

## Chapter 14: Blank Versions of Worksheets and Rubrics

### Worksheet 2: Responding to Compliments

1. Scenario: Your friend is giving you praise. Write your response as if you were talking to her.

Kate: *I like your hat.*

You:

Indicate your intention as a speaker.

I want to respond in a way most preferred in the community.

I would want my response to sound a little more (formal/informal), (polite/impolite), or \_\_\_\_\_ than normal but still within the range of acceptable behavior.

I want to communicate (or not communicate) my intention in my own way. In this situation, I choose not to behave like most people. (Specify what common behavior you decide against using and why you do not want to use it:

\_\_\_\_\_.)

Other (specify: \_\_\_\_\_.)

Teacher's comments:

2. Scenario: Your friend is complimenting you on your class presentation. Write your response as if you were talking to him.

Steve: *Nice job!*

You:

Indicate your intention as a speaker.

I want to respond in a way most preferred in the community.

I would want my response to sound a little more (formal/informal), (polite/ impolite), or (humble) than normal but still within the range of acceptable behavior.

I want to communicate (or not communicate) my intention in my own way. In this

situation, I choose not to behave like most people. (Specify what common behavior you decide against using and why you do not want to use it:

\_\_\_\_\_

\_\_.)

\_\_ Other (specify: \_\_\_\_\_.)

Teacher's comments:

### Worksheet 3: Making a Request of a Professor

**Scenario:** You are a university student and want to apply for jobs after graduation. To do so, you need letters of recommendation from one of your professors. You go to him or her after class and ask:

Learner 1: [learner writes]

You:

- a) Your intention and goal as a speaker: How do you want to sound, and what do you want to achieve through your request? [learner writes]
  
- b) Most probable hearer's interpretation: [teacher writes]

Match between a) and b): [teacher evaluates]

excellent   good   fair   poor

Learner 2: [learner writes]

You:

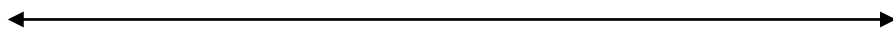
- a) Your intention and goal as a speaker: How do you want to sound, and what do you want to achieve through your request? [learner writes]
  
- b) Most probable hearer's interpretation: [teacher writes]

c) Match between a) and b): [teacher evaluates]

excellent   good   fair   poor



d. Nature of the invitation



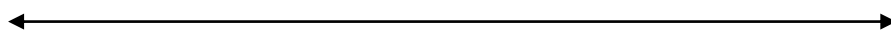
nothing obligatory

compelling to accept

2. Evaluation of refusal strategies (when you played Role B)

a. What refusal strategies did Terry use?

b. How appropriate was the choice of strategies, considering the context (refer to 1 [a-d] if necessary)? What makes you think so? (Also write any questions you have here.)



appropriate

somewhat appropriate

fair

inappropriate

c. Given the context, how appropriate was each strategy used? What makes you think so?

3. Tone: How was Terry's tone of refusing? Why makes you think so?

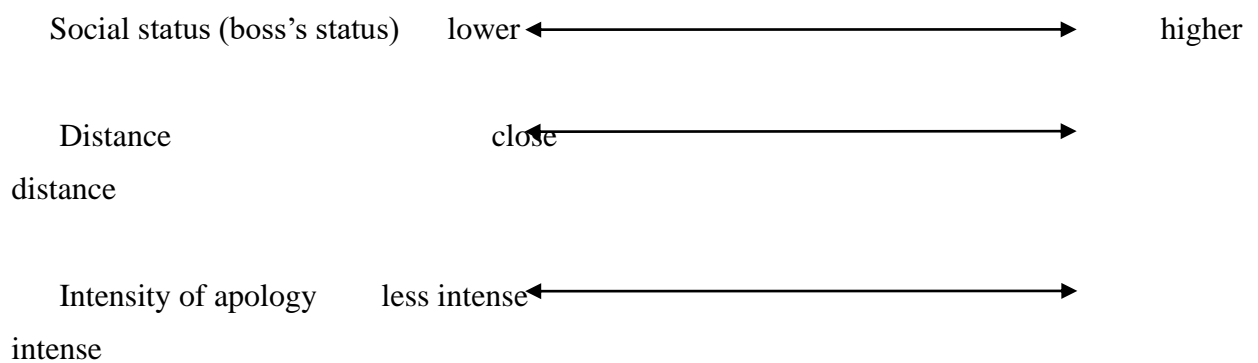
**Teacher's evaluation:**

	Language use in role-play	Self-analysis/awareness
Choice and use of refusal strategies		
Tone		

**Worksheet 6: Apologizing**

**Scenario:** Michelle completely forgets a crucial meeting at the office with the boss at her new job. An hour later she shows up at his office to apologize. The problem is that this is the second time she’s forgotten such a meeting in the short time she has been working at this job. Her boss is clearly annoyed when he asks, “What happened to you this time?”

1. Michelle: “So sorry, Mr. Peterson. I have sleeping problems and then I missed the bus. I can make it up to you.”



2. How would the boss interpret Michelle’s utterance? [learner responds]

3. Imagine that Michelle is your friend. What suggestions would you give her about the way she spoke? [learner responds]

**Teacher’s evaluation:**

	Excellent	Comments:
	Good	
	Needs more work	





**<2>Worksheet 7: Making a Request of a Peer**

**Scenario:** You are trying to do some homework but your roommate, Jenny, is watching a television comedy and has the volume up so loud that it is distracting you and making it hard to concentrate. Write what you would say to her, if you decide to speak to her about this.

a) What would most speakers say?

b) Your intention

\_\_ (1) I want to make the request in a way most preferred in the community.

\_\_ (2) I would want my response to sound a little more (formal/informal), (polite/impolite), or \_\_\_\_\_ than normal but still within the range of acceptable behavior.

\_\_ (3) I choose not to use common behavior because I want to communicate my intentions (or not communicate them at all) in my own way. Specify what community norms you decide not to use and why you don't want them:

\_\_ (4) Other (specify: \_\_\_\_\_.)

c) You say (if different from [a] above):

d) How does your roommate most likely interpret your behavior c)?

**Teacher's evaluation:**

1. Linguistic ability to use community norms (a and c)	4 very fluent	3 proficient	2 fair	1 poor
2. Awareness of most probable hearer's	4	3	2	

interpretation (d)	1 highly aware   aware   less aware   unaware	
3. Match between (b) learner goal and intention and most probable hearer's interpretation	4                      3                      2 1 excellent      good              fair              poor	
Total Score	___ /12	

Teacher's comments: