

# CELEBRATIONS

## New baby

### Teacher's notes

**Age:** Adults/teenagers

**Level:** Intermediate–Upper-intermediate (B1–B2)

**Time:** 60–90 minutes

**Activity:** In this lesson, students will:

1. read short texts about items and equipment that parents of a new baby will need and appreciate;
2. read and discuss messages of congratulations on the birth of a baby and decide which messages would be most appropriate depending on the relationship that the sender has with the parents of the new baby;
3. talk about their own experiences with babies (not necessarily their own baby);
4. read, research and present interesting new baby facts.

**Language focus:** vocabulary related to essential newborn baby items and equipment and congratulatory wishes (in different registers)

**Materials:** one copy of the worksheet per student; internet access to research facts for task 7

## Procedure

### 1. Warmer

In pairs, students see if they can match up the countries on the right to the average numbers of children on the left. They should draw lines to match the numbers and countries and then compare and discuss their answers with the rest of the class. Then ask them where they think their country would be placed on this list. They can then check the following link to find out.

[www.worldpopulationreview.com/countries/total-fertility-rate/](http://www.worldpopulationreview.com/countries/total-fertility-rate/)

**Key:**

- |      |             |
|------|-------------|
| 7    | Niger       |
| 4.3  | Ethiopia    |
| 3.6  | Iraq        |
| 3.0  | Israel      |
| 2.25 | India       |
| 1.75 | UK          |
| 1.3  | Greece      |
| 1.1  | South Korea |

### 2. New baby items

Students read the short texts and match them to the images of items that parents might need (or want) for their new baby. They'll use this information again in task 4.

**Key:**

1. f; 2. e; 3. j; 4. a; 5. d; 6. b; 7. c; 8. h; 9. i; 10. g

### 3. New baby messages

Students read the messages that could be written in a card or text message to new parents. By looking closely at the register and the wording, they should decide who each message is most appropriate for: people who are close to them, people who are not close to them but that they see on a regular basis, or both. As there are no completely right or wrong answers here, the key will serve as a guideline and the students should give reasons for their answers, such as *I would never write 'lots of love' on a message to my colleague.*

**Key (suggested answers):**

1. C
2. C
3. A and possibly B
4. C
5. A and possibly B
6. C
7. A
8. C

### 4. Discussion

Students discuss and answer the questions with their own thoughts and ideas while also using information from the two previous tasks.

### 5. Telling and retelling a story

In this information exchange activity, students first sit together in pairs and tell each other about an experience they have had with a baby – either their own or someone else's. Encourage the students to take notes and ask questions, and set a ten minute limit on this part of the activity. Remind the students that they will be required to retell this story to the best of their abilities, so the more information they can gather at this stage, the better.

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Then, using their notes, the students retell their partner's story to the best of their ability. In a large group this can be done in new pairs, but in a smaller group this can be done as a whole class activity with each student sharing their partner's story with the rest of the class.

#### 6. New baby facts

In pairs, students should read and talk about the facts given. At this point, ask them not to use the internet to check the facts. Instead they should simply provide information from their own experiences, or from things they have read or heard, and decide which facts are most likely to be true and which are probably false. Students should give reasons to back up their answers.

#### Key:

Statements 1, 4 and 5 are false. All the other facts are true.

#### 7. Research and presentation

In their pairs, students choose one of the facts (or another surprising but true fact about babies) and research it further in order to deliver a short but interesting presentation for rest of the group.

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### Worksheet

#### Exercise 1: Warmer

**What are the countries with the highest and lowest fertility rates (average number of children born per woman) in the world?**

**Match the number of children with the countries you think they relate to.**

7	Greece
4.3	UK
3.6	South Korea
3.0	Niger
2.25	India
1.75	Iraq
1.3	Ethiopia
1.1	Israel

*Figures correct as of 2019.*



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### Exercise 2: New baby items

Read these short texts and match them to the images of items that parents might need (or want) for their new baby.



1. Newborns should lie completely flat to help their spinal development and support their head and neck, so you'll need a pram or pushchair that can fully recline. \_\_\_\_
2. A car seat should be rear-facing and have an adjustable five-point harness to keep a wriggly new baby safe and sound. \_\_\_\_
3. A baby monitor allows parents to relax in another room while their baby is asleep. \_\_\_\_
4. Whether a baby sleeps in its parents' room or in a nursery, it will certainly need a crib, a bassinet or a cot. \_\_\_\_
5. Babies love having a soft toy or teddy to cuddle up to. \_\_\_\_
6. Whether you swaddle your baby or just wrap it up lightly, a good blanket is essential for keeping a baby warm in its first few weeks. \_\_\_\_
7. Booties look cute are great for keeping your little one's feet warm. \_\_\_\_
8. A Babygro (or onesie) is a comfortable, basic item of clothing for your baby to wear, day or night. \_\_\_\_
9. If you want to keep your baby close to you wherever you go, a sling is the perfect piece of equipment for keeping your hands free to do other things. \_\_\_\_
10. Disposable or reusable, nappies (or diapers) are something every baby needs. They are not much fun to change, though! \_\_\_\_

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## Worksheet

### Exercise 3: New baby messages

**Read these messages that can be sent to the parents of a new baby. Decide which messages would be appropriate to send to: (A) a close friend or family member, (B) a neighbour or work colleague or (C) both? Give reasons for your decisions.**

1. Congratulations on your new baby! This is such a wonderful time for your family and we hope that babyhood is filled with lots of fun, love and cuddles. All the very best, ...  
\_\_\_\_\_
2. Wishing you and your newborn many years of good health, love and happiness.  
\_\_\_\_\_
3. Congratulations on your new little family member! Please let me know if I can help in any way with your baby. I'd love to babysit for you.  
\_\_\_\_\_
4. Welcome to the world little one, it is a place full of delights and wonders.  
\_\_\_\_\_
5. Wishing you and your new family all the very best. May this exciting time be filled with lots of joyous and loving memories. If you need any help, please let me know.  
\_\_\_\_\_
6. We're really excited that your new baby has arrived safe and sound! May your new role as proud parents be filled with much joy and happiness.  
\_\_\_\_\_
7. Congratulations on the safe arrival of your new baby. We're thinking of you during this exciting time. Looking forward to catching up with you at home in the coming weeks. Please let us know if there's anything you need. Lots of love, ...  
\_\_\_\_\_
8. Having a baby is one of the most wonderful, exciting, awesome and life-changing events. Congratulations!  
\_\_\_\_\_

### Exercise 4: Discussion

**Which of the items in task 2 would you send as a gift to new parents? What other items might make a good new baby gift?**

**Which message from task 3 would you write in the new baby card to send with the gift? Adapt the message if you prefer.**

**How does your relationship with the parents affect your answers?**

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### Worksheet

#### Exercise 5: Telling and retelling a story



**What experience have you had with new babies? Tell a partner about an experience you have had either with your own baby or someone else's baby. Listen carefully as your partner shares their story because you're going to tell another student or the class about their experience. Also ask your partner questions to make sure you are not missing any essential parts of their story. How would you describe your partner's experience: exciting, positive, happy, joyful, worrying, difficult, tearful, lucky, ...? Retell your partner's new baby experience story.**

#### Exercise 6: New baby facts

**Talk with a partner and decide whether you think these facts are true (T) or false (F). Give reasons to back up your decisions.**

1. Newborn babies can swim without being taught how to.
2. Babies can't taste salt until they're about four months old.
3. Babies have 300 bones which is many more bones than adults have.
4. Newborns have very large kneecaps compared to the size of their legs.
5. Newborns can only see things that are more than a metre away from their face.
6. In South Korea, a baby is considered to be one year old on the day it is born, and has its second birthday on New Year's Day, even if that is the very next day.

#### Exercise 7: Research and presentation

**In pairs, choose one of the facts from task 6 and research it further, looking for other related facts. Present your findings to the class.**