



TEACHER'S GUIDE

LESSON 18: WHEN IS YOUR BIRTHDAY?

Video summary: Anna plans a party for her son's birthday.

Functional purpose: Talk about celebrations, months and common shapes.

Grammar: Simple Irregular Past Tense – BE; made/make

Questions: When is your birthday?

Answers: My birthday is in (month). My birthday was the (date) of (month).

Key words:

balloons, birthday, cake, card, cupcake, float, gifts, horns, last, napkins, o'clock, plates, tomorrow, when, while, whole, whose, year, yesterday

Months: *January, February, March, April, May, June, July, August, September, October, November, December*

Directions: *up, down*

Shapes: *circle, rectangle, square, star, triangle*

Verbs: *celebrate, change, finished, talked, was, wrap*

PREPARE TO WATCH

Get students' attention

- If possible, bring a few balloons, colorful hats, or other objects common to children's birthday parties. Hum a "Happy Birthday" song (do not say the words) that is known in the students' culture. Ask, "At what events can you see balloons?"
- Ask, "What month are we in?" Write the students' answer in English.
- Ask, "Does anyone have a birthday this month?" Take student responses and write the dates they give on the board.

Connect to students' experiences

- Ask, "What happens at a birthday party? What foods do you eat? What do you do?" Write some of the student responses on the board in English.
- Show a circular object or draw a circle on the board. If possible, draw a round cake. Ask, "What is this shape?" Explain, "It is a circle."
- Draw a slice of cake in a triangular shape. Ask, "What is this shape?" Continue with *rectangle*, *square*, and *star* with objects related to birthday parties or the classroom.

Teacher's Guide Lesson 18 When Is Your Birthday?

Guess: What will happen?

- Say, “In this lesson, Anna tells us about planning a family birthday party. What do you think she will do for the party? Do you think she sings a song in this lesson? What song does Anna sing?”
- Write student suggestions on the board. After watching, students can check.

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Anna made a list of things to do for the party. Can you name the actions on Anna's list?

buy things for the party
wrap Felix's birthday gifts
make cupcakes
set-up the party

- What is one thing Anna bought for the party? What shape is it?
- Where did Daisy go? Why? (She floated up into the air with the balloons.)

Talk more about the video

- Ask students what they liked, what made them laugh, what parts they want to see again.
- Teach one or two new words from the video, such as the birthday party things or the shapes.
- Have students turn to their neighbor and ask, “What do you like to do on your birthday?”

ACTIVITIES

1. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

How to

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases on their activity sheets. The words are:

birthday

tomorrow

September

October

made

bought

circle

triangle

square

rectangle

- For the final box, students write their own birthday. Encourage students to write the date in words rather than digits.
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

Variation

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to find an example of each shape in the classroom. Then students can form pairs and play “I Spy” with the shapes:

Student A: I spy a rectangle.

Student B: Is it the table?

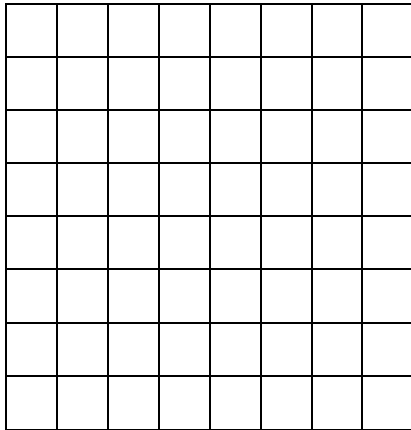
Student A: No, guess again.

Student B: Is it the window?

Student A: Yes, it is!

Teacher's Guide Lesson 18 When Is Your Birthday?

- Have students try to think of things outside the classroom which have these shapes. Then they can practice writing simple sentences to describe them, such as: *The full moon looks like a circle.*
- If possible, use pictures of famous buildings or landmarks to talk about shapes. For example, the side of a pyramid is a triangle, and the Colosseum in Rome is a circular.
- To practice counting, use or make a picture of a grid, such as:



Ask students to form other squares and rectangles by tracing over the lines with pencils or pens. For example, they could make four 4x4 grids. Students can use different colored pens or markers to make the sections clear. Then they can practice counting the number of small squares within the borders they have traced. You can also use the squares and rectangles to practice multiplication by showing students how to multiply two sides together. Then they can count the inner squares to confirm the answer.

You can also ask them how they could make triangles (by drawing diagonal lines through the squares).

If you have a compass for geometry, you can show them how to make a circle having a radius of four (or any other number by using the line segments as units of measure).



READ AND WRITE

Felix's birthday
is tomorrow

Was your birthday in
September or October?

Anna made cupcakes
and bought party
things.

The party things have
these shapes: circle,
triangle, square and
rectangle.

When is your birthday?



2. Listen and Speak

Set up/materials

- Give students the *Listen and Speak* activity sheet.
- Review how birthdates are given using ordinal numbers. The word bank on the activity sheet gives the ten basic ordinal numbers. Practice saying dates with the ordinal numbers:

Daisy's birthday is May fifth.

New Year's Day is January first.

How to

- Have students work in pairs.
- Ask students to write a birthday on the line below each person (except the partner's line).
- Have students ask each other the birthdays of each person.
- After students have talked about birthdays, say, "Now let's imagine we are going to each person's birthday party. What gift can we give them?" Have pairs compare ideas.

Variation

- For more advanced students, have students write sentences in both present and past tense for each person:

Felix's birthday is March 7th.

Felix's birthday was March 7th.

- Because there are up to 31 days in a month, you can have students practice saying the ordinal numbers from *first* to *thirty-first*. Give students repeated practice of this by asking "What is today's date?" at the beginning of every class.
- Research the birthdays of famous people. You can mention these people and their birthdays each day in class. Or, have students research the birthdays of famous people and ask them to write and/or speak about that person and their birthday.

● LISTEN AND SPEAK



Work with a friend. Write a birthday for each person. Then ask your friend their own birthday. Write it on the line under their picture. Ask your friend about the others: "When is Daisy's birthday?" If it was before today, answer like this: "It was May fifth."



May 5



Months: January, February, March, April, May, June, July, August, September, October, November, December

Numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

Other words: yesterday, tomorrow, next, last

<https://learningenglish.voanews.com>



You are going to each person's birthday party. What is a good gift to bring? Share your ideas with your friend.

LEARN MORE

“Before and After” birthday party

How to

- Explain the expression *need to*. Use examples such as, “I don’t have anything to drink. I need to get some water.” Then have students practice making their own examples using *need to*.
- Ask students what things are needed for a birthday party. Write student answers on the board.
- Next, ask students what they must do to prepare or get the things needed for the party. Write down and teach a few of these verbs, such as *buy* or *wrap*. Then show the part of the video where Anna says, “I have a lot to do” and shows her list of things to do.
- Now write a vertical list of the things the students said are needed for a birthday party.
- Write another vertical list on the board of verbs that can correctly match with the list of things. For example:

cake	bake
gifts	buy/wrap
plates	get/buy/put on a table
drinks	get/choose/buy/make
music	choose/find/decide
balloons	find/inflate (blow up)

- Guide students in writing sentences about the birthday party, such as *We need to bake a cake for the party.*
- Next, tell students to imagine that the party happened yesterday. Say, “What did you do before the party?” Guide students in using the simple past tense in their answers, such as *We bought gifts* or *We got some plates and cups.*
- You can show the video where the host explains past tense with *-ed*, *was*, and irregular verbs such as *make/made*.
- Then students can practice saying what they did before, during, and after the party, such as:

We made a list. Then we got the plates and napkins . . . At the party, we ate cake and played games . . . After the party, we went home

Teacher's Guide Lesson 18 When Is Your Birthday?

Variations

- Have students practice ordinal numbers by saying what they need to do, or did do, first, second, third, and so on: *First, we made a list. Second, we cooked some food . . .*
- Practice question formation in both present and simple past. For example:

What do we need to buy?

What did we buy for the party?

What do need to bring?

What did we eat at the party?

Then students can practice asking and answering the questions.

- Have students write and say sentences explaining what they need to do daily, such as homework and chores. More advanced students can discuss the difference between things people want to do and need to do.
- Have more advanced learners imagine an unusual birthday party or a very fancy birthday party. They can work together in small groups to share their ideas. Then the groups can share with the entire class and the class can discuss the ideas of each group.
- For more advanced learners, have students talk about how they feel on their birthdays. Ask them about how it feels to be a certain age (for example, say, “How is it different to be six years old than 10 years old?”). Ask them how it feels to get older. Students can also answer these questions in writing.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Felix's birthday _____ yesterday.
2. Anna _____ cupcakes for Felix.
3. The birthday card is a _____.
4. The plates are _____.

Answer key:

1. was
2. made
3. rectangle
4. circles



QUIZ

1. Felix's birthday
 yesterday.



2. Anna
cupcakes for Felix.



3. The birthday card
is a .



4. The plates are
.

