

StartUp 3
Conversation

Unit10 – Lesson3
Page119

What do you think they are talking about?



Have your Ss answer the question using the "whole-class" interaction pattern. Ask more questions to lead them to the topic of the conversation.

WATCH AND CHECK YOUR ANSWERS.

WHAT ARE THEY TALKING ABOUT?





Video source: StartUp3. Conversation. Unit10. Lesson3. Task A

Play the audio for the Ss to check their answers. Time permitting, play the audio again and have your Ss repeat the words.

WATCH THE VIDEO AND CIRCLE THE CORRECT ANSWER.



1. What does Joanne say is one of her strengths?
   a. She is very positive.
   b. She is very friendly.
   c. She is very creative.
2. Why does Joanne think feedback is important?
   a. It helps her understand how to improve.
   b. It helps her think critically.
   c. It helps her resolve problems.
3. What difficult situation did Joanne have at work?
   a. She wasn't giving good feedback to her team members.
   b. She had some team members who weren't getting along.
   c. She didn't know how to build good relationships.
4. What did she do to resolve this conflict?
   a. She helped them to see each other's point of view.
   b. She met with them as a group to discuss the issue.
   c. She divided up the team.

Video source: StartUp3. Conversation. Unit10. Lesson3. Task A

WATCH AGAIN AND FILL IN THE GAPS.

Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? _____ you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? _____ you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

Video source: StartUp3. Conversation. Unit10. Lesson3. Task B

10-20

LISTEN AND REPEAT.

Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? ___How have___ you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? ___What have___ you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.





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Teach the new functions and practice them with your Ss.



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Teach the new functions and practice them with your Ss.

ROLE-PLAY THE CONVERSATION.

Mandy: What are your strengths?

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Have your Ss read the conversation in breakout rooms.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

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Mandy: That's interesting. Are there any work skills you're still working on? ___What have___ you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

give feedback: to tell someone how well they have or haven't done something, and usually how they can improve
manage your time: to use your time in a productive and useful way
stay focused: to pay attention to a specific thing
think outside the box: to think creatively using original ideas
show leadership: to take actions that show you are good at leading people
work as a team: to work with a group of people, as on a project
work independently: to do your job by yourself, without supervision
think critically: to use logic to think carefully about something
deal with conflict: to help solve problems between people
handle challenges: to manage problems or tasks that are difficult or complicated
build good relationships: to develop positive connections with other people

Have your Ss make a new dialogue using the words given and use the new functions you have given.

Provide the Ss with the audio link of the conversation. Highlight the page number of the script. Familiarize them with the concept of shadowing if necessary. Assign them to perform shadowing to the conversation.



Listen to the conversation using the link.

Perform shadowing by practicing the rhythm, intonation, and pace of the speakers.