

## The simple pleasures of piecing a summer holiday together at home

### Level 3: Advanced – Teacher's notes

**Article summary:** The author describes how she has grown to enjoy her holidays at home instead of travelling.

**Time:** 45–60 minutes

**Skills:** Reading, Speaking

**Language focus:** Vocabulary

**Materials needed:** One copy of the worksheet per student

**Key:**

- |                    |                        |
|--------------------|------------------------|
| 1. <i>brawling</i> | 6. <i>hose</i>         |
| 2. <i>fled</i>     | 7. <i>snatches</i>     |
| 3. <i>retreats</i> | 8. <i>slippery</i>     |
| 4. <i>bingeing</i> | 9. <i>entitlements</i> |
| 5. <i>jigsaw</i>   | 10. <i>enforced</i>    |

### 3. Comprehension check

- a. Ask students to complete the sentences using information from the article. Tell them the sentences summarise some of the key ideas in the text. The wording of the sentences may change, but they should keep the main idea and structure of the sentence. Check answers as a class.

**Key:**

1. *it was warm there*
2. *Christmas and the beginning of the school year*
3. *January*
4. *have the money to go away on holiday*
5. *enforced*
6. *it's an inexpensive option*
7. *they are now teenagers*
8. *that they can do chores they usually don't get around to*
9. *friends who go away on holidays*
10. *working her way through a jigsaw (puzzle)*

### 1. Warmer

- a. Ask students to discuss the questions in pairs. Encourage them to provide examples and justify their opinions. You may want to discuss the last question with the whole group, eliciting ideas and making a list of activities on the whiteboard. You can go back to this list later and ask students to compare it with the activities mentioned in the article.

### 2. Key words

- a. Ask students to work individually or in pairs and match the words with their definitions. Encourage them to look for the words in the article so they can see them in context. If you have time, allow students to check answers in pairs or groups of three before checking with the whole group.

**Key:**

- |             |              |
|-------------|--------------|
| 1. <i>i</i> | 8. <i>m</i>  |
| 2. <i>g</i> | 9. <i>b</i>  |
| 3. <i>c</i> | 10. <i>n</i> |
| 4. <i>h</i> | 11. <i>a</i> |
| 5. <i>l</i> | 12. <i>k</i> |
| 6. <i>e</i> | 13. <i>f</i> |
| 7. <i>d</i> | 14. <i>j</i> |
|             | 15. <i>o</i> |

- b. Ask students to work in pairs again to complete the sentences using words from the previous exercise.

### 4. Key language

- a. Tell students you will now focus on some vocabulary used in the article. You may want to start by eliciting what a phrasal verb is (a phrase that consists of a verb and a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts) together with some examples and their meanings. Then, ask students to fill in the gaps with suitable phrasal verbs. All the sentences come from the article, so students can refer to it and find the necessary verbs.

## The simple pleasures of piecing a summer holiday together at home

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**Key:**

1. *go away*
2. *lay out*
3. *come over*
4. *got around to*
5. *sleep in, catch up with*
6. *hanging out*
7. *work (my) way through*

- b. Ask students to work individually and use some of the phrasal verbs from task A (in the correct form) to complete the sentences. Allow a couple of minutes for students to check their answers in pairs before checking with the whole class.

**Key:**

1. *go away*
2. *coming over*
3. *hanging out*
4. *gotten around to*
5. *catch up*
6. *work (their) way through*

- c. Ask students to write personalised sentences using the words on task A. Remind them that selecting words they are more likely to use daily will help them learn the word better. Have volunteers share at least one example with each word and monitor their accuracy.

## 5. Discussion

- a. Allow students time to note their ideas about each statement and encourage them to say why they agree or disagree.

## 6. In your own words

- a. Ask students to work in pairs or small groups. Hold a brief discussion with the whole group to decide on a budget. Then, give students time to plan their ideal holiday within that budget and ensure all groups cover the same items/areas mentioned in the worksheet. Once they have planned their holiday, give each group two to three minutes to present their ideas to the class and let them vote for the best one.