

My ideal teacher

Topic

Teachers

Learning outcomes

- Review adjectives, verbs and nouns
- Express ideas about an ideal teacher
- Develop writing skills with scaffolding
- Be creative in a supported way
- Contribute to a class display

Age/level

Aged 9-12 CEFR level A2+

Time

55 minutes + 25-minute extension activity

Materials

1. worksheet (one per learner)
2. Presentation
3. Appendix 1 Cut ups (one per group) – mix these up after cutting each set
4. Appendix 2 Writing template (one per learner). **Note:** There two templates on the page
5. paper and colour pencils or crayons (optional)

Introduction

This lesson can be done at any time, including as a celebration of World Teachers' Day on October 5th. In this lesson primary learners do a series of simple and supported vocabulary and grammar activities which lead to them writing about their ideal teacher. At the end of the lesson they can make a classroom display of their texts. This lesson focuses on parts of speech.

Note: It's useful if before this lesson the learners have been taught the terminology: adjective, noun and verb. Teaching Metalanguage (parts of speech) will help students to be more independent learners. E.g. for dictionary use

Procedure

1. Warmer (5 minutes)

- Introduce the topic by playing a guessing game.
- Tell learners you are thinking of something in the classroom that begins with 'T' (teacher). For higher levels, give the number of letters (seven) instead of the first letter.
- Learners hold up their hands to guess. When a learner guesses correctly, write 'teacher' on the board.

2. Vocabulary (10 minutes)

- Put learners into pairs and hand out the worksheet.
- Read the instruction for Task 1 and explain that learners have some letters for each word and they have to guess the rest using the clues.
- Elicit the first word as a whole class. You can display **slide 2**.
- Learners work together to write the 11 words and phrases. Monitor and support with their writing, if needed.
- Elicit the answers and write them on the board or display **slide 3** so learners can check their spelling.

Answers

1. amazing 2. angry 3. animals 4. friendly 5. history 6. kind
 7. mean 8. planets 9. shout 10. smile 11. tell a joke

Parts of speech (15 minutes)

- Write the following on the board:

1. Adjective	2. Noun	3. Verb
happy	boy	run

- Try to elicit a few more examples. E.g:
 Is eat number 1 an adjective, number 2 a noun; number 3 a verb?
 Is sad number 1 an adjective, number 2 a noun; number 3 a verb?
 Is cup number 1 an adjective, number 2 a noun; number 3 a verb?
Note: At this stage it's more important that they understand the concept and recognize the terms, rather than pronouncing them correctly.
- Put learners into small groups. Give each group a set of cut ups from **Appendix 1**.

- Ask them to find the Adjective, Noun and Verb cards and place them on their desk so all group members can see them.
- Explain that all the other words belong to one of the groups. Ask learners to find 'amazing'. Elicit which heading it should go under (adjective).
- Ask groups to work together to group all of the words. Explain there are five words under each heading.

Note: If this is a new concept you could continue to do this as a whole class; perhaps awarding points for the first group to identify the part of speech correctly.

Elicit the answers or **display slide 4**

Answers:

Adjective	Noun	Verb
amazing	history	shout
friendly	animals	smile
kind	planets	read
angry	teacher	tell
mean	students	shout

Adjectives (10 minutes)

- Write + and – on the board. Elicit what they mean (+positive; -negative)
- Explain to learners that some adjectives are positive and some are negative.
- Tell learners that you will say an adjective and they will stand up if it's positive or stay sitting if it's negative.

Note: A stirrer may be needed at this point in the lesson

Adjectives

Amazing; Bad; Sad; Good (stand); Friendly (stand); Angry; Kind (stand); Mean, Happy (stand)

Gap fill – Parts of speech (15 minutes)

- Put learners into pairs.
- Ask them to look at **Task 2** or display **slide 5**.
- Tell learners to copy the text into their notebook. Then with their partner they put words from Task 1/ the right hand side of the slide into the gaps.

	<ul style="list-style-type: none"> • Elicit the first sentence as a whole class before learners work in pairs. • Elicit answers or share slide 6. <p>Note: The answers could be in a slightly different order. Accept any feasible answers that use the correct part of speech. Explain why any of their answers are incorrect.</p> <p>Suggested answer</p> <p>My ideal teacher is always <i>friendly</i> and <i>kind</i>.</p> <p>She's never <i>angry</i> or <i>mean</i>.</p> <p>My ideal teacher always <i>smiles</i>. She never <i>shouts</i>!</p> <p>Sometimes she <i>tells a joke</i> or <i>sings a song</i>. I love that!</p> <p>My ideal teacher knows all about <i>history</i>.</p> <p>She knows a lot about <i>animals</i> and <i>planets</i> too!</p> <p>And of course ... she teaches me lots of <i>amazing</i> things!</p>
<p>Scaffolded writing (25 minutes) OPTIONAL EXTENSION</p>	<ul style="list-style-type: none"> • Tell learners they are going to write again using their own ideas. Either give each learner the writing template or display slide 7. • Learners can work alone or with a partner (depending how confident they seem). Monitor and support as needed. • Put learners into groups to share their text. Allow time for each group member to read out their text. • Ask groups to vote for the best text. The 'winner' in each group reads out their text <p>Note: This could be done in the following lesson or for homework</p>
<p>Follow up ideas</p>	<p>Display the texts on the wall or ask learners to make posters. They could add drawings to the poster as well as their texts..</p>
<p>Additional reading</p>	<p>Stirrers and settlers: Stirrers and settlers for the primary classroom TeachingEnglish British Council</p>

Contributed by

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APPENDIX 1 –Cut ups

Adjective	Noun	Verb
amazing	history	shout
Friendly	animals	smile
kind	planets	read
angry	teacher	tell
mean	students	shout

APPENDIX 2: Writing task

My ideal teacher

My ideal teacher is always _____ and _____.

She's never _____ or _____.

My ideal teacher always _____. She never _____!

Sometimes she _____ or _____. I love that!

My ideal teacher knows all about _____.

She knows a lot about _____ and _____ too!

And of course ... she teaches me lots of _____ things!

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