

Open Mind



Open Mind 2nd Edition, Level 3, Unit 7: Think Again!

Lesson: Listening and Grammar, Reading/Speaking

This lesson plan, based on p. T71 and T76–77 of the Teacher’s Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video conferencing tool like Skype or Zoom.

Length: 45–60 minutes

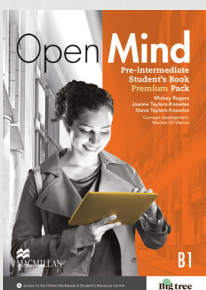
Learning outcomes:

- Learn and practice modals of deduction.
- Read a series of logic puzzles and discuss logical thinking.
- Speculate on solutions to problems presented, finding the correct answers with other students.

Materials:

- Open Mind 2nd Edition, Student’s Book Pack, Level 3, Unit 7, pp. 71 and 76–77.
- Audio recording: Unit 7, Section 2, Exercise A 00:00–00:57.
- Open Mind 2nd Edition, Teacher’s Book Pack, Level 3, Unit 7, pp. T71 and T76–77.

All resources above can be downloaded **here**



For further preparation, you could watch these teacher development webinar from the Macmillan ‘Teach from Home’ webinar series <https://www.macmillanenglish.com/us/training-events/webinar-archive>.





Procedure:

Before the Lesson:

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher's notes on pp. T71 and T76–77 in the Teacher's Book. In addition, see the notes below for how to adapt your lesson for online teaching.



During the lesson:

Stage 1	
Lesson warm-up and topic introduction	Start with a quick check-in. Ask your students to share something that's been going on in their lives recently. You can start so you can give them a model. Keep it short – around 20 seconds. If your group is too large to ask everyone, then just choose 3–4 students.
5 minutes	Tell your students that they're going to be learning about modals of deduction, then using them appropriately to solve problems and puzzles.
Stage 2	
Grammar input (a), form, function (B) and practice (C)	Share the first image (<i>Test your IQ</i>) on your screen.
(p. 71)	Ask your students to try and solve it, then ask them to explain their thinking and reasoning.
25 minutes	Then play the audio conversation (listening track 36 , until 00:57) of Ben and Carson and follow the script on the page. Ask your students to notice the words in bold and try to explain why Ben and Carson used those words.
	Continue through exercises B and C as described in the Teacher's Book with your whole class.
Stage 3	
Discussion (D)	If your online platform has breakout rooms, put your students into pairs for this short discussion activity. If you don't have breakout rooms, then nominate different students in turn to lead a discussion about each puzzle with the other students.
(p. 71)	Remind them to look at the examples in the <i>How to say it</i> box.
15 minutes	Don't forget to check in with each group during the exercise to make sure they don't have any technical issues or challenges with the task.
	After about 10 minutes, bring the group back to the main online classroom to check their answers. Reflect with them on their use of modals of deduction.



Stage 4	<i>If your lesson is 60 minutes long, do Stage 4 below. If not, set an adapted version of it for homework. (See "Homework" below.)</i>
Thinking logically (p. 76) 15 minutes	<p>Tell your students that they are now going to get more practice in solving problems and puzzles. Tell them they will practice the skill of thinking logically and will be given several puzzles to solve.</p> <p>Scroll down to p. 76 and share it on your screen. Read through the three bullet points at the top of the page. These are the three key stages in thinking logically.</p> <p>Ask your students to draw the square with the nine dots on a piece of paper. Read through the instructions in A and give them two minutes to solve it. Ask your students to say in the comments box whether they have solved it or not.</p> <p>Ask all students to read exercise B and answer the three questions. This is designed to challenge their assumptions and can be discussed as a whole online group.</p> <p>Now give the students who hadn't already solved it another minute to try again.</p> <p>Review the lesson and then set the homework (below).</p>
Homework	Set the exercises on p. 76–77 for homework. Assign pairs of students to do exercise G together for homework either through online chat (e.g. within Edmodo/Facebook, a platform like WhatsApp, LINE or WeChat, or simply by a phone call). Ask them then to post their ideas into your online class environment or tell you in the next lesson.

For asynchronous lessons with self-study tasks set by the teacher:

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- Clarify the objective of the lesson. (In this case, they're going to be learning about modals of deduction and then using them appropriately to solve problems and puzzles.)
- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson.
- If possible, use a separate comment/discussion thread for each of the lesson sub-stages.
- Students can post answers to questions in online discussions.
- If students are able to post their homework ideas to an online chat with the Learning Management System, ask each student to comment on a least two other contributions.

