

## Indians embrace campervanning and help to revive country's tourism

**Level:** Advanced – Teacher's notes

**Article summary:** Indians are newly discovering and embracing the pleasures of taking campervan holidays and weekends away in their own country

**Time:** 90 minutes

**Skills:** Reading, speaking, creative writing

**Language focus:** Vocabulary, speaking, writing

**Materials needed:** One copy of the worksheet per student

### 1. Warmer

- a. In this warmer task, students work with a partner or in groups. First they talk about what they see in the image, then they use their imaginations to answer the other questions. The students can share their ideas and imagined story outlines before moving on to the next task.

### 2. Key words

- a. Students write the correct word from the wordpool next to the definitions on the lines provided. Then students find and highlight them in the article to read them in context.

**Key:**

- |              |                    |
|--------------|--------------------|
| 1. cosy      | 9. mobile coverage |
| 2. ease      | 10. nascent        |
| 3. vast      | 11. harsh          |
| 4. vintage   | 12. footfall       |
| 5. alien     | 13. loan           |
| 6. slum it   | 14. boost          |
| 7. lifeline  | 15. ambitious      |
| 8. eco-lodge |                    |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

- |               |            |
|---------------|------------|
| 1. vintage    | 5. nascent |
| 2. loan       | 6. boost   |
| 3. slummed it | 7. ease    |
| 4. harsh      | 8. alien   |

### 3. Understanding the article

- a. Students read the statements and decide whether they are true or false according to the article. They should correct any that are false.

**Key:**

1. *False. Campervanning first became popular with Europeans in the 1960s. Middle-class Indians have only recently started to embrace it.*
2. *True*
3. *True*
4. *False. Improved roads and better mobile-phone coverage have encouraged people to leave the tourist trails and go off on their own adventures.*
5. *True*
6. *False. Foreign tourists are slowly starting to return to India, and this is expected to increase campervan tourism.*

### 4. Key language

- a. Students find multi-word phrases that fit with the meanings.

**Key:**

1. *a symbol of freedom*
2. *leave the tourist trail*
3. *take to the roads*
4. *the bulk of it*
5. *push our limits*

- b. Next they use them to talk about the article.
- c. Then they use each of them in sentences or short anecdotes of their own that are not related to the article.

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### 5. Discussion

- a. Students discuss the questions related to the article, and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

### 6. In your own words

- a. Students read the travel diary, then write a similar one of their own from a real or imagined weekend away in a campervan. Rather than imagining a trip to an unknown place, ask them to write about somewhere they have actually been to, even if they didn't go there in a campervan.

If you'd like to make this more of an interactive group task, tell students to include at least five things that actually happened to them on previous holidays. Then students can read each other's diaries and decide which of the events are based on true events and which they've invented.