

ANSWER KEY

3D English in action

3D English in action

Goal | complain and give and respond to feedback

Vocabulary | adjectives to describe food

GSE learning objective

Can give feedback to an employee about what they are doing well and what they need to improve on

Roadmap video

Go online for the Roadmap video and worksheet.

Introduction

The goal of this lesson is for students to be able to complain and give and respond to feedback. To help them achieve this, they will revise some useful phrases for such situations and adjectives to describe food.

Warm-up

Ask Ss to discuss how often they eat out and what kind of places they visit. Elicit the kinds of problems that can occur when eating out (no tables available, food not good, service slow, etc). Tell Ss that today's lesson is about how to express complaints in such situations.

Vocabulary

Adjectives to describe food

1 Ask Ss to discuss the questions in pairs. When they finish, discuss answers as a class and write useful vocabulary on the board. There are no fixed answers.

2a Refer Ss to the sentences and words in bold. Ask them what kind of words are in bold (adjectives) and what they refer to (food). Point out that some are negative but not all. Ask Ss to match sentences 1–9 with letters a–i. Ss can compare in pairs before you go through the answers, drilling as needed.

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

b Ask Ss to identify the adjectives that are negative. Check as a class.

Answers: tough, bland, greasy

c Ask Ss to decide which adjectives could describe the foods shown. Check as a class. Ss can make more suggestions of which foods can be described with the adjectives.

Suggested answers:


A creamy **B** crunchy, salty **C** filling **D** greasy, filling **E** spicy
F spicy, crunchy **G** creamy, bland **H** raw, crunchy, bland

3 Look at the first sentence as a class. Ask Ss to suggest completions, then ask pairs to continue with the remaining sentences. Check answers as a class.

Possible answers: (accept reasonable alternatives)

1 salty, greasy **2** crunchy, bland, raw **3** creamy, greasy
4 spicy, salty

Listening 1

4  **3.9** Explain that Ss are going to listen to seven short conversations about a problem in a restaurant and match them to the reasons a–c, writing the letter beside the numbers 1–7 as they listen. Go through the answers.

Answers: 1 c 2 c 3 a 4 c 5 b 6 a 7 b

Audioscript 3.9

Conversation 1

W1: How's your dish, madam?

A: The vegetables are a bit raw, actually.

W1: Oh, I'm sorry to hear that. I can ask the kitchen to cook them a bit longer.

A: Yes, OK. If you would.

W1: Of course, madam. Just bear with me a few minutes ...

A: Sure.

Conversation 2

B: Excuse me.

W2: Yes, sir.

B: Is this dish supposed to be so spicy?

W2: Well, yes, it is one of our more spicy dishes.

B: It's just too spicy for me.

W2: Oh, I'm sorry to hear that, sir.

B: Could I choose something else?

W2: Yes, of course. If you'd like to take a look at the menu, ...

B: Yes, OK. ... Sorry, I just wasn't expecting something quite so hot.

W2: That's absolutely fine. I'll mention it to the chef.

B: Thanks.

W2: Do you know what you'd like instead?

B: Not yet. Could you give me a couple of minutes to take a look?

W2: Of course. I'll come back.

Conversation 3

W1: How's your food, guys?

C: It's nice, but the side dishes haven't come yet.

W1: Oh, I'm really sorry about that. Something must have gone wrong. I'll go and check where they are.

C: Thanks. *[The waiter goes to the kitchen.]*

D: He's very friendly, isn't he?

C: Yeah, they're always very friendly in here.

D: Oh, he's coming back.

W1: I'm really sorry, but they forgot to do them. They'll be with you in a couple of minutes.

C: Oh, OK.

W1: I'm sorry again. I'll deduct them from your bill.

C: Oh, that's nice of you, thanks.

W1: And can I offer you another drink, compliments of the house?

C: Oh, that sounds good.

D: Great, I'll have a fresh orange juice, please.



Conversation 4

E: Excuse me.
 W2: How can I help?
 E: Could you warm this up for me?
 W2: Oh, I'm sorry. Is it not warm enough?
 E: No, it's completely cold in the middle.
 W2: Oh, of course. I'm sorry about that. I'll do that for you right now.
 E: Thank you.

Conversation 5

F: Excuse me! This isn't what I ordered.
 W1: No?
 F: No. I ordered the vegetarian pie, not the meat one.
 W1: Oh, that's odd. Are you sure it's meat?
 F: Totally sure.
 W1: I'll check it out for you. Hold on a minute.
 F: He could have been a bit more apologetic.
 G: I know. I don't think he believes you!
 F: He's coming back!
 W1: Yeah, er, the chef says it *is* vegetarian.
 F: Right. Well, it's not because I'm looking at pieces of meat right now. Could I speak to the manager?
 W1: Er, yeah, I'll see if I can find her. I won't be a minute ...

Conversation 6

H: Excuse me.
 W2: Yes, sir?
 H: We need to be somewhere in half an hour and the food still hasn't come yet.
 W2: Oh, that's no good.
 H: Could you check on the order for me?
 W2: Yes, of course. What did you order?
 H: I ordered the lasagne and my friend ordered the pancakes.
 W2: OK, let me check for you. Just give me a moment.

Conversation 7

W1: How is everything?
 I: Well, the sauce is very creamy, which is nice ...
 W1: That's good to hear.
 I: ... but I asked for no tomatoes and this dish has got tomatoes in it.
 W1: I'm sorry about that. I'll change it for you right away.
 I: OK, thanks.

5a Tell Ss they will listen again more carefully to complete the sentences. Clarify that Ss should put three words in each gap and that a contraction counts as one word. Play the recording and pause as needed to allow Ss time to write. Ask Ss to compare answers in pairs.


b Ask Ss to check their answers with the Useful phrases box. When they finish, clarify any words or phrases Ss are unsure of.

Answers:

- 1 a bit raw
- 2 a spicy for me b quite so hot
- 3 haven't come yet
- 4 a warm this up b in the middle
- 5 a what I ordered b the meat one
- 6 a be somewhere in b you check on
- 7 no tomatoes and ...

Optional alternative activity

If Ss have access to the audioscript, they can check the answers there. They can then listen again and read the script at the same time. This approach can support **weaker classes** or those who struggle with hearing small words such as articles and prepositions.

6a  3.10 Tell Ss they are going to listen carefully to notice the pitch of some speakers' voices when they want to sound more polite. You may need to pause the recording after each section.

b Play the recording again for Ss to repeat, focusing on their intonation.

Pronunciation checkpoint

Point out that rising intonation will help Ss to sound polite. Flat intonation suggests the opposite. Encourage Ss to repeat the phrases after you (or after the recording) with animated intonation and a wide pitch range. It doesn't matter if the intonation seems too exaggerated to begin with – this will help raise Ss' awareness of how intonation can reflect attitude.


7 Ask Ss to decide what they could say, using the Useful phrases box to help them. Ss can compare ideas, then go through the answers as a class.

Suggested answers:

(accept reasonable alternatives)

- 1 Excuse me. This isn't what I ordered.
- 2 The meat is a bit tough.
- 3 We need to be somewhere soon. Could you check on the order for me?
- 4 Could you warm it up?
- 5 I wasn't expecting something quite so spicy. Could I choose something else?
- 6 The side dish hasn't come yet.
- 7 Is this dish supposed to be so salty?

Listening 2

8  3.11 Tell Ss they are going to listen to conversations between a restaurant manager, David, and his staff. They should listen and match each conversation with one job, one piece of positive feedback and one piece of negative feedback. Ask Ss to compare answers, then check as a class. Ask Ss if they think the owner is good at giving feedback.

Answers:

Conversation 1: head chef, the food arrives quickly, some dishes a bit greasy

Conversation 2: waiter, never late for work, not polite enough

Conversation 3: owner, easy to work with, not friendly enough

Culture notes

It is a convention to give some good feedback as well as not so good. The theory is that we are more open to negative feedback if we have some praise first and then, after the negative feedback, we need to be built up again with more praise. This is called **the sandwich model**. Ask Ss if they have similar methods in their country and if they agree with this approach.

Audioscript 3.11

Conversation 1

A: Sylvia, is now a good time to talk about the survey?
B: Yeah, it's as good a time as any.
A: Good, well, as you know we've been carrying out a customer satisfaction survey over the last couple of weeks and we've had about a hundred responses now ...
B: A hundred?
A: Yep.
B: That's good.
A: Yes, it is, and we've looked at the results, so now I want to give you, as the head chef, feedback on what customers think about the food.
B: OK. Go ahead.
A: The first thing to say is that customers are very positive about most of the food here.
B: Good ...
A: In particular, the delicious desserts get a big thumbs up.
B: Ah, everyone loves my desserts!

- A: Absolutely, me included!
 B: [laughs]
 A: And they also said that they like the fact that they don't have to wait long for the food to arrive.
 B: Yeah, well, we try to be quick.
 A: Now, there was the occasional comment about some of the dishes being too spicy but, to be honest, some people hate spicy food and some people love it and it's impossible to satisfy everyone.
 B: And we do clearly label those dishes as spicy on the menu.
 A: That's right. Also, quite a few customers did comment that the meat dishes are a bit greasy and a bit tough, that was the biggest complaint.
 B: Oh, really?
 A: Yeah. I think people like their food to be healthy these days and our customers are no exception.
 B: I think that's true, but at the same time I want to explain my side. We have a new supplier for our meat and fish and, to be honest, the quality is not as good as the previous supplier.
 A: OK, that's a good point and it's one I'll bring up at the next meeting with the owner.
 B: OK.
 A: But for now, perhaps you could bear that feedback in mind when you're preparing the dishes.
 B: If the ingredients are poor quality, there's not much I can do ...
 A: I understand and I know you're doing your best but like I say, please bear it in mind.
 B: All right. I'll do that.
 A: Great. I think that's it. And you've got to get back to work.
 B: Yep. ... Darren, how are you getting on with those chocolate mousses?

Conversation 2

- A: Lex, have you got a moment to talk about the survey results?
 C: Survey results?
 A: Yeah, you know, the customer satisfaction survey.
 C: Yeah, OK, sure.
 A: Great. Now, as you know, we've asked a lot of customers to fill out a short questionnaire about what they like and what they don't like about the restaurant ...
 C: Well, I'm sure I was very popular! I always get on with the customers ...
 A: Well, that's what I want to talk about. But first, I want to say that your punctuality is very good.
 C: Thank you very much!
 A: You're always on time and that is one of your strong points.
 C: 'Course! Never late, me.
 A: However, as one of our waiting staff, it's important that you know exactly what people think about the service.
 C: Yeah, understood.
 A: The general feeling was that the service is a bit too ... informal at times.
 C: Informal?
 A: Yes. Unfortunately, many people felt that they were being treated like a friend rather than a customer.
 C: Really?
 A: Really. Basically, they'd like to be treated with a little more ... politeness.
 C: Don't they like having a chat and a laugh with me?
 A: Some customers like it but a lot of them don't.
 C: Oh ... I see.
 A: You might like to try being a bit more ... professional. Still friendly, still warm, but also professional.
 C: Right, yeah. I'll take that on board.
 A: Thanks, Lex. I knew I could rely on you to understand.
 C: Yeah, OK.
 A: You'd better get back to work, I guess. The doors are opening in half an hour.
 C: All right, yeah, thanks, boss.

Conversation 3

- D: Come in, David.
 A: Thank you.
 D: So, how has it been going with the feedback from the survey? Have the staff taken it on board?
 A: By and large, yes. Some of them found it quite hard to accept that not everything is perfect, but overall, they've responded very well.
 D: Good, OK, well, that means that as the owner I also need to give you feedback on your performance here as the manager.

- A: OK.
 D: Because you've been with us for about 18 months now?
 A: That's right.
 D: Well, I've spoken to some of the staff to get their opinions and also some of our regular customers.
 A: OK.
 D: And of course, I have my own opinions.
 A: Of course.
 D: So, overall people felt that you do your job very well.
 A: That's good.
 D: They appreciate your honesty and your directness ...
 A: OK ...
 D: And they find you easy to work with and reliable.
 A: All right. Any criticisms?
 D: Just one really. Some people felt you could be a bit more ... friendly.
 A: Friendly?
 D: Yes, that was something that one or two customers mentioned and also a couple of the staff.
 A: Right.
 D: They said that you're very professional and reliable, but sometimes they also wanted someone who could give them a smile and make them feel ... appreciated.
 A: I see.
 D: I don't think this is a big deal at all, but perhaps it's something that could be improved?
 A: I'd like to respond to that if I may.
 D: Sure.
 A: From my point of view, I think it's my job to make sure that everyone is working well and that customers are happy, but I don't think it's my job to make the *staff* happy.
 D: Yes, I see what you mean. But perhaps it's something as simple as a smile and a, 'How are you?' People like to feel that the manager notices them.
 A: OK. I'll try to be a bit more ... positive to staff ...
 D: And customers?
 A: And the customers, of course. I'll try to be a bit more friendly.
 D: Great. Now let's talk about the new restaurant that we're going to open up in Whiteside Bay next year. As you know, ...

9a Refer Ss to the Useful phrases and tell them you will play the three conversations again. As they listen, they should mark the phrases in the box 1, 2 or 3, depending on which conversation they heard them in. Pause after each conversation so they can compare answers. Go through the answers as a class.

Answers:

Conversation 1

The first thing to say is that (customers are very positive).
 (The delicious desserts) get a big thumbs up.
 That was the biggest complaint.
 Perhaps you could (bear that feedback in mind).
 I want to explain my side.

Conversation 2

The general feeling was that (the service is a bit too informal).
 (Punctuality/That) is one of your strong points.
 Unfortunately, many people felt that (they were being treated like a friend).
 You might like to try being a bit more (professional).
 I'll take that on board.

Conversation 3

Overall people felt that (you do your job very well).
 They appreciate (your honesty).
 Some people felt you could be a bit more (friendly).
 (It's something that) could be improved.
 From my point of view, (I think it's my job to ...).



b Ask Ss to write feedback notes for the six situations, using the words in brackets and the Useful phrases. Monitor and help.

Possible answers:

- 1 Perhaps you could be a bit more punctual.
- 2 Customers appreciate your positive attitude.
- 3 The first thing to say is that you're hard-working.
- 4 Customers have to wait a long time for their food. That was the biggest complaint.
- 5 The cleanliness of the kitchen is one of your strong points.
- 6 People felt you could be more polite.

Speaking

10a Put Ss in pairs and name them A and B. Ask them to turn to the relevant page and read their roles.

b Ask Ss to have their discussion for Situation 1, referring to the Useful phrases to help them. Monitor and listen. Give Ss feedback on what they did well and not so well.

11 Ask Ss to repeat the activity with Situation 2. **Fast finishers** can improvise more conversations with other members of staff.

Optional extra activity

If Ss have access to the audioscript, put them in pairs to practise reading the conversations in Ex 8 before preparing their own. This is a good stepping stone for **weaker classes** who need to gain confidence.

Reflection on learning

Write the following questions on the board:

How will the language of today's lesson be useful in your daily life?

How will it be useful for you on holiday or when at work?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.

Workbook: Ex 1–5, p23

App: grammar, vocabulary and pronunciation practice

Roadmap video

Go online for the Roadmap video and worksheet.

1

- 1 bread 2 fruit juice 3 cheese
4 cauliflower 5 tomatoes

2

- 1 raw 2 filling 3 tough 4 creamy
5 greasy 6 bland 7 salty 8 crunchy

3

- 1 We have/need to be somewhere in 15 minutes. 2 Is this soup supposed to be cold?
3 I asked for chips but (I've) got mashed potato. 4 Could/Can you check on the/our order for me (please)?
5 This steak is (a bit/very/really/too) tough. / Could/Can I speak to the manager?

4

- 1 The service gets a big thumbs up.
2 Your cakes are one of your strong points.
3 Perhaps you could bear the feedback in mind. 4 Your staff might want to try being a bit more polite.
5 Overall, people felt that the food was good. 6 I'll take that on board.

5

- 1 d 2 b 3 h 4 a 5 g 6 c 7 f 8 e