

I'm sorry I ruined your party

LEARNING OUTCOME

learn how to apologise and respond to an apology

WARMER

Ask students if they ever do anything wrong, or if they always behave perfectly. Ask them to think about some (minor!) things they might have done wrong in the last week; for example, when they behaved badly, upset someone or told a lie. Keep it lighthearted and humorous. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to apologise and respond to an apology.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Possible answers

The people in the photograph are talking. The woman looks angry and unhappy. Maybe they're talking about something the man did wrong. Maybe the man feels bad about what he has done, and is going to say sorry to the woman.

Everyday vocabulary

- 2 Draw students' attention to the sentences 1–10 and ask them to match the words in *italics* with their meanings a–j. Ask them to work individually first, before checking their answers in pairs. Encourage students to look up any unknown words in a dictionary, or ask other students. Check answers as a class.

Answers

1 e 2 i 3 b 4 j 5 d 6 g 7 a 8 f 9 h 10 c

- 3 Ask students to work in pairs and say which of the sentences in 2 are more formal and which are less formal. Students then brainstorm any other ways of apologising and responding to an apology. Ask pairs to share their ideas with the class. Check answers and write suggestions on the board.

Answer

More formal: 1, 2, 3, 5, 6, 8, 9

Less formal: 4, 7, 10

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Tom and Katy. Tom did something silly at Katy's birthday party and he is saying sorry. Tell them not to worry about understanding every word. They should listen and find out what Tom is going to do for Katy. Ask students to check their answer in pairs, before checking as a class.

Answer

He's going to help her with her science project research next week.

- 5 Ask students to look at the sentences from the dialogue. They listen again and complete the gaps with the missing phrases. They check answers in pairs, then listen to the dialogue again and check. Ask what 'we're good' means at the end (it's an idiomatic phrase that means 'It's OK. Everything is all right between us.')

Answers

- 1 I'd like to apologise for my behaviour on Saturday.
- 2 I'm really sorry if I ruined your party.
- 3 I went too far.
- 4 I was out of line.
- 5 How can I make it up to you?
- 6 How can I make amends?

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the phrases a–g and ask them to put them in the correct category in the Everyday English Toolkit. Students could try to do this from memory first, before listening again to the dialogue to check. Ask them to read through all the sentences and check they understand what they mean. Ask students to practise saying the phrases, using the correct intonation.

Answers

Apologising: b, d

Admit you did something wrong: a, c, e

Responding to apologies: f, g

- 6 Ask students to work in pairs and listen to the dialogue again. Ask them to look at the items 1–5 and decide who does each thing: Tom, Katy, or both of them. Ask them to circle the correct option.

Answers

1 Tom 2 Katy 3 Tom 4 both 5 both

Over to you!

- 7 Tell students they are going to write an email apologising for something they did wrong. You can brainstorm more ideas on the board for students to choose from or use the examples in Step 1. Ask them to read the instructions and follow the steps. Remind students to use expressions from the Toolkit.

Extension: Students work in pairs and give their email to their partner. They then have to write a response to the email, accepting the apology and trying to make the other person feel better.