



**ACTIVITY WORKSHEETS
AND HANDOUTS**

UNIT 3
DESTINATIONS

Topic: Destination Attractions

Title: Guide to Attractions

Time Needed: Varies depending on attractions chosen, whether a field trip is needed, and whether students do work outside the classroom

Materials: Brochures, local and regional maps

Steps in the Activity:

1. Review tourist attractions in your region and select at least TWO attractions to research. Obtain detailed information on their products and services using a variety of sources:

- Visit a local Tourist Information Centre
- Undertake a guided tour
- Use leaflets and information from the Internet

2. Produce a simple guide to these Travel & Tourism attractions:

Name of Attraction	Brief description of its products & services

Steps in the Activity:

3. Produce a questionnaire that can be used at one or more of your selected attractions. Design the questionnaire so that you can find out why customers visit/use the attraction/facility. Make sure your questionnaire includes questions that let you see how different users think about the attraction.
4. Locate your attractions/facilities on a map of the area, and indicate the transport links to each of the attractions using a variety of sources:
 - Rail/bus timetables
 - Public transport map
 - Road access
 - Pathways and trails
5. On a map of your town or region, locate examples of facilities that provide for home-based leisure activities, such as:
 - Libraries
 - Video rental shops
 - Take-away restaurants
 - Bookshops
 - Computer game shops

Topic: Travel Planning

Title: Use of Timetables

Time Needed: 6 hours

Materials: Train, bus, ferry, airline schedules; internet access
(note one hour per student group is advisable)

- Steps in the Activity:**
1. Review with students the elements in a standard timetable:
 - Departure codes
 - Destination codes (primarily airport codes)
 2. Select cities shown in the timetables you have in class, group the class in small groups and ask them to practice using timetable to plan trips, from simple to multi-destination journeys
 3. Using the Internet, visit travel sites and plan trips from your home town to foreign destinations using Internet timetables. Ask students to print copies of the trips they have planned, including ticket prices.
 4. Ask a spokesman for each group to present their most interesting trip.
 5. Review how to find the best deals using sites found through search engines like Google.

Topic: Types of destinations and reasons for travel

Title: Travel Destinations

Time Needed: Two 45 minute class

Materials: Questionnaire for each student to fill in

- Activity Steps:**
1. Ask students to study the following questionnaire and complete the sections as it applies to them:
 2. Group the students into two groups to compile their answers, then using the blackboard or white paper, construct bar charts to show:
 - a. the variety of destinations visited by your class over the last twelve months
 - b. the purposes of the visits
 - c. most popular attractions
 - d. most unpopular attractions
 3. Add the information about attractions to the travel process charts or your inventory of travel destination information.



HANDOUT

Trips I have been on in the last year

1. With my school class to _____
for how long _____
purpose _____

2. With family to _____ in my country
for how long _____
purpose _____

3. With family to _____
abroad for how long _____
purpose _____

4. Day trips to _____
purpose _____

5. None _____

6. What did you enjoy most about the destinations?

(Select three reasons, numbering them in order of preference)

Weather _____, *Activities* _____, *Food* _____, *Accommodation* _____,
Cost _____, *Scenery* _____, *Age of Clientele* _____, *Sun bathing* _____,
Quality of transport _____, *People met* _____, *Entertainment* _____,
Historical/Cultural Interest _____, *Other* _____.

7. What did you dislike most about the trips?

(Select three reasons, numbering them in order of preference).



Topic: Marketing

Title: Image design - project

Time Needed: 2 x 45 minutes classwork, 4 hours homework

Materials: computer + printer

Preparation: Students must have preliminary knowledge and understanding of marketing and design.

- Steps in the Activity:**
1. **Classwork:** Analysis of known restaurants. During the analysis the following should be evaluated:
 - Harmony between the name, design and the services.
 - Harmony between the furniture and the services offered.
 - Is this harmony necessary?
 - Where would you like to go in? (Appearance outside and inside, furniture, services, design of the menu and the wine list, colors.)
 2. **Classwork:** Designing a restaurant: if you were to open a restaurant who would be the target audience, what services would you offer, what name would you give, what furniture and colors would you use?
 3. **Homework:** Design a logo for this restaurant. It should express the services offered, should be easily reproduced, should call for attention
 4. **Classwork:** Presentation of student materials. Evaluation – how well the logos meet the above expectations.
 5. **Homework:** Design a menu or a wine list. (We allow 2 weeks.)
 6. **Classwork:** Presentation of student materials. Evaluation – how well the prepared materials meet the expectations.
 7. **Classwork:** Summary of design elements: name, logo, menu, furniture. Evaluation criteria: how well do they fit together.

Topic: Marketing Attractions

Title: Information leaflet on our village/city

Time Needed: 2 x 45 minutes classwork, 4 hours homework

Materials: Information materials on the selected village or city, camera

Preparation: Students should collect printed materials intended to introduce the town or city to tourists.

- Steps in the Activity:**
1. **Classwork:** Analyze the existing materials on the settlement - if there are any.
During the analysis the following should be evaluated:
 - Design, outlook
 - Information content
 - Intent and realization
 If nothing is available, then the project will focus on preparing introductory material. The students should discuss:
 - What should be the focus of the brochure?
What should be the content?
 - Where can we get the necessary information?
 - How can we get photos and images?
 2. **Homework:** Collect information materials on other cities, villages and make groups of them: what did you like and why?
 3. **Classwork:** Discuss the collected materials and identify reasons why students like or dislike particular materials. Brainstorm a list of characteristics: What makes a good leaflet of this kind? Why is it convincing?
 4. **Homework:** Design a leaflet on your own city.
(Note: In Hungary, teachers allow a month for this.)
 5. **Classwork:** Presentation of student materials. Evaluation (design, information content, novelty).

Topic: Country image

Title: Country image

Time Needed: 60-90 minutes

Materials: Cardboard, travel magazines, travel advertisements, glue, scissors, felt pens

Preparation: Before asking students to depict their country's image on a poster, discuss the concept of "image" –the way the country is perceived internally or externally. Include a consideration of stereotypes that exist about selected social groups, nations, countries.

- Steps in the Activity:**
1. Split the class into groups of 4-5 students. The task is to design a poster that well represents your own country and reflects its attractions.
 2. Ask each group to consider how they would like to show their country and then select and cut photos, images, texts from the materials provided.
 3. Arrange the images and design the poster
 4. Add text, or images using felt pens
 5. Post the result on the wall!

Follow up: The students evaluate their own work. Make comments on other posters, and see what idea they would use in their own work next time.

Comments: The students may choose different countries if they wish to.



Topic: Destination types

Title: Planning an International Trip

Time Needed: 5 periods of 45 to 60 minutes plus homework

Materials: Travel magazines, brochures, newspaper articles, world atlas, travel guides, Internet access

Preparation: Contact government tourism offices and travel agents far enough in advance that you can obtain printed materials students can use in their research. Copy the handout for students, including other web addresses you want to add to those in the handout.

Activity Steps:

1. Review the handout with the students and be sure they understand the three main steps they have to follow:
 - Select the destination(s) they want to research and select the client(s) they want to plan a trip for
 - Research the destination and the options available to their chosen client
 - Develop and write a detailed trip plan



HANDOUT

1. You will be acting as a travel agent and planning a trip to an international destination(s) for one of the following clientele. Choose a geographic international tourism destination that interests you, NOT of your culture/country of origin.

Choose ONE group of clients or one client:

- A family with three young children, aged under 7
- A family with two teenagers
- A retired couple in their late 60s.
- Two university students on a limited budget
- A young married couple with no children
- A single woman or a single man traveling alone
- A divorced father with his 10 year old daughter

In order to plan a trip for your chosen group, you will need to decide on the month(s) they will travel. Assume that the trip will be at least 14 days.

Your plan needs to take into account the following kinds of information about your clients and needs to address the following kinds of questions.

Explain the characteristics of your tourists: their financial position, energy level, personal interests, special considerations (children, elderly).

Why are they taking this holiday? Reasons for traveling, and a list of the activities or attractions that would interest them.

At least three (3) potential accommodation sites, addresses, and costs per night.

Means of transportation on arrival and while in the area.

What do they expect to do on this holiday? i.e., activities.

What is their travel budget—and be realistic!



2. Prepare a written plan for your clients and include the following information:

The destination: Prepare a summary paragraph and then include information about the
 Geography
 Climate
 Government
 Crime
 Currency
 Religion
 Travel
 What to do there
 When to go there
 Transportation at destination
 Accommodation types available
 Health advisories there
 What to buy
 What to eat
 Do's and Don'ts of the destination's culture and customs

Your clients: Write a detailed description of your clients and the information you have gathered to answer the questions of WHEN, WHAT, WHY, AND HOW, etc., of this holiday. Also tell why you think this destination suits your clients.

Travel Requirements: Include information about the following:
 Passports, Visas: where do you get them, cost
 Any customs restrictions;
 Medical Requirements: Prior shots and precautions;
 Transportation: type of transportation required to get there and cost.

Itinerary: Prepare a detailed day-by-day itinerary showing arrival and departure times, hotel names, restaurants and activities.

INCLUDE DAILY:

Starting times, and estimated time of arrival (ETA's)
 Places of interest that you may stop on route or at your destination(s)
 Activities; and why they are appropriate for your clients
 Accommodation: indicate type of lodging and why it was chosen; choose and name an existing property
 Meals: where they will get them and types of eateries



Costs:

- meals (approximate only) and indicate type of restaurant
- accommodation
- transportation
- activities (estimate if unknown)

Show the total costs for transportation, accommodations, meals and activities and the total cost of the trip.

What to pack:

What kind of clothing and equipment (if any) to pack.

Other information:

Conclude your report with a short statement on how this holiday meets your client's budget and expectations.

List your sources of information in an appendix.

You can make your report more interesting if you consider the following questions and try to answer them:

How does culture affect tourism-related developments in the destination chosen?

How does tourism-related development in this country affect the way people in the destination think and behave?

How do lifestyle changes in travelers affect travel and tourism?

How does traveling alter people's lives? How could it cause conflict between people?

How can visiting international destinations benefit all groups and minimize cultural conflict that could result from travel and tourism?



Websites on International Travel to Use in Your Research:

Destination guide: www.kasbah.com

Dangerous Goods Awareness for Air Travellers:

www.tc.ca/CivilAviation/commerce/DangerousGoods/regoverview/passlugg/menu

Fodors travel guide: www.Fodors.com

Hospitality Net Information Source for the hospitality industry:

www.hospitalitynet.org

International Association of Amusement Parks and Attractions: www.iaapa.org

International travel and health: www.who.int/ith

International travel news: www.intltravelnews.com

National Parks Worldwide: nationalparks.mypage.org

Pacific Asia Travel Association: www.pata.org

Student travel experts: www.counciltravel.com

The Travel and Tourism Research Association: www.ttra.com

Tourism Offices Worldwide Directory: www.towd.com

Travel photography: www.travelphoto.net

Travel Tips: www.tips4trips.com

US State Tourism Offices: www.tia.org/discover/getallstos.asp

US Travel: www.tourstates.com

World Commission on Protected Areas: wcpa.iucn.org/themes/wcpa/

World Government sites: www.towd.com

World Travel and Tourism Council: www.wttc.org

World Tourism Organization: www.world-tourism.org

World Web.com: www.worldweb.com



Topic: Destination Types

Title: Design Brochures

Time Needed: 1 45-minute class to organize the activity; depending on sites selected, student visit and subsequent design work can take 4-6 hours

Materials: Paper, glue, drawing pens or paints, or access to a computer for desktop publishing

Preparation: Evaluate several sites, future activities such as art fairs, seasonal festivals, art exhibits, or permanent attractions that students could choose to publicize in a brochure

Steps in the Activity:

1. Divide the class into small groups and ask them to choose a site or an event to advertise.
2. Visit the site(s) so students can collect data, take photos, make sketches. Gather information about costs, available amenities (food, souvenirs, transportation access), special features.
3. Each group should then develop a brochure that will advertise the selected site or event.
4. Ask the groups to critique each other's brochures and offer constructive comments.
5. Finalize the brochures and provide a copy to the site manager or event manager.



Topic: Marketing and advertising destinations

Title: Advertisements

Time Needed: This assignment can be conducted in class or as homework.

Preparation: Duplicate the ads shown below, or if you do not want to use them, replace them with others and adjust the student questions to match the ads you have selected.

Activity Steps:

1. Copy the handout for the students or write the questions on the board.
2. Review terms to ensure students understand the assignment. "Slogans", "target market" and "advertising campaign" are included in the "Glossary of Terms" in the Student Resources Guide.



HANDOUT

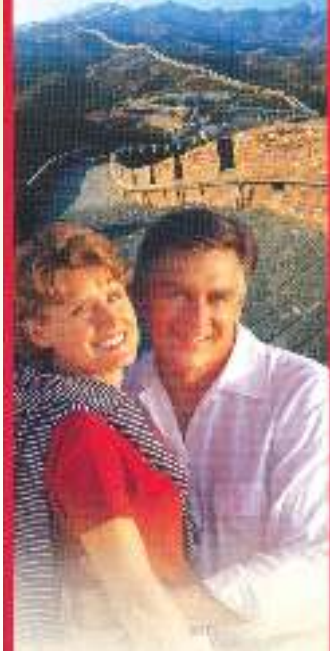
1. List destinations advertised in these advertisements.
2. Indicate their locations on a world map.
3. List the activities mentioned.
4. Draw a chart or diagram showing how you would divide up the various holidays listed in the advertisements into categories, for example, activity holidays, short breaks, special interest, family, cultural/historical etc.
5. Identify the main message in each advertisement. Suggest the target market. Evaluate the effectiveness of each.
6. Which holiday do you think would suit the following:
 - a sun worshipper whose only holidays are in the winter;
 - someone fond of all the comforts and of good food;
 - someone fond of walking who is looking for an unusual holiday;
 - a family of five, with children aged between seven and sixteen;
 - someone looking for a flight only.

Draft letters of inquiry to each of the companies or places you selected in question 6, and state your particular requirements.

7. What promises are suggested in each of the advertisements? What images are presented? What aspects of life are never depicted in these advertisements and in holiday brochures?
8. Slogans can be a very effective form of advertising. Find a selection of other tourism-related slogans that appeal to you. Think up a slogan for your local area which is catchy or memorable, and reflects the character of your area.
9. Suggest ideas for an advertising campaign (print & other media) which could be used to market your locality as a tourism destination.
10. Design a brochure cover for a new tourism attraction offering unusual sporting holidays for the young. Remember that most brochures are the size of letter paper (because of printing and paper costs) and that their design should be both eye-catching and distinctive.



SPAIN
USA
MEXICO
CHINA
INDIA
ITALY
PERU
AFRICA



"With all the choices, we found our dream vacation."

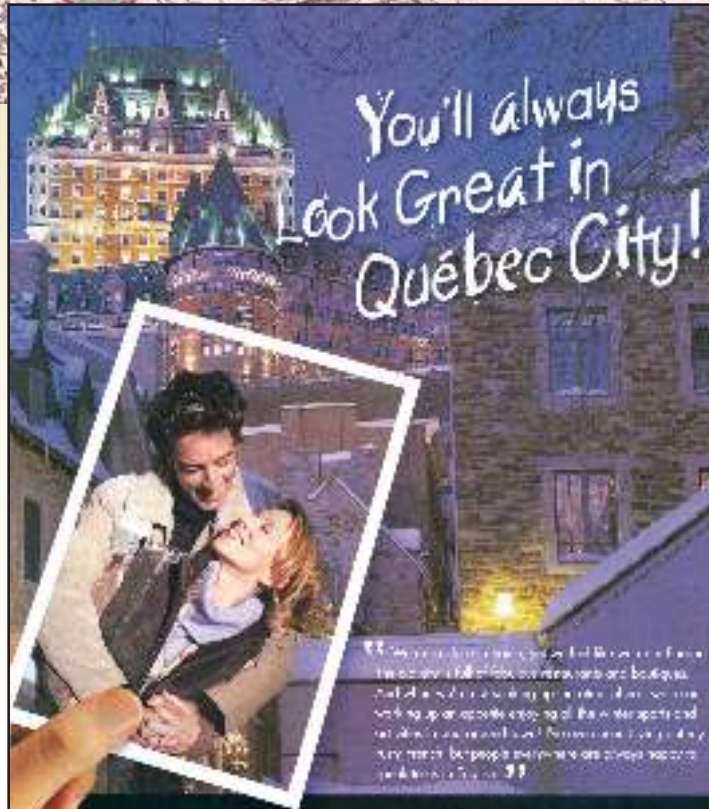
With Trafalgar you get the vacation you really want.

- Hundreds of trips and destinations
- Fine food, luxury, and regional specialties and adventures
- Perfect balance of individual sightseeing and independent free time

And when you're on our tour, you'll want to call for your free brochure.

TRAFALGAR
The Company of Choice

1-800-638-1638
www.Trafalgar.com



You'll always Look Great in Québec City!

At night, Québec City is a magical place. The city is a full of historic buildings and boutiques that are lit up at night, creating a warm and cozy atmosphere. You'll always look great in Québec City!

1-877-BONJOUR, ext. 721

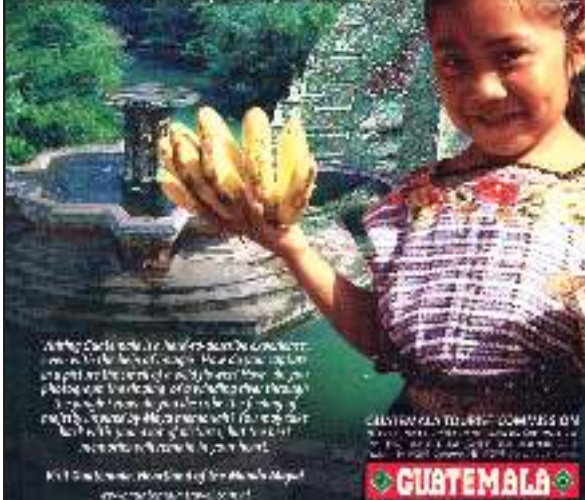
quebecvign.com



QUEBEC
The real life

Come to Guatemala

The best memories will be captured in your heart.



At the end of the day, you'll want to capture the best memories of your trip. You'll want to capture the best memories of your trip. You'll want to capture the best memories of your trip.

GUATEMALA TOURS COMES BY

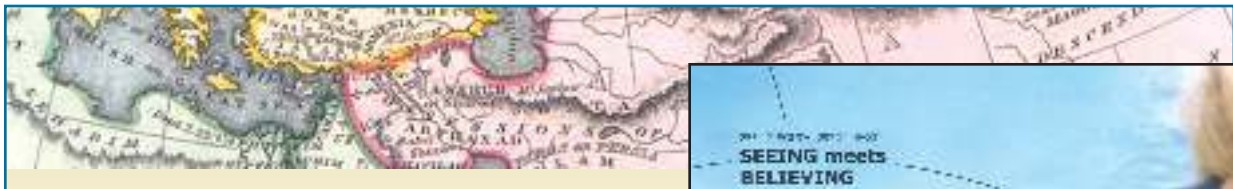
GUATEMALA



PASSPORT TO THE WORLD

ADVERTISEMENTS

Continued on next page



SEEING meets BELIEVING

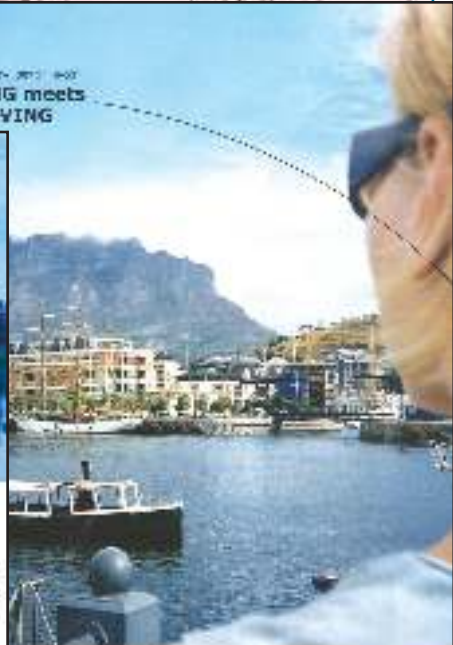
highway
to Paradise

It's the only of its kind in the world. A world of wonder.
At night, it's a sight to behold. A sight of a whale of a whale.
A whale of a whale. A whale of a whale. A whale of a whale.
A whale of a whale. A whale of a whale. A whale of a whale.
A whale of a whale. A whale of a whale. A whale of a whale.
A whale of a whale. A whale of a whale. A whale of a whale.

QATAR
The Official Sponsor of the World's Most Luxurious Airline

Qatar Airways

Qatar Airways is the only airline in the world to offer a first-class cabin on all its long-haul flights. It's a world of luxury and comfort. A world of wonder.



Different language, different people...
How come you feel so at home?

Bravo

Bravo is the only airline in the world to offer a first-class cabin on all its long-haul flights. It's a world of luxury and comfort. A world of wonder.

Bravo is the only airline in the world to offer a first-class cabin on all its long-haul flights. It's a world of luxury and comfort. A world of wonder.

SOUTH AFRICA
The Official Sponsor of the World's Most Luxurious Airline

South Africa is the only country in the world to offer a first-class cabin on all its long-haul flights. It's a world of luxury and comfort. A world of wonder.

From **NORTHERN EUROPE**
with the **SOUTHERN CARIBBEAN.**

What is it about the Caribbean that makes you feel so at home?
It's the only place in the world where you can enjoy a first-class cabin on all its long-haul flights. It's a world of luxury and comfort. A world of wonder.

CURACAO
The Official Sponsor of the World's Most Luxurious Airline





*To understand our past, walk in their footsteps
In the case of
Alexander the Great,
follow this path*

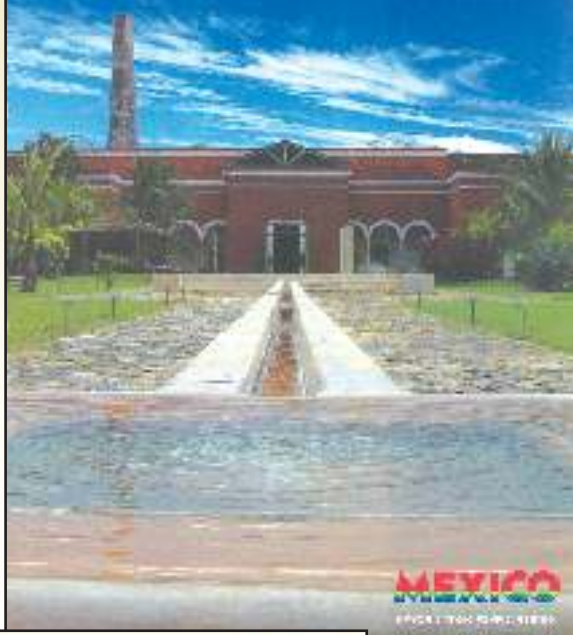



Experience the grandeur of the ancient Maya and Aztec civilizations in the heart of the Yucatan Peninsula. Discover the secrets of their advanced society and their remarkable achievements in architecture, art, and science. Immerse yourself in the rich history and culture of the region, and witness the awe-inspiring power of the natural world.

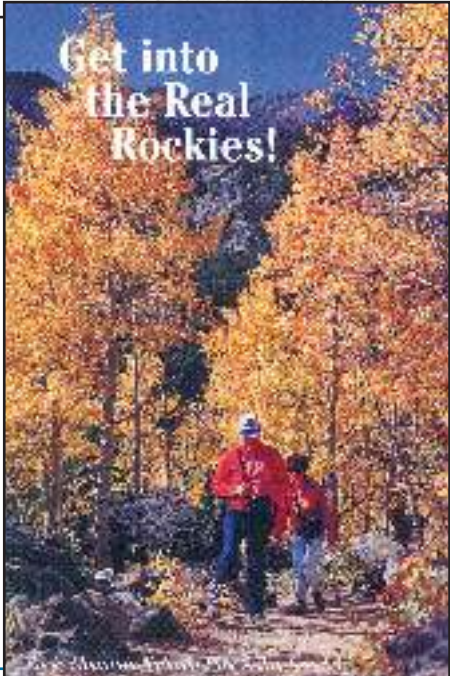


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**STAY IN A PLACE
THAT BLENDS BOTH HISTORY AND ELEGANCE.
YUCATAN, ONLY IN MEXICO.**

**Get into
the Real
Rockies!**



**The Cayman Islands is the
best summer deal
in the Caribbean.**

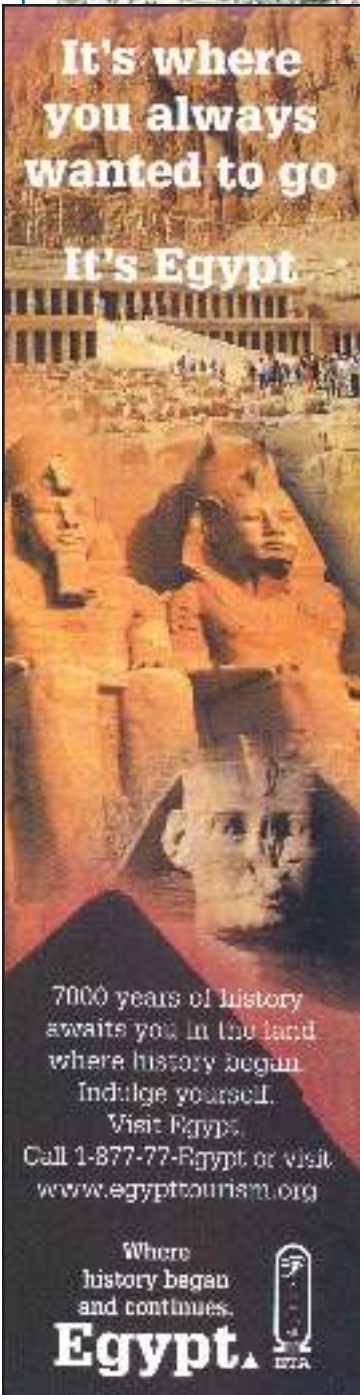



**GET
RE-ENERGIZED
IN THE CAYMAN ISLANDS**



It's where you always wanted to go


It's Egypt




7000 years of history awaits you in the land where history began. Indulge yourself. Visit Egypt. Call 1-877-77-Egypt or visit www.egypttourism.org

Where history began and continues.

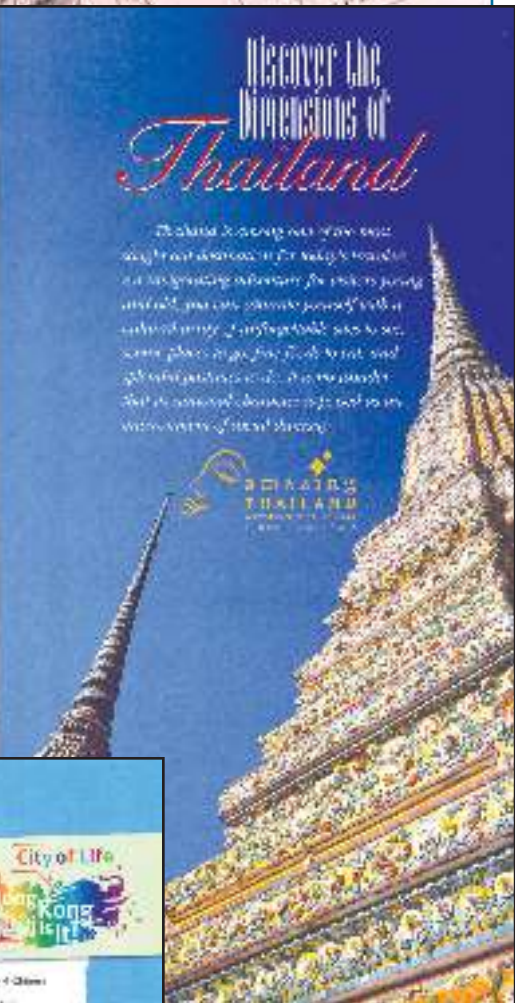
Egypt.





Discover the Dimensions of Thailand


Thailand is a country that has been called the land of smiles for a reason. It is a land of endless wonders, from its rich history and culture to its stunning natural beauty. Discover the beauty of Thailand, from its ancient temples and ruins to its vibrant cities and bustling markets. Thailand is a land of endless possibilities, and it's waiting for you to discover it all.



THAI AIRWAYS THAILAND

Generations old and new.

Discover Hong Kong's rich history and vibrant culture. From its ancient temples and ruins to its modern skyline and bustling markets, Hong Kong is a land of endless possibilities. Discover the beauty of Hong Kong, from its stunning natural beauty to its vibrant cities and bustling markets. Hong Kong is a land of endless possibilities, and it's waiting for you to discover it all.



City of Life

Hong Kong

Discover Hong Kong's rich history and vibrant culture. From its ancient temples and ruins to its modern skyline and bustling markets, Hong Kong is a land of endless possibilities. Discover the beauty of Hong Kong, from its stunning natural beauty to its vibrant cities and bustling markets. Hong Kong is a land of endless possibilities, and it's waiting for you to discover it all.

Discover Hong Kong online



HANDOUT

DESTINATION SCORECARD

The *National Geographic Traveler* magazine conducts a survey using experts in the field of travel and culture, and asks them to rate destinations. This is what the magazine said about its most recent survey, conducted in 2009:

*This survey—our sixth "places rated" list—isn't a popularity contest. It is an assessment of **authenticity and stewardship**, evaluating the qualities that make a destination unique and measuring its "integrity of place." Thus the remote islands of the Grenadines can rate notably higher than popular St. Maarten. Because evaluating an entire destination involves such unquantifiables as aesthetics and cultural integrity, we decided the best measure would be informed human judgment. We therefore assembled a panel of 437 well-traveled **experts in a variety of fields**—historic preservation, site management, geography, sustainable tourism, ecology, indigenous cultures, travel writing and photography, and archaeology.*

*We asked the panelists to evaluate only the places with which they were familiar, using our customary **six criteria**, weighted according to importance: environmental and ecological quality; social and cultural integrity; condition of historic buildings and archaeological sites; aesthetic appeal; quality of tourism management; and outlook for the future.*

133 Places Rated: The List, by Score

Best-Rated Places

85 Fjords Region, Norway

81 Kootenay/Yoho National Parks, British Columbia

80 Gaspé Peninsula, Quebec

80 South Island, New Zealand

79 Ancient Kyoto, Japan

78 Vermont, U.S.

78 Slovenia

78 Kakadu National Park, Australia

78 Medieval Granada and the Alhambra, Spain 77 Bavarian Alps, Germany

77 Columbia Gorge Region, Oregon-Washington, U.S.

77 Yorkshire Dales, England, United Kingdom

77 Scottish Highlands, United Kingdom

77 Torres del Paine, Chile

76 Berkshires, Massachusetts, U.S.

76 Douro Valley, Portugal

76 Engadine Region, Switzerland

76 Wales, United Kingdom



75 Bruges Historic Center, Belgium
 75 Corsica, France
 75 Brittany, France
 74 Fujisan (Mount Fuji), Japan

Places Doing Well

73 Cappadocia, Turkey
 73 Pantanal, Brazil
 72 Central Copenhagen, Denmark
 72 Northern Coast, California
 72 Coastal Area, Maine, U.S.
 72 Tuscany, Italy
 72 Salzburg Historic Center, Austria
 71 Ring of Kerry, Ireland
 71 Eleuthera, Bahamas
 71 Uluru (Ayers Rock), Australia
 71 Rapa Nui (Easter Island), Chile
 71 Yellowstone/Grand Teton Region, Wyoming-Montana-Idaho, U.S.
 71 Amsterdam Historic Center, Netherlands
 71 Laurentian Highlands, Quebec, Canada
 71 Upolu, Samoa
 71 Serengeti Plain, Tanzania
 71 Delphi, Greece
 71 Santa Barbara to Monterey, California, U.S.
 70 Taos and the Enchanted Circle Tour, New Mexico, U.S.
 70 Kruger National Park, South Africa
 69 Seychelles
 69 Lake District, Italy
 68 Williamsburg/Yorktown/Jamestown, Virginia, U.S.
 68 Cornwall, England, United Kingdom
 68 Copán, Honduras
 67 Waterton-Glacier "Crown of the Continent" Region, Alberta-Montana-British Columbia
 67 New Caledonia
 66 Colorado Rockies, Colorado, U.S.
 66 Bluegrass Country, Kentucky, U.S.
 66 Grand Canyon/Tusayan, Arizona, U.S. 66 Qin Emperor Mausoleum, Xi'an, China
 66 Dalmatia's Coastal Isles, Croatia
 66 Patagonian Andes Region, Argentina
 66 British Virgin Islands
 65 Arches/Canyonlands/Moab, Utah, U.S. 65 Yosemite Area, California, U.S.

64 Inside Passage, Alaska-British Columbia

64 Rajasthan, India
 64 Hue, Vietnam
 64 Vanuatu



Places in the Balance

- 63 Traverse City and Lakeshore, Michigan, U.S.
- 63 Sonora Desert Region, Arizona, U.S.
- 62 The Grenadines, Caribbean
- 62 Costa Rica
- 62 Shenandoah Valley, Virginia, U.S.
- 62 Maui, Hawaii, U.S.
- 62 Great Barrier Reef, Australia
- 62 Prague Old Town, Czech Republic
- 62 Annapurna Circuit, Nepal
- 61 Grenada
- 61 Island of Hawaii, U.S.
- 61 Hill Country, Texas, U.S.
- 61 Mount Rushmore/Badlands, South Dakota
- 60 Petra, Jordan
- 60 Stonehenge, England, United Kingdom
- 60 Kerala Backwaters, India
- 59 Bali, Indonesia
- 59 Port Antonio Area, Jamaica
- 59 Reef and Islands, Belize
- 59 Valparaíso, Chile
- 58 Borobudur, Indonesia
- 58 Cape Cod, Massachusetts, U.S.
- 58 Kilimanjaro, Tanzania
- 58 Lake Titicaca, Bolivia-Peru
- 57 Azure Coast, Turkey
- 57 Victoria Falls, Zimbabwe/Zambia
- 57 Athens Acropolis, Greece
- 57 Santorini, Greece
- 57 St. Lucia
- 55 Cuzco, Machu Picchu, Sacred Valley, Peru
- 55 Tikal/Flores, Guatemala
- 55 French Riviera (Côte d'Azur), France
- 54 Niagara Falls Area, Ontario-New York
- 54 Rio de Janeiro Beach Districts, Brazil
- 54 Chiang Mai, Thailand
- 53 Masai Mara, Kenya
- 53 Byron Bay, New South Wales, Australia
- 53 Sanibel/Captiva, Florida



Places with Troubles

- 52 Lalibela and Rock-Hewn Churches, Ethiopia
- 52 Northern Coast, Honduras
- 52 Agra Area (Taj Mahal, Agra Fort, Fatehpur Sikri), India
- 51 Long Island Shore (Hamptons to Montauk), New York, U.S.
- 51 North Coast, Crete, Greece
- 51 Venice and Lagoon, Italy
- 50 Tahiti, French Polynesia
- 50 Galápagos Islands, Ecuador
- 49 Great Smoky Mountains, North Carolina-Tennessee, U.S.
- 49 Lijiang and Three Parallel Rivers, Yunnan, China
- 48 Everglades and Big Cypress, Florida, U.S.
- 48 Lake Atitlán, Guatemala
- 48 Luxor (Thebes, Valley of the Kings), Egypt
- 48 Beijing Historic Districts, China
- 47 Andorra
- 47 Sinhalese Coastal Regions, Sri Lanka
- 46 Angkor/Siem Reap, Cambodia
- 45 Pyramids, Giza, Egypt
- 45 South Beach, Florida, U.S.
- 45 Potala Palace, Lhasa, Tibet, China
- 44 Ha Long Bay, Vietnam
- 44 Dead Sea, Israel-Jordan
- 44 "Riviera Maya," Caribbean Coast, Quintana Roo, Mexico
- 43 Algarve, Portugal
- 42 Costa Brava, Spain
- 42 Chesapeake Bay, Maryland-Virginia, U.S.

Worst-Rated Places

- 41 Northern Red Sea Coast, Egypt
- 41 North Coast, Dominican Republic
- 38 St. Maarten/St. Martin
- 37 Cabo San Lucas Region, Mexico
- 35 Grand Bahama, Bahamas
- 34 West Bank, Bethlehem, Israel/Palestine
- 31 Costa del Sol, Spain

