



UNIT 5: IT'S YOUR BIRTHDAY!



INSTRUCTIONS FOR STUDENTS

Session 6 – Final Project: Birthday Celebration Oral Presentation

1) Objectives

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

2) 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.

MODEL ANSWER for the power-point OR canva oral 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:

3.1 Adjectives (see Moodle)

3.2 Dessert / recipe vocabulary. E.g.:

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

3.3 Games. E.g.:

- Pass the Parcel
- Musical Chairs
- Treasure Hunt

3.4 Healthy habits. E.g.:

- drink water
- eat fruit
- avoid too much sugar

4. STRUCTURE & COHERENCE EXPECTATIONS

A good B1 oral presentation 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