

## **Live and Let Die?: Teaching suggestions**

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### **Activity 1**

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1. Get students to complete the table. Die – dying – died, died – dead - death
2. Consolidate pronunciation.

### **Activity 2**

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Get students to complete the sentences individually, using the context to help them.
3. Stop the activity.
4. Get feedback.

**Answers:** 1. dying for 2. dead 3. sick to death 4. dead loss 5. be seen dead in 6. over my dead body 7. catch your death 8. Never say die. 9. drop dead gorgeous

5. Do some error correction.
6. Consolidate pronunciation.
7. Ask students to think of examples which are true for them in order to personalise the new phrases.

### **Activity 3**

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*NB Keep the debate as upbeat as possible by keeping it impersonal. Avoid questions like 'What would you do in these circumstances? Would you...? Have you ever...? Instead use 'What should people in these circumstances do? Would they...? etc.*

1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Do some error correction.
6. Consolidate pronunciation.

### **Activity 4**

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If your students don't have access to computers in the classroom, set this for homework.

#### **Answers:**

1. PVS stands for 'persistent vegetative state'.
2. A 'living will' is a legal document which clearly states what someone would want to happen to them if they were incapacitated and unable to speak for themselves.
3. No. Terri Schiavo was in a PVS.
4. Read the Quick Quiz below. You will need to go through the answers with your students because the answers are not available to them at EnglishClub.com. The students read a short text connected with the TP subject then answer gap-fill questions on the text. The first letter of each word of each of the gaps is then taken and rearranged to make a word connected to the TP subject.

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**Activity 4** (continued)

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### **Quick Quiz**

1. Terri did not leave a '**living will**' (i.e. a legal document stating clearly what she would want to have happen if circumstances such as these should arise).
2. In **early** March 2005 a court in Florida decided to allow the tube to be removed but a week later this decision was overturned.
3. Bob and Mary Schindler, insisted that their daughter was not in a persistent **vegetative** state at all
4. **In** February 1990 Terri Schiavo collapsed.
5. People who are in a PVS do not seem to be **aware** of their surroundings.

**Answers: ALIVE (A for Aware [5] L for Living Will [1], I for In [4], V for Vegetative [3], E for Early [2]).**

### **Activity 5**

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. Did students find that most people agreed or disagreed with the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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