



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

294, rue Albert Street, Suite/Pièce 400, Ottawa, Ontario K1P 6E6
Tel./Tél. 613-230-7729 | Fax/Téléc. 613-230-9305
info@language.ca | www.language.ca



Interacting with Classmates and Professors

A CLB 5/6 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learning reflection tools
- ✓ Reference list of additional resources

Development Team:

Jennifer Weiler

Anne Hajer

© 2022 Centre for Canadian Language Benchmarks The copyright holders give permission for users of the document to make copies of selected pages for educational use within their organizations. For any other copying or distribution, permission must be received in writing from:

Centre for Canadian Language Benchmarks 294 Albert Street, Suite 400, Ottawa, Ontario,
Canada K1P 6E6 613-230-7729 | info@language.ca | www.language.ca

Table of Contents

How to Use the Module Package	1
Module Plan	3
Additional Teacher Resources.....	5
Introducing the Module to the Class.....	6
Goal Setting: Interacting with Classmates and Professors.....	7
Vocabulary: A Teacher’s Resource	9
Vocabulary-building Activities.....	10
Learning Reflection: End of Module.....	15
Listening: Skill-Building and Skill-Using Activities	16
Identifying Language Functions	17
Identifying Expressions.....	22
Understanding an Apology.....	25
Speaking: Skill-Building and Skill-Using Activities	29
Introduction to Voicemail Messages.....	30
Practising Common Expressions	32
Practising Voicemail Messages	34
Apologizing in a Voicemail Message	36
Reading: Skill-Building and Skill-Using Activities.....	39
Level of Formality in Written Messages.....	40
Identifying Tone and Attitude	42
Reading Messages with Apologies and/or Requests	45
Writing: Skill-Building and Skill-Using Activities.....	49
Drafting an Email with an Apology.....	50
Writing and Editing a Message.....	52
Writing an Email to a Professor.....	55
Assessment Tasks	57
Preparation for Assessment Tasks	58
Listening to an Apology.....	60
Giving an Apology on the Phone.....	62
Reading a Message with an Apology.....	64
Writing a Message with an Apology.....	67

How to Use the Module Package

This module includes activities for a unit on *Interacting with Classmates and Professors* for CLB levels 5 and 6. There are suggestions for introducing the topic, as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill-building Activity



Skill-using Task



Assessment Task

2. The activities are listed by skill but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts¹”.
3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 5 and CLB 6 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 5 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 6. You might adjust the expectations and expect learners at CLB 6 to demonstrate greater mastery than learners at CLB 5 on the same activity.

¹ Integrating CLB Assessment into your ESL Classroom, 2017 <https://iclba.language.ca/>

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on-the-spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies, see the current PBLA Practice Guidelines² (In the Portfolios section, select Feedback and Assessment from the side menu), and Integrating CLB Assessment into your ESL Classroom³ (in Chapter 2, Planning for Assessment).

² PBLA Practice Guidelines: <https://pblapg.language.ca/>

³ Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

Module Plan

Theme: Education

Topic: Interacting with Classmates and Professors

	Listening CLB Level: 5-6	Speaking CLB Level: 5-6	Reading CLB Level: 5-6	Writing CLB Level: 5-6
Real-World Task Goal(s)	Understand exchanges with classmates or professors that include apologies, excuses/explanations, and/or requests related to class activities.	Express apologies and excuses/explanations and requests related to school activities.	Understand information in a message that includes an apology or request.	Write a short message that provides a quick update and an apology about a class assignment.
Context/ Background Information	Socio-cultural awareness that problem situations with classmates are best handled with the person directly; valid (and unacceptable) reasons/excuses for not completing assignments or tasks; judging the appropriate level of formality when engaging with teachers/professors; recognition of the differences in level of formality when apologizing for a simple error/inconvenience versus a situation that causes more of an inconvenience.			
CLB Competency Area(s) and Statements	<u>Interacting with Others</u> Understand the gist and some details in common social exchanges (such as apologies, regrets, excuses, and problems in reception and communication).	<u>Interacting with Others</u> Participate in short phone calls (very short for CLB 5).	<u>Interacting with Others</u> Understand simple to moderately complex personal and public social messages (such as those conveying apologies) related to a personal experience or a familiar context.	<u>Interacting with Others</u> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes (such as apologies or requests).

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> Vocabulary related to the context of the interactions Parts of the conversation: initiating the conversation, apologizing, offering an explanation, acknowledging the effect on the other person, making a request Common expressions for regrets/apologies and requests Prepositional collocations (e.g., <i>apologize for</i>, <i>sorry about</i>, <i>concerned about</i>, <i>I feel bad about</i>) Tone and intonation to convey sincerity, regret, annoyance Words and phrases to indicate level of formality (<i>No worries</i>; <i>I would like to apologize for ...</i>) 		<ul style="list-style-type: none"> Vocabulary related to the content of the messages Identifying tone, mood and attitude in messages containing regrets/apologies and excuses 	<ul style="list-style-type: none"> Expressions to introduce an update (e.g., <i>I just wanted to let you know/tell you that ...</i>) Common expressions for apologies/requests Structure of the message: purpose of the message up front; apology followed by an explanation Clear and concise writing
Language and Learning Strategies	<ul style="list-style-type: none"> Using context clues to interpret meaning Recognizing strategies for avoiding misunderstandings (e.g., repeating back) 	<ul style="list-style-type: none"> Memorizing common phrases for requests and apologies Clarifying to ensure listener doesn't misinterpret meaning 	<ul style="list-style-type: none"> Using context clues to make inferences about meaning, tone and attitude 	<ul style="list-style-type: none"> Proofreading and editing before sending a message Using an online dictionary to check spelling Asking someone else to read a message to ensure proper tone
Assessment Tasks	Listen to an exchange between two classmates that includes an expression of regret, an explanation and an apology. Answer comprehension questions.	Role-play leaving a voicemail message that includes an expression of regret, an explanation and an apology.	Understand an email exchange between two classmates that includes a problem situation, an expression of regret, an explanation and an apology. Answer comprehension questions.	Write an email to a teacher/professor to provide an update, make an apology, and make a request.

Additional Teacher Resources

The Language Companion Stage 2

My Canada *Post Secondary Education*, p. 27

Helpful English *Making Requests*, p. 8

Using Voicemail, p. 15

Writing Email Messages, p. 31

Tone in Business, p. 33

Tips for Effective Writing, p. 36



- LINC 5-7 Classroom Activities Volume 2, TCDSB, 2010. www.moresettlement.org/LINC5-7Activities/LINC_5-7_Classroom_Activities_Volume2.pdf
 - Voicemail messages (pp. 341-2)
 - Leaving Voicemail Messages: Putting it in Practice (p. 344)
- Tips on what to include in a voicemail:
 - Robbrecht van Amerongen, LinkedIn: How to leave a professional voice message: www.linkedin.com/pulse/20140320214841-2150229-how-to-leave-a-professional-voicemail-message-move-the-conversation-forward
 - Indeed: How to Leave a Professional Voicemail: Steps and Tips: www.indeed.com/career-advice/career-development/how-to-leave-a-professional-voicemail
- Responding to Apology Emails
 - Linguablog: How to Respond to an Apology Email – A Comprehensive Guide <https://linguaholic.com/linguablog/how-to-respond-to-an-apology/>

Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are examples.

Warm-up Questions

1. Engage the class in a discussion about post-secondary education in general. Sample questions could relate to:
 - Comparing post secondary education in other countries to Canada, such as:
 - What is similar/different?
 - How does tuition differ?
 - How do entry requirements differ?
 - Sharing personal (or a family member/friend's) experience with post secondary education in Canada or other countries.
 - Goals for pursuing post secondary education in Canada. (Consider having guest speakers in class for this topic). Encourage learners to share their goals and experiences. Ask questions, such as:
 - How will you choose the institution or the program?
 - Do you have access to a settlement/employment/academic counsellor who can help you make decisions?
 - Have you reached out to academic advisors at potential colleges or universities?

Using the Language Companion

2. Refer learners to the Language Companion Stage 2, My Canada, p. 27 *Post Secondary Education*. Possible learning activities with this page could include:
 - the SCORM online activity, titled “Post-Secondary Education in Canada, at: https://www.tutela.ca/Resource_38141 .
 - A KWL three-column T-chart, with learners writing questions they have about post-secondary education in Canada. They can read page 27 to find the answers. Learners could also search online to find more information. They can discuss their charts in small groups or as a class.

What I <u>Know</u> about post-secondary education in Canada	What I <u>Want</u> to know about post-secondary education in Canada	What I <u>Learned</u> about post-secondary education in Canada
1. 2. 3.	1. 2. 3.	1. 2. 3.

Goal Setting: Interacting with Classmates and Professors

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Post a list of language skills that learners can develop in this module, such as:
 - Understand expressions for apologies and requests.
 - Identify tone, mood, and attitude in an apology.
 - Apologize to a classmate or professor about something; give an explanation.
 - Make a request to a classmate or a professor.
 - Leave a clear voicemail message.
 - Read messages that include apologies and requests; understand responses.
 - Write an email to a classmate or professor to apologize and/or make a request.
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Interacting with Classmates and Professors

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I would like to improve the following skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps:		

Vocabulary: A Teacher's Resource

The master list below includes words that appear in this module and may be unfamiliar to learners. Other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the activity and the learners in your class.

Vocabulary Related to School Activities

• essay	• presentation	• project
• assignment	• debate	• research
• lecture	• (first, second, final) draft	• topic

Additional Vocabulary

• deadline	• extension	• apologize
• submit	• appreciate	• conclusion
• promise	• sincere	• due date
• interrupt	• request	• schedule
• delay	• professor	• attached
		• book a time

Phrasal Verbs

• hand in	• pick up	• ask for
• call back	• call about	• head out (the door)
• slow down	• move forward	• apologize for
• thank you for	• hang on	

Expressions for Apologies	Responses to Apologies	Expressions for Requests
<ul style="list-style-type: none"> • I'm <i>really/very/so/truly/terribly</i> sorry. • Sorry about that. • I hate to tell you this. • My bad. • I feel terrible; I feel so bad. • I do apologize. • I'd like to apologize for ... 	<ul style="list-style-type: none"> • It's ok. Don't worry about it. • No problem/worries. • That's alright. • I understand. 	<ul style="list-style-type: none"> • Would it be possible to ...? • Can/Could I/you ...?

Vocabulary-building Activities

There are a number of vocabulary items that learners will encounter in this module that may be unfamiliar. Below are a variety of vocabulary-building activities that can be used to help learners retain and use these words.

- **Scrambled Letters:** Write a scrambled version of words on the board that learners have recently learned (e.g., tgnsseaimn, for assignment). Have them unscramble the letters to come up with the correct word. This can be set up as a contest with a time limit so that the first learner or group to decipher the word wins.
- **Sorting:** Copy and cut out sets of the vocabulary cards on the pages that follow. In small groups of 3-4 learners, have them sort the words into Nouns, Verbs, and Adjectives. When they are done, ask them to rearrange the cards in alphabetical order and compare their lists with another group. Encourage learners to ask their classmates for the meanings of unfamiliar words.

Copy and cut out sets of cards and headings for **Expressions**. Have learners sort the expressions under the correct headings and practise saying each one.

- **Sequencing:** Copy and cut out sets of cards for the **Expressions** with each word (in the expression) on a separate card. In small groups, learners correctly sequence the words in the expression.
- **Matching:** Copy and cut out sets of the cards for **Phrasal Verbs**. Arrange learners into pairs and have them match the verb to the preposition.
- **Giving Definitions:** Arrange the class into small groups of three or four learners and give each group a set of vocabulary cards from the pages that follow. Learners place the cards face down on the table, then take turns drawing a card. The learner who draws the card gives a definition, synonym, or antonym for the word on the card without mentioning the actual word or phrase. The rest of the group guesses the word/phrase on the card.
- **Word Race:** Divide the class into small groups of three or four learners. Set a time limit and have each group list as many vocabulary words from the module as they can. When the time is up, the team with the most correctly spelled words wins!
- **Writing Sentences:** Have learners choose new words or expressions that they have learned and write sentences with each one.
- **Pronunciation Practice:** Have learners mark the stressed syllables and practise pronouncing the words in their word lists.

Vocabulary-building Activities, *continued*

Vocabulary Related to School Activities



essay	presentation	project
assignment	debate	research
lecture	test/exam	topic
(first/second/ final) draft		

Vocabulary-building Activities, *continued*



Additional Vocabulary

deadline	extension	apologize
submit	appreciate	conclusion
interrupt	sincere	due date
record (verb)	request	schedule (noun)
book a time	professor	attached
delay	promise	deduct (marks)

Vocabulary-building Activities, *continued*



Phrasal Verbs

hand	in
call	back
slow	down
thank you	for
pick	up
call	about
move	forward
hang	on
ask	for
head	out (the door)
apologize	for



Expressions

Apologies	Responses to Apologies	Requests
<p>I'm really sorry.</p> <p>I'm very sorry.</p> <p>I'm truly sorry.</p> <p>I'm terribly sorry.</p> <p>I'm so sorry.</p>	<p>It's ok. Don't worry about it.</p>	<p>Would it be possible to ...?</p>
<p>Sorry about that.</p>	<p>No problem.</p> <p>No worries.</p>	<p>Can I/you ...?</p>
<p>I hate to tell you this but ...</p>	<p>That's alright.</p>	<p>Could I/you ...?</p>
<p>My bad.</p>	<p>I understand.</p>	
<p>I feel terrible.</p> <p>I feel so bad.</p>		
<p>I do apologize.</p>		
<p>I'd like to apologize for ...</p>		

Learning Reflection: End of Module

Name: _____

Date: _____

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Need more practice.	This is hard!
I can understand expressions for apologies and requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify tone, mood, and attitude in an apology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can apologize to a classmate or professor about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a request to a classmate or a professor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can leave a clear voicemail message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read messages with apologies and requests; understand responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write an email to a classmate or a professor to apologize and/or make a request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most useful thing you learned in this module?

Which activity was the most difficult for you? How can you practise this skill more?



Listening

Skill-Building and Skill-Using Activities

Identifying Language Functions.....	17
Identifying Expressions	22
Understanding an Apology	25

Teaching Notes: In this activity, learners become familiar with the different parts of an apology in three conversations.

Set Up:

Part 1: Apologizing

1. Discuss with learners when and why they may need to apologize to someone in the context of education. Elicit situations with classmates and professors. Create a list on the board.
2. Inform learners that an apology often includes the following components or functions:
 - Apologizing (expressing regret)
 - Admitting responsibility/acknowledging the effect on the other person (especially when apologizing for a major transgression/imposition)
 - Giving a reason/explanation
 - Offering a solution (if appropriate)
3. In a class discussion, talk about the socio-cultural importance of each of the steps/functions. Indicate that, depending on the situation (e.g., a major transgression/inconvenience) omitting any of the steps may make the apology seem insincere. Discuss how a person's tone of voice can also convey sincerity when apologizing.
4. Distribute the handout. In pairs, learners listen to Conversations 1 and 2 and discuss their answers with their partner. Take up the answers in a class discussion. Play both dialogues as many times as needed.

Part 2: Making a Request

5. Have learners listen to Conversation 3 and discuss the questions on the handout with their partner. Take up as a class.
6. Discuss socio-cultural elements that may be unique to apologizing and making requests to a professor versus a classmate. Elicit how one might adjust the language (level of formality) when speaking to a professor.
7. Follow up with a discussion on levels of formality in apologies and requests. Using the three dialogues, elicit which were formal or informal, what made each dialogue more formal or less formal. Elicit how the dialogues differed (e.g., use of intensifiers, formal modals, tone of voice.).

Conversation 1

Sam: Hey, Nancy, how are you feeling?

Nancy: Oh, hi Sam. I'm feeling better. Thanks for asking.

Sam: Oh, that's great.

Nancy: Yeah, thanks so much for sharing your notes with me from our English class. They were really helpful.

Sam: No problem at all. Any time! Hey, listen, I totally forgot to tell you – we need to read the next three chapters for class tomorrow!

Nancy: Oh no! That's a lot of reading!

Sam: I know. My bad. I'm sorry.

Nancy: Oh, that's OK. I should be able to get it done this afternoon.

Sam: Well, happy reading!

Nancy: Ha ha. Thanks, you too!

Conversation 2

Jolie: Hello?

Lin: Hi Jolie. It's Lin from your history class.

Jolie: Oh, hi Lin! You sound terrible. Are you sick?

Lin: Yeah, that's the reason I am calling.

Jolie: Uh oh.

Lin: Yeah, I hate to tell you this, but I am really sick. I won't be able to make it to our presentation tomorrow.

Jolie: Oh no! What's wrong?

Lin: I think I have the flu. But Jolie, I feel so terrible about not being able to do the presentation. Can I email the professor and ask for an extension? I will CC you. Is that ok?

Jolie: Yes, that's fine. Hopefully, we can present next week instead.

Lin: I am really sorry about this, Jolie. I know this isn't ideal for you.

Jolie: No worries, Lin. I hope you feel better soon!

Lin: Thanks!

Conversation 3

- Nala: Excuse me, Professor Novak. Could I please speak to you about something?
- Professor Novak: Sure. Come on in. How can I help you?
- Nala: It's about my essay. I'm really sorry, but I won't be able to make the deadline for submitting it.
- Professor Novak: OK. And why is that?
- Nala: A lot of things were happening in my personal life over the last two weeks, and I just couldn't focus on getting the essay done.
- Professor Novak: I see.
- Nala: Would it be possible to have an extension until the end of next week?
- Professor Novak: Sure, Nala. That's OK. No problem at all.
- Nala: Oh, thank you so much! I really appreciate your understanding. It won't happen again.
- Professor Novak: You're welcome. I will look for your essay by Friday at 4 pm. No later, alright?
- Nala: No later. Thank you again!
- Professor Novak: You're welcome, and good luck with everything.
- Nala: Thanks, Professor Novak.

Note: Answer key is on the next page.

Answer Key:

Conversation 1

1. Forgetting to tell Nancy about the reading homework.
2. "My bad. I am sorry."
3. He forgot.
4. It is a minor imposition. Nancy says, "Oh, that's OK" and the reading homework seems manageable for her to do today.

Conversation 2

1. Lin cannot do the presentation at the scheduled time.
2. She is sick.
3. a. acknowledging the effect on Jolie
4. Lin offers to email the professor and ask for an extension.
5. Jolie accepts the solution. She says, "Yes, that's fine."
6. This is a major imposition because it affects Jolie's schedule. Lin says, "I hate to tell you this", "I feel so terrible," and "I know this isn't ideal for you."

Conversation 3

1. Nala is apologizing because she cannot complete the essay on time.
2. c. giving an explanation
Nala is requesting an extension until the end of next week.
4. Yes.
5. Conversation 3 is more formal than Conversations 1 and 2, because it is between a professor and a student. The level of formality is noted in the following:
 - Nala addresses the professor as Professor Novak rather than using a first name.
 - Her request uses less direct language (*Would it be possible to ...?* rather than *Can I ...?*).
 - Nala uses formal language when she says, "I really appreciate your understanding."

Instructions: Listen to each conversation. Discuss the questions with your partner.



Conversation 1:

1. What is Sam apologizing for?
2. What expression does Sam use to apologize?
3. What reason does Sam give for his mistake?
4. Is this a minor or a major imposition? How do you know? (Give a reason for your answer.)

Conversation 2:

1. What is Lin apologizing for?
2. What reason does she give?
3. When Lin says “I know this isn’t ideal for you.”, she is ____.
 - a. acknowledging the effect on Jolie.
 - b. giving an explanation.
 - c. offering a solution.
4. What solution does Lin offer?
5. How does Jolie respond to Lin’s apology?
6. Is this a minor or a major imposition? How do you know? (Give a reason for your answer.)

Conversation 3:

1. What is Nala apologizing for?
2. When Nala says, “A lot of things were happening in my personal life over the last two weeks,” she is ____.
 - a. offering a solution
 - b. acknowledging the effect on Professor Novak
 - c. giving an explanation
3. What is Nala’s request?
4. Does Professor Novak agree to the request?
5. How is this conversation different from Conversations 1 and 2?

Teaching Notes: In this activity, learners listen to the three conversations from the previous activity again but focus on specific expressions used when apologizing. Refer to the expressions listed in the *Vocabulary: A Teacher's Resource* section of this module. Refer to the Vocabulary-building Activities section for possible activities using the expressions.

Set Up:

1. Review the list of functions from the previous skill-building activity. Create a chart on the board similar to the one below. In small groups, have learners brainstorm as many expressions as they can for each of the functions. Take up as a class and write the expressions on the board. Note and explain any nuances in expressions, such as level of formality and the appropriate use of expressions in specific situations (e.g., My bad.). Review/teach any required grammar points (e.g., phrasal verbs, modals) as needed. Consider using the **Phrasal Verbs** word cards from the Vocabulary-building Activities section.

Apologizing	Acknowledging the effect on others	Giving a reason	Offering a solution
<ul style="list-style-type: none"> • e.g., I'd like to apologize for ... • I'm so sorry about that. • My bad. 	<ul style="list-style-type: none"> • e.g., I know this makes things difficult for you. 	<ul style="list-style-type: none"> • e.g., I can't make the deadline because ... (I'm sick/I was working a lot/I had a family emergency) 	<ul style="list-style-type: none"> • e.g., I could/can ...

2. Inform learners that they will listen to the three conversations from the previous activity again, this time listening for specific expressions.
3. Distribute the handout. Play the previous dialogues as many times as needed for learners to answer the questions.
4. Take up as a class. Ask learners if they heard any phrasal verbs in the dialogues.

Additional Practice Suggestion:

Use the **Expressions** cards in the Vocabulary-building Activities section of this module to teach/reinforce expressions for apologies and requests. Consider having learners sort the expressions into the appropriate category. Learners can use the cards for various skill-building activities.

Answer Key:

- | | | |
|------|------|-------|
| 1. a | 4. a | 7. b |
| 2. c | 5. c | 8. c |
| 3. b | 6. a | 9. a |
| | | 10. c |

Name: _____

Date: _____

Instructions: Listen to the three dialogues. Circle the correct answer.

Conversation 1

1. To apologize, Sam says, “_____”.
 - a. My bad. I’m so sorry.
 - b. I’m bad. I’m very sorry.
 - c. My bad. I’m really sorry about that.
2. To indicate that this is a minor inconvenience, Nancy says “_____”.
 - a. Oh, no problem.
 - b. Oh, I guess that’s fine.
 - c. Oh, that’s OK.

Conversation 2

3. To apologize, Lin says “_____”.
 - a. I am very sorry about this.
 - b. I am really sorry about this.
 - c. I am so sorry about this.
4. To explain the situation, Lin says “_____”.
 - a. I hate to tell you this, but I am really sick.
 - b. I can email the professor.
 - c. I know this isn’t ideal for you.
5. To acknowledge the affect on Jolie, Lin says, “_____”.
 - a. I know this puts you in a bad spot.
 - b. I know this is a bad spot.
 - c. I know this isn’t ideal for you.
6. To offer a solution, Lin says “_____”.
 - a. I can email the professor and ask for an extension.
 - b. I could email the professor and ask for an extension.
 - c. I might email the professor and ask for an extension.

Conversation 3

7. To request to speak with Professor Novak, Nala says, “ ____.”
 - a. Can I talk to you about something?
 - b. Could I please speak to you about something?
 - c. May I please speak with you about something?
8. To express an apology, Nala says, “ ____”.
 - a. I’m so sorry but ...
 - b. I’m sorry to say that ...
 - c. I am really sorry but ...
9. To request an extension, Nala says “ ____”.
 - a. Would it be possible to have an extension?
 - b. Could I have an extension?
 - c. Can I have an extension?
10. To respond to the apology, Professor Novak says, “ ____”.
 - a. That’s fine.
 - b. That’s Ok. No worries.
 - c. That’s Ok. No problem at all.

Competency Area: Interacting with Others

Indicators of Ability: Identifies main idea (2), identifies tone, mood, and attitude (6), identifies language functions (7), identifies details (1,4,5), makes an inference (3, 8,9)

Teaching Notes: In this activity, learners will need to draw on additional listening skills not targeted in the skill-building activities. Review and/or teach the following listening skills as needed: identifying the main idea, identifying tone, mood, and attitude, identifying details, and making an inference.

Set Up:

1. Inform learners that they will listen to a conversation in which one classmate is apologizing to another.
2. Distribute the handout and give learners some time to look over the questions. Play the dialogue two or three times as needed.
3. Take up the answers as a class.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Observation: Circulate the classroom and provide feedback to learners. Record observations on a simple class observation form.
- Collect tasks and mark them.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more listening practice?

Answer Key:

- | | |
|------|---|
| 1. b | 5. b |
| 2. a | 6. b |
| 3. c | 7. c |
| 4. a | 8. a |
| | 9. Major imposition. Layla apologizes twice.
Mina's tone indicates that she is annoyed.
This is a class presentation, likely for marks. |

Transcript: (A phone call)

Layla: Hello?

Mina: Oh, hi, Layla. It's Mina from the marketing class. Is everything OK?

Layla: What? Oh! What time is it?

Mina: It's 10:30. Class has already started. We have our presentation in 10 minutes. Where are you?

Layla: What?! Oh, shoot! Oh, no! I just woke up! My alarm didn't go off!

Mina: Uhhh.

Layla: Oh, my goodness, Mina. I don't know what happened. It just didn't go off! I guess I didn't set it right last night. I don't think I'll be able to make it on time. The bus takes 20 minutes, and the next one comes in 15 minutes. I'm terribly sorry.

Mina: Oh, really? What should we do?

Layla: Do you think the professor will let us present when I get there? Or maybe tomorrow?

Mina: This puts me in a really awkward situation. Class has already started, and I don't want to interrupt the teacher. It already seems rude that I left the class to call you. I just don't know what to do.

Layla: Ok. Umm, let me think. Hang on a sec, I am grabbing some breakfast.

Mina: Well. What should we do?

Layla: I can send her an email explaining what happened.

Mina: No, she won't get it in time. Fine, I'll just talk to her and let her know what happened and that you're going to be late.

Layla: Mina, I feel so bad. I really am very sorry. But don't worry, I know my part so well, I could do it in my sleep. I'll be ready to go as soon as I get there. I'm heading out the door right now.

Mina: Good to know.

Layla: Thanks for calling and waking me up!

Mina: Ha ha. Ok. Let's see what happens. There isn't much we can do about it now.

Layla: Thank you. I'll be there as fast as I can.

Name: _____ **Date:** _____

Instructions: Listen to the conversation. Answer the questions.

1. What kind of assignment are Layla and Mina doing?
 - a. a project
 - b. a presentation
 - c. a report
2. Layla is apologizing for _____.
 - a. being late
 - b. not getting her work done
 - c. not getting on the right bus
3. When Layla says, “I guess I didn’t set it right,” she is referring to _____.
 - a. her phone
 - b. her computer
 - c. her alarm clock
4. When is the assignment due?
 - a. In 10 minutes
 - b. In 15 minutes
 - c. In 20 minutes
5. To apologize, Layla says, “_____”
 - a. I’m so sorry.
 - b. I’m terribly sorry.
 - c. My apologies.
6. When Mina says she will talk to the professor, she seems _____.
 - a. excited
 - b. angry
 - c. calm

7. When Layla says she will email the professor, she is ____.
- a. apologizing
 - b. making a request
 - c. offering a solution
8. When Layla says, “I know my part so well, I could do it in my sleep,” she means ____.
- a. she has memorized what she will say
 - b. she doesn’t know what to say
 - c. she will go back to sleep now
9. Is this a major or a minor imposition?
- a. Major imposition
 - b. Minor imposition

How do you know? _____



Speaking

Skill-Building and Skill-Using Activities

Introduction to Voicemail Messages	30
Practising Common Expressions.....	32
Practising Voicemail Messages	34
Apologizing in a Voicemail Message	36

Teaching Notes: In this activity, learners practise identifying what should be included in a voicemail message.

Set Up:

1. Engage learners in a class discussion about leaving voicemail messages. Ask questions, such as: *Have you ever left a voicemail message in English (or your first language)? What are the key elements of a voicemail message?*
2. Create a chart on the board similar to the one below and include the voicemail message to a professor (on the left). In a class discussion, have learners identify the different parts of the message. Complete the column on the right together as a class.

Sample Voicemail Message	Functions
Hello, Professor Winters.	<i>Greeting the other person</i>
This is Maria from your Communications 1 course. Today is January 22 and it's 12:30.	<i>Saying your name, date, time of call</i>
I'm calling to ask for an extension on the assignment.	<i>Stating the reason for the call</i>
I'm really sorry I wasn't able to hand it in on time, but I've been really sick this past week.	<i>Apologizing and giving a reason</i>
Could you please call me back?	<i>Making a request</i>
My number is 555-123-4567.	<i>Giving call back information</i>
Thanks very much.	<i>Ending the call</i>

3. Distribute the handout on the page that follows. Arrange the class in pairs. Have learners read each message (on the left) and with their partner, talk about what is missing in each voicemail message.
4. Take up the answers as a class. Discuss the effects of omitting those particular elements. For example, if you omit your name, what would the listener do?

Additional Practice Suggestion:

- Have learners correct the messages on the handout and practise reading the revised version with a partner. Alternatively, they could record themselves saying the message.

Instructions: Take turns reading the voicemail messages with your partner. Talk about what is missing in each message. Use the list on the right to guide you.



Voicemail Messages

1

Hello Professor Tyers. I am calling because I would like to meet you during your office hours tomorrow. Could you please call me at 905-555-7583, so we can book a time to meet? Thank you so much. Have a nice day.

2

Hello Professor Brant. This is Kai from your Indigenous Perspectives 101 course. Today is January 22, and I am calling because I need help finding a partner for the presentation. I hope you can help me. Feel free to call me or email me at my student account.

3

This is Ginette, and I am calling on March 2. I am from your Language for the Workplace course. I hope you can call me back when you have a moment. My number is 519-555-1563. Have a good weekend.

Elements of a Voicemail Message



- Greeting the other person
- Saying your name, date, time of call
- Stating the reason for the call
- Apologizing and giving a reason
- Making a request
- Giving call back information
- Ending the call appropriately

Teaching Notes: Learners practise common expressions used in voicemail messages.

Set Up:

1. Distribute the handout on the next page. In pairs, learners brainstorm and list expressions for each function. Circulate to provide assistance as needed. As an alternative to working in pairs, post chart paper around the room with each part of the voicemail message written at the top. In pairs or small groups, learners add expressions to each list.
2. Provide pronunciation practice using the expressions. Here are possible issues to address:
 - assimilation, such as /tj/ or /dʒ/ when a word ends in /t/ or /d/ and the next word begins with “y”. For example, “would you”, “could you”, “meet you”
 - linking consonants and vowels, such as “have a” “this is” “because I”
 - sentence stress, etc.

Additional Practice Suggestion:

Provide a scenario and have learners practise a voicemail message using the previous expressions. They can record and listen to their messages on their phones for self-assessment.

Answer Key:

Parts of Call	Expressions
Greeting the other person	<i>Hi/Hello [name]</i>
Saying your name, date, time of call	<i>This is [name]. It's Monday Jan ... at ____ It's [name] calling on Monday ... at ____</i>
Stating the reason for the call	<i>I'm calling about... I'm calling to (tell you/let you know) that I'm calling because ...</i>
Apologizing and giving a reason	<i>I'm (really/very/so) sorry but ...</i>
Making a request	<i>Could I/you ...?; Would you ...? Would it be possible to (+ infinitive)? Would you mind (+ gerund) ...?</i>
Giving call back information	<i>You can reach/call me at ... My number is ... I can be reached at ... Please call me back at ...</i>
Ending the call	<i>Thank you; thanks very much Thanks a lot; thanks</i>

Instructions: With your partner, brainstorm as many expressions as you can for each part of the voicemail message. Write them in the column on the right. Practise saying them.

Saying your name, date, and time of call:
Stating the reason for the call:
Apologizing and giving a reason:
Making a request:
Giving call back information:
Ending the call:

Teaching Notes: In this activity, learners practise leaving a voicemail message; they make some substitutions of expressions for key elements.

Set Up:

1. Elicit from learners (and list on the board) some reasons why they might need to contact a professor or a classmate (e.g., to apologize about not completing work or fully participating in class activities). Discuss if/when it is good idea to contact a professor or classmate by phone versus email. Refer to the brainstormed list for possible additional scenarios for the activity on the next page.
2. Review the key elements and expressions for each part of the voicemail message (opening, apologizing/making a request, stating the reason, ending the call).
3. Distribute the handout on the page that follows. Model how to complete it with your own example for the first few blanks. Do a few blanks together to check for understanding on the task.
4. Arrange learners into pairs or small groups. Have them practise the messages for the two scenarios by substituting different expressions in each blank space. Circulate and provide immediate feedback as needed.

Additional Practice Suggestion

- Use any of the scenarios from the discussion at the beginning of this activity for additional practice. Have learners record their messages and listen back for self-assessment.

Read the scenario and voicemail messages. Write appropriate expressions in the blank spaces.



Message 1: Voicemail for a Professor

Scenario: You want to switch classes.

_____ (greeting), Professor Wang. This is _____ (say your name)
 from _____ (which class?). It is _____ (date and time). I am calling
 because _____ (reason for the call).
 I _____ (give a reason/details). Please contact me at
 _____ (phone number). _____ (end the call)



Message 2: Voicemail for a Classmate

Scenario: You want to tell the project group leader that you will not be able to meet the group to plan a group assignment. Give a reason and apologize.

_____ (greeting), _____ (name of classmate). This is _____ (say your
 name) from _____ (which class?). It's _____ (date and time). I
 am calling because _____ (reason for the
 call). I _____ (apology) _____ (give details).
 Please call me at _____ (phone number). _____ (end the call)

Competency Area: Interacting with Others

Teaching Notes: In this skill-using task, learners leave a message for a professor apologizing for missing a class or a test. If the same scenario is used for the assessment task, only one or the other can be included in learners' portfolios, and not both.

Set Up:

1. Review the different expressions for apologizing and making requests, as well as common voicemail expressions for greetings and closings.
2. Arrange learners in pairs or small groups. Distribute the **Scenario Cards** (Partner A and Partner B); also distribute a Feedback Form to each learner. Ensure learners understand the expectations for the task and the criteria for assessment.
3. Have learners take turns leaving a voicemail using their scenario card. Alternatively, they could record a voicemail message using an online recorder (e.g., Flipgrid, Vocaroo) or their cell phone. Learners share their recordings with the instructor and/or classmates for peer or teacher assessment.

Assessment:

Choose the approach that best suits the needs of learners. For example:

- Peer and self-assessment: Provide enough time for peers to share and review feedback or for self-assessment. If learners record their voicemail, they can self assess or peer assess by listening to their partner's recording or their own. You can also listen and complete the instructor feedback.
- Circulate and make observations during the partner voicemail practice. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

Scenario Cards

PARTNER A – Leave a voicemail message for a professor

- Greet the professor
- Say your name
- Say the time and date of your call
- Apologize for missing a deadline for an essay
- Give an explanation (Your computer wasn't working and you had to get a new one)
- Ask the professor to call you back (Be sure to include a telephone number)
- End the call



PARTNER B – Leave a voicemail message for a professor

- Greet the professor
- Say your name
- Say the time and date of the call
- Apologize for missing a presentation today
- Give an explanation (You got to school late because your car wouldn't start)
- Ask the professor to call you back (Be sure to include a telephone number)
- End the call

Apologizing in a Voicemail Message, *continued*

FEEDBACK FORM: Apologizing in a Voicemail Message			SU
Name of speaker: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The speaker (caller):	Yes	No	Comments
Greeted the other person, gave own name, date and time of call.	<input type="checkbox"/>	<input type="checkbox"/>	
Gave the reason for the call.	<input type="checkbox"/>	<input type="checkbox"/>	
Gave an apology and an explanation.	<input type="checkbox"/>	<input type="checkbox"/>	
Asked for a call-back; gave contact information; ended the call appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly.	<input type="checkbox"/>	<input type="checkbox"/>	

----- ✂ -----

FEEDBACK FORM: Apologizing in a Voicemail Message			SU
Name of speaker: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The speaker (caller):	Yes	No	Comments
Greeted the other person, gave own name, date and time of call.	<input type="checkbox"/>	<input type="checkbox"/>	
Gave the reason for the call.	<input type="checkbox"/>	<input type="checkbox"/>	
Gave an apology and an explanation.	<input type="checkbox"/>	<input type="checkbox"/>	
Asked for a call-back; gave contact information; ended the call appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly.	<input type="checkbox"/>	<input type="checkbox"/>	



Reading

Skill-Building and Skill-Using Activities

Level of Formality in Written Messages	40
Identifying Tone and Attitude	42
Reading Messages with Apologies and/or Requests	45

Teaching Notes: In this activity, learners analyze two email messages for formality. Review formal and informal expressions for apologies and requests as needed.

Set Up:

- Engage learners in a discussion about the differences between informal and more formal messages. Note that the degree of formality is dependent on the relationship between the writer and the reader and the purpose of the message. Brainstorm different ways to express degrees of formality, including:
 - Using specific words and expressions
 - Using certain grammatical structures
 - Using contractions (for informal writing)
- Arrange the class in pairs. Distribute the handout on the next page. Go over the instructions and the guiding questions with the class to ensure understanding. With their partner, have learners use the guiding questions to read and analyze the two short emails.
- Take up the answers as a class. Consider displaying both emails and underlining/circling the elements that indicate the degree of formality.

Answer Key:

	Email 1	Email 2
1. Who are the readers?	classmate	professor
2. What is the purpose of each message?	Apologize for not being able to meet	Request an extension
3. Which message is less formal and which is more formal?	Less formal	More formal
4. How do you know?		
- Greetings and closings	<i>Hey Jim; Cheers</i> (+ first name only)	<i>Dear Professor ...;</i> Sincerely + first & last name
- Specific words/expressions	Informal expressions: <i>bring me up to speed;</i> <i>mess things up</i>	<i>I am writing to request...</i> <i>My sincerest apologies</i>
- Contraction:	Uses many contractions	No contractions used

Instructions: Read the two email messages below. With your partner, talk about the following questions:

1. Who are the readers?
2. What is the purpose of each message?
3. Which message is less formal, and which is more formal? How do you know? (Look at the greetings and closings, specific words and expressions that show the level of formality, the use of contractions).
4. What expressions were used to communicate an apology or request? Which of these expressions are informal, and which are more formal?

Email 1



Hey Jim,

Reply

Sorry, but I won't be able to meet with the team today to go over our group assignment. I've been called into work this afternoon and I can't get out of it. I can work on my part of the assignment tonight when I get home, and then send you what I have tomorrow morning. Does that work for you? Maybe we could go for a coffee after class so you can bring me up to speed on what the team is doing.

I know this isn't ideal and I hope this doesn't mess things up too much. Let me know if you want to go for a coffee tomorrow.

Cheers,

Ron

Email 2



Dear Professor Walsh,

Reply

I am writing to request a one-day extension on the essay that is due at noon today. I have been dealing with a family emergency this past week, and I was unable to work on the essay for a couple of days.

Please let me know if you will accept my request. My sincerest apologies for the late submission.

Sincerely,

Mia Sanchez
Psychology 101

Teaching Notes: In this activity, learners read email messages and identify tone. Pre-teach expressions and intensifiers (e.g., really, very, extremely, a little) to show degrees of sincerity in an apology as needed.

Set Up:

1. Activate background knowledge about tone and attitude by reciting statements with different tones of voice. Elicit from learners how they feel when hearing the variations in tone (e.g., saying “*Thank you*” in an excited, sarcastic, sincere, or straightforward way). Engage learners in a discussion about how tone effects the way messages are received.
2. Elicit from learners the ways in which tone and attitude can be expressed in writing, such as: word choice (e.g., more formal language conveys a more serious tone), grammar (e.g., use of intensifiers), punctuation (e.g., the use of uppercase/capital letters on some words, exclamation marks for emphasis), and sentence style.
3. Distribute the handouts on the pages that follow. In pairs or small groups, learners read the email exchanges and discuss the questions. Circulate to provide support as necessary.

Answer Key:

Email Exchange 1

1. What is the tone of Ron’s message? What do you see in his message that conveys this tone? (e.g., expressions, intensifiers, details, other)

Answer: Sincere. Use of intensifier *really sorry*; he apologizes twice. Ron acknowledges that his lateness may cause problems for Lucy.

2. What is the tone of Lucy’s response? What do you see in her response that conveys this tone? (e.g., word choice, expressions, other)

Answer: She is annoyed (*I have to say I am kind of upset*); she doesn’t acknowledge Ron’s apology.

3. How do you think Ron will feel after reading Lucy’s response? Explain.

Answer: Lucy has made it clear she is upset with Ron.

Email Exchange 2

1. What makes these messages informal? **Answer:** The greetings and the closings.

2. What is the tone of Lucy’s response? What do you see in her response that conveys this tone? (e.g., word choice, expressions, details)

Answer: Calm, unconcerned. She says, “*no worries*” in response to Ron’s apology.

3. How do you think Ron will feel after reading Lucy’s response? Explain.

Answer: Perhaps, relieved that Lucy isn’t annoyed with him and that they will still meet their deadline.

Name: _____ Date: _____

Instructions: Read the email and the response. Answer the questions below.

Email Exchange 1

Lucy's Response

From: Lucy Edwing ledwing@gmail.com
To: Ron Santos rsantos@gmail.com
Subject: report

Hi Ron,

I got your message. I have to say that I am kind of upset that you waited until the last minute to do your part of the assignment, particularly since this is not the first time.

Anyway, there's not much we can do about it now. I'll add the conclusion to the final draft, and we can review it after class tomorrow.

Thanks,
Lucy

Ron's message

From: Ron Santos rsantos@gmail.com
To: Lucy Edwing ledwing@gmail.com
Subject: report

Hey Lucy,

I know I promised to send you the conclusion for the report by noon yesterday, but I've been really busy trying to get another assignment done that is due at the end of the day today. I'm really sorry.

The conclusion is attached. My apologies again, and I hope I haven't slowed things down for you too much.

Cheers,
Ron

1. What is the tone of Ron's message? What do you see in his message that conveys this tone? (e.g., expressions, intensifiers, details, other)
2. What is the tone of Lucy's response? What do you see in her response that conveys this tone? (e.g., word choice, expressions, other)
3. How do you think Ron will feel after reading Lucy's response? Explain.

Email Exchange 2

Lucy's
Response

From: Lucy Edwing ledwing@gmail.com
To: Ron Santos rsantos@gmail.com
Subject: report

Hi Ron,

Thanks for sending the conclusion.

No worries. I met with the team yesterday to coordinate the rest of the report. I put everything together today, and I'll just add your conclusion. I'll send it off to the professor by tomorrow, just in time to meet the deadline.

Thanks,
Lucy

Ron's
message

From: Ron Santos rsantos@gmail.com
To: Lucy Edwing ledwing@gmail.com
Subject: report

Hey Lucy,

I know I promised to send you the conclusion for the report by noon yesterday, but I've been really busy trying to get another assignment done that is due at the end of the day today. I'm really sorry.

The conclusion is attached. My apologies again, and I hope I haven't slowed things down for you too much.

Cheers,
Ron

1. What makes these messages informal?
2. What is the tone of Lucy's response? What do you see in her response that conveys this tone? (e.g., word choice, expressions, details)
3. How do you think Ron will feel after reading Lucy's response? Explain.

Competency Area: Interacting with Others

Indicators of Ability: Identifies main idea (1), identifies details (2,3,8, 10), makes inferences (4,5,6,9), identifies mood and attitude (7)

Teaching Notes: Review vocabulary and content as needed prior to the task. Also, it may be helpful to review how to read questions and find answers in multiple-choice questions.

Set Up:

1. Inform learners that will read an email and a response and then answer questions. Elicit from learners what they might expect in an apology email and in a response. Review ways that tone, attitude, and level of formality are expressed in writing.
2. Distribute the handout on the next page. Learners can work with a partner or independently to answer the questions.
3. Take up the answers as a class. Take note of which questions were most challenging for learners, and offer review and additional practice as needed.

Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.
- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? What made it easy or difficult?

Answer Key:

- | | |
|------|-------|
| 1. b | 7. b |
| 2. c | 8. a |
| 3. b | 9. b |
| 4. a | 10. c |
| 5. c | |
| 6. a | |

Name: _____

Date: _____

**Email2:
Response**

From: Shoshana Led sled@pmail.com
To: Judy Clarke jclarke@pmail.com
Subject: Class debate



Hey Judy,

I hear you! I'm finding this debate really challenging, too.

I can meet with you for sure. In the meantime, if I remember correctly, you were going to research some countries where the government pays for college/university and make a list of the benefits for students in those countries. Does that sound right? I am researching the costs of education, how many students need to get loans, and how long it takes them to pay back the loans.

Why don't we see if Fadi and Joan can join us? They might have questions too or some other ideas on what we can talk about. I'll send an email to the group to see if they are available later today.

Don't worry. We'll get it all together soon.

Best,
Shoshana

Email 1

From: Judy Clarke jclarke@pmail.com
To: Shoshana Led sled@pmail.com
Subject: Class debate

Hi Shoshana,

I wanted to reach out to you to say that I'm really sorry, but I don't have my arguments together for the debate on Thursday. The reason is that I just don't get what I need to be focussing on. I know our topic is, "Governments should pay for higher education," but what part of the topic should I be looking at? How in-depth should I go with my arguments? Where should I even start looking for information on this topic? I've been going through the instructions, but I am getting really confused.

Do you think we could meet this afternoon to go over some ideas? I want to make sure we don't end up saying the same thing. I am sorry to bother you, but I can't really move forward until I'm sure about what I need to be doing. I'm hoping you can meet with me, so I can have everything ready for our practice session tomorrow.

Cheers,
Judy

Name: _____

Date: _____

Instructions: Read the email messages and answer the questions.

Part 1: Email 1

1. What is Judy apologizing for?
 - a. Arguing with Shoshana.
 - b. Not getting her work done.
 - c. Not being able to meet Shoshana.
2. What reason does Judy give?
 - a. She doesn't know when the deadline is.
 - b. She doesn't know what the topic is.
 - c. She doesn't know what to work on.
3. When are they doing the debate in class?
 - a. Tuesday
 - b. Thursday
 - c. This afternoon
4. Judy says "...I just don't get what I need to be focusing on." She means _____.
 - a. she doesn't understand her part of the assignment
 - b. she doesn't understand the topic
 - c. she didn't receive the assignment
5. When Judy says she can't move forward, she means _____.
 - a. she can't go for a walk later today
 - b. she doesn't want to continue working with this team
 - c. she can't continue with her research at this time

Part 2: Email 2- Response

6. When Shoshana writes, "*I hear you!*", she means ____.
 - a. she agrees with Judy
 - b. she disagrees with Judy
 - c. she is a good listener

7. How is the tone of Shoshana's message?
 - a. She is upset.
 - b. She is sympathetic.
 - c. She is worried.

8. What does Shoshana promise to do?
 - a. Meet with Judy
 - b. Listen to Judy
 - c. Call Fadi and Joan

9. Shoshana writes, "*We'll get it all together soon.*" It refers to ____.
 - a. the debate practice session
 - b. the debate arguments
 - c. the meeting with the group

10. Why does Shoshana suggest inviting Fadi and Joan?
 - a. They are the professors.
 - b. They are available to meet.
 - c. They are group members.



Writing

Skill-Building and Skill-Using Activities

Drafting an Email with an Apology	50
Writing and Editing a Message	52
Writing an Email to a Professor	55

Teaching Notes: In this activity, learners focus on drafting the different parts of an email containing an apology. Refer learners to the expressions for apologies and requests from previous skill-building activities. Review formal and less formal greetings and closings for writing business emails.

Set Up:

1. In a class discussion, brainstorm a list of possible reasons you might need to apologize to a professor and make a request. Complete a chart like the one below on the board. Consider having learners copy it so they can refer to it throughout the Writing activities of this module.

Reasons for Apologising	Possible Requests
<ul style="list-style-type: none"> • Not meeting a deadline • Missing a test/exam • Coming late because of: an illness, a death in the family, computer problems, a transportation issue, a scheduling problem, other responsibilities 	<ul style="list-style-type: none"> • Request an extension • Request an alternative date (e.g., for a test) • Request lecture notes/assignment details, etc. • Request to meet

2. Have learners practise writing sentences to apologize or make a request for the reasons in the chart, using appropriate expressions. Remind learners that they can also use some of expressions they learned in the Speaking activities of this module. Circulate and note any grammar issues that may need further clarification (e.g., *I'd like to apologize for* + gerund; *I wonder if it would be possible to* + infinitive.).
3. Distribute the handout on the next page. Working with a partner or in small groups, have learners brainstorm and complete the chart with possible expressions they could use in an email. Review together as a class.
4. Choose a situation from the brainstormed list. On the board (or in an actual email displayed for the class), list and model the process of writing the message using the expressions in the handout. Begin by brainstorming a subject line with the class. Then, demonstrate how to format the email (e.g., spacing between sections, punctuation for greetings/closings), and how to turn the ideas from the chart into a cohesive message.
5. As a class, select a new situation/request and have learners use the chart to draft their own email. Circulate to provide support and offer immediate feedback as needed.

Instructions: Complete the chart below with expressions for each part of the apology email. Then use the expressions in the chart to plan and write your message.

Context

What happened? _____

What is the request? _____

Expressions + Context

Greeting	
Stating the reason for writing	
Apologizing	
Sharing the problem and reasons	
Making a request	
Closing	

Teaching Notes: In this activity, learners examine a piece of writing to find and correct mistakes. They also analyze the message they wrote in the previous activity for spelling, punctuation, and grammatical errors. Pre-teach or review the following types of errors: sentence fragments, run-on sentences, incorrect verb tenses.

Set Up:

1. As a class, discuss the importance of writing messages that are clear, concise and error-free when writing to a professor.
2. Inform the class that they will be reviewing an email to identify common mistakes, including sentence fragments, run-on sentences, and incorrect verb tenses.
3. Display the email below. Have learners read the message for overall meaning.
4. Together with the class, go through the email sentence by sentence to identify the following mistakes:
 - sentence fragments (Does the sentence contain a subject and a verb?)
 - run-on sentences (Does a sentence need to be split into two sentences?)
 - incorrect verb tenses
 - punctuation
 - spelling
5. After examining the email and identifying the mistakes, model how to rewrite the email. Invite learners to assist in corrections when possible. (A corrected email is provided in the answer key on the next page.)

Dear Professor Lee,

I am writing. Because, I would like to request an extension for my project. I am truly sorry that I am not completing it by the due date. This week my duaghter has being home sick, and I am not spend much time on this asignment. Would it be possible for me to have one more week to submit it please let me know at your convenience.

Many thanks,
Mariam Smith

6. Distribute the handout on the page that follows. Have learners work independently to circle or identify the problems, then compare their findings with a classmate. They then rewrite the email individually so that it is correct. Take up the corrections as a class.

Answer Key:

Dear Professor Lee,

I am writing because I would like to request an extension for my project. I am truly sorry that I cannot complete it by the due date. This week my daughter has been home sick, and I couldn't spend much time on this assignment. Would it be possible for me to have one more week to submit it? Please let me know at your convenience.

Many thanks,
Mariam Smith



Hello Professor Mendieta,

I am writing because I would like to request an extension for my presentation. I am very sorry that I won't be able to do it on time. I was able to pick up three extra shifts this week, and I really need the work. I am wondering if I would be able to present in the next class. Alternatively, I can record myself doing the presentation and share it with the class. Please let me know if you approve my request for an extension and which presentation method you prefer.

Kind regards,
Rana Al-Nassar

Handout

Instructions: Read the email below. Circle or highlight mistakes related to sentence fragments, run-on sentences, incorrect verb tenses, and punctuation. Compare your answers with a partner. Then, rewrite the email correctly.



Hello Professor Mendieta,

I am writing because I will like an extension for my presentation I am very sorry. That I won't be able to do it on time. I was able to pick up three extra shifts this week, and I really need The work. I will be wondering. If I would be able to present in the next class. Alternatively, I can record myself doing the presentation and sharing it with the class. Please let me know if you are approving my request for an extension and which presentation method you preferring.

Kind regards,
Rana Al-Nassar

[illegible]

Competency Area: Interacting with Others

Teaching Notes: In this skill-using task, learners write an email that includes an apology, explanation, and request. If possible, have learners write actual emails and send them to each other for peer review or to you for feedback.

Set Up:

1. Inform learners that they will be writing an email to a professor. Assign the following task:
You are not able to write an exam tomorrow. Write an email (about 1 paragraph) to the professor that includes an explanation of the situation, an apology, and a request to write the exam on another day.
2. Discuss the importance of using the correct level of formality for a message to a professor.
3. Review expressions for apologies and requests, as well as the format of an email message as needed. Also, review any grammar points (e.g., sentence fragments, verb tenses) that learners are still having difficulty with.
4. Distribute a copy of the feedback form to each learner. Explain the criteria to ensure learners are clear about expectations.

Assessment:

When learners have completed the email, they can exchange their work with a partner for peer feedback using the feedback form. Alternatively, they could use the form to assess their own work.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If learners need additional practice, repeat this task with other situations generated from the class.

Writing an Email to a Professor, *continued*

FEEDBACK FORM: Writing an email to a professor			
Name of writer: _____		Date: _____	
Select all that apply: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The message:	Yes	No	Comments
Is clear for the reader.	<input type="checkbox"/>	<input type="checkbox"/>	
Includes the reason for writing, an apology, an explanation, and a request.	<input type="checkbox"/>	<input type="checkbox"/>	
Has appropriate expressions for apologies and requests.	<input type="checkbox"/>	<input type="checkbox"/>	
Has very few spelling, grammar, or punctuation mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing an email to a professor			
Name of writer: _____		Date: _____	
Select all that apply: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The message:	Yes	No	Comments
Is clear for the reader.	<input type="checkbox"/>	<input type="checkbox"/>	
Includes the reason for writing, an apology, an explanation, and a request.	<input type="checkbox"/>	<input type="checkbox"/>	
Has appropriate expressions for apologies and requests.	<input type="checkbox"/>	<input type="checkbox"/>	
Has very few spelling, grammar, or punctuation mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

Preparation for Assessment Tasks.....	58
Listening to an Apology	60
Giving an Apology on the Phone	62
Reading a Message with an Apology	64
Writing a Message with an Apology	67

Each assessment task is the culmination of the skill-building activities and skill-using tasks in the module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion and criteria for success when introducing the task to learners to ensure learners are clear about expectations.

- **Listening:** Learners listen to a conversation between two classmates and answer comprehension questions. Play the conversation twice; once so that learners can answer the comprehension questions and another time to check their answers.
- **Speaking:** Learners leave a voicemail message for a teacher to apologize for missing a class/test. Learners can record themselves on their cell phone (or using a web app such as Vocaroo or Flipgrid) and share it with the instructor for assessment.
- **Reading:** Learners read two emails (an apology and a response) and answer comprehension questions. CLB 5 reads the first email only; CLB 6 reads both messages.
- **Writing:** Learners write an email to a professor with an apology for not submitting an essay on time and a request for an extension. This could be set up as an actual email that learners send to the instructor or as a hand-written message. Encourage learners to use the assessment tool to review their writing before handing it in.

Feedback:

- *Productive Tasks (Speaking and Writing):*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with.

Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (meets/not yet) beside each criterion or write “not sure” if appropriate.

- *Receptive Tasks (Listening and Reading):*

When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers in divdually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:**Listening Task**

- | | |
|------|-------|
| 1. b | 7. c |
| 2. c | 8. b |
| 3. a | 9. a |
| 4. b | 10. a |
| 5. a | 11. c |
| 6. c | |

Reading Task

- | | |
|------|-------|
| 1. b | 7. c |
| 2. a | 8. b |
| 3. b | 9. b |
| 4. a | 10. a |
| 5. c | 11. a |
| 6. c | |

Transcript: Listening Assessment

Moe: Hey, Aaron. How's it going?

Aaron: Oh, hi Moe! I'm so glad I found you! I wanted to talk to you about our report.

Moe: Oh? What's up?

Aaron: I feel so bad. I haven't been able to do any of my research for it yet.

Moe: Oh, really. Why not?

Aaron: I had a problem with my computer this past week. I had some kind of virus and couldn't access my files. A friend of mine had a look and tried to sort it out but wasn't able to fix it so I had to take it in to the shop. They've had it since last Friday!

Moe: Oh, wow! That's a long time.

Aaron: Yeah, I know. Anyway, I know you're waiting for my part to be done before you can move forward with the conclusion. I am so sorry for delaying your work. I just picked up my computer five minutes ago, but I'm going home right now to start working on the rest of the research.

Moe: Okay, but do you think you'll have it all done by tomorrow morning? I need to get the conclusion done asap. The report is due on Wednesday.

Aaron: Oh, for sure! It shouldn't take more than a couple of hours. I'll have the file to by the end of the day at the latest.

Moe: Ok, then. I'll work on some other stuff tonight while you get that done. I'll finish off the conclusion as soon as I get your file. The rest of the report is done, so I think we'll be good.

Aaron: Great. And Moe, I'm so sorry about this. I really wasn't expecting for this to happen.

Moe: No worries. It's all good. If worse comes to worst, we can email the professor and tell her what happened. I'm sure she'll understand, and, hopefully, she can extend the deadline by a day or two.

Aaron: Sounds good.

Listening to an Apology

AT

Module Topic: Interacting with Classmates and Professors

CLB 5 ☐

Competency Area: Interacting with Others

CLB 6 ☐

Criteria: Identifies main idea (1); identifies tone, mood, and attitude (6); identifies details (2, 3, 4, 8, 11); makes an inference (5, 7, 9, 10)

Name: _____

Date: _____

Part 1: CLB 5 and 6: Listen to the conversation. Answer the questions.

1. Why is Aaron apologizing?
 - a. He did not write the conclusion.
 - b. He did not do his portion of the work.
 - c. His computer had a virus.
2. What kind of assignment are Aaron and Moe working on?
 - a. A presentation
 - b. A project
 - c. A report
3. What is Aaron's reason for not doing the work?
 - a. His computer wasn't working.
 - b. He wasn't feeling well.
 - c. He had to finish other work.
4. When is the deadline for the assignment?
 - a. In the morning
 - b. On Wednesday
 - c. On Friday
5. When Aaron says, "*I feel so bad ...*", he is _____.
 - a. acknowledging the inconvenience
 - b. talking about his health
 - c. giving a reason
6. When Moe hears about Aaron's situation, he seems _____.
 - a. angry
 - b. frustrated
 - c. worried

Task Success: CLB 5

Part 1: 4 out of 6

Your score: ____ /6

Part 2: CLB 6 only

7. Aaron says he asked his friend to *sort out* the problem. *Sort out* means _____.
 - a. to look at it
 - b. to organize (the files)
 - c. to fix it
8. What is the imposition?
 - a. Moe can't get his homework done.
 - b. Moe can't finish his work until Aaron does his part.
 - c. Moe can't use the computer.
9. When Moe says, "*No worries*," he is expressing _____.
 - a. understanding
 - b. worry
 - c. fear
10. When Moe says, "*I think we'll be good*," he means _____.
 - a. Everything will be ok.
 - b. They will likely get a good mark.
 - c. They will have a good day.
11. Will Moe and Aaron email the professor about Aaron's problem?
 - a. Yes.
 - b. No.
 - c. Only if they can't finish the work on time.

Task Success: CLB 6	Part 1: 4 out of 6	Your score: ____ /6
	Part 2: 4 out of 5	Your score: ____ /5

Giving on Apology on the Phone

AT

Module Topic: Interacting with Classmates and Professors

CLB 5 ☐

Competency Area: Interacting with Others

CLB 6 ☐

Name: _____

Date: _____

Instructions: Record a voicemail message using the situation card.

SPEAKING: CLB 5 or CLB 6		Meets Expectations	Not Yet
*Overall	The message is clear and can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
*Content	CLB 5/6: The message includes all relevant information: opening, purpose of the call (to inform about missing a class/test), an appropriate reason, a closing. CLB 6: Includes a request for a call-back.	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	CLB 5: Uses appropriate expressions and an adequate range of vocabulary. CLB 6: Uses appropriate expressions and a good range of everyday vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
Grammar and Sentence Structure:	CLB 5: Demonstrates good control of simple structures and attempts to use complex sentences. CLB 6: Uses a range of sentence structures with developing control of complex sentences.	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	CLB 5/6: Uses appropriate tone and intonation to express regret and apology; fluency is reasonably adequate.	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: CLB 5/6: Meets 4 out of 5 criteria. Must include starred (*) items.			
Doing well:		Next time:	



CLB 5

Leave a voicemail message for your teacher:

- Say your name
- Say the date and time of your call
- Apologize for missing a class
- Give an explanation: Your child was sick
- End the call appropriately

CLB 5

Leave a voicemail message for your teacher:

- Say your name
- Say the date and time of your call
- Apologize for missing a class
- Give an explanation: There was a problem on the subway
- End the call appropriately



CLB 6

Leave a voicemail message for your teacher:

- Say your name
- Say the date and time of your call
- Apologize for missing a test
- Give an explanation
- Ask the teacher to call you back (Be sure to include a telephone number)
- End the call appropriately

CLB 6

Leave a voicemail message for your teacher:

- Say your name
- Say the date and time of your call
- Apologize for missing a test
- Give an explanation
- Ask the teacher to call you back (Be sure to include a telephone number)
- End the call appropriately

Reading a Message with an Apology

AT

Module Topic: Interacting with Classmates and Professors

CLB 5 ☐

Competency Area: Interacting with Others

CLB 6 ☐

Criteria: Identifies the main idea (1); identifies details (2,3,4); makes inferences (5,6,8,9,10); identifies mood and attitude (7,11)

Name: _____

Date: _____

Part 1: CLB 5-6 Instructions: Read the email(s) and answer the questions.

1. What is Lee apologizing for?
 - a. Not being able to give the presentation.
 - b. Not being able to meet with Rashid.
 - c. Having childcare issues.
2. What reason does Lee give?
 - a. She has to look after her child.
 - b. She is working late at her job.
 - c. She is sick.
3. When are they giving the presentation?
 - a. This evening.
 - b. The next day.
 - c. This afternoon.
4. What does Lee promise to do?
 - a. finish her part of the presentation in the evening
 - b. send her part to Rashid the next morning
 - c. meet at 10:30 to discuss the presentation
5. Lee suggests they “*do a quick run through*”. She means they _____.
 - a. talk to the professor about getting a good grade
 - b. meet quickly before class
 - c. rehearse the presentation together
6. Lee says, “*Let me know if tomorrow before class works for you.*” She is asking _____.
 - a. if she can work for Rashid
 - b. if Rashid is working tomorrow before class
 - c. if it is convenient for Rashid to meet

Task Success: CLB 5

Part 1: 4 out of 6

Your score: ____ /6

CLB 6 Only: Response Email

7. How does Rashid feel?
 - a. angry
 - b. calm
 - c. concerned

8. When Rashid writes, “I’m sorry to hear you can’t make our meeting today.” what does he mean by “*can’t make our meeting*”?
 - a. Lee can’t present in the meeting.
 - b. Lee can’t come to the meeting.
 - c. Lee can’t arrange the meeting.

9. Rashid says he is “*no procrastinator*”. That means _____.
 - a. he suffers from anxiety
 - b. he doesn’t leave things until the last minute
 - c. he doesn’t get things done on time

10. When Rashid writes “*we will have to make do*”, he means they will have to _____.
 - a. accept the situation as it is
 - b. try to change the situation
 - c. get as much done as possible


11. Rashid agrees with Lee’s suggestions.
 - a. True
 - b. False

Task Success: CLB 6

Parts 1 and 2: 8 out of 11

Your score: __ /11

Email: CLB 5 and 6



From: Lee Blane leeblane@gmail.com
To: Rashid Ali rashid@gmail.com
Subject: Presentation tomorrow

Hey Rashid,


I wanted to let you know that I won't be able to make it to our meeting this afternoon to work on tomorrow's presentation. My son was sent home from daycare today because he is sick.

I will be able to work on my part of the presentation this evening when my son is sleeping, and I can send it to you before 10:30 pm. I will also plan out what I'm going to say for these slides, and you can plan what to say for the rest. Maybe we can meet half an hour before class tomorrow to do a quick run through? I would like to make sure the presentation runs smoothly, and we have covered all the expectations of the assignment. I know we both need to get good grades on this assignment.

Again, my sincerest apologies for not being able to meet you today and for adding this last-minute stress! Let me know if tomorrow before class works for you.

Best regards,
Lee

Email Response: CLB 6 Only



From: Rashid Ali rashid@gmail.com
To: Lee Blane leeblane@gmail.com
Subject: Presentation tomorrow

Hi Lee,

Thanks for your email. I am sorry to hear that you can't make our meeting today. I understand your childcare issues this evening, but I am feeling a little anxious now. You know me, I am no procrastinator! I like to get things done as much as possible in advance. However, since that won't work out, we will have to make do. Please send me everything you can by 10:30 pm. I will make it all look nice for the presentation.

Yes, let's meet at 9:30 tomorrow morning to run through everything.

I hope your son feels better soon. have a good evening.

Best,
Rashid

Writing a Message with an Apology

AT

Module Topic: Interacting with Classmates and Professors

CLB 5 ☐

Competency Area: Interacting with Others

Name: _____

Date: _____

Instructions: You are not able to submit an essay on time. Write a message (about 1 paragraph) to the professor that includes an explanation of the situation, an apology, and a request for an extension. You can choose one of explanations below or choose your own.

- Your internet wasn't working all day yesterday because of a power failure.
- A member of your family had an accident, and you had to take them to the hospital.
- Your own reason.

WRITING: CLB 5		Meets Expectations	Not Yet
*Overall:	The message is clear and conveys the intended meaning for the audience.	<input type="checkbox"/>	<input type="checkbox"/>
Content:	Provides an apology, explains the situation, and requests an extension.	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	Uses an adequate range of vocabulary. Uses appropriate expressions for apologies and requests.	<input type="checkbox"/>	<input type="checkbox"/>
Grammar:	Demonstrates adequate control of simple structures.	<input type="checkbox"/>	<input type="checkbox"/>
Mechanics:	Demonstrates adequate control of spelling, punctuation, and format.	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: CLB 5: Meets 4 out of 5 criteria. Must include starred (*) item.			
Doing well:		Next time:	

Module Topic: Interacting with Classmates and Professors

CLB 6 ☐

Competency Area: Interacting with Others

Name: _____

Date: _____

Instructions: You are not able to submit an essay on time. Write a message (about 1 paragraph) to the professor that includes an explanation of a situation, an apology, and a request for an extension. You can choose one of explanations below or choose your own.

- Your internet wasn't working all day yesterday because of a power failure.
- A member of your family had an accident, and you had to take them to the hospital.
- Your own reason.

WRITING: CLB 6		Meets Expectations	Not Yet
*Overall:	The message is clear and conveys the intended meaning for the audience.	<input type="checkbox"/>	<input type="checkbox"/>
Content:	Provides an apology, explains the situation with two or more details, and requests an extension.	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary:	Uses a good range of vocabulary. Uses appropriate expressions for apologies and requests.	<input type="checkbox"/>	<input type="checkbox"/>
Grammar:	Demonstrates adequate control of simple structures; uses some complex structures.	<input type="checkbox"/>	<input type="checkbox"/>
Mechanics:	Demonstrates adequate control of spelling, punctuation, and format.	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: CLB 6: Meets 4 out of 5 criteria. Must include starred (*) item.			
Doing well:		Next time:	