



TLT RESOURCES

MY SHARE

Appendix I

Class handout

How do you feel about people who...	Annoyance ranking (1~12)	How do your classmates feel? (A~G)	The UK's 3 most anti-social activities (%)
don't return things that you have lent them.			
tap their foot nervously.			
stand on the right-hand side of the escalator when you are in a hurry to go up.			
spit in public.			
drop litter.			
smoke on the next table when you're eating in a restaurant.			
cough or sneeze without covering their mouths.			
chew their food noisily.			
put on make-up in a public space, for example on a train.			
sit with their legs open so they take up two seats on a train or bus.			
drive really noisy, souped-up cars or motor-bikes.			
don't pick up their pet dog's mess.			

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|---|--|---|-------------------------------|
| A | It doesn't really bother me. | B | I find it slightly annoying. |
| C | It makes me feel quite annoyed. | D | I get really annoyed by that. |
| E | It drives me crazy. | F | It makes me furious. |
| G | There's nothing I hate more than people who do that. | | |

Gatten Ranking

After each person has spoken, the rest of the class responds by banging their fist on the table (but not too loudly!).



I don't feel that way.



I understand how you feel, but it doesn't bother me.



I know what you're saying and I feel the same way.



I couldn't agree more. If anything, I feel even more strongly about it than you do.

Note: *Gatten* (as well as meaning something like “to make sense”) is the name of a long running NHK television show in which panelists hit a buzzer to noisily declare they have understood a particular point. Students enjoy this reference to Japanese popular culture.

Appendix 2

The results so far: “dog's mess” is winning: 48% of you think it's the number one antisocial activity in Britain; 30% of you think it's littering; and 22% of you think it's spitting in public. (*Victoria Derbyshire's News Phone-in*, BBC Radio 5 live, August 11, 2005)

Note: The fast speed at which the presenter announces the results made comprehension challenging for most of my students. Teachers recording their own version should compensate for its brevity by using connected speech and other features of natural spoken English.