

Open Mind



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

Lesson: Reading & Speaking

This lesson plan, based on p. T69–T70 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

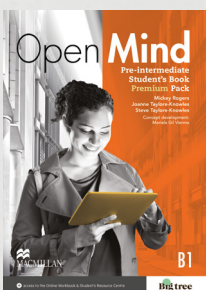
Learning outcomes:

- Students reflect on and discuss their own thinking styles and preferences.
- Students read a text about geniuses and learn about distinguishing between fact and opinion.
- Students write a short text about someone they admire.

Materials:

- Open Mind 2nd Edition Student’s Book Pack, Level 3, Unit 7, pp. 69–70.
- Open Mind 2nd Edition Teacher’s Book Pack, Level 3, Unit 7, p. T69–T70.

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:

Do the quiz on p. 69 and reflect on the implications of your own thinking style and how you prepare and deliver your lessons. Be ready to be flexible with your style when discussing your students' results with them and how you plan and deliver your (online) lessons. It might be that an adapted style from you might better suit your students in future.

If you have time, you could recreate the quiz as an online survey, for example using Google Forms, or as a poll in your online teaching software. Then you can statistically display and discuss a view of the whole class after they have done the quiz.

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 p. T69–T70 in the Teacher's Book. In addition, see the notes below for how to adapt your lesson for online teaching.

Stage 1	
<p>Lesson warm-up and topic introduction</p> <p>5 minutes</p>	<p>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.</p> <p>Tell your students that they're going to be reading and talking about how people think and the influence that has on their preferences and behavior.</p> <p>They're also going to be reading about geniuses and learning how to distinguish fact from opinion.</p>
Stage 2	
<p>Quiz and discussion</p> <p>(p. 69, A and B)</p> <p>10 minutes</p>	<p>Show the image on the left of p. 69 and elicit from students that it shows the two hemispheres (sides) of the brain.</p> <p>Ask the students if they feel that one side of the brain relates to them more than the other side. Then ask them to do the quiz on p. 69 and count up their score.</p> <p>Share your own score (red or green) with your students and ask them to share theirs with the group in the comments box. Point out that it's a very general guide. If any students have scored exactly 5 points for each red and green, ask them to share their thoughts on this result.</p> <p><i>(If your online platform has breakout rooms, you could put your students into pairs for the following short discussion activity.)</i></p> <p>As a whole group, ask your students, "What could the implications be if their teacher has a different way of thinking to the students?" Discuss with them how this could affect your approaches to lesson planning and teaching, and how you could adapt.</p> <p>This level of discussion not only makes the teaching–learning experience more collaborative, but also encourages your students to take more responsibility for their learning success by reflecting on how they might best learn. They may have ideas for you that you might not have considered.</p>



Stage 3	
<p>Lead-in to Reading</p> <p>5 minutes</p>	<p>Have the students brainstorm a list of famous people who have contributed great things to the world. They may be from the students' own country or other countries, living or dead, and students may choose from anyone they want.</p> <p>Ask them to say the names and you can write them in a list on your virtual whiteboard. Ask students to comment on the list of people, for example saying what they know or think about them.</p> <p>On the virtual whiteboard, write some of the things the students say, making sure to capture a mixture of fact and opinion.</p> <p>Then, with your students, discuss whether the comments you've noted are fact or opinion.</p>
Stage 4	
<p>Reading</p> <p>(p. 70, A, B and C)</p> <p>20 minutes</p>	<p>Share the pictures in exercise A on your screen and talk through these with the whole group.</p> <p>Follow the notes in the Teacher's Book before asking students to read the text in exercise B and check whether their ideas about the people in the pictures were correct.</p> <p>Leaving the article visible on your screen, ask your students to look at their books and do exercise C.</p> <p>While they are doing this, you can use the online pen to mark the places in the text where these facts and opinions are written. This will help your students have a reference point and also make the analysis of the text (and exercise C) more relevant and engaging.</p>
Stage 5	<i>If your lesson is 60 minutes long, do Stage 5 below. If not set an adapted version of it for homework. (See "Homework" below.)</i>
<p>Discussion (D)</p> <p>(p. 70)</p> <p>15 minutes</p>	<p>Put your students into small groups to discuss the question in Exercise D. (Use the breakout room if your online platform has this function.)</p> <p>If necessary, give your students some prompts as outlined in the Teacher's Book.</p> <p>After about 5–8 minutes, bring all the students back into the main virtual room and ask them to summarize their discussions. Encourage them to research some of the people the other students may have been talking about.</p> <p>Review the lesson before assigning the homework.</p>
Homework	Write a short text about someone you admire (150–200 words). They might be a recognized genius like the ones in the text, or someone "beyond the ordinary" who has developed their talent, as described by Malcolm Gladwell in his book <i>Outliers</i> .





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:

- 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.
- If students have access to discussion forums, you can nominate a partner for a student to work with.
- In this lesson, students could provide other students with relevant links to sites about people they admire.