

PET PEEVES

Pet Peeves

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Lesson General Topic: PET PEEVES

Teaching approach

I will use the Communicative Language Teaching Approach in the present lesson plan. According to Aslam, M. (2018) “the communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively in grammatical perfection or phonetics” (p. 36)

On its part, the British Council, on its website about the teaching of English, states that:

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

On the previous mentioned page, we can also find that when the classroom activities are guided by the communicative approach, we should try to help students produce meaningful and real communication, at all levels. “As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials” British Council (2019).

Aimed context and population

There are certain attitudes, actions and customs we have, that without noticing it, could be bothering others. Such behaviours sometimes annoy people, in a way that might result irritating. A clear example of an action that irritates others is people chewing loudly and with the mouth open, be it gum or food. This is a pet peeve. The present lesson plan addresses the topic on the basis of the most common pet peeves people around the world have; it also deals with important

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vocabulary related to annoyance. I consider this vocabulary category relevant as it gives the students the tools they need to express negative feelings about things others sometimes do and they don't like at all. This type of situations can be found in everybody's lives, and sometimes at school they only teach us vocabulary and expressions about things we like, love and enjoy. In that order of ideas, to learn words and expressions used to express irritation and annoyance are of great help.

The present lesson plan is intended to help eleventh graders at Externado Caro y Cuervo School in Bogotá, overcome different communicative issues: They have been partners for five years or more, have a lot of confidence among them and have the need to name bad habits and express their negative feelings about some behaviours that can sometimes result annoying for them. As this population don't have all the vocabulary needed and don't know the expressions to mention if they feel irritated about negative habits in their classroom, this lesson plan emerges to give them all the elements they need to do it so.

This lesson plan will be of great help for me and for the other students as it will give us useful means to express ourselves about negative manners or behaviours others could have. It will also contribute to the bachelor program, to me as teacher and all the teachers, to improve our pedagogical practice as it will provide us with practical and convenient resources to enrich our daily practice.

Content topics and language topics

Pet peeves, behaviours and actions that annoy others, and words that indicate irritation, discomfort, displeasure and discontent.

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Lesson Goals

- To create real and meaningful communicative situations, involving useful topics for the students.
- To motivate students to learn and use communicative skills.
- To guide students in their acquisition of relevant expressions related to pet peeves, and vocabulary associated with annoyance, irritation and disgust.
- Help students overcome their lack of knowledge about vocabulary and expressions that refer to bad habits and behaviours that sometimes result annoying.

Communicative objectives

Students will be able to:

- ✓ Mention what behaviours result irritating and annoying to them.
- ✓ Understand the knowledge through active interaction in the foreign language.
- ✓ Find out personal information about their classmates; especially habits some people have that could be annoying to them and they haven't shared publicly yet.
- ✓ Integrate their language skills: reading, writing, listening, and speaking.

Language objectives

Students will be able to:

- ✓ Develop strategies to understand words and expressions they normally use in their daily lives. For example, memorising key words, phrases and expressions.
- ✓ Keeping a notebook with new words they learn, and surrounding themselves in English.

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- ✓ Articulate both academic and informal language with skills to participate in the lesson; especially with useful, meaningful and real expressions to say how they feel when they face situations of annoyance.

Learning objectives

Students will be able to:

- ✓ Help students acquire abilities to learn by themselves lifelong learning.
- ✓ Use the new language in unrehearsed contexts
- ✓ Create learning opportunities outside the classroom.
- ✓ Acquire the linguistic bases that enable them to participate actively in terms of things that people sometimes do that produce irritation and discomfort in others.

Lesson stages

Type of Activity	Description	Timing per step or activity
Introduction	Warming up: Concentration game, where students, in order and one by one, have to say one word from a given word bank. The first student says just one word, but the second has to say the word the first student said and then add another word. The third student has to mention the first two words and then add one more and so on. The student who fails in saying the correct sequence of words goes to the final position in the group.	20 min

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Word bank for the warming up activity in the annex section.

Transition question: What actions or behaviours done by others really annoy you?

As not everybody might know the meaning of what a pet peeve is, I just start by having a conversation with the students, about things that bother them, making a list from the least to the most annoying of them. I wait for all the students' responses and create a brain storm or list with them, and if at the end there are still some behaviours, attitudes and actions that are annoying and haven't been mentioned yet, I will tell them: what about...? And then mention some more irritating actions. Finally I tell them that these things that bother them are their pet peeves.

Transition question: are there any things you do that others consider irritating?

I take some time to listen some students' answers, and then I show them a short video where some people tell us their pet peeves. After that I encourage them to make a comparison between their pet peeves and the pet peeves from people in the video; taking into account that this interviewed population

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	<p>come from a different country and have a different culture.</p> <p>Transition question: Can you tell a person when you're being annoyed with his/her actions or manners?</p> <p>At this point, some students will participate and will give their answers about the formulated question. Importance will be given to real experiences they have had.</p>	
<p>Practice</p>	<p>I give a worksheet to the students with all the vocabulary previously studied; this to serve as a guide for the next exercise that needs to be done. Then I give another worksheet to the students; this time with an exercise where they have to think about a predicament from their own experience and share to a classmate who can solve it. (<i>Situations in the annex section</i>)</p> <p>Transition question: Are there any things that annoy others but you don't feel irritated with them?</p> <p>A short dialogue is projected on the whiteboard. The dialogue is designed to be done in couples. Students decide who of them makes part A and who makes part B. The dialogue is about a common situation that includes some pet peeves, and students are asked to perform it in front of their classmates. The dialogue</p>	<p>30 min</p>

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	<p>includes new and useful vocabulary and expressions like threshold, aggravating, infuriating, spurn, impede, cringe, can't help, chalk up, jump at and nuances. They can read it but they also will be encouraged to do it by heart. After asking the students to perform the dialogues in front of all their classmates, they could do it in small groups of four people. Enough rehearsal will be done before the final performing activity.</p>	
Consolidation	<p>Students write on a piece of paper a list of 10 pet peeves, from the least to the most annoying of them, indicating why they organized them in that way. Then they will work in pairs to compare their lists and check in what pet peeves coincidences can be found.</p> <p>Transition question: Are there any situations that instead of being annoying, are funny or entertaining for you?</p>	20 min
Final Assessment	<p>Students are given a short reading comprehension exercise about the lesson learnt. In the text they will find expressions and vocabulary related to pet peeves. The questions are multiple-choice. At the end they swap their papers and make a coevaluation of their classwork done during the lesson.</p>	20 min

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Materials to use in class

- ✓ Colored markers to write key words and make the brain storm on the white board.
- ✓ Blank papers for students to write their pet peeves.
- ✓ Worksheets with exercises about the lesson for the students to be developed.
- ✓ Video beam, speakers and computer or IPad to project on the whiteboard the video about pet peeves and also to show students the short dialogue to be acted out.

Annexes

Situations that students must discuss in the practice section

1. Your best friend eats with the mouth open and chews really loudly. You don't know how to tell him/her that this habit is not only annoying but also rude to others. What words would you use to make him/her understand this is a bad habit, without having the risk of losing this person's friendship?
2. Your teacher flosses teeth in public after the lunch time. This practice results really bothering to colleagues and students who are near this teacher. What would you do to tell him/her this is not a good manner?
3. You have been in a line, for an hour, in front of a bank to pay a bill. Suddenly a person appears and cuts in line just in front of you. How do you react? Do you ask this person to go to the end of the line? Or, on the contrary, do you ignore him/her and don't let this situation to upset you?

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4. You had just met a new boy/girl and you are interested in him/her. This person is really beautiful and calls your attention. You go on a date to a restaurant and ask for some food to eat. This person receives a soup and starts slurping it. Do you lose interest in him/her? Do you tell him/her that his behaviour annoys you? Do you ignore the situation?

5. You are giving an English class to a little student. This kid starts to pick boogers and sticks them on his/her school supplies. Do you feel disgust about this rude habit? Do you stop giving the class and report it to the parent? Do you ask the child this not to do this? Do you totally ignore the situation?

Word bank for the warming up activity

bore, bother, annoy, displease, disturb, perturb, exasperate, fire up, peeve, trouble, worry, provoke, infuriate, trouble, irritate, agitate, rile, irk, gall, vex, bug, madden, provoke, tease.

Dialogue

Person A: What's wrong with you?

Person B: I feel so irritated!

Person A: what happened? Why are you mad?

Person B: I was at the dining room ready to eat my lunch and then a new student sat down in front of me.

Person A: that's not a reason to be angry...

Person B: wait, I haven't told you what happened later that became really infuriating. This student started to eat his lunch and then began to chew loudly and with the mouth really open.

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Person A: wow, I would have cringed in horror! In a situation like this I can't help telling the person what's happening or I just run from the scene.

Person B: I know, but I don't like to spurn other people, so I jumped at staying at the table and tried to concentrate in other matters.

Person A: You are a brave person: I have a low threshold of annoyance and get irritated easily.

Person B: I am, but unfortunately this person was so evident and made such a loud sound with his teeth that the situation turned into something much more aggravating.

Person A: there are nuances at the time of getting upset but surely this triggered exasperation in you.

Person B: That's right. I thought I had chalked up a victory as I managed to cope with the situation by putting on my headphones and forgetting about what was happening.

Person A: then, what happened why did you get so infuriated?

Person B: guess what... the rude person in front of me sneezed on my face!

Reading comprehension activity

The worst pet peeve of all

We could go and ask person by person about common behaviours that annoy them and all of them would give us a different answer. Nobody knows how many different pet peeves are there in the world, from the person who brings the guitar to all meetings to the person who corrects grammar; all around the globe there are people who get irritated with these habits. But, what is the worst pet peeve of all? We might say that this is a subjective question. Although it is true that virtually everyone in the world could have a different pet peeve, it is also true that there are some typical manners and habits that have the ability to annoy most human beings. Below I

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show a list of common pet peeves that don't easily go unnoticed: People who don't use turn signals, people who don't say please or thank you, people who cut in line, people who kick or knock the back of your seat, people who use or correct poor grammar, people who speak really loudly in public, people who clip their nails in public, people who ask questions at the movies, people who walk slowly, and obviously, people who chew really loud with their mouths open. And the winner is the last pet peeve mentioned in the list, people who chew loud and with their mouths open. It has been proven that this nasty habit can easily annoy people who witness it. Do you agree with me? If not, in your opinion, what is the worst pet peeve of all?

According to the text, circle the correct option. True, false or doesn't say.

1. Everybody in the world has a different pet peeve
a. True b. False c. Doesn't say
2. To correct grammar is a common pet peeve we can find out there.
b. True b. False c. Doesn't say
3. There's an expert in USA who knows how many pet peeves are there on Earth
a. True b. False c. Doesn't say
4. It is subjective to try to name the worst pet peeve of all
a. True b. False c. Doesn't say
5. There's a list of common pet peeves that could bother almost anyone
a. True b. False c. Doesn't say
6. All people around the world don't have pet peeves
a. True b. False c. Doesn't say
7. To file nails in public is a habit that annoy people

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a. True b. False c. Doesn't say

8. According to the text, the worst pet peeve of all is to chew food with the mouth open

a. True b. False c. Doesn't say

9. People who ask questions during a movie could go to jail in some countries

a. True b. False c. Doesn't say

10. Not using turning lights in Germany is illegal, so people who don't do it get a fine.

a. True b. False c. Doesn't say

Conclusions

By designing the present lesson plan I learnt that the expression pet peeve refers to an action, habit or behaviour that is done by a person and annoys or bothers another person. I also learnt that virtually everybody in the world has an ingrained bad habit that without noticing could be annoying others. I acquired vital vocabulary and expressions that now I can use, not only in the classroom with my students, but also in my daily life with my family, friends and with total strangers.

This lesson plan emerges as an aid for the teachers and students who want to go beyond and learn how to name negative habits sometimes people have; it is common to see teachers asking, for instance, for the student's favourite things or for activities they like, love or enjoy, but there is lack of knowledge at the time of mentioning negative manners or habits that cause discomfort to others.

Graduated teachers and students who are about to get graduated could easily use the present lesson plan and implement it in their classes without any problem, since all necessary information is printed and photocopiable, no big modifications are needed to be done, just to remove the video from YouTube to show to the students some of the most common pet peeves around the world. Instead of the video, the teacher could name the pet peeves and make a drawing on the whiteboard or mime them with gestures and body language so the students understand what the teacher is talking about.

This lesson plan was very important for me as I had the opportunity to implement it by using a communicative approach. In it I used situations from real life and from contexts that are familiar for the students. I avoided focusing on grammar and emphasised in the ability to communicate ideas and thoughts, always using the English language.

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Pet Peeves: What is yours?

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Abstract

Humans are social beings by nature; we love sharing, talking and hanging out with family and friends. But what, when our relatives, acquaintances, or even strangers' habits cause us annoyance? How to deal with these feelings of discomfort, for example when there's a person who sings loudly, whistles or corrects your grammar mistakes all the time? Do these behaviours irritate you? Did you know these feelings are called "Pet Peeves"? Why do they have this name? Do they have a relation with dogs and cats? Do you know what words you can use when you feel annoyed by someone's behaviours? Can you name those common people's actions that discomfort you?

Most things students say every day are easy to remember because they are positive or pleasant. "I love candy, I enjoy swimming, I like dancing, I prefer singing to speaking", etc. On the other hand, when they want to refer to unpleasant things, they take the easy way out and use expressions like: "I don't like that or I hate this", so there is a limit in the words they use. For years, as a teacher I have observed that students can easily name positive actions and express themselves about things they like, for instance their favourite activities and hobbies; but at the same time, they show lack of knowledge when expressing dislike, irritation or annoyance with more elaborated words. They also show little familiarity at the time of mentioning specific bad manners like pick boogers or slurp the soup, and annoying actions like cut in line or floss teeth in public.

The present lesson plan emerges as a pedagogical proposal to help eleven grade students from Caro y Cuervo School, to express themselves about some of the most common pet peeves they can find out there. It is very useful because it is directly related to human interaction and relationships and it deals with situations from daily life.

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The Communicative approach will be used; and as it is meant to be used to produce real and meaningful communication processes, it can be considered very useful and applicable. ‘Pet peeves’ is a topic that will be taught using a learner-centered emphasis, and will focus the ability to communicate the message in terms of its meaning. These are also a vital part of the communicative approach.

Pet Peeves: What is yours?

Most people experience some kind of discomfort or disgust with certain actions or habits others have. With this in mind, what are the things we do every day that annoy other people? According to an expert in the matter, “...virtually everyone has a list of inconsequential-yet ultimately highly annoying- habits that are so deeply ingrained they forget they're doing them.” (Crow, S. 2019). This statement seems to be real as it is almost impossible to find a person who doesn't feel at least a little irritated by other people's habits.

From the moment we wake up in the morning to the moment we go to bed at night, we are surrounded by people. Whether they could be our relatives, friends or totally strangers, we always have to deal and socialize with people who are close to us. What if these people are doing things like nose picking, snoring, licking fingers, clipping nails, burping, speaking loudly when talking by phone, or even farting in public? Are all students familiarised with this important vocabulary and expressions? The present lesson plan was designed as an aid to give this significant knowledge to the students so that when they feel annoyed by certain situations, habits and actions, they can give them the appropriate name.

Human behaviours and habits is something that has always called my attention; it is nice to see how people interact in diverse environments and have different kinds of relationships, not necessarily positive. Negative things, habits and responses are also a fundamental part of human

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communication, so it is interesting to see how people react to stimuli like bad manners as it shows the degree of tolerance they have. But, why is human interaction so important?

Katherine Diggory states that:

For one thing, it is important for our mental health. Social contact helps us to cope with stress and major life changes like a divorce, redundancy and moving house. And knowing that we are valued by others is an important psychological factor in helping us to forget the negative aspects of our lives, and thinking more positively about our environment.

Diggory, K. (2018).

Our society and environment are aspects that can affect, in one way or another, how we do things. People tend to act in one way when they are alone and in another way when they are accompanied. Sometimes, we can also find people who show others their rude habits and they don't even care about it. The fact is that most people do things and without noticing they could be annoying others. It is hilarious to go beyond and try to enter in other peoples' minds, and by looking at their gestures and body language, try to guess what they're thinking. Whether the individuals are the annoyers or the annoyed ones, we can take some time to go further and analyse their behaviours and responses to these kinds of stimuli. Here we could be able to find a variety of reactions: from the ones who don't care about it to the ones who stand up and run away from the scene.

Why do we get irritated when a person talks at the movies, taps his/her feet, hums along a song, snaps gum, or fishes food out of the teeth? Is there a threshold we should avoid to trespass in matters of what is rude and what is not? There's something called good manners and etiquettes, which unlike rude habits, is something very important and necessary. "Good manners

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are important for considering the feelings of other people and being the kind of person that others will like and respect. In the 'olden days' children were taught about the Golden Rule, "Always do to others as you would wish them to do to you if you were in their place." Lewis, F. (2017). At this point the author makes us think something very relevant: it is a good way to behave nowadays. Here is the answer of our questions above: it is expected that everybody behaves in a way that can result respectful and educated too. According to Lewis, being helpful, cooperative, generous, cheerful, thoughtful are things others will appreciate.

Based on the aforementioned, when things go the opposite of what is normally expected, is when a pet peeve is created. Pet peeve sounds like something related to animals that can live in our homes, but it's not like that. Even though some pet peeves can be related to animals, that's not the meaning. But, where do these words come from? According to Caroline Bologna, the reasons why pet peeves are called like that don't include dogs and cats. "The phrase "pet peeve" can be traced to the early 20th century, but its components have a longer history. The word "pet" can refer not just to a domesticated animal but also to something particularly cherished or preferred, as in a "pet project." Bologna, C. (2019). "Pet" dates back to the 16th century, when it was mainly used to refer to an animal. If we go back to these old times, and despite the word "pet" makes us think about something cute we want to cuddle, we start finding examples of it paired with negative concepts like "hatred" and "aversion", as in the phrase "pet peeve".

An issue from 1833 of the British women's magazine called *La Belle Assemblée* mentions the aversion from a general by saying "his pet hatred". Another writings from 19th century use the expressions "pet dislikes" and "pet aversions." In respect to the second part of the phrase, a peeve is a particular annoyance. The word appeared in the English language, and traces of it couldn't be found before the 1900s. "Peeve" is derived from the much older word "peevish,"

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which means “querulous” or “easily irritated.” “Peevish” comes from late Middle English, with examples appearing as early as the 15th century. Around the turn of the 20th century, the back-formation “peeve” came onto the scene as a verb and then a noun, and not too long after, people started talking about their “pet peeves.” Bologna, C. (2019). On the other hand a 1916 volume of American Garage mention some Ford owners talking about their pet peeves, referring to these cars’ engines. And in another journal from 1918, a reader says the sentence: “In Praise of Stevenson is so good I have entirely forgotten that rough-cut leaves are my little pet peeve.”

Now that we have tracked the origin of the expression, it is clear that it refers to a reaction to a stimulus arisen from something evidently negative. But what is the worst pet peeve of all? This is something that hasn’t been discussed here yet. In a video found in the page Youtube, called “Top 10 Pet Peeves” all people surveyed agreed on the same pet peeve. But, what is it? You definitively have it your mind. Yes! People who chew really loud with their mouths open. This seems to bother us so much that we can’t stand being next to others who have this habit. In my personal experience, when I am sitting next to a person who chews food or gum loudly and with the mouth open, I just walk away to another place.

Well, now that we know the pet peeve that is in the first position, what are other common habits that can really annoy others? Let’s look at some people’s answers, which are really useful expressions that students could include in their daily communication.

- People who don’t use turn signals.
- People who don’t say please or thank you.
- People who cut in line.
- People who kick or nock the back of your seat.
- People who use or correct poor grammar.

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- People who speak really loudly in public.
- People who clip their nails in public.
- People who ask questions at the movies.
- People who walk slowly.

As I want the students to develop important communicative skills that allow them to communicate, both orally and in a written way, meaningful and real messages, the communicative approach will be used.

According to Aslam (2018), “When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn the language” (p. 35-36). The author moves forward and mentions another important aspect: the communicative approach is an answer in contrast to previous methods which are mainly centered on teaching grammatical structures; It gives priority to how language is used practically. Finally, we find the most crucial reason of why the communicative approach will be used: it boosts students to integrate their personal experiences into their language learning background and concentrates on the language acquisition experience.

The communicative approach is the product of teachers and linguists who were not satisfied with previous methods and approaches that didn't focus on the process of expressing ideas from real experiences and contexts or in transmitting the idea more than in grammatical perfection. In this approach the teacher gives the students situations that they could easily find in their daily lives, so they can talk about them more freely. There are a lot of examples of communicative exercises, especially focusing the listening and speaking skills. For example, to listen to a conversation between two good friends, and then have a discussion on the topics mentioned by them. Another good practice could be to provide students with a list of places and

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situations, asking them to invent different stories based on the given information, to finally share it with the whole class.

According to Larsen and Freeman, 1986, if the communicative approach wants to be used, the teacher has to step back a little and serve more as a referee or monitor; speaking just the necessary and paying attention and listening to the students, who are the ones who must get involved in real processes of communication where they use situations they are likely to encounter in their homes, school or places they frequently are. One important aspect of the communicative approach is that the students are more responsible of their own learning process.

The present lesson plan is intended to help eleventh graders at Externado Caro y Cuervo School in Bogotá, overcome different communicative issues: They have been partners for five years or more, have a lot of confidence among them and have the need to name bad habits and express their negative feelings about some behaviours that can sometimes result annoying for them. As this population don't have all the vocabulary needed and don't know the expressions to mention if they feel irritated about negative habits in their classroom, this lesson plan emerges to give them all the elements they need to do it so.

This lesson plan will be of great help for me and for the other students as it will give us useful means to express ourselves about negative manners or behaviours others could have. It will also contribute to the bachelor program, to me as teacher and all the teachers, to improve our pedagogical practice as it will provide us with practical and convenient resources to enrich our daily practice.

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