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新要求大学英语

Inside Out

综合教程

课堂活动

Resource
Pack

第四册

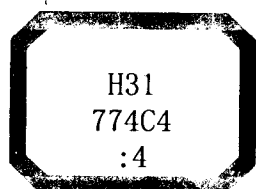
Advanced



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合应用能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. 设计编写以学生为中心:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在学习过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合应用能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最好选择之一。

Introduction

This Resource Pack for teachers contains thirty-seven practice activities for Advanced students of English. It is designed to be used with Inside Out Advanced Student's Book.

Eleven practising teachers have contributed activities, so you'll find a wealth of different ideas for practising skills and specific language points. All the activities have been tested in the classroom.

Using the worksheets

You can use the activities in many different ways. For example:

- to extend the lessons in the Student's Book
- as revision of points in the Student's Book, for example at the beginning of the following lesson
- to supplement other courses
- as a basis for standby lessons

How to use the Resource Pack

Each activity consists of one photocopiable worksheet original. The originals have been designed for maximum clarity when photocopied. However, if your photocopier has the facility to enlarge, you may sometimes find this useful – particularly for board games or worksheets which are to be cut up into cards.

Each original appears on the right-hand page, with teacher's notes on the left-hand page so that you can see them both at the same time. The notes explain the aims of the activity, describe the task, tell you what you need to do to prepare and then give a step by step lesson plan. This makes them easy to use if you haven't been teaching long, but it is also a terrific time-saver for experienced teachers. Regard the lesson plans as a starting point. As you use the worksheets you'll find your own ways of making the best of them in class. Some of the worksheets need cutting up into sections. To make these easier to handle in the classroom, glue them onto small pieces of card – index cards or blank business cards, available from most stationers, are ideal. After the lesson, file the cards in an envelope for the next time you use them. Write the name of the activity and the number of cards on the outside.

Some activities require multiple sets of cards. In these cases, it is a good idea to distinguish each set in some way. Put a different mark, preferably in different coloured pens, on the cards from each set. Or, even better, photocopy them on different coloured papers. This will save you time when you re-file them at the end of the lesson.

Over to you

If you have any comments about Inside Out, you will find a feedback form on our website at www.insideout.net, where you can also register to receive extra teaching materials free every week by e-mail. Your opinions will help to shape our future publishing.

Contents

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
1A <i>Getting to know you</i>	30 minutes	To complete sentences about classmates by asking questions.	To practise asking questions.
1B <i>Bob the babysitter</i>	30 minutes	To discuss and justify gender preferences for a variety of jobs.	To promote discussion on a controversial issue.
2A <i>Mineral or tap?</i>	20 minutes	To match dominoes to make collocations with food and drink.	To practise collocations with food and drink.
2B <i>Restaurant reviews</i>	20 minutes	To answer questions about restaurant reviews.	To practise scanning for information.
2C <i>A blind date</i>	20 minutes	To create a story by completing sentences and inventing details.	To review past tenses.
3A <i>Olympic bid</i>	60–90 minutes	To prepare and present a bid to host the Olympic Games.	To practise describing cities. To practise emphasising.
3B <i>The Bronx</i>	40–50 minutes	To read and exchange information about the Bronx. To write an article for a guide book.	To practise summarising a text. To practise writing skills.
4A <i>How do you say that?</i>	20 minutes	To complete a crossword.	To practise verbs related to <i>talk</i> .
4B <i>Over my dead body!</i>	20–30 minutes	To write a dialogue with expressions used in informal spoken language.	To practise expressions used in informal spoken language.
4C <i>Hidden word</i>	20 minutes	To speak for one minute, incorporating a designated word.	To improve fluency.
5A <i>Three wishes</i>	30 minutes	To think of three wishes to improve the world. To reach a class consensus on the three best wishes.	To practise using hypothetical language.
5B <i>Old wives' tales</i>	30 minutes	To match two halves of a superstition.	To talk about superstitions.
5C <i>Viv Nicholson</i>	20 minutes	To exchange information to complete a text.	To practise asking and answering questions.
6A <i>Memories</i>	25 minutes	To answer questions about recent and distant memories. To infer partner's questions by looking at his/her answers.	To practise asking and answering questions.
6B <i>Mind the gap</i>	20–30 minutes	To complete newspaper extracts with words in which <i>mind</i> is a component.	To practise using words in which <i>mind</i> is a component.
7A <i>Sentence halves</i>	20 minutes	To match sentence halves together.	To review and consolidate grammar and vocabulary from Units 1 to 6 of Inside Out Advanced Student's Book.
7B <i>Early warning system</i>	40 minutes	To expand a short text.	To practise writing skills. To consolidate grammar from Units 1 to 6 of Inside Out Advanced Student's Book.
7C <i>Phrasal verbs crossword</i>	20 minutes	To complete a crossword with the verbs of phrasal verbs.	To practise phrasal verbs.
8A <i>Planet News</i>	60–90 minutes	To summarise newspaper articles. To produce the front page of a newspaper of the future.	To practise summarising a text. To practise using <i>will</i> for predictions. To practise using the passive.

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
8B <i>Cyber quiz</i>	20–30 minutes	To complete a quiz.	To review language related to the Internet. To discuss aspects of the Internet.
8C <i>Give us a clue</i>	30–40 minutes	To complete a crossword.	To practise defining words related to computers and the Internet.
9A <i>Thick as thieves</i>	30 minutes	To speculate about or deduce from the context the information which is missing from incomplete stories.	To practise speculating and making deductions.
9B <i>The suspect</i>	1–2 hours	To complete a dialogue.	To practise using fillers in conversation.
10A <i>Notable seconds</i>	30 minutes	To complete a general knowledge quiz.	To discuss answers to general knowledge questions.
10B <i>Beating about the bush</i>	20 minutes	To explain the meaning of expressions. To guess the expressions being described.	To practise expressions from Unit 10 of Inside Out Advanced Student's Book.
10C <i>The queue</i>	1–2 hours	To perform a one-act play.	To practise pronunciation, stress and intonation.
11A <i>Letters that changed history</i>	45 minutes	To write a letter.	To practise creative writing.
11B <i>Easy money</i>	30 minutes	To read and retell a story. To discuss reasons why a story could be true or false.	To practise reading for detail. To practise retelling a story.
11C <i>Compound adjective dominoes</i>	20 minutes	To match dominoes to make compound adjectives.	To practise forming compound adjectives.
12A <i>British and American English</i>	20–40 minutes	To complete a crossword with American English words.	To practise American English words.
12B <i>Ode to the spell checker</i>	20 minutes	To rewrite a poem with the correct spellings.	To identify homophones and correct the spellings.
12C <i>Word jigsaw</i>	40 minutes	To construct sentences containing words collected from a board game.	To revise vocabulary and grammar by constructing sentences.
13A <i>Pink dolphins</i>	60 minutes	To play a role in a discussion about ethical tourism and development.	To practise taking part in a meeting.
13B <i>Spare change</i>	1–2 hours	To perform a one-act play.	To practise pronunciation, stress and intonation.
14A <i>You bet!</i>	30–40 minutes	To correct the errors in fifteen sentences and to bet according to how confident the students are about their corrections.	To review and consolidate grammar and vocabulary from Units 8 to 13 of Inside Out Advanced Student's Book.
14B <i>Tell us about ...</i>	30 minutes	To move around a board by speaking about different topics for sixty seconds at a time.	To improve fluency.
14C <i>Pair or pear?</i>	20 minutes	To match words to their definitions. To find words from their pronunciation and definition.	To practise homophones.

1A *Getting to know you*

Jon Hird

Type of activity

Speaking. Whole class.

Aim

To practise asking questions.

Task

To complete sentences about classmates by asking questions.

Preparation

Make one copy of the worksheet for each student.

Timing

30 minutes

Procedure

- 1 Give one copy of the worksheet to each student. Tell the students that they are going to find out more about each other and then complete the sentences with information about their classmates. Explain that they do this by mingling around the classroom, asking and answering appropriate questions to complete the sentences. For example, *What's your greatest achievement?* *Which living person do you most admire?* *What's your favourite journey?* etc. Students then write, for example, *Peter's greatest achievement is overcoming his fear of spiders.* *The living person Maria most admires is her grandmother.* *Lucy's favourite journey is the walk upstairs at bedtime.*
- 2 Allow the students to move around the classroom talking to whomever they like, but encourage them to talk to as many different people as possible.
- 3 When the students have completed all the sentences, divide the class into pairs or small groups and ask them to share what they have found out about each other.
- 4 Conduct a class feedback session. Invite the students to report to the whole class anything interesting they have learned.

Follow up

Ask the students to write further questions to find out more about each other, and then interview each other.

1A *Getting to know you*

_____ 's greatest achievement is _____

The living person _____ most admires is _____

_____ 's favourite journey is _____

The best decision _____ has ever made was _____

The worst decision _____ has ever made was _____

_____ 's most treasured possession is _____

The single best moment of _____ 's life was _____

A word that sums up _____ is _____

One of _____ 's negative characteristics is _____

The most amazing place _____ has ever visited is _____

_____ 's idea of perfect happiness is _____

_____ is learning English because _____

The talent _____ would most like to have is _____

Something _____ really objects to is _____

A characteristic _____ really admires in people is _____

A characteristic _____ really dislikes in people is _____

_____ 's greatest ambition is _____

_____ wishes he/she were more _____

1B *Bob the babysitter*

Miguel Ángel Almarza

Type of activity

Speaking. Group work.

Aim

To promote discussion on a controversial issue.

Task

To discuss and justify gender preferences for a variety of jobs.

Preparation

Make one copy of the worksheet for each student.

Timing

30 minutes

Procedure

- 1 Introduce the topic by asking the students if they think that there are jobs which are better suited to either men or women. For example, *Do women make better nurses? Do men make better doctors?*
- 2 Give each student a copy of the worksheet. Ask the students to look at the list of jobs and think about whether they have a preference for a man or a woman to do each job, and whether this preference is strong or mild, or if they have no preference. Allow students a few minutes to work through the jobs making their choices.
- 3 Divide the class into groups of four. (Try to have a mixture of male and female students in each group.) Explain that they are going to discuss their views and justify their reasons to the other members of the group. Encourage the students to be frank and really say what they think, even if it is not diplomatic or politically correct (since the point of the task is to promote discussion on a controversial issue). Point out the box of useful phrases at the bottom of the worksheet.

- 4 Before the students start the activity, do an example with the whole class. Make sure you are **not** politically correct to encourage discussion, for example,

If I were hiring a babysitter, I'd have a strong preference for a young woman. Women seem to have motherly feelings and are more sensitive and caring than men.

Ask one of the stronger students to agree or disagree with your beliefs.

- 5 After the discussion, ask each group to report their main points of agreement and disagreement to the class.

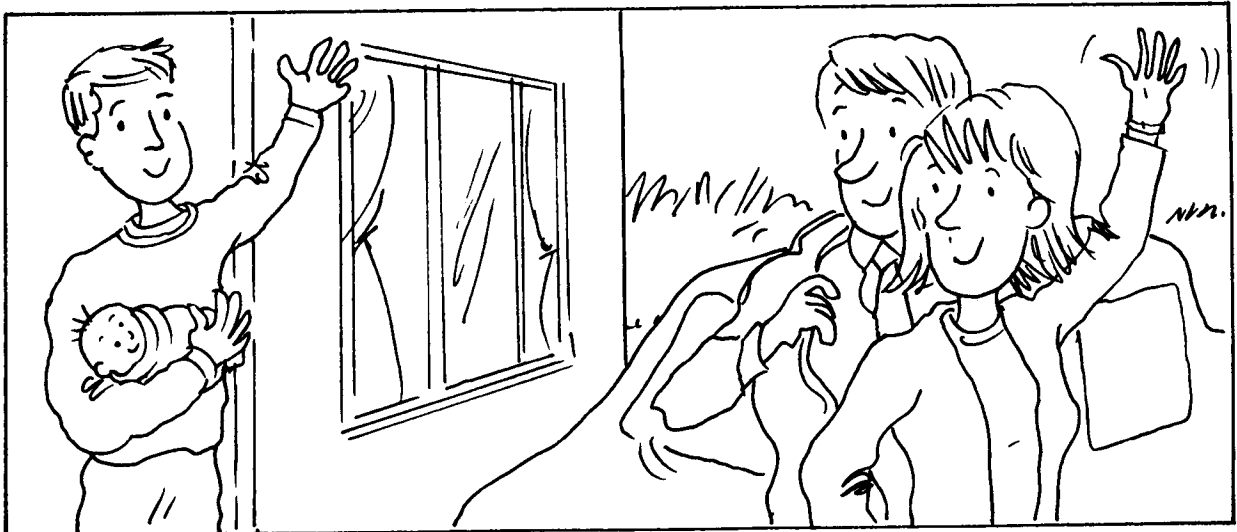
Follow up

Ask students to think of other jobs/skills or other aspects of society in which gender differences or stereotypes are prevalent.

Notes & comments

Monitor the group discussions and note down any arguments which are interesting, witty, etc. Introduce these arguments into other groups to raise more points for discussion.

1B Bob the babysitter



- 1 Do you have a preference (strong or mild) or no preference for a certain sex to do each of these jobs? Write *M* or *F* (male or female) and *S* or *M* (strong or mild), or *NP* (no preference) in each box.

<input type="checkbox"/>	your dentist	<input type="checkbox"/>	your lawyer
<input type="checkbox"/>	your babysitter	<input type="checkbox"/>	your hairdresser
<input type="checkbox"/>	your child's primary teacher	<input type="checkbox"/>	your driving instructor
<input type="checkbox"/>	your mechanic	<input type="checkbox"/>	your secretary
<input type="checkbox"/>	your country's prime minister	<input type="checkbox"/>	your boss
<input type="checkbox"/>	your bank manager	<input type="checkbox"/>	your fitness instructor
<input type="checkbox"/>	the pilot of the plane you are in	<input type="checkbox"/>	your nurse
<input type="checkbox"/>	your doctor	<input type="checkbox"/>	your teacher

- 2 In groups, discuss your views and explain your reasons.

Useful phrases

Men and women are equally capable of verb + *-ing* ...

Men/Women are better suited to verb + *-ing* because ...

Because of a personal experience, I believe that ...

I don't mind whether my ____ is male or female.

I'd rather my ____ was a man/woman because ...

If I had to choose between a man and a woman, I'd probably prefer ...

2A Mineral or tap?

José Miguel Galarza

Type of activity

Vocabulary. Group work.

Aim

To practise collocations with food and drink.

Task

To match dominoes to make collocations with food and drink.

Preparation

Make one copy of the worksheet for each group of three to four students. Cut up the dominoes as indicated.

Timing

20 minutes

Procedure

- 1 Explain that the students are going to play a game of dominoes in which they form types of food and drink. Elicit different ways food (e.g. meat, eggs) can be cooked and drinks (e.g. coffee, water) can be served.
- 2 Divide the class into groups of three to four students and give each group a set of dominoes placed face down on the table.
- 3 Ask the students to take five dominoes each and leave the rest in a pile, face down.
- 4 Ask the students to take turns to place their dominoes, for example,

potatoes	black	coffee	roast	potatoes	house
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If they do not have a domino that works, they pick up a domino from the pile and miss a turn. Circulate, checking that the students have found the correct connections. The first student to get rid of all their dominoes wins. (Because of the crossover of different ways of cooking food, students may reach a stalemate situation towards the end where nobody can play. In this case, the student with the fewest dominoes wins.)

2A Mineral or tap?



potatoes	black	coffee	roast
potatoes	house	wine	fried
eggs	Caesar	salad	sparkling
wine	baked	fish	mineral
water	decaffeinated	coffee	potato
salad	fried	fish	red
wine	tap	water	fruit
salad	roast	beef	white
wine	hard-boiled	eggs	mashed
potatoes	steamed	fish	green
salad	sparkling	water	white
coffee	scrambled	eggs	baked

2B *Restaurant reviews*

Miguel Ángel Almarza

Type of activity

Reading. Group work.

Aim

To practise scanning for information.

Task

To answer questions about restaurant reviews.

Preparation

Make three or four copies of the restaurant reviews section (enlarged if possible) and cut them up as indicated. Make one copy of the questions for each group of three to four students.

Timing

20 minutes

Procedure

- 1 Display a few copies of each of the six restaurant reviews around the classroom before setting the task.
- 2 Divide the class into groups of three to four students and give each group a copy of the questions. Explain that the questions are about the restaurant reviews which are displayed on the walls and that the students have five minutes to find the answers.
- 3 Ask the students to read the questions. Give them some time to decide within their groups on the most effective strategy for finding the twelve answers in the time given, for example, making different people responsible for different questions or each covering a different review.
- 4 Stop the activity after five minutes and check the answers with the whole class. The group with most correct answers wins.
- 5 Conduct a class feedback session. Ask students to comment on how effective their strategies were for finding the answers.

Answers

- 1 Brussels sprouts (Text 2)
- 2 catering (Text 3)
- 3 attracts customers by the truckload (Text 2)
- 4 top-notch (Text 6)
- 5 diners (Text 5)
- 6 The Stanville, Johannesburg (Text 1)
- 7 Chi Chi's, London (Text 5)
- 8 steak combo, mezedes, fajitas, canapes, guacamole, croquetas
- 9 Z Restaurant and Bar, Vienna (Text 3)
- 10 The Blue Olive, Madrid (Text 6)
- 11 The Blue Olive, Madrid (Text 6)
- 12 Foret des Amis, Paris; Lemonia, Crete

2B Restaurant reviews



1

The Stanville Johannesburg

Located upstairs in a decrepit-looking building and gloomy and kitschy inside, but a big Jo'burg classic serving delicious South African curries.

Lunchtime only Mon–Sat.

2

Foret des Amis, Paris

This two-tiered bistro attracts customers by the truckload. Chef Richard prepares superb dishes such as veal chop with Brussels sprouts – so fresh and tasty that anyone would order an extra helping. With an excellent wine list and attentive service. Open 12.30–2.30 pm; 7.30–11 pm Tue–Sat.

3

VIENNA

2

RESTAURANT AND BAR

International cuisine from Austria's trendiest catering service. This central venue offers a popular but somewhat expensive lunchtime sushi-bar menu with weird and wonderful stir-fries for veggies. Seafood lovers should try king crab, and meat eaters the Uruguayan steak combo. Well-earned reputation for having the youngest and best-looking waiters in Vienna.

4

Lemonia, Crete

Good range of *mezedes* on offer, priced from 400 dr. The fish dishes, which include grilled octopus, calamari and tuna salad, are specially recommended. The place is always busy, so it's a good idea to get in early. Open Tue–Sun 12.00–3.00 pm; 8.00–12.00 pm.

5

Chi Chi's – London

This is the place for spicy Tex-Mex food and strong cocktails. On weekday lunchtimes you can eat as much as you like for only £5. This large restaurant operates on two floors, which allows diners to look down or out into the City whilst enjoying their tasty chillies and fajitas and bizarrely-named drinks. Sombreros get you in a south-of-the-border party mood.

6

The Blue Olive (Madrid)

A great stop-off if you're in the area. It offers the usual fare, but also some more unusual dishes such as chicken curry, mango and brie canapés and lovely, creamy guacamole. Great salads and top-notch croquetas.

The resident DJ plays a good mix of laid-back sixties soul.

Open daily, 1–4 pm and 8–1 am.

- 1 Which vegetable is mentioned?
- 2 What is the name for the industry which supplies food and drink?
- 3 Which expression (which includes a verb) means *lots of people come to this restaurant*?
- 4 Find an adjective which means *of the highest quality and standard*.
- 5 Find a noun which means the *customers in a restaurant*.
- 6 Which restaurant could do with a general refurbishment?
- 7 Where can you have a buffet lunch for a set price?
- 8 Name three non-English words for dishes.
- 9 Which restaurant serves Japanese food?
- 10 In which restaurant can you listen to music?
- 11 Which restaurant stays open the latest?
- 12 Which restaurants aren't open on Mondays?

2C *A blind date***Peter Maggs****Type of activity**

Writing and speaking. Individual and group work.

Aim

To review past tenses.

Task

To create a story by completing sentences and inventing details.

Preparation

Make one copy of the worksheet for each student.

Timing

20 minutes

Procedure

- 1** Divide the class into groups of three to four students. Explain that they are going to write a story about going on a blind date.
- 2** Give one copy of the worksheet to each student. Give the students a few moments to look at the different stages. Then ask them to complete the first sentence. Encourage the students to be imaginative and amusing.
- 3** Ask the students to fold their worksheet back so that what they have written is hidden and the next unfinished sentence is visible. Ask them to pass their worksheet to the student on their left.
- 4** Ask the students to complete the sentence that is now at the top of the worksheet, fold their worksheet back and pass it to the student on their left as before. Repeat this until all the sentences have been completed.
- 5** When the last sentence has been written, ask the students to open out the completed story and read it to the others in their group.
- 6** Ask the students to choose the most interesting or amusing story in their group, which they then read to the whole class. The class listens to the stories and votes on the best.

2C *A blind date*

Complete one part of the story of a blind date. Then fold the paper over and pass it to the person on your left.

In preparation for my blind date last week, I had decided to wear ... (WHAT DID YOU WEAR?)

FOLD

As an ice-breaker, I had bought my date ... (WHAT HAD YOU BOUGHT?)

FOLD

We had arranged to meet in my favourite restaurant. (DESCRIBE IT)

FOLD

When I arrived, I couldn't believe my eyes. My date was wearing ... (WHAT WAS YOUR DATE WEARING?)

FOLD

After we had sat down, my date surprised me again by ordering ... (WHAT DID YOUR DATE ORDER?)

FOLD

Then, out of the blue, my date got up and ... (WHAT DID YOUR DATE DO?)

FOLD

Out of the corner of my eye, I noticed that the waiter was ... (WHAT WAS THE WAITER DOING?)

FOLD

Nobody could have anticipated what happened next but, as it turned out, it was the perfect end to the evening. (WHAT HAPPENED?)