

# Accepting & Declining Invitations

## Objective

In this lesson, you will practise extending an invitation. You will also practise accepting and declining invitations. You will even learn how to write a short invitation. Let's begin!

## Warm-Up

Work with your class.  
Make a list of things you sometimes get invited to.

- birthday parties
- BBQs
- \_\_\_\_\_
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### Accept Vs. Except

These two English words sound similar but mean very different things. They also have different word forms. Make sure you use the correct one in writing.

#### ACCEPT

Accept is a verb that means "to say yes or agree."

- I **accepted** the invitation.  
I'm looking forward to the party.

#### EXCEPT

Except is a preposition that means "all but one thing."

- I remembered everything **except** my socks!

## Dialogues

Read the dialogues with a partner.  
Then switch roles and practise again.

### Dialogue 1

#### EXTENDING AN INVITATION

- A: Hey. What are you guys doing on Saturday evening?
- B: I don't think we have any plans.
- A: Do you want to come over for a BBQ?
- B: That sounds great. What time?
- A: How does 6:00 sound?
- B: Perfect. Can I bring a salad?
- A: That sounds great. See you then.

### Dialogue 2

#### ACCEPTING AN INVITATION

- A: Did you receive the invite to Andy's 40th birthday?
- B: We did, yes!
- A: Are you able to come?
- B: I'll be there, but we're still waiting to see if Ali is working. Sorry for not responding sooner.
- A: No problem.
- B: We'll let you know by Sunday.
- A: Thanks!

### Dialogue 3

#### DECLINING AN INVITATION

- A: Do you want to watch the game together tonight?
- B: I'm sorry, I can't. I have a big assignment to do.
- A: Oh, too bad. Maybe we can catch a movie this weekend.
- B: This weekend I'm away for my cousin's wedding.
- A: Okay. Let me know when you're free.
- B: I'm free any day next week except Wednesday.

#### I'm Free!

When making plans, the word *free* means "available." When you say you are "free," it means your schedule is clear for a specific date and time.

Where could you sub this word into these dialogues?

## Useful Expressions

Review these useful expressions for extending invitations.  
Then review different types of responses (declining and accepting).

### A. Extending an Invitation

#### Formal

- Would you be interested in attending the gala?
- Are you available on Monday from 8 to 10 pm?
- Could I interest you in a dinner date next week?
- I'm going for a walk. Would you care to join me?

#### Informal

- Do you want to go out for dinner tomorrow?
- Can Ella come to Jesse's birthday party on Monday?
- Are you free for lunch next week?
- Are you busy this afternoon, or can you meet for coffee?
- We're having a get-together tonight. You are welcome to come.

#### Very Casual

- Are you up for a movie tonight?
- Can you make it to the party, or what?
- What's the verdict? Are you coming or not?

### B. Accepting & Declining an Invitation

#### Accepting / Saying Maybe

- That sounds great, thank you.
- Sure, we'd love to!
- Yes, that's a great idea.
- Yes, we're free. What can we bring?
- We'll be there, but we'll be a bit late if that's okay.
- I'll double-check with my wife/husband, but I don't see why not.
- I think I can. I'll let you know for sure on Monday.

#### Declining

- I'm sorry, we can't. We're busy that day.
- I wish I could, but I have to work.
- I'm afraid we can't make it. Maybe next time.
- This Sunday doesn't work for us. How about next Sunday?
- I'm not feeling well. I'll have to take a rain check.
- Unfortunately, we're going to have to pass. That's out of our price range.

#### Responding

- Great!
- See you then!
- Happy to hear that.
- No problem.
- No worries.
- Oh, that's too bad.
- Sorry to hear that.
- That's okay. We'll get together soon.
- Okay. Let me know when you're available.

## Comprehension

Now go back to the dialogues on page 2.  
Discuss these questions as a class or with a partner.

1. What was the event in each dialogue?
2. How did the person who was invited (speaker B) respond in each dialogue?
3. Which dialogue features an acceptance with a partial acceptance?
4. Which speaker makes the most excuses? What are the excuses?

## Practice

Now work with a partner and practise extending and accepting/declining invitations to the following:

1. a birthday party
2. a BBQ
3. a movie date
4. a wedding shower
5. a child's hockey game
6. a dinner meeting
7. a baby's baptism

### Tip:

Use a variety of expressions and responses that you learned on page 3. Take turns being the one to extend and respond to the invitation. Practise formal and informal dialogues.

## Written Invitations

### A. Sending Invitations

When writing an invitation, include the following information in point form:

- **What?** Identify the purpose of the event.
- **Who?** Identify whose event it is and who is invited.
- **When?** Provide the specific time and date of the event.
- **Where?** Identify the address for the event.

#### \*RSVP

*RSVP* is French for "Répondez s'il vous plaît." In English, this means "Respond please."

Also, be sure to include an RSVP\* that asks guests to respond by a certain date. Provide at least one way for guests to contact you.

#### Example:

#### You're Invited!

**Event:** Mikey's 8th Birthday!  
**Date:** July 10  
**Location:** Laser Tag Zone, 334 8 Jones Ave.  
**Time:** 7:00 pm–9:00 pm  
**RSVP by:** July 3  
**Contact:** bee111@mailme.com  
 (225) 990-7777

#### Note:

Depending on the type of event, there are different notes you might want to include, such as:

- No gifts, please.
- BYOB (bring your own beer/booze).
- Please bring an appetizer.
- You are welcome to bring a guest.
- Adults only, please.
- Casual dress.

### B. Receiving Invitations

Read the invitation and guess the event.

#	Invitation	Event
1	50 years together. You are cordially invited to Erin & Kala's celebration!	
2	Guess who's turning 6?	
3	Please join us as Yvonne and Markus tie the knot.	
4	It's going to be a Spook-tacular event! We hope you can make it on October 31.	

## Written Invitations cont.

### C. Writing Practice

Use the following template to create an invitation for a fictional event. Cut out your invitation and photocopy it a few times.

**You're Invited!**

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Event

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Date Time

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Location

---

RSVP by

---

Contact

---

Note

### D. Speaking Practice

Walk around the class and place your invitations on a few students' desks.

Then pretend that you have met up with these people in your workplace. Ask the recipients if they are coming to your event. For example:

- Did you get the baby shower invitation?
- Are you able to make it to Mandy's 25th?
- Are you guys coming to the BBQ this weekend?

Each time a classmate asks you if you're coming to his/her event, practise accepting or declining the invitation in person.

## Review

### Task 1

#### EXTENDING AN INVITATION

Demonstrate to your teacher or classmate that you know how to extend an invitation formally and informally.

1. a dinner meeting (*formal*)
2. a child's baseball game (*informal*)
3. a movie (*very casual*)
4. a coffee date (*informal*)
5. a BBQ that you already asked about (*informal*)

### Task 2

#### LISTENING

Listen to the invitations.  
Respond by using the prompt provided.

1. accept
2. say maybe
3. decline
4. decline and ask to reschedule
5. accept for yourself, say maybe for a spouse

### Task 3

#### WRITING

Grab a blank piece of paper. Create an invitation to a special event (fictional). Include all of the necessary information for your potential guests. Give your invitation to your teacher.

## Assessment Tool

Student / Group: \_\_\_\_\_

Date	CLB Level	Assessed By	Tasks	Skill Competency
			Extending, Accepting & Declining Invitations	I. Interacting with Others

Criteria	Meets the Mark	Getting There	Needs Improvement
extends an invitation formally and informally (speaking)			
understands a variety of spoken invitations			
accepts (or partially accepts) and declines an invitation (speaking)			
includes all of the necessary information in a written invitation			

**Notes**






# Learner Reflection

## EXTENDING, ACCEPTING & DECLINING AN INVITATION

Add check marks (✓) to show what you've learned in this lesson.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Can I...	Yes (very well) 	Yes (with help) 	Not yet 
understand and use expressions from this lesson?			
extend a spoken invitation formally and informally?			
accept an invitation in person?			
decline an invitation in person?			
fill in and create an invitation with all of the necessary information for potential guests?			

**My Notes**

## Answer Key

### LESSON DESCRIPTION:

Students practise extending, accepting, and declining invitations in spoken English. They also review how to fill in an invitation card and write a basic invitation. Includes optional assessment tasks.

**LEVEL:** Int / CLB 4–5

**TIME:** 1 hour

**TAGS:** functional English, inviting, invitations, accepting and declining an invitation, parties, get-togethers, making plans, special events, LINC, PBLA, CLB

### Warm-Up

Answers will vary.

#### CLB Skill Competencies

**Speaking:** I. Interacting with Others

### Dialogues

Have students read the dialogues out loud in pairs. Invite some students to come to the front of the class to present the dialogues.

#### CLB Skill Competencies

**Speaking:** I. Interacting with Others

**Listening:** I. Interacting with Others

### Useful Expressions

Go over the conversation starters and example responses and invite students to use this page as a reference throughout the lesson.

#### CLB Skill Competencies

**Reading:** IV. Comprehending Information

### Comprehension

- Dialogue 1:** a BBQ  
**Dialogue 2:** a 40th birthday  
**Dialogue 3:** a get-together to watch a sporting event or a movie
- Dialogue 1:** Speaker B accepted enthusiastically.  
**Dialogue 2:** Speaker B accepted for himself/herself, but wasn't sure if his/her partner would be able to attend.  
**Dialogue 3:** Speaker B declined two separate invitations.
- Dialogue 2.
- Speaker B in Dialogue 3 makes two excuses: he/she has a big assignment and he/she is going to be away for his/her cousin's wedding.

#### CLB Skill Competencies

**Reading:** IV. Comprehending Information

*(continued on the next page...)*

## Answer Key cont.

### Practice

Place students in pairs to practise the scenarios provided. You may want to have them switch partners after a few turns.

#### CLB Skill Competencies

**Speaking:** I. Interacting with Others

**Listening:** I. Interacting with Others

### Written Invitations

#### A. SENDING INVITATIONS

Go over the basic parts of invitations to help students recognize the format when receiving and writing invitations.

#### B. RECEIVING INVITATIONS

1. anniversary party
2. birthday party
3. wedding
4. Halloween party

#### C. WRITING PRACTICE

Give students some time to fill in the basic template to create their own invitations (or use real ones). Photocopy a few for each student to complete exercise D.

#### D. SPEAKING PRACTICE

Now have students hand out their invitations. Make sure each student gets a few. Then give students time to mingle around "the office" to accept and decline the invitations they received.

#### CLB Skill Competencies

**Reading:** I. Interacting with Others,  
II. Comprehending Instructions

**Writing:** I. Interacting with Others

### Review (Assessment Tasks)

The following tasks can be used for assessment purposes and/or review practice. Tasks 1–3 are covered together in the assessment tool on page 8.

#### TASK 1

You can decide if you want your students to extend the example invitations to you or to another student in order to demonstrate this ability. Assess their ability to speak formally and informally using the tool on page 8.

#### CLB Skill Competencies

**Speaking:** I. Interacting with Others

#### TASK 2

Play the recording and pause after each one to give your student(s) time to respond. (You could also read the invitations out loud yourself.) Use the tool on page 8 to record your assessment.

1. Would you and Sammy be interested in going to a jazz concert with us this Sunday?
2. Are you free for coffee this week?
3. Do you want to go out for dinner tomorrow night?
4. I'm going for a run at lunch today. Would you care to join me?
5. We're having people over to watch the game on Sunday. You and Liz are welcome to come.

#### CLB Skill Competencies

**Listening:** I. Interacting with Others

**Speaking:** I. Interacting with Others

*(continued on the next page...)*

## Answer Key cont.

### Review (Assessment Tasks) cont.

#### TASK 3

Now have students demonstrate their ability to write a basic invitation. Use the tool on page 8 to record your assessment.

#### **CLB Skill Competencies**

**Writing:** I. Interacting with Others

### Learner Reflection

When you are finished with this lesson, have your students reflect on their learning by filling in the chart.

#### ABOUT THE EMOJI:

The emoji (and their derivatives) used in this lesson are from Twemoji, an open-source project by Twitter. They are licensed under CC-BY 4.0. <https://github.com/twitter/twemoji>

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## Answer Key cont.

### Canadian Language Benchmarks Summary

#### OVERVIEW

Stage: 2

CLB Range: 4–5\*

Primary Skill Competency: Speaking – I. Interacting with Others

PAGE	TASK	SKILL COMPETENCIES
1	Warm-Up	<b>Speaking:</b> I. Interacting with Others
2	Dialogues	<b>Speaking:</b> I. Interacting with Others <b>Listening:</b> I. Interacting with Others
3	Useful Expressions	<b>Reading:</b> IV. Comprehending Information
4	Comprehension	<b>Reading:</b> IV. Comprehending Information
4	Practice	<b>Speaking:</b> I. Interacting with Others <b>Listening:</b> I. Interacting with Others
5	Written Invitations	<b>Reading:</b> I. Interacting with Others, II. Comprehending Instructions <b>Writing:</b> I. Interacting with Others
7–8	Review Task 1 / PBLA** <i>Includes Assessment Tool</i>	<b>Speaking:</b> I. Interacting with Others
7–8	Review Task 2 / PBLA** <i>Includes Assessment Tool</i>	<b>Listening:</b> I. Interacting with Others <b>Speaking:</b> I. Interacting with Others
7–8	Review Task 3 / PBLA** <i>Includes Assessment Tool</i>	<b>Writing:</b> I. Interacting with Others

**\*Note:**

This CLB range is suggested by ESL Library based on the descriptors in the Canadian Language Benchmarks guide: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf>

**\*\*Note:**

PBLA refers to portfolio-based learning assessment in the LINC program (though any teacher can use the final three tasks for review or assessment). Visit our Resources section for Assessment Tools that you can print and personalize for PBLA: <https://esllibrary.com/resources>

## Answer Key cont.

### Canadian Language Benchmarks Summary cont.

#### PROFILES OF ABILITY

The following descriptors from the Canadian Language Benchmarks apply to this lesson and are used with permission. For more detailed information see: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf> and visit: <http://www.language.ca/>

BENCHMARK	THE LEARNER CAN:
<b>Speaking</b> (5)	<ul style="list-style-type: none"> <li>Participate in basic social conversations for some everyday purposes (accepting and declining invitations).</li> </ul>
<b>Listening</b> (5)	<ul style="list-style-type: none"> <li>Understand the gist and some details in moderately complex common and predictable social exchanges.</li> </ul>
<b>Reading</b> (5)	<ul style="list-style-type: none"> <li>Understand simple to moderately complex personal social messages (such as those conveying invitations related to a familiar context).</li> </ul>
<b>Writing</b> (4–5)	<ul style="list-style-type: none"> <li>Convey short, personal, and informal social messages on topics related to familiar everyday situations (such as invitations). (4)</li> <li>Convey personal messages in short, formal, and informal correspondence for a range of everyday social purposes. (5)</li> </ul>