
TEACHING – THE BEST JOB IN THE WORLD

We will wrap up this month’s Teacher’s Corner on jobs and careers by giving students an opportunity to try the best job in the world – teaching!

LEVEL

Intermediate to Advanced

LANGUAGE FOCUS

Speaking, reading (primary focus); writing (secondary focus)

GOALS

During this activity students will:

- study a grammar rule
- practice presentation skills
- experience teaching an English class

MATERIALS

- Teacher: whiteboard/chalkboard, markers or chalk, a timing device, computer and printer, computer and projector (optional)
- Students: pencils or pens, notebooks or writing paper

PREPARATION

1. Read all of the materials carefully before starting the activity.
2. This activity can be used as a review assignment to practice grammar rules or forms previously studied. It can also be used to teach new grammar rules or forms. Decide which is best depending on the needs of your teaching and learning context.
3. If a computer and projector are available in the classroom, students can make a computer-based presentation to teach their grammar rule. If the classroom doesn’t have a computer and projector, students can present using a paper-based poster or the chalkboard.
4. Before the activity cut up a sheet of paper into strips. On each of these strips, or grammar cards, write a grammar rule or form. For more advanced classes, write two or more related grammar rules or forms, such as “simple past tense vs. past continuous,” on each strip. Make enough strips of paper so that each pair/small group of students can have one strip of paper.
5. For each pair/small group, print out enough copies of the Grammar Presentation Instructions in Appendix 1. The instructions do not list a time limit. Before giving students this assignment, decide how long each pair/small group will have to deliver their presentation.
6. This assignment requires students to research grammar. If computers and Internet are not available to students, be sure to use grammar that can be found in class textbooks or other resources in your teaching context.

ACTIVITY PART ONE: HOMEWORK ASSIGNMENT

This part of the activity is assigning pairs/small groups of students grammar that they will research for homework and later present to the class. Part One is short and can be completed within the last 10 minutes of a class.

1. Begin the activity by having students form pairs or small groups - around 2-3 students each.
2. Put the grammar cards in a box or small container and mix them up.
3. Walk around the room to each pair or small group and have a student reach into the container and select a grammar card.
4. Once all of the pairs/small groups have a grammar card, give them 2-3 minutes to see what grammar rules or forms the other teams received. During this time the pairs/small groups can try and trade their grammar cards with each other. This is a good chance for the students to have some additional speaking practice.
5. Once the time is up have the pairs/small groups return to their seats with their grammar cards.
6. Instruct the students that as homework they will need to study this grammar rule or form and create a presentation where they will teach the rule or form to the class. Give each pair/small group a copy of the presentation instructions in Appendix 1.

ACTIVITY PART TWO: GRAMMAR PRESENTATIONS

1. Before the presentation day, cut a sheet of paper into slips. On each slip write a number. There should be one slip of paper for each pair/small group of students. The pairs/small groups will draw numbers to decide in which order they will present.
 - a. Note: The order of presentations could also be decided based on volunteering. Another option is to order the presentations based on the grammar topic. For example a team with the present continuous presents before a team with the past continuous.
2. Remind the pairs/small groups that this is their opportunity to teach. They should not just deliver the information, but check for understanding from the rest of class, ask questions to the class, and be engaging.
 - a. Note: Don't be surprised if the pairs/small groups use many of the same approaches as you do. Our students learn much about teaching by the way we teach them, and it can make these presentations fun to watch as a teacher!

Appendix 1: Grammar Presentation Instructions

It is your turn to be a teacher! In your groups, you need to teach one grammar topic that we've covered so far in our class. You will have to teach it to the whole class. You will get a grade for this project.

Make a computer-based presentation or a paper-based poster presentation. Here is what to include in the presentation:

1. Explain the grammar rules or forms (affirmative sentences, negative sentences, yes/no and wh-questions, meaning and use).
 - a. Give your own examples sentences.
 - b. Give the most common mistakes students make using this grammar.
 - c. Make a short practice exercise for everybody to review your grammar topic.
2. Every member of the group should be responsible for 1 part of the presentation. It means that EVERY GROUP MEMBER has to speak during the presentation.
3. You MUST NOT use any examples and charts from class textbooks. You can use them to help you get ready for the presentation, but you need to create (make) all examples and a practice exercise BY YOURSELF.
4. You will receive ONE grade per group. If some people work hard in the group, but others do not, the whole group will get a lower grade. So you have to make sure to help each other, and to prepare and practice together for this presentation.