

## Lesson plan: Working as a group to do a task

Whether you lead a team or work as part of one, strong people management skills are essential. When working in a group to complete a task, the result of the task is affected by the relationships within the group work, as well as how the projects themselves are managed. In this lesson plan from *Open Mind* Elementary Level (A2), students do an activity where they have to work in a project team, first deciding on roles based on their abilities and preferences in order to complete a task of organising a business seminar. Download and circulate the accompanying [Student's Book pages](#).

**Level:** *Open Mind* Elementary / *openMind* 2nd edition level 1

**Time:** approx 60 minutes or longer depending on how the activities are used

**How to use this lesson:**

The lesson can be used for the whole class, who can work in pairs and small groups. Download and print out the Student's Book pages so each student has a copy.

**Step 1:** Break up the big task into smaller tasks and make a list. (Ex. A)

**Step 2:** Identify what the group can do together and what each person can do individually. (Ex. B)

**Step 3:** Negotiate who can do any remaining tasks. Be flexible! (Ex. C, Ex. D)

**Lead-in**

- Begin this section by emphasising the importance of teamwork and flexibility when performing tasks. Discuss how different talents contribute to the better development of ideas and projects.
- Ask if the students work in teams at school/work? If so, do they find that easy/difficult? Do they find it beneficial? What are the challenges?
- If you're already using the course, ask the students to look back through the unit and find examples of when they worked in pairs or groups. Ask if this helped them to complete tasks and whether it was useful in improving their communication skills in English. Examples include: Vocabulary, Ex. C (p. 82), Grammar, Ex. D (p. 85), Vocabulary, Ex. B (p. 85), Listening, Ex. C (p. 86), Grammar, Ex. D (p. 87), Speaking, Ex. D (p. 87).

**A**

- Tell the students that they are going to organise a seminar for small business owners.
- Ask them to read the email. Make sure they understand it. Check that they understand the term *attachment* – a document that you send with an email.
- Ask the students to look at the email attachment at the bottom of the page – a list of things to do to organise a small business seminar. Ask them to add at least two more things to do to each of the three categories.
- Point out that *ad* is short for *advert* or *advertisement*.

**Alternative**

Use a flipchart or a piece of paper stuck on the board to compile the list with the students instead of working in groups – this will help them to brainstorm ideas without being distracted by the content in the book. These notes can then serve as a permanent record of initial ideas as the lesson progresses.

**POSSIBLE ANSWERS**

**Location:** Find out the cost of the locations. Find out about transport, parking, etc.

**Promotion:** Contact local businesses by email. Write a slogan.

**Logistics:** Decide layout of seminar room. Work out a schedule. Find out about food, drinks, etc.

**B**

- Explain the task and keep the students in the same groups.
- Explain to the students that they are going to look at their list of tasks and decide which tasks the whole group can do. Tell them to write G next to these tasks in the Who does it? column in the attachment in Ex. A.
- When the students have completed the task, elicit their decisions and ask them to give reasons.

**C**

- Read the instructions to the class. Ask the students to work individually to tick their abilities and preferences on the survey.
- Circulate and monitor the students' work. Be prepared to answer any questions about vocabulary, as needed.

**D**

- Read the instructions to the class. Ask them to work in their original groups to decide who will do the remaining tasks on the list in Ex. A.
- Ask the students to read the model conversation.
- Before they start their discussion, tell them to look at the **How to say it** box and encourage them to use these expressions in the discussion.
- Ask the students to refer to their answers to the survey in Ex. C when they are discussing their talents and abilities.
- Ask each group to report their decisions to the rest of the class, giving reasons for their decisions.

**REFLECT**

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Self and Society** and **Study and Learning** where the skill of *Working as a group to do a task* would be useful.
- Elicit the following ideas: organise a surprise party, help a friend move house, prepare a presentation for class, work on a group project, etc.

Teacher's notes taken from Unit 7 of *Open Mind* Elementary (A2) and *openMind* 2nd edition level 1. Click on the links below to find out more and download samples from other levels.

[Teaching British English?](#) Find out more about *Open Mind* at [www.macmillanopenmind.com](http://www.macmillanopenmind.com)

[Teaching American English?](#) Find out more about the *Mind series* 2nd edition at [www.macmillanmind.com](http://www.macmillanmind.com)