

UNIT 3 - A Birthday Party

Competences

- Asking and answering questions about a birthday present
- Asking and answering questions about what one did at a birthday party

New Language

- **Phonics:** *third December*
- **Vocabulary:** *present, dictionary, jigsaw puzzle, paint, paint brush, coloured, balloon, cartoon, remember*
- **Sentence Patterns:** *What present did you give Mai?*
 - *A pink clock.*
 - What did you do at the party?*
 - *We played hide-and-seek.*

Resources

- Student's Book *Tiếng Anh 5, Tập Một, Unit 3, Pp. 20-26*
- Audio and visual aids: Recordings, flashcards, sticky tape, and large-sized sheets of paper for teaching points.



PROCEDURE

LESSON 1

Duration: 2 periods

Objectives: Pupils will be able to ask and answer questions about a birthday present.

Warm-up: Pupils display their homelink pictures. Then they sing the popular song *Happy Birthday*.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 20. Get them to read the title and the context sentence. Ask pupils to identify the birthday presents and guess whose birthday they are reading about. Point to each picture and elicit pupils' answers: *Whose birthday is it? Who is this? What are they talking about? What present is this?*, etc. Recall the vocabulary related to this section and teach: *present*. Get pupils to repeat the new word a few times. Then read each exchange in the pictures, stop at times to check pupils' comprehension.
- Make sure that pupils can understand the situation and language in each picture before playing the recording twice: once for pupils to listen all the way through and once for them to repeat. Pause after each line for them to repeat a few times.
- Divide the class into groups to take turns to say the lines from Peter and Nam.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 20. Get pupils to read the example and set the context: *Imagine you are Nam. You went to Mai's birthday party and gave her a pink clock.* Then elicit pupils' prompts to complete the speech bubbles. Write the question and answer on the board and get pupils to repeat them a few times. Write a list of presents in this section on the board. Recall the familiar ones and pre-teach the new ones: *birthday card, comic book, jigsaw puzzle, paints and paint brushes, coloured balloon.* Write the words on the board and get pupils to repeat them a few times.
- Model the task with the whole class. Point to Picture a and ask pupils to imagine they are Tony. T: *What present did you give Tony?* Class: *A birthday card.* Call on a few open pairs to go through the rest of the pictures. Focus on pronunciation and fluency.

Notes: Picture a. *Tony/a birthday card*; Picture b. *Linda/a comic book*; Picture c. *Phong/a dictionary*; Picture d. *Jim/a jigsaw puzzle*; Picture e. *Lucy/some paints and paint brushes*; Picture f. *Hoa/two coloured balloons*

- Pair work. Pupils take turns to ask and answer the questions about the birthday presents for the characters in this section. Select a few pairs to perform the task in front of the class. Give remedial work on pronunciation later if necessary.



3. Listen and tick.

- Ask pupils to open their Student's Book on Page 21 and tell them the listening purpose: *You're going to listen and tick the correct picture.* Point to each picture and ask pupils to identify them.

Notes: 1. a. *a computer* b. *a birthday card* c. *a box of jigsaw puzzle*

2. a. *a boy with a birthday cake* b. *a boy doing his homework*
c. *a boy visiting his grandfather in the hospital*

3. a. *a blue clock* b. *a pink clock* c. *a yellow clock*

- Tell pupils that they do not need to understand every word. They should make guesses based on the pictures and the contextual clues as they listen.
- Play the recording twice: once for pupils to hear all the way through and once for them to do the task. Pause after each part for pupils to have sufficient time to tick the correct picture.
- Replay the recording for pupils to check their answers. Get them to correct their answers in pairs. After that, ask some pupils to report their answers to the class. In case there is disagreement on any answer, play the recording related to the part again.

Tapescripts:

1. *Mai's birthday party is coming soon. Tony and Nam are talking about it.*
Tony: *Will you go to Mai's birthday party?*
Nam: *Yes, I will. What about you?*
Tony: *I will too. What are you going to give her?*
Nam: *A box of jigsaw puzzle. (Pause)*

2. *It was Linda's birthday party yesterday. Nga and Minh are talking about it.*

Nga: I went to Linda's birthday yesterday. I didn't see you.

Minh (boy): Well, I didn't go to her party.

Nga: Why not?

Minh: I went to visit my grandpa in the hospital. (Pause)

3. *Phi and his friend are talking.*

Phi's friend (girl): Where did you go yesterday, Phi?

Phi: I went to Tony's birthday party.

Phi's friend: Oh, really? What did you give him?

Phi: I gave him a blue clock. (Pause)

Answers: 1. c 2. c 3. a



4. Talk.

- Ask pupils to open their Student's Book on Page 21 and look at the picture. Get them to read the instruction and make sure they understand the task. Point to the picture to elicit pupils' answers to identify the characters. Use the guiding questions in the Student's Book to help them talk freely.

- Do the first example with the whole class in order to give them a clear idea of how the activity works.

T: Look at the picture. It was Mai's birthday party yesterday. Imagine you are Nam in the picture. Whose birthday party was it?

Class: Mai's birthday party.

T: Did you go to Mai's party?

Class: Yes, I did.

T: What present did you give her?

Class: A blue clock.

T: What did you do at the party?

Class: I danced, sang songs and played games.

T: Was it fun?

Class: Yes. Very much.

- For slower pupils, you can write an open dialogue for them to complete and practise as the following:

A: Who is this?

B: It's _____.

A: When's her / his birthday?

B: It was on _____.

A: Did you go to her / his birthday party?

B: _____.

A: What present did you give her / him?

B: _____.

A: What did you do at the party?

B: _____.

etc.

- Pair work. Pupils take turns to role-play the dialogue.
- Select a couple of pupils to demonstrate the task in front of the class. Praise them if they have good pronunciation or use appropriate English.

Summary

- In this lesson, pupils have learnt to ask and answer questions about a birthday present, using *What present did you give her / him? – I gave her / him a (pink clock).*

Homelink

- Get pupils to draw and colour a birthday present for a special friend for the class display in the next lesson.

LESSON 2

Duration: 2 periods

Objectives: Pupils will be able

- to pronounce correctly the sound of the letters *ir* as in *third* and that of the letters *em* as in *December*; and
- to listen and number the pictures.

Warm-up: Get pupils to display their homelink work and to play *Stand up*: Each pupil in the class writes his / her birthday month onto a strip of paper. When you call out a month, pupils who have that birthday month stand up and say the word.



1. Listen and repeat.

- Ask pupils to open their Student's Book on Page 22. Stick the large-sized sheet of paper with this section written on it on the board. Draw pupils' attention to the sound of the letters *ir* as in *third* and that of the letters *em* as in *December*. Get pupils to repeat these two words a few times.



2. Listen and read together.

- Ask pupils to open their Student's Book on Page 22. Draw their attention to the pictures and get them to read the instruction and set the context: *These lines are from a boy. His birthday's on the third of December.* Read each line, pausing at times to check pupils' comprehension. Then get pupils to repeat each line a few times.
- Model: Read each line again, clapping your hands: a. *remember* (2 claps), *remember* (2 claps), *third* (1 clap), *birthday* (1 clap); b. *December* (2 claps), *birthday* (1 clap), *bird* (1 clap); *birthday* (1 clap). Get pupils to clap as you read each line again. Then ask pupils to repeat each line again. Play the recording twice: once for pupils to listen all the way through and once for them to clap as they hear the focused words.
- Divide the class into two groups to take turns to say and clap the lines.
- Call on a few groups to perform the task in front of the class.

Tapescripts:

*Remember, remember
The third of December.
It's my birthday.
Come and play.*

*December the third
Is your birthday.
Here's a T-shirt.
It's my present to say
"Happy birthday".*



3. Group and say aloud.

- Ask pupils to look at the chart and the word box. Check if pupils understand the activity and the meaning of the focused words. Recall the meaning of the words. Say each word and get pupils to repeat it a few times. Do the first example with the class if they seem confused.
- Set time and let pupils do the task independently.
- Pupils check their answers in pairs. Call on some pupils to report their answers to the class. Have the whole class read in chorus all the words in each column.

Answers: **third:** *bird, shirt, birthday, skirt*

December: *member, remember, November, September*

Follow-up

- Get pupils to read and put an accent (') before the stressed syllable of each word in the above passage, e.g. *De.'cem.ber*. Ask pupils to use a dictionary if they are not sure of the pronunciation. Then draw pupils' attention to the stressed syllable in each word and say the words for them to repeat.

Notes:

'birth.day	Sep.'tem.ber
'bird	No.'vem.ber
'shirt	re.'mem.ber
'skirt	'member



4. Listen and number.

- Get pupils to open their Student's Book on Page 23. Tell them the listening purpose: *You are going to listen to the recording and number the pictures.* Tell pupils to look at the birthday cake and elicit their answer: *Whose birthday is it?* Then point to each present to recall the word.

Notes: Picture a. *a big beach ball*; Picture b. *a dictionary*; Picture c. *a robot*; Picture d. *a box of coloured pencils.*

- Remind pupils not to worry if they do not understand every word. They should focus on the order of the text as they listen and number the pictures.
- Play the recording twice: once for pupils to listen all the way through and once for them to do the task.
- Replay the recording for pupils to check their answers.
- Get pupils to check their answers in pairs. Call on a few pupils to report their answers to the class. If there is disagreement on any answer, play the related part again.

Answers: a. 2 b. 4 c. 3 d. 1

Tapescripts:

1. *It was Tony's birthday yesterday. Many of his friends came and gave him presents.
Now Linda and Nam are talking about the party.
Nam: What present did you give Tony, Linda?
Linda: Well, I gave him a box of coloured pencils. (Pause)*
2. *Linda: What about you? What did you give him?
Nam: Err... I gave him a beach ball.
Linda: Really... Was it the big one?
Nam: Yes, it was. (Pause)*
3. *Linda: I did not see Phong.
Nam: He didn't come. But he sent his present.
Linda: What was it?
Nam: A big robot.
Linda: Oh, I saw it. (Pause)*
4. *Linda: I saw Mai's present too.
Nam: What was it?
Linda: A dictionary.
Nam: That was a nice present. (Pause)*

5. Fun time

Nam's Surprise Present

- Draw pupils' attention to the title and the picture in this section. Ask them if they understand the title and elicit their answers: *Whose birthday is it? What does "surprise present" mean? Who gave it to Nam?, etc.* Pre-teach the new vocabulary: *turn on/off the light, soft, silky, and cute kitten.* Write the words on the board and get pupils to repeat them a few times. Play the recording or read the story. Pause at times to check pupils' comprehension.
- Play the recording again for pupils to repeat each line.
- Write a frame of a dialogue on the board and elicit pupils' prompts to complete it.

Linda: (gives Nam a box) (1) _____.
Nam: (gets the box from Linda) (2) _____.
Linda: (3) _____.
Nam: (4) _____.
(Everybody laughs.)

- Notes:** (1) *Happy birthday to you/to Nam.*
(2) *Thank you, Linda. What is it?*
(3) *Turn off the lights before you open it.*
(4) *Oh! There's something soft and silky. Oh, it's warm and it is touching me. Ugh!*

- Divide the class into two groups to take turns to say the lines from Linda and Nam.
- Pair work. Pupils take turns to act out the dialogue.
- Call on some pairs to perform in front of the class. Praise them if they have some invention of making their presents or using their own appropriate English.

Summary

In this lesson, pupils have learnt:

- to pronounce correctly the sound of the letters *ir* as in *third* and that of the letters *em* as in *December*;
- to listen and number the pictures; and
- to read and role-play a story for fun.

Homelink

- Pupils draw a birthday cake. Then decorate and colour it for the class display in the next lesson.

LESSON 3

Duration: 2 periods

Objectives: Pupils will be able

- to ask and answer questions about what one did at a birthday party; and
- to read a birthday card and write a birthday invitation card.

Warm-up: Pupils display their homelink work and sing and do actions for the song *Happy Birthday* in the unit.



1. Look, listen and repeat.

- Ask pupils to open their Student's Book on Page 24. Get pupils to look at the pictures and set the context: *Nam went to Tony's birthday. Now his sister Hoa is asking him what they did at the party.* Read each exchange, stopping at times to check pupils' comprehension.
- Make sure that pupils understand the situation and language. Play the recording twice: once for pupils to hear all the way through and once for them to repeat each line. Pause after each line for pupils to repeat a few times.
- Divide the class into two groups to take turns to say the lines from Hoa and Nam.



2. Point, ask and answer.

- Ask pupils to open their Student's Book on Page 24. Point to the picture next to the example and set the context: *Imagine you went to a birthday party with these children.* Get pupils to read the example and elicit their prompts to complete the speech bubbles. Write the question and answer on the board. Then get pupils to repeat them a few times in turn. Get pupils to repeat the prompt under each picture a few times.
- Model the task. Point to Picture a and ask: *What did you do at the party?* Class: *We danced.* Call on a few pairs to go through the rest of the items, focusing on pronunciation and fluency.
- Pair work. Pupils take turns to point, ask and answer what one did at a birthday party. Monitor the activity and offer help when necessary.
- Select a few pairs to perform the task in front of the class. Praise the pair that has some new activity besides the prompts in this section.



3. Read and answer.

- Ask pupils to open their Student's Book on Page 25. Draw pupils' attention to the cards. Set the context: *You've got two invitation cards: one from Lan Huong and one from Peter Brown. Look at the invitation cards and find the answers to these questions (point to the questions). Read each line on the invitation cards, pausing at times to check pupils' comprehension, using the questions provided. Give the meaning of *cordially invited, celebration, celebrating* (in Vietnamese if necessary).*
- Read the cards again, and get pupils to repeat each line a few times.
- Pair work. Pupils take turns to ask and answer the questions.
- Call on some pupils to report their answers to the class. In case there is disagreement on any answer, ask pupils to read the related card again.

Answers:

1. On December 24 th 2012	2. At 72 Chua Boc Street, Ha Noi
3. At 7:00 pm	4. On Saturday January 12 th
5. At 212 Green Street	6. At 7:00 pm



4. Write an invitation card.

- Set the context: *You are going to write your birthday invitation card. Read each line. Do you understand what it says? What should you write?* Call on a few pupils and elicit their prompts to fill in the card. Write a model on the board. Read each line and get pupils to repeat a few times.
- Set time and get pupils to work independently. For slower pupils, ask them to work with a partner. Monitor the activity and offer help if necessary. Tell pupils to draft before copying onto the card and explain that their work will be displayed later.



5. Fun time

Tune: **Happy Birthday**

Lyrics:

Happy Birthday

*Happy birthday to Jack,
Happy birthday to Jack,
Happy birthday,
Happy birthday,
Happy birthday to Jack,*

*Happy birthday to Jill,
Happy birthday to Jill,
Happy birthday,
Happy birthday,
Happy birthday to Jill.*

- Ask pupils to open their Student's Book on Page 26. Stick the large-sized sheet of paper with the song *Happy Birthday* on the board. Discuss the pictures with pupils. Point to each child and ask pupils to identify him / her. Elicit their answers about the presents.
- Play the recording twice: once for pupils to listen all the way through and once for them to repeat each line a few times.
- Play the recording again for you and the whole class to sing along.
- Divide the class into groups. Each group sings a line without music.
- Group work. Pupils practise singing in groups, doing actions if possible.
- Call on a group to sing the song in front of the class. The rest of the class claps to the beat.

Follow-up

- Get a pupil to replace the names in the song with their two friends' names. Then sing their revised song.

Summary

In this lesson, pupils have learnt:

- to ask and answer questions about what one did at a birthday party; and
- to read a birthday card and write a birthday invitation card.

Homelink

- Pupils practise singing their own version of the song *Happy Birthday* at home.