

SKILL & LEVEL: LISTENING/SPEAKING Canadian Language Benchmarks 2000 level 6 (intermediate)

SOCIAL INTERACTION - Initiate and respond to apologies

Functional focus:	Apologize
Linguistic focus:	Vocabulary related to offences: <i>collisions (car, pedestrians, grocery carts), breakages(dishes, equipment), missed /late appointments, communication (interrupting, yelling, hurting feelings, embarrassing, criticizing);</i> Pronunciation, Stress and Intonation of lexical items in isolation and phrases
Socio-cultural focus:	Identify social factors that affect severity of offence; Recognize severity of offence

Presentation and Skill Building Suggestion:

Use illustrations (photos, drawings etc.) of various offences to brainstorm vocabulary for each illustration, particularly drawing verbs (e.g. hit, bump, bump into, smash, collide, knock, break, drop, spill, spoil, miss, be late for, forget, hurt [Possessive Adj.] feelings, shout embarrass, interrupt etc.) Check comprehension of lexical items.

Model the pronunciation of each word and have students repeat several times. Have students to use each item in a sentence. Model the sentence correctly and have students repeat several times.

Have students each rate how severe the offences would be considered in their country (1 - little offence, 2 medium, 3 severe). Then have students form pairs or triads to compare their opinions and explain the social factors that affected their decision (age, gender, cultural, attitude to time, relationships, status etc.). Debrief as a large group. Discuss whether the students think Canadian social factors affecting severity of offence are the same as in their culture. Confirm/correct conclusions.

Provide small groups with a handout that lists different offender/victim relationships for each offence (e.g. Under *Being late for an appointment* list - young man/old man, young woman/young man, teacher/student, guest/host (family member), worker/colleague etc.) Have students rate the severity of the offence for the different offender/victim relationships as they think they would be considered in Canada. Debrief. Confirm/correct conclusions.

SOCIAL INTERACTION - Initiate and respond to apologies

Functional focus:	Apology
Linguistic focus:	Vocabulary: <i>verbs related to offences (see above)</i> Collocation: <i>sorry for</i> BE sorry; BE + <i>sorry for</i> + GER, BE + <i>sorry for</i> + GER + DIR.OBJ
Discourse focus:	Ellipsis - (BE) <i>Sorry</i>

Presentation and Skill Building Suggestion:

Use illustrations to elicit words/phrases that people use to apologize. (Try to draw out *I'm sorry; Sorry; I'm sorry for ___*). You may get others. If some are culturally inappropriate, discuss.

Focus on the phrases: *I'm sorry; Sorry; I'm sorry for ___*. Model pronunciation (stress and intonation) of items and have students repeat several times. Draw attention to the collocation *sorry for*. Practice the stress and intonation.

Practice different stress patterns and discuss the change in meaning/intensity.

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Select verbs of offence from the list generated in the previous activity THAT TAKE DIRECT OBJECTS.
Review them semantically and their pronunciation.

Present target structure BE + sorry for + GERUND + OBJ. Do substitution drill with verbs. (Don't use the direct objects yet)

Select one of the verbs e.g. *HIT*. Brainstorm things that could be hit. (Arm, car, you, etc.) Do substitution drill with target structure and various DIRECT OBJ. Repeat procedure for each verb.

An activity on the following day might follow the same procedure with BE + sorry for + GERUND + PP

SOCIAL INTERACTION - Initiate and respond to apologies

Functional focus:	Apology
Linguistic focus:	Semantic & situational differences between <i>sorry</i> and <i>excuse me</i> .
Socio-cultural focus:	Identify social factors that affect severity of offence; Recognize severity of offence

Skill Using Suggestion:

Have students listen to a tape of several short apology dialogues and identify the apology. Choose dialogues in which there are differences in the relationship of the interlocutors. Explain the relationship of the individuals prior to their listening to the dialogues. Discuss the apology they heard in relation to the interlocutors. Discuss the differentiation between *sorry* and *excuse me*

Have students listen to another set of apology dialogues. Do not describe the situation (relationship of interlocutors, severity of offence) first. Have students try to guess if the speakers know each other, and if they are the same age. Have them also try to guess the severity of the offence.

Discuss the factors that affected their conclusions.

SOCIAL INTERACTION - Initiate and respond to apologies

Functional focus:	Apology
Discourse focus:	Manage staging of apology
Socio-cultural focus:	Identify social factors that affect severity of offence; Recognize severity of offence

Presentation Suggestion:

Listen to ONE of the dialogues again and identify the stages or steps of the apology act (First he apologized, then he said it was his fault and why it happened etc.) Listen to another, identify stages and compare to stages of first apology. Do several more and then draw some conclusions about the staging of apology acts. Elicit all the stages.

Listen to the dialogues again or provide a transcript and have students identify the ways (phrases, sentences etc.) the various stages are carried out. This could be a whole group activity or, if using transcript, could be a small group activity. Debrief.

Model correct phrases and have students repeat several times.

SOCIAL INTERACTION - Initiate and respond to apologies

Functional focus:	Apology
Linguistic focus:	BE sorry; BE + sorry for + GER, BE + sorry for + GER + DIR.OBJ Vocabulary: <i>verbs related to offences (see above)</i> Collocation: <i>sorry for</i>
Discourse focus:	Manage staging of apology

Skill Using Suggestion:

Review all or selected stages of the apology speech act and practice different phrases that can be used at each stage.

Discuss the degree of formality of each. Categorize phrases etc. under FORMAL and INFORMAL.

Distribute pictures of various offences to students. Before handing them out review the related vocabulary.

Have students circulate. When they encounter another student, they look at the other person's picture and offer an apology incorporating all or teacher- selected stages of the speech act. Students should employ various phrases etc. in the different stages.

(This could be done as a *musical chairs* type of activity in which students circulate while music plays and stops when the music ceases and carries out task with an individual in close proximity.)