

10

One of those days



**COMPLAINT** soup cold

**REQUEST** another bowl

**COMPLAINT** wrong change

**REQUEST** 50p more

**COMPLAINT** heater in hotel room not working

**REQUEST** repair it

**COMPLAINT** music too loud

**REQUEST** turn it down

**COMPLAINT** tape not loud enough

**REQUEST** turn it up

**COMPLAINT** bought a book - pages missing

**REQUEST** another one

**COMPLAINT** ordered coffee - not tea

**REQUEST** a cup of coffee

**COMPLAINT** this room too small

**REQUEST** a bigger one

**COMPLAINT** bought a pullover - hole in it

**REQUEST** a new one

**COMPLAINT** bought a pair of trousers - shrunk

**REQUEST** money back

**COMPLAINT** room too smoky

**REQUEST** open a window

**COMPLAINT** taxi driver driving too fast

**REQUEST** slow down

# One of those days

## Worksheet

# 10

### ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

### AIM

To speak to as many partners as possible, making complaints, apologising and making requests.

### GRAMMAR AND FUNCTIONS

Complaining: *I'm sorry... I'm afraid...*

Apologising

Responding to apologies

Making requests

### VOCABULARY

General

### PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the worksheet up into cards as indicated so that the students have one card each. You will need to keep one card for yourself to demonstrate the activity.

### TIME

15 to 20 minutes

### PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
- 2 Tell the students that they are going to make complaints and requests using the words and pictures on their cards as prompts. Before they start the activity, ask each student to look at their own card and to write on the other side who they are complaining to and where they are. Tell the students to ask you if they are not sure what the illustration on their card shows.  
For example: *Waiter or waitress, in a restaurant*
- 3 Write example dialogues on the board indicating the language the students should use. Explain that Student A's complaint and request will depend on the words and picture on their card and that Student B's response will vary slightly depending on the situation as written on the other side of the card.  
For example:  
Student A: *Excuse me! I'm afraid my soup is cold.*  
Student B: *I'm very sorry, sir/madam.*  
Student A: *That's all right, but could you bring me another bowl please?*  
Student B: *I'm sorry, but you've given me the wrong change.*  
Student A: *I'm awfully sorry, sir/madam.*  
Student B: *That's OK, but would you mind giving me 50p more?*
- 4 Demonstrate the activity with individual students. Tell the students to hold their cards so the picture is facing them and the side they have written on is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.
- 5 Now ask the students to go round the class complaining, apologising and making requests with as many different partners as possible, using their cards as prompts. In this part of the activity, the students practise making the same complaint and request several times.
- 6 When the students have finished, ask them to exchange cards and to go round the class again, this time holding their cards the other way round so the word and picture prompt is facing their partner. The students take it in turns to make complaints and requests using the prompts on their partner's card. In this part of the activity, the students make different complaints and requests each time they change partner.
- 7 The students continue in this way until they have spoken to as many different partners as possible.