

Things that make me angry

Topic: annoying actions and situations

Level: SfL Entry 3 / SQA National 4/ CEFR B1

Time: 60 minutes

Aims

- To develop learners' ability to talk about things that annoy them.
- To give practice of using *wish* + *would* to talk about things that make them angry
- To give practice of listening for specific information.

Introduction

This lesson is about annoying actions. It provides learners with listening and speaking practice on the topic of what annoys them.

Tip

Open the video using the above link before the lesson

Make 1 copy of the learner worksheets for each learner

Procedure:

Warmer (5 minutes)

- Ask learners to work in pairs to look at the questions and discuss the answers to identify annoying situations and actions.
- Elicit the answers as a whole class, ensuring that you introduce learners to the word *litter*, as they will need this word for the listening in task 1. Encourage learners to make further suggestions about what makes them annoyed.

Suggested answers:

1. *talking loudly on mobile/ using mobile in inappropriate places e.g. public transport, at the checkout, in class*
2. *dogs barking/ scary dogs*
3. *people listening to loud music on their headphones e.g. on public transport*
4. *queueing e.g. for a bus or in a shop*
5. *dropping litter*
6. *people being rude or aggressive while driving.*

Things that make me angry: lesson plan

Task 1: listening 1 (5 minutes)

- Tell learners that they are going to watch a video of Anne talking about what annoys her.
- Explain that she will mention three of the things from the warmer.
- Ask them to listen and write the three things she mentions. Ensure they understand that they only need to write a few words, and don't need to include any details about what she says – they will do this in task 2.
- Play the video. Repeat if necessary.
- Check answers as a whole class.

Answer key

1 – dropping litter; 2 – talking on mobiles in shops; 3 – not saying thanks when driving

Differentiation

Learners who have difficulties with literacy, can put a tick next to the appropriate picture in the warmer.

Task 2: listening 2 (10 minutes)

- Ask learners to watch the video again to get more information about the things that annoy Anne.
- Explain that learners do not need to write full sentences but can write notes.
- Play the video. Repeat if necessary.
- Ask learners to look at the transcript on page 4 to check their answers.

Answer key:

Answers are underlined in transcript below, on page 5.

Differentiation

If learners are struggling to understand the video, they can read the transcript while listening.

Task 3: vocabulary (10 minutes)

- Ask learners to look at the two numbered lines in the transcript on page 4 of their worksheets.
- Tell learners that there are two expressions in the transcript that have a similar meaning to *make someone angry*.
- Work as a whole class to elicit the two expressions.
- Explain that these are idiomatic expressions that are used in informal spoken English but are less commonly used in writing.

Things that make me angry: lesson plan

- Ask one or two stronger learners ‘*What gets on your nerves?*’ or ‘*What really bugs you?*’ Drill the questions with the class and ask learners to ask questions in pairs about things that annoy them.

Answer key: 1 - *get on your nerves*; 2 - *it really bugs me*

Task 4: grammar - wish (15 minutes)

- Write the following sentences from the video on the board:
I really wish people wouldn't drop their litter in the street.
I wish they would just finish their conversation before they get to the checkout.
- Ask learners if they know why Anne said these sentences. Try to elicit the meaning of the sentences from learners.
- Focus on the second sentence. Use the following questions to check learners' understanding of the meaning of the sentence: “*Do people finish their conversation?*” “*Is Anne happy about this?*” “*What is the problem?*”.
- Elicit from learners the form Anne uses to express irritation in this sentence: *wish people wouldn't...*
- Elicit from learners the following form: *wish + would (not) + infinitive.*
- Ask similar questions to elicit the meaning and form of the first sentence.
- Refer learners to the information in the grammar box.
- Ask learners to work alone to complete the sentences. Monitor to support learners and answer any questions.
- Tell them to work in pairs to check their answers together.
- Check answers as a whole class and deal with any questions or problems.

Answer key

1. I wish you would stop (stop) talking – I'm trying to watch this film.
2. I wish people wouldn't use (use) their mobile phones in the cinema – it's so rude.
3. I wish you wouldn't do (do) that – it's really annoying.
4. I wish it would stop (stop) raining. I want to go to the park.
5. I wish you would tidy (tidy) your room – it's such a mess.

Differentiation

Encourage stronger learners to use contractions for would/wouldn't. Weaker learners can be asked to do only the first 2 or 3 sentences.

Task 5: speaking (15 minutes)

- Explain to learners that they are going to work in pairs to talk about some of the things that annoy them.
- Work as a whole class. Elicit 1 or 2 ideas from learners of things that get on their nerves.
- Ask learners to write ideas in the box of things that annoy them. Monitor to support and prompt learners.
- When they have finished, ask them to write ideas of what they wish would happen in each situation.
- Refer learners to the example dialogue – ask them to practise it if you think it will help them prepare.
- Put learners in pairs. Ask them to work together to share their ideas. Encourage them to react to each other's ideas and ask follow-up questions to elicit more information from their partner.
- Monitor to support learners and encourage extended dialogues. Make a note of any common errors. Write them on the board to use next.
- Work as a whole class. Ask learners to share information about what they discussed. Then elicit correct answers to the errors noted on the board, and explanations if necessary.

Differentiation

Stretch stronger learners by encouraging them to write a variety of 'I wish...' sentences for each annoying situation. While they are speaking, encourage them to use the idiomatic expressions from Task 3.

Less-confident learners can write fewer annoying situations and fewer 'wishes' – they can be encouraged to give more ideas while speaking.

Extension activities / Homework

- Ask learners to watch the video again, using the link in their worksheet. Tell them to complete the exercises which are below the video.
- Stronger learners can extend their knowledge of *wish* by using the second link to practise *wish* and *if only*.

Transcript

Hello, are you an easy-going person or do things get on your nerves and make you angry? I ¹ like to think that I'm an easy-going person but sometimes I find other people's behaviour quite irritating.

Dropping litter for example. I really wish people wouldn't drop their litter in the street. I don't know why they can't just walk a little bit further down the road and put their litter in the bin, or take it home. Other people don't want to see it on the pavement.

And another thing that really gets on my nerves is people talking on their mobile phones at ² the supermarket checkout or in shops. I wish they would just finish their conversation before they get to the checkout and then concentrate on what they are doing. Anyway I think it's quite disrespectful to the person working on the till.

And when I'm driving it really bugs me when I let people go first and they don't say thank you. I wish they'd learn some manners. It doesn't cost anything just to smile or nod your head to acknowledge another person's kindness.

Actually quite a lot of things get on my nerves. Perhaps I'm not as easy-going as I thought I was. What about you?