**LESSON OBJECTIVE:**
CLB 5+ Learners notice L1/C1 and L2/C2 differences in apologies and produce an oral and written apology in a common workplace scenario.¹

<table>
<thead>
<tr>
<th>Learning Outcomes²</th>
<th>By the end of the lesson, learners will be able to:</th>
<th>Total time: 1.5-2 hours</th>
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<td>• Notice language forms associated with apologies used by native speakers in one common workplace scenario.</td>
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<td>• Compare L1 and L2 differences in apologies in order to notice C1/C2 influence on L1 and L2.</td>
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<td>• Employ intensifiers ‘really’, ‘so’ and ‘just’ to apologies.</td>
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<td>• Modify one common workplace scenario for social distance, imposition and status.</td>
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**LESSON STAGE** | **LESSON FLOW AND OBJECTIVES** | **CORRESPONDING PAGE # IN LEARNER HANDOUT** | **TIME**
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1. PRE-ASSESSMENT | In this part of the lesson, learners are introduced to a workplace situation that will be the central focus of the lesson leading up to the role play.  
• Ask learners to complete the scenario³ on p. 1 of the learner handout. | Part 1  
(p.1) | 10 mins

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3. Several reviewers suggested adding age, gender and social distance (e.g., how close the two coworkers’ relationship is) to the scenario. The writers encourage instructors to change/adapt the scenario as they see fit directly from the Word document.
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| 2. PRESENTATION | In this part of the lesson, learners listen to a total of 9 recorded responses to the workplace scenario to highlight apologies.  

2.1 Listening to Notice  
- Play listening A. Ask learners to ‘notice’ the language the speaker uses to apologize.  
- Repeat for listening B, C and D.  

2.2 Listening to Notice  
- Play the additional 5 recordings.  
- Ask learners to write down the phrases the speakers use to apologize in the blanks numbered 1-5.  
- Go over these phrases as a class. T. writes them on the whiteboard (this will elicit the use of ‘just’, ‘really’ and ‘so’ which will be talked about in the part 3. | Part 2 (pp. 1-2) | 20 mins  |
| 3. EXPLANATIONS | In this part of the lesson, the T. asks the learners questions about the form and meaning of intensifiers ‘just’, ‘really’ and ‘so’.  

- Draw Ss. attention to the whiteboard examples of apologies and asks learners what role ‘just’ plays in an apology. (e.g from listening A., I’m just apologizing).  

Example answer: to draw attention to the apology. Focuses the listener’s attention on the apology.  

- Repeat for ‘really’ and ‘so’.  

Example answer: really and so intensify the apology.  

Grammar Point (Form):  
‘Really’ is followed by an adjective or a verb.  
‘So’ is followed only by an adjective. | Part 3 (p. 2) | 5 mins   |
### 4. AWARENESS-RAISING

**Objective:** In this part of the lesson, T. asks learners questions about the social factors in the situation and explains social status, distance and imposition.

- Explain the meaning of: social status, social distance and imposition.

**Suggestions for defining these terms at CLB 5:**

**Status** is a person’s position in a group (e.g., President, VP, manager, supervisor, etc). When we speak to someone we consider his or her status when we choose our language. In some cultures/languages there are word-level modifications for politeness (e.g., the suffix ‘po’ in Tagalog) and/or grammar forms that show status (e.g., French ‘tu’ vs. ‘vous’). English doesn’t have these.

**Distance** is how well people know each other. Close distance means they know each other well. Not close at all means they are basically strangers.

**Severity of mistake** is how big or small the mistake is. For example, a severe mistake is crashing into someone’s car. A mild mistake is bumping into someone in a line up at Tim Hortons.

- Play Listening A again and ask the learners to circle a, b, or c in the table for Part 4
- Discuss answers as a class

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<td>15 mins</td>
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### 5. CULTURAL AWARENESS

**Objective:** In this part of the lesson, learners compare L1 and L2 for the workplace scenario to notice similarities and differences in responses.

- Ask learners to look back at the workplace situation on page 1 and complete the scenario in their L1.
- Ask “What were the similarities and differences for how you responded in your L1/C1 and L2/C2?”

**Some common responses:**

“**In English I put the apology at the end, in my language I started with an apology.**”

“**I used more formal titles and language in my first language than in English.**”

“**It was longer (more writing) in my first language.**”

“**I didn’t know how to write in English.**”

“**I forgot my first language, English is easier.**”

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4. This lesson plan was piloted at CLB 4-5 and learners were able to grasp these concepts with examples and practice. They can be useful when teaching other speech acts (e.g., requests, complaints, compliments, etc.)
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| 6. SITUATION CHANGE AND ROLE PLAY | Objective: Learners practice apologies in different situations with varying degrees of social status, social distance and imposition.  

- Read the new situation as a class.  
- Have learners work in pairs or small groups.  
- Ask them to change the scenario for social status, social distance, and severity of mistake.  
- Have learners work in pairs to role play the new scenario.  
- Have learners perform for the class if appropriate. | Part 6 (p. 3-4)                          | 30-40 mins |
| 7. POST-ASSESSMENT           | Objective: To evaluate if there was a pre/post difference for the use of intensifiers or other pragmatic strategies discussed during the lesson (e.g., pre/post differences for using ‘just’, ‘really’ and ‘so’).  

- Ask learners to complete the post-assessment. | Part 7 (p. 4)                          | 10 mins    |
| 8. HOMEWORK                  | Objective: Develop learner autonomy by asking learners to watch two examples of apologies in workplace video.  

Go over homework assignment.  
Note: Consider using a wiki or blog to host a discussion forum on what they have observed in the video or audio. | Part 8 (p. 5)                          | 5 mins     |