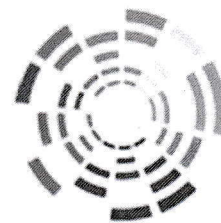


# Expressing dissatisfaction, apologising

## Vocabulary Development Lesson

### Teacher's notes

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### Vocabulary Ideas for elicitation and development

**THIS PAGE IS NOT A HANDOUT FOR STUDENTS, IT IS A LIST OF POSSIBLE VOCABULARY FOR YOU TO USE IN THE ELICITATION AND PRESENTATION STAGES. YOU WILL NEED TO BE SELECTIVE AS THE ENTIRE LIST IS TOO MUCH FOR ONE LESSON. IT IS ALSO LIKELY THAT OTHER ITEMS WILL ALSO COME UP—SEE TEACHERS' NOTES ON FOLLOWING PAGES.**

### Idiomatic Phrases

<b><i>Enough is enough</i></b>	<b>I've had enough, this situation must stop now.</b>
<b><i>I've had it up to here (pointing to head)</i></b>	<b>A bad situation has gone on for too long and I've taken as much as I can of it</b>
<b><i>Sick to the back teeth with this</i></b>	<b>To be very annoyed and sick of a situation which has gone on for a long time, similar to above.</b>
<b><i>Mustn't Grumble</i></b>	<b>The situation isn't so bad, I shouldn't complain</b>
<b><i>I can't complain</i></b>	<b>As above</b>
<b><i>Grin and bear it</i></b>	<b>Even though the situation is bad, smile and keep going.</b>
<b><i>Don't give a monkey's</i></b>	<b>When you don't care or feel sorry that somebody else is unhappy about something</b>

#### Verbs for expressing dissatisfaction:

*Moan, go on about something, grumble, gripe, complain, whinge, object to, take exception to, find fault with.*

#### Direct expressions informal:

*I'm so over this, I can't stand this, I'm fed up with this, I'm (totally) sick of it, this is/that was shocking/ridiculous/dreadful/unacceptable etc.*

#### Direct expressions formal:

*I must object to this, I would like to express my dissatisfaction, I must protest about this, I can not accept this.*

#### Apologising and expressing regret:

*Apologise, grovel, beg forgiveness, make up for something, repent, show remorse, feel ashamed of oneself, be filled with regret, to be ones fault, to take the blame.*

#### Common collocations:

*Sincere/heartfelt apology, deeply/truly sorry.*

#### Explanation:

*Make excuses, justify one's actions, offer a justification, explain oneself, give your side of the story.*

#### Resolution:

*Come to an agreement, make peace, rectify the situation, find a solution, make up, restore confidence in, re-build trust, reconcile*

#### **Cultural Note:**

It is worth noting to students that in this country, it is common to apologise before voicing a complaint; prefacing with expressions such as  
*I'm sorry but...*  
*I don't mean to complain but...*  
*I know it's not your fault but...*

#### When you are being interrupted:

*Please let me finish, can I talk now? You must let me explain, I can't get a word in edgeways, if you would just let me speak.*

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#### Part 1: Warmer; topic activation

- ⇒ Board or dictate the idiomatic phrases. Have the students discuss, in pairs, what they mean. Go through the meanings.
- ⇒ In pairs students choose two of the idioms and come up with an elaborate scenario where the idiom might be used. Share these with the rest of the class and the other students must guess which idiom they would use.

#### Part 2: Vocabulary Elicitation

In this stage you are simply finding out what the students already know, you are not presenting any new words yet.

There are a number of options for elicitation, choose from the following:

1. Do this as a whole class with teacher at the whiteboard.
2. Divide the class into pairs or groups and they come up with their own lists of words. Give them categories to get them started.
3. Introduce an element of competition by seeing how many words they know in pairs or small groups.
4. Get them to make a list of vocabulary in their own languages (they can do this in pairs if possible) and then look up the words in English, this gives the list a bit more meaning for them as they have devised it themselves and may end up being more personalized.

For options 2-4, feed back as a class to make one comprehensive list or get them to come up to the board and put their words on.

#### Part 3: Presentation of new vocabulary / development

This is where you provide new words and phrases, beyond what they know already.

1. Add to your list on the board by providing students with words they didn't come up with themselves
2. Drill pronunciation/stress point – this step is essential for all vocabulary lessons
3. Go through the parts of speech
4. Look at dependent prepositions e.g. apologise for, object to, complain about, be unhappy with
5. Look at connotations and levels of formality. E.G. to complain is a neutral word, whereas to moan or to whinge is seen as a negative thing.



## Part 4: Concept Checking / Controlled Practice

Below are options for concept checking and controlled practice, use all of them or choose the ones you prefer:

1. Throughout the elicitation process it is important to concept-check with CCQs.
2. For controlled practice, students can test each other on the vocabulary they have learned. They should have made notes on the new words, including extra information such as prepositions, collocations and formality. They should now ask each other questions about the words, or give definitions to their partner for them to guess the word. Give students 5 minutes to think of their questions for their partner before they start.

### CCQ examples:

1. What is the difference between an excuse, an apology and an explanation?
2. Would you tell your boss or teacher that you are *so over it*?
3. What is the difference between complaining about something and making a complaint?
4. What is the reason for not being able to get a word in edgewise?

## Part 5: Freer Practice

There are two freer practice activities on the following page. Choose whichever option you think the students will respond to best or choose according to their needs—if they need writing practice then use the second option.

Alternatively, do option 1 in class and save option 2 as homework or a follow-up extension.

### General Teaching notes

1. Don't overload the students; you won't be able to teach all of the suggested vocabulary, elicit what they already know and then take them one step further.
2. Phases 1, 2 and 3 don't need to happen in sequence, they can be mixed with CCQs and development integrated into the elicitation phase
3. It is essential that you spend some time on pronunciation
4. During communicative practice you should be monitoring and making a note of errors to look at and peer-correct later
5. At the end, choose up to 15 new vocabulary items to put in your vocabulary box
6. Make sure students write down at least six new vocabulary items formally in their notebooks with word class, stress point, other words in the family and an example sentence. This could be done or finished as homework.

### Aims:

- To increase student's vocabulary related to dissatisfaction and apology
- To deepen understanding of meaning and usage for new and old vocabulary

### Concurrent developmental aims:

- Encourage students to think about appropriateness and register
- Help students express themselves if they are feeling dissatisfied or upset about something..

### 'I can...' statements:

- Produce a range of new vocabulary for communication in everyday situations
- Produce a greater variety of vocabulary in my writing
- Use an increased number of collocations in my spoken and written English
- Think of a range of synonyms and choose which is most appropriate to convey my exact meaning
- Understand the deeper connotations of the vocabulary I use in order to use it appropriately and in the correct register
- Draw upon other parts of speech in a word family so that my sentences convey meaning accurately with the most suitable structure

### Preparation and timing:

- This lesson can last up to 1 hour.
- Students need an appropriate place to record their new vocabulary
- Familiarity with the vocabulary and procedures is required.

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#### OPTION 1: Scenarios for a dialogue or role play:

Below are some example scenarios that you can use (or encourage students to use their own scenarios) in two ways:

Role play: in a quick-fire option, two students must role play a scenario on-the-spot, going around the class and giving a scenario to each pair.

Dialogue: students are given the scenarios to choose from and take their time writing a dialogue which they could then perform or give to another pair to read

1. You are complaining to your English friend about the food/weather/cost of souvenirs over here.
2. You are unhappy with your lessons school and you are telling your parents about it
3. You are unhappy with your lessons at school and you are telling your head teacher about it
4. You are staying in a hotel but you feel dissatisfied with the room, you are making a complaint to the manager
5. You have bought a new mobile phone but it keeps switching itself off, you are calling the customer services line to complain
6. Your friend has borrowed money from you lots of times and never paid it back, you are telling him/her that you are fed up with it
7. Your brother/sister is always late to meet you and this time you have been waiting for 45 minutes, you've had enough.
8. There has been loud music coming from your neighbor's house until 2am for 4 nights and you haven't been able to sleep. First, you moan to your parents about it and they tell you to go and talk to the neighbor.
9. On your journey home, your train to the airport is delayed and you miss your flight, you decide to call the train operator to complain

#### OPTION 2: A formal written complaint

Students can choose from situations 4, 5 or 9 above (or make up new ones) and write a formal email of complaint. They can do this in pairs. Once they have written the complaint, they should pass it to another pair, who must write a response. In their response, they can choose if they wish to be repentant and offer a solution or whether they are going to try to make up excuses and get away with it.

#### **Supplementary Options**