

6.3

UNIT 6 Travel and tourism

Colourful holiday collocations

Level

Upper-intermediate to advanced

Time

40–45 minutes

Aim

To encourage students to create their own colourful collocations of the kind used in tourist brochures to describe attractive holiday destinations

Materials

One set of Adjective and Noun cards, cut up, for each group of three to four students

Dictionaries may be useful

For Homework B, a copy of the sheet, not cut up, for each student

Key vocabulary

Suggested collocations:

cobbled/hidden/winding **alleys**
abandoned/isolated/sandy

beaches
craggy/precipitous/towering
cliffs

dramatic/rocky/rugged
coastline

parched/rain-soaked/undulating **countryside**
barren/parched/sun-drenched

deserts

dense/lush/verdant **forests**
dusky/windswept/wooded **hills**
dusky/remote/shimmering

horizons
grassy/leafy/lush **meadows**
breathhtaking/dramatic/spectacular **panoramas**

jagged/snow-capped/towering
peaks

barren/craggy/crumbling **rocks**
grassy/undulating/wooded

slopes
ice-cool/meandering/shimmering **streams**

cobbled/tree-lined/winding

streets
hidden/picturesque/plunging

valleys
abundant/lush/overgrown

vegetation
breathhtaking/dramatic/spectacular **views**

ancient/crumbling/remote
villages

Warm-up

- 1 Dictate the list of features listed in bold in the Key vocabulary (i.e. *alleys, beaches, cliffs*, etc.). Tell the students to write these nouns in a list down one side of a piece of paper. Check that they understand each of the words.
- 2 Ask students to think of adjectives which are used, for example in holiday brochures, to describe these different features of the landscape, e.g. *stunning/spectacular beaches*. There is no need to elicit the exact vocabulary used in the activity because this will emerge during the activity.
- 3 Ask students which adjectives could collocate with which nouns, e.g. *spectacular cliffs/panoramas/coastline*, etc.

Main activity

- 1 Divide the students into groups of three to four.
- 2 Give each group a set of Adjective and Noun cards and ask them to find appropriate adjective-noun collocations. There is a range of possible collocations, so encourage students to see how many different collocations they can find, using dictionaries if necessary. There are at least three possible adjectives for each noun. Check some collocations with the class and write any difficult vocabulary on the board.
- 3 When students are familiar with all the vocabulary, ask them to sort the cards back into nouns and adjectives. Then ask students to turn the cards face down and spread them on the table, the nouns on one half, the adjectives on the other.
- 4 Students take turns to play. The first student turns over two cards – one adjective and one noun – and places them on the table so that the others can see. The student says whether they think the two words collocate successfully. If they say 'no', they put the cards back in the same places, face down. If they say 'yes', the student has to produce a sentence using the collocation correctly. The rest of the group judges whether the sentence is acceptable, and if it is, the student keeps the two cards.
- 5 Students should try to remember where the cards are so that they can pick correct pairs. The students continue, until all the noun cards have been taken. Monitor and help as necessary.
- 6 The student with the most cards at the end is the winner.

Variation

For a quicker game, students play in groups of three to four and begin by selecting just one Adjective card to match each of the twenty Noun cards. They then play with those forty cards and put the unwanted cards aside. They place the forty cards face down on the table. Players take it in turns to turn over two cards. If they find a collocating pair, they keep the cards and have another turn. If they do not find a pair, they put back the two cards in the same places. The winner is the player with most cards at the end of the game.

Follow-up

Discuss with the class which of the possible collocations for each noun would be most appropriate for the area where they are.

Homework

- A Write the text for a tourist brochure based either on a picture, or their memory of a place they know well.
- B Choose ten adjectives from the lesson and find one new noun which collocates with each of them, e.g. *snow-capped mountains*.

Adjectives

| | | | |
|--------------|-------------|--------------|-------------|
| windswept | barren | sun-drenched | meandering |
| breathtaking | jagged | dusky | rocky |
| snow-capped | winding | verdant | parched |
| rugged | precipitous | craggy | isolated |
| dense | spectacular | abundant | picturesque |
| cobbled | lush | plunging | dramatic |
| undulating | sandy | hidden | leafy |
| grassy | ice-cool | ancient | crumbling |
| towering | remote | overgrown | abandoned |
| wooded | rain-soaked | tree-lined | shimmering |

Nouns

| | | | |
|-----------|-------------|-----------|------------|
| horizons | slopes | villages | vegetation |
| streams | cliffs | alleys | valleys |
| beaches | meadows | rocks | peaks |
| forests | countryside | deserts | views |
| panoramas | streets | coastline | hills |