Title: The Angry Customer
Time: 20 mins+T input and feedback
Class: Teenage Arabic speakers: post-beginner.
Task summary: Students roleplay angry customer who complains about behaviour of a waiter, and restaurant manager.
Task type: roleplay
Task objective: Students narrate past event and practise functions of complaining and apologizing in restaurant context.
Language Objectives:
Vocabulary: book a table, send something back, waiter, manager, complain, meal, course
Functions:
Complaining:
This is absolutely terrible
I am very angry
You should/shouldn’t do X
Apologizing
I’m really sorry.
I’m terribly sorry, it won’t happen again.
I’ll do X.
Grammar:
Past simple
Modal verbs: can, can’t, could, couldn’t, should, shouldn’t
Communicative authenticity: Although the roles are not real, the ‘manager’ has a genuine task: to try and calm down the customer. The customer also has a genuine task: to explain his complaint and make sure something gets done.
Material: Rolecards.

Task breakdown

INPUT: Teacher brings up topic of complaining and elicits students’ ideas.
TASK: Students roleplay the angry customer and manager scenario.
OUTPUT: The customer is satisfied. (Maybe!)
### Lesson Plan
**S**= individual student  **Ss**= more than one student or whole class. **T**= teacher
**Red**= pre-task  **Blue**= task  **Green** = post task

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<tr>
<th>Stage</th>
<th>Materials</th>
<th>Activity/T input</th>
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<tr>
<td><strong>Input</strong></td>
<td>Board</td>
<td>Bring up the topic of complaining. Elicit what people might complain about and where people often complain (to elicit: restaurants, hotels, shops). Teacher can ask students if any of them have ever complained, or if they know anyone who has complained. If necessary, pre-teach some common ‘complaining’ and ‘apologizing’ expressions.</td>
<td><strong>T</strong> -- <strong>Ss</strong></td>
<td>5-10 mins</td>
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| **Task**         | Handouts                   | Allow them a short time to read instructions and ask questions about anything they don’t understand. Students roleplay the situation. The customer explains his complaint to the manager who apologizes and says he will take action. Students exchange roles with a different complaint. Listen to one or two of the scenarios in feedback and ask class to comment on how effective the complaint and apology were. | **S** | 1 min  
 |                  | Monolingual dictionaries if possible. (English-English). |                                                                                     | **S-S** | 5 mins |
|                  |                            |                                                                                     | **S-S** | 5 mins |
|                  |                            |                                                                                     | **Ss-S** | 5 mins |
|                  |                            |                                                                                     | **T-Ss** | 5 mins |
| **Teacher feedback** | Board                       | Give feedback on task, praising as much as criticizing. Reteach any language as necessary. | **T** | Remainder of lesson. |