

# Staycation

## Topic

Holidays – Staycations

## Aims

- To review vocabulary related to holidays
- To practise speaking skills in a discussion
- To practise question formation
- To develop reading skills
- To practise writing skills

## Age group

12 - adult

## Level

B1/ B2

## Time

60 – 90 minutes

## Materials

1. Staycation student worksheet and discussion cards
2. Internet links: [http://www.thesundaytimes.co.uk/sto/news/uk\\_news/article1442366.ece](http://www.thesundaytimes.co.uk/sto/news/uk_news/article1442366.ece) - Article about Britain's staycation boom.  
<http://www.timeout.com/newyork/things-to-do/staycation-guide> - Time Out New York staycation guide.  
<http://www.staycation.org.uk/> - website dedicated to holidaying within the UK  
[http://www.savingadvice.com/articles/2013/03/21/1014562\\_10-reasons-a-staycation-can-be-better-than-a-vacation.html](http://www.savingadvice.com/articles/2013/03/21/1014562_10-reasons-a-staycation-can-be-better-than-a-vacation.html) - arguments for taking a staycation.

## Introduction

'Staycation' is a word that has come into use in recent years. It's a combination of Stay and Vacation and it has been used a lot in the media in the UK over the past summers to describe the trend of British residents to stay closer to home, rather than holiday abroad.

Task one introduces the idea of 'staycations' and task two asks students to think about possible reasons behind the trend of staying closer to home for holidays. Task three gets students talking to each other about their holiday habits. Task four is based on a radio phone-in about staycations and offers a variety of opinions from several listeners which students can respond to. Students can then discuss a set of statements which in small groups. With higher levels you could use one of the newspaper articles given in the weblinks below as a starting point for the lesson. In task five, students are asked to write about their ideal staycation.

## Procedure

<b>1. Task 1 – What is a 'Staycation'</b>	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 have a guess as to its meaning. See how far they get and then you can direct them to the Wikipedia definition in Task 1. See if they can explain it in their own words to their partner. Help with any problems with comprehension.
<b>2. Make a mind map (optional)</b>	When you are sure that all your students understand the idea of a 'staycation' make a mind map of all the ideas that spring to mind when they think about holidaying at home. You could get students to do this in small groups and then pool your ideas together on the board as a whole class later, or do this open class directly on the board. Drill pronunciation for any difficult words / phrases.
<b>3. Task 2 – Question time</b>	Use the questions as a starting point to a group discussion about staycations. You could put students into pairs first or go straight into a group discussion depending on the size of your class. Add some questions of your own to find out more about the holiday habits of your students where you're teaching. You may like to talk about two of the main reasons behind the trend in 'staycations' - the economic crisis and concern for the environment.
<b>4. Task 3 – Find people who...</b>	<p>Before you start the whole group mingle activity (put students into groups of ten if you have a huge class) make sure your students know how to form the questions they need. For example, "Did you stay at home..." or "do you prefer staying at home...?" If your students will need support, write the questions up on the board for them to refer to throughout the activity. Students should write two more statements of their own in the table.</p> <p>Your students may well be familiar with this type of mingle activity, but in this case they need to find two people who.. rather than just one. Tell students they need to find two students who fulfil each statement and then they need to gather as much extra information as they can. Students will need to be standing up and have something to lean on in order to write their answers. When they have all finished ask some of your students to tell the whole group what they found out.</p>

<b>5. Task 4 – Are Brits really having ‘staycations’ this summer?</b>	<p>This is a reading task based on a radio phone-in where listeners are asked to give their views about staycations. You could put students into small groups and ask each student to read one or two listeners' comments and then to tell their group about them. The follow up questions can be used to check understanding.</p>
<b>6. Discussion statements</b>	<p>Put your students into small groups. Cut up one set of discussion statements and give each group one statement to discuss for a set time, two or three minutes for each should be enough. Rotate the statements around the groups until each group has talked about each statement. Then ask for some general class feedback on what they discussed. This type of activity is a great opportunity for you to listen to your students and make a note of any mistakes they make. You can use the mistakes you collect in an error correction activity afterwards.</p>
<b>Task 5 – Plan your ideal ‘Staycation’.</b>	<p>Put students into groups or pairs and get them to plan a week's staycation. You can decide whether it should be within their home town or within their country. Offer ideas such as exploring the surrounding areas, going to museums you always meant to visit but never got round to etc. This could be a good way for you language assistants to get ideas of what you can do with your free time in the place you are posted! You could either do this as a writing activity, where students write a short text (or they could finish this for homework), or as a mini- presentation speaking activity to the rest of the class.</p>

**Contributed by**

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