

Your Last Holiday

1 Warm Up: Work with a partner

Tell your partner three things about your last holiday.



2 Vocabulary: Match the verb to the activity

TRY	VISIT	GO	STAY	TAKE
GO	FLY	BUY	WRITE	

_____ photographs	_____ sightseeing	_____ souvenirs
_____ economy class	_____ at a hotel	_____ shopping
_____ the local food	_____ an art gallery	_____ postcards

3 Conversation: Read and fill in the missing words.



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

Missing Words long food beautiful sunbathing

4 Conversation: Write answers to the questions.

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

5 Question Practice: Do you remember? Write the questions in the blanks.

Tom So, Julie, for your last holiday?
 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.

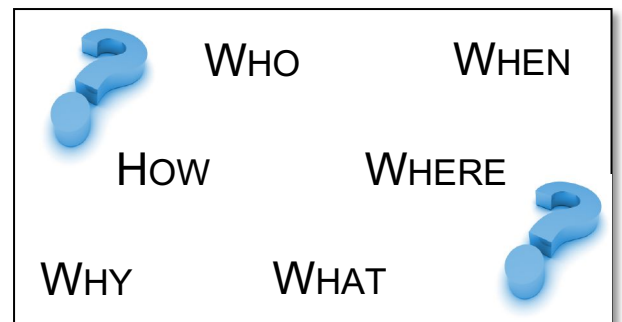
6 Quiz Time: Look at the pictures. Which countries do they show?



1 2 3 4

Imagine you went to these countries on holiday. 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.
- Remember to look up when speaking. Don't just read!



7 Discussion: Work with a partner or in small groups.



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

Your Last Holiday: Teaching Notes

Target Structures:	Past Simple for finished events
Vocabulary:	General English
Level:	Elementary
Time:	45 minutes
Preparation:	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.

If you're teaching this lesson to just one student, remember that you can take one of the roles in the pair-work.

- ➊ 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.
 - ➋ 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.)
 - ➌ 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 practise the conversations together. Encourage the students to look up and make eye contact with each other when speaking.
 - ➍ 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.
 - ➎ Students should not refer to #3 when completing this exercise. Students can work alone, and then check their answers against the original conversation.
 - ➏ 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. Emphasise 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.
- ➐ Leave plenty of time for class discussion. To maximise 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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