

# 9A The date game

## Dates, months and years

Game 1, card A

1A

HEAR	SAY
1969	June 4th
June 20th	1983
<b>START →</b>	April 1st
April 25th	August 4th
December 30th	2010
1914	October 13th
October 31st	February 6th
February 16th	December 13th

Game 1, card B

1B

HEAR	SAY
1983	April 25th
June 4th	1996
February 12th	<b>FINISH!</b>
April 11th	February 16th
2001	October 31st
October 3rd	1914
August 14th	December 30th
December 25th	1940

Game 1, card C

1C

HEAR	SAY
1996	August 14th
August 4th	February 12th
October 13th	December 25th
2010	April 11th
April 1st	2001
1940	June 20th
December 13th	October 3rd
February 6th	1969

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Game 2, card A

2A

HEAR	SAY
March 25th	January 23rd
May 19th	2003
1974	July 4th
January 1st	March 2nd
2006	November 15th
July 14th	1947
1918	September 23rd
November 15th	1949

Game 2, card B

2B

HEAR	SAY
September 23rd	1980
1949	March 25th
July 4th	May 17th
<b>START →</b>	January 1st
1947	September 20th
September 18th	2006
2003	November 5th
January 11th	1994

Game 2, card C

2C

HEAR	SAY
January 23rd	September 18th
March 2nd	1918
1994	November 15th
May 17th	July 14th
November 5th	1974
1980	May 19th
November 15th	<b>FINISH!</b>
September 20th	January 11th

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### Instructions

*You will need: one copy of both sets of cards per three students*

- Before class, cut out the two sets of cards, ensuring that you keep the cards for Game 1 and Game 2 separate.
- Divide the class into groups of three and distribute the cards for Game 1. Give the first student *Card A*, the second student *Card B*, and the third student *Card C*. If you have extra students, put two students together so that they are working with one card. Check students understand that there are both dates and years on the cards.
- Students must listen to the dates/years their partners say, and find the same date/year in the *HEAR* column on their card. They must then say the corresponding date/year in the *SAY* column for the other students to recognise.
- The student with *START* on his/her card begins by saying the date indicated. The turn then passes from student to student until they reach the *FINISH* square. Students can tick off the numbers on their cards if they wish.
- If necessary, demonstrate the activity to the whole class before students begin working in their groups.
- When the students have finished, distribute the cards for Game 2 and allow the groups to repeat the activity with the new cards. Alternatively, this second set of cards can be used for revision later in the course.