



Working in a team

SELF STUDY

If students are working alone, note that 3b, 4a, 4b and the REFLECT ON IT box all have open answers. If possible, give self-study students the opportunity to show you their answers and work, or to exchange their answers and work with other students.

Before watching

WARMER

Put the following anagram on the board: **AEKMORTW (TEAMWORK)**. Can students solve it? Ask them to suggest a definition of teamwork.

Answer

Work that you do together with other people.

Now ask why teamwork is an important way to work at school, at university and in the working world.

Suggested answer

People can do different things well, and a team can use these different skills to do a job better than one person can.

1 In pairs, students match the similar expressions connected to teamwork.

Answers

1 f 2 a 3 e 4 c 5 d 6 b

While watching

VIDEO SKILLS: Understanding skills

This focus prepares students for watching the video by previewing some of the language the speakers use to talk about the things they are good at.

2a 68 **VIDEO SKILLS** Ask students to read through the video skills box before doing this exercise. If your students have seen the video before, they could try and remember the answers and watch to check them. If not, make sure students understand the descriptions before they try and match them to the speakers. Also explain the meaning of the question students will see at the start of the video: *What do you bring to a team?* It's this question that the speakers are answering.

Answers

1 d 2 a 3 e 4 c 5 b

2b 68 This exercise focuses on the first part of what each of the speakers says.

Answers

1 Megan 2 Adam 3 Dylan 4 Reece 5 Charlotte

3a 68 This exercise focuses on what the speakers consider to be their main skill when they are part of a team. This is the most challenging exercise because the sentence stems paraphrase what the speakers say and so they need to understand the speakers well in order to decide what they are meant to write. To help, ask students to compare their answers in pairs before you check them, so they can compare what they heard and understood.

Answers

- 1 good animations
- 2 make/take the final decision
- 3 explains things very clearly
- 4 projects and presentations look good
- 5 makes people happy

3b This exercise focuses on the life skill by getting students to compare themselves with the speakers and become more aware of what *they* bring to a team. Give students time to reflect individually and then ask them to exchange answers in pairs. Finally, ask volunteers to offer their answers to the class, but don't insist if they don't want to as this might be a sensitive issue for students who lack confidence in their skills.

After watching

4a This exercise homes in on the life skill in even more detail by getting students to evaluate each of the skills mentioned on the video, and sets up 4b. You could have students talk about their answers with a partner and see if their partner agrees with them. Ask them to try and be positive when they do this.

4b **SKILLS 4 LIFE** The idea behind this task is to encourage students to face one of the teamwork skills they might feel they are weak in, and try and find ways to learn the skill or to improve on it. Depending on your students' access to the Internet in class, the research phase (step 2) will need to be done at home. If you do this worksheet in class, put the third step of the task into action. Ask students to do some teamwork and deliberately choose the members of each team in such a way that students get the chance to try and develop a skill they want to learn or improve.

REFLECT ON IT



The idea here is to give students the chance to express any doubts they might have about the benefits of teamwork. Not everyone enjoys it or sees the point of it, and this allows the class to discuss the pros and cons, and to explore when working individually might be better.