# **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 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:
<b>,</b>
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

<b>Scenario:</b> 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

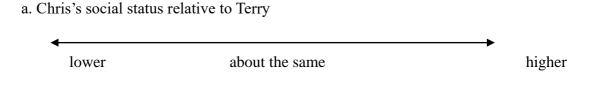
## **Worksheet 4: Assessing Your Own Refusal**

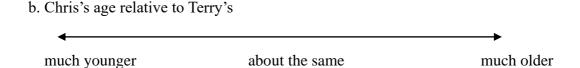
Role-play the following situation with a partner (decide on your gender before you start). Switch your roles. Audio record your dialogue and replay it later for self-analysis as necessary.

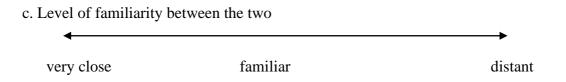
**Role A** (Chris, decide male or female): You are an owner of a large local restaurant. One day, you invite all your employees to a staff appreciation party. It is going to be fun and you heard that most employees will probably attend. However, Terry, an employee about 20 years younger than you, has not RSVP-ed to your e-mail invitation. You are not sure why, and decide to invite him or her personally.

**Role B** (Terry, decide male or female): You've been working a part-time job at a large local restaurant for 6 months. One day, your boss and the store owner, Chris, who is about 20 years older than you, invites all the employees to a staff appreciation party. You hear that it is going to be fun and most of your coworkers will probably attend, but you are reluctant—you already have a date scheduled that night. You decide to skip the party and tell that to Chris as he or she talks to you.

1. Evaluation of the context: What are the relative social status, age, and level of familiarity with Terry and Chris, and the nature of Chris's invitation? Place an X on the line where you think it best characterizes the situation.





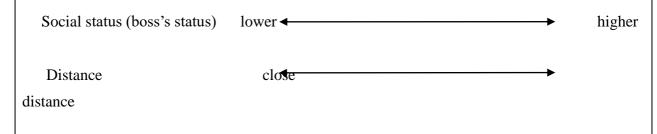


d. Nature of the in	nvitation						
nothing o	bligatory		compelling to accept				
	usal strategies (when you played strategies did Terry use?	l Role B)					
	iate was the choice of strategies? What makes you think so? (Al						
appropriate	somewhat appropriate	fair	inappropriate				
<ul><li>c. Given the context, how appropriate was each strategy used? What makes you think so?</li><li>3. Tone: How was Terry's tone of refusing? Why makes you think so?</li></ul>							
Teacher's evaluation	Language use in role-play	Self-a	nnalysis/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."



Intensity of apology less intense

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.

	ncentrate. Write what you would say to her, if you decide to speak to her abou
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 o
	acceptable behavior.
	(3) I choose not to use common behavior because I want to communicate
	intentions (or not communicate them at all) in my own way. Specify v
	community norms you decide not to use and why you don't want then
	(4) Other (specify:
c) `	You say (if different from [a] above):
d)	How does your roommate most likely interpret your behavior c)?

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

inte	erpretation (d)	1			
		highly awar	e aware	less aw	are unware
3. N	Match between (b) learner goal and	4	3	2	
inte	ention and most probable hearer's	1			
inte	erpretation	excellent	good	fair	poor
Tot	al Score	/12			

;: