

## Activity 4: Dealing with bad behaviour (CEFR C1)

**Level:**

CEFR C1

**Time:**

45minutes

**Resources:**

- ✓ Handout
- ✓ Rolecards cut up

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Level 2
- ✓ To explore vocabulary connected to L2 topics
- ✓ To develop students' ability to criticise behaviour in others
- ✓ To practise criticising and rebuking, making and responding to polite requests in informal situations (asking someone to do something)

**Exam task focus:** Component 1 Task 3

### Procedure:

#### Dealing with bad behaviour

1. Begin the lesson by asking students (SS) whether they think British people are generally rude or polite. Get them to give you actual examples of what they have observed. Explain that today's lesson is about how to deal with rude or annoying behaviour. Elicit some examples of rude or annoying behaviour when out of the home i.e. in the street, when shopping, on public transport etc. Focus on the image of the girl with her feet on the seat. Display this on the screen/whiteboard. Ask them whether they think this is rude? Then share the handout via the chatbox, and tell students to read the comments from people about behaviour that annoys them or they think is rude. Draw their attention to some of the language e.g. 'burp', 'it drives me mad ...' or 'I can't stand the way ...'. Put the students into small groups of 3 or 4 in Break Out Rooms (BORs) and tell them to compare and discuss their responses and consider the questions in b. Handout  
Activity  
1a & b
2. Close BORs and return to main room to conduct whole class feedback and get some ideas of what they consider to be rude behaviour. Also ask them to think about whether there is anything that is not rude in their culture but they realise is considered rude in the UK.
3. Ask SS how likely they are to confront someone who is behaving badly or are they more likely to suffer in silence? You could do this as a poll or just in the chatbox to get an idea of numbers. Spend some time focusing on the fact that in the UK, it is considered rude to criticise someone directly. Explain that people often use softening phrases or apologies even when they have done nothing wrong! They also try to make polite suggestions rather than simply criticising and give reasons for saying something. Draw their attention to the language Handout  
Activity  
1a & b

examples and their function. Tell them to match the phrases with their function.

**Suggested answers:**

1 – c, 2 – a, 3 – c, 4 – b, 5 – a, 6 – b

4. Put them into pairs and tell them to choose one of the scenarios from Activity 1a and role play confronting the person in BORs. Give them a few minutes to prepare for the role play. Whilst they are doing the role play, monitor by visiting BORs and making a note of any good examples or things that don't sound right. Close BORs and return to main room to conduct whole class feedback focusing on what they did well and correcting any errors.
5. Find out how many of the SS have lived with anyone other than their family. How do they find living with other people? Do they think they are good people to live with? Ask them whether they or anyone they live / have lived in do any of the things in Activity 3a. Instruct SS to use hands up function and elicit any other annoying habits people they live with have. If you have enough time, put them into pairs in BORs to discuss. Highlight the fact that in the UK, criticisms are usually quite polite. Focus on the language in the Language Box. Give each student a role card number and tell them to spend a bit of time preparing how they will confront the person. Encourage them to think about possible compromises. Put them into pairs in BORs to role play two of the scenarios. If there is enough time, change BORs so they can try a different scenario with a different partner. Whilst they are doing the role play, monitor by visiting BORs making a note of any good examples or things that don't sound right.
6. Close BORs and return to main room to conduct whole class feedback focusing on what they did well and correcting any errors.
7. Focus SS attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 1 of the Trinity Level 2 Skills for Life Speaking exam.

Handout  
Activity 3  
& b  
Role cards  
(1 per  
person)

## Handout Activity: Dealing with bad behaviour

### Activity 1: Rude and annoying behaviour when you are out and about

**a Read about some of the things people find rude or annoying. Which of the people do you agree with?**



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I find the way some people eat with their mouth wide open really disgusting. I don't want to see what they are eating! **Arnab**

It drives me mad when people chat and eat popcorn in the cinema. They often do it during the actual film! **Magdelene**

I've noticed some people burp when they're out in public. It's just so rude. I'd never let my children do it and yet I've heard adults doing it! **Aqeel**

I can't stand the way some people just push into a queue when it's obvious that we've been there for ages. Do they think they are so special that they don't have to queue? **Oscar**

It's people and their mobile phones that sends me up the wall. They have loud conversations on the bus or in the street. Why can't they wait until they are home? **Prem**

I see red when I'm talking to someone and instead of looking at me, they are looking at their phone. **Oscar**

### **b Talk to your classmates.**

What other things annoy you about people's behaviour when you are out and about?

Which of the things the people mention are also rude in your country?

Are there other things that people in the UK do, that would be considered rude in your country?

Are there things people do in your country, that might be considered rude in the UK?

## Activity 2: Confronting people

### Cultural Note

When you encounter bad behaviour do you suffer in silence or might you say something? In the UK, it is considered rude to criticise someone directly. People often use softening phrases or apologies even when they have done nothing wrong! They also try to make polite suggestions rather than simply criticising. They also often give reasons for saying something.

### a Match the phrases to a function.

Function	Phrase
a Criticise by showing understanding of the other person's position	1 Would you mind + -ing ____ 2 I understand that you are in a hurry but ____ 3 Sorry to ask but do you think you could + bare infinitive ____
b Give a reason why you are annoyed / upset	4 I've already been queuing for quite a long time ____ 5 Your music is very loud and I'm trying to read ____
c Make a suggestion with a softening phrase or even an apology	6 I know you want to talk to your friend but ____

**b Work with a partner. Choose one of the situations from Activity 1a and role play confronting the person. Use some of the language from Activity 2a to do this.**

## Activity 3: Bad habits at home

### a Do you think you are an easy person to live with?

Do you, anyone you live with now or have lived with in the past do any of the things below?

- leave all the lights on when they leave a room
- never empty the bins or put the rubbish out
- borrow other people's things without asking
- leave all the washing up to pile up in the sink for days
- spend hours in the bathroom so no-one else can get in



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In the UK, even when criticising someone you live with and know quite well, it's usual to ask people to do things or change their habits politely. People use a softening phrase such as 'I was wondering ...' or 'Would you mind ...' rather than simply telling someone to do something. It's also a good idea to give a reason. If you know the person really well, or they are a member of your family, you might be more direct e.g. 'Could you spend less time in the bathroom?' or 'Please don't borrow my things without asking. It's really annoying.'

**Language Box: Making and responding to polite requests in informal situations when you know the person quite well, but not very well**

**Asking someone to do something**

I was wondering whether you could + bare infinitive

*e.g. I was wondering whether you could remember to turn off the lights when you leave the room. Leaving them on, is a waste of money and energy.*

I wonder whether we could have a quick chat about ...

*e.g. I wonder whether we could have a quick chat about the washing up?*

Would you mind + -ing

*e.g. Would you mind emptying the bins sometimes? I always seem to be the one who does it.*

Do you think you could + bare infinitive

*e.g. Do you think you could be a bit faster in the bathroom?*

**Responding to polite requests**

Of course, I'll try to + bare infinitive

*e.g. Of course, I'll try to be a bit quicker in the bathroom*

I'm sorry I didn't realise ...

*e.g. I'm sorry, I didn't realise it annoyed you.*

*I'll ask you next time I want to borrow anything*

Ok, sorry I should have realised. And do you think you could ...

**b Your teacher will give you a role card. Look at your role card and decide how you will confront the person you live with.**

**Plan the conversation and consider whether you might be able to come to a compromise. e.g. you will take it in turns to do the washing up**

**Exam Hint**

In Task 3 of the Level 2 Skills for Life exam, you will take part in a role play with the examiner. During the role play you will need to respond to complaints and criticisms in a wide range of formal and social exchanges.

You will need to demonstrate that you can understand and use specific communicative functions such as *criticising and rebuking, making and responding to polite requests in informal situations (asking someone to do something)*. You have practised doing this in this lesson.

## Rolecards

### **Rolecard 1**

You live with somebody who plays music really loudly during the day and also late into the night.

### **Rolecard 2**

You live with somebody who finishes things from the fridge or food cupboard but doesn't replace them.

### **Rolecard 3**

You live with somebody who leaves food out of the fridge so that it goes off or gets flies crawling over it.

### **Rolecard 4**

You live with somebody who never cleans the shower or bath after they have been in the bathroom.