

## TOURISM IN COSTA RICA

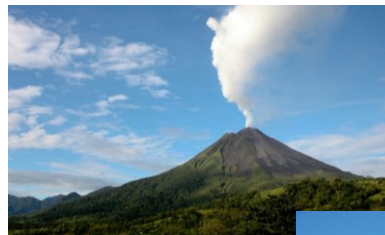
### 1. Warm-up: Your holiday experience

You will get a table with 9 instructions *Find someone who...* . If a person answers positively, ask about one / two details to learn more about that experience. Then cross out the field with this question. As soon as you have crossed 3 adjacent fields in any direction (horizontally, vertically, diagonally) your task is complete.

Montezuma fishing village



Arenal Volcano National Park



Monteverde Cloud Forest Reserve



Manuel Antonio National Park

- **The pictures show attractions of Costa Rica. What is the country like, in your opinion?**

Costa Rica has successfully transitioned from an economy dominated by primary industry (bananas, coffee, pineapples) to one heavily dependent on the tourism sector.

It has gained a worldwide reputation among tourists for its stunning biodiversity - 5% of the world's total within 0.1% of its landmass - varied terrain and at least six distinct types of ecosystem. Around 1.5 million international tourists arrive each year

Abundant natural attractions, environmental protection, compact size, decent infrastructure and proximity to the United States have contributed to the rise of tourism in Costa Rica.

<http://www.i-study.co.uk/igcsegeography/tourism.html>

### 2. COSTA RICA ECOTOURISM <https://www.youtube.com/watch?v=X2Xfy4JrTFg> 0.35 – 5.25

#### Vocabulary

buzzword    species    mammals    conservation    preserve    reserve  
abolish    canopy    ferns    mosses    fungus    pylons

#### Having watched the report, answer the questions.

1. Where do the money brought by tourists go?
2. Why do tourists get a different perspective of the rainforest? What can they see?
3. How was the tramway constructed?
4. In what ways does the country support education?
5. What accounts for the great biodiversity in Costa Rica?
6. How has tourism affected monkeys?
7. What benefits can the guide see in tourism?

### 3. GRAMMAR: Structures with “-ing” and the infinitive forms

A. **VERB + OBJECT + INFINITIVE** (WANT, ASK, TELL, ALLOW, FORBID, EXPECT, INVITE, TEACH,...)

**Boat trips ENABLE visitors to see the forest from below.**

Finish the sentences with your own ideas:

1. *Teachers REMIND students ...*
2. *Doctors WARN patients ...*
3. *Children PERSUADE parents ...*
4. *Banks ADVISE customers ...*

B. **VERB + TO ... / VERBS + -ING**

**Builders carried material on foot to AVOID eroding the surface.**

Sort out the verbs into “to... group” and “-ing group.” Make three sentences in each group.

DECIDE ADMIT AVOID REFUSE SUGGEST OFFER AGREE QUIT AFFORD DENY KEEP

Use of -ing and to <http://www.helpforenglish.cz/article/2008082410-verb-patterns-slovesne-vzorce>

C. **WAY TO ... / WAY OF -ING Notice the two correct uses:**

*There are also ways of viewing the canopy from higher up.  
Starting with kids is the best way to teach ecology.*

Make 2 sentences from these words WAY SAVE RAINFORESTS EDUCATE TOURIST

### 4. TOURISM IMPACT ASSESSMENT

A: Read an article about positive impacts

B: Read an article about negative impacts

<http://www.i-study.co.uk/jgcsegeography/tourism.html>

Work in groups of 4 and prepare a SWOT assessment. Complete a table in which you write *strengths, weaknesses, opportunities, and threats*. Then make your group conclusions and recommendations.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS