

Persuade, Complain, Offer, Accept Help and Apologize

CASAS Competencies:

- 0.1.2 Identify or use appropriate language for informational purposes
- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team . . .
- 4.8.5 Demonstrate leadership skills . . .
- 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts. . .

Outcomes:

- Learn and practice several phrases associated with polite, diplomatic language
- Ask for help/offer to help
- Apologize
- Complain about a problem
- Persuade or react to persuasion

Teacher Preparation and Materials

- Overhead projector
- Overhead transparency and class copies of *Transparency 1/ Handout 1: Presentation: Language Functions and Conversation Strategies*
- Overhead transparency and class copies of *Transparency 2/ Handout 2 (2 pages each): Presentation: Model Role Play (Side 1) and Script (Side 2)*
- Assembly Line—Role Cards A and B, to be cut
- Housekeeper—Role Cards A and B, to be cut
- Allow 90-120 minutes

Why?

Warm up: Sometimes you may find yourself in a situation in which you need to express your thoughts and feelings politely to an acquaintance. We use special language to do that. Today we are going to use role plays to learn some phrases and vocabulary which will help you to express your thoughts and feelings politely.

Step By Step:

Say: Sometimes you may find yourself in a situation in which you need to express your thoughts and feelings politely to an acquaintance. We use special language to do that. Today we are going to use role plays to learn some phrases and vocabulary which will help you to express your thoughts and feelings politely.

Do you know what I mean by a role play? Did anyone see the movie *Titanic*? What was that handsome young guy's name? Jack. What happened to Jack in the end? Yes, he died. Does anyone know that name of the actor who played Jack? Leonardo DiCaprio. Did he die, too? No, he didn't—he was an actor playing a role. Today you will get a chance to be an actor and play a role—and to be a writer and create a dialogue.

What?

Presentation: Use Transparency 1: Language Functions and Conversation Strategies (also articulated on each role card) to show how we use different types of phrases in different situations. Quickly go through the functions to assess familiarity with them and to show variations on how to complete the phrases.

Use a Transparency 2 to show what is meant by a role play, and how to create a dialogue.

Model one complete situation with another teacher or an advanced student.

Show how you take the information from the roles to create a brief dialogue which can be performed at the end of the class period.

Step by Step

Do: Put Transparency 1 on overhead and distribute Handout 1.

Say: Usually when you speak with family members and friends you can speak directly to tell them what's on your mind. However, when you need to say things to acquaintances, you may want to use certain phrases to add politeness to what you say. Here are some phrases which may help you accomplish certain things diplomatically and politely.

We'll look at these quickly, but you will get a chance to use some of them later.

Quickly go through the functions to assess familiarity with them and to show variations on how to complete the phrases.

Now I'd like to show you exactly what I mean by a role play.

Put Transparency 2 on overhead and distribute Handout 2.

As you can see there's a Role A and a Role B . . .

Read the situation together and check for understanding of the situation.

Read the last sentence of Role A.

Do you see what the problem is? What might you say to the person who has Role B?

You could model the role play with another teacher or an advanced student.

Turn over the page and put up Transparency 2, Side 2.

Here's an example of what your dialogue may look like in the end. You could give your characters names, if you like!

Do!

Group practice: Distribute role cards. Assemble students with the same role together to read and discuss the problem depicted on their role card, and to discuss which language functions should be used to address the problem. Remind them that if their card is Role A, they will be the first person to begin the ‘conversation.’

Pre-teach: reluctant, nauseous, habitual, efficient

Pair practice: Pair students up with their role counterpart. Remind them that their roles are different, and until they get together, they won’t understand the problem. Tell them that Role A should be the first to speak, and that Role B must listen carefully to what Role A says. Urge them to be creative. Encourage them to use the language provided, but urge them to come up with words they know to fit the situation.

Step by Step

Do: Distribute role cards. Assemble students with the same role together to read and discuss the problem depicted on their role card, and to discuss which language functions should be used to address the problem. Give them about 10 minutes to discuss it.

Say: Be sure that you understand what the problem is. It’s stated in the very last sentence.

Match students up with the person who has the other half of their role.

Role A, you start and tell Role B what you want from them. In the end I would like you to perform your dialogue for the rest of the class. Also, your partner does not have the same information that you do.

So What?

Assessment: Pairs perform their situation for the class. Encourage them to be dramatic! Have fun.

Follow-up: If there’s time, or at the beginning of the next class, asks students to tell each other about problems, conflicts, or other situations they’ve encountered at work.

WHAT CAN I SAY WHEN I WANT . . .

Use only one or two from each group of phrases:

<p>To complain: I'm annoyed with you for... It upsets me that you . . . It bothers me that you. . . To be honest with you, I To tell you the truth, . .</p> <p>Use with: I'm tired of . . . I'm sick of . . . I've had enough of . . .</p> <p>To state a plan: If . . . , I might have to . . . If . . . , I'm going to . . .</p> <p>I'm going to try to . . .right away. I'll do my best to . . .</p> <p>To make a suggestion: Maybe you could . . . You might want to think about . . . Would it be possible for you to . . .?</p> <p>To show surprise: Wow, I had no idea . . . I can't believe . . . I didn't even think about that! Really?</p>	<p>To apologize: I am so sorry that . . . I'm really sorry that . . . I didn't mean to . . .</p> <p>To offer help: Would you like me to . . . Do you want me to . . . I'd be happy to . . . , if you'd like. Let me help you . . . Allow me to Can I help you with . . .</p> <p>To persuade someone to accept an offer: I insist. It's no problem. I don't mind . . . You shouldn't have to . . . It would be a pleasure to . . .</p> <p>Would you mind . . .ing, if I . . .ed? Could I possibly talk you into. . . , if I . . .? I could . . . , if you would . . .</p> <p>Respond to an offer: If you don't mind. Are you sure? I don't want to put you out. If it's no trouble.</p>	<p>To show appreciation: I appreciate that. Thanks for offering. That's very kind of you.</p> <p>To show gratitude: Thank you. Thank you so much.</p> <p>To ask about preference: Do you have any strong feelings about . . . one way or the other? Would you prefer to . . . or . . .?</p> <p>To express hesitation: Well, I don't know. Hmm. I'm not sure . Let me think about that. I guess . . .</p> <p>To accept a proposal: Sure. I don't mind. That would be fine with me. I guess that would be okay. That would be great.</p>
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Transparency 2/ Handout 2, Side 1

ROLE A

Childcare Aide

You work in a daycare center as an aide to the teachers. You love everything about your job. You love reading to the children, playing with them, feeding them, even washing their dirty little faces and hands before they eat and nap. Oh, except for one thing--you hate changing diapers. Only a few of the children are still in diapers. A new aide has just started at your school and will be sharing duties with you. You would like to persuade her to change all of the diapers. You will offer to take on some other duties in exchange for her promise to change all of the diapers. ***Try to persuade her to accept your offer.***

You can use the following words and phrases. Choose one or two from each group:

<p>To ask about preference:</p> <p>Do you have any strong feelings about . . . one way or the other?</p> <p>Would you prefer to . . . or . . . ?</p>	<p>To persuade:</p> <p>Would you mind . . .ing, if I . . .ed?</p> <p>Could I possibly talk you into. . ., if I . . .?</p> <p>I could . . ., if you would . . .</p>
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ROLE B

Childcare Aide

You just got a job as a teacher's aide at a daycare center. It's an okay job, but you're not sure if you enjoy spending that much time with young children. You really like the babies, but the older ones make you nervous. The only other aide in the school would like to talk to you about how the two of you share responsibilities. ***Listen to what she has to say and decide if her ideas would help you like the job more.***

You can use the following words and phrases. Choose one or two from each group:

<p>To express hesitation:</p> <p>Well, I don't know.</p> <p>Hmm.</p> <p>I'm not sure.</p> <p>Let me think about that.</p> <p>I guess . . .</p>	<p>To accept a proposal:</p> <p>Sure.</p> <p>I don't mind.</p> <p>That would be fine with me.</p> <p>I guess that would be okay.</p> <p>That would be great.</p>
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Example Script: Childcare Aide

A: Hi, my name is A.

B: I'm B. It's nice to meet you.

A: Do you like working here?

B: Yeah, it's not bad.

A: Is there a problem?

B: No, not really. It's just that I'm not sure I like the big kids. The babies are so cute, but the big ones make me nervous.

A: Well that's what I wanted to talk to you about.

B: Really? Why?

A: I noticed that the bigger kids make you nervous. I'd like to help you. *Do you have any strong feelings about changing diapers, one way or the other?*

B: Why do you ask?

A: I don't like the babies much, so *could I possibly talk you into changing all of the babies' diapers if I wash and read to everyone before they nap?*

A: Hmm. Let me think about that.

B: We have to get back to work now. What do you think?

A: I guess that would be okay, for a while.

ROLE A

Assembly Line

You work on an assembly line with ten other people. The person who works next to you takes a cigarette break every hour. Lately, he has been asking you to **cover for** him by doing his job in addition to yours when he goes out to smoke. You can do his job for the five or ten minutes he is gone, but you **have to run back and forth** between your work stations, and yesterday you made a mistake. You are tired of covering for your co-worker, and plan to talk to your co-worker about it. If he doesn't quit, you plan to talk to your supervisor about it.

Explain the problem and tell your co-worker how you feel.

You can use the following words and phrases. Choose one or two from each group:

<p>To complain:</p> <p>I'm annoyed with you for...</p> <p>It upsets me that you . . .</p> <p>It bothers me that you. . .</p> <p>To be honest with you, I . . .</p> <p>To tell you the truth, . . .</p>	<p>Use with:</p> <p>I'm tired of . . .</p> <p>I'm sick of . . .</p> <p>I've had enough of . . .</p> <p>To state a plan:</p> <p>If . . ., I might have to . . .</p> <p>If . . ., I'm going to . . .</p>	<p>To make a suggestion:</p> <p>Maybe you could . . .</p> <p>You might want to think about . . .</p> <p>Would it be possible for you to . . .?</p>
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ROLE B

Assembly Line

You have a great job on an assembly line. You work with a great group of friendly people who always help you if you have a problem. Lately you have been having some health problems related to your smoking habit. You would like to quit, but you are in the middle of a divorce and smoking makes you feel better. One of your co-workers wants to talk to you about your **habitual** smoke breaks. **Listen to what he or she has to say and respond.**

Try to resolve the problem together.

You can use the following words and phrases. Choose one or two from each group:

<p>To show surprise:</p> <p>Wow, I had no idea . . .</p> <p>I can't believe . . .</p> <p>I didn't even think about that!</p> <p>Really?</p>	<p>To apologize:</p> <p>I am so sorry that . . .</p> <p>I'm really sorry that . . .</p> <p>I didn't mean to . . .</p>	<p>To state a plan:</p> <p>I'm going to try to . . .right away.</p> <p>I'll do my best to . . .</p>
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ROLE A

Housekeeper

You have a nice job in housekeeping. You change the towels and the bedding, vacuum and dust the rooms, empty the trash, and clean the bathrooms. You are fast and **efficient** and always have time when you are finished. The woman at the other end of your floor has been working very slowly lately and is always only about half-way finished when you are done. You would like to **offer her a hand**. ***Tell her that you would be willing to help her complete some of her duties.***

You can use the following words and phrases. Choose one from each group:

<p>To offer help:</p> <p>Would you like me to . . .</p> <p>Do you want me to . . .</p> <p>I'd be happy to . . . , if you'd like.</p> <p>Let me help you . . .</p> <p>Allow me to . . .</p> <p>Can I help you with . . .</p>	<p>To persuade someone to accept an offer:</p> <p>I insist.</p> <p>It's no problem.</p> <p>I don't mind . . .</p> <p>You shouldn't have to . . .</p> <p>It would be a pleasure to . . .</p>
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ROLE B

Housekeeper

You just got a job in housekeeping at a nice hotel. The job is very important for you and your family, but you just found out that you are pregnant. You are happy about being pregnant, but it really slows you down at work because you are always tired and a little bit **nauseous**. A co-worker wants to talk to you. You are **reluctant** to speak with her, afraid she will criticize your work. You know your situation is only temporary. ***Listen to her and be sure you understand what she wants.***

You can use the following words and phrases. Choose one from each group:

<p>Respond to an offer:</p> <p>If you don't mind.</p> <p>Are you sure? I don't want to put you out.</p> <p>If it's no trouble.</p>	<p>To show appreciation:</p> <p>I appreciate that.</p> <p>Thanks for offering.</p> <p>That's very kind of you.</p>	<p>To show gratitude:</p> <p>Thank you.</p> <p>Thank you so much.</p>
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