

# Unit 4

# When's your birthday?

## Lesson 1

1 Look, listen and repeat. 🗣️ 🎧 🗣️



2 Point and say. 🗣️ 🗣️



Tell your class the date today. 🗣️

## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topics *Dates* and *Birthdays*.
- ask and answer questions about dates, using *What is the date today? It's ...*
- ask and answer questions about someone's birthday, using *When's your birthday? It's on the ...*
- pronounce the sounds of the letters **th** and **ch** in the words *fourth* and *March* respectively.

**Warm-up:** Spend a few minutes revising the previous lesson by asking the class to say the chant *What do you do on ...?* and to clap their hands.

### 1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about dates, using *What is the date today? It's ...*
- Have them look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are they? Where are they?* and *What are they saying?* (In Pictures a and b, Miss Hien greets the pupils and they then respond to her greeting in the classroom. Focus pupils on Picture c where Miss Hien asks Nam the date, using *What is the date today?*, and Nam answers *It's the first of October*. In Picture d, Mai corrects Nam's answer saying *It's the second of October*. Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

#### Language note:

Ordinal numbers are used for saying dates. Remember to use *the* before ordinal numbers.

**Examples:** 1 (one) – 1<sup>st</sup> (the first)                      2 (two) – 2<sup>nd</sup> (the second)

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about dates, using *What is the date today? It's ...*
- Have them look at the pictures to understand how the language is used.
- In order for pupils to say the dates, they need to know the ordinal numbers 1<sup>st</sup> to 31<sup>st</sup>. You can find these numbers in *Glossary*. (We focus on one month, October, in this lesson and will teach other months in Lesson 2.)
- Point to Picture a and have them repeat the date under the picture. Do choral and individual repetition. Then tell pupils to practise asking and answering about the dates in pairs, using the prompts in the bubbles and the pictures.

#### Tell your class the date today.

- Tell pupils that they are going to practise asking and answering questions about the real date, using *What is the date today? It's ...*
- Ask them to work in pairs, one points to the calendar and asks the question, the other looks at the calendar and answers. You can call one pupil to write the answer on the board.
- Call some pairs to practise in front of the class.



3 Listen and tick. 🎧 ✎

1.  a ☐  b ☐  c ☐
2.  a ☐  b ☐  c ☐
3.  a ☐  b ☐  c ☐

4 Look and write. 👁️ ✎



1. It's \_\_\_\_\_  
\_\_\_\_\_.



2. It's \_\_\_\_\_  
\_\_\_\_\_.



3. It's \_\_\_\_\_  
\_\_\_\_\_.

5 Let's sing. 🎵

**What's the date today?**

What's the date today?  
Is it the first of October?  
What's the date today?  
Is it the first or is it the third?  
What's the date today?  
It isn't the first, it isn't the third.  
It's the second of October.



**Warm-up:** Spend a few minutes revising the previous lesson. Call a few pairs to the front of the class to ask and answer the question *What is the date today?*, using the real date. Ask one pupil to write the date on the board.

### 3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about dates and tick the correct pictures.
- Have them look at the pictures to identify that the month is the same but the dates are different. Revise the ordinal numbers 1<sup>st</sup> to 31<sup>st</sup> with them. Then ask them to say the nine dates shown in the pictures. Remind them the differences between cardinal and ordinal numbers (e.g. *fourteen* and *fourteenth*). Check understanding.
- Play the recording more than once, if necessary. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the dates.
- Get pupils to swap their answers before you check as a class.

**Key:** 1 b    2 c    3 a

#### Audio script

- |               |                                |         |  |
|---------------|--------------------------------|---------|--|
| 1. Miss Hien: | Good morning, children.        | 2. Mai: | Is it the fourteenth of October today? |
| Children:     | Good morning, Miss Hien.       | Nam:    | No. It's the eighteenth of October.    |
| Miss Hien:    | What's the date today?         | Mai:    | Thank you, Nam.                        |
| Children:     | It's the third of October.     | Nam:    | That's alright.                        |
| Miss Hien:    | Thank you.                     |         |  |
| 3. Linda:     | What's the date today, Tom?    |         |  |
| Tom:          | The twentieth of October.      |         |  |
| Linda:        | Sorry?                         |         |  |
| Tom:          | It's the twentieth of October. |         |  |
| Linda:        | Thanks.                        |         |  |

### 4. Look and write.

- Tell pupils that they are going to fill the gaps of the sentences with different dates suggested in the pictures.
- Give them a few seconds to look at the pictures. Ask them to find appropriate words to complete the sentence under each picture. Remind them to write the words for the numbers, instead of digits. Ask them to pay attention to the spelling of 12<sup>th</sup> – *the twelfth*. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.

**Key:** 1 the twelfth of October    2 the fourteenth of October    3 the thirty-first of October

### 5. Let's sing.

- Tell pupils that they are going to sing the song *What's the date today?* Teach the song, following the procedure in *Teaching the unit components* in *Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask three groups of four to the front of the class. The first two groups sing two lines each, and the third sings the last three lines. The class sings the song together and claps hands.



# Lesson 2

1 Look, listen and repeat. 🗣️ 🎧 🗣️

**a** Oh! What a nice cake!

Yes. It's my birthday today.

**b** Happy birthday, Linda.

Thank you.

**c** When's your birthday, Mai?

It's on the fifth of March.

2 Point and say. 📅 🗣️

When's your birthday?

It's on the \_\_\_\_\_.

**a**

**b**

**c**

**d**

**e**

**f**

3 Let's talk. 🗣️

- What is the date today?
- When's your birthday?

**Warm-up:** Spend a few minutes revising the previous lesson by asking some pupils to go to the front of the class to sing the song *What's the date today?* Have the class clap hands.

### 1. Look, listen and repeat.

- Tell pupils that they are going to read a story in which pupils ask and answer questions about birthdays, using *When's your birthday? It's on the ...*
- Have them look at the three pictures and answer some questions such as *Who are they? Where are they?* and *What are they saying?* (Mai is at Linda's birthday party and she congratulates Linda on her birthday. Focus pupils on Picture c where Linda asks Mai about her birthday, using *When's your birthday?* and Mai answers *It's on the fifth of March.*) Check comprehension.
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about someone's birthday.
- Ask them to look at the pictures and focus on the months and the circled dates. In order for pupils to say the dates, teach the months of the year: *January, February, March, April, May, June, July, August, September, October, November, December.* Check comprehension. Have pupils repeat each word a few times. You may use a calendar to aid teaching.
- Point to Picture a and ask pupils to say the date (*the first of January*). Then let one pupil ask *When's your birthday?* and another answers *It's on the first of January.* Put the question and the answer on the board. Have the class repeat them.
- Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then practise asking and answering the questions in pairs.
- Call a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.

**Language note:** *On* is used for answering *When's someone's birthday? It's on the ...* The first letters of the names of the months must be in capitals.

### 3. Let's talk.

- Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2. Remind pupils of the questions *What is the date today?* and *When's your birthday?*, and how to respond to them.
- Ask them to work in pairs and ask and answer the above two questions. Remind them to use the real dates of their birthdays. Go around offering help and correcting pronunciation, if necessary.
- Call on a few pairs to act out the dialogue in front of the class. Correct pronunciation, if necessary.



4 Listen and number. 🎧 🗣️



a ☐



b ☐



c ☐



d ☐

5 Look and write. 👁️ 🗣️

1. A: When's your birthday, Tony?

B: It's \_\_\_\_\_.

2. A: When's your birthday, Mai?

B: It's \_\_\_\_\_.

3. A: When's your birthday, Phong?

B: It's \_\_\_\_\_.



6 Let's chant. 🎵

**Months of the year**

January, February, March.

Now it's time to start.

April, May and June.

Sing a happy tune.

July, August, September.

Let's play together.

October, November and December.

Remember, remember, remember!



**Warm-up:** Spend a few minutes revising the previous lesson by asking one pupil to write today's date on the board. Then have the class sing the song *What's the date today?* If possible, ask pupils to substitute the dates in the song with other dates.

#### 4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about children's birthdays and number the pictures.
- Give them a few seconds to look at the pictures. Ask them to say the dates aloud.
- Play the recording more than once, if necessary, for pupils to listen and number the pictures.
- Get pupils to swap their answers before you check as a class.

**Key:** a 3    b 1    c 4    d 2

##### Audio script

1. *Mai:* Today is my birthday.

*Nam:* Happy birthday!

*Mai:* When's your birthday, Nam?

*Nam:* It's on the second of April.

3. *Mai:* Hi, Tom. When's your birthday?

*Tom:* It's on the fifteenth of January.

*Mai:* Sorry?

*Tom:* My birthday is on the fifteenth of January.

*Mai:* I see.

2. *Akiko:* When's your birthday, Hoa?

*Hoa:* It's on the sixth of March.

*Akiko:* Oh. That's my birthday, too.

*Hoa:* Really?

*Akiko:* Yes. It's on the sixth of March.

4. *Akiko:* When's your birthday, Linda?

*Linda:* It's on the twenty-sixth of July.

*Akiko:* ... of June or July?

*Linda:* It's on the twenty-sixth of July.

#### 5. Look and write.

- Tell pupils that they are going to write the answers to the questions, using the picture cues.
- Have them read the questions about Tony's, Mai's and Phong's birthdays first. Then tell them to look at the pictures to find the dates of the children's birthdays. Ask them to write the words for the dates (e.g. *the fourth of February*). Check understanding.
- Set a time limit for pupils to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask some pairs of pupils to act out the dialogues in front of the class.

**Key:** 1 on the fourth of February

2 on the fifth of March

3 on the twenty-third of June

#### 6. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions.
- Put them into groups of four. Get pairs or groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups of pupils to the front of the class to chant and do actions: one group chants the first verse of the lyrics and the other chants the second verse. The rest of the class claps along to the rhythm.



# Lesson 3

## 1 Listen and repeat.

**th** **fourth** It's the fourth of June.

**ch** **March** My birthday is on the fifth of March.

## 2 Listen and circle. Then write and say aloud.

- My birthday is on the \_\_\_\_\_ of December.  
a. fourth                      b. fifth
- His birthday is on the twenty-first of \_\_\_\_\_.  
a. March                      b. April
- Her birthday is on the \_\_\_\_\_ of October.  
a. sixteenth                      b. seventeenth
- My friend's birthday is on the thirtieth of \_\_\_\_\_.  
a. March                      b. May

## 3 Let's chant.

### When's your birthday?

When's your birthday, Mai?  
It's on the fifth of March.  
When's your birthday, Mary?  
It's on the fifth of March, too.



When's your birthday, Nam?  
It's on the second of April.  
When's your birthday, Peter?  
It's on the sixth of May.

**Warm-up:** Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the chant *Months of the year*. Ask the class to chant and clap their hands or do actions.

### 1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds of the letters **th** and **ch** in the words *fourth* and *March* respectively.
- First, put the letters **th** and **ch** on the board. Play the recording and ask pupils to repeat a few times. Then put the words *fourth* and *March*, the sentences *It's the fourth of June* and *My birthday is on the fifth of March* on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to say the sentences in front of the class. Correct the pronunciation, if necessary.

### 2. Listen and circle. Then write and say aloud.

- Tell pupils that they are going to listen to the recording and circle the correct answers.
- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
- Have pupils listen to the recording and circle the appropriate words. If necessary, have pupils listen to the recording more than once.
- Give them time to write the words in the gaps independently. Have pupils swap their answers before checking as a class. Go around offering help, if necessary.
- Ask pupils to read the sentences aloud.

**Key:** 1 b 2 a 3 a 4 a

#### Audio script

1. My birthday is on the fifth of December.
2. His birthday is on the twenty-first of March.
3. Her birthday is on the sixteenth of October.
4. My friend's birthday is on the thirtieth of March.

### 3. Let's chant.

- Tell pupils that they are going to say the chant. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them read the chant and check comprehension.
- Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions. Call two groups of four to give a demonstration, one group chants the first verse and another chants the second verse.
- Get pairs or groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call two groups of four to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.



#### 4 Read and tick.

Dear penfriend,

My name's Peter. I'm from London, England. Today is Sunday, the sixth of May. It's my birthday. I'm happy. I have many birthday presents from my friends. What about you? When's your birthday?

Write to me soon,  
Peter



1. Where is Peter from?



a ☐



b ☐

2. When is his birthday?



a ☐



b ☐

3. What does he have from his friends?



a ☐



b ☐

#### 5 Write an invitation card.



Please come to my birthday party.

To: \_\_\_\_\_

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

Time: \_\_\_\_\_

Address: \_\_\_\_\_

From: \_\_\_\_\_

#### 6 Project

Make a birthday card. Then tell the class about it.

**Warm-up:** Spend a few minutes revising the previous lesson by getting two pairs of pupils to go to the front of the class to chant *When's your birthday?* and do actions. The rest of the class claps to the rhythm.

#### 4. Read and tick.

- Tell pupils that they are going to read Peter's email to his penfriend and tick the appropriate pictures to answer the questions. Get them to look at the questions and guess the answers first. Then have them read the email to find the information to answer the questions. Tell them to focus on where Peter is from, when his birthday is and what he has from his friends. If necessary, get pupils to work in pairs or groups. Check understanding.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class.
- If there is enough time, get some pairs to ask and answer the questions.

**Key:** 1 b (He is from London, England.)  
2 a (It's on the sixth of May.)  
3 b (He has many birthday presents from his friends.)

#### 5. Write an invitation card.

- Tell pupils that they are going to write an invitation card to invite friends to their birthday parties, using real information about themselves.
- Have them work in pairs or groups to discuss what they are going to write. Focus them on the people/friends they can invite (*To*), the date of the party (*Date*), the time of the party (*Time*) and the address where the party is held (*Address*). They should put their own names in the *From* line. Check comprehension.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the answers on the board.
- You may also encourage them to decorate their invitation cards and ask the class to vote for the three best cards.

**Key:** *Pupils' own answers*

#### 6. Project

- Tell pupils that they are going to make a birthday card for their friends. Prepare resources like scissors, cards, rulers, coloured pencils and crayons.
- Give each of them a blank card. Set a time limit for them to decorate their cards.
- Have pupils write on the cards. Put the following on the board as an example:

Dear Thu Trang,  
Happy birthday to you!  
Best,  
Ngoc Khanh

- Have pupils tell the class about their birthday cards. You may put their cards on the classroom board for display.

**Key:** *Pupils' own answers*