English 111: Pragmatics and Speech Acts in English

Course Curriculum

Individual Lesson Plans for Unit 1 and Unit 8

Course Goals:
- Students will understand the concept of pragmatics and will reflect on how pragmatic competence is an important aspect of second language learning.
- Students will understand the concepts of speech acts, types of speech acts, and speech act routines in English.
- Students will identify and analyze contextual factors that affect word meaning and influence speech acts.
- Students will be able to identify and perform speech act routines in English in ways that are viewed as socially/culturally appropriate based on discourse situations and related context.
### Pre-test – Level Assessment

<table>
<thead>
<tr>
<th>Course Title: Pragmatics and Speech Acts in English</th>
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<tbody>
<tr>
<td><strong>Unit Goals</strong></td>
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<tr>
<td>• Assess students’ level of comprehension for speech acts and language use in different contexts.</td>
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<tr>
<th><strong>Lesson Objectives:</strong> Students will be evaluated on their pragmatics comprehension using a discourse completion task (DCT).</th>
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<tr>
<th><strong>Lesson Content:</strong> 16 speech act scenarios on DCT</th>
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<tr>
<th><strong>Activities/Tasks:</strong></th>
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<tbody>
<tr>
<td>Pre-test/initial evaluation using DCT</td>
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<tr>
<td>Instructions: 5-10 Minutes</td>
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<tr>
<td>Testing: 40-45 minutes</td>
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<tr>
<th><strong>Assessment:</strong> DCT</th>
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<tr>
<th><strong>Teacher observations/notes:</strong> 20-25 students in class</th>
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<tr>
<td>Students may not be able to complete a response for each scenario. May need time after class or in next class to finish.</td>
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Unit 1 – Lesson 1 – Pragmatics & Contextual Factors

Course Title: Pragmatics and Speech Acts in English

Unit Goals

- Students will understand the concept of pragmatics and will reflect on how pragmatic competence is an important aspect of second language learning.
- Students will understand politeness in relation to language use and context.
- Students will understand the concept of speech acts and recognize different types of speech acts.
- Students will identify and analyze contextual factors that affect word meaning and influence speech acts.

Lesson Objectives: Students will meet and get to know each other. Students will understand the definition of pragmatics and will be able to discuss basic concepts related to the study of pragmatics such as context and intended meaning.

Lesson Content: Pragmatics as language use in context; factors besides language forms (words/phrases) that effect conversations.

Activities/Tasks

**Introductions:** Pair work—Students introduce another student to the class.
- 15 minutes

**Warm up:** Group Work (4-5 students per group)—Name 10
*Group members: Manager, Notetaker, Timekeeper, Spokesperson*
Spokesperson from each group shares responses with class.
- 15 minutes

**Teacher-fronted talk with PPT:** Basic concepts related to Pragmatics—discourse and context; word meaning in context.
- 10 minutes

**Discussion:** Group work—Students read example of husband-wife conversation and think about the contextual factors in the conversation. Spokesperson from each group shares ideas about the conversation and the who, what, where, when, why, and how factors.
- 10 minutes

**Assessment:**
Record the number of responses that each group is able to contribute for the Name 10 and Discussion. Evaluate level of responses.

**Teacher observations/notes:**
Keep definitions basic. Give examples.
## Unit 1 – Lesson 2 – Pragmatics, Context, Social Rules & Cultural Norms

### Course Title: Pragmatics and Speech Acts in English

### Unit Goals
- Students will understand the concept of pragmatics and will reflect on how pragmatic competence is an important aspect of second language learning.
- Students will understand politeness in relation to language use and context.
- Students will understand the concept of speech acts and recognize different types of speech acts.
- Students will identify and analyze contextual factors that affect word meaning and influence speech acts.

### Lesson Objectives:
Students will reflect on the concept of context and how a change in context can effect language meaning. Students will reflect on differences in social rules and cultural norms between cultures. Students will reflect on how society and culture effect language use.

### Lesson Content:
Sample dialogue with change in context; formulating ideas about context; video demonstrating cultural differences; connection between context, social rules, cultural norms, and language; importance for language learning.

### Activities/Tasks

#### Warm up/Review:
Large class discussion—Students read the same dialogue from previous lesson; however, the speakers have changed to Astronaut 1 and Astronaut 2. Students reflect on how it changes the context and the meaning of the words.
-10 minutes

#### Brainstorm:
Group Work—Students think of at least 10 things (contextual factors) that might effect a speaker’s meaning in a conversation. Group spokesperson shares ideas with class.
-15 minutes

#### Teacher-fronted talk with PPT:
Language is connected to social and cultural norms; understanding context and norms helps learners make better language choices.
-10 minutes

#### Class discussion:
Watch short videos on cultural differences—answer prompts regarding cultural differences. What are some norms special to your culture?
-15 minutes

### Assessment:
Record responses/ideas from Brainstorm and Discussion on social rules and cultural norms. Students write responses about their cultural rules and norms in journal for next class.

### Teacher observations/notes:
Show just one video if short on time
## Course Title: Pragmatics and Speech Acts in English

### Unit Goals
- Students will understand the concept of pragmatics and will reflect on how pragmatic competence is an important aspect of second language learning.
- Students will understand politeness in relation to language use and context.
- Students will understand the concept of speech acts and recognize different types of speech acts.
- Students will identify and analyze contextual factors that affect word meaning and influence speech acts.

### Lesson Objectives:
Students will reflect on what polite and impolite behavior is; students will access prior knowledge about standard phrases in English that show politeness; students will understand the three main reasons (universals) for politeness—status, distance, intensity; also, age and gender.

### Lesson Content:
- Politeness—What does it mean to be polite—video of impolite behavior; words/phrases we use in English to be polite; the three main reasons we are polite—status, distance, intensity; also, age and gender.

### Activities/Tasks:
- **Warm Up:** Pair work—Finish the Thought—share with partner and then the class. -10 minutes
- **Video and Group Discussion:** Groups discuss and answer prompts regarding video of people being impolite. Group spokesperson shares answers with class. -15 minutes
- **Teacher-fronted talk with PPT:** Politeness—All cultures have politeness; politeness creates harmony in relationships. -5 minutes
- **Class Discussion/Shout Out:** What are some words or phrases in English that show we are being polite? -10 minutes
- **Teacher-fronted talk with PPT:** Three main reasons for politeness—status, distance, intensity. When are you more polite? high status, more distance, high intensity. -10 minutes

### Assessment:
Journal writing—students will write about a time they were polite and think about what they said, the person they were talking to, and the situation. They will translate their L1 language usage to English and reflect on the differences/similarities.

### Teacher observations/notes:
PPT is somewhat long; elicit examples from students; ask students questions about politeness situations in their culture.
### Course Title: Pragmatics and Speech Acts in English

#### Unit Goals
- Students will understand the concept of pragmatics and will reflect on how pragmatic competence is an important aspect of second language learning.
- Students will understand politeness in relation to language use and context.
- Students will understand the concept of speech acts and recognize different types of speech acts.
- Students will identify and analyze contextual factors that affect word meaning and influence speech acts.

#### Lesson Objectives:
Students will reflect on pragmatics concepts learned so far; students will understand the basic definition of a speech act; students will access prior knowledge and use in-class resources to recognize and differentiate examples of speech acts.

#### Lesson Content:
Review of pragmatics concepts. Speech acts—meaning of speech acts; different types of speech acts;

#### Activities/Tasks:
**Preview of Speech Acts:** Class Mingle—students each have a set of two questions that they must ask eight classmates; each classmate must provide a different answer; each question is related to speech acts; see sample handout below.
-20 minutes

**Teacher-fronted talk with PPT:** Review of concepts for this unit so far. Speech acts define/describe—action, intention, purpose, effect of speech acts.
-10 minutes

**Speech Acts Quiz:** Matching answers quiz—work individually, then in pairs, then as a whole class.
-20 minutes

**Assessment:** Speech act quiz—students will match the examples of speech acts with types of speech acts.

**Teacher observations/notes:** If they are still unsure, students can use dictionaries to look up types of speech acts after they have checked their answers with a classmate. Teacher will confirm/explain answers in large class discussion.
# Unit 1 – Lesson 5 – Speech Act Groups & Types of Speech Acts

## Course Title: Pragmatics and Speech Acts in English

### Unit Goals
- Students will understand the concept of pragmatics and will reflect on how pragmatic competence is an important aspect of second language learning.
- Students will understand politeness in relation to language use and context.
- Students will understand the concept of speech acts and recognize different types of speech acts.
- Students will identify and analyze contextual factors that affect word meaning and influence speech acts.

### Lesson Objectives:
Students will understand and follow commands. Students will describe scenes in pictures according to speech act types and possible language use. Students will understand the five groups of speech acts; students will categorize examples of speech acts.

### Lesson Content:
Following commands. Describing scenes in a picture and relating them to speech acts. Speech act categories; matching types of speech acts to categories.

### Activities/Tasks

**Warm up:** Simon Says—teacher has students stand and follow Simon Says commands. Students are eliminated when they don’t follow Simon Says; last student standing wins.
- 5 minutes

**Group Work:** Describe the Pictures—groups of 4-5 students—students describe four pictures; what are they doing, saying in the pictures? Which speech act?
- 20 minutes

**Teacher-fronted talk with PPT:** The five groups/categories of speech acts and examples.
- 10 minutes

**Speech Acts Quiz Review:** Pair work—students choose the speech act category for each example on the quiz from the previous lesson. Discuss the different types of speech acts and which category they belong to.
- 15 minutes

### Assessment:
Evaluate the descriptions that students create for the pictures. Assess how well students are able to categorize the different types of speech acts.

**Teacher observations/notes:** Pictures could be more than one speech act. Students might have different ideas about what is happening in each picture. Views are subjective.
# Unit 1 – Lesson 6 – Speech Acts & Conversations

## Course Title: Pragmatics and Speech Acts in English

### Unit Goals
- Students will understand the concept of pragmatics and will reflect on how pragmatic competence is an important aspect of second language learning.
- Students will understand politeness in relation to language use and context.
- Students will understand the concept of speech acts and recognize different types of speech acts.
- Students will identify and analyze contextual factors that affect word meaning and influence speech acts.

### Lesson Objectives:
Students will practice small talk using questions and short answers. Students will construct dialogues that match the speech act scenarios from previous quiz. Students will analyze a conversation and look for speech acts and attempt to categorize them by group and type.

### Lesson Content:
Small talk conversation—question, answer format. Speech act scenarios from quiz; creating dialogues. Sitcom conversation—analyze for speech acts.

### Activities/Tasks

#### Warm up:
Small Talk—Pair work. Student A asks Student B questions. Student B answers the questions but does not elaborate in order to force more questions. Students record each conversation and email recordings to teacher after class.
- 10 minutes

#### Write Short Dialogues:
Students work in groups of 4-5; there should be five groups. Each group writes a short dialogue for three speech acts from the previous quiz. Group members will share dialogues with the class.
- 20-25 minutes

#### Think-Pair-Share:
Analysis of sitcom conversation. Students watch short clip and read through transcript from the sitcom Friends—a conversation between Joey and Ross. Students notice the speech acts in the dialogue; students discuss each speech act and attempt to categorize them by group or type. Students share with class which speech acts they noticed/categorized.
- 15-20 minutes

### Assessment:
Evaluate recorded conversations from Small Talk warm up. Evaluate dialogues created based on speech acts from the quiz. Evaluate how well students are able to notice and categorize speech acts.

### Teacher observations/notes:
Have students finish the sitcom analysis on their own before next class if they need more time.
### Course Title: Pragmatics and Speech Acts in English

#### Unit Goals
- Students will understand the speech act routines for apologizing in English.
- Students will be able to perform the speech act routines for apologizing in English in ways that are viewed as socially/culturally appropriate based on discourse situations and related context.

#### Lesson Objectives:
Students will understand the meaning and purpose of an apology; students will understand the five routines used for apologizing in English; students will be able to identify an apology situation in two movies and point out the routines used in each situation; students will comprehend conventional phrases used in apologies.

#### Lesson Content:
Making apologies, apology routines, examples of routines and conventional phrases for apologizing in English.

#### Activities/Tasks

**Apology Dialogues**
- Apology Scenarios—students will read two apology scenarios and write how they would respond in their L1 and then in English. Class discussion about similarities and differences in languages.
  -15 minutes

**Teacher-fronted talk with PPT**
- Explicit instructions on apology strategies/routines in English; examples of the use of routines and conventional phrases.
  -15 minutes

**Video 1**
- Conversation Analysis—Pride and Prejudice—video to watch and analyze apology sequence and routines; work in groups or pairs.
  -10 minutes

**Video 2**
- Conversation Analysis—Chocolat—video to watch and analyze apology sequence and routines; work in groups or pairs.
  -10 minutes

**Assessment**
- Four dialogues created by students—Two in their L1 and two in English; analysis of apology sequences in two movies—identify the apology routines; write observations about apologies found in environment inside and outside school.

**Teacher observations/notes**
- Observe conversations in environment and write in journal about them—notice the status, distance, intensity, age and gender. Write in journal about apology situations observed in environment.
### Unit 8 – Lesson 2 – Apologies

#### Course Title: Pragmatics and Speech Acts in English

#### Unit Goals
- Students will understand the speech act routines for apologizing in English.
- Students will be able to perform the speech act routines for apologizing in English in ways that are viewed as socially/culturally appropriate based on discourse situations and related context.

#### Lesson Objectives: Students will understand what a haiku poem is; students will write their own haiku poems; students will practice watching, listening and transcribing the dialogue from movie scene.

#### Lesson Content: Haikus; apology routines and conventional phrases; intense apology scene from movie.

#### Activities/Tasks

**Apology Haikus:** Each student writes at least two haiku poems using conventional phrases for apologies in English. You can work with a partner, if you want. Haiku format three lines and 5-7-5 syllables per line. Share haiku poems with the class.
- 15 minutes

**Transcribe Apology Dialogues:** Watch movie clip with apology scene; watch, listen and transcribe the dialogue. Class discussion about apology in movie scene—context, level of politeness, status, distance, level of intensity, and what it means to not accept an apology or to make an apology too late.
- 25 minutes

**Apology Haiku:** Each student writes one more haiku describing the apology scene from the movie The Gift.
- 10 minutes

**Assessment:** Evaluate students haiku poems and their use of conventional apology routines and phrases. Evaluate the transcriptions of the apology scene from the movie The Gift.

**Teacher observations/notes:** Might not have enough time for the third haiku poem, depends on how long the transcribing takes.
### Unit Goals
- Students will understand the speech act routines for apologizing in English.
- Students will be able to perform the speech act routines for apologizing in English in ways that are viewed as socially/culturally appropriate based on discourse situations and related context.

### Lesson Objectives:
Students will understand apology routines and how to formulate them; students will be able to write dialogues using apology routines and conventional phrases; students will be able to perform role plays demonstrating the appropriate use of apology routines and conventional phrases.

### Lesson Content:
Apology routines, conventional phrases for apologizing; writing dialogues for apologizing.

### Activities/Tasks

**Brainstorm:** Class work—students are asked to brainstorm about different apology situations. Teacher writes ideas on the board. Need a minimum of three scenarios to get started.
-10 minutes

**Role Plays:** Pair work—with a partner, students choose a situation, or think of one of their own, that they can write a dialogue for and perform a role play sequence. Each role play should have a minimum of three apology routines. Students will act out their role plays for the class.
Write Role Plays -20 minutes
Perform Role Plays -20 minutes

### Assessment:
Students will be evaluated on the fluency, accuracy, and appropriateness of their role play dialogues (see rubric).

### Teacher observations/notes:
Entire class time will be devoted to writing and performing role plays. Students will be graded on quality of written role plays and performance.
Sample questions for Class Mingle warm up activity

Unit 1—Lesson 5

Questions—one set of questions for each student

#1 Greeting
Do you feel comfortable saying a greeting in English to people who speak English? Why or why not?

#2 Farewell
Have you ever said farewell (“goodbye”) to someone that you knew you would not see for a long time? What did you say to them?

#3 Thanks
When was the last time you said thank you to someone? Why did you say thank you to them?

#4 Invitation
If you were having a party, how many people would you invite? Who would you invite?

#5 Request
When was the last time you asked someone to do something for you? Who did you ask and what did you ask them to do?

#6 Refusal
Have you ever said no to someone when they asked you to do something for them? Who did you say no to and why?

#7 Apology
What was the hardest apology you ever had to make? Who was the apology to?

#8 Complaint
Did you ever complain about something to someone you didn’t know? What was the complaint and who did you complain to?
**Instructions:** Ask eight people the first question and the follow up question. Write down their name and their answer to each questions. Each answer must be different. Don’t use the same answer for two or more people.

<table>
<thead>
<tr>
<th>Do you feel comfortable saying a greeting in English to people who speak English?</th>
<th>Why or why not?</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>First Answer</td>
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Speech Acts Quiz—Unit 1—Lesson 5
[Student Copy]

Instructions: Match the speech act examples 1-10 to the types of speech acts A-J.

Examples of Speech Acts

1. _____ You need to ask the teacher for a pencil.       O
2. _____ You say hello to a friend at the shopping mall.   I
3. _____ You offer thanks to a stranger for giving you the umbrella that you left on the train.   H
4. _____ You invite your new boyfriend to meet your parents.   K
5. _____ Your brother asks for some money but you tell him no.   M
6. _____ You tell your classmate that she did a great job on her presentation.  E
7. _____ Your sister names her new baby Maria.   F
8. _____ The new refrigerator is guaranteed to last 10 years.  J
9. _____ Your friend asks you if she should study engineering and you tell her, yes, but only if she enjoys doing a lot of math.  A
10. _____ You say goodbye to your mom and dad before they go on a trip to Canada.  G
11. _____ You tell your friend the name of the movie you watched last night.   N
12. _____ Your history professor gave you a C- on your history paper, but you think he is being unfair, so you go to his office to talk to him about it.  D
13. _____ You dropped some coffee on the rug at your aunt’s house and you feel terrible about it, so you want to tell your aunt how sorry you feel.  B
14. _____ You promise to pay the money back to your friend next month.  L
15. _____ You tell your dog to sit, stand, and lay down.   C

Types of Speech Acts

A. Advice      F. Declaration      K. Invitation
B. Apology      G. Farewell       L. Promise
C. Command      H. Gratitude      M. Refusal
D. Complaint    I. Greeting       N. Report
E. Compliment   J. Guarantee      O. Request
Warm up – Describe the Pictures—Unit 1 – Lesson 6

**Instructions**

- Work in groups of 4-5 students
- There are four pictures—
  - Look at each picture carefully
- Think about what the people in the pictures are doing
- Think about what they might be saying
  - Who is the speaker? Who is the hearer?
  - Are they engaged in a speech act? Which speech act?
- Write a description of the picture in the boxes below
  - Describe what they are doing and what you think they are saying.

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<tr>
<th>P1</th>
<th>P2</th>
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<th>P3</th>
<th>P4</th>
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Think-Pair-Share – Unit 1 – Lesson 6

Friends (sitcom)—conversation with Joey and Ross

Joey: Morning. Here you go. [Sets down a cup of coffee]
Ross: Thanks. Did you … you stay here all night?
Joey: Yeah.
Ross: So, you took off my pants and shoes?
Joey: No, no, no … no, no. You actually did that when you were dancing to the Chicago soundtrack. Ahmm, look, uh, Ross, about … about Rachel and I. Listen, you don’t have to worry about that, okay, because nothing’s gonna happen.
Ross: What do you mean?
Joey: Well, she and I said from the beginning that we weren’t gonna do anything unless you were okay with it. And clearly…..
Ross: Huh, what are you talking about? I’m FINE.
Joey: It’s okay, Ross. You know, I, I totally understand. Of course, you’re not fine. You’re ….. you’re Ross and Rachel
Ross: Yeah, except we’re not. I mean, we haven’t been a couple in, like ….. six years. My god, is that right? Has it been that long?
Joey: That’s what I hear, yeah.
Ross: This is crazy. I mean, six years … and you … because of me you guys aren’t gonna be together? ….. Ah. Can I ask you something? [Joey nods] Really what is this thing with you and Rachel?
Joey: Uh ahhh … Come on, you know me, ha ha, hah, you know.
Ross: Joey.
Joey: I’m crazy about her.
Ross: And she feels the same way?
Joey: I think so. [Joey shrugs]
Ross: Well then … maybe it’s time we all moved on.
Joey: Yeah, but, Ross, I mean, you’re not okay with it, so …
Ross: No, but … I wanna be. Uh, I, hey, I will be. [Joey sighs] Hmmm, besides, I’m, um, with Charlie, right? Oh, my god, I’m still with Charlie, aren’t I? I mean, she didn’t see the dance, did she?
Joey: No, no, no … no, that was, uh, that was just for me. ….. Hey, you, ah … You sure about this?
Ross: Yeah, I’m sure. [Joey nods]
Joey: And … we’re okay?
[Ross chuckles] [Joey and Ross clasp hands] [Ross gasps in pain]
Unit 8 – Lesson 1

Pride and Prejudice (movie) – apology situation
Darcy: Miss Elizabeth!
Lizzie: I thought you were in London.
Darcy: No. No, I’m not.
Lizzie: No. We would not have come had we known you were … here.
Darcy: No, I came back a day early. Some business with my steward.
Lizzie: I’m in Devonshire with my aunt and uncle.
Darcy: And are you having a pleasant trip?
Lizzie: Very pleasant. Tomorrow we go to Matlock.
Darcy: Tomorrow? Are you staying at Lambton
Lizzie: Yes, at the Rose and Crown.
Darcy: Yes.
Lizzie: I’m so sorry to intrude. They said that the house was open for visitors. I had—I had no idea.
Darcy: May I see you back to the village.
Lizzie: No. I’m very fond of walking.
Darcy: Yes. Yes, I know.
Lizzie: Goodbye, Mr. Darcy.
Unit 8 – Lesson 1

Chocolat (movie) – apology situation
Josephine: Sorry, we’re closed.
Serge: Josephine, you look different.
Josephine: So do you.
Serge: I just want to tell you that I am so sorry … for everything. But I’ve changed. You see, God has made me a new man. I ask you, I … I beg you … please, accept my apology.
Josephine: I accept.
Serge: I promise, from now on everything will be different.
Josephine: Everything already is different, Serge.
Serge: Well, I mean, when you come home.
Josephine: Home … Uh … Thanks for the apology. The flowers are … lovely.
Serge: No, please, don’t, Josephine. We are still married in the eyes of God.
Josephine: Then he must be blind.
Unit 8 – Lesson 2 – Complete the dialogue for Simon
The Gift – apology situation
Simon: Hey! Gordo. Simon. …

Gordo: So SHE wanted you to come?
Simon: No, listen. …

Gordo: Well, what?
Simon: Do you …

Gordo: See, it’s too late for that.
Simon: Got it. Okay. …

Gordo: Were you though?
Simon: Yeah, WTF …

Gordo: See, you’re done with the past, but the past is not done with you.
Unit 8 – Lesson 3 – Role Play Rubric

Role Play #: ________     Situation: ____________________________________________

Student Name: _______________   Student #: _______________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Measurement</th>
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<tbody>
<tr>
<td><strong>Fluency</strong></td>
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</tr>
<tr>
<td>-speaking smoothly; few hesitations; easy to understand</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
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<tr>
<td>-correct grammar and vocabulary</td>
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<td><strong>Appropriateness</strong></td>
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<td>-appropriate apology routines and phrases; appropriate level of politeness</td>
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<th>Excellent</th>
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Discourse Completion Test (DCT)

Directions: Read each scenario and respond to the question at the end of the scenario. Respond only in English. Your response can be as long as you want.

[Greetings]
1. It is the afternoon and you are walking to your classroom. You see a classmate from your morning class that you do not know very well walking past you on his way to his afternoon class. How do you greet him? What will you say to him? What might he say to you?
   [Equal status-Male-Distant-Low intensity]

2. It is Sunday and there is no school. You go to the supermarket to get some things for dinner and you see your English professor shopping there. How do you greet her? What will you say to her? What might she say to you?
   [Higher status-Female-Somewhat distant-Low intensity]

[Farewells]
3. You are talking on the phone with your best friend, but now it is late at night and you are getting tired. Your friend is not feeling tired and wants to continue talking. You want to hang up the phone and go to bed. How will you end the conversation and say farewell? What will you say to her? What might she say to you?
   [Equal status-Female-Close-Medium intensity]

4. You are at work and it is time to go home. Your boss is also going home. You are walking out of the office building together, but he wants to stop and talk about work. However, you are in a hurry because your mom asked you to pick up your little brother today and bring him home from soccer practice. He is waiting for you at the soccer field. How will you end the conversation and say farewell? What will you say to your boss? What might he say to you?
   [Higher status-Male-Somewhat close-High intensity]

[Gratitude]
5. You are entering your morning classroom, but the door closes on you causing you to drop your books and papers onto the floor. One of your classmates, who is also your friend, comes over to help you pick up your things from the floor. How do you express your gratitude? What will you say to her? What might she say to you?
   [Equal status-Female-Close-Medium intensity]
6. You are traveling to school by bus. You think you have enough money for the bus fare, however, after you get on the bus you realize that you have a zero balance on your bus card. You check your pockets, but you do not have enough change (coins). A well-dressed elderly man sitting at the front of the bus gives you the coins you need to pay for your bus fare. How do you express your gratitude? What will you say to him? What might he say to you?

[Higher status-Male-Distant-High intensity]

7. You are planning a surprise party for your best friend’s birthday. You want to invite your friend’s study partner to the party, but you don’t know him very well. You see him sitting alone in the library and you think it is a good time to invite him to the party. How will you extend the invitation? What will you say to him?

[Equal status-Male-Distant-High intensity]

8. You are a student in the English department at your university and you are organizing a workshop for the Campus English Club. You want to invite the head of the English department to give a short speech at the workshop. You go to her office to talk to her about it. How will you extend the invitation? What will you say to her?

[Higher status-Female-Somewhat distant-High intensity]

9. You are the manager of a local restaurant. You just got a call from a customer who would like to have his food delivered as soon as possible. The restaurant is busy and you cannot leave right now. You need to ask one of your employees to deliver the food. How do you make this request to the employee? What will you say to him?

[Lower status-Male-Somewhat close-High intensity]

10. It is morning and you are getting ready for school. You look outside and it is raining very hard. You don’t want to walk to the bus station or ride your bike because of the rain. Your older brother is in the kitchen eating breakfast and will be going to work soon. You decide to ask him if he will give you a ride to school in his new car. How do you make this request to your brother? What will you say to him?

[Equal or higher status-Male-Close-Medium intensity]

11. You are at work and your boss asks you to work late tonight to help finish the presentation for the meeting in the morning. You want to stay and help, but your mom is in the hospital for a few days and you promised to visit her after work. She wants you to bring her some things from home that she needs. How do you tell your boss that you cannot stay late tonight (refuse his request)? What will you say to her?

[Higher status-Female-Somewhat close-High intensity]
12. Your younger sister wants to use your smart phone to play computer games. You are busy texting your girlfriend/boyfriend and don’t want her to use your phone right now. How do you tell her she cannot use your phone (refuse her request)? What will you say to her?
[Lower status-Female-Close-Low intensity]

[Apologies]

13. You are sitting in the cafeteria having your lunch with some friends. You decide to get up from the table to get something to drink. When you get up, you bump into an older woman who is carrying her food to her table. All of her food falls to the floor. How do you apologize to the woman? What will you say to her?
[Higher status-Female-Distant-High Intensity]

14. You and your friend are meeting at the movie theater to see a movie. The movie begins at 7:00. Your friend arrives at the theater at 6:50 and is waiting for you outside the theater until you arrive. You arrive at 7:10 which causes you both to miss the beginning of the movie. How do you apologize to your friend for being late? What will you say to him/her?
[Equal status-Male/Female-Close-Medium intensity]

[Complaints]

15. You are at a restaurant and the waiter has brought you your food but it is too cold and doesn’t look freshly cooked. You are not comfortable eating the food, so you would like to return it and get a new dish that is warm and fresh. How do you state your complaint to the waiter? What will you say to him?
[Lower status-Male-Distant-High intensity]

16. You are reading your bill from the electric company and there is an extra fee on the bill that is a mistake. This is the third time that this has happened and now you have to call the electric company again to let them know about the mistake. How do you state your complaint to the person at the electric company? What will you say to him/her?
[Lower status-Male/Female-Distant-High intensity]
### Contextual Factors Scale

#### Status/Social Role

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#### Distance/Familiarity

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#### Intensity of Situation (Level of Imposition or Face Threatening Act)

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#### Gender

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#### Age

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English 111: Pragmatics and Speech Acts in English

Instructor: Bridget Borer
Welcome to English 111: Pragmatics and Speech Acts in English

My name is Bridget Borer

That adorable baby is my youngest grandchild. His name is Philip, but we call him Batman. LOL!
Goals for today:

- You will take a test!
- This test is NOT graded.
- *It will not effect your grade for this course.*
- This test is only for me to learn your current level of understanding about the subject we will be studying, Pragmatics and Speech Acts.
Pragmatics and Speech Acts in English

Pre-test – Discourse Completion Test (DCT)

Instructions for the test:

• There are 16 scenarios.

• You must **READ** each scenario and then **WRITE** a response.

• **Write your response** according to what you would say in **English** if you were the person in that scenario.
Unit 1 – Lesson 1

Goals for today:

1. **Introductions**—Introduce your classmate
2. **Warm up**—Name 10 Things
3. **Class discussion**—Pragmatics: Language meaning and context
4. **Small group work**—Analyze a conversation, discuss the context and actual meaning
Introductions: Who are you? Who is he/she?

My name is: *Bridget Borer*

I am from: *Minneapolis, Minnesota, USA*

I like to: *read the news, ride my bike, watch The Walking Dead ...*

I study: *teaching and learning English*
Introductions: Who are you? Who is he/she?

• Find a partner

• Ask your partner these four questions
  1. What is your name?
  2. Where are you from?
  3. What do you like to do?
  4. What do you study?

• Remember the answers or write them on a piece of paper.
Introductions: Who are you? Who is he/she?

• Introduce your partner to the class
  Tell the class ...
  1. His/her name
  2. Where he/she is from
  3. Things he/she likes to do
  4. The subject that he/she studies
Warm Up – Name 10 Things

• Work in Groups of 4-5 students
• Each group responds to one of the following prompts
  Group 1: Name 10 reasons that you might shout loudly.
  Group 2: Name 10 places where you have to talk quietly.
  Group 3: Name 10 people you should always be polite to.
  Group 4: Name 10 situations where you might ask for help.
  Group 5: Name 10 reasons you might need to apologize.
Pragmatics

• Pragmatics is the study of language use in context.
• The context is the environment and circumstances related to the language situation.
Pragmatics

• A language situation is also a “discourse event”.

• A discourse event is often a conversation.

• Conversations have speakers and hearers.
Pragmatics

• In conversations, the **speaker** uses **words** to communicate.
• The words have **semantic** (dictionary) meaning.
• However, they also have **pragmatic** meaning.
• The pragmatic meaning is the **intended** meaning.
Pragmatics

• The intended meaning of the speaker’s words depends on the **context**.

• The **context** is the *who, what, where, when, why and how* during a conversation.
Pragmatics

For example

• **Who** are the people in the conversation?
• **What** are they doing?
• **What** are they thinking?
• **Where** are they?
• **When/what time** is it?
• **Why** are they communicating?
• **How** are they communicating?
• **How** are they feeling?
Pragmatics

• Language is not just the words we speak, hear, write, or read.
• There are so many situations where we use language.
• Each situation can be very different.
• The intended meaning of our words depends on the situation or context.
• Words + Context = Intended Meaning
Pragmatics

Small Group Discussion: Read the dialogue below. Think about the context in this situation. Who, what, where, when, why, how. What do you think is the context? Can you change the context and create a different meaning?

*The spokesperson from each group will share ideas with the class.*

**Husband:** Should we see a movie tonight?

**Wife:** We have to finish the planting by tomorrow afternoon.

**Husband:** Right. Well, maybe tomorrow night then.

**Wife:** But we’re meeting with Sara until nine.

**Husband:** Oh, yeah, I forgot. Well, maybe next weekend then.

**Wife:** We could download a new release.
Goals for today’s class

1. **Warm up**—Brainstorm about context situations

2. **Review Dialogue**—Same conversation, different speakers. Different context?

3. **Discussion and Videos**—context—society—culture—rules—norms—language
Brainstorm—group discussion to produce ideas

• Work in Groups of 4-5 students

• Each group must think of ideas about *context*
  • Name 10 things that could change the meaning of a speaker’s words in a conversation
    • Think about who, what, where, when, why, and how.
Class Discussion: Read the dialogue below and think about how the context has changed. How does the new context change the meaning of the words?

Share your ideas with the class.

Astronaut 1: Should we see a movie tonight?
Astronaut 2: We have to finish the planting by tomorrow afternoon.
Astronaut 1: Right. Well, maybe tomorrow night then.
Astronaut 2: But we’re meeting with Sara until nine.
Astronaut 1: Oh, yeah, I forgot. Well, maybe next weekend then.
Astronaut 2: We could download a new release.
Pragmatics: Context

• When you study a language, you learn the
  • words and phrases
  • grammar and sentence structure
  • pronunciation
  • speaking, listening, reading, writing.

• It is also important to understand the **context** where the language is spoken.

• There are many different contexts.
Another way to think about context is to think about the country where you live. Your country has a society and a culture. Your society and culture has rules and norms of behavior.
Pragmatics: Context

• Every **language** is connected to a **society or culture**.

• Each society or culture has their own **social rules and/or cultural norms**.

• The rules and norms for one society or culture are **not always the same** for another society or culture.
Pragmatics: Context

• When **we learn a foreign language**, such as English, it is helpful to also **learn the social rules or cultural norms** related to the language.

• When we **understand the rules and norms**, we will make **better choices** about what **words to use** in different situations or **contexts**.
Pragmatics: Context

Cultural differences video:

• Watch the videos.
• What are the cultural differences that the people in the videos are experiencing?

https://www.youtube.com/watch?v=8jrbu0lCWjk&t=0s&list=PLAA214B8BE9016835&index=3 Flowers

https://www.youtube.com/watch?v=DsIOwPACyOw Subway
Pragmatics: Context

Cultural differences:

Video One—Flowers

1. What is the cultural difference?
2. Why are the local people putting flowers near the bike and the door?
3. What scared the boy?
4. How is the old woman feeling?
5. How is the young woman feeling?
6. What if the truck had not pushed over the bike would there still be a problem?
Pragmatics: Context

Cultural differences:
Video Two—Subway

1. What is the cultural difference?
2. How does the second man “adapt” to what the first man is doing?
3. What do you think the woman should do?
Pragmatics: Context

• What are some social rules or cultural norms that are special to your country, society, or culture?

• How do these rules and norms effect the language?

Write your response to these questions in your journal and bring to class tomorrow.
Goals for today’s class

1. Warm up—Finish the thought
2. Video—being polite
3. Discussion—politeness – what are some polite words and phrases in English
4. More Discussion—politeness—three main reasons for being polite—when are you more polite?
Warm up – Finish the Thought

• Find a partner.
• Each partner takes a turn.
• Finish saying these sentences to your partner.
  
  It is important to be **polite** when ...
  I don’t worry about being **polite** when ...
  People in my country are always **polite** to ...
• After talking with your partner, share your thoughts with the class.
Pragmatics: Politeness

Video about being polite

Think about this question: Are the men in the video being polite? Now watch the video.

https://www.youtube.com/watch?v=mVt06gKIfEU  Dinner
Pragmatics: Politeness

Video about being impolite

1. Are the men in the video being polite or not?
2. How are they being *impolite* (*not polite*)?
3. What is the woman feeling?
4. What does she do?
5. Do you think the men are being VERY impolite or just a little?
6. Is their behavior serious or no big deal?
Pragmatics: Politeness

• Being polite is *common in all cultures*.
• All languages have *words and phrases for being polite*.
• *Politeness* is important in conversations because it *creates harmony in relationships*. 
What are some “magic” words or phrases that we use in English to be polite?
Pragmatics: Politeness

MAGIC WORDS

PLEASE!
THANK YOU!
EXCUSE ME!
CAN I HAVE...?
I'M SORRY!
COULD YOU HELP ME?
MAY I GO...?
COULD I BORROW...?
CONGRATULATIONS!
DON'T WORRY!
LOVELY! CHARMING!
LET ME HELP YOU!
YOU'RE A REAL PAL!

WHAT'S YOUR FAVOURITE MAGIC WORD?

THANK YOU
I'M SORRY
PLEASE
EXCUSE ME
Pragmatics: Politeness

There are three main reasons that we are more or less polite.

1. **Social status**—the status or power of each person (lower vs. higher status; less vs. more power).
2. **Social distance**—how close the relationship is between the speaker and hearer (family/close friend vs. strangers).
3. **Situation intensity**—how intense or serious the situation is for each person in the conversation (asking for a pen vs. asking for $10,000).
Pragmatics: Politeness

1. Social status

• Everyone has status in society—lower or higher.
• Some people like the president or the queen have much higher status.
Pragmatics: Politeness

2. Social distance

• People that we know well, such as our family and friends, are close to us, not distant.
2. Social distance

- **Strangers are distant** from us because we **don’t know them**. They are not familiar to us.
3. Situation intensity

• Some conversations feel easy and comfortable and there is no big problem—they have low intensity.
3. Situation intensity

- Some conversations feel heavy and serious and there might be a serious problem—they have high intensity.
Pragmatics: Politeness

**Social Status (power)**
- Lower \(\leftarrow\) Higher

**Social Distance**
- Close \(\leftarrow\) Distant
- (family, best friend) \(\rightarrow\) (stranger)

**Situation Intensity**
- Low \(\leftarrow\) Medium \(\rightarrow\) High
When are you polite?

Social Status (power)

Lower <----------------------------------------------------------------> Higher

When I am speaking to someone that has higher status than me, I am __________ polite.

A) more  B) less
When are you polite?

Social Distance

Close ←-----------------------------→ Distant
(family, best friend) (stranger)

When I am speaking to someone that is a stranger, I am ________ polite.

A) more       B) less
When are you polite?

**Situation Intensity**

Low <---------------------- Medium ----------------------> High

When I am in a situation that is very intense (high intensity), I am __________ polite.

    A) more       B) less
Pragmatics: Politeness

There are other reasons that we might be more polite to someone ...

1. Gender
2. Age
Homework:

In your journal tonight, answer these seven questions in English ...

1. When was I very polite today?
2. Who was I talking to?
3. What was the situation (context)?
4. What did we talk about?
5. What were the polite words/phrases that I used (in my language)?
6. Can those words/phrases be translated into English?
7. Do you think the English translations are also polite?
Unit 1 – Lesson 4

Goals for today’s class

1. Warm up: Mingle—students mingle—ask questions and write down answers from classmates

2. Discussion
   1. Review of unit so far
   2. Speech Acts

3. Speech Act Quiz and Answers
Warm Up – Class Mingle

(Mingle = stand up, walk around, and talk to each other)

1. Each person receives a handout with questions.
2. There is a main question and a follow up question on the handout.
3. Ask the main question, plus the follow up question to classmates.
4. Ask the questions to at least 8 classmates.
5. Write the answers from your classmates on the handout.
Pragmatics – Review

**Pragmatics** – Language as it is used in *context*

**Context** – *The language situation* – who, what, where, when, why, how

**Context and Society** – *Social rules and cultural norms* – The acceptable and common beliefs and behaviors of a country, society, or culture.

**Intended meaning** – *The meaning of the words* based on the context/situation

**Politeness** – *Social status, social distance, situation intensity* – we are usually more polite when the person we are talking to has a higher status, is not close to us and/or the situation is more intense.

**Our next topic in Pragmatics is Speech Acts—speech that is active.**
What is a speech act?

A speech act is "an utterance considered as an action, particularly with regard to its intention, purpose, or effect."

Utterance = a sound or a word made by a speaker

*Google online dictionary
Pragmatics: Speech Acts

Speech act
An utterance that is an **action**
  *What is the action or act of speech?*
An utterance that has **intention**
  *What is the intended meaning of the speech act?*
An utterance that has a **purpose**
  *What is the reason for the speech act?*
An utterance that has an **effect**
  *What will happen because of the speech act?*
Pragmatics: Speech Acts

“Hello, how are you?”
(What does it really mean? Why do we say it?)

**Action** or act of speech—A common **greeting** in English

**Intention**—the *speaker* recognizes and acknowledges the *hearer*

**Purpose**—to be friendly, to make friends, to be polite to others, etc.

**Effect**—it causes the *hearer* to recognize or acknowledge the *speaker*
Pragmatics: Speech Acts

Tweetie Bird says ...
“Aww! Thank you”

Action=showing *gratitude*

Intention=Tweetie wants the hearer to know he is grateful for something

Purpose=to create harmony with the hearer, to be polite, etc.

Effect=the hearer feels appreciated
Pragmatics: Speech Acts

Speech Acts Quiz

1. This is a matching test—you must match the speech act example (1-15) at the top of the page to the type of speech act (A-O) at the bottom of the page.

2. After you’re finished, you will find a partner and check your answers.

3. Then we will check the answers with the whole class.
Unit 1 – Lesson 5

**Goals for today’s class**

1. **Warm up:** Simon Says—follow commands
2. **Group Work:** Describe the Pictures
3. **Discussion:** The Five Speech Act Groups
4. **Speech Acts Quiz Review:** Choose the speech act group that best fits the 14 speech act examples on the quiz.
Simon Says—Commands

• Everyone stands up!

• I will give you a command beginning with “Simon Says ...”
  • For example, “Simon Says, touch your nose.”

• If I give a command **without saying** “Simon Says”, **DO NOT MOVE**!
  • Obey my command only if I say “Simon Says”.
  • If you move when I didn’t say “Simon Says”, then you have to sit down!

• Last person standing is the winner!
Group Work—Describe the Pictures

Work in groups of 4-5 students

There are four pictures—

• **Look at each picture carefully**

• Think about what the people in the pictures are doing

• Think about what they might be saying
  • Who is the speaker? Who is the hearer?

• **Write a description of the picture**
  • Describe what they are doing and what you think they are saying.
  • Are they engaged in a speech act? **Which speech act?**
The are *five categories* of Speech Acts

1. Representatives—stating something to be true or possibly true
2. Directives—trying to make the hearer do something
3. Commissives—making a commitment to do something in the future
4. Expressives—expressing a feeling or attitude about something
5. Declarations—using words to change the status of something
Pragmatics: Speech Acts

**Representatives**—speaker is stating something to be true or possibly true

**Examples:**
- It’s raining outside.
- I think it’s raining outside.
- It can’t possibly rain today.
- The newspaper said it will rain today.
- I heard that it’s going to rain tomorrow.
- Did you hear that it’s going to rain tomorrow?
- I wonder if it will rain tomorrow?
Pragmatics: Speech Acts

**Directives**—speaker is trying to make the hearer do something

**Examples:**
- Would you get me some coffee?
- I need a cup of coffee, please.
- Go get me some coffee!
- Excuse me, would you mind getting me a cup of coffee, please?
- You got coffee? Can you get me some?
- Oh, I’m so tired ... Do you have any coffee?
- Man, I could really use a cup of coffee.
Pragmatics: Speech Acts

Commissives—making a commitment to do something in the future

Examples:

- I’m going to go on a diet starting next week.
- I promise to lose weight this year.
- I pledge to not eat any junk food all month.
- I guarantee you that I will lose 15 pounds.
- I vow to follow my diet everyday until I lose 15 pounds.
- After I lose 15 pounds, I’m going to buy myself a new dress!
- If I don’t lose 15 pounds by the end of the summer, I’ll kill myself! 😊
Expressives—expressing a feeling or attitude about something

Examples:
• Hello! It’s so good to see you! I missed you so much!
• I apologize for being late to the meeting.
• I’m so sorry to hear about the death of your mother. 😞
• Thank you so much for coming today!
• I really appreciate the flowers, thank you!
• Congratulations on winning the contest!
• That painting is awful. It feels too dark and creepy.
Pragmatics: Speech Acts

**Declarations**—speaker uses words to change the status of something

**Examples:**

Priest: I now pronounce you husband and wife.

Parents: We named our new baby Charlotte.

Bailiff: The court recognizes John Doe.

Judge: I sentence you to ten years in prison.

Jury: We find the defendant not guilty.

Navy Admiral: I christen this boat the USS Santa Maria.

US President: I hereby sign this bill into law.
Pragmatics: Speech Acts

Speech Acts Quiz Review

• Go to the Speech Act Quiz from yesterday
• Work with a partner
• There are 15 speech act examples on the quiz
• Choose the Speech Act Category for each example
• Is the example a ________ ?
  • Representative
  • Directive
  • Commissive
  • Expressive
  • Declaration
Unit 1 – Lesson 6

Goals for today’s class

1. **Warm up**: Small Talk—talk with a partner for three minutes and record each conversation.

2. **Group Work**: Write short dialogues using speech acts from the quiz.

3. **Analyze a Sitcom Conversation**: Watch a scene from Friends with Joey and Ross having a conversation. Identify the speech acts in their conversation.
Warm Up – Small Talk

- Find a partner to talk to and have a conversation.
- The first student will ask questions.
- The second student will answer the questions.
  - Do not elaborate—answer with just one or two words.
    - Give only short answers so the first student has to ask more questions.
- After three minutes, you will switch roles.
  - The second student will ask questions and the first student will answer the questions.
- Each conversation must be at least three minutes long.
- You will record each conversation and send the recordings via email to the teacher after class has ended.
Warm Up – Small Talk

**Conversation example:**
Student A: *Have you ever been to France?*
Student B: *Yes, I have.*
Student A: *Did you enjoy your trip?*
Student B: *It was nice.*
Student A: *Were you there on business?*
Student B: *No.*
Student A: *Were you on vacation?*
Student B: *Yes.*
Student A: *Who did you go with?*
Student B: *My family.*
Warm Up – Small Talk

Conversation beginnings

Examples:

Have you ever been to ___________? (Beijing, Tokyo, Italy ...)

Do you like to ___________? (read, listen to music, eat sushi ...)

Can you ___________? (ride a bike, swim, play tennis, play chess ...)

Group Work – Write short dialogues

• Work in groups of 4 to 5 students – There will be five groups.
• Each group will write 3 dialogues based on scenarios from the Quiz
  Group 1 → 1-2-3 from the quiz
  Group 2 → 4-5-6
  Group 3 → 7-8-9
  Group 4 → 10-11-12
  Group 5 → 13-14-15
• When finished writing, students from each group will share their dialogues.
Friends—sitcom conversation

• Watch the video of Joey and Ross from the sitcom Friends having a conversation.
  • What types of speech acts do you hear?

Think-Pair-Share

• Read the transcript as you watch and listen to the video.
  • Notice the language—words, phrases, sentences. Highlight or underline as many speech acts as you can find.
  • Discuss with a partner and then share ideas with the class.

https://www.youtube.com/watch?v=pgYL9Q0gUql
Review - Speech Acts

The are *five groups* of *Speech Acts*

1. **Representatives**—stating something to be true or possibly true
2. **Directives**—trying to make the hearer do something
3. **Commissives**—making a commitment to do something in the future
4. **Expressives**—expressing a feeling or attitude about something
5. **Declarations**—using words to change the status of something
The are *many types* of Speech Acts – here are some examples

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<td>Greeting</td>
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Unit 8 – Lesson 1

Goals for today’s class

1. **Warm up:** Write apology dialogues in L1 and English. Compare and contrast the languages; share thoughts.

2. **Discussion:** Apology routines and phrases in English

3. **Videos:** Watch two videos—listen and read the apology situations.
Warm up – Apologize

• Write a dialogue for each scenario.
• First write the dialogue as you would say it in your first language, then write it as you would say it in English.

❑ You bump into a well-dressed elderly lady at the shopping mall, causing her to drop all of her packages on the floor.
  ❑ Write what you would say in your first language and then in English.

❑ You promised your friend you would meet her at 12:00 pm to eat lunch at a popular new restaurant. You are 30 minutes late.
  ❑ Write what you would say in your first language and then in English.
Warm up – Apologize

Scenario One and Two:

1. How were your responses different for each scenario based on the language you used?
2. How were your responses the same or similar for each scenario based on the language you used?
3. Were the scenarios more or less intense based on the language you used?
4. Did the gender or age of the other person matter in terms of your response?
How to apologize in English:  
A short lesson in saying “I’m sorry” ... 
plus other interesting phrases for apologizing in English.
Apologize

• What does it mean to apologize?
• Why do we apologize?
• What do we apologize for?
What does it mean to apologize?
An apology is an Expressive Speech Act. It expresses the feeling of remorse or regret.

Why do we apologize?
We apologize to another person because we have done something wrong and we want to fix the situation in order to maintain harmony and build trust with the person we wronged.

What do we apologize for?
For example, if I am 30 minutes late for a date, my friend might feel angry or upset about it. When I apologize, I express my feelings of remorse or regret and I might promise to not be late again. Maybe I will offer to pay for the lunch. I do this because I am trying to help my friend feel better about me and build trust between us.
In English, there are **five routines** that people use to express an apology.

Sometimes we only use one routine, sometimes we use all five routines.

It depends on the situation.

The first two routines can be used in any situation.
Apologize

Routine 1 – The Apology
An expression of apology such as:
  I’m sorry.
  Excuse me.
  Pardon me.
  Forgive me.
  I apologize.

Routine 1 – With Intensifiers
The apology expression might also have an intensifier—a word that makes the apology more intense—such as:
  I’m so sorry.
  I’m very sorry.
  I’m so very sorry.
  I’m really very sorry.
  I’m truly so very sorry.
  Please forgive me.
  Pardon me very much.
Routine 2 – The Explanation
• Sometimes the speaker will explain what happened, how it happened, or why it happened.
• The explanation is intended to help the hearer understand the situation and, hopefully, feel better.

Routine 2 – Examples:
The bus was late.
I got into an accident.
I got lost and couldn’t find the place.
I left it at the airport in Chicago!
I’ve been so busy, I forgot all about it.
I tried to call but my phone battery died.
I thought it started at 8:00.
My dog ate it.
Apologize

**Routine 3 – Responsibility**

- Sometimes **the speaker will take responsibility** for what happened.
- Taking responsibility helps the hearer feel better and **rebuilds trust** between the speaker and hearer.

**Routine 3 – Examples:**

- It’s my fault.
- My bad.
- I was confused.
- I wasn’t thinking.
- I’m so stupid!
- You’re right.
- I didn’t mean to ...
Apologize

Routine 3 – Responsibility

There are four ways to take responsibility

1. Accept the blame: *It’s my fault.*

2. Express self-deficiency: *I was so confused.* – *I didn’t see you.* – *I’m so stupid!* – *I wasn’t thinking.*

3. Recognizing that the hearer deserves an apology: *You are right.*

4. Expressing lack of intent: *I didn’t mean to ...*
Apologize

Routine 4 – Offer to repair
- Sometimes the speaker will offer to repair or give some form of compensation for the wrongdoing.
- This is most common in situations where there is actual physical damage.
- An offer to repair helps to rebuild trust between the speaker and hearer.

Routine 4 – Examples:
Let me pay for that.
I’ll help you with that.
I can fix that for you.
How can I make it up to you?
What can I do to repay you?
Is there some way I can repay you for this?
What are the damages?
How much do I owe you?
Apologize

Routine 5 – Promise of Forbearance

• Sometimes the speaker will promise not to make the same mistake again.

• A promise of forbearance also helps to rebuild trust between the speaker and hearer.

Routine 5 – Examples:

It won’t happen again.
I promise, I won’t do that again.
I swear, it will never happen again.
Trust me, it won’t happen again.
Next time I will be on time, I promise.
Apologize

Watch Video 1
1. Watch and listen for the apology.
2. Who is the speaker of the apology?
3. What routines does the speaker use?
4. What are the words/phrases/sentences that the speaker uses to apologize?

Pride and Prejudice
https://www.youtube.com/watch?v=DZqOhS2M-DU
Apologize

Video 1
1. Did you hear the apology?
2. Who is the speaker of the apology?

Now read the transcript as you watch and listen again.
1. What routines does the speaker use?
2. What are the words/phrases/sentences that the speaker uses to apologize?

Pride and Prejudice
https://www.youtube.com/watch?v=DZqOhS2M-DU
Watch Video 2
1. Watch and listen for the apology.
2. Who is the speaker of the apology?
3. What routines does the speaker use?
4. What are the words/phrases/sentences that the speaker uses to apologize?

Chocolat
https://www.youtube.com/watch?v=2LmtFJg4_tU&feature=youtu.be
Apologize

Video 2
1. Did you hear the apology?
2. Who is the speaker of the apology?

Now read the transcript as you watch and listen again.
1. What routines does the speaker use?
2. What are the words/phrases/sentences that the speaker uses to apologize?

Chocolat
https://www.youtube.com/watch?v=2LmtFJg4_tU&feature=youtu.be
Apologize

Homework Assignment

Observe apology situations at school and outside of school.

1. What is the situation? Describe the situation.
2. Who is the speaker and the hearer?
3. What is their status to each other?
4. What is the distance in their relationship (close relationship or not)?
5. What is the intensity of the situation?

Write your observations in English in your Speech Acts journal.
Unit 8 – Lesson 2

Goals for today’s class

• **Haiku Poems:** write short Japanese style poems expressing apologies.

• **Transcribe Apology Dialogue:** Watch and listen to a short video that is an apology situation; transcribe (write down) the apology dialogue from the video.
Haiku Poem Apologies

**Haikus**—short Japanese style poems that have **three lines and 17 syllables (5 + 7 + 5).**

1. I am so sorry (5)  
2. I forgot to call today (7)  
3. How can I reach you? (5)

**Two More Examples:**

Seven years later  
Unexpectedly contrite ...  
An apology

It was not in jest  
Miles across the storming seas  
A call ... I’m sorry
Haiku Poem Apologies

• Write at least two haiku poems about making an apology.
• Use common routines and phrases in English to create your haiku.

Things can’t be unsaid.
Can’t be undone. What’s left is;
Sorry I was dumb.

[A.P.]
Apology Gone Bad

Watch the video clip from the movie *The Gift*
Listen for the apology and think about these questions.

1. Who is the speaker of the apology?
2. What is the status of the two men?
3. Is the apology speaker being polite?
4. Is the apology hearer being polite?
5. Is this apology intense? Why or why not?

The Gift

https://www.youtube.com/watch?v=WzUMVMrEGnE
Apology Gone Bad

Video clip from the movie *The Gift*

Listen again and think about these questions.
1. What routines does the speaker use?
2. What are the words/phrases/sentences that the speaker uses to apologize?
Apology Gone Bad

Video clip from the movie *The Gift*

1. Watch the video again.
2. Using the handout, transcribe (write down) the dialogue between the two men.

*(We can play the video more times, if you need to watch it again.)*
Apology Gone Bad

• Write one more haiku poem.
• In your haiku poem, describe the apology scene in the movie *The Gift.*
Unit 8 – Lesson 3

Goals for today’s class

1. **Brainstorm**—think of apology situations with different contexts—the people, social status, social distance and level of intensity.

2. **Role Plays**—with a partner choose a situation that you can role play; write the role play and perform it for the class.
Apology

Brainstorm

Think of different situations where you might need to apologize.

Choose the context:

• The reason for the apology – What happened?
• The people—their social status, their relationship (social distance).
• The level of intensity of the situation.

How polite do you need to be in the situation?
Apology
Role Plays

With a partner ...

- Choose an apology situation that you can relate to.
- Write a dialogue for that apology situation.

Remember to think about these things ...

1. What is the context?
2. Who are the people?
3. What is their relationship?
4. How intense is the situation?
5. How polite should each person be?
Apology Role Plays

Role Play Performance

- You and your partner will perform the role play for the class.
- You will be scored according to your
  - Fluency
  - Accuracy
  - Appropriateness

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<th>Skill</th>
<th>Rating/Score</th>
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<tr>
<td><strong>Fluency</strong></td>
<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
<td>- speaking smoothly; few hesitations; easy to understand</td>
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<tr>
<td><strong>Accuracy</strong></td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>- correct grammar and vocabulary</td>
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<tr>
<td><strong>Appropriateness</strong></td>
<td>1 2 3 4 5 6 7 8 9</td>
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</tbody>
</table>
| - making the best language choices as per the situation
  - appropriate apology routines; appropriate level of politeness |

<table>
<thead>
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<th>Fair</th>
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<th>V. Good</th>
<th>Excellent</th>
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