

Tourism: Teacher's notes and tips – upper intermediate

1 Pre-reading tasks

- a Tell the students that, lucky them, they're all going on a holiday to a tropical island called Coconut Island. Before leaving they're going to read a review about the island. Ask students to consider where reviews on holiday destinations can be found (ideas may include a guidebook, a newspaper or magazine, a letter home, an Internet website etc.).
- b Give each pair of students a copy of the worksheet and ask them to do the first two tasks in question one.
- c The building is a shack – a small building that has not been well built. Then ask them to listen as you read out the first paragraph of the reading only, the answers to **1b** are in the text.
- d Do they think the review is going to be positive or negative? What do the students think when they hear that a place is 'developing fast'?

Tip: promote interest in the text

Exploit texts that have a first paragraph that draws the reader in.

2 First reading tasks

- a Give each student a copy of the text and ask them to read the whole review fairly quickly to say whether it's positive or negative. Let them share their ideas with each other.
- b Feedback: the answer depends on the individual student's attitude to tourism and tourist development.

Tip: provide appropriate first reading tasks

Students need to read everything to get the general gist of the text but they don't need to understand everything. Always tell them they will read it again more slowly.

Tip: don't spoil the ending!

Students are going to argue the pros and cons of development later so don't let them do this now.

3 Second reading tasks

- a Students read again and do question two on the worksheet – they need to identify the style of the writer. Let them look at the second task on the worksheet and make sure they understand the different aspects of style they're looking for. Evidence can be whole sentences, phrases or just a word. Students should be working in pairs or small groups.

Tip: make sure students understand the task

Students must decide if the writing is formal *or* informal, it can't be both! They only find examples for that style. Similarly they decide if, overall, it's objective *or* subjective.

Tip: make sure there's enough time to do this

Students need time to read and think about the style. This will be more difficult for some than others but students will enjoy the task more if they're not rushed.

- b Students then compare their ideas with another group, adding or changing

- their examples if they want.
- c Feedback: there's no time to go through the whole text, and it would be rather tedious too, so make sure that students have worked well together and you have monitored and helped too. Ask for one example for each option only and just deal with any queries.

Tip: encourage group work

Students should share their ideas in small groups. Encourage them to help each other and become less dependent on the teacher, this helps them when they work alone at home.

Tip: expose students to real English

This style of writing is very popular on websites, blogs and magazines. Students should be aware though that articles are often exaggerated or distorted to make it more interesting and amusing to read. Writers also do this to create a response from readers, especially journalists' weblogs.

- d Refer back to the different places to read a review. Where would this review appear? (It comes from a personal travel weblog*. It's an authentic piece although the place names have been changed).

formal – this is not a formal piece of writing.

informal – contractions e.g. *don't* / as though the person was speaking e.g. *Oh, and of course* / vocab e.g. *tourist tat, hogging the sunbeds* / missing words e.g. *Only problem was...* (not *The only problem...*)

exaggerated / made up – *the never-ending process* / *a rusting car ferry* / *ready to concrete over this beautiful island* / *we couldn't even see [the shops] too well because of the dust* / *[the beach] was mostly covered in beach towels etc.*

subjective / personal – *the never-ending process of widening and 'improving' the road* / *a nice little restaurant right on the beach and therefore great for a cold beer and our first sunset* / *the food was far, far superior to the resort...* / *my advice is enjoy it while you can etc.*

objective / unbiased – this is not an objective piece of writing.

something else, what? – some students may pick up on the humour e.g. *or was I just a bit nervous, as I had also seen a rusting car ferry...* / *after cold bacon and eggs for breakfast* / *the imaginatively titled 'Fun' cruise (sarcasm)* / *plenty of room on the floor etc.*

Tip: familiarize yourself with the text

These are only some examples, there are more in the text and your students may well find them.

4 Post-reading tasks - speaking

- a Divide the students into four equal groups and tell each group who they are. These are the four groups:
- tourists
 - developers
 - local people
 - environmentalists
- b Working together, the students come up with ideas in favour of or against developing a beautiful tropical island into a large tourist resort. All students in the groups should be making notes on the worksheets. There may well be different

opinions within the group although the developers are probably all rather keen to get building work started.

c Regroup the students into new groups of four. In each group there should be a tourist, a developer, a local person and an environmentalist. Together they discuss the resort plan and then vote for or against.

d Feedback: which way did most groups vote?

5 Post-reading tasks – writing

a Students can write a letter to the editor of the local paper expressing their views on how the vote went. They can write in and express delight that the resort will or won't be built.

b Provide some example opening sentences and remind students that the writing will be more formal than the reading.

Dear Sir

I am writing to complain about the decision to build / not to build a resort...

I am writing to say how pleased I am that the decision to build a resort has been approved / disapproved...

Tip: link the reading with other skills

Readings with a slightly controversial opinion can motivate students to speak and write in English.

* Thanks to <http://www.globalwanderings.co.uk/>