

# 揭阳职业技术学院



## 教案

课程： 英语口语一 任课教师： 陈雯

专业： 小学英语教育 班级： 专本协同 252 班

学期授课计划时数： 32 课时

Chapter	Unit 5 Meeting and Greeting People
<b>Teaching Objective</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. learn to greet someone and introduce oneself; learn to start conversations with strangers properly;</li> <li>2. get familiar with the formulas for greeting and replying to greetings in different situations.</li> <li>3. adapt their greeting style to different social and professional contexts, understanding that the way they greet someone in a casual setting may differ from a formal one.</li> </ol>
<b>Ideological Objectives</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. build confidence in initiating and maintaining conversations with new people, which is crucial for networking and forming friendships in a college environment;</li> <li>2. practice active listening skills during introductions and conversations, showing interest and engagement with the person they are meeting.</li> <li>3. communicate respectfully, regardless of cultural differences. They will understand the value of using polite language and appropriate body language when greeting others.</li> </ol>
<b>Teaching Focus</b>	To learn to greet someone and introduce yourself
<b>Teaching Difficulties</b>	To get familiar with the formulas for greeting and replying to greetings in different situations
<b>Teaching Duration</b>	2 lessons
<b>Teaching Methods</b>	<ol style="list-style-type: none"> <li>1. Presentation</li> <li>2. Audio-lingual approach</li> <li>3. The communicative approach</li> <li>4. Task-based language teaching</li> </ol>
<b>Assignment</b>	Make up conversations for some provided situations.

## Teaching Procedures:

### Warming up

#### Step 1: Questions for Thought

- How do you introduce others and yourself?
- Do you think it is easy to talk with people you've just met? Is it easy in Chinese? How about in English? Why/Why not?
- Put a check mark (√) next to the topic (on the next page) you think that people can talk about when they do not

know each other well. Compare your answers with a classmate and explain the reasons for your choices.

<input type="radio"/> ___ sports	<input type="radio"/> ___ jobs
<input type="radio"/> ___ hobbies	<input type="radio"/> ___ home town
<input type="radio"/> ___ the weather	<input type="radio"/> ___ religion
<input type="radio"/> ___ your family	<input type="radio"/> ___ clothes that you are wearing
<input type="radio"/> ___ your age	<input type="radio"/> ___ salaries
<input type="radio"/> ___ your health	<input type="radio"/> ___ current events
<input type="radio"/> ___ holidays	<input type="radio"/> ___ food/meals



### Step 2: Vocabulary Match

Match the words or phrases in the left-hand column with the descriptions in the right-hand column. Write A-H in the brackets following the words or phrases.

<input type="radio"/> 1) colleague ( )	A. a person whom you know but not very well
<input type="radio"/> 2) acquaintance ( )	B. shared; similar
<input type="radio"/> 3) breaking the ice ( )	C. a dining area at a school or office building
<input type="radio"/> 4) former ( )	D. an event or condition
<input type="radio"/> 5) conversation ( )	E. a person with whom you work
<input type="radio"/> 6) common ( )	F. starting a conversation with someone you don't know
<input type="radio"/> 7) situation ( )	G. a talk; a spoken exchange of ideas
<input type="radio"/> 8) cafeteria ( )	H. previous in time or order

### Step 3: First Attempt

Work in groups of three students. Look at the pictures on the next page. What would you do in each situation and how would you do it?

	
<p>1) You're with your girlfriend or boyfriend at a play. You see your high school teacher, Charlie Wang.</p>	<p>2) You're at a party and see an interesting-looking person you want to meet.</p>

## Activities

### Step 1: Breaking the ice

It's the first week of class. Cindy and Sam are talking about the class. Listen to their conversation, and answer the following questions.

- 1) Do they know each other before the conversation?
- 2) How do they start the conversation?
- 3) What do they think of the class?

### Step 2: Introducing others

When you know both A and B, who don't know each other, how would you introduce them? Here are the patterns.

For Example:

You introduce Mary Smith and John Brown. Compare the two conversations.

<p>Addressing the first person A</p> <p style="text-align: center;">↓</p>	<p>A's full name. Your purpose for coming to her/him. This is B. (B's name)</p>
<p>Addressing the second person B</p> <p style="text-align: center;">↓</p>	<p>B's full name. This is A. (A's name) Information about A.</p>
<p>A and B greeting each other</p>	<p>It's nice/a pleasure to meet you. I'm happy/pleased/delighted to meet you. How do you do? Hello. Hi. (informal) Hi, there. (informal) Glad/Good to meet you. (informal) How are you? (informal)</p>

(1)

**You:** Mary Smith, I'd like you to meet someone (*Purpose for coming to her*). This is John Brown. John Brown, this is Mary Smith. She is a former colleague of mine (*Information about Mary*).

**John:** Oh, yes. It's nice to meet you, Mary.

**Mary:** Nice meeting you, John.

TIPS

在非正式场合，人们愿意直呼其名，省去职称和头衔，这样显得亲切些。有关被介绍人的信息一定要简洁明了。

(2)

**You:** Mary, I'd like you to meet someone. This is John Brown. John, this is Mary Smith. She is a former colleague of mine.

**John:** Hi, Mary.

**Mary:** Hi, John.



**Step 3: Do it yourself**

**Do It Yourself**

1) You're at the library with Bob and you see Paul.

**You:** Hi, Paul. I don't think you've met my cousin Bob Yang. He's just visiting from Tokyo for a week. Bob, this is my good friend from school, Paul Zhang. He is Chinese. He is an excellent swimmer.

**Paul:** Hello, Bob. I'm pleased to meet you.

**Bob:** Yes, it's nice to meet you, too.

2) You're at a conference with Jeff, a colleague. You see a business acquaintance.

**You:** Mary, I'd like to introduce a colleague of mine, Jeff Chan. He graduated from Sydney University. Jeff, this is Mary Jones. She works for our competitor in Sydney.

**Mary:** Hi, Mr. Chan. I'm pleased to meet you.

**Jeff:** Hi, Ms. Jones. I'm happy to meet you, too.

**Step 4 Starting a conversation and keeping it going**

When we meet someone for the first time, we usually make small talk. How to start small talk? Here are some tips.

- Ask a question.
- Talk about something in common.
- Offer help.

**TIPS** 有关天气方面的话题只是引子，要想对话顺利进行，一定要问一些与说话人有关的问题，如度假、工作、家庭、兴趣、体育等，但要忌私人问题，如：How much money do you earn? Are you married? 等。

### 1) Introducing Yourself

Small talk usually starts with a self-introduction. Suppose you're at a party and see an interesting-looking person you want to meet. Here is how you can start the conversation by introducing yourself.

You: Hi there. Are you enjoying the party?  
Guest: It's okay. I don't know many people here.  
You: Well, let me introduce myself, and you'll know one more person. I'm Tim Smith. Who are you?  
Guest: Maria Lee. I just moved in next door. Do you live in the building?  
You: No, but I have some good friends who do. I'll be glad to introduce you to them tonight.  
Guest: Thanks. That would be nice.



### Do It Yourself

Practice this dialog with a classmate of yours.

### 2) Asking Questions

For Example:

(1)

A: Have you seen the movie *Transformers*?

B: No.

(2)

A: Have you seen the movie *Transformers*?

B: No. My friend told me the movie is fabulous. What do you think of it?

**TIPS** 回答问题时只用 yes 或 no 是不够的，一定要主动问问题。



### Do It Yourself

Answer the following questions properly in order to carry on the conversations.

*(At the airport)*

A: What time does your plane leave?

B: \_\_\_\_\_

*(In class before the teacher arrives)*

A: Hey, have you been to the lab yet?

B: \_\_\_\_\_

*(Talking with a neighbor whom you don't know well)*

A: Have you lived here long?

B: \_\_\_\_\_

*(At a party)*

A: Hi, great party, isn't it?

B: \_\_\_\_\_

#### Step 4: Situational dialogues


Work in groups of three students and make up conversations for the following situations.

- 1) Martin is alone at lunch in the school cafeteria. He takes his tray to a table where a familiar-looking man is sitting. Martin asks to join him and introduces himself.
- 2) Xiaohua and Chris are sitting in a theater, waiting for the movie to begin. Someone Chris knows comes up and asks to join them. Chris introduces the two people to each other.
- 3) John is a travel lover. He sees another tourist who seems to have lost his way and needs help.

## Review

Useful Words and Expressions

● When introducing other people	I'd like you to meet Mr./Mrs./Miss/Ms./Dr. (last name). I'd like to introduce (first and last name). (First name), this is (first name).
● When introducing yourself	I don't think we've met. May I introduce myself? Hello. My name is (first name and last name). Hi. I'm (first name).
● When greeting	How do you do? I'm (pleased/happy/glad) to meet you. (It's) Nice/Good/Great meeting you.
● When responding to greetings	(It's a) Pleasure meeting you. Pleased/Happy/Glad to meet you, too. Same here.



<b>Chapter</b>	<b>Unit 6 Talking About Directions and Locations</b>
<b>Teaching Objectives</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. learn to use the key words and phrases to describe locations;</li> <li>2. learn to ask for and give directions in a proper way.</li> </ol>
<b>Ideological Objectives</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. appreciate the importance of being able to communicate about directions and locations in a global context, enhancing their ability to navigate and interact in diverse environments.</li> <li>2. engage in activities that require them to think on their feet when directions are unclear or incorrect, fostering a problem-solving mindset.</li> <li>3. respect and accommodate different perspectives and ways of understanding spatial relationships, promoting a more inclusive attitude towards diversity.</li> </ol>
<b>Teaching Focus</b>	To learn to use the key words and phrases to describe locations
<b>Teaching Difficulty</b>	To learn to ask for and give directions in a proper way.
<b>Teaching Duration</b>	2 lessons
<b>Teaching Methods</b>	<ol style="list-style-type: none"> <li>1. Presentation</li> <li>2. Audio-lingual approach</li> <li>3. The communicative approach</li> <li>4. Task-based language teaching</li> </ol>
<b>Assignment</b>	Role play situations in which students give directions as accurately as possible

## Teaching Procedures:

### Warming up

#### Step 1: Questions for Thought

- Have you ever got lost? What did you do then?
- When you ask for directions, if you failed to follow the speaker, what would you say?

#### Step 2: Vocabulary Match

Match the words or phrases in the left-hand column with the descriptions in the right-hand column on the next page. Write A-M in the brackets following the words or phrases.

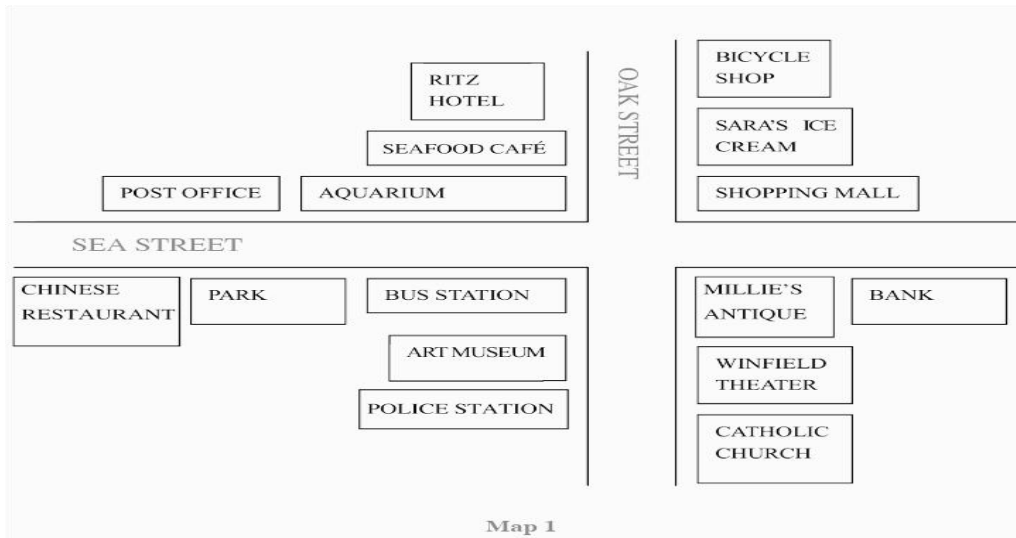
<input type="radio"/> 1) avenue ( )	A. a place where cars are repaired, serviced, or parked
<input type="radio"/> 2) antique ( )	B. a place where two or more roads cross
<input type="radio"/> 3) aquarium ( )	C. nearby
<input type="radio"/> 4) block ( )	D. the place in which one lives
<input type="radio"/> 5) roundabout ( )	E. a railroad crossing, railway crossing, train crossing on one level without a bridge or tunnel
<input type="radio"/> 6) level crossing ( )	F. a type of road junction where three or more roads join and cars drive in one-way direction around a central island
<input type="radio"/> 7) garage ( )	G. a wide street, usually planted with trees; generally straight
<input type="radio"/> 8) intersection ( )	H. a very old but valuable and collectable item
<input type="radio"/> 9) around here ( )	I. a public place where living fish or other aquatic animals and plants can be viewed
<input type="radio"/> 10) halfway down ( )	J. a small area of city or town which is bounded by neighboring and crossing streets
<input type="radio"/> 11) fish and chips ( )	K. a community located within a larger city, town or suburb where people live together
<input type="radio"/> 12) neighborhood ( )	L. fried fish and French-fried potatoes
<input type="radio"/> 13) residence ( )	M. in the middle of

### Step 3: First Attempt

Study Map 1 on the next page and complete the following sentences with the given expressions.

*between next to/beside across from on the corner of on*

- 1) The Shopping Mall is \_\_\_\_\_ Sara's Ice Cream. It's \_\_\_\_\_ Oak Street.
- 2) The Post Office is \_\_\_\_\_ Sea Street, \_\_\_\_\_ the Chinese Restaurant.
- 3) The Seafood Café is \_\_\_\_\_ the Aquarium and Ritz Hotel.
- 4) The Bus Station is \_\_\_\_\_ Sea Street and Oak Street.



## Activities

### Step 1: Describing locations

1. Work in pairs. Look at Map 1 and examine the relationship between different places. Try to fill in the blanks in the following sentences with the appropriate words or phrases.

- 1) The Park is \_\_\_\_\_ the Bus Station. It's \_\_\_\_\_ the Chinese Restaurant and the Bus Station.
- 2) The Aquarium? I think it's \_\_\_\_\_ the Shopping Mall. It's \_\_\_\_\_ the corner of Oak Street and Sea Street.

- 3) Winfield Theater is \_\_\_\_\_ of Millie's Antique \_\_\_\_\_ Oak Street. It's \_\_\_\_\_ the block.
- 4) The Bank is \_\_\_\_\_ Millie's Antique.



2. Do it yourself

Do It Yourself

A. Work in pairs. Ask each other about the locations of the following places on Map 1.

Sara's Ice Cream the Art Museum Ritz Hotel the Chinese Restaurant

B. Work in pairs. Draw a simple map of the area of your home, following the model of Map 1. Mark all the buildings except three. Give the map to your partner and then tell him or her where the three left-out buildings are. The partner should mark the three buildings on the map.

**Sep2:** Asking and giving directions

1. Look at the following conversation and draw a simple map based on the directions given. Check with a classmate of yours and see if your maps are the same.

*(A young girl is standing on a street corner, examining a map and looking confused. Tom walks up to her.)*

Tom: You look a little lost. Can I help you?

Girl: I wish you could. I'm trying to find a camera store. I know there's one around here.

Tom: It's not too far away from here. Just walk up this street on for three blocks or so, and then you come to Pine Avenue, take a right. Go one block, and then turn left. There is a camera store on your left about halfway down the block.

Girl: Did you say right or left on Pine?

Tom: Right. Then one block and take a left. It'll be on your left in the middle of the block.

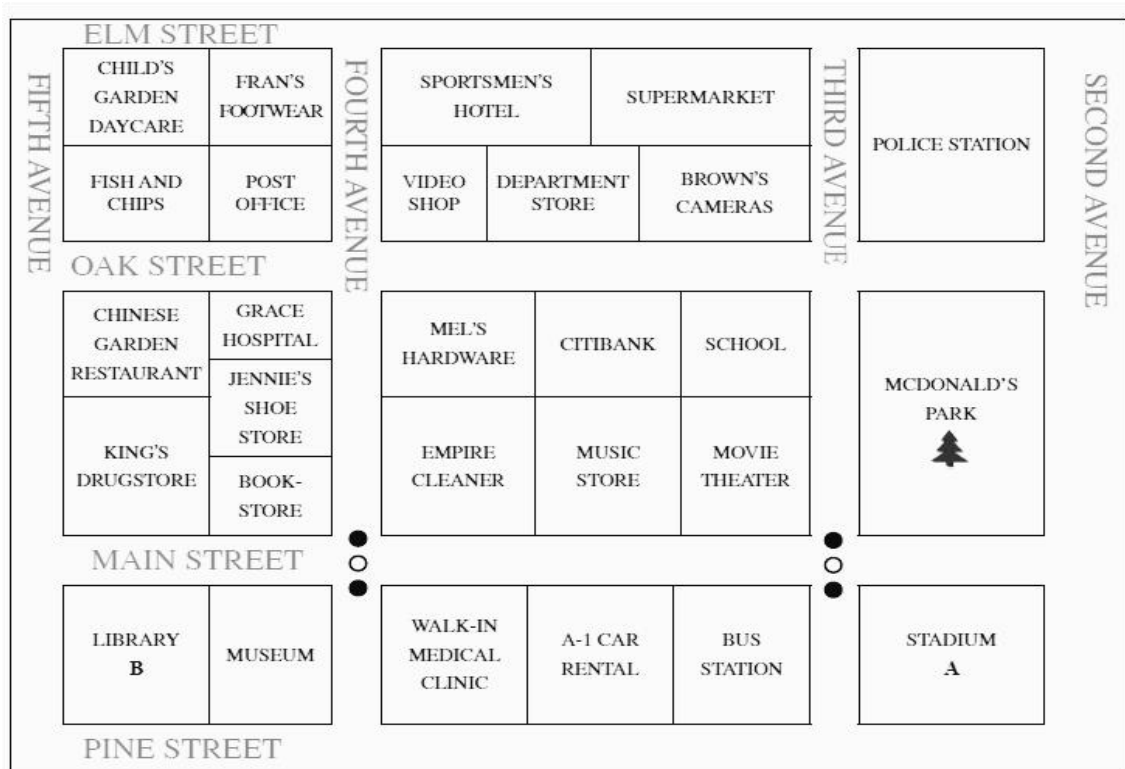
Girl: I think I can find it. Thanks for your help.

Tom: Don't mention it.

TIPS

walk up 与 walk down 可以互换使用，意为“沿着（某条街）”。美国城市以 block 布局，一个 block 是指一个街道拐角处与下一个街道拐角处之间的距离。

2. Read aloud the above conversation and highlight all the verbs used in giving directions.
3. Listen to the monologue and draw the route on Map 2 according to the directions given by the speaker.



Map 2

**Step 3: Do it yourself**

1. Work in pairs. Look at Map 2. Ask your partner how to get to the following places. Student A starts out from location A and Student B starts out from location B.

A wants to get to:

B wants to get to:

- 1) the Fish and Chips
- 2) the Supermarket
- 3) the Department Store
- 4) Jennie's Shoe Store

2. Think about your own neighborhood and city. Answer the following questions by giving directions as accurately as possible.

- 1) How do you get from home to school or the place where you work?
- 2) Where is the closest department store from where you are now, and how do you get there?
- 3) How do you get from your home to your favorite restaurant?
- 4) Where is the closest bank from your home, and how do you get there?

**Review**

Useful Words and Expressions

<p>Expressions used to show locations, positions and relationship</p>	<p>on (street name); near; next to/beside; behind; in front of; to the left/right; in the middle of; between; across from; on the opposite side of; around the corner from; on/at the corner of</p>
<p>When asking directions</p>	<p>Excuse me. Can you tell me the best way to...?          Pardon me, but could you tell me how to get to the library from here?          Sir/Ma'am, would you mind telling me where the nearest bank is and how to get there?</p>
<p>When giving directions</p>	<p>Use simple imperative sentences like:          Walk two blocks west;          Turn right;          Drive south for three miles.          Use verbs like:          go; turn; take (a left); walk; drive; head for; get on; continue; stop; keep; look.          Use landmarks like the following to help:          You'll see a large sign/roundabout.          On your left you'll see an industrial center/a hospital/the police station.          Just after the level crossing/shopping center (or mall).          Go past the gas station/the garage.          Say something to indicate you've finished it.          You can't miss it.          You'll run right into it.          It's right there.          You'll see it immediately.</p>
<p>When you don't understand</p>	<p>Did you say...?          Could you repeat that, please?          Sorry, please say that again more slowly.</p>

<b>Chapter</b>	<b>Unit7 Making Telephone Calls</b>
<b>Teaching Objectives</b>	Students will be able to: 1. to get familiar with the etiquette and vocabulary in telephone conversations; 2. to learn to make and answer telephone calls for various purposes.
<b>Ideological Objectives</b>	Students will be able to: 1. understand the importance of professionalism in telephone communication, which is crucial for future academic and career success. 2. develop empathy by learning to interpret tone and language cues in telephone conversations, which is essential for building rapport and understanding. 3. learn to exercise patience and tolerance when dealing with difficult or confusing telephone situations, such as unclear messages or language barriers.
<b>Teaching Focus</b>	To get familiar with the etiquette and vocabulary in telephone conversations;
<b>Teaching Difficulty</b>	To learn to make and answer telephone calls for various purposes
<b>Teaching Duration</b>	2 lessons
<b>Teaching Methods</b>	1. Presentation 2. Audio-lingual approach 3. The communicative approach 4. Task-based language teaching
<b>Assignment</b>	Role play situations in which students give directions as accurately as possible

## Teaching Procedures:

### Warming up

#### Step 1: Questions for Thought

- How often do you make telephone calls every day?
- What do you usually say to strangers on the phone?
- Are there any differences between making business calls and personal calls?

#### Step 2: Vocabulary Match

There are many terms you may need to know when using the telephone in English-speaking countries. Match the terms in the left-hand column with the descriptions in the right-hand column. Write A-J in the brackets following the words or phrases.

<input type="radio"/> 1) wrong number ( )	A. a long-distance call that is free of charge to the caller provided by large businesses, which usually begins with 1-800 in the U.S.
<input type="radio"/> 2) area code ( )	B. a telephone call made within your calling area
<input type="radio"/> 3) receiver ( )	C. This enables you to answer a second call while placing your first call on hold.
<input type="radio"/> 4) long-distance call ( )	D. a call made outside your calling area that usually costs more and requires you to dial an area code plus the number of the person you are calling
<input type="radio"/> 5) local call ( )	E. the two- or three-digit number before a telephone number that indicates the city and area in which the number is located
<input type="radio"/> 6) out of order ( )	F. the part of the telephone that you hold against your ear to speak and listen
<input type="radio"/> 7) busy signal ( )	G. a number that is not the one you wished to reach
<input type="radio"/> 8) call waiting ( )	H. a beeping noise that indicates someone is talking on the phone
<input type="radio"/> 9) call forwarding ( )	I. It lets you send your calls to another number.
<input type="radio"/> 10) toll-free number ( )	J. broken, not working

### Step 3 First Attempt

Make up conversations with a classmate of yours. By using the telephone, you try to

- 1) make an appointment with your professor;
- 2) call your friend but have dialed the wrong number;
- 3) make a reservation at a Chinese restaurant;
- 4) call a friend of yours, who is not available, and her roommate answers.

#### Check It Out

Listen to the model telephone conversations about the above four situations and make comparisons with what you have done.

### Step 4: Telephoning Etiquette

**When you make a phone call, no matter whether it is business or personal, there are a few simple etiquette rules to follow.**

- 1) Offering a greeting (Hello/Good morning.)
- 2) Identifying yourself (This is Jeff Smith speaking/calling.)
- 3) Saying why you are calling or asking to speak to a person by name (May/Can/Could I speak to Mary, please?)



### Activities

#### Step 1: Speaking to the person indicated

Quite often, the person who picks up the phone is not the one we want to talk to. For example, you call your professor and his secretary answers. Here is a possible conversation.

Secretary: Good morning. Dean's Office. Can I help you?

You: Hi. This is Tom Rosenberg. I'm wondering if I could speak to Professor Joseph, please?

Secretary: Yes. Sorry, who's calling? Who is this?

You: Tom Rosenberg, visiting scholar from Georgetown University.

Secretary: Thank you. Could you hold while I connect you?

You: Thank you.

### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) To call a friend, her husband answers.
- 2) To call your cousin Ann, and her roommate answers.
- 3) To call the school library to see if Harry Potter and the Deathly Hallows is available.
- 4) To call a travel agency to book an air ticket.

### Step 2: Calling someone who is not available

Sometimes the person you call is not in or at a meeting. You may leave a message in situations like this, as shown in the following conversation.



You call your brother, but he is not in. His colleague answers.

Colleague: Hello. Service Department, Kodak Beijing.

You: May I speak to Chris Hamilton?

Colleague: I'm afraid he can't take the call now. Would you like him to call back in a little while?

You: Yes, please tell him his brother Tom called. Thank you.

Colleague: You're welcome. Goodbye.

You: Bye.

### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) To call the cell phone repair shop, but the repair person is busy.
- 2) To call your friend at work, but he is with a customer. Ask him to call you back later.
- 3) To call your sister, but she is away on a business trip. Her husband answers. Leave a message.
- 4) To call your classmate to get the assignment. She's gone swimming and her mother answers.

### Step 3: Handling wrong numbers

You may call a wrong number or receive a call from someone who dialed the wrong number. Don't feel embarrassed or upset. Handle it properly when it happens.

When you have dialed a wrong number, you may say the following:

- Oh, I'm sorry. I think/I guess/I'm afraid/I have the wrong number.

- Oh, sorry. I dialed the wrong number.
- Is this \_\_\_\_\_  
\_\_\_\_\_ (give the number you want to dial)?

- Oh, I was trying to reach \_\_\_\_\_  
\_\_\_\_\_ (give the name of the person).

When you receive a call from someone who dialed the wrong number, you may say:

- There's no one here by that name.
- I'm afraid you have the wrong number.
- No, it isn't. (After the caller says the number he/she wants to dial.)
- That's Okay. (After the caller says "Sorry")

### Do It Yourself

Practice with a classmate of yours. You dialed the wrong number when you were trying to reach:

- 1) a customer by the name of Joe Hanson;
- 2) the car wash where you left your car half an hour ago;
- 3) a supermarket to see if it is still open;
- 4) your landlady to pay the rent;
- 5) a cinema to check what is on.



### Do It Yourself

**You've dialed a number and received a recorded message on the person's answering machine or voice mail. Leave a short message after the beep.**

- 1) You have difficulty making long-distance calls, and you are calling the telephone company and hear the following:

*You have reached AT&T Customer Service. Your call is important to us. Please leave your name and number, and we'll return your call as soon as possible. Thanks! (beep)*

- 2) You are calling your neighbor the Smiths and have not reached them in person. This is the voice mail they left:

*Hi. We're out! Sorry to have missed your call. Leave your name and number and we'll get back to you as soon as we can. Bye-bye! (beep)*

- 3) You are calling your professor of English literature about the poetry reading next week, but she is not available. Here is the message she left on the answering machine:

*Hello. You've reached the office of Janet Gamberg. I'm teaching right now. Please leave your name, number and a short message, and I'll return your call as soon as I can. Bye. (beep)*

- 4) You are calling to invite your friend Tim and his wife to a birthday party next Saturday. You fail to reach them and only hear the following message:

*Hello. This is 976-988-2378. I'm unable to take your call at the moment, but please leave your name, number, and the time you called and I'll get back to you soon. (beep)*

TIPS

给录音电话

留言时，如果需要对方回电，千万别忘了留下自己的电话号码哦！

TIPS

对着留言电话

讲话，有时会让人感到很不自然和紧张。但是，还是应该鼓足勇气，放松片刻后将需要传递的信息尽量完整、流畅、准确地表达出来。

## Step 5: Expressing views

Work in groups of three or four students. Listen and discuss the questions listed after each recording.

### Listening 1

Susan Taylor is making an emergency call.

- 1) Why do you think Susan doesn't identify herself in the conversation?
- 2) At what point in the conversation do you think Susan should have told the operator her address and phone number?
- 3) What do you think the operator wanted to do when she says, "Can I...?"
- 4) What else do you think she should tell the operator?

遇到紧急情况，切不可乱了方寸。忘了告诉医院你的地址和电话，你可能得多疼一会儿了。

一旦确认是医院工作人员接电话，就应马上通报你的具体位置和联系方式。

你要是医院急救中心接线生，务必得到求救者的准确信息，方可迅速施救。

当然还得提供地址嘛！

### Listening 2

Bob Johnson wants to talk to the Director of the Registration Office.

- 1) Do you think the receptionist does a good job by asking why Bob's calling? Why?

具体情况具体分析。如果是公务电话，也许接线生有责任处理一些简单事宜；如果是私人电话，一般来说，这种询问就不太合适了。

- 2) In what other ways could the receptionist have said, "He's unable to take your call now"?

有多种表达方式，请看后面的 "Useful Words and Expressions"。

- 3) How do you think the receptionist should respond when Bob says, "It's very urgent"?

如果你是接线生，就得耐心地让致电者等候或过后打来；如果你是你在打电话，催促别人总是不礼貌的。

### Listening 3

Jack Lee is calling to apply for a job.

- 1) Why do you think Jack doesn't identify himself immediately? Why does he wait until he speaks to someone in the Human Resources (HR) Department?

接线生只负责转接电话而不负责招聘，因此没有必要向其通报自己的姓名。

- 2) Do you think it is appropriate for Jack to say that he doesn't understand what the secretary says? What would have happened if Jack had felt too embarrassed to ask the secretary to repeat the name, especially when he is being transferred to the HR director?

听不清或没有听懂对方的话而要求重复是正常现象，切不可因为怕丢面子而误了大事。



## Step 6: Discussing in groups

Form groups of four or five students, one of whom is to chair the discussion of the following topics within each group.

- 1) Who uses the telephone most in the group? Why does he/she use it so much?
- 2) Do you think people are getting closer to each other because of the extensive use of telephone? Why/Why not?
- 3) Why do you think some people in China have several telephones (including cell phones) today?

## Review

### Useful Words and Expressions

You're the Caller	
When you get through	Hello. May I speak to...? Hello, this is... Is Mary in?
When you are told to wait to be transferred	Thank you.
When you reach a wrong number	Sorry. Sorry, I must have dialed the wrong number. I'm terribly sorry. Sorry to disturb you.
When you want to let the person you wanted to reach know you've called	Can I leave a message? Would you please take a message for him? Could you please tell him...?

You Answer	
When you hear the caller's greeting	Hello, ... speaking. Can/Could/May I help you? How can I help you?
When you need to pause for a moment	Hang on, please. Hold, please. Just a moment, please. Just a second, please. Will you hold on, please?
When you receive a call from the wrong number	Sorry, there's no one here by that name. You have the wrong number.
When the person the caller wants to speak to is not available	Sorry, he's out. Sorry, he's not available right now. He is unable to take your call right now.
When the caller can't reach the person	Can/May I take a message? Do you want me to tell...? Could you call back later? Can you try some other time?

<b>Chapter</b>	<b>Unit 8 Expressing and Responding to Compliments</b>
<b>Teaching Objective</b>	Students will be able to: 1. to learn to express compliments to someone in an appropriate way; 2. to learn to respond to compliments appropriately; 3. to get familiar with the etiquette and vocabulary in expressing compliments.
<b>Ideological Objectives</b>	Students will be able to: 1. develop confidence in expressing compliments and responding to them, which can contribute to their overall self-esteem; 2. respond to compliments with humility and modesty, which are valued traits in many cultures; 3. develop a habit of gratitude by practicing the regular expression of compliments and appreciation for others. 4. think critically about the appropriateness of compliments in different situations, learning to discern when a compliment is appropriate or inappropriate.
<b>Teaching Focus</b>	to learn to express and respond to compliments to someone in an appropriate way;
<b>Teaching Difficulty</b>	to get familiar with the etiquette and vocabulary in expressing compliments
<b>Teaching Duration</b>	4 lessons
<b>Teaching Methods</b>	1. Presentation 2. Audio-lingual approach 3. The communicative approach 4. Task-based language teaching
<b>Assignment</b>	Role play situations in which students express and respond to compliments properly

## Teaching Procedures:

### Warming up

#### Step 1: Questions for Thought

- What would you say when you see a friend wearing a new dress/suit?
- What would you say when somebody says that your English is excellent?
- Do you compliment people very often? What do people compliment others on?
- How do you feel when someone compliments you? Do you try to compliment the person, too?

#### Step 2: Compare and Discuss

Study the following two conversations with your partner and then discuss which response is

appropriate?

(1)

Mary: You're a great singer, Lin Lan! I wish I could do half as well as you.

Lin Lan: You've got to be kidding! I thought it was terrible!

(2)

Mary: You're a great singer, Lin Lan! I wish I could do half as well as you.

Lin Lan: Thanks, Mary. That's nice of you to say so, but sometimes I don't feel I'm any good at it at all!

### Step 3: Etiquette in Complimenting in English

- Look at the person. (Say “Thank you” when receiving a compliment.)
- Choose something that is appropriate to compliment.
- Make your compliment specific.
- State the reason for the compliment.

### Step 4: Vocabulary Match

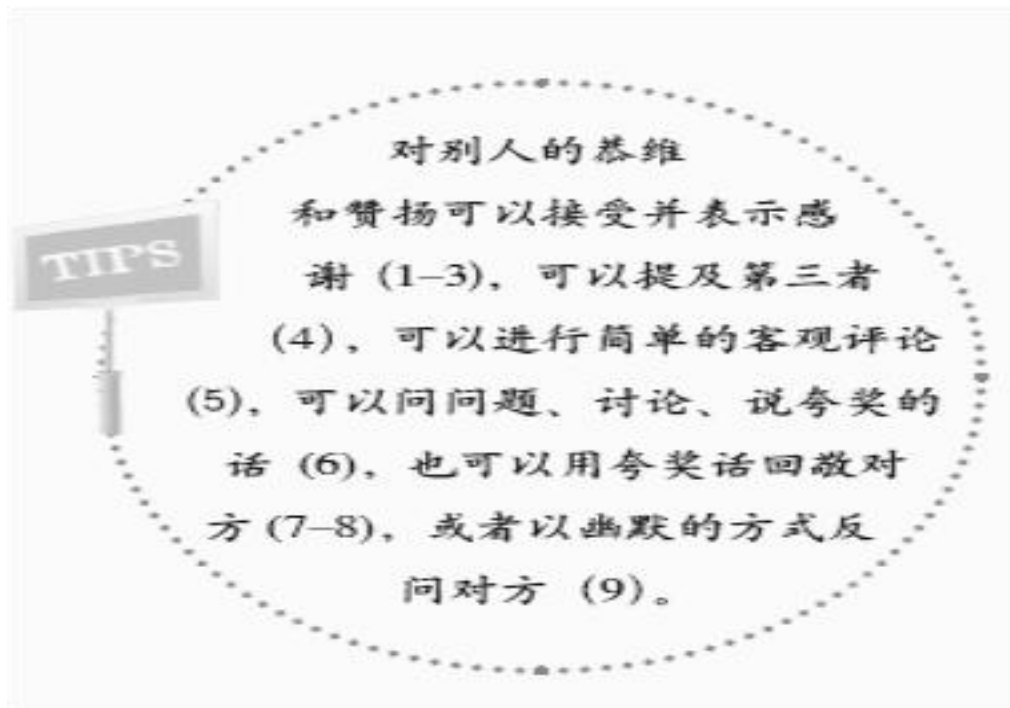
Match the words or phrases in the left-hand column with the descriptions in the right-hand column. Write A-H in the brackets following the words or phrases.

<input type="radio"/> 1) bring out one's eyes ( )	A. having a twisting turning shape
<input type="radio"/> 2) becoming ( )	B. sofa
<input type="radio"/> 3) perm ( )	C. to reconstruct
<input type="radio"/> 4) fabulous ( )	D. suitable, proper
<input type="radio"/> 5) couch ( )	E. something that highlights or enhances eye color
<input type="radio"/> 6) retreat ( )	F. to make the hair wavy
<input type="radio"/> 7) remodel ( )	G. very good, wonderful
<input type="radio"/> 8) winding ( )	H. a place where one can go for peace and safety

## Activities

### Step 1: Responding to compliments

Compliments are words of praise, respect or admiration for someone or something. How to respond to compliments graciously so as to make the giver feel good? Here are some commonly used expressions.



- 1) Thank you for saying so.
- 2) Thank you. I'm glad you like it.
- 3) Thanks. That's a nice compliment.
- 4) My brother gave it to me.
- 5) I bought it for the trip to Thailand.
- 6) Do you really think so?
- 7) So are you.
- 8) You're a good listener.
- 9) What are you after?

 **Do It Yourself**

Respond to the following compliments. You may use the responses listed above.

1) A: You're looking very smart today.

B: \_\_\_\_\_.

2) A: I love your clock. It looks great in your living room!

B: \_\_\_\_\_.

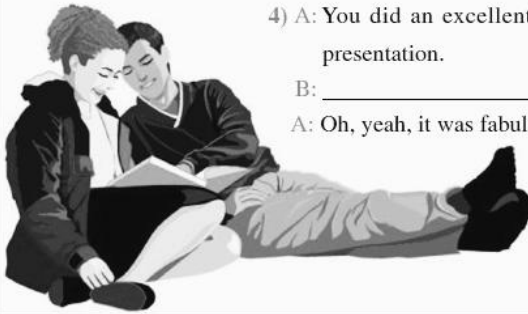
3) A: That's a nice shirt you are wearing!

B: \_\_\_\_\_.

4) A: You did an excellent job yesterday, Jim! I really enjoyed your presentation.

B: \_\_\_\_\_.

A: Oh, yeah, it was fabulous.



**Step2:** Complimenting on appearance or possessions

*Compliments on someone's appearance or possessions are the most common type of compliments in English. The five most commonly used adjectives in compliments are "nice", "good", "beautiful", "pretty", and "great", and the two most preferred verbs are "like" and "love".*

"like" and "love".

**For Example:**

A: I like your sweater. It's very colorful.

B: Thank you.

A: Did you make it yourself?

B: No. It was a gift from my sister.

**TIPS** 在社交场合，西方人相互恭维也是一种开场白，主要恭维对方的服饰、发型、打扮和体型（比如：苗条了）；或者是对方的房子、汽车、宠物等东西。

**Do It Yourself**

What would you say in the following situations? Complete the dialogues with a classmate of yours.

1) You and Sara are having lunch together at the school cafeteria. You notice that Sara is wearing a beautiful watch.

You:

Sara: No, I got it in Switzerland last year.

You:

Sara: Thanks. I like it a lot, too.

2) You haven't seen your friend for ages.

You:

Melisa: That's nice of you to notice—I've lost about 10pounds, but I still need to lose another 5 or 6.

3) You are invited to your friend's home. You like the couch in particular.

You:

Jane: Thank you. Personally, I think it's one of the nicest in the block.

You:

Jane: Me too. My brother sent it to me.

4) Your friend just has had her hair permed.

You:

Wendy: Do you really think so? I wasn't sure whether it suits me or not.

5) Your friend is wearing a new necklace.

You:

Lucy: Well, I went shopping on Saturday and happened to see it in one of the stores.

### Step 3: Complimenting on skills or abilities

You may call a wrong number or receive a call from someone who dialed the wrong number. Don't feel embarrassed or upset. Handle it properly when it happens.

For Example:

Brad is listening to Wang Fei playing the guitar in the dorm.

Brad: I didn't know you could play the guitar so well, Wang Fei. Your song was lovely.

Wang Fei: Thanks, Brad. I'm glad you enjoyed it.

Do It Yourself

Complete the following dialogues and then practice complimenting on skills or abilities with your partner.

1) Your friend is wearing a beautiful skirt.

You:

Friend: Thank you. I made it myself.

You:

.It goes very well with the top.

Friend: This is the first thing I've made.

You:

Friend: I'm going to make a dress next.

2) Your friend is a very organized person.

You:

Friend: Thank you. That's very kind of you to say so.

3) You think highly of your friend's writing skill.

You:

Friend: That's a nice compliment, but I did get a lot of help from my teacher.

4) Your friend has made a delicious dish.

You: That chicken dish.

Friend: Thanks. I'm glad you enjoyed it.

\_,Molly!\_

### Step 4: Complimenting on performance

When someone has done a job well, we often compliment the person. Sometimes we use the word “congratulations”.

For Example:

Your best friend has just won the 100-meter race in the college sports meet.

You: Congratulations, Mike! You did a great job.

Mike: Thank you. I was in good form for the race today.

Do It Yourself

Work in pairs. Compliment each of the following people on his/her good performance. Then let your partner respond to the compliments politely.

1) Carol has won a prize in a speech contest.

## **Step 5 Role plays**

In the following conversation, George is having dinner at the home of his Chinese colleague Jack Wang. Study the conversation with a classmate of yours and answer the questions that follow.

Jack: Would you like some more rice, George?

George: Yes, thank you. It's really delicious.

Jack: Well, thank you. I'm glad you like it. How about some more broccoli?

George: No, thanks. The food is good, but I'm starting to get full.

Jack: George, I was told that your cooking is fantastic. You make a great chicken and rice dish!

George: Thanks for the compliment, Jack, but I can cook only a few things really well. I took a cooking training course before I came to China.

Jack: How nice! I wish you could teach us some day.

George: I'd love to. And you have such a big, modern kitchen; I'd think it would be fun and easy to cook there.

Jack: Thank you, George. The kitchen is the only room of our house we have completely remodeled because cooking is something I take very seriously.

What do you think?

1) In George's first two comments, how does he use "thank you"?

2) There are several compliments in this conversation. What are they, and how are they responded to?

## **Review**

### Giving Compliments

It's beautiful.  
 That's marvelous!  
 It's a lovely picture!  
 I'm glad you did...  
 How clever of you!  
 I like/admire the way you did...  
 I've never seen such a...  
 What a nice coat you have!/That's a very nice suit you've got on./It matches your suit perfectly.  
 You look very smart today!/ You look wonderful this evening!  
 What a wonderful house!/What a nice living room—so comfortable!  
 You gave an excellent speech.  
 Your car is nice./I like your new car.  
 The dinner is great./This is a lovely dinner.

### Responding to Compliments

Standard responses	Thank you. That's very kind of you. Thank you. That's very kind/nice/sweet of you to say so.
Showing surprise	Oh, I've had this for ages. Really? It was quite cheap!
Giving credit to other people	Thanks! Jane worked on it too. It wasn't all my work. Jane gave me a lot help. That's very kind of you. I'll tell Jane—she helped me a lot.
Returning the compliment	Oh, thank you very much! You look very nice too—I like your coat. So are you.
Humorous responses	What are you after? What do you want?

<b>Chapter</b>	<b>Unit 9 Making and Responding to Invitations</b>
<b>Teaching Objective</b>	Students will be able to: 1. learn to ask people to join you for various activities; 2. learn to accept invitations politely; 3. learn to decline invitations in an appropriate way.
<b>Ideological Objectives</b>	Students will be able to: 1. learn the appropriate etiquette for extending and responding to invitations in various social and formal settings; 2. adapt their language and approach based on the formality of the event and the relationship with the person they are inviting or responding to; 3. handle potential conflicts that may arise from accepting or declining invitations, learning to navigate such situations with grace.
<b>Teaching Focus</b>	To learn to ask people to join you for various activities and accept invitations politely
<b>Teaching Difficulty</b>	To learn to decline invitations in an appropriate way
<b>Teaching Duration</b>	4 lessons
<b>Teaching Methods</b>	1. Presentation 2. Audio-lingual approach 3. The communicative approach 4. Task-based language teaching
<b>Assignment</b>	Role play situations in which students give and decline invitations properly

## Teaching Procedures:

### Warming up

#### Step 1: Questions for Thought

- How often do you give/receive invitations? What kind of invitations are they?
- What do you say when you invite people to do something together?
- Have you ever declined others' invitations? Why and how?

#### Step 2: First Attempt

Work with a classmate of yours and imagine what you would say in the following situations.

- 1) You would like your brother to go to the cinema with you.
- 2) You would like your professor to come to the family celebration of your graduation.
- 3) Someone asks if you could go out for dinner together, but you don't like the person at all.
- 4) Your boss invites you to his home for the weekend, but you've already planned something

### Step 3: Etiquette in Making and Responding to Invitations

- Be clear and direct about what is going to happen, where, when and why.
- Avoid imposing on people what you would like to do.
- Make apologies by telling “white lies” or making polite excuses when you don’t want or are unable to accept invitations.

### Activities

#### Step 1: Giving and responding to invitations

Suppose that you want to invite your friend Sara to a party Friday evening. Here is a possible conversation between you and Sara.

You: Sara, what about going to a party with me Friday evening?

Sara: It sounds great. I’d love to. Do I need to wear anything special?

#### Do It Yourself

Work with a classmate of yours. Make up conversations the following situations.

- 1) Invite a friend to watch the Men’s Singles Final of the World Table Tennis Championships on TV with you.
- 2) You’re organizing a hiking tour on Saturday morning. Invite your classmate Mary to join you.



- 3) You’re going to a free trial *kungfu* class Wednesday evening. You know that your friend John is also interested. Ask him to come along with you.
- 4) You’re holding a surprise birthday party for your best friend on Sunday. Invite his/her roommates to come to the party.

#### Step 2: Listen and talk: accepting an invitation


You can accept invitations happily in many different ways. But, always remember to thank the person for the invitation. Here is an example of how this is done.

Kevin: Why don’t you come to meet my father this coming Saturday? He’s very much interested in traditional Chinese painting.

You: That’s a great idea. Thank you very much for this.

Kevin: Why don’t you come to meet my father this coming Saturday? He’s very much interested in traditional Chinese painting.

You: That’s a great idea. Thank you very much for this.

 **Do It Yourself**

Listen to the following invitations. Try to accept them using different expressions.

Invitation 1

Voice: I'm wondering if you would like to watch the performance of a local choir.

You: \_\_\_\_\_

Invitation 2

Voice: The lunch club members meet every Tuesday. Would you like to join us next week?

You: \_\_\_\_\_

Invitation 3

Voice: I'd like to invite you to our house for Christmas Eve. Can you come?

You: \_\_\_\_\_

Invitation 4

Voice: What about going to a movie tonight?

You: \_\_\_\_\_

Invitation 5

Voice: Will you be able to come and give our students  
a talk on environmental conservation in Australia?

You: \_\_\_\_\_



**Step 3:** Listen and talk: declining an invitation

When declining invitations, people usually give a reason and also thank the person for the invitation. Here is an example of how this is done.

Kevin: Would you like to come to my apartment for a cup of coffee?

You : Thank you, but I have to run right now. Maybe next time.

Do It Yourself

Listen to the following invitations. Try to decline them using different expressions.

Invitation 1

Voice: Would you come and join Molly and me for lunch tomorrow? We're going to talk about our plan to visit Tibet this summer vacation.

You:

Invitation 2

Voice: How about going hiking after dinner?

You: ,

Invitation 3

Voice: I'm wondering if it's possible for you to talk on the wide use of cars in China next Friday afternoon.

You:

Invitation 4

Voice: Professor Smith, may I have the honor to invite you to the opening ceremony of our Canadian Studies Center on July 2?

You:

Invitation 5

Voice: Joe and I would like to invite you to our son's birthday party this Sunday afternoon. Can you come?

You:

**Step 4:** Unable/Unwilling to accept an invitation immediately

Sometimes, due to various reasons, you cannot accept an invitation immediately. It's always advisable to check your plans first and let the person know later, as in the example.

Sam: Do you have any plans for next weekend? I'll drive to San Francisco for a book reading. It'll be great fun.

You: Well, I'm not sure. I'll have to check my calendar. Could I let you know this Friday evening?

Sam: Sure.

Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) Larry invites Jim to an excursion during the spring break, but Jim has to check with his girl friend first.
- 2) Your parents would like you to have dinner with them this Thursday. You remember you might have an appointment that day.
- 3) Your brother Fred invites you to a beer festival the coming weekend, but you can't give him a definite answer right away.
- 4) Bill would like to take you to the open-air concert in the Pioneer Valley on Sunday the week after the next. You wouldn't be able to say "yes" immediately.

**Step 5:** Integrated situations

Form groups of six students. One student gives the invitation, two accept it, two decline it and the other one is unable to make a decision right away. Look at the example first.

You: I'd like to invite you all to my house this Saturday evening since the winter vacation starts in a few days. Could you let me know who is able to come?

Mary: Great, professor! I'd love to.

Bob: Well, professor, I'm so sorry I can't make it this weekend because my parents will come to visit me. But, I appreciate it very much.

Tom: Thank you very much, professor. But, I'm afraid I can't go, either. I have to do work that evening.

Eric: Thanks! I'd be very happy to come.


Laura: It's a great idea, but I'm not certain right now. Can I let you know tomorrow?

You: No problem.


Do It Yourself

- 1) You would like to drive your group members to the beach next weekend.
- 2) You've bought a new DVD player and would like your group members to come to your apartment and watch a block buster this evening.
- 3) You would like your colleagues to come to your house-warming party this Sunday.
- 4) You've got tickets to the Peking Opera Tales of the Snakes(《白蛇传》). Ask your friends to go with you.


**Step 5:** Listen and discuss

 **Conversation 2**

- 1) Do you think Sue is interested in having dinner with George and his sister? Why/Why not?
- 2) How would you decline George's invitation if you were Sue and didn't want to meet George and his sister after all?

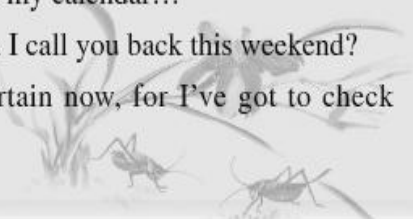
 **Conversation 3**

- 1) Why do you think Newton wants to check with Jane? What's their relationship?
- 2) Do you usually take something to the person who invites you to a family gathering? Why/Why not?
- 3) How do you usually invite people, making a phone call, sending a text message, an email or a card, or telling them when you run into each other? Why do you do it this way?



**Review**

<input type="radio"/> When you give an invitation more formally	Would you like to...? May I have the honor to invite you to...? I'd like to invite you to... I'm wondering if it's possible for you to... Will you be able to...?
<input type="radio"/> When you invite your friends, classmates, colleagues, etc.	How about...? What about...? Why don't you...?
<input type="radio"/> When you accept an invitation in a formal way	Thank you very much for inviting me. I'd love to.
<input type="radio"/> When you accept an invitation in an informal way	Terrific! I'd be glad to. Good/Great idea! Wonderful!

<p>○ When you're unable or unwilling to accept an invitation</p>	<p>I wish I could, but... Thank you very much, but... I feel so sorry I can't... Thanks for the invitation, but I'm afraid I...</p>
<p>○ ○ When you hesitate to give a "yes" to an invitation</p>	<p>Well, I have to check my calendar... I'm not sure yet. Can I call you back this weekend? Sorry, I can't be certain now, for I've got to check with my...</p> 

<b>Chapter</b>	<b>Unit10 Making and Responding to Requests</b>
<b>Teaching Objectives</b>	Students will be able to: 1. learn to make and respond to requests of various kinds; 2. learn to speak appropriately, especially when being unable or unwilling to help.
<b>Ideological Objectives</b>	Students will be able to: 1. foster a positive attitude towards making and responding to requests, viewing them as opportunities for connection and collaboration 2. learn to balance assertiveness with politeness when making requests, and tactfulness with honesty when responding 3. discuss the ethics involved in making and responding to requests, including honesty, fairness, and respect for others' time and resources
<b>Teaching Focus</b>	to learn to make and respond to requests of various kinds
<b>Teaching Difficulty</b>	to learn to speak appropriately, especially when being unable or unwilling to help
<b>Teaching Duration</b>	4 lessons
<b>Teaching Methods</b>	1. Presentation 2. Audio-lingual approach 3. The communicative approach 4. Task-based language teaching
<b>Assignment</b>	Role play situations in which students make and respond to requests properly

## Teaching Procedures:

### Warming up

#### Step 1: Questions for Thought

- Do you often ask for help? When do you likely ask for help?
- Do you often help others? If yes, describe one such situation.
- What do you say when you're unable or unwilling to do what you're asked to?

#### Step 2: First Attempt

Work with a classmate of yours and imagine what you would say in the following situations. Does the style of your language change with the situation? If so, why? 1) You would like your brother to go to the cinema with you.

- 1) You're at a post office and want to buy some stamps.
- 2) You're at your boss's office and ask for a few days' leave.
- 3) Someone lights a cigarette and puffs away in an elevator.
- 4) Someone behind you in a theater is talking loudly during a movie.

- 5) Jeff wants to borrow your favorite tie, but you don't want to lend it to him.
- 6) Your roommate Tommy would like to watch a movie on your laptop, but you have to work on it.

### Step 3: Etiquette in Making and Responding to Requests

- Be polite.
- Be direct where necessary.
- Be aware who you're talking to.



## Activities

### Step 1: Asking a stranger for help

Very often, we find ourselves in need of help from a stranger. For instance, you've just moved into a new apartment and would like to know where the nearest bank is. Here is a possible conversation between you and your neighbor.

You : Excuse me. I'm sorry to bother you. Could you please tell me if there's a bank nearby?

Neighbor: Yes, there's one two bus stops away.

You : Two bus stops away? Up the street?

Neighbor: No, down the street. Are you new here?

You : Yes, I just moved into the building.

### Step2: Asking someone you know to do you a favor

When you ask for help from someone you know, you use a less formal style of language, but you still need to be polite. The following is a possible conversation between you and your friend Jimmy when you want to borrow his bike. Kevin: Why don't you come to meet my father this coming Saturday? He's very much interested in traditional Chinese painting.

You : Hi, Jimmy, can I ask you a favor?

Jimmy: Sure, what is it?

You : Can I borrow your bike? Mine has a flat tire.

Jimmy: No problem.

You : Are you sure? You know, I don't want to inconvenience you.

Jimmy: No worries. I'd be glad to lend it to you.

You : Thank you very much indeed.

### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) Your computer is at the repair shop. Ask your roommate to let you use his/hers for a while.
- 2) You'll be away for the weekend. Ask your roommate to pick up the mail for you.
- 3) Ask your classmate if he/she could lend you his/her lecture notes.
- 4) Ask your friend if he/she could let you read his/her book



### Step 3: Giving commands

When you ask for help, either from a stranger or a friend, you should use the question form. But, there are situations in which you make requests in the form of a command. Note that in situations like this, you should always use "please". Imagine that you are the manager of a company and want your secretary to bring you some coffee. Here is a possible conversation between you and your secretary.

You : Laura, bring me a cup of coffee to my office, please.

Laura: Cream or sugar?

You : Black, please.

### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) You're a police officer. Ask the driver of a speeding car for his/her license.
- 2) Ask your brother/sister to pass you the magazine.
- 3) Tell your husband/wife to buy some bread on the way back from work.
- 4) Tell your son/daughter not to make any noise.
- 5) It's cold. You want your sister/brother to turn on the heater.
- 6) You are a teacher and would like your students to redo their assignments.

#### Step 4: Making requests politely/directly

Imagine that you'd like your sister to get you a glass of water. You can say it in the following two ways. Discuss with a classmate of yours and point out the differences between the two ways.

Direct: Give me a glass of water.

Polite: Could you give me a glass of water, please?



#### Do It Yourself

Work in groups of three students. How do you make requests directly or politely in the following situations?

- 1) You're having dinner with your friends and want some more fish, which you're unable to reach.

Direct: \_\_\_\_\_

Polite: \_\_\_\_\_



- 2) You share an apartment with Tom and you want him to do the dishes after your cooking.

Direct: \_\_\_\_\_

Polite: \_\_\_\_\_

- 3) You are a team leader, and want your team members to finish the quarterly sales report by the end of the month.

要求或请求时，人们会更加客气一些，而对年轻人、熟人、下级，口吻则会随意和直截了当一些，但是 please 还是会常说的。


Direct: \_\_\_\_\_  
Polite: \_\_\_\_\_

4) Your computer broke down, and you ask your classmate Mary for help.

Direct: \_\_\_\_\_  
Polite: \_\_\_\_\_

5) You're a teacher and you tell your students to correct all the errors in their assignments.

Direct: \_\_\_\_\_  
Polite: \_\_\_\_\_



### Step 5: Responding to requests positively/negatively

Work in pairs. Imagine that a classmate of yours says to you: "I'm going to have my birthday party tonight. May I borrow your stereo? I hope this isn't too much trouble to you." You can respond either positively or negatively, as shown in the following. Discuss with your partner how it feels to reject a request and how to make the rejection in a tactful way.

**TIPS**

拒绝他人的请求总是令人难为情，于是说话也不是那样干脆利落，而变得有点吞吞吐吐。有些时候不免要编一些 white lies 来避免难堪。不妨在下面的练习中试一试？



 **Do It Yourself**

Work in pairs. How would you respond to the following requests positively and negatively?

1) Could you please babysit Chris for a couple of hours Friday evening because we'll go to a friend's birthday party?

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

2) Would you mind if I borrowed your bike this afternoon, please?

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

3) May I have a word with you right now, Professor?

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

4) Could I trouble/bother you to get some more milk for me?

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

5) Will you lend me *The Nineteenth-Century English Poetry* again please, John?

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

## Step 6: Offering help and responding

Act out the following situations with a classmate of yours, following the two examples below. Remember that you should help only after you are allowed

### For Example:

1) You work as a front desk clerk at a five-star hotel. Whenever people approach you, there's a conversation between you like this.

You: May I help you?

Guest: Sure. My name is Tim Hamilton. I booked a double room here online...



2) You see your landlord pulling a heavy garbage bag out.

You: Do you need any help carrying the garbage bag?

Landlord: Thank you just the same. I can handle it myself.

 **Do It Yourself**

1) You see Ann struggling with a few books in her hands and still trying to open the door at the same time.

2) Bob tells you his TV set doesn't work any more.

3) You see Lisa trying to repair her bicycle.

4) You just saw Adam fall down the stairs and you want to call an ambulance.

## Step 7: Discussion

Work in groups of four or five students, one of whom is to chair the discussion of the following topics within each group.

- 1) Have you ever been caught in some very "sticky" situations so that you had to ask for help? What did you do then?
- 2) What kind of people you are, those who often ask for help or those who often offer to help? How do you think you've formed such a personality?

## Review

When you need help	Could/Can I ask you a favor? May I... Would/Could you please... Would you mind if... Could I trouble you to...
When you offer help	Can I help you? Do you need some help with... How can I help you?
When you accept others' help	Sure, thank you. Yes, thanks. It's very kind of you. Yes, but are you sure this is not too much trouble?
When you turn down others' help	Thank you, but I can manage it. I'm OK. Thank you. I'm fine. Thanks.
When you make a request like a command	Give me the bill. Don't talk loudly.
When you want to be polite in giving a command	Give me the bill, please. Can I have the bill, please?
When you can't do what you're asked to	I'm afraid I can't... I'm sorry, but... I wish I could... Sorry, it's impossible...

Chapter	Unit 11 Making Complaints
<b>Teaching Objectives</b>	Students will be able to: 1. learn to express pain, discontent or dissatisfaction; 2. learn to make complaints and the ensuing request in a socially appropriate way.
<b>Ideological Objectives</b>	Students will be able to: 1. learn to respect and accommodate different perspectives and responses to complaints, promoting a culture of understanding and tolerance 2. engage in activities that require creative problem-solving, such as finding alternative solutions when a complaint cannot be immediately resolved 3. think critically about the appropriateness and potential consequences of making complaints
<b>Teaching Focus</b>	To learn to make complaints
<b>Teaching Difficulty</b>	Complaining about the goods with defects
<b>Teaching Duration</b>	2 lessons
<b>Teaching Methods</b>	1. Presentation 2. Audio-lingual approach 3. The communicative approach 4. Task-based language teaching
<b>Assignment</b>	Group complaints: role play

## Teaching Procedures:

### Step 1: Warming up

Questions for Thought

1. What would you do when you're not happy with the service you get?
  2. Do you go back to the store to ask for an exchange if you find defects in what you bought? Why/Why not?
  3. Do you tend to make your complaints directly or tactfully? Why/Why not?
- 2: Work in pairs and discuss what you would do in the six situations on page 84.
- 3: Etiquette in Making Complaints (Unless You're Talking to a Doctor)
- Be polite and tactful.
  - Be Polite and Tactful.
  - BE POLITE AND TACTFUL.

### Step 2: Activities

TASK 1 Expressing physical pains

Work in pairs. Study the following conversation and practice both parts with your partner alternately.

Tina : You look awful, Dina. Anything wrong?

Dina: I have a terrible pain in my stomach.

Tina : Have you been to the school clinic?

Dina: The school clinic? I don't have time to. Think of all the exams!

### Do It Yourself

Work in pairs. Make up conversations for the following situations.

- 1) You don't walk properly because you had your ankle twisted in a soccer game. And, there's one more match to go.
- 2) You sneeze all the time because of an allergy. You don't want to see a doctor since you've already tried different sorts of medication.
- 3) You have a bad headache and have to perform in the local theater troupe this weekend.
- 4) You have a pain in your right wrist and don't have time for physiotherapy since you have a busy schedule. (Use your wildest imagination to think about the things you'd be busy with!)

### TASK 2 Complaining about the goods with defects

A customer goes to complain about the problem with the teapot bought a couple of days ago. Study the conversation and note that the customer first points out the problem with the teapot and then proposes a solution.

Shop Clerk: Can I help you?

Customer: Yes. I came to return this teapot I bought two days ago.

Shop Clerk: What's the matter with it?

Customer: It doesn't whistle when it boils.

Shop Clerk: I'm sorry to hear that. Do you want an exchange or a refund?

Customer: Refund, please.

### TASK 3 Complaining about the services you get

Study the following conversation and learn to complain about the services you get. In this situation, Jane talks to the landlady about the heating in her apartment.

Jane : Mrs. Smith, I didn't have any heating in the apartment last night. It was ice cold. Can you take care of that?

Mrs. Smith: Sure. I'll call the property manager of the building and have it checked right away. Sorry for the inconvenience.

### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) The radio still didn't work properly after it was repaired. Talk to the repairman.
- 2) You're on a plane. You asked for a glass of orange juice ten minutes ago and the flight attendant hasn't brought it to you yet. Talk to her.

- 3) You've been sitting in a restaurant for fifteen minutes and nobody comes to take your order. Talk to the head waiter.
- 4) You haven't disposed of your garbage because the garbage collector came earlier than the set time. Complain to the local garbage treatment authorities.
- 5) You placed an order for a refrigerator, but it hasn't arrived yet. Call the sales manager of the store.

#### TASK 4 Complaining about what people do

Study the following conversation and learn to complain about what people do. Is it different from complaining about goods or services?

Tom leaves his bike in the hallway. Jim sees it and talks to Tom.

Jim : Tom, we can hardly pass with your bike blocking the hallway.

Tom: Sorry, I didn't have any idea my bike was blocking the hallway. I apologize.

#### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) Your next door neighbor leaves his garbage bag in front of your door and it gives off a bad smell.
- 2) The young man downstairs has a noisy party almost every weekend. You can't go to sleep.
- 3) Your roommate is humming to the music she's listening to on her MP4. You find it disturbing.
- 4) Your tenant hasn't paid his rent yet.
- 5) You're in a hotel room and find there are no towels in it.

#### TASK 5 Learning to complain and respond politely

Study the following conversation, which is an extended version of the conversation in Task 4. Highlight all the expressions that the speakers use to complain and respond to the complaint politely.

Tom left his bike in the hallway. Jim sees it and talks to Tom.

Jim: Could you remove your bike please, Tom?

Tom: Remove my bike?

Jim: Yes... If you wouldn't mind. I don't mean to complain, but your bike is blocking the hallway. We can hardly pass.

Tom: It is?

Jim : Yes, it is.

Tom: Oh! I didn't realize my bike was blocking the hallway. Sorry, I'm very sorry.

Jim : That's okay.

#### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations. Note that the situations are the same as in Task 4. Try to complain and respond to the complaints in more polite ways.

- 1) Your next door neighbor leaves his garbage bag in front of your door and it gives off a bad smell.
- 2) The young man downstairs has a noisy party almost every weekend. You can't go to sleep.
- 3) Your roommate is humming to the music she's listening to on her MP4. You find it disturbing.
- 4) Your tenant hasn't paid his rent yet.
- 5) You're in a hotel room and find there are no towels in it.

#### TASK 6 Complaining tactfully/mildly

Study the following conversation. Note that instead of saying “you didn’t check the spelling of your paper”, the teacher chooses a more tactful way of complaining about the student’s sloppy assignment.

Teacher: The spelling of the paper didn’t seem to be checked. Could you redo it?

Student : I apologize. Yes, I’ll redo it.

#### Do It Yourself

Work with a classmate of yours. Make up conversations for the following situations.

- 1) You're reading a magazine and find some pages cut out. You go and talk to the librarian about the problem.
- 2) You lent Carl your bike. But he returns it with a flat tire. Talk to Carl about it.
- 3) Jack goes to have a haircut. His hair isn't cut short enough. He talks to the barber.
- 4) Mary borrowed a novel from you and returned it dog-eared. Talk to her about it.

#### TASK 7 Group complaints

Work in groups of three or four students. Imagine that you are in a restaurant named Panda Garden and you don’t have a very good experience. When you finish your meal, you go to see the manager and complain. Your complaints mainly focus on the following aspects: food, service, atmosphere and cleanliness. One of you plays the role of the manager.

Customer A: Mr. Manager, the steamed fish seemed undercooked.

Manager: Undercooked?

Customer A: Yes, we saw something very reddish near the bones.

Manager: I’m sorry to hear that. What about you?

Customer B: The waitress appeared very upset. When she brought us the dishes, she simply threw them onto the table.

Manager: Oh, no, she shouldn’t have been so rude. I apologize.

Customer C: There should have been a non-smoking area. We were almost choked to death there.

Manager: Sorry for the inconvenience. We’ll do something about it.

Customer B: And, the table should have been cleaned when we were led in. It was a mess on and under the table.

Manager: I feel so sorry about what happened. Please accept my sincere apology.

TASK 8 Listen and discuss

1. Helen shares an apartment with Lucy and the two have agreed to share the housework too. But, Helen doesn't think that Lucy has done her share. Helen talks to Lucy about it. Listen to their conversation and then answer the following questions.

- 1) Why do you think Helen doesn't complain about Lucy immediately?
- 2) How does Helen make the real complaint?
- 3) How does Lucy respond? Are you sure Lucy will "do better" after the talk?
- 4) What do you think you would have done if you were Helen? What if you were Lucy? How would you handle the situation?

2. Professor Norman asks for a paper to be written by today, but Larry still hasn't had it ready yet. Listen to their conversation and then answer the following questions.

- 1) Do you think the professor only wants to complain about the late paper? Why/Why not?
- 2) Do you think the professor is angry? Why/Why not?
- 3) How sincere do you think Larry's promises are?
- 4) How do you think you would have made the complaint if you were the professor? How do you think you would have responded if you were Larry?

Scripts

1. Helen shares an apartment with Lucy and the two have agreed to share the housework too. But, Helen doesn't think that Lucy has done her share. Helen talks to Lucy about it. Listen to their conversation and then answer the following questions.

Helen: I think it's your turn to clean the living room, Lucy, isn't it?

Lucy: Is it? I don't remember.

Helen: I do. I finished my turn yesterday, and your turn starts today.

Lucy: Okay. Thank you for reminding me.

Helen: And, could you please help me keep the bathroom and living room a bit tidier?

Lucy: Yes, certainly.

Helen: Thank you. But, sometimes the bathroom and living room are so messy that I feel very embarrassed, especially when I have guests over.

Lucy: You should've reminded me more. I've never been a good housekeeper. Helen: All right. I hate to complain, but sometimes it seems I have to make things tidy and clean around you all by myself.

Lucy: Oh, Helen, I'm sorry for the mess I made. I promise to do better from now on. Just don't hesitate to remind me

2. Professor Norman asks for a paper to be written by today, but Larry still hasn't had it ready yet. Listen to their conversation and then answer the following questions.

Norman: I haven't got your paper, Larry. What's the matter?

Larry: I'm sorry. I haven't finished yet. Can I turn it in on Thursday?

Norman: That's too late. The deadline is today. Why can't you have all your work done on time?

Larry: I've been busy with a lot of other things. And, I have to catch up with what I missed when I was on internship.

Norman: I'm tired of your excuses. This has been going on for months. Haven't I talked about it with you? Nothing seems to help.

Larry: I'm really sorry, professor. I know I have too many other obligations, and of course I haven't worked hard enough. I promise I'll do better.

Norman: I hope so. You're a capable student and I know you could have done better.

### Step3 Review

When you want someone to stop doing something	If you don't mind, ... Would/Could you please...? I hate to complain, but... Can you possibly...
When you respond to a complaint	I'm sorry. I apologize. I'm sorry for the inconvenience. I didn't realize/know/have an idea... Please accept my apology. Sorry, I wasn't aware... I beg your pardon. I'm sorry about... Please forgive me.
When accepting an apology	That's all right. It's okay/all right. Don't worry about it. No harm done. Forget it. ( <i>Informal</i> ) No problem. ( <i>Informal</i> ) No big thing. ( <i>Informal</i> )

Chapter	Unit 12 Agreeing and Disagreeing
<b>Teaching Objective</b>	Students will be able to: 1. learn to express your own opinions; 2. learn to support others' opinions or express different views; 3. master some of the tactics in expressing agreement and disagreement.
<b>Ideological Objectives</b>	Students will be able to: 1. learn to respect and value diverse opinions, promoting an environment of open-mindedness and tolerance 2. learn to express gratitude when others consider their opinions, even if there is disagreement 3. build assertiveness skills to confidently express their opinions while maintaining respect for differing viewpoints
<b>Teaching Focus</b>	To learn to express agreement and disagreement.
<b>Teaching Difficulty</b>	To learn to express your own opinions.
<b>Teaching Duration</b>	2 lessons
<b>Teaching Methods</b>	1. Presentation 2. Audio-lingual approach 3. The communicative approach 4. Task-based language teaching
<b>Assignment</b>	Make presentation about the topics on Page 96

Step 1: Warming-up

1. Questions for Thought

- What kind of person are you, a good listener or someone eager to express his/her views?
- What would you say when you disagree with others?

2. Listen and Discuss

Maria and Kevin are talking about an argument between their professor and Jennifer. Maria and Kevin don't seem to have similar views.

- 1) What are the opinions expressed by Maria and Kevin respectively?
- 2) What's the viewpoint they don't agree on with each other?
- 3) What makes them agree with each other?

2. Maria and Kevin are talking about an argument between their professor and Jennifer. Maria and Kevin don't seem to have similar views.

Maria: In my opinion, the professor should have been more patient and polite to Jennifer. He had the right to express his anger but should have handled the situation in a milder way.

Kevin: Well, I don't think so, Maria. What Jennifer did was cheat on the exam. I think the professor was too nice to her.

Maria: Are you kidding me? Too nice? The professor was definitely wrong to make that accusation in front of the whole class.

Kevin: Well, you made a point there. The professor should have done it privately after class in a conversation with Jennifer.

Maria: We did have something in common after all.

### 3. Etiquette in Expressing Opinions

- Be tactful in expressing opinions.
- Always remember you only disagree with the viewpoint rather than the person who presents it.

### Step2 Activities

#### TASK 1 Expressing viewpoints about certain issues

Form a group of three members. One makes a statement about the issue as indicated. Another student says something in favor of the statement while the other student presents a different opinion.

#### Do It Yourself

##### 1) Ban on smoking in public places.

Opinion: I think smoking in public places should be banned.

Agreement: That's exactly what I think.

Disagreement: I'm afraid I don't agree.

##### 2) Bringing the growing size of huge cities like Beijing under control.

Opinion: Cities like Beijing are growing too big. I think their size should be brought under control.

Agreement: You're right. I couldn't agree with you more.

Disagreement: I disagree.

##### 3) Learning a foreign language from childhood on.

Opinion: I think people should start learning a foreign language from childhood on.

Agreement: You can say THAT again.

Disagreement: Are you kidding me? I don't think so.



4) Encouraging the use of economy cars.

**Opinion:** I think the use of economy cars should be encouraged.

**Agreement:** You're right. That's just what I was thinking.

**Disagreement:** I don't think I agree.

5) Ban on homework for primary school kids.

**Opinion:** I strongly hold the view that homework for primary school children should be banned.

**Agreement:** That's right. I can't agree more.

**Disagreement:** I'm sorry, but I have to disagree with you.

## TASK 2 Getting people to agree with you

Work with a classmate. You make a statement about the issue as indicated by using a tag question or rhetorical question so that you'll get your classmate to agree with you.

### For Example

**You:** Fall is the best season in Beijing, isn't it?

**Classmate:** You're right. I can't agree more.

**TIPS**

用反意疑问句的目的是为了获得他人的同感，这是一种说话的技巧，虽然是疑问句，但口气确定，不容置疑。

### Do It Yourself

#### 1) Science fiction.

**You:** I find science fiction is both entertaining and meaningful to real human life. Don't you think so?

**Classmate:** That's true.

#### 2) Traveling by public transportation.

**You:** Don't you think we should all travel by using public transportation?

**Classmate:** Yes, that's exactly what I think.

#### 3) Taking vitamins every day.

**You:** Wouldn't you say that we should take vitamins every day?

**Classmate:** That's right.

#### 4) Maintaining good relations among roommates.

**You:** I think it's important to keep good relations with our roommates. Wouldn't you say that?

**Classmate:** You're absolutely right.

#### 5) Internet surfing.

**You:** I think Internet surfing has not only created a virtual world for us but also greatly enriched our real lives.

**Classmate:** That's more than true.

### TASK 3 Accommodating different views

By using as many of the underlined expressions as possible, have a discussion with a classmate of yours. But your classmate doesn't seem to share the same opinion always. For Example:

Longer summer vacation or winter vacation.

You : You know... It seems to me that we should have a longer winter vacation and a shorter summer vacation. Don't you think so?

Classmate: I'm not sure. What makes you say that?

You : In a longer winter vacation, we can stay longer with our family and old friends in our hometowns.

Classmate: Well, I wish I could agree with you, but if you ask me, a longer summer vacation suits us students better.

You : Oh, do you feel that way?

Classmate: Yes, we might be more likely to find a job and earn some pocket money for the coming semester.

You : Um... You certainly have a point there.

#### Do It Yourself

- 1) Communication through email or cell phone.
- 2) Allowing kids to watch a lot of television or pick up a hobby in their spare time.
- 3) A summer holiday to Tibet or Hangzhou.
- 4) Spending Saturday evenings going to the cinema or watching DVDs at home.
- 5) Earning a degree in China or a foreign country.

### TASK 4 Expressing different views

Choose a classmate of yours and play both roles in the dialog alternately. Make sure to take into consideration the relationship between the two, thus use the appropriate vocabulary.

- 1) Alice and Hans are husband and wife. They're talking about a movie they just watched.
- 2) Judy and Donna are roommates at the university. They are talking about one of their courses.
- 3) Max asks Professor Lee about his term paper. The professor doesn't agree with Max's analysis of the market.
- 4) Ali wants to buy a car and his friend Mark doesn't like Ali's choice. But they seem to agree with each other about one feature of the car.
- 5) Patty bought a new CD. She likes it, but her boyfriend Fred doesn't. They, however, both find the last song good.

1) Alice and Hans are husband and wife. They're talking about a movie they just watched.

Alice: What do you think of Kim Kelly in the movie?

Hans: I think Kim is the best actor of all in Hollywood today.

Alice: I think so too. I couldn't agree with you more.

Hans: I don't like Judy Kane as much.

Alice: Well, I don't agree, honey. She did a better job in *Once I Remember*.

Hans: You've got a point there. I enjoyed her performance in that movie, too.

2) Judy and Donna are roommates at the university. They are talking about one of their courses.

Judy: How do you like your course on cross-cultural communication?

Donna: It's boring.

Judy: Oh, really? I'm sorry to hear that. I thought it would be very interesting.

Donna: I just regret I chose it for credit.

Judy: That's too bad. Do other students feel the same way?

Donna: I'm not sure about others... This is how I feel about it.

3) Max asks Professor Lee about his term paper. The professor doesn't agree with Max's analysis of the market.

Max: Professor Lee, I'd be interested to know what you think about my paper.

Lee: It's well written.

Max: Thank you. Do you agree with my analysis of the market?

Lee: I'm afraid I don't.

Max: Really, why not?

Lee: Your data should have been updated.

Max: Oh, I see your point. I think you're right about that.

4) Ali wants to buy a car and his friend Mark doesn't like Ali's choice. But they seem to agree with each other about one feature of the car.

Ali: I'm thinking of buying a new car. Don't you think Wonder Oz is a good choice? Mark: Wonder Oz? That's the last car I want to buy. But, it's energy-saving.

Ali: That's exactly what I'm thinking.

Mark: Well, despite that, if you ask me, I still would say NO to a Wonder Oz.

5) Patty bought a new CD. She likes it, but her boyfriend Fred doesn't. They, however, both find the last song good.

Patty: Fred, how do you like the CD?

Fred: Um... I hate to disappoint you, but I have to say it's terrible.

Patty: How can you say that? What do you think of the last song?

Fred: The last one? Well, it's better than all the other pieces.

Patty: I'm glad we do agree on something.

**TASK 5** Expressing disagreement tactfully

Work with a classmate of yours. You and your classmate take the roles in the situations below. You may agree or disagree, but remember to express your views in an appropriate manner.

- 1) Cathy and Linda went to see a movie together and seem to have different opinions about it.
- 2) Bob and Kate are husband and wife. Last week they went to a party. Bob had a good time while Kate didn't seem to have enjoyed it.
- 3) Rodney and Sean are classmates. Rodney likes their chemistry teacher while Sean doesn't think the chemistry teacher has a sense of humor.
- 4) The library updated its retrieval system. Deb finds it convenient while her classmate Fiona is very much confused by it.
- 5) Douglas and Theresa are husband and wife. They differ on where to live. Douglas prefers to rent an apartment downtown while Theresa wants to buy a home with a mortgage in the suburbs.

**TASK 6** Discussion


Work in groups of four or five students, one of whom is to chair the discussion of the following topics within each group.

- 1) What kind of person do you think you are, a person who is easily convinced or a person who tries hard to hold to his/her own views? Why do you think you're such a person?
- 2) Do you often disagree with your friends or classmates? How do you manage to settle differences?
- 3) How do you handle different opinions? Do you seriously consider them or ignore them? Why?

Step3:Review

Useful Words and Expressions

<input type="radio"/> When you ask for somebody's agreement	Don't/Wouldn't you agree? Don't you think so? Wouldn't you say so?
<input type="radio"/> When you agree with someone  <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	That's right/true. I agree (with you). You're right. That's just/exactly what I was thinking. That's exactly what I think. I feel the same way. I couldn't agree with you more. You can say THAT again.

<p>When you disagree</p>	<p>I'm not sure. I don't know. I'm not so sure I agree. I don't agree. I disagree. I don't think so.</p>
<p>When you want to disagree in a mild way</p>	<p>I'm afraid I can't agree. I hate to disagree with you but... I'm sorry I have to disagree with you. I wish I could agree, but...</p> 

Chapter	Unit 14 Dining Out
<b>Teaching Objective</b>	Students will be able to: 1. get familiar with the vocabulary for dining at a restaurant; 2. learn to make reservations, order food, and pay the bill; 3. learn about the courtesy for dining at a restaurant.
<b>Ideological Objectives</b>	Students will be able to: 1. discuss the concept of budgeting during social outings and the responsible use of financial resources when dining out; 2. consider ethical aspects of food choices, such as sustainability, animal welfare, and fair trade practices. 3. discuss strategies for managing stress in social dining situations and maintaining a relaxed and enjoyable experience
<b>Teaching Focus</b>	To learn to make reservations, order food, and pay the bill.
<b>Teaching Difficulty</b>	The courtesy for dining at a restaurant.
<b>Teaching Duration</b>	4 lessons
<b>Teaching Methods</b>	1. Presentation 2. Audio-lingual approach 3. The communicative approach 4. Task-based language teaching
<b>Assignment</b>	Talking about food and eating habits

## Teaching Procedures:

### Step 1: Warming up

#### 1. Questions for Thought

- How often do you have meals in a restaurant?
- Have you ever invited people to dinner at a restaurant? On what occasions do you invite people to dine out?
- Do you split the bill when you and your friends dine out together? Why/Why not?

#### 2. First Attempt

Work in groups of three students. Make up conversations for the following situations.

- 1) Call a restaurant for a reservation and the receptionist answers you.
- 2) You go to a restaurant with a friend of yours and a waiter comes over to take your order.
- 3) You and your friend ask the waiter to give you separate checks because you're going to pay for your own meal.
- 4) You're not happy with the service the waiter offers and you talk to the manager about this.

### 3. Etiquette in Dining Out

- In the English-speaking countries, paying for one's own meal is the normal practice when friends dine together at a restaurant.
- If you want to smoke, ask the people you dine with for permission.

#### **Step2:Activities**

##### **TASK 1 Making reservations**

**Work in pairs. Make up conversations for the situations given, following the example.**

##### **For Example:**

Jeff Chen is going to invite two of his friends to dinner on Saturday evening. He is now calling the restaurant John & Johnny to make the reservation.

Receptionist: John & Johnny. What can I do for you?

Jeff Chen: Yes, I'd like to make a reservation for this Saturday evening.

Receptionist: This Saturday evening. No problem at all. How many people altogether?

Jeff Chen: Three.

Receptionist: Can you tell me what time you'll arrive?

Jeff Chen: About seven.

Receptionist: Great. We have a non-smoking section. Do you want to sit there?

Jeff Chen: Thank you for recommending this. Yes, we'd love to.

Receptionist: May I have your name and phone number, please?

Jeff Chen: Sure. I'm Jeff Chen, J as in Jack, E as in egg, F as in five, Chen, C as in cool, H as in hot, E as in egg, again, and N as in not. My phone number is 4-4-3, 1-2-3-3.

Receptionist: Thank you for calling. See you on Saturday evening.

Jeff Chen: Goodbye.

##### **Do It Yourself**

- 1) Lucy calls Wang & Wok, a Chinese restaurant, to book a table for lunch on Friday because she's going to meet with her cousin there.
- 2) Fiona comes back home late Friday evening and doesn't have time to cook. She calls Gourmet Corner, a restaurant close-by to see if they have a table for a family of four right away. The receptionist tells her there'll be one available in an hour.
- 3) Vivienne is organizing a birthday party for her father. She calls a restaurant to make a reservation for twelve people for lunch on Sunday. The receptionist can't give her a definite answer right away and promises to come back to her as soon as possible.
- 4) Brad is invited by Jeff Chen to dinner on Saturday, but he doesn't know how to get there by bus. Brad calls the restaurant for directions, and it takes a while for the receptionist to tell him the most convenient route.

##### **TASK 2 Ordering**

**Form groups of four students, and make up conversations for the situations given, following the example.**

**For Example:**

Jeff Chen and two friends have been led to and get seated in the non-smoking section of the restaurant. A waiter brings them some ice water and a menu for each of them. He's ready to take the order.

1) Ordering drinks

Waiter : May I take your order now?

Jeff : Yes, please.

Waiter : What would you like to drink?

Jeff : I'd like some red wine. One glass of Great Wall, please.

Waiter : All right, one Great Wall. (Speaking to Friend A) What about you, sir?

Friend A : Well, I'm afraid I don't like anything strong. Do you have oolong tea?

Waiter : Yes. We serve it in a pot.

Friend A : Okay, one pot of oolong, please.

Waiter : (Speaking to Friend B) What about you?

Friend B : The same as Jeff, a Great Wall, please.

2) Ordering food

Jeff : I heard you had very good roast beef here. I'd like to try it. Roast beef for me.

Waiter : Do you like it rare, medium or well-done?

Jeff : What does that mean?

Waiter : Rare means the beef is cooked for a very short time, while well-done beef is cooked thoroughly. Medium is something in between.

Jeff : I see. Then I'd like it well-done.

Friend B : I'd like to have something light. Do you have crab meat salad?

Waiter : Yes, we do. Do you want one?

Friend B : Yes, one crab meat salad for me.

Friend A : Oh, well, seafood is no good for me. How do you make this chicken dish, roasted or stewed?

Waiter : Baked and served with our specialty sauce on top of it.

Friend A : All right, I'll have the chicken.

Waiter : Any dessert?

Jeff : Well, we'll order dessert after we finish the meal.

Waiter : Fine. Just let me know when you want to order it.

**Do It Yourself**

1) Tommy, Vincent and Ann are in an Italian restaurant specializing in all kinds of pasta. Tommy wants to have spaghetti with extra cheese, Vincent likes ravioli and Ann orders macaroni and asks for extra tomato sauce.

2) Three friends, Mika, Linda and Julie, go to a Chinese restaurant. They want to have dumplings, spring rolls and Kung Pao Chicken to go with plain rice, and they also order such drinks as jasmine tea for Linda, Sprite for Julie and Mika.

3) Ron and his wife Jane go to have dinner with Jack, a friend of theirs. Ron orders salmon, Jane one sandwich and a vegetable salad, and Jack roast pork. They also order one ginger ale for Jane, and a white wine for Ron. Jack doesn't drink anything but the free ice water. For dessert they share one cheese cake.

Task 2

Do It Yourself

1)

Tommy: Waiter! Come over here, please.

Waiter: What can I do for you, sir?

Tommy: Can you help us with the order now?

Waiter: Yes, of course.

Tommy: I'd like spaghetti, please. Yes, with extra cheese.

Waiter: OK, spaghetti with extra cheese. What about you, ma'am?

Ann: Well, I love macaroni, but I don't know if there's any onion in the sauce.

Waiter: Yes.

Ann: Can you make it without onion?

Waiter: I guess we can. I'll put a special note here for the chef who makes your macaroni. Ann: And, I'd like some extra tomato sauce.

Waiter: All right.

Ann: Thank you very much.

Waiter: My pleasure. What would you like to have, sir?

Vincent: I'm starving, so ravioli for me, please.

Waiter: What's the filling, beef or cheese?

Vincent: Can I have both, half and half?

Waiter: Certainly. What would you like to drink?

Tommy: What about sharing a bottle of wine?

Vincent: Good idea!

Ann: It's fine with me.

Tommy: Can we have a bottle of the house wine?

Waiter: Certainly. Please excuse me for a moment. I'll be right back with your food.

2)

Waiter: Here's the menu. Take your time and I'll be right back with some ice water.

Julie: Thank you.

Waiter: Can I take your order now?

Julie: Yes. I love Chinese dumplings. Do you have dumplings with chicken meat today?

Waiter: Yes, we do. How many would you like to have?

Julie: Fifteen.

Waiter: What would you like, sir?

Mika: What's the filling of the spring rolls?

Waiter: Green bean sprouts, shredded carrots, eggs and spring onion.

Mika: Sounds great for me. I'd like five.

Waiter: What about you, ma'am?

Linda: Me? I'm still looking. I'd like to have some rice to go with... Here it is. Spicy chicken with peanuts.

Waiter: What about something to drink?

Linda: One jasmine tea for me, please.

Mika: One can of Sprite for me.

Julie: Sprite for me, too.

Waiter: All right. You've ordered fifteen dumplings with chicken meat filling, five spring rolls, and rice and a spicy chicken with peanuts. For drinks, one jasmine tea and two Sprites. Is that all?

Julie: I think so.

Waiter: Just wait a little while and I'll be back with the dishes very soon.

3)

Ron: Waiter! Will you take our order now?

Waiter: Sure. What would you like to have?

Ron: I'd like to have steamed salmon.

Jane: I'm on a diet. Just a sandwich and a vegetable salad for me, please.

Waiter: What about you, sir?

Jack: Oh, for me, I'd like roast pork with your house specialty sauce.

Waiter: Any drinks?

Jack: No, not for me. This ice water is fine with me.

Jane: What about one ginger ale for me ?

Waiter: Sure. With ice?

Jane: No, thanks.

Waiter: How about you, sir?

Ron: I'd like a glass of white wine to go with the fish. One glass of white wine, please.

Waiter: Great Wall is very good.

Ron: OK, one Great Wall. What about sharing one cheese cake?

Jane: Good idea!

Jack: That's fine.

Waiter: OK, let me make sure what you've ordered: one steamed salmon, one sandwich and a vegetable salad, and a roast pork. And, one ginger ale and one cheese cake.

Ron: That's right. Please be quick. We're starving.

### TASK 3 Paying the bill

Work in pairs. You and your partner play the roles of a customer and a waiter/waitress, and make up conversations for the situations given, following the example.

For Example:

Jeff and his friends have finished their dinner and want to leave. As he has invited his friends, Jeff will pay the bill.

Jeff: Waiter! Could we have the bill, please?

Waiter: Certainly. Do you want separate checks?

Jeff: No, thanks. I'll pay for it.

Waiter: That'll be \$32.80.

Jeff: All right. Here's \$50.

Work in pairs. You and your partner play the roles of a customer and a waiter/waitress, and make up conversations for the situations given, following the example.

Waiter: Just a moment, please. I'll go and get the change.

Jeff: Thank you.

Waiter: Here's \$17.20.

Jeff: Thanks. This is for you. (Jeff gives the waiter \$5.)

Waiter: Thank you very much.

Jeff: It's a nice dinner.

### Do It Yourself

1) Tommy, Vincent and Ann have finished their meal and want their bill. The waiter asks them if they want to put it all on one check. They prefer to have separate checks.

2) Mika, Linda and Julie ask the waiter to bring them the bill (separate checks). Mika finds her check is too much and asks the waiter to check it again. The waiter admits he has made a mistake by mixing Mika's bill with that of Linda's.

3) Ron, Jane and Jack have finished their meal and ask the waiter to bring the bill. Jack pays the bill in cash. Ron and Jane would like to pay with their credit card, but the waiter says they can't take it because their system doesn't work properly. In the end, Jane has to write a check for the meal.

### Key to Exercises

#### Task 3

#### Do It Yourself

1) Tommy: Waiter!

Waiter: Yes, sir. What can I do for you?

Tommy: Please bring us the bill.

Waiter: All right. Just a second.

Waiter: Here you are.

Tommy: Oh, this is a bit too much. Is this bill for all three of us?

Waiter: Yes, I think so.

Vincent: No, no, sorry. We need to have separate checks. Can you give us separate checks?

Waiter: Yes, we can. But I'm sorry, you'll have to wait for a while again. I'll be right back.

Tommy: That's OK.

2) Mika: Waiter!

Waiter: Yes, ma'am. Can I help you?

Mika: Yes. Could we have our bill now?

Waiter: Of course. Do you want to have one check or separate checks?

Mika: Separate checks, please.

Waiter: No problem. Excuse me for a second. I'll be right back.

Waiter: Here are the checks.

Mika: It's \$7.50 for me. I think it's too expensive. Are you sure it's my check, waiter?

Waiter: Let me have a look. May I have a look at yours, please?

Linda and Julie: Sure.

Waiter: I'm sorry, I made a mistake. I mixed up your checks. Yours is \$4.90 and this \$7.50 is yours. I apologize again.

Mika: It's OK.

3) Ron: Waiter!

Waiter: What else can I do for you?

Ron: Well, we've almost finished. Can we have our checks now?

Waiter: Can I put it all on one check?

Ron: No. We prefer separate checks, please. One for us two, and one for him.

Waiter: Here are your checks.

Jack: Here's \$15. Keep the change.

Waiter: Thank you.

Ron: Here's my credit card.

Waiter: Sorry, sir. We can't take credit cards today.

Ron: Why is that?

Waiter: I'm sorry there's a connection failure with our system. Cash or check will do.

Ron: I don't have my checkbook with me. What about you, Jane?

Jane: Let me have a look. Lucky me. I've got my checkbook with me. Here you are.

Waiter: Thank you very much. And, sorry for the inconvenience. Please wait for a minute and I'll be back with your receipts soon.

#### TASK 4 Dining at a fast food restaurant

Work in pairs. You and your partner play the roles of a customer and a waiter/waitress in a fast food restaurant. Make up conversations for the situations given, following the example.

For Example:

Cindy goes to Big Burger for lunch.

Waiter: Hi. What would you like to have?

Cindy: Let me see. One cheeseburger, please.

Waiter: OK, one cheeseburger. Anything else?

Cindy: One small fries.

Waiter: Small fries. Anything to drink?

Cindy: A small coke and a vanilla milkshake to take away. How much is it altogether?

Waiter: Just a second. You want one cheeseburger, one small fries, a small coke and a vanilla milkshake. Is that all?

Cindy: That's right.

Waiter: It's \$10.50.

Cindy: Here you are. (Cindy hands over \$11.)

Waiter: Here's the change. You're all set. Please wait for a minute and I'll get the food for you. Thank you for coming.

Cindy: Thank you.

#### Do It Yourself

1) Ray is at a fast food restaurant specializing in sandwiches. He goes to the counter and orders a sardine sandwich and a vegetable salad. It costs \$5.45. And, he asks the waiter to give him a cup of herbal tea, which is \$0.99, and a bar of chocolate for \$0.59.

2) Lisa loves pizza a great deal. So, she goes to the most popular pizza restaurant in town. She orders a 9" mushroom pizza with extra cheese and one glass of coke. The waiter asks her if it is take-out and Lisa tells him she'll have the meal at the restaurant. The meal costs Lisa

\$9.59, which is paid right after Lisa makes the order.

3) Sally goes to the Milk Way, a fast food restaurant, for lunch. She doesn't know the restaurant well, so she asks the waiter for advice. The waiter recommends a combination of stewed beef, stir-fried rice with egg and some asparagus. She also orders a cup of black tea with milk. This big meal costs Sally only \$7.05. Sally expresses her thanks to the waiter for his recommendations.

#### Key to Exercises

##### Task 4

#### Do It Yourself

1)

Waiter: What would you like to have, sir?

Ray: I just want to have a sandwich.

Waiter: Well, we're a sandwich specialist, and there're a whole variety of sandwiches here. What do you have in mind?

Ray: That's the difficult point. There're so many different kinds and I don't know what to choose. OK, what about a sardine sandwich and a vegetable salad?

Waiter: You've got it. This is our best sandwich. Anything to drink?

Ray: One herbal tea.

Waiter: Is that all?

Ray: One more thing, a chocolate bar.

Waiter: OK. The sardine sandwich and a vegetable salad is \$5.45, plus one herbal tea, \$0.99, and one chocolate bar, \$0.59. Altogether, it's \$7.03, please.

Ray: Here's \$10.

Waiter: Thank you. Here's the receipt and your change. Enjoy the meal.

Ray: Thanks.

2)

Waiter: Hi. What can I do for you, ma'am?

Lisa: I'd like a 9" mushroom pizza with extra cheese. I love cheese, you know.

Waiter: No problem. I like cheese, too. Anything to drink?

Lisa: Well, just a coke will do.

Waiter: OK, one coke. For here or to go?

Lisa: Oh, for here. I'm starving.  
 Waiter: Anything else?  
 Lisa: I guess that's all.  
 Waiter: It's \$9.59.  
 Lisa: Oh, \$9.59! Here's \$10.  
 Waiter: Here's the change. Thank you for coming. Enjoy the meal.  
 Lisa: Thank you.

3)

Waiter: How can I help you?  
 Sally: Do you have any recommendations?  
 Waiter: You can have different combinations of dishes. Our stewed beef is really good. It goes well with vegetables.  
 Sally: All right. I'll have stewed beef and some asparagus. What's this?  
 Waiter: This is the Chinese style stir-fried rice.  
 Sally: It looks good. Some stir-fried rice, too.  
 Waiter: I think this is enough for one person. Do you want to have something to drink?  
 Sally: Just a cup of black tea with milk. How much is it all?  
 Waiter: It's \$7.05.  
 Sally: Here is seven dollars and five cents.  
 Waiter: Thank you. Enjoy the meal.  
 Sally: Thank you for the recommendations.

**TASK 5 Talking about food and eating habits**

Form groups of four or five students. One student in each group will chair the discussion of the following topics.

- 1) What are the four major cuisine styles in China? How do you think they differ from each other?
- 2) Do you like cooking? Why/Why not?

Step3: Review

**Useful Words and Expressions**

Waiter	Customer
<ul style="list-style-type: none"> <li>○ Here is the menu.</li> <li>○ Can/May I take your order now?</li> </ul>	<ul style="list-style-type: none"> <li>○ Can we order now?</li> <li>○ Can you help us with the order now?</li> <li>○ Will you take our order now?</li> </ul>
<ul style="list-style-type: none"> <li>○ What would you like to have?</li> <li>○ What would you like to drink?</li> <li>○ Anything to drink?</li> <li>○ What/How about...</li> <li>○ This wine goes well with...</li> <li>○ How would you like it cooked, rare, medium or well-done?</li> </ul>	<ul style="list-style-type: none"> <li>○ I'd like...</li> <li>○ I don't like...</li> <li>○ Do you have any recommendations?</li> <li>○ How is it cooked?</li> </ul>
<ul style="list-style-type: none"> <li>○ Do you want to have one check or separate checks?</li> </ul>	<ul style="list-style-type: none"> <li>○ Will you bring us/me the bill?</li> <li>○ Could we have the bill, please?</li> <li>○ Can you give us separate checks?</li> </ul>