

The simple pleasures of piecing a summer holiday together at home

Level 1: Elementary – 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. Give the students time to complete the sentences individually before checking answers in pairs or with the whole class. Elicit one or two additional examples with each word to confirm understanding.

Key:

1. *freelance*
2. *inexpensive*
3. *surrounded*
4. *empty*
5. *entire*
6. *nap*
7. *trip*
8. *jealous*

- 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 when necessary.

Key:

1. *jealous*
2. *naps*
3. *freelance*
4. *trip*
5. *empty*

3. Comprehension check

- a. Ask students to read the sentences and decide whether they are true or false according to the article. Students correct the false sentences to make them true. They may do this in different ways, e.g., in item 3, they may say 'She has free time but she doesn't have much money' or something similar.

Key:

1. *False. We always holidayed at home in January.*
2. *True*
3. *False. Even if I have some time off in January, I don't have enough money to do much.*
4. *True*
5. *False. Now, as teenagers, they enjoy spending their long summer break at home, just lying in bed watching television or hanging out with friends.*
6. *True*
7. *False. After the pandemic, we were all desperate to leave our houses and towns. But that feeling is now gone, and I'm enjoying the thought of staying home and catching up with friends who I never have time to see.*

4. Key language

- a. Ask students to work in pairs and match beginnings and endings to form sentences that appear in the article.

Key:

1. *b*
2. *d*
3. *a*
4. *c*

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- b. Direct students' attention to the highlighted words and give them some minutes to answer the questions in pairs.

Key:

1. *where*
2. *when*
3. *who*
4. *which*

- c. Once the meaning of the different relative pronouns is clear, ask students to complete the sentences individually, monitoring and providing guidance if necessary.

Key:

1. *where*
2. *who*
3. *when*
4. *which*
5. *where*
6. *who*

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. Students work in pairs or small groups and plan their ideal holiday using the questions provided as a guide. Encourage students to justify their choices and use appropriate expressions to express their opinions / agree / disagree with their classmates and provide guidance whenever necessary so students create a plan to present to the class.