

StartUp 5

Put it together

Unit1 – Lesson5

Page16

Before Ss watch, ask them to read the question. Tell them to listen for this information. Have Ss watch the video once. Then have them answer the questions individually.

Watch the video.



What is the topic of the presentation?

Video source: StartUp5. Put It Together. Unit1

Play the video again have your Ss do the task. Then check the answers in class.

Watch the video. Complete the chart.



Endangered animal	
Location	
Reasons for endangerment	
Interesting facts	

Video source: StartUp5. Put It Together. Unit1

C Read the Presentation Skill. Make a list of animals and size comparisons.

PRESENTATION SKILL

Use comparisons for measurements

To make it easier for your audience to understand information about size, make comparisons to something the audience knows. For example, if you say that an animal is 15 meters (50 feet) long, you can also say that it is as long as a bus.

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 based on the chart on page 165 chart.

PRESENTATION HOMEWORK



D Make your own presentation.

Step 1 Choose an endangered animal and find information about it. Complete a chart like the one in 1B.

Step 2 Prepare a two-minute presentation about your animal. Bring an item or picture related to your endangered animal. Remember to include comparisons for measurements.

Step 3 Give your presentation to the class. Answer questions and get feedback.

Explain the items and have your Ss prepare and evaluate their presentations based on the chart below.

PRESENTATION CHECKLIST

Criteria	Goals	Self rating 1–4 4 Excellent 3 Good 2 Fair 1 Poor
ORGANIZATION	I planned and researched my topic well.	
PRESENTATION SKILLS	I incorporated tips from the Presentation Skill box in my preparation.	
FLOW OF IDEAS	My ideas flowed logically, and I stayed on topic.	
PREPAREDNESS	I was well prepared. It was obvious I had practiced enough.	
DELIVERY	I spoke clearly and loudly enough so everyone could easily understand me.	
BODY LANGUAGE	I held the audience's attention with varied gestures and eye contact.	

Criteria	Goals	Self rating 1–4 4 Excellent 3 Good 2 Fair 1 Poor
CONFIDENCE	I was relaxed and spoke with ease and enthusiasm.	
VISUAL AIDS	I incorporated visual aids and used them effectively.	
TIME	I spoke within the two-minute time frame.	
RESPONSE TO AUDIENCE	I was able to effectively answer questions and respond to comments.	

Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson inthe 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 weather event
- ☐ Talk about wildlife
- ☐ Discuss endangered animals

Vocabulary

- ☐ Weather
- ☐ Results of bad weather
- ☐ Animals
- ☐ Words to describe animals

Conversation

- ☐ Reply questions

Pronunciation

- ☐ Linking vowels with /w/ and /y/

Listening

- ☐ Listen for questions

Grammar

- ☐ *Get* to express change
- ☐ *So* and *such*
- ☐ *Though, although,* and *even though*

Reading

- ☐ Find the main idea

Writing

- ☐ Use sensory words