

Unit 29 A birthday party

About this unit

This unit has a birthday party as its theme. Pupils practise using the present continuous tense to describe what is happening in a picture and the simple present tense to describe habitual actions. They learn songs and rhymes about birthdays. They say when their birthday is and how old they are. They talk about how they celebrate their birthday. They join in with reading certain parts of a story and show their understanding that words inside speech bubbles and words inside quotation marks are words that are said by a character in a story. They revise the sight vocabulary and phonics word families they have learnt this year. They construct sentences in the past tense.

Lesson 1

Lesson aims

Pupils will:

- *Listening and speaking*: Describe what is happening in a picture; discuss habitual actions.
- *Grammar*: Use the present continuous tense; use the simple present tense.

Resource

- Pupil's Book.

Listening and speaking

(Pupil's Book p. 102)

1. Ask pupils to turn to page 102 in their PB. Draw their attention to the picture at the top of the page, underneath the heading *Listening and speaking*.
2. Ask pupils in pairs to answer the first questions in Activity 1: *What is the boy doing?*
3. Take pupils' answers. Encourage them to answer using one or more full sentences. (For example, *The boy is blowing out the*

candles on a cake. He is doing this because it is his birthday.) Ask pupils how they know it is the boy's birthday (e.g. *It says "Happy Birthday" on the cake*).

4. Ask, *How old is the boy now?* Pupils might be able to reason that the boy is seven years old, because there are seven candles on his cake. If pupils are stuck on this question, explain that the number of candles on a birthday cake is supposed to match the age of the person whose birthday it is. Ask them to count the candles in order to find out the boy's age.
5. Teach the song, *Happy birthday*:
*Happy birthday to you,
Happy birthday to you,
Happy birthday dear _____,
Happy birthday to you.*
6. Let pupils work in pairs. Let them ask each other the questions you have just worked through in class. Let them swop so that the one who first did the asking, now answers the questions.

Vocabulary (Pupil's Book p. 102)

Pupils will learn the following expressions in this lesson:

Happy birthday
birthday cake
blowing out candles
He is _____ years old
He is blowing / eating / looking ...

Reading (Pupil's Book p. 102)

Let pupils work in pairs. They read the words *cake* and *candle* and point at the correct place in the picture.

Writing (Pupil's Book p. 102)

Let pupils copy the words *cake* and *candle* in their notebooks.

Grammar (Pupil's Book p. 102)

Pupils should use the present continuous tense (*is/am _____ -ing*) when they describe

what is happening in the picture. Correct them if necessary.

Support

Use some other examples of the present continuous tense to get pupils to understand and intuitively use the correct structure, for example: *The boy is singing, The boy is smiling, I am reading, I am eating.*

Extension

Ask pupils to draw a picture of what they do on their birthday and write one or two sentences about it. For example, *On my birthday I have a party. We eat cake.*

Lesson 2

Lesson aims

Pupils will:

- *Listening and speaking:* Follow the text of a story as it is being read; answer questions about a story they have listened to.
- *Reading:* Join in with certain parts of a familiar story.

Resource

- Pupil's Book.

Listening and speaking

(Pupil's Book p.103)

1. Ask pupils to turn to page 103 in their PB. Draw their attention to the picture underneath the heading *Reading*.
2. Ask pupils questions about the picture to develop listening and speaking skills. For example, *Where are the children in the picture?* (They are arriving at a house, They are visiting someone, They are bringing things.)
What is the girl on the left doing? (She is opening the door.)
How many children are there? (There are six children.)

Vocabulary *(Pupil's Book p.103)*

Pupils will learn the following expressions in this lesson:

They are ...

Reading *(Pupil's Book p.103)*

1. Ask pupils to turn to page 103 in their PB. Tell them they are going to read a story with you.
2. Explain that the story is about the girl in the pink dress. Her name is Tolu and it is her birthday.
3. Read the story aloud all the way through, asking pupils simply to listen.
4. Read the story a second time. This time ask pupils to follow the text. Pause at intervals to ask comprehension questions and to explain any unfamiliar words or phrases.
5. Read the story a third time. This time give pairs different parts of the story to read aloud.

Extension

You could ask the whole class to sing *Happy birthday to you*, using Tolu's name. Point out that the song is mentioned in the text.

Lesson 3

Lesson aims

Pupils will:

- *Listening and speaking:* Talk about how old they are and when their birthday is.
- *Reading:* Read speech bubbles containing familiar dialogue; match dialogue to the correct picture.
- Use familiar language patterns in a role-play situation.

Resources

- Pupil's Book
- Workbook.



Listening and speaking

(Pupil's Book p. 103)

1. Teach pupils this poem, *A birthday*:
Today is ____'s birthday,
Let's make her / him a cake.
Mix and stir
Stir and mix,
Then into the oven to bake.
Here's our cake so nice and round,
We ice it pink and white
We put ____ (e.g. seven) candles on it,
To make a birthday light.
2. Ask pupils to suggest actions for the poem, and then say it again, adding the actions.
3. Go around the class and ask the pupils to tell you how old they are.
4. Ask pupils if they know when their birthday is, and say the date of their birthday (e.g. *My birthday is on the 4th of April*). If pupils do not know the date of their birthday, ask them to find out for homework.



Vocabulary

(Pupil's Book p. 103)

Pupils will learn the following expressions in this lesson:

How old are you?

I am ____ years old

My birthday is on ____.



Reading (Comprehension)

(Pupil's Book pp. 103 and 104)

1. Ask pupils to turn to page 103 in their PB. Tell them you are going to continue reading the story they read the previous day.
2. Ask, *What is Tolu saying?* Call on an individual pupil to read aloud the words in Tolu's speech bubble.
3. Ask, *What is the boy saying?* Call on a group of pupils to read aloud the words in the speech bubble on the right.
4. Ask pupils to turn over the page to page 104. Draw their attention to the speech bubbles. Ask them to read what the

children are saying. Ask them to read what Tolu is saying.



Writing

(Workbook, p. 31)

Ask pupils to complete Exercises 1 and 2 on page 31 of their WB. In these exercises, pupils find their way through a maze to help Tolu find her birthday cake. Explain to pupils the importance of using a pencil rather than a pen, and of pressing lightly with the pencil, to make it easier to rub out if they make a mistake.



Extension

Ask pupils to tell others (the rest of the group or the rest of the class) about a party they have been to. This could be their own birthday party, or the party of a friend or family member. It can be a party for an adult. Ask them to say where the party was held, who came, what gifts were given and what games were played. Encourage the use of English as much as possible.

Lesson 4



Lesson aims

Pupils will:

- *Listening and speaking:* Use a range of phrases for birthday greetings; revise a range of phrases for signing a card.
- *Writing:* Copy familiar words and short sentences into self-made birthday cards.
- *Grammar:* Complete sentences with the correct greetings.



Resources

- Pupil's Book
- Workbook
- A selection of birthday cards
- Thin card
- Pens or felt tip pens
- Materials for collage, printing or painting (optional)
- Scissors
- Glue

- Old magazines and newspapers
- Chalkboard
- Large plain paper.

Listening and speaking

1. Ask pupils to name the party food mentioned in the rhyme they have learnt in this unit (*cake*).
 2. Ask pupils to think about other things they eat and drink at a birthday party and talk about these with a partner.
 3. Call up four or five pupils and help them to “act out” a party. Assign one pupil the role of the birthday boy or girl. The others will be guests at the party. The order of the party could be as follows: i) greeting each other, ii) singing *Happy birthday*, iii) giving gifts (encourage each pupil to give a different gift), iv) saying goodbye and thank you. It is recommended you do not include the playing games section of the party; otherwise some pupils may be tempted to run around and be silly in step 4.
 4. Organise pupils into small groups and ask them to act out a party too. Move around the room, helping groups with their language and keeping them on task.
 5. Ask selected groups to act out their party for the rest of the class.
2. Show pupils the selection of birthday cards you have brought in. Talk about the pictures on the front, and ask pupils who they think would most like each one (e.g. boy or girl).
 3. Read and discuss the writing printed on the card (on the front and inside). Make a list of birthday greetings on the board, and practise reading each one with the pupils. Encourage pupils to suggest their own birthday greetings to add to the list.
 4. Revise different ways of signing a card. Write *Good wishes from ...* on the chalkboard. Ask pupils to suggest other phrases they can use when they sign their name (e.g. *From your friend*, or *Love from*). Write pupils’ suggestions on the board and practise reading them.
 5. If you like, you can ask pupils to use a certain art technique to make the picture on the front of their birthday cards (e.g. printing, collage, painting etc.) You will need to demonstrate this technique to the pupils by making an example card. Alternatively, simply ask pupils to draw a picture.
 6. Give pupils time to make their birthday cards.
 7. When pupils have finished making their cards ask them to show their card to a partner and talk about how they made it. Help them with the vocabulary they need.

Extension

Pupils should write a list of things they eat and drink at birthday parties. They can choose words from the chalkboard to copy. Encourage more able pupils to include one or more of their own ideas in their list, and attempt to spell these words independently.

Writing

1. Tell pupils they are going to make their own birthday card. It can be for an adult or a child, and it can be for a friend or a family member.

Grammar

(Workbook p. 31)

Ask pupils to turn to page 31 in the WB. Draw their attention to Exercise 3 and explain how to do the exercise. Read through the sentences together, asking pupils to find the correct word from the box to complete sentences b) to e). Give pupils time to complete the exercise. If pupils don’t have their own copy of the WB, write the exercise on the chalkboard for them to copy into their notebooks.

Answers

(Workbook p. 31)

- b) nice
- c) Thank
- d) party
- e) Goodbye

Lesson 5

Lesson aims

Pupils will:

- *Grammar*: Learn about words that have the same meaning (synonyms); practise writing sentences in the past tense.
- *Writing*: Use a table containing words and phrases to construct sentences with a given structure.

Resource

- Pupil's Book.

Vocabulary (Pupil's Book p.104)

Pupils will learn the following words and expressions in this lesson:

pleased, happy

gifts, presents

very nice, great

Reading (Pupil's Book pp.103 and 104)

1. Ask pupils to turn to page 104.
2. Draw pupils' attention to the box at the top of the page.
3. Read the pair of words that have the same meaning (synonyms): *pleased - happy*. Ask them to page back to page 103 and find the word *pleased* in the text. Read the sentence *Tolu is pleased to see them* aloud, but use *happy* instead: *Tolu is happy to see them*. Explain that the two sentences mean the same, whether it is the word *happy* or the word *pleased* that is used.

Grammar (Pupil's Book pp. 103 and 104)

Draw pupils' attention to the words *gifts* and *very nice* on page 104. Tell pupils to turn back to page 103. They need to find words that are similar in meaning in the story.

Answers (Pupil's Book p.104)

synonym for gifts: presents

synonym for very nice: great

Writing (Pupil's Book p.104)

Pupils write sentences in the present tense and the past tense. They choose from the table provided on page 104. Various options are possible, but they always have to use *is* with *Today*, and *was* with *Yesterday*.

Possible sentences:

Today is my birthday.

Today is a special day.

Today is the day of my party.

Yesterday was my birthday.

Yesterday was a special day.

Yesterday was the day of my party.