

## UNIT 3 &gt;&gt;&gt; Geography – Travelling green

**Aims:** To learn about how we can travel in an eco-friendly way.

**Activities:** Matching words to a definition. Completing a definition. Reading a holiday postcard and identifying things the writer did and didn't do to help the environment. Completing a mind map with further tips for being a responsible tourist.

**Language:** Past simple (Grammar). Vocabulary connected with holidays and ecotourism. Useful presentation phrases.

**Procedure:** This worksheet can be given as homework or be done in class. If given as homework, students present their ideas in Exercise 4 at the next class.

**1**

To introduce the activity, ask students to tell you about their last holiday. Invite volunteers to say where they went and what they did. Explain that there are three possible definitions for *ecotourism* but only one is correct. Students read the three definitions and choose the correct meaning. Get them to check answers in the Macmillan online dictionary before checking as a class.

**Answer**

3

**1b**

Students choose the correct option to complete the definition. Again they can check their answer in the Macmillan online dictionary. Encourage students to think of some problems that tourists might cause when they go on holiday and how travelling to these places may damage the environment.

**Answer**

little

**2**

Explain that this is a holiday postcard and read out the two comprehension questions. Students skim the text to answer the questions. Check answers as a class.

**Answers**

She's in Kenya. She went there by plane.

**3**

Remind students of the meaning of *eco-friendly* and explain that Antonia's holiday was not very eco-friendly. Encourage them to search the internet or use the suggested websites to find tips on how to plan an eco-friendly holiday. They then use this information to identify at least four things Antonia did that were not eco-friendly, as well as two things she did that were eco-friendly. Check answers by writing two columns on the board, *Not eco-friendly* and *Eco-friendly*, and inviting volunteers to come and complete them.

**Suggested answers**

**Not eco-friendly:** She travelled by plane. She didn't take a direct flight. She had a big bath. She stayed in a luxury hotel with a swimming pool and tropical gardens (which use lots of water). She had clean towels every day. She didn't eat locally-produced food. She had a personal driver. She bought presents from the airport, not locally.

**Eco-friendly:** She used local guides to go trekking. She didn't use the heaters in their room.

**4**

Students use the ideas they found on the internet in Exercise 3 to complete the mind map with tips on how to be a responsible tourist. When they have finished, encourage them to share their suggestions with the whole class or in groups. Before they do this, write the following Phrasebook phrases on the board: *Firstly / Secondly / Another thing is / Additionally / The most important thing / One thing we could do / We should try (not) to ... because ...*

Explain that these are useful phrases to use when presenting your ideas.