

## Staying Out Late

**Level:** Pre-Intermediate to Intermediate

**Objective:** Use the present perfect with yet and already in a structured roleplay.  
Speaking  
Conversation Building

**Materials:** Roleplay cards and Dialogue (Attached)

**Auxiliary Vocabulary:** a chore, an explanation, a curfew, to find out, to feed

Procedure: Intro by asking students if they have to help with the housework at home. Ask them if they know another word for housework (chores). Draw a table similar to the one from the role cards below. Have the students brainstorm possible household chores to put in the boxes. In groups of two or three have the students ask each other questions about their different household duties or lack thereof.

At this point you can do the aux. vocab.

Now tell the students that you have a teenage daughter who wants to stay out late tonight, but you don't think he has finished any of his chores. You want to check whether or not she's done them yet. Try to elicit the structure "Have you done something yet". It may help to remind the students that the chore was given in the past and probably isn't finished yet. If they still can't get it, write "yet" on the board. Finally, if nothing is working, demo the questions and answers until students pick up the pattern. Once they have the structure down do a couple with the class and then, in the same groups, have them ask their partner questions from the board. Monitor and note any good examples of the language used as well as any bad examples. Go over as a class afterwards. At this point you can analyze the structure as a class, although you shouldn't get bogged down in lengthy explanations.

Split the class into teenagers and parents. Hand out the sample dialogue. Students need to find their role and right the emotion their character is feeling next to the line. In pairs, the students should then act out the dialogue using those emotions.

Turn the dialogues over. Now, the teenagers need to write 3 sentences about chores that they have already finished. The parents should write 4 questions about their daughters/sons chores.

Now the students need to re-create a similar dialogue based on the one they read already. This can be written or spoken depending on the students' level. After some practice, have students perform the dialogues for the class. (The role cards on pg. 3 can be handed out if necessary.)

**Parent:**

You are a parent. Your teenage son/daughter wants to talk to you. You think that he/she wants to stay out late tonight with his/her friends because there is a party. Normally he/she can only stay out until 10pm, but tonight he/she wants to stay out until midnight. You always tell your son/daughter that they must finish all their homework and do all their chores **before** they go out.

Useful language:

You know that you need to....

I've decided that.... because....

You can/can't stay out late tonight because....

You can stay out late if you promise to finish....

**Teenager:**

You are a teenager. You want to stay out late with your friends tonight. Usually you can only stay out until 10pm, but tonight you want to stay out until midnight. You are going to a party with friends, but you can't tell your parents that. Tell them you want to go to the cinema. You also have to do your homework and chores **before** you go out with your friends. Find your father/mother and explain the situation.

Be sure to listen to your mother's/father's answer and explanation. After the activity is finished, tell the class what he/she said.

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Be sure to listen to your mother's/father's answer and explanation. After the activity is finished, tell the class what he/she said.

## Dialogue

Rebecca: Hey mom. Can I talk to you for a minute?

Susan: Sure honey, what do you need?

R: Well, you see, some of my friends are going to a party tonight and I want to go, too. The problem is that the party goes until midnight. I was wondering if I could stay out late tonight to be with my friends. All my friends' parents are letting them go.

S: Rebecca, you know that your curfew is 10pm on weekends and I am not your friends' parents.

R: I know, I know, but can't I go just this once? It's not fair if all my friends can go, but I can't.

S: Have you even finished all your chores yet? I saw that your room hasn't been cleaned since yesterday.

R: Well, I've done most of them.

S: Most of them? Like what? Have you done the laundry?

R: Well...um... no, I haven't gotten around to that yet.

S: What about taking the dog for a walk? Have you done that yet?

R: C'mon mom! You know I haven't. I always take him for a walk after dinner.

S: Well, let's see. You haven't cleaned your room, done the laundry, or taken Ralphy for a walk. What exactly have you done?

R: Well, I've finished my homework already, so that's good.

S: What homework? Your teacher never gives you homework on Fridays!

R: Oh, right. I was hoping you wouldn't remember.

S: Rebecca, you haven't done any of your chores. I don't see any reason why I should let you stay out late tonight. It's four o'clock now. If you finish all your chores, then maybe we can talk about it after dinner.

R: Fine, but I don't see why I can't go just because I haven't done my chores yet. I can do them tomorrow, you know.

S: I didn't say that you can't go. Do your chores and we'll talk after dinner...

