

# 2

# Tourism and conservation

## 2.1 WISH YOU WERE HERE?

### IN THIS UNIT

#### GRAMMAR

- articles
- modal verbs

#### VOCABULARY

- travel collocations
- multi-word verbs
- the natural world

#### SCENARIO

- stating your position, clarifying
- participating in a meeting

#### STUDY SKILLS

- planning and organising essays

#### WRITING SKILLS

- a problem–solution essay



*Travel makes a wise man better, but a fool worse.* Thomas Fuller (1654–1734), English physician and writer

### SPEAKING

**1** Work with a partner and discuss how important the following are for tourists. Put them in order of importance (1–8).

- |                  |                                |
|------------------|--------------------------------|
| • weather        | • accommodation                |
| • cost           | • sights                       |
| • food           | • activities                   |
| • ease of travel | • environmental considerations |

**2** What are popular holiday destinations for people from your country? How have these changed in the last ten years?

### VOCABULARY

#### TRAVEL COLLOCATIONS

**3a** Match 1–8 with a–h to make collocations. Then check your answers in the holiday brochure extracts opposite.

- |               |                |
|---------------|----------------|
| 1 budget      | a deal         |
| 2 boutique    | b delicacy     |
| 3 carbon      | c monuments    |
| 4 last-minute | d footprint    |
| 5 local       | e airline      |
| 6 ancient     | f temperatures |
| 7 organised   | g hotel        |
| 8 baking      | h excursions   |

**3b** Match the collocations in Exercise 3a with the categories in Exercise 1.

**3c** What other collocations can you add to each category?  
*accommodation: luxury hotel*

### READING

**4a** Read the holiday brochure extracts A–F and match them with the holiday types in the box. You do not need all of the words in the box.

adventure holiday    backpacking    city break  
cruise    resort holiday    safari    self-catering holiday  
sightseeing tour    working holiday

**4b** What other holiday types can you think of?

**5a** Which of the holidays in the extracts would be suitable for the following people? Work with a partner and discuss your ideas.

- 1 an adventurous ecology graduate travelling alone
- 2 a sporty group of friends in their twenties looking for fun and excitement
- 3 a young urban professional couple who want plenty to do
- 4 a cultured holidaymaker interested in the environment
- 5 a wealthy couple looking for a relaxing holiday
- 6 four student friends with a limited budget who want to escape after the exams

**5b** Which holiday would you choose? Why?

WISH YOU WERE HERE?

Last-minute deals

**A Spend seven nights exploring the Caribbean aboard a state-of-the-art vessel: *The Palladium*.** Offering the ultimate on-board experience and boasting eleven decks, it still retains a unique and intimate atmosphere. Select a stateroom with a balcony for awe-inspiring ocean views or share a cabin for four. With five restaurants to choose from, each meal is a gastronomic delight. In the evenings, choose from a comprehensive range of entertainment options: from cabaret to DJs and live bands. Pamper yourself with a wide variety of treatments available in the Palm Court Spa. Or why not try indoor rock-climbing? Fully escorted organised excursions are available at each port of call. This is an experience not to be missed. Call now on ...

**B Romantic specials. Weekends for two in Paris.** Explore the famous sights of the city of love – the Eiffel Tower, the Louvre, Montmartre – and then sample the culinary skills of renowned Parisian chefs. Stylish boutique hotel in the heart of this chic, bustling capital. Unbeatable prices. For more info, go to **Earlybird.biz**.

**C Feeling restless? Itchy feet? Active budget holidays in New Zealand.** The holiday includes a week of escorted trekking with breathtaking views, the opportunity to bungee jump and try paragliding. Experience a variety of exotic landscapes with a visit to a volcano, glacier hiking and whitewater rafting. Local specialities and hospitality as you've never experienced before. All flights and internal transfers included. Book now at **DownUnder.net**.

**D Thai Odyssey. Fully guided holidays to explore the spectacular ancient monuments of a country rich in history.** Enjoy magnificent scenery, baking temperatures and indulge in mouth-watering local delicacies. Our 'green' under-canvas 'hotels' encourage visitors to calculate carbon emissions and will arrange for guests to plant trees if they want to offset their carbon footprint. Holidays for the discerning and sophisticated traveller with an interest in sustainable development. An experience to savour. Flights not included. Single supplements apply. For further details, visit **Exped.biz**.

**E Explore the picturesque Greek island of Kefalonia.** Help out restoring isolated cottages or work on an archaeological dig. Explore the island on foot. Experience the outstanding views and secluded beaches and unwind in this off-the-beaten-track location, far from the stresses and strains of the rat race. Steer clear of the tourist traps, recharge your batteries and return completely refreshed. Ideal for groups. All-inclusive budget deal. Special offer price includes flight (budget airline) and basic s/c accommodation (upgrades available). Optional Jeep hire. **Athena Travel**.

**F The holiday of a lifetime in the Badumbas National Park.** See the big game and get back to nature and make new friends. Staying at the exclusive Masai Game Lodge with three-star facilities, you will also spend time under canvas out in the bush. Stunning flora and fauna. A visual feast of wildlife, all experienced at close quarters, including lions, elephants and rhinos. All travel is in air-conditioned off-road vehicles. New company. Special introductory offer. Unbeatable fifty percent discount. No single supplements apply. For more info, go to **ZebraTourZ**.

**6a Analysing a genre** Find examples in the extracts of typical language for travel brochures. Write them under these headings.

Positive adjectives (and collocations): *comprehensive range*  
 Imperatives: *Call now*  
 Other expressions: ... *why not try ... ?*

**6b Write a one-paragraph brochure entry about your local area or the area you are studying in.**

VOCABULARY

MULTI-WORD VERBS

**7a Some tourists are talking about what they like to do on holiday. Complete the sentences with the words in the box.**

around	away	back	down	in
of	off (x2)	up (x2)		

- 'A holiday is all about getting \_\_\_\_\_ from it all.'
- 'I just want time away from work when I feel I can really let my hair \_\_\_\_\_.'
- 'I just love going somewhere new and soaking \_\_\_\_\_ the atmosphere.'
- 'We live in a big city, although I grew up in the country, so getting \_\_\_\_\_ to nature is important.'
- 'I love to really live it \_\_\_\_\_ on holiday. I like to blow what money I have in a short time. I save all year and then have a really good time.'
- 'We're keen on finding unusual places – going \_\_\_\_\_ the beaten track.'
- 'Steering clear \_\_\_\_\_ the tourist traps is our main priority when booking a holiday.'
- 'I don't really like to do very much on holiday. Just lounging \_\_\_\_\_ by the pool is enough.'
- 'The main thing is to avoid getting ripped \_\_\_\_\_, so I try not to look like a tourist.'
- 'I love seeing new things and taking \_\_\_\_\_ the sights.'

**7b 2.1** Listen and check your answers. Then practise saying the sentences with the correct stress.

**7c** Which of the opinions in Exercise 7a are most like your own?

SPEAKING

**8** What do you know about the specialised types of tourism below? How do you feel about them? Work in small groups and discuss your ideas.

- battlefield
- culinary
- eco
- disaster
- celebrity
- health/medical (including 'surgery safaris')
- volunteer
- space

## READING

**1a** Work in groups and brainstorm everything you know about the Galapagos Islands.

**1b** Read the text quickly and check your ideas in Exercise 1a.

**2a** Work with a partner. Student A, read the first two paragraphs of the text and write three quiz questions. Student B, read the last two paragraphs and write three quiz questions.

**2b** With your partner, ask and answer each other's questions from Exercise 2a.

**3a** Read the text again. Write a heading for each paragraph.

**3b** Where would you expect to find this text? Why?

- online news website
- travel company website
- online encyclopedia

**3c** Which fact or facts in the text did you find most interesting? Why?

**4** What do the **highlighted** words in the text refer to?

# The Galapagos Islands



Located about 926 km off the coast of Ecuador in the Pacific Ocean and just a short flight from Quito, the capital, the Galapagos Islands are a small chain of islands spread out over 220 km and known for **their** vast number of endemic species. There are eighteen major islands in the chain, five of which are inhabited, and more than 100 smaller islands covering a total land area of about 8,000 km<sup>2</sup>. The largest island is Isabela, which makes up three-quarters of the total land area and rises to a height of 1,707 m. The islands are surrounded by the Galapagos Marine Reserve, stretching over 137,269 km<sup>2</sup>.

The Galapagos archipelago is distributed on either side of the equator and sits on a tectonic plate which is moving towards the South American continent at a rate of over 6 cm a year. The first islands were formed by volcanoes that rose out of the ocean at least 8,000,000 years ago. Lava built up underwater, forming undersea mountains which broke through the water and formed islands. While the oldest islands have now sunk back beneath the sea, new ones are still being formed by volcanic eruptions, the most recent of which was in 2009.

The islands, discovered in 1535, are among the most scientifically important and biologically outstanding places on the planet. According to zoologists and botanists, they are home to some of the most beautiful sights in nature. Almost all the reptiles and half the species are not found **anywhere else**. Marine iguanas, flightless cormorants, mocking birds and thirteen species of finches are **all** endemic to the islands, **which** are also famous for **their** giant tortoises, blue-footed boobies and the only living tropical penguins.

There are a number of environmental threats, the main **one** being the plants and animals, such as feral goats, cats and cattle, brought to the islands by humans. An eradication plan only partially succeeded in ridding the islands of introduced species. The island's biodiversity is also under threat from the human population, which is growing at an unsustainable rate. In the 1950s, the population was 1,000, whereas **it** is now over 26,000. Furthermore, the Galapagos Marine Reserve and whole ecosystem is under threat from illegal fishing activities, while the growth of tourism also threatens the wildlife of the archipelago.



## VOCABULARY

## THE NATURAL WORLD

**5** Find words or phrases in the text with these meanings.

- 1 native or restricted to a certain place
- 2 an area for animals and birds where they are protected
- 3 a chain of islands
- 4 a huge slab of rock that makes up the top layer of the Earth
- 5 molten rock that flows from volcanoes
- 6 escaped from domestication and become wild
- 7 a variety of different life forms living in the area
- 8 all the animals and plants that live in a particular area

## LISTENING

**6a** **2.2** Listen to the first part of an interview with Dr Graham Watkins, the Executive Director of a conservation charity and an expert on the Galapagos Islands. Are the statements about him true or false? Correct the false statements.

- 1 His father was a conservationist.
- 2 Dr Watkins studied Biology at Oxford University.
- 3 He worked as a guide in the Galapagos Islands.
- 4 He studied Zoology and Evolution at the University of Pennsylvania.
- 5 His first job after leaving the University of Pennsylvania was in the field of conservation biology.

**6b** **2.3** Listen to the second part of the interview and answer the questions.

- 1 Does Dr Watkins think tourism is a bad thing? Why?/Why not?
- 2 Give examples of negative consequences of tourism that are **a** direct. **b** hidden.
- 3 What are invasive species?

**7a** **Predicting** In the third part of the interview, Dr Watkins is asked whether we should stay away from conservation areas. Predict what he will say.

**7b** **2.4** Listen and check your predictions. Then answer the questions.

- 1 How can the impact of tourism be minimised?
- 2 What are the best forms of tourism?
- 3 What is sustainable development?
- 4 How do you feel about Dr Watkins' final statement?

## GRAMMAR

## ARTICLES

**8a** Match the uses of articles a–k with the underlined examples in the text on page 18.

- 1 Definite article**
  - a common knowledge – we know/can tell from the context what is being referred to
  - b repetition – this is not the first mention of the person or thing
  - c uniqueness – the only one of its kind in the world or in this context
  - d with a superlative phrase
  - e with names of countries, federations or groups of islands which are plural
  - f with names of rivers, oceans and seas
- 2 Zero article**
  - g with uncountable nouns, when speaking about the noun in general
  - h with the names of most cities, streets, countries and continents
  - i with plural countable nouns, when speaking about the noun in general
  - j with most numbers (except *a half, a hundred, a thousand*)
- 3 Indefinite article**
  - k with a singular countable noun mentioned for the first time

**8b** Match the correct article (*a/an, the* or *zero*) with the uses 1–3.

- 1 to introduce what is new or something the reader is unaware of
- 2 to indicate 'common ground' (e.g. to refer forwards, backwards or to our shared experience or general knowledge)
- 3 to make generalisations (with plural and uncountable nouns)

**8c** *Off the coast* and *a number of* are fixed expressions, where the article is always the same. Complete the fixed expressions below with *a* or *the*.

- |                  |                    |
|------------------|--------------------|
| 1 _____ bit of   | 3 off _____ record |
| 2 in _____ hurry | 4 make _____ start |

➔ Language reference and extra practice, pages 128–129

**8d** Complete the extracts from the listening, adding articles where appropriate.

- 1 I became conservationist in part because of my family background. My father was agricultural scientist and travelled throughout world. One of my brothers was born in Africa. I was born in British Guiana.
- 2 I went to University of Oxford to study Zoology. I finished my first degree there. After that, I was lucky enough to become guide in Galapagos Islands. I did that for about eighteen months and as a result of that experience, which was really quite life-changing experience, I went to University of Pennsylvania to study Ecology and Evolution.
- 3 I think first thing to say about tourism is that in many situations it's very positive thing. It can help conservation quite substantially, but there are also many examples in world, for example in Caribbean, where tourism also causes problems and has direct impact on environment. Many of reefs in Caribbean have serious problems as result of pollution.

## SPEAKING

**9** Work in groups. Choose one of the following that you would like to protect in your country. Discuss the threats facing it and how you would protect it.

- 1 a natural feature
- 2 a historical building
- 3 an endangered species

## READING

**1** Work in groups and discuss the advantages and disadvantages of going to:

- 1 an isolated, unspoilt beach with no amenities.
- 2 a resort beach with sun loungers, waiter service and full water sports facilities.

**2** Read the article quickly and choose the best title.

A THE BEACH THAT TURNED BACK THE COMMERCIAL TIDE

B MEXICAN COMMUNITY STOPS DEVELOPERS

**3** Complete the introduction to the article with a possible ending.

Robert L. White reports on how a determined group of locals in Mexico ...

**4** Read the article again and match the paragraphs A–G with the topics 1–4. A topic can go with more than one paragraph. One paragraph has no match.

- 1 resorts for the wealthy
- 2 the campaign to save the beach
- 3 an unspoilt beach
- 4 the fate of other beaches

**5** Compare paragraphs A and B of the article. What do you notice about the writer's language?

**6** Find two-word phrases in the article with these meanings.

- 1 a series of actions by ordinary people intended to achieve a result
- 2 an official organisation that has power to make decisions for a particular area
- 3 a long, hard fight
- 4 problems concerning the people and things around you
- 5 facts relating to human society that you think about
- 6 a group of companies working together

**7** Answer the questions.

- 1 Do you agree that the destruction of many of the world's idyllic places is inevitable? Why?/Why not?
- 2 In which ways do you think this story is an example of a significant or general change in attitude towards tourism development?

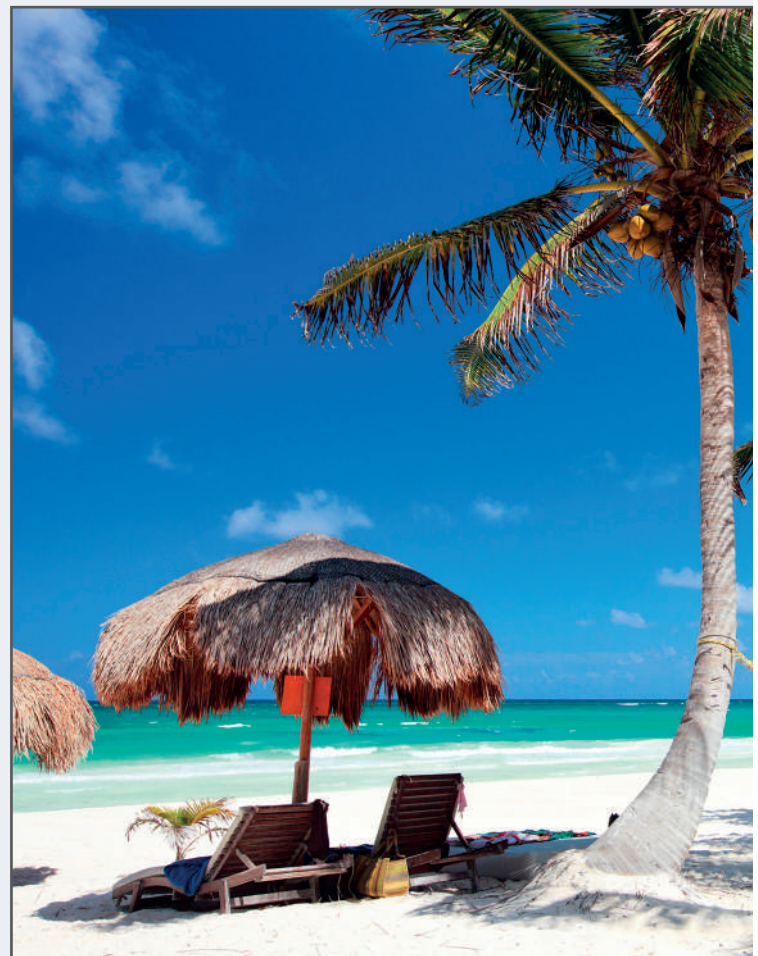
**8** Evaluating advantages and disadvantages Work with a partner and do the tasks.

- 1 List the advantages and disadvantages of developing Balandra, as described in the article.
- 2 Add your own ideas about the advantages and disadvantages of this type of development, from the viewpoint of different interest groups.
- 3 Evaluate the advantages and disadvantages. Was the right decision made?

**A** Picture a perfect beach. From an expanse of flawless white sand, implausibly turquoise water shelves out over a stoneless seabed to a clear horizon. Overhead, pelicans wheel lazily in search of fish. One suddenly folds its wings, like a prehistoric umbrella, and hurtles downward. The splashdown is the first sound you can remember hearing for several minutes.

**B** Now imagine a whacking great hotel plonked on all this; plus a golf course and a few jet skis, of course, just to keep the decibel levels up. This is the fate that has befallen so many of the world's idyllic places that there seems something almost inevitable about it. Thanks to a determined and organised grassroots campaign, however, it won't be happening on this particular Mexican strand.

**C** Balandra beach, outside the city of La Paz, state capital of Baja California Sur, has been spared from future development after residents, civil society groups and environmentalists organised themselves into a collective, amassing a petition of 18,440 signatures calling on the regional authorities to protect the area. On 25 March, after a protracted struggle by the Colectivo Balandra, state officials finally designated a total of 2,131 hectares of land and sea a natural protected area, in a move that could signal a shift in Mexico's approach to tourism and conservation.



**D** Environmental issues were, naturally, one of the main planks of the collective’s campaign. As the group warned on its website, ‘The landscapes of the rest of the beaches of La Paz have already been modified with various types of constructions and installations; Balandra is the only one that remains to us.’

**E** But there were social considerations at stake here, too, because Balandra is essentially a beach for the people of La Paz, where tourism is of the unobtrusive variety. In stark contrast to the super-rich celebrity playground of Cabo San Lucas, just down the road, this is not a place that exists to service the appetites of deck shoe-wearing management consultants from LA.

**F** The threat came, specifically, from a business consortium headed by the son of a former state governor of Veracruz, whose family own land in the area. Miguel Alemán Magnani’s hotel-and-golf vision involved international capital, according to the Mexican newspaper *El Universal*, and the group had been trying since at least 2005 to get the go-ahead for the project.

**G** Development of Balandra would surely have brought jobs: margaritas would have been served, tour parties guided and pets pampered. But the people of La Paz have looked into that particular future and dared to choose another path. They have shown that it is possible to take on the inevitable – and win.



GRAMMAR

MODAL VERBS

**9** Read a leaflet encouraging people to sign a petition to save a beach and underline the modal verbs. Then match the modal verbs with these functions. A modal verb can go with more than one function.

- |                                  |                                       |                      |
|----------------------------------|---------------------------------------|----------------------|
| 1 lack of obligation             | <i>We don't have to let them win.</i> | 6 future possibility |
| 2 obligation not to do something |                                       | 7 obligation         |
| 3 advice                         |                                       | 8 deduction          |
| 4 refusal                        |                                       |                      |
| 5 ability                        |                                       |                      |

Language reference and extra practice, pages 128–129

SAVE OUR BEACH!

You might have seen reports that developers are planning to destroy our beach.

We mustn't let them do that. We don't have to let them win. It might mean fewer tourists in the short term, but we believe it is worth fighting for. With your help, we can win this campaign and we may be able to change the government's attitude to the environment.

You should sign the petition on the back now. Your signature could help us make a difference. You have to be eighteen to sign this petition. We won't stop until the developers stop!

**10** Complete the sentences with modal verbs.

- The developers \_\_\_\_\_ do that. I'm absolutely sure it's against the regulations.
- That \_\_\_\_\_ be the Mayor. He's in Balandra.
- I \_\_\_\_\_ go to La Paz this afternoon. I have a meeting there at 4.30 p.m.
- We \_\_\_\_\_ leave for La Paz yet. We've got lots of time.
- The developers \_\_\_\_\_ asked for a meeting with the citizens of La Paz first.
- We \_\_\_\_\_ speak to the reporters until we are absolutely clear what our message is.
- I can't meet you tomorrow. I \_\_\_\_\_ work on the environmental campaign.
- Sorry, but I \_\_\_\_\_ come to the residents' meeting. I'm too busy then.

SPEAKING AND WRITING

**11a** Work in groups. You are responsible for looking after a local beach. Talk about the rules that users of the beach will have to follow.

**11b** Write a notice with your list of rules to be placed at the entrance to the beach.



MEET THE EXPERT

Watch an interview with Noirin Hegarty from Lonely Planet, about the work of a travel publisher. Turn to page 150 for video activities.

## SITUATION

Granville Island is a fairly large island in the Caribbean with a population of 780,000. Its main sources of income are fruit, fish and tourism. Five years ago a hurricane devastated the capital city and nearby towns, as well as the fruit plantations. As a result, the unemployment rate on the island has risen to 20 percent. Now foreign property companies are coming to Granville Island to develop its economy and rebuild its tourist facilities. This has led local environmental groups to accuse the authorities of sacrificing Granville's natural habitats in order to develop a seaside resort.

## Ricardo Hernandez

Born in Cuba, Hernandez entered the United States as a political refugee. He made a fortune in real estate in New York refurbishing old apartment buildings, then moved to Florida, where he made another fortune constructing hotels. A billionaire, now of American nationality, he is thought to be in the top five of America's richest men.



**1** Read the situation and the information about Ricardo Hernandez above and answer the questions.

- How might the authorities be sacrificing Granville's natural habitats?
- What is special about Ricardo Hernandez?

**2a** **2.5** Listen to an excerpt from the local radio news and make notes under these headings.

- Reason for buying the Roberts Estate
- Planned facilities
- Possible problems

**2b** Work in groups and discuss the possible advantages and disadvantages of Hernandez's project.

## KEY LANGUAGE

STATING YOUR POSITION, CLARIFYING

**3a** **2.6** Listen to a conversation between Ricardo Hernandez and Louisa Bradshaw, the Mayor of the community where Hernandez would like to develop a golf course. Answer the questions.

- What is Hernandez's position concerning the length of the golf course?
- What supporting arguments does he use to persuade the Mayor to accept his point of view?
- What will Hernandez do if his project is not accepted?

**3b** Listen again and complete the sentences from the recording.

- I'd like to make \_\_\_\_\_ about this.
- The size of the course \_\_\_\_\_, I'm afraid.
- It \_\_\_\_\_ to shorten its length. It's my dream to build the \_\_\_\_\_ golf course in the world here on this island.
- But I \_\_\_\_\_ if I have to build a shorter course.
- You see, \_\_\_\_\_ a full-length, eighteen-hole course if you want to attract the top golfers in the world to play here.
- I hope you \_\_\_\_\_.
- Exactly. A full-length course \_\_\_\_\_.
- I couldn't go ahead \_\_\_\_\_ on that.

**3c** Work with a partner and practise saying the sentences in Exercise 3b.

**4** Look at Audio script 2.6 on page 167. Find examples of seeking and giving clarification.

*Scale down? What do you mean exactly?*

**5** Paraphrase each of the examples you found in Exercise 4.

*Could you clarify what you mean by 'scale down'?*



**TASK**

## PARTICIPATING IN A MEETING

The Mayor decides to hold an informal meeting to allow Ricardo Hernandez to talk about his project and for other group representatives to express their opinion and ask questions.

After the meeting, the Mayor will decide whether to recommend the project to the local council.

**6** Work in groups of five. You are going to attend the informal meeting. Read your role cards and prepare for the meeting. You can add your own ideas.

**Student A:** Mayor: look at page 155.

**Student B:** Ricardo Hernandez: look at page 156.

**Student C:** Head of the Wildlife Society: look at page 157.

**Student D:** Journalist: look at page 158.

**Student E:** Chamber of Commerce representative: look at page 158.

**7a** Hold the meeting. Ask your questions and give your opinions. Try to persuade the other people at the meeting to accept your ideas.

**7b** The Mayor announces whether he/she will recommend that the local council supports the project.

## USEFUL PHRASES

**Supporting the project**

There's no doubt it'll bring great benefits to our community.

The resort is clearly in everyone's interests.

The project will revitalise the area.

**Rejecting the project**

The project simply isn't feasible.

It's not the right thing for this area.

You haven't thought it through.

**Asking polite questions**

Could I (just) ask you, what else will you do for our community?

I'd like to ask you a question. How does this project help young people?

**Checking understanding**

So what you're saying is ...

Do you mean ... ?

If I understand you correctly, you're saying ...

**Showing you don't understand**

Sorry, I'm not (quite) sure what you mean.

Could you explain that point again, please?

**Expressing reservations**

I'm not sure this is the right project for this area.

I think this needs further thought.

Let's think about the implications.

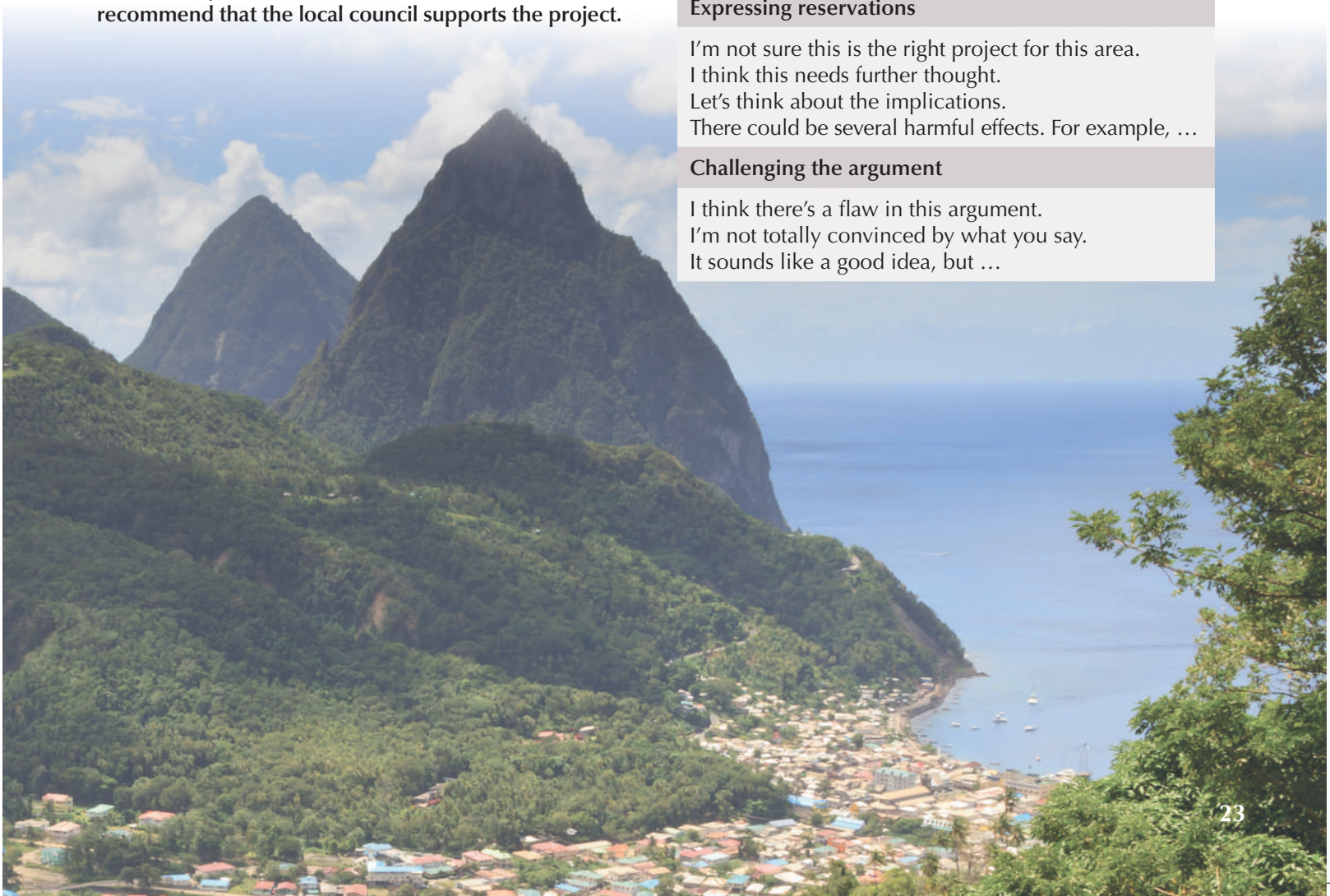
There could be several harmful effects. For example, ...

**Challenging the argument**

I think there's a flaw in this argument.

I'm not totally convinced by what you say.

It sounds like a good idea, but ...





## STUDY SKILLS

## PLANNING AND ORGANISING ESSAYS

**1a** There are some fundamental steps involved in writing essays. Put these steps in the correct order (1–10).

- Establish your argument or point of view.
- Analyse the question and define key terms.
- Brainstorm ideas.
- Complete and check your references and bibliography.
- Research and take notes on the topic, using books, journals, the internet and other credible academic sources.
- Write your plan and organise your ideas.
- Write a first draft to include your introduction, main body and conclusion.
- Prepare the final draft.
- Redraft and edit your essay.
- Have a friend or colleague read your final draft.

**1b** Work with a partner and compare your answers to Exercise 1a.

**2** **Analysing the question** To answer an essay question effectively, it is essential to understand the verb which gives the key instruction. Look at these essay questions. Work with a partner and discuss the meaning of the verbs in bold.

- Discuss** the advantages and disadvantages of ecotourism.  
*'Discuss' means you are being asked to write about the advantages and disadvantages of ecotourism in detail, considering different ideas and opinions.*
- Define** the term 'ecotourism', giving examples.
- Account for** the decrease in the whale population during the last twenty years.
- Critically **evaluate** the role of tourism in protecting the environment.
- Outline** the steps taken by your local community to recycle waste.
- Analyse** the threats to the world's coral reefs.
- Assess** the effects of illegal logging on wildlife in Mexico.
- Compare** the measures taken by Kenya and Uganda to protect wildlife.

**3a** **2.7** Brainstorming is an effective activity for generating new ideas about an essay topic. Listen to a university lecturer giving advice to a student, Erika, about three approaches to brainstorming. Make notes under these headings.

- Free association
- Visual thinking
- Question and answer

**3b** Work with a partner and compare your notes. Which approach do you prefer?

## WRITING SKILLS

## A PROBLEM–SOLUTION ESSAY

**4a** Study this pattern of organisation, which is often found in academic texts that present problems and explore what can be done about them.

- Situation
- Problem(s)
- Solution(s)
- Evaluation (assessing the solution and implications)

**4b** Read the problem–solution essay opposite. Match the paragraphs (A–F) with topics 1–4 in Exercise 4a. Some paragraphs may go with more than one topic.

**5** Underline linking words or phrases in the essay which:

- |                    |                           |
|--------------------|---------------------------|
| 1 add something.   | 4 show cause and effect.  |
| 2 give an example. | 5 indicate a good result. |
| 3 make a contrast. |                           |

**6** Work in groups. Read the essay question and brainstorm ideas for the topic.

The elephant is an endangered species. Discuss what action can be taken to protect elephants and save them from extinction.



**7a** In your groups, match the information from your brainstorming with topics 1–4 in Exercise 4a.

**7b** What is the best way to deal with the problem in the essay question? What are the implications of the solutions you propose?

**8** **2.8** Listen to a wildlife expert describing the situation of the elephant population of Africa and make notes on the main points.

**9a** Write the first paragraph of the essay. Use a maximum of 70 words.

**9b** Work with a partner. Read each other's paragraph and comment on its content and language.

**10** Write a problem–solution essay on one of these topics. Use the structure in Exercise 4a.

- an animal which is under threat of extinction, e.g. the elephant, rhinoceros, cheetah, gorilla, tiger or whale
- an environmental problem, e.g. the harmful effects of tourism

Discuss the reasons why the Antarctic is under threat and suggest how its environment can be protected.

- A** The natural wilderness of the Antarctic is under threat because of the increasing number of tourists who are visiting the area. As many as 30,000 are expected to come to Antarctica this year to observe penguins, seals and seabirds.
- B** Scientists worry that this curiosity to see the Antarctic area before the ice melts away will only hasten its deterioration. They believe that the growth in tourism could increase the risk to the marine environment and land ecosystems.
- C** A major concern is that cruise ships are increasingly visiting the area and if there was an accident, they could cause major pollution. For instance, a Norwegian cruise ship recently ran aground on Antarctica's Deception Island, spilling diesel fuel.
- D** Fortunately, the Norwegian ship was ice-strengthened and it only spilled a small amount of fuel, which quickly dispersed in water. On the other hand, some bigger cruise ships do not have super-strengthened hulls and use heavy fuel oil. This would be very difficult to clean up in the event of a serious accident and thousands of penguins and other marine life could become coated in oil.
- E** As a result of the Norwegian accident, there have been several proposals for dealing with the problem. One idea is that there should be a ban on ships which have not been specially strengthened to deal with sea ice. Another suggestion is that there should be a buddy system for large ships so that if one gets into trouble, there would always be another vessel nearby, which it could call for help. A more radical suggestion is that only small research vessels should be allowed into the Antarctic area.
- F** Whatever the solutions, any action would be difficult to implement because, unlike in the Arctic region, there are no state or international laws governing tourism practices in the Antarctic. Moreover, the owners of the cruise ships do not seem to be able to agree on what sort of checks and controls are needed in the region.

