

LTA... holidays. Teacher.


Level (L), time (T), age (A)	Materials	Aims
L: B1+ T: 45-60 mins A: Teens, adults	Dice (1/group) Online dice: https://www.online-stopwatch.com/online-dice/full-screen/	<ul style="list-style-type: none"> To practice speaking freely about holidays so that students feel confident talking about this topic outside of the classroom. To encourage discussions about different issues surrounding holidays e.g. their impact on the environment so that students are (more) aware of these issues and can talk about them.

Types of holidays

1 Put students into pairs/groups to complete the first activity. If they don't have the vocabulary to say what kind of holiday it is, tell them to describe it e.g. this is a holiday where you go walking, maybe in the mountains. Someone in the group might know the answer. If not, you can then tell them it's a hiking holiday. Suggested answers:

Images top left to bottom right: A hiking holiday or backpacking / a city break / a beach holiday / a camping holiday / a resort or an all-inclusive holiday.

Examples of other types of holidays: interrrailing (travelling in and between countries by train), skiing holidays, adventure holidays, safari, glamping (glamorous camping), caravanning.


 Option: You could revise the present perfect ('have you ever...') here.

Spend 5-10 minutes on this activity. Before starting the next one, address any language issues with the whole class.

Holiday issues

This activity is designed to get students to think a bit deeper about different issues surrounding holidays.

2 Put students in new pairs/groups. Tell them to read and follow the instructions given.


 Option: You could give each round a different focus. E.g. round 1: a critical perspective, r2: a positive perspective, r3: personal perspective.

Keep playing until all students have had at least one go. Address any language issues with the whole class between rounds/turns

+ Extra: give everybody a secret role to play during this game e.g. a climate change denier, a local tour guide trying to sell their tour, a local whose village has been overrun by tourism, a tour operator who hates their job. They then have to answer from the perspective of their 'role'. At the end, students have to guess what roles everyone was playing.

Dream holiday

3 Tell students they are going to be working on their own for the next 10-15 minutes. They should read the instructions to activity 3 and ask any questions they have. Guide their attention to the space on the worksheet to make their notes. Decide if you want to include any restrictions e.g. the holiday has to be within a certain continent/a staycation, there is a budget of XYZ etc. Point out that students will have to present their dream holiday.

 Option: You could revise the second conditional before doing this activity.


Tell us your dream

4 Put students in new pairs/groups. Give them a time limit (3-5 minutes each) to present their holiday to their partner/group. Encourage students to ask questions about the dream holiday being presented.

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Address any language issues with the class before swapping roles. Swap and repeat.

+ Extension: pair students up with someone different. Get them to tell their new partner about their old partner's dream holiday.

 Bring the class back together. Briefly get students to tell the whole class about their holiday, perhaps just the destination and what they would do there. Once every student has presented their dream holiday, tell students to vote for the holiday they thought was best by raising their hand when you call out the holidays they presented. They can NOT vote for their own. The holiday with the most votes is the winner! Unfortunately they don't actually win that holiday...

Quick teacher reflection (QTR)

Take a few minutes to think about these questions:

1. What went well in the lesson? Why?
2. What didn't go so well in the lesson? Why?
3. What would I do differently if I taught this lesson again? Why?
4. Any other thoughts...

Use the space below to make your notes:

Quick student reflection (QSR)

Encourage students to reflect on their learning after the lesson, too. Do this orally or in writing. You could ask them:

1. How do you feel after doing this lesson? Why?
2. What activities did you enjoy? Why?
3. What activities didn't you enjoy? Why?
4. Name one thing you really want to remember from this lesson. How are you going to help yourself remember it?

+ Further reading for you and/or students:

- Environment + holidays
<https://www.c-and-a.com/eu/en/shop/tips-on-sustainable-holidays>
 - Money + holidays
<https://www.theguardian.com/travel/2023/feb/18/how-to-save-money-when-booking-a-summer-holiday>
 - Space tourism:
<https://www.dw.com/en/virgin-galactic-completes-first-commercial-space-flight/a-66074519>
 - Holiday disasters:
<https://www.washingtonpost.com/lifestyle/2022/07/02/vacations-gone-wrong/>
- You could read out the first part of each 'disaster' story and students have to guess/make up what happens in the end.