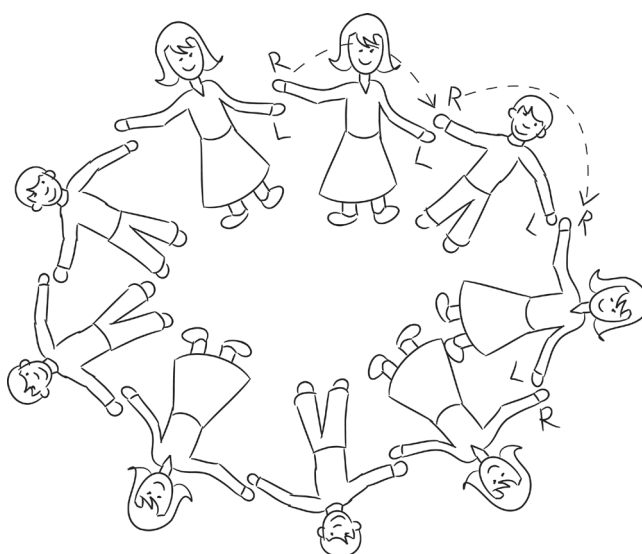

MY BIRTHDAY

A collection of topic-based activities



Target group	9-10-year-old learners
Language level	A1-
Written by	Gács Katalin, Kamrás Orsolya

A kiadvány KHF/522-6/2009 engedélyszámon 2009. 01. 27. időponttól
tankönyvi engedélyt kapott
Educatio Kht. kompetenciafejlesztő oktatási program kerettanterv

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulINova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata. A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakmai lektor: Faragó Livia, Poór Zsuzsánna

Idegen nyelvi lektor: Peter Doherty

Alkotószerkesztő: Sákovics Lília

© Grafika: DIÓ Stúdió

Felelős szerkesztő: Burom Márton

ANG9-10/T3

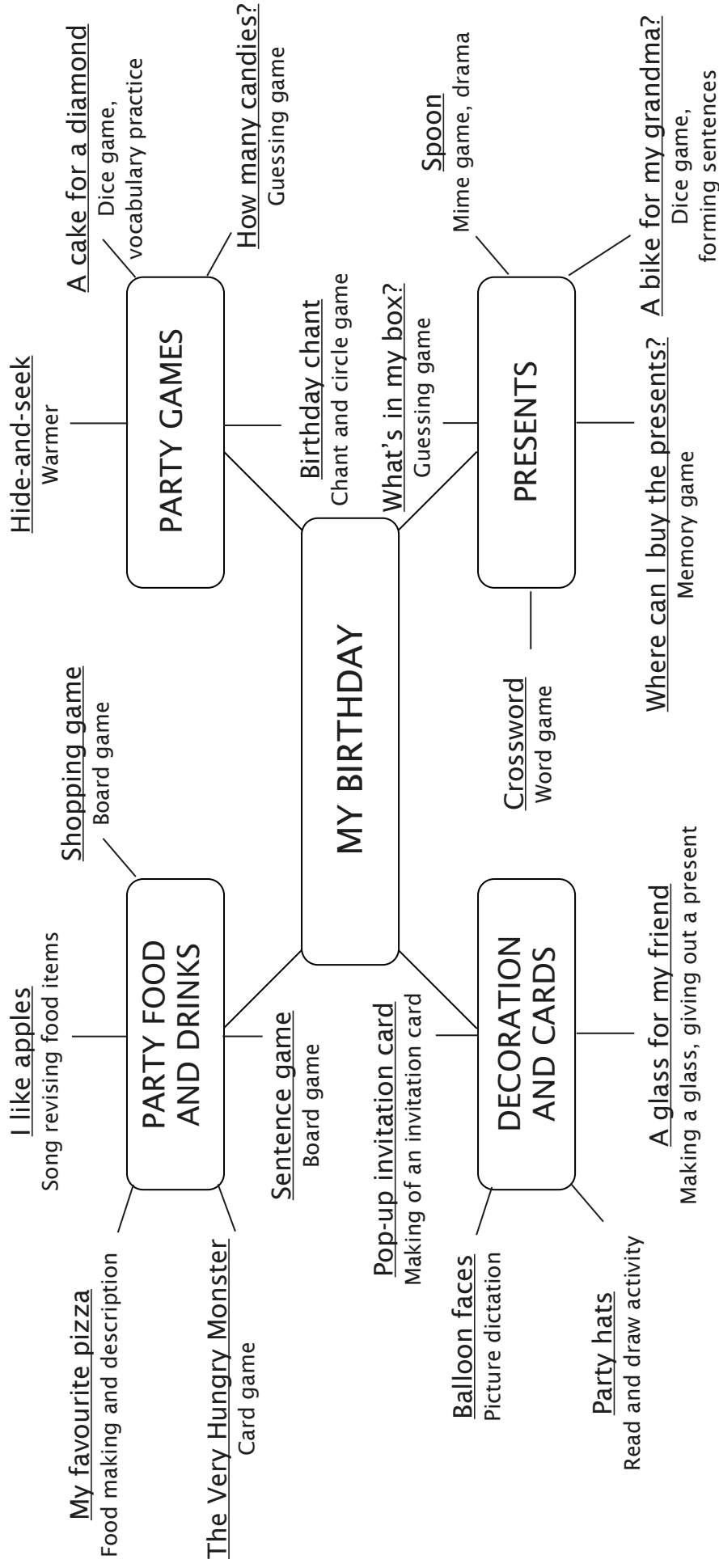
©

Szerzők: Ambrus Gabriella, Csonka Ágnes, Dávid Judit,
Gács Katalin, Kamrás Orsolya, Kámánné Vajda Ildikó

Educatio Kht. 2008

Tömeg: 853,75 g
Terjedelem: 52,13 A/5 ív

A tankönyvvé nyilvánítási eljárásban közreműködő szakértők:
Tantárgy-pedagógiai szakértő: Verő Júlia
Tudományos szakmai szakértő: dr. Hegedűs Irén
Technológiai szakértő: Király Ildikó



MY BIRTHDAY ■ PARTY FOOD AND DRINKS

NAME AND TYPE OF ACTIVITY	Shopping game – board game
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Building association between words and corresponding pictures■ Acting out role-plays■ Playing a game in a group
MINIMUM LANGUAGE REQUIRED	Toyshop, bookshop, supermarket, bakery, greengrocer's, swimming-pool, cinema Vocabulary of goods that you can buy at the different shops, eg: teddy bear, ball, train, doll, book, map, card, bread, cake, cookies, apple, banana, carrot, orange, milk, pasta, yoghurt, juice This is a... , I can buy...
ORGANISATION	Small groups
MATERIALS	A game board (A4) and a dice per group, a shopping list for each child Variation1: a written shopping list for each child Variation2: a shopping list with pictures of goods on it
CROSS-CURRICULAR LINKS	–

Description

Before the lesson:

Prepare the board for the game (A4) for each group of 4 and a shopping list for each L.

Prepare 4 different shopping lists. For this, use an A4 paper folded into four parts to make the photocopying easier. Draw 5 goods that you can buy at different shops on each list e.g.: a teddy bear, a banana, a map, a cake and a bottle of milk. Before the lesson, make one copy of the board per group and a shopping list sheet with the 4 shopping lists on it per group. Cut the shopping list sheet into four to get separate shopping lists.

In class ask Ls what people usually do before a birthday party eg they invite guests, decorate the room and do the shopping. Ask Ls to imagine that they are going shopping before a party. Ls have to buy presents, food and drinks. Make groups of four. Give each group a dice, a board and four shopping lists. Ask Ls to choose one list. Explain that the aim of the game is to buy all the five things that a L has on his/her list. Revise the names of the shops and the goods briefly by looking at the board and the shopping lists. Use 'home' as the starting place. If a L lands on the cinema or the swimming-pool, he/she can't buy anything. At the supermarket Ls can buy any one of the items on their lists. Ls can go from shop to shop until they get everything they need. They can go round the town as many times as it is necessary. Ls can tick an item on their lists if they step on a shop and say:

L: *This is a toyshop. I can buy the teddy bear here.*

Or:

L: *Toyshop. Teddy bear.*

Variation 1 for Ls who can already read

Use words instead of drawings when preparing the shopping lists.

Variation 2 for Ls who are already able to act out a short dialogue

Before the activity prepare small separate pictures of the goods that are on the lists. Four Ls can play the game. Keep the small cards and hand out the shopping lists. Ls are customers and T is the shop-assistant. When a L steps on a shop, he/she has to run and ask the assistant (T) for the goods. Put identical goods in a pile and stand at T's desk to serve the customers. Ls might have to stand in a queue just as in a real shop. As the dialogues are short, Ls do not have to wait for long to have a go.

Ll: *Can I have a teddy bear, please?*

MY BIRTHDAY ■ PARTY FOOD AND DRINKS

T: Here you are.

L1: Thank you.

T chooses the appropriate item and gives it to L2.

The aim of the game is to collect all the pictures of the goods that are on the shopping list.

Extension

After the game, ask Ls to brainstorm more items of goods that they can buy at the different shops. Encourage Ls to say sentences like:

L: I can buy strawberries at the greengrocer's.

NAME AND TYPE OF ACTIVITY	I like apples – song revising food items
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Understanding and singing a song <input type="checkbox"/> Listening to others carefully <input type="checkbox"/> Reacting to a Yes/No question
MINIMUM LANGUAGE REQUIRED	Food and drink vocabulary (any food and drink vocabulary that Ls have learnt) I like..., Yes, I do, No, I don't
ORGANISATION	Whole class, chain/round
MATERIALS	None
CROSS-CURRICULAR LINKS	Music

Description

Before introducing the song, revise and brainstorm food items that Ls have learnt previously. Sing the song to the tune of 'Are you sleeping Brother John?'

I like apples

I like ap - ples, I like ap - ples, How about you? How about you?

Do you like ap - ples? Do you like ap - ples? Yes, I do. Yes, I do.

I like apples, I like apples,
 How about you? How about you?
 Do you like apples? Do you like apples?
 No, I don't. No, I don't.

Sing the song for Ls. Show your emotions of like or dislike of the food while you are singing. If you do not like the food you are singing about, shake your head and sing *No, I don't. No, I don't.* If you like it nod, smile and sing *Yes, I do. Yes, I do.*

When your Ls are confident enough in singing the song, stop singing at the end of the third line of the song, point to a L1 and invite him/her to answer the question in the song. L1: *Yes, I do. / No, I don't.* Then, the same L1 can choose an item of food or drink for the next verse of the song and he/she can choose another L to answer the question. Continue the song until everyone has had a go.

Variation for Ls who are able to ask and answer questions about abilities

Sing the song with the next text and play it in the same way as previously.

*I can swim. I can swim.
 How about you? How about you?
 Can you swim? Can you swim?
 Yes, I can. Yes, I can. / No, I can't. No, I can't.*

MY BIRTHDAY ■ PARTY FOOD AND DRINKS

Extension

Ask Ls to fold a page in half in their exercise books and draw a happy and a sad face on top of the two columns. Write words or draw pictures of food items under a happy and a sad faces to demonstrate that they like or dislike that food. Encourage Ls to say sentences like this: *I like apples but I don't like eggs*. If your Ls are more confident and ready to use the language, they can also speak about their classmates: *Peter likes ice cream but he doesn't like fish*.

NAME AND TYPE OF ACTIVITY	My favourite pizza – food making and description
TIME	25 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Expressing ideas visually and verbally ■ Writing short description ■ Variation: Offering and accepting food
MINIMUM LANGUAGE REQUIRED	Food vocabulary e.g.: ham, cheese, salami, tomato, onion, pineapple, pepper, corn, fish, beans, bacon, etc. Structures: I like ...
ORGANISATION	Individual work / pair work
MATERIALS	White paper circle (radius: 8 cm) for each L, pictures of food items as toppings for pizza from magazines
CROSS-CURRICULAR LINKS	Art

Description

Ask Ls bring some pictures of different toppings for pizzas to class. Encourage Ls to show and name their pictures. Give each L some glue and a white paper circle which makes the base of the pizza. Ask Ls to stick their favourite toppings on the pizza and write the following sentence a strip of paper stripe: *My favourite pizza with* Ask Ls to show their pizzas to each other and talk about them: *This is my favourite pizza. I like it with..... / I like ... and ... on it.*

Variation for Ls who are confident in offering and accepting food in English

Put Ls pairs. Ask them to make pizza for each other. Ls put their pictures on the desk in front of themselves. L1 picks up one of his/her pictures and asks L2: *Would you like some ... on your pizza?* If L2 answers *No, thanks, I don't like* L1 puts that picture away. If L2 answers *Yes, please* L1 glues that picture on his/her 'pizza'. When pizzas are ready, ask Ls to describe their partners' pizzas to the rest of the class. L1: *Peter likes ham, cheese, beans and tomatoes but he does not like fish on his pizza.*

Extension

Next lesson put all the pizzas on the board and number them. Ask L1 to read out his/her description he/she made earlier in the activity. E.g. *This is my favourite pizza. I like it with..... / I like ...and ... on it.* The other Ls write the number of the corresponding pizza in their exercise books.

MY BIRTHDAY ■ PARTY FOOD AND DRINKS

NAME AND TYPE OF ACTIVITY	The Very Hungry Monster – card game
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Naming pictures■ Pronouncing words accurately■ Keeping the rules when playing a game with others■ Understanding and using language for a game (Extension 1)
MINIMUM LANGUAGE REQUIRED	Party food vocabulary (pop corn, sandwich, birthday cake, ice cream, hot dog, pizza, hamburger, lemonade) I've got..., My card is a... This is a... It's a ... It's my turn, They're a pair. (Extension 1)
ORGANISATION	Small groups
MATERIALS	One set of cards for each group; Card size: A7 (8 cm x 10,5 cm) One set of cards contains: 8 cards with the picture of a Very Hungry Monster and 4 copies of each of the party food cards e.g.: hamburger, chips, sandwiches, cake, ice cream, etc. (40 cards all together);
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Prepare the Very Hungry Monster cards and the cards with a variety of party food. Involve Ls in making the cards.

Make groups of four. Give each group a set of cards. Divide the cards equally among Ls. Ls should not look at the cards but put them in a pile in front of them face down. Ask L1 to put his/her top card in the middle and name it e.g. L1: *I have got a sandwich. My card is a burger.* Ask L2 to do the same. Ls take turns to put down and name their cards.

If a L puts a Very Hungry Monster card on the pile, it means that the monster has eaten all the food and the L can have all the cards under the monster card. Encourage Ls to say: *My monster is very hungry. It eats all food.* The L who put the monster card collects all the cards that the monster has eaten. Ls have to collect the eaten cards separately.

Ls continue the game the same way until Ls have no cards in front of them. The winner is the L with the most cards.

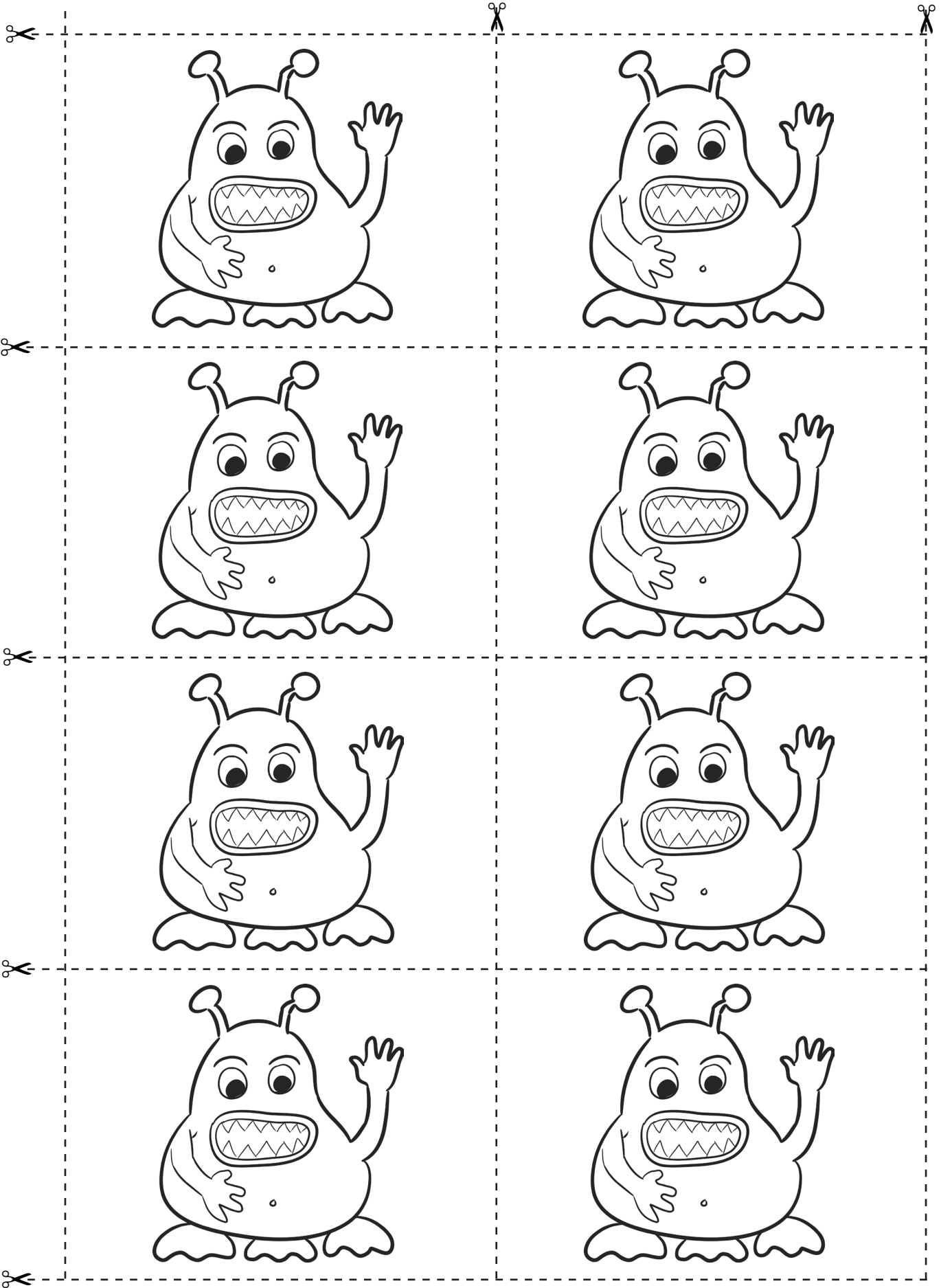
Extension 1

If Ls need more practice with food vocabulary before playing the game, play a memory game before the activity. Ask Ls to use only the food cards (a pair of each food item) and play a memory game with them. Encourage Ls to say: *(It's) a sandwich. (It's) a birthday cake. (They are) not a pair. It's your turn. (It's) a hamburger. (It's) a hamburger, too. (They are) a pair. It's my turn again.*

Extension 2

Write the names of the food items on the board and ask Ls to copy them onto blank cards (the same size as the picture cards). Ask Ls to match the words with the pictures to play a memory game with them.

Cards



MY BIRTHDAY ■ PARTY FOOD AND DRINKS

NAME AND TYPE OF ACTIVITY	Sentence game – board game
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Compiling sentences from a set of vocabulary items■ Spelling and copying■ Keeping the rules when playing a game with a partner
MINIMUM LANGUAGE REQUIRED	I like, I don't like, He/she likes, He/she doesn't like Food vocabulary: chocolate, cakes, burgers, popcorn, lemonade, ice cream, hot dogs, pizza, sweets, sandwiches, orange juice, fruit juice, cheese burgers, bananas, crisps
ORGANISATION	Pair work
MATERIALS	One game board (A/4 size), a dice and two counter for each pair,
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Draw the board on an A4 sheet of paper, fill it with the words and copy one for each pair.

Invite Ls to brainstorm what they do on a birthday party. Ask them what they play at a party, what kind of presents they get, what kind of food they eat. Tell Ls that they will play a board game about party food. Put Ls in pairs and give each pair a game board, two counters and a dice. Both Ls put their counters on the tree marked START. L1 throws the dice and moves his/her counter according to the number on the dice in any direction on the board following the lines. L1 reads the word written on the 'apple' he/she landed on and copies it in his/her exercise book. Each L collects words from the board during the game by stepping on the 'apples'.

The aim of the game is to compile sentences with the collected words. When Ls feel they can make a correct sentence from the words they collected, they can write them in their exercise books. Set a time limit for the game e.g. 10 mins. Encourage Ls to check each other's sentences. If they agree that a sentence is correct, the writer of the sentence gets 1 point for it. If he/she has a mistake in his/her sentence he/she does not get any points. Ls can call the T to help with scoring if needed. The winner is the L with the most points.

Variation for Ls who need to practice other structures

Instead of the structures e.g. *I like, I don't like, He/she likes and He/she doesn't like*, you can fill a blank board with the following structures *there is/are, there isn't/ aren't, Present Continuous Tenses; can/can't* to give more opportunity to your Ls to practice them in a playful way.

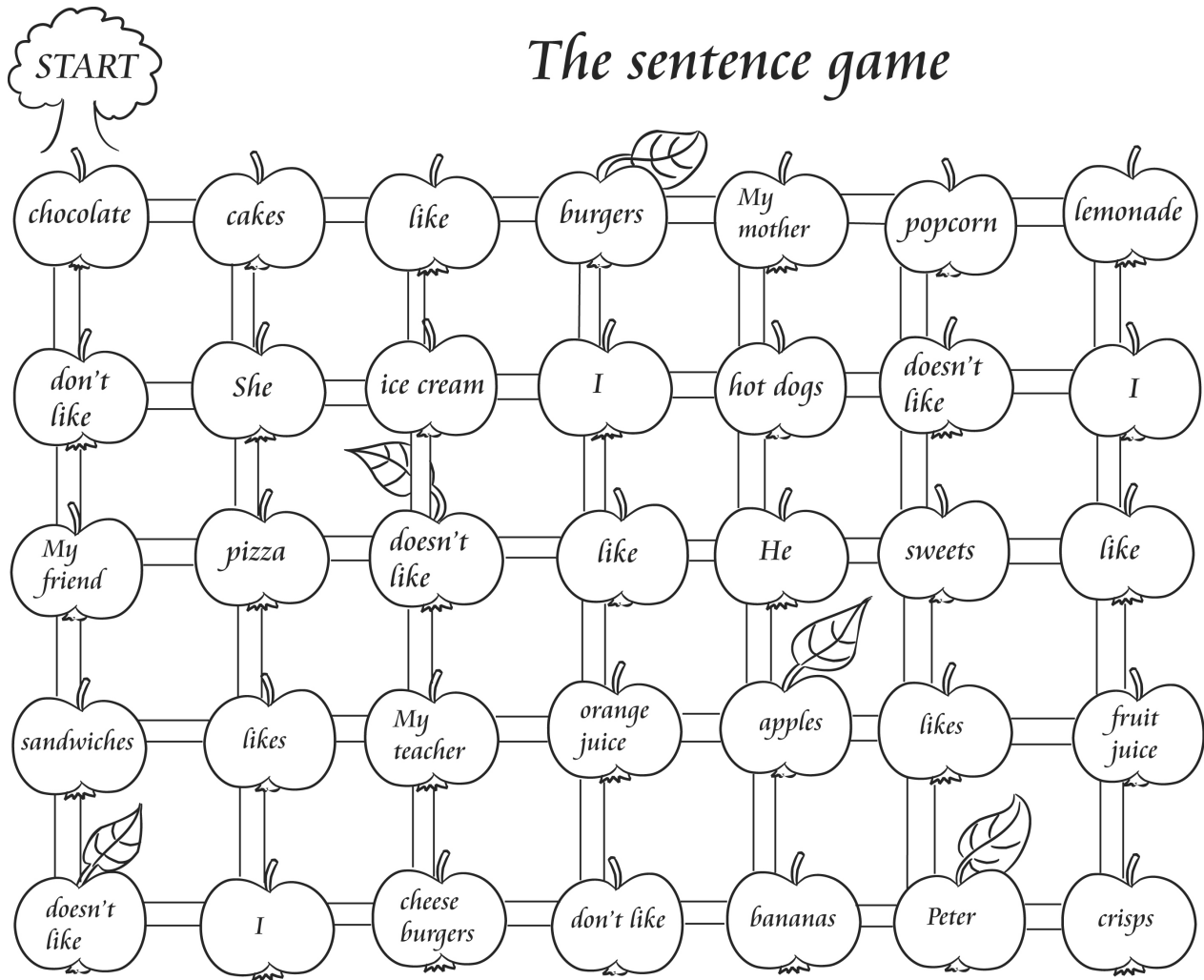
Extension 1

Ask Ls to write similar sentences as homework.

Extension 2

Give Ls a new version of the game board half filled in with the pronouns: *I, he, she, we, you, they* and the structure that you want them to practice e.g. *can/can't*. Ask Ls to fill the blank apples on the sheet with their own ideas (e.g. play football, swim, play the piano, jump, fly, drive etc.) Collect the sheets and correct them. In the next lesson Ls can play with the new board game in the same way.

Board



MY BIRTHDAY ■ PARTY GAMES

NAME AND TYPE OF ACTIVITY	Hide and seek – warmer
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Acting out a simple dialogue <input type="checkbox"/> Revising words <input type="checkbox"/> Keeping the rules when playing a game
MINIMUM LANGUAGE REQUIRED	Where is the ...? Here it is. Where are you? Here I am. (variation) Vocabulary of presents: teddy bear, toy train, toy car, balloon, cake, watch, bike, book, flower, doll, candy, sandwich, drink, birthday card, etc.
ORGANISATION	Whole class
MATERIALS	Flashcards (A5) (pictures / drawings of presents that Ls are able to name) one for each L
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Make a flashcard (A5) for each L showing the pictures of previously learnt vocabulary items of presents. To help Ls to remember the vocabulary while playing the game, either make an extra set (or copies) of the flashcards or draw the pictures on the board before the lesson.

Revise the vocabulary briefly. Point to the drawings on the board or put the extra set of flashcards on the board.

Give each L a flashcard. Ask Ls to hide somewhere in the classroom with the card in their hands. Then, start the game by asking:

T: Where is the teddy bear?

The L with the teddy bear card has to appear and say:

L1: Here it is !

Ask L1 to come to the front and ask the next question.

L1: Where is the balloon?

L2: Here it is.

L2 comes to the front and asks the next question. The drawings or flashcards on the board help the Ls remember the presents that are still hiding. Remove the pictures of the presents that have already been found from the board. The game continues until every L has had a go and all the presents are found.

Variation 1

Play the game with the Ls' real names instead of picture cards. Ask Ls to hide in the classroom. When they have all found a hiding place, start the game by asking:

T: Zsuzsi, where are you?

The L (Zsuzsi) has to appear and say:

L1: Here I am!

Ask L1 to come to the front and ask:

L1: Peti, where are you?

L2: Here I am!

The game continues until every L has had a go. Ls who are already in the front, can help the caller to name the next child. (This game can be played with beginners when they do not know each other's names well enough as it helps them to remember the names.)

Variation 2 for Ls who can already read

Instead of drawing pictures or making an extra set of flashcards, write the names of the presents on the board. Ls have to read the reminder when looking for the presents.

MY BIRTHDAY ■ PARTY GAMES

Extension

When Ls finish the hide-and-seek game, ask them to sit down with the flashcards in their hands. Encourage Ls to show their cards and say sentences like:

L1: This is a teddy bear. I like it.

L2: This is a lollypop. I don't like it. I like the bike etc.

MY BIRTHDAY ■ PARTY GAMES

NAME AND TYPE OF ACTIVITY	A cake for a diamond – dice game, vocabulary practice
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Naming pictures <input type="checkbox"/> Giving and receiving things <input type="checkbox"/> Keeping the rules when playing a game
MINIMUM LANGUAGE REQUIRED	Presents: flower, train, book, balloon, a bar of chocolate, building blocks, diamond, cake, watch, doll, toy car, teddy bear, bike, rollerblades It's a ..., Can I have...?, Here you are. My present is ..., I like it/I don't like it (Variation2, Extension)
ORGANISATION	Whole class
MATERIALS	Pictures of the presents in envelopes (one per L), 3 dice per group, an alarm clock or a mobile phone Small objects or toys as real presents wrapped in paper (Variation1)
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Find pictures of possible presents in magazines or draw some (flowers, a book, a box of chocolates, etc.). You need one picture for each L. Cut out and put each picture in an envelope. The envelopes are the wrappings of the presents.

Ask Ls to sit in a circle. If you have a large group of Ls, form two groups to make the game more exciting. Put the presents in envelopes in the middle of the circle (one envelope for each L). Give each group three dice. Ls take turns to throw the three dice and say the numbers in English. If a L throws two identical numbers out of the three, he/she chooses an envelope from the pile, opens it, looks at the present and says:

L: It's a teddy bear.

When all the Ls have a picture, explain and demonstrate the second part of the game. This time the L who throws two identical numbers has to swap presents with another student by starting a dialogue.

L1: Can I have a cake for a diamond?

L2: Here you are.

L1 gives his/her picture of a cake to L2, who gives his/her picture of a diamond to L1. While they are playing the game encourage Ls to speak English by introducing an extra rule: Ls who do not speak English can not swap pictures. Before starting the final part, set an alarm clock to ring in 8 minutes. The time limit may depend on the size of the group. The game finishes when the alarm clock goes off. At the end of the game ask Ls to name the present they have. The game is more exciting if Ls can keep the pictures.

Variation 1

Play the game with small objects as real presents. For example: a soft toy, chewing gum, rubber, ruler, notebook, etc. Wrap them in paper before the game.

Variation 2 for Ls who are able to use more extended language:

When Ls introduce their presents at the end of the game, they say:

L: This is my present. It's a teddy bear. I like it. I'm happy.

Extension

Ask Ls to sit down with their presents and write about them. For example: *My present is a bike. I like it. / I don't like it.* Collect the sentences and read them out one by one. Ask Ls to guess who wrote them. Ls will probably remember who the presents belong to. If they don't, make it a guessing game.

MY BIRTHDAY ■ PARTY GAMES

NAME AND TYPE OF ACTIVITY	How many candies? – guessing game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Counting (one to ten) <input type="checkbox"/> Playing a guessing game <input type="checkbox"/> Spelling numbers (Variation)
MINIMUM LANGUAGE REQUIRED	numbers:1-10
ORGANISATION	Whole class
MATERIALS	A box with 10 candies in it
CROSS-CURRICULAR LINKS	Games

Description

This game is a simple party game where Ls can have fun and even eat the candies.

Before the lesson:

Buy a box of simple coloured candies. Leave ten candies in the box and take the rest out. In class show Ls that you have a box with ten candies in it. Open the box and count the candies together. Put the candies back into the box and ask Ls to stand in a line at the back of the classroom. Open the box and take out some candies so that Ls can see them. Ask Ls to show you with their fingers how many candies remain in the box. Check who is right. After that, repeat it again, but this time ask Ls to put their hands behind their backs so that nobody can see how many they want to show with their fingers. Count 'one, two, three' and ask Ls to show their hands to see how many candies they think are in the box. Repeat until Ls understand how to play the game. Take some candies out of the box and hide them. Count from one to three and wait for each L to say the number he/she is showing. Ls need to show the number with their fingers and then say the number as well. After listening to all their guesses, open the box and count the candies together. Those Ls who guessed correctly can walk one step forward. The first L to reach the other end of the room is the winner. If Ls are not very lucky and the game seems too long, stop after 10 rounds and the L who has got farthest is the winner.

Variation for Ls who can write numbers

Ls do not speak but write their guesses in their exercise-books. Each correct guess is worth a point if the number is spelt correctly. After 8 or 10 rounds Ls can add up their points. The L with the most points is the winner.

Extension

Invite Ls to eat the candies. Give them a candy if they say: *A blue candy, please./ Can I have a blue candy, please?* (Make sure that you have enough candies!)

MY BIRTHDAY ■ PARTY GAMES

NAME AND TYPE OF ACTIVITY	Birthday chant – chant and circle game
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Understanding and saying a chant <input type="checkbox"/> Speaking about birthdays <input type="checkbox"/> Learning the text of a chant with the help of pictures
MINIMUM LANGUAGE REQUIRED	Plums, apples, peaches, pears, My birthday is in ..., months, Variation: saying the dates
ORGANISATION	Whole class
MATERIALS	Flashcards (A4): plums, peaches, pears, apples
CROSS-CURRICULAR LINKS	Music

Description

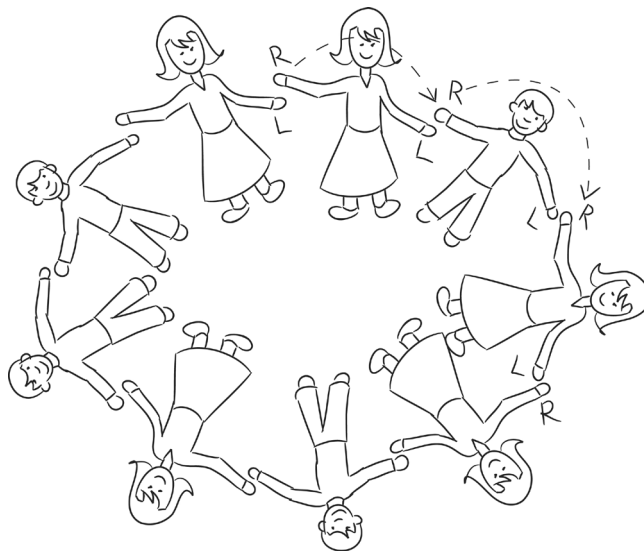
Teach the chant. Point to the flashcards of fruits to help Ls remember the text:

Apples, peaches, pears and plums

Tell me when your birthday comes!

Repeat the chant as many times as necessary. (Ls will also have a chance to repeat it several times when playing the game.)

Ask Ls to make a circle. Before chanting, teach Ls the movement they have to do. Ls have to put their hand into each other's in the following way: put your right hand on the left hand of the L standing on your right and put your left hand under the right hand of the learner standing on your left. The palms have to be turned up. See the illustration below. Ls need to clap into the palm of the L on their left by swinging their right hands.



Choose one L to start the round. Try this several times until Ls are confident with the movement. If Ls can do the movements well enough, start saying the chant:

Apples (clap) peaches (clap) pears (clap) and plums (clap)

Tell me (clap) when your (clap) birthday (clap) comes (clap)

The last L has to say:

L: My birthday is in (May).

Then he/ she is out of the game. Ls who are out can form another circle and say the chant.

MY BIRTHDAY ■ PARTY GAMES

Variation for Ls who can say dates

Ls say the exact dates of birthdays: day and month. At the end of the game ask Ls to say when their classmates' birthdays are:

L: Tomi's birthday is on the 2nd of March.

Extension

Draw a big birthday cake with 12 thick candles on a big sheet of paper. Write the names of the months in the candles. Invite Ls to write their names on the candles. *T: Lili, when's your birthday? L: (My birthday is) in May. T: Come and write your name on the May candle.* When Ls are ready with writing, talk about the poster. Count how many Ls have birthdays in the same month. Is there a month when nobody has his/her birthday? Use this poster as classroom decoration. Have a look at it every month to celebrate birthdays.

MY BIRTHDAY ■ PARTY GAMES

NAME AND TYPE OF ACTIVITY	What's in my box? – guessing game
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding and following instructions ■ Asking and answering simple questions
MINIMUM LANGUAGE REQUIRED	Square, rectangle, Is it a ...? Yes, it is./ No, it isn't. Can we ...? Yes, we can./ No, we can't. (Variation) Happy birthday to you. (This present is for you.) Thank you (very much). Oh, what a nice big ball! (It's my birthday today) I'm nine (years old.) My present is a (nice) ball. (Extension 1) There is.../are... (Extension 2)
ORGANISATION	Frontal work
MATERIALS	Paper squares for each L (21 cms x 21 cms) cut outs from an A4 size white paper
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

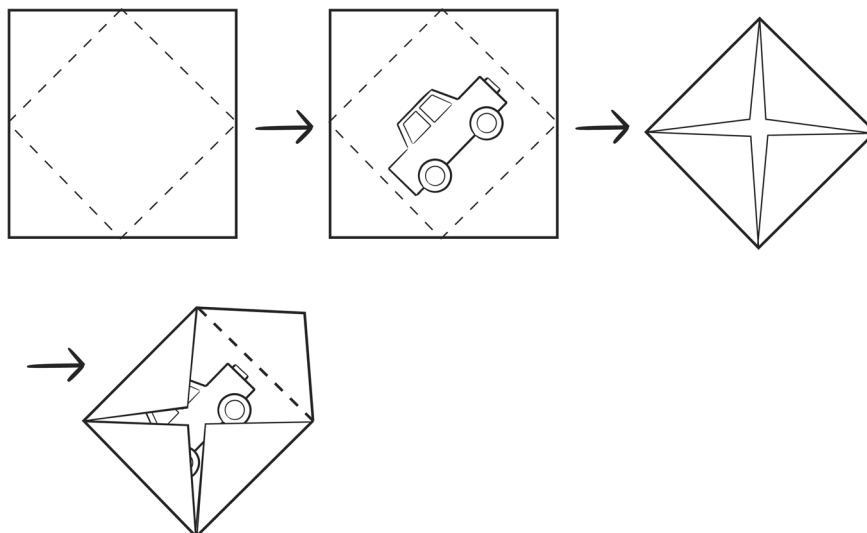
Prepare the 21 cm x 21 cm squares for each L.

Ls like to give and get present. This guessing game gives Ls an opportunity to both give and get birthday presents.

Tell Ls that they will make a present in steps. Do the steps together with the Ls to help them to follow the actions.

Give a paper square to each L and hold one in your hand. Give the instructions and ask Ls to do the actions. Explain and demonstrate the instructions for Ls.

T: Fold your square in half and we get a rectangle. Fold this rectangle in half again and we get a small square. Open it. Take one of the corners and fold it into the middle of the square where the lines cross each other. Do the same with the other corners. Finally we get a box where we can open or close the corners one by one.



Ask Ls to close the box and decorate it with a drawn ribbon as if it was a present. Brainstorm together what you could find in the box as a present for a child. Then, ask Ls to open the box and draw a present inside it. Sit in a big circle. Invite Ls to hold their closed boxes in front of themselves. Choose L1 to come in front. Ask the others to start guessing what is in L1's box.

MY BIRTHDAY ■ PRESENTS

L2: *Is it a ball?*

L1: *No, it isn't.*

L3: *Is it a train?*

L1: *Yes, it is.*

L1 shows his/her present.

Continue playing the game until everyone has had a go. If Ls cannot find out what the present is after 4-5 questions ask L1 to open one of the corners as a clue.

Variation 1 for Ls who can use 'can' in questions and short answers

Play the guessing game as the traditional game 'Yes/No' game.

L1: *Is it round?*

L2: *Yes, it is.*

L3: *Can we eat it?*

L2: *No, we can't.*

L4: *Can we play with it?*

L2: *Yes, we can.*

L5: *Can we play football with it?*

L2: *Yes we can.*

L6: *Is it a ball?*

L2: *Yes, it is.*

Variation 2 for Ls who are confident enough to describe an object

Ask Ls to describe their presents while the others try to guess what it is.

L1: *It's round, Children like to play with it. You can roll it, kick it or catch it. It can be small or big. Boys like to play football with it. What is my present?*

Extension 1

Ask Ls to give their presents to one of their classmates.

L1: *Happy Birthday to you. (This present is for you.)*

L2: *Thank you (very much). (After opening.) Oh, what a big red ball!*

After giving and getting presents sit in a circle again and Ls show their birthday presents to each other.

L1: *(It's my birthday today.) I'm nine (years old). My present is a (nice) ball.*

Extension 2

Ask Ls to write some sentences about their presents. E.g.: *There are lots of letters in it. You can read it. (book) It is red. You can sit on it. You can play with it in the garden or in the street. (red bike) Etc.* Collect these descriptions and correct them if necessary. In the next lesson, put the open boxes made of paper squares in the activity above on the board in a line horizontally. Put the corrected descriptions on a desk face down. Ask Ls to choose one of them, read it silently and stand below the right box in front of the board. Ask Ls to read their description one by one while the others check whether he/she is standing below the right box.

Extension 3

Photocopy all descriptions that Ls have written in Extension 2 onto an A4 sheet of paper and give out one copy of it to each child. Put the open boxes on the board and number them. Ask Ls to write the appropriate numbers next to the appropriate description.

MY BIRTHDAY ■ PRESENTS

NAME AND TYPE OF ACTIVITY	Spoon – mime game, drama
TIME	8 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Playing a guessing game <input type="checkbox"/> Creativity, miming words <input type="checkbox"/> Describing a picture (Extension)
MINIMUM LANGUAGE REQUIRED	Happy birthday to you, thank you, Is it a ...?, Vocabulary of presents: teddy bear, drum, tennis racket, doll, toy train, toy car, balloon, pencil, book, etc.
ORGANISATION	Whole class
MATERIALS	A big wooden spoon
CROSS-CURRICULAR LINKS	Drama

Description

Before the lesson:

Bring a wooden spoon (or a large ruler) to class.

Show Ls the wooden spoon:

T: *Look! What's this?*

L1: *It's a spoon.*

T: *No, it isn't. It isn't a spoon now. It's a present. It's my present. Look!*

Pretend that the spoon is a guitar and start playing it. Encourage Ls to guess what the present can be.

T: *What's my present?*

L2: *Is it a guitar?*

T: *Yes, it is.*

Now give the spoon to L1 and say:

T: *Happy birthday to you! This is your present!*

L1: *Thank you.*

Encourage L1 to think of a new present and act out what he/she can do with it. Ask Ls to guess what the present can be.

L2: *Is it a flower?*

L1: *No, it isn't., etc.*

When Ls have found out what it is, ask L1 to give the spoon to another L.

L1: *Happy birthday to you. This is your present.*

L3: *Thank you.*

L3 will think of a new present represented by the wooden spoon. Ls take turns at turning the wooden spoon into a present, acting out a situation and let the other Ls guess what it represents. Help Ls if they have run out of ideas. The spoon can be a tennis racket, balloon, candle, pencil, doll, lollypop, violin, mobile phone, etc. Continue the game until everyone has had a go.

Variation for Ls who can write simple sentences

Follow the procedure above but when Ls are watching each other acting out the situations, ask them to write their guesses in their exercise-books: *I think (Robi)'s present is a guitar.* When all Ls have had a go, Ls read out their sentences.

Extension

Hand out a sheet of paper to each L. Ask them to draw the shape of a spoon in the middle of the sheet. Tell them that they have to draw an object to 'hide' the spoon. That is to say, create something else out of the outline of the spoon. For example, Ls can turn the spoon into a flower by drawing leaves on the handle of the spoon and petals on the head of the spoon. Invite Ls to talk about their pictures in front of the class or in pairs.

L: *This is my picture. It's a flower. It's red, blue and green. It's a present for my mother.*

MY BIRTHDAY ■ PRESENTS

NAME AND TYPE OF ACTIVITY	A bike for my grandma? – dice game, forming sentences
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Reading learnt vocabulary <input type="checkbox"/> Forming sentences (The ... likes/doesn't like ...) <input type="checkbox"/> Relating words <input type="checkbox"/> Keeping rules and co-operating
MINIMUM LANGUAGE REQUIRED	Boy, girl, grandma, grandpa, dog, baby, bike, Barbie doll, rocking chair, walking stick, bone, rattle likes, doesn't like
ORGANISATION	Pair work
MATERIALS	Dice for each pair
CROSS-CURRICULAR LINKS	Games

Description

Before the activity write the following on the board:

- 1 boy
- 2 girl
- 3 grandma
- 4 grandpa
- 5 dog
- 6 baby

Then, put the following expressions next to them:

- 1 bike
- 2 Barbie doll
- 3 armchair
- 4 hat
- 5 bones
- 6 rattle

Revise vocabulary on the board. Ask Ls to look at the first group of words and say what they think the people (boy, girl, grandma, etc.) and the dog would like to have for their birthdays. Ask L1:

T: What does a dog like?

L1: A dog/It likes bones.

T: Is a Barbie doll a good present for a dog?

L: No!

T: That's right! A dog doesn't like a Barbie doll.

Introduce the game of luck. The aim of the game is to relate the numbers to the corresponding words on the board, say a sentence with them and see if the presents (second group of words) are appropriate for the people or the dog.(first group of words). Show Ls a dice, roll it and show them that the numbers on the dice refer to the words on the board. Throw the dice and say the number on the dice:

T: Look! Three. Point to word number 3 on the first list and say: Grandma. Throw the dice again and say the number on the dice. *T: 'One'.* That's 'grandma' and 'bike'. Point to the two corresponding words on the board and ask: *Is a bike a good present for a grandma?* Elicit answers from Ls. Give your opinion: *A grandma doesn't like bikes for her birthday.* Give another example. Roll the dice twice and say the numbers:

T: Four and four! Point to the corresponding words on the board and say: *'Grandpa-walking stick.'* What do you think? *I think a grandpa likes a hat for his birthday.*

MY BIRTHDAY ■ PRESENTS

Repeat the procedure three or four times so that Ls understand how to relate the numbers on the dice and the words in the two groups on the board. When Ls understand the game and they are confident in formulating sentences, put Ls in pairs and give each pair a dice. Ask them to throw the dice and say sentences according to the numbers and the corresponding words on the board. Ls can get a point if they get the right present for someone and they come up with a correct sentence: *A girl likes a Barbie doll. A boy doesn't like a Barbie doll, etc.* Stop the game after an agreed period of time and see who has the most points.

Variation 1 for Ls who can not read yet

Use pictures instead of words as prompts on the board.

Variation 2 for Ls who can not formulate sentences yet

Use pictures or words depending on Ls' confidence in reading. Introduce the game using only words and phrases instead of full sentences: *A bike for grandma: no! A walking stick for grandma: good/yes!* Accept Ls responding in words or phrases only. Score a point for each correct combination.

Extension

Ask Ls to write or draw presents for the members of their families. This can be done in class or at home as homework. Ask Ls to show their work and talk about it in class.

MY BIRTHDAY ■ PRESENTS

NAME AND TYPE OF ACTIVITY	Where can I buy the presents? – memory game
TIME	25 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Keeping the rules when playing a game with a partner <input type="checkbox"/> Understanding and using language for a game
MINIMUM LANGUAGE REQUIRED	I can buy / I can't buy Shops: bakery, newsagent's, florist, toyshop, sport shop, supermarket, post office, bookshop Presents: a greeting card, a birthday cake, (a bar of) chocolate, (a bunch of) flowers, a board game, a football, a book, a cassette with his/ her favourite pop star
ORGANISATION	Whole class / pair work
MATERIALS	16 cardboard cards, 4 cm x 4 cm, for each pair
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Write the names of the shops (bakery, newsagent's, florist, toyshop, sport shop, supermarket, post office and bookshop) and the presents (a greeting card, a birthday cake, chocolate, flowers, a board game, a football, a book and a cassette with his/her favourite singer) onto 15 cm by 7 cm cards. Put 8 word cards of shops and presents on the board randomly. Ask Ls to read the words and match the shops and the presents where they could buy them using this sentence L: *I go to the post office and I can buy a greeting card.* The L who says the sentence put the two cards next to each other on the board. When they match all the cards, put the Ls in pairs and give them the 4 cm x 4 cm cards and ask Ls to copy the names of the shops and presents onto them.

Ask Ls to put the cards face down and mix them. L1 choose two cards and put them face up and read the words aloud. If he/she has a matching pair of a present and a shop he/she says the sentence: *I can buy a birthday cake in the bakery.* He/she keeps the cards and the next turn is his/hers again. If he/she does not have a pair he/she can say the following sentence: *I can't buy a book in the bakery.* He/she put the cards face down to the same place and L2 can lift the next two cards. The aim of the game is to collect the most pairs of cards.

Variation for Ls who have richer vocabulary of shopping

Extend your Ls vocabulary of shops and goods that they can buy in them. Invite Ls to brainstorm shops and goods. E.g. *I can buy a sausage/ a kilo of meat/ a chicken at the butchers. I can buy a pair of trainers/a pair of slippers/ boots/ sandals in a shoe shop. I can buy apples peaches/ pears/ cherries/ tomatoes/ carrots/ cucumbers at the market. Etc.* Ls can make new cards with the new shops and goods and play with the previous ones together.

Extension 1

Ask Ls to write the numbers from one to five. Say 5 true or false sentences about buying presents. Ask Ls to decide if your sentences are true or false and write T or F in their exercise books next to the numbers. E.g. No 1: *I go to the book shop and I can buy a football.* Ask Ls to write *F (false)* in their exercise book next to number 1. When you check the answer, invite Ls to recall the sentences: *Who remembers the first sentence? ...Was it true or false?*

Extension 2

Ask Ls to write true and false sentences for homework. Next lesson they can work in pairs. They write as many numbers as sentences they have in their exercise books and read their sentences for each other and sign with ticks and crosses.

MY BIRTHDAY ■ PRESENTS

NAME AND TYPE OF ACTIVITY	Crossword – word game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Activating vocabulary learnt previously <input type="checkbox"/> Spelling the words correctly <input type="checkbox"/> Sentence formation (extension)
MINIMUM LANGUAGE REQUIRED	Vocabulary learnt previously
ORGANISATION	Whole class / pair work
MATERIALS	None
CROSS-CURRICULAR LINKS	Games

Description

Start with a small chat about Ls' favourite days of the year. They might mention Christmas and their birthdays. Discuss which Ls have got birthdays that month and write their names on the board. Play a crossword game with one of the L's name. Put the first name of the L on the board. Write the letters clearly and separately. Invite Ls to brainstorm any word of present that contains any letter of the name. E.g. the name is *Peter* The new word is *car*. '*Peter*' and '*car*' share the letter '**r**'. Write the words *car* and *Peter* on the board in such a way that they cross at the letter **r**. Continue building up the crossword until Ls find words for all letters of the name.

A	E			C
P	L		P	A
P	E	T	E	R
L	P	R	N	
E	H	A		
	A	I		
	N	N		
	T			

When Ls understand how to create the crossword ask them to work in pairs and write similar crosswords using their names as starting points.

Variation for Ls with rich vocabulary related to the topic of birthday

Ask Ls to brainstorm words in connection with the topic of birthday in pairs e.g. *cake, candle, balloon, card, hat, burger, present, lemonade, ribbon, music, dance, song, pizza, game, party, sandwich, streamer, etc.* Then, ask them to create crosswords similar to that on the board. When building the crossword Ls are allowed to use birthday vocabulary only.

Extension 1

Choose any other topic that you want to practice. Use a collective term for the topic area you want Ls to practise. It will serve as the starting word for the crossword game. E.g.: *fruit, food, transport, clothes, weather, numbers, colours, shapes, animals, activities, house, kitchen, restaurant, station, opposites, etc.*

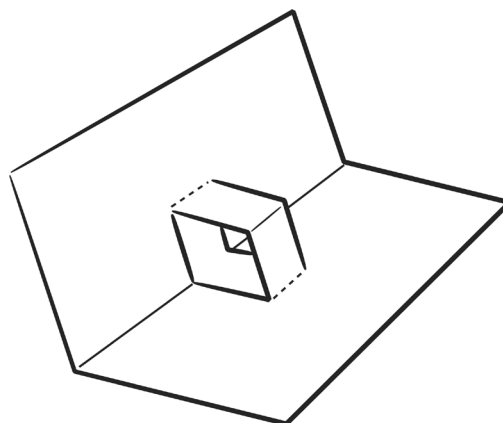
Extension 2

Ask Ls to write sentences using as many words from the crossword as they can. E.g. *Peter is drawing an apple, an egg, a train, a car and a pen. The pen is between the car and the train. Etc.*

NAME AND TYPE OF ACTIVITY	Pop-up invitation card – making of an invitation card
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Following instructions ■ Exchanging personal information (extension) ■ Cultural awareness
MINIMUM LANGUAGE REQUIRED	Name of the months (numbers from 1 to 31) Telling the time (... o'clock) Name of some activities and games eg hide-and-see, football/tennis/volleyball, dance etc.
ORGANISATION	Frontal work, pair work
MATERIALS	A5 sheets of paper of two different colours for each L, scissors, glue, some paper for the birthday cake (5 cm x 5 cm)
CROSS-CURRICULAR LINKS	Craft

Description

Give one of the coloured sheets of paper and the scissors to Ls. Work together with Ls. Fold the paper in half T: *Hold the paper in your hands and fold it in half like this.*; this will be the inside of the invitation card. Make two, short (about 3 cm long and 2 cm wide), parallel cuts in the middle of the folded line. T: *Take your scissors and cut two short lines in the middle of the card like this.* Push up the flaps that were formed by the cuts. T: *Push this part inside.* This will hold the birthday cake.



Close the card so that the flaps are inside the card. T: *Close your card.* Cut out a birthday cake from a 5 cm x 5 cm card and decorate. T: *Take a small piece of paper like this and draw a birthday cake onto it.* Make sure that the cake will fit inside the card when it is closed. Glue it to the ‘holder’. T: *Take the glue and stick the cake onto this small piece of paper.* Close the card. Fold the other coloured sheet of paper in half and glue it onto the outside of the card. T: *Hold the other sheet of paper and fold it in half.* Make sure you do not glue the place where the birthday cake is. T: *Put some glue on the card but only on the edges. Here around.*

Ask Ls to decorate the front of the card. Write a gapped model of the invitation on the board while Ls are decorating their cards:

MY BIRTHDAY ■ DECORATION AND CARDS

Dear _____,

Please come to _____ . It is at _____ on _____ .
(my birthday party) (four o'clock) (1st of May/ Friday afternoon)

We can _____ . I hope you can come.
(play hide-and-peek, play football, dance, etc.)

Love _____

Ask Ls to draw a birthday cake on the front of the card and then open the card and copy the invitation and fill the gaps in it. Instead of a birthday cake Ls can choose any other picture that it is connected with birthdays (balloons, presents, etc.).

Variation for other occasions

Using the same card form but decorate it differently. E.g. With a Christmas tree for Christmas; with a rabbit, chick or egg for Easter; with flowers for Mothers' Day. Write different greetings that are suitable to the occasions. E.g. *I wish you a Merry Christmas. Love...; Happy Easter; Happy Mothers' Day I love you Mummy. Lots of love*

Extension

Ask Ls to make a chart in their exercise books. The headlines are NAME, DATE OF THE PARTY, WE CAN....

Give the Ls 1 or 2 minutes to memorise the date of their parties and what they can do at the party. Ask Ls to walk around the classroom with the chart and a pencil and talk to three of their classmates about the details of their parties. Each L will ask his/her partner and write the information in the chart. At the end of the activity Ls can speak about their findings: *Peter's party is on the 1st of May /Friday afternoon. We can play football in the garden.*

MY BIRTHDAY ■ DECORATION AND CARDS

NAME AND TYPE OF ACTIVITY	Balloon faces – picture dictation
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Listening to a description of a person and drawing his/her face <input type="checkbox"/> Describing the work that they like the best (variation) <input type="checkbox"/> Describing learners' own work (Extension 1)
MINIMUM LANGUAGE REQUIRED	Colours (green, blue, red, brown, pink) Parts of the body (ears, eyes, eyebrows, mouth, nose) Shapes (circle, triangle, rectangle, moon)
ORGANISATION	Individual work / pair work
MATERIALS	A paper balloon for each L; Balloons for each L (Variation 1); Pictures of faces from magazines (Variation 2)
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Cut out a big balloon from an A4 sheet of paper, white or coloured, for each L. Prepare a description of a balloon boy and draw an example of a balloon boy onto a sheet of paper. Photocopy a description for each L.

For the Variation: Use the same description as below and photocopy it for each L.

Sing a song e.g. *Head, shoulders, knees and toes* about the parts of the body to revise vocabulary. Read a description of a 'balloon boy' and a L to show the different parts of his face that you prepared while they are listening to the description. Say a description like this: *This balloon person's ears are two green triangles. His eyes are blue circles. His mouth is a big, red moon. There are two small, brown rectangles above his eyes for his eyebrows. His nose is a small but long pink rectangle.*

Ask Ls to listen (not to draw) to you very carefully while you are reading the description for the first time. Give out the paper 'faces' and repeat the description. Make sure you give enough time Ls to draw the parts of the face. Finally read it again while Ls can check their drawings.

Variation for Ts who like challenges and Ls who can read

Use real balloons. Work together with Ls. Ask Ls to blow up the balloons, tie a knot at the end and cut out feet. Push the tied up part of the balloon through the hole and pull the end of the balloon back through the cut. So his/her balloon will stand straight. Give each L a photocopy of the description of a 'balloon boy', scissors, some glue, some coloured paper (green, blue, red, brown, pink). Ask them to read the description and decorate their balloons accordingly. Let Ls listen to some relaxing music while they are sticking the different parts of the face onto the balloons. Then, arrange an exhibition of all the balloon faces in the classroom.

Extension 1

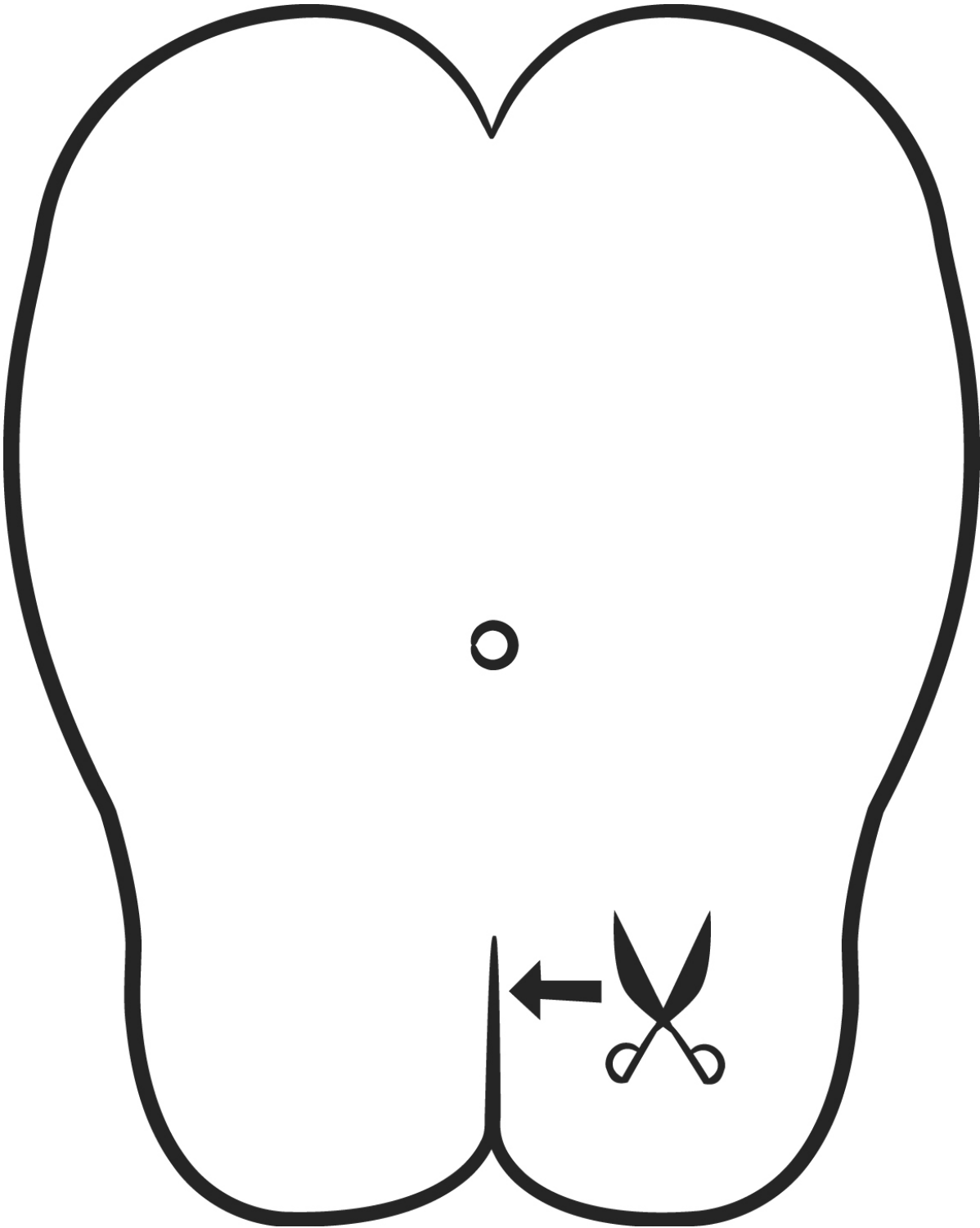
Ls can write their own description of a funny face. Put Ls in pairs and ask them to dictate their descriptions to their partners. Encourage Ls to say: *There is There are....* Help with language if necessary.

Extension 2

Before the activity:

Ask Ls to collect different eyes, noses, mouths, ears, eyebrows from magazines and bring them to the lesson. Give some glue to Ls to create their own funny faces using the pictures from the magazines. The faces could be balloons or paper heads. In pairs Ls can describe their balloon faces. Arrange a display of faces afterwards.

Feet



MY BIRTHDAY ■ DECORATION AND CARDS

NAME AND TYPE OF ACTIVITY	Party hats – read and draw activity
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Reading and understanding words <input type="checkbox"/> Asking and answering questions
MINIMUM LANGUAGE REQUIRED	Colours (white, black, brown, red, blue, green, yellow, orange, pink, purple, light, dark) Shapes (triangle, square, circle, moon, star, diamond, flower, heart) Numbers from 1 to 5 There is/there are ... Is/are there...?
ORGANISATION	Individual work / whole class
MATERIALS	A4 sheet of paper for each L
CROSS-CURRICULAR LINKS	Maths

Description

Before the activity cut out as big a triangle as possible from an A4 sheet of paper for each L. This triangle will make the 'hat' (do not make it 3 dimensional, keep the triangles flat). Ask Ls to decorate the hats according to written descriptions. Prepare 3 different variations of the description. Create the variations by changing the colour or the number of the shapes in the description. Make sure there are no more than 3 differences in the three versions of the text. An example for one version of the description is as follows: *There are two flowers on the hat. The bigger is red and the smaller is purple. There are three yellow stars on it. There is one big pink heart. There are four small moons on the hat. Two moons are light blue and two moons are dark blue. There is one orange diamond on it. There are five small circles. They are brown, black, green, red and white. There is a big purple square and a green triangle on it.* Mix the copies of the different versions of the description and put them on a table face down. Ask Ls to choose one description and decorate their hats according to it. When Ls have finished decorating the hats ask them to walk around the classroom holding their hats in their hands. Tell Ls to find other Ls who have the same decoration. Ask them to describe their hats to their partners or ask them about them. L1: *Are there red circles on your hat? How many circles are there on your hat? Are the circles red? Are there three squares on your hat?*

When a L finds his/her partner(s) they stand together.

You can use this activity to form groups, making certain that there are the same number of each description as the number of members in the group.

Variation 1 for Ls who are not so confident in reading

Put your Ls in pairs and ask them to help each other with reading. Give a short list instead of sentences. E.g. *Three stars, two big diamonds, five small blue moons.*

Variation 2 for Ls need more practice in reading

Give a 'hat' and a copy of the same description to each L. Ask them to read the sentences and draw the shapes on the 'hat' with coloured pencils. Arrange an exhibition of 'hats'.

Extension

Give the Ls a blank 'hat' (a triangle) and ask them to decorate it using different colours and shapes. When they have finished decorating the hat, they can write a description of their hats similar to which they worked with in the lesson.

MY BIRTHDAY ■ DECORATION AND CARDS

NAME AND TYPE OF ACTIVITY	A glass for my friend – making a glass, giving out a present
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Exchanging personal information <input type="checkbox"/> Describing learners' own drawings <input type="checkbox"/> Handing over and accepting a present
MINIMUM LANGUAGE REQUIRED	Do you like ...? Yes, I do. No, I don't. I like ...
ORGANISATION	Pairwork
MATERIALS	One plastic glass per L, paper strips, pencils/felt-tip pens, sellotape, scissors Drinks (Extension)
CROSS-CURRICULAR LINKS	Art

Description

Before the lesson:

Prepare a white plastic glass and a strip of white paper for each L. Tell Ls that they will make a personal glass for their partners and decorate them with their partners' names and three or four things that they like. Put Ls in pairs. Give each L a strip of paper and ask Ls to write their partner's name on the paper in nice colourful letters. When Ls are ready ask L1:

T: Do you like cats, Lili?

L1: No, I don't.

T: Do you like flowers?

L1: Yes, I do.

Ask Lili's partner to draw a flower on his/her slip of paper. Go on asking other Ls similar questions:

T: Robi, do you like cats?

L2: Yes!

Ask Robi's partner to draw a cat for him. When Ls get the idea of asking questions and drawing the corresponding pictures on the paper, tell Ls to start asking each other and draw the pictures. When the pictures are ready, help Ls to stick the strips on the glasses. Show L1's glass up and say:

T: This is for you, Lili./Here you are./This is your glass.

L1: Thank you.

Ask Ls to give the glasses to each other. When Ls have their own glasses ask them to talk about them:

L1: My name is Lili. I like flowers, dogs, cakes and books.

Variation for Ls who can use simple present tense third person singular

Follow the procedure above but ask Ls not to write their partner's names on the glasses. When Ls have finished their drawings, ask them to put the glasses on your desk. Arrange an exhibition of the glasses. Then, ask Ls to guess who the glasses belong to:

L: (I think) this is Marci's glass because he likes horses, cars, guitars and hamburgers.

Extension

Bring two or three different drinks to class. Tell Ls that they can try their new glasses and have a drink. Encourage Ls to use language to offer and accept a drink: *Orange juice, please!/Can I have some orange juice, please? Here you are. Thank you, etc.*