



LEVEL 1
LESSON 21
CAN YOU COME TO THE PARTY?

Topics Invitations Apologizing Hobbies & Personal Skills Expressing obligation	Prepare Before Class A list of skills and talents to distribute to students
Learning Strategy Cooperate	Goals Grammar: Have to, Can, Can't, Contractions Speaking: Using "then" to talk about a result Pronunciation: Using "have to" or reduced "hafta" to express obligation

Day 1

Introduce the Lesson Topic

Say, "In this lesson, we will learn about how friends work together to reach goals."

Ask students to tell you about times when they helped another student to learn something new. Let several students respond.

Say, "We each have things we can do well. They are sometimes called 'talents.' A talent is an ability that is easy for you. Other things we can do well because we practice them again and again. Those things are called 'skills.'"

Point out that when learning English, students can work together, or cooperate, to review and practice new things that they are learning.

Tell students that the video will show how Marsha and Anna plan to work together to help a friend.

Teach Key Words

Students may know the meanings of some of the words, such as “night,” “day” and “test.” Write all of the vocabulary words on one side of the board. Ask students to raise their hands if they know the meanings. Each student can tell one meaning to the class.

Teach the remaining words by drawing simple pictures on the board, pointing to examples in the room, or acting them out. You and/or a student volunteer can do this.

For practice, play the vocabulary part of the Speaking Practice video and have students repeat each new word during the pauses or say them and have students repeat.

Present the Conversation

Say, “Let’s watch Anna talking to her friend Marsha in a coffee shop. Marsha asks Anna to come to a party. But Anna has to take a driving test. Will Anna go to the party?”

Play the main video. Tell students to respond when there are pauses in the video:

Main Video Script – Lesson 21

1. Listen:

Can you come with me?

Speak:

___ you ___ with me? (Can, come)

3. Listen:

Everyone has to bring something or do something.

Speak:

Everyone ___ ___ bring something or do something. (has to)

2. Listen:

I’m sorry, I can’t come with you.

Speak:

I’m ___, I ___ come with ___. (sorry, can’t, you)

4. Listen:

Really, I can perform?

Speak:

Really, ___ ___ perform? (I can)

Speaking Practice Using “Then”

After the key words, the video teaches uses of the word “then.”

Speaking Practice Script – Lesson 21

1. The word “then”

“Then” has many uses in English. In Lesson 10, you see Anna giving directions:

She uses “then” to show one event that comes after another event.

Anna: Yes. Exit the Metro and turn right. Then at the bus station turn left. Then walk straight ahead.

“Then” can be used to talk about something that is true or can happen as a result of something else.

2. Listen to Marsha and Anna talk about the party.

Marsha: The party is at night.

Anna: Oh. Then I can come with you to the party on Saturday night.

Now you try it.

Listen:

Are you free on Friday?

Yes.

Speak:

Good, ___ you can help me. (then)

Day 2

Learning Strategy - Cooperate

Tell students that one helpful way of learning a language is to cooperate. “Cooperating means to work together. We cooperate every time we speak and listen to our classmates in English. Let’s try to cooperate today.”

Activity 1

Give each student a copy of the first pages of the Activity Sheet in the Resource section. Demonstrate the activity:

“I am looking at this list. First, I am going to think of my own skills and talents.”

Write on the board:

Think

Continue: "I can teach English. I can't sing well. But I can play piano."

Say, "Now, I need a partner." Ask a student: "Will you be my partner?"

As the student stands or comes to the front of the class, write "Pair" on the board.

Explain, "The first step is to think about what I can do. The second step is to pair, or get a partner. I'm going to learn about what my partner can do."

Speak to the student: "Look at this list. What can you do?" If the student answers "I can sing, and I can write poems," for example, write these on the board.

Tell the class, "Now I'm going to share with you. I talked with (student name). She/He can sing. I also learned that She/He can write poems." *Note that you have shown students how to do the think-pair-share activity. They will do it themselves next.* Ask the student to share with the class about your skills or talents. "I learned that the teacher can teach English and play piano."

Give students time to think and circle their skills/talents with a pen or pencil. (If needed, ask students to imagine they can do some of the things on the list or write in their skills.)

Then, ask them to pair with another student and ask each other about their talents and skills.

Later, have a few or several volunteers share with the whole class what they learned about their partner.

Be sure students' names are on their handouts and collect them for use in an activity later in the lesson.

Skills and Talents

act or perform	do math	make art or	use a computer
arrange flowers	draw or paint	handicrafts	work with your
build or fix things	give a presentation	make clothes or sew	hands
cook	grow food	sing	write stories
dance	lift weights	speak a language	write poetry
design things	play an instrument	teach a language	
	play a sport	tell jokes / stories	

Pronunciation Practice

The Pronunciation Practice video teaches about the pronunciation of “have to” as “hafta.”

Pronunciation Practice Video Script – Lesson 21

1. Have to

In American English, you can say that something is necessary by using “have to.”

In slow speech, Americans can say “have to,” but in fast speech, Americans say, “hafta.”

It looks like this: have to.

It sounds like this: hafta.

2. Watch the video. Listen to Anna say “have to” slowly.

Anna: Sorry, I can’t come with you. I have to get my driver’s license.

Then, listen to Anna say “have to” quickly.

Anna: We have to go.

Now, you try it. Use “have to” in a sentence.

I can’t go to the movie tonight.

I ____ study English. (have to)

Practice Cooperating - Activity 2

Tell students, “Now, we are going to use our skills and talents to cooperate some more.”

Put students into groups of four and give them their Skills and Talents handouts from previous day.

Write these Ideas on the board:

- Plan an event or party
- Build or make something
- Start a business
- Open a school
- Fix a problem
- Help a person / people
- Start a sports team

Tell students they will work with their group to decide on something to do, plan or make together. The ideas on the board can help them decide.

Give an example: “For example, if the skills of my group are dancing, singing, playing

musical instruments, acting and writing stories, maybe we will open a school for creative people. Or, maybe we will perform at a special event.”

Continue, “Use your imagination to develop the details. For example, if you are opening a school, what instruments will you teach? If planning a party, what kind of music will there be? What will the food be?”

Say, “For your plan, make note of things you can and things you have to do.”

Have students read this example on the activity sheet:

We have to have food. (Student name) can cook delicious food.

We have to have music. (Student name) can play music.

We have to have games. (Student name) can lead some games.

For the activity, ask one student in each group to take short notes about their plan.

Give students time to develop their ideas in groups.

Have one or two people from each group share with the class. The speaker must tell the class what each person’s skill or talent is. Ask them to use “can” and “have to” as they speak.

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Marsha says: "My friend is having a party on Saturday. Can you come with me?"
Anna says: "Sorry, I can't come with you. I have to get my driver's license."
2. Marsha says, "Marsha: Will you be busy all day?" Anna says, "I don't know. First, I have to take a test on the computer. Then I have to take a test in the car."
3. Marsha says, "I have to help my friend with the party. Can you help me?" Anna says, "Sure. That sounds like fun." Marsha says, "Everyone has to bring something or do something. You can bring food, or you can perform."
4. Marsha says, "That's it! You can sing at the party. Now, I have to go shopping for food." Anna says, "Can I help? I'm not busy right now."
5. Anna says: "We have to go. I have to help Marsha shop. And I have to practice my song!"

Writing

Discuss the vocabulary that may be used for the topic. Students can choose one of the two writing topics:

1. What are some ways that people work together (cooperate) in your neighborhood, community, and town?
2. What are some ways that you can help a friend or classmate practice English? And in what ways can they help you practice?

If an in-class activity, ask a few students to share or summarize their writing with the class.

Conversation

- Anna: Hi there! Washington, D.C. has some great coffee shops. My favorite is this one -- Busboys & Poets.
- Anna: Actually it's more than a coffee shop. It's also a bookstore, a restaurant and a theater!
- Anna: Marsha and I love coming here.
- Marsha: Hey, Anna, my friend is having a party on Saturday. Can you come with me?
- Anna: Sorry, I can't come with you. I have to get my driver's license.
- Marsha: Will you be busy all day?
- Anna: I don't know. First, I have to take a test on the computer. Then I have to take a test in the car.
- Marsha: But you have to take the test during the day, don't you?
- Anna: Yes.
- Marsha: The party is at night.
- Anna: Oh. Then I can come with you to the party on Saturday night.
- Marsha: Great! I have to help my friend with the party. Can you help me?
- Anna: Sure. That sounds like fun.
- Marsha: Everyone has to bring something or do something. You can bring food, or you can perform.
- Anna: Really, I can perform?
- Marsha: You can! Can you?
- Anna: Yes! I can recite poetry. (*Anna is in a club reciting a poem*)
- A poem -
Light dark
Light dark
Darkness
Dark
- Marsha: In this country, nobody recites poetry at parties. Um ... can you do anything else?
- Anna: Hmm, yes. I can do a card trick. (*Anna is doing a card trick*)
Your card is the 10 of diamonds! No?
Pick a card. Any card.
Here, just pick this one.
Great!
- Marsha: Anna, maybe you can just bring food.
- Anna: No, I can't cook. And I really want to perform. You know, there is one thing I can do. (*Anna plays a song on the ukulele and sings*)
Trouble in mind. I'm blue...

But I won't be blue always

The sun's gonna shine in my back door some day.*

Marsha: That's it! You can sing at the party. Now, I have to go shopping for food.

Anna: Can I help? I'm not busy right now.

Marsha: Sure, let's go!

Anna: We have to go. I have to help Marsha shop. And I have to practice my song!

 Trouble in mind. I'm blue...

Anna: Until next time!

**The song "Trouble in Mind" was written by jazz pianist Richard M. Jones.*

Key Words

bookstore - *n.* a store that sells books

card - *n.* a small piece of stiff paper that is used for playing games

day - *n.* the part of the day when light from the sun can be seen

driver's license - *n.* an official document or card which shows that you have the legal right to drive a vehicle

else - *adv.* used to refer to a different or additional person or thing

night - *n.* the time of darkness between one day and the next

perform - *v.* to entertain an audience by singing or acting

poetry - *n.* the writings of a poet

recite - *v.* to read (something) out loud or say (something) from memory

test - *n.* a set of questions or problems that are designed to measure a person's knowledge, skills, or abilities

trick - *n.* a clever and skillful action that someone performs to entertain or amuse people

Quiz - Level 1, Lesson 21 - Can You Come to the Party?

Listen. Circle the letter of the correct answer.

1. What does Marsha want Anna to do?

- a. Marsha wants Anna to have a party on Saturday.
- b. She wants Anna to get a driver's license.
- c. Marsha wants Anna to go to a party with her.
- d. She wants Anna to leave the party now.

4. Why does Anna say "Can I help? I'm not busy right now."

- a. She wants to spend more time with Marsha.
- b. Anna wants to leave the coffee shop.
- c. She wants to go home and sleep.
- d. Anna needs to take food to the party.

2. Why can't Anna go to the party on Saturday?

- a. She does not like going to parties.
- b. Anna has to get her driver's license.
- c. She has to learn how to drive.
- d. Anna has to do work on her computer.

5. What is one thing Anna says that she has to do?

- a. Anna needs to study for the driving test.
- b. She has to help Marsha shop for the party.
- c. Anna has to cook something for the party.
- d. She has to bring food to the party.

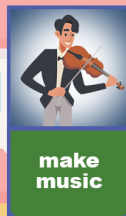
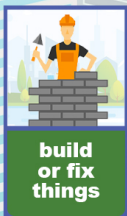
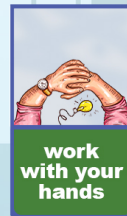
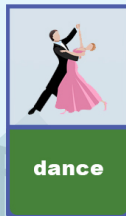
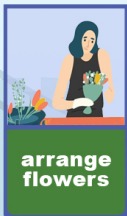
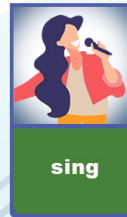
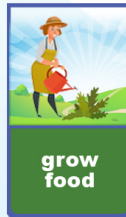
3. What does Anna have to do when she goes to the party?

- a. She has to perform something at the party.
- b. Anna has to bring food and drinks to the party.
- c. She has to welcome the guests at the party.
- d. Anna has to do something or bring something.

STEP 1

Think of your own skills and talents, then write the ones on the list that apply to you in the box below.

I can....



STEP 2

Pair with a partner. Compare your skills and talents with your partner's. Write six sentences in the box about what they can do. Share with the class about what your partner can do.

My partner can tell jokes and play sports.

STEP 3

Make a group of four. With your group, decide on something to do, plan or make together.
Use this list for ideas:



STEP 4

Use your imagination to plan the details.
Write what you have to do. Decide what each person can do to help.

Event	What we have to do	Who can do it
Birthday Party	Have music, food, and games	Joy - music (DJ) Anup - Food (cook) Lee - Games

STEP 5

Share your plan with your class.

