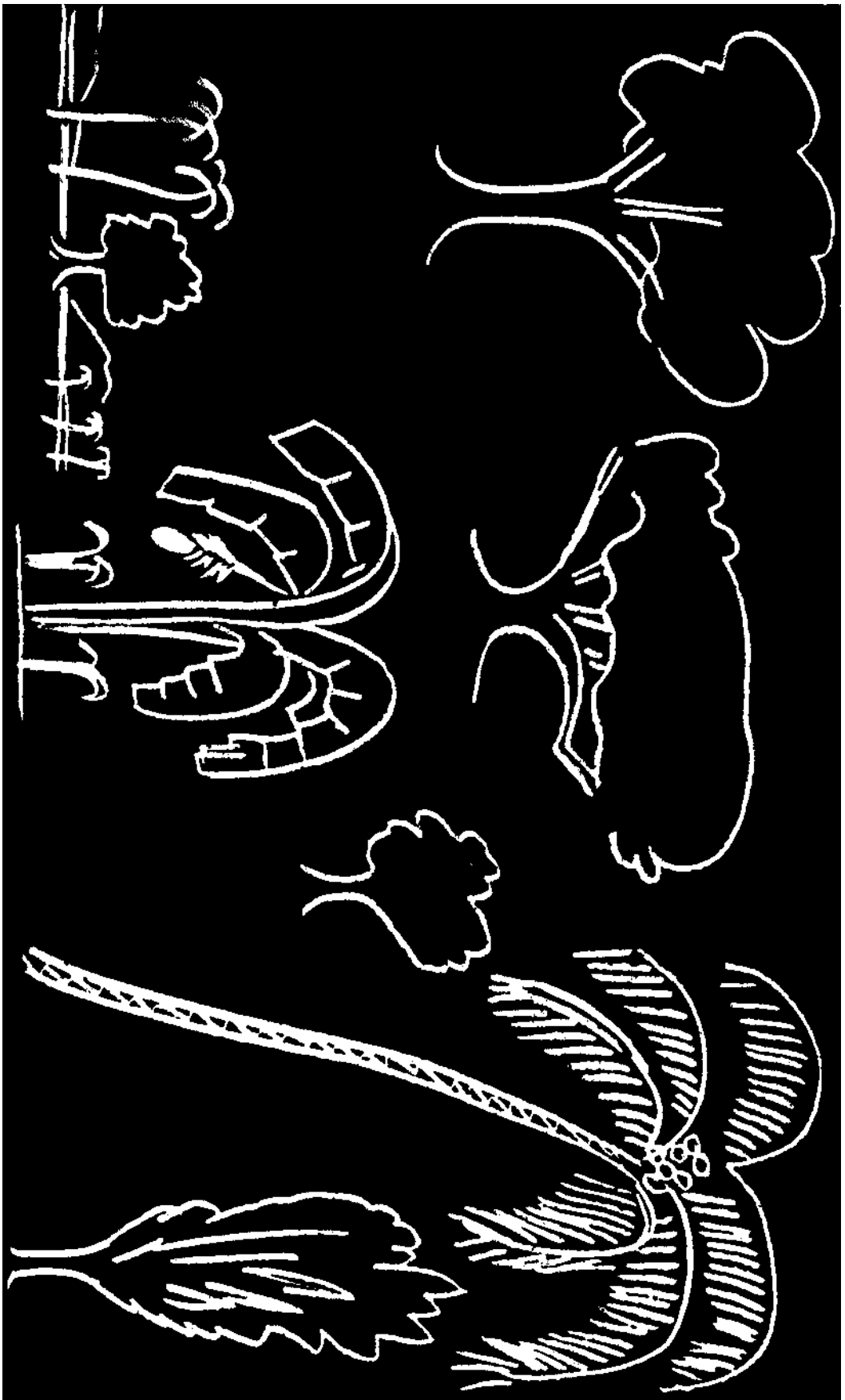


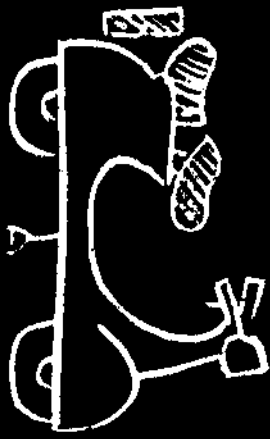
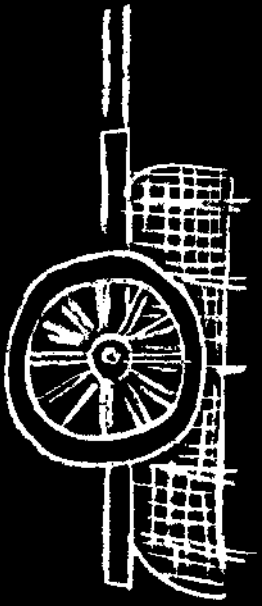
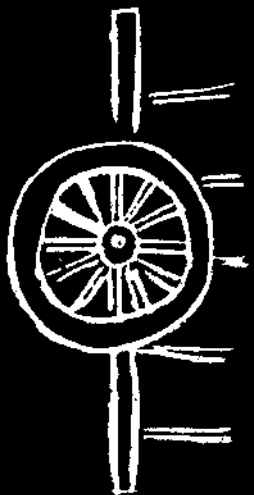


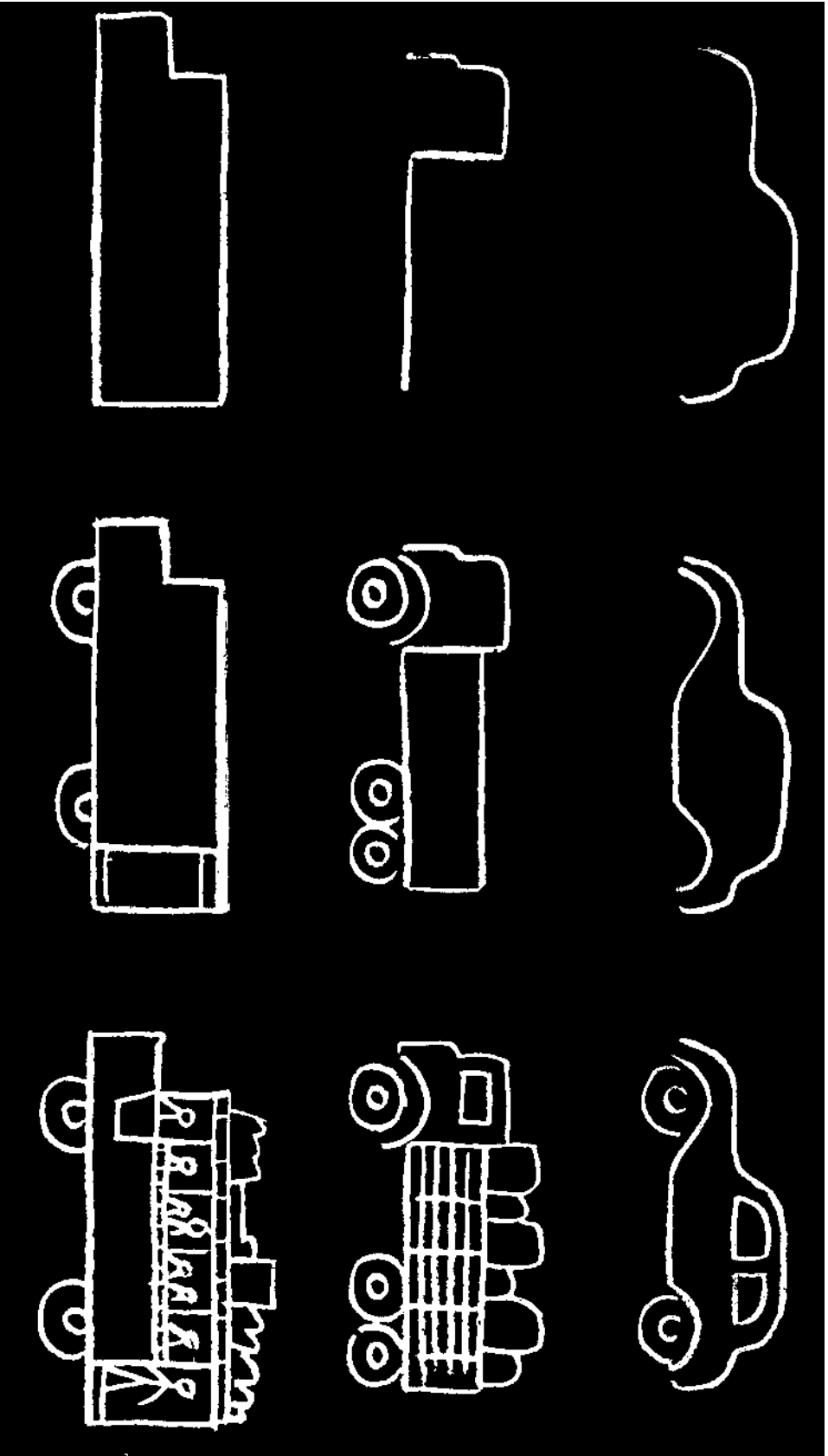


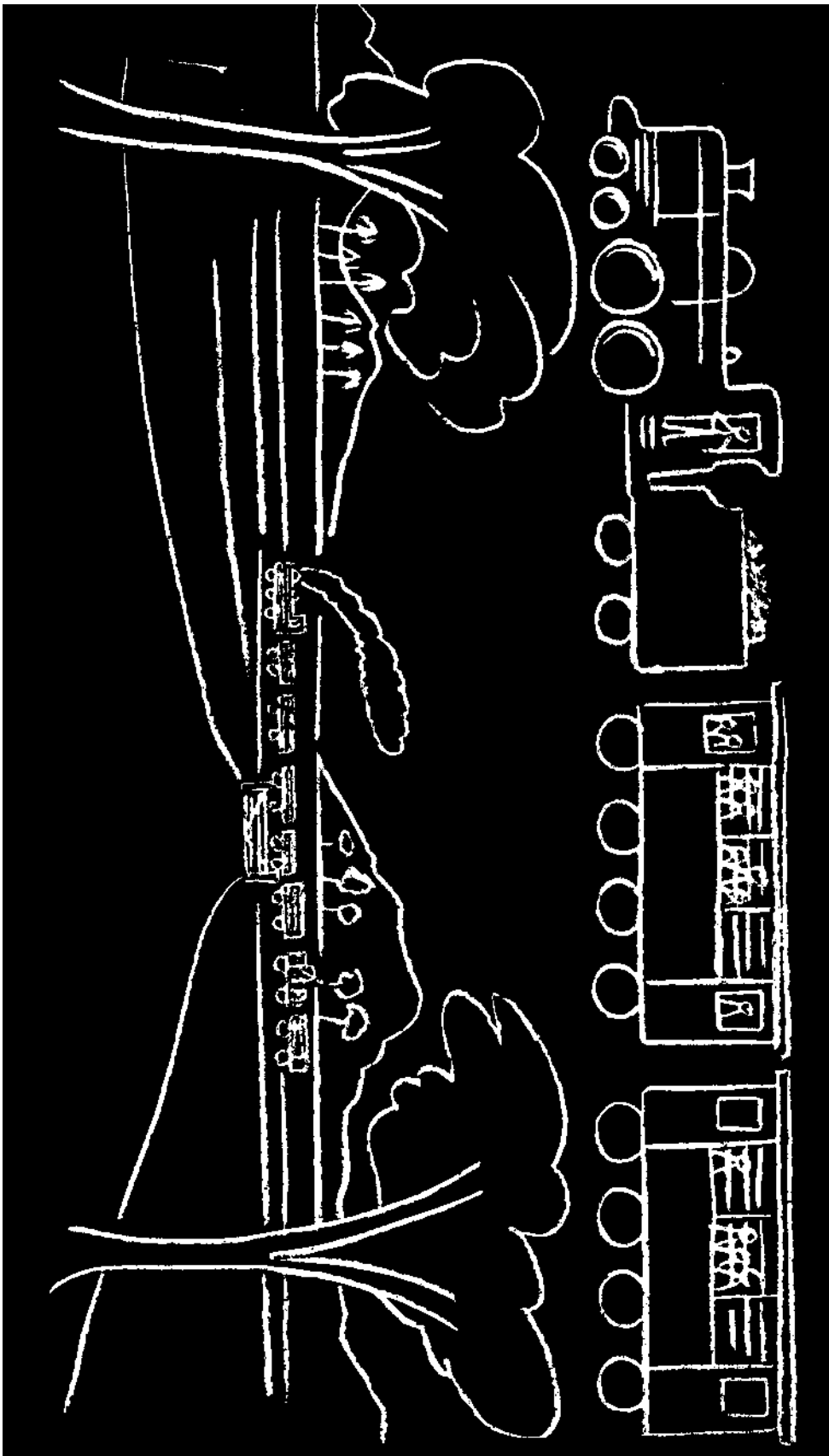


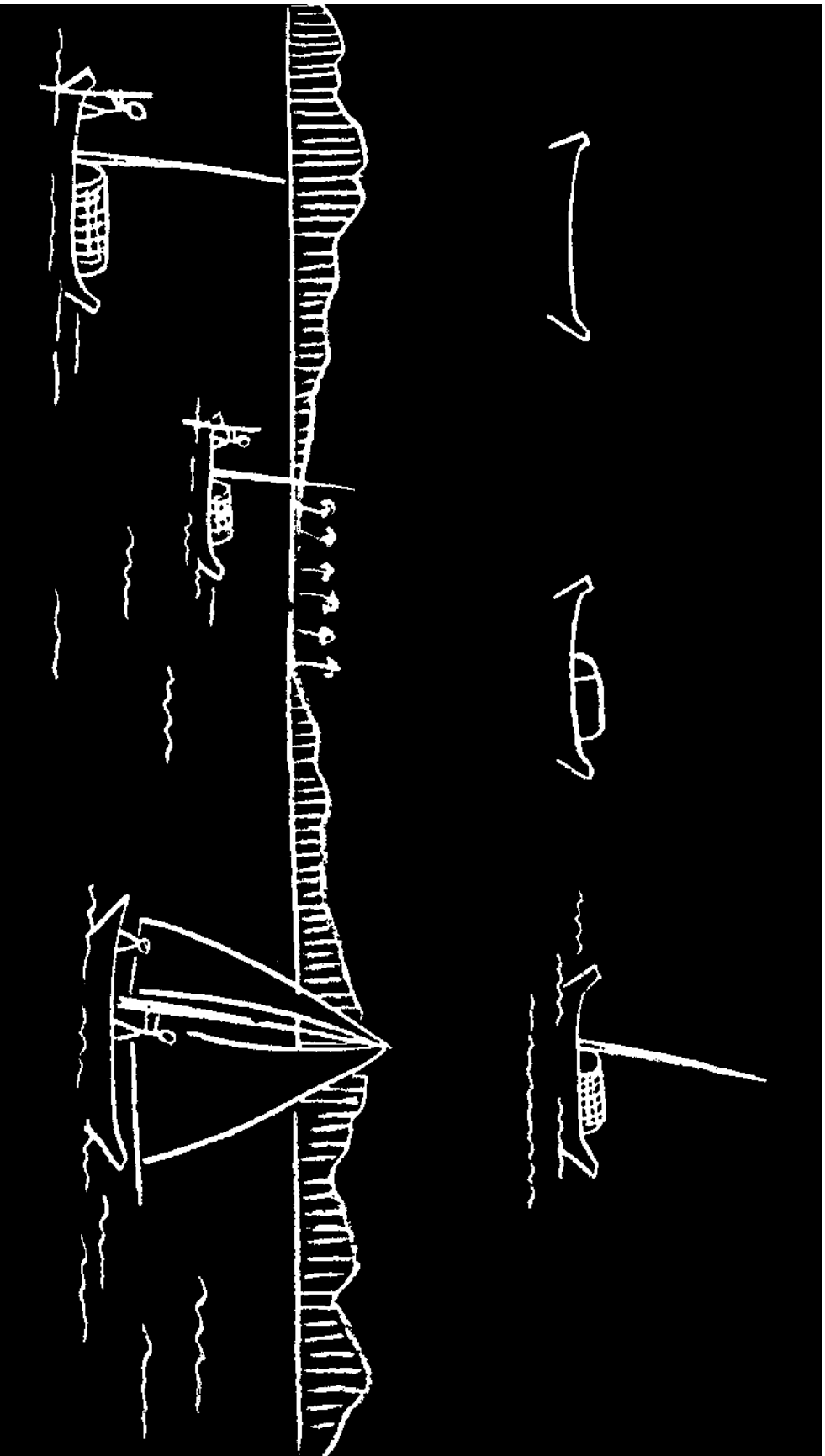


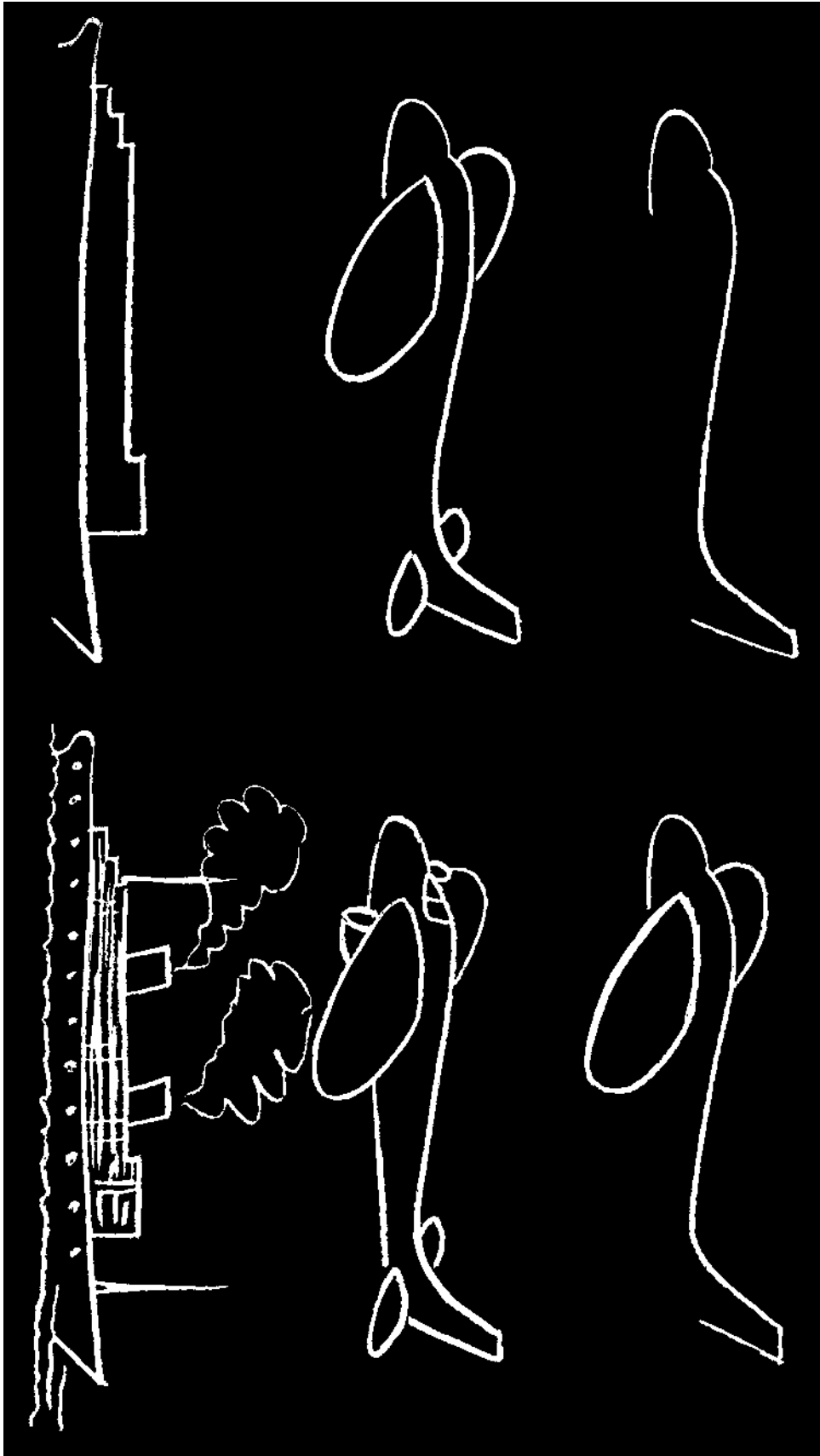


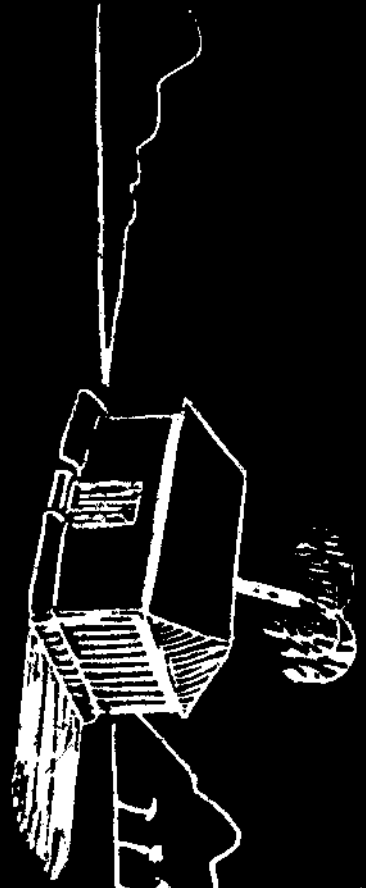




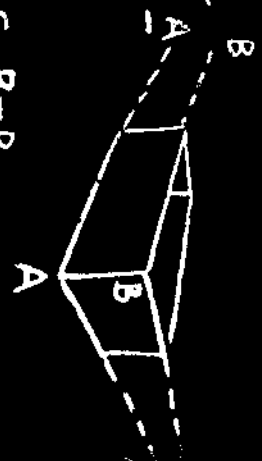






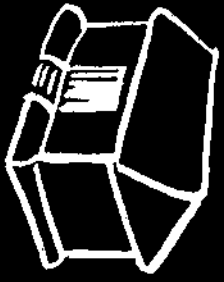


The house is based on the box :-



Note : A-A & B-B will meet : they are not parallel.

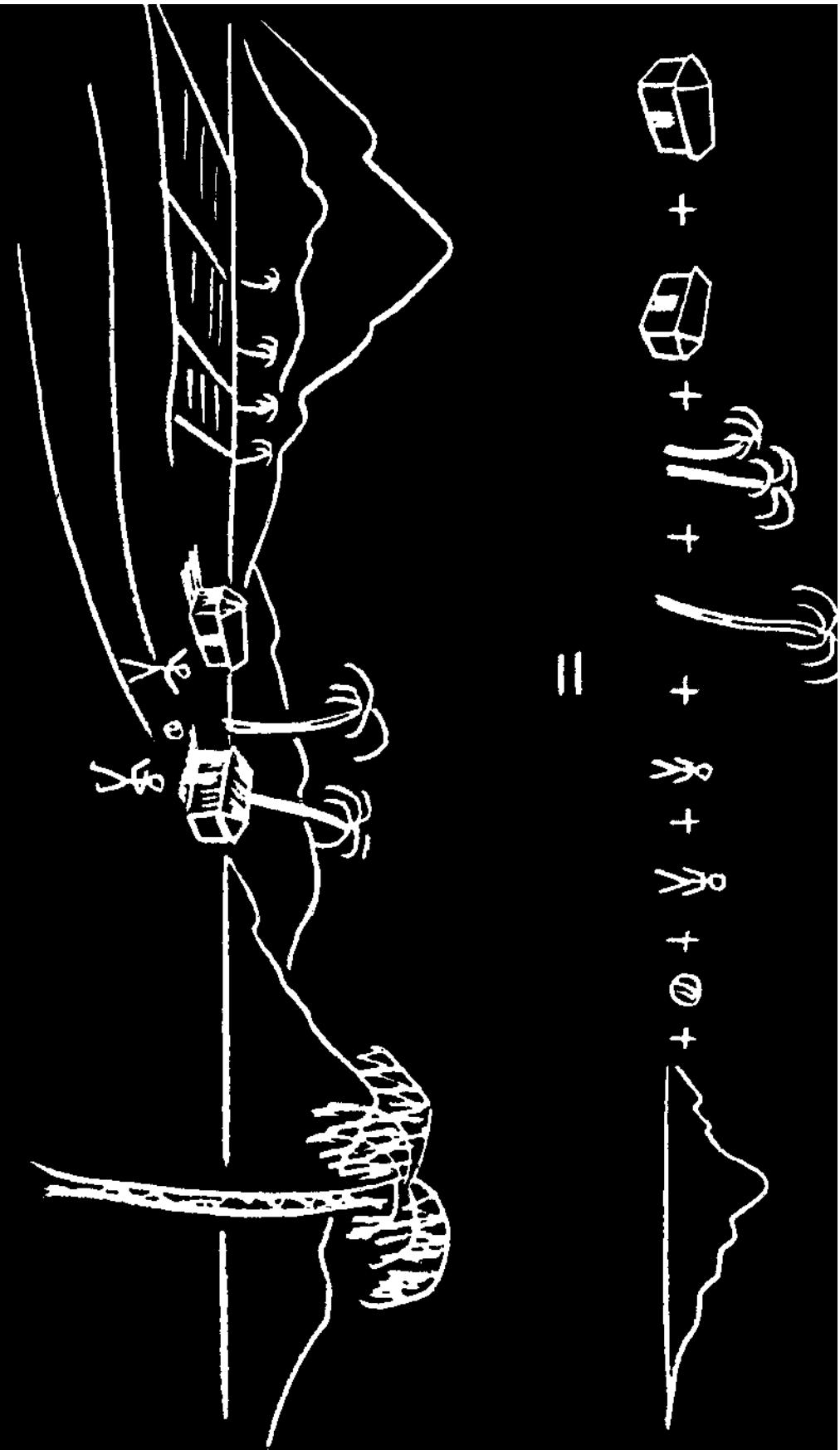
Start with the roof :-

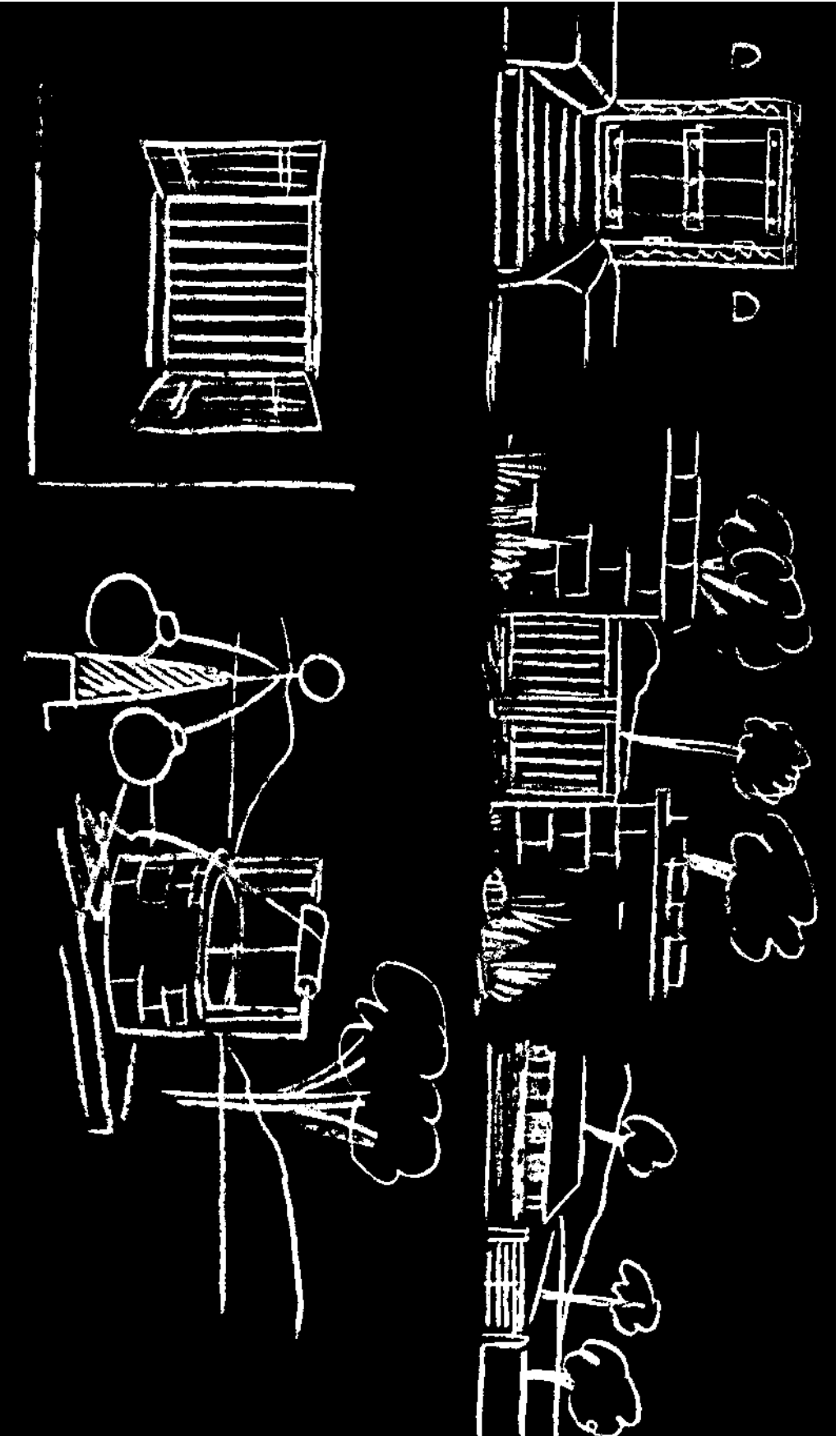


OR reverse it :-

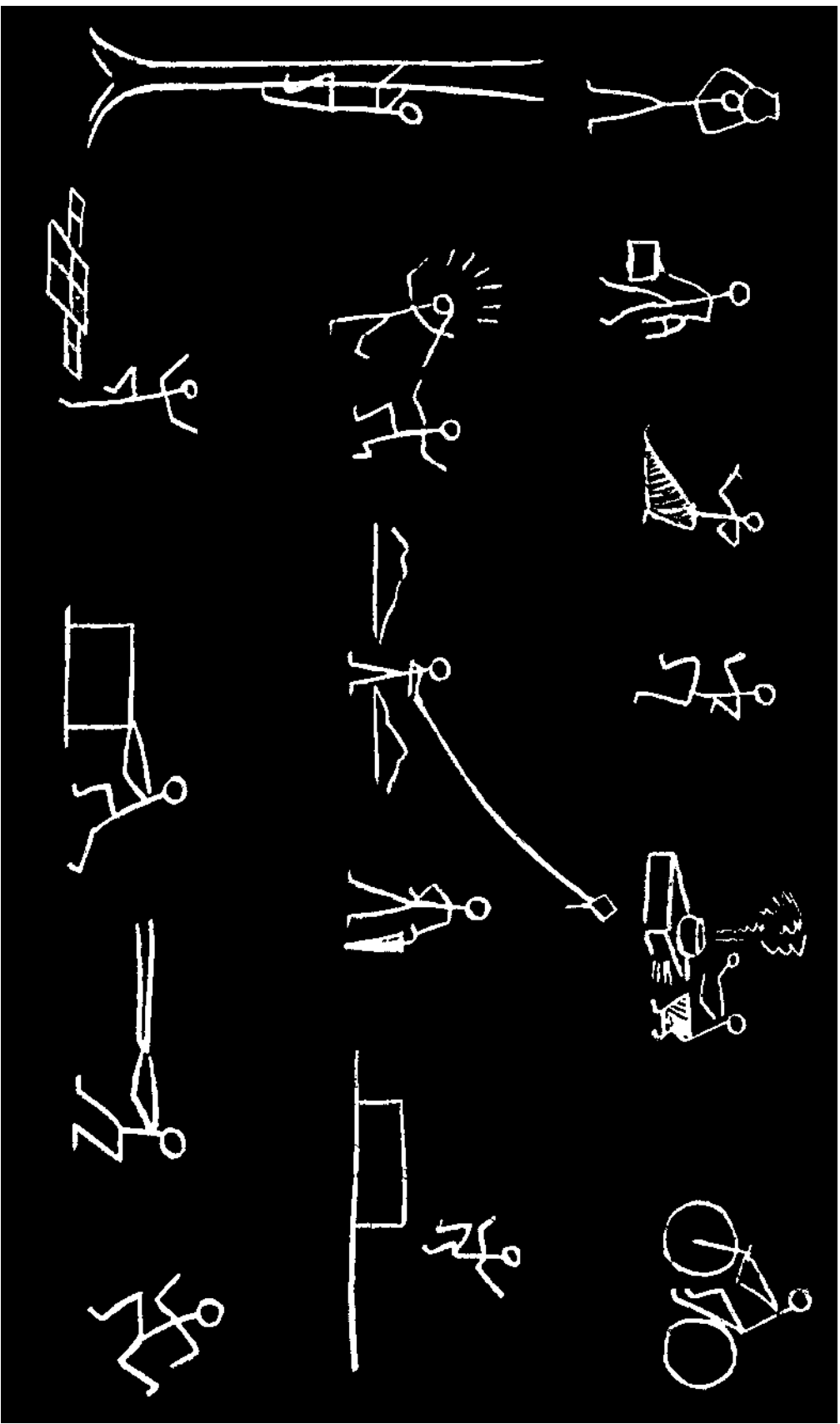


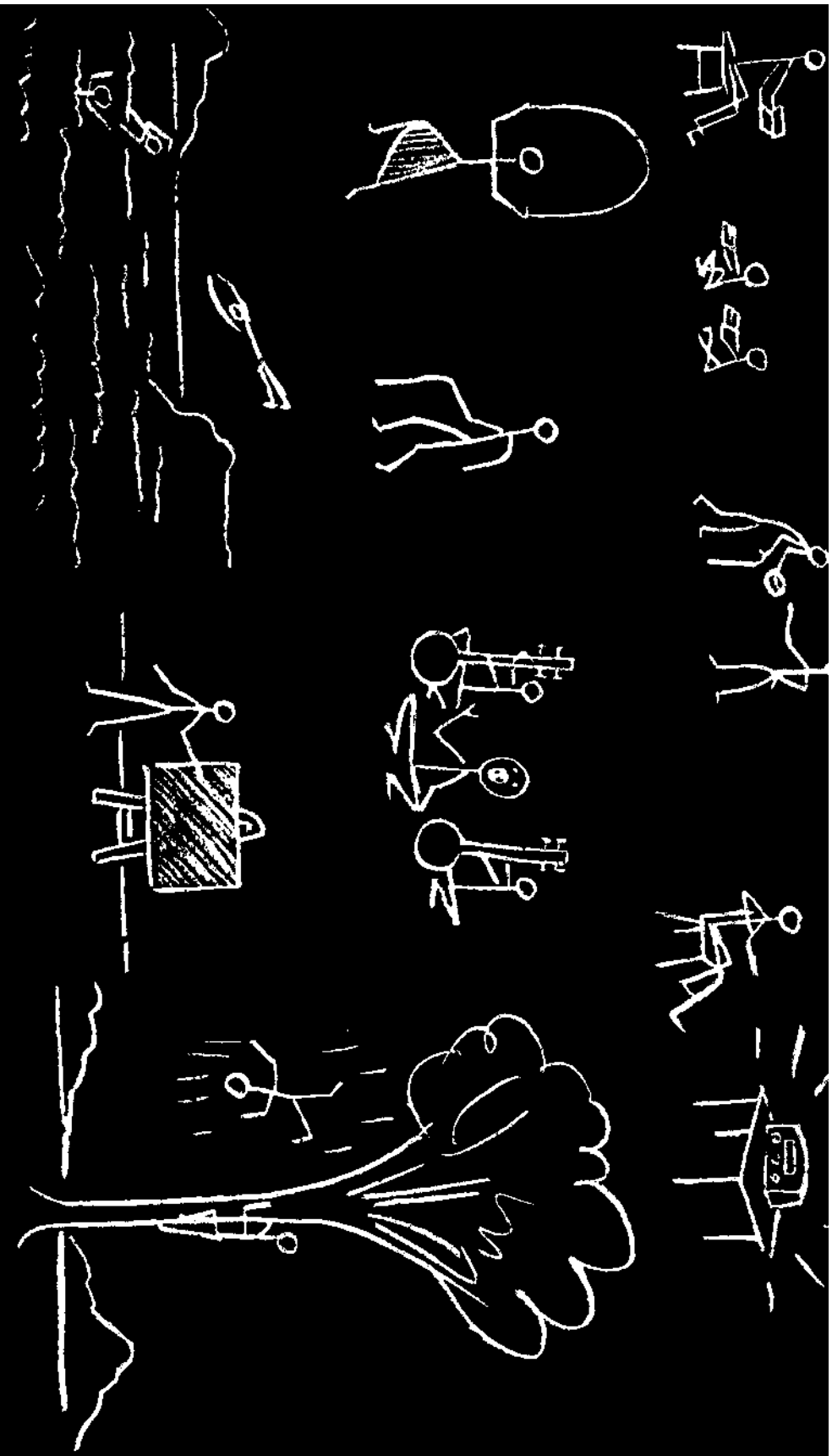
← front view

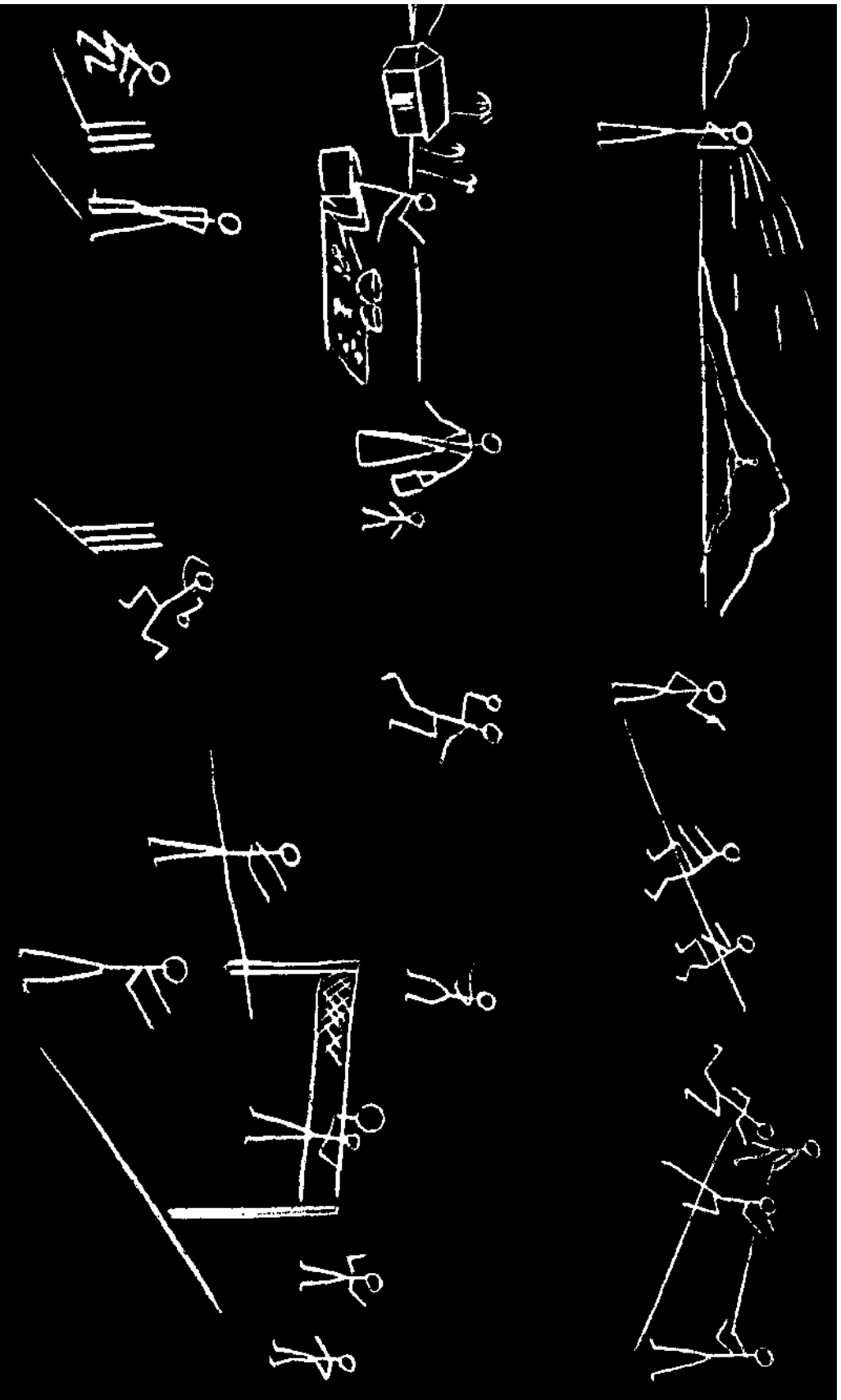


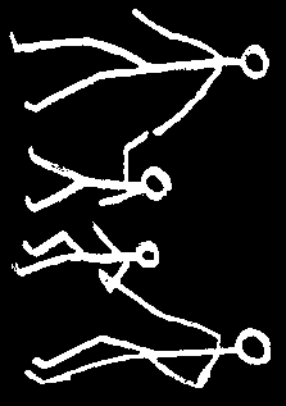
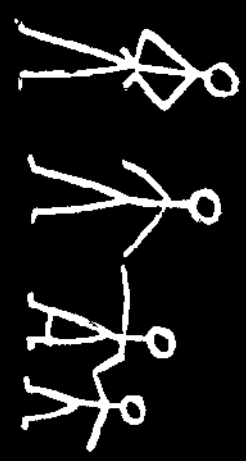
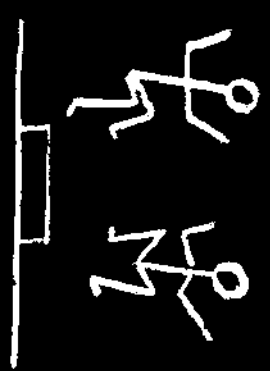
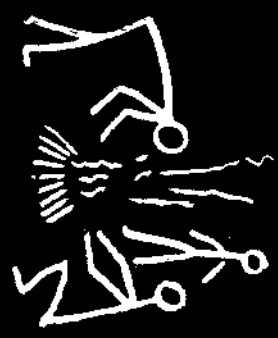
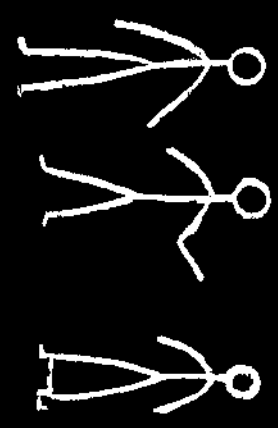
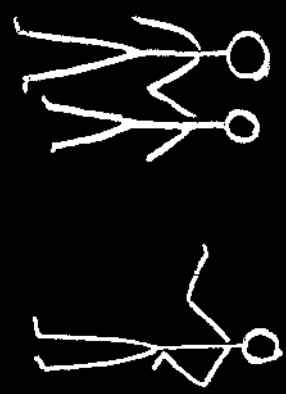




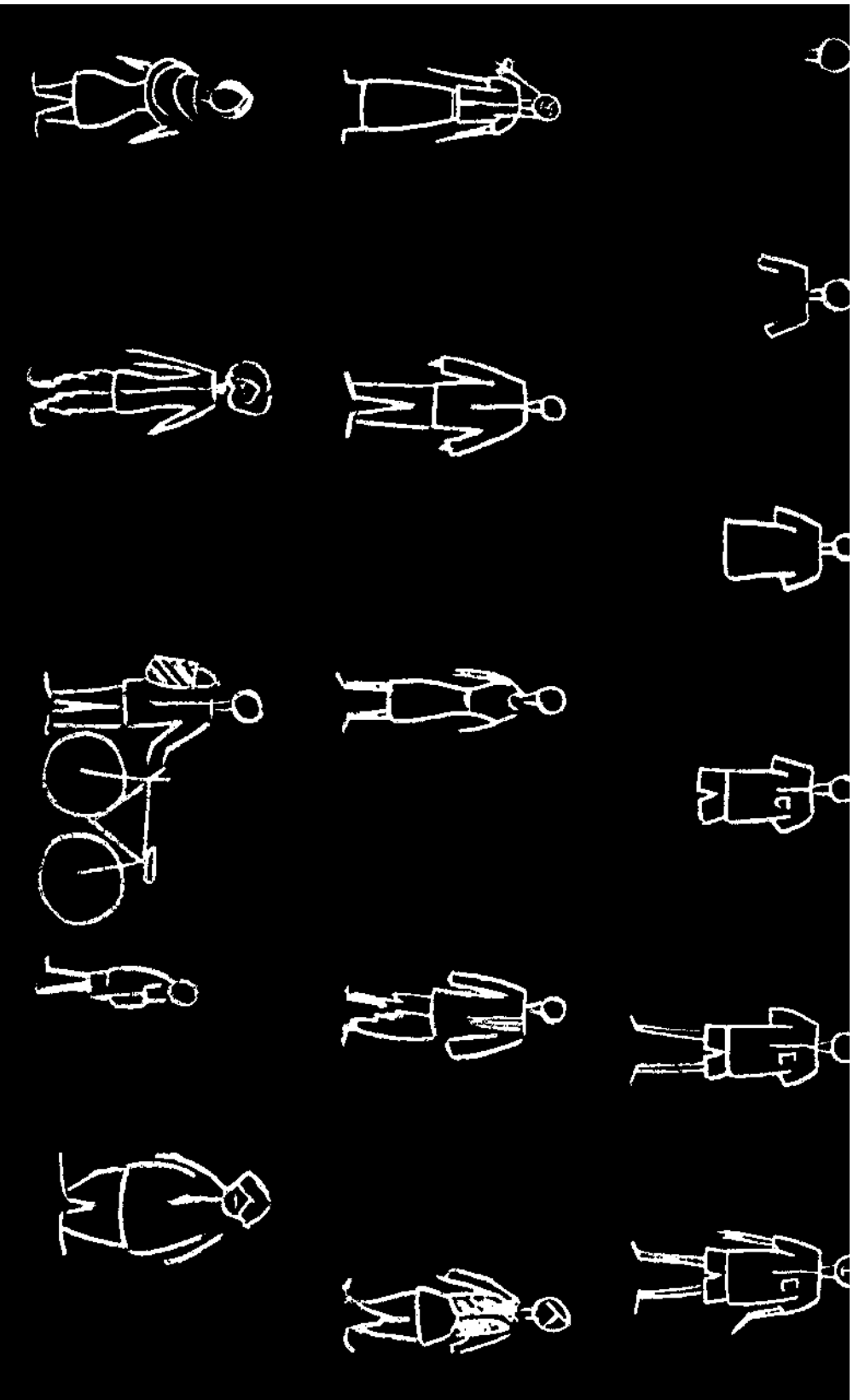


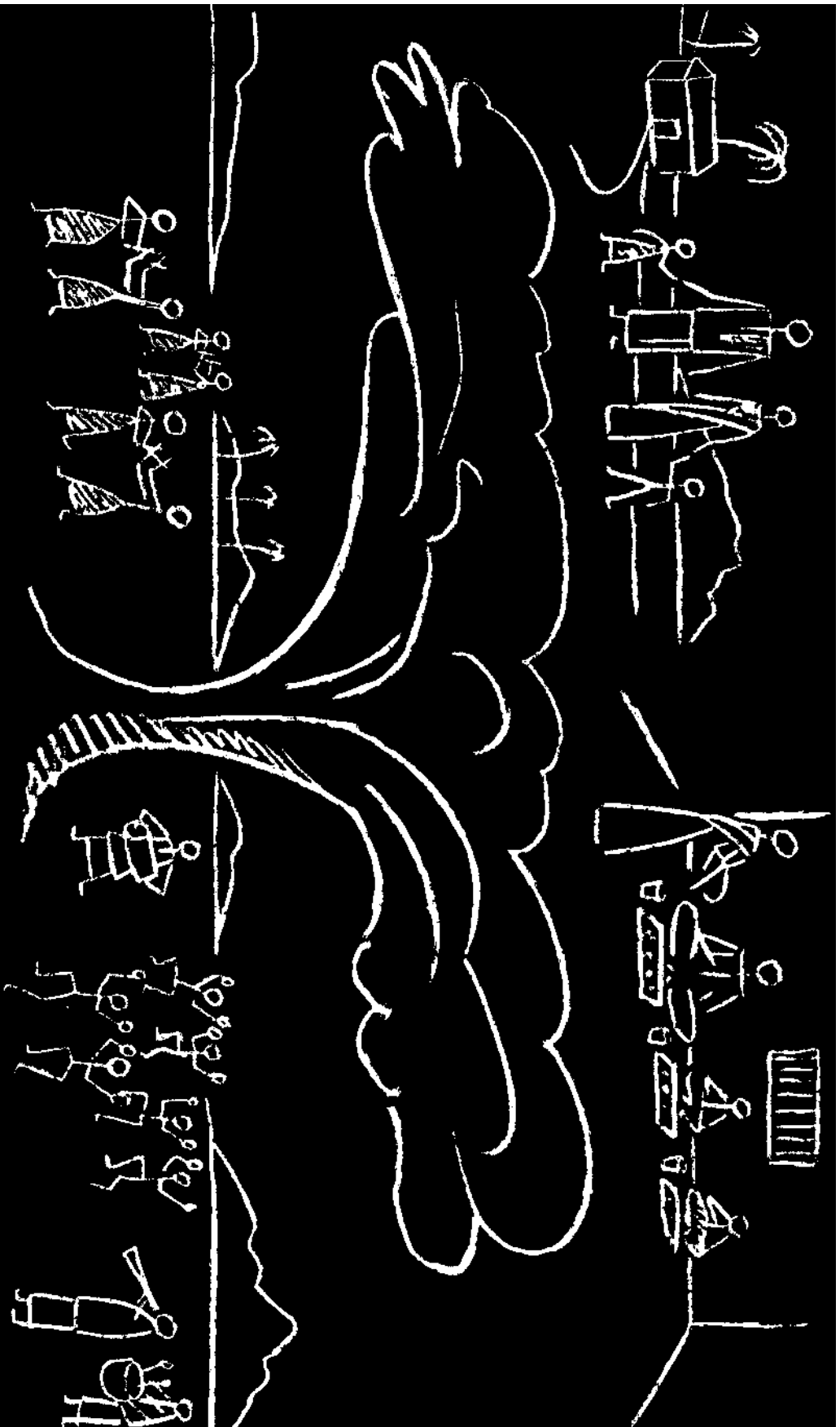


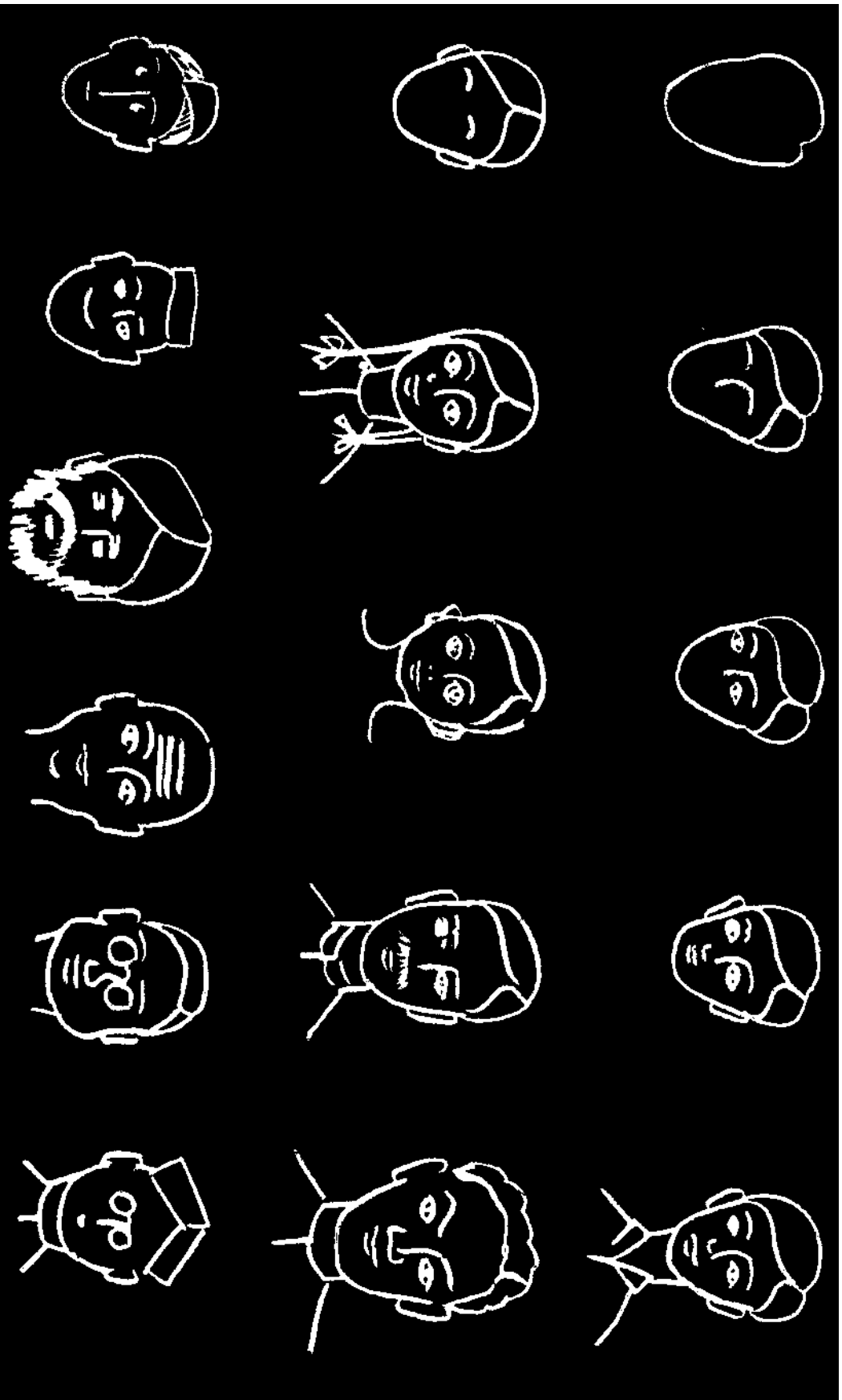


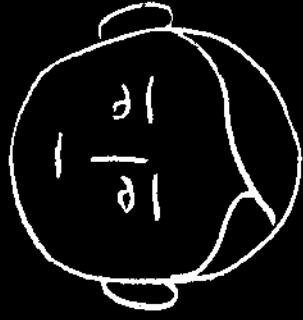


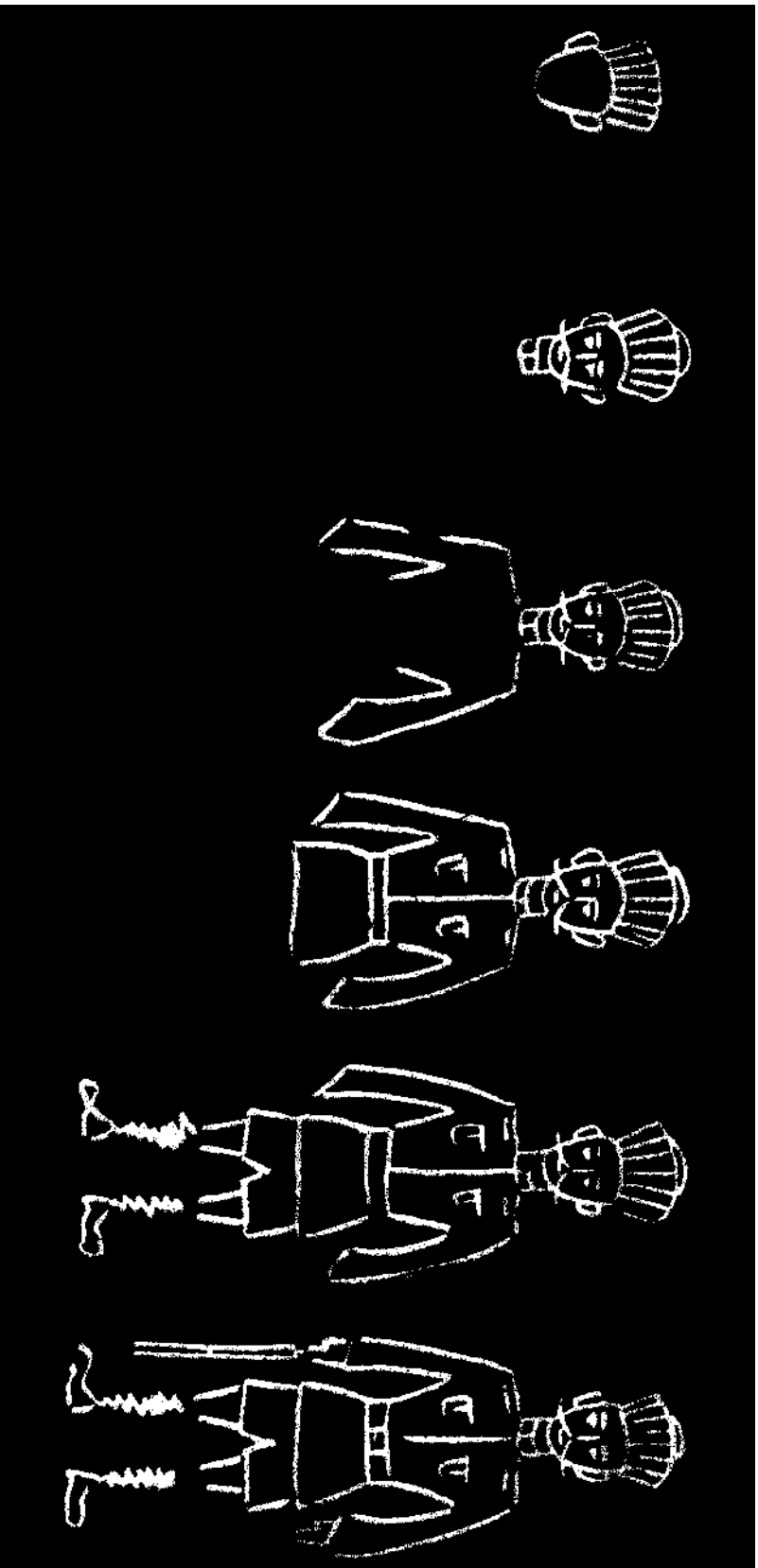


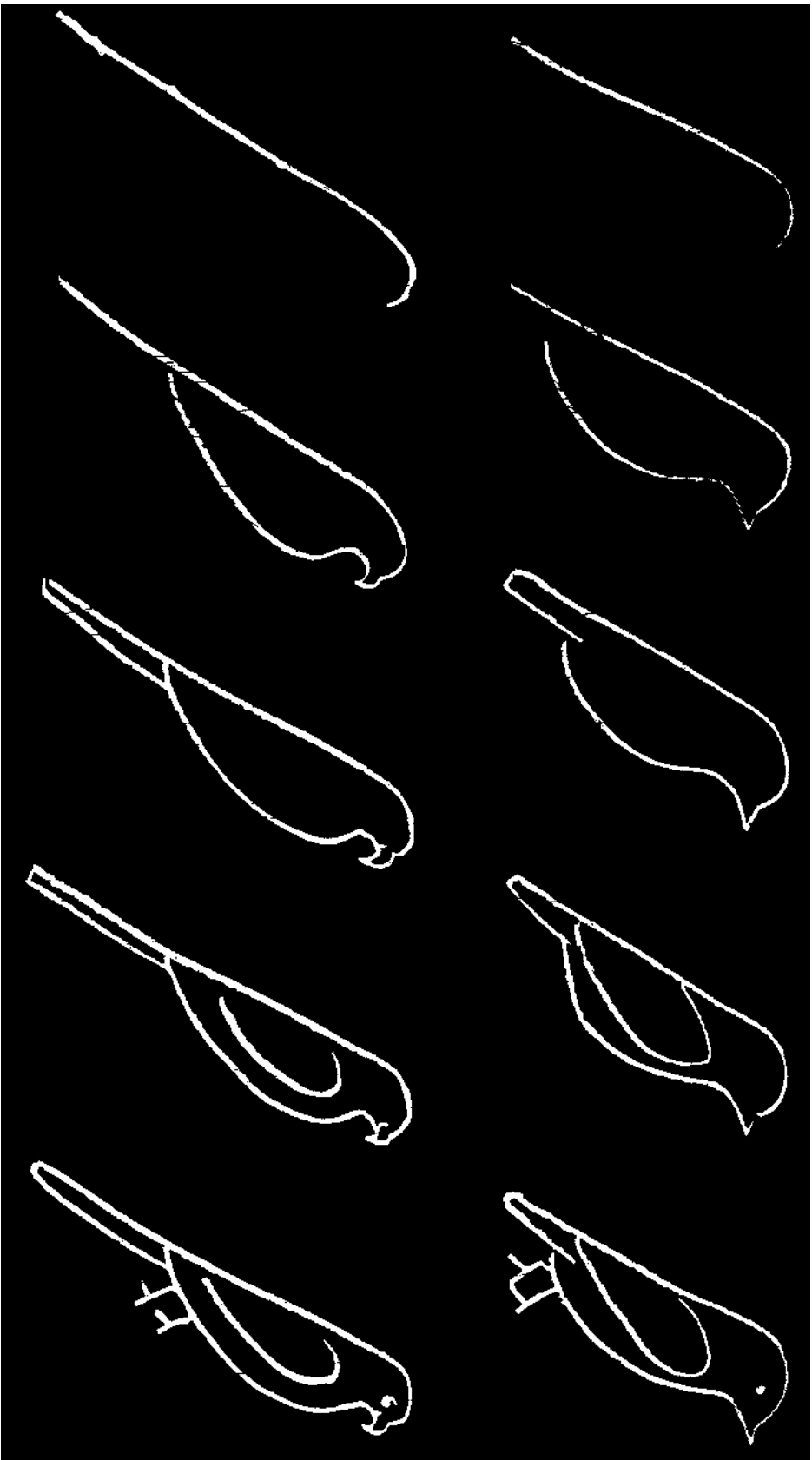


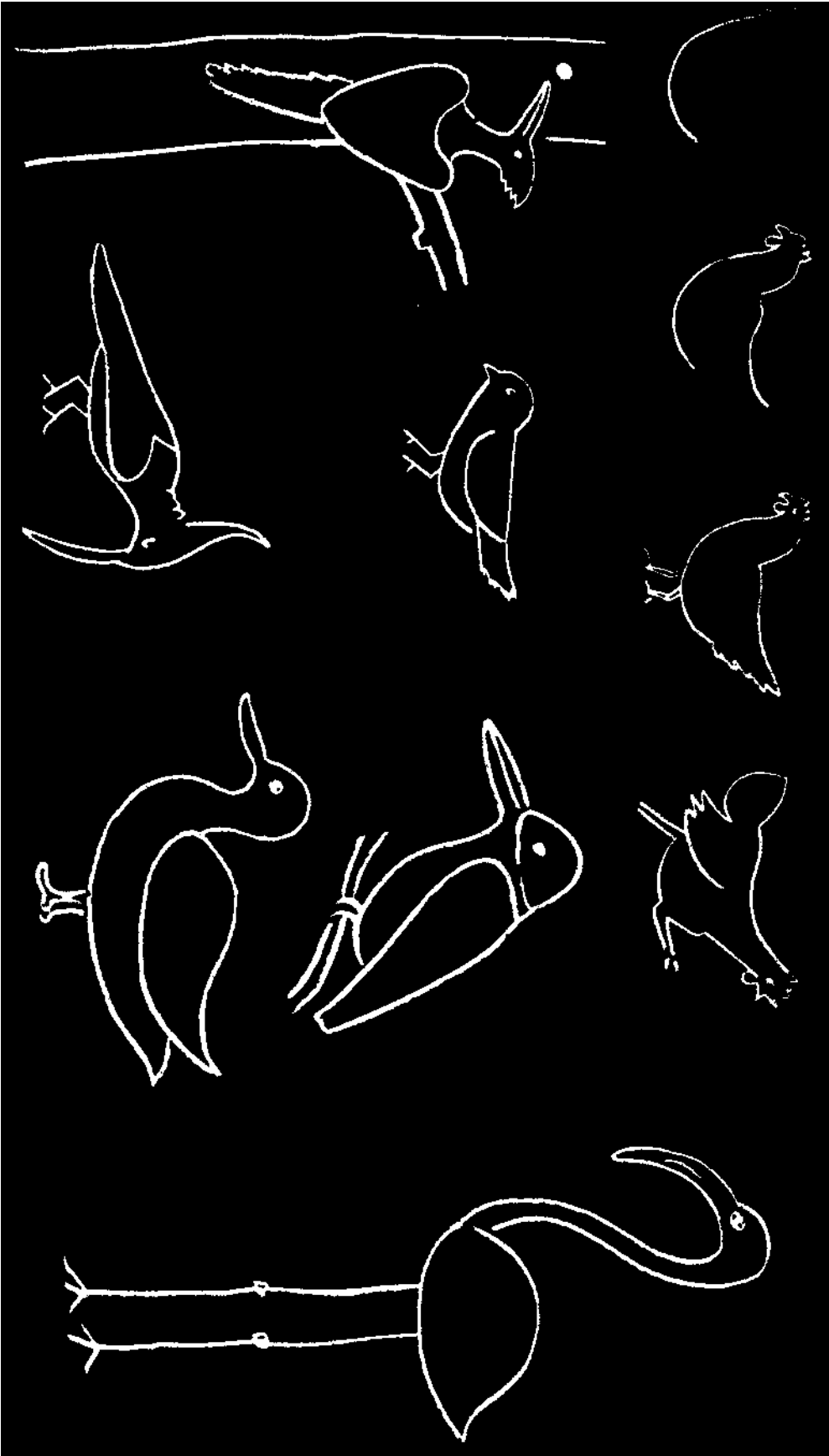


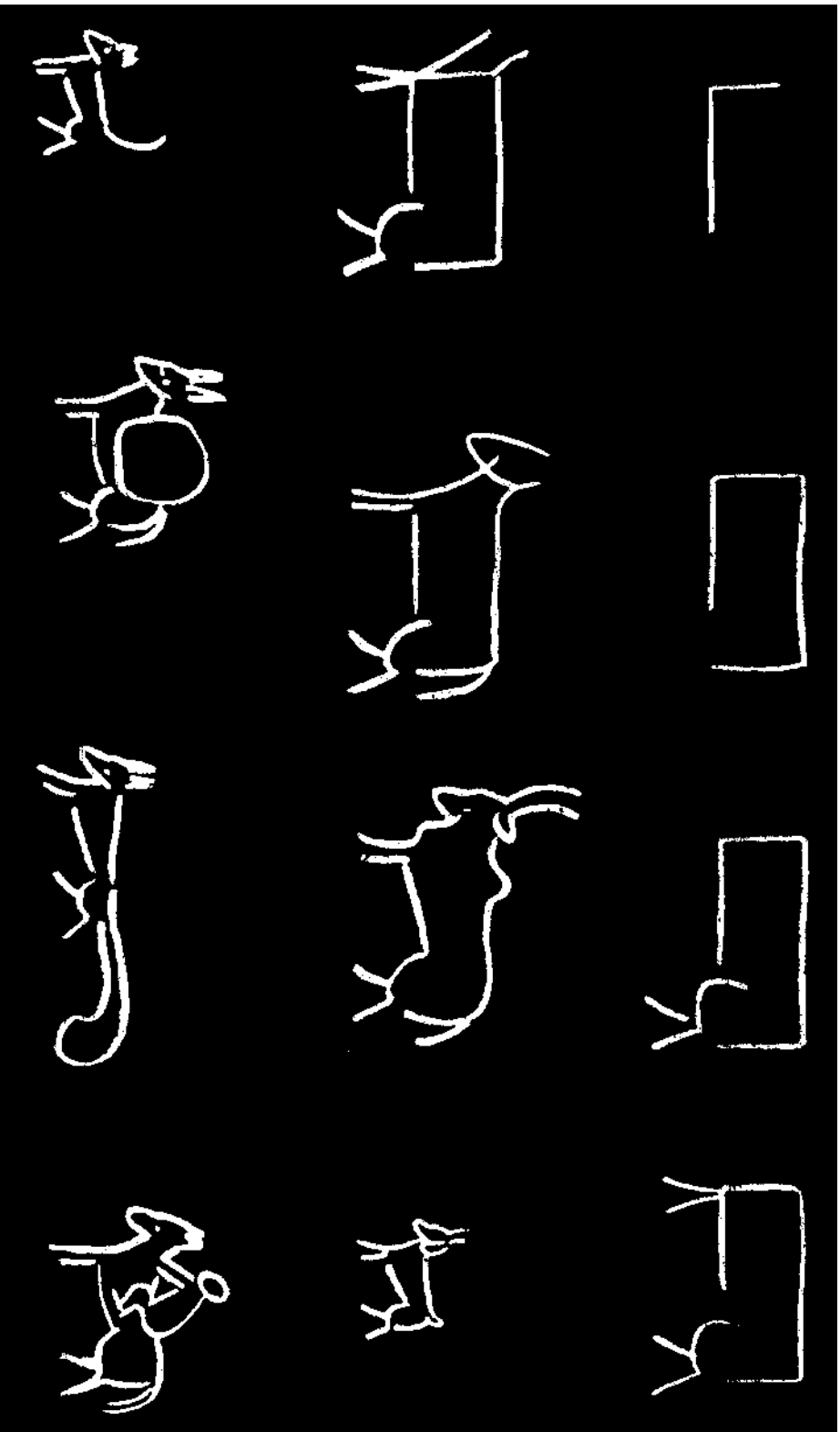


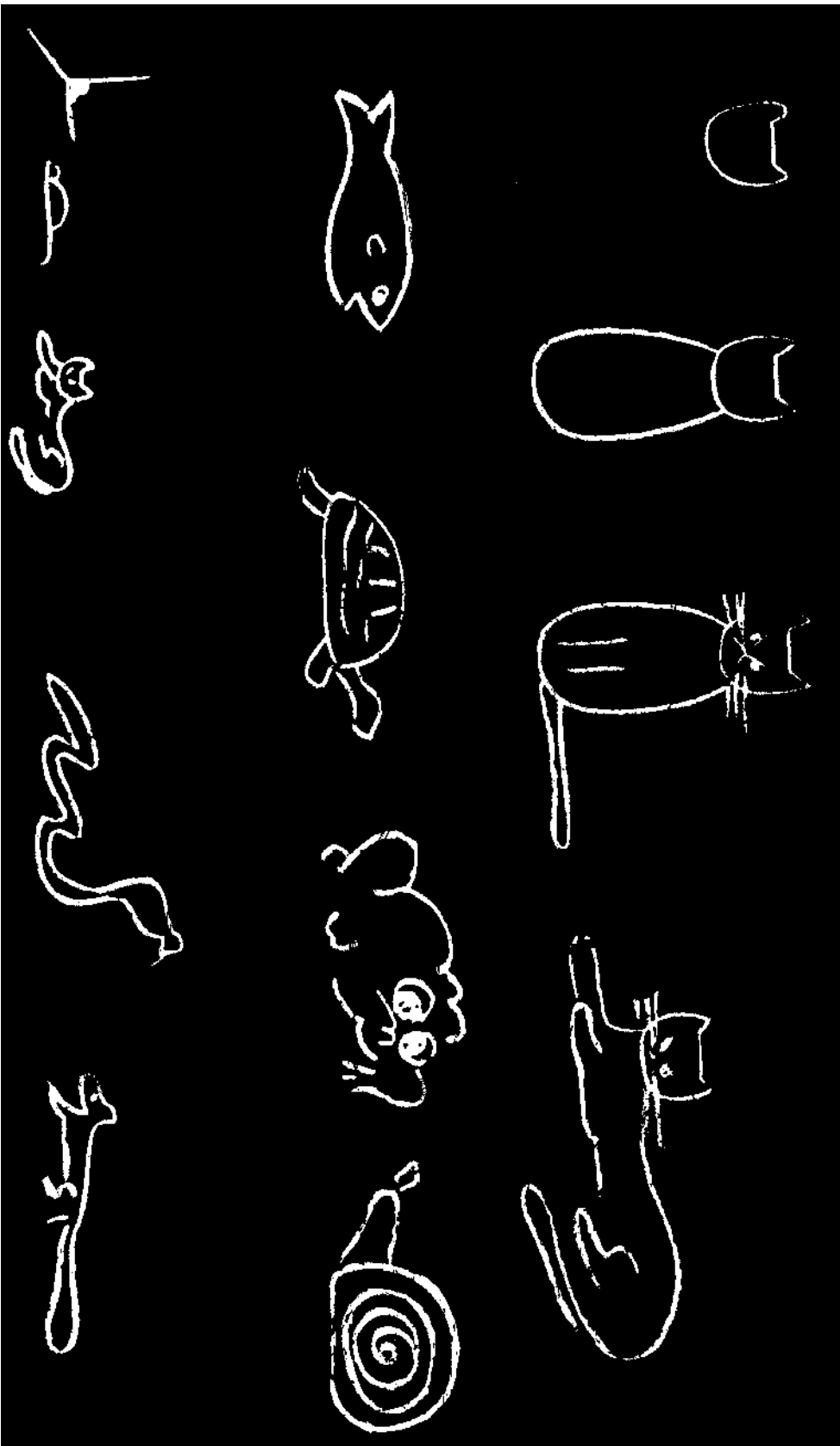


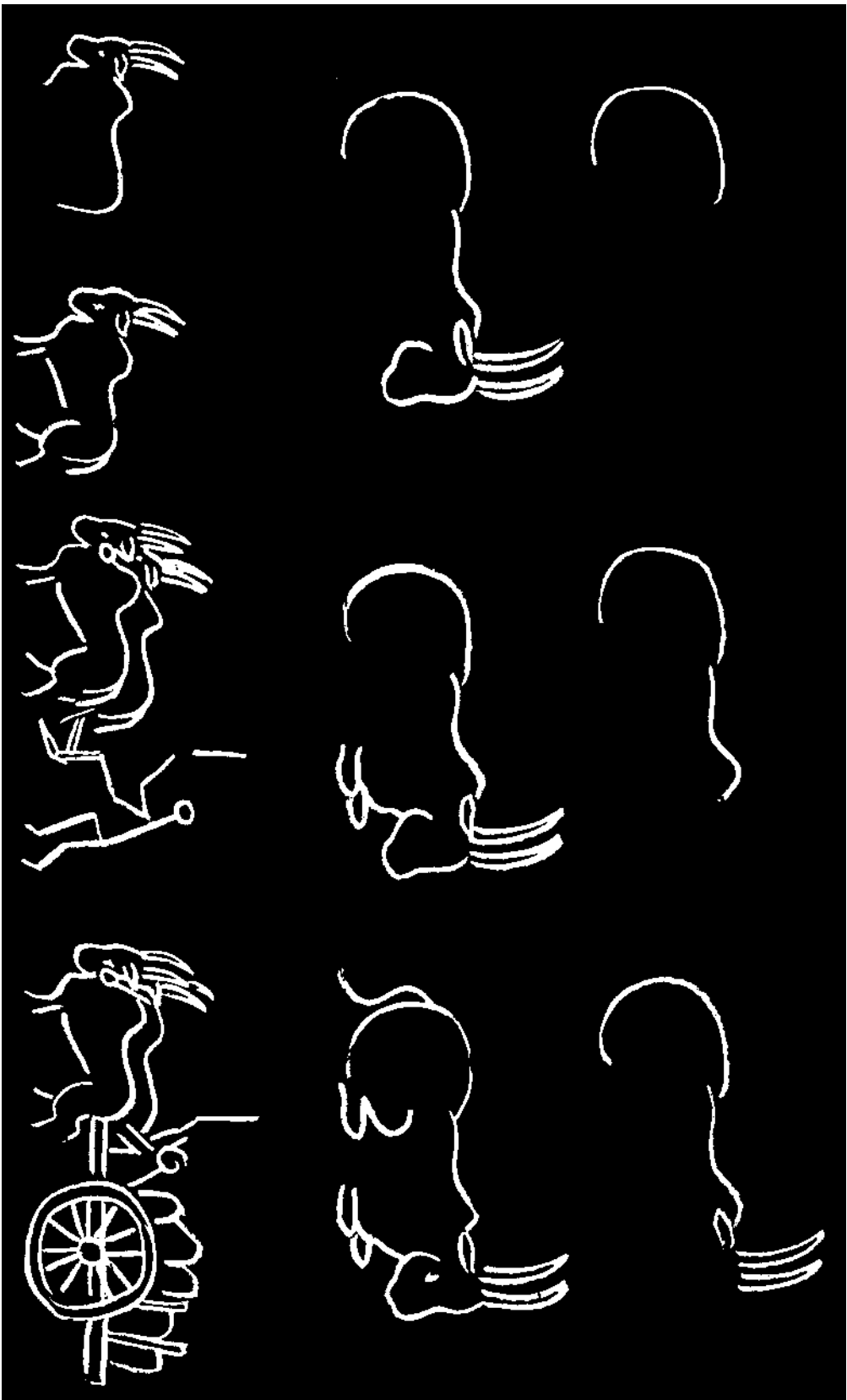




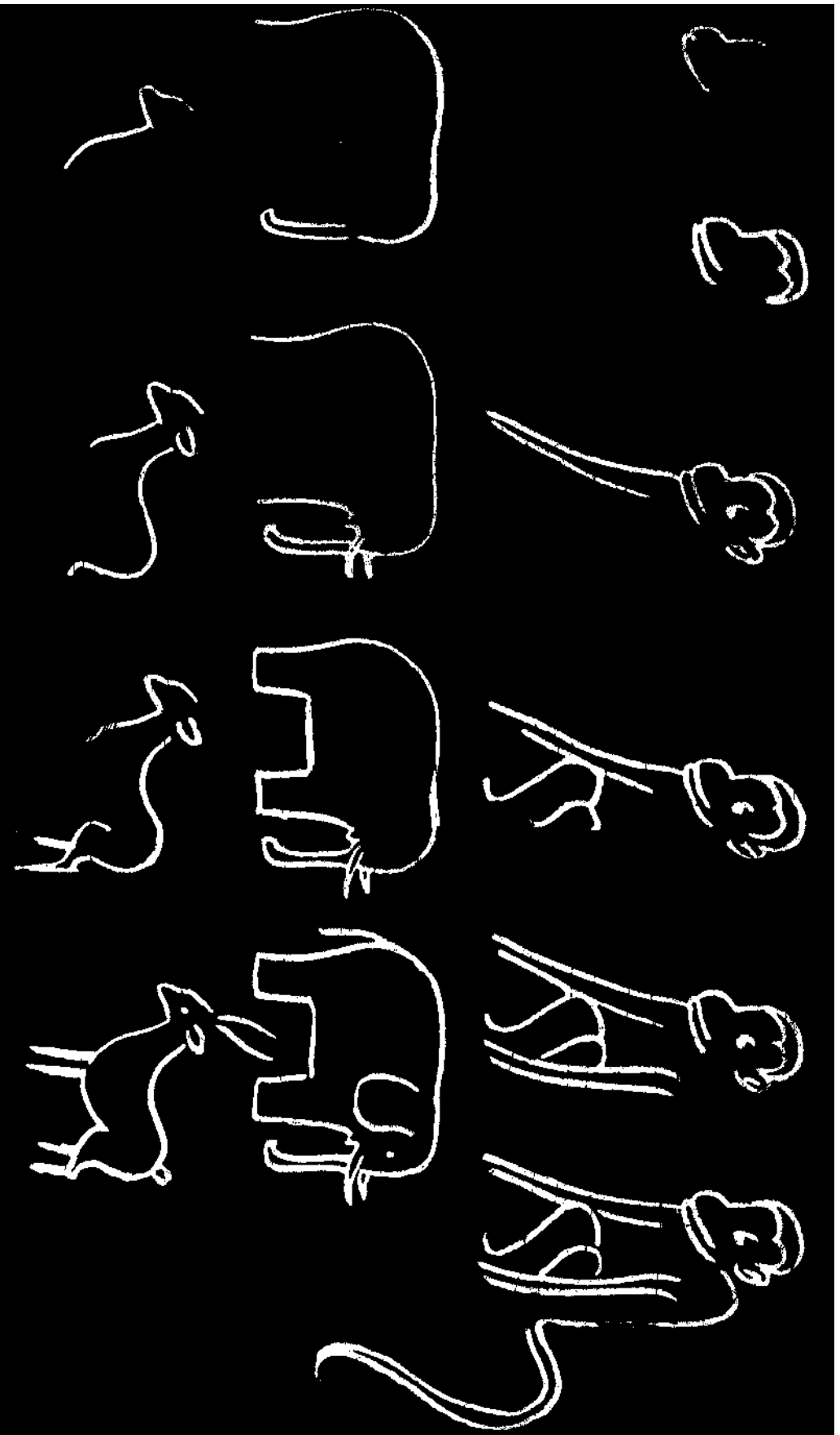


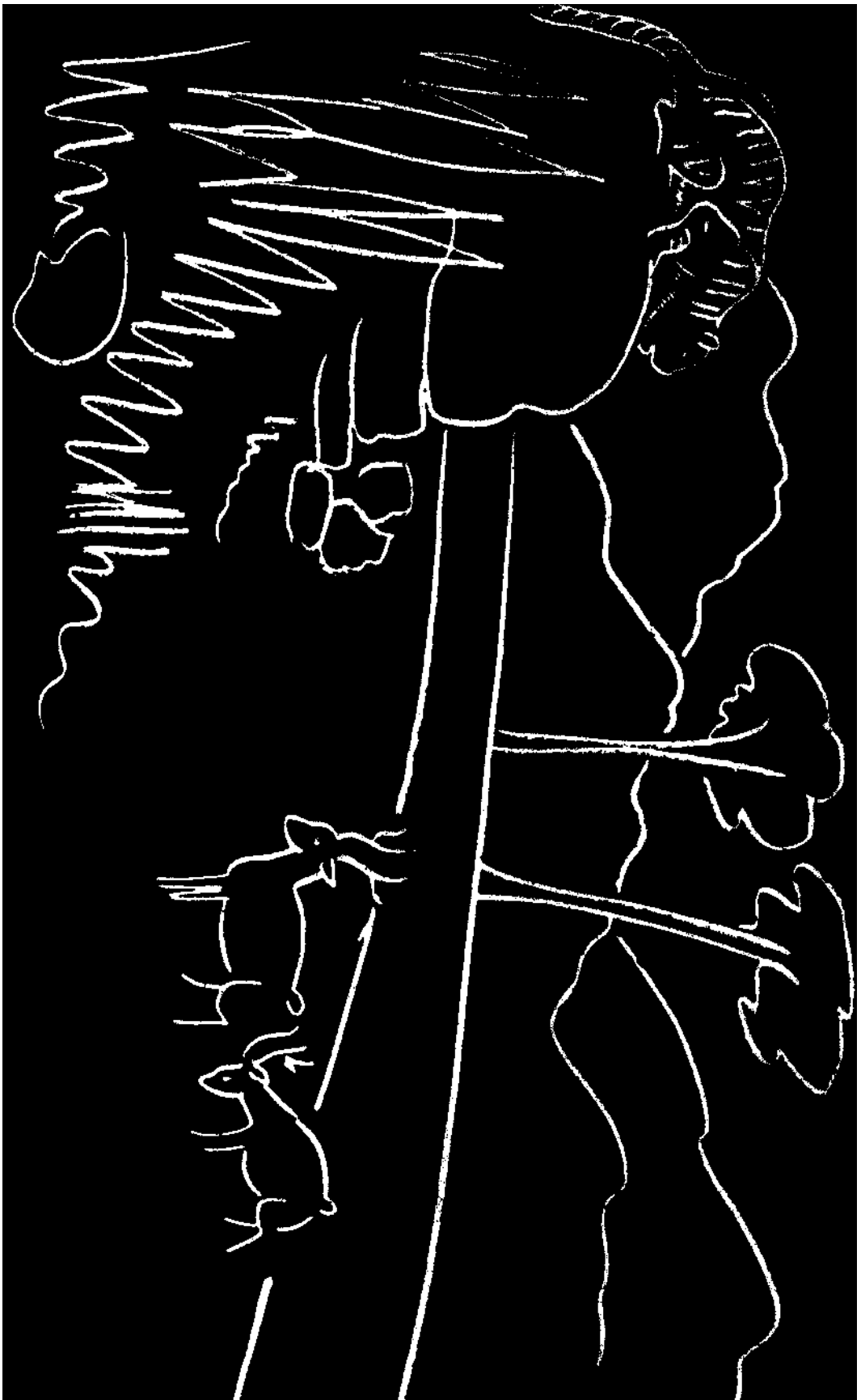


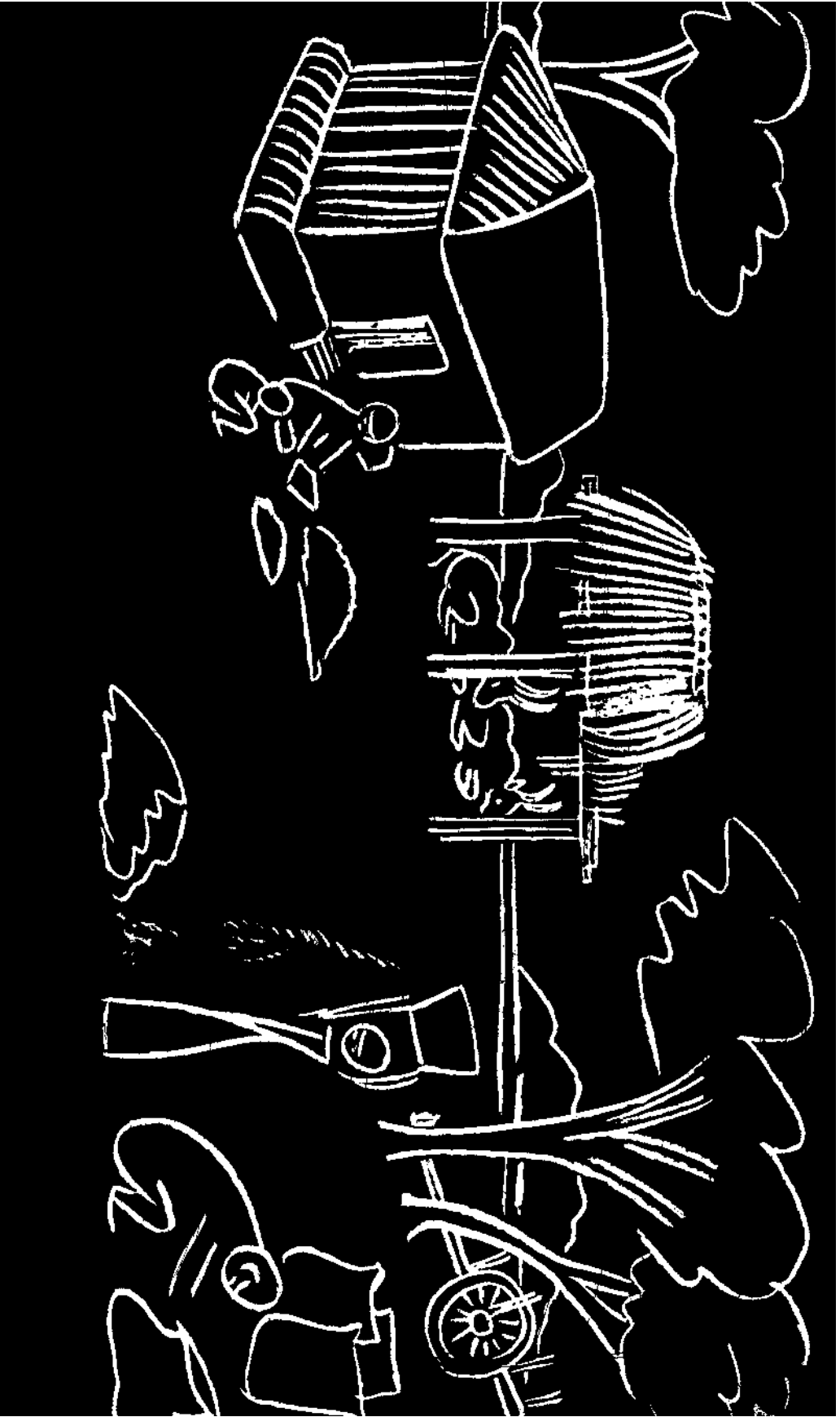


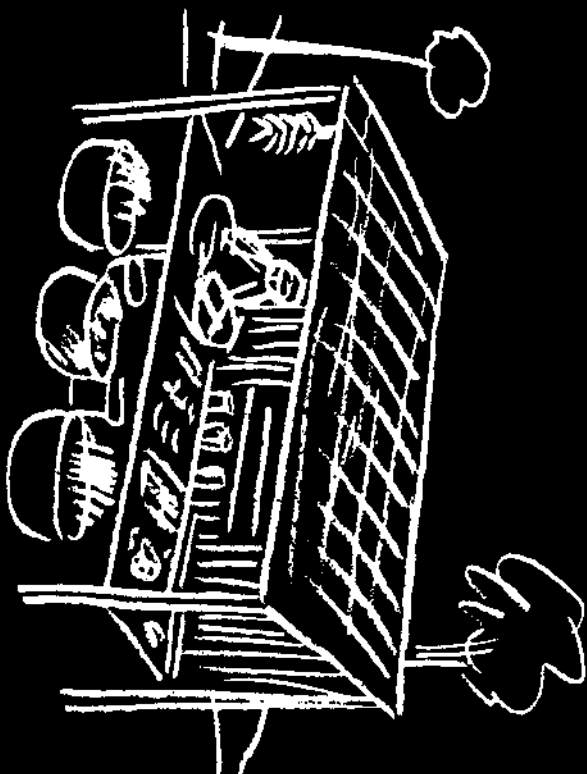
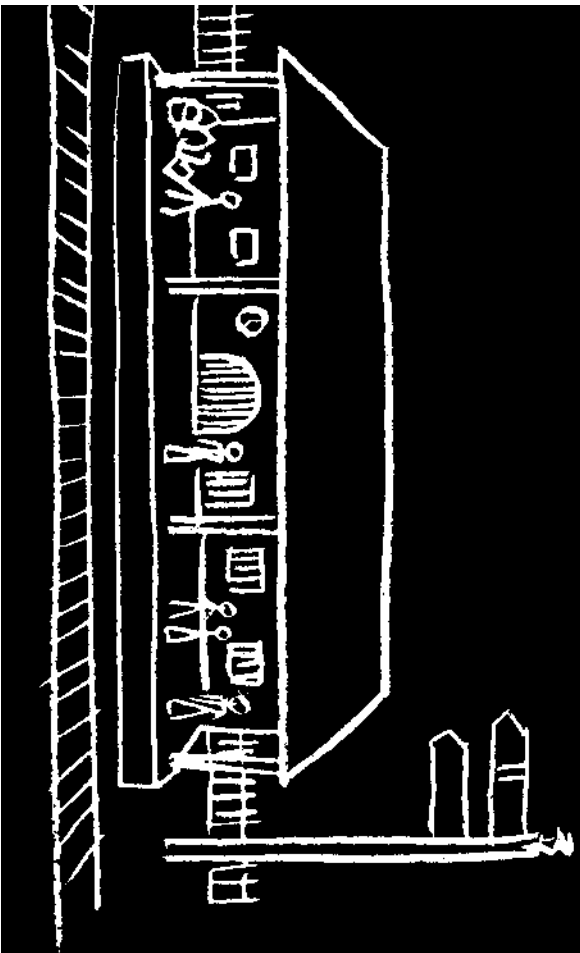
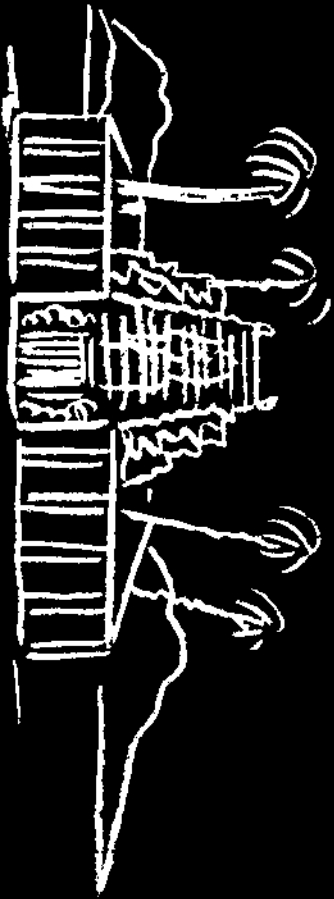
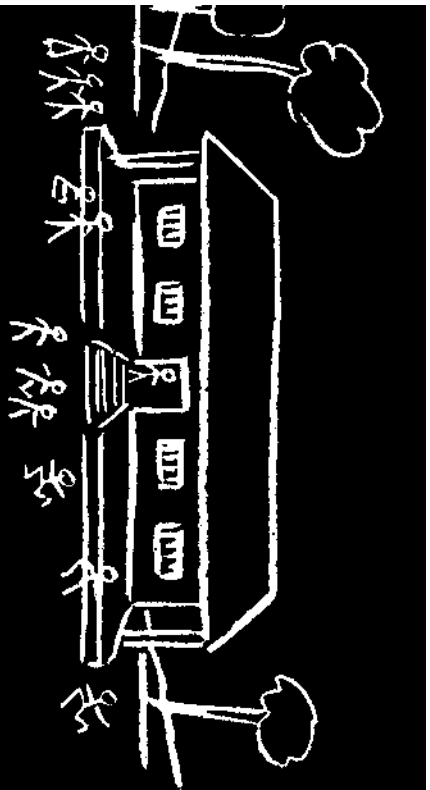


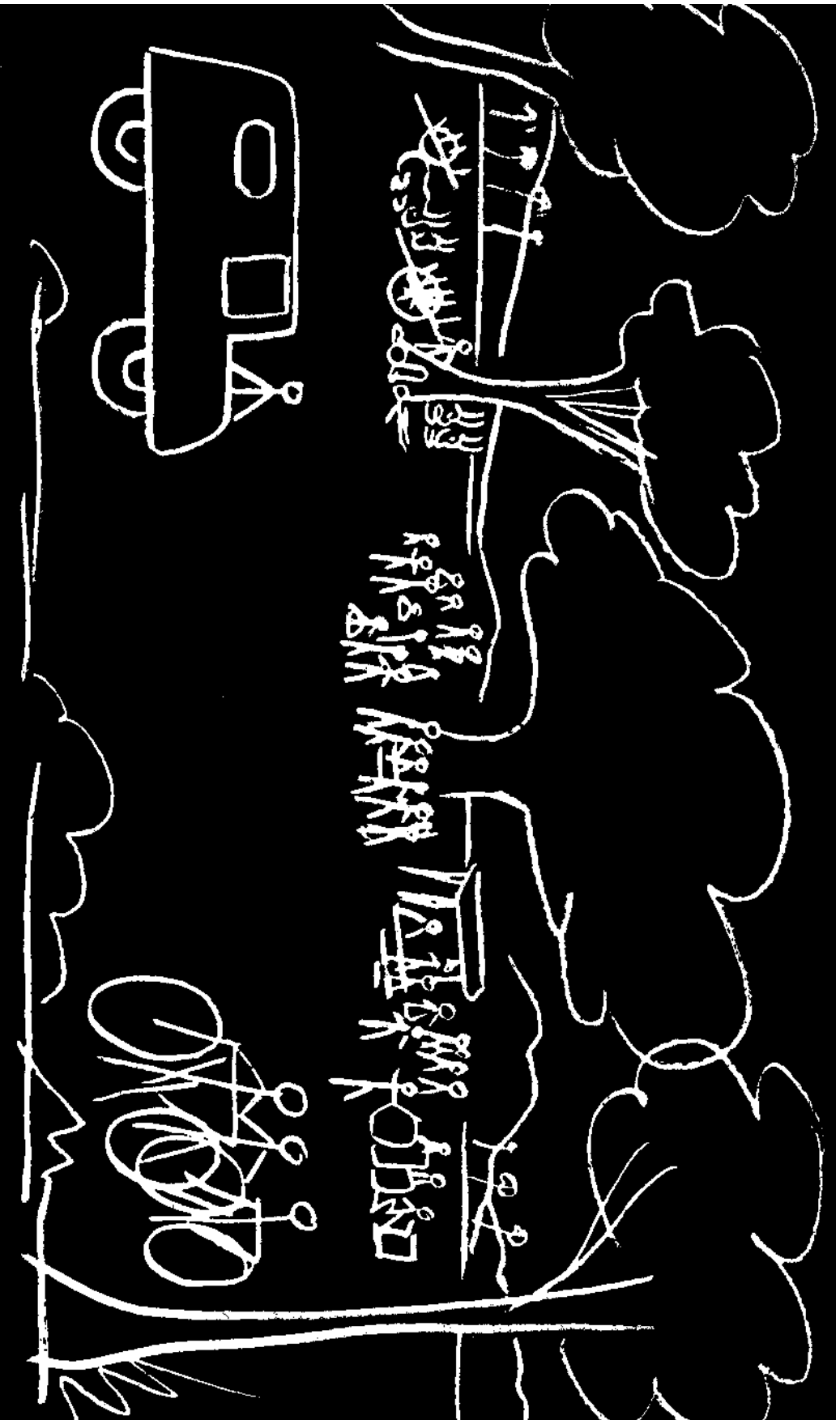


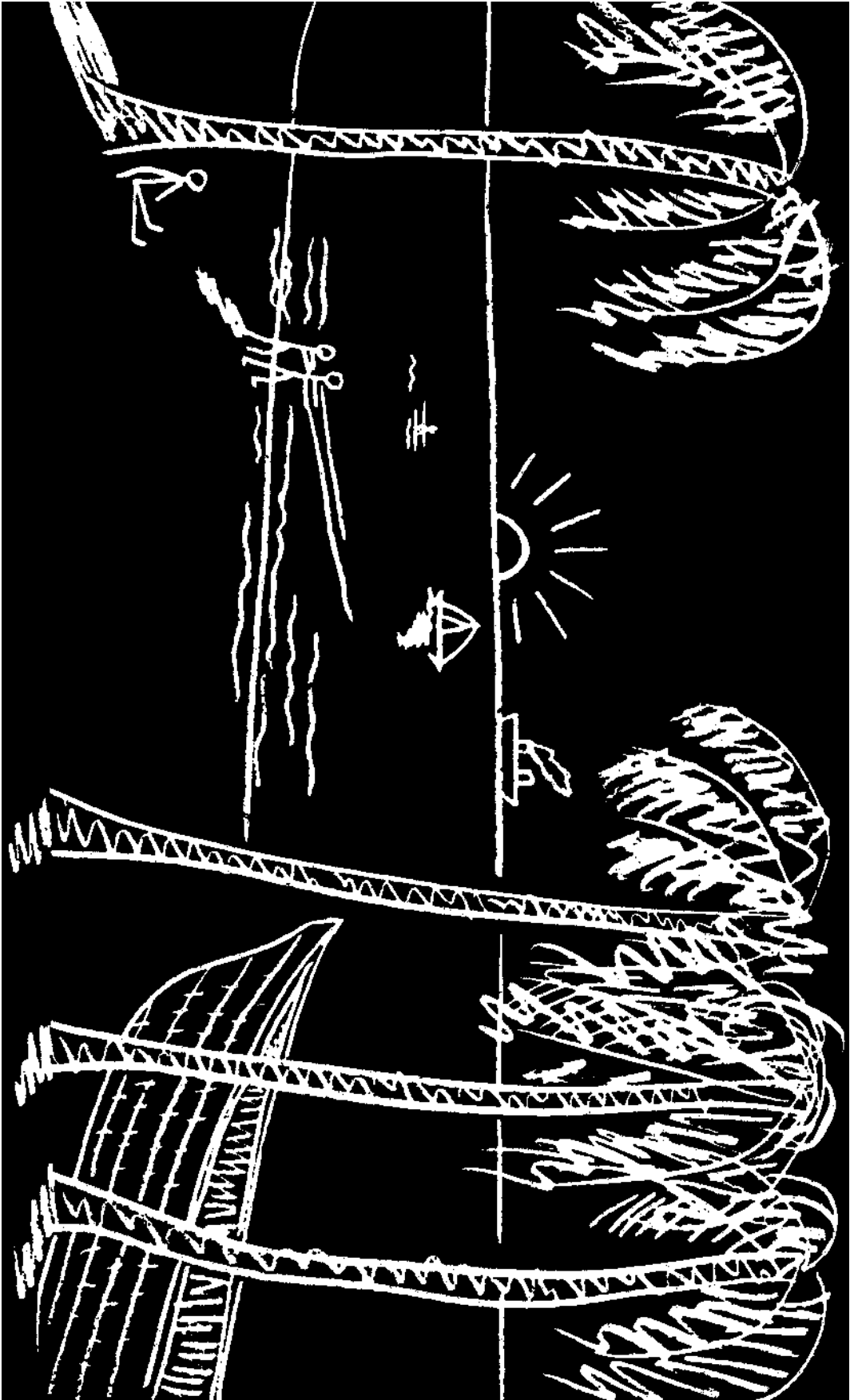


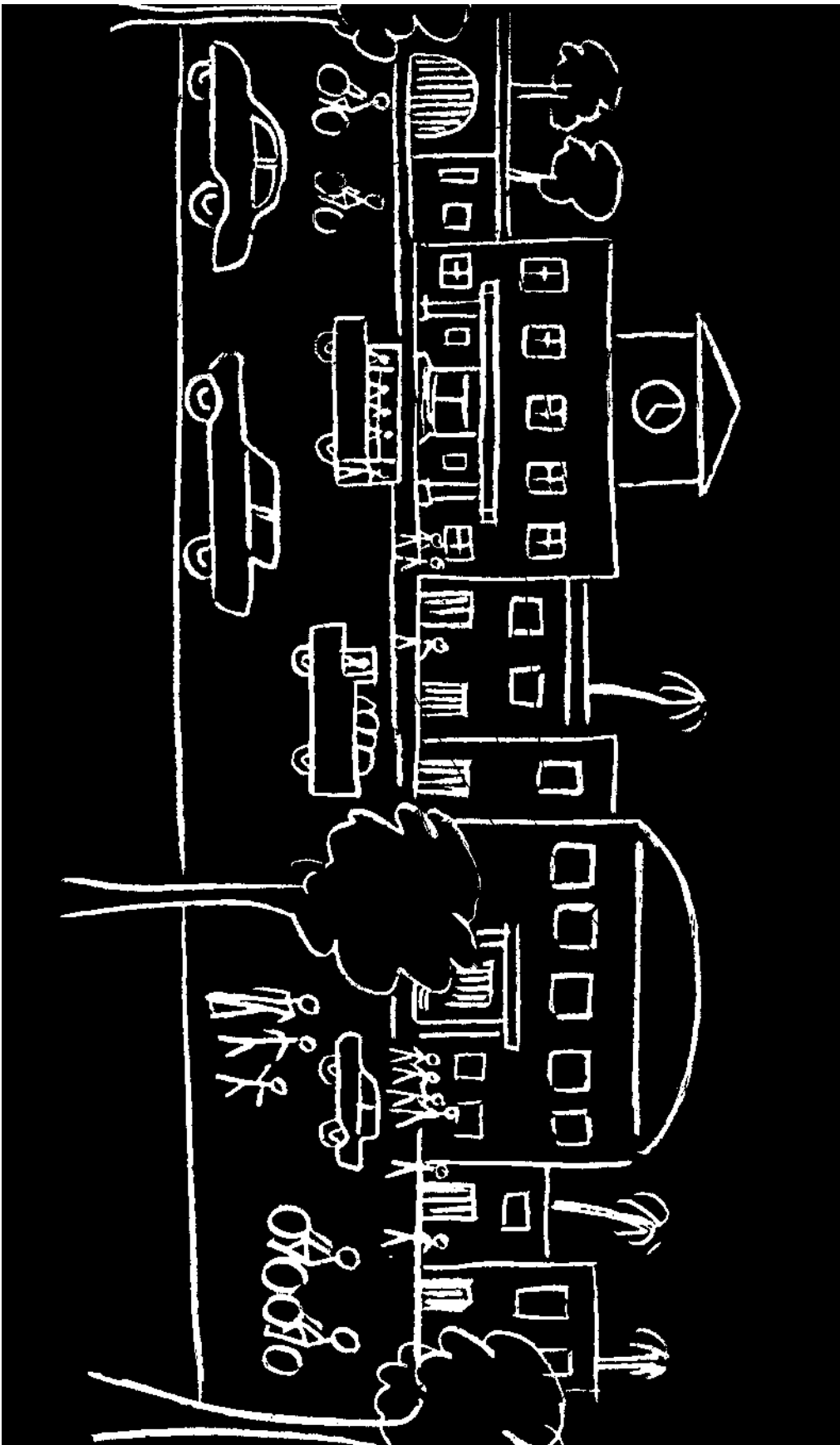


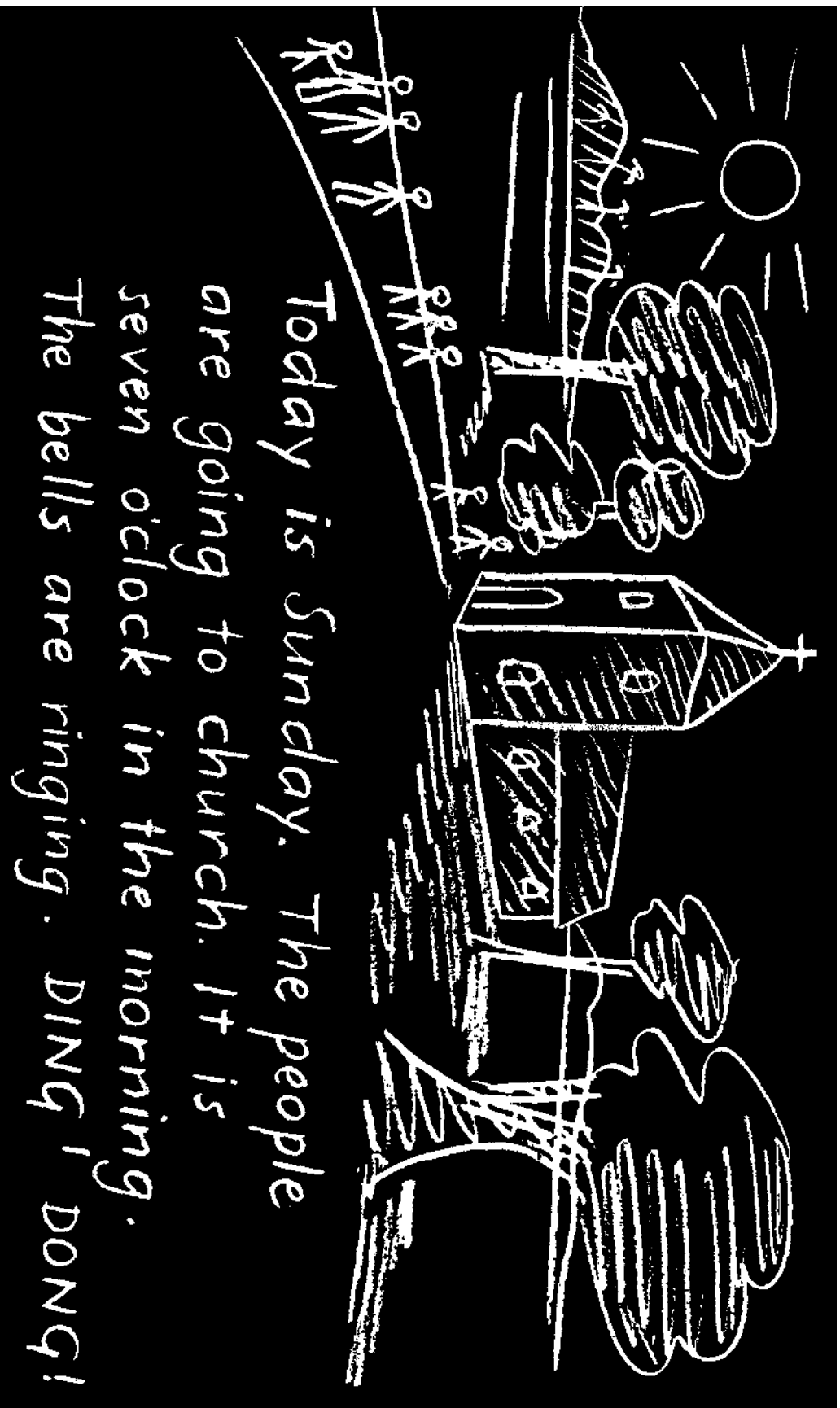




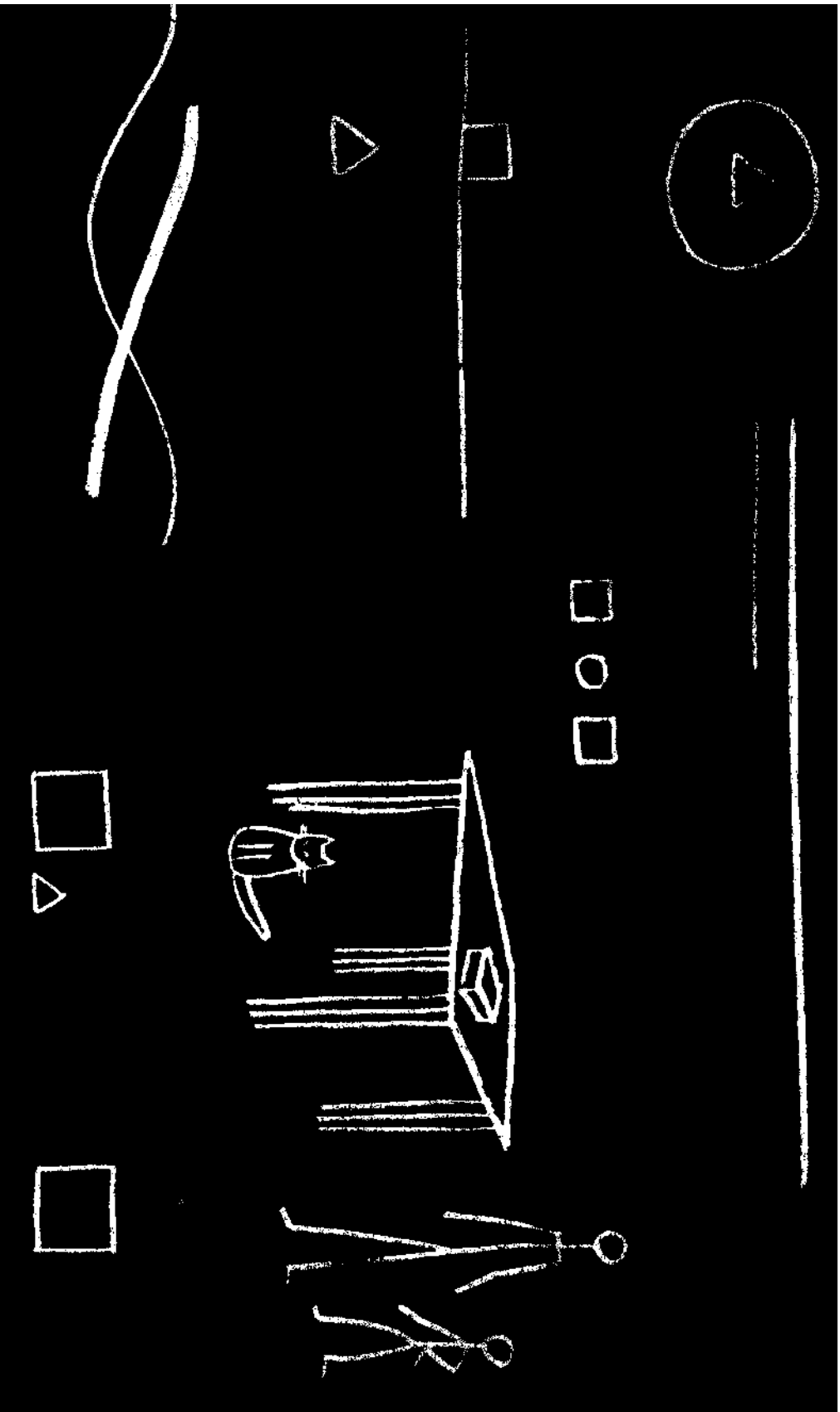


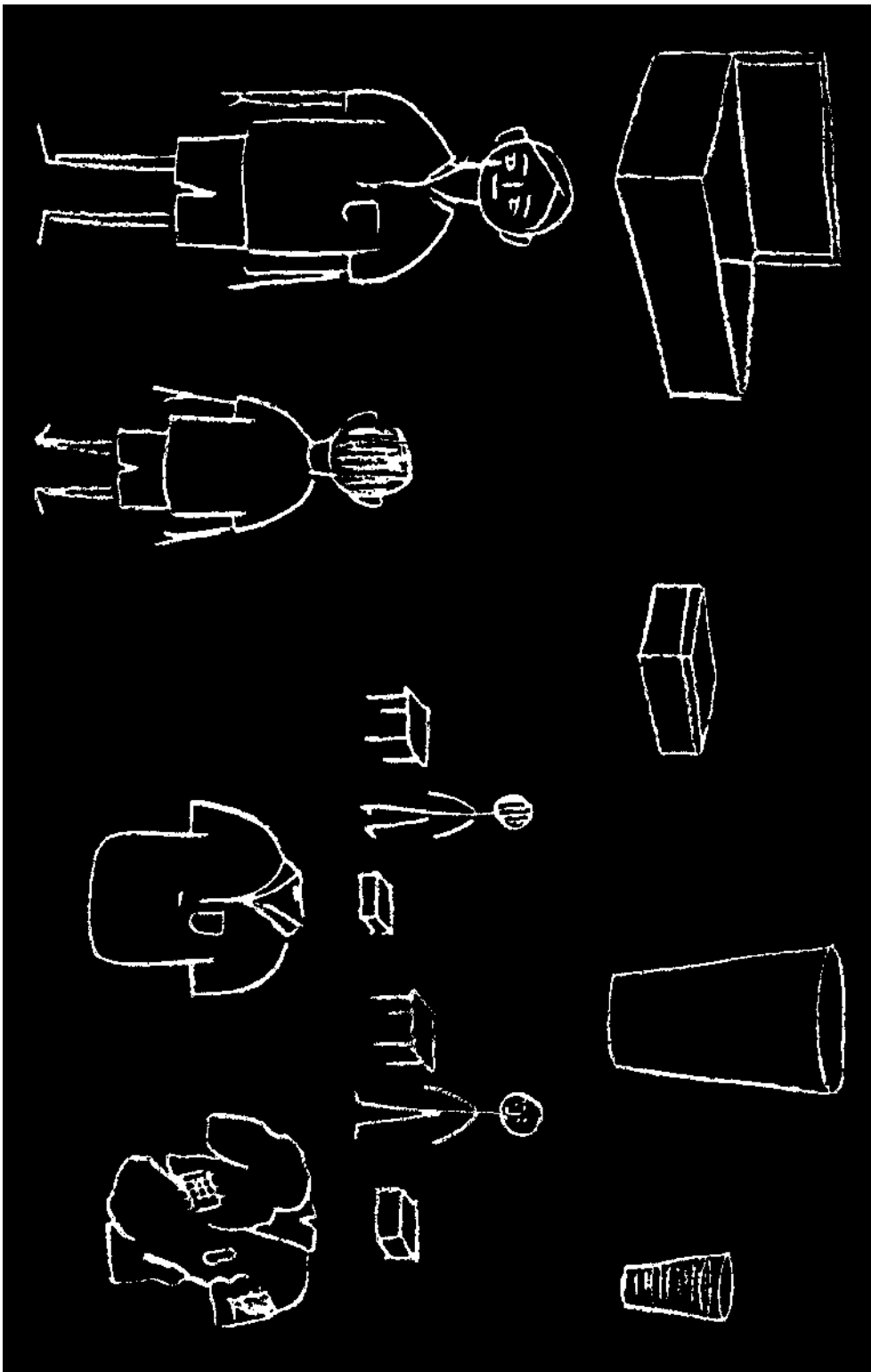


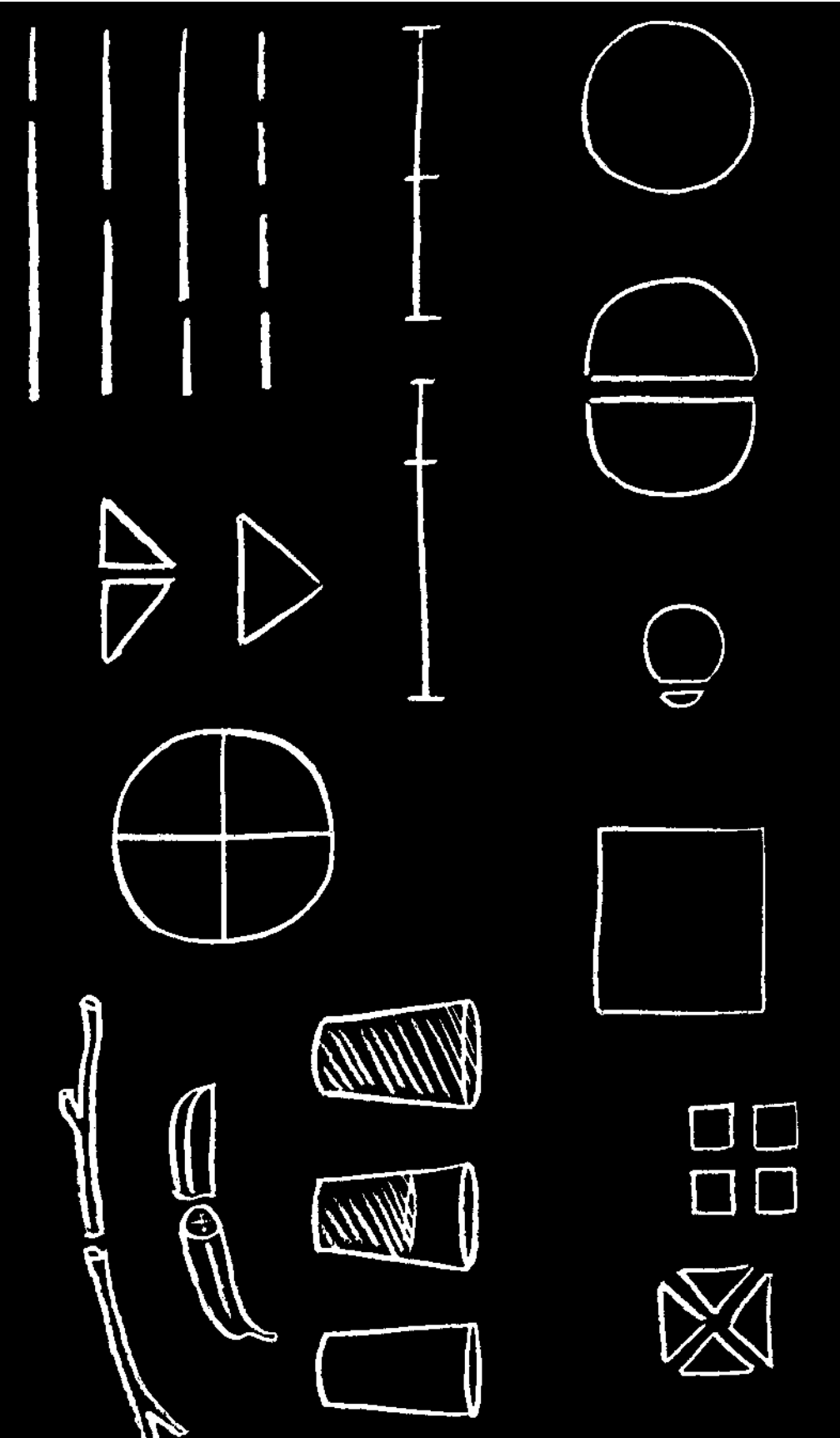


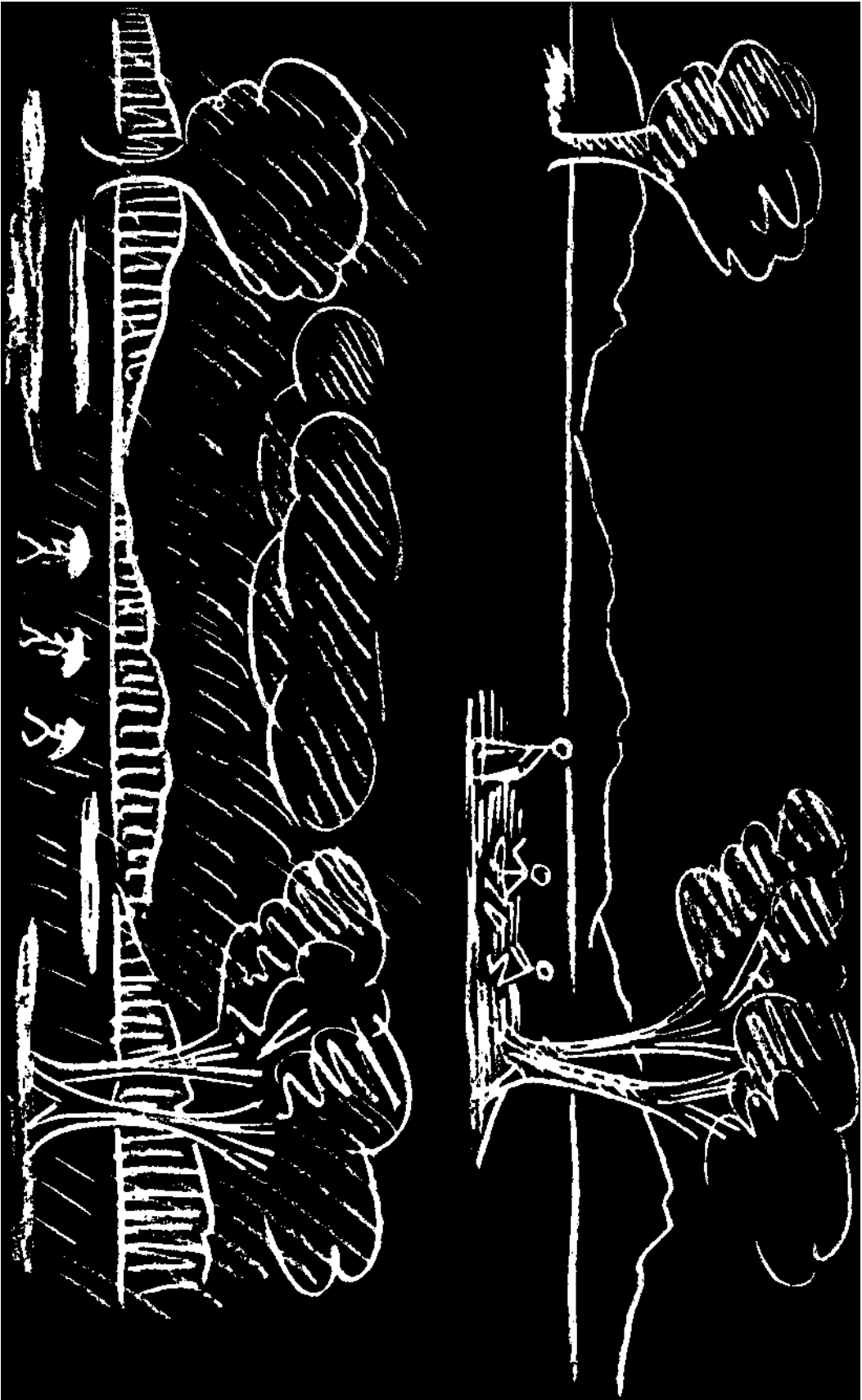


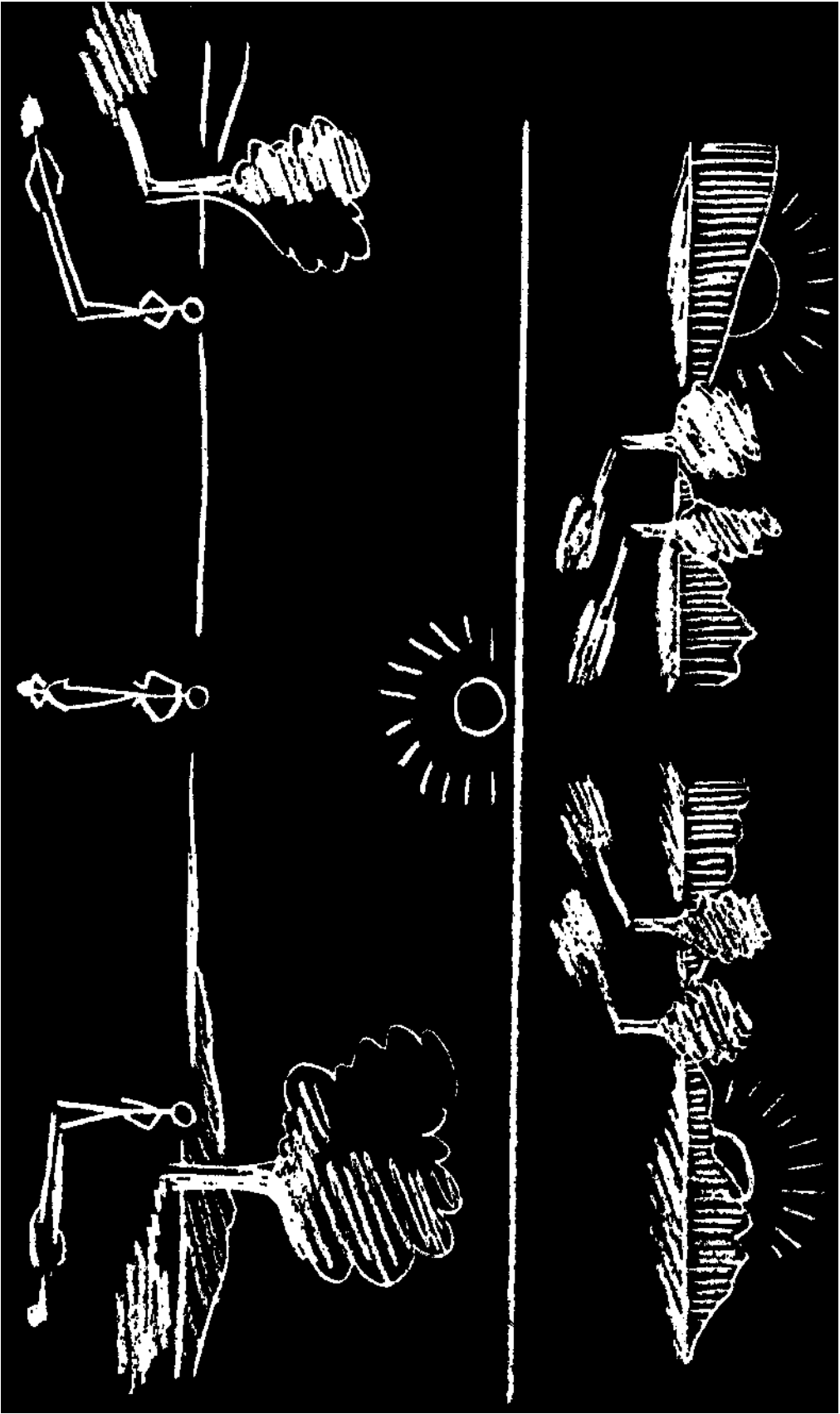
Today is Sunday. The people
are going to church. It is
seven o'clock in the morning.
The bells are ringing. DING! DONG!



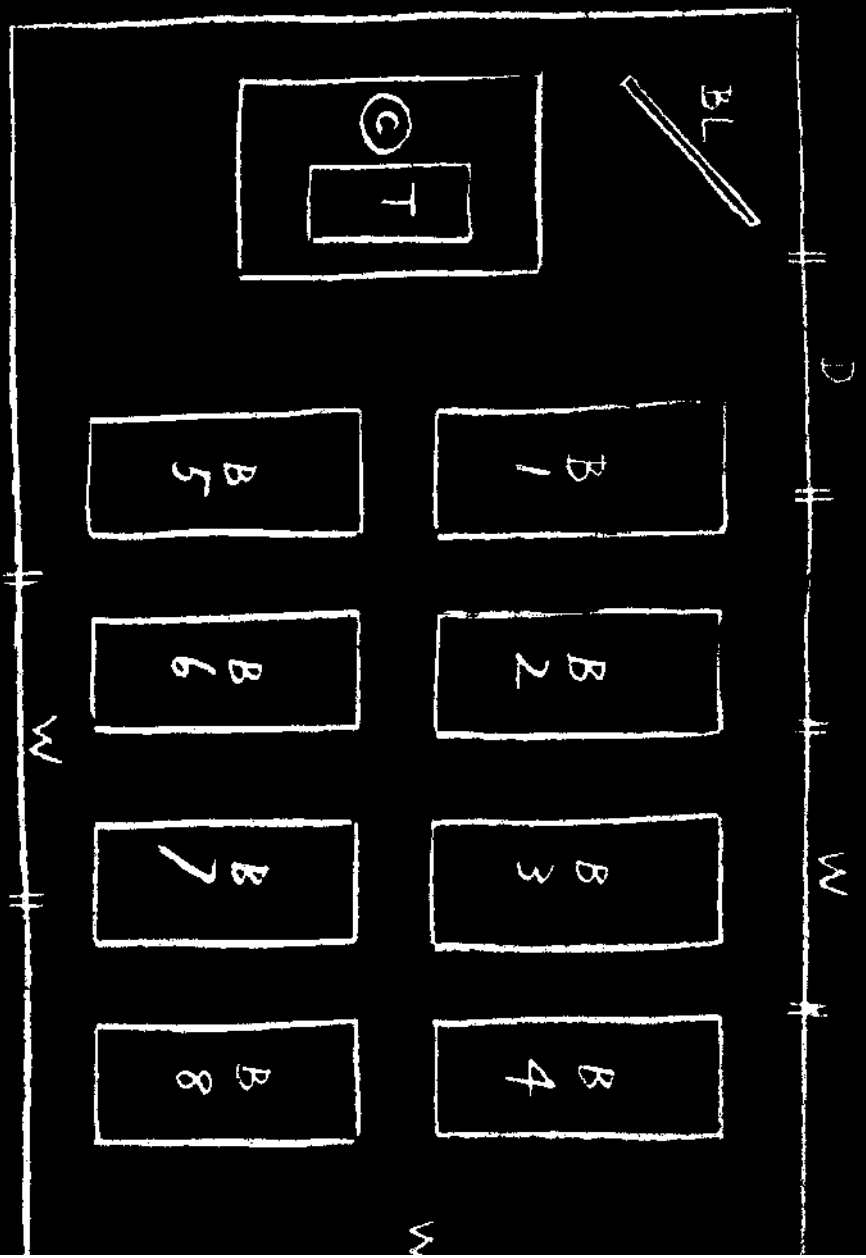




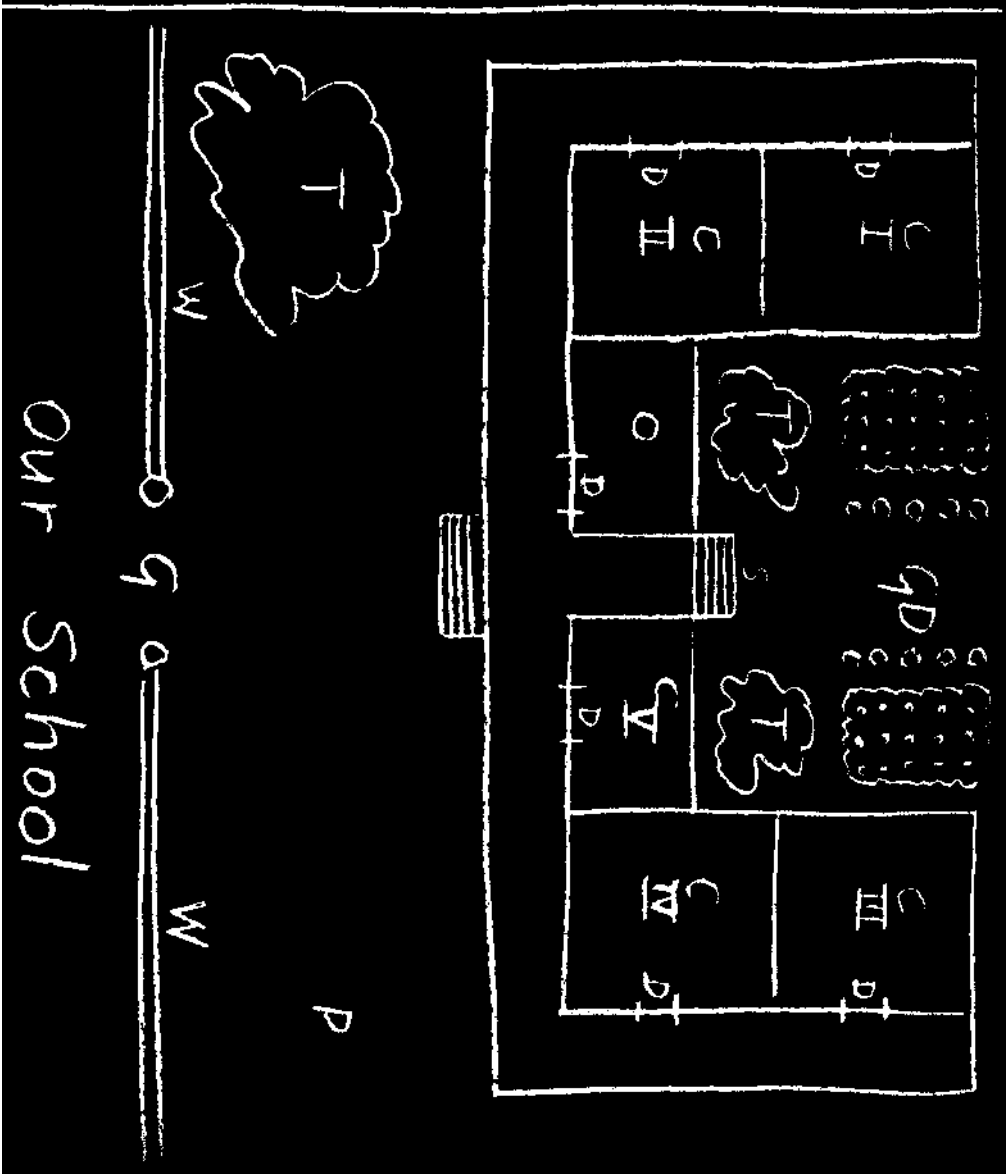


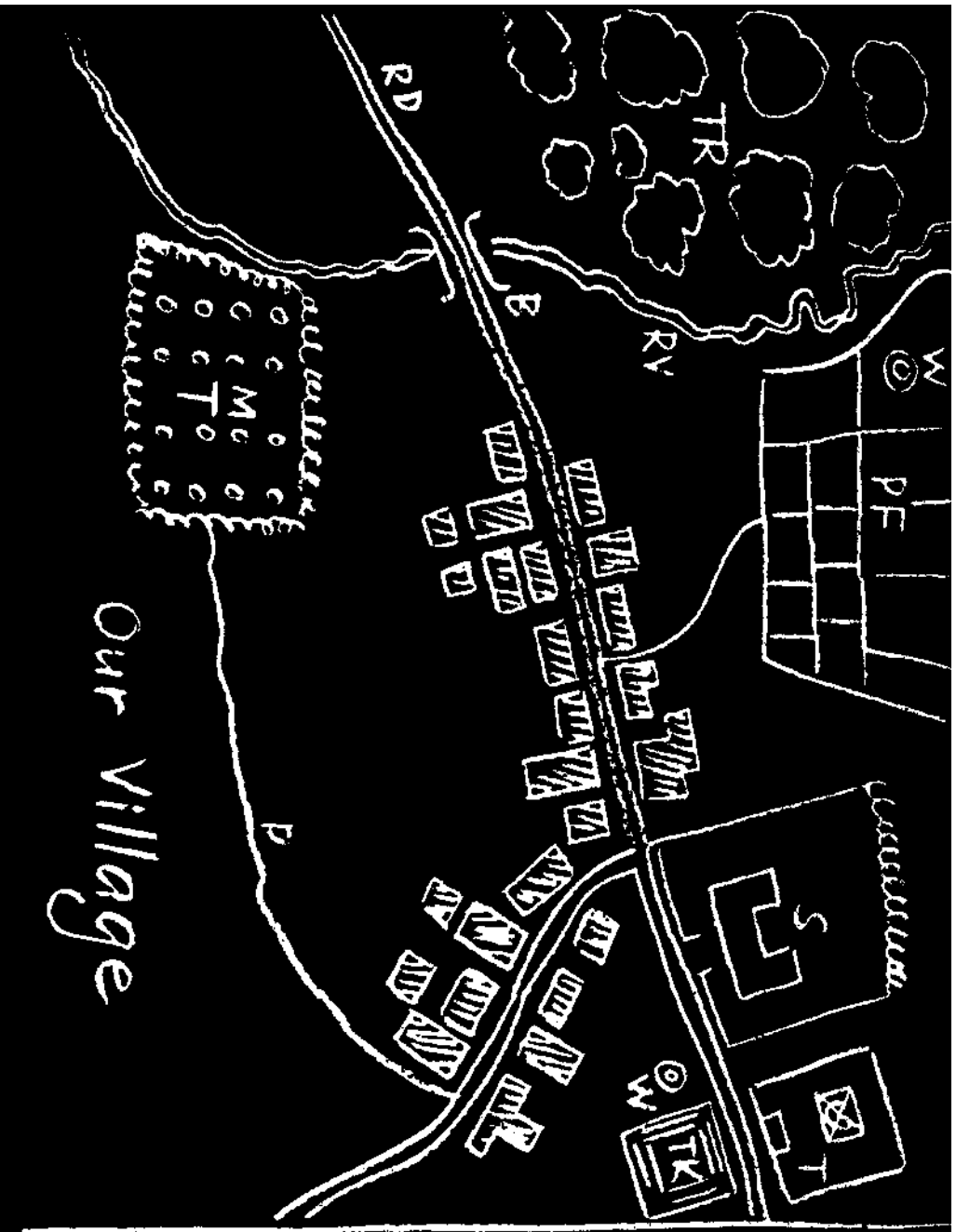


BL : blackboard
 D : Door
 W : Window
 T : Table
 C : Chair
 B : Benches



- G : Gate
- T : Tree
- P : Playground
- W : Wall
- C : Classrooms
- I-V
- D : Door
- S : Steps
- GP : Garden
- O : Office





- B: Bridge
- T: Temple
- S: School
- TK: Tank
- W: Well
- P: Path
- RV: River
- RD: Road
- TR: Trees
- MT: Mango trees
- PF: Paddy field

