

## TAKING A VACATION

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### LEVEL

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High-Intermediate to Advanced

### LANGUAGE FOCUS

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Speaking, listening (primary focus); writing, reading (secondary focus).

### GOALS

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Students will practice using reported speech through a vacation-planning activity.

### MATERIALS

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- Teacher: whiteboard/chalkboard, markers or chalk.
- Students: pencils or pens, notebooks or writing paper.

### PREPARATION

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In this week's Teacher's Corner, students will practice phrasal verbs through a vacation-planning activity.

1. Read through all the materials carefully before starting the activity.
2. Print a copy of the Vacation Flyer in Appendix 1 for each pair or small group of students.
3. Print a copy of the Travel Phrasal Verbs card in Appendix 2. A card can be printed for each group or one can be printed and put on the chalkboard/whiteboard for the whole class.

### PROCEDURES

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#### Part 1 – In-Class Practice

1. Begin the activity by having the students form pairs or small groups.
2. Inform the students that today you will be discussing vacations.
3. Next, give each pair or small group of students the Vacation Flyer in Appendix 1.
4. Give the students time to read the flyer and ask any vocabulary questions they may have.
5. Next, have the students discuss what they would like to do during the beach vacation shown on the flyer.
  - a. Encourage the students to be creative and think of more activities than just those shown on the flyer.
6. Have the students list the things they *want* to do on their beach vacation and things they *need* to do on their vacation.
  - a. For example:

Want to do	Need to do
Visit local sightseeing spots	Register at the hotel on arrival
Take nice pictures on the beach	Pack sunscreen in our luggage

7. Give the students time to work on the list. Be sure to circulate among the students and check their work. Encourage them to include write complete sentences, or at least use a verb and a noun in their ideas. Later, students will replace these verbs with phrasal verbs.

8. Next, have the class come back together as a group and share the vacation ideas they brainstormed. List these ideas on the board in a format similar to the table in step 6.
9. Give each group the Phrasal Verbs Travel Card in Appendix 2 or place a copy of the card on the board. Review the phrasal verbs on the card and brainstorm other possible phrasal verbs with the students.
10. Ask the students which verbs can be replaced with phrasal verbs.
  - a. For example:
    - i. Note: Not every verb can be replaced with a phrasal verb.

Want to do	Need to do
<i>Check out</i> local sightseeing spots	<i>Check in</i> at the hotel on arrival
Take nice pictures on the beach	<i>Bring along</i> sunscreen

11. Encourage the students to be creative and think of more things they may want to do, or need to do, during their vacation. For example:
  - a. We should *dress up* and take pictures at the beach.
  - b. We must ask a friend to *drop us off* at the airport and *pick us up* when we come home.
  - c. It is sunny at the beach, so we should *put on* sunscreen so we don't get burned!
12. Once students have some phrasal verbs to work with, have them write a short speech they can present to the class describing their beach vacation.
  - d. Once all the pairs/small groups have presented, have the class vote on each presentation:
    - i. Which pair/small group is the most practical and planned the best vacation?
    - ii. Which pair/small group will have the most fun on their vacation?

### Optional Activity

If time permits, have the students form new pairs/small groups based on the type of vacation they would like to take. For example: an adventure vacation in the mountains, a big-city vacation, a quiet vacation at the beach. Then have them create a new vacation plan that fits the type of vacation they would like to take.

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# PHRASAL VERBS

travel

**GET AWAY** to go away from your home for a vacation



**SET OFF** to leave on a trip or start going somewhere



**TAKE OFF** to begin to fly



**STOP OVER** to stay at a place for a short period of time when traveling to another destination



**CHECK INTO** to arrive at a place, such as a hotel, motel, inn, etc., and get a room



**GET IN** to arrive at a destination

