

OFFERS AND INVITATIONS

Lesson Length: 1.75 hour + Extension Activity

Vocabulary & Expressions: Phrases about giving and responding to invitations, such as “You’re invited to ____, “I’d like to invite you to ____, Please come to ____.” Phrases about offers such as Would you like ____, I would like to ____ (give, bring, help, etc.)

Language/Culture Point: Using “would you like” to be formal/polite

Objective: Students will be able to make, accept, or refuse offers and invitations

Materials: Sample invitations, Text Message Conversation cards, tape, text message sentence strips, Invitation Conversation Cards, scratch paper, food, plates, utensils, etc.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Sample invitations	- Authentic Materials - Mind Mapping

TEACHING ACTIVITY

1. Pass around several regular invitations for students to look at.
2. Ask students what the invitation is, then start a mind map and write “Invite” in the middle circle.
3. Start one spokes of the mind map with “Ways to Invite” and ask students for other ways to invite. Some ideas are: phone call, text, or Facebook.
4. Start a second spoke on the mind map as “How to Invite” by asking students how they invite. What do they say? For example, “You’re invited to ____. Please come to ____,” etc.
5. For the third spoke, “Accept and Decline,” ask students how they respond when they get an invitation. How do they accept? How do they decline? If students do not provide it, write a few reasons for declining an invitation. For example, “I can’t attend the party because my child is sick” Or, “I’m sorry, I can’t go to lunch with you. I need to catch up on some work during my lunch break.”

STEP 2: MINI-PRESENTATION WITH PROMPT

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Time Frame	Materials	Teaching Strategies
10 minutes	- Text Message Conversation Cards - Tape	- Think Aloud

TEACHING ACTIVITY

1. Create a text message conversation using the provided cards. To make them more challenging, add emoticons throughout the conversation.
2. Place the text message conversation on the board and read through it once aloud with the students.
3. Do a Think Aloud with the text conversation about receiving an invitation to dinner at your friend's house. Point to each part of the conversation as you talk about it. For example:

"I just received a text message from my friend Anna. She asked if I would like to have dinner at her house tomorrow evening. I really want to, but I am babysitting for my sister. So Anna asked if Friday evening would be better. I told her that would be great, I would love to come! I offered to bring a salad. She said my offer was nice, but she already has a salad. I really want to contribute to the meal, so I offered to bring a dessert, and she happily said that would be great!"

4. Read the conversation again and then repeat the Think Aloud for the students. Be sure to be explicit about how it's polite to give a reason for refusing the invitation.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Text Message Sentence Strips	- Sentence Strips


TEACHING ACTIVITY

1. Put students in pairs and give each pair a set of text message sentence strips.
2. Give students a few minutes to put the conversation in order.
3. To make this a bit more challenging, have the emoticons separate from the sentence

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strips and have students match the emoticons with the correct part of the conversation.


STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Invitation Conversation Cards 	- Conversation Cards - Think Aloud - Role Play

TEACHING ACTIVITY

1. Explain that today we are going to practice invitations and offers. Define both invitation and offer if you haven't already done so.
2. Draw a pair of Invitation Conversation Cards and read them to the class.
3. Do a Think Aloud about how you would invite someone to the event based on the "Host" card and how you would accept or refuse the invitation based on the "Invitee" card. Write the conversation on the board and highlight key vocabulary as you think aloud.
4. Using the same pair Invitation Conversation Cards, choose a student to model the conversation with you.
5. Repeat the process with another student and another pair of Invitation Conversation Cards.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Invitation Conversation Cards 	- Conversation Cards - Role Play


TEACHING ACTIVITY

1. Using another pair of Invitation Conversation Cards, choose a pair of student volunteers to come up with a dialogue based on the cards and practice the dialogue.

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- Repeat the process with another pair of Invitation Conversation Cards and another pair of students.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
30 minutes	- Invitation Conversation Cards 	<ul style="list-style-type: none"> - Line Dialogue - Conversation Cards - Role Play

TEACHING ACTIVITY

- Do a line dialogue activity. Students should form two lines facing each other. Give each pair of students a set of Invitation Conversation Cards. Have them practice both parts of the dialogue.
- Then, have them give their cards to the person on their right. They should practice the new conversation on the new Invitation Conversation Cards.
- Once they have practiced several conversations, collect the answer cards (the cards that include if they'll accept/decline the offer) and give out more Invitation cards so that each student has one.
- Have students use the Invitation Cards to invite their classmates to an event. The students should decide for themselves if they accept/decline the offer and what they might bring. Have students switch cards with each other periodically throughout this step so that they get practice making invitations for a variety of activities. For students that need more of a challenge, have them come up with their own invitations and responses.
- In the last few minutes for this activity, bring the class back together and ask them about their conversations. Did more people accept or decline the invitation? What did they say they would bring? Are you going to attend your classmates' events?

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		- Graphic Organizers

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TEACHING ACTIVITY

1. Ask students to share some of the ways they make offers.
2. Point out the phrase that you used, “Would you like...”
3. Explain that “would you like” is another way to ask, “do you want?” It is often a more polite or formal way to make an offer or invitation. It can be used with actions and things, For example:

Would you like to come to my house for dinner?
Would you like a drink?

4. Brainstorm with the students where they have heard this phrase before and point out that it is used in stores, restaurants, work, etc. and that it is also considered more professional and polite.
5. Choose a few of the scenario cards to work through them with the students. Read each scenario card and write one “would you like” question on the board.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Scratch Paper	- Think-Pair-Share

TEACHING ACTIVITY

1. On blank scratch paper, have students write down the name of one person they know and something they would like to invite them to. For example: neighbor Jane Smith, my holiday party on Saturday.
2. Have students share their thoughts with a partner and tell them who they will invite. For example: I want to invite my neighbor Jane to my holiday party on Saturday. I am going to call her and ask, “Would you like to come to my holiday party on Saturday?”
3. Then have the students share with the class.

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EXTENSION ACTIVITY: CLASS DINNER PARTY

Time Frame	Materials	Teaching Strategies
Varies	- Food, plates, cups, utensils, etc.	- Authentic Materials

TEACHING ACTIVITY: CLASS DINNER PARTY

1. Set up a “dinner party” for your students. This can be as formal or casual as you and your students like. If your class is not near dinner time, have a “breakfast” party, or whatever you want!
2. Have the students sign up to bring various parts of the meal - main course, sides, desserts, drinks, plates, utensils, etc.
3. During the sign up portion (at least a few days before the party), have students use the language practiced. For example, “Teacher, would you like me to bring a salad?” or “Maria, would you like to bring a dessert? I always love your desserts!” Possible answers: “I’m sorry, I don’t have time to make a dessert. Would you like me to bring some paper plates?” “Yes, I would love to bring a salad!”
4. During the party, have students practice the language by making, accepting and refusing offers. For example: Would you like me to help set up the tables? Would you like a glass of tea? Would you like to serve the main course? Thank you, I’d love a glass of tea! No thank you. I’ll have a glass of water.