

Comparing Teachers

Part A

Reread p. 45-48. Complete this table of evidence and inferred character of Mr Browne. Two examples have been done for you.

Evidence from the text	What I think this shows about Mr Browne
<p><i>Mr Browne smiled and nodded when no-one knew what precept meant.</i></p>	<p><i>Mr Browne is good-humoured. He doesn't expect his students to know things before he's taught it.</i></p>
<p><i>Mr Browne talks about 'A Wrinkle in Time' and 'Shen of the Sea'.</i></p>	<p><i>He's an English teacher. He's interesting enough for August to remember exactly which books they'll be studying.</i></p>

Part B

Referring to p. 37-42 and 45-48, compare Mr Browne & Mrs Petosa's characters, using evidence from the text. If you wish to work in a pair to find evidence for your inferences, that's fine, but you should complete your own table. An example has been done for you.

Evidence from the text	What I think this shows about the two teachers (inference).
<p><i>Ms Petosa has to say to people 'settle down' and again for them to 'stop talking'. Mr Browne doesn't do that; he just turns around and they're ready.</i></p>	<p><i>Ms Petosa is stricter than Mr Browne. Maybe Mr Browne doesn't have to say anything because he has more 'presence' than Ms Petosa.</i></p>

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★ Challenge Task ★

Write two separate classroom scenes with contrasting teachers, where their actions clearly illustrate the character traits that you have decided on beforehand. Your reader should be able to infer what your characters are like from the evidence in your texts.

Scene 1:

Scene 2:

Comparing Teachers Answers

Part A

Evidence from the text	What I think this shows about Mr Browne
<p><i>Mr Browne allowed the children to come into the class laughing and talking.</i></p> <p><i>Children sat where they wanted to.</i></p>	<p><i>He's confident enough in his own presence to let the children come into the classroom in a relaxed way and for them to sit where they choose.</i></p>
<p><i>Mr Browne doesn't stop talking when he notices August's face.</i></p>	<p><i>He's not fazed by August's looks. To him, it's just one of those things.</i></p>
<p><i>He let someone shout out an answer in his lesson.</i></p>	<p><i>Mr Browne wants children to join in with his lessons. He's not a strict teacher; he doesn't have to be.</i></p>
<p><i>Mr Browne stresses 'really important'.</i></p>	<p><i>He wants children to think about important things.</i></p>
<p><i>He writes down everything the students say, whatever it is. He accepts any and every answer.</i></p>	<p><i>Mr Browne doesn't judge the ideas the students have; he's keen to collect any ideas they think are important.</i></p>
<p><i>Mr Browne says, 'no one's named the most important thing of all' and waits.</i></p>	<p><i>He's dramatic. He makes them wait and struggle for an answer so that they want to learn more.</i></p>
<p><i>He says, 'learning who you are is what you're here to do'.</i></p>	<p><i>Mr Browne cares about the whole person, not just teaching children a subject.</i></p>
<p><i>Mr Browne jokes with Jack</i></p>	<p><i>He's cool and has a sense of humour.</i></p>
<p><i>The class did what he told them.</i></p>	<p><i>The children respect Mr Browne. They'll do as they're told, happily.</i></p>
<p><i>Graduated students send Mr Browne postcards after they've left.</i></p>	<p><i>Students are inspired by him.</i></p>

Part B

Accept inferences that are backed up by evidence from the text.