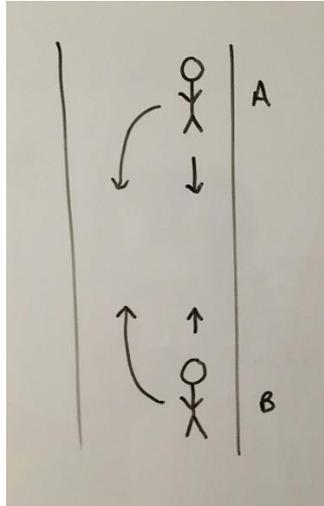


Speaking & Listening – Etiquette

Who Gives Way? – Discussion

ESOL Discussion Practice – Who gives way when you're walking down the street?

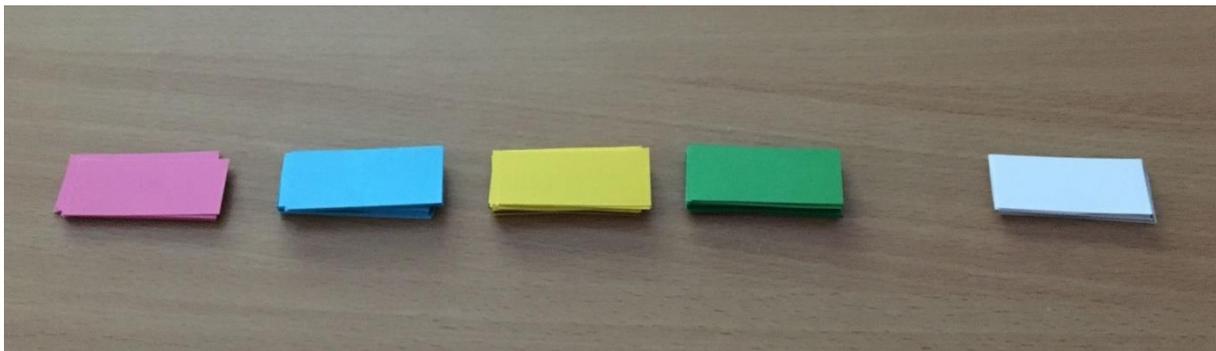


Picture the scene. You are walking on the pavement when you notice there is somebody coming towards you. If one of you does not move, you will bump into each other. There is room on your left (and their right) for somebody to move to (see picture above). But who moves?

1. Do you move for the other person? Why?
2. Do you keep going and when they also refuse to move you stop and wait for them to walk around you – if, in fact, they do?
3. Do you keep your course and try to force them to move?

This is a fairly light-hearted discussion-based lesson about status, empathy for people we don't know, etiquette, and personal prejudices.

You will need a set of cards for each group or pair:



- 'People' cards (pink)
- 'Appearance' cards (blue)
- 'Activity' cards – two different sets (yellow)
- 'Path' cards (green)
- Blank cards (white)

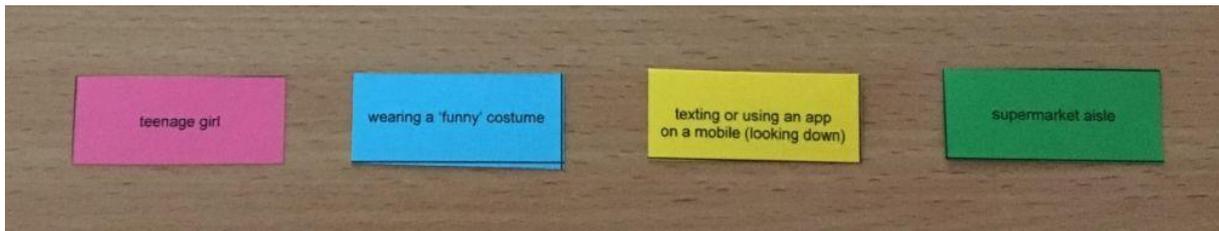
(Note: using card is not essential – you could also print the worksheets on normal paper. Card would be better if possible, and the different colours make them easily distinguishable!)

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Activities:

1. SS (students) could begin with discussion questions in pairs or small groups. Establish the proposition:
 - How often do you walk around your town?
 - Are you a confident walker or a nervous walker?
 - How often do you face the situation mentioned above during a normal walk?
 - What do you tend to do? Do you keep walking, stop, or give way? Why?
 - What factors influence your decision? For example: type of person, their appearance, their activity (what they are doing), and the kind of path you are on?
 - Have you ever been involved in an awkward 'dance' with somebody walking towards you, because both of you try to move out of the way in the same direction at the same time – and you keep doing it until one person finally stops?
 - Have you ever had an argument with somebody who bumped into you, or who wouldn't get out of your way? What happened? How did you resolve it?
2. SS work in pairs or small groups. One person selects a random card from each of the four piles (blank cards are optional) and put them in a row. For example:



They ask the other person: 'What would you do in this situation – move, stop, or keep going?' Discussion ensues. The student should state the main factor that influenced their decision (e.g. they give way because the person was elderly) and the next factor too (e.g. the person was carrying something large). Then the next student picks the cards for the next person and the discussion continues. Here are some more sample scenarios:

Speaking & Listening – Etiquette

Who Gives Way? – Discussion



SS can combine more than one person, appearance and/or activity. For example, there could be more than one person doing more than one activity. SS could add their own factors on the blank cards. Of course some of the scenarios may be absurd, e.g. you might select:

boy heavily pregnant throwing **snowballs** beach

In that kind of situation SS could pick other cards to replace the absurd element(s). SS could talk about what happens if you swap around factors, e.g. swap the places in scenario one and three. SS could add 'conditions' (e.g. weather: too hot, too cold; raining, etc.) and 'time' (e.g. early morning, 11pm, etc.) to each scenario using the blank cards.

- When SS have discussed 4, 6, or 8 different people and situations, they pick two of them and decide what would happen if those two people met on a path. SS discuss which factors are stronger and weaker. Which person trumps the other person in terms of not having to move out of the way? Why?
- SS look at a number of different factors in an imaginary person coming towards you and rank them from strongest (you definitely have to move) to weakest (the other person definitely has to move.) SS should justify their reasons. Which factors are dead certs meaning you would have to move, e.g. young people may feel they have to move when faced with an elderly person coming towards them, while somebody else may decide they will not move when a cyclist is coming towards them, since the onus is on the person who is moving fastest to exercise move care. A man may decide that he must always move for a woman, and so on. Which single factor is the strongest? This could lead into a whole group discussion. As a twist,

