

The third age

LEARNING OUTCOMES

- I can learn about how older people are treated in other cultures and use what I learn to make connections with my own culture.
- I can discuss older people in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

address [v]: to call someone by a particular title when you speak to them

(to be) considered [v]: to be thought about

cope [v]: to manage a difficult situation successfully

elderly [adj]: a more respectful term for describing older people

esteem [n]: respect, admiration

highly regarded [adj]: respected

link [n]: connection between people, places, events, etc

look up to [v]: to admire and respect someone

residential home [n]: a place where older people can live together and be looked after by trained staff

role [n]: the influence of someone or something in a particular situation

society [n]: people living together in a community and the laws and traditions that govern how they behave

twilight years [n]: old age

wise [n]: someone with enough experience to allow them to make good choices

youngster [n]: a young person

WARMER

Ask students what they think 'the third age' means. Elicit some ideas before explaining that it means 'a period of life after middle age, when people are retired but active'. Write the following information on the board, *By 2050, 20% of the world's population will be over 60. Ask students, How do you think this will affect the world?* Elicit ideas from students, e.g. *There will be more old people to care for, It may cost more money, etc.*

- Ask students to read through the statistics and discuss them with their partner. Elicit ideas from students in open class when they finish.
- Ask students to read through the text quickly and decide with their partner what the text says about how older people are treated in each country.

Answers

Papua New Guinea: well

Japan: well

UK: not so well

- Students scan the text more carefully and decide if the questions are true or false. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

Answers

1 F 2 T 3 T 4 F 5 T 6 F 7 F 8 T

- Ask students to read through the statements and talk about them with a partner. Elicit answers from the class.

Answers

1 Roweng, Yuki 2 Penny 3 Roweng 4 Yuki
5 Penny 6 Roweng, Yuki

Gateway to culture

- Put students in pairs to discuss the questions about the elderly. Then elicit ideas from the class.

Answers

Students' own answers

PROJECT

- DEBATE** Explain the idea of a debate and the words *for* and *against*. Have students read through the debate card and make sure they are familiar with the words and the ideas. In Step 1, students express their personal opinions on the statement. Ask students to work in pairs to do Step 2 and add more points to the *for* and *against* columns of the table. Elicit ideas from the class and write them on the board.

- Explain that for this stage students will debate as directed, and that this may mean they are arguing against their own personal opinions. With their partner, students find another pair to debate against. In Step 1, one pair argues *for* the statement and the other pair argues *against* it. Then in Step 2 they swap roles so that the first pair argues against the statement and the second pair argues for it. That way everyone gets the opportunity to put both sides of the argument.