



ADVENTURE HOLIDAY



Scan to review worksheet

Expemo code:
16AH-96ZE-66Z1

1 Warm up

The pictures show *experiences* that people have had on adventure vacations. Use the past participle of these verbs to complete the sentences that describe each experience.



camp	climb	ride	jump	run	shoot	swim	throw
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1. They have _____ a mountain.
2. They have _____ with dolphins.
3. They have _____ more than 6 miles.
4. They have _____ a bike for 30 miles.
5. They have _____ spears.
6. They have _____ arrows.
7. They have _____ out of a plane.
8. They have _____ in the forest.



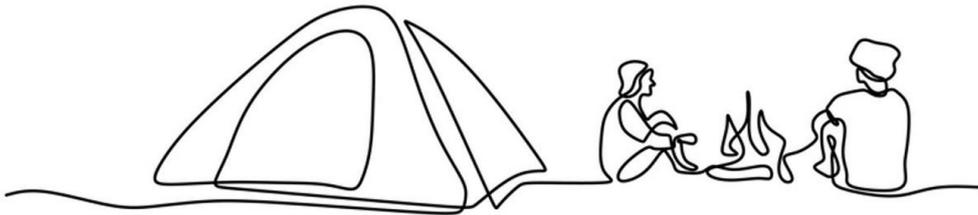
1. How many verbs have a regular past participle form?
2. How do you pronounce the endings of these regular past participles?
3. Which verb has the same form for the past participle and the infinitive?
4. Which activity is the most dangerous? Which is the easiest?

2 Listening



Matt and Sophie are on an adventure vacation. Listen to them talking to the activity leader, Jim, on their first day.

Which five of the activities from the Warm up do they talk about?



Listen again and decide if these sentences are true or false.

1. Matt and Sophie always go running and cycling together.
2. Sophie stopped running because she hurt her knee.
3. Matt tried mountain climbing last year.
4. Swimming with dolphins is a new experience for Matt but not for Sophie.
5. Matt is more excited than Sophie about jumping out of a plane.



3

Language point

Study these sentences and choose the best option to complete the information.

1. **Have** you ever **run** more than 6 miles or **cycled** more than 18 miles? Yes, I **have**. I've **run** and **cycled** in lots of long-distance races. But Matt **hasn't**.
2. When **did** you **do** these races? I **ran** a 6-mile race about a year ago, but then I **hurt** my knee last summer, so I **started** cycling. I **completed** a cycling race last month.

Now pick the right option:

- The sentences in number 1 use the **past simple / present perfect**.
- The sentences in number 2 use the **past simple / present perfect**.
- In number 1, we **say / don't say** exactly when the actions happened.
- In number 2, we **say / don't say** exactly when the actions happened.

- We use the **present perfect** and **past simple** to talk about completed past actions, but we use them in different ways.
- We use the **present perfect** to talk about **life experiences**. We often ask, **Have you ever...?** questions about life experiences and give short answers using the present perfect (**Yes, I have.** / **No, I haven't**).
- We use the **present perfect** when we don't say exactly when these life experiences happened. We use **never** to say we have not had this experience at any time (have/has + **never** + past participle).
- When we want to know more about **specific past experiences**, we use the **past simple**. We often say when these experiences happened (**a year ago, last month**).

Quick check: choose the best verb form to complete these sentences.

1. Matt **climbed / has climbed** a mountain over 3000 feet.
2. He **climbed / has climbed** it when he was much younger.
3. Sophie and Matt **never jumped / have never jumped** out of a plane before.
4. Jim **jumped / has jumped** out of a plane when he was 20, and he **loved / has loved** it.



4

Practice

Use the words/information in brackets to complete the sentences in the conversation, using present perfect or past simple forms.

Jim: OK, next question. We're going to do some sports activities tomorrow. (ever/shot/an arrow?) _____¹

Sophie: (positive answer) _____²

Jim: Really? When?

Sophie: (go/an adventure vacation/two years ago. learn/how to shoot arrows/then). _____³

Matt: (be/really fun) _____⁴

Jim: Good. What about throwing a spear? (ever/do/that?) _____⁵

Matt: (negative answer) _____⁶

Jim: That's fine. Last question. (ever/camp/in the forest?) _____⁷

Sophie: (camp/lots of places) _____⁸: the forest, at the beach, in the mountains, and in the desert. We're very experienced campers.

5

Speaking

Work in A/B pairs. You are going to interview your partner about their experiences. Use the present perfect and past simple in your questions and answers.

When you answer your partner's questions, you can **tell the truth**, or you can **lie**. You must lie at least once in this activity. If you ask the right questions, it will help you decide if your partner is lying or telling the truth.

Example:

A: Have you ever ridden a horse?

B: Yes, I have.

A: Where and when did you ride a horse? Was it fun?

B: I rode a horse when I was on vacation in Australia. It was a bit boring, actually.

A: What was the name of the horse?

B: The horse was named Lucky.

A: That's a lie. You've never ridden a horse.

B: No, it's true! I have!

**Student A**

experience	my partner said: yes/no	note	truth or lie?
<i>example: ride a horse</i>	<i>yes</i>	<i>vacation, Australia, boring, Lucky</i>	<i>truth</i>
climb a mountain			
run a long distance			
throw a spear			
camp in the forest			
my own idea			

Student B

experience	my partner said: yes/no	notes	truth or lie?
<i>example: ride a horse</i>	<i>yes</i>	<i>vacation, Australia, boring, Lucky</i>	<i>truth</i>
swim with dolphins			
ride a long distance on a bike			
shoot an arrow			
jump out of a plane			
my own idea			



6 Extra practice/homework

Choose the best option to complete the conversation.

- Jim: I also need to ask you about your medical history. ¹Did you ever break / Have you ever broken any bones?
- Matt: ²I never broke / I've never broken a bone, but ³I sprained / I've sprained my ankle last year.
- Jim: ⁴How did you sprain / How have you sprained your ankle?
- Matt: ⁵I tripped / I've tripped on the sidewalk. But it's ok now.
- Jim: ⁶Did you ever have / Have you ever had a head injury?
- Sophie: Yes, ⁷I did / I have. ⁸I fell / 've fallen off my bike last week and ⁹hit / I've hit my head. I ¹⁰went / 've gone to the hospital, and they said it wasn't serious.
- Jim: That's good.

7 Optional extension

Find the past participles of these irregular verbs in the wordsearch puzzle. The answers appear horizontally, vertically, and diagonally.

be / break / cut / do / fall / have / hit / hurt / ride / run / shoot / swim / throw





8

Appendix**Irregular verbs**

infinitive	past simple	past participle
be	was/were	been
become	became	become
blow	blew	blown
break	broke	broken
burn	burned	burned
buy	bought	bought
choose	chose	chosen
cut	cut	cut
do	did	done
fall	fell	fallen
forget	forgot	forgotten
get	got	gotten (UK got)
go	went	gone
have	had	had
hit	hit	hit
hurt	hurt	hurt
know	knew	known



make	made	made
meet	met	met
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sing	sang	sung
shoot	shot	shot
spend	spent	spent
spill	spilled	spilled
swim	swam	swum
take	took	taken
tell	told	told
throw	threw	thrown



Transcripts

2. Listening

Jim: Hi, I'm Jim. I'll be your activity leader this week.

Matt: Good to meet you. I'm Matt, and this is Sophie.

Sophie: Hi! I'm so excited!

Jim: OK, before we start, I want to say that safety is very important to us. So, I need to ask you some questions about which activities you've tried before. First of all, what's your experience with running and cycling? Have you ever run more than 6 miles or cycled more than 18 miles?

Sophie: Yes, I have. I've run and cycled in lots of long-distance races. But Matt hasn't.

Jim: When did you do these races?

Sophie: I ran in a 6-mile race about a year ago, but then I hurt my knee last summer, so I started cycling. I completed a cycling race last month.

Jim: OK, that's good to know. And have you ever climbed a mountain over 3000 feet?

Matt: I have! But, of course, I was much younger then. I loved it.

Sophie: I haven't, I'm afraid. But I want to try. Can I ask about the sea swimming? Are we gonna swim with dolphins?

Jim: Yes. Have you ever done that?

Sophie: No, neither of us have. But we're really excited about that activity.

Jim: Well, the swimming is on Wednesday morning. And in the afternoon, we're going to jump out of a plane!

Matt: Cool! I've never done that.

Jim: Really? It's amazing! I did my first plane jump when I was 20, and I really loved it.

Sophie: I've never jumped out of a plane, and I've never wanted to!

Jim: You can try it if you want to, but if you just want to watch, that's fine. Now, I have a few more questions....



Key

1. Warm up

5 mins.

Call attention to the header image to help explain the concept of *adventure vacations*, where people do organized outdoor sports and activities. Then elicit/explain the meaning of an *experience*, something that happened to you or that you did. Work with the whole class to complete the phrases with the correct past participles. Drill pronunciation of all the past participles and then pose the follow-up questions on the next page. Do not encourage students to discuss their own experiences with these activities, as they will be doing this in the speaking activity later in the lesson. (Note: *they* is often used as a singular pronoun when the gender is not known or not important).

- | | | | |
|------------|---------|-----------|-----------|
| 1. climbed | 2. swum | 3. run | 4. ridden |
| 5. thrown | 6. shot | 7. jumped | 8. camped |

Questions:

- | | |
|--------------------------------------|--|
| 1. three: camped, climbed and jumped | 2. camped and jumped /t/; climbed /d/. |
| 3. run | 4. Students' own answers. |

2. Listening

10 mins.

Explain the context and go over the instructions for the first listening activity. Play the recording and then check answers. For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs and recall/predict the answers to the true/false sentences. Then play the recording again for them to check. They can listen twice if they need to. When you check answers, ask students to justify their choice with information from the dialogue. If you have time after you check answers, students could read the transcript out loud in pairs.

Which five of the activities from the Warm up do they talk about?

Running, cycling, climbing a mountain, swimming with dolphins and jumping out of a plane.

1. F - Sophie has more experience than Matt.
2. T - this happened last summer
3. F - He was much younger when he did this.
4. F - It's new for both of them.
5. T - Matt says "Cool!" and Sophie says that she's never wanted to do it.

3. Language point

10 mins.

In this lesson students are introduced to another aspect of present perfect simple verb forms. This lesson is the second in a block of four in this course plan dealing with different uses of the present perfect. In this lesson, students contrast the use of the present perfect simple and past simple.

Go through the examples and questions with students one by one. Then go over the information about each form and complete the quick check activity so students can demonstrate their understanding. Ask them to justify their choice of answer by referring to the usage rules. Drill all the example sentences with the students.



Note: in American English, the present perfect is used less often than in British English; the past simple is used instead. However, American English speakers do use the present perfect to talk about life experiences, and they understand it. Most low-level students of English are looking for competence in an international context and expect to use English with other non-native speakers. Therefore, mastery of this language area is a worthwhile aim even if American English is the main language of instruction.

1. present perfect; we don't say exactly when the actions happened
2. past simple; we say exactly when the actions happened
1. has climbed
2. climbed
3. have never jumped
4. jumped; loved

4. Practice

10 mins.

Go over the instructions and do the first one as an example with the class. There is a mixture of present perfect and past simple forms in the exercise. Students can consult the irregular verb table in the Appendix if they need support with past participles. Students work alone and check answers in pairs and then with the whole class. If you have time, students could read the dialogue out loud in pairs.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1. Have you ever shot an arrow?
2. Yes, we have!
3. We went on an adventure vacation two years ago. We learned how to shoot arrows then.
4. It was really fun!
5. Have you ever done that?
6. No, we haven't.
7. Have you ever camped in the forest?
8. We've camped in lots of places

5. Speaking

13 mins.

In this stage, students will activate the language from the lesson in an interview activity. Make sure students understand the aim of the activity is to practice grammar and vocabulary from the lesson and that they will have to use their imagination.

Set up A/B pairs and go over the instructions and example with the class. Elicit/explain/demonstrate the meaning of *tell the truth* and *lie* and elicit/explain/demonstrate that asking lots of questions about specific experiences can help uncover a lie.

Give students a couple of minutes to look through the options and invent one idea of their own for a question about a life experience. They should also think about the questions they are going to ask, how they are going to answer their partner's questions, and which one(s) they will lie about.

Set up pairs and give students a few minutes to ask and answer their questions and record some key points. Monitor and support as necessary. Early finishers can extend the activity by thinking of more original questions for their partner.

Then round off the activity by asking a few students to report back to the group about something their partner told them and whether it was true or a lie. You could also offer error correction, including pronunciation.



6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the writing activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

Have you ever broken any bones?

I've never broken

I sprained

How did you sprain

I tripped

Have you ever had

I have

I fell

hit

went

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students review irregular past participles. Explain the meaning of *horizontally*, *vertically*, and *diagonally*. This activity would work well as a race between individuals or pairs, or, if you have a projector, as a team activity with students taking turns to find an answer for their team, perhaps within a time limit. If students are having difficulty recalling the past participles of these irregular verbs, direct them to the irregular verb table in the Appendix. Students can refer to this during lessons, and they should also spend some time studying it at home.

Answers: been, broken, cut, done, fallen, had, hit, hurt, ridden, run, shot, swum, thrown