

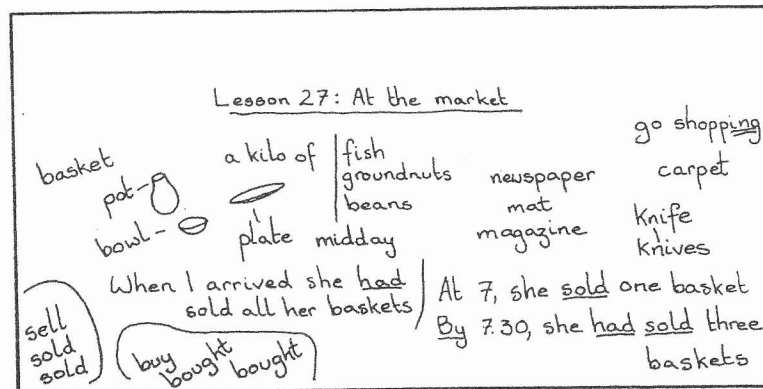
Organising the blackboard

► Workbook Activity 2 ◀

1. Ask teachers to look at the blackboard layout in the Teacher's Workbook. Explain how the lesson developed:
 - The lesson was about people selling goods at the market (shown by pictures in the textbook), and how much they had sold by certain times.
 - The teacher introduced the past perfect tense, and students practised sentences like 'By midday she had sold five mats'.
 - The teacher introduced key vocabulary for goods (e.g. mat, pot, basket), and added some other words which were not in the lesson (e.g. plate, bowl).
 - The teacher revised time expressions, and introduced the new item 'midday'.

[Note: This lesson is taken from M. Bates: *Nile Course for the Sudan* Book 3.]

Here is a teacher's blackboard at the end of a lesson. How could the layout have been organised more clearly?



2. Either ask all the teachers to design an improved blackboard layout on a piece of paper, or discuss together what should be done and then build up a model version on the blackboard, getting suggestions from the teachers. Bring out these points:
 - The blackboard is too crowded. Some items could have been presented orally, or written on the board and then rubbed off again soon afterwards.
 - The most important item is the example showing the past perfect tense. It would be clearer if it were written in the centre of the board.

- Key vocabulary could be written down the side of the board, with similar items close together.
- A possible layout (omitting some items) might be:

Lesson 27: At the market	
basket	sell - sold
mat	buy - bought
pot	knife - knives
magazine	a kilo
carpet	of
midday	fish
	beans
	ground-nuts

PRESENTING AND PRACTISING STRUCTURES

Blackboard examples

- An important use of the blackboard is to show clearly how structures are formed, and to show differences between structures. To demonstrate this, write these sentences on the board:

He played football.

Did he play football?

(Talk as you write, saying the words aloud and also commenting, 'Look - He - played - football. Now let's make a question. We use "did", so . . . did - he - play (not "played") - football?')

- Discuss how to make the structures clearer.

Possible answers:

- By underlining the important features:

He played football

Did he play football?

- By using different coloured chalk (red, yellow and green stand out most clearly).

- Perhaps by drawing arrows or writing numbers to show the change in word order.

▶ Workbook Activity 3 ◀

- Divide teachers into pairs, and ask them to look at the Teacher's Workbook.

Look at the examples below.

- What grammar points do they show?
 - How would you present them on the blackboard?
- a book, a table, an egg, an orange.
 - He plays football. Does he play football?
 - shelf, shelves; wife, wives.
 - I haven't seen her for a week. I haven't seen her since Saturday.
 - She is reading. She's reading. He has arrived. He's arrived.
 - He worked so hard that he became ill.

Ask teachers to write each set of examples out on a piece of paper, exactly as they would write them on the blackboard, using underlining, arrows, numbers, etc. to draw attention to important features.

- Ask different teachers to come to the front in turn and present each set of examples on the blackboard. (As this is a simple task, use it to focus on basic techniques in using the blackboard. Remind teachers to write clearly and in a straight line; to stand so that they are not hiding what they write; to look at the class from time to time; and to talk as they write, saying the words and making any necessary comments.)

Structure tables

▶ Workbook Activity 4 ◀

- Explain that a good way of showing the different forms of a structure together is by means of a table (sometimes called a 'substitution table'). Ask teachers to look at the table in the Teacher's Workbook.

I'm	eating	breakfast
You've	preparing	lunch
He's		dinner
She's		
We've		
They've		

Look at this structure table, which shows forms of the present continuous tense.

- How could you write the table on the blackboard but still keep the attention of the class?
- How could you use the table for practice?
- Design two more structure tables:
 - showing examples with 'How much?' and 'How many?';
 - showing examples of the present perfect tense with 'for' and 'since'.

Discuss the questions together.

Possible answers:

Keeping the attention of the class:

- A good way to involve the class would be to get students to suggest what to write in each column (e.g. by writing 'I'm' and then getting students to give the other forms). (If you like, demonstrate this, either using this table or another similar one.)
- Students could be asked to copy the table as the teacher writes it.
- If the table is too long or too complex to write quickly, it would be better to write it on the board before the lesson and cover it with cloth or paper until it is needed; or to draw it in advance on a large piece of card.

Using the table for practice:

There are many ways of using the table. For example:

- Students could read out sentences from it.
- Students could write sentences from the table in their books.
- The teacher could give situations, and ask students to make an appropriate sentence, e.g.:
It's seven o'clock in the morning. What's Mrs Smith doing? (*She's eating breakfast.*)
It's one o'clock. What are Mona and Lisa doing? (*They're preparing lunch.*)

- Divide the teachers into pairs, and ask them to design two structure tables themselves, following the instructions in the Teacher's Workbook. They should write the two tables on a piece of paper, exactly as they would look on the blackboard. The tables should look something like this:

How much	bread milk	do we	need? want? have?
How many	eggs tomatoes		

I've He's She's They've	been	living here Learning English	for a week a year
			since April. Monday.

- Ask two teachers to write their tables on the blackboard.

Prompts for practice

- Show teachers how to use simple prompts on the blackboard as a basis for practice.

Write this table on the board, line by line. As you write, talk and ask questions, to make it clear what the table is supposed to show, e.g.:
Look, this is Eva's day. (*write first line*) OK - at half past six - what does she do? (*She wakes up and washes.*)
(*and so on*)

EVA

6.30	get up, wash
7.00	breakfast
7.30	bus → work
12.00	lunch
3.00	home

Discuss what different kinds of practice the prompts could be used for.
Possible answers:

- Students make sentences from the table.
- Students ask and answer questions based on the table.
- Students make similar sentences about themselves.

► Workbook: Activity 5 ◀

- Ask teachers to look at the examples in the Teacher's Workbook, and discuss what kind of practice each one might be used for.

Here are three examples of prompts written on the blackboard. What language could each of them be used to practise?

A.

	Swim	Speak French	Dance
Karl	✓	✓	✓
Magda	✗	✓	✗
Anna	✓	✗	✓
You	?	?	?

B. How many?
doctors
nurses
patients
rooms
blankets
beds

C. 5 o'clock - got up - breakfast -
bus stop - bus - empty - surprised -
school - closed - remembered - holiday

Possible answers:

- A. Oral practice, with various structures, e.g.:
Can Karl swim? Yes, he can.
Karl is quite good at swimming. He's very good at dancing.
Does Karl enjoy dancing? Yes, he loves it.
- B. Question/answer practice, perhaps about a local hospital, e.g.:
How many doctors are there? There are six.
Or as a basis for role play, e.g. setting up a new hospital for their town. Students decide how many doctors, nurses, etc. they need.
- C. Outline of a story, for oral or written composition, e.g.:
At eight o'clock on Monday morning, Hanka got up and had breakfast as usual ...
If you like, give short demonstrations to show how each set of prompts could be used.

BLACKBOARD DRAWINGS

Introduction

- Make these general points about blackboard drawings:
- Many teachers use the blackboard only for writing. But simple pictures drawn on the blackboard can help to increase the interest of a lesson, and are often a good way of showing meaning and conveying situations to the class.
 - Blackboard drawings should be as simple as possible, showing only the most important details. It is not necessary to be a good artist to draw successfully on the blackboard - a lot of information can be conveyed by means of very simple line drawings and 'stick figures', which are easy to draw.
 - It is important to draw quickly, so as to keep the interest of the class. It also helps for teachers to talk as they draw: in this way the class will be

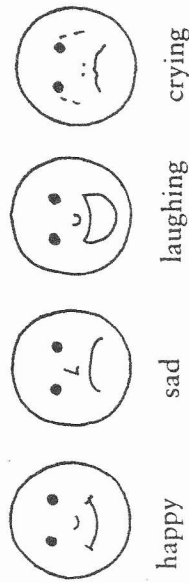
more involved, and will understand the picture on the board both from seeing it and from listening to the teacher.

Simple blackboard drawings

In this section, you will demonstrate how to draw faces, stick figures and other simple pictures. Draw examples of each type on the board, and encourage teachers to copy the drawings onto paper. Try to involve the teachers as much as possible: ask them to give their own ideas and examples, and discuss possible variations. Use the ideas below as a guide. [Note: Similar drawings are given in the 'Reference sheet' in the Teacher's Workbook on p. 16 and 17.]

Faces

Heads should be large enough to be seen from the back of the class. Show how you can indicate expression, especially by changing the shape of the mouth:



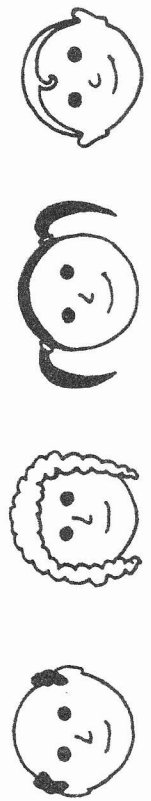
Discuss with the teachers how to show other expressions (e.g. surprise by raised eyebrows, anger by a frown):



Show how to indicate which way the speaker is facing by changing the nose (this is useful if you want to show two people having a conversation):

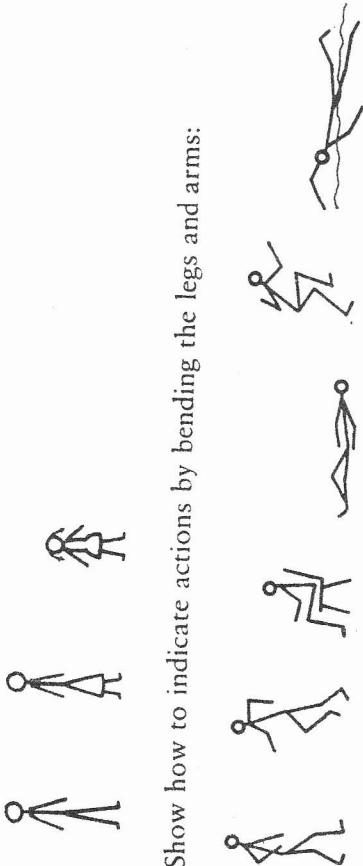


Show how to indicate sex or age by drawing hair:



Stick figures

Show how to draw basic male and female stick figures. The body should be about twice as long as the head; the arms are the same length as the body; the legs are slightly longer.

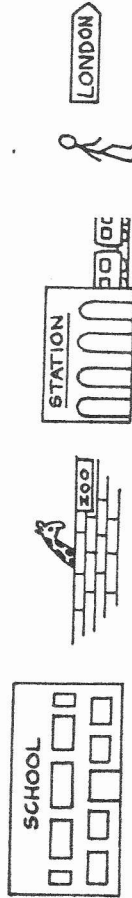


Show how to indicate actions by bending the legs and arms:

Ask teachers to suggest other actions, and discuss how they can be drawn (e.g. writing, kicking a ball, shaking hands).

Places

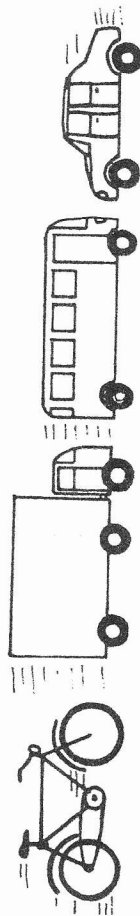
Show how to indicate buildings, towns, and directions by a combination of pictures and words:



Discuss with the teachers how to draw other places (including well-known places in their own area).

Vehicles

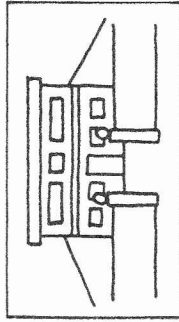
Show how to draw vehicles and how to indicate movement:



Ask teachers to suggest other common forms of transport, and discuss how to draw them.

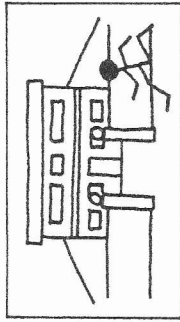
Using blackboard drawings

1. Demonstrate a technique for using blackboard drawings to build up a complete situation. This might be done to introduce a topic and new vocabulary, or as a preparation for reading a text or dialogue. Use the pictures and notes below as a guide. Talk as you draw, and involve the class by asking questions as much as possible.



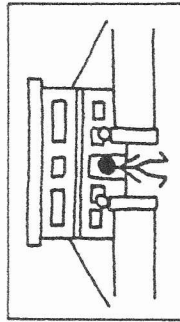
(draw a school)

What do you think this is? Yes – it's a school.

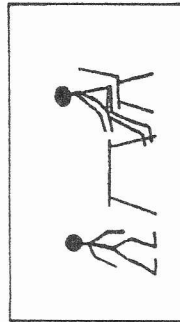


(draw a boy)

Look, there's a boy. He's running. Why is he running? (students suggest possible reasons)



Well, he's running because he's late for school. (rub out the boy, and draw him again by the school) There – he's arrived at school. What do you think will happen? (students make suggestions)



(draw boy with head teacher)

Well, look – where is he now? Who is he talking to? (students answer) Yes, the head teacher. What will he say? (students make suggestions)

▶ Workbook Activity 6 ◀

2. Divide the teachers into groups. Working together, they should choose one of the pictures in the Teacher's Workbook, and decide what they think it represents. Then they should invent a simple story which they could show by a series of blackboard drawings; the drawing they have chosen should be one of the series (it could be the beginning, the middle or the end).