

1 A Trip to Remember

1 Synopsis

Sheila and her boyfriend, Tom, are on vacation at a beautiful resort. Sheila is feeling depressed because she has the flu and can't leave the hotel room. She had been really excited about the vacation and had to convince her boyfriend to come. He was nervous about getting sick on the trip, so before they left, they went to the drugstore to buy medical items. This made Tom relax and feel much more excited. Despite all their careful preparations, Sheila got sick almost as soon as they arrived. While she rests in bed, Tom is having a great time enjoying all the facilities at the resort.

Length of video: 5:12min

2 Target Language

Grammar: Simple Past

Vocabulary: vacations, illnesses, feelings

Language points: *let's go, I guess, pretty + adjective, come on*

3 Procedural Notes

A Before you watch

As a class (optional). To introduce the topic of vacations and help students think of vocabulary, freeze frame the opening shot of the island resort [00:06]. Ask *What can you see? What can you do on vacation in a resort like this? What problems could you have on a vacation like this?* Elicit illness as one of the problems if students don't mention it.

In pairs. Refer students to the mind map of vacation illnesses. Ask them to work in pairs and add at least four more words. To help them, you can mime parts of the body to elicit headache, broken arm/leg, sprained ankle, etc. To check answers, draw the mind map on the board and invite students to come up and write their ideas on the map.

Suggested answers: bug bites, fever, headache, stomach ache, a cold, broken arm/leg, sprained ankle

B While you watch

As a class (optional). To help students understand the story, try Fast Forward Viewing (see the teaching tips in the DVD booklet).

1 Individuals. Give the students time to read the questions. Help with any new vocabulary as necessary. Play the video and have students circle who did each

thing. Check answers as a class. Play the video again, if necessary.

Answer key:

1 S 2 T 3 T 4 B 5 B 6 S 7 S 8 N

2 Individuals. Have students read the monologues individually before watching the video again. Encourage them to guess the verbs they might hear. Play the video [04:08–end] and have students fill in the blanks. If necessary, play the video segment again. Have students compare answers with a partner before checking answers as a class.

Answer key:

1 packed 2 went 3 got 4 came
5 walked 6 came 7 loved 8 was 9 played
10 rented 11 rode

As a class. Focus on the pronunciation of simple past tense verbs ending in *-ed*. Write these sounds on the board: /t/, /d/, and /ɪd/. Have students write examples from the text next to each (/t/ – packed, walked; /d/ – loved, played; /ɪd/ – rented). Have the class think of two more examples for each sound. If you have time, play the video segment again. Ask students to listen carefully to the pronunciation of the verbs.

C After you watch

1 Individuals. Have students complete the questions, using the simple past forms of the verbs in parentheses. Remind them to add two more questions. Check answers as a class.

Answer key:

1 How was your last vacation? 2 Where did you go?
3 What did you do? 4 What was the weather like?

Suggested answers:

Did you try any unusual dishes? Did you meet any interesting people? Did you get sick? Did anything bad happen?

2 In groups. Have students form groups of three, and encourage them to discuss their last vacation, using the questions from the previous exercise. When they have finished, conduct a brief whole class feedback.

3 As a class/In pairs. Ask students to remind you what happened at the end of the video segment (Sheila was still in bed; Tom was having fun and was not very sympathetic to Sheila. He had just been riding a bike and eating seafood). Then, have students form pairs.



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Give them five minutes to brainstorm ideas about what happened the next day. Have them write the story in their notebooks, starting with the phrase given. Monitor and help as necessary. When students have finished, have them exchange stories with another pair and read it. You could also post the completed stories on the wall and take a class vote on the best one.

D Language points

Individuals/In pairs. Explain that this is the conversation that took place before Sheila and Tom went to the resort. Have students complete the conversation with the expressions from the box. Check answers as a class. Play the relevant video segment [01:08–01:38] again if necessary. Finally, have students practice the conversation in pairs.

As a class. Explain that *pretty* + adjective is a frequent construction used to add emphasis. It's similar to *very* + adjective.

Answer key:

1 I guess 2 come on 3 pretty 4 Let's go

E Your viewpoint

1 Individuals/In pairs. Have students match the medications to the illnesses. Discuss any new vocabulary. Then, ask them to discuss which ones they always take them with them on vacation and why. Prompt them to think of different types of vacations and how this might affect their choices.

Answer key: 1 c 2 b 3 d 4 a

As a class/In groups. Refer students to the illnesses they listed in the exercise in *Before you watch*. Briefly model the task, e.g., *I once had a sunburn. I burned my feet and I couldn't walk!* Then, have students form groups to do the task. Finally, conduct a brief class feedback session and take a vote on the worst vacation illness.

4 Video Script

Sheila: Hey, Tom! Hi, honey! Hi, Tom! Oh! He can't hear me. I'm too far away. Well, I'm glad he's having a good time. I'm Sheila. That's my boyfriend, Tom, down there by the pool. I've been in this hotel room for three days. I have a really terrible case of the flu. Oh! I'm too sick to go out to dinner. Too sick to go to the pool. Too sick to play tennis. I'm so depressed! Well, let me tell you what happened. My boyfriend, Tom, and I wanted to take a vacation, so we decided, decided to come here to this beautiful resort.

Sheila: Honey, this place is really beautiful.

Tom: Yeah, I guess.

Sheila: Oh, come on! The weather's so cold and gray, just look out there!

Tom: Yeah, you're right. It is pretty gray.

Sheila: I'm feeling so depressed. I really need to get away. Let's go for a few days.

Tom: Well, I don't want to get sick.

Tom: Grr, so cold! I'm so sick! Ugh.

Sheila: Tom's a great guy, but he's very afraid of getting sick. Tom is a hypochondriac.

Sheila: I know you feel a little nervous about getting sick.

Tom: What about the flu? It's particularly bad this year.

Tom: Oh, I feel terrible!

Sheila: Please, Tom. We're not going to get the flu.

Tom: Well, what about, what about food poisoning, then?

Tom: Oh, God! I feel nauseous.

Sheila: I don't think so.

Tom: Or a really bad cold? You can get a cold going from a cold climate to a warm climate.

Tom: I'm really stuffed up.

Sheila: You can get a cold by going to work, Tom.

Tom: I know! It's terrible!

Sheila: Anyway, I finally convinced him to go. But he made his preparations very carefully. We went to the drug store. Of course, he had a list.

Tom: Aspirin. We definitely need some aspirin for headaches and fevers.

Sheila: Okay.

Tom: What's this stuff? For symptoms of cold and flu. Cold.

Tom: I'm so sick.

Tom: Well, I don't want a cold. We need some of this.



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Sheila: All right.

Sheila: We went up and down the aisles for about an hour. Tom was actually getting excited about going on our vacation.

Tom: Look! Insect repellent. I hate bug bites. They really hurt. We definitely need some of this. Now, what's this stuff? Prevents colds. See, now that's very interesting.

Sheila: Sure, let's try some.

Tom: Sunscreen, yes! Waterproof, SPF 30, see, this is exactly what we need.

Sheila: Oh, yes, sunscreen. This is very important.

Tom: You definitely don't want to get a sunburn.

Tom: This sunburn hurts.

Sheila: So we packed our bags, went to the airport, got on a plane, and we came here. The minute we walked into the hotel, I came down with the flu. I tried this stuff

and it didn't work. These pills were too hard to swallow. This stuff didn't work, either!

Tom: Hey, honey. Oh, what a great resort! You were right. Is that on?

Sheila: Yeah.

Tom: Okay. I loved the pool. Uh, the ocean was beautiful. I played some tennis with the other guests. Then, I rented a bike and I rode into town. It's a really pretty town, by the way, lots of nice shops. And the restaurant? Oh, oh, oh! The seafood was so good. Do you feel up to eating? I brought you some. It has mussels and shrimp.

Sheila: Seafood? Oh, no! Ugh.

Tom: Oh. Sorry.