

Name of activity: Birthday Party

Short description: Students listen to a story about a birthday party. This lesson presents some rules of pluralisation to help students with spelling and pronunciation. A preparatory activity to unit 1 activity 1.23 (where students practice pronunciation)

Link to curriculum: Grade 9; unit 1 Grammar ii (p.21)

Difficulty level: easy

Time: 40 mins

Learning outcomes: by the end of the lesson students will be able to identify plural endings, learn some rules of pluralisation and practice both singular and plural forms of countable nouns.

(Competency 3; Listening)

Option 1

Lesson plan with:

- ✓ Worksheet
- ✓ Flashcards
- ✓ Tapescript

Option 2

Lesson plan with:

- ✓ Worksheets to project (data projector)
- ✓ Link to audio or video recording

Option 3

Lesson plan with:

- ✓ Activities for a Computer Room

Links to material:

<http://learnenglishkids.britishcouncil.org/en/spell/the-birthday-party>

http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/spell-the-birthday-party-worksheet_2013_04_08.pdf

http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/spell-the-birthday-party-answers_2013_04_17.pdf

Option 1: Worksheet

Preparation:

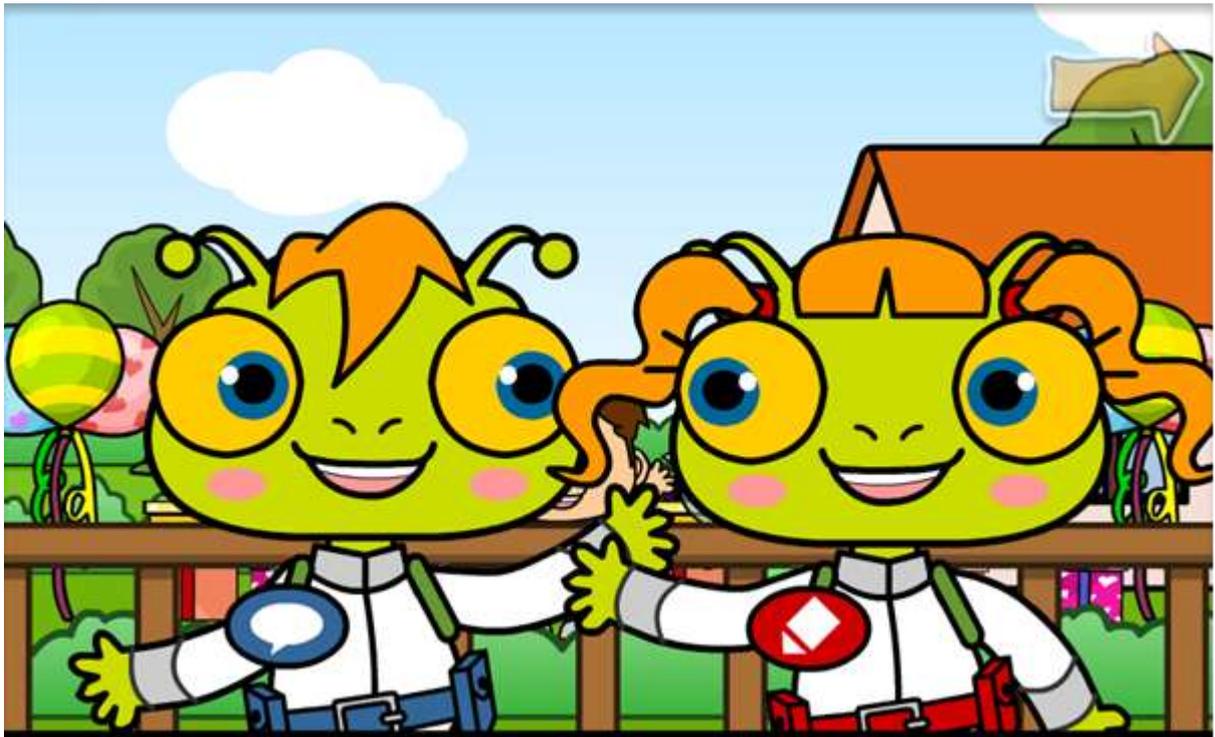
- Print out one copy of the story.
- Print out one copy of the picture of the space spies below. (If photocopying is a problem, you can draw the pictures on the board).
- Make photocopies of the worksheet below for students (worksheet 1 individual copies/worksheet 2 for pairs).
- (All the worksheets are available from the link above, as well as being copied below)
- (If photocopying is a problem, put up the activities on the board and ask students to copy them down.)
- If you can, go to the link and listen to the story.

Stage / Time	Procedure
<p>Introduction/ Warmer</p> <p>3 mins</p>	<ol style="list-style-type: none"> 1. Show flashcards (or draw on the board) of the space spies and Ben and Tess and ask students what they might be. Answer: aliens/people from space and Ben and Tess are humans. 2. Tell students that Sam and Pam are from space and are space spies who want to learn English. So they spy on humans to learn English. 3. Tell students that they are going to listen to a story where Sam and Pam are going to spy on Tess's birthday party.
<p>Pre-Listening</p> <p>5 mins</p>	<ol style="list-style-type: none"> 1. Play or read the first section of the story (tapescript below) and pause: <i>Ben and Tess are in the garden. Sam and Pam can see lots of balloons and presents. Sam and Pam think that Ben and Tess look funny! Tess is wearing a pretty fairy dress and Ben has a superhero costume on!</i> 2. Ask students to guess who else is at the party. 3. Elicit a few ideas and then play or read the next section. Pause to check the answer. (answer: <i>Men, women, babies and lots of happy children</i>)
<p>Listening 1</p> <p>+/- 5 min</p>	<ol style="list-style-type: none"> 1. Ask students to guess what Sam and Pam might learn that day. Play or read the rest of the story without pausing and elicit the correct answer. (answer: Plurals)

<p>Vocab focus 1</p> <p>8 mins</p>	<ol style="list-style-type: none"> 1. Give out worksheet 1 (1 per student). Focus on exercise 1. <p>(If photocopying is a problem, draw the 6 pictures on the board and write the words underneath: Presents, fairies, superheroes, spies, princesses, children under the pictures (in the wrong order).</p> <ol style="list-style-type: none"> 2. Get students to number the pictures. 3. Ask students if the pictures match the words. (answer: no) 4. Ask students to work individually and match the words with the pictures and elicit the correct answers. <p>Answers: pic1 –fairies; pic 2 children –; pic 3 presents –; pic 4 princesses – pic 5 spies; pic 6 superheroes-</p> <ol style="list-style-type: none"> 5. Ask a question to check students' understanding of <i>plurals</i>. <i>E.g. How many people or things were in the above pictures?</i> <i>Answer: 2.</i> 6. Tell students that we use the plural form when talking about more than one person or thing. (e.g. <i>one present</i> but <i>two presents</i>)
<p>Listening 2</p> <p>10 mins</p>	<ol style="list-style-type: none"> 1. Put students into groups of four. 2. Tell students that they should listen again and write down other plurals they hear in the story. 3. Students should work individually, and then share their list with the rest of the group. 4. Read the story. 5. Praise the group with the longest list and get them to share their list with the other groups. (Answer - costumes, cherry tomatoes, crisps, sandwiches, strawberries, cherries, boxes, men, women, babies, dresses, bushes, superheroes) 6. Now ask students to focus on the spelling rules in the activity sheet and use the information to do the second activity, underline the plural endings. 7. Get students to compare and discuss answers in pairs before highlighting the answers.
<p>Focus on form</p> <p>4 mins</p>	<ol style="list-style-type: none"> 1. Give out work sheet 2 to pairs of students. (You can put up the activity on the board if photocopying is a problem). 2. Ask students to write the singular forms. 3. Tell students that they can refer back to the spelling rules in

	<p>activity sheet 1.</p> <p>4. Ask two pairs of early finishers to write up their answers on the board for the others to check. Then highlight the correct answers.</p>
<p>Writing</p> <p>5 mins</p>	<p>1. Students work in pairs and write what they see using the given model.</p> <p>2. Get pairs to compare their answers with another pair.</p> <p>OR</p> <p>If photocopying is a problem:</p> <p>1. Put students into groups of three.</p> <p>2. Paste one enlarged picture of the birthday party on the board or 3 or 4 small pictures around the class.</p> <p>3. Put up the given model on the board. (I can see two spies, ...)</p> <p>4. The three students should take turns to look at a picture and report what he/she sees for the other students to write down.</p> <p>5. Tell students that only 1 member can do the running at a time.</p> <p>6. Get the early finishers to write up their sentence on the board and others may add any other sentences they have written.</p>
<p>Variations</p>	<p>1. When photocopying is difficult, activities can be put up on the board for students to copy.</p> <p>2. You could select to do all or do only some of the activities depending on the time and proficiency level of the class.</p> <p>3. In a higher proficiency class you could leave out the two final activities (focus on form and writing).</p>

Flashcards







The birthday party

Spell

Ben and Tess are in the garden. Sam and Pam can see lots of balloons and presents. Sam and Pam think that Ben and Tess look funny! Tess is wearing a pretty fairy dress and Ben has a superhero costume on!



In the garden there are men, women, babies and lots of happy children. The space spies hide in the bushes. Pam can see three princesses in pink dresses.

"One, two, three," counts Pam.

Sam can spy two fairies, "One, two," and three superheroes, "One, two, three."

"Wow! There are lots of big boxes."

"Birthday presents!" whispers Pam to Sam.

It was time for the yummy tea party! The children ate sandwiches, cherry tomatoes, crisps, strawberries and cherries.

Sam counts the candles on the birthday cake. There are seven.

"Happy birthday to you, Happy birthday to you, Happy birthday dear Tess, Happy birthday to you!"

"Let's have a game of hide and seek," says Ben.

"Then we'll choose the best costume." The children go to hide and Ben counts to ten. "...eight, nine, ten". Can you spot the princesses, the fairies and the superheroes?

Tess finds Sam and Pam!

"Who are these children?" asks Mum.

"Oh oh!" say Sam and Pam!

"Your costumes are fantastic!" says Ben.

"What are you?"

"I'm a space spy."

"I'm a space spy too," says Pam.

"Wow, space spies!" say all the children.

"The space spies win first prize for their costumes!" says Mum.



The birthday party

1. Match them up!

Draw a line to match the picture and the word.



presents	fairies	superheroes	spies	princesses	children
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To make plurals, we usually add 's':
 one present, two presents one candle, two candles
 But there are some special spelling rules!
 Words ending in consonant + y:
 one fairy, two fairies one spy, two spies
 Words ending in o, s, x, ch:
 one princess, two princesses one box, two boxes
 one superhero, two superheroes one sandwich, two sandwiches
 And some words are different!
 one man, two men one child, two children
 one woman, two women one person, two people

2. Where does it go?

Underline the plural endings. Then write the words in the correct box.



present <u>s</u>	superheroes	candles	tomatoes	games
princess <u>es</u>	balloons	sandwiches	crisps	boxes

-s	-es
presents	princesses

Worksheet 2



3. Find the spelling!

Look at these plural words. Write the singular word.



one <u>man</u>	two men	one _____	two spies
one _____	two fairies	one _____	two people
one _____	two parties	one _____	two cherries
one _____	two children	one _____	two babies

4. Look and find!

Look at the picture. What plurals can you see?



I can see two spies,

.....

.....

.....

Answers



The birthday party – ANSWERS AND GUIDANCE

1. Match them up!

Read and point to each word. Encourage your child/children to identify the picture and draw a line. Get them to repeat after you say the word.



→ presents → fairies → superheroes → spies → princesses → children



Read Pam's spelling rules together with your child/children. Highlight the relationship between the ending of the word and the spelling of the plural form. Also highlight the plural forms which are different (e.g. man).

2. Where does it go?

Help your child/children to identify the plural endings. Encourage them to look back at Pam's spelling rules above, if necessary. Ask your child/children to write the words in the correct box. Give encouragement and help where needed.



presentss superheroes candles tomatoes games
 princesses balloons sandwiches crisps boxes

-s		-es	
presents	games	princesses	tomatoes
candles	balloons	superheroes	sandwiches



3. Find the spelling!

Help your child/children to identify the plural ending or if the word is a special plural form. Encourage them to look back at Pam's spelling rules above, if necessary. Ask your child/children to write the singular form for each plural. Give encouragement and help where needed.



one <u>man</u> two men	one <u>spy</u> two spies
one <u>fairy</u> two fairies	one <u>person</u> two people
one <u>party</u> two parties	one <u>cherry</u> two cherries
one <u>child</u> two children	one <u>baby</u> two babies

4. Look and find!

Let your child/children identify as many things in the picture as possible. Then encourage your child/children to count them and write how many there are, using the correct plural forms. Ask them to look back at Pam's spelling rules above, if necessary. Point out some of the plural items in the picture if they need help. Give lots of praise and encouragement.



Option 2: Data Projector

<p>Preparation</p>	<ul style="list-style-type: none"> • Click on the following link to open the activity: http://learnenglishkids.britishcouncil.org/en/spell/the-birthday-party • Print out one copy of the story. • Make photocopies of the following worksheet. (Note: if photocopying is a problem, display the activities and get students to copy the questions onto their notebooks.) http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/spell-the-birthday-party-worksheet_2013_04_08.pdf • Listen to the story • Take a printout of a superhero the students are familiar with. You can use the one given below.
<p>Stage / Time</p>	<p style="text-align: center;">Procedure</p>
<p>Introduction/ Warmer</p> <p style="text-align: center;">3 mins</p>	<ol style="list-style-type: none"> 1. Show pictures (or display on the screen) of the space spies and Ben and Tess and ask students who/what they might be. Answer: aliens/people from space and Ben and Tess are humans. 2. Tell students that Sam and Pam are from space and are space spies who want to learn English. So they spy on humans to learn English. 3. Tell students that they are going to watch a story where Sam and Pam are going to spy on Tess's birthday party.
<p>Pre-Listening</p> <p style="text-align: center;">5 mins</p>	<ol style="list-style-type: none"> 1. Play the first section of the story and pause: <ol style="list-style-type: none"> a. <i>Ben and Tess are in the garden. Sam and Pam can see lots of balloons and presents. Sam and Pam think that Ben and Tess look funny! Tess is wearing a pretty fairy dress and Ben has a superhero costume on!</i> 2. Ask students to guess who else is at the party. 3. Elicit a few ideas and then play the next section. Pause to check the answer. (answer: <i>Men, women, babies and lots of happy children</i>)
<p>Listening 1</p> <p style="text-align: center;">+/- 5 min</p>	<ol style="list-style-type: none"> 1. Ask students to guess what Sam and Pam might learn that day. 2. Play the rest of the story without pausing and elicit the correct answer. (answer: Plurals)

<p>Vocab focus 1</p> <p>8 mins</p>	<ol style="list-style-type: none"> 1. Give out worksheet 1 (1 per student). Focus on exercise 1. (If photocopying is a problem, display the activity for the students to copy down.) 2. Get students to number the pictures. 3. Ask students if the pictures match the words. (answer: no) 4. Ask students to work individually and match the words with the pictures and elicit the correct answers. <p>Answers: pic1 –fairies; pic 2 children –; pic 3 presents –; pic 4 princesses – pic 5 spies; pic 6 superheroes-</p> <ol style="list-style-type: none"> 5. Ask a question to check students’ understanding of <i>plurals</i>. E.g. <i>How many people or things were in the above pictures? Answer: 2.</i> 6. Tell students that we use the plural form when talking about more than one person or thing. (e.g. <i>one present</i> but <i>two presents</i>)
<p>Listening 2</p> <p>10 mins</p>	<ol style="list-style-type: none"> 1. Put students into groups of four. 2. Tell students that they should watch the story again and write down other plurals they hear in the story. 3. Students should work individually, and then share their list with the rest of the group. 4. Play the story. 5. Praise the group with the longest list and get them to share their list with the other groups. (Answer - costumes, cherry tomatoes, crisps, sandwiches, strawberries, cherries, boxes, men, women, babies, dresses, bushes, superheroes) 6. Now ask students to focus on the spelling rules in the activity sheet and use the information to do the second activity, underline the plural endings. (If photocopying is a problem, display the activity for students to copy on to their notebooks) 7. Get students to compare and discuss answers in pairs before displaying the correct answers.
<p>Focus on form</p> <p>4 mins</p>	<ol style="list-style-type: none"> 1. Give out work sheet 2 to pairs of students. (You can display the activity in the given link if photocopying is a problem). 2. Ask students to write the singular forms. 3. Tell students that they can refer back to the spelling rules in activity sheet 1. (or you can display the spelling rules on the

	<p>screen for them)</p> <p>4. Ask two pairs of early finishers to write up their answers on the board for the others to check. Then highlight the correct answers.</p>
<p>Writing 4 mins</p>	<p>1. Students work in pairs and write what they see using the given model.</p> <p>2. Get pairs to compare their answers with another pair.</p> <p>or</p> <p>If photocopying is a problem:</p> <p>1. Put students into groups of three.</p> <p>2. Display the picture of the birthday party on the screen. You can increase size of the picture by zooming on it.(Click on the + sign in the pdf file)</p> <p>3. Make sure that the prompt (I can see two spies, ...) is also visible when you display the picture.</p> <p>4. Assign a writer for each group.</p> <p>5. Tell students that they have 3 minutes to write what they see.</p> <p>6. Get the early finishers to write up their sentence on the board and others may add any other sentences they have written.</p>
<p>Variations</p>	<p>1. When photocopying is difficult, display the activity in the given link and ask students to copy it onto their notebooks.</p> <p>2. You could select to do all or do only some of the activities depending on the time and proficiency level of the class.</p> <p>3. In a higher proficiency class you could leave out the two final activities (focus on form and writing).</p>

Option 3: Computer Lab

<p>Preparation</p>	<ul style="list-style-type: none"> • Arrange students in pairs and get them to open the activity http://learnenglishkids.britishcouncil.org/en/spell/the-birthday-party • Make photocopies of the following worksheet. (Note: if photocopying is a problem, get students to copy the questions onto their notebooks.) <p>http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/spell-the-birthday-party-worksheet_2013_04_08.pdf</p>
<p>Stage / Time</p>	<p>Procedure</p>
<p>Introduction/ Warmer 3 mins</p>	<ol style="list-style-type: none"> 1. Show pictures (or draw on the board) of the space spies and Ben and Tess and ask students what they might be. Answer: aliens/people from space and Ben and Tess are humans. 2. Tell students that Sam and Pam are from space and are space spies who want to learn English. So they spy on humans to learn English. 3. Tell students that they are going to listen to a story where Sam and Pam are going to spy on Tess's birthday party.
<p>Pre-Listening 5 mins</p>	<ol style="list-style-type: none"> 1. Read the first section of the story and pause: <i>Ben and Tess are in the garden. Sam and Pam can see lots of balloons and presents. Sam and Pam think that Ben and Tess look funny! Tess is wearing a pretty fairy dress and Ben has a superhero costume on!</i> Now ask students to guess who else is at the party. 2. Elicit a few ideas and then read the next section. Pause to check the answer. (answer: <i>Men, women, babies and lots of happy children</i>)
<p>Listening 1 +/- 5 min</p>	<ol style="list-style-type: none"> 1. Ask students to guess what Sam and Pam might learn that day. Ask students to watch the whole story without pausing and elicit the correct answer. (answer: Plurals)
<p>Vocab focus 1 8 mins</p>	<ol style="list-style-type: none"> 1. Give out worksheet 1 (1 per student). Focus on exercise 1. (If photocopying is a problem, get students to open the activity in the given link and get students to copy the activity onto their notebooks.) 2. Get students to number the pictures. 3. Ask students if the pictures match the words. (Answer: no)

	<p>4. Ask students to work individually and match the words with the pictures and elicit the correct answers.</p> <p>Answers: pic1 –fairies; pic 2 children –; pic 3 presents –; pic 4 princesses – pic 5 spies; pic 6 superheroes-</p> <p>5. Ask a question to check students’ understanding of <i>plurals</i>. <i>E.g. How many people or things were in the above pictures? Answer: 2.</i></p> <p>6. Tell students that we use the plural form when talking about more than one person or thing. (e.g. <i>one present</i> but <i>two presents</i>)</p>
<p>Listening 2</p> <p>10 mins</p>	<ol style="list-style-type: none"> 1. Students remain in pairs. 2. Tell students that they should watch the story again and write down other plurals they hear in the story. 3. Students should work individually, and then share their list with their partner. 4. Play the story. 5. Praise the pair with the longest list and get them to share their list with the other groups. (Answer - costumes, cherry tomatoes, crisps, sandwiches, strawberries, cherries, boxes, men, women, babies, dresses, bushes, superheroes) 6. Now ask students to focus on the spelling rules in the activity sheet and use the information to do the second activity, underline the plural endings. (If photocopying is a problem, get students to copy the activity on to their notebooks) 7. Get students to compare and discuss answers in pairs before highlighting the correct answers.
<p>Focus on form</p> <p>4 mins</p>	<ol style="list-style-type: none"> 1. Give out work sheet 2 to pairs of students. (You can get students to open the activity in the given link if photocopying is a problem). 2. Ask students to write the singular forms. 5. Tell students that they can refer back to the spelling rules in activity sheet 1. (or they can scroll back to the rules) 6. Ask pairs to check answers with another pair. Then highlight the correct answers.
<p>Writing</p>	<ol style="list-style-type: none"> 1. Students work in pairs and write what they see using the given model. 2. Get pairs to compare their answers with another pair.

4 mins	OR If photocopying is a problem: <ol style="list-style-type: none">1. Students can open the activity in the given link and look at the picture and write the plurals they see in a sentence.2. They should use the given prompt.3. Get pairs to compare their answers with another pair.4. Elicit and highlight the correct answers.
Variations	<ol style="list-style-type: none">1. When photocopying is difficult, students can open the activity in the given link and copy it onto their notebooks.2. You could select to do all or do only some of the activities depending on the time and proficiency level of the class.3. In a higher proficiency class you could leave out the two final activities (focus on form and writing).