



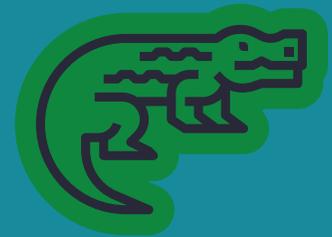
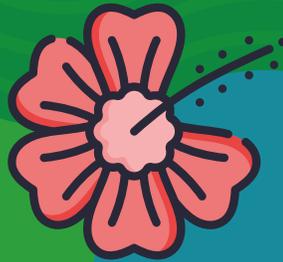
ALCALDÍA DE
BARRANQUILLA

| Soy **BARRANQUILLA** |



Soy **Bilingüe**

21st Century **KIDS**



**A2 Secondary
Teacher's Guide**

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Should people try ecotourism?, Teacher's Guide

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Hecho en Colombia

Made in Colombia





I'm Isa the Iguana, here to welcome you to **21st Century Kids!** These materials will help you teach English in a way that will allow your students to explore, understand, and participate in their local and global communities.

Are you ready to start? Let's go!



¡Soy Isa la Iguana y te doy la bienvenida a **21st Century Kids!** Estos materiales te ayudarán a enseñar inglés de una manera que les permitirá a tus estudiantes explorar, entender y participar en sus comunidades locales y globales.

¿Estás listo? ¡Vamos!





Should people try **ecotourism**?



Learning Objective: By the end of this lesson, students will be able to describe what people should do when visiting eco-tourism locations using the modal verbs *should*, *shouldn't*, *can*, *can't*, *must*, and *mustn't*.





DBA 11° Ciencias sociales

1. Analiza como el bienestar y la supervivencia de la humanidad dependen de la protección que haga del ambiente los diferentes actores (políticos, económicos y sociales).
3. Explica las acciones que se sugieren desde las instituciones y organizaciones ambientales en Colombia para disminuir los efectos del calentamiento global.

Pre-task

Activity 1, 2, and 3

Synchronous: For Activity 1, ask students to look at the word “ecotourism” and write activities they think are connected to this word (5 minutes).

For Activity 2, ask students to work in pairs and share their answers from Activity 1. Ask them to use their brainstorm ideas to help them write a definition for ecotourism (10 minutes).

Ask students to share their answers with the class and write a summary of everyone’s ideas using a whiteboard. If you are working virtually, you can use a Zoom whiteboard or Jamboard to do this (10 minutes).

For Activity 3, ask students to read the first paragraph from Activity 3 and compare their definition with the one from the text (5 minutes).

Ask students to modify their definition based on the information from Activity 3. Then, ask students to share their corrections or the information that they added to the text with the whole class (10 minutes).





Asynchronous: Ask students to discuss the meaning of ecotourism in a forum. Tell students they should read their classmates' answers and leave a comment on at least two of their classmates' posts. If you are familiarized with Jamboard or Padlet, you could ask students to post their answers there. After this, ask students to check the text in Activity 3 (paragraph 1) and compare their definition.

Activity 1

What activities come to mind when you hear "ecotourism"? Write them below.



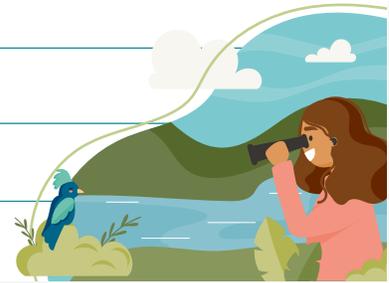


Activity 2

Discuss your answers from **Activity 1** with some classmates. Then, write a definition of “ecotourism” together in the space below.



Handwriting lines for defining ecotourism



Activity 3

Now, read the definition of “ecotourism” from the first section of the brochure in **Activity 4**. Is your definition similar or different?



Similar

Different

Modify your definition in Activity 2 if necessary.





Activity 4

Synchronous: Tell students to look at the photos from the brochure. Ask them some questions like, “What do you think this text will be about?” “Where are these tourist places?” and/or “What information do you imagine the text will give you?” Then, ask students to read information from Activity 4 and answer the questions. Finally, ask students to share their answers, and offer feedback if needed (15 minutes).

For the grammar review:

After completing Activity 4, have students go back to the text and complete the grammar review. Student will discover how to use modal verbs can, can’t, must, mustn’t, should and shouldn’t. You could have students work in pairs or small groups here (5 minutes).

Go over the answers with students and answer any questions they may have (5 minutes).

Asynchronous: Send the activity with instructions to students using Google Forms or Liveworksheets through which they can receive immediate feedback on their answers.





Activity 4

Read the brochure and answer the comprehension questions.



WHAT IS ECO-TOURISM?



Do you like tourism but also want to protect the environment? Then, ecotourism is for you!

Ecotourism is a new type of tourism. People that participate in ecotourism must preserve the environment, help communities in those areas, and create a conversation that educates people about the importance of respecting and protecting that place.

Ecotourism **should** create a dialogue where both visitors and locals learn about each other and the environment. Ecotourists **should** focus on having an educational experience. For example, ecotourists who go to Tayrona National Park **can** learn about the indigenous groups that live in the park and their spiritual beliefs related to nature.





Also, ecotourists **should** invest money in the local communities. Their money **shouldn't** benefit big companies. It should help the local community, and some **should** be invested in preserving the environment.

There are lots of places to practice ecotourism in Colombia. **Let's explore three of them!**

SERRANÍA DE LA MACARENA NATIONAL PARK

Many people talk about Caño Cristales. It is a river in Meta. The river is very colourful. Visitors who come to learn about the ecosystem usually hike around the area to see local plants and animals. You **can** visit the river, but you **must** wear ocean-friendly sunscreen in the water. If you wear regular, commercial sunscreen, it will contaminate the river.

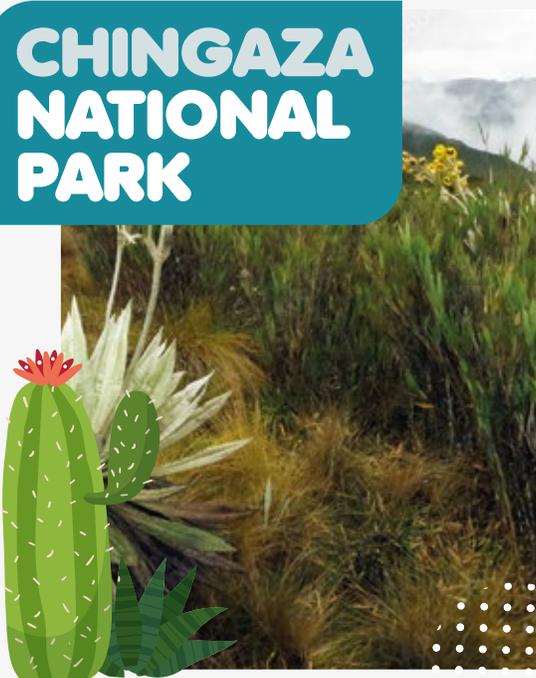




UTRÍA NATIONAL PARK

Did you know that you can see humpback whales in Colombia? Well, you **can**! In Utría National Park, there is a lagoon where these gentle animals come and have their babies every year. Many eco-tourists like to visit the area to learn about these magnificent animals and see them first-hand.

CHINGAZA NATIONAL PARK



Finally, this natural park is close to Bogota. It is exotic and beautiful. This park has one of the rarest ecosystems in the world-- a paramo. People that visit **can** go hiking, observe diverse fauna, and chat with indigenous communities. However, there are some rules for visiting the park. You **must** send a visitation request by email. You **must** bring biodegradable hygiene products. Also, it is important to know that you **cannot** use public transportation or bring a bicycle to the park.





Answer the questions using information from the text.

1. What can people expect to do in eco-tourism? Answer with a complete sentence.

Answers will vary. For example: They can interact with local communities, learn about communities, and observe fauna. They can buy from local communities rather than big companies.



2. What are some things people **shouldn't** do in Serranía de la Macarena National Park and Chingaza National Park? Answer with complete sentences.

Serranía de la Macarena National Park:

They should not wear regular sunscreen.

Chingaza National Park:

They shouldn't bring bicycles. They shouldn't go without a visitation request.



3. Where **should** people go to see whales? Answer with a complete sentence.

They should go to Utría National Park to see whales.





4. Where **can** people go to chat with indigenous groups? Answer with a complete sentence.

They can go to Chingaza National Park or Tayrona National Park to learn from indigenous groups.

5. Where **should** people go to see one of the most colourful rivers in the world? Answer with a complete sentence.

They should go to the Serranía de la Macarena National Park to see one of the most colorful rivers in the world.





Grammar Review

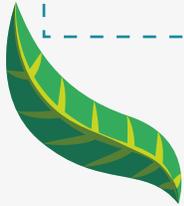
Look at the text again and answer the questions.



01

- Can you find any examples from the text where the author talks about something you **are** or **aren't able** to do?

- a. You **cannot** use public transportation or bring a bicycle to the park.
- b. People that visit **can** go hiking, observe diverse fauna, and chat with indigenous communities.
- c. You **can** visit the river, but you must wear ocean-friendly sunscreen in the water.



02

- Can you find any examples from the text where the author is **giving advice**?

- a. Ecotourists **should** focus on having an educational experience.
- b. Ecotourism **should** create a dialogue where both visitors and locals learn about each other and the environment
- c. Also, ecotourists **should** invest money in the local communities.





03

• Can you find any examples from the text where the author talks about an **obligation**?

- a. You **must** send a visitation request by email.
- b. You **must** bring biodegradable hygiene products.
- c. You **must not** wear sunscreen in the water because it will contaminate the river.



04

• What verb can we use to talk about **ability**?

Can/can't



05

• What verb can we use to give **advice**?

Should/shouldn't



06

• What verb can use to **express obligations**?

Must/mustn't





07

- What is the structure we use with these verbs?

Subject + **verb (can/can't/should/shouldn't/must/mustn't)** + **verb in infinitive** + complement.

08

- Now, write something you **can**, **should**, or **must** do in your favorite place from the reading.

Location: _____

Activities: _____



Task

Synchronous: Tell students they will work in pairs to create a brochure about other places in Colombia where it is possible to do ecotourism. First, guide the students through the graphic organizer. Ask them questions like, "What place have you decided to work on?" "Have you found some good information?" Check on each group as they work. If you are working on Zoom, make break out rooms for the different groups. If you're working on





Google Meet, create separate rooms for students to work in. Students could also work in groups on WhatsApp or a chat in Padlet (10 minutes).

After you have confirmed students have gathered the necessary information, ask them to use the brochure from Activity 4 as a guide to create their own brochure with the information that they found. Remind them to use the language from the grammar review when possible (20 minutes).

Ask students to share their brochures in groups. Ask students to read at least 2 of the other groups' brochures and leave some comments by answering the questions, "What do you like about this brochure?" "Would you like to go there? Why?" "What do you want to do there?" (5 minutes).

Asynchronous: Students should complete the activity in groups or individually, depending on the resources and possibilities available. Students can work on a shared Google Document or a shared Canva document to make their brochure. They can upload it to an online platform where they have access to their classmates' brochures, like Padlet, a group on WhatsApp, or a Google Drive folder.

Ask students to read at least 2 of the other teams' brochures and leave some comments answering the questions, "What do you like about this brochure?" "Would you like to go there? Why?" "What do you want to do there?"

Let's make a brochure!

Choose a place in Colombia where people can do eco-tourism. Fill in the table below with information about the place you choose.





1

What place did you choose?

2

What is this place like? Describe it.

3

What can you do there?

4

What are things you shouldn't do there?

5

How can people get there?





Now, organize this information in the brochure!



Add a photo or drawing here.

TITLE: _____

What is it like?



What can we do here?



What should we not do here?



How can we get here?





Now, read 2 of your classmates' brochures and answer the questions:

Questions	Classmate 1	Classmate 2
What is the place described in the brochure?		
What do you like about this brochure?		
Would you like to go there? Why?		
What do you want to do there?		





Post-task

Synchronous: Ask students to reflect on all the places they saw in their classmates' brochures and the activities they can do in these places. Ask them to answer the questions (5 minutes).

Then, ask some volunteers to share with the rest of the class (10 minutes).

Asynchronous: Ask students to reflect on all the places they saw in their classmates' brochures and the activities they can do in these places.

Ask them to answer the questions. Then, students should share their answers in an online platform where they can see their classmates' answers (WhatsApp, a online forum, etc.)

Let's reflect on what we have learned. Answer the questions.



1. Do you want to do ecotourism? Why or why not?





2. After reading your classmates' brochures, where would you most like to go? Why?

3. Do you think ecotourism is important in Colombia? Why or why not?

