

## I've Been Grounded (teenage classes)

level: upper-intermediate (B2)

class: one-to-one

time: 60 min

skills: speaking, listening, writing

Note: The video material used in this lesson is originally taken from *Gold Experience B2* published by Pearson ELT.

### Warm up

1. Cut out the cards from worksheet 1 and ask your student to put the *letters into correct order* to make a word which is also your today's topic. If they are not familiar with the word *grounded*, explain what it means and how it is used.

### Crime and punishment

2. Ask a few questions: *'Are you ever grounded? What is the usual reason? How long are you usually grounded for? When did your parents last ground you and what exactly happened? If you are never grounded, what other kinds of punishment do your parents use?'*
3. Explain that now you are going to discuss punishment. Brainstorm *different kinds of punishment* and write them on cards from worksheet 2. Cut out the cards and ask your student to put them into order of: how often their parents use them/how common they are in their friends' families/how much your student dislikes them etc. Invite comments on any points your student has anything to say about.

### I've been grounded

4. Watch this video: <https://www.youtube.com/watch?v=0bAEOksTT5E> and ask a few comprehension questions:
  - What's happened to Kyle and how is he feeling?
  - How do Kyle's parents punish him?
  - Who is he making the video for?
 (answers: 1. He's been grounded; he's bored. 2. He's grounded, they take away his stuff, they give him the silent treatment. 3. He's going to upload it on youtube, probably for his friends.)
5. Show your students words and phrases from worksheet 3. Can they remember *how Kyle used them?* Watch the video again and find the context/how he used them in sentences.
6. Discuss the questions Kyle asks at the end: *'Do you think his parents are too strict? How do your parents punish you?'* Although you have discussed this question before, this is a preparation stage for the homework and gives your student a chance to practise the vocabulary they will need.

### We need to talk!

7. Explain that you are going to *role-play* a situation when parents need to talk with their teenage children. Draw one of the cards from worksheet 2 – that will be the punishment in question.

Role-play the discussion with you as the parent and your student as the child. Then, draw a new punishment card and role-play one more situation with your roles swapped!

### Cooler

8. Give your student a *time limit* of 30 seconds: how many different kinds of punishment can they name in English?

### Homework

9. Ask your student to *write a comment* below Kyle's video (50 words max.).

worksheet 1

G	R	O	U
N	D	E	D

worksheet 2

TAKE AWAY YOUR MOBILE	BE GROUNDED
THE SILENT TREATMENT	your own idea: _____
your own idea: _____	your own idea: _____
your own idea: _____	your own idea: _____

fold their arms

**grounded**

send shivers  
down my spine

**disappointed**

hang out with sb.

my stuff

all the time

in the world

way too strict