



# LEVEL 2 LESSON 27 FISH OUT OF WATER

<b>Topics</b>  Invitations	<b>Prepare Before Class</b>  Print the Invitation and Sea Creatures handouts (if needed) Print out the student Activity Sheet
<b>Learning Strategy</b>  Cooperate	<b>Goals</b>  Learning to make and accept or decline invitations

## Day 1

### *Introduce the Lesson*

Say, “In this lesson, Anna visits a friend on her houseboat. Anna says she wants to live on one. Have you ever seen a houseboat? What other unusual homes have you seen?” Give students a chance to describe interesting homes they have seen, such as treehouses, houses with unusual shapes, those made to look like other objects or made from unusual materials.

Continue, “In this lesson, we will also learn how to make invitations and accept or decline them politely.”

### *Teach Key Words*

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

Say, “In this lesson, Anna talks about being afraid of sea creatures. She names barracuda, electric eel, great white shark, piranha and killer whale. If students are not familiar with these animals, use the additional handout for images to share with the class.

The lesson vocabulary includes an expression that relates to sea creatures: “like a fish out of water.” Ask students what other expressions in English they know related to fish.

## ***Present the Conversation***

Tell students that the video shows Anna visiting a houseboat. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



## ***Professor Bot's Lesson***

### ***Introduction***

Is Anna really ready for a houseboat?

Ms. Weaver invited Anna to dinner. When we make friendly, informal invitations, we use phrases like “Why don’t...?”

For example, Ms. Weaver said, “Why don’t you join us? My treat!”

### ***Making invitations***

That’s: “Why don’t” + the subject + the simple form of the verb.

Anna responded to the invitation by saying, “Thanks, but I already have plans.”

Keep watching for more examples of informal invitations!

## ***Making Invitations Activity***

Expand on Professor Bot’s comments on making invitations. “There are several ways to ask someone to do an activity with you. Here is one.” Write on the board:

Why don’t + subject + simple verb

Continue, “In this lesson we hear Ms. Weaver ask, ‘Why don’t you join us?’ We can also use this suggestion form.” Write on the board:

How about + subject + simple verb

Continue, “We hear Fannie ask her son, Phoenix, ‘How about you give Anna a tour...?’ Another kind of suggestion uses ‘Let’s.’” Write on the board:

Let’s + simple verb

Continue, “You see this in the name of this course - ‘Let’s learn English!’ Finally, we can make an invitation with”: Write on the board:

How would you like to + simple verb

“We hear Anna invite Ms. Weaver to her place by saying, ‘How would you like to hang out on my boat?’”

Give students the Invitations handout. Review the expressions for making, accepting, and declining invitations in the box. Ask students to write the invitation statement or question and both an acceptance response and a declining response. After students have finished, ask for volunteers to act out the invitations and responses.

## Day 3

### *Learning Strategy*

Say, “The learning strategy for this lesson is Cooperate. When Anna visits a friend living on a houseboat, the friend cooperates with Anna by helping her learn about what life on a houseboat would be like.”

Ask students, “When you are learning English, you can cooperate with friends in many ways.” Ask students to give examples of how they help their classmates and friends to study English.

Some answers may include:

Forming a study group to review for tests

Sharing class notes when a classmate is absent

Practicing speaking together in English

Explaining difficult grammar to classmates

Ask students to write notes in their notebooks or on paper with all of the ideas they got from the discussion about cooperating. If you collect the papers, put them on the classroom wall or bulletin board to remind students to use the strategy in the future.

## Activity

Introduce the activity: “In this activity, you will Cooperate with your classmates to practice making and accepting or declining invitations.” If possible, give each pair one copy of the activity sheet and have them cut out the activity cards. Then they can take turns with their partner drawing a card for an activity and inviting the other to join in it. Remind students of the different ways to invite others:

Why don't you...?

How about...?

Let's ...

Would you like to...?

Ask students to choose at least ten of the activities and invite their partners. When they have finished, encourage pairs to ask other pairs to join them in activities. Before the end of the class time, ask students to report which was the most popular activity, based on how many of their classmates accepted the invitation.

## Day 4

### Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Ms. Weaver says, “Oh, Anna. I've invited some people to dinner Saturday. We're going to that new seafood restaurant -- Fish on a Dish. Why don't you join us? My treat.” Then Anna says, “ My friend has invited me to her houseboat.”

*The question is: What does Ms. Weaver ask Anna?*

2. Professor Bot says, “When we make friendly, informal invitations, we use phrases like ‘Why don't...?’ For example, Ms. Weaver said, ‘Why don't you join us? My treat!’ That's: Why don't plus the subject plus the simple form of the verb.”

*The question is: Which of these questions uses the grammar correctly?*

*Read the following questions aloud or ask students to look at them on their paper.*

Why you don't join me on my friend's houseboat?

Why don't joining me on my friend's houseboat?

Why you don't joining me on my friend's houseboat?

Why don't you join me on my friend's houseboat?

3. Anna says, "Well, since you live on the water, aren't you afraid of great white sharks?" Fanny tells her, "You know, Anna, if you're afraid of sea life, maybe you shouldn't live on a houseboat."

*The question is: What problem does Anna have with life on a houseboat?*

4. Anna asks, "Fanny, does this rocking ever bother you?" Then Fanny says, "No, I love it. It goes up and down and side to side and up and down..." Anna says, "I need some fresh land air. I mean, I need to breathe air on land."

*The question is: What does Anna want to do?*

5. Anna calls Ms. Weaver and says, "Hi! How would you like to hang out on my boat?" Ms. Weaver and Anna sit in a boat on land.

*The question is: What solution does Anna find?*

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Ask students to write their answer to the question below in the form of a letter. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Invite someone to a real or imagined event or activity. Use the language you learned in this lesson. Give details about the time, date and place of the event and what the guest should wear.

Have students exchange their work and check the use of expressions for invitations.

### *Conversation*

- Anna: Hello, Ms. Weaver!
- Ms. Weaver: Oh, Anna. I've invited some people to dinner Saturday. We're going to that new seafood restaurant -- Fish on a Dish.
- Ms. Weaver: Why don't you join us? My treat.
- Anna: Thanks, Ms. Weaver. But I already have plans. My friend has invited me to her houseboat.
- Ms. Weaver: Houseboat, really? That's unique.
- Anna: Yes, it is. In fact, I'm thinking of living on a houseboat.
- Ms. Weaver: Aren't you too tall and klutzy to live on a houseboat?
- Anna: I am not too tall!  
(She knocks over a display board.)
- Fanny: Anna, I'm so glad you could come!
- Anna: Hi, Fanny!
- Fanny: Hi, this is my son, Phoenix.
- Anna: Hi, Phoenix.
- Fanny: How about you give Anna a tour and I will make some lunch?
- Phoenix: Aye, aye, captain!
- Fanny: Great!
- Anna: Do you really call her "captain"?
- Phoenix: I kind of have to.
- Anna: So, Phoenix, I think I'd like to live on a houseboat. Do you like living here?
- Phoenix: I love it! It's much different than living in a house.
- Anna: Oh, I bet. I bet you had to get rid of a lot of stuff, didn't you?
- Phoenix: No way! We moved from a 3-story house to a boat! So, we really had to downsize!
- Anna: I'd have to get rid of a lot of stuff. I have a rock collection and I have some really big rocks.
- Anna: Can you stop this boat from rocking for a minute?

Phoenix: No. We're floating on water. I can't do that.

Anna: Well, since you live on the water, aren't you afraid of great white sharks?

Phoenix: No, not really. They don't live in these waters.

Anna: ... that you know of. What about killer whales?

Phoenix: No.

Anna: Electric eels?

Phoenix: No.

Anna: Barracudas?

Phoenix: No.

Anna: Piranhas?

Phoenix: Uh-uh.

Fanny: You know, Anna, if you're afraid of sea life, maybe you shouldn't live on a houseboat. Do you have any boating experience?

Anna: Oh, oh yeah, Fanny. I have battled the great waters before -- once on a swan boat and once in a duck boat ... bus. It was a boat that turned into a bus.

Fanny: Yeah, I don't think that counts.

Anna: Fanny, does this rocking ever bother you?

Fanny: No, I love it. It goes up and down and side to side and up and down. Anna, I love it!

(Because of the rocking, Anna begins to feel seasick.)

Fanny: Anna, are you feeling okay?

Anna: Yeah, yeah. You know, I just need some fresh air.

Fanny: Let me open a window for you.

Anna: No, I need some fresh land air. I mean, I need to breathe air on land. Oh, is that the time? I should really be going.

Anna: Thanks for lunch, Fanny, and a tour of your houseboat. It's given me a great idea!

Fanny: You're going to live on a houseboat?

Anna: Sort of. Thanks again!

Anna: Hi! How would you like to hang out on my boat? Great! See you then!

(Ms. Weaver and Anna sit in a boat on land.)

Anna: ...and this is my shark net.

Ms. Weaver: Thank you for the invitation, Anna.

Anna: Of course, would you like more orange juice?

Ms. Weaver: Uh...

Anna: (to young man) Ahoy!



## Key Words

accept	<i>v</i>	to receive or take something offered
Aye, aye, captain!	<i>expression</i>	A phrase meaning “Yes, sir!” in naval language
barracuda	<i>n</i>	a kind of fierce tropical fish that has strong jaws and sharp teeth
battle	<i>v</i>	to try or struggle very hard to do something
count	<i>v</i>	to be considered or regarded as something
decline	<i>v</i>	to say that you will not or cannot do something
downsize	<i>v</i>	to make something smaller
deck	<i>n</i>	a flat surface that forms the main outside floor of a boat or ship
electric eel	<i>n</i>	an eel-like freshwater fish of South America, using pulses of electricity to kill prey, to assist in navigation, and for defense
fish out of water	<i>expression</i>	a person or thing is completely clueless or directionless when put into unfamiliar surroundings or an unfamiliar situation
float	<i>v</i>	to rest on top of a liquid
get rid of	<i>phrasal verb</i>	to do something so that you no longer have or are affected by something that is unwanted
great white shark	<i>n</i>	a large aggressive shark of warm seas, with a brownish or gray back, white underparts, and large triangular teeth
houseboat	<i>n</i>	a boat which is or can be moored for use as a house
invite	<i>v</i>	to ask someone to go somewhere or do something
juice	<i>n</i>	the liquid part that can be squeezed out of vegetables and fruits
klutzy	<i>adj</i>	describing a clumsy person
killer whale	<i>n</i>	a black-and-white whale that kills and eats other animals
kind of	<i>expression</i>	to some extent

orange	<i>n</i>	a citrus fruit that is round and that has an orange skin
piranha	<i>n</i>	a small South American fish that has sharp teeth and that eats the flesh of animals
respond	<i>v</i>	to say or write something as an answer to a question or request
seasick	<i>adj</i>	feeling sick because of the movement of a boat or ship that you are
swan	<i>n</i>	a large usually white bird that lives on or near water and that has a very long and graceful neck
sort of	<i>expression</i>	in some way
story	<i>n</i>	a group of rooms or an area that forms one floor level of a building
treat	<i>v</i>	an occurrence in which you pay for someone's food, drink, or entertainment

## Quiz - Level 2, Lesson 27 - Fish Out of Water

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver ask Anna?

- a. If Anna can join her for dinner Saturday
- b. Why Anna wants to live on a houseboat
- c. If Anna's houseboat is too klutzy to live in
- d. Ms. Weaver asks Anna all of these things.

4. What does Anna want to do?

- a. Find out why Fannie likes living on a boat.
- b. Go up to the deck so she won't be seasick.
- c. Leave the boat to get some fresh land air.
- d. Tell Fannie why the rocking bothers her.

2. Which of these questions uses the grammar correctly?

- a. Why you don't join me on my friend's houseboat?
- b. Why don't joining me on my friend's houseboat?
- c. Why you don't joining me on my friend's houseboat?
- d. Why don't you join me on my friend's houseboat?

4. What solution does Anna find?

- a. Preparing for life on a houseboat.
- b. Enjoying her boat on land.
- c. Showing her boss she is not afraid.
- d. Anna's solution is all of these.

3. What problem does Anna have with life on a houseboat?

- a. She has battled swans and ducks.
- b. Anna is afraid of a lot of sea life.
- c. She doesn't enjoy being near water.
- d. Anna has all of these problems.



Complete the sentences with expressions for making and accepting or declining invitations.

1. \_\_\_\_\_ to the movies tonight?  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_
2. \_\_\_\_\_ for lunch on Wednesday?  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_
3. \_\_\_\_\_ to a barbecue next on Saturday?  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_
4. \_\_\_\_\_ for a walk with me?  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_
5. \_\_\_\_\_ study English together on Thursday?  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_
6. \_\_\_\_\_ wash my car this afternoon?  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_
7. \_\_\_\_\_ for dinner tomorrow evening.  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_
8. (write your own invitation)  
\_\_\_\_\_  
(yes) \_\_\_\_\_  
(no) \_\_\_\_\_

**Phrases for inviting:**

Why don't + subject + simple verb

How about + subject + simple verb

Let's + simple verb

How would you like to + simple verb

**To accept:**

That's a good

/great idea!

That sounds good/great.

Thanks! I'd love to.

**To decline (say 'no'):**

Thanks, but I already have plans.

That's a good idea but... I'm not sure.



Barracuda



Electric eel



Great White Shark



Piranha



Killer Whale (Orca)



STEP 1

Choose ten activities and invite your partner to join you.

go to the lake	take a walk	play volleyball
go skiing	play baseball	make a sandcastle
hang out this weekend	go shopping	go to the park
go ice skating	come to my party	have dinner
come to my pizza party	play video games	have lunch
go to the festival	play baseball	go to a movie
come to my farewell party	go to the beach	go hiking

STEP 2

Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
I would love to come I'd love to. What time?	I would love to come but I can't.
Thank you! That sounds great! Great! Thanks. I'm free. That sounds good!	Thanks, but I have to say "No!"
Sure, that would be fine. Sure, that's good.	Sorry, I'm busy then. Sorry, but I have to go to work.
Great! Thank you! May I bring something?	Sorry, I have to .....

Listen to your partner's invitation. Choose a "yes" or "no" response. After you practice ten activities, invite other pairs of students to join you. What is the most popular activity?