

Unit 1: Invitations

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

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

- I can scan an invitation to find important details.
- I can judge the formality of an invitation.
- I can understand some informal, idiomatic phrases.

Skill focus

Reading for specific details and information:

Part A 1, Part B 2 3

Reading for tone:

Part A 2 4, Part B 1

Vocabulary

Inviting: pop in, I wouldn't miss it for the world, regret, attend, prior engagement, R.S.V.P., I can't make it, get-together, reception, leaving do, I've got something on

Fundraising: sponsor, grass-roots, mission, complementary, cover charge, donation

Usage

Distinguishing between formal and informal invitations
Use of phrasal verbs and idioms, informal punctuation, dropping the subject of the sentence

Using Part A

- Before starting *Exercise 1*, complete the following *pre-reading* task.
 - Ask students to look at the two invitations on the page and, for each invitation, think of three events for which they might receive an invitation that looks like that.
(Suggested answers: **1** Wedding, Christening / Baptism, Retirement party **2** After-work drinks / end of term student party / birthday meal)
 - Ask students which of the two invitations is more likely to contain formal vocabulary.
- Now students can complete *Exercises 1* and *2*. Check answers before proceeding.
- Ask students, in groups, to brainstorm the features of formal / informal writing. They can either refer to the invitations and replies, or use their own ideas. After a few minutes, ask for their ideas and write them on the board for students to copy.
(Suggested answers:
 - Formal language: Formal vocabulary, complete sentences, use of passive structures
 - Informal language: use of contractions, idioms, phrasal verbs, first person, exclamation marks, dashes and emoticons.)
- Now ask students to read the *Language note*. They can add to their list if necessary.
- Ask students to complete *Exercises 3* and *4*. Then check answers together as a class.
- Hand out the photocopiable sheet *Invitations and Responses 1*. Ask students to read the six texts and state whether they are invitations or responses, formal or informal. Then hand out the second sheet tell students *Invitations and responses 2* and tell students to fill in the table with useful phrases from the six texts. Faster students can also add useful phrases from the invitations on pages 12–13 of the book.

(Suggested answers:

Formal Invitations: ... request the honour of ..., to be followed by a reception, Carriages at midnight, RSVP. We would like to invite you to... You are welcome to... I very much hope you will... We hope that you will accept our invitation to...

Informal invitations: Hope you can all make it, Feel free to..., Contributions to ... welcome! Just turn up. From 7-ish till late. Be there or be square!

Formal responses / accepting: I would be delighted to attend.

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1 of Reading B2+ Upper Intermediate* in class.

Using *Getting started*

You can use the *Before you listen* questions in a variety of ways.

- Put the class into groups or pairs to answer the questions.
- Ask groups to collate the invitations they have received recently. They should create a table noting information about the event. They can think of their own categories, but these might include: Type of event, Formal or informal, whether they accepted or not, how the invitation was sent, personally or impersonally addressed, etc.
- Ask students the extent to which they read invitations before the date. How long in advance do they read about: location, what to take / wear, the schedule of events, etc.

Formal responses / declining: I regret that..., a prior engagement, Please pass on our congratulations to... I'm afraid we are otherwise engaged, and sadly will be unable to attend. Please convey our deepest regrets to...

Informal responses / accepting: Count me in! I wouldn't miss it for the world! Thanks for the invite! See you there!

Informal responses / declining: ...on that very date. I don't want to let (her) down. Gutted I can't be there.)

Optional extension work: Writing and Reading

If you have time in class, try expanding the themes of this unit into two other skills – writing and reading.

Alternatively, part 1 can be done as homework. Then do part 2 in the next lesson. It will act as a good review of what they learned in the last class.

1. Ask students to think of an imaginary event, such as a party, wedding or informal get-together. They should plan the location, date, time and any other details. They must decide whether the event is formal or informal. They should then design a short invitation to the event. (If doing this task in class time, you may need to provide plain paper and coloured pens.) They should address it impersonally (*For example: Dear Friends / Dear all*) and they must use appropriate language which they can take from *Part A* of *Unit 1*. Give students time to complete their invitations or set it as a homework task.
2. Take in the invitations and then re-distribute them around the class. Each student must now read the invitation they have been given, judge whether it is formal or informal and write a suitable response. They can either accept or turn down the invitation. Students can return their response to the person who sent them the invitation. Repeat. Suggest to students that they decline an invitation if they accepted the last one and vice versa.

Using Part B

Part B gives students a chance to engage with a longer text. They will have to scan the text for certain details, encouraging them to focus on the important elements of a passage.

1. Ask students to look at the webpage on page 10 for 20 seconds, focusing on the image, title and any keywords. Afterwards, ask students to close their books and get into pairs or groups of three. Ask them to discuss

their opinions on the following questions, which you can write / display on the board.

- a. What type of organization created this invitation? (*a charity*)
 - b. What is the reason for the event? (*a fundraising event / anniversary*)
 - c. Is it formal or informal? (*informal*)
 - d. What other key information did they pick up (times, costs, etc.)? (*Answers will vary. Do not worry about precise details at this stage, but acknowledge anything that students picked up in the 20 seconds.*)
2. Ask students if any of them have attended or put on a charity fundraising event in the past.
 3. Ask students to complete *Question 1*. (They already know that the event is informal. Now they can look for language features which show informality.) Collate ideas.

Afterwards, students can proceed to *Exercises 2* and *3*.

Check answers.

4. a. Ask students to complete *Exercise 4*.
 - b. After checking answers, ask students to put the vocabulary items into one of three groups: *Event costs and booking*, *Fundraising* and *Charity work*. Answers: *Event costs and booking: complimentary, cover charge* *Fundraising: sponsors, donations* *Charity work: grass-roots, mission*
 - c. Ask students to scan the article again and find more vocabulary items which could fit into any of the three categories. You could also ask them to create a Mind Map. They can add more categories too if they wish. Suggest that they focus not only on individual words but also on phrases. Allow students to compare their ideas in pairs and amend their tables before going through ideas in class.

(Answers will vary. Suggested answers:)

Event costs and booking	Fundraising	Charity work
discount, payment, guest list, book in advance,	donor, financial support, show your support, make a donation	vulnerable, developing countries, NGO, vision, raise awareness, trauma recovery, sustainable, get involved, volunteer

Optional Extension Work: *Speaking, Writing and Reading*

This extension work involves the students creating a poster so you will need to provide the materials for this.

1. Put students in pairs or small groups. Tell them that they are going to create a charity fundraising event. Between them they need to decide upon:
 - the charity they are supporting
 - what type of person they want to attract to the event
 - the type of event they will hold
 - where the event will take place
 - the day and time, and duration of the event
 - what will happen at the event
 - how they will raise money
 - what people must do to attend.
2. Ask students to prepare a poster for the event. The poster should give all the important details and also serve to attract people to the event.
3. Pin the posters to the wall. Allow students to circulate and read all the posters. Students choose the event (or in larger classes, top three events) that they would most like to attend. The winner is the group with the most votes.

Alternatively, students can deliver a short presentation to attract people to their event.

Using *Next steps*

1. If you have access to computers, you can do this part during class time. If not, you can set it as homework. Ask students to find the website of one of the charities in the *Next steps* box. Alternatively, they can find the *Inspired by People* website or choose a charity of their own. They should navigate the website and find details of upcoming events. They should note down the type of event, date, time, location, price and who is invited (general public or invitation-only).
2. Students should then report back to the class on whether they feel that the event they found was successfully advertised.

Notes:

- Students should be made aware that some charities may not hold events, and if this is the case, they should continue to another charity's website rather than endlessly hunting around one website.
- Encourage students to find one event from several different charities, rather than several events from one charity. This will give them useful practice in navigating their way around different websites.

PHOTOCOPIABLES

Invitations and responses 1

<p>1</p> <p>Hey Mel,</p> <p>Got your invitation to your 30th birthday bash – too late! I've just booked to go to a festival with my sis that very weekend! Can't back out now – tickets are non-refundable and I don't want to let Rachel down. Gutted I can't be there with you. Maybe we can catch up another time. July maybe?</p> <p>Love, Kate</p>	<p>2</p> <p>Dear Anne and Michael</p> <p>Many thanks for your kind invitation to attend Louise and Richard's wedding ceremony. I'm afraid both John and I are otherwise engaged on that date, and sadly will be unable to attend. Please convey our deepest regrets to Louise and Richard.</p> <p>With much love, Margaret</p>
<p>3</p> <p>Dear Mr Whitehead,</p> <p>Each year, Techspec holds an annual ceremony to thank and reward staff who have made significant contributions to our company. Our theme this year is Motivation. We know of your expertise in this area and hope that you will accept our invitation to give a speech on this subject as part of the evening's celebrations. The event will take place on 18th September next year at the Winter Gardens in Weston. We understand you have a busy schedule, but hope that our early invitation will ensure your availability. We can offer you an honorarium of \$1,000 plus reimbursement of travel expenses.</p> <p>It would be very helpful in formalizing our plans if we could receive your response by January 1. We look forward to hearing from you,</p> <p>P Godfrey, Techspec Industries</p>	<p>4</p> <p>Dear Mr Ward,</p> <p>Thank you for your recent phone call regarding potential employment opportunities at your firm. As you may be aware, one of our sales team has recently left the company, leaving an opening for a knowledgeable and energetic person such as yourself, and we would like to invite you to submit an application for the position. If you would like further information about the post, you are welcome to contact the human resource team on 849-9406. I very much hope you will consider applying for this position and look forward to reading your application.</p> <p>Yours sincerely, Graham Turner Sales Manager</p>
<p>5</p> <p>Hi all –</p> <p>Yes, it's that time of year again – Halloween! We're holding the usual spook-tacular bonfire and party in our woods. Hope you can all make it, and feel free to bring along friends.</p> <p>Contributions to food and drink also welcome! No need to let me know numbers, just turn up. Same place as usual from 7-ish till late.</p> <p>Be there or be square! Nat</p>	<p>6</p> <p>Steve says:</p> <p>Count me in!</p>

PHOTOCOPIABLES

Invitations and responses 2

1. Read the texts overleaf. What is the function of each text? Choose from:
formal invitation formal acceptance formal rejection
informal invitation informal acceptance informal rejection
2. Highlight useful phrases in each text. Add them to the table below. Add phrases from the texts in the book.

Useful phrases for Invitations and Reponses			
	invitations	responses	
		Accepting	Declining
Formal			
Informal			