

10A Special dates

Activity type: Speaking – Exchanging personal information - Groups

Aim: To talk about important dates / contrast plans with more general predictions

Language: Talking about feelings and habits (review) / talking about plans – Use any time after 10.2.

Preparation: Make one copy of the worksheet for each learner.

Time: 15–20 minutes

- 1 To demonstrate this activity, select a significant date in your life and tell learners that this is a special date for you. Write on the board some nouns, verbs and adjectives that you associate with it. So, for example, if you choose your young daughter's birthday, you might associate the following with it: Nouns: *party, food, games*; Verbs: *eat, play games, do the washing up*; Adjectives: *enjoyable, tiring*. Try to choose a date that has significant memories or associations for you, one that involves regular or customary behaviour and one that is close enough for you to have some idea of what you plan to do next time.
- 2 Learners ask you about the significance of the date, and the nouns, verbs and adjectives. Explain how you usually feel / felt on the day in question. Your reply might be along the following lines:
Well, 2nd April is my daughter's birthday. ... I usually have a party for her and her friends. ... They love playing games and eating birthday cake and ice cream. But then I have to do all the washing up! ... It's enjoyable but it's tiring at the same time. I'm not having a party for her this year. Instead, I'm going to take her and her friends to a pizza restaurant. That way, the kids will have fun and I won't have to do the washing up!
- 3 Give one copy of the worksheet to each learner. In Box 1, they should write an important historical date or other important date for their country. In Box 2, they should write the date of an important national or religious holiday/celebration in their country (or in the country where they are studying). In Box 3, they should write a date which has personal significance for them. They should then add nouns, verbs and adjectives they associate with each. (Boxes A–C should be left blank for the Extension activity.)
- 4 In groups, learners ask and answer about the dates they have chosen and what they plan to do the next time that date comes around. Make it clear that they can use the present progressive, *going to* and *will* to talk about their plans and what they predict.

Extension

Learners interview a partner and ask for another historical date, national or religious holiday/celebration and date of personal significance. They note down the dates in Boxes **A, B, C**. They then ask their partner for nouns, adjectives and verbs he/she associates with these dates and notes them down as before. Pairs then ask and answer about these new dates.

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Date	Noun	Verb	Adjective
1			
A			
2			
B			
3			
C			