



Contributing to family life

SELF STUDY

The Life skills worksheets are designed for self study, but can equally be used in class. Below are procedural notes for using the worksheets in class. If students are working alone, note that many of the exercises have open answers. If possible, give self-study students the opportunity to show you their work or to exchange their work with other students.

Before watching

- 1a** Review these word families before students do this exercise: *responsible* (adj), *responsibility* (n), *responsibilities* (n pl), *right* (n & adj). When checking answers, draw attention to collocations: *defend your rights*, *know your rights/responsibilities*, *take responsibility for (doing) something*, *take on a responsibility*. Encourage students to make a note of these. Then ask if students agree with the four sentences. If not, ask them to explain why.

Answers

- 1** rights, responsibilities **2** rights **3** responsibility
4 responsibilities

- 1b** Before checking this exercise, students compare answers with a partner and comment on any differences. Then discuss the answers with your students. If they disagree with the suggested answers, encourage them to justify their answers and accept them if their justification makes sense.

Suggested answers

- 1** RE **2** RI **3** RE **4** B **5** RI **6** RE

While watching

- 2a** **03** Ask students who have seen the video before to compare and agree on their answers in pairs before they watch the video.

Answers

- 1** **a** Louis **b** Jessica **c** Grace **2** **a** Jessica
b Grace **c** Grace **d** Louis **e** Jessica **f** Grace

- 2b** **03** **VIDEO SKILLS** Go through the video skills box with the class before students do this exercise. Ask students to compare their answers in pairs or small groups first. Play the video again, stopping after each answer, if students need more support. Point out that there are several possible answers to some of the questions.

Answers

- 1** **a** Her mum works until about half past six some days.
b It was his idea to get the dog. His dad is tired after work. His mum's usually busy.
c Her mum's at university most afternoons.
2 **a** It's hard work. She has to find time for her homework.
b It's a big responsibility. He has to walk the dog.
c She can't hang out with her friends.

VIDEO SKILLS: Understand new vocabulary

Focus on the strategy of dealing with new vocabulary. Students read what Grace says and the three tips. Then play the video and stop at the timings indicated. Ask students to use the tips to decide if they need to understand the word now and if so, to try and work out its meaning.

Answers

- 1** pick up (phrasal verb) = collect, go and get
2 freedom = the noun form of 'free'
3 realise = understand

- 3a** **03** Make sure students read the four 'lessons in life' carefully before they listen again. Point out that they are a summary of what the people say, not their exact words, and that some speakers mention two lessons.

Answers

- 1** Louis **2** Grace, Jessica **3** Grace **4** Grace, Louis

- 3b** This exercise is designed to generate debate, so encourage students to discuss their opinions and justify their answers. To help structure their discussion, you could write these prompts on the board: *Why do you think that?/I don't agree. I think .../In my opinion, it depends on ...*

EXTRA SPEAKING

Students role-play a public debate between the three teenagers. Three students play the three teenagers and other students are the audience. The teenagers take it in turns to talk about their responsibilities and agree on who has the biggest responsibility. The audience asks them questions and votes on who they think has the biggest responsibility.

After watching

- 4a** After they've written their descriptions, in pairs, students tell each other about the person they chose. Ask them not to read their descriptions. Then ask students to change pairs so that each student talks to at least three classmates.

- 4b** **SKILLS 4 LIFE** This activity shows how students can transfer the life skill to other areas of their life. Put students into small groups and allow plenty of time for them to work through the three steps. Display the posters around the class. Which do they like best? Why?

REFLECT ON IT



The quote is intended to get students to reflect more deeply on the life skill. To what extent do students think that it's true? Can they think of more examples? Then ask how true the quote is about their own behaviour. Finally, ask them if it's possible to change the situation and what we can do to create a world in which people take their responsibilities more seriously.