

Tourism: Teacher's notes and tips – elementary

1 Pre-reading tasks

- a Ask students to think about holidays. Put the students in small groups and give each student a copy of the worksheet. Ask them to look at the different holidays and to brainstorm activities.

Tip: do an example first

Ask for some ideas about activities on an adventure holiday – perhaps mountain climbing, trekking etc.

- b Do a short open-class feedback session and write the ideas on the board so students can refer to these for the next task.
- c Now put students into pairs and ask them to look at question two and tell each other the kind of holiday they like. Explain that 'to get away from it all' is to leave a busy job or town and relax.

Tip: always try to personalize the subject

Students are always more interested in reading an article if it has something to do with their lives. Elementary students will feel more confident doing the speaking if they have the phrases they need so make sure the ideas are on the board.

- d Ask students to put their pens down and listen to you. Read out *at normal speed* the first paragraph of the reading.
- e Now tell students that you will read it again but this time they can make notes. They won't be able to write all the words down so they have to listen and choose the key / important words only. The notes will help them write the paragraph. Repeat *at the same speed*.
- f Read it a third and final time. The students again make notes.
- g Students then work in pairs or threes to make a single text using all their notes. They then compare texts with another pair / group and together write again one single text making any changes. No monitoring or helping!
- h Before reading can the students answer the question *So, what happened?* Why is the island no longer beautiful?

Tip: encourage speculation

If students can form opinions without having all the facts they'll be more interested in reading and comparing their ideas with the text.

2 First reading tasks

- a Give each student a copy of the text and ask them to read the first paragraph to *compare* their writing with the text. It doesn't matter if there are differences; the important thing is that the message is the same. If they wrote *coconut trees* instead of *palm trees*, that's fine.

Tip: try dictogloss even at elementary level

Although daunted at first, elementary students gain confidence that they have reconstructed a text after having only understood a portion. This is quite a simple paragraph with repeated words; you can try more difficult texts another time.

- b Students then read the whole text – were their ideas correct about why the writer thinks the island is no longer beautiful?

3 Second reading tasks

- a Tell students they are now going to read the text in more detail to complete the table in question three on the worksheet.
- b Highlight the example - students need to use different words in each column. That means they can't write *fewer hotels / more hotels*, or *less noise / more noise*. They have to be more specific and use more vocabulary.
- c Once they've finished students can compare their ideas with each other.
- d Feedback: elicit ideas

Tip: encourage note taking

There shouldn't be sentences here, only notes. This helps students to express ideas in their own words when they use their notes, rather than copying directly from the text.

Changes	Coconut Island 5 years ago	Coconut Island now
accommodation	cheap bungalows	expensive hotels and resorts
scenery	empty beaches, lots of palm trees	beaches full, many buildings
employment	fewer jobs	people sell things on the beach, new businesses inc. hotels and restaurants
transport	small roads, bicycles	big roads, motorbikes
noise	quiet and peaceful	v. noisy - music, jet skis
security	safe, no need for lock	need to use safe box

4 Post-reading tasks – vocabulary

- a Ask students to find the first word in question four and underline it. Then get them to read the whole sentence. If the developers are happy because of the building work, does this help them to understand what a developer is?
- b Now students find the other words, underline them, and then read the whole sentence they are in. They should then have a better understanding of the word. They can do this with any other words in the text they are uncertain of.

Tip: prevent students from being over dependent on dictionaries.

More efficient readers try to work out the meaning of words from context.

4 Post-reading tasks – speaking

- a Finally, can students answer the question *Is this progress?* There are some starting sentences on the worksheet to help them. For example, *Yes I think things are better because there are more jobs and better roads.*