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| Listening Lesson Plan |
| **TRANSFORTATION –TAXI RIDE** |

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| Instructor:  **Cherra (Jong-Sim) Joh** | Level:  **High Intermediate** | Students:  **10** | Length:  **50 Minutes** |

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| Materials:   * A whiteboard, board markers, a board eraser * Ss’ Worksheets#1 for an ice-breaker(pre-activity) : 11 copies (10 for each student & 1 extra copy) * A Laptop or a MP3 player :   <http://www.esl-lab.com/taxi1/taxird1.htm>   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Level | Topic | Type | Speakers | Length | | difficult | transportation | conversation | two men | 01:39 |  * The Ss’ Worksheet #1/3/4 the answering sheet : 1 of each for the teacher * The Ss’ Worksheet #2 for pre-activity(vocabularies & idioms) :   12 copies (10 for each student, 1 for the teacher &1 extra copy)   * The Ss’ Worksheet #3 comprehension questions (multiple choices) :   11 copies (10 for each student & 1 extra copy)   * The Ss’ Worksheet #4 for the cloze test (filling in the blanks) :   11 copies (10 for each student + 1 extra copy)   * The Ss’ Worksheet #5 for the cultural difference (an article) :   12 copies (10 for each student , 1 for teacher and 1 extra copy)   * Realias :   Visual images for “skyscrapers”, a flash card with the synonyms of “authentic”**,** wall charts.   * A paper cup and 10 pieces of paper for an ice-breaker.   *(It would be used for making in pairs so the famous couple’s names should be written on each paper, such as Tom, Jerry / Hansel, Gretel / Tim Burton, Johnny Depp / Sesame Street, Elmo / ICQ, CCQ beforehand.)*   * 2 copies of 3X3 bingo sheets. * The goods for the winner of the ice-breaker activity. |

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| Aims:  *[ Main aims ]*   * To improve their intensive listening skills by listening to the conversation, answering comprehension questions. * To learn related vocabularies & idioms when they take a taxi by listening to teacher’s explanations, answering concept check questions(hereafter CCQs) or Instruction concept questions(hereafter ICQs) and watching realias.   *[ Secondary aims ]*   * To learn necessary expressions when they take a taxi by cloze tests and doing a matching activity. * To practice speaking by doing a role-playing activity and talking to partners in pair work conversations. * To build team work and cooperation skills by doing their group works. * To learn about tip cultures in the U.S.A by reading an article. * To share their tip cultures as well as other countries’ which they’ve already experienced.   *[ Personal aims ]*   * Is my lesson appropriate to the needs of my Ss? * Is the topic practical, interesting, useful to the Ss? * Have I made a connection to the real world of the Ss? * Is my lesson well-prepared, well-organized? * Are my objectives clear, to me, to them? * Have I included the four language skills? * Are my materials suitable? * How will I evaluate what we do in class? * Do I provide positive reinforcement to encourage learning? * What kind of learning atmosphere have I created? |

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| Language Skills:   * Listening: listening to the conversation from the Audio track.   Also teacher’s explanations, CCQs, ICQs, demonstration, and interacting with partners.   * Speaking: practicing their speaking with partners, doing a role-playing activity and sharing their experiences. * Reading: reading their worksheets and the wall charts. * Writing: filling in blanks on the worksheets, writing the answers and dictations. |

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| Language Systems:   * Phonology: listening & practicing new vocabularies. Ss might have trouble with the sound of “th[θ]” with the word “**au·then·tic**”. Ss will practice how to pronounce “th[θ]” sound properly.   Also let Ss distinguish it with the sound of “th[ð]”.   * Lexis: Ss will learn new vocabularies by completing the worksheets. * Grammar: None to discuss. * Function: Ss will improve their conversation skills especially in the taxi. * Discourse: Partner discussion & teacher-student interact. |

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| Assumptions:   * All students are adults. * Ss are already used to the teaching style of their teacher and the pace of the course. * Most Ss have been abroad and taking taxies are quite often circumstances to occur to them. * Ss are familiar with doing activities with worksheets. * Ss are familiar with discussing in pairs as well as the group works. * Ss are used to expressing their opinions or ideas during their activities. |

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| Anticipated Errors | Solutions |
| * Ss might not be able to follow the audio conversation. * Ss might not be able to understand some lexical words & idioms. * Ss might not be able to pick up details from the conversation. * Filling in worksheets might be difficult for some Ss. * If it’s running out of time, * If Ss finish their tasks earlier than expected, | * Let them listen to the audio track again until they can get the gist of the conversation. * Eliciting the meanings of those words from Ss and providing more examples by an ice-breaker. * Doing CCQs and using some realias. * Let them fill in the blanks. * Giving time to share their answers by in pair works after filling in worksheets individually. * Shorten the discussion time or cutting off the post activity and ask Ss do homework instead. * Changing partners, then practicing another conversations. * An S.O.S activity would be one of options. |

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| References:   * <http://www.esl-lab.com/taxi1/taxird1.htm> * <http://www.tripadvisor.com/Travel-g191-s606/United-States:Tipping.And.Etiquette.html> |

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| **Lead-In** | | |
| Materials: a white board, board markers and a board eraser. | | |
| Time | Set Up | Procedure |
| 3 min | T<>Ss  T <> Ss  T>Ss | Wait until all Ss are settled in their seats.  [Greetings]  T: Hello, Everyone. Did you have a wonderful weekend? *(Ss respond)*  Good~ We learned about the airport last week. *(Ss respond)*  [Eliciting]  T: Once you arrive at the airport, what do you usually do?  *(Ss say “picking up the baggage,” “passing through the immigration office,”*  *“going to the hotel,” etc.)*  Right. In your case what kind of transportations do you take from the airport?  *(Ss respond “airport limousines,” “undergrounds,” “taxis,” etc.)*  Great.  If you’re not familiar with the place you’ve visited what would you usually take?  Ss: Taxis!  [Introducing the topic]  T: Yes!! Today we’d like to learn about conversations in a Taxi.  *(Write down today’s title on the board,* ***TRANSFORTATION – TAXI RIDE***) |

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| **Pre-Activity** | | | |
| Materials: 10pcs of the Ss’ worksheet#1/2, a paper cup, 10 pieces of paper, the goods.  Visuals for skyscrapers, flash cards with the synonyms of “authentic”. | | | |
| Time | Set Up | Procedure | |
| 2min  3min  2min  5min  2min | T>Ss  T<Ss  In pairs  T>Ss  In pairs  T<>Ss  Whole  Class  T>Ss | [Ice-breaker]  - Instructions -  T: I’d like you to do a matching activity!  It’s a pair activity so please pick up a piece of paper from the paper cup.  *(Let them pick one piece of paper each)*  Call out what you picked up, pls!  Johnny Depp / Sesame Street / Tom / Hansel / ICQ / Tim Burton / Jerry / Gretel /  CCQ / Elmo  Guess who my partner is.  *(Ss respond)*  Make in pairs as Tom, Jerry / Hansel, Gretel / Tim Burton, Johnny Depp /  Sesame Street, Elmo / ICQ, CCQ.  - CCQs -  T: Is the partner of Hansel Elmo? *(Ss=> No.)*  Are we doing as pair works? *(Ss=> Yes.)*  T: The worksheet that I’m handing out now shows some vocabularies and idioms.  With your partners, guess and match those words or idioms with the appropriate  sentences. You’ve got 3 minutes.  - ICQs -  T: What are you doing now? *(Ss=> A matching activity.)*  How many minute do you have? *(Ss=> 3 min.)*  T: *(Monitor the Ss)* Any questions???  (While they are discussing, divide the board with 5 parts and write each couple’s  name on it.)  T: You’ve got 1 min left.  *(Monitor the Ss again. If they seem to finish their activity you say)* time’s up!  Now one of you come here and write the answers that you’ve chosen.  Find your couple’s name and write on it.  T: Let’s look at the answers.  #1. We pulled over so we could rest and enjoy the scenic view.  #2. My brother has skiing down to an art.  #3. The football players cruised around the city after the big game.  #4. Excuse me. Do you happen to have the time?  #5. The city has decided to build a new skyscraper in the downtown area.  #6. This travel agency is offering discount travel tickets to students until the end of the week.  #7. The prices at that department store are very reasonable.  #8. The musical last night was fantastic.  #9. The hotel's decor was designed by a local decorator.  #10. The teacher creates a very authentic classroom atmosphere for her students.  #11. The portions were so large that we couldn't finish the meal.  T: Who are the winners? *(Give them the goods.)*  T: Now, all of you can go back to your seats.  *(Let them have some time to arrange their seats.)*  [ Eliciting and Prediction ]  T: Let me hand out a copy of the Ss’ worksheet#2 to you.  Pls, do not take a look at them now.  Place them upside down on the desk.  - ICQ -  T: Can you read the worksheet now?  *(Ss answer => No.)*  T: Guess this.  What’s the meaning of “to stop a vehicle to the side of the road”?  *(Ss answer “****pull over****”)*  Pls, look at those images. *(Show tSs images of skyscrapers that I prepared.)*  They are top 6 those buildings in the world.  Can you guess what they are?  *(Ss answer “****skyscrapers****”)*  What’s the meaning of “to learn something very well”?  *(If they cannot respond)*  You can refer to the ice-breaker worksheet#1 and guess one of them as this.  *(Ss answer “****down to an art****”)*  Great!! Lastly I’d like to ask the synonym of these cards.  *(Show Ss synonym cards of Authentic. Ss may answer the right one.)*  How do you pronounce?  *(Let them follow the pronunciation of “th[θ]” properly)*  What else can we find the sound of *“th[θ]”?*  *(Ss may respond thank [θӕŋk] you / Thursday [θə́ːrzdei] / thumb [θʌ́m] / think [θɪŋk]*  *theatre [****|****θɪətə(r)] / thunder [θʌ́ndər] / bathroom [****|****bӕθru:m] if they just say some of those, I tell the rest of them and ask them to listen and repeat after me.)*  Great!!! You’ve done very well.  BTY, even though there’re “th” spellings in “this / that / there / mother / father /  though / then” the pronunciations are different. Repeat after me.  Now, look at the Ss’ worksheet#2 and take a look at the rest vocabularies.  - CCQs -  T: Are skyscrapers low buildings? *(Ss respond => No. They are very tall buildings.)*  Is the pronunciation of Authentic same as Thursday? *(Ss respond => Yes.)*  Can you tell me more examples?  Excellent!!  Now, look into the Ss’ whorsheet#2 in detail.  *(Give Ss sometime to do this.)*  Let’s move on to the next part. | |
| **Main Activity** | | | | |
| Materials: A whiteboard, board markers, a board eraser, 10pcs of the Ss’ worksheet#3/4/5,  A Laptop or a MP3 player. | | | | |
| Time | Set Up | | Procedure | |
| 2min  3min  3min  2min  3min  4min  3min | T>Ss  T<Ss  Individu-  ally  In pairs  T<Ss  Whole  Class  T<Ss  T<Ss  Whole  Class  T<Ss  Individu-  ally | | [Listening to the conversation]  T: This is a 1minute and 40 seconds long conversation. Pls, listen carefully.  First, you will listen to the conversation once and take notes some points that you’d like to remember. Understand the situation as possible as you can.  - CCQs -  T: Are you working in pair? *(Ss answer => No.)*  Are you working individually? *(Ss answer => Yes.)*  *(Playback the audio file once.)*  T: Where did the conversation take place? *(Ss pay respond => In a Taxi)*  What did you take notes? Pls tell me what you’ve listened.  *(Write down Ss’ picked up information on the board.)*  Have you heard some vocabularies that we’ve learned?  *(Give the clear feedback to every response of Ss.)*  T: Next, I will give you the Ss’ worksheet #3. While you are working on the worksheet  you will listen to the conversation one more time.  Work individually. You’ve got 2 minutes to finish the worksheet#3.  *(Distribute the Ss’ worksheet#3)*  - ICQ -  T: What are we going to do now? *(Ss may answer =>Picking up the answers.)*  - CCQs -  T: Have we got 5 minutes? *(Ss respond => No. 2 min)*  Are we working alone? *(Ss go => Yes.)*  *(Playback the audio file one more time without pausing.)*  T: 1minute left.  *(If Ss doesn’t seem to need more time just tell them)* 30 seconds.  And it’s about time to finish.  Now, share your answers with your partners. *(Make them in pair works.)*  You two, you two, you two, you two and you two.  *(Let Ss have some time to guess the right answers.)*  T: *(Calling out the Ss’ names of a pair)* What’s the answer for #1?  *(If it’s necessary)* Why do you think so?  (*Let Ss go through the questions and answers.)*  T: *(Distributing the Ss’ worksheets#4 to Ss)*  Let’s listen to the conversation carefully. This time you should focus on finding the  missing words. Complete the Ss’ worksheet#4 as you listen.  After finishing your work, share your answers with your partners.  You’ve got 3 minutes.  If you’d like to listen to this one more time, do not hesitate to ask me. OK?  - ICQs -  T: What are you supposed to do? *(Ss may go => Filling in the blanks.)*  Can you ask me to playback the conversation one more time? *(Ss respond => Yes.)*  T: 30 seconds left…. And….Time to check the answer together.  *(Ss call out the answers all together.)*  *(If there’s nothing wrong…..)*  *(If there’s something wrong correct the answers and….)*  What I’d like you to do is reading all scripts from OO in a counter-clockwise direction.  T: Let’s listen to the conversation lastly.  Speak the script out loud while you’re listening to the conversation.  *(Playback the audio file for the last time.)* | |

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| **Post Activity** | | |
| Materials: the Ss’ worksheet#5, 2 Papers for the bingo activity. | | |
| Time | Set Up | Procedure |
| 2 min  7 min  1min | T>Ss  T<>Ss  Ss<>Ss  Groups  T>Ss  Ss<>Ss | [Instruction]  T: When you first experienced the tip culture how did you feel?  *(Ss may respond)*  If you visit the U.S.A quite often, I think you’d better know more about tips.  Now let’s have fun with a bingo activity and learn more about the tip culture.  What day is it today?  *(Ss answer “Tuesday!”)*  I’ll make you in 2 groups.  Tues / day / Tues / day… and you?  *(the next student would answer “Tues” and then the next student of the next student*  *would respond “day”….)*  The “Tues” group will have seats here and the other group called “day” will have seat  there.  *(Let them have some time to arrange their seats and give them a paper each group.)*  - ICQs -  T: What are we doing? *(Ss respond “Doing a bingo activity”)*  How many blanks can you see? *(Ss answer “9”)*  Alright!  *(Distribute the Ss’ worksheet#5)*  All you have to do is reading briefly the Ss’ worksheet#5 and put the names of  occupations, who must be paid for the tips, on the paper.  You’ve got 5 minutes. The first filling all blanks, the first call out their answers.  If you put some occupation that you don’t need to pay,  you’ll lose a chance to call out as well as check the answers.  - CCQ -  T: Can you write down one of jobs that you’ve just known? *(Ss answer “No.”)*  Can you write down the jobs you usually have to pay for the tips? *(Ss respond “Yes.”)*  How about the occupations that you don’t need to pay?  *(Ss may respond “No.”)*  T: Actually you could, but you’ll miss a chance.  *(Monitor Ss)*  T: “Tues” team has already finished.  How about the others? Alright…. 30 seconds left…. And… time’s up!  Make 3 bingo lines first. They will be a winning team.  Now, “Tues” team goes first.  *(Monitor Ss)*  Who’s the winning team? Well done!  I’d like you to read the article at home what’s left of it.  BTY, the losing team erases the whiteboard and arranges the classroom. OK? |

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| **S.O.S Activity** | | |
| Materials: a white board, board markers and a board eraser, wall charts | | |
| Time | Set Up | Procedure |
| 3 min  2min | T<>Ss  Groups  T <> Ss  T>Ss  Whole  class | T: I think all of you have understood the lesson very well.  That’s why we still have got a couple of minutes left.  Let’s start a simple matching activity with being sitting there.  *(Post a wall chart.)*  As you can see, there’s a scrambled sentence.  If your team can get the sentence in order come here and write it down on the board.  Great!  Now, the “Day” team won!  All of you were doing great!!  [Conclude Lesson]  T: Today, we learned the conversations in a taxi, some vocabularies and idioms.  What was the meaning of “real, emotion is genuine”?  *(Ss may respond. If Ss don’t know the answer, elicit the word with more synonyms.)*  Good!  How about the meaning of “to stop a vehicle to the side of the road”? *(Ss respond)*  Great.  It’s time to wrap up the class.  I hope you enjoyed it.  Bye, see you next class!! |

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Teacher’s]

\* The Listening script

**Passenger**: Hey Taxi! Ah great. Thanks for [pulling over](http://www.esl-lab.com/taxi1/taxisc1.htm#key).

**Driver**: Where to?

**Passenger**: Well, I'm going to the National Museum of Art, and . . . .

**Driver**: Sure. Hop in. No problem. Hang on!

**Passenger**: Uh. Excuse me. How long does it take to get there?

**Driver**: Well, that all depends on the traffic, but it shouldn't take more than twenty minutes for the average driver. [*Oh*]. And I'm not average. I have driving [down to an art](http://www.esl-lab.com/taxi1/taxisc1.htm#key), so we should be able to [cruise](http://www.esl-lab.com/taxi1/taxisc1.htm#key) through traffic and get there in less than twelve minutes.

**Passenger**: Okay. Uh, sorry for asking [Yeah?], but do you have any idea how much the fare will be?

**Driver**: Oh, it shouldn't be more than 18 dollars . . . not including a . . . uh-**hum** . . . a tip of course.

**Passenger**: Oh, and by the way, do you know what time the museum closes?

**Driver**: Well, I would guess around 6:00 O'clock.

**Passenger**: Uh, [do you have the time](http://www.esl-lab.com/taxi1/taxisc1.htm#key)?

**Driver**: Yeah. It's half past four. [*Thanks*] Uh, this IS your first time to the city, right?

**Passenger**: Yeah. How did you know?

**Driver**: Well, you can tell tourists from a mile away in this city because they walk down the street looking straight up at the [skyscrapers](http://www.esl-lab.com/taxi1/taxisc1.htm#key).

**Passenger**: Was it that obvious?

**Driver**: Well . . .

**Passenger**: Oh, before I forget, can you recommend any good restaurants downtown that [offer](http://www.esl-lab.com/taxi1/taxisc1.htm#key) meals at a [reasonable](http://www.esl-lab.com/taxi1/taxisc1.htm#key) price?

**Driver**: Umm . . . Well, the Mexican restaurant, La Fajita, is [fantastic](http://www.esl-lab.com/taxi1/taxisc1.htm#key). [*Oh*] It's not as inexpensive as other places I know, but the [decor](http://www.esl-lab.com/taxi1/taxisc1.htm#key) is very [authentic](http://www.esl-lab.com/taxi1/taxisc1.htm#key), [*Okay*] and the [portions](http://www.esl-lab.com/taxi1/taxisc1.htm#key) are larger than most places I've been to.

**Passenger**: Sounds great! How do I get there from the museum?

**Driver**: Well, you can catch the subway right outside the museum. There are buses that run that way, but you would have to transfer a couple of times. And there are taxis too, but they don't run by the museum that often.

**Passenger**: Okay. Thanks.

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Students’ Worksheet#1]

\* A Matching Activity



Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Students’ Worksheet#2]

\* Key Vocabularies

* **pull over** *(verb)*:

to stop a vehicle to the side of the road

* **down to an art** *(verb)*:

to learn something very well

* **cruise** *(verb)*:

to drive at a moderate speed, often leisurely or aimlessly

* **do you have the time** *(verb)*:

"Do you know what time it is?"

* **skyscrapers** *(noun)*:

very tall city buildings

* **offer** *(verb)*:

to provide or furnish

* **reasonable** *(adjective)*:

fair, not excessive or severe

* **fantastic** *(adjective)*:

super, wonderful, unbelievably great

* **decor** *(noun)*:

the indoor furnishings of a building or home

* **authentic** *(adjective)*:

real, emotion is genuine

* **portions***(noun)*:

an individual amount of food

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Students’ Worksheet#3]

\* Comprehension questions for details

1. Where is the man going?   
A. to a museum   
B. to a movie theater   
C. to a musical   
D. to a park

2. How long will it take to get to his destination?   
A. under five minutes   
B. under ten minutes   
C. under fifteen minutes   
D. under twenty minutes

3. What time does the place in Question 1 close?   
A. at 4:30 PM   
B. at 5:00 PM   
C. at 6:00 PM   
D. at 6:30 PM

4. Where is the man going later downtown?   
A. to a party   
B. to a restaurant   
C. to a play   
D. to a business meeting

5. How much will the fare be for the taxi ride, not including a tip?   
A. between five and ten dollars   
B. between ten and fifteen dollars   
C. between fifteen and twenty dollars   
D. more than twenty dollars

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Students’ Worksheet#4]

\* Comprehension questions for details

Passenger: Hey Taxi! Ah great. Thanks for (1) over.

Driver: Where to?

Passenger: Well, I'm going to the National Museum of Art, and . . . .

Driver: Sure. Hop in. No problem. Hang on!

Passenger: Uh. Excuse me. How long does it take to get there?

Driver: Well, that all depends on the (2), but it shouldn't take more than twenty minutes for the average driver. [Oh]. And I'm not average. I have driving down to an art, so we should be able to (3) through traffic and get there in less than twelve minutes.

Passenger: Okay. Uh, sorry for asking [Yeah?], but do you have any idea how much the (4) will be?

Driver: Oh, it shouldn't be more than 18 dollars . . not including a . . . uh-hum . . . a (5) of course.

Passenger: Oh, and by the way, do you know what time the museum closes?

Driver: Well, I would guess around 6:00 O'clock.

Passenger: Uh, do you have the time?

Driver: Yeah. It's half past four. [Thanks] Uh, this is your first time to the city, right?

Passenger: Yeah. How did you know?

Driver: Well, you can tell (6) from a mile away in this city because they walk down the street looking straight up at the skyscrapers.

Passenger: Was it that obvious?

Driver: Well . . .

Passenger: Oh, before I forget, can you recommend any good restaurants downtown that offer meals at a (7) price?

Driver: Umm . . . Well, the Mexican restaurant, La Fajita, is (8). [Oh] It's not as inexpensive as other places I know, but the (9) is very authentic, [Okay] and the portions are larger than most places I've been to.

Passenger: Sounds great! How do I get there from the museum?

Driver: Well, you can catch the subway right outside the museum. There are buses that run that way, but you would have to (10) a couple of times. And there are taxis too, but they don't run by the museum that often.

Passenger: Okay. Thanks.

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Students’ Worksheet#5]

United States: Tipping & Etiquette

**Reminder and Warning: This information is highly contested, confusing by nature and is by no means official. Visitors to the U.S. are advised to verify these matters against other sources of information.**

**Why bother tipping? It's not really optional or a reward for good service, is it?** In the USA, most wait staff and bartenders in restaurants are paid below the minimum wage, because the employees are expected to make up the difference, so to speak, in tips. This means that a server could earn far above minimum wage on a good night, or hardly break even on a slow night. Servers are even expected to pay income tax on your tips -- they truly are part of their normal wages for the job they do, not just "extra" money for them.

Always leave tips in cash, handing them directly to the person you are tipping, whenever feasible. This makes certain that the right person is rewarded, and that the establishment itself cannot skim a portion of your tip by assessing the employee a percentage of what you tipped on the credit card. Many places are legally able to do this now, so, unless you absolutely need to charge the tip for business reasons, a cash tip is almost always better for the tipee. They can also under-report their earnings to the taxman if they choose to do so, but no one would ever condone such action.

All 50 states have different minimum wage laws. Some allow employers to pay less than the state's minimum wage to tipped staff, others do not. Federal employment compensation law requires that if employers pay less than minimum wage, tips **must** bring compensation up to the minimum wage or the employer **must** make up the difference. Therefore, no server legally makes below the federal minimum wage in the U.S. regardless of the amount of tips received.

Many staffs in [Las Vegas](http://www.tripadvisor.com/Tourism-g45963-Las_Vegas_Nevada-Vacations.html) are unionized, with benefits and high wages as well as getting tips. These few are at the top of the industry and can make a six figure income. Tips are expected regardless of what state you are in or what wages the staffs are paid. For better or for worse, tipping has become a part of most hospitality worker's pay.

Tipping in the USA is something you get the hang of after you do it a while. After a couple of days, you'll be able to gauge when you receive stellar service, or whether someone is "phoning it in." If you are mistreated anywhere, you must inform a manager. Don't tip poor service - let someone know you were unhappy, even if you just leave a note to the server as to why there is no tip added to the bill.

**Restaurants with table service**: Tip 15% of the bill, based on the quality of service. If you receive exceptional service, 15-25% is customary. In most major cities of the U.S. however, 20% is considered to be a "good tip".

Please note that restaurants pay their servers as low as $2.13 per hour. This base wage varies among states, for example, [Massachusetts](http://www.tripadvisor.com/Tourism-g28942-Massachusetts-Vacations.html) pays $2.63, [Connecticut](http://www.tripadvisor.com/Tourism-g28928-Connecticut-Vacations.html) $5, and California $10. It is acceptable to leave a smaller % in states where servers are paid well at a base rate and a higher % in those that pay their servers a smaller base rate. Service is almost never included in the bill. If it is it will say "Gratuity" with an amount next to it. It is customary, unlike much of the rest of the world, for your service to not be included.

Unlike many countries, service is usually not included in the bill with the exception of large parties (typically six or more people). If you're with a large party, be sure to check your bill just in case. 15% - 20% is often automatically charged for a large party (six or more). If the tip is included, the breakdown of the bill will read "gratuity", which means that a tip is already included. As always, if you feel you did not receive 15% service, inform the management **before** paying your bill and have it adjusted to the adequate amount.

A good rule of thumb when calculating a table service restaurant tip is to ignore sales tax and liquor, and, for good service, calculate 15% of the food bill. Add 20% if the service was outstanding, especially prompt or friendly, or the server fulfilled many special requests. On very large bills, the percentages can be slightly smaller; on fairly small bills, slightly higher. So, on a $150 food bill, you might tip $25 (16.7%), while on a $25 food bill you might give the server $6 (24%). Liquor bill tips, if the amount is substantial, should be split between the server and the bartender. Liquor service tips can be included in the total tip amount, as long as you make it clear what/who it's for. At very fancy restaurants, you should tip the sommelier separately, at your discretion. Otherwise, since restaurant liquor is an extremely high-profit limited-labor item, you can also choose to not tip for it. But individual drinks you are served at a restaurant bar should always earn a $1-2 tip each. However in most restaurants now the server has to pay back a portion of their sales to tip out the bartender, busser, hostess, etc. In Florida it is usually 3%, so the tip should be based on the total bill before tax.

In most states, sales tax is applied to the bill and is clearly indicated as such on the bill. In those states where the tax is 5% (Massachusetts as an example) or 6% it is simple to calculate the tip by rounding the tax up or down to the nearest dollar and then multiplying by three.

It is worth mentioning that [New York](http://www.tripadvisor.com/Tourism-g28953-New_York-Vacations.html) restaurants have started adding automatic gratuity even though the number of people eating is far less than 6. Even with a group of 3, gratuity of 20% seemed to be automatic both in restaurants and in 'pubs'. It is important to always check one's bills.

For **buffet restaurants** with limited table service, a tip of 10% to 15% of the bill is still recommended because the servers typically work harder keeping the buffet line stocked and clean, and often provide table service for drinks. Also, the **minimum** tip should be $1 per person, do not leave only 75 cents for a $5.00 buffet. As always, if you feel you have not been well-served, adjust the gratuity down. If a tip has been added to your bill beforehand because your party was 6 or more, but the server was inadequate or rude, inform the manager immediately **before** you pay your bill that you want the tip adjusted.

**Counter service/fast food** restaurants often have tip jars out, but you are not required to tip. If the service is exemplary or unusual requests are made, then tips are appropriate.

**Bartenders:** $1 - $2 per drink, or 15-20% of the total bill. If you tip well and consistently at bars and pubs, you are likely to receive a drink on the house, known sometimes as a "buy back." This typically occurs after the 3rd drink you buy. Some bartenders will still use the "old school" signal of leaving an upside-down shot glass near your spot at the bar, especially if you are engaged in conversation or if the place is very noisy, but it's not that common anymore. Turn the shot glass over when you want the free drink. Even though the drink is free, the labor isn't. Don't forget to tip on the "buy back."

Other optional tipping situations common to travelers include:

* **Hotel housekeeping/maid service**: $2-3 per night up to $5, more in high-end hotels. Also more if there are more than 3 people in a room or suite. Leave the tip on your pillow or in a similar obvious place with a note that says thank you. Leave the tip each day when you leave the room, rather than at the end of your stay, because your room might get cleaned by different people each day, depending on staff schedules. If you have additional items delivered to your room, such as extra pillows, hangers, luggage racks, tip the person who brings them $2 or $3.
* **Concierge**: Tipping is never expected, but always appreciated. The more difficult the request, the higher the tip. $5.00 and upper request is good.
* **In-suite dining waiter:** Always read the bill, if there is a tip included, it will be on the bill breakdown. Ask the server. The policy of having the gratuity included in the bill is not the norm anymore. A service charge or convenience fee goes to the hotel, not the server. If there is no gratuity added, tip the server 15% - 20%.
* **Bellman/porter**: $1-2 per bag.
* **Taxi Driver**: 10-15% of fare, based on service.
* **Hotel limo driver**: For a free ride from the airport, $10 - $20
* **Drink Server in a casino** or bar: $1-$2 per drink. Some tip $5 for the first drink to make sure the waitress "remembers" them and returns often...
* **Valet Parkers**: $2 - $5 (when picking up car).
* **Dealers at Table Games** in the Casinos: 5% of bet amount at end of session, or occasional bet for dealer in amount of your normal wager-dealer can show you where to place bet. You could announce " I have a $xx bet for the dealers, where do you want it?". The bet is usually placed in front of the player's bet. If you're concerned about having your bets rated for comps, place the additional bet on top of your own and tell the dealer that part of your bet is in play for the dealer and as long as your hands keep winning, keep taking the dealer with the winnings from that portion of the bet. The initial bet amount would be $1 - $5.
* **Slot machines host**: $10-20 if they make a hand payout (over $1000).
* **Spa**: For a massage or other treatment, 10% - 20%. Ask if the tip has been included, some spas will include a gratuity on your final bill. Most spas will provide you with an envelope to leave at the reception desk for the person who gave you your treatment. Also, if you wish to leave a small gratuity for the spa attendant who showed you around the Spa and got you situated, it is well appreciated, $2 to $5.
* **Hairdresser/manicurist**: 10% - 20%.
* **Showroom captains**: $1-2 for the person who seats you, more if you asked for "special" seating - $20 for a requested booth or table, more for one up front. Unfortunately this is where the fine line between tipping and bribery meet...
* **Tour Guides**: 15% - 20% + depending on quality (knowledge, friendliness, etc.)

Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Students’ bingo sheet]

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Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Teacher’s] Images for skyscrapers

Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Teacher’s]

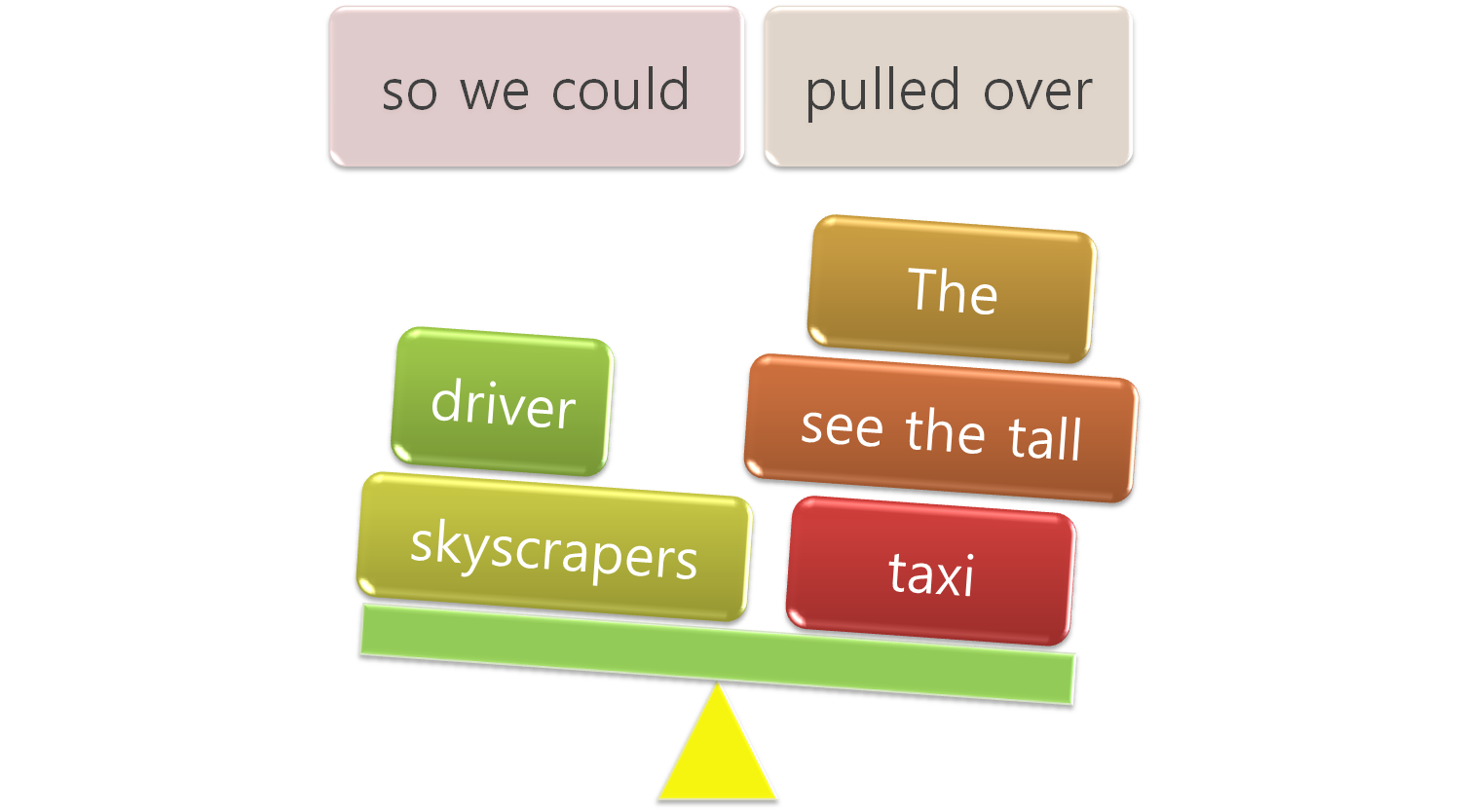
\* Flash cards of synonyms for “authentic”

Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Teacher’s]

\* S.O.S Activity

Put the parts in order to form a sentence.



* The taxi driver pulled over so we could see the tall skyscrapers.

Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Teacher’s answersheet#1]

\* A Matching Activity

* **pull over** *(verb)*: to stop a vehicle to the side of the road   
  - We pulled over so we could rest and enjoy the scenic view.
* **down to an art** *(verb)*: to learn something very well  
  - My brother has skiing down to an art.
* **cruise** *(verb)*: to drive at a moderate speed, often leisurely or aimlessly  
  - The football players cruised around the city after the big game.
* **do you have the time** *(verb)*: "Do you know what time it is?"   
  - Excuse me. Do you happen to have the time?
* **skyscrapers** *(noun)*: very tall city buildings  
  - The city has decided to build a new skyscraper in the downtown area.
* **offer** *(verb)*: to provide or furnish   
  - This travel agency is offering discount travel tickets to students until the end of the week.
* **reasonable** *(adjective)*: fair, not excessive or severe   
  - The prices at that department store are very reasonable.
* **fantastic** *(adjective)*: super, wonderful, unbelievably great  
  - The musical last night was fantastic.
* **decor** *(noun)*: the indoor furnishings of a building or home   
  - The hotel's decor was designed by a local decorator.
* **authentic** *(adjective)*: real, not counterfeited   
  - The teacher create a very authentic classroom atmosphere for her students.
* **portions***(noun)*: an individual amount of food  
  - The portions were so large that we couldn't finish the meal.

Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Teacher’s answersheet#3]

\* Comprehension questions for details

1. Where is the man going?

A. to a museum  
B. to a movie theater  
C. to a musical   
D. to a park

Correct Answer (A). The passenger says that he is "going to the National Museum of Art."

2. How long will it take to get to his destination in this taxi?

A. under five minutes  
B. under ten minutes  
C. under fifteen minutes  
D. under twenty minutes

Correct Answer (B). The driver says that for the average taxi driver, it would take more than twenty minutes; however, he says that since he is such a great driver, it would take him only twelve.

3. What time does the place in Question 1 close?

A. at 4:30 PM  
B. at 5:00 PM  
C. at 6:00 PM  
D. at 6:30 PM

Correct Answer (C).

4. Where is the man going later downtown?

A. to a party  
B. to a restaurant  
C. to a play  
D. to a business meeting

Correct Answer (B).

5. How much will the fare be for the taxi ride, not including a tip?

A. between five and ten dollars   
B. between ten and fifteen dollars  
C. between fifteen and twenty dollars  
D. more than twenty dollars

Correct Answer (C). The driver says it will cost about $18, not including the tip.

Class : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[Teacher’s answersheet#4]

\* Comprehension questions for details

**Passenger**: Hey Taxi! Ah great. Thanks for [pulling over](http://www.esl-lab.com/taxi1/taxisc1.htm#key).

**Driver**: Where to?

**Passenger**: Well, I'm going to the National Museum of Art, and . . . .

**Driver**: Sure. Hop in. No problem. Hang on!

**Passenger**: Uh. Excuse me. How long does it take to get there?

**Driver**: Well, that all depends on the traffic, but it shouldn't take more than twenty minutes for the average driver. [*Oh*]. And I'm not average. I have driving [down to an art](http://www.esl-lab.com/taxi1/taxisc1.htm#key), so we should be able to [cruise](http://www.esl-lab.com/taxi1/taxisc1.htm#key) through traffic and get there in less than twelve minutes.

**Passenger**: Okay. Uh, sorry for asking [Yeah?], but do you have any idea how much the fare will be?

**Driver**: Oh, it shouldn't be more than 18 dollars . . . not including a . . . uh-**hum** . . . a tip of course.

**Passenger**: Oh, and by the way, do you know what time the museum closes?

**Driver**: Well, I would guess around 6:00 O'clock.

**Passenger**: Uh, [do you have the time](http://www.esl-lab.com/taxi1/taxisc1.htm#key)?

**Driver**: Yeah. It's half past four. [*Thanks*] Uh, this is your first time to the city, right?

**Passenger**: Yeah. How did you know?

**Driver**: Well, you can tell tourists from a mile away in this city because they walk down the street looking straight up at the [skyscrapers](http://www.esl-lab.com/taxi1/taxisc1.htm#key).

**Passenger**: Was it that obvious?

**Driver**: Well . . .

**Passenger**: Oh, before I forget, can you recommend any good restaurants downtown that [offer](http://www.esl-lab.com/taxi1/taxisc1.htm#key) meals at a [reasonable](http://www.esl-lab.com/taxi1/taxisc1.htm#key) price?

**Driver**: Umm . . . Well, the Mexican restaurant, La Fajita, is [fantastic](http://www.esl-lab.com/taxi1/taxisc1.htm#key). [*Oh*] It's not as inexpensive as other places I know, but the [decor](http://www.esl-lab.com/taxi1/taxisc1.htm#key) is very [authentic](http://www.esl-lab.com/taxi1/taxisc1.htm#key), [*Okay*] and the [portions](http://www.esl-lab.com/taxi1/taxisc1.htm#key) are larger than most places I've been to.

**Passenger**: Sounds great! How do I get there from the museum?

**Driver**: Well, you can catch the subway right outside the museum. There are buses that run that way, but you would have to transfer a couple of times. And there are taxis too, but they don't run by the museum that often.

**Passenger**: Okay. Thanks.