# COMPASS

## LESSON 11: TEAMWORK

**AGE**: Adult
**LEVEL**: Upper Intermediate
**TIME**: 90 minutes
**LANGUAGE FOCUS**: language used in effective group work; language used in group presentations and video projects
**SKILLS**: speaking (group work and presentations)
**MATERIALS**: student worksheet for Lesson 11; one copy of the handout per student
**OVERVIEW**: to provide students with the language needed for successful group work; to consider different modes of presenting information
**STUDENTS WILL:**
• focus on the language needed for working effectively in groups
• focus on important features of group presentations and video projects
• make an action plan for completing their project

## WORKING AS A TEAM

### ACTIVITY 1
*Students consider what makes for good and bad teamwork*

Put students in pairs. Ask them to discuss what makes good/ bad teamwork. Elicit an example (good = arrives on time to a group work session; bad = forgets to attend a group work session) or point out the examples in the table. Tell students to write more examples in their table. When they have finished, ask them to compare with another pair then do quick whole class feedback to check their ideas.

Key (possible answers):

| Good teamwork | Bad teamwork |
|---|---|
| contributing ideas | being late |
| being positive about others' ideas | shouting when annoyed |
| being polite | walking out of the room |
| taking notes | not taking responsibility for your actions |
| taking responsibility for work and doing it | insulting other group members |
| staying calm | not accepting others' contributions |

### ACTIVITY 2
*Students identify the 'team work language' that they already know*

Ask students to look at the list of chunks of language in

the table and tick the ones they know. This raises students' awareness of what they already know, which can then be contrasted with and connected to new information.

### ACTIVITY 3
*Students categorize the language by function*

Tell students to complete the four columns with the phrases from activity 2. They should work alone initially, so that they can see what they already know, then check their answers with a partner. Ask pairs to compare this use of particular language for effective teamwork with how teamwork is done well in their country/language. When they have finished, conduct whole class feedback.

> TEACHING TIP: Do the whole class feedback session by choosing different students as board writers for each column or phrase. The rest of the class should agree on and tell the board writer where to put each phrase. When finished, elicit examples for each of the chunks, correcting any mistakes and drawing attention to what kind of words follow each chunk, so that students can see how they work.

Key (possible answers):

| Making a suggestion | Asking for suggestions | Agreeing | Disagreeing |
|---|---|---|---|
| How about …? | Has anybody got any more ideas? | Sounds good to me. | That's a good idea, but … |
| Let's … | What does everybody else think? | OK, let's give it a try. | Hmmm, I see what you mean but … |
| I suggest we … | How are we going to …? | What a good idea. | I'm not sure I agree because … |
| Why don't we …? | Do you think we should …? | Sure, why not? | I don't think that will work because … |
| Maybe we could … | | I guess that could work. | The problem is … |
| What if we …? | | | |

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## ACTIVITY 4

*Students identify polite and impolite ways of disagreeing*

Ask students to work alone and decide which sentences they think would be acceptable to use, by marking each one polite (P) or impolite (I).

Key:

I'm not sure I agree because … (P)

That's a rubbish idea. (I)

I think you're wrong. (I)

Hmmm, I see what you mean but … (P)

Don't be silly. That won't work. We need to … (I)

That's a good idea but … (P)

When students have finished, they should compare their answers in groups, then discuss the questions about politeness.

> TEACHING TIP: Discussing the influence of culture on language and behaviour, and similarities/differences between cultures, is central to the Intercultural Approach: it heightens awareness of the effect of individual cultures on intercultural encounters. These activities should also raise students' awareness that their own culturally-influenced views may not be the same as others' views. Hopefully this will help students to collaborate more successfully in planning and creating their projects.

## GENRES AND THEIR FEATURES

Before you do the next activities, ask students to work in groups to review the features of magazine articles from Compass 10. When they have listed everything they can remember, they should compare the list with their Compass 10 worksheet magazine article activity.

## ACTIVITY 1

*Students identify features of good and bad group presentations and make cross-cultural comparisons*

In groups, students should look at the list of characteristics and place them in the correct column of the table on their worksheet.

Key:

| Characteristics of a good presentation | Characteristics of a bad presentation |
|---|---|
| The speakers speak at mid-volume: not too loud, not too soft | The speakers read everything on their slides or from a piece of paper |
| The speakers are organized and know when it is their turn | The speakers do not look at the audience/camera |
| The speakers make eye contact with the audience/camera | The speakers speak very quietly |
| The speakers vary their tone of voice | The speakers do not stand up straight |
| The speakers explain what they are going to do in their presentation – and do it! | The speakers look messy – one of them even has a bit of breakfast on his shirt |
| The speakers look tidy | The speakers don't know whose turn it is to speak next |
| The speakers stand up straight and are relaxed | The speakers use a lot of slang |
| The speakers speak clearly – they do not rush | The speakers do not introduce their presentation or explain what it is going to be about |
| | The speakers move from one idea to another without making it clear how they are linked |
| | The speakers speak very quickly |
| | The speakers use the same intonation all the way through the presentation |

Check students' answers in a whole-class feedback session and then give them time to discuss the questions in their groups.

Give out the 'Features of a presentation' handout. Ask your students to read it in their groups and complete the missing words (the first letters are given).

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Key:

- introduction (two times)

- outline

- sign-posting

- secondly

- example

- conclusion

- formal

- clearly

- contact

- vary

- enjoy (three times).

### ACTIVITY 2

*Students consider the features of a video project*

In groups, students should look at the list of statements and for each one decide if it is true or false.

Key (suggested answers):

1.  You can't use any music in a video project. (False – music is often used in videos.)

2.  You can record yourself/members of your group speaking and use this in your project. (True.)

3.  You should make sure there is some music playing at all times (False – there does not need to be music at all times; sometimes it may be more effective to have some parts accompanied by music and some without.)

4.  You can speak as fast as you like because the pictures will help the viewer to understand what you are saying. (False – speaking slowly enough to be clear is as important within a video as any other form of orally presented information.)

5.  The viewer must be able to see a speaker's face whenever they speak. (False – videos often make use of 'voice-over', where there are pictures or moving images on screen accompanied by a presenter's voice.)

6.  You can use a recording of your voice/the voices of other students in your group to present images or video footage. (True.)

7.  Using captions (text) is a waste of time and doesn't add anything to a video project – don't bother. (False – using captions/text can add emphasis or clarity to a story board.)

8.  Captions can help the viewer understand what your images or video footage mean, and they can be used to draw attention to important things. (True.)

9.  It's good if the video project moves quickly from one thing to another. There are pictures so the viewer does not need time to process/understand what is happening. (False – regardless of the captions and images, a viewer needs time to process what is happening on screen: moving too quickly makes this difficult.)

10. It doesn't matter if there are mistakes in the captions – the viewer will know what you mean. (False – incorrect captions can make even a very good video seem of lower quality than it otherwise might have.)

Ask students to work in their groups and make notes under the headings about the different aspects of producing a video project. When they have finished, share with them the possible answers below. Did they come up with similar or different things?

Key (suggested answers):

ORGANISATION
At the beginning of your video, it should be clear who you are and what your video project is about. You can use audio, and/or text and/or images to explain this to your audience.

LANGUAGE
Video projects usually contain planned speech, i.e. you know what you are going to say before you start recording the video. This means that sentences may be long and complex. However, you may also use shorter sentences to create impact.

TEXT
Make sure you use a clear, easy to read font for any text that you use in your project.

AUDIO
Make sure you speak clearly.  Remember, you don't need to be able to see a speaker's face: You could use just their voice, together with text and/or images instead.

IMAGES
Make sure images are related to the content of the presentation: they may illustrate or give emphasis to the information being presented. Images that do not relate to the

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content of the presentation may be confusing for the viewer. Remember, what is obvious to you may not be obvious to your viewer!

### ACTIVITY 3
*Students make a plan of action for creating their project*

Students should sit in their project groups. (The same groups they were in at the end of Compass 10.) They should look at the different options discussed and use effective group work discussion language to agree on the format that their project will take. They should write their decision in the space provided.

Students should use the functional language for teamwork to make their plan.

✳ They must list everything they need to do to complete their project and the equipment they will need to do so.

✳ They must decide who will do which things.

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### WORKING AS A TEAM
#### ACTIVITY 1



Working as part of a team is a big part of everyday life. In pairs, discuss what kind of behaviour constitutes good and

| Good teamwork | Bad teamwork |
|---|---|
| Listening to other's contributions | Dominating the conversation |
| | |

bad teamwork. Add your examples to the table below.

Compare your table with another pair.

#### ACTIVITY 2
Look at the following list of phrases. Do you know any of them? Tick the ones that you know.



| | |
|---|---|
| How about …? | I guess that could work … |
| Hmmm, I see what you mean but … | Let's … |
| I suggest we … | What does everybody else think? |
| Sounds good to me. | Maybe we could … |
| What if we …? | OK, let's give it a try. |
| How are we going to …? | That's a good idea but … |
| The problem is … | Sure, why not? |
| Do you think we should …? | Why don't we … |
| What a good idea. | Has anybody got any more ideas? |
| I'm not sure I agree because … | I don't think that will work because … |

#### ACTIVITY 3

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Complete the table below by putting the phrases from activity 2 into the right column.

| Making a suggestion | Asking for suggestions | Agreeing | Disagreeing |
|---|---|---|---|
|  |  |  |  |

### ACTIVITY 4

Look at the sentences below. Which are acceptable to use? Write P for Polite next to the sentences you find acceptable and I for Impolite next to any sentences you find unacceptable.

* I'm not sure I agree, because …

* That's a rubbish idea.

* I think you're wrong.

* Hmm, I see what you mean, but …

* Don't be silly, that won't work. We need to …

* That's a good idea, but …

Compare your answers in groups. Does everybody have the same answers? Why might this be? In your group discuss the following questions:

* How do you show politeness when you work in groups in your country? (Think about language, body language, behaviour …)

* How similar is this to the other countries represented in your group?

## GENRES AND THEIR FEATURES

### ACTIVITY 1



Here is a list of characteristics of different presentations. Some are good and some are bad. Divide them into two groups using the table on the next page.

The speakers:

stand up straight and are relaxed.

explain what they are going to do in their presentation – and do it!

speak very quickly.

don't know whose turn it is to speak next.

speak clearly – they do not rush.

look tidy.

use the same intonation all the way through the presentation.

use a lot of slang.

do not look at the audience/camera.

speak very quietly.

make eye contact with the audience/camera.

do not introduce their presentation or explain what it is going to be about.

vary their tone of voice.

are organized and know when it is their turn.

look messy – one of them even has a bit of breakfast on his shirt.

speak at mid-volume: not too loud, not too soft.

do not stand up straight.

read everything on their slides or from a piece of paper.

move from one idea to another without making it clear how they are linked

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| In a good presentation, the speakers … | In a bad presentation, the speakers … |
|---|---|
| • speak at mid-volume: not too loud, not too soft | • read everything on their slides or from a piece of paper |

Would this table be the same in your country? Can you think of any differences? Tell your group.

a. What sort of language do good presenters use?

b. Can you think of any more things that make a good presentation or a bad presentation? Add them to the table.

Now, look at the 'Features of a presentation' handout and complete the missing words with your group.

### ACTIVITY 2

Videos offer an engaging way of presenting information. But what can we do with them? Work in groups. Decide if the statements below are true or false. If it is false, write why.

1. You can't use any music in a video project.

2. You can record yourself/members of your group speaking and use this in your project.

3. You should make sure there is some music playing at all times.

4. You can speak as fast as you like because the pictures will help the viewer to understand what you are saying.

5. The viewer must be able to see a speaker's face whenever they speak.

6. You can use a recording of your voice/the voices of other students in your group to present images or video footage.

7. Using captions (text) is a waste of time and doesn't add anything to a video project – don't bother.

8. Captions can help the viewer understand what your images or video footage mean and they can be used to draw attention to important things.

9. It's good if the video project moves quickly from one thing to another. There are pictures so the viewer does not need time to process/understand what is happening.

10. It doesn't matter if there are mistakes in the captions – the viewer will know what you mean.

Video projects generally use a mixture of text, images and audio (recorded speech/music) to present information. This increases flexibility: Use images to illustrate content and text to emphasise important points.

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Here are some things that you need to think about when you make a video project. Make notes under each heading.

✳ Organization

_____

_____

_____

✳ Audio

_____

_____

_____

✳ Language

_____

_____

_____

✳ Images

_____

_____

_____

✳ Text

_____

_____

_____

**ACTIVITY 3**

Work in the same group that you were in at the end of Compass 10.

Look at the different options of project format – article, group presentation, short video. Which way of presenting your information will your group use?

In your group, use the notepaper below to write down everything you think your group needs to do, what equipment you will need and who is going to do each job.

If you feel it will help, elect a group leader to manage the discussion and a secretary to make notes. Find out what skills everybody in your group has. Use everyone's strengths.

✔ **COMPASS CHECKLIST**

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

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### FEATURES OF A PRESENTATION

**I_____**

A presentation always starts with an i_____: Presenters should tell the audience who they are and what the title of their presentation is. They may also give an o_____ of the talk (a very brief summary) so that the audience knows what is coming next.

**Use of 's___-p_____ language'**

A good presenter will help the audience follow his or her talk by using sign-posting language:

Words such as 'firstly', 's_____', 'next', and 'then' help to order the information being presented.

'For e_____' and 'such as' introduce examples.

Finally, 'to sum up' and 'in c_____' can be used to bring the presentation to an end.

**Use of f_____ language**

Most group presentations will make use of formal language. This means no slang or colloquial expression should be used:

Say 'Good morning/afternoon/evening, everybody' NOT 'Hi guys!'

Say 'Thank you for your attention today' NOT 'Cheers, all.'

The language used in presentations is closer to written language than to informal spoken language.

This means that speakers often use complex sentences joined with linkers such as moreover, whereas, however, and although.

(In some cases, more informal language may be used, but if you are not sure, it is best to use formal language to be on the safe side.)

**Other things to remember when giving a group presentation:**

✳ Speak c_____: Being nervous may make you speak too quickly, so take deep breaths and try to slow down.

✳ Make eye c_____: Look at your audience. Don't be afraid to smile at them! If you are doing your presentation for a camera, look into the camera regularly.

✳ Be organized: Make sure you know when it is your turn to speak.

✳ V____ your voice: Don't speak in one tone for the whole presentation, as this can seem dull. Try to speak expressively.

✳ E_____ it! If you e_____ delivering your presentation, it is more likely that the audience will e_____ it too.

**If you have time, encourage students to look on YouTube for examples of good and bad group presentations.**