

The simple pleasures of piecing a summer holiday together at home

Level 2: Intermediate – 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

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. e
2. d
3. b
4. j
5. h
6. f
7. i
8. c
9. a
10. j

b. Ask students to work in pairs again, this time to complete the sentences using words from the previous exercise. Make it clear they may need to change the form of the words.

Key:

1. lap
2. inexpensive
3. panicked
4. binged
5. endless

3. Comprehension check

Give students a few minutes to complete the activity individually and encourage them to refer back to the text when necessary.

Key:

1. warmer
2. stay home
3. very little money
4. camping
5. being teenagers
6. jealous of

4. Key language

a. Have students work on the task individually before checking answers as a class. You can remind them that the contraction of *would* is 'd. In some cases, both used to and would are possible, but only one option is correct based on the text.

Key:

1. would
2. would ('d)
3. would ('d)
4. used to
5. would

b. Give students some minutes to discuss the questions in pairs before doing so with the whole class.

Key:

1. the past
2. used to
3. both used to and would

c. Give students some time to write their personalised sentences. Remind them that personalisation will help them learn the language better. Have volunteers share at least one example with each auxiliary and monitor their accuracy.

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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.