


**SOCIALISING**

# An Invitation to a Party

## Using the resource

- \* This is a listening activity for elementary level learners. First record the dialogue using two people if possible.
- \* Set the scene: Introduce the dialogue by asking about parties in your learner's country. Ask about how invitations are given.
- \* Ask your learner to predict what kinds of things would be discussed in a phone invitation – How might the conversation start? How would it finish?
- \* Brainstorm the language – elicit what your learner may already know.
- \* Play the tape, asking your learner to listen for one simple item – like what time to come to the party. How many people were talking.
- \* After a couple of listenings, you may be able to pick up any new words to discuss – such as 'savouries'.
- \* You can read through the dialogue in pairs, change parts, change the details etc.
- \* If your learner is confident – ask them to listen and fill in the blanks (This is a 'cloze' exercise.). They can check against the transcript which is the key.
- \* Make this cloze easier by providing the missing words in a box at the bottom – your learner can select the appropriate one.
- \* Cut the dialogue into strips – your learner can order them as they listen.
- \* Record the dialogue with your learner.
- \* Extend on the conversation – what other questions can you ask?
- \* Let your learner keep the tape to listen to over the week.

**Gina:** "Hello"

**John:** Hello, Gina. It's \_\_\_\_\_."

**Gina:** "Oh, hello, John. How \_\_\_\_\_?"

**John:** "I'm \_\_\_\_\_, thanks. Listen, would you like to come to a \_\_\_\_\_ on Saturday?"

**Gina:** "Yes, \_\_\_\_\_ . What time?"

**John:** "Oh, about eight."

**Gina:** "OK. Terrific. What shall I \_\_\_\_\_? Some small savouries?"

**John:** "Yes, that would be \_\_\_\_\_."

**Gina:** "OK. I'll \_\_\_\_\_ you on Saturday. \_\_\_\_\_ for the invitation."

**John:** "That's \_\_\_\_\_ . See you then. Bye."

**Gina:** "Bye."



### Tapescript

**Gina:** "Hello"

**John:** Hello, Gina. It's John."

**Gina:** "Oh, hello, John. How are you?"

**John:** "I'm fine, thanks. Listen, would you like to come to a party on Saturday?"

**Gina:** "Yes, I'd love to. What time?"

**John:** "Oh, about eight."

**Gina:** "OK. Terrific. What shall I bring? Some small savouries?"

**John:** "Yes, that would be good"

**Gina:** "OK. I'll see you on Saturday. Thanks for the invitation."

**John:** "That's fine. See you then. Bye."

**Gina:** "Bye."



# Chatting at a Party

Finish the conversation by filling in the gaps. Choose words from the box below.

**Warm-up ideas** This dialogue is for upper elementary – intermediate level learners.

- n Ask your learner if they have been to a party in New Zealand - How were they invited? What was it like? etc.
- n Ask your learner about parties in their home country – how are they different?

## Using the dialogue

- n Before the lesson, record the dialogue using two voices.
- n Brainstorm the language – elicit – What kinds of things might you talk about at a party?
- n Play the tape, asking your learner to listen for one simple item, such as - What was the name of the man?
- n After a couple of listenings, your learner might be able to pick up one or two new words, such as 'librarian', or 'homesick'. Or you can present those words you know that will be new.
- n Ask your learner to listen and to fill in the blanks (This is a 'cloze' exercise).
- n You could read through the dialogue in pairs, changing parts.
- n Record the dialogue with your learner.
- n Let your learner keep the tape to listen to over the week

## Extension activities

- n Role play the conversation at the party – what other kinds of topics could you chat about?
- n Discuss social customs such as shaking hands, what are appropriate topics and what wouldn't be? How do you open & close a conversation?

## Cloze exercise

**NB** If this one is too difficult for your learner – make up a version that has fewer words missing.

**Dave:** "Giddy. I'm Dave."

**Chung:** "Hello, my \_\_\_\_\_ Chung. Nice to meet you."

**Dave:** "Good to \_\_\_\_\_ you \_\_\_\_\_. \_\_\_\_\_ are you from Chung?"

**Chung:** "I come from China. \_\_\_\_\_ about you?"

**Dave:** "I'm from New Zealand. How \_\_\_\_\_ have you \_\_\_\_\_ in New Zealand?"

**Chung** "About \_\_\_\_\_ months now."

**Dave:** "Oh, really? That's not very long, is it? Do you like \_\_\_\_\_ here?"

**Chung:** "Well, I get a little \_\_\_\_\_ sometimes. But most \_\_\_\_\_ are quite friendly."

**Dave:** "What do you \_\_\_\_\_ here?"

**Chung:** "I'm a \_\_\_\_\_ at the Polytechnic."

**Dave:** "Are \_\_\_\_\_? That's interesting. \_\_\_\_\_ are you studying?"

**Chung:** "English at the moment. Later on I want do a computer course. Are you \_\_\_\_\_, Dave?"

**Dave:** "Yes, I work at the city library. I'm a \_\_\_\_\_. Look... \_\_\_\_\_ you like another \_\_\_\_\_, Chung? I'm just going to get one for myself."

**Chung:** "Yes, thanks. That would be \_\_\_\_\_. Here's my \_\_\_\_\_."

**Dave:** "OK. Back in a sec."



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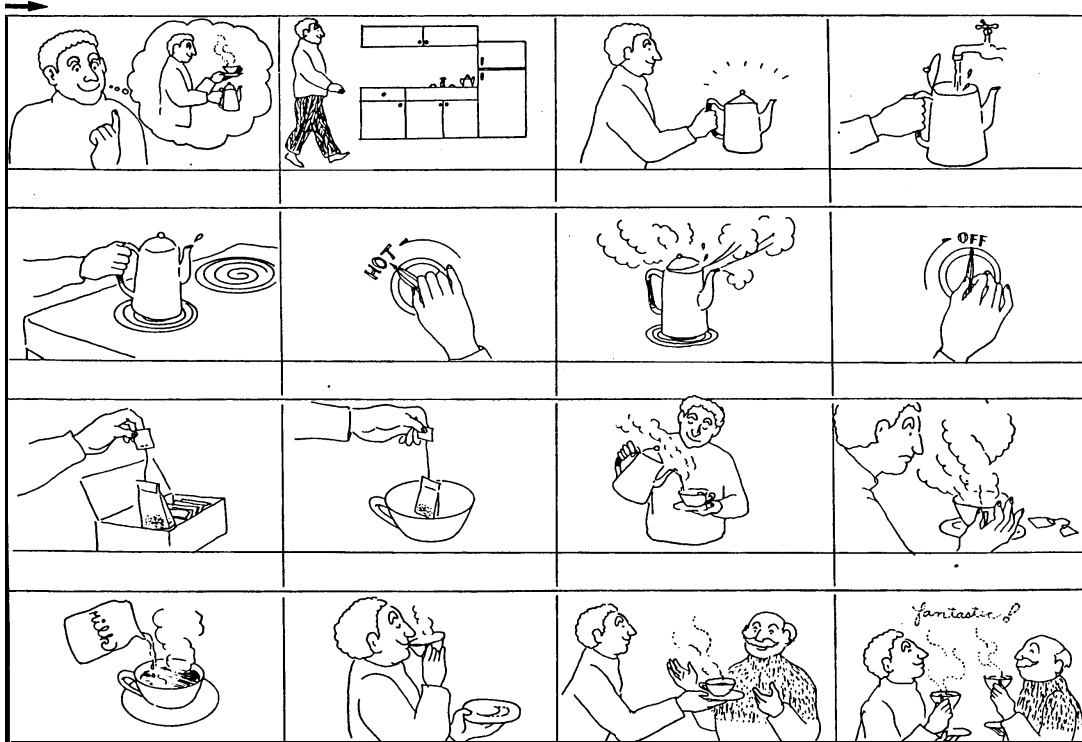
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# Making Tea

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Finish the sentences. Choose words from the box below.

- |          |           |
|----------|-----------|
| turn on  | milk      |
| teabag   | drink     |
| put      | pour      |
| fill     | is        |
| get      | want      |
| give     | go        |
| turn off | fantastic |
| cup      | boiling   |

You \_\_\_\_\_ a cup of tea. You \_\_\_\_\_ to the kitchen. You \_\_\_\_\_ the kettle.

You \_\_\_\_\_ the kettle with water. You \_\_\_\_\_ the kettle on the stove.

You \_\_\_\_\_ the switch to hot. The kettle is \_\_\_\_\_.

You \_\_\_\_\_ the switch. You get a teabag. You put the \_\_\_\_\_ in a

\_\_\_\_\_.

You \_\_\_\_\_ hot water into the cup. The tea \_\_\_\_\_ very hot. You put some \_\_\_\_\_ in the tea. You \_\_\_\_\_ the tea. You \_\_\_\_\_ a cup of tea to your friend. You drink the tea with your friend. It's \_\_\_\_\_!



Here's an idea for low level groups:

- Elicit & practise asking/answering the questions.
- Hand out the worksheets. Learners ask/answer each other – spelling & writing the names first, then putting a tick/cross or yes/no in the boxes.
- For those learners not yet reading – you can use pictures (milk carton/ coffee/tea) in place of the words.

Do you take .....? Eg "Do you take milk in your coffee?"











Name	"Do you take <u>milk</u> in your coffee?"	"Do you take <u>milk</u> in your tea?"	"Do you take <u>sugar</u> in your coffee?"	"Do you take <u>sugar</u> in your tea?"



# Social Quiz

This activity can be used with groups or for one-to-one teaching (ignore the 'ask someone' box). It is suitable for upper elementary – intermediate level learners. Learners can predict the response for New Zealand – this provides some interesting discussion afterwards. Learners can answer Yes/No or use a number (or the adverb itself) from the scale provided at the bottom.

QUESTION	NEW ZEALAND	YOUR COUNTRY	ASK SOMEONE
 Do you ask people to your home for a meal?			
Do you take a present if you go 			
 Is it OK to arrive a little late?			
If someone offers you food or 			
 Is it okay to ask for a second helping when you have dinner at			
At a restaurant, do friends usually 			
 Do you shake hands when meeting - men?			
Do you drink alcohol at social 			

1 = never

2 = rarely

3 = sometimes

4 = often

5 = always

## Chinese Tea

- R Pour hot water into "tea-pot" and "tea cups", to warm them.
- R Empty "tea pot" and "tea cup" hot water into "tea tray".
- R Place tea leaves into "tea pot".
- R Rinse the tea leaves with hot water.
- R Then pour the water from the "tea pot" into the "tea cups".
- R Tip water out of cups, into the tea tray.
- R Pour hot water on the tea leaves again and count to 30. (less count if weak tea is desired).
- R Then pour tea evenly into "tea cups".
- R It is polite to smell the "tea aroma" before drinking the tea.



Hint: Keep thumb on lid of Chinese tea pot and hold saucer with index and ring finger of the same hand.

### 2nd Cup

- R Wash tea cups again and tip water into tray.
- R Pour hot water into tea pot again.
- R Place tea cups together and fill with hot tea.

This resource (Chinese Tea) was made by a learner (Lin Mei) and tutor (Tudy Lloyd) working together. The resource was in the April 2000 'Home Tutor Scheme Newsletter' NSW, AMES Australia