



TALKING ABOUT SPECIAL OCCASIONS



Scan to review worksheet

Expemo code:
1CKV-3258-FZDT



1 Warm up

Look at the following pictures and say what is happening. Then discuss the given prompts.



picture A



picture B



picture C



picture D

1. The last time you celebrated a special day or event.
2. Why people enjoy celebrations.
3. How people like to celebrate special days and events.



2 Focus on vocabulary: special occasion

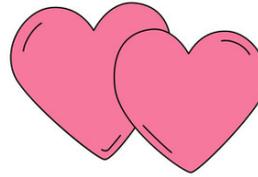
Look at the eight different special occasions below. What are they?



1. _____



2. _____



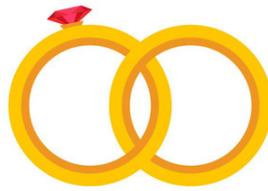
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

3 Talking point

In groups, take turns to pick up a card and answer the question. Give more information in your answers.

Do you like celebrating your birthday ? What do you usually do?	When was the last time you passed a test ? Did you celebrate?	Have you been to a wedding recently? How would you describe it?	Do you think it is important to celebrate relationship anniversaries ?
Do you celebrate Valentine's Day ?	Where did you celebrate last New Year's Eve ?	Which month is Mother's Day in your country? How do people celebrate?	What is an appropriate gift to give at a baby shower ?





4

Language point: collocations

Part A: Match a verb to a word or phrase to complete the collocations. Which activities do you like doing?

Group 1:

- | | |
|--------------|-----------------------|
| 1. make | a. a cake |
| 2. give/send | b. up |
| 3. have | c. cards and presents |
| 4. go | d. out with friends |
| 5. dress | e. a party |

Group 2:

- | | |
|----------|----------------|
| 1. watch | a. a song |
| 2. cook | b. family |
| 3. sing | c. a meal |
| 4. hang | d. decorations |
| 5. see | e. fireworks |

Part B: Fill in the gaps with a verb from the previous part. You may need to change the form for some of the answers. One collocation is not needed.

1. I don't like _____ fireworks. They are too noisy, and they scare my pets.
2. On New Year's Eve, I like to _____ up in sparkly clothes.
3. I always _____ a cake for my daughter's birthday. She loves chocolate.
4. It is Andy's birthday on Friday. Don't forget to _____ a card.
5. I like to _____ out with friends on my birthday.
6. My husband _____ a special meal on Valentine's Day.
7. I _____ my family on special occasions. I want to be with them to celebrate all the good times.
8. I am planning my baby shower at the moment. I am going to _____ cute decorations all around the room.
9. I don't like it when people _____ the birthday song to me as I am shy and get really embarrassed.



5 Game: what is the activity?

Look at distributed cards with phrases and using actions only, illustrate them to your partner.

6 Listening comprehension: Celebrating special occasions



Part A: Listen to an interview about celebrating special occasions. Which four special occasions do they talk about?

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Part B: Fill in the gaps. Listen again to check your answers. Now, ask and answer the same questions with your partner.

Presenter: Welcome everyone, today we are talking to Jill about celebrating special occasions. Let's get started. Do you enjoy celebrating your birthday?

Jill: Yes, but I don't do anything too crazy. I like to dress up and go out with my friends. My friend Sally always makes me a delicious chocolate cake.

Presenter: Do you enjoy _____¹ fireworks?

Jill: No, not really. They are too loud.

Presenter: Do you like _____²?

Jill: I love it! I am a romantic person. I give my husband a card and a present and I cook a delicious meal.

Presenter: Do you _____³ singing songs?

Jill: Yes, I do. I have a terrible voice, but I sing anyway. My friend had a karaoke party for her birthday, and it was so much fun.

Presenter: Do you usually celebrate when you _____⁴ an exam?

Jill: Of course!

Presenter: Do you _____⁵ decorations when you have a party?

Jill: Yes, I hang decorations and balloons.

Presenter: Do you _____⁶ weddings?

Jill: Yes, I love them. Everyone dresses up and has a wonderful time.



7

Talking point: find someone who...?

Talk to your classmates and find someone who matches the statements below. You cannot use the same person twice.

Find someone who...?

	name	why?
1) doesn't like celebrating their birthday.		
2) enjoys watching fireworks.		
3) likes Valentine's Day.		
4) likes singing songs.		
5) celebrates when they pass an exam.		
6) hangs decorations when they have a party.		
7) enjoys weddings?		
8) doesn't enjoy going out on New Year's Eve.		



Transcripts

6. Listening comprehension: Celebrating special occasions

Presenter: Welcome everyone, today we are talking to Jill about celebrating special occasions. Let's get started. Do you enjoy celebrating your birthday?

Jill: Yes, but I don't do anything too crazy. I like to dress up and go out with my friends. My friend Sally always makes me a delicious chocolate cake.

Presenter: Do you enjoy watching fireworks?

Jill: No, not really. They are too loud.

Presenter: Do you like Valentine's Day?

Jill: I love it! I am a romantic person. I give my husband a card and a present and I cook a delicious meal.

Presenter: Do you like singing songs?

Jill: Yes, I do. I have a terrible voice, but I sing anyway. My friend had a karaoke party for her birthday, and it was so much fun.

Presenter: Do you usually celebrate when you pass an exam?

Jill: Of course!

Presenter: Do you hang decorations when you have a party?

Jill: Yes, I hang decorations and balloons.

Presenter: Do you enjoy weddings?

Jill: Yes, I love them. Everyone dresses up and has a wonderful time.



Key

1. Warm up

5 mins.

This stage is to introduce the topic of celebrations and check students' existing knowledge. Put the students into small groups and ask them to discuss what is happening in the photos. In each photo, they are celebrating. Elicit and highlight the words *celebration* (n) and *celebrate* (v). The students, in pairs, respond to the prompts. Check they understand each one before starting. Add any new language from the students to the board. Elicit and highlight the meaning of special occasions.

2. Focus on vocabulary: special occasion

5 mins.

This stage is for students to identify different special days and events. First, they look at the images and discuss what they can see. During feedback, check the meaning and practise the pronunciation of each one. Students may have other phrases. If they are also correct, add them to the board. Elicit any other special days or events.

- | | | | |
|----------------|-------------------|-------------------|-------------------|
| 1. birthday | 2. passing a test | 3. Valentines day | 4. New Year's Eve |
| 5. baby shower | 6. wedding | 7. Mother's Day | 8. anniversary |

3. Talking point

5 mins.

This stage is to practise using the new vocabulary and personalise the topic. Put the students into groups and give them each a set of cards. They take turns to pick up a card and answer the question. Listen out for any pronunciation errors and add any emerging language on the board.

4. Language point: collocations

Part A:

5 mins.

This stage is for the students to identify different collocations related to celebrating. Start by putting the word give on the board and ask the students what people give each other during celebrations. Give presents, cards, flowers, and chocolate. Then ask them to complete the task. Ask them to check with their partner before conducting feedback.

Group 1:

1. → a. 2. → c. 3. → e. 4. → d. 5. → b.

Group 2:

1. → e. 2. → c. 3. → a. 4. → d. 5. → b.

Part B:

5 mins.

This stage is for students to practise using the language. They fill in the gaps with the correct verb. Point out that the form will need to be changed for some of the answers. Do the first one together. Pick up on any accuracy issues



- | | | |
|-------------|----------|----------|
| 1. watching | 2. dress | 3. make |
| 4. send | 5. go | 6. cooks |
| 7. see | 8. hang | 9. sing |

5. Game: what is the activity?

5 mins.

This is a quick game to review the set of collocations. Put the students in pairs and ask them to sit opposite each other. Give students A and B their phrases. They must not show each other. They take turns miming the phrase. They can't use words. Do an example before starting. Listen out for any pronunciation errors and review them during feedback.

Student A	Student B
<ul style="list-style-type: none">• make a cake• give/send cards/presents• have a party• go out with friends• dress up	<ul style="list-style-type: none">• watch fireworks• cook a meal• sing a song• hang decorations• see family

6. Listening comprehension: Celebrating special occasions

Part A:

5 mins.

This stage is for students to hear the language in context. They listen to an interview about celebrating special occasions and write down the four special occasions mentioned. Ask them to check with their partner before checking the answers as a group.

- | | | | |
|--------------|--------------------|--------------------|-------------|
| 1. Birthdays | 2. Valentine's Day | 3. Passing an exam | 4. Weddings |
|--------------|--------------------|--------------------|-------------|

Part B:

5 mins.

Now show the students the worksheet with the gaps and ask them to predict the words. Then play the audio again. Check the answers. The students finish by practising the questions with their partners.

- | | | |
|-------------|--------------------|----------|
| 1. watching | 2. Valentine's Day | 3. like |
| 4. pass | 5. hang | 6. enjoy |

7. Talking point: find someone who...?

20 mins.

This stage allows the students to use all the language from the lesson to complete a whole class communicative task. The aim of the activity is for the students to walk around the class asking their classmates questions about how they celebrate special occasions. Start by showing them the worksheet and tell them they need to first create a question to find the information (1-8). Do the first one together. Encourage the students to give you



the questions forms without the students looking at the tape script. After the questions have been checked, the students stand up and mingle around the room. When they find someone who says yes, they should ask follow-up questions. They need to add their name and any extra information to the worksheet. While monitoring, listen out for any good examples of language or errors to give the students some post-task language feedback.