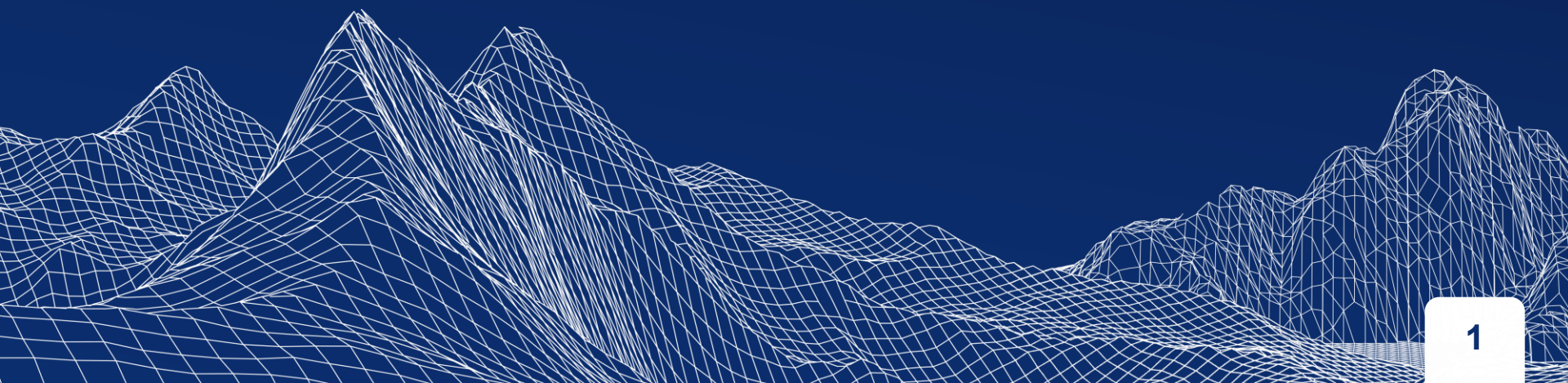
NATIONAL GEOGRAPHIC LEARNING

Language Center

www.afaq-lc.com

STANDOUT 5

Team Project 1



Read the conversation.

Language Center

www.afaq-lc.com

[Approx. 1 min]

1.
Q: Do you learn more effectively by seeing information?
A: Yes, visual materials like charts, diagrams, and videos help me understand ideas more clearly.
2.
Q: Do you learn better by listening?
A: Yes, I absorb information well when I hear explanations, discussions, or audio recordings.
3.
Q: Do you learn best through hands-on activities?
A: Yes, I remember things more easily when I can practice, experiment, or physically interact with the task.

Review the conversation and select pairs to read the conversation.

Practise the conversation.

Language Center

www.afaq-lc.com

[Approx. 3 mins]

1.

Q: Do you learn more effectively by seeing information?

2.

Q: Do you learn better by listening?

3.

Q: Do you learn best through hands-on activities?

Select pairs to change the conversation with your prompts.

Read the conversation.

Language Center

www.afaq-lc.com

[Approx. 1 min]

1.**Q:** What was important to you in the past?
A: In the past, I focused mostly on studying and building my career.
2.**Q:** What is important to you now?
A: Now I value spending time with family, staying healthy, and maintaining a good work-life balance.
3.**Q:** Do you spend enough time on the things that are important to you now? Why or why not?
A: Not always. I try to make time, but work and responsibilities often get in the way.
4.**Q:** What changes would you like to make for the future?
A: I'd like to manage my time better, reduce stress, and focus more on personal growth and relationships.

Review the conversation and select pairs to read the conversation.

Practise the conversation.

www.afaq-lc.com

[Approx. 3 mins]

1. **Q:** What was important to you in the past?
2. **Q:** What is important to you now?
3. **Q:** Do you spend enough time on the things that are important to you now? Why or why not?
4. **Q:** What changes would you like to make for the future?

Select pairs to change the conversation with your prompts.

Read the conversation.

Language Center

www.afaq-lc.com

[Approx. 1 min]

1.**Q:** What's one goal you have for your education?
A: I'd like to complete a professional certification in digital marketing.
2.**Q:** What's one career goal you have?
A: I want to become a team leader in my department within the next two years.
3.**Q:** What's one goal related to your family?
A: I'd like to spend more quality time with my parents and siblings.
4.**Q:** What's one financial goal you have?
A: I want to save enough money to buy a car by the end of the year.
5.**Q:** What's one physical goal you have?
A: I'd like to exercise three times a week and improve my overall fitness.
6.**Q:** What's one goal related to your attitude?
A: I want to stay positive and be more patient in stressful situations.
7.**Q:** What's one pleasure goal you have?
A: I'd love to travel to a new country and explore a different culture.

Review the conversation and select pairs to read the conversation.

Practise the conversation.

Language Center

www.afaq-lc.com

[Approx. 3 mins]

1. **Q:** What's one goal you have for your education?
2. **Q:** What's one career goal you have?
3. **Q:** What's one goal related to your family?
4. **Q:** What's one financial goal you have?
5. **Q:** What's one physical goal you have?
6. **Q:** What's one goal related to your attitude?
7. **Q:** What's one pleasure goal you have?

Select pairs to change the conversation with your prompts.

Explain the scene to the students.

[Approx. 5 mins]

Language Center

www.afaq-[illegible]

Scenario: The "Future Self" Study Group

Three university students meet weekly to discuss personal development and study strategies. In this session, they're exploring how their current habits and learning styles connect to their future aspirations.

They need to:

1.Share and compare specific short- and medium-term goals across different life domains.

2.Reflect on how their personal values and priorities have evolved over time.

3.Analyze their preferred learning styles and discuss how to leverage them for academic success.

4.Give each other constructive feedback and suggestions.

Roles:

- **Alex:** The facilitator, who keeps the discussion flowing and asks probing questions.
- **Sam:** A pragmatic student focused on career and financial stability.
- **Taylor:** A student who values personal well-being and creative pursuits.

Sample Conversations

Language Center

[Approx. 5 mins]

Alex: Alright everyone, welcome back. Let's dive in. To start, can each of you share one specific educational goal for this semester?
Sam: I'm aiming to complete a certification in data analysis online. It should make me more competitive for internships.
Taylor: My focus is improving my academic writing. I want to get at least an A- on my next research paper. What about you, Alex?
Alex: I need to improve my public speaking. My goal is to lead a workshop without reading from my notes. Now, shifting to personal life—Sam, any financial goals?
Sam: Yes, I'm determined to save enough for a reliable used car by graduation. It's about independence, really.
Taylor: That's practical. My main personal goal is to establish a consistent gym routine, three times a week, to manage stress.
Alex: Interesting. Let's look back. Taylor, what was a major priority for you two years ago compared to now?
Taylor: Two years ago, my main focus was my social life and just getting through exams. Now, I'm much more concerned with maintaining a healthy balance between work and personal time. The pressure is different.
Sam: I can relate. In the past, success just meant good grades. Now, it's about building actual skills for my CV. Do you feel you manage your time well for these new priorities?
Taylor: Honestly, not always. I know well-being is important, but deadlines often take over. I'd like to get better at scheduling downtime.
Alex: That's a common challenge. Understanding *how* we learn might help. Sam, do you find visual tools helpful?
Sam: Absolutely. I rely heavily on charts and graphs to understand complex information. For me, seeing the structure is key.
Taylor: I'm different. I learn best through discussion. Hearing different perspectives in a seminar helps me grasp concepts more deeply than just reading.
Alex: And I'm a kinesthetic learner. I need to *do* something—like teaching the material to someone else—to really cement it.
Sam: That's useful to know. Maybe we can use that. Taylor, you could explain a tricky theory to us, and Alex, you could create a hands-on activity for it.
Alex: Great idea—playing to our strengths. So, looking forward, what's one concrete change you'll make?
Taylor: I will block out time for creativity in my weekly planner, not just academics.
Sam: I will apply the "Pomodoro Technique" to my certification course to avoid burnout.
Alex: And I will volunteer to present first in my next group project to tackle my speaking goal head-on.
Alex: Excellent. This was productive. Same time next week to check in on our progress?

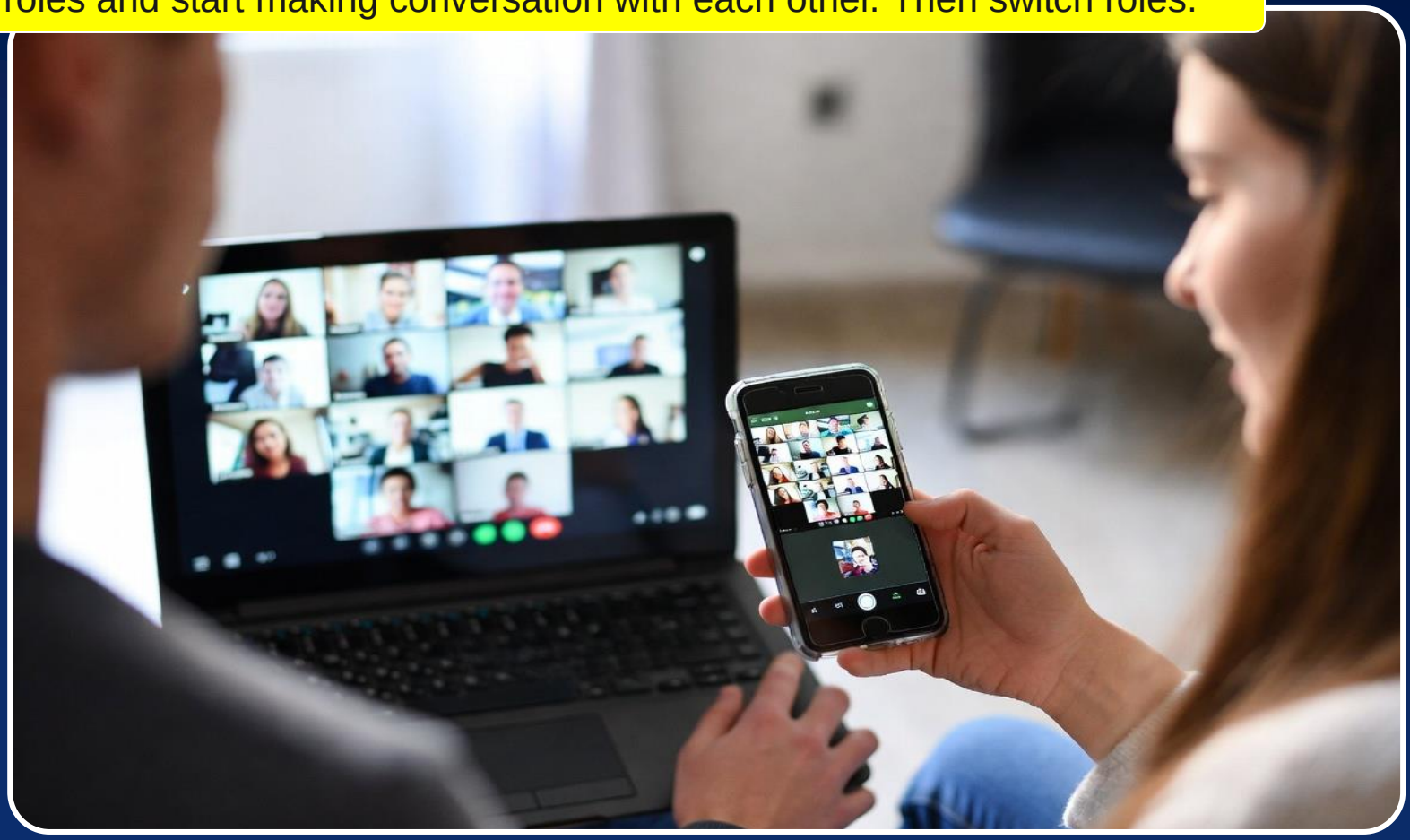
Select groups to read the conversation.

In groups

Language Center

www.afaq-lc.com

Take roles and start making conversation with each other. Then switch roles.



[Approx. 6 mins]

Put the Ss in breakout rooms and have them perform the conversation based on the scenario. All the roles must be switched among them.

Class Sharing

Language Center

www.afaq-lc.com

[Approx. 10 mins]



Ask all the groups to quickly share in class.