

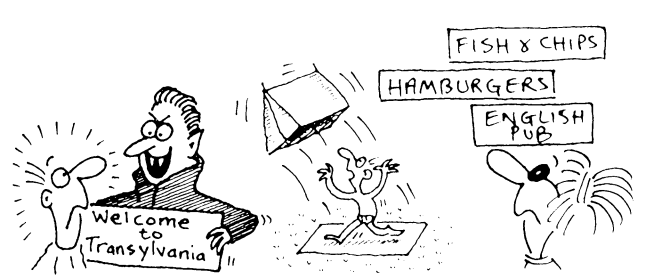
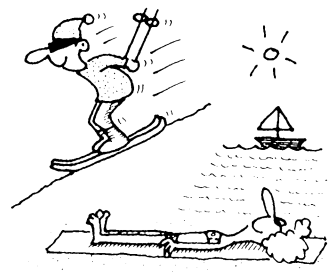
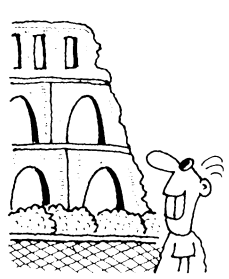
31 - 35

*Holiday choices*

**loud discos**      **organised tours to places of historical interest**      **local food**      **fast-food**  
**crowds**  
**mountain-sports**      **sunbathing**      **hot sun**      **sea-sports**  
**cool weather**      **a very different culture**      **travelling by public transport**  
**lots of other tourists from your own country**      **with your family**  
**camping**      **green fields**      **romance with a stranger**      **with friends**      **alone**  
**big modern hotels**      **self-catering**      **no electricity or telephone**  
**non-stop entertainment**      **peace and quiet**  
**no timetable**      **siestas**      **organised activities**

**The holiday of my dreams**

**The holiday of my nightmares**



# *Holiday choices*

## Worksheet Progress check 31-35

### ACTIVITY

Pairwork: speaking

### AIM

To categorise vocabulary and to discuss what you look for in a holiday.

### GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 31 to 35

### VOCABULARY

Holidays

### PREPARATION

Make one copy of the worksheet for each student in the class.

### TIME

20 to 30 minutes

### PROCEDURE

- 1 Write the headings of the columns from the worksheet on the board and brainstorm what aspects of a holiday turn it into a dream holiday or a nightmare holiday for the students.  
Write a few suggestions under each heading on the board.
- 2 Give one copy of the worksheet to each student in the class and ask them to put some of the words and expressions on the worksheet under the headings according to their personal opinion. They do not have to do this with all of the words and expressions, only those which they personally associate with a good or a bad holiday.
- 3 Ask them to add anything else they can think of under the headings.
- 4 Now ask them to compare their worksheets with one or more partners and note any similarities or differences.