

Teacher's notes

Fantasy Holiday

Type of activity: *writing, speaking*

Aim: *talking / writing about one's holiday, expressing past regrets*

Focus: *holidays, conversational grammar*

Level: *pre-intermediate + and up*

Time: *about 45 minutes*

Materials needed:

- *one copy of the Student's Worksheet per student*

Procedure:

1. Ask the students to think about their last holiday – if they went to a number of places, ask them to choose one only. Ask them how satisfied they are with the holiday on a scale from 1 to 10. Explain that they will now tell a colleague about their holiday and what they liked about it, as well as what they wish could have been different.
2. Put the students into pairs and distribute the Student's Worksheets. Ask the students to work individually first, reading through the questions in Task 1 and thinking about their answers – point out that they should come up with some things they liked about their holiday, as well as some aspects they wish had been different.
3. When the students have had a moment to think over their answers, draw their attention to the language box and explain that they should use the expressions. Do not go into the details of the structures used to express past regret, but make sure to point out the verb forms used in each of them. Let the students ask you a few of the questions in the list, and give example answers of your own, using expressions from both the left and the right side of the box.
4. Ask the students to do the task, and point out that as they listen to their partner's answers they should make notes – especially of the things their partner wishes had been different. Monitor and help them as they do the task.
5. Tell the students they now have to imagine that their partner's holiday was perfect, and use the information given by them to write a description of an alternative run of events – keeping everything that they liked about their holiday in the description and changing everything that they complained about to something their partner would have preferred. Give an example based on your own previously given answers, making sure they understand that the description should be a narration, not a list of regrets, e.g. *Tomek went to Australia*, not *Tomek went to the Polish seaside but wishes he had gone to Australia*. Point out that the stories may turn out to be a little inconsistent, depending on how the conversation went and on their partner's answers, but this part should be more fun than serious. Give the students time to complete the descriptions, monitoring and helping them if necessary.
6. When the alternative descriptions are ready, ask the students to exchange them with their partners. Do the partners agree that this would be their perfect holiday? Hold a feedback session with the whole class.