

Contents and Introduction

1	How to draw	3	The organisation of the book and the selection of language items
2	Settings	36	The selection, topics and language items in this book are based on the <i>Threshold Level</i> , a document produced by the Council of Europe for language syllabus designers. I have also referred to the <i>Cambridge English Lexicon</i> .
3	Topics, behaviour, notions	54	Language is enormously rich. A word can have many meanings depending on context. I have had to be selective and have often only been able to illustrate one of several possible meanings. I have omitted concepts that are impossible to represent pictorially and language items which are relatively infrequent, i.e. within stages 5 or 6 of the Cambridge English Lexicon.
4	Illustrated vocabulary and grammar	84	Only rarely can a picture communicate the same meaning to everyone who sees it. The role of pictures in this book is to contribute to the learning of meaning experienced by the learner as part of a situation: referred to in a conversation, illustrating a story or as part of a game. It is the experience of the situation as a whole which helps the learner to build up a sense of the meaning or meanings of the language. (For more on the teaching of meaning see page 128).
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Many teachers recognise the usefulness of simple drawings in their teaching. Drawings have many advantages: they are quick to do; their content can be determined exactly by you, the teacher; they are easy to reproduce. But many teachers think they cannot draw! Or if they can draw they feel they have not got enough time.

This book is based on years of enjoyable experience gained in helping teachers to learn how to draw in over thirty countries. It contains a careful introduction to drawing and over one thousand drawings for teachers to copy.

Who might use this book?

The main users of this book will be language teachers. However, teachers of other subjects, and indeed anyone whose job involves communication, will find this material relevant. I have met speech therapists, sociologists, youth leaders, yoga teachers as well as teachers of history, geography and economics who make use of simple representations. With the examples given in this book, teachers and their students can draw their own pictures with computer software drawing packages as well as more traditionally on the board, on handouts and in displays.

Copying the pictures

By copying I mean, looking at the pictures in the book and drawing your own versions. I also mean that a teacher, having bought his or her own copy of the book, should feel that he or she can make multiple copies for use with his or her own students. Permission to make multiple copies is not granted for any other circumstances except with express permission given by the publisher.

Stereotyping

There has been no attempt to represent different racial types in the drawings in this book. These generalised 'potato' heads are meant to represent all of us! The use of stereotypical, racial symbols has been rejected as undesirable.

This new edition

1000 PICTURES FOR TEACHERS TO COPY has been used by teachers in countries all over the world. Some teachers have said that they would not be without it! Nevertheless, suggestions have been made for its improvement in the light of this wide-ranging experience of use in so many classrooms. In this new edition there are sixteen extra pages. Additions include: more pages of faces including how to look younger (always useful in these stressful times); new pages illustrating tenses and phonology and nine more pages on ideas for making use of the pictures in the book for language teaching. Many of the individual pictures have been modified. The index now incorporates American as well as British English.

Acknowledgement and thanks

I would like to thank the many, many teachers who have passed on to me their pleasure in using this book and made their suggestions for changes in the new edition. I particularly want to thank Paula Sandham and Julia Dudas, for passing on their experience to me and for making so many helpful suggestions.