

# Popularity places 1st World Heritage site in danger

Conlin, J. (2014) "Popularity places 1<sup>st</sup> world heritage site in danger." *The New York Times*, February 9, 2008. Accessed May 19, 2014. <http://nyti.ms/1oXuMVq>

## Introducing reading lenses [student copy]

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### Group 1

1. What do you think the most important thing to remember from this text is?
2. What changes in the tourism market for the Galapagos contribute to it being in danger? Why?
3. If you were going to explain the points made in this text in a clear and simple way to someone who hadn't read it, what would you say?
4. What do you think should be done to help the situation in the Galapagos? What would the consequences of your ideas be?

### Group 2

1. What vocabulary does Conlin use that is related to tourism? What grammatical function do they have?
2. Do you think the Conlin has a positive, neutral or negative tone? Why?

### Group 3

1. What World Heritage or other national treasures have you visited?
2. What types of historical places do you think will be discussed in your geography course? Why?
3. Are there are places in world news now that this reminds you of?

### Group 4

1. What is the Voyages of Discovery? What is the Darwin Foundation?
2. Is there any other place or event mentioned that would be useful to learn more about? Why?

### Group 5

1. Does the picture of the islands in the text provide you with any useful information?
2. Can you make a diagram that shows the causes and effects of tourism on the Galapagos with only a few words? If you showed it to someone who hasn't read the text, would they be able to understand what's happening to the Galapagos?

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## Introducing reading lenses [teacher copy]

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**Purpose:** The goal of this reading task is to get students to recognise that a text offers a great deal of information if read for specific purposes. These purposes (or lenses) reflect ARC roles.

**Suggested procedure:** After reading the Conlin text, give small groups or partners one set of questions. They do not have ARC roles listed on them. Ask them to talk about their answers to the questions together. After a reasonable time, have groups discuss the next set of questions. After all have been done, ask groups to look at the questions and consider:

- What kinds of things were the questions in each group asking.
- Is there a pattern to the answers?
- What about the text do those questions seem to focus on?

### Group 1 – Leader lens

1. What do you think the most important thing to remember from this text is?  
[L duty: summarizing main idea]
2. What changes in the tourism market for the Galapagos contribute to it being in danger? Why?  
[L duty: conceptual Q]
3. If you were going to explain the points made in this text in a clear and simple way to someone who hadn't read it, what would you say?  
[L duty: summarizing main points]
4. What do you think should be done to help the situation in the Galapagos? What would the consequences of your ideas be?  
[L duty: discussion Q]

### Group 2 – Highlighter lens

1. What vocabulary does Conlin use that is related to tourism? What grammatical function do they have?  
[H duty: topical vocabulary]
2. Do you think the Conlin has a positive, neutral or negative tone? Why?  
[H duty: tonal language]

### Group 3 – Connector lens

1. What World Heritage or other national treasures have you visited?  
[Co duty – make connections to personal experiences]

2. What types of historical places do you think will be discussed in your geography course?  
Why?  
[Co duty – make connections to content course, other readings or subjects studied]
3. Are there are places in world news now that this reminds you of?  
[Co duty – make connections to current news and events]

#### **Group 4 – Contextualiser lens**

1. What is the Voyages of Discovery? What is the Darwin Foundation?  
[Cx duty – learn more about specific people, places or events that the author mentions as support for points]
2. Is there any other place or event mentioned that would be useful to learn more about?  
Why?  
[Cx duty – learn to differentiate useful from insignificant contextual references]

#### **Group 5 – Visualiser lens**

1. Does the picture of the islands in the text provide you with any useful information?  
[V duty – consider whether chosen visuals help improve comprehension or are just decorative]
2. Can you make a diagram that shows the causes and effects of tourism on the Galapagos with only a few words? If you showed it to someone who hasn't read the text, would they be able to understand what's happening to the Galapagos?  
[V duty – create a visual representation of concepts in the text] Perhaps a type of mind-map that shows Galapagos in the middle, with branches out for causes and effects of its problems.