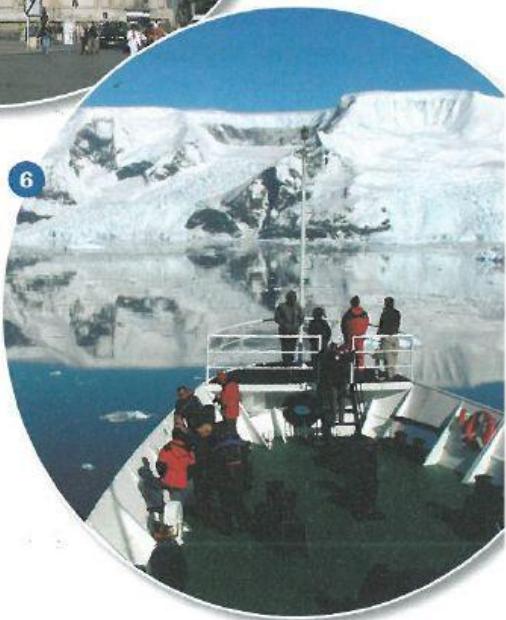
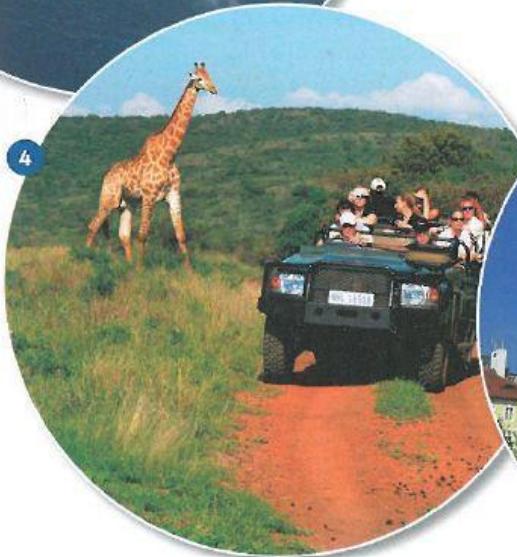
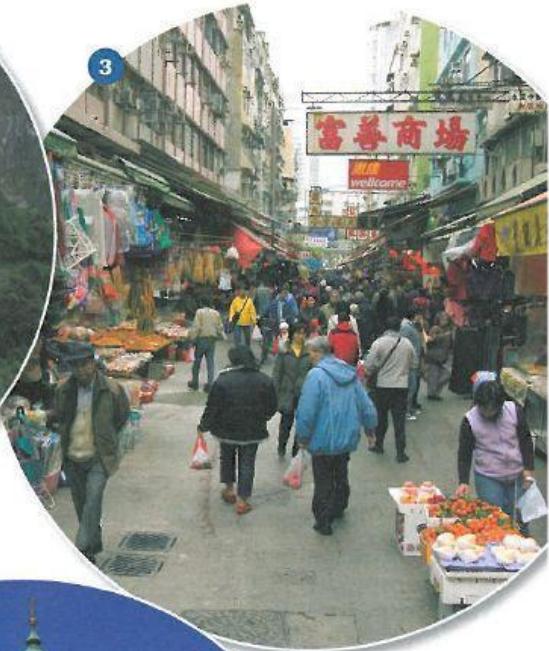


Unit 8 Tourist attractions



Starting off

1 Work in pairs. Match the photos of tourists in different holiday destinations around the world (1-6) with the activities (a-f).

a sightseeing	<input type="checkbox"/>	d skiing	<input type="checkbox"/>
b backpacking	<input type="checkbox"/>	e shopping	<input type="checkbox"/>
c a safari	<input type="checkbox"/>	f an Arctic cruise	<input type="checkbox"/>

2 Work in pairs.

- 1 Where do you think each photo was taken?
- 2 What do people find enjoyable about each of these holidays?
- 3 Which holiday would you enjoy most? Why?

Reading

Summary completion, Matching features

1 Work in pairs. You are going to read a passage about tourism in the Arctic and in Antarctica. Look at the photo in the passage. Where are the Arctic and Antarctica? What happens there?

2 Read the title and subheading.

- 1 What link is there between the title and the phrase *before it's too late*?
- 2 What do you think the phrase *icy wildernesses* refers to?
- 3 What do you expect to read about in the passage?

3 Discuss these questions, then quickly read the passage to find the answers.

- 1 Do you think the number of tourists going to the polar regions has risen or fallen recently?
- 2 Do you think the number of tourists going to these regions will rise or fall in the future?

4 Work in pairs.

- 1 Read the title of the summary in Questions 1–7 below and find the relevant paragraphs in the passage.
- 2 Read the summary and decide what type of information you need for each gap.

Questions 1–7

Complete the summary below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

Polar tourism – the figures

Tourism in the Arctic began in the 1 , and visitor numbers have risen since that time. These days, over 2 people travel there, mostly by ship. The country with the greatest increase in visitors is 3 Tourism has expanded in the Arctic because the 4 lasts longer than it used to.

Travel to the Antarctic has fallen by 5 over the past year. However, many more people are using small planes and 6 to land on the ice. Aircraft are also taking visitors to huge ships that hold as many as 7 tourists.

Here today, gone tomorrow

The Arctic and Antarctica are now within reach of the modern tourist, with many going to see these icy wildernesses before it's too late. Christian Amodeo reports on the growth of polar tourism.

Travel at the North and South Poles has become an expensive leisure activity, suitable for tourists of all ages. The poles may be inhospitable places, but they are seeing increasing numbers of visitors.

Annual figures for the Arctic, where tourism has existed since the 19th century, have increased from about a million in the early 1990s to more than 1.5 million today. This is partly because of the lengthening summer season brought about by climate change.

Most visitors arrive by ship. In 2007, 370,000 cruise passengers visited Norway, twice the number that arrived in 2000. Iceland, a country where tourism is the second-largest industry, has enjoyed an annual growth rate of nine percent since 1990. Meanwhile, Alaska received some 1,029,800 passengers, a rise of 7.3 percent from 2006. Greenland has seen the most rapid growth in marine tourism, with a sharp increase in cruise-ship arrivals of 250 percent since 2004.

The global economic downturn may have affected the annual 20.6 percent rate of increase in visitors to the Antarctic – last season saw a drop of 17 percent to 38,200 – but there has been a 760 percent rise in land-based tourism there since 1997. More people than ever are landing at fragile sites, with light aircraft, helicopters and all-terrain vehicles increasingly used for greater access, while in the past two seasons, 'fly-sail' operations have begun. These deliver tourists by air to ships, so far more groups can enjoy a cruise in a season; large cruise ships capable of carrying up to 800 passengers are not uncommon.

In addition, it seems that a high number of visitors return to the poles. 'Looking at six years' worth of data, of the people who have been to the polar regions, roughly 25 percent go for a second time,' says Louisa Richardson, a senior marketing executive at tour operator Exodus.

In the same period that tourism has exploded, the 'health' of the poles has 'deteriorated'. 'The biggest changes taking place in the



Antarctic are related to climate change,' says Rod Downie, Environmental Manager with the British Antarctic Survey (BAS). Large numbers of visitors increase these problems.

Although polar tourism is widely accepted, there have been few regulations up until recently. At the meeting of the Antarctic Treaty in Baltimore, the 28 member nations adopted proposals for limits to tourist numbers. These included safety codes for tourist vessels in Antarctic waters, and improved environmental protection for the continent. They agreed to prevent ships with more than 500 passengers from landing in Antarctica, as well as limit the number of passengers going ashore to a maximum of 100 at any one time, with a minimum of one guide for every 20 tourists. 'Tourism in Antarctica is not without its risks,' says Downie. 'After all, Antarctica doesn't have a coastguard rescue service.'

'So far, no surveys confirm that people are going quickly to see polar regions before they change,' says Frigg Jørgensen, General Secretary of the Association of Arctic Expedition Cruise Operators (AECO). 'However, Hillary Clinton and many other big names have been to Svalbard in the northernmost part of Norway to see the effects of climate change. The associated media coverage could influence others to do the same.'

These days, rarely a week passes without a negative headline in the newspapers. The suffering polar bear has become a symbol of a warming world, its plight a warning that the clock is ticking. It would seem that this ticking clock is a small but growing factor for some tourists. 'There's an element of "do it now"', acknowledges Prisca Campbell, Marketing Director of Quark Expeditions, which takes 7,000 people to the poles annually. Leaving the trip until later, it seems, may mean leaving it too late.

adapted from *Geographical* magazine

5 Now answer Questions 1–7.

Exam advice *Summary completion*

- Remember that the answers may not be in passage order.
- Check that the summary makes sense and is grammatically correct when you have finished.

6 Look at Questions 8–12 below.

- 1 Quickly scan the passage for the names (A–D) and underline them.
- 2 Underline the key ideas in statements 8–12.
- 3 Answer the questions by reading around each name carefully and then read the list of statements to find the ones that match.

Questions 8–12

Look at the following statements and the list of people below.

Match each statement with the correct person, A–D.

NB You may use any letter more than once.

- 8 Some tourists believe they should not delay their trip to the poles.
- 9 There are some dangers to travelling in Antarctica.
- 10 Some famous people have travelled to polar regions to look at the impacts of global warming.
- 11 Some tourists make more than one trip to the poles.
- 12 There is no evidence that visitors are hurrying to the poles.

List of People

- A Louisa Richardson
- B Rod Downie
- C Frigg Jørgensen
- D Prisca Campbell

7 Work in pairs. Which words and phrases in the passage have a similar meaning to these words and phrases from Questions 8–12?

- 1 not delay *do it now*
- 2 dangers
- 3 impacts
- 4 global warming
- 5 make more than one trip
- 6 hurrying

Exam advice Matching features

- Scan the passage for the options – A, B, C, etc. – and underline them. (They are always in the same order in the passage as they are in the box, but they may occur more than once.)
- Underline the key ideas in each question.
- Read around each option carefully and match it to the question(s).

8 Work in small groups. Discuss these questions.

- 1 Are there other places in the world where tourist numbers are affecting the environment?
- 2 Should governments in some parts of the world limit tourist numbers? Why? / Why not?

Vocabulary

tourism or *tourist*?

1 IELTS candidates often confuse the words *tourism* and *tourist*. Read these extracts from the CLD and the examples. Then circle the correct word in sentences 1–4 below from the passage on pages 78–79.

tourism noun [U] the business of providing services for tourists, including organising their travel, hotels, entertainment, etc.

Tourism is an important global industry.

tourist noun [C] someone who visits a place for pleasure and does not live there

Millions of tourists visit Rome every year.

NB Both *tourism* and *tourist* are used as adjectives to form a noun phrase. Note these compound nouns: *tourist destination*, *mass tourism*, *tourist trade*, *tourist season*, *tourism/tourist industry*, *tourist numbers*.

- 1 Travel at the North and South Poles has become an expensive leisure activity, suitable for *tourism* / *tourists* of all ages.

- 2 Annual figures for the Arctic, where *tourism* / *tourist* has existed since the 19th century, have increased from about a million in the early 1990s to more than 1.5 million today.
- 3 In the same period that *tourism* / *tourist* has exploded, the 'health' of the poles has 'deteriorated'.
- 4 At the meeting of the Antarctic Treaty in Baltimore, the 28 member nations adopted proposals for limits to *tourism* / *tourist* numbers.

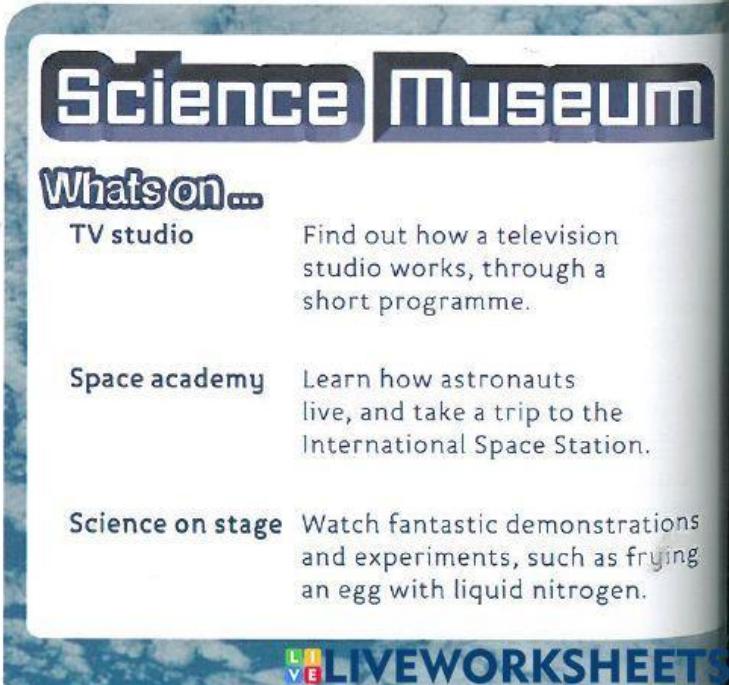
2  Read these sentences and correct the mistakes made by IELTS candidates. Sometimes two options are possible. Two of the sentences are correct.

- 1 Some *tourism* harm the environment.
tourists harm / *tourism* harms
- 2 The income from *tourism* is important for local people.
- 3 International *tourism* spends a lot of money.
- 4 There are many advantages of the *tourism*.
- 5 My city attracts a huge number of *tourism*.
- 6 Most *tourist* destinations have lost their identity.
- 7 After the *tourism* season, the result is clear.
- 8 The environment has been damaged by mass *tourists*.

Listening

Sentence completion, Table completion

1 You are going to hear a tour guide welcoming visitors to a science museum. Before you listen, work in small groups. Here are some of the things you can see at the museum. Which three would you most like to see? Why?



Science Museum

What's on...

TV studio	Find out how a television studio works, through a short programme.
Space academy	Learn how astronauts live, and take a trip to the International Space Station.
Science on stage	Watch fantastic demonstrations and experiments, such as frying an egg with liquid nitrogen.

2 Work in pairs. Read Questions 1–5 and decide what type of information you need for each gap.

Questions 1–5

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- 1 Keep your in a safe place throughout your visit.
- 2 Pass through the to enter and leave the museum.
- 3 You need to buy a if you want to use a camera in the museum.
- 4 Look after your and mobile phone.
- 5 Arrive at the cinema about before the start of the show.

3 Now listen and answer Questions 1–5.

4 Work in pairs. Look at the key words and phrases below from Questions 1–5. Listen to the recording again and note down the words the speaker uses that have a similar meaning.

1 keep	4 leave	7 look after
2 safe	5 buy	8 arrive at
3 enter	6 use a camera	9 before the start

Exam advice

Sentence completion

- Use words in the sentence to help you listen for the answer.
- Check the completed sentences are grammatically correct.

5 Work in pairs. Look at the table below and decide what type of information you need for each gap.

Questions 6–10

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

3D Film Choice

name of film	time	what you will see
<i>The Secrets of the Nile</i>	10.00 a.m.	The first 6 along the river Nile
7 Ocean	11.45 a.m.	Life at the bottom of the sea
<i>Dinosaurs Alive</i>	8	A re-creation of a 9 of dinosaur
<i>Arabia</i>	2.30 p.m.	A trip across the 10 and a dive in the Red Sea

6 Now listen and answer Questions 6–10.

Exam advice Table completion

- Use the title and headings in the table to focus your listening.
- Check your writing to make sure you have not written unnecessary or incorrect words.

7 Work in pairs.

- 1 Do you have any museums in your home town? What can you see and do there?
- 2 What types of museum do you most enjoy visiting? Why?

Climate change

Witness the effect of global warming, plant and animal life.

Three-dimensional cinema

Travel to other cities and places in a selection of short 3D films.

Tourist attractions

Speaking

Parts 1 and 2

1 Work in pairs. Tell your partner about the city, town or village that you come from.

- 1 Where is it?
- 2 What does it look like?
- 3 What do people do there?

2  Listen to Ulia describing her city and answer these questions.

- 1 What words does Ulia use to describe her city?
- 2 What phrases does she use to help her keep going?

3 Read these Part 1 questions and think how you could answer each of them using the prompts below to help you. Then work in pairs and take turns to ask and answer the questions.

- 1 Can you describe your town or village?
- 2 How important is tourism in your town/village? Why? / Why not?
- 3 What places would you recommend people to visit in your town/village?
- 4 What festivals take place in your local area?

*I live in a town/village that ... / I live in X, which ...
It's very important because ... / It's not very important, but ...*

I would recommend X, which is ... / I think X is a good place to visit, because ...

We celebrate X, which takes place ... / The X festival is held on ...

4 Work in pairs. Match the adjectives below (1–12) with their opposites in the box. Then discuss which adjectives describe opinions (O) and which describe facts (F). Some may be both (F/O).

ancient	awful	dirty	dull	noisy
outdated	poor	quiet	stressful	
unimpressive	unpopular	urban		

1 modern	ancient, F/O	7 relaxing
2 peaceful		8 impressive
3 clean		9 wealthy
4 busy		10 colourful
5 rural		11 fashionable
6 popular		12 wonderful

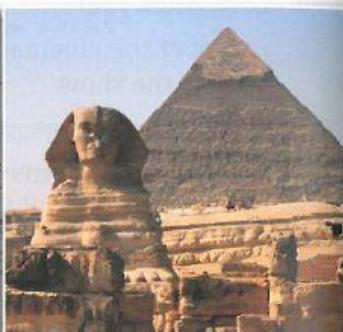
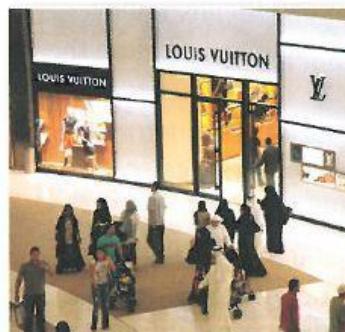
 page 128 *Fact and opinion adjectives*

5 Work in pairs. Use two adjectives from Exercise 4 to describe each of these scenes. Add an article where appropriate.



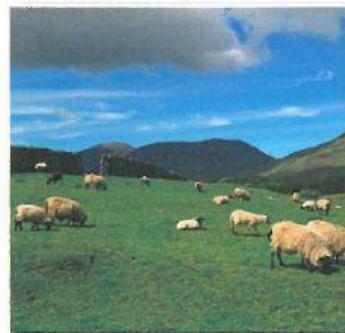
1 *an impressive, modern hotel*

2 *..... area*



3 *....., district*

4 *....., monuments*



5 *....., landscape*

6 *....., experience*

6  Read this task, then listen to Ulia giving her talk.

Describe a holiday you particularly enjoyed.

You should say:

where you went

why you went there

what you did

and explain why you enjoyed the holiday so much.

As you listen, note down any adjectives she uses to describe the:

- 1 Red Sea
- 2 sea life she saw
- 3 pyramids and national museum
- 4 whole holiday.

► Pronunciation: *Chunking 2*

7 Work in pairs. Take turns to do the Speaking task in Exercise 6. Before you speak, take a minute to prepare your talk.

8 Now change partners and take turns to do this Speaking task.

Describe your idea of a perfect holiday.

You should say:

where it would be

how you would get there

where you would stay

and explain why this would be your perfect holiday.

Pronunciation

Chunking 2

Grouping words together in chunks improves your overall fluency.

1 (17) Listen to this sentence from Ulia's answer to the first Part 1 question (Speaking, Exercise 2). Is it easier to understand with or without a pause?

I come from Balakovo in Russia.

2 (18) Listen to these two versions of Ulia's next sentence. Which is easier to understand?

- a It's a / very modern industrial / city / which is / situated / on the / river Volga.
- b It's a very modern / industrial city / which is situated / on the river Volga.

3 (19) Listen to this extract from Ulia's Part 2 talk and mark with / where the speaker pauses.

I'd like to talk about a holiday which I took in 2005. It's a holiday that I remember very well because we had such a fantastic time. I went with three other girls, who are all friends of mine, and we still talk about this holiday today.

4 Work in pairs. Take turns to read Ulia's answer in Exercise 3 aloud, putting the pauses in the same places.

5 (20) Work in pairs.

1 Read the extract below from Ulia's Part 2 answer and mark where you think she should pause.

2 Listen and check your answer.

3 Take turns to read the answer aloud.

It was funny, because usually I'm a person who's quite scared of things, and I didn't think I would put a mask on my face or go under the water – but I wanted to see the coral so much.

Writing

Task 2

1 Work in pairs. Read this Writing task and underline the key ideas.

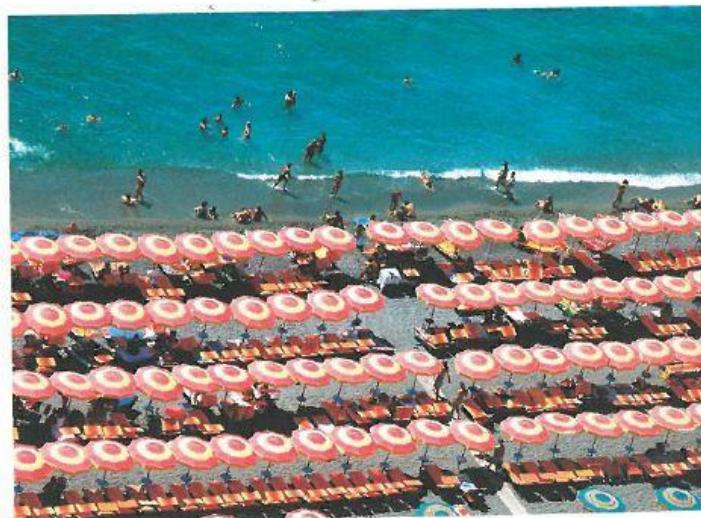
Write about the following topic.

According to an international travel magazine, many tourists today fly straight to their holiday resort and almost never leave it. Unlike tourists in the 1960s and '70s, they return home with no experience of the local culture.

Why do you think this happens? How was tourism different in the past?

Give reasons for your answer and include any relevant examples from your own experience.

2 How does this photo illustrate the key ideas in the Writing task?



Tourist attractions

3 Are these statements about the Writing task in Exercise 1 true (T) or false (F)?

- 1 The main topic is tourism. T
- 2 I need to give reasons why people did not travel in the past.
- 3 I have to say whether I agree with the magazine.
- 4 I need to use present and past tenses.
- 5 I can just write about my own experience of the topic.
- 6 I need to explain why tourists do not find out about the local culture.
- 7 I can answer both questions at the same time.

4 Work in pairs. Discuss the two questions in the Writing task in Exercise 1 and note down some of your ideas in this table.

why tourists almost never leave their resort and have no experience of the local culture	how tourism was different in the past
Flights and transfers take people direct to their hotels.	

5 Read the sample answer below. Which paragraphs/sentences:

- 1 deal with the first question?
- 2 deal with the second question?
- 3 express the writer's views and experience?

In the last century, air travel had a big impact on tourism. Now we can get to places that were once hard to reach, and I think this has changed many people's holiday experience.

In the past, travellers found their own route to their destination, and this was part of the adventure of travelling. When they got back home, there were many colourful stories that they could tell.

Nowadays, large travel companies sell 'cheap' package deals to tourists. Sometimes this means they are transported from the airport to their hotel, where they stay for the rest of their holiday. I think they lose the opportunity to meet local people and see the real landscape.

Another problem is that today's hotels have many tourist facilities. It is not uncommon to find tourists who never go outside the resort. Although some visitors do, they quickly return to their luxury accommodation, where they feel safe and comfortable.

This is very different from the past, when hotels were more basic and tourists had to find places to eat and beautiful beaches by themselves. I come from an area which is a popular tourist destination. When I was a child, I saw backpackers who talked to local people in our restaurants and streets. In my opinion, this was good for everyone. Today, we seem to have lost these places where tourists and local people can meet.

6 Work in pairs. The sample answer in Exercise 5 has no conclusion. Discuss these questions and tick the answers you think are correct.

- 1 What is the purpose of a conclusion?
Tick one answer.
A to add some supporting points
B to introduce a new main idea
C to link the points in the essay
- 2 What can a conclusion contain?
Tick four answers.
A a summary of the arguments
B a new viewpoint
C the writer's view
D concluding words or phrases
E some repetition of the ideas in the essay
F a recommendation

7 Work in small groups. Discuss these three conclusions using the questions in Exercise 6 as a guide. Then choose the best one and give reasons for your choice.

A In conclusion, people look forward to their holidays. They have worked hard all year, so their vacation is important to them and they want to relax and enjoy some good weather. Therefore, I think that it may not be important for these tourists to see the local culture.

B Finally, we don't have as many backpackers these days. This is because people have more money and prefer to fly.

C Unfortunately, tourism has become a global industry and has changed the expectations of holidaymakers. In my view, something should be done about this before we all forget why we travel to new places.

Key grammar: *Relative pronouns: who, which, that, where*

8 Work in small groups. Read this Writing task.

Write about the following topic.

Some people say that tourism has many negative effects on the countries that people travel to.

How true is this statement? What can tourists do to reduce the harmful effects of tourism on local cultures and environments?

Give reasons for your answer and include any relevant examples from your own experience.

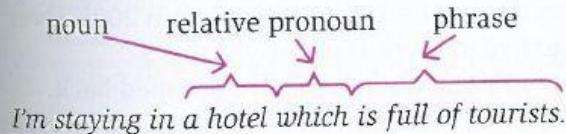
- 1 Discuss the two main questions and take some notes.
- 2 Consider what you will write in your introduction and conclusion.

9 Now work alone. Write a plan for the body of your answer, then write your answer to the task in Exercise 8 in at least 250 words.

Key grammar

Relative pronouns: *who, which, that, where*

Relative clauses add information about a noun by putting a relative pronoun (*who, which, that*) immediately after the noun, followed by a phrase.



1 Read the information in the box above, then underline the relative clauses in these sentences.

- 1 Now we can get to places that were once hard to reach ...
- 2 ... , there were many colourful stories that they could tell.
- 3 It is not uncommon to find tourists who never go outside the resort.
- 4 I come from an area which is a popular tourist destination.
- 5 Today, we seem to have lost these places where tourists and local people can meet.

page 128 *Relative pronouns*

2 Complete these sentences using the correct relative pronoun: *who, which, that* or *where*. Sometimes two answers are possible.

- 1 My city has a shopping festival takes place every year.
- 2 Tourists go to Agra in India want to see the Taj Mahal.
- 3 St Petersburg is the city I was born.
- 4 There is a boat leaves the harbour at 10.30 a.m.
- 5 Thailand is a good place for people like sandy beaches.
- 6 I took the flight left at 2.15 p.m.
- 7 A tourist information office is a place you can find out about the local area.

3 IELTS candidates often leave out relative pronouns. Correct the mistakes in each of these sentences by writing *who*, *which* or *that* in the correct place.

- 1 It is certainly true that people go abroad for their holidays spend a lot of money on tourist attractions. *people who/that go*
- 2 People today prefer destinations are less industrialised and exploited.
- 3 Tourism can be a problem causes local people to worry.
- 4 The graph shows the number of visitors travel to and from the UK.
- 5 Children work in their holidays gain some valuable experience.
- 6 The government has built tourist accommodation is more modern than before.
- 7 I think there are many people don't like travelling.

Spelling

Introductory and linking phrases

IELTS candidates often misspell the expressions they use to introduce and link their points.

4 Find and correct one mistake in each of these words/phrases taken from the Writing section.

1 in the last centry	6 in my oppinion
2 nowdays	7 therfore
3 sometime	8 in conclucion
4 another probelm	9 finaly
5 althought	10 unfortunatly