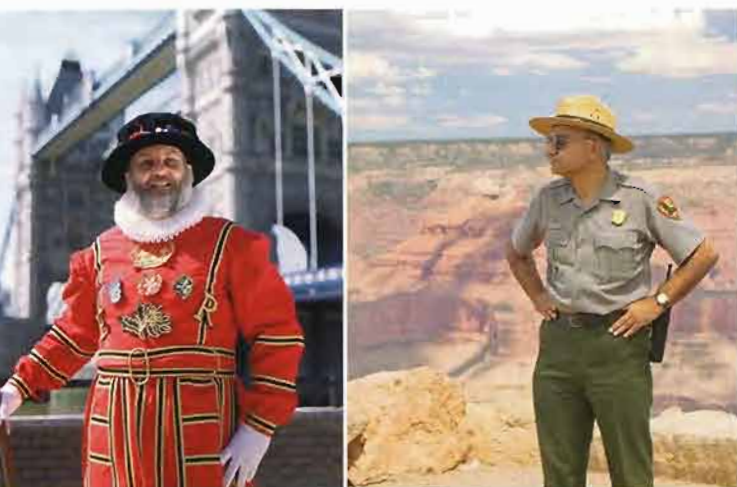


7 Attractions and events

Take off

- 1 What are these places? Are there similar visitor attractions in your country?



- 2 Work in pairs. Say the name of a country or a city to your partner. Your partner must think of a visitor attraction there.
- 3 Take turns to say the names of different countries or cities, until you have each got ten places plus attractions.



Vocabulary

Types of visitor attractions

- 1 What are the most popular visitor attractions in your city or region?
- 2 Which of the categories in the table do they belong to?
- 3 Can you think of another example for each of the types of attraction?
- 4 Explain the difference between the following pairs of words.
- | | |
|------------------------|------------------------------|
| 1 lake / river | 5 festival / parade |
| 2 mountain / hill | 6 nightclub / casino |
| 3 museum / art gallery | 7 theme park / national park |
| 4 palace / castle | 8 theatre / concert hall |

Natural	Built	
- mountains (e.g. the Himalayas) - lakes and rivers - national park (e.g. Yosemite, USA) - heritage coast	- historic site (e.g. Shakespeare's birthplace, Stratford-upon-Avon, UK) - archaeological site (e.g. Forum, Rome, Italy) - monument (e.g. Nelson's Column, Trafalgar Square, London)	- museum - art gallery (e.g. Louvre, Paris) - theme park (e.g. Disneyland) - palace / stately home (e.g. Versailles, France) - castle
Events	Entertainment and leisure	
- music / arts festival (e.g. Edinburgh Festival, UK) - religious festival - carnival (e.g. Rio de Janeiro, Brazil) - parade (e.g. Gay Pride, San Francisco)	- theatre - concert hall - nightclub - casino - zoo	- shopping - sports centre / stadium (e.g. Wembley, London)

In this unit

- types of visitor attractions
- describing built attractions
- describing festivals and events
- people and facilities at attractions
- bringing attractions to life

Pronunciation

- 1 Listen to the sounds underlined in the words below. Which sound do you hear? Tick (✓) the right column.

	say /eɪ/	no /əʊ/	hear /ɪə/
1 <u>co</u> ast			
2 h <u>o</u> me			
3 l <u>a</u> ke			
4 p <u>a</u> ra <u>d</u> e			
5 <u>R</u> ome			
6 Sh <u>a</u> k <u>e</u> s <u>p</u> e <u>a</u> r <u>e</u>			
7 Sh <u>a</u> k <u>e</u> s <u>p</u> e <u>a</u> r <u>e</u>			
8 s <u>t</u> adium			
9 s <u>t</u> ately			
10 th <u>e</u> at <u>r</u> e			

- 2 The sounds underlined are diphthongs – two vowels close together in the same syllable. They are long sounds. The first part is stressed more than the second.

Practise saying the words one column at a time. Pay attention to the length of the sound underlined. Remember to stress the first part of the sound most.

- 3 Go to the *Key words* for Units 1 – 6. Find words that contain the diphthong sounds.

Reading

Trends in visitor attractions

- What changes have there been in the four categories of attractions in the last thirty years? Think about when your parents were the age that you are now.
- Read the article. Did you identify any of the changes mentioned? What other trends are described?
- Find at least one example of each of the four categories of types of visitor attraction.
- Find examples of particular ways in which attractions are made more interesting and exciting.

Inside tourism: the changing face of the 'attractions industry'

As the wishes and tastes of tourists and visitors change, tourist attractions have to change as well. In the last twenty or thirty years, there have been some significant developments.

Natural attractions like sandy beaches and mountains cannot change very much, but nevertheless there have been developments, in particular a concern to preserve the environment and to make any buildings fit into the natural context.

Perhaps the greatest changes have been in man-made attractions like museums and historic sites, which have become more interesting and entertaining places to visit, while still maintaining their role of teaching visitors about the past. In many of them, the aim is not just to display the past, but to take visitors into the past in an interactive way. Some have been converted into 'living museums' where actors in costumes meet the public and play the roles of characters from the past. In others, history is made vivid and exciting through the use of realistic waxworks, animatronic models, sounds, and even smells, to conjure up a sense of the past.

Traditional festivals by definition do not change very much, but there has been a trend to increase the number of special events and festivals as cities realise that holding a music festival or an arts event is a good way of attracting tourists.

Entertainment and leisure facilities are always having to change. In the developed world, the simple rectangular swimming pool, for example, is no longer enough – it has to be a water park, with flumes, chutes, splash zones, and wave machines.

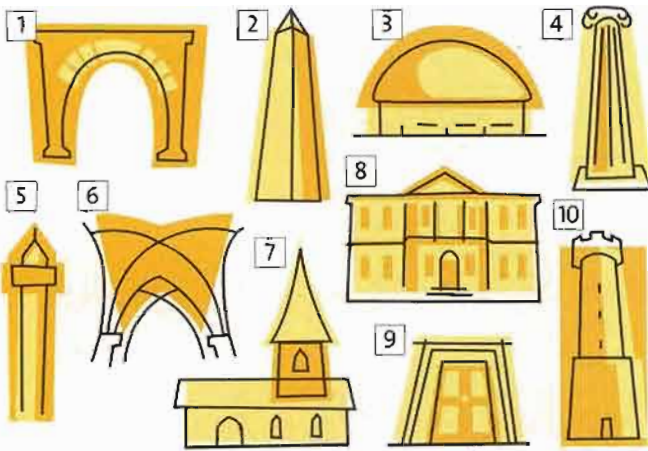
The tourist is always looking for new attractions, and the 'attractions industry' has to keep on changing.



Vocabulary

Architectural features

- 1 Match the pictures of architectural features with the glossary of terms.



Glossary

arch curved structure with straight sides, often supporting a bridge or the roof of a large building

column tall, solid vertical post made of stone, supporting or decorating a building or standing alone

dome round roof on a building

façade the front wall of a large building that you see from the outside

minaret tall, thin tower, usually forming part of a mosque

obelisk a tall pointed stone column with four sides, put up in memory of a person or an event

portal a large impressive door or entrance

spire tall, pointed tower on the top of a church

tower tall, narrow building, or part of a building, either square or round

vaulted ceiling decorated roof made from a series of arches joined together

- 4 Add one of these words to the word groups listed below.

construct	granite	statue
long	show	alongside

- 1 high, wide, thick, _____
- 2 underneath, in front of, _____
- 3 depict, represent, _____
- 4 build, erect, _____
- 5 marble, stone, _____
- 6 carving, sculpture, _____

Reading

Two top Paris attractions

Read the descriptions of two famous buildings in Paris. Each description has four sections. Which section

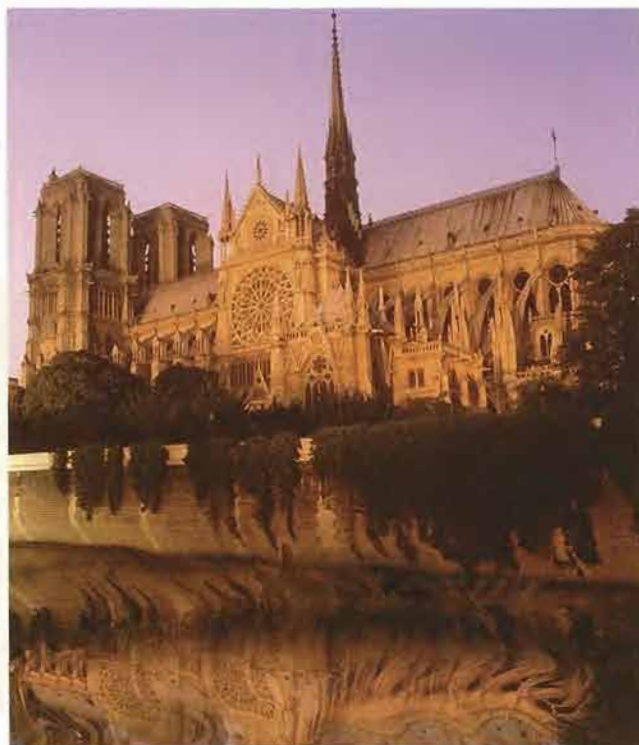
- 1 describes the use and function of the building?
- 2 describes when and why it was built?
- 3 gives some detailed description?
- 4 gives a general physical description?

Arc de Triomphe

- a The Arc de Triomphe was erected in the early 19th century as a tribute to the French army of Napoleon. It is built of marble.
- b The arch is over 50 metres high, 45 metres wide, and 22 metres thick.
- c There are four sculptures carved on the façade. The most famous is *La Marseillaise*. It depicts the departure of the volunteers encouraged by a winged figure representing France.
- d The arch is used for special processions. Underneath the arch is the Tomb of the Unknown Soldier. A flame is lit every evening at 6.30 p.m.



- 2 In which type of building would you find them (e.g. *cathedral, mosque*)?
- 3 Can you think of any famous buildings that have these features?



Notre-Dame cathedral

- a The cathedral of Notre-Dame was started by Bishop de Sully in 1163 and work continued for nearly 200 years. It was completed in 1345. The cathedral is dedicated to the Virgin Mary and stands in the centre of Paris on the Ile-de-la-Cité.
- b It is undoubtedly the finest example of French gothic architecture. The twin towers are a famous feature of the Paris skyline, and are 69 metres high. The spire, which was added in the 19th century, is 90 metres high.
- c The façade is the most striking part of the building. The three portals are adorned with remarkable stone sculptures, including the Last Judgement. The rose window in the façade was built over 700 years ago and is magnificent.
- d The cathedral is still used for regular church services as well as special occasions. The vast interior can accommodate 9,000 people. French road distances are established from the '0 km' point located on the square in front of the cathedral entrance.

• Language spot

The Passive

- 1 Find a form of these verbs in the descriptions in *Reading*.

- | | | | |
|----------|---------|------------|--------------|
| 1 erect | 4 use | 7 continue | 10 establish |
| 2 build | 5 light | 8 stand | |
| 3 depict | 6 start | 9 adorn | |

- a Which are Present tenses and which are Past tenses?
- b Which are Passive and which are Active?
- c Find other examples of Passive and Active verbs

- 2 Is the Passive used more than the Active because

- 1 descriptions like this are more formal?
- 2 we are thinking about what *is done* to the thing we are interested in, not about what it *does*?
- 3 sometimes we don't know *who* or *what* does the action (i.e. who is the 'agent')?
- 4 it makes the text more interesting?

- 3 Which preposition (*by, of, for*) is used to describe

- 1 the person (or thing) who did it?
- 2 the reason or function?
- 3 the material used?

- 4 Write descriptions using these notes.

a Nelson's Column, London

- In Trafalgar Square – constructed 1829–1841 – commemorate Battle of Trafalgar 1805
- Column = 56 m; statue of Nelson 5.5 m. Granite
- Base: 4 giant bronze lions (sculptor = Landseer) – represent strength of British Empire
- A place to meet – celebrating New Year

b Buckingham Palace, London

- Originally a country house for Duke of Buckingham – converted to palace 1825 (architect = Nash)
- Official royal residence 1837–present
- Façade redesigned 1913 – 429 rooms (78 bathrooms) – employs 335 staff
- Buckingham Palace open to public August and September. Also art gallery

lagoon (n) a lake of salt water that is separated from the sea by a reef or an area of rock or sand

mass (n) a ceremony held in memory of the last meal that Christ had with his disciples

plague (n) an infectious disease that kills a lot of people

redeemer (n) Jesus Christ

Listening

Describing a festival

- 1 Listen to a guide describing the Festa del Redentore in Venice. As you listen, follow the written text and indicate places where the guide
 - 1 adds something that is not in the text [↑].
 - 2 misses out, changes, or uses different words [_].
 The first paragraph is done for you as an example.
- 2 Go to p.113 and check your answers.
- 3 Listen again. Complete the key expressions used by the guide.
 - 1 Good morning, _____. Welcome to Venice.
 - 2 My name is Carlotta and I _____ your guide for this weekend.
 - 3 Before I start, can _____ me at the back?
 - 4 Let me start _____ a little about the history of the festival.
 - 5 From 1575 to 77, as _____, Venice was ...
 - 6 Now, _____ the festival itself. What _____ is this:
 - 7 By _____, if you're wondering about ...
 - 8 The climax of the festival and the most significant part if you remember _____ about the history of the festival, is ...
 - 9 Oh, one thing I _____ is that ...
 - 10 So, that's the Festa del Redentore. As _____, it's a wonderful event.
 - 11 Are there _____?

Festa del Redentore

Location	Venice, Italy
Timing	third weekend of July
Duration	two days
Information	www.comune.venezia.it/turismo



Introduction

↑ The Festa del Redentore – the Festival of the Redeemer – is a high point of the Venice summer. Thanks to a spectacular firework display, the Redentore is a major tourist attraction.

History

From 1575–77, Venice was hit by a terrible plague which killed more than a third of the city's inhabitants. In 1576, the city's leader, the Doge, promised to erect a church dedicated to the Redeemer, in return for help in ending the plague. On July 13, 1577, the plague was declared over, and work began to construct the church. It was also decided that Venice would forever give thanks on the third Sunday of July.

- 4 Look at the comparison between the characteristics of written and spoken descriptions.

Written	Spoken
Use of headings and paragraphs	Introductory phrases (e.g. <i>Let me start by telling you about ...</i>)
Longer sentences	Shorter sentences; sentence breaks
Passive forms	Passive is used, but not so frequently – instead use of 'you' (e.g. <i>You can make arrangements ...</i>)
No interaction with the reader	Interaction with the audience (e.g. <i>Can you all hear me at the back?</i>)
Punctuation (e.g. brackets)	Pauses, linking phrases (e.g. <i>By the way ...</i>)

- 5 Find examples of each characteristic (written and spoken) in the text and script about the Festa del Redentore.

Festivals and events are among the most successful tools available to communities, cities, states, regions, and countries to increase tourism, create powerful and memorable branding and imaging opportunities, encourage positive media

coverage, effect economic impact, and enhance the quality of life for those who live there.

IFEA

(International Festivals and Events Association) www.ifea.com



What happens

From early on the Saturday, boats are decorated with flowers, lanterns, and balloons. St Mark's lagoon fills with as many as two thousand boats, their occupants eating and drinking as they wait for the traditional spectacular display of fireworks. (Arrangements can easily be made through your hotel for an evening with dinner on a boat.) At around 11.30 p.m., the display begins and the lagoon becomes one of the most atmospheric stages in the world, fireworks illuminating the spires, domes, and bell towers of the city.

On Sunday, a pontoon of decorated gondolas and other boats is strung across the Giudecca canal to allow the faithful to walk to the church of the Redentore. The climax of the festival is the mass held in the presence of the Patriarch of Venice, a reminder that the Festa has a serious side.

For more information, visit the website quoted above.

Writing

Three festivals

- 1 Work in groups of three. Student A, go to p.111. Student B, go to p.112. Student C, go to p.117. Write a description of your festival from the notes.
- 2 When you have finished, look at each other's descriptions and suggest any corrections or improvements.
- 3 In your groups, think of two festivals (or ceremonies or parades) from your country. Write a description of them.

Customer care

Different cultures, different responses



- 1 How can the people who work at tourist attractions adapt to meet the cultural differences of certain nationalities, for example, Japan or the Middle East?
- 2 Read the case study to find out what one tourist attraction has done.

Case study: Japanese visitors to the home of Beatrix Potter in north-west England.

Beatrix Potter, who wrote children's books about characters such as Peter Rabbit and Jemima Puddleduck, is very popular in Japan, especially since the release of the film *Miss Potter* in 2007. Her home, Hill Top Cottage, is now owned by the National Trust and Japanese tourists make up a third of all visitors. The local tourist industry prepares tourism employees in a number of ways.

Japanese culture	Tourist industry response
Courtesy and politeness are very important in Japanese culture.	Special courtesy training programmes, including teaching the correct pronunciation of <i>yokoso</i> , the Japanese word for 'welcome'.
Japanese people usually greet by bowing.	Staff are being taught how to bow with the correct amount of formality.
Giving and receiving little gifts is very important in Japanese culture.	The gift shop stocks items that Japanese like to buy, and packages each one in a separate National Trust bag so they can be given as individual gifts.

The Golden Gate National Parks Conservancy is a non-profit membership organization created to preserve the Golden Gate National Parks, enhance the experiences of park visitors, and build a community dedicated to conserving the parks for the future.

from the Golden Gate National Parks Conservancy (which manages Alcatraz and other national parklands in the Bay Area)
mission statement
www.parksconservancy.org

Vocabulary

People and facilities at attractions

- 1 Match these descriptions of people who work at attractions and things you find at attractions in A with the words in B.

A	B
People	
1 shows tourists or travellers where to go	a activity sheet
2 looks after a forest or park	b animatronics
3 looks after things that are kept in a museum	c audio-tour
4 translates what someone has said into another language	d curator
5 supervises and rescues people who are in difficulty in the water (at a beach or swimming pool)	e guide
6 protects a building	f interpreter
	g lifeguard
	h period costume
Things	i ranger
7 the art of moving a lifelike figure or person by electronic means	j re-enactment
8 a written board that gives directions and distances	k role-play
9 repeating the actions of a past event	l security guard
10 activity in which you take the part of someone else	m signpost
11 exhibition of models of people (not moving)	n waxworks
12 piece of paper to write down answers to questions as you visit an attraction	
13 clothes from the past	
14 recorded description of an attraction	

- 2 At which attractions would you expect to find these people and things?

Where in the world?

Read about Alcatraz in San Francisco.

- 1 What different functions has Alcatraz had in its history?
- 2 Why do tourists go there?
- 3 Who can you listen to on the audio-tour?

Alcatraz

'You are entitled to food, clothing, shelter, and medical attention. Anything else you get is a privilege.'
(Alcatraz Prison Rules and Regulations no. 5, 1934)

This rule was one of the realities of life inside the walls of the US Federal Penitentiary, Alcatraz Island. The subject of many movies and books, Alcatraz has become a symbol of America's dark side. From fiction rather than fact, we have stories of the prison and some of the men who lived in its cells – Al 'Scarface' Capone and Robert Stroud, the 'Birdman of Alcatraz', for example. The truth of Alcatraz has often been overlooked, lost in the fog of its myths.

Form your own opinions, and explore the island's mysteries. For it does indeed have a mysterious presence, one shaded by the uses to which society has put it. This island in the heart of San Francisco Bay, just two kilometres from the sights and sounds of one of the world's most beautiful cities, has been used as a fort, a lighthouse, and a prison. Today, it is a Golden Gate National Recreation Area, and the National Park Service is working to make it accessible to visitors, preserve its buildings, protect its birds and other wildlife, and interpret its history.

Take the cell house audio-tour and hear some of the officers and inmates talking about their experience on 'The Rock'.

www.nps.gov/alcatraz



Find out

Choose four attractions from your country from the list you made in *Vocabulary* on p.60. Try to include one from each of the categories. Find out more about each one and complete the table. In the final row, include your personal opinion of how exciting and entertaining the attraction is.

Attraction				
Description				
Website				
Changes in last 20 / 30 years				
Opening hours / visitor information				
Excitement / entertainment rating (0 to 5)				

Speaking

Bringing attractions to life

Work in groups.

- 1 Choose the two visitor attractions from *Find out* which had the lowest excitement / entertainment rating. Decide how they could be made more exciting and entertaining, and 'brought alive' – for example, by using actors, animatronics, waxworks, audio-tours, and so on.
- 2 Show your ideas to another group.

Checklist

- I can talk about visitor attractions in general
- I can write descriptions of built attractions
- I can describe festivals and events
- I can discuss different ways of bringing attractions to life

Key words

Nouns

activity sheet
animatronics
arch
audio-tour
column
dome
façade
marble
monument
national park
parade
period costume
procession
ranger
re-enactment
sculpture
waxworks

Adjective

dedicated to

Verbs

construct
depict
erect
represent

Next step

- 1 Have you ever been on a coach tour or guided tour that you have either really enjoyed or really disliked? Where was it? What did you see?
- 2 What made the tour successful / unsuccessful?
- 3 What problems do you think can occur on a guided tour, either on a coach or another form of transport?