

**Lesson Title:** Who Should Apologize?

**Rationale:** Apologizing is easier said than done. This is true even when language barriers are non-existent. Equipping language learners to apologize will better prepare them for the inevitable conflicts of life.

**Context:** This lesson could be used for most groups of intermediate/advanced learners. It is designed to take approximately two hours of class time, but this could vary.

**Objectives:**

By the end of this lesson, students will be able to:

- use the modal perfect to make judgments and speculations about the past.
- prepare and deliver a verbal apology.
- write a letter of apology.

**Materials:**

- Ball
- Internet connection
- Computer with projector or Smartboard
- Copies of *How to Apologize Worksheet* (Wellcast, n.d.) from [www.watchwellcast.com](http://www.watchwellcast.com)
- Students will need their mobile phones

**Activities:**

*Day 1 Homework:*

Have students watch the *How to Apologize* (Watchwellcast, 2013) video and review Marcus' (2010) *Modal Perfect* presentation. Have students complete the *Google Form* (See Appendix A). Encourage students to bring questions about the content to class on the following day. Review the survey responses in order to predict questions and problem areas.

*Day 2 Class:*

- Review homework and answer questions.
- Describe the two primary purposes of the modal perfect (i.e. to make judgments about the past and to speculate about the past) and provide examples
- Elicit more examples from students.
- Use the Ball Toss Activity (see below) to provide practice opportunities.

**Ball Toss Activity**

*Round 1: Judgment*

*Teacher:* "He failed the test." (tosses the ball to Student 1)

*Student 1:* "He should have studied more." (tosses the ball to Student 2)

*Student 2:* "He should have asked his teacher for help." (tosses the ball to Student 3)

*Student 3:* "He shouldn't have been lazy." (tosses the ball to Student 4)



*Round 2: Speculation**Teacher: "Juan can't find his wallet." (tosses the ball to Student 1)**Student 1: "He might have left it at home." (tosses the ball to Student 2)**Student 2: "It might have been stolen." (tosses the ball to Student 3)**Student 3: "He might have left it on the bus." (tosses the ball to Student 4)*

- Watch *Albamarle man shoots daughter's laptop after reading Facebook rant* (WSOCTV9, 2012) video.
- Perform survey using *Poll Everywhere* ([www.polleverywhere.com](http://www.polleverywhere.com)).

*Note: This lesson calls for the use of Poll Everywhere, a site that allows users to project questions and see responses in real time. Students can respond in several ways using their cell phones. This method of seeking responses should add an interesting twist to this activity and will elicit several examples of the modal perfect that will be displayed on the screen and can be discussed in class (See Appendix B). If the teacher chooses not to use this survey site, the questions could easily be presented in a more traditional format, with the teacher writing responses on the board.*

Questions for Poll

1. Who should apologize? (a) the father (b) the daughter (c) neither (d) both
2. What could the daughter have done differently? (open response)
3. What could the father have done differently? (open response)

- Discuss results. Take time to note any errors in the replies to the open response questions.
- Have students describe their reasoning in small groups.
- Have students work in pairs to complete the *How to Apologize* worksheet. One student should address the task from the perspective of the father, the other from the perspective of the daughter. When students complete the worksheet, they should make a script that (a) involves both parties apologizing (b) includes two examples of the modal perfect (c) involves both parties trying to make amends.
- Have each group present their dialogues. After each presentation, the class should evaluate the apologies, and describe why they are (or are not) effective in light of what they have learned.

Homework: Students write a half-page letter in which they apologize. The letter may be based on a real or imagined situation.



## References

Marcus. (2010). *Modal perfect* [Slideshare Presentation]. Retrieved from:

<http://www.slideshare.net/MarcusKL/modal-perfect>

Watchwellcast. January 26. *How to apologize* [Video file]. Retrieved from:

[http://www.youtube.com/watch?v=z3H\\_GgtE3Tc](http://www.youtube.com/watch?v=z3H_GgtE3Tc)

Wellcast. (n.d.). *Wellcast: How to apologize*. Retrieved [January 14, 2014], from:

<http://static.tumblr.com/s2l6mjv/EQBmizxmnapologize.pdf>

WSOCTV9. 2012, February 13. *Albemarle man shoots daughter's laptop after reading Facebook rant* [Video file]. Retrieved from: <https://www.youtube.com/watch?v=Xin-iYnidD8>



## Appendix A

<https://docs.google.com/forms/d/1qL69un-aWgZHHbNS1bGOW1YDeIMmjxlqXzoIZ6QtVuk/viewform>

**Modal Perfect/Apoloizing**

**Juan can't find his wallet.**

- ☐ He must leave it at home.  
☐ He must left it at home.  
☐ He must have left it at home.  
☐ He must have leave it at home.

**Maria wasn't in class yesterday.**

- ☐ She might have been sick.  
☐ She might have sick.  
☐ She might be sick.  
☐ She might sick.

**Xin had a car accident.**

- ☐ He should drive carefully.  
☐ He should have driven carefully.  
☐ He should driven carefully.  
☐ He must have driven carefully.

**Ahmed is tired today.**

- ☐ He should stay up late.  
☐ He shouldn't stay up late.  
☐ He shouldn't have stayed up late.  
☐ He should have stay up late.

**Sayaka burned the cookies.**

**Nasser lost all of his participation points.**

**Love means never having to say you're sorry.**

- ☐ True  
☐ False

**People who are able to apologize are \_\_\_\_\_ healthier than those who can't, according to the "How to Apologize" video.**

**What are the four steps to apologizing, according to the video?**

**What word should never be included in an apology, according to the video?**

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## Appendix B

**What could the daughter have done instead?**

 Text **366641** and your message to **37607**  
 Submit responses at **PollEv.com/mwestwood**

“She could have written her parents a letter.”

“She could have done her chores.”

“She could have talked to her mother.”

“She could have talked to her father.”

