

Chapter 14: Sample Scenario, Learner Language, and Teacher Assessment for Rubric 3

Apologizing

Scenario: John and Kevin are good friends at college. They arranged to meet in order to study together for an exam. Kevin arrives half an hour late for the meeting. (Learners respond in Kevin’s role below.)

Learner 1	Learner 2																
<p><i>John: (annoyed) I’ve been waiting at least half an hour for you!</i></p> <p><i>Kevin: I’m very sorry, John. Because the class didn’t finish on time, I couldn’t make it up. Sorry, John.</i></p> <p><i>John: Well, I was standing here waiting. I could have been doing something else.</i></p> <p><i>Kevin: . . . I know . . . I wasted your time . . . I owe you . . .</i></p> <p><i>John: Well, it’s pretty annoying. Try to come on time next time.</i></p>	<p><i>John: (annoyed) I’ve been waiting at least half an hour for you!</i></p> <p><i>Kevin: I am so sorry . . . I studied until 3 in the morning last night and I couldn’t get up this morning. I will buy your lunch for the compensation.</i></p> <p><i>John: Well, I was standing here waiting. I could have been doing something else.</i></p> <p><i>Kevin: I am very sorry for keeping you waiting. I should have called your cell-phone. I won’t do this again!</i></p> <p><i>John: Well, it’s pretty annoying. Try to come on time next time.</i></p>																
<p>Evaluation 4 – very appropriate; 3 – somewhat appropriate; 2 – less appropriate; 1 – inappropriate</p> <table border="1" data-bbox="203 1386 779 1543"> <tr> <td>1. Level of formality</td> <td>4 3 2 1</td> </tr> <tr> <td>2. Strategies of apologizing</td> <td>4 3 2 1</td> </tr> <tr> <td>3. Word choice</td> <td>4 3 2 1</td> </tr> <tr> <td>4. Tone</td> <td>4 3 2 1</td> </tr> </table> <p>Teacher’s comments: Considering that Kevin and John are good friends, the language is appropriately informal. Kevin not only acknowledges his fault and apologizes a few times but he gives a good reason for being late. Notes for vocabulary use: In his first turn, Kevin probably means, “I</p>	1. Level of formality	4 3 2 1	2. Strategies of apologizing	4 3 2 1	3. Word choice	4 3 2 1	4. Tone	4 3 2 1	<p>Evaluation 4 – very appropriate; 3 – somewhat appropriate; 2 – less appropriate; 1 – inappropriate</p> <table border="1" data-bbox="812 1386 1380 1575"> <tr> <td>1. Level of formality</td> <td>4 3 2 1</td> </tr> <tr> <td>2. Strategies of apologizing</td> <td>4 3 2 1</td> </tr> <tr> <td>3. Word choice</td> <td>4 3 2 1</td> </tr> <tr> <td>4. Tone</td> <td>4 3 2 1</td> </tr> </table> <p>Teacher’s comments: Kevin sounds very apologetic—he uses multiple strategies of apologies well to express his sincerity. Because Kevin and John are good friends, Kevin’s language could be less formal. For example, instead of “I will buy your lunch for</p>	1. Level of formality	4 3 2 1	2. Strategies of apologizing	4 3 2 1	3. Word choice	4 3 2 1	4. Tone	4 3 2 1
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couldn't make it/make it up here on time" (the phrase "make it up" can also imply repair in this context, as in "I'll buy you lunch to make it up"). "I owe you" should be followed by another noun ("I owe you a drink").

compensation" he could say, "I'll make it up to you. How about if I bought you lunch?" or just "I'll buy you lunch."

Note: This worksheet includes samples of learner production (in bold italics) and teacher response (in bold).