

EVERYDAY LIFE

MEET THE FAMILY

Age: Teenager/Adult

Level: Intermediate (B1)

Time: 45 minutes +

Activity: In this lesson, students will:

1. Talk about parents;
2. Identify what strict and liberal parents say;
3. Discuss who did things in their family;
4. Take part in a role-play activity.

Language focus: *have to / can / be allowed to; make / let*

Materials: one copy of the worksheet per student



Students read the list and write who did the things on the list in their family. Then they should compare their answers with a new partner.

If they have children themselves, students then discuss in small groups if they think they are similar to their parents. If they plan to have children in the future, do they think they will be similar to their parents or not?

As a final extension activity, divide students into pairs. One student is a parent and the other is a child. Give pairs one of the following situations to act out, or make up new ones to suit your students:

PROCEDURE

Ask students about their parents – do they get on well with them or do their parents drive them crazy? If you are using this lesson with adult students, refer to how they feel now and how they felt when they were teenagers.

Hand out copies of the worksheet. Ask students to look at Exercise 1, and focus their attention on the pictures at the top. What do the pictures make them think? Would they like their parents to be like the ones in the pictures? Ask what the boy is doing. Can they tell how he feels about his parents? (*Answer: He's got his head in his hands, because his parents are so embarrassing!*).

Ask students to read the sentences and tick the ones that are true for them or were true for them when they were teenagers. They should then compare and discuss their answers in pairs or small groups, justifying their choices and giving examples.

Now ask students to look at Exercise 2. Read out the first sentence: 'It's up to you if you go to university or not.' Ask students to decide what the situation is. (*Answer: A parent is talking to their son or daughter about their going to university*). Ask students if they think the parent is strict or liberal. Students should now work in pairs and do the same with the other sentences.

When they have finished, ask them to discuss, in the same pairs, which of the sentences their parents have said or would be likely to say.

Ask students to look at Exercise 3. As a class, they should brainstorm who 'Somebody else' might be (possible answers could be step-parent, nanny, au pair, babysitter, family friend, grandfather, grandmother, uncle, aunt, and so on). If they feel comfortable, they could share who they spent the most time with as children.

1. You want to sleep over at a friend's house. Ask your mother/father for permission.
2. You failed an exam at school. Explain to your mother/father.
3. You broke a very expensive plate in the kitchen. Explain to your mother/father.
4. You have a new boyfriend/girlfriend. Tell your mother/father that you would like your boyfriend/girlfriend to come over for dinner.

Tell the students who are playing the part of a parent that they can choose to be a strict parent, or a liberal parent. If you have time, you could ask students to switch roles and try the role-play from another perspective.

Finally, ask some students act out their role-plays to the class. Can the others guess what kind of parent they are?