



**LEVEL 1**  
**LESSON 41**  
**TEAMWORK WORKS**  
**BEST WITH A TEAM**

**Topics**

Asking for & giving feedback about job performance  
Identifying ways to improve performance at work or school  
Interpreting advice

**Prepare Before Class**

Motivational posters in Resources section

**Learning Strategy**

Focus

**Goals**

**Grammar:** future real conditional (if clauses)

**Speaking:** sentences that include the words “if” and “will.”

**Pronunciation:** pronouncing contrastive stress

**Day 1**

***Introduce the Lesson Topic***

Tell students, “Today we will learn about asking for advice or feedback. One of the things we have learned about is evaluating ourselves - thinking about how well we are doing, for example, how we are learning English. In today’s lesson, we will see people asking others to tell them how they can do better.

Explain that the lesson will also present how to use words “if” and “will” together to talk about things that might happen.

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

After the key words, the video teaches about “if” clauses: the future real conditional.

### Speaking Practice Script – Lesson 41

#### 1. Future real conditionals

It in this lesson you hear sentences that include the word if. The word if is used to talk about the result or effect of something that may happen or may be true.

A sentence with if and will is an English structure we call the future real conditional. But, for now, it’s not very important to remember what it’s called. Instead we will learn how it works:

IF clause	RESULT clause
IF + subject + simple present verb	subject + will + simple future verb
If you look at this chart, you will see something good.	

#### 2. Listen to Ms. Weaver talk about the chart showing the audience numbers:

Ms. Weaver: If you look at this chart, you will see something good. Your audience is big.

In the first half of the sentence Ms. Weaver uses the simple present verb “look.” In the second half of the sentence she uses the simple future verb “will see.”

Her sentence means: “the result of you looking at this chart will be seeing something good.”

#### 3. Now you try it. Make a sentence using the word if using these ideas:

I practice with Let’s Learn English every day.

I learn how to speak American English.

“If I practice with Let’s Learn English every day, I will learn how to speak American English.”

#### 4. Now try another one. You can decide on the result

If I don’t finish my homework tonight, I will \_\_\_\_\_ . (student choice)

## Day 2

### ***Present the Conversation***

Tell students that the video will show Anna meeting with her boss, Ms. Weaver, for her yearly review. Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

#### Main Video Script – Lesson 41

##### 1. Listen:

If you look at this chart, you will see something good.

##### Speak:

\_\_\_ you look at this chart, you \_\_\_ see something good. (If, will)

2. Listen: Working hard looks hard because it really is hard.

##### Speak:

\_\_\_\_\_ hard looks hard because it really \_\_\_ hard. (Working, is)

### ***Learning Strategy***

Ask students, “Have you ever listened to someone with only one ear? We sometimes say a person is ‘listening with only one ear’ when they are not listening carefully. Maybe you are thinking of something, like your lunch, and listening without paying close attention. But then you hear something important to you, and you listen more carefully.”

Continue: “For example, when your teacher is talking and suddenly you hear the word ‘test,’ do you stop thinking about lunch and listen more carefully?” Give students time to respond and make sure they understand the concept.

Continue, “Let’s call this ‘focusing.’” Give examples of other times when you or the students can focus. For example, we might use it when looking for a date on an answer to a history question, or when trying to find a phone number on a website.

Explain, “In this lesson, we will see how Anna focuses when she listens to her boss, Ms. Weaver.”

## ***Pronunciation Practice***

The Pronunciation Practice video teaches that when we want our listener to notice one or two words in a sentence, we can say them louder, or put more emphasis on them.

### **Pronunciation Practice Video Script – Lesson 41**

1. When we want our listener to notice one or two words in a sentence we can say them louder. That is we put more emphasis, or stress, on those words.

For example, when Anna reads the poster in this lesson, she says, “Working hard LOOKS hard because it IS hard.”

2. Now you try it.

In the next sentence, make the words ‘book’ and ‘web’ louder than the other words.

Speak:

I didn’t learn English from a BOOK; I learned it from the WEB.

## ***Learning Strategy***

Say, “In this lesson, we see that Anna is getting her yearly review at work. Do you ever get a yearly review? If you are in school, you may have tests at the end of the year to go to the next grade. People who work in business often have a review at some time during the year to check how well they are doing their job.”

Remind students of the strategy: Focus. “Did you notice what Anna focused on in this lesson? Tell me what Anna paid attention to (or noticed) when Ms. Weaver was talking to her.” Students will most likely respond by pointing out her comments about the cats in the posters that Ms. Weaver showed her.

Ask, “What happened at the end of the video/conversation? Do you think Anna understood what Ms. Weaver wanted her to do?” Give students time to respond. Write their responses on the board. Possible answers may include:

She thinks Ms. Weaver wants to see more cats on the Time Traveling Treehouse.  
She thinks Ms. Weaver wants her to work better with her team to increase their audience.

Discuss with the students how they interpret the events in the story. Revisit the posters. What do you think is Ms. Weaver’s message? This video does not make it clear what Ms. Weaver wanted Anna to do. Ask students to make sentences with their opinions, such as:

If Anna has more cats, her show will be more popular.

If Anna works hard, her audience numbers will go up.

You may want to conduct a vote among the students as to whether Anna focused well.

Continue, “We will practice this strategy today in our lesson.”

### ***Activity***

Give students copies of the Activity Sheet. Explain, “We will practice making if + will sentences (or future real conditionals) today, and you will also have a chance to share your advice on learning English.”

Demonstrate the top activity on the sheet by having a student read aloud the phrase on the left:

If you are late to work often ...

And ask another student to read aloud the phrase on the right side, completing it with the verb ‘lose:’

... you will lose your job.

Ask three students to come to the front of the classroom to show how to do the activity at the bottom of the sheet.

## **Day 4**

### ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question’s video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, “Today my boss will tell me what she thinks of my work. Is it good? Or is it bad?”
2. Ms. Weaver says, “As you know, at the start of a new year we have a work review.”
3. Ms. Weaver says that Anna’s audience is going “Down, down, down!”
4. Ms. Weaver’s posters say, “If at first you succeed, you will be a success,” “Working hard looks hard because it really is hard” and “Teamwork works best with a team.”
5. Anna says, “Our audience is not big enough.”

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Students may choose one of these topics:

1. Think of a time someone gave you good advice or feedback that helped you to improve yourself. What did the person say to you? What did you do?
2. In this lesson, what do you think Ms. Weaver wants? What do you want to tell Anna about her show?

Give students time to write. If time allows, have students share their writing with a partner and compare the advice they gave or received.

**Working Hard  
Looks Hard**



**Because it  
Really Is Hard**



**TEAMWORK  
WORKS BEST**



**WITH A  
TEAM**



**IF AT FIRST  
YOU SUCCEEDED**



**YOU WILL BE  
A SUCCESS**

## Resources

### Conversation

- Anna: Hi. I am walking to work. Today my boss will tell me what she thinks of my work. Is it good? Or is it bad? Okay, time for work. I am going right now. Okay, okay, I'm going!
- Ms. Weaver: Anna, hello.
- Anna: Hello.
- Ms. Weaver: Sit down. As you know, at the start of a new year we have a work review.
- Anna: Yes. It's time for mine.
- Ms. Weaver: Yes. Anna, this chart shows the audience of The Time Traveling Treehouse. If you look at it, you will see something bad. Your audience is going down, down, DOWN!
- Anna: Ms. Weaver, I think the chart is upside down.
- Anna: Here, let's flip that around. Now, it's right-side up.
- Ms. Weaver: Oh. If you look at this chart, you will see something good. Your audience is big.
- Anna: Good!
- Ms. Weaver: But not big enough.
- Anna: Not good.
- Ms. Weaver: I want to see these numbers go up, and up, and UP!
- Anna: How?
- Ms. Weaver: I have something -- idea posters!
- Anna: (whispers) Idea posters.
- Ms. Weaver: You really ought to think seriously about them. I like this one. Please read it.
- Anna: "If at first you SUCCEED; you will be a success." Well, it's a cute cat.
- Ms. Weaver: Here's another one. I like it.
- Anna: "WORKING HARD looks hard because it really is hard." I see. It's another cute cat.
- Ms. Weaver: This is my favorite.
- Anna: "TEAMWORK works best with a team." A team of cats. Look at all those cats!
- Ms. Weaver: So, Anna, do you understand what I want?
- Anna: Yes, Ms. Weaver. I understand.
- Anna: Okay, team. There is a problem in the Treehouse.
- Amelia: Problem? What's the problem?
- Anna: Our audience is big.
- Bryan: But that's a good thing.
- Anna: No, it is not big enough.
- Anna: Please don't worry. I know what Ms. Weaver wants. Here's the plan.  
(whispers)
- Bryan: Is that what she wants?

Amelia: Are you sure?  
Anna: Yes. Let's get to work!  
Anna: Good job, team. This is exactly what Ms. Weaver wants!  
Anna: Welcome to The Time Traveling Treehouse! Today you will learn about a very popular pet ... cats!  
MINDY: Anna. Did I give you enough cats?  
Anna: I don't know, MINDY. I think we need more cats!

### ***Key Words***

**audience** - *n.* the people who watch, read, or listen to something

**cat** - *n.* a small animal that is related to lions and tigers and that is often kept by people as a pet

**chart**- *n.* information in the form of a table or a diagram

**cute** - *adj.* having a pleasing and usually youthful appearance

**exactly** - *adv.* used to stress that something is accurate, complete, or correct

**flip** - *v.* to cause (something) to turn or turn over quickly

**meow** - *v.* to make a crying sound as cats do

**pet** - *n.* an animal (such as a dog, cat, bird, or fish) that people keep mainly for pleasure

**poster** - *n.* a usually large picture that is put on walls as a decoration

**review** - *n.* an act of carefully looking at or examining the quality or condition of something or someone

**right-side up** - *noun phrase.* with the top or correct side facing up

**succeed** - *v.* to do what you are trying to do or to achieve the correct or desired result

**success** - *n.* a person or thing that succeeds

**teamwork** - *n.* the work done by people who work together as a team to do something

**upside down**- *adv.* in such a way that the upper and the lower parts are reversed in position

# Quiz - Level 1, Lesson 41 - Teamwork Works Best With a Team

Listen. Circle the letter of the correct answer.

1. Why is Anna nervous on her way to work today?

- a. Her boss is going to talk about her work today.
- b. Anna is a little late to work today.
- c. Her boss is angry at her.
- d. Anna made a mistake at work yesterday.

3. What advice is on Ms. Weaver's posters?

- a. Be a success.
- b. Work hard.
- c. Work with a team.
- d. The posters say all of these things.

2. What does Ms. Weaver say happens at the beginning of a new year?

- a. She gives more work to Anna.
- b. She reviews Anna's work.
- c. She changes workers' desks.
- d. She has a change of mind.

4. What does Anna say about the tree house?

- a. The audience is not big enough.
- b. The team doesn't think.
- c. The audience is going down.
- d. The team makes problems.

3. What does Ms. Weaver say about Anna's audience?

- a. Anna is doing something bad.
- b. Her audience is feeling down.
- c. Her audience is going down.
- d. Anna should look at her audience.

STEP 1

Write the verbs below in the empty spaces in the parts of the sentences below. Then match the parts to make sentences giving advice about the future.

- are
- do
- save
- improve
- practice
- be
- lose
- study
- eat
- get

<p>If you <u>are</u> late to work often </p>	<p>... you will _____ happy later.</p>
<p>If you _____ hard </p>	<p>... you will _____ your job.</p>
<p>If you never _____ healthy food </p>	<p>... you will _____ well in school.</p>
<p>If you _____ your money </p>	<p>... you will _____ sick.</p>
<p>If you _____ the piano </p>	<p>... you will _____.</p>

STEP 2

Now work with a partner to make four sentences about improving your English ability.

ADVICE

If you watch English movies, your listening will improve.

Yes! And if you read English books, your vocabulary will improve.

If you watch English movies, your listening will improve.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

