

# 7 CULTURAL TOURISM

## UNIT MENU

**Grammar:** the passive

**Vocabulary:** culture, linking words

**Professional skills:** taking part in meetings

**Case study:** present a proposal

## Aims and objectives

**In this lesson students will:**

- discuss what 'culture' means to them
- read about cultural tourism
- study the use of linking words

## Speaking

WHAT IS CULTURAL TOURISM?

### FACT FILE

*heritage*: the traditional beliefs, values, customs, etc. of a family, country, or society.

### Exercise 1, page 60

Explain that this lesson focuses on cultural tourism. Ask students to work in pairs, discussing the definitions. Feedback by opening the discussion to the class and reaching a consensus over which definition fits best and why.

Students' own answers.

## Reading

CULTURAL TOURISTS

### Exercise 2, page 60

Students complete the extract, then compare answers with a partner. During feedback, check vocabulary, e.g. *motive*, *prestigious*, *authenticity*, *uniformity*.

1 E 2 B 3 A 4 F 5 C

### Exercise 3, page 61

Students reread the extract, listing the five types of cultural tourist. Discuss answers and check they understand the meaning of *purposeful*, *chance discovery*, *casual* and *incidental*.

- the purposeful tourist
- the sightseeing cultural tourist
- the chance discovery cultural tourist
- the casual cultural tourist
- the incidental cultural tourist

## EXTRA ACTIVITY

Students discuss in pairs or in groups of three which kind of cultural tourist they think they are and why.

## Vocabulary

LINKING WORDS

### Exercise 4, page 61

Give students an example of a linking word or phrase before eliciting other examples and asking when they are used. Students then match those given with their functions, comparing answers in pairs before checking them as a class.

1 c 2 b 3 d 4 a 5 c 6 b

### Exercise 5, page 61

Students complete the sentences using linking words from Exercise 4. Allow time for them to check answers with a partner before going through them as a class. Draw students' attention to the use of commas after all linkers apart from 'although' and point out word combinations, e.g. *be attracted by*, *be on strike* and *caused by*.

- 1 Although
- 2 On the whole
- 3 As a result, Consequently
- 4 However
- 5 Furthermore
- 6 Although

## EXTRA ACTIVITY

Students work in pairs or in small groups and discuss the statements in Exercise 5. They should tell each other which ones they agree with and which they disagree with, and give reasons for their opinions. When they have finished, you could open this up into a whole class discussion.

## RESEARCH

### CULTURAL TOURISM OPPORTUNITIES

Students look into possible opportunities for cultural tourism in their own city/region and prepare a short presentation (four to five minutes) for the class.

- Students write a short report describing some of the opportunities for developing cultural tourism in their own country. Refer them to the model given on page 101 and ask them to use information gained from their research task. (200–250 words)

Photocopiable notes 7.1 (page 122)

Cultural tourism vocabulary (Crossword page 123)

## EXTRA ACTIVITY

Refer students to Part 5 of the EFIT Intermediate level DVD material for extra listening and vocabulary activities relating to Petra.

Although students are encouraged to view the complete programme on the DVD there is also an option so that they can watch in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.

### Model answer for DVD worksheet optional writing task

Visitor recommendations for Petra

Petra is a UNESCO world heritage site. In order for you to enjoy this ancient wonder, we recommend the following guidelines:

- It is best to walk through the gorge, 'Al Siq'. It is 1 km long and the weather is hot during the day, but cool in the evenings in the summer. For visitors with mobility problems, you can take a horse-drawn carriage through Al Siq.
- Wear comfortable clothes and walking shoes. Take some water and light snacks.
- There are horses, donkeys or camels for hire at the site, but avoid these if possible. The animals' hooves damage the paths.
- The red sandstone at Petra is soft and crumbling. Please do not touch the walls, or any artefacts, such as pottery.
- Do not remove any artefacts or stones from the site.
- Please take your litter, e.g. paper and plastic bottles, home with you.

Thank you for your co-operation and understanding.

### Homework suggestions

- Students write two sentences of their own (12 sentences in total) using each of the linking words or phrases from Exercise 4, as well as new vocabulary from the lesson where possible.

# EXHIBITIONS

## Aims and objectives

### In this lesson students will:

- listen to a museum exhibitions manager talking about his work
- study when to use the passive form
- describe artefacts

## Listening

### PLANNING AN EXHIBITION

#### Exercise 1, page 62

Find out if students have any experience of organizing exhibitions before putting them into pairs to discuss what an exhibitions manager's role might involve. Elicit ideas, writing them on the board.

#### Exercise 2, page 62

Students listen to a museum exhibitions manager talking about his job. After listening, allow time for students compare answers with a partner before going through them with the class. Check vocabulary, e.g. *interactive*, *ongoing*, etc.

The exhibition is about Ancient Egypt and it's designed for children. He mentions: action plan, audio guide, budget, exhibits, interactive display, labels, resource pack, packaging, website

#### Exercise 3, page 62

Give students time to look at the diagram and the information below that they will need to complete it before they listen a second time. Encourage students to discuss their answers in pairs before class feedback.

If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that in the exam they will be expected to discuss different job titles and the responsibilities of people working in the hospitality, travel and tourism industries, for example, an exhibitions manager.

- 1 a) requirements and budget discussed
- 2 h) action plan drawn up
- 3 d) exhibits ordered and delivered
- 4 f) website designed
- 5 i) interactive software produced
- 6 e) exhibit labels printed
- 7 g) audio guide recorded
- 8 c) resource pack printed
- 9 b) publicity material sent out
- 10 j) exhibition opened

### Audio script Track 7.1, Exercises 2 and 3, Page 62

**I = Interviewer, SL = Simon Lau**

**I** So what are you working on at the moment, Simon?

**SL** I'm organizing an exhibition for schoolchildren about ancient Egypt. It's especially designed for kids, so it has to be interactive and fun. But it also has to be educational, so we must make sure there's enough information for teachers who come with groups of school children to do project work with them.

**I** So, what does an exhibitions manager actually do? What's your plan of action for this exhibition?

**SL** Well, generally, I would say it takes about a year to organize an exhibition from start to finish. The first thing I do is spend about a month deciding all the requirements and of course the budget – how much money we can spend. Then, I draw up an action plan with a timescale. The action plan takes me about six weeks to do because it's a map of the whole project and it's really important.

**I** And then?

**SL** Well, we have to order the exhibits from other museums and they have to be delivered. That will take six months. When they arrive, they are kept in the packaging for a few days to adjust to the museum's climate. While all the exhibits are being delivered, the exhibition's website has to be designed. This is an ongoing process and usually takes at least nine months to complete. I start sending information and photos of the exhibits to the web designer as they come in and the site will be constantly updated. Next, we start work on the software for the interactive display, which is produced by a specialized software company. That usually takes about three months. When the interactive software is ready, we'll design the sequence for the exhibition (that's the order in which the exhibits will be visited) and over the next two months the labels for the exhibits will be printed and a script for an audio guide will be written and recorded, preferably by someone famous. During these two months, one of my team will also produce a resource pack for teachers and get it printed. Finally, I'll write the publicity material for the exhibition and press releases will be sent out to the local and national newspapers, and to travel publications and websites.

**I** And then the grand opening ceremony!

**SL** Yes, we usually have a preview party and invite the important local people and the press. It's a good way of promoting a new exhibition.

## Grammar

### THE PASSIVE

#### Exercise 4, page 63

Go through the Grammar box information with the class, checking on usage and the construction of passive tenses. Refer students to page 117 of the Grammar reference if needed before they complete the text. Students compare answers in pairs before class feedback. Discuss what tenses are used and why.

- 1 was discovered
- 2 was being rebuilt
- 3 was probably written OR had probably been written
- 4 were carved
- 5 were used
- 6 was kept
- 7 were translated
- 8 had been lost
- 9 were found
- 10 were finally deciphered

## Speaking

### DESCRIBING ARTEFACTS

#### FACT FILE

An *artefact* is an object such as a tool, weapon, etc. that was made in the past and is historically important.

*Suffragette* is the term given to members of a protest movement in the late 19th/early 20th century in the UK who wanted equal rights for women and the right to vote.

#### Exercise 5, page 63

Discuss what an artefact and a suffragette are before putting students into pairs, allotting roles A and B. Allow time for students to read the information. With a weaker class, As (and Bs) could prepare their questions in pairs before returning to their original partners. If required, discuss with the class the first question A and B need to ask to help them get started. Remind students to check answers at the end and round up by eliciting the questions asked and discussing what students found interesting.

See Pairwork files.

Student A:

- 1 1903
- 2 the slogan *Votes for Women*
- 3 many, many people
- 4 the right to vote

5 a criminal act

6 sent to prison

Portuguese coins and a jeton:

7 a medieval ship

8 the bank of a river

9 studied by archaeologists

10 the 15th century

11 in the UK

12 merchants

### EXTRA ACTIVITY

Students work in small groups and discuss their favourite exhibit or artefact. Then they decide which three historical objects (either in their own country or worldwide) are the most important and why.

#### Homework suggestions

- Students find out about an artefact from their own country (or one that interests them) and write a short description for a museum brochure, explaining the history of it. Remind students to use the passive form where possible. (150–200 words)
- Students write about an exhibition they would like to organize and what it would show. Alternatively, they write about one they have seen or are keen to go to. Encourage students to describe the main theme of the exhibition and why it interests them. (150–200 words)

# PROFESSIONAL SKILLS

## EFFECTIVE MEETINGS

### Aims and objectives

#### In this lesson students will:

- read an article about cultural tourism in Britain
- listen to a tour operator talk about British festivals
- roleplay a meeting to select the best festival

### Reading

#### CULTURAL TOURISM IN BRITAIN

##### FACT FILE

*The London Eye* (located on the South Bank along the River Thames in London) is Europe's tallest Ferris wheel. Originally built to celebrate the Millennium, it is now a popular tourist attraction, attracting over 3.5 million people a year.

#### Exercise 1, page 64

Focus students' attention on the photo before asking what it shows (people in one of the pods of the London Eye). Students then work in pairs to discuss what they know about the top three visited cultural sites in England before considering other sites of interest in the UK. Round up by eliciting what students know and adding to it. Find out which British cultural sites students have visited and what their impressions were.

Students' own answers.

##### EXTRA ACTIVITY

Divide the class into three groups and allot one of the top three English cultural sites to each one. Students then look for more information about their site, e.g. when it was built, who built it, where it is exactly, why it is so popular. They then prepare a group presentation of five to ten minutes, which they give to the class.

#### Exercise 2, page 64

Students read the article. Allow time for them to compare answers with a partner before going through them as a class.

1

- There is a growing public appetite for culture
- Visitor numbers have risen

- The UK has the largest cultural economy in the world in relation to GDP
- The UK is one of the most effective economies in terms of return on investment

2

It is a 'false economy' and it is doing huge damage to the tourism sector.

3

They have higher incomes and spend more.

### Listening

#### FESTIVALS IN BRITAIN

##### FACT FILE

*Edinburgh* is the 2nd most popular UK tourist destination, attracting over a million overseas visitors annually. As well as its Old Town and New Town being a UNESCO World Heritage Site, the city is famous for the many cultural festivals held each year, e.g. the Edinburgh Festival and the Edinburgh Military Tattoo.

*Belfast* is one of the most visited cities in the UK and is experiencing a boom in tourism at the moment with over 9 million visitors each year. A major attraction is the Titanic Belfast, which focuses on Belfast's maritime history.

*Cardiff* is the 10th largest city in the UK and the most visited tourist destination in Wales. It is home to many tourist attractions, e.g. the Wales Millennium Centre, the Senedd (the National Assembly) and Cardiff Bay Barrage.

#### Exercise 3, page 65

Refer students to the map in the coursebook or a larger map on the board and elicit where each British capital is. Find out if students have been to any of these places and ask what they know about them.

- 1 Edinburgh (the capital of Scotland)
- 2 Belfast (the capital of Northern Ireland)
- 3 Cardiff (the capital of Wales)

#### Exercise 4, page 65

Explain the scenario and ask students to complete the table as they listen. It may be useful to play the recording twice before students compare answers. For class feedback, elicit answers and check vocabulary, e.g. *venue*, *go back to*, *potential*, *overseas*.

##### The Eisteddfod

- First week of August
- 160,000
- The biggest festival of competitive music and poetry in Europe, different atmosphere from other festivals, great fun

- It's held entirely in Welsh
- Edinburgh festival
- Three weeks in August
- 350,000
- The largest arts festival in the world, offers a variety of shows, good potential to attract overseas visitors, cheaper fringe performances, free street theatre
- Major performances are very expensive
- Belfast festival
- 14th–29th October
- 50,000
- Good potential, good selection of bars, museums and art galleries
- Can be dangerous because of the political situation

**Audio script Track 7.2, Exercise 4, page 65****P = Paul, M = Martina, K = Kristina**

**P** It's five past ten by my watch. Let's make a start, shall we? As you know, the aim of this meeting is to discuss the festivals you've researched. So, er, Martina, would you like to make a start?

**M** OK, well the Eisteddfod is an extremely old festival, in fact it dates back to the 12th century but the modern version has been going since 1858. It's held in the first week of August in Wales and the venue changes every year, but every four years it goes back to Cardiff, which is the capital. Um, it's actually the biggest festival of competitive music and poetry in Europe. There's a different atmosphere from other festivals and it's great fun. There are about 160,000 visitors and 6,000 competitors, so it's pretty huge. There's only one major disadvantage, which is that it's held entirely in Welsh!!!

**P** So it's a bit of a waste of time if you don't speak Welsh, then?

**M** Not necessarily, they give out headsets that give an English translation of everything and anyway to appreciate the music, it doesn't really matter what language it's in.

**P** Er, Kristina, what do you think about it?

**K** Er, I don't think it really makes a difference. I like music in whatever language. Anyway, I'd like to talk about the Edinburgh Festival. This is the largest arts festival in the world. It's held for three weeks in August and there are at least 40,000 performances and offers just about everything: opera, theatre, dance, folk music, the visual arts ... Er ... It attracts about 350,000 visitors a year and – what's really interesting – is that only 14 percent of those came from overseas. So there's potential for us.

**P** I've heard that it's very expensive.

**K** Some of the major performances are. But the alternative performances, in what is called the 'fringe' part of the festival, are cheaper and, anyway, there's a lot of street theatre and that's free.

**P** OK, do you have anything more to add at this point?

**K** No, I don't think so.

**P** Well, I looked at the Belfast Festival in Northern Ireland. It's another arts festival with comedy, music, art, dance and theatre, and it takes place between 14th and 29th of October. It's been going for nearly 50 years but it hasn't yet got the same international reputation. Even so there are at least 50,000 visitors. So, it has potential.

**M** But isn't it dangerous to go to Northern Ireland? What about the political situation there?

**P** It's much safer than it was and the political situation has improved a lot. Belfast is a really interesting city to visit. It has a great selection of bars and museums and art galleries ...

**K** I'm sorry, Paul, I have to go now. Is there any other business?

**P** Er, no, I think we've covered everything. So, to sum up, of the three ...

**Exercise 5, page 65**

Students complete the expressions, checking answers in pairs before class feedback. You may wish to drill the phrases to check on intonation and chunking (the grouping of words to aid pronunciation through linking).

- 1 start, begin, agenda
- 2 aim, talk, reach
- 3 think, comment, add
- 4 move, agenda
- 5 agree, decided, agreement
- 6 business, covered, sum

**Speaking****CHOOSING A FESTIVAL****Exercise 6, page 65**

Find out if students have been to a festival and which one(s). Put them into groups of three and allot roles A, B and C. Point out that one person has to act as chairperson, as in the listening. Allow time for students to read their information and prepare for the meeting – referring back to the useful expressions for meetings given in the Professional skills box. Monitor during the activity, providing help as needed. Round up by asking each chairperson to explain which festival their group chose and why.

See Pairwork files.

### EXTRA ACTIVITY

Students discuss in pairs or small groups the stages or aspects they think would be involved when organizing a festival.

### Homework suggestions

- Students find out about three popular cultural sites in their country or from a country of their own choice, preparing a short presentation (four to five minutes). In a subsequent lesson, students form groups with students who have focused on different countries and give their presentations.
- Students write an article for a cultural website about a festival in their country (200–250 words).

Photocopiable notes 7.2 (page 122)  
What do you say to ...? (Card activity page 124)

# CASE STUDY

## PRESENT A PROPOSAL

### CASE STUDY MENU

Refer students to the lesson's aims and objectives.

### The Blue Ribbon Award

#### Exercise 1, page 66

Students read the extract and discuss the questions in pairs. Elicit ideas from the class and check students understand vocabulary, e.g. *nominate*, *regenerate*, *enhance*, etc.

- 1 To celebrate the world's cultural richness and diversity; to bring people from different countries into contact with each other's culture; to promote mutual understanding.
- 2 Students' own answers.

### Positive impacts

#### Exercise 2, page 66

Students now listen to part of a meeting where last year's award is discussed. They then compare answers in pairs before going through them as a class.

- 1 7,000    2 10,000    3 40,000  
4 more than one million    5 66%    6 70%  
7 47%

### Audio script Track 7.3, Exercise 2, page 66

#### Part 1

**J = Jeremy, K = Kathleen**

**J** OK, let's move on to the final point on the agenda – the impacts of last year's City of Culture Award. Kathleen you have some statistics I believe?

**K** Yes, Jeremy ... and they're pretty impressive. Over the year there were 7,000 events involving over 10,000 different artists. Obviously, the music festivals were very popular – especially the Sounds of the Suburbs which was absolutely incredible. I really didn't realize how many really good bands there are in this city. And over 40,000 people went to the football stadium to listen to the Fatal Microbes concert on the opening night.

**J** Do you have any idea about visitor numbers?

**K** Yeah, more than one million people visited the city's museums and galleries throughout the year. That was an increase of 66 percent. And according to market research, 70 percent of people in the city visited a museum or gallery last year. The national average is just 47 percent.

### Exercise 3, page 66

Students listen to the second part of the meeting, making notes on what is said about visitor numbers and hotel occupancy. Allow time for them to compare ideas with a partner before class feedback.

The region attracted slightly more visitor numbers for the four years before the award. Two years ago, for the first time more people visited the city, with an increase of 4% compared to just 2.5% for the region. Last year there was a 22.9% increase for the city and 16.2% for the region. More than one million bed-nights were sold, – an increase of 26%. Throughout the year demand met the supply, with occupancy averaging 86% at weekends and 74% overall.

### Audio script Track 7.4, Exercise 3, page 66

#### Part 2

**J = Jeremy, K = Kevin**

**J** OK, Kevin, can you explain this graph?

**K** Sure. If you look at the figures for the four years before the award, there wasn't a huge difference between the city – that's in blue – and the region – in red – in terms of numbers of visitors but the region attracted slightly more. That changed two years ago when, for the first time, more people visited the city. That was an increase of 4 percent compared to just 2.5 percent for the region. Last year the numbers really took off with a 22.9 percent increase for the city and 16.2 percent for the region – and the economic benefits followed. The Chamber of Commerce says that for hotels more than one million bed-nights were sold, that was an increase of 26 percent. Throughout the year demand met the supply, with occupancy averaging 86 percent at weekends and 74 percent overall.

**J** That's great. What were the most popular attractions according to the satisfaction questionnaire?

**K** People loved the giant mechanical spider – they called it the Princess – even if it did cause traffic jams. And the Superlambananas – the half-lamb, half-banana sculptures proved to be really popular. There were over 100 of them at different points in the city and they're still there. They've really made the city more visually attractive and interesting.

### Exercise 4, page 67

Focus students' attention on the two photos before asking what they are called.

**1** The Princess    **2** Superlambananas

### EXTRA ACTIVITY

Students work in pairs to talk about the key attractions at a festival they know of.

### TASK

#### FACT FILE

A *UNESCO World Heritage site*: a place (forest, mountain, lake, desert, monument, building, complex or city) which is considered to be of interest and worthy of preservation by the international community.

*UNESCO*: United Nations Educational, Scientific and Cultural Organization

Put students into three groups, A, B and C, before going through the task. Make sure students understand which place they are reading about and what they have to do. Check key vocabulary and refer students to the model in the Writing bank on page 100. Monitor and help during preparation, and encourage students to ask questions after each group's proposal has been presented. Round up by asking the class to choose the winning proposal.

See Pairwork files.

### POSSIBLE OUTCOME

The choice of city will be a matter of individual choice and the perceived interest in the key events, cultural features and benefits to the community of winning the award.

- Some parts of Manchester are poor and are in need of regeneration, and although the award is only of interest to the inhabitants of England, it could enhance the city's chances of becoming a global tourist destination. However, at present it is not likely to bring people from different countries into contact with each other's culture and promote mutual understanding.
- The choice of Donastia–San Sebastian has important cross-border political, cultural and economic repercussions.
- The choice of Vaasa also involves two countries and their populations and the spin-off benefits of research into renewable sources of energy have a global potential.



When writing their proposal, students should make sure that all three points in the guidelines are covered.

### **UNIT 7: KEY WORDS**

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed.

Suggest that students use the DVD-ROM Mini-dictionary for further self-study.

### **Homework suggestions**

- Students imagine they are representing the tourism board of a city in their own country, which they wish to nominate for the Blue Ribbon Award, and write a short proposal summary. (200–250 words)
- Students write a sentence for each of the key words for the unit (15 sentences in total). Encourage them to use a variety of structures and language from the unit.