

Level: Elementary – Pre-intermediate / A1–A2

Age: Teenagers

Time: This lesson can be divided up in various ways to suit the time you have with your students. Below are three time options which you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

90-minute lesson – Complete all activities in My dream classroom, In the classroom and Class contract.

60-minute lesson – Complete all activities in My dream classroom and In the classroom.

45-minute lesson – Complete My dream classroom but without the activity that asks students to design their dream classroom (this could be done as homework).

Summary: This lesson is divided into three sections: My dream classroom, In the classroom and Class contract. Students will (depending on the length of the lesson:

1. describe their classroom;
2. create a dream classroom;
3. identify school subjects;
4. use classroom language;
5. interview the teacher;
6. create a class contract.

Key skills: speaking, writing

Subskills: naming classroom objects, describing rooms and people, forming questions, rules

Materials: one copy of My dream classroom, In the classroom and Class contract worksheets per student

MY DREAM CLASSROOM

1. Put the students in two teams. Tell the students to look around the classroom. They will have to try and name more classroom objects than the other team. Ask the first team to shout out a word, then the second team, then the first again and so on. If a team fails to think of a word, uses the wrong word, repeats a word or can't think of the word in English then the other team gets a point. Continue until neither team can think of any more words. Declare the winning team.

2. Ask students what they think of their classroom. Do they like it? Why? Why not?

3. Hand out My dream classroom worksheet 1. Tell them to look at the pictures of the classrooms. Make sure that students know all the words just below the picture and then ask them to write a description of one of the classrooms. It's important at this stage that they don't show the other students which classroom they're describing. When they have finished, ask each student to read out one sentence from their description and the rest of the class have to guess which picture they're describing.

4. Are the classrooms in the picture similar to the classroom you are in? Refer students to Phrasebook 1 on My dream classroom worksheet 1 and go over the language with them. Then, tell them to compare the classrooms with their partner, using the phrases from Phrasebook 1 to help them.

5. As feedback, ask the pairs which classroom they prefer and why.

6. Hand out My dream classroom worksheet 2. Students should now think about what they would like to have in their dream classroom, a classroom where they would love to study every day. They should draw a plan of their dream classroom in the space and write a description of it. Tell them to use the words on the page and the phrases from Phrasebook 2 to help them write their descriptions of a dream classroom.

7. When they have finished, students present their drawings to the class. Whose design is the best and why?

IN THE CLASSROOM

1. How many school subjects can your students name in English? Write them on the board.

2. Hand out In the classroom worksheet 1. How many of the school subjects on the board appear in the list?

3. Students now match the school subjects with the sentences explaining some of the things they do in each class. Check through the answers.

Key: 1. c; 2. h; 3. f; 4. g; 5. b; 6. j; 7. d; 8. e; 9. i; 10. a

4. Students work individually and complete the evaluation form.



5. Tell students to write their names on the worksheet. Then, collect them and redistribute them so that students are looking at someone else's form. Ask students to talk about their classmate's form – for example, are any of their answers totally different from their own? Then, conduct a quick vote to see whether some school subjects are much more popular or unpopular than others.

6. Hand out in the classroom worksheet 2. In the What you hear activity, students have to match the pictures to the phrases. These are all typical things that the teacher will say in class or that students will read in their books.

7. Check the answers as a class. Tell students to turn over their worksheets. Then, ask them to test each other – they give a command and see if their partner can respond correctly.

Key: 1. Repeat.; 2. Open your books.; 3. Read.; 4. Match.; 5. Answer the question.; 6. Ask the question.; 7. Circle the correct answer.; 8. Close your books.; 9. Listen.; 10. Look.; 11. Fill in the blank.

8. Hand out in the classroom worksheet 3. In the What you say activity, students read the useful classroom phrases and translate them into their own language. They should then try to memorize the English phrases.

9. Now, students test their partner to see if they can remember the phrases in English.

10. Write the headings of the English teacher fact file on the board and then elicit the questions that the students need to ask you to get the information. Write the questions on the board. Tell students they can ask you one extra question – what else do they want to know about you? Write that question on the board, too.

Key (suggested answers): *What is your full name?; What is your nationality?; Where exactly are you from?; What languages do you speak?; What was your favourite subject at school?*

11. When the students are confident they know the questions, erase them from the board.

12. Students take it in turns to ask you the questions. Everybody in the class completes the answers in the fact file. They then write sentences about you; for example, *My English teacher speaks English and Japanese*. Monitor and help the students with their sentences.

CLASS CONTRACT

1. Write *Class contract* on the board. Does anyone know what a class contract is? Elicit ideas and then hand out the Class contract worksheet.

2. Tell them to look at the sample contract at the top of the page to check their answer. (A contract is a written agreement between people that states what each must do for the other.)

3. Then tell them to read the contract carefully and decide if they agree with the sentences or not. As they read through each statement, they should discuss with a partner whether they agree or not. They put a ✓ next to the sentences they agree with and an X next to the sentences they don't agree with.

4. Put students in small groups. Each group must write a new contract for the class. They can use ideas from the sample contract but they should also think of their own ideas. What does the teacher need to do? What do the students need to do? When they've finished, the groups report back on what they have included in their contract.

5. Together, choose the best ideas and create a single contract for the class. Make a copy of the contract that students can sign at the bottom. If you agree, you can sign it, too! Display the contract in the classroom or keep it in a drawer to refer to whenever a student breaks one of the rules.

Homework task

Students write down five things they dislike about school and five things they like about school. Tell them they *must* think of five things they like, even if it proves really difficult! They compare their answers with a partner in the following lesson.



MY DREAM CLASSROOM

Classroom objects

Look at the pictures of classrooms. Write a description about one of the classrooms, using the words below the pictures to help you.



- | | | | | |
|--------|------------|-----------|----------|----------|
| window | table | door | desk | chair |
| board | bookshelf | sofa | textbook | plant |
| TV | DVD player | CD player | computer | and ...? |

Is the classroom in the picture similar to your classroom?

PHRASEBOOK 1

Comparing rooms: similarities

In both classrooms, there is / are ...

Our classroom has a similar colour wall / similar chairs to the classroom in the picture.

Comparing rooms: differences

Our classroom has ..., but the classroom in the picture doesn't.

Our classroom is (much / slightly) bigger / smaller.

Our classroom is messier / tidier.

The tables and chairs in our classroom are arranged differently.

The walls / chairs / tables in our classroom are a different colour.



Design your dream classroom

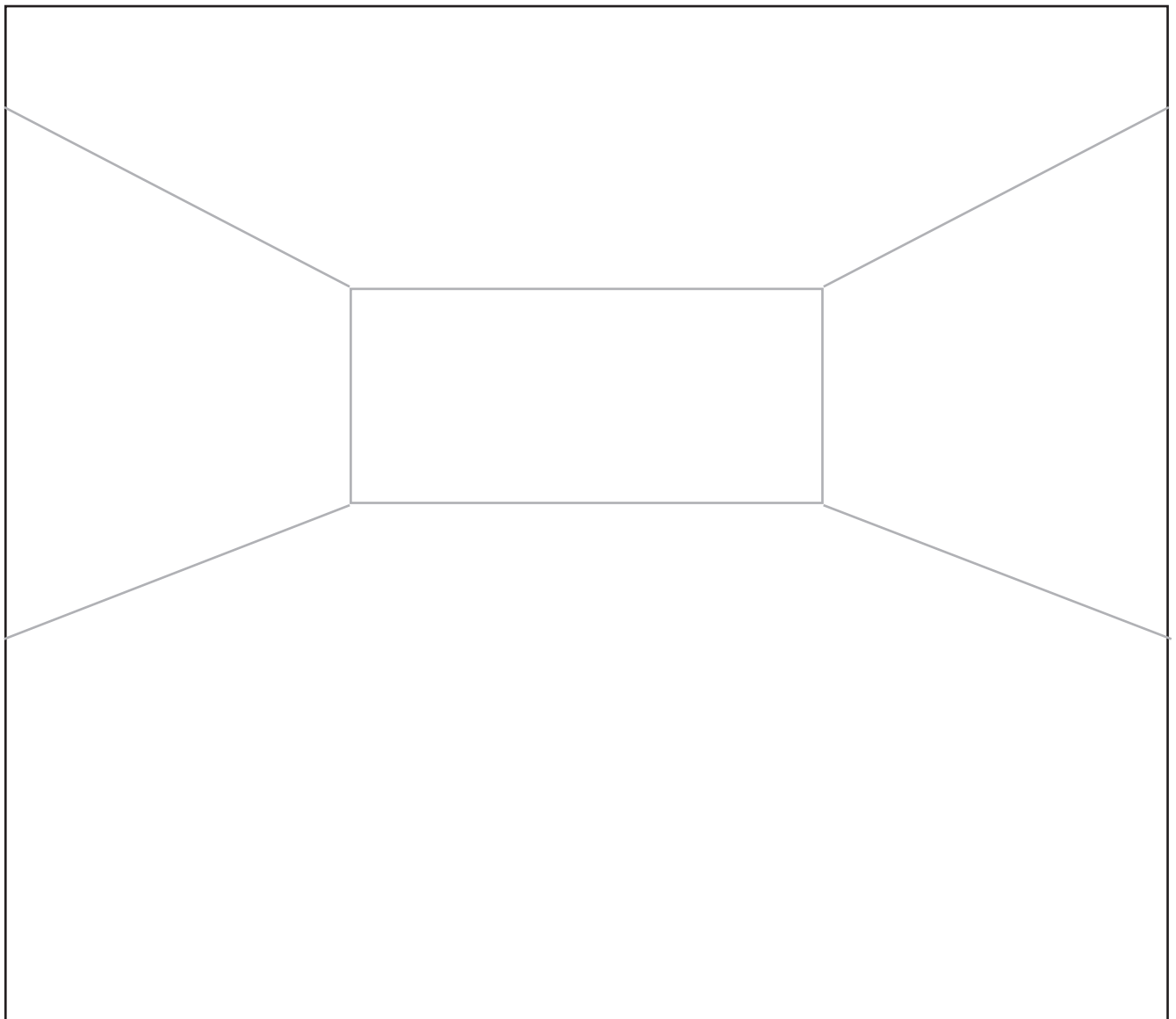
Now, design your dream classroom. Decide what to put in your dream classroom. Describe it, using the language in the box below and draw it in the space provided.

PHRASEBOOK 2



Describing your dream classroom

In my classroom, there are _____ and _____. There is / are _____. There is / are also _____. It is beautiful / spacious / light / tidy.



IN THE CLASSROOM

School subjects

Match the subjects with what you do in class.

Subjects

1. art
2. biology
3. chemistry
4. English
5. geography
6. history
7. information technology
8. maths
9. physics
10. citizenship

What you do in class

- a. learn how to play your part in the community
- b. learn the names of the world's capital cities
- c. create things with paint
- d. learn how useful computers can be
- e. learn how to check your bill in a restaurant
- f. mix substances in test tubes and try not to burn yourself
- g. ask your teacher for grammar rules when sometimes there aren't any
- h. label diagrams of plants and animals
- i. discover why we don't fly into space as the Earth rotates
- j. discover exactly how many kings of England have been called Henry

Evaluate your school subjects

Different subjects are interesting to some people and totally boring for others. Write the subjects above in the boxes below to show what you think of them.

useless + boring

useless + interesting

useful + boring

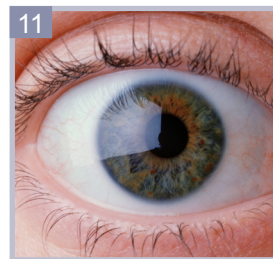
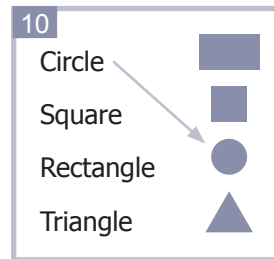
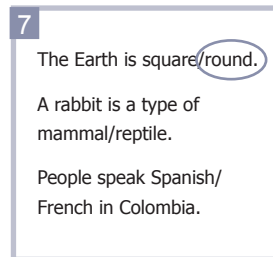
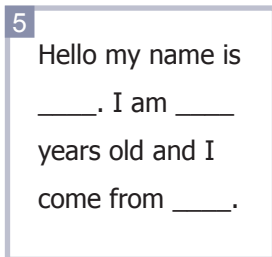
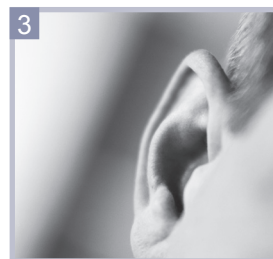
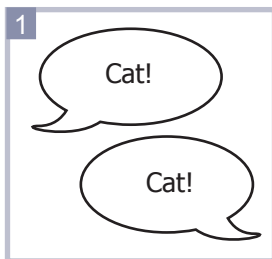
useful + interesting



What you hear

Look at the sentences. They are all sentences you can hear in an English class. Match each sentence to a picture.

- | | | |
|---|---|----------------------------------|
| <input type="checkbox"/> Open your books. | <input type="checkbox"/> Match. | <input type="checkbox"/> Look. |
| <input type="checkbox"/> Read. | <input type="checkbox"/> Ask a question. | <input type="checkbox"/> Listen. |
| <input type="checkbox"/> Close your books. | <input type="checkbox"/> Answer the question. | <input type="checkbox"/> Repeat. |
| <input type="checkbox"/> Fill in the blank. | <input type="checkbox"/> Circle the correct answer. | |



What you say

Here is some useful language for you to use in class. Write the expressions in your own language.

English

Your language

Can you write it on the board, please?

Can you repeat that, please?

How do you say _____ in English?

How do you spell that?

I don't understand.

Can I borrow a pen / a pencil / a rubber?

I'm sorry I'm late.

What does _____ mean?

Cover the English expressions. Try to remember them. Test a partner.

Your English teacher fact file

a. Interview your teacher and complete the form.

My English teacher

- full name _____
- nationality _____
- town / city _____
- languages _____

- favourite subject at school _____

b. Write a summary about your teacher.



CLASS CONTRACT

What does a good English teacher do? What does a good English student do? Here is a sample class contract. Put a tick ✓ next to a sentence if you agree with it. Put an X if you do not agree.

CLASS CONTRACT

The teacher will ...

- ... only speak in English.
- ... always give homework.
- ... always arrive to class on time.
- ... never laugh.
- ... always correct homework for the next class.

The student will ...

- ... only speak in English.
- ... always arrive to class on time.
- ... never eat in class.
- ... respect the other students in the class.
- ... always do their homework.

Signed



You will now make a contract to create the best English class ever! Work with other students and write your own contract. You can use the contract above for ideas but you must also add your own ideas.

CLASS CONTRACT

Valid for the school year / term beginning _____,
and ending _____.

The teacher will ...

The student will ...

Signed

