

Unit 1 >>> Life stages

Note: Fold the worksheet where indicated so that the photos don't reveal the answers to Exercises 1 and 2.

1

- Students have already watched the video once in class (Student's Book Exercise 7, page 7). Encourage them to remember what they saw and circle the two life stages that aren't shown in the video.
- Elicit answers from the class but don't discuss them yet.
- Play the video for the students to check their answers.

Answers

get a driving license, go on a first date

Extra activity

Have a class discussion about these two life stages. How could they be filmed? Elicit examples from the students, eg a teenager (over 18) inside a car with a driving test examiner driving through a city for 'get a driving license'; two teenagers walking to a fast food restaurant or the cinema for 'go on a first date'. You could extend this to discuss 'leave home'.

2

- Put the students into pairs and ask them to unfold the worksheets.
- Ask them to number the six life stages in the order they appear in the video.

If necessary, play the video again for the students to check their answers.

Answers

1 start school, 2 get married, 3 go to university, 4 vote, 5 have children, 6 retire

Extra activity

Ask the students to think about their own life and renumber the life stages in Exercise 2. Tell them to imagine in what order they will experience some of the events. For example, will they get a driving license before they go to university?

3

- Invite students to identify which life stage each photo is from, eg the young man is from 'get married'. If necessary, brainstorm some useful vocabulary, eg *bride*, *groom*, *newborn*.
- Use the first question (*Why is each person having a special day?*) as the basis for a class discussion. Elicit responses for each image/screenshot from different members of the class.

- Elicit a few ideas about what the father and the young boy in the first clip might be saying or thinking. Why is it a special day for them?
Father: *You're a big boy now. It's your first day at school. Enjoy it because it's a very special day.* Boy: *It's my first day at school. I want to learn to read and write. I want to make new friends.*
- Encourage students to put themselves in each person's situation and imagine what their personality is like, and what they would say about their special day.
- Give students a few minutes to make notes. Ask them to look at the Phrase bytes box on page 7 and the Vocabulary on page 130 of the Student's Book to help them.
- Then invite them to compare their ideas in pairs before they share them with the rest of the class.

4

- Students can do this task in pairs or small groups.
- Play the video again and model a voice-over for the first clip ('start school'). Refer back to the notes in Exercise 3 for an example.
- Now ask students to practise their voice-over with the video playing. Put them in pairs to take turns talking. If students are willing, they could act out their voice-over in class.

Extension

Invite students to choose a person from the video, eg *the groom*, *the girl who's voting*. Ask them to write an informal email from that person to a friend explaining why they had a special day and how they felt. (50–70 words)