

They didn't believe in rules

In this lesson - Compare how strict your parents were

Core activities - 1a, 2-6, 8

Vocabulary - make, let and allow

Examples:

My parents made me go to piano lessons every week.

(active)

I was made to go to piano lessons every week.

(passive)

They allow their staff to take an extra 15-minute break.

(active)

Their staff are allowed to take an extra 15-minute break.

(passive)

Ben's mum lets him choose his own clothes.

(active)

See 'Language reference' (Teacher's book page 103)

18 They didn't believe in rules

In this lesson: Compare how strict your parents were
Vocabulary: *make, let and allow*

Introduction

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

gifted	well-brought-up
lenient	untalented
spoil	strict

b 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 _____ 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 _____ child is quiet and behaves politely.
- 6 An _____ person doesn't have any special abilities.



Listening

2 **CD 53** 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 **CD 53** 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. _____
- c They weren't allowed to do the things they really enjoyed. _____
- d They were made to study exactly the same thing at the same time. _____
- e They allowed Magenta to leave school when she was 11. _____
- f They don't make Magenta do anything she doesn't want to. _____

4 Work with a partner. Tick (✓) the sentences in **activity 3** which talk about giving or withholding permission. Put a cross (X) 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?

Introduction

1a

Go over the instructions and check understanding. Learners draw lines to match the words on the left with the words that have contrasting meanings on the right. Monitor and assist as necessary.

Feedback as a class.

1a answers

gifted - **untalented**
lenient - **strict**
spoil - **well-brought-up**

1b

Go over the instructions and example to check understanding. Learners work with a partner and use the words from **activity 1a** to complete the sentences.

Monitor and assist as necessary.

Feedback as a class.

1b answers

- 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 **strict** parent makes sure their children behave well and don't break rules.
- 4) **Spoil** 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.

Listening

2

Go over the instructions and check understanding. Elicit or explain the meaning of *homeschooling* ('educating a child at home, instead of sending them to school').

CD 53 Learners listen and answer the questions. Monitor and assist as necessary.

Feedback as a class. Accept any reasonable answers.

2a+b suggested answers

- a) Magenta was bored, badly behaved and got bad grades.
- b) Yes (Dawn says Magenta is 'much happier').

Extension

You may like to ask learners to use the words from **activity 1** to describe Dawn, Magenta and Magenta's teachers.

CDS script 53 (page 96, Student book) 1:39

Well, it's not easy having a daughter like Magenta. A lot of people say she's badly behaved, but they just don't seem to understand that this is because she's so intelligent. You have to realise that... Look, the thing is, Magenta gets bored so easily, and strong discipline was never going to help her.

She used to go to a regular school, but the teachers didn't let her have any freedom. They just made her sit down all day and study traditional subjects like maths and history... In fact, all the children were made to study exactly the same thing at the same time, and were never allowed to do the things they enjoyed. Magenta just hated it. That's why her grades were so bad, and it's also why she was so rude to all her teachers.

My husband and I allowed Magenta to leave school when she was 11. She's coming up to 15 now, so we've been teaching her at home for almost four years. I admit that it's been quite hard work, but Magenta's much happier, because we don't make her do anything she doesn't want to. Neither of us believe in having too many rules and... like... well, we think children should be allowed to study what they want to. Which is, you know, why Magenta is learning about dressmaking and acupuncture. Because, like, these are the things she is really passionate about.

3a-f

Go over the instructions and example to check understanding.

CD 53 Learners listen again and write P (Magenta's parents), T (Magenta's teachers) or C (the children at Magenta's school) to say who the underlined pronoun in each statement refers to. Monitor and assist as necessary. Feedback as a class.

3a-f answers

See activity 4 answers

4

In pairs, learners tick the sentences in **activity 3** which talk about giving or withholding permission, and put a cross next to the sentences which talk about forcing or not forcing someone to do something.

3a-f answers - in bold, 4 answers - underlined

- a) They didn't let Magenta have any freedom. **T** ✓
- b) They made Magenta sit down all day and study traditional subjects. **T** ✓
- c) They weren't allowed to do the things they really enjoyed. **C** ✓
- d) They were made to study exactly the same thing at the same time. **C** ✓
- 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** ✓

5

Take brief responses to the questions as a way of rounding off the listening section.

Language focus

Go over the explanations and examples with learners.

Practice

6a-f

Go over the instructions and example to check understanding. Learners use *make*, *let* or *allow* in the correct form to complete the sentences.

6a-f answers

- 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 **let** me borrow her car while mine was being repaired.
 f) He says he'll **allow** us to leave early next Friday.

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*)

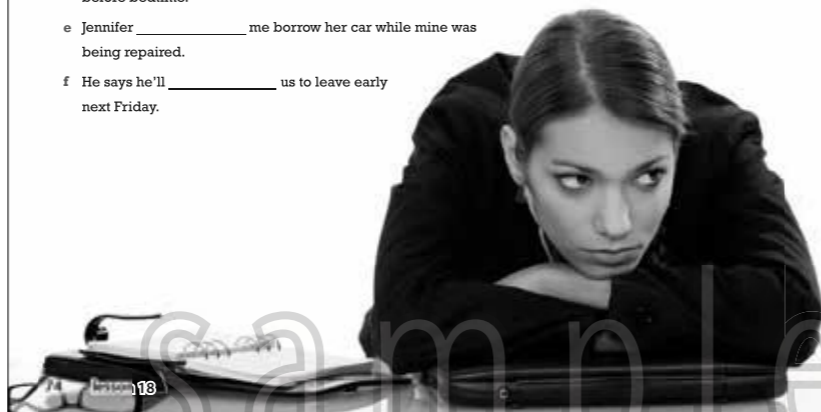
We don't use **let** with **to**. We don't usually use **let** in the **passive**.

✓ My parents **let** me stay out late. (*active*)
 X My parents **let me** to stay out late. (*active*)
 X 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 _____ me work late every night.
 c I was _____ to tidy my room at least twice a week by my parents.
 d John finished all his homework before dinner, so he was _____ to play video games before bedtime.
 e Jennifer _____ me borrow her car while mine was being repaired.
 f He says he'll _____ us to leave early next Friday.



Sounding natural

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

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

Homework - turn to page 110

Lesson 18 75

Sounding natural

7a

CD 5 - 54 Learners listen and tick the sentences they hear.

7a answers

See CDS script 54

CDS script 54 (page 97, Student book) 0:25

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

7b

Model the activity. Read a sentence from **activity 7a** and elicit which column (A or B) it is from. Put learners in pairs. Have them take turns choosing and reading sentences from **activity 7a** for their partner to say which column they are from.

Time to talk

8a

Go over the instructions and example to check understanding. You may like to give two or three examples of how strict or lenient your own parents were, as a model. Learners work alone, think about when they were growing up, and make a note of examples of how strict or lenient their parents were.

Monitor and assist as necessary.

8b

Go over the instructions and check understanding. Learners work with a partner and compare notes to decide who had the strictest / most lenient parents.

Monitor, but stay in the background as much as possible during this activity.

8c

Feedback. Learners tell the class what they decided, and why.

Homework

Highlight the homework reference at the bottom right of **page 75** of the Student book. Ask learners to turn to **page 110**.

Set lesson 18 **activities 1** and **2** for homework. Go over the instructions and examples to check understanding.

Homework answers

1

- a) That kid is **allowed** to do whatever she wants.
 b) As a punishment, the sports teacher **made** the boys run ten laps of the sports field.
 c) Her boss **lets** her go home an hour early every Friday.
 d) I was **made** to pay a fine when I was caught speeding by the police.
 e) Her parents don't **make** her do anything. They even **let** her stay out until midnight.
 f) John's dog is **allowed** to sleep wherever it wants – even in his bed.
 g) Dave, stop! You're not **allowed** to go in there!

2

- a) She is so **gifted**. She could play the piano at four years old.
 b) They were really **well-brought-up** children – very polite and quiet.
 c) Those kids are terribly **spoilt**. Their parents let them get away with anything.
 d) Her coach is really **strict** - he never gives her a day off from training.
 e) John said that he was **untalented**, but actually he's a really good footballer.
 f) You're far too **lenient** with those kids. They don't have any rules!