

Tourist hot spots

LEARNING OUTCOMES

- I can learn about popular tourist destinations around the world and use what I learn to make connections with my own culture.
- I can talk about which places are popular with tourists in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

- amazing [adj]:** very surprising or impressive
- beach [n]:** an area of sand or small stones beside the sea
- boat trip [n]:** a short journey in a boat
- escape [v]:** go away on holiday
- homesick [adj]:** feeling sad and alone because you are far from home
- legendary [adj]:** very famous or well known
- market [n]:** a public building or place where people sell goods
- monument [n]:** a place of historical importance
- multicultural [adj]:** involving or consisting of people of different cultures
- neighbourhood [n]:** a particular area of a city or town
- noisy [adj]:** full of noise
- skyline [n]:** the shapes made by buildings when you see them against the sky
- skyscraper [n]:** a very tall building containing offices or flats
- tourism [n]:** the business of providing services for people who are travelling for their holiday

WARMER

Ask students what they think a 'tourist hot spot' is. Elicit that it is a place that is popular with tourists. Ask students if they have ever travelled abroad. Ask which countries they have visited. Do a class survey and write the results on the board. Which are the most popular tourist destinations?

- 1** In pairs, students look at the map and the statistics and answer the questions.

Answers

- 1** The number of international visitors who visit the top ten tourist destination countries.
- 2** Germany and the UK; Russia and Mexico
- 3** Students' own answers.
- 2a** Ask students to read the texts quickly and find the answer.
- Answer**
- Yes, although Han says sometimes she wants to escape and find clean air and space.

- 2b** Students read the texts again and decide if the sentences are true or false. When students have finished, check the answers as a class.

Answers

1 F 2 T 3 T 4 F 5 T 6 F

- 2c** Students read the sentences and decide which city each sentence is about. They tick the name of the city. Check the answers as a class.

Answers

1 Hong Kong **2** Paris **3** Antalya **4** Paris **5** Antalya
6 Hong Kong

Gateway to culture

- 3a** Students work in pairs and discuss their answers to the questions. Invite some students to share their ideas with the class.

PROJECT

- 3b** Explain to students that they are going to work in groups of three or four to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1, students work with their group to choose a country they are interested in to research information about tourism. Try to ensure a good mix of countries between groups. They should also research their own country. Ask students to follow the points for their Internet research to prepare information for their presentation. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class. For Step 2, students share the results of their research and discuss their findings. Ask students to discuss and decide how they would like to present the information they found. Students then work together and prepare the information to present to the class. Allow some time for preparation in class before each group presents their ideas to the class.

- 3c** Students present their information to the class. Encourage them to notice any similarities and differences between their own country, and the countries each group chose.