

Staycations

Topic

Staycations, holidays at home

Learning outcomes

- Use vocabulary related to holidays
- Explain the reasons for taking different kinds of holidays
- Read short texts and identify reasons for different kinds of holidays
- Plan a week's staycation and give a presentation

Age and level

Adults (B1)

Time

Approximately 90 minutes (or two shorter lessons)

Materials

- Presentation OR Student worksheet

Introduction

A 'staycation' is a holiday that you take at home. It can also mean a holiday that you take near home / in your own country. In this lesson, students learn what 'staycation' means. They find out what different kinds of holidays classmates take, then discuss the reasons for taking holidays at home or in another country. They then read responses from different people to the question: Are you having a staycation this year? Finally, students plan a staycation and give a presentation.

A student worksheet accompanies this lesson. However, teachers can use a presentation for a no-printing option.

Procedure

Lead-in (10 mins)	<ul style="list-style-type: none"> • Write the word 'staycation' on the board and ask students if they know what it means. Ask them to focus on which words it is similar to or sounds like, and if they can guess its meaning. • See how far they get and then direct them to the Wikipedia definition on slide 2 of the presentation or in the Lead-in task of the student worksheet. • See if they can explain it in their own words to their partner. Help with any problems with comprehension.
Task 1: Speaking activity (Find someone who) (15 mins)	<ul style="list-style-type: none"> • Show slide 3 of the presentation or refer students to Task 1 in the student worksheet. • Explain that students must ask questions to find somebody in the class who has done / would like to do the things in column 1. When they find someone, they should write their name in column 2, then ask them why and note the answer in column 3. • Students should ask different people in the class and should try to write different names in column 2. • Before students begin, check that they know how to ask the questions (e.g. Have you ever stayed at home for your holiday? Why did you do this?). Also explain that 'stay at home' means sleeping at home and doing activities nearby (and not staying in overnight accommodation outside the home). • Demonstrate the activity with some students if necessary. • Students walk around the room asking and answering questions to complete the table. If you have a large class, they can do this in groups of ten students. • As students begin to complete the table, end the activity. Invite some students to share their findings, in particular why people stay at home / have a holiday in their country / have holidays in a different country.
Task 2: Discussion (Reasons for different kinds	<ul style="list-style-type: none"> • Show slide 4 or refer students to Task 2 in the student worksheet. • Put students into pairs or small groups. They discuss why people might have holidays at home (sleeping at home); domestic holidays (in their country, not sleeping at home); holidays abroad. They make notes in the table.

<p>of holidays) (10-15 mins)</p>	<ul style="list-style-type: none"> • Ask some pairs / groups to give their ideas. • Alternatively, you could copy the table onto the board and complete it with ideas from the whole class. <p>Suggestions:</p> <p><i>Holidays at home: cheaper (don't have to pay for hotels); difficulties of travelling (e.g. health / mobility problems); need to care for others / pets; better for the environment; less stressful; more comfortable; convenience</i></p> <p><i>Domestic holidays: cheaper; can take pets; less stressful; better for the environment; supports local economy; less time travelling; easier to communicate; can visit / stay with friends & family; prefer own culture / food; opportunity to explore own country / local areas</i></p> <p><i>Holidays abroad: better weather; experience different food / culture; learn about a different way of life; opportunities to practise a language</i></p>
<p>Task 3: Reading (Are you having a staycation this year?) (20 mins)</p>	<ul style="list-style-type: none"> • Show slide 5 or refer students to Task 3A in the student worksheet. • Explain that some British people were asked: Are you having a staycation this year? Remind students that in the UK, 'staycation' can mean both a holiday at home and a domestic holiday. • Give students a short time limit to quickly scan the texts and find out who is having a staycation. If you are using the presentation, give students a minute to look at slide 5, and then move on to slide 6. Check answers with the class: <i>Matthew, Aisha, Jasmine, Ryan</i>. • Now show slide 7 or refer students to Task 3B under the reading text (responses). If you are using the presentation, ask students to quickly copy the table in their notebooks, then show slides 5 / 6 again. • Students read the responses and complete the table. As they finish, they can compare their notes in pairs. • Check answers with the class (also available on slide 8). • Optional: Show slide 9 or dictate / write the following questions on the board: <ul style="list-style-type: none"> ○ Do you identify with any of the responses? ○ Are you surprised by any of the responses? ○ Do you think people might respond in similar ways in your country?

Answers:

Name	What kind of holiday?	Why?
<i>Matthew</i>	<i>domestic (Wales)</i>	<i>can't afford to go abroad / going to a friend's wedding</i>
<i>Amy</i>	<i>abroad (Spain)</i>	<i>better weather / loves the food</i>
<i>Aisha</i>	<i>at home</i>	<i>wants to be near mum as has been ill / kids don't care / less stressful</i>
<i>Jasmine</i>	<i>domestic (Cornwall)</i>	<i>better for the environment / wants to explore more of UK</i>
<i>Iain</i>	<i>abroad</i>	<i>cheaper to go abroad / expensive in London / travelling is fun</i>
<i>Ryan</i>	<i>at home</i>	<i>has things to do at home (just moved house) / has dogs / wants to explore local attractions</i>

Task 4: Making a mind map (10 mins)

- Draw a circle in the middle of the board. Write 'staycation' in the middle of the circle. Ask students to copy it into their notebooks.
- Remind students that there are different definitions of staycation i.e. staying / sleeping at home or having a holiday in another part of the country. For this activity, 'staycation' means a holiday at home.
- Tell students to imagine that they have a week off for a holiday – but they are staying / sleeping at home. In pairs / groups or as a whole class, students think of ideas for things they / their family could do during the staycation and write them around the circle.
- If they work in pairs / groups, ask them to share their ideas with the class.
Suggestions: *visit local museums / attractions; host events at home (e.g. film nights / treasure hunt); get out in nature; do some sport / exercise; relax e.g. sleep / read / go to a spa; go to an escape room / amusement park; learn / improve a skill; visit friends and family; improve the home; camp in*

	<p><i>the garden; have a picnic; go on a day trip; watch a sports event; cook / discover new restaurants.</i></p>
<p>Task 5: Presentation (Your ideal staycation) (20 mins+)</p>	<ul style="list-style-type: none"> • Put students into small groups. Explain that each group should plan the perfect staycation for a week. Remind them that the staycation is one based at home – they can't include overnight accommodation in another place! • As students work, walk around and help where necessary. Explain that they will need to present their plans to the class. • Depending on time available, groups could simply make notes, create a poster, or make a digital / online presentation. • Groups present their plans to the rest of the class. If you have a large class, they could present their plans in large groups. • Ask students to say which week sounds the best and why!

Adapted from a lesson contributed by

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