



# 5 What Would You Do?

## 1 Synopsis

This video focuses on how people react when they feel that another person has entered their personal space. The video begins by showing that in nature, animals fight and use aggression to defend their territory. The video then focuses on humans and the different ways in which they react when their personal space is invaded in different ways. In the first situation, a man sits very close to a couple on a quiet beach. In the second situation, a man takes a parking place that another driver was going to enter. The video concludes with the reflection that, on a day-to-day basis, people have to decide when to be aggressive and fight, and when to just walk away from a conflict.

**Length of video:** 5:32 min

## 2 Target Language

**Grammar:** *say / tell, would, could*

**Vocabulary:** words used to discuss personal territory

**Language Points:** *I'm not going to take this. Wait! Come back! Come on, pal! What are you talking about?*

## 3 Procedural Notes

### A Before you watch

**1 As a class.** Have students look at the picture. Elicit a description of what is happening and how the people probably feel. (There's a couple at the beach. A man is setting up his umbrella right in front of them. He's too close to them. They look upset.) Tell students to think of one thing these people could say, one thing they could do, and one thing they could tell the other person to do. Elicit three sentences and write them on the board, e.g., *They could say (that) they were there first. They could move to a different place. They could tell the man to move a little farther away.* Highlight that, after *tell* you must specify who. You always *tell someone* (not *tell to someone*). Elicit the example on the board using an object pronoun instead (They could tell *him* to move). Explain that in this example, *tell* is used to give an instruction. You tell someone *to do something*. In contrast, you can *say something* without specifying who. If you want to specify who, you must use *to: you say to someone (that ...)*. Elicit the example on the board specifying who (They could say *to the man* that they were there first.) Point out that the word *that* is optional.

**In groups.** Ask the students to focus on the seated people in the picture. Have the groups write at least three sentences.

**As a class.** Invite some groups to read aloud their sentences and write them on the board. Focus on the use of *say* and *tell*, and elicit any corrections.

#### Possible answers:

They could say (to the man that) he should get out of the way.

They could stay where they are and ignore the man.

They could tell the man to find a different place.

**2 In groups.** Ask students to work in the same groups and discuss what they would say and do in the situation described in Exercise 1 above.

**As a class.** Nominate students from different groups to share some of their group's answers. Make sure the class knows the meaning of the word *aggressive* (behaving in an angry or rude way that shows you want to fight with someone). Ask students to identify if any of the responses they have just heard are examples of aggressive behavior.

### B While you watch

**1 As a class.** Explain or elicit the meaning of the following words:

*defend* (v.) – to protect someone or something from attack

*aggression* (n.) – an angry feeling that makes you want to attack or defeat someone

*dominance* (n.) – a situation in which one person or thing has more influence or power than any other

*territory* (n.) – an area that an animal considers to be its own

*shove* (v.) – to push someone or something with force

*faint* (v.) – to become unconscious and fall to the ground, usually for a short time

**Individuals.** Give students 30 seconds to read the questions and answer options. Then play the video from the beginning until the presenter says ... *it's not surprising when it happens* [up to 00:44]. Check the answers by nominating four students to read the correct sentences.

**Answer key:** 1 a 2 c 3 a 4 b

**As a class.** Play the next part of the video [00:43–01:44] and pause when you see the question *What do you think they will do?* Have students call out ideas.



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**Possible answers (mentioned in the video):** get annoyed, argue, complain, ignore the man, move to another place

**2 In pairs.** Explain that these eight sentences come from the next part of the video. In pairs, have students take turns reading them aloud and guessing who will say them by circling their answers.

**As a class.** Play the video from when the narrator says *What about here, on this lovely beach?* [00:43] and have students check their answers and make any necessary corrections. Pause the video when you see the question *What do you think the man will do?* [02:42]. Ask eight different students to read aloud the answers.

**Answer key:** 1 M 2 J 3 W 4 J 5 M 6 J 7 W 8 W

**In pairs.** Focus on the question on the screen (*What do you think the man will do?*). Have students speculate in pairs. Encourage them to practice using *say* and *tell* by writing these prompts on the board:

*I think he'll say ...*

*I think he'll tell Jack to ...*

**As a class.** Ask some pairs what they think the man will say and do. Play the section of video that shows the couple leaving [02:42–03:04]. Pause the video here, then ask students who predicted correctly to raise their hands.

**3 Individuals.** Tell students they are going to listen to three people saying what they would do if someone sat right in front of them on a beach that wasn't very crowded. Make sure they understand that they have to circle all the things these people say they would do. Elicit the meaning of *lifeguard* (someone whose job is to save swimmers who are in danger). Play the video from where you paused it up to the point where the man says *I would probably move my towel next to them and start a conversation* [03:04–3:26]. Check answers as a class.

**Answer key:** tell them to move, throw sand in their face, move my towel next to them, start a conversation

**4 As a class.** Tell the class you are going to watch another situation involving the defense of personal territory. Prepare the class by playing the video from where you last paused it up to the point where the question *What do you think the driver will do?* appears on the screen [03:26–04:17]. Pause the video here and elicit some ideas. Encourage students to use the *say/tell*

prompts you wrote on the board for Exercise 2. Explain that you are going to do a silent viewing (see *Techniques for teaching with video* in the DVD booklet). Tell students they are going to watch the next part of the video with the sound off. They should make a list of words and phrases they think the people are saying. Play the section of the video from where you paused it [04:17] to the end. Nominate a few students to share their ideas. Encourage them to use *say* and *tell*.

**Possible answers:**

Jack will tell the man to find another space.

The man will say to Jack that he should move.

Play the video again, this time with the sound on. Encourage students to circle any words on their list that they hear in the video. Ask them to count up how many words they guessed correctly.

## C After you watch

**1 In groups.** Ask students to work in groups of three or four. Encourage them to first recall what happened in the video and then to describe what they would do in each situation. Draw attention to the example answers and encourage them to use *say* and *tell*. Invite some students to share their ideas with the class. Correct any incorrect usage of *say* and *tell*.

**2 In groups.** Before students begin this task in groups, make sure they understand the situations. Encourage students to describe their experiences in detail and to listen carefully to the others in their group. Invite a few volunteers to tell the rest of the class about the experiences of one or more students in their group.

## D Language Points

**1 In pairs.** Make sure students understand that statements 1–4 are from the video and that two of the statements were said by the same person. Give pairs a minute or so to do the exercise, then check answers as a class.

**Answer key:** 1 c 2 a 3 b 4 c

**2 As individuals.** Before students match the sentences from the video with their meanings, you might want to pre-teach the word *fair* (reasonable). Then, check answers as a class.

**Answer key:** a 2 b 3 c 1 d 4



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## E Your Viewpoint

**In groups.** Ensure students work in mixed-sex groups. Before they start, elicit or pre-teach the meaning of *give up* (to stop doing something – in this case, defending your territory) and *prepared to* (ready to).

**As a class.** For questions 1 and 2, invite students from different groups to share their ideas and any interesting things they discussed in their group. For question 3, hold a class vote.

## 4 Video Script

<b>Presenter:</b>	We're taking a walk along this peaceful, quiet beach. Just the place to relax. But out there, at other beaches around the world, that's another story. Let's take a look. These sea lions fight to defend their territory. During the mating season, these elephant seals show aggression to establish dominance. People fight to defend their territory. In some situations, we're used to it. We even expect it. When you're in a crowded street, or trying to get into a crowded bus, other people are going to start shoving. It's not always pleasant, but it's not surprising when it happens. But what about here on this lovely beach? There's plenty of room for everyone to sit comfortably, enjoy the sun, and look at the ocean. If you were sitting right here, what would you do if someone else came and sat right in front of you?	<b>Man 1:</b>	Hey, buddy. Hey, you're not going to sit right there, are you? You're right in front of us.
<b>Jack:</b>	Hello!	<b>Jack:</b>	Well, yeah. Yeah, I am, actually. I'm going to sit here all day.
<b>Presenter:</b>	Let's find out. Let's see how assertive or aggressive these beachgoers are about defending their territory. Ready?	<b>Woman 1:</b>	But there are plenty of other great places to sit on this beach.
<b>Jack:</b>	Ready.	<b>Jack:</b>	That's true. It is a big beach with plenty of places to sit, but this is my place, I always sit here. I'm going to sit here now.
<b>Presenter:</b>	This couple thinks they'll settle down to a nice day on the beach. They'll probably do what most people do on the beach. Maybe he'll have a cold drink. Maybe she'll read a book. Maybe they'll go swimming. Or maybe not, once Jack goes into action.	<b>Man 1:</b>	This is a public beach.
<b>Jack:</b>	Hey. How you guys doing? Great day, isn't it?	<b>Jack:</b>	You're right. It is a public beach. And I'm sitting here. All day. I'm not going to take this.
<b>Presenter:</b>	As you can see, the couple is annoyed. Will they argue? Complain? Or will they just ignore him?	<b>Man 1:</b>	I'm not going to take this.
		<b>Woman 1:</b>	Wait a minute.
		<b>Presenter:</b>	She thinks Jack's a little crazy.
		<b>Man 1:</b>	He's on my towel.
		<b>Woman 1:</b>	Why don't we just go over there?
		<b>Jack:</b>	Hey, what book is that?
		<b>Presenter:</b>	The man is torn between defending his territory and having a nice day with his girlfriend. How is he going to react? Is he going to take it or will he put up a fight?
		<b>Woman 1:</b>	Look, why don't we just go over there?
		<b>Jack:</b>	Can you hand me a drink, dude? Hey, yo. Easy there, missy. You don't have to get rough. Well, you could at least ... Wait, come back. No, let's go swimming. It's nice ... Fine. I was just trying to be friendly.
		<b>Presenter:</b>	Let's say you're sitting on the beach, it's not too crowded, and someone comes up and puts their stuff right in front of you. What would you do?
		<b>Woman 2:</b>	I'd be very angry and go over to them and tell them to move.
		<b>Woman 3:</b>	Maybe throw a little sand in their face and make them move.
		<b>Man 2:</b>	If someone sat down right in front of me on the beach, I would



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<b>Presenter:</b>	probably move my towel next to them and start a conversation. Now let's take Jack out to the street. This is South Beach in Miami. Getting a parking place in this neighborhood can be really difficult. That's because there are too many cars, and not enough space. And when space is limited, people can get a lot more aggressive. Our producer is parked here in this very desirable parking spot. She's going to wait until someone wants her parking space. There's a lot of traffic, so she won't have to wait too long. Yes. There's someone now.	<b>Driver 1:</b>	I was right there! What are you talking about?
<b>Driver 1:</b>	Leaving?	<b>Jack:</b>	It's now time for the sunny tunes of South Florida.
<b>Driver 2:</b>	Yeah, I'm leaving.	<b>Driver 1:</b>	I was right there, you saw me.
<b>Driver 1:</b>	Oh, great.	<b>Jack:</b>	I'm sorry, I can't hear what ... Great song. I love this song. Do you have a hearing problem? You scream a lot.
<b>Presenter:</b>	She pulls out, and the minute she pulls out, Jack pulls in. What do you think the driver will do? Drive away? Or stop and confront Jack?	<b>Driver 1:</b>	... problem?
<b>Driver 1:</b>	Hey, hey, come on, pal, that's my spot, my parking spot.	<b>Jack:</b>	Yeah.
<b>Jack:</b>	Oh, yeah? Didn't see you in it. Well, looks like it's my space now. Sorry!	<b>Presenter:</b>	If you're waiting to pull into a parking space, and someone else sneaks right into it, what would you do?
<b>Driver 1:</b>	What are you talking about, man? You saw me, I was right there.	<b>Man 3:</b>	I would beep my horn, I would roll down the window, and I would shout very rude things at them.
<b>Jack:</b>	Have you considered anger management counseling?	<b>Woman 4:</b>	I would yell out the window and tell them to move.
		<b>Presenter:</b>	Aggression. It's part of survival. Animals and humans need to be aggressive in order to survive. But how aggressive do we need to be? When do we fight? When do we give up and walk away? Those are the decisions that we all make every day.
		<b>Jack:</b>	Gotta go. Large men. See you. We'll have lunch.
		<b>Presenter:</b>	Because knowing when to walk away, or run away, is part of survival, too.