

# UNIT 5: IT'S YOUR BIRTHDAY!

## 1. DIDACTIC UNIT (B1)

### 1.1. Unit Overview

- **Title:** Unit 5 – It's Your Birthday!
- **Module:** Professional English for Early Childhood Educators, level B1
- **Duration:** 6 sessions
  
- **Key Grammar:**
  - Future forms (will / going to / present continuous)
  - Modal verbs (can, could, should, must, may)
  - Imperatives
  
- **Key Vocabulary:**
  - Dessert recipes
  - Traditional birthday games
  - Healthy food habits
  
- **Professional Tasks:**
  - Explaining menus
  - Recommending healthy habits
  - Creating a school diary
  - Guiding children's games

### 1.2. Learning Outcomes (RA) – Aligned with the curriculum:

**RA1 – Listening:** Understand spoken instructions, menus, and activity plans.

**RA2 – Speaking:** Use future forms, modals, and imperatives to explain menus, games, and routines.

**RA3 – Reading:** Understand recipes, activity descriptions, and short professional texts.

**RA4 – Writing:** Produce a recipe, a healthy menu, and a weekly diary.

**RA5 – Sociocultural Competence:** Identify cultural aspects of birthday celebrations in English speaking contexts.

## 1.3. Session by Session Breakdown with Evaluation

### SESSION 1 – Future Tenses in Context

- Presentation of future forms
- Pair planning task: “Plan a birthday party for 3-year-olds”
- **Professional link and Evaluation:** Oral presentations.

#### Worksheet 1 – Future Forms (extension: [agendaweb.org](http://agendaweb.org))

##### A. Complete the sentences

1. On Monday we \_\_\_\_\_ (meet) the families at 4 pm.
2. I think the children \_\_\_\_\_ (love) the cake.
3. We \_\_\_\_\_ (prepare) the decorations tomorrow morning.

##### B. Choose the correct option

1. We *are going to* / *will* play musical chairs.
2. I *am meeting* / *will meet* the parents next Friday.

### SESSION 2 – Dessert Recipes + Imperatives

- Vocabulary introduction
- Recipe writing
- **Professional link and Evaluation (oral & written):** Explaining recipes to families.

#### Worksheet 2 – Recipe Vocabulary + Imperatives

##### A. Match the words and add your own

1. Whisk —
2. Tray —
3. Pour —
4. Bake —

##### B. Write a mini recipe (5 steps) Use imperatives: *mix, add, pour, decorate, serve...*

### SESSION 3 – Healthy Habits + Modal Verbs

- Listening activity (optional video)
- Role-play: advising families
- **Professional link and Evaluation:** Writing a report about healthy habits.

#### Worksheet 3 – Modal Verbs & Healthy Habits (extension: [agendaweb.org](http://agendaweb.org))

##### A. Complete with **should** / **must** / **can**

1. You \_\_\_\_\_ check allergies before the party.
2. Children \_\_\_\_\_ drink water frequently.
3. You \_\_\_\_\_ offer fruit skewers.

##### B. Short writing task Write 5 recommendations for a healthy birthday menu.

## SESSION 4 – Traditional Games

- Vocabulary of games
- Micro-teaching: giving instructions
- **Professional link and EVALUATION (oral & written):** write the instructions for a game and explain the organization to the families.

## Worksheet 4 – Traditional Games

### A. Match the game with the description

- Musical chairs
- Treasure hunt
- Pass the parcel

### B. Write instructions using imperatives “Stand in a circle. Wait for the music to stop...”

## SESSION 5 – Creating a School Diary (preparation for final project)

- Model diary
- Students create their own weekly plan. *Include:*
  - Future forms
  - Social interactions
  - Healthy habits

## SESSION 6 – Final Project (Oral) Summary

- **3 part POWER-POINT presentation (you may not read!):**
  1. Healthy menu (only dishes)
  2. Activity plan (use bullet-points only)
  3. Game instructions (outline only)

# Session 6 – Final Project: Birthday Celebration Presentation

## Objectives

- Integrate all grammar and vocabulary.
- Practice professional communication.

## Final Task – Content Guidelines

A) Students prepare a power-point/canva **presentation**. Students must include:

**1. A short introduction**

**2. Healthy birthday menu** (*modal verbs + recipe vocabulary*)

**3. Activity plan** (*future forms + diary structure*):

1. Explain what you *intend* to prepare for the celebration with *future going to*. Example ideas: decorations, activities, food, materials.
2. Describe things that are *already* organised or scheduled with the *present continuous*. Example ideas: meeting families, preparing the classroom, coordinating with colleagues.

**4. Game instructions** (*imperatives + modals*)

**5. A closing prediction about the celebration** (*future will + adjectives*). Explain what you think the children *will* enjoy and feel, how the day will go, or decisions you make while writing. Use advanced adjectives (see Moodle).

B) Assessment rubric focuses on clarity, accuracy, pronunciation, and professional relevance.



## 2. Assessment Criteria

### Continuous Assessment (10%)

- **Oral tasks:** clarity, pronunciation, use of future forms and modals.
- **Written tasks:** recipe, menu, diary.
- **Participation & professionalism:** use of English in class tasks.

### Final Project Assessment Criteria (40%)

- Coherence of presentation
- Correct use of grammar
- Professional vocabulary
- Interaction and communicative strategies

### Written Essay Criteria (40%)

- Correct and appropriate use of *will*, *going to*, and *present continuous for future*.
- Correct and appropriate use of the *past simple* and *past continuous*.
- Accurate sentence structure and verb forms.
- Use of unit vocabulary and adjectives.
- Logical structure, paragraphing, connectors.
- Includes all required content points.
- Meets word count.



## 3. Materials & Resources

- Flashcards (ingredients, tools, games)
- Realia: bowls, spoons, recipe cards
- Videos of birthday celebrations in English-speaking countries
- Templates for menus and diaries
- Classroom space for game simulations



# EXAM INSTRUCTIONS FOR STUDENTS

- Write **120–150 words**.
- Use **paragraphs**.
- Use **all three future forms correctly**.
- Use vocabulary from the unit (recipes, games, healthy habits).
- Write clearly and check your grammar.

## MODEL ANSWER for the power-point presentation (B1 Level – 175 words)

Next Friday we are celebrating a birthday in our infant classroom, and we are going to organise a morning that combines fun, learning, and healthy habits. To begin with, we are going to decorate the room with handmade banners and a small “photo corner” where the children can take pictures with their friends. I’m meeting my colleague early that day to prepare the materials, and we’re arranging the tables before the families arrive so everything runs smoothly.

For the menu, we are going to prepare a yoghurt-and-fruit cake with bananas, strawberries, and a touch of honey. It’s simple, nutritious, and visually appealing, and I’m sure the children will enjoy it. We will also offer water and fruit skewers, as they should learn to choose healthy snacks during celebrations.

After the snack, we are playing “Treasure Hunt”, and I think the children will be thrilled to search for the hidden clues. If the weather is good, we will take the activity outdoors. Overall, I’m confident the celebration will be meaningful, enjoyable, and full of positive interactions.

## MARKING GUIDE — B1 WRITING (Three Future Forms)

### 1. EXPECTED STRUCTURES

#### A. Future with *going to* (plans / intentions)

Students should produce sentences like:

- *We are going to prepare a fruit cake.*
- *The children are going to play musical games.*
- *I’m going to decorate the classroom with balloons.*

**Minimum expectation:** 2–3 correct uses.

#### B. Present continuous for future arrangements (fixed plans)

Students should show they understand the idea of *arrangements already organised*:

- *We are meeting the families on Monday.*
- *I’m preparing the materials with my colleague tomorrow.*

- *We're starting the celebration at 10:00.*

**Minimum expectation:** 2–3 correct uses.

### C. Future with *will* (predictions / spontaneous decisions)

Students should use *will* for:

- Predictions: *The children will love the cake.*
- Decisions made while writing: *We will add more fruit if needed.*

**Minimum expectation:** 2–3 correct uses.

## 2. TYPICAL B1 ERRORS TO WATCH FOR

### A. Confusing the three futures

✗ *I will going to prepare a cake.* ✗ *We will meeting the parents tomorrow.*

**Correction:** ✓ *I am going to prepare a cake.* ✓ *We are meeting the parents tomorrow.*

### B. Forgetting the auxiliary in *going to*

✗ *We going to make decorations.* ✓ *We are going to make decorations.*

### C. Using *will* for fixed arrangements

✗ *We will meet the parents at 4 pm.* (sounds like a prediction) ✓ *We are meeting the parents at 4 pm.*

### D. Using present simple instead of future

✗ *Tomorrow we meet the families.* ✓ *Tomorrow we are meeting the families.*

### E. Incorrect contractions

✗ *Im going to* ✗ *We re going to* ✓ *I'm going to* ✓ *We're going to*

### F. Missing *-ing* in present continuous

✗ *We are prepare the activities tomorrow.* ✓ *We are preparing the activities tomorrow.*

### G. Overusing *will* for everything

A common B1 issue. Students should show **variety**, not only *will*.

## 3. EXPECTED VOCABULARY USE

Students should include at least some of the following:

### Adjectives (see Moodle)

### Dessert / recipe vocabulary

- mix, stir, bake, decorate
- flour, sugar, butter, eggs
- fruit cake, toppings

## Games

- Pass the Parcel
- Musical Chairs
- Treasure Hunt

## Healthy habits

- drink water
- eat fruit
- avoid too much sugar

## 4. STRUCTURE & COHERENCE EXPECTATIONS

### A good B1 essay should include:

- **Introduction** (what celebration, when)
- **Body paragraph 1** (plans + arrangements)
- **Body paragraph 2** (menu + healthy habits)
- **Body paragraph 3** (game + predictions)
- **Conclusion** (final prediction or closing idea)

### Connectors to look for

- First, then, after that, finally
- Because, so, but
- In my opinion, I think

## 5. CORRECTION CODE (OPTIONAL FOR MARKING)

Code	Meaning
VF	Wrong future form
VT	Verb tense error
SP	Spelling
WW	Wrong word
GR	Grammar
P	Punctuation
WO	Word order
PR	Preposition error
Coh	Coherence issue
Voc	Vocabulary too limited / incorrect

## 6. WHAT A STRONG B1 ANSWER LOOKS LIKE

- Uses **all three futures correctly**
- Includes **professional vocabulary**
- Has **clear paragraphs**
- Shows **coherence and logical flow**
- Contains **few grammar errors**



## 3. ASSESSMENT RUBRIC (LOMLOE-ALIGNED)

### 3.1. Oral Production (30%)

Criterion	Excellent (10)	Good (7)	Basic (5)	Insufficient (3)
<b>Grammar</b>	Accurate use of future forms, modals, imperatives	Minor errors	Frequent errors	Incorrect or unclear
<b>Vocabulary</b>	Varied with adjectives, appropriate	Adequate	Limited	Very limited
<b>Professional relevance</b>	Fully contextualized	Mostly relevant	Partially relevant	Not relevant

### 3.2. Written Production (30%)

Criterion	Excellent	Good	Basic	Insufficient
<b>Structure</b>	Clear, coherent	Mostly clear	Some issues	Disorganized
<b>Grammar</b>	Accurate	Some errors	Frequent errors	Incorrect
<b>Task completion</b>	Complete	Mostly complete	Partially complete	Incomplete

### 3.3. Participation (10%) & Professionalism (10%)

- Uses English consistently
- Collaborates in group tasks
- Shows professional attitude

### 3.4. Final Project (Oral: 40% + Written: 40%)

- Clear structure
- Correct grammar
- Professional vocabulary
- Effective communication