Aims and objectives

In this lesson students will:

• discuss the impact of rapid tourism growth in a developing country

• learn about the impact of the tourism industry in Goa

• study vocabulary related to sustainable tourism

Listening

Tourism in Goa

Exercise 1, page 32

Ask students what they understand by a *developing country* (a poor country that is trying to increase its industry and trade and improve life for its people) and to give some examples of any they know or have visited. Then discuss the possible impact of tourism. Ask if anyone in the class comes from a developing country and if so, what their direct experience of the arrival of tourism has been, if any. You could brainstorm a list of positive and negative effects on the board, to return to when going through answers to Exercise 2.

Students’ own answers.

Exercise 2, page 32

Tell students that they are going to hear people in the tourism industry in Goa talking about the impact of mass tourism. Focus their attention on the map and information about Goa on page 32, and find out if anyone in the class has been to Goa. If so, how recently and what was their experience of it? Pre-teach any difficult vocabulary, e.g. *erosion*, *rave parties*, *trade union*, *monsoon*, *harass*. Then play the recording again for students to match the speakers (1–4) with the things they say (a–g).

Students compare answers in pairs before whole class feedback. If you brainstormed a list of positive and negative effects of tourism in Exercise 1, compare students’ ideas with the speakers’ comments.

**a** Speaker 4 **b** Speaker 2 **c** Speaker 4

**d** Speaker 1 **e** Speaker 2 **f** Speaker 4

**g** Speaker 3

Audio script Track 4.1, Exercise 2,
page 119

**1** We’ve been here since the beginning of the 1990s, when tourism really began to take off, and it is one of the best places for a beach holiday. Goa’s relatively free from crime and there’s a fantastic nightlife. Every year we’re fully booked and our profits have gone up year on year, so you can imagine our shareholders back home are delighted. And very soon we’ll be creating a luxury golf course and a spa and wellness centre, so that’ll be another source of revenue. You know, some people say we don’t do enough for the local community but all the food we serve in the resort is bought from local farmers, so I don’t really see the objection.

**2** Every day I’m working ten-hour shifts as a chambermaid in a hotel which is owned by a foreign investment company. I have two children and my husband is dead, so I am very poor. We are thinking every day what we’re going to eat and how to pay for the electricity and the rent. I have to go to work every day thinking of all of this. I have to smile to the tourists but it is not what I am feeling in my soul. I do not get paid when I am working overtime or taking my holidays. I would like to join a trade union to help fight for better pay and conditions but the hotel won’t allow it.

**3** There is a growing discontent with the way tourism has developed Goa. The income derived from tourism has not been distributed fairly and several demonstrations have been held in protest. There have been disputes over the use of state-owned bus companies rather than local auto rickshaws and the employment of overseas resort representatives rather than local people who could do the job just as well or better.

**4** I spend my day selling ice creams and sweets and I can earn enough money to survive the monsoon season, when there are very few tourists. But then I have to go back to my village and help on my father’s farm. I prefer working here because the tourists are rich, give me tips and I can go to beach parties and meet lots of different people I wouldn’t normally meet. But I don’t know what will happen next year because the authorities are banning people like me and the owners of market stalls along the seafront. They say we are too poor and harass the tourists but it’s
not true.

Reading

ImpactS of tourism growth

Extra Activity

Write the following comprehension questions, based on the first part of the article on page 33, on the board for students to answer before they do Exercise 3.

**1** Who were the first tourists on Goa and what attracted them?

**2** What impact did they have on the local community?

**3** How did tourism change?

**4** Was this change welcomed?

**Answers**

**1** hippies and backpackers, attracted by the natural beauty and relaxed lifestyle

**2** A positive one. They did not interfere with the locals’ way of life and brought money to the communities.

**3** The market widened to include mass market operators focused on profit.

**4** Initially yes, but then the negative effects became greater than the positive.

Exercise 3, page 33

Tell students that they are going to read about some of the problems of rapid development of tourism in Goa. Pre-teach any difficult vocabulary, e.g. *hippies*, *influx*, *aggravate*, *hedonistic*, *shack*, *money laundering*, *accrue*, *privileged*, *siphon off*. Check that they understand the idiomatic expression *reaping the reward*.

Environmental problems: water shortages,
large-scale consumption of building materials and electricity, waste disposal, pollution from vehicles

Social problems: sense of culture and identity being replaced by westernised hedonistic attitudes

Economic problems: leakage of tourism-related profits to external stakeholders, main benefits going to privileged commercial groups at the expense of the local population, food products being imported from neighbouring states and profits being siphoned off

Vocabulary

tourism and community

Exercise 4, page 33

Ask students to complete the sentences with
the words in the box, which all come from the *Economic impacts* section of the article on
page 33.

**1** stakeholder **2** leakage **3** host community

**4** infrastructure **5** Sourcing

Writing

Goa: a more sustainable future

Exercise 5, page 33

Put students in pairs and ask them to decide who is A and who is B (or decide for them). Refer them to the relevant pages in the Pairwork files. Each student has a list of ideas for making tourism in Goa more sustainable. Students take turns to describe their ideas to each other – they should do this one idea at a time and interact with each other, asking questions to ensure they understand what is involved. Encourage them to check any difficult vocabulary in a dictionary,
e.g. *irrigation*, *homestay*, *solidarity*, *auto rickshaw*, and be prepared to explain them
to their partner.

When they have finished, they should write a list of proposals divided into the three categories: environmental, social and economic. You could ask them to place these proposals in order of importance, based on how urgent they are and how expensive they would be to implement. You could also ask them to consider how to involve the local population in making and implementing these decisions, which will directly affect them.

Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. Round up by finding out how each pair ordered their list. Were there any major differences?

Finally, ask students to write a report putting forward their proposals to promote sustainable tourism. Refer students to the model in the Writing bank on page 96. Their finished report should be around 450 words. Take the reports in for marking and feedback.

See Pairwork files 4 and 11 on pages 102 and 105.

RESEARCH

Go through the task with the class. Ask students to choose another country or area that would benefit from reorganization of its tourist industry. An internet search using the search term *sustainable tourism* will bring up links to organizations working in this area, with projects they are working on, and also tour operators who practise sustainable tourism in their tour packages.

Homework suggestions

• Ask some of the students to prepare to present the report they write in Exercise 5 to the class. The rest of the class prepare questions to ask at the presentation on behalf of the Goa Responsible Tourism Association.

• Refer students to the information on Goa on page 32 and ask them to prepare similar information on the country or area they have chosen in the Research task. They should then use this to help them present ways of improving the tourist economy of that area to the rest of the class.

the GalApagos

Aims and objectives

In this lesson students will:

• find out about the Galapagos Islands

• revise reporting verbs

• discuss ways of dealing with threats to the ecosystem on the Galapagos

Reading

THE Galapagos

Exercise 1, page 34

Find out what students already know about the Galapagos Islands, if anything. Has anyone
been there? Refer them to the map on page 34 and direct them to the quiz. Students work in pairs to do the quiz, guessing if they do not know the answers.

Students’ own answers.

Exercise 2, page 34

Students now listen to six short texts about the Galapagos, which contain the answers to the quiz. Pre-teach any difficult vocabulary, e.g. *evolution*, *iguana*. Then play the recording for students to check their answers. When they have finished, find out how well they did with a show of hands for each question. Was there anything that surprised them? For example, they may have assumed the answer to question 1 was a (Christopher Columbus) if they were familiar with the official name *Archipiélago de Colón*.

**1** d **2** b **3** a **4** a **5** d **6** True

Audio script Track 4.2, Exercise 2,
page 120

The Galapagos Islands have an official name, the *Archipiélago de Colón*, in honour of the Italian navigator Christopher Columbus. This Spanish name dates back to 1892, when the world was celebrating the 400th anniversary of Christopher Columbus’ famous voyage of discovery. But, in fact, Columbus never sailed anywhere near the islands. The Galapagos only became famous after the publication of Darwin’s book *On the Origin of Species*. His observations and collections of the wildlife on the islands led to his theory of evolution by natural selection.

The islands are located around the equator in the Pacific Ocean, about 1,000 kilometres

west of Ecuador, and form one of that country’s 24 provinces.

The Galapagos population has increased over 300 percent in the past few decades and the population is doubling every 11 years. People from mainland Ecuador have literally invaded the islands, hoping to find work. Today more than 40,000 people live on the islands and the population could reach 65,000 by the end of the decade.

Visitor numbers, which have risen from 41,000 20 years ago, are now more than 160,000 a year and are expected to reach 180,000 in the next couple of years.

There is an astonishing variety of wildlife in the Galapagos – the iguanas and turtles are perhaps the most famous. But did you know that there is also a Galapagos penguin? It’s the only penguin that lives on the equator in the wild.

Exercise 3, page 34

Before students read the email, ask them to predict the answers to the questions based on what they have already learned about threats to developing countries from tourism. They then read the email and check what Lewis actually wrote. Pre-teach any difficult vocabulary, e.g. *absurd*, *biodiversity*, *flora and fauna*, *ecosystem*.

**1** Tourists used to be accommodated by residents and support the local economy.

**2** He disapproves of ‘so-called eco-tourists’ because they require comfort and book through foreign operators rather than staying with local residents.

**3** There is a threat to the islands’ biodiversity and it is increasingly difficult to prevent the introduction of new invasive alien species.

Listening

Dealing with the threats

Exercise 4, page 35

Tell students that they are going to listen to a meeting attended by Lewis Clarke and other interested parties, to discuss the points raised in his email. Pre-teach any difficult vocabulary, e.g. *valid*, *excursion*. Then play the recording for students to correct the mistakes in the notes. Students check answers in pairs before whole class feedback.

visitor numbers: ~~sometimes~~ **strictly** controlled; ~~11,600~~ **160,000** total; past ~~40~~ **14** years mainly on islands ...

invasive species: ~~too late to do anything~~ **need to react before it is too late**; invasion of ~~cats~~
**rats** ...

pleasure boats: ~~half~~ **85 percent** of tourist income leaks away

Audio script Track 4.3, Exercise 4,
page 120

**A** Thank you, Lewis, for your mail and I think you make some very valid points. Could I start by just reminding everyone that, in fact, visitor numbers to the islands are strictly controlled. The number of people coming ashore, how long they stay and the places they visit are all monitored. For the past 14 years they’ve been mainly concentrated on the three islands of Isabela, Santa Cruz and San Cristóbal. And I should also point out that the number of sites that can be visited is limited and all excursions have to be accompanied by a certified guide.

**B** OK, I agree that these arrangements have been positive but at present we welcome about 160,000 visitors a year and that number should now be an absolute limit. I don’t want to sound alarming but the present situation is unsustainable and we really need to do something to protect these islands before it’s too late.

**C** I must say I agree with Lewis. Recently we had an invasion of rats brought in by one of the ships in the port. I haven’t got the details with me but I’ll bring a report for our next meeting on how we’re treating the problem.

**D** As a representative of the Santa Cruz Pleasure Boats, I really don’t think the rat problem is important. It’s just an isolated case and certainly nothing to do with us. But what I would say is that the number of luxury pleasure boats should be cut. There are far too many operators and they’re taking away local trade not only from us but local guest houses as well. In fact only 15 percent of income from tourism ends up in our pockets – the rest just leaks away.

Extra Activity

If students find the listening difficult, write the following questions on the board for them to answer before doing Exercise 4.

**1** Where do visitors mainly go in the Galapagos?

**2** Can visitors go anywhere they like at any time?

**3** Why are the authorities worried about
 visitor numbers?

**4** Why do they want to reduce the number of pleasure boats allowed to operate?

**5** What happens to most of the income from tourists?

**Answers**

**1** Isabela, Santa Cruz and San Cristóbal

**2** No, the number of sites they may visit is limited.

**3** There are so many visitors that the islands are coming under threat.

**4** They are taking business from local tour operators and guest houses.

**5** It goes to people other than the local community (*leaks away*).

Grammar

Reporting verbs

Exercise 5, page 35

Focus students’ attention on the Grammar box. Give them time to read through the information before they complete the exercise individually. Point out that the structure of the sentence will help them decide which verb to use. Check that they understand the meaning of all the verbs. After class feedback, refer students to the Grammar reference on pages 112–113.

**1** reminding **2** stated **3** pointed out

**4** acknowledged **5** felt **6** warned

**7** urged **8** confirmed **9** promised

**10** disagreed **11** suggested **12** observed

Extra Activity

Refer students to Part E of the EFIT Upper Intermediate level DVD material for extra listening and vocabulary exercises relating to a sustainable golf complex.

Although students are encouraged to view the complete programme on the DVD, there is also an option so that they can watch in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.

Homework suggestions

• Refer students back to the quiz in Exercise 2 and ask them to find out more about Christopher Columbus, Hernán Cortés and Marco Polo. You could divide students into groups of three and ask each group member to find out about one of the people and present their information to the rest of the group in the next lesson.

• Students write an account of Lewis’ email in Exercise 3 using some of the reporting verbs from the Grammar box. They should start ‘Lewis reminded Beatriz that the islands ...’

professional skills

chairing a meeting

Aims and objectives

In this lesson students will:

• focus on the professional skill of chairing a meeting

• learn verb + noun collocations

• listen to a meeting held to discuss an accident at sea

Reading

The key to successful meetings

Exercise 1, page 36

Tell students that they are going to practise the skill of chairing a meeting in this lesson. First, they should work in pairs to consider the three items in the box, which are elements of a meeting, and discuss their importance in a meeting. Alternatively, you could divide students into groups of three and give each member of the group one of the three elements to think about before pooling their ideas. They then discuss how the three elements combine with each other to contribute to the success or failure of a meeting.

Students’ own answers.

Exercise 2, page 36

Students now read the text to find four reasons why meetings can be frustrating. Pre-teach any difficult vocabulary, e.g. *lethargy*, *digress*, *monopolize*. Check that students understand the idiomatic expressions *go round in circles*, *find common ground* and *get a word in*. Students work individually to find the four reasons (you could tell them that they are at the beginning of the text) and the elements of a successful meeting. In feedback, ask what is common to all the elements of a successful meeting (the chair is responsible for ensuring all these elements are in place).

Reasons why meetings can be frustrating:

• The meeting lasts too long, causing boredom and lethargy.

• It is badly organized, possibly without an agenda, so it is difficult to focus the discussion.

• There are no minutes to follow from the previous meeting, leading to time wasted at the beginning of the meeting.

• The chairperson dominates the meeting without allowing others to participate effectively.

Elements of a successful meeting:

• Everyone is aware of its purpose.

• The discussion is relevant to the points on the agenda.

• Everyone is able to contribute.

• Sufficient time is allocated to each topic.

• No one is allowed to digress.

• People are polite and do not interrupt or monopolise the proceedings.

• The chair sums up and sets a date for the
next meeting.

Vocabulary

Verb + noun collocations

Exercise 3, page 36

Remind students if necessary what a collocation is (the frequent use of two or more words together, often called *word partnership*) and why it is useful to know a number of collocations for use in speech and writing. Students then work in pairs to do the matching task before whole class feedback. They should try to do this without referring to the text, only looking there once they have finished to see the collocations in context. Point out at this stage that the elements of the collocations do not necessarily appear next to each other in the text (e.g. *no agenda has
been circulated*).

**1** i **2** g **3** f **4** e **5** c **6** h **7** j **8** d **9** a

**10** b

Exercise 4, page 37

Having looked at the importance of effective chairing of a meeting, students now consider what might make the role of chair difficult. Brainstorm their ideas onto the board. Then refer students to the Professional skills box on chairing a meeting. Working individually, they should complete the list of dos and don’ts with the verbs in the box. Remind them that sometimes they will have to change the form of the verb. When they have finished, they should check answers in pairs before whole class feedback. Ask students if they have ever attended a meeting where these dos and don’ts were not followed. What happened?

**1** State **2** Appoint **3** keep **4** Ensure **5** Put

**6** Set **7** Allow **8** Dominate

Listening

The sinking of the *MS Discovery*

Exercise 5, page 37

For the rest of this section students are going to focus on a meeting about an accident in which a cruise ship sank after hitting an iceberg. First, students work in pairs to put together an account of what may have happened when the ship sank, using the words in the box. Check that they understand all the words in the box before they start. Note that students will listen to an account of the accident in Exercise 7 and will write the minutes of that meeting in Exercise 9. This first exercise is asking them to use their imagination to think about what might have happened and to introduce some of the vocabulary they will hear in Exercise 7.

Focus students’ attention on the photos and tell them that the people are participants in a meeting to discuss the accident. Students should look at the captions and think about what each person is likely to be concerned about regarding the accident.

**Suggested answer**

The participants all represent organizations concerned with the protection of the Antarctic Ocean and marine life, so they will be interested in making sure the wreck of the *MS Discovery* does not do any environmental damage.

Exercise 7, page 37

Students now listen to the meeting about the accident. Before they listen, read through the statements with them and check that they understand all the vocabulary. Then play the recording for them to decide whether each statement is true or false. Pre-teach any difficult vocabulary, e.g. *peninsula*, *sonar*, *uncharted*, *echolocation*, *discharging* and check that students understand the idiomatic expression
*at short notice*.

**1** F (The objective is to discuss how such accidents can be avoided in future.)

**2** T

**3** F (They discuss refloating the ship before it starts leaking oil.)

**4** F (It is suggested that if the ship had had sonar, the accident could have been avoided.)

**5** T (They were uncovered.)

**6** T

Extra Activity

If students find the listening difficult, write the following comprehension questions on the board for them to answer after Exercise 7.

1 Where was the *MS Discovery* when she sank?

2 Where is the ship now?

3 Were there any casualties?

4 How do we know the rescue ship did not come from Australia?

5 What problem does Dr Howard point out about sonar?

6 Why do Richard and Tanya think that very large cruise ships should be banned?

**Answers**

1 The peninsula off the coast of Chile (the Southern Ocean, though this is not stated).

2 At the bottom of the sea.

3 No. All 285 passengers and crew are safe.

4 Dr Howard says that the distances from Australia to the Antarctic are greater than those in this accident and that the sea is rougher.

5 It can interfere with some marine animals and also with contact between ships in the same area.

6 They are not properly protected against icebergs and frozen seawater; they produce a large amount of non-biodegradable garbage that ends up on the ocean floor; some companies have been convicted of discharging oil and waste chemicals into the water.

Exercise 8, page 37

Ask students if they think the chairperson conducted the meeting effectively. Then ask them to tick the actions (1–6) that he took, before playing the recording again for them to check.

He carried out all of them except 6 and 7.

He did not summarize the discussion as they were moving on to the next item on the agenda so the meeting was not yet finished.

He did not call for a vote. Several suggestions were made (equipping ships with sonar, ensuring lifeboats are covered, improving training of crews, banning very large ships with unprotected hulls from sailing there) but these are not put to the vote and no decision is made.

Audio script Track 4.4, Exercise 7,
page 120

**F = Fernando Morales, B = Barbara White, R = Richard Baxter, H = Dr Howard,
T = Tanya Olsen**

**F** Good morning, everybody. Good morning, everybody. I think we’re all here now, so shall we get started? I’m sorry I wasn’t able to circulate an agenda as this meeting is being held at such short notice. So, the reason I’ve called this meeting is to discuss the accident last Thursday and how we can avoid such accidents in the future. I’d like to invite all your comments on this incident. Um, Barbara, can you give us an update?

**B** Thank you. As you know, the cruise ship *MS Discovery* sank after hitting an iceberg. An Australian vessel went to the rescue and, apparently, the operation went smoothly and now all 285 passengers and crew have been safely flown back to mainland Chile.

**R** No, it didn’t go smoothly! It took three and a half hours for the sister ship to arrive, which is far too long!

**F** Right. Thank you, Richard. Does anyone have anything to add to that? Doctor Howard, would you like to say something?

**H** Yes, if a similar incident were to happen off the Australian Antarctic territory, a rescue ship would not necessarily be so close at hand. The distances to the Antarctic from Australia are much greater and the sea is much rougher. So, because of the extreme conditions that can be faced out there, the management of tourism in east Antarctica is actually even more problematic than in the peninsula.

**T** I think it’s really terrible to think that the ship is at the bottom of the sea in 500 metres of icy water. Is there any way the ship can be refloated before it starts leaking oil?

**F** Tanya, that’s an important question but can we stick to the point under discussion: how can such accidents be avoided? Does anyone want to come in here? Barbara?

**B** Well, all boats should be equipped with both forward and downward-looking sonar to listen out for sounds generated by passing ships, submarines, icebergs and any uncharted rocks underwater. If the *MS Discovery* had had sonar, this might not
have happened.

**H** Can I make a point here? Sonar is fine but it can interfere with marine animals that use

echolocation and when a number of ships
are in the same area, they can interfere with each other.

**T** I’d like to raise the subject of lifeboats. Apparently, the lifeboats in the rescue operation were uncovered and the
passengers had to wait for several hours in freezing conditions. I suggest all lifeboats should be covered.

**F** Good point. Perhaps we could come back to that later, Tanya? I’ve put safety and security as item three on the agenda.

**H** I understand the crew was extremely professional but it does highlight the need
for all crews to be highly trained in this kind
of operation.

**R** I personally think tourism is getting out of hand. Very few of the new ships sailing south this year have strengthened hulls to protect them against icebergs and frozen seawater. Some of the ships carry 6,000 passengers, which is far too many. They produce an average of 3.5 kilograms of garbage per person per day. Much of this waste is not easily biodegradable and some will inevitably end up on the ocean floor.

**T** Yes, Richard’s right. And in the past few years there have been court cases against cruise ship companies who have been found guilty of discharging oil and polluting the waters with waste chemicals. In one case, a company was fined $18 million. These cruise ships should be banned.

**F** I’m sorry, we don’t have much time and we really must keep to the agenda. OK, are there are further points anyone wants to raise? No? OK, let’s move on to the next item on the agenda, which is ...

Writing

Minutes of a meeting

Exercise 9, page 37

Refer students to the audio script on page 120 and the model of meeting minutes in the Writing bank on page 97. Using the script and the model, students work in pairs to prepare the minutes of the meeting they heard in Exercise 7. When they have finished, select a few to read aloud in class and discuss. Did they cover everything? If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they must be familiar with the language of written business communication, e.g. letters, memos and meeting minutes.

**Model answer**

Meeting to discuss sinking of *MS Discovery*

31 March 20\_\_

Present: Fernando Morales, Barbara White, Richard Baxter, Dr Howard, Tanya Olsen

Apologies for absence: none

Chairman Fernando Morales called the meeting to order at 10.30 a.m.

**1** FM apologized for not circulating an agenda
in advance and explained that this was in
view of the need to hold the meeting at short notice. He explained that the meeting was called to discuss the sinking of the *MS Discovery* and how such accidents could be avoided in future.

**2** BW advised the meeting that the cruise ship *MS Discovery* sank last Thursday after hitting an iceberg near the Antarctic Peninsula. All 285 passengers and crew were rescued by an Australian vessel and safely flown to Chile. RB pointed out that the rescue ship took over three hours to arrive. DH added that a similar accident in the Australian Antarctic territory would have taken longer a rescue time because of greater distances and more extreme weather conditions. He felt that tourism management in east Antarctica was even more problematic than in the Peninsula.

**3** TO asked if it would be possible to refloat the *MS Discovery* before it started leaking oil. FM advised that this point would be covered later in the meeting and asked BW to comment on measures to avoid a recurrence of accidents at sea.

**4** BW noted that the *MS Discovery* did not have sonar. She felt that this contributed to the accident and suggested that all ships should be equipped with forward- and downward-looking sonar. DH disagreed that this would prevent accidents in all cases as if several ships were in the same area, their sonar would interfere with each other. He also pointed out that it could interfere with marine animals that use echolocation.

**5** TO noted that the lifeboats involved in the rescue operation were uncovered, leading to passengers having to wait in freezing conditions for several hours. She suggested that lifeboats should be covered. FM reminded her that item 3 of the agenda would cover health and safety issues.

**6** DH raised the issue of training, pointing out that, while the crew behaved professionally on this occasion, it highlighted the need for thorough training in rescue operations.

**7** RB felt that many cruise ships were not built to withstand arctic conditions and carried too many passengers. This resulted in a large amount of garbage being produced daily, much of this non-biodegradable, and would lie on the ocean floor. TO added that some tour operators had been prosecuted in recent years for discharging oil and causing pollution. FM called the meeting to order and moved on to the next item.

Homework suggestions

• Students look on the internet for examples of incidents involving environmental damage in an area popular with tourists. They should select one and write a brief account of what happened, including how it affected tourism in the area. (125–150 words)

• At the next lesson, choose some of the written accounts to form the basis of a meeting roleplay. Students work in groups of three or four to hold a meeting to discuss one of the incidents they have written about. The person whose account is being used should chair the meeting and the others decide what roles they wish to play.

Photocopiable notes 4.1 (page 140)

Meeting collocations (Card activity, page 141)

CAse study

develop an
eco-resort

CASE STUDY MENU

Refer students to the lesson’s aims and objectives. Focus students’ attention on the map and photos of the Brijuni Archipelago on pages 38 and 39 and ask what kind of place it is and who is likely to go there as a tourist.

The Brijuni Archipelago

Exercise 1, page 38

Before students read the extract from the travel blog, ask them what kind of language they would expect to find in a tourist brochure (promotional, emphasizing the positive aspects of the resort/ place, ignoring or downplaying anything negative, etc.). Pre-teach any difficult vocabulary, e.g. *lush*, *basking*, *monotonous*. Students then answer the questions individually before whole class feedback.

**1** the mild climate, beautiful scenery, wildlife, comfortable hotels, activities and water sports festival

**2** Some of the wildlife is at risk but there are conservation laws to protect the breeding colonies. The water sports are potentially a threat to marine life.

**3** Many visitors enjoy their stay but it is also felt that the accommodation is bland and the activities unspectacular.

A self-catering eco-resort

Exercise 2, page 39

Tell students that they are going to listen to an interview with three people interested in developing a self-catering eco-resort. Point out that they come from three different interest groups and ask students to predict the kind of opinions they might each hold, e.g. the Tourist Board representative is likely to be interested in the resort as it will increase visitor numbers.
Pre-teach any difficult vocabulary, e.g. *influx*, *levy* (*a tax*), *initiative*. Then play the recording for students to tick the topics mentioned.

a, b, c, e, f and h are mentioned.

Exercise 3, page 39

Play the recording again and this time ask students to put the topics in the order in which they are mentioned. Ask who mentions each topic. Students should check answers in pairs before whole class feedback.

Topics in order mentioned:

b (T), h (M), e (W), a (T), c (T), f (T).

The points made are underlined in the audio script below.

Audio script Track 4.5, Exercises 2 and 3, pages 120–121

**I = Interviewer, T = Tourist Board representative, M = Mayor, W = Croatian Wildlife Association representative**

**I** So, as I understand it, the Board of Tourism is now planning to develop a different kind of tourism experience for these islands and that would involve the development of a new
eco-resort on the island of Mali Brijun.

**T** Yes, and it’s a very exciting idea. As you know, the island has a great deal to offer. A lot of famous people have stayed there and the facilities are first-class. But we now want to diversify and attract tourists to a more back-to-nature kind of tourism, which will allow people to enjoy themselves but in harmony with the natural world.

**I** It’s certainly a beautiful place and I was fascinated to learn that there are over 200 dinosaur footprints on the island!

**T** Yes, and we’re thinking of creating a dinosaur park on the island. We already have a number of international investors interested in the project.

**I** But won’t this development actually pose a threat to the environment with an influx of tourists who may or may not be responsible and respectful of the environment?

**M** Well, this is an ambitious project but we will have to strike a balance between the needs of the tourists and protection of the eco-system. Some of the endangered species on Veliki Brijun grow freely on the island of Mali Brijun, for example, the wild cucumber and some species of grass. There are some very old trees as well. I should also say that 80 percent of the protected area of the National Park is, in fact, under water – there are many types of fish that live in the waters around Mali Brijun and, of course, the turtles and the pink dolphins. So, protecting the environment is our main priority but we also have to balance that

against the opportunity to benefit from the revenue that tourism brings.

**I** And what’s the position of the Wildlife Association?

**W** This whole project is absolutely absurd! What are we really talking about? The construction of roads and footpaths through the forest, accommodation with hot water, electricity and parking spaces for these
so-called ecotourists, water sports which will inevitably have an impact on the marine life. We don’t need this project – it won’t even create jobs.

**T** That’s not true; there will be at least 75 jobs and every attempt will be made to safeguard the environment. Why would we want to destroy the attraction that we want people to come and enjoy?

**M** Yes, though I’m not sure that all of these jobs will be permanent. And we must make sure that the money generated does not all leak away to foreign tour operators. I don’t think our local people would be happy
about that.

**T** There’s absolutely no need to worry. We can levy an eco-tax on tourism in the archipelago; that should provide enough money for the local community to spend on whatever projects they decide – for schools, adult training initiatives, clinics and hospitals, whatever they want.

**I** Well, I see there are still a number of
issues to discuss and it will be interesting to learn more about the development in a future programme. Thank you for giving us your views. And that’s all from me, so back to
the studio ...

TASK

Exercise 4, page 39

Tell students that the Croatian Tourist Board is interested in pursuing the development of an
eco-resort on the island of Mali Brijun, as discussed in Exercise 2. Students are now going to roleplay a meeting to discuss the development and enlist support from interested parties. Allocate roles: Student A is the Croatian Tourist Board representative, Student B is the mayor of Mali Brijun and Student C represents the Croatian Wildlife Association. Refer students B and C to the relevant pages in the Pairwork files for their role cards. They should check any difficult vocabulary on their role cards in a dictionary.

If you have a large class, divide the class into three so that each role in the meeting is prepared by a group of students working together. Allow students some time to read their information and prepare their roles.

See Pairwork files 5 and 12 on pages 103 and 105.

Exercise 5, page 39

Students now hold the meeting following the agenda on page 39. Remind them that they should aim to reach agreement on points 2 and 3 of the agenda. Student A is chairing the meeting and should observe the list of dos and don’ts on page 37.

If you have a large class, students separate into groups of A, B and C students after preparation so that several meetings are held. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. In feedback, find out the decisions reached by each group. Were there
any differences?

Meeting summary

Exercise 6, page 39

Once students have completed the meeting, ask them to summarize what was discussed and decided for an absent colleague. Remind them to use reporting verbs and refer them to page 35 and the Grammar reference if necessary.

Possible outcome

The aim of the meeting is to attempt to reconcile opposing interests and reach a compromise. The Croatian Tourist Board is the instigator of the project and believes that it is:

• financially viable (through private investment in the dinosaur park, rental income from the marina, year-round occupation).

• attractive (modern accommodation and attractive leisure facilities).

• ecological (local wood used for construction, wind turbines and solar panels to generate electricity).

The member of the Croatian Wildlife Association is against the concept, seeing it as a threat to the landscape and indigenous wildlife for the benefit of visitors who are certainly not authentic
eco-tourists and respectful of the environment.

The mayor is ambivalent, seeing both advantages and disadvantages to himself and the local community.

A compromise solution might involve:

• abandoning the idea of a dinosaur theme park on Mali Brijun as the dinosaur footprints have been found on Veliki Brijun, not Mali Brijun. If the Croatian Tourist Board wants to go ahead with the idea, the mayor of Veliki Brijun might be favourable.

• abandoning the construction of a marina as this would threaten the delicate marine life.

• creating a luxury eco-resort which would offer affluent visitors a real sense of isolation and a ‘back-to-nature’ experience. This would create jobs and revenue from an eco-tax.

• building a small jetty and creating a passenger ferry service two or four times a day for travel between the two islands. This would enable visitors on Mali Brijun to get away from time
to time and enjoy the amenities on Veliki Brijun. No cars would be allowed on the island, only bicycles.

UNIT 4: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the
DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

• Students write a sentence of their own using each of the key words given at the end of
the lesson.

• Refer students back to the research they did on page 33. They should use the information they gathered there to prepare a set of ideas for an eco-resort similar to the one on Mali Brijun discussed in this lesson, and be ready to present it to the class at the next lesson.

Photocopiable notes 4.2 (page 140)

The Brijuni quiz (Quiz, page 142)