



What a Terrible Present!

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Objectives

- To **enjoy listening to and understanding the main idea** of a story in English about a cat's reaction to her *terrible* birthday present.
- To **consolidate and extend knowledge of both vocabulary and grammatical structures**, used throughout the story, by applying them to related activities.
- To **practise pronunciation and intonation skills** when acting out short conversations and repeating sentences.
- To be able to **write short sentences and simple conversations**, incorporating their own ideas and demonstrating understanding of the story.
- To **work on the social skills** and respectful behaviour related to celebrations such as birthdays.
- To **become aware of gift giving** and what really makes a present special.

Word bank

Key vocabulary

Nouns: present, hole, cat flap, war, litter, carpet, wall, cupboard, drawers, curtains, neighbour.

Verbs: to hate, to shout, to wake up, to hope, to push, to fix, to break.

Adjectives: stupid, strange, furious, dirty, smelly, silly.

Key structures

Try it out.

Do my business.

Have it your way.

Make yourself at home!

Tips and ideas

Before reading

- **Use ICT to look for information** on places where cat flaps are common. What other animals use flaps for getting in and out of places?
- **Encourage higher level thinking.** Ask students to make a list of the advantages and disadvantages of homemade presents such as a nice card, a picture, a collage, a photo with decorations, etc. The focus could be on the amount of time it takes and money it costs.
- **Discussion topic:** Which presents do the students think are the best? Are cheap, expensive or home-made presents the best? Students should justify their answers.

During reading

- **Extend students' knowledge** of the key vocabulary and structures. Make an A-3 poster to display with

lists of all the words by categories. Divide students into two groups. Each time a student uses one of the words or structures in a new context, the team gets a point.

After reading

- **Increase social competence skills** by finding out about different charitable organisations in their area. Collect toys, books, puzzles, clothing, etc. that students don't use anymore. Make friend cards and donations to charity.
- **Apply the knowledge** by acting out the drama idea included in these notes and emphasising the importance of a positive attitude.

In small groups, make up a short sketch / dialogue with a friend giving another friend a present that isn't so special.

- **Encourage the students to be respectful!**

Teacher support activities

Great games: "Happy Birthday to you!"

Resources:

- 4 different boxes wrapped like presents
- The Happy Birthday song

Procedure:

- Students sit in two different circles. Four presents are passed around the circle in opposite directions while

students chant: "What can it be? What can it be? Don't unwrap it, it isn't for me!" When they say the word "me", the four students with the presents have to sing the birthday song together with the music. Then they give their present to someone else in their circle. That person must respond in a respectful way by saying more than just 'thank you.' The activity then starts again.

CLIL link: Music

Invent new lyrics for the song. The last word in lines 1, 3, and 4 must rhyme.

Rhyming words: you, two, too, do, new, true, clue, Sue, shoe, Who?

Happy birthday to you

You belong in a zoo.

You act like a monkey

And you look like one too!

(From USA)

Happy birthday to you

My present for you is blue

It isn't a jumper.

It's a pair of sport shoes.

(Invented)

English Theatre: "A Homemade Present"

Divide the class into the two different characters: the person whose birthday it is and their friend. Practise the script chorally. Elicit various ideas for intonation and gestures. Gradually make the groups smaller until the students feel confident enough to act out their characters in pairs.

Birthday person: Birthdays are FANTASTIC!

Friend: Yes! A party with friends, cake, ice cream and PRESENTS! Here is my present.

Birthday person: (unwraps the present) What can it be? What can it be?

Friend: I really hope that you like it!

Birthday person: It's a photo of you and me!

Friend: Yes! I love this photo. We were in the mountains together having fun.

Birthday person: Wow! You made a special frame for the photo and wrote, "GREAT friends... GREAT memories". Thank you!

Friend: You're welcome. I'm glad that you like it.

(They "high-five" together.)

