**Introduction**

1. Draw lines to match the words on the left with the words that have contrasting meanings on the right:

<table>
<thead>
<tr>
<th>gifted</th>
<th>well-brought-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>lenient</td>
<td>untalented</td>
</tr>
<tr>
<td>spoilt</td>
<td>strict</td>
</tr>
</tbody>
</table>

2. Work with a partner. Use the words from activity 1a to complete the sentences.

1. A **lenient** parent doesn’t believe in strong discipline.

2. A **gifted** person is very intelligent, or has a natural ability for something.

3. A **parent** makes sure their children behave well and don’t break rules.

4. **Children** are badly behaved because they can do and have what they want.

5. A **well-brought-up** child is quiet and behaves politely.

6. An **untalented** person doesn’t have any special abilities.

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**Listening**

2. Listen to Dawn talk about homeschooling her daughter, Magenta. Answer the questions.

   a. Why did Dawn take Magenta out of school?
   b. Does Magenta enjoy studying at home?

3. Listen again. Who does the underlined pronoun in each statement refer to? Write P (Magenta’s parents), T (Magenta’s teachers) or C (the children at Magenta’s school).

   a. They didn’t let Magenta have any freedom. **T**
   b. They made Magenta sit down all day and study traditional subjects. **P**
   c. They weren’t allowed to do the things they really enjoyed. **P**
   d. They were made to study exactly the same thing at the same time. **P**
   e. They allowed Magenta to leave school when she was 11. **P**
   f. They don’t make Magenta do anything she doesn’t want to. **P**

4. Work with a partner. Tick (✓) the sentences in activity 3 which talk about giving or withholding permission. Put a cross (✗) next to the sentences which talk about forcing or not forcing someone to do something.

   example   a. They didn’t let Magenta have any freedom. **T ✓**

5. Do you think Magenta’s mother is a good parent? Why or why not?
Language focus

1. We can use **make** with the **base form** of another verb to mean *force to*.
   
   We can use **make** in the **active** or the **passive**.
   
   In passive sentences we use **to** before the second verb.
   
   They **made** her study very hard. (active)
   She was **made to study** very hard. (passive)

2. We can use **allow** (more formal) or **let** (less formal) with the **base form** of another verb to mean *give permission*.
   
   We use **allow** with **to** in both **active** and **passive** sentences.
   
   **I allow** my kids **to choose** their own clothes. (active)
   My kids are **allowed to choose** their own clothes. (passive)

   We don't use **let** with **to**. We don't usually use **let** in the **passive**.
   
   ✓ **My parents let** me stay out late. (active)
   ❌ **My parents let me to stay out late.** (active)
   ❌ **I was let stay out late.** (passive)

Practice

6 Use **make**, **let** or **allow** in the correct form to complete the sentences.

   a. My son really wanted to watch the football, so I **let** him stay up late.
   b. My old boss was so mean, she **made** me work late every night.
   c. I was **made to tidy** my room at least twice a week by my parents.
   d. John finished all his homework before dinner, so he was **allowed** to play video games before bedtime.
   e. Jennifer **allowed** me to borrow her car while mine was being repaired.
   f. He says he'll **allow** us to leave early next Friday.

Sounding natural

7 a. CD - 54 Listen. Tick (✓) the sentences that you hear.

   **column A**
   1 I allowed them to go home early. 
   2 They made me work very hard.
   3 I allowed him to pay.
   4 They made Emma eat all her vegetables.

   **column B**
   ✓ I allow them to go home early.
   ✓ They make me work very hard.
   ✓ I allow him to pay.
   ✓ They make Emma eat all her vegetables.

   b. Work with a partner. Take turns to choose and read a sentence from **activity 7a**. Listen and say which column (A or B) your partner is reading from.

Time to talk

8 a. Work alone and think about when you were growing up.

   Make a note of examples of how strict or lenient your parents were.

   **example**  
   Let me stay up late

   b. Work with a partner. Compare notes and decide who had the strictest / most lenient parents.

   c. Tell the class what you decided, and why.