

# 5B Freedoms and rules

**Activity type:** Speaking – Interviews – Pairs/Groups

**Aim:** To practise *can / have to / don't have to* for freedoms and rules







**Language:** *can / can't, have to / don't have to* – Use any time after 5.2.

**Preparation:** Make one copy of the worksheet for each learner.

**Time:** 25–30 minutes

- 1 Draw a smiley face and a frowning face on the board. Beneath the smiley face, write a sentence about a freedom in your life that you enjoy. Beneath the frowning face, write a sentence about a rule or restriction that affects you directly. (The rule can be something you don't like or something that you think is good, even though you don't particularly enjoy it.) In both cases, make sure you involve one of the appropriate grammatical structures (see worksheet).
- 2 Give one copy of the worksheet to each learner and divide the class into A/B pairs. In their pairs, learners ask and answer about freedoms and rules in their own lives. The questions/answers should relate to three specific areas: home, work/study, the environment. Learners note down their partner's answers in the boxes on the worksheet.
- 3 Now divide the whole class into groups of three to five learners, either all As or all Bs (i.e. As and Bs should not be in the same group). Learners report to their groups on the freedoms and rules affecting their original partner. Example: *Kim can stay in bed late at the weekend. / He has to be back home by 10.30 at night or his landlady locks the door.*
- 4 Having heard what the others in their group have reported, learners now imagine an ideal world. Individually, they choose one thing for each of the three areas (either a freedom or a rule) and write them down in the box at the bottom of the worksheet. (Remind them that, since they are talking about the world at large, they might view a rule as a positive thing.)
- 5 The whole class feeds back on the results. Encourage as many individuals as possible to contribute their thoughts.

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Home	
He/She can / doesn't have to... 	He/She has to / can't... 
Work/School/College	
He/She can / doesn't have to... 	He/She has to / can't... 
The environment	
He/She can / doesn't have to... 	He/She has to / can't... 

In my ideal world, people ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_