

Lesson Plan: I'd Like that, but I Have to Work

Duration: 60 minutes

Course: Getting Started

Unit 12: Invitations

Lesson 4: I'd Like that, but I Have to Work

Objective:

By the end of this lesson, students will be able to use expressions like "would like" and "wouldn't like" to accept or decline invitations politely. They will also practice using polite refusals and giving reasons for not accepting invitations.

Materials:

- Conversations between friends extending and responding to invitations
- Questions and prompts related to invitations and refusals
- Audio recording for pronunciation practice
- Whiteboard or digital whiteboard (optional)

Warm-Up: (5 minutes)

1. Start with a brief discussion on how to politely decline an invitation. Ask students if they have ever declined an invitation and how they did it politely.

Activity 1: Accepting or Declining Invitations (5 minutes)

1. Present the conversations between friends extending and responding to invitations.
2. Play the audio for the rest of the conversation and ask students to determine if Jarek and Paulina accept the invitations.

Activity 2: Completing Sentences with "Would Like" (5 minutes)

1. Display the conversations again, focusing on the use of "would like" and "wouldn't like."
2. Instruct students to complete sentences using the information from the conversations.

Activity 3: Positive and Negative Sentences with "Would Like" (10 minutes)

1. Analyze Jarek's and Paulina's answers, which contain both positive and negative sentences with "would like."
2. Play a conversation between Ben and Richard, and have students complete the dialogue using the correct words from the conversation.

Activity 4: Pronunciation Practice (10 minutes)

1. Play the pronunciation audio of words with 'd and "wouldn't."
2. Provide sentences with these sounds for students to listen to and repeat.
3. Have students think of five things they would and wouldn't like to do this weekend, record their voices, and check their pronunciation.

Activity 5: Polite Refusals (10 minutes)

1. Explain the importance of polite refusals and the impact of tone.
2. Show examples of polite refusals and the associated expressions (e.g., "I'd like that, but...").
3. Play audio of people saying no politely and ask students to match the expressions to the excuses.



Activity 6: Describing Weekly Eating Habits (10 minutes)

1. Display questions related to eating habits.
2. Have students complete the questions with information about their own eating habits for the week.

Wrap-Up: (5 minutes)

1. Review the key expressions and concepts learned in the lesson, including accepting and declining invitations, using "would like" and "wouldn't like," and offering polite refusals.
2. Discuss the importance of maintaining politeness when refusing invitations.

Reminder:

Remind students to practice on the Erudite online platform as part of their ongoing language development.

Homework:

Assign students to write and practice polite refusals for various scenarios or invitations they might receive in real life.

Assessment:

Evaluate students based on their ability to understand and apply "would like" and "wouldn't like" in accepting or declining invitations, complete sentences appropriately, use polite refusals effectively, and provide reasons for not accepting invitations.

