

Indians embrace campervanning and help to revive country's tourism

Level: Elementary – 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 creative warmer task, students work with a partner or in groups of three to complete the text with their own ideas. The students read out their texts with their imagined story outlines before moving onto the next task.

2. Key words

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

Key:

- | | |
|---------------|--------------------|
| 1. cosy | 6. hire |
| 2. adventure | 7. charging points |
| 3. sector | 8. booked out |
| 4. coverage | 9. economy |
| 5. attractive | 10. reserve |

- 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. booked out
2. economy
3. adventure
4. hire
5. cosy

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. Indians have only recently discovered it.
2. True
3. False. Rishab and his friends hired a campervan to visit places in the north of India where they grew up.
4. True
5. True
6. True

4. Key language

- a. Students highlight all the words in the article that include 'camp' anywhere in the word and write them into the circle.
- b. Then they decide which of these words they need to fill the gaps in the sentences.

Key:

1. campervan
2. campsites
3. campervanning
4. camped
5. Campervans

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 excerpts from the travel diary that accompanies the article. Then they write a similar one of their own from a real or imagined weekend away in a campervan. Rather than completely imagining a trip to an unknown place, ask them to

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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 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.