Eco-Tourism

Compare and contrast the two holidays below:

**Holiday A**

Adjectives to describe this holiday:
- Serene
- Escapist

The Cliffs of Moher, Co. Clare

**Holiday B**

Adjectives to describe this holiday:
- Bustling
- Vibrant

Grafton Street, Dublin City Centre
Tourism

1. What role does tourism play in your country?

2. What are the pros and cons of tourism?

3. Can you tell your partner about an area in your country that has been damaged by increased levels of tourism?

4. What is Eco-Tourism?

5. Do you have unspoilt tourist areas in your country?

Choose three words from the image below and explain them to your partner!
Eco-Tourism Guidelines

1. **Protect the environment** – stay on footpaths, don’t throw litter or start fires.
2. **Don’t interfere with wildlife** - don’t chase or feed the animals.
3. **Protect resources** - don’t waste water or use air conditioning.
4. **Support local communities** - stay in locally owned accommodation and buy produce from local people.
5. **Buy local!** – Don’t use products that have been imported from MEDCs. (more economically developed countries)
6. **Respect local customs and traditions** - some communities do not find it respectful when tourists sunbathe topless or stroll around half-naked in or near certain religious places. Locals appreciate tourists who *go the extra mile* to learn the language and show a keen interest in their culture.

Ecotourism is becoming increasingly popular and many people appreciate locations away from the *hustle and bustle* of hectic city life. If a location becomes over-developed, they will head to alternative destinations.

**Discuss with your partner:**

1. What is your opinion about the guidelines above? Do you think some of them are too harsh?
2. What do you think are the three most important guidelines?
Eco-Tourism in Ireland

Tourism has been an integral part of the Irish economy for a very long time. Today, Ireland is one of Europe’s pivotal eco-tourism destinations and governments in both the north and south are enthusiastic about safeguarding their heritage of natural beauty. Ecotourism may be a new-age travel concept, but it has a steeped history in Ireland, where small-scale, sustainable, culturally-sensitive and nature-based eco-escapes have evolved naturally around the country’s unspoilt landscape. Ireland’s landscape has always drawn global attention, with its breathtaking mountain tops and rugged coastlines, attracting everyone from hardcore climbers, cyclists and surfers to walkers and wildlife enthusiasts and even now that tourism is a multi-million Euro industry, locals and tourists are fighting to keep Ireland green.
Focus on vocabulary:

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Choose an Eco-Destination in Ireland

Your group is planning a visit to Ireland on an Eco-Holiday.

Below are some popular eco-destinations. Choose one of the following websites and answer the questions below.

A. www.theorganiccentre.ie
B. www.thevillage.ie
C. www.blaneyspaandyogacentre.com

Answer the questions below and present your eco-holiday:

Our destination is: __________________________________________

How long will we stay? / What type of accommodation is available? / How will we get there? / How will we get around when we're there? / What activities can we do? / What classes and courses can we take? How much is the package for a week/two weeks?
# Teachers Notes

## Level:
B2 – Upper Intermediate

## Topic:
Eco-Tourism

## Author:
Aoife McLoughlin

## Lesson Aim:
To introduce students to the topic of ‘Eco-Tourism’, Students describe, compare and contrast two photographs of different holiday destinations and discuss eco-tourism in their own country. Students then scan/skim read ecotourism guidelines and answer questions before working with a partner to put together a text jigsaw on ‘Eco-Tourism in Ireland.’ After focusing on the target language from the text, students work in small groups on a webquest task to choose an eco-destination in Ireland which they would like to visit and then convince their group mates to choose their trip.

## CEFR Student Learning Outcomes:

### Reading:
I can quickly scan through long and complex texts on topics of interest to locate relevant details

### Spoken Interaction:
I can evaluate advantages and disadvantages and participate in reaching a decision in formal or informal discussion

### Spoken Production:
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.

## Lexical Aim:

### Lexical Items:
serene, escapist, bustling, vibrant, integral, to safeguard, steeped, sustainable, unspoilt, breathtaking, rugged, to draw (attention to), hardcore, low-key, low-impact.

## Interaction Patterns:
Pair Work
Group Work
Whole Class.

## Preparation:
‘Eco-Tourism in Ireland’ handout – needs to be cut in to strips for each group
Computer room access for webquest task / classroom access to internet

## Task Time:
120 minutes
Lesson:

Lead In:

Write ‘Going Green’ on the whiteboard and ask your students to tell you what they think it means. (Eco-friendly, environmentally friendly) What does ‘Green Holidays’ mean?

Compare and Contrast

Ask students in pairs to look at both images and use phrases and expressions to compare and contrast the two photos. You can elicit these expressions from the class such as:

- However,....
- On the other hand,....
- On the contrary,....
- As opposed to....
- Different from...
- the same as,....
- similar to...

Students now tell their partner which holiday they would prefer, explaining why. Get brief feedback. (This could also be used as an FCE speaking – part 2 task)

Now ask students in their pairs to explain the two adjectives alongside each image, to their partner. Students now add two more adjectives to each list.

Possible adjectives:

Image A = relaxing, natural, quiet, isolated, eco-friendly, unspoilt
Image B = crowded, busy, expensive, touristy, lively

Discussion on Tourism:

In groups, students discuss the questions and give their opinions on eco-tourism. Monitor and take note of any errors for feedback session later. Now, students choose 3 words from the image and explain them to their partners.

Write ‘Eco-Tourism Guidelines’ on the whiteboard and ask students to work in their groups again and think of five guidelines eco-tourists should follow such as ‘Don’t throw litter on the ground.’

Change groups and ask students to compare their guidelines with another group before getting feedback.
Students read the eco-tourism guidelines together and answer the follow-up questions with their partners. Students may have difficulty with some of the vocabulary such as: ‘go the extra mile’, ‘hustle and bustle’, ‘to head to’

Jigsaw Reading:

Now hand out your cut-up jigsaw strips of ‘Eco-Tourism in Ireland’ to groups or pairs of students. Students have to piece together the jigsaw. Discourage dictionaries or focus on lexis at this point.

Once students have completed the jigsaw text, ask them to write one question on the text to ask the other group about the text. Handout the complete text for comparison.

Focus on Vocabulary:

Students can now focus on the bold vocabulary items in the text, explaining the meaning of each word to their group mates before class feedback.

Ask students if they would like to go on an eco-holiday in Ireland and get feedback. Board any topical vocabulary that arises from this discussion.

Research Task:

Explain to students that they are now going to plan a class eco holiday in Ireland. Assign a website to each group and explain that they are going to carry out a webquest with their groupmates to find the answers to the questions and then convince the other students to choose their eco-desintation.

You will need computer access for this task (or assign for homework). Once students have completed their webquests, they present their findings to the other groups with one student from each group coming together to form new groups.

Monitor and error correct as students are discussing their choices. After they have presented their holidays, take a vote on the most popular choice. Board any errors that you have noted during the group speaking activities earlier.