



## Summer themed lesson plan

|   |                               |
|---|-------------------------------|
| <b>Age:</b> Teens (16-18)   | <b>Level:</b> B1+ (GSE 51-58) |
| <b>Date:</b> 15/08/2018   | <b>Time:</b> 60 mins          |
| <b>Topic:</b> Holiday places and activities   |                               |
| <b>Skills:</b> Speaking   |                               |
| <b>Objectives</b> - By the end of the lesson learners will: <ol style="list-style-type: none"><li>1. Discuss different holiday destinations and activities to do (e.g. a resort, the seaside; see the sights, explore the local area)</li><li>2. Compare and contrast alternatives about where to go and what to do (e.g. The resort will be more expensive than the hostel. Seeing the sights will be more interesting than sitting on the beach)</li><li>3. Plan a short trip in pairs</li></ol>  |                               |
| <b>Materials needed:</b> <p>Dictogloss text</p> <p>"Last year, my friend went to a <b>resort</b> with his family. He wanted to go to the <b>seaside</b>, but his children are very young so he thought a hotel with a pool would be better. They didn't <b>explore</b> the town at all, even though there were lots of tourist <b>attractions</b> and the hotel organised <b>tours</b> of the area."</p> <p>Role cards for discussion activity (e.g. You don't have a lot of money and want to spend some time near the sea. / You have just finished a big project and want a relaxing holiday. You're not interested in seeing the sights.)</p> |                               |

| <b>Plan</b>               |   | <b>Time (min)</b> |
|---------------------------|---|-------------------|
| <b>Warm-up</b>            | Brainstorm <b>Holiday destinations</b> and <b>Activities to do on holiday</b> to gauge students' previous knowledge   | 10                |
| <b>Activity 1</b>         | Do a dictogloss activity about a friend's holiday. Students listen once and write keywords, then listen again and try to reconstruct the text   | 15                |
| <b>Activity 2</b>         | Focus students' attention on the target language - have students highlight destinations and activities from the dictogloss. Introduce other destinations and activities not included in the dictogloss  | 5                 |
| <b>Activity 3</b>         | Brainstorm adjectives to describe the destinations and activities. Review how to make comparative forms   | 10                |
| <b>Activity 4</b>         | Write options for holiday destinations and activities on the board. Provide students with roles and give them five minutes to think about the destination and activity options their character would prefer   | 5                 |
| <b>Activity 5</b>         | Have students work in pairs to reach a decision about the trip they'll take together. Remind them to use comparisons to share their opinions<br><br>Monitor and check language use. Allow time at the end for students to share their decision with the group | 15                |
| <b>Further activities</b> | If time allows, students can swap partners and do the discussion activity a second time   |                   |
| <b>Homework</b>           | Students write a postcard to a friend, telling them about the holiday they took   |                   |