

# Your Last Vacation



**1 Warm Up Work with a partner.**

- Tell your partner three things about your last vacation.

**2 Vocabulary Match the verb to the activity.**

TRY	VISIT	GO	STAY	TAKE	WRITE	FLY	GO	BUY			
_____	photographs	_____	sightseeing	_____	souvenirs	_____	economy class	_____	at a hotel	_____	shopping
_____	the local food	_____	an art gallery	_____	postcards						

**3 Language Work #1 Read the conversation and fill in the missing words.**

Scene: Tom and Julie are talking about vacations.



**Tom** So, Julie, where did you go for your last vacation?  
**Julie** I went to Bali.  
**Tom** Really? How was it?  
**Julie** Wonderful! The beaches were <sup>1</sup>....., and the weather was great!  
**Tom** How <sup>2</sup>..... did you stay?  
**Julie** I stayed for about ten days.  
**Tom** What did you do there?  
**Julie** Well, I went <sup>3</sup>....., and tried lots of local <sup>4</sup>.....

**Missing Words:** long food beautiful sunbathing

**4 Language Work #2 Write answers to these questions.**

- Where did Julie go for her last vacation?  
.....
- How were the beaches?  
.....
- How long did she stay?  
.....
- What did she do there?  
.....

**5 Question Practice** How well do you remember? Write the questions in the blanks.

Tom So, Julie, ..... for your last vacation?  
 Julie I went to Bali.  
 Tom Really? .....?  
 Julie Wonderful! The beaches were beautiful, and the weather was great!  
 Tom .....?  
 Julie I stayed for about ten days.  
 Tom .....?  
 Julie Well, I went sunbathing, and tried lots of local food.

**6 Quiz Time** Look at the pictures below. Which countries do they show?



1) \_\_\_\_\_



2) \_\_\_\_\_



3) \_\_\_\_\_



4) \_\_\_\_\_

Imagine you went to these countries on vacation. Have conversations with a partner.

- Use your imagination, or vocabulary from exercise two.
- Use ideas words from the box to help you.
- Try to ask follow-up questions.

WHO WHEN  
 HOW WHERE  
 WHY WHAT

**7 Discussion** Work with a partner, or in small groups. Ask follow-up questions.

- Where did you go on your last vacation?
- What was your best vacation? Why did you like it?
- Which do you like more: foreign or domestic vacations?
- Do you take photographs or make home videos when on vacation?
- Which places are popular in your country with foreign tourists?

# Your Last Vacation: Teaching Notes

<b>Target Structure:</b>	Past Simple for finished events
<b>Vocabulary:</b>	Vacation Collocations (American English)
<b>Level:</b>	Elementary
<b>Time:</b>	45 minutes
<b>Preparation:</b>	None

## Suggested Teaching Method

This worksheet is aimed at very low-level students who need fluency practice. It's a great way to get students speaking, and has the additional bonus of being a useful review of the Past Simple, and irregular verbs.

A British English version of this worksheet is also available.

- 1 Give one worksheet to each student. Students should ask the lead-in with a partner. Elicit a couple of answers from the group. This should be brief: the main discussion questions are at the end.
- 2 This collocation / vocabulary exercise should be completed alone, and then checked in pairs. You can conduct additional oral practice of the Past Simple, if necessary. Drills work well: say a sentence in the present, and ask a student to repeat it, using the Past Simple. (e.g. 'I fly economy class.' ⇒ 'I flew economy class.' etc.)
- 3 Follow the instructions. Students should first read the conversation, and fill in the blanks with a word from the box. Students can check their answers in pairs, and practice the conversations together. Encourage the students to look up and make eye contact with each other when speaking.
- 4 Elicit the first question from a confident student. Then allow students to work alone. When finished, have students check in pairs. Go through the answers with the group.
- 5 Students should not refer to #3 when completing this exercise. Students can work alone, and then check their answers against the original conversation.
- 6 Students can work in pairs for this exercise. For an added challenge, ask students to name the historical site shown in each picture. (See the answer key for more information.)  
  
Direct your students' attention to the instructions and question box. If necessary, brainstorm some example questions.  
  
Demonstrate a conversation with a confident student. Emphasize that students can use their imagination – real knowledge of the locations shown isn't necessary.  
  
Students can swap roles several times. Monitor, and go through errors at the end. Try not to correct during the role-plays.
- 7 Leave plenty of time for class discussion. To maximize student talking time, it's best to put students in pairs, or small groups. Try to have students working with people they haven't spoken to in the other exercises.  
  
Students should read all the questions first, before beginning the discussion. Encourage eye contact and follow-up questions.  
  
While the students are speaking, monitor the conversations, but try not to interrupt. When the discussion comes to a close, ask a few of the questions yourself, and go through any points of English you made a note of while monitoring.

The answer key is on the next page.

**Answer key (Other answers may be possible.)**

- 2**            take photographs  
                fly economy class  
                try the local food
- go sightseeing  
                stay at a hotel  
                visit an art gallery
- buy souvenirs  
                go shopping  
                write postcards
- 3**            1) beautiful  
                2) long  
                3) sunbathing  
                4) food
- 4**            1) She went to Bali.  
                2) They were beautiful.  
                3) She stayed for ten days.  
                4) She went sunbathing and tried local food.
- 5**            See the original conversation.
- 6**            1) London (Tower Bridge)  
                2) China (The Great Wall of China)  
                3) Japan (Itsukushima / Miyajima Shrine)  
                4) India (The Taj Mahal)

**Further Ideas**

Try our travel flashcards! They are a great way to improve your students' fluency with the Past Simple. Also, you could try an irregular verb crossword, or our review worksheet. For more ideas, look for 'past simple' in our search engine.

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