

Title

“Invitations”

Context

Low-intermediate/Young adults (high school or university students)

Time

30 minutes

Aim

By the end of the activity, students will be able to effectively demonstrate comprehension of four telephone messages by identifying the main idea and details of each one, as well as make, accept and refuse invitations for various social activities (e.g. go to dinner, watch a movie, play tennis, etc.) by interacting with their classmates and filling in a diary.

Materials

♣ Recordings (x4):

*Oh er hi it's Tessa here erm ... just wanted to um invite you over.
Wanted to know ... er ... can you come to dinner on Tuesday?
Sam and Jan are coming ... Eightish? Er ... about 8 o'clock ... er... hope
you can come.*

*This is to remind you your dentist's appointment is on Friday this week
at 10.30. If there is a problem ring us back on 575 9194.*

*Oh er hello this is Pete. Er ... just to ah ... let you know er ... the time is
wrong on the tickets ... the football match is at 3 on Saturday, not 2. I'll
ring again tonight.*

*Ah ... hi this is Sue ... er, just to say ... We're going to a concert — ah jazz
concert — on Saturday — this Saturday — in the — It starts ... I think it
starts at 7 ... no sorry ... 7.30. Would you like to go with us?*

Lead-in

1. Guess and predict: I'm going to draw a picture of something on the WB and I want you to try to guess what it is.
(*After students guess correctly...) Right – a telephone. Yesterday, I was out all day, but I forgot my phone at home.
When I came back, there were four messages. With a partner, try to predict what the four messages might have been.
(*Through this, the teacher needs to elicit the words *invitation* and *appointment*.)

Set up and run the activity

2. Listen for the main idea: I'm going to play the four messages. When I'm finished, with your partner, I want you to tell each other what the four appointments are – just the appointments, no details about any of them.

Now let's check as a class.

3. Listen for details: I've drawn a simple diary on the board. Please copy it on a blank piece of paper.

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

As I play the recordings again, please listen for *who* (who is inviting), *what* (what the invitation is), and *when* (day and time). To do this, write the invitations in the right spaces/days in the diary – for example, movie with Anna on Monday at 7:00pm. When everyone is finished, we'll check as a class.

4. Listen for a deeper level of detail: I will now play the recordings for the third and final time. After each one, I will ask the class one question. As soon as you know the answer, just shout it out.

Who else is coming to dinner at Tessa's?

What number do you ring if you have a problem with the appointment?

What was wrong with the football tickets?

What kind of concert is it?

5. Language focus: Can you tell me what language the speakers used to make an invitation?

Can you come to dinner?
Would you like to go to a concert?

What are some ways to politely refuse an invitation? How about accept an invitation?

Sorry, I'm afraid I can't,
I'm ...-ing then.

I'd love to!
That would be great!

Let's practice this language. First, invitations...Now refusing...And accepting...

Close, feedback and post-activity

6. Close: I would like you to sit in pairs back-to-back. Imagine that one of you is ringing Tessa and Sue back to accept or refuse the invitations. When you're finished, switch roles and do it one more time.

7. Post-activity: Please copy the weekly diary from earlier in the lesson and write in three activities on different days (for next week) – to include times.

Now, I want everyone to stand up, come to the center of the room, and try to invite your classmates to each of your three activities. When your diary is full, you can sit down.

8. Feedback: Was everybody able to successfully make three appointments? How about you, ___? What are your plans next week?