

Teacher's notes | Reading file 8

Learning objectives in this lesson

Scanning for specific information, synthesizing arguments in the text, focusing on key vocabulary, personalizing the context.

Lead into the text by giving examples of the kind of bullying that goes on between children. Name-calling, ostracism, violence, 'practical jokes'. Ask about the kind of behaviour that takes place. Move onto asking if adults bully each other and what form this takes. Be sensitive to what students have to say as they may have personal experience of being bullied as a child, or at work.

- 1 Ask students to read the text and to match the headings to paragraphs. Point out that headings often summarize what they read next.

Answers

- | | |
|------------------------|----------------------|
| 1 What is bullying? | 5 Subtle bullies |
| 2 Why do people bully? | 6 Tackling the bully |
| 3 Aggressive bullies | 7 Outside help |
| 4 Imperious bullies | |

- 2 This can be done as a whole class activity.

Answers

- 1 From a boss to a subordinate, from an established member of staff to a newcomer.
- 2 The writer suggests it is to show that they are more important and that they are the boss.

- 3 Get students to do this in pairs. Each pair could take a type of bully. Then students could take it in turns to feed back to the rest of the class or to write their findings on the board. Allow the students to add any ideas of their own.

Suggested answers

- 1 Aggressive = Loud and aggressive, likes to humiliate subordinates. Enjoys doing this in front of an audience. Imperious = Totally thoughtless and inconsiderate. They overload subordinates with work or give unfair / unrealistic deadlines. They do not show respect by never returning calls or emails. Subtle = Superficially charming. Pretend that they are just having fun. Teasing and practical jokes.
- 2 Aggressive bullies can react in a frightening way, imperious bullies often question the person's commitment to the job, subtle bullies act hurt and say that they were only having a little bit of fun and that the victim should learn how to take a joke / lighten up.
- 3 People can take notes and keep a diary of the bullying. They can contact someone higher up the hierarchy. They can ask the union or staff association for help.

- 4 It is sometimes difficult to say where the first ends and the second begins.

- 5 They can act as witnesses to back you up, i.e. support what you claim.

- 4 Lead a general whole class discussion on the question. Essentially the writer doesn't have many concrete ideas to help. He suggests that getting out / running away might be the best option. Ask the students what action they might take.

- 5 Get the students to work in pairs to match the two parts of the collocations.

Answers

- 1 e 2 f 3 g 4 h 5 a 6 c 7 d 8 b

- 6 Students use the text to help them understand the meaning of the collocations.

Answers

- 1 verbally abusive = being rude and insulting to someone, but not physically violent
- 2 nervous breakdown = when somebody gets so affected by something that they are unable to carry on as normal and get depressed, stressed, and sometimes physically ill
- 3 exert power = to use your senior position to make someone do something
- 4 unreasonable deadline = a work deadline that is deliberately unrealistic
- 5 practical joke = a trick played on someone to make them look stupid
- 6 tough management = pushing people to work to the best of their ability and accepting no slacking
- 7 malicious damage = destroying something deliberately
- 8 staff association = a group made up of members of staff, with the aim of championing staff issues

- 7 Get students to work in pairs to do this, then check answers as a class.

Answers

- 1 f 2 e 3 g 4 a 5 c 6 b 7 h 8 d

- 8 Students work in pairs. You could write the phrasal verbs on pieces of card and deal them out to the students.

- 9 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner, giving reasons why.

- 10 Allow the students to work in pairs or else lead a whole class discussion. The second expression about 'sticks and stones' is what parents often say to children if they are being bullied. Of course, we all know that words can be extremely hurtful.