

# My ideal teacher

## Topic

Teachers

## Aims

- To revise adjectives, verbs and nouns
- To learn how to express ideas about an ideal teacher
- To develop writing skills
- To have an opportunity to be creative in a supported way
- To contribute to a class display

## Age/level

Primary  
CEFR level A2+

## Time

60 minutes

## Materials

1. worksheet (one per learner)
2. paper and colour pencils or crayons (optional)

## Introduction

In 1994 UNESCO declared 5 October as being World Teachers' Day. 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 draw pictures of their ideal teacher and they make a classroom display of their texts and pictures.

## 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.
- If appropriate, explain that 5 October is World Teachers' Day.

<b>2. Main activities (45 minutes)</b>	<ul style="list-style-type: none"> <li>• Put learners into pairs to work together and hand out the worksheet.</li> <li>• Read the instruction for activity 1 and explain that learners have the middle letter (or letters) for each word. Learners work together to write the 12 words and phrases. For lower levels you might like to give them the first letters too.</li> <li>• Read the instruction for activity 2 and spend a couple of minutes explaining the table. Check that learners understand that ‘+’ means ‘positive’ and ‘–’ means ‘negative’. Elicit a few more examples if necessary. Learners work in pairs to complete the table with the words and phrases from activity 1.</li> <li>• Read the instruction for activity 3. You might like to do this as a whole-class activity, eliciting ideas from around the class and writing them on the board for learners to copy. Higher levels can work in pairs to add extra words and phrases.</li> <li>• Read the instruction for activity 4. Read the text aloud, saying ‘beep’ or similar at each gap. Make sure learners understand that they have to complete the 12 gaps with the words and phrases from activity 1. Learners work in pairs to complete their text. Accept variations in answers as long as the kind of word (adjective, verb, noun) is correct.</li> <li>• Read the instruction for activity 5 and make sure learners understand that they have to create a new text using their own words and phrases. Elicit a few ideas for the first and second gaps. Learners work alone for this stage of the lesson.</li> </ul>
<b>3. Optional extra (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Learners do drawings of their ideal teacher. Invite the learners to make a classroom display with their texts and drawings.</li> </ul>

**Contributed by**

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