

UNIT 9 TAKING CARE OF FATHER

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the conversation between Joo-Kyung and Kwon-Woo.
- Answer multiple-choice questions to show understanding of the conversation.
- 🗣️ Consider four alternative opinions about what Kwon-Woo and Joo-Kyung should do, and decide which opinion they agree with most.
- Study the Opinion Network to learn expressions for asking for opinions.
- Extend the Topic by doing a role play about an aging parent coming to live with an adult child.
- Read a Culture Corner extract about what people from different countries worry about as they grow old.
- Share ideas about a person from the older generation.
- Watch a follow-up video extract from Stacy-Ann giving her views about having an older parent living with her.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Joseph's unit introduction.

The Issue

In this unit, Joo-Kyung has learned that her father, who lives alone, is being forced to move out of his apartment. The owner is afraid that he will die in the apartment. Joo-Kyung tells her husband, Kwon-Woo, about the situation and suggests that her father come to live with them in their apartment. Kwon-Woo thinks this is a bad idea because their apartment is too small. If they want to live in a larger place, they would have to move far from Seoul, and Kwon-Woo would have a long commute. In the end, they can't agree on what to do about Joo-Kyung's father.

Questions Raised

- How much responsibility do we have toward our aging parents?
- Is it fair to expect a spouse to sacrifice things to help take care of our own parent?
- How can older people avoid being a burden on their children?

To Keep in Mind

- In many Asian countries, there is a strong value attached to taking care of one's parents in old age. It may be seen as coldhearted to have one's parents stay in a nursing home. In some countries, nursing home care is not well developed, and may be quite expensive.
- In China, one-child families are common. This creates a situation in which a married couple may be responsible for taking care of four parents. In other countries such as Japan and Korea, smaller families are becoming more common, creating a similar situation.
- It is often the oldest child who is expected to take the greatest responsibility for the care of aged parents.

TEACHING GUIDE

Getting Ready

→ Tell the students that this unit concerns taking care of grandparents. Have students work in pairs, asking each other the questions. Then have students quiz each other to see if they remember the information they heard. For example: Do I have grandparents? How often do I see them? To expand on this activity for more advanced learners, add this phrase on the board: Can you tell me more about your grandparents?

🎧 **Teaching tip:** Some students may not have grandparents—they may be dead, or the students have no relationship with them. These students won't be able to answer questions #2 and #3. These questions may even touch on sensitive family issues (adoption, divorce, etc.) This may be embarrassing for some students, and they shouldn't be pushed too hard to explain.

Situation

→ Have students close their books. Explain Joo-Kyung and Kwon-Woo's situation. It's important that the students have background information about the story to make it easier to understand. Have them listen to the recording of the conversation with books closed. Then have them listen a second time, following along with the text. Finally, have students practice the dialogue with a partner. Each student should practice each part once.

🎧 **Teaching tip:** As an expansion activity, it's possible to have students recreate the interaction between the couple in their own words. Put the starting and ending sentences on the board ("Bad news, Kwon" and "Impossible"). To provide support, you can put key phrases or facts on the board, such as "wants father to move out," "lease will finish," and so on.

Check Your Understanding

Answer Key

1. a 2. b 3. b 4. b 5. c

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Joo-Kyung and Kwon-Woo's situation. Discussion should be done in pairs.

🎧 **Teaching tip:** Have students listen to the four opinions with their books closed, marking down on a piece of paper whether they agree or disagree. Then have them listen again, following along and marking their answers in the book.

Extending the Topic: Role play: I'd like to come live with you.

→ Students will prepare a role play. Have students work individually when filling out the list of advantages and disadvantages, and in pairs (or threes) for the actual role play.

Give students plenty of time to think about the advantages and disadvantages, and be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

Culture Corner

Have students work in pairs or groups of three. Students read through "Growing Old—What People Fear." Give them an opportunity to ask about unknown words. You could write a few questions on the board for discussion.

Sharing My Ideas: The older generation

→ Choose

Explain to students that in this activity they will be telling a story about a grandparent or an older person they admire. It's not enough to simply "introduce" someone. Give them some examples, such as "A happy memory playing with my grandparents when I was a child." If students haven't thought enough about the topic, it will be difficult for them to go on to the Prepare section.

→ Prepare and Rehearse

Have students work alone when filling out this section. Giving students a time limit and counting down the time remaining can help motivate them. Point out the Language Hints and remind students to keep their notes simple.

The Rehearse step is intended as silent practice. Encourage students to move their lips without making sounds. Explain that when we make the shape of the sounds with the mouth, the brain processes information as though we were speaking. It's not necessary to make sounds to have speaking practice. Encourage students to add more information to their notes as they practice. Before moving on to Step 4, go over the Presentation Tip as a class. You could demonstrate confidence and good eye contact by giving the sample presentation below.

Sample Presentation

I am going to tell you a story about my grandfather. He died when I was only 10 years old, but I have many good memories of him. He lived in my hometown and we went to visit him often. He had no hair, and couldn't walk well, but he used to tell funny stories. He was good at making voices, and each person in the story would speak with a different voice. Sometimes he told us he could speak every language in the world. We had to tell him the name of the language, and then he would "speak" it. Of course he was just making silly sounds, but he insisted it was a foreign language. When I was really young I believed it! I will never forget my grandfather's voice. This story is special to me because my grandfather made me become interested in learning other languages.

→ Present

Have students find a partner, or put them in small groups. Go over the Listener task as class. You could make the task more challenging by asking students to provide the information for each item that they checked.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- | | |
|---|-----------|
| 1 – There was a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 2 – There was enough information about the person in the story. | ★ ★ ★ ★ ★ |
| 3 – The presenter used the Language Hints. | ★ ★ ★ ★ ★ |
| 4 – The presenter made eye contact with the audience. | ★ ★ ★ ★ ★ |
| 5 – The presenter looked confident. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Stacy-Ann's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Stacy-Ann

This is a tough issue. I would personally want to open my home to my family whenever it's needed. But what I do have to consider is how anybody that lives with me, whether it's my husband or my kids, how they feel about me opening my home to my family. I'd want to know how they would respond to having another guest in the house. Opening the discussion would probably lead to a more rational answer or maybe open the family to allow this family member into your home.

I wouldn't want my parents living in a nursing home, or anything like that. And they wouldn't want me putting them in a nursing home either, so in this situation, I would have to open up my home to my parents.

Video Script

One thing is, I would love personally to open my home to my family whenever it's needed, but what I do have to consider would be how anybody that lives with me, whether it be my husband, my kids and, or whatever, how they feel about me opening my home to my family, and how they would respond to having another guest in the house. Opening the discussion would probably lead to a more rational answer, a more rational thinking of, or maybe would open the family up to allowing this, your family member into your home. 'Cause I wouldn't want my, my parents living in an old folks home, or anything like that. And they wouldn't want me to put them in an old folks home either, so in this situation, I would, honestly, open up my home to my family.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

- A. 1. b 2. b 3. a 4. d 5. c
B. lease, health, bedroom
C 1. b 2. a

LINKS

If you would like the class to do additional research on aging and care for older parents, here are some useful links:

Aging population in Asia:

http://news.bbc.co.uk/1/hi/world/south_asia/3025289.stm

Warning signs of health problems in aging parents:

<http://www.mayoclinic.com/health/aging-parents/HA00082>

Preparing to care for aging parents:

http://fatherhood.about.com/od/mensissues/a/aging_parents.htm