

araq

StartUp 7

Put it together

Unit10 – Lesson5

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Read the questions aloud. Tell Ss to use the information to answer the questions. Review the answers as a class.

PROBLEM SOLVING

A **CONSIDER THE PROBLEM** The world's estimated 7,000 languages are dying at a rate of about one every two weeks. When a language dies, unique words and expressions are lost. Review the chart and **circle** the correct answers.

International phrases with unique meanings		
Language	Phrase	Meaning
Hawaiian	*pana po'o*	scratching your head to help remember
Inuit	*iktsuarpok*	a feeling of anticipation waiting for someone to arrive
Yaghan	*mamihlapinatapai*	two people wanting to do something but neither does it
Yiddish	*luftmensch*	an impractical dreamer who is bad at business

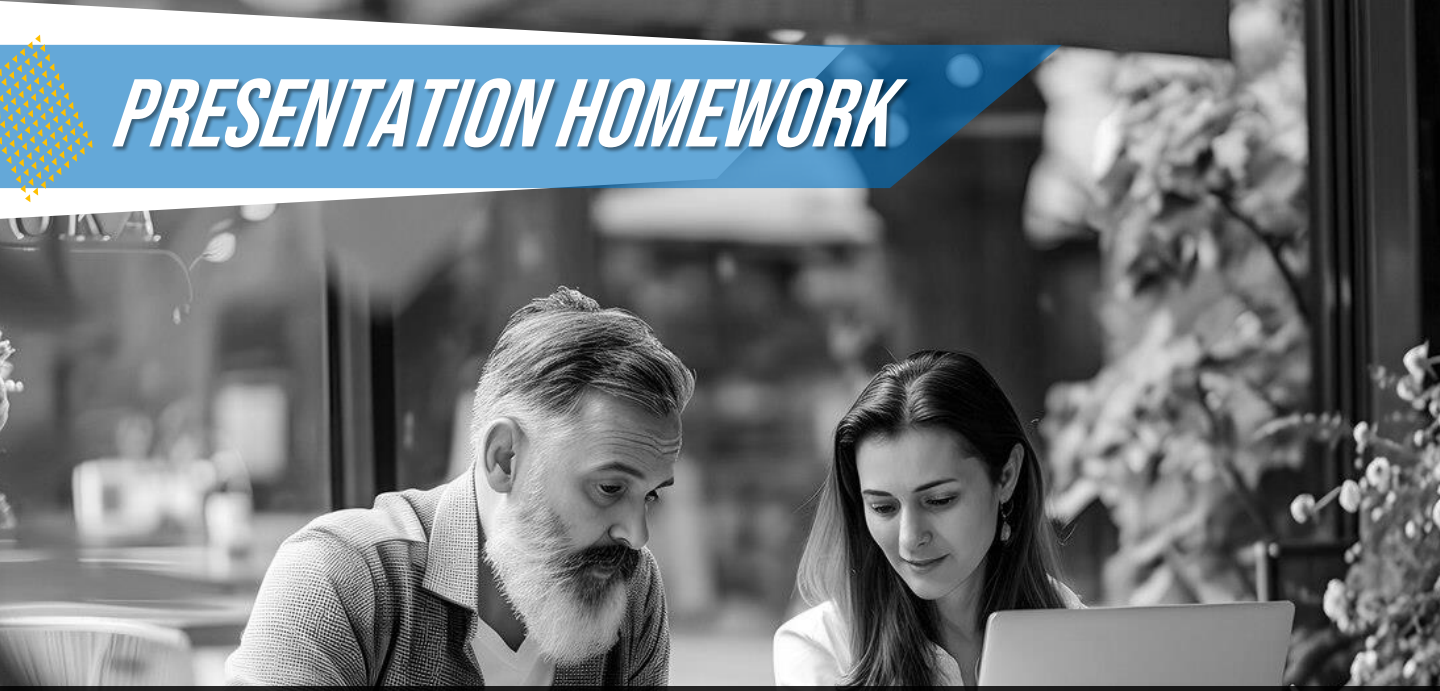
1. The term *luftmensch* is the opposite of **romantic** / **entrepreneur** / **idealist**.
2. You might step outside to check for a guest when you feel ***mamihlapinatapai*** / ***iktsuarpok*** / ***pana po'o***.
3. The phrase that most relates to memory is ***mamihlapinatapai*** / ***iktsuarpok*** / ***pana po'o***.

In pairs, have Ss discuss the question. Elicit some in class right after.

B **THINK CRITICALLY** Why do you think so many of the world's languages are disappearing? Why might this be considered a problem? Discuss with a partner.



PRESENTATION HOMEWORK



- Think of 3–5 ways that we can prevent some of the world's languages
- from disappearing.
- Choose the best solution. Consider the impact that the solutions will have on preserving world cultures and diversity.
- Explain the best solution to the class. Refer to the chart to support your ideas.

Assign your Ss to prepare a presentation video for the following session and send it on the portal(optional). The following session everyone has to deliver it in class. Create breakout rooms and have your Ss share their presentations. Consequently, nominate some Ss and give FEEDBACK to the Ss.

Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives

- ☐ Talk about a life-changing decision
- ☐ Talk about a memoir
- ☐ Discuss life in the past

Vocabulary

- ☐ Phrasal verbs for talking about life events

Conversation

- ☐ Maintain interest with question tags

Pronunciation

- ☐ Auxiliary *had* and stress in past perfect

Listening

- ☐ Comparisons

Note-taking

- ☐ Listen for reasons

Language Choices

- ☐ Future in the past
- ☐ Past perfect and past perfect continuous
- ☐ Expressing the past: Review

Discussion

- ☐ Ask rhetorical questions

Reading

- ☐ Use a cause-and-effect T-chart

Writing

- ☐ Omit unnecessary information