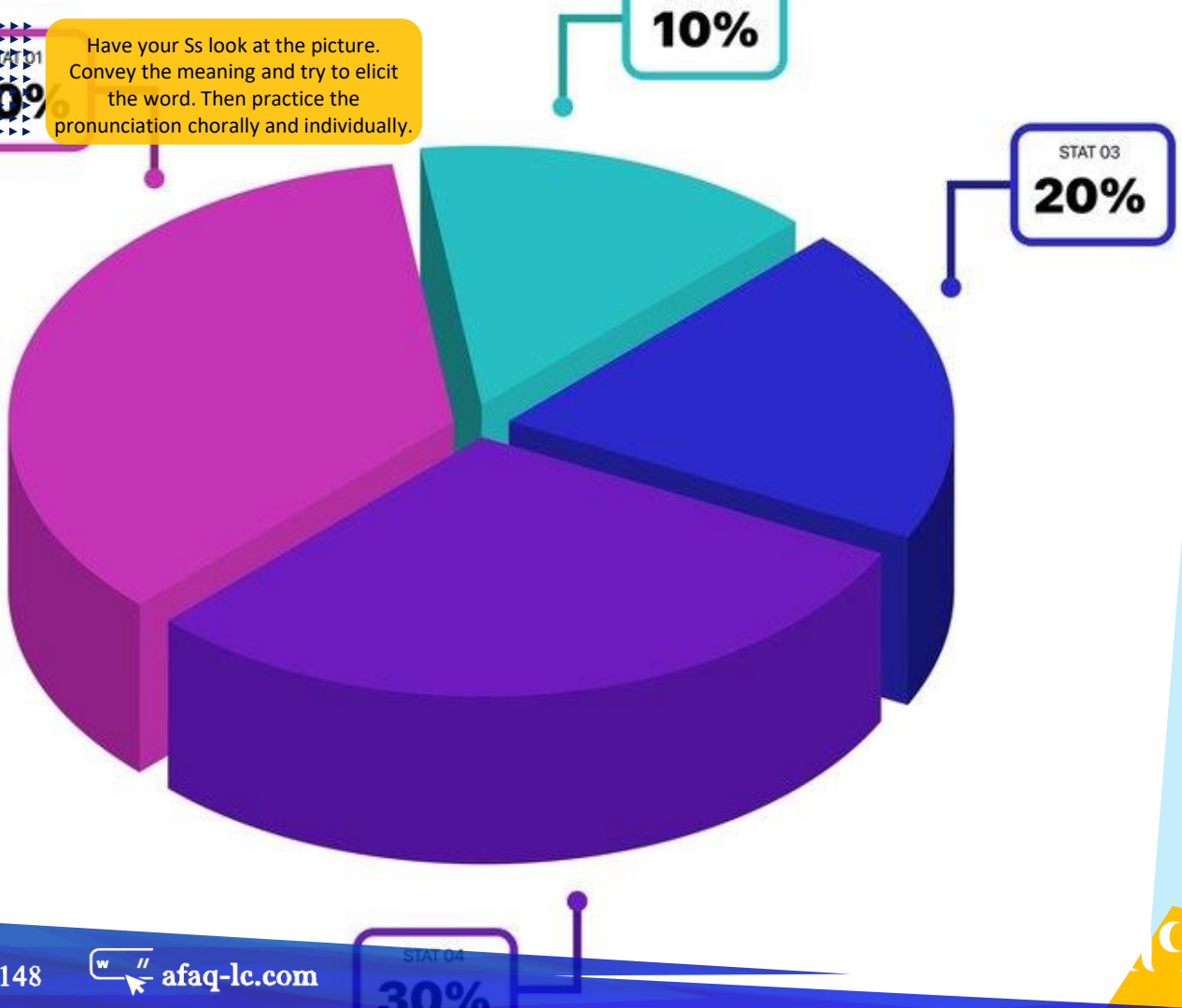


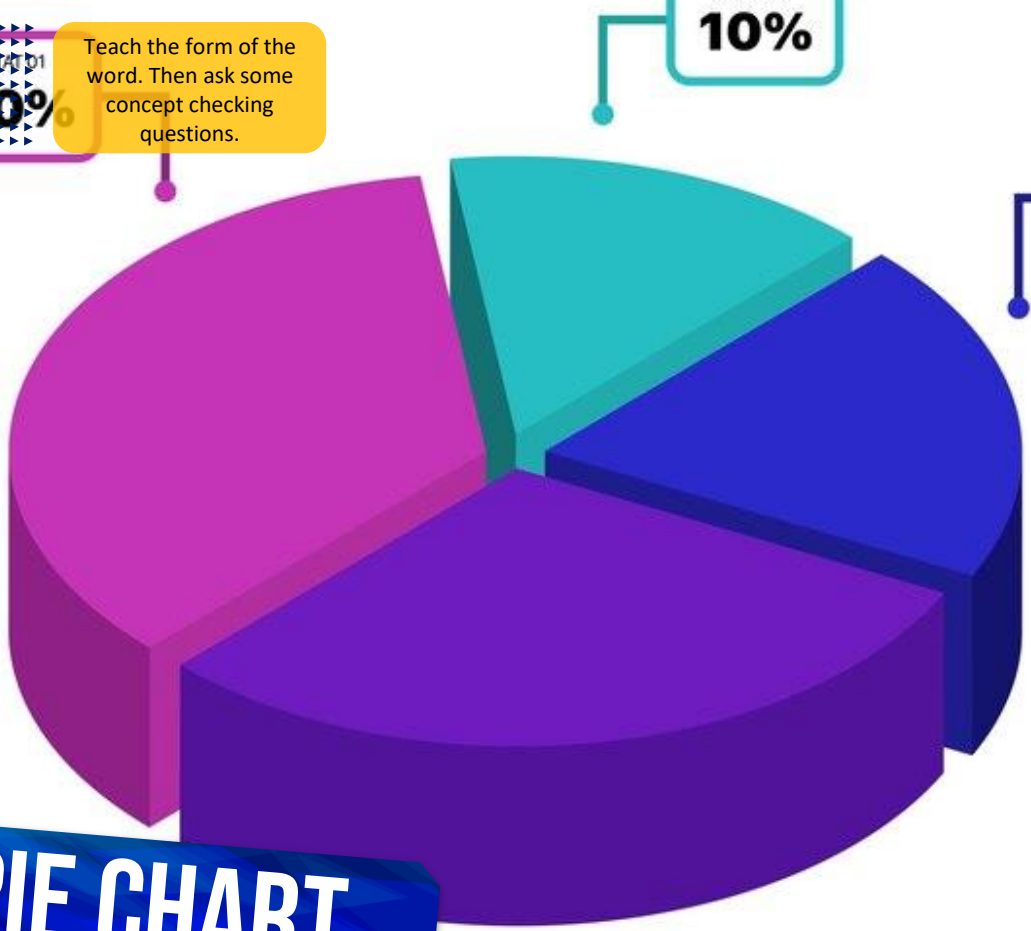
StartUp 7
Video Talk

Unit6 – Lesson3
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Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



PIE CHART

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



BY LEAPS AND BOUNDS


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


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3 VIDEO TALK

A Read the Note-taking Skill and the title of the talk. Complete the K and W columns of the chart.

NOTE-TAKING SKILL Use a KWL chart

You can use a KWL chart to help you focus on and retain information from a talk. Before you listen, complete the first two columns with what you know (K) and what you want to know (W). After you listen, take notes on what you learned (L) in the last column.



K	W	L

Familiarize the students with the listening part. Play the video again to do the task.

NOTE-TAKING SKILL **Use a KWL chart**

You can use a KWL chart to help you focus on and retain information from a talk. Before you listen, complete the first two columns with what you know (K) and what you want to know (W). After you listen, take notes on what you learned (L) in the last column.



K	W	L

B ▶06-15 Listen or watch. Did the speaker include any of the information you knew or wanted to know?

VIDEO SOURCE: STARTUP VIDEO/STARTUP 7 VIDEOS/UNIT6-LISTENING.MP4

Play the video again. Check the answers in class.

C ▶06-15 Listen or watch again. Take notes in the L column of the chart.



Have the students answer the question in class.

D **PAIRS REACT** Were you surprised by any of the speaker's information? Why or why not?



Acknowledge others' contributions

In a group discussion, acknowledge other people's contributions with phrases like these:

That's a good point.

That's an interesting idea.

I agree with what _____ said about…

I think _____ is making a good point.

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Give a couple of minutes to your Ss to think about the topic they intend to share. Provide adequate samples.



A THINK Imagine you work for the government and your partner is a billionaire. Have a conversation about things you should or shouldn't do to help people in poverty. Write your ideas in the chart.

	Should	Shouldn't
Government		
Wealthy people		

Have your Ss share what they have prepared in their breakout rooms. Monitor the groups and prepare your FEEDBACK.

B **DISCUSS** In small groups, talk about your ideas. Make a list of persuasive arguments about what governments and wealthy people should or shouldn't do to address wealth inequality.



Wealth Inequality

If I asked you to divide up this pie chart to represent what percentage of people own how much of the world's wealth, how would you do it? Perhaps you've heard that the top 1 percent own a lot. Well that's right—the top 1 percent of people have about 45 percent of the wealth. That means, of course, that 99 percent of people in the world, have this part—just a little over half.

Sounds bad, right? Well, it is. This wealth disparity is getting worse. Within a few years, the top 1 percent will own 75 percent of all global wealth. And the very richest are getting richer by leaps and bounds. It is estimated that the 20 richest people on Earth have more money than the total economic output of Mexico. Think of that. Twenty people. Richer than a nation of 129 million It's not hard to see why this is happening. Wealth creates wealth. Rich people are able to use their investments to earn more money. By one recent calculation, if we start right now, Jeff Bezos, the owner of Amazon, will have made another million dollars by the time I finish this talk—and that, mind you, is true even if he's sleeping right now. Global economic downturns don't affect the immensely wealthy nearly as much as they affect other people, so once they're rich, they tend to stay that way. And of course, with money comes power, so the very wealthy can use their money to influence government policy, which helps them get even richer. An example would be when local governments waive taxes in order to get a company to build a factory in the area. Don't get me wrong; it can be good for residents because it provides jobs, but it also helps make sportowners of those companies even richer. So, what should we do about wealth inequality? There's disagreement on that issue, of course. Many people would like to see governments address the issue by making changes to the tax code. Simplifying tax codes can level the playing field by making it harder for wealthy people to take advantage of having lawyers and financial consultants that most people don't. Some companies move their money to tax havens, countries that have very low business taxes. Cracking down on the use of tax havens could help governments collect more money from the wealthy and spend it on services to help others. And of course, some people recommend raising taxes on the rich in order to redistribute the wealth.

There are, however, people with a completely different perspective. They say that wealth inequality isn't actually a problem; the real problem is poverty. According to this view, we should just worry about improving opportunities for the poorest people. Globally, the number of people living in poverty, defined as living on less than $1.90 a day, has dropped in recent years. So, the argument is that as long as we continue to improve the situation of the people at the very bottom, it doesn't matter how rich the people at the top are getting.

What do you think? Does wealth inequality matter? And if so, what should we do about it?

READ THE SCRIPT AND UNDERLINE ANY NEW WORDS YOU DO NOT KNOW.

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AS HOMEWORK USE A DICTIONARY TO LOOK UP THE WORDS AND LEARN THEM.

Homework

Provide the Ss with the audio link of the Listening. 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 Listening using the link.

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