

# UNIT 10 ADULT CHILDREN

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to a discussion about adult children on a radio talk show.
- Answer multiple-choice questions to show understanding of the discussion.
- 🗣️ Consider four alternative opinions about adults who live with their parents, and decide whom they agree with most.
- Study the Opinion Network to learn expressions for talking about the opinions of others.
- Extend the Topic by talking about the story of a family crisis related to this topic.
- Read a Culture Corner extract about success factors for boomerang kids.
- Share ideas about past or future milestones in life.
- Watch a follow-up video extract from Stacy-Ann giving her views about adult children living with their parents.
- Take the Unit Test.

## Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Joseph's unit introduction.

## The Issue

In this unit, we listen to a broadcast of a radio talk program. The theme being discussed is adults who live with their parents—adult children. The host of the program, Philo, asks journalists from Tokyo and London to comment on the trend of the increasing number of adult children living with their parents. Positive and negative sides of the phenomenon are discussed.

## Questions Raised

- Is it good for adult children to live with their parents?
- What are some reasons why this is happening?
- Is this happening a lot where you live?

## To Keep in Mind

- Attitudes toward this topic depend a lot on the country. In some countries it's seen as normal that young people should want to become independent. In others, young people are expected to live at home until they get married.
- Some students may have trouble understanding the criticisms in the passage. For example, Rie says that adults who live with their children are “spoiled.” But her idea assumes that it's normal that young people should want to get away from their families to become independent. This is not a universal assumption. Understanding vocabulary isn't always enough for students to understand the meaning of the passage.
- Sometimes students skip over the introductory passage and go directly to the dialogue when they read. If so, they may not understand that this is a radio talk show.

## TEACHING GUIDE

### Getting Ready

→ Tell students that the theme for the unit is adult children who live with their parents. Have students look at the Getting Ready section and ask what age is best for young people to do these four things. Have them write down their answers, giving reasons for their opinions. Then have students work in pairs to share their ideas.

🗎 **Teaching Tip:** Lower-level students may need extra support to discuss this question. This can be done by putting the following on the board:

A - At what age should young people \_\_\_\_\_?

B - I think they should \_\_\_\_\_ when they are around \_\_\_\_\_ years old.

A - Can you explain your thinking about this?

B - Well, I think...

## Situation

→ Explain to students that they will hear a radio talk program which discusses the pros and cons of adult children living with their parents. Have students listen to the passage while following along in the text. Have them try to find and underline all of the pros that are discussed. Then have them listen/read again, this time looking for the cons. After they do this, have them work in pairs and compare their answers with those of a partner.

🎧 **Teaching Tip:** This passage is challenging because there are three points of view and many different opinions being presented together. One way to deal with this challenge is to focus students' attention on specific questions they should look for the answer to, as given in the Teaching Tip above. This gives students a sense of accomplishment even if they don't fully understand the whole passage. Ultimately, the best way to ensure good understanding is to preview difficult vocabulary, have students do multiple readings/listenings, and use comprehension questions.

## Check Your Understanding

### Answer Key

1. b   2. c   3. c   4. a   5. a

## What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of adult children living at home. Discussion should be done in pairs.

🎧 **Teaching Tip:** Have students read through the opinions on their own before doing a discussion activity. Have them make notes about their ideas. Some teachers may feel that anytime students aren't actually talking, they aren't getting language practice. But silent preparation time is important for successful discussion activities.

📌 **Culture Point:** In many countries in Asia, the oldest child in the family has special responsibilities toward the parents and the family. They may be expected to take charge of family finances or take responsibility for seeing that the parents are cared for in their old age.

## Extending the Topic: A family crisis

→ Have students work individually when filling out the chart about the advice to give Frances, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read each item, 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 the "Success Factors for Boomerang Kids." Give them an opportunity to ask about unknown words and expressions, such as *tangible way*, *safety net*, and *good company*. You can ask for students' general reaction to the list, or write a few questions on the board for discussion in pairs.

## Extra Activity: Role Play

If there is time, consider doing the Extra Activity, a role play. Set up the role play by dividing the class into pairs. One member of each pair (student A) is the interviewer. The other (student B) is an "adult child," a 33-year-old man or woman who lives with his or her parents.

Give the students a few minutes to prepare their role play. They can look over the Situation and the Extending the Topic activity, and write expressions they may want to use in their role play. Give the students

about two minutes to act out their role play. Then you can ask for volunteer pairs to act out their role play in front of the class.

Note: During role plays, students will make many grammatical errors. It's usually best to comment first on their communication strategies: Interviewer: Did you try to ask clear questions? Did you try to get a balanced view? Son or daughter: Did you explain your reasons clearly?

## Sharing My Ideas: Milestones

### → Choose

Go over the introduction to the activity at the top of the page with the students. Make sure that they understand what a *milestone* is. Give or elicit some additional examples. Explain that they will be sharing past or future milestones from their lives.

### → Prepare and Rehearse

Have students prepare their presentation by creating an outline in the format intro–body–conclusion. They can use a separate sheet of paper if the space to write in the book is too limiting. Go over the questions in the Prepare section and the phrases in the Language Hints to make sure they understand them. Be sure to point out the Presentation Tip at this time. Students may want to write out full-sentence answers to the questions, but presentations often work better with notes which only have key words and phrases. Show students how to create an outline with key words and phrases.

When students are ready for the Rehearse step, have them practice their presentation once while looking at their notes, and then a second time without looking at them. If students lack the confidence to rehearse without looking at the notes, have them turn the notes facedown. Tell them they can look at the notes, but not when they are talking. So each time they turn over the notes to look at them, they should stop talking. Allow time for the listeners to help the speakers add details to their outlines as instructed in the Listener task.

### Sample Presentation

*An important milestone for me was my high school graduation. After high school, you are not a child anymore. You are ready to go to a university or to work. I was eighteen when I graduated from high school. At the ceremony, I felt very excited about the future. But I was also worried. High school was a fun time for me, and I wasn't sure how things would go in the future. Also, I had many friends from high school and I worried that I wouldn't see them so much anymore. In the end, though, I was happy to be doing new things with my life. I felt that I was an adult—and I liked that feeling. This milestone is important because it's the first step to becoming an adult!*

### → Present

Have students work with a new partner, or put them in small groups. Remind presenters to make eye contact with the audience. Encourage listeners to take notes, because their task is to ask the presenter a question at the end of the presentation.

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 – The presenter used the Language Hints.
- 3 – The presenter did not look at his or her notes too much.
- 4 – The presenter made eye contact with the audience.
- 5 – The presenter answered questions at the end of the presentation.

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

What I think is, there is a major misconception about this topic. A lot of young people think that living at home, with your parents, helps you save money and is easier on your lifestyle. But that's a bit too selfish. Maybe if you considered how your parents felt about you living at home, it would be different. They wind up having to take care of you more.

And on top of that, your parents have raised you to get up and get out there on your own, to be on your own. They didn't raise you to live with them forever. Once you're out on your own, you gain a lot of responsibility—financially, emotionally and physically. You learn how to help yourself. Realistically, there may come a day when your parents will get up and leave. Decide to retire one day. They're not going to pack you up and take you along with them. You're an adult. You have to live on your own.

### Video Script

OK, what I think is the, one of the big misconceptions about this topic would be living at home helps you not only save money and it's easier on your lifestyle, but that's a bit too selfish. Maybe if you considered how your parents felt about you living at home, maybe they'd have to take care of you more, or deal with you more.

And on top of that, it's your, your parents have raised you to get up and get out there on your own, to be on your own. And to be on your own, it's just showing—it helps you gain a lot of responsibility. I know, and financially, emotionally, and physically to help yourself. There could be a situation where your parents will get up and leave. Decide to retire one day. They're, they're not going to pack you up and take you along with them. You're an adult. You have to move out on your own.

## 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 two journalists perspectives on why adult children are moving back in with their parents.

B. Vocabulary: The focus is on words or phrases 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 the What Do You Think? and Opinion Network sections.

### Answer Key

- A. 1. b 2. d 3. a 4. b 5. d  
B. similar, practical, contributing  
C. 1. a 2. c

## LINKS

If you would like the class to do additional research on boomerang children and parasite singles, here are some useful links:

Advice for parents with “boomerang children”:

<http://www.bankrate.com/brn/news/mortgages/20050516a1can.asp>

Article explaining the “boomerang children” phenomenon:

<http://www.ihf.com/articles/2005/06/24/yourmoney/mboom.php>

Article about “parasite singles”:

<http://news.bbc.co.uk/2/hi/asia-pacific/1362106.stm>