TT7-2

**Protecting senior citizens** 

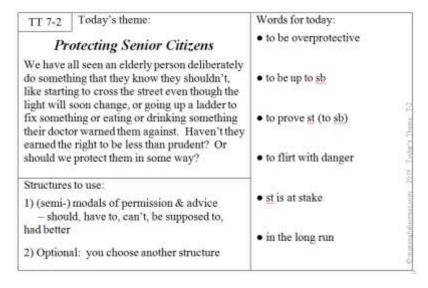
#### SUGGESTED GENERAL APPROACH

- Introduce the topic / opening question
- Hand out cards / go over the vocabulary
- Grammar option
- Read passage (any questions)
- Optional writing or preparation before speaking
- Students discuss in groups
- Follow-up and feedback

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### POSSIBLE OPENING QUESTIONS TO GET THE BALL ROLLING

- ▶ Many people are over-protective of their children. Are they the same with their parents when they get older?
- ► What might you feel you should protect older people from?
- ▶ If you were in your late seventies, or older, would you want people protecting you from possible problems?



# 2 EXAMPLES OF OPTIONAL GRAMMAR STRUCTURES TO BE INCLUDED IN THE SPEAKING

#### Modals & semi-modals of permission and advice

## Modals

- They should keep a calendar and write things down so they can remember them.
- We have to remember that they have rights too.
- Let them make some decisions, but we should talk it over first.
- We can't let them do whatever they want, whenever they want. There have to be some rules.

#### Semi-modals

- We are supposed to be responsible for their care and well-being.
- The government *had better* start building more personal care homes.

NOTE: You don't have to give them a whole class on modals before doing this activity but if you think your students may not be clear on some of them, simply provide the students with an example or two and let them try them out while they're speaking.

# **3** OPEN-CLASS QUESTION(S) TO TIE THINGS UP

- ▶ In what ways would you like to be protected when you are old? In what ways wouldn't you like it?
- ▶ When should older people lose the right to make decisions for themselves?