



Theme:	The World of Tourism	Timing:	90 mins
Topic:	01 What is Tourism?	Level:	B1-B2
LESSON AIMS: This is the first lesson so students get to know each other, to find out about each other's background and involvement in tourism. The teacher can start to discover the student's existing knowledge of tourism so that this can be made use of during later lessons. Tourism is introduced by supplying different definitions of tourism which the students analyse and evaluate; this is then further explored by looking at the benefits that tourism offers for an area or a country.			
LEARNING OUTCOMES - Content: Students will be able to:- <ul style="list-style-type: none"> • Provide a definition of tourism • Provide reasons as to why tourism is important in an economy/country 			
LEARNING OUTCOMES – Communication/Language: Students will have:- <ul style="list-style-type: none"> • Understood and answered posed questions • Reflected on previous knowledge, discussed with others and given their opinion • Increased specific tourism vocabulary 			
Cognition skills used: <ul style="list-style-type: none"> • LOTS: remembering, understanding, applying • HOTS: analysing, evaluating, creating 			
Cultural awareness: <ul style="list-style-type: none"> • To have discovered people's different backgrounds in tourism, their experience, possibly in different countries and cultures • To become aware of tourism in other countries 			
RESOURCES available (suggested) and acknowledgements: <ol style="list-style-type: none"> 1. Tourism video (2-3 mins), with no speaking but with music. Global or a specific country, e.g. <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=RgxUxAJgkAY (France) 2. Handout 1 – Different definitions of tourism (simple and more complex) 3. Handout 2 – The accepted definition of tourism (UNWTO) 4. Handout 3 – Advantages of tourism, e.g. <ul style="list-style-type: none"> • https://blog.udemy.com/advantages-of-tourism/ (adapted with vocab sheet) 5. Authentic tourism resources (brochures, flyers etc.) from 1 or more countries 			
RESOURCES required: <ul style="list-style-type: none"> • Whiteboard / flipchart and marker pens • Interactive Whiteboard/internet access or Projector for slides. • Online and/or Paper dictionaries 			



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Linking with previous lesson(s): The first lesson of the theme and programme. Some groundwork for later lessons – jobs in tourism; advantages of tourism (for marketing).			

Stage & cognitive skills:	Time:	Procedure
<u>Lead-in</u> Create interactivity & group dynamics. Elicit general subject knowledge. Lots: Remember	15 mins	<p>T: Introduces lesson aims</p> <p>Introductions (teacher & students). Individual or in pairs.</p> <p>T: Checks prior knowledge:</p> <p><i>Does everyone here work or want to work in tourism?</i> Hands raised.</p> <p><i>What is your job in tourism? And/or What jobs are there in tourism?</i></p> <p>T: Writes different jobs on the board (spidergram / mindmap)</p> <p>T: Asks <i>What is tourism? Let's talk a look.</i></p> <p>T: Plays short video on tourism (global or for a specific country). (Content)</p> <p>T: Asks <i>How can we define tourism?</i></p> <p>Ss: Brainstorm vocabulary and ideas. T or Ss write(s) on board.</p> <p>T: Highlights key vocabulary if necessary (Communication)</p>
<u>Stage 1:</u> Evaluate different definitions of tourism Lots: Understand Hots: Analyze, Evaluate	15 mins	<p>T: Places students into 2s or 3s</p> <p>T: Gives definitions of tourism to each student. Handout 1.</p> <p><i>Consider your definition. Do you agree with it, is there anything missing/to add? Discuss with your partner(s)</i></p> <p>(Content)</p> <p>Ss: Discuss definitions together (L1 permissible), giving opinions. Dictionary use if necessary.</p> <p>Ss: Feedback to overall group – definition and thoughts about differences/similarities</p> <p>T: Feedbacks on any pronunciation / other language errors (e.g. language of opinions) (Communication)</p>
<u>Stage 2:</u> Evaluate accepted definition Lots: Understand Hots: Analyze	15 mins	<p>T: Handouts the accepted definition of tourism. Handout 2. (Content)</p> <p><i>What do you think of this? Is it complete?</i></p> <p>Ss: Confer in pairs/small groups</p>

Stage & cognitive skills:	Time:	Procedure
		<p>Ss: Whole group feedback, ideas/points on board, if necessary (Communication)</p> <p><i>Note: Tourism is a modern word dating from around 1800</i></p>
<p>Stage 3: Importance & benefits of tourism. Jigsaw reading & vocabulary development</p> <p>Lots: Understand, Apply Hots: Analyze, Evaluate</p>	15 mins	<p>T: <i>Why is tourism important to a country?</i></p> <p>Ss: Brainstorm ideas as a group</p> <p>T: Checks students' understanding (Communication)</p> <p>T: <i>We are going to investigate some of the benefits of tourism.</i> Handout 3 – 1 different benefit to each student/pair of students. (Content)</p> <p>Ss: Read benefit, understand and note new vocabulary in table. Dictionary use if necessary.</p> <p>T: Monitors students and checks understanding of vocabulary.</p> <p>T: <i>Any interesting new vocabulary you have learnt; you want to share?</i> (Communication)</p>
<p>Stage 4: Investigating tourism in a specific area. Scaffolded speaking.</p> <p>Lots: Remember, Apply Hots: Evaluate, Create</p>	15 mins	<p>T: Puts students into pairs/small groups with different benefits. Assign country or region to each group, and supply authentic material as resources. (Content)</p> <p>T: <i>Going to investigate tourism in your assigned country/region and find out what are the main areas of tourism, why are they important/what benefits do they provide? Discuss with partner(s) and then prepare a short presentation for the group.</i></p> <p>T: Monitors pair/group work and advises re language, notes errors for later (Communication)</p>
<p>Re-cap and/or feedback</p> <p>Lots: Remember, Understand</p>	15 mins	<p>Ss: Pair/group presentations from authentic materials about the areas of tourism and the benefits they offer. (Content and Communication)</p> <p>Ss: Other pairs/groups ask questions if required</p>



Stage & cognitive skills:	Time:	Procedure
Hots: Evaluate, Create		T: Highlights language items onto board re: key vocabulary/ grammatical or phonological errors etc.
Variation:	Ask students to bring in authentic materials from their locality or country.	
Extension/ Homework:	Write up presentation	
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