

TEACHER'S NOTES

Video 6 Worksheet: Team-working Skills

Using the worksheet

It may not be necessary or beneficial to go through every exercise on the worksheet, or to use every exercise in the same way. Exercises and points marked **B1 B1+** in these notes are recommended particularly for pre-intermediate and intermediate level learners. Exercises and points marked **B2 C1** are recommended for upper intermediate and advanced level learners. Exercises which are not marked in this way are recommended for all levels. However, as a teacher, you know your own students and should choose the most appropriate activities for them.

Synopsis

The aim of this video is to demonstrate 'best practice' of working as part of a team. In the first part of the video we see a badly facilitated meeting, the result of which is a limited plan of action. The life coach points out that the team members are critical of one another and more concerned with their own priorities. We then see a replay in which the meeting is facilitated more effectively. The life coach praises the team members for being proactive and willing to show initiative. She comments on the group's use of collaborative language, and points out that this helps to create a positive atmosphere.

B1 B1+ Key language

The following is a list of key words, collocations and phrases that appear in the video. You may wish to pre-teach some or all of this language. In this case, you could have students guess their meanings and then confirm them by looking up the more difficult ones in their dictionary, or you could use L1, if you prefer.

Adjectives: *valued*

Nouns / Noun phrases: *deli, hamper, logistics manager, lorry, sample, small print, team dynamic*

Verbs / Phrasal verbs: *address an issue, be in breach of contract, disclose, facilitate, prioritise, repackage, resolve, seek, show initiative, sign off, step in, turn out*

Phrases: *beyond the call of duty*

Before you watch

The purpose of this section is to introduce the students to the topic of working as part of a team.

As a warm-up, ask the students to tell you how important teamwork is in their work or studies. Do they enjoy working as part of a team? Why? Why not?

A

- Make sure the students understand the table headings, and point out that these are all positive actions in the context of team working. Explain that sentences A–F could all come from a team meeting and that they show both positive and negative examples. You may wish to tell **B1 B1+** students that only three of the sentences show positive team-working skills.
- Put the students in pairs or small groups. Have them discuss the six sentences and match the three positive sentences to the headings in the table. Elicit answers and discuss the students' choices with the class.

Answers

Positive sentences: A, D, E

Taking responsibility: E

Showing initiative: D

Supporting and encouraging: A

While you watch

In this section, the students watch a video in which a team meeting is badly facilitated and there is an evident lack of team working. They then see a more successful meeting in which the team members use collaborative language and are more proactive. The students complete comprehension activities about the video as well as activities in which they analyse and discuss effective team-working skills.

B ▶

- Tell the students that they are going to watch Amanda and some of her team discuss a problem. Have them read the statements first so they know what to look out for.
- Stop the video at the end of the first meeting, before the life coach begins speaking at 01.48, and go through the answers with the class. Encourage the students to correct the false statements.

Answers

- 1 False. (He was with another customer this morning.)
- 2 True.
- 3 False. (Rosie says they 'may not be' in breach of contract.)
- 4 True.

C ▶

B1 B1+

- Play the video of the first meeting again, stopping at 01.48. Then elicit the students' ideas and have a class discussion. Remind them of the examples of positive and negative language in Ex. A and elicit further examples of negative language from the video. Play the video again if necessary.

B2 C1

- Play the video of the meeting again, stopping at 01.48. Then put the students in small groups to discuss the question. Go round and monitor their discussions. Finally, elicit a few answers from the groups and have a brief class discussion.

Suggested answers

Students' own answers, although you may want to draw students towards the following conclusions:
The meeting was badly facilitated by Amanda.
The team members were more concerned with their own priorities than dealing with the issue in hand.
Examples of negative language include, 'Well as long as I don't have to!' '... what am I supposed to do?' and 'What's that supposed to mean?'

D ▶

B1 B1+

- Show the life coach's comments on the first discussion from 01.48 to 02.34, and then put the students in pairs to match the sentence halves. Go through the answers with the class, playing the video again if necessary.

B2 C1

- Have the students work in pairs and attempt to do the activity before they watch the life coach's feedback. Then play the video from 01.48 to 02.34 for the students to check their answers.
- Discuss the life coach's comments with the group and ask the students if they agree with her feedback.

Answers

1 d 2 a 3 c 4 b

E

- Tell the students that they are going to watch a different version of the meeting – this time one that will show the team members working better as a team. Write *Team-working Skills* as a heading on the board.

B1 B1+

- Remind the students of some of the positive language as well as the headings *Taking responsibility*, *Showing initiative* and *Supporting and encouraging* from Ex. A. Ask the students to suggest some other, similar phrases that could be used. Write a few of their suggestions in the list on the board.

B2 C1

- Put the students in pairs to think of specific ways that the participants could be more positive and proactive. Ask: *What could the participants do to work more effectively with the other team members?* Encourage them to think of any useful phrases that would help to make the meeting more collaborative.
- Go round and monitor their discussions. Then invite the pairs to share their suggestions with the rest of the class. Write five or six of their suggestions in the list on the board.

Suggested answers

Students' own answers, although it may be beneficial to draw students towards the following general predictions and team-working skills:
Amanda will facilitate the meeting more effectively, and will explain the problem more clearly.
The team members will aim to help each other and offer constructive comments and suggestions.

F ▶

- Have the students read the phrases before watching the video so they know what to look out for. Point out that they are not in the same order in which they appear in the video.
- Play the video from 02.34 stopping at 04.20 before the life coach's feedback. It may be necessary to play the video a second time. Then go through the answers with the class.
- Encourage the students to identify other examples of sentences or phrases from the video which they think show good examples of working as part of a team.

Answers

1 Mateo 2 Sofia 3 Mateo 4 Sofia 5 Amanda
6 Rosie 7 Rosie 8 Amanda

Other examples:

Amanda: ... we have an important issue with a customer ...

Sofia: It's no problem.

Mateo: Thank you for raising this ...

Amanda: Thank you all for helping, and I'm quite sure we'll get this situation resolved this afternoon.

G ▶

- Draw the students' attention back to the list of *Team-working Skills* from Ex. E. Play the video of the life coach's feedback from 04.21 to the end. Then have a class discussion to compare the points raised by the life coach with the suggestions the students made in Ex. E. Discuss the ways in which the team members showed evidence of the positive team-working skills in Ex. A (*Taking responsibility, Showing initiative, Supporting and encouraging*).

Answers

The life coach points out that Amanda facilitated the meeting more effectively, and the team members were more focussed on the issue in hand. Mateo acknowledged that speaking to the unhappy client should have been his responsibility. They were all proactive, and they showed initiative. The life coach highlighted sentences 3, 5 and 8 from Ex. F as good examples of language that showed support and encouragement.

After you watch

The purpose of this section is to consolidate the students' understanding of good team-working skills, and to give them practice of using these skills in a roleplay scenario (or alternatively, a class discussion). Students then reflect on the team-working skills highlighted in this lesson and assess how working well as part of a team can impact on their lives.

H

- Tell the students that they are now going to practise working as part of a team. Put the students in groups of three and give them time to read and prepare for their roles. Emphasise that you want their roleplays to result in a clear plan of action. You could allow **B1 B1+** students to prepare for the roleplay in groups with classmates who have the same role.
- During the roleplay, go round monitoring and providing assistance where necessary.
- After the groups have agreed on a plan, invite them to report back to the class. How well do they think their partners demonstrated team-working skills?

ALTERNATIVE

Hold a general discussion about working as part of a team. Refer back to your students' own experiences that you discussed in the warm-up, and ask them if they find it easy to take responsibility and show initiative when problems arise. How might the students improve their team-working skills? What do they have to do in order to ensure they are always regarded as a good 'team player'? Why do they think working well as part of a team is such an important part of working life?

Reflect

- Encourage the students to think about how the team-working skills examined in this lesson could be adapted to other parts of life. This could take the form of a group or class discussion, or alternatively, it could be set as a written assignment for homework.