Travel and Tourism

Holiday Destinations

Part 1: Outcomes 1 and 2 Holiday Destinations in the British Isles

[INTERMEDIATE 1]

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For Holiday Destinations Outside the British Isles see pages 68–136
Part 1 – Outcomes 1 and 2: Holiday Destinations in the British Isles

Introduction

This 20-hour part unit consists of an 8-hour set of lessons covering an examination of four types of holiday destination leading up to Outcome 1, followed by a 10-hour investigation involving students’ personal research which forms Outcome 2.

How to deliver the material

These lessons are designed to enable candidates to develop an understanding of the holiday opportunities, which exist within the British Isles. These should be developed taking account of various resort qualities such as climate, attractions, accessibility and amenities. The investigation element encourages the student to use a wide variety of sources in a research context, to produce a report on two contrasting tourist destinations within the British Isles.

Student-centred learning through individual research should form a major part of this unit, with access to the internet being an advantage. Provision of classroom resources, such as tourist brochures and guides, and travel videos, will also be important. Resources should allow the research to be entirely based on the students’ choice, although a working knowledge of key locations will be helpful for the external assessment and in the lead up to the first Outcome. Exemplars of information required for a selection of resorts are given after the section on student activities. These can be made available to students as an example at any time during the research for Outcome 2; however they should not take the place of individual student research using up-to-the-minute tourist information.

The preparation for Outcome 1 should involve discussion of the reasons why people go on holiday, which should generate a wide range of ideas. These can then be categorised under the four holiday destination types which are to be studied in detail.

Students will have to be able to identify key locations from within the four destination types and find these on a map using an atlas. For this
purpose appropriate maps are included with the support materials which are used to practise finding locations using an atlas.

For each of the destination types, the importance of qualities such as, range of accommodation, climate, accessibility, appeal to different age groups, can be discussed. For selected resorts in each category there should be some detailed location mapping and discussion of ‘how to get there’. These are done through route planning exercises using road atlases. In addition, discussion of average speeds for journeys should take place and the calculation of journey times should be practised using the activities included.

The investigation of two contrasting tourist destinations for Outcome 2 should draw on the students’ experiences of the first part of the unit. Students should be encouraged to think about their own personal requirements for a holiday and then in order to provide contrasting requirements, broaden these to other members of the family, or a different generation of holidaymaker. Students should be encouraged to make reference to the work they did on holiday specification in the unit ‘Holiday Planning’.

Once the detailed requirements are listed, a choice of destinations can be made, which should be ones for which there is a good range of resources. The necessity for a clear and concise report, which could be used by someone other than the student, should be stressed. It is in the completion of these reports that the opportunity to provide headroom is most likely to be available. The complexity of data presented, the quality of the writing style and the range of resources used will all help in grading the quality of the report and it should be explained to students that the reports will be assessed with a view to grading.

Frameworks for induction

Students should be introduced to the content of the unit prior to its delivery. A scheme of work and schedule of assessments should be provided in order to facilitate the organisation of study time.

The tutor’s role will be to focus students’ attention on the need to be able to classify resorts into the four types specified and to be able to locate key resorts in the British Isles on a map using an atlas. The ability to estimate distances on a map using a scale or a table of distances and to make time estimates based on a realistic average speed should also be outlined.
The resources available for the investigative elements should be clearly outlined to the students and their availability should be checked in advance.

**The learning environment**

A wallboard or flipchart will be required as will an overhead projector. There are some commercial videos available giving tourist information for particular locations which are available by writing to the relevant Tourist Board.

Alternatively, video recordings from the wide range of travel programmes on all five terrestrial channels can be used, although with the time constraints on the delivery of these units only the most relevant parts should be made available. A VCR/DVD player will be necessary.

Individual access to the internet will be helpful, although more limited access will suffice. If no student access is readily available then tutor access with relevant data printed out and photocopied will be necessary.

**Teacher notes**

Since resources available will differ widely between different schools and colleges and since timetabling will mean different lesson lengths, the Teacher Notes section will be based around each section of study and not necessarily around specific lesson plans. There are more activities for each section than it may be practical to complete and it will be at the discretion of each individual tutor, depending on the progress of an individual class, as to sections which may be left out.
Schedule of work

Introduction

Scenic resorts
• what is scenery?
• what is climate?
• importance of weather for scenic holidays
• relationship of scenery to the physical landscape
• location mapping of scenic areas and classification
• route descriptions and measurements

Tourist activity area resorts
• what are tourist activities?
• the effects of climate on tourist activities
• relationship of physical landscape to outdoor activities
• what type of tourist is interested in these areas?
• location mapping and classification of activity area resorts
• route descriptions and measurements

Coastal resorts
• what makes a coastal resort?
• what elements of climate are important to coastal resorts?
• relationship of physical landscape to coastal resorts
• different types of coastal resort
• location mapping of a range of coastal resorts
• route descriptions and measurements

Tourist towns/cities
• what makes a town or city attractive for tourists?
• what are the effects of climate on tourism in these places?
• classification of different types of tourist towns or cities
• location mapping of a range of tourist towns and cities
• route descriptions and measurements

Contrasting investigations
• this class-based activity will require preparation by tutors and students and a wide range of resources should be made available.
Tutor notes

Introduction (20 minutes)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm with students their ideas on why people go on holiday. A wide range of reasons should emerge and these can be written up on a board or flip chart. OHT 1 lists some of the reasons which may emerge from the brainstorming session. Explain that different areas of the British Isles cater for different tourist needs and how this unit will divide them into four categories, Scenic, Activity, Coastal and Towns and Cities. Do Activity 1 by getting students to match the reasons for taking holidays with the most likely of the four destination types to fit with these reasons.</td>
<td>Flip chart</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Activity 1</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Scenic resorts (2 hours 45 minutes)

- what is scenery?
- what is climate?
- importance of weather for scenic holidays
- relationship of scenery to the physical landscape
- location mapping of scenic areas and classification
- route descriptions and measurements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm with students their ideas on what they think makes scenery. Discuss how these ideas might be categorised under different types of scenic location.</td>
<td>Flip chart or board</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Ask pupils what might make a difference to their appreciation of a beautiful scene. Hopefully weather will be suggested (if not, suggest it to them). Go on to explain that climate is the average weather occurring over a number of years and how this can let us compare different areas of the country.</td>
<td>10 minutes</td>
<td></td>
</tr>
<tr>
<td>Introduce the idea of climate graphs measuring average rainfall and average temperature. Show OHT 2 as handout and get students to do Activity 2. Ask them to complete the missing climate graph from the figures provided.</td>
<td>OHT2 (as handout) Activity 2</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Do Activity 3 getting students to answer questions on climate graphs in order to compare the four sectors of the British Isles.</td>
<td>Activity 3</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Ask students to find a physical map of the British Isles in an atlas. Discuss the links between landscape and scenery and how hills have a particular landscape value.</td>
<td>Atlas</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Do Activity 4 with BLANK MAP as a copied sheet. Ask them to find each location on a physical map of the British Isles and mark their locations on the blank map. (Depending on the background to the class and their prior knowledge of Geography it may be necessary to give a brief outline of how to use the atlas, the difference between physical and political maps and use of the index.)</td>
<td>Atlas Activity 4 Blank map (as handout)</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
Show them correct locations on OHT 3. From what they already know and what they can interpret from the physical atlas map get students to classify the mapped resorts under the correct headings in Activity 5. Discuss briefly the answers (accuracy is not particularly important but the headings are).

Route finding. Outline the use of the road atlas to find routes. Explain the classification of roads as M, A, B, and C and the idea of a trunk road network.

Practise finding relevant road numbers on the map and tracing and noting down road numbers for a specific route. *(Initially use a simple example, e.g. Edinburgh to Aberdeen.)*

Explain that there are three possible ways of finding distances:
(a) Using the distance table
(b) Using the road distances on a road atlas map
(c) Using the scale on a map

Ask students to find the distance table in their road atlas and explain how to find distances between two places using the table. Work out with students the nearest town on the table to where they live and do Activity 6.

Stress the importance of the motorway network for long distance travelling and the need for breaks of journey for toilets, refreshments and to avoid fatigue. Go on to explain the importance of estimating times of journeys, particularly where there are check-in deadlines for hotels, flights or ferries.

Discuss with students what would be a realistic average speed and the amount of time for stops required for a particular length of journey. After discussion and explanation of the formula used, get students to do Activity 7.
**Tourist activity area resorts (1 hour 40 minutes)**

- what are tourist activities?
- the effects of climate on tourist activities
- relationship of physical landscape to outdoor activities
- what type of tourist is interested in these areas?
- location mapping and classification of activity area resorts
- route descriptions and measurements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm with students their ideas on what make activity holidays. Write these up on board or flip chart. Show OHT 4 to students to illustrate selected examples.</td>
<td>Flip chart or board OHT 4</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Discuss the elements of weather which affect each of the activities listed on OHT 4. Get students to do Activity 8. Discuss how some companies have tried to overcome problems of the weather in the British Isles. e.g. Center Parcs.</td>
<td>OHT 4 Activity 8</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Discuss the importance of the physical landscape for particular activities such as climbing (steep hills), walking (scenery), yachting (lakes or islands).</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>Discuss the specialist facilities needed for particular activities e.g. ski facilities, theme rides, caves, golf courses. Go on to discuss how these will be supplemented by specialist shops and possibly by training enterprises.</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Get students to do Activity 9 by identifying the tourist activity areas numbered 1–15 on Map 1 using an atlas. Show OHT 5 with correct locations. Get them to match the descriptions of the areas with the type of tourist activity most likely to take place in each area. Use OHT 4 as OHT and as handout.</td>
<td>Activity 9 Atlas Map 1 (as handout) OHT 4 (as handout) OHT 5</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Practise with students finding road distances between places, using the mileage figures on the road atlas maps.</td>
<td></td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
The importance of finding the symbols which mark certain towns as ‘stage dividers’ should be stressed, so that distances are accurately measured.

Route finding. Get students to do Activity 10 using the map road distances. Stress the need to draw up an accurate route description before attempting to add up distances.

| Activity 10 | Road Atlas of British Isles | 20 minutes |
Coastal resorts  (2 hours)

- what makes a coastal resort?
- what elements of climate are important to coastal resorts?
- relationship of physical landscape to coastal resorts
- different types of coastal resort
- location mapping of a range of coastal resorts
- route descriptions and measurements

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue students with blank map of the British Isles and get them to do Activity 11 by marking the coastal locations on their map. Show OHT 6 with correct locations.</td>
<td>Activity 11 Blank map (as handout) OHT 6</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Brainstorm with students their ideas on what people might do in a coastal resort. Write up suggestions on a flip chart or board.</td>
<td>Flip chart or board</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Do Activity 12, by getting students to use brochures to find attractions which might cater for the needs of tourists in coastal resorts.</td>
<td>Activity 12 Holiday brochures</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Discuss the needs and demands of different holidaymakers and what attractions might influence their choice of resort. Then do Activity 13 by getting students to choose a suitable coastal resort for four different types of tourists with distinctly different demands.</td>
<td>Activity 13 Holiday brochures</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Discuss with students the climatic factors which might make a coastal resort attractive to tourists. These should include sunshine hours, warm temperatures, lack of wind and lack of rain.</td>
<td>5 minutes</td>
<td></td>
</tr>
<tr>
<td>Get students to do Activity 14, where for one resort in each of the four sectors used in the scenic resort section (NW, NE, SE and SW) they put in climate statistics found in the scenic resorts section on OHT 2.</td>
<td>Activity 14 OHT 2 (as handout)</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Use the statistics as the basis of a class discussion comparing the climates and discuss the differences.</td>
<td>Ruler Road Atlas Scrap paper</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Route finding and measuring. Outline the use of scale using a ruler for measuring the straight-line distance between two towns and adding 20% for</td>
<td>30 minutes</td>
<td></td>
</tr>
</tbody>
</table>
the bends in the road. Alternatively students can use the edge of a piece of paper to measure and mark individual sections of road, only using the scale to work out the final distance.

Get students to do Activity 15 using both the above techniques and discuss the accuracy of these. A comparison with the distance calculated using the distance table could be made again to compare accuracy.
**Tourist towns/cities (2 hours)**

- what makes a town or city attractive for tourists?
- what are the effects of climate on tourism in these places?
- classification of different types of tourist towns or cities
- location mapping of a range of tourist towns and cities
- route descriptions and measurements

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm with students their ideas on what makes a town or city attractive to tourists and put them on a flip chart or board. Show OHT 7 with some suggested examples. If their local town or city is a centre for tourism get them to suggest reasons for this. If it isn’t get students to suggest reasons why it isn’t. Do Activity 16.</td>
<td>Flip chart or board Activity 16</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Discuss the relative unimportance of climate for tourist towns and cities. Reasons should include range of indoor amenities and activities which are not affected by the weather.</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>Get students to do Activity 17 by identifying the tourist towns and cities numbered 1–15 on Map 2 using an atlas and marking them on the table. Show OHT 8 with correct locations.</td>
<td>Activity 17 Atlas Map 2 (as handout) OHT 8</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Get students to complete Activity 17 by matching the descriptions of the destination types with the correct town or city using population figures provided, brochures, guidebooks or the internet. Discuss with the class the use of brochures to find accommodation information. Discuss with them the range of accommodation which is available and the different price ranges which they cater for. Mention star ratings and different standards of accommodation.</td>
<td>Activity 17 Brochures Internet Guidebooks Brochures AA Yearbook</td>
<td>25 minutes 10 minutes</td>
</tr>
<tr>
<td>Discuss with the class the extra complication of calculating times for journeys which involve a</td>
<td>Activity 18 Brochures Internet</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
ferry crossing, for example to Ireland, the Channel Islands or the islands of Scotland.

Get the students to do Activity 19 finding information about crossing times for alternative ferry routes and making allowances for check-in times.

| Activity 19 | Irish ferry brochures or touring Ireland brochures | 20 minutes |
Outcome 2

• this class-based activity will require preparation by tutors and students and a wide range of resources should be made available.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
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</thead>
<tbody>
<tr>
<td>Preparation of two contrasting investigations</td>
<td>Internet</td>
<td>10 hours</td>
</tr>
<tr>
<td>In this activity the students, through individual research, must put together information on two contrasting tourist destinations to meet particular client requirements.</td>
<td>Tourist brochures</td>
<td></td>
</tr>
<tr>
<td>Using some of the skills learnt in the earlier sections the students must decide on two different types of holiday customer and correctly identify an appropriate destination for these customers.</td>
<td>Guidebooks</td>
<td></td>
</tr>
<tr>
<td>They must put together two investigative reports giving information on attractions, accessibility, amenities and include a resort plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It may be necessary to limit students to choosing destinations where a range of resources are available through prior organisation by the tutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reports should be concise and clear and able to be used by someone other than the student, who had no previous knowledge of that destination.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It should be stressed that the quality of the final investigations will be graded and may form part of the course estimate and therefore extra effort will be rewarded.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 1

Introduction

Activity 1

Match the reasons that people go on holiday, which are shown on the board, flipchart or OHT 1 with the type of holiday destination most likely to fit with each reason. Each reason may fit with more than one category.

<table>
<thead>
<tr>
<th>Scenic</th>
<th>Activity</th>
<th>Coastal</th>
<th>Towns and cities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Scenic resorts

Activity 2

Use the statistics below to complete the climate graph for North West Britain.

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temp °C</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>10</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Rain(mm)</td>
<td>175</td>
<td>145</td>
<td>125</td>
<td>95</td>
<td>90</td>
<td>85</td>
<td>100</td>
<td>135</td>
<td>125</td>
<td>135</td>
<td>170</td>
<td>200</td>
</tr>
</tbody>
</table>

Make each section on the temperatures scale 1 degree C. Start at 5 degrees C.

Make each section of the rainfall scale 20 mm. Start at 0 mm.

Show the temperatures as a line graph in red. Each month’s temperature should be marked with a dot (in the middle of each month’s column) and then joined up.

Show the rainfall as a bar chart in blue. Each month’s rainfall should be marked with a line right across that month’s column and the area underneath shaded lightly in blue.
Scenic resorts

Activity 3

Using the climate graph statistics answer the following questions **true** or **false**.

The NW of Britain is drier than the NE of Britain

The SE is the warmest part of Britain in the winter

The NE is the coldest part of Britain in winter

The range of temperatures in the SE is greater than the NE

The average maximum rainfall in any month in Britain is 175 mm

The SW is the warmest part of Britain in the summer

The wettest month in the NE is August

The driest month in the SE is August

Activity 4

Using your atlas, find a physical map of the British Isles. Locate the following places and mark them on a blank map of the British Isles.

Orkney, The Trossachs (Loch Lomond), Lake District, Yorkshire Dales, The Fens (The Wash), Brecon Beacons, Killarney, Channel Islands, Loch Ness, Isle of Arran, North Yorkshire Moors, Peak District, Snowdonia, Cheddar Gorge (Mendip Hills), Giant’s Causeway.
Scenic resorts

Activity 5

Using the physical map again, try to put each location under the correct scenic type.

<table>
<thead>
<tr>
<th>Coastal</th>
<th>Mountains</th>
<th>Lakes/Lochs</th>
<th>Rivers</th>
<th>Lowland</th>
<th>Islands</th>
</tr>
</thead>
</table>

Activity 6

Using the distance table in the road atlas provided, or on the supplementary sheet, decide with your teacher or tutor which town in the table is nearest to your home area.

Write it in the box below.

Using the distance table find the distance between this town and the nearest town to the following scenic locations.

<table>
<thead>
<tr>
<th></th>
<th>Distance (miles or km)</th>
<th>Time of journey (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loch Ness (Inverness)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake District (Kendal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brecon Beacons (Cardiff)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Fens (Cambridge)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenic resorts

Activity 7

Use the following formula to calculate the time of the journey and put it into the final column.

\[ \text{Time of journey} = \frac{\text{Distance}}{\text{Speed}} + B \]

Assume average speed 60 miles per hour on motorways.
Assume average speed 40 miles per hour on ‘A’ roads.
\( B \) is time allowed for breaks for toilet stops, snacks, meals etc.
Assume that this is 15 minutes for every hour travelled.

e.g. On the road travel time \( \frac{\text{Distance 300 miles}}{\text{Speed 60 mph}} = 5 \text{ hours} \)

therefore \( B = 1 \text{ hour 15 minutes} \)

(Total journey time = 6 hours 15 minutes)
Tourist activity area resorts

Activity 8

Opposite this list of selected activities note down types of weather which might be an advantage for them and types of weather which might be a disadvantage.

For example:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Advantageous weather</th>
<th>Disadvantageous weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind surfing</td>
<td>Moderate winds</td>
<td>Calm weather</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weather which would be an advantage</th>
<th>Weather which would be a disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sailing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pot-holing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Para-gliding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hill walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 9

Using your atlas, fill in the table on the next sheet, with the names of the Tourist Activity Areas numbered 1–15 on Map 1.

Using the descriptions of each area given in the table, choose which activities, from the OHT or copied sheet, go with which Tourist Activity Area.
<table>
<thead>
<tr>
<th>Tourist Activity Area</th>
<th>Description</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Island group 200 miles north of Scotland with a spectacular cliff landscape</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Inner Hebridean island with some of the most rugged mountains in Britain</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Town with access to many of the best areas of snow cover in Scotland during winter months</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Home of the Old Course and where the Open Golf Championship is played on a regular basis</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Site of the largest covered area of shops and entertainment complexes in Britain</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Centre of some of the most accessible hills and footpaths in England</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Site of many scenic limestone cliffs and caves</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Wooded gardens containing the most visited amusement park in Britain</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Area of inter-connected waterways and lakes in a low lying part of Norfolk</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Site of famous castle and now one of Britain’s most popular theme parks for younger people</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Island surrounded by safe inshore waters and with many marinas</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Area of gently sloping upland famous for its stretches of wild open countryside</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Cornish holiday resort famous for wide sandy beaches and large Atlantic breakers (waves)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Spectacular complex shoreline with cliff scenery and sandy beaches</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Longest river system in the British Isles</td>
<td></td>
</tr>
</tbody>
</table>
Tourist activity area resorts

Activity 10

Firstly work out the road route you would take from your hometown to the resorts in the table below. Note each stage down in the boxes provided like this.

1. A865 to Hartonbury then
2. A71 to Launceburgh then
3. M33 to Compting then
4. M4 to Westgate then
5. A2 to Aberharport

<table>
<thead>
<tr>
<th>Resort</th>
<th>Road route</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alton Towers (just north of Uttoxeter)</td>
<td></td>
</tr>
<tr>
<td>Gateshead (Metrocentre)</td>
<td></td>
</tr>
</tbody>
</table>

Using the road distances between towns shown on the road atlas maps provided, work out the distance between your own nearest town and the resorts in the table below.

<table>
<thead>
<tr>
<th>Resort</th>
<th>Distances (calculate each stage separately and then total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alton Towers (just north of Uttoxeter)</td>
<td></td>
</tr>
<tr>
<td>Gateshead (Metrocentre)</td>
<td></td>
</tr>
</tbody>
</table>
Coastal resorts

Activity 11

Using your atlas and a political map of the British Isles mark the following towns on your blank map.

Oban
North Berwick
Scarborough
Great Yarmouth
Bournemouth
St Ives
Tenby
Blackpool

Activity 12

Choose any four of these resorts and, using appropriate brochures, name any four attractions which you would find in these resorts.

<table>
<thead>
<tr>
<th>Resort Name</th>
<th>Attraction 1</th>
<th>Attraction 2</th>
<th>Attraction 3</th>
<th>Attraction 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coastal resorts

Activity 13

The attractions found in different resorts cater for different groups of tourists.

Using information from the table above, or information from other brochures, choose a suitable coastal resort destination for each of the following groups of tourists.

Give a reason for choosing each resort destination.

<table>
<thead>
<tr>
<th>Tourist group</th>
<th>Resort</th>
<th>Reason for choosing resort</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 students on a weekend break from college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 adults and 2 young children on their summer holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 retired pensioners on an Easter break looking for peace and quiet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A single person interested in history and architecture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coastal resorts

Activity 14

Compare the climate of four coastal resorts, one from each sector in the British Isles, by completing the following table. You will need to refer to the climate statistics in the scenic resort section.

<table>
<thead>
<tr>
<th>Resort</th>
<th>Annual rainfall</th>
<th>Maximum temperature</th>
<th>Sunshine hours (August)</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Berwick</td>
<td>NE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oban</td>
<td>NW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Yarmouth</td>
<td>SE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torbay</td>
<td>SW</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 15

Your teacher or tutor will outline the use of a ruler and scale to work out the straight-line distance between two towns and increase this by 20% to allow for the fact that the road route will not be a straight line.

They will also show you how to use the straight edge of a piece of paper to measure each individual straight section of road to come up with a final true length. Using both techniques, calculate the distance between your hometown and the following towns using the map of the British Isles in the road atlas provided.

<table>
<thead>
<tr>
<th>Resort</th>
<th>Straight line distance plus 20 per cent</th>
<th>Paper edge distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackpool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Berwick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brighton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare the distances calculated in these two different ways. Are they roughly the same?
**Tourist towns and cities**

**Activity 16**

Insert the name of your local town or city in the box below.

Some towns are tourist destinations and some are not. Decide whether or not your local town is a tourist destination. If it is, list four reasons why it attracts tourists.

If it isn’t, list four reasons why it doesn’t attract tourists.

<table>
<thead>
<tr>
<th>Reason 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason 2</td>
<td></td>
</tr>
<tr>
<td>Reason 3</td>
<td></td>
</tr>
<tr>
<td>Reason 4</td>
<td></td>
</tr>
</tbody>
</table>
Tourist towns and cities

Activity 17

Using your atlas, fill in the table on the next page with the names of the towns and cities numbered 1–15 on Map 2.

By finding each town or city in an appropriate brochure or on a website, class each town or city as one of the following destination types:

A  **Large metropolitan centre** (wide range of accommodation, huge range of attractions, large population – 200,000 plus)

B  **Medium metropolitan centre** (good range of accommodation, a few key attractions medium population – 75,000–200,000)

C  **Historical centre** (good range of accommodation, many historical features, castles, cathedrals, medieval buildings)

D  **Cultural centre** (range of theatres, cinemas, art galleries and museums)

E  **Touring base** (good range of accommodation, limited tourist attractions in the town but access to many attractions in the area round about)
Some towns may fit more than one destination type.

<table>
<thead>
<tr>
<th>Number</th>
<th>Town or city</th>
<th>Population</th>
<th>Destination type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>62,647</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>41,453</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>641,670</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>441,620</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>100,600</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>115,000</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>101,000</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>7,300,000</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>127,100</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>86,874</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>109,000</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>79,900</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>272,600</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>911,000</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>75,436</td>
<td></td>
</tr>
</tbody>
</table>
Tourist towns and cities

Activity 18

Using brochures, guidebooks, the internet, or any other resources you have available, find details of four different types of accommodation in each of three different types of tourist towns and cities. A named hotel, guesthouse, bed and breakfast, self-catering apartment, caravan or camping site is required, together with a brief description, (location, rooms, star rating, facilities etc.).

<table>
<thead>
<tr>
<th>Resort 1</th>
<th>Name of accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resort 2</th>
<th>Name of accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resort 3</th>
<th>Name of accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tourist towns and cities

Activity 19

There are two Irish destinations in the list of tourist towns and cities, Dublin and Limerick. They will involve ferry crossings unless the journey is by plane.

Assume that you are travelling from your hometown to each of these destinations by car.

Find the possible ferry routes to Ireland using brochures, atlas or any other resources you have. Find out the ferry travel time for each crossing and the allowance you need to make for check-in times. Fill in the details in the table below for at least two alternative road and ferry routes.

<table>
<thead>
<tr>
<th>Resort</th>
<th>Driving time in UK</th>
<th>Check-in allowance</th>
<th>Ferry crossing time</th>
<th>Driving time in Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dublin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dublin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limerick</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limerick</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outcome 2: Examples of resort information sheets

Tourist towns and cities

Edinburgh

Climate
Average sunshine hours (May–September) 5.5
(For comparison):
Manchester 5.8
London 6.3

Average monthly rainfall 300 mm
(For comparison):
Manchester 750 mm
Birmingham 600 mm

Average summer temperature 14.8°C
(For comparison):
Manchester 15.8
London 17.2

Accessibility
Air
Frequent flights from London Stansted and Heathrow
1 hour from London
Flights from Aberdeen, Manchester, Birmingham, East Midlands, Bournemouth, Bristol, Cardiff

Rail
Hourly service on East Coast Main Line from London via York and Newcastle
4 hours from London
45 minutes from Glasgow
Frequent services from most parts of Scotland and the rest of the UK

Coach
Frequent direct coach connections from most parts of Britain
8 hours from London
1 hour from Glasgow
INFORMATION SHEETS

HOLIDAY DESTINATIONS (INT 1, TRAVEL AND TOURISM)

Car
A90 from Aberdeen
M1/M6 from London
A9/M90 from Inverness
M8 from Glasgow

Amenities
A wide range of accommodation.
A few 5-star hotels, e.g. Caledonian, Balmoral, Sheraton.
Many other first class hotels in and around the city centre.
A selection of mid-range hotels.
A more limited number of Bed and Breakfasts.
Some self-catering accommodation including University Halls of Residence.

A wide selection of theatres, cinemas, concert halls etc.
Sports stadia, including Murrayfield, Meadowbank, Tynecastle and Easter Road.
Shopping in Princes Street, Royal Mile, Waverley Market, St James Centre, The Gyle, Cameron Toll and Ocean Terminal.

Attractions
A vast range of attractions including:

Edinburgh Castle
St Giles Cathedral
Leith Docks and Britannia
Royal Botanic Garden
Scott Monument
Museum of Scotland
National Gallery of Scotland
Dynamic Earth
Whisky Heritage Centre

Holyrood Palace
The New Town
Museum of Childhood
Camera Obscura
Princes Street Gardens
Gallery of Modern Art
National Portrait Gallery
Royal Scottish Academy
Butterfly World

Scenic attractions including:

Calton Hill
Duddingston Loch
Salisbury Crags
Arthur’s Seat
Cramond Harbour
World-famous events including:

Edinburgh International Festival
Edinburgh Festival Fringe
Edinburgh International Film Festival
Edinburgh Tattoo
Royal Highland Show

Short trips including:

Sail to Bass Rock and Inchcolm Island
Deep Sea World
Forth Bridges
Bones and Kinnel Railway
Scottish Canal Centre
Coastal resorts

Bournemouth

Climate
Average sunshine hours (May–September) 7.1
(For comparison):
Manchester 5.8
Edinburgh 5.5

Average monthly rainfall 500 mm
(For comparison):
Manchester 750 mm
Birmingham 600 mm

Average summer temperature 16.8°C
(For comparison):
Manchester 15.8
Edinburgh 14.8

Accessibility
Air
Flights from Glasgow and Edinburgh to Bournemouth International Airport

Rail
Half hourly service from London
1 hour 38 minutes from London
Services from most parts of the UK via London
7 hours from Glasgow
Some direct services from Scotland and the North of England

Coach
Coach connections from most parts of Britain via London or Bristol
2 hours from London
11 hours from Glasgow

Car
M3 from London
A350 and motorway network from the north.

Amenities
A huge range of accommodation.
A large number of 3-star hotels
Many smaller hotels and a huge number of bed and breakfasts.
Large choice of self-catering apartments and chalets.
A number of inclusive holiday parks, e.g. Meadowbank Caravan parks and campsites

A number of theatres, cinemas, concert halls and dance halls e.g. Pavilion Theatre Ballroom, Pier Theatre Sports stadia, including cricket ground, and speedway stadium

Shopping in pedestrianised town centre Old-style markets and shops in Boscombe

**Attractions**

A range of attractions including:

- Victorian Pleasure Garden
- Boscombe Pier
- Bournemouth Pier
- Shelley Museum
- Boscombe Antique Market
- Russell Coates Art Gallery and Museum
- International Conference Centre
- Waverley Paddle Steamer Cruises
- Winter Gardens

Scenic attractions including:

- Hengistbury Head
- Lulworth Cove
- Alum Chine
- Cliff walks

Events including:

- Busking Festival
- Festival of Lights

Short trips including:

- Poole Waterfront Museum
- Poole Pottery
- Alice in Wonderland Family Park
- Wimborne Model Town
- The New Forest
- Beaulieu
- Swanage Steam Centre
- Corfe Castle
- Purbeck Toy Museum
- Purbeck Tank Museum
Scenic resorts

Lake District (Kendal and Keswick)

Climate
Average sunshine hours (May–September) 5.2
(For comparison):
Manchester 5.8
Edinburgh 5.5

Average monthly rainfall 1,000 mm
(For comparison):
Manchester 750 mm
London 300 mm

Average summer temperature 15.2°C
(For comparison):
Manchester 15.8
London 17.2

Accessibility
Air Nearest Airport is Manchester 1 hour 30 minutes drive away.

Rail Regular service from London to Kendal on West Coast Mainline via Oxenholme, Preston, Crewe, Stafford and Rugby
4 hours from London
Services from other parts of the UK via Oxenholme on West Coast Mainline
3 hours from Glasgow or Edinburgh

Coach Coach connections from many parts of Britain
4 hours 30 minutes from London

Car M1/M6/A590/A591 from London
M74/M6/A66 from Scotland

Amenities
A range of accommodation
A large number of 3-star hotels in both towns
Many smaller hotels and bed and breakfasts
Some self-catering cottages and apartments
A large number of caravan parks and campsites

There is a wide range of shops in the two towns and in the area.
There are many specialist shops, particularly catering for the outdoor enthusiast, climbers and walkers.

Craft shops selling locally produced crafts and small potteries can be found in both towns and in many villages in the Lake District.

**Attractions**

A range of attractions including:

- Windermere Cruises
- Museum of Lakeland Life
- World of Amazonia
- Ruskin Museum
- Keswick Motor Museum
- Kendal Museum
- Lowther Leisure Park
- Lake District National Park Visitor Centre
- Dove Cottage & William Wordsworth Museum
- World of Beatrix Potter Exhibition
- Ravenglass and Eskdale Railway
- Lakeside and Haverthwaite Railway
- Hayes Garden World
- Hardknott Castle Roman Fort

**Scenic attractions including:**

- Lake Windermere
- Coniston Water
- Ullswater
- Helvellyn
- Skiddaw
- Scafell Pike
- Striding Edge
- Kirkstone Pass

**Events including:**

- Lakeland Festival
- Sheep Dog Trials
- Yachting Events

**Short trips including:**

- Laurel and Hardy Museum (Ulverston)
- Frontierland Amusement Park (Morecambe)
- Blackpool Pleasure Beach
- Gretna Green Visitor Centre
Tourist activity area resorts

Aviemore

Climate
Average sunshine hours 4.7
(For comparison):
Manchester 5.8
London 6.3

Average monthly rainfall 950 mm
(For comparison):
Manchester 750 mm
Edinburgh 300 mm

Average summer temperature 15.8°C
(For comparison):
Manchester 15.8
London 17.2

Accessibility
Air
Nearest Airport is Inverness
1 hour 30 minutes from London
Flights from Manchester, Birmingham, London via Glasgow

Rail
4 trains a day service from Glasgow and Edinburgh via Perth
3 hours from Glasgow

Coach
Direct coach connections from some parts of Britain
12 hours from London
3 hours 30 minutes from Glasgow

Car
A9 from Perth
A9/M80 from Glasgow
A9/M90 from Edinburgh

Amenities
A good range of accommodation
One or two 3-star hotels
A few mid-range hotels
A limited number of bed and breakfasts
Some self-catering accommodation
Bunk house and youth hostel accommodation
Large area of ‘time share’ accommodation
Limited shopping in the centre of Aviemore
A few gift shops and specialist ski and mountaineering shops
A go-kart track and vast array of amenities to suit skiers are available
including ski schools and training courses

Attractions
A number of attractions including:

Ptarmigan Restaurant on Cairngorm Aviemore Centre
Landmark Visitor Centre (Carrbridge) Highland Folk Museum
Baxter’s Visitor Centre Caledonian Pine Forest Centre
Loch Garten Osprey Watch Glenmore Lodge National
Reindeer Centre Outdoor Centre
Ski lifts and tows on Cairngorm Go-Kart track
Strathspey Steam Railway

Scenic attractions including:

Cairngorm Plateau Loch Morlich Loch Einich
The Lairig Grhu Ben Macdhui Craigellachie Nature Reserve

Events including:

Scottish ski championships
Santa Claus experience

Short trips including:

Waltzing Waters (Newtonmore)
Loch Ness Monster Visitor Centre (Drumnadrochit)
Speyside Whisky Trail
Culloden Visitor Centre
SECTION 3

OHT 1: Reasons why people go on holiday

- Rest and relaxation
- Sunshine
- Fun
- Sport
- Exploring
- Hobby
- Good food
- Drink
- Exercise
- Fitness
- Visiting family or friends
- Historical interest
- Beautiful scenery
- Photography
OHT 2: British Isles

Climate
OHT 3: British Isles

Scenic resorts

- ORKNEY
- LOCH NESS
- LOCH LOMOND
- GIANT’S CAUSEWAY
- ISLE OF ARRAN
- LAKE DISTRICT
- NORTH YORKSHIRE MOORS
- YORKSHIRE DALES
- PEAK DISTRICT
- THE FENS
- SNOWDONIA
- BRECON BEACONS
- CHEDDAR GORGE (Mendip Hills)
- CHANNEL ISLANDS
- KILLARNEY (Ring of Kerry)
- TROSSACHS
- KILLARNEY (Ring of Kerry)
- KILLARNEY (Ring of Kerry)
Examples of activity holidays

Hill climbing
Camping
Caravanning
Pony trekking
Hill walking
Yachting
Canal boating
Pot-holing
Windsurfing
Ski-ing
Snow boarding
Shopping
Exploring
Para-gliding
Canoeing
Swimming
Beach combing
Golf
Tennis
Theatre and shows
OHT 5: British Isles

Tourist activity area resorts
OHT 6: British Isles

Coastal resorts
OHT 7

Attractions of towns and cities for tourists

Castles
Cathedrals
Historic buildings
Range of shops
Specialist shops and services
Art galleries
Museums
Theatres
Cinemas
Nightlife
Range of restaurants
Clubs and discos
Parks and gardens
Good transport
Range of accommodation
People
Range of entertainment
OHT 8: British Isles

Tourist towns and cities

Blank map: British Isles
Map 1: British Isles

Photocopyable map (tourist activity areas)
Map 2: British Isles

Photocopiable map (tourist towns and cities)
Addresses of some major tourism authorities in the British Isles

Visit Britain and Visit England
Thames Tower
Blacks Road
Hammersmith
London W6 9EL

Visit Scotland
Ocean Point
94 Ocean Drive
Edinburgh EH6 6JH

Visit Wales
Brunel House
2 Fitzalan Road
Cardiff CF2 1UY

Visit Ireland
Information Service
PO Box 273
IRL – Dublin 8

Visit Scottish Highlands
Peffery House
Strathpeffer
Ross-shire IV14 9HD

Visit Cornwall
Pydar House
Pydar Street
Truro
Cornwall TR1 1EL

Visit West Country
60 St David’s Hill
Exeter EX4 4SY
Resources useful for this unit

Access to the internet will be an advantage for students and tutors and web sites may be found by surfing the Net. With the time constraints on this unit, however a list of relevant and useful websites may be needed and these are listed below.

**Scenic areas**

<table>
<thead>
<tr>
<th>Area</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake District</td>
<td><a href="http://www.lakes-pages.co.uk/">http://www.lakes-pages.co.uk/</a></td>
</tr>
<tr>
<td>Yorkshire Dales</td>
<td><a href="http://yorkshirenet.co.uk/ydales/">http://yorkshirenet.co.uk/ydales/</a></td>
</tr>
</tbody>
</table>

**Tourist activity areas**

<table>
<thead>
<tr>
<th>Area</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alton Towers</td>
<td><a href="http://www.alton-towers.co.uk/">http://www.alton-towers.co.uk/</a></td>
</tr>
<tr>
<td>Aviemore</td>
<td><a href="http://www.aviemore.co.uk/">http://www.aviemore.co.uk/</a></td>
</tr>
<tr>
<td>Gateshead (Metrocentre)</td>
<td><a href="http://www.metrocentre-gateshead.co.uk/">http://www.metrocentre-gateshead.co.uk/</a></td>
</tr>
<tr>
<td>Isle of Wight</td>
<td><a href="http://www.islandbreaks.co.uk/">http://www.islandbreaks.co.uk/</a></td>
</tr>
<tr>
<td>Pembrokeshire Coast</td>
<td><a href="http://www.pembrokeshire.gov.uk/">http://www.pembrokeshire.gov.uk/</a></td>
</tr>
<tr>
<td>Windsor (Legoland)</td>
<td><a href="http://www.legoland.co.uk/">http://www.legoland.co.uk/</a></td>
</tr>
</tbody>
</table>

**Coastal resorts**

<table>
<thead>
<tr>
<th>Area</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bournemouth</td>
<td><a href="http://www.bournemouth.co.uk/">http://www.bournemouth.co.uk/</a></td>
</tr>
<tr>
<td>Great Yarmouth</td>
<td><a href="http://www.great-yarmouth.co.uk/">http://www.great-yarmouth.co.uk/</a></td>
</tr>
<tr>
<td>Oban</td>
<td><a href="http://www.oban-org.co.uk/">http://www.oban-org.co.uk/</a></td>
</tr>
<tr>
<td>Skegness</td>
<td><a href="http://www.skegness-resort.co.uk/">http://www.skegness-resort.co.uk/</a></td>
</tr>
<tr>
<td>St Ives</td>
<td><a href="http://www.stives-cornwall.co.uk/">http://www.stives-cornwall.co.uk/</a></td>
</tr>
</tbody>
</table>

**Tourist towns and cities**

<table>
<thead>
<tr>
<th>Area</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canterbury</td>
<td><a href="http://www.hillside.co.uk/tour/">http://www.hillside.co.uk/tour/</a></td>
</tr>
<tr>
<td>Cardiff</td>
<td><a href="http://www.cardiff.gov.uk/">http://www.cardiff.gov.uk/</a></td>
</tr>
<tr>
<td>York</td>
<td><a href="http://www.york.gov.uk">http://www.york.gov.uk</a></td>
</tr>
</tbody>
</table>

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General

British Tourism  http://www.visitbritain.com/
English Tourism  http://www.visitengland.com/
Irish Tourism (Eire)  http://www.visitireland.com/
Northern Ireland Tourism  http://www.discovernorthernireland.com/
Highlands of Scotland  http://www.scottishhighlands.worldweb.com/
Wales Tourism  http://www.visitwales.com/
Scottish Tourism  http://www.visitscotland.com/

Excellent site giving direct access to all British tourist organisations
http://www.tourismknowledge.com/organisations.htm

The websites are variable in the amount of useful information they contain, but those listed above are reasonably easy to access and most have relevant information. The Tourist Board ones are particularly good with good links to other sites, climate information, range of accommodation, how to get there and location maps.

Road atlases of the British Isles will be helpful for the route planning exercises and these are often available, remaindered from shops, for as little as £1.99. To be most useful, the atlases should have a full-page map of the British Isles with motorways clearly marked and a mileage chart for key destinations. In addition a road atlas with easy to read road distances on the main maps would be an advantage.

Schools and colleges will all have access to different standard atlases, therefore no assumptions are made as to what is available. Many will have useful climate statistics or maps and some may have town populations. To be most useful, the British Isles map section should have full-page physical and political maps of the British Isles so that reference to physical features and relationships with towns and cities can be easily compared.

Students can pick up brochures for selected destinations, directly from Travel Agents, although a selection of relevant brochures should be available in the classroom. Travel Agents get rid of surplus brochures in late spring and mid-autumn and will often make these available if you can pick them up. Class reference sets of brochures produced by National and Area Tourist Boards throughout the British Isles should also be made available. A list of addresses can be found at the beginning of this Appendix.
The *Radio Times* offers a free brochures service towards the end of the summer and again at Christmas time. Students can select their own brochure choices in this manner and the tutor can arrange for them to be sent to a few suitable addresses to save too many individual forms being filled out.

Travel supplements from Sunday and daily newspapers are another source of useful material. There are often features on particular resorts, which have a wealth of useful information, especially on attractions.

A selection of tourist guides to the suggested areas in this unit will be useful and access through a library or from home will be an advantage.

There are a limited number of useful textbooks, but many Geography texts have climate figures which can be used and some examine different tourist resort types. For many of the textbooks now, there are differentiated materials which go with them and these can be particularly useful for an Intermediate 1 course.

AA yearbooks, which are already a basic resource in many schools and colleges will still be useful for accommodation details and journey distance calculations.

For distance measurements and details of road journeys Microsoft AutoRoute is a useful additional resource.
Holidays in the British Isles

Student destination report template

Contents: (Structure of Report)

• Introduction
• Location and accessibility
• Climate of resort
• Plan of resort
• Accommodation
• Amenities
• Attractions
• Conclusion
• Bibliography
Introduction

My personal holiday requirement

1. What type of holiday have you chosen? (e.g. Scenic, Coastal, City, Activity.)

2. Why does this type appeal to you?

3. Will you go with a friend, in a group or with family?

4. How long will you go for and at what time of year? Explain your choice.

5. What type of accommodation would you prefer and why?

6. What attractions (i.e. things to visit) would appeal to you and which would not? Give details.

7. What amenities (i.e. things to use) would you like on the resort? Give details.

8. What is your choice of destination which best matches these requirements?
Location and accessibility

Location

Give a brief description of where the destination is: (i.e. country and area; nearby rivers, hills, mountains, cities). For example, Glasgow is located in west central Scotland at the mouth of the River Clyde. Edinburgh lies 65 km to the east.

Accessibility – from home

By car – road routes, e.g. A73, M74, distances and journey time.

By coach – Departure and arrival points, frequency of service, distances and journey time.

By rail – Stations of departure and arrival, frequency of train service, distances and journey time.

By air – Airport links, frequency of flights, journey time.

Route map: Giving a range of methods of travel. (On reverse if more space required.)
Climate of resort

(NB Climate information must be for time of your visit to the destination)

1. Average daily sunshine hours for:
   • Resort
   • Other places (e.g. home – for comparison)

2. Average monthly rainfall:
   • Resort
   • Other places

3. Average monthly temperature:
   • Resort
   • Other places

4. Average snowfall (if applicable)
   • Resort
   • Other places
Plan of resort

1. Find a map or plan of the tourist destination.

2. You may wish to hand draw and label it yourself.

3. Things to include on the map:
   Anything of interest to a tourist:
   • Sights of interest, attractions and amenities
   • Accommodation
   • Tourist information centre
   • Main shops
   • Bus and rail stations, airport, ferry terminal
   • Scenic walks, bus routes etc.
   (Include a key, e.g. you could use symbols for the different features).
Accommodation

1. Give information on the variety of accommodation e.g. hotels, guest houses, B&Bs, camping and caravan sites, self-catering cottages and apartments, youth hostel.

2. A brief description of 3 or 4 different types will suffice. Include a photo if possible.

3. Include details of the accommodation you would choose to stay in.
Amenities

Find information on:

1. Shopping facilities – e.g. gift and craft shops, outdoor wear, food shops, including any local specialisms.

2. Eating facilities – e.g. fast foods, cafes, restaurants, coffee shops, including any local specialisms.

3. Transport facilities – e.g. buses, taxis, metro, trains.

4. Sports facilities – e.g. swimming pool, tennis, crazy golf.

5. Evening entertainment – e.g. discos, theatres, cinemas, clubs, shows.
Attractions

Give information on a range of attractions at the destination.
Write a brief description of what there is to see.
You could refer to where some of the attractions are on the plan of the resort.

1. Sights of historic interest – e.g. castles, cathedrals.

2. Special buildings e.g. Post Office Tower, London Eye, London Bridge.


4. Scenic attractions, e.g. waterfalls, lakes, etc.

5. Purpose-built attractions, e.g. theme parks

6. Special events/festivals, e.g. Edinburgh Fringe.

7. Short trips from destination.
Conclusion

• Make a short summary of the main things you have found out in your research on the destination.

• You could perhaps comment on the advantages and disadvantages of this place for a holiday.

• Finally, do you think you would enjoy a holiday there? Would it meet all the requirements you had?

• Write up a **bibliography** on the last page with a list of all the resources you used.
Travel and Tourism

Holiday Destinations

Part 2: Outcomes 3 and 4
Holiday Destinations outside the British Isles

[INTERMEDIATE 1]

Cameron Robbie
Introduction

Schedule of work
Tutor notes

Section 1: Student activities

Introduction
Scenic resorts
Tourist activity areas/special interest resorts
Coastal resorts
Tourist towns and cities

Section 2: Examples of resort information sheets

Paris
Playa de las Americas
Niagara Falls
Orlando (Florida)

Section 3: OHTs

OHT 1: Scenic resort locations
OHT 2: Tourist activity/special interest themes (some examples)
OHT 3: Tourist activity/special interest area locations
OHT 4: Coastal resort locations
OHT 5: Attractions of beach locations
OHT 6: Tourist towns and cities locations
Blank map
Map 1: Photocopiable map (tourist activity/special interest areas)
Map 2: Photocopiable map (tourist towns and cities)

Appendix

Teacher resource answer sheet (activity 9)
Resources useful for this unit
Holidays outside the British Isles (student destination report template)

For Holiday Destinations in the British Isles see pages 4–66
Part 2 – Outcomes 3 and 4: Holiday destinations outside the British Isles

**Introduction**

This 20-hour part-unit consists of an 8-hour set of lessons covering an examination of four types of holiday destination leading up to Outcome 3, followed by a 10-hour investigation involving students’ personal research which forms Outcome 4.

In addition 2 hours are allocated for assessment and re-assessment if necessary.

**How to deliver the unit**

This unit is designed to enable candidates to develop an understanding of the holiday opportunities which exist outwith the British Isles. The investigation element encourages the student to use a wide variety of sources in a research context, to produce a report on two contrasting tourist destinations from the wider world.

The focus should be on personal research by the candidate and access to a good selection of brochures, the internet, appropriate videos, maps and atlases will be required.

Student-centred learning through individual research should form a major part of this part-unit, with access to the internet being a major advantage. Provision of classroom resources, such as tourist brochures and guides, and travel videos, will also be important. Resources should be available to allow the research to be entirely based on the students’ choice, although knowledge of key locations will be necessary for the external assessment and in the lead up to the third outcome. Exemplars of information required for a selection of resorts are given after the section on student activities. These can be made available to students as specimen responses of high quality, at any time during the research for Outcome 4; however they should not take the place of individual student research using up-to-the-minute tourist information.

Students will have to be able to identify key locations from within the four destination types and find these on a map using an atlas. For this
purpose appropriate maps are included with the support materials, but practice finding locations using an atlas will also be necessary.

For each of the destination types, the importance of qualities such as range of accommodation, climate, accessibility, attractions, etc. can be discussed. For two or three selected resorts there is some detailed location mapping and discussion of ‘how to get there’, through route planning exercises. Calculation of journey times using scale to measure distance and assuming an average plane speed are practised.

The investigation of two contrasting tourist destinations should draw on the students’ experiences of Outcome 3. Students should be encouraged to think about their own personal requirements for a holiday and then, in order to provide contrasting requirements, broaden these to other members of the family, or a different generation of holidaymaker. Students should be encouraged to make reference to the work they did on holiday specification in the unit ‘Holiday Planning’.

Once the detailed requirements are listed, a choice of destinations can be made, which should be ones for which there is a good range of resources. The necessity for a clear and concise report, which could be used by someone other than the student, should be stressed. It is in the completion of these reports that the opportunity to provide headroom is most likely to be available. The complexity of data presented, the quality of the writing style and the range of resources used will all help in grading the quality of the report and it should be explained to students that the reports will be assessed with a view to grading.

Frameworks for induction

Students should be introduced to the content of the unit prior to its delivery. A scheme of work and schedule of assessments should be provided in order to facilitate the organisation of study time.

The tutor’s role will be to focus students’ attention on the need to be able to classify resorts into the four types specified and to be able to locate key resorts in the world on a map. The ability to estimate distances on a map using a scale and to make time estimates based on a realistic average plane speed should also be outlined.

The resources available for the investigative elements should be clearly outlined to the student and their availability should be checked in advance.
The learning environment

A wallboard or flipchart will be required as will an overhead projector. There are some commercial videos available giving tourist information for particular locations which are available by writing to the relevant Tourist Board or resort company. Alternatively, video recordings from the wide range of travel programmes on all five terrestrial channels can be used. Because of the limited time available these should be strictly limited to short, relevant extracts. A VCR/DVD player will be necessary and editing facilities very useful.

Individual access to the internet will be helpful, although more limited access will suffice. If no student access is readily available then tutor access with relevant data printed out and photocopied will be necessary.

Teacher notes

Since resources available will differ widely between different schools and colleges, and since timetabling will mean different lesson lengths, the Teacher Notes section will be based around each section of study and not necessarily around specific lesson plans.

There are more activities for each section than it may be practical to complete and it will be at the discretion of each individual tutor, depending on the progress of an individual class, which sections may be left out.
Schedule of work

Introduction

• why do people holiday abroad?
• advantages and disadvantages of holidays abroad
• classification of resorts

Scenic resorts
• climate (range and description on a world scale)
• location mapping of scenic resorts
• airports of entry
• journey time measurement
• climate comparisons and impact
• route descriptions and measurements

Tourist activity/special interest resorts
• location mapping and classification of activity area resorts
• range of activities or special interest themes
• effects of weather on tourist activities
• specialist facilities for certain activities or special interests
• activity and resort appeal for particular age groups

Coastal resorts
• location mapping of coastal resorts
• languages spoken in selected resorts
• facilities found in coastal resorts
• creation of coastal resort fact files

Tourist towns/cities
• location mapping of towns and cities
• importance of restaurants/local cuisines
• classification of different types of tourist towns or cities
• good buys in towns and cities
• route descriptions and measurements

Contrasting investigations
• This class-based activity will require preparation by tutors and students and a wide range of resources should be made available.
**Tutor notes**

**Introduction (25 minutes)**

- why do people holiday abroad?
- advantages and disadvantages of holidays abroad
- classification of resorts

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss with students the changing pattern of holiday travel and the increasing trend towards holidays abroad.</td>
<td>Activity 1</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Brainstorm with students their ideas on why people might choose to holiday abroad. Get students to do Activity 1. Discuss with students the ideas they have: better weather, more disposable income, easier and cheaper travel, exotic destinations seen on television, to experience other countries’ food and low-cost of living in many foreign countries. Get students to think of their own positive and negative views of holidays abroad and get them to do Activity 2. Briefly discuss the ideas they come up with. Explain that just as in the British Isles, resorts cater for different tourist needs and how this unit will divide them into four categories, Scenic, Tourist Activity/Special Interest, Coastal, and Towns and Cities.</td>
<td>Activity 2</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Scenic resorts (2 hours 20 minutes)

- climate (range and description on a world scale)
- location mapping of scenic resorts
- airports of entry
- journey time measurement
- climate comparisons and impact
- route descriptions and measurements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm with students their images of weather on a world scale. They may come up with many types of extreme weather (monsoons, hurricanes, blizzards etc.) Discuss how world climates are affected by four main factors. 1. Distance from the equator 2. Distance from the sea 3. Height above sea level 4. Proximity to prevailing ocean currents and prevailing winds</td>
<td>Activity 3</td>
<td>25 minutes</td>
</tr>
<tr>
<td>After this outline, get students to do Activity 3, filling in gaps from the word bank.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get students to give examples of famous scenic areas which they may know about. Write these up on a flip chart or board, and then get students to do Activity 4, marking the selected locations on a blank world map.</td>
<td>Flip chart or board Activity 4</td>
<td></td>
</tr>
<tr>
<td>Show students OHT 1 with correct locations marked.</td>
<td>OHT 1</td>
<td></td>
</tr>
<tr>
<td>Get students to do Activity 5 by getting them to match the descriptions with the relevant resort. This may be a useful point to allow pupils access to the internet or to an appropriate CD-ROM encyclopaedia.</td>
<td>Activity 5 Internet, brochures, guidebooks, or CD-ROM encyclopaedia</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Discuss with students the role of air travel in opening up the world travel market. Go on to discuss the concept of hub airports and airports of entry, which give access to other parts of a country. Using brochures which do have flight times, get students to do Activity 6.</td>
<td>Brochures Activity 6</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>
(Activities 5 and 6 could be combined so that research for both is done at the same time.)

Explain that, in the absence of flight times in the brochure, it is possible to calculate these using world maps with a scale line, and a ruler. Describe the calculation of journey time using distance divided by speed. Explain that average plane speeds over longer journeys can be averaged out at 800 kph. Get students to practise measuring distances for the selected resorts and calculating journey times using the formula by doing Activity 7.

Briefly discuss the range of comfortable temperatures (21–30 degrees centigrade) and the role of humidity in making temperatures very uncomfortable. Discuss other weather features which might affect holidays in scenic areas such as low cloud, heavy rain, strong winds etc. then get students to do Activity 8.

<table>
<thead>
<tr>
<th>Activity 7</th>
<th>Activity 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>World map with scale line – handout (blank map)</td>
<td>25 minutes</td>
</tr>
<tr>
<td>15 minutes</td>
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</tr>
</tbody>
</table>

Activity 7, World map with scale line – handout (blank map)

Activity 8

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Tourist activity/special interest resorts (2 hours)

- location mapping and classification of activity area resorts
- range of activities or special interest themes
- effects of weather on tourist activities
- specialist facilities for certain activities or special interests
- activity and resort appeal for particular age groups

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorm with students their ideas on examples of activity or special interest holidays. Write these up on a board or flip chart. Show OHT 2 to students to show selected examples.</td>
<td>Flip chart or board, OHT 2</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Get students to name the resorts on Map 1, distributed as handout, using their atlas. Show OHT 3 with correct locations.</td>
<td>Map 1 (as handout), Activity 9, OHT 3, Internet Brochures</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Get them to find the resorts on the internet or in brochures and get them to identify the activity or special interest theme which would apply to each of the resorts by completing Activity 9. Discuss the elements of weather which affect each of the activities listed in Activity 9. Get students to do Activity 10.</td>
<td>Activity 10, Internet Brochures</td>
<td></td>
</tr>
<tr>
<td>Discuss the specialist facilities needed for particular activities e.g. ski facilities, facilities for trekking, sports facilities. Get students to do Activity 11 getting them to list the special facilities shown in brochures which are relevant to the particular activity or special interest theme associated with their choice of any four resorts.</td>
<td>Activity 11, Brochures</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Discuss with students the types of holidaymakers attracted to particular activities or special interest themes. The age groups which might be targeted for particular holiday destinations should be looked at and, by examining the types of photographs used in brochures, students should be asked to complete Activity 12.</td>
<td>Activity 12, Brochures</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

(Students will need access to brochures which can be cut up, so that they can paste photographic evidence into their work sheet. This will
necessitate pre-planning by tutors, so that the brochures available for cutting up have relevant photographs which can be used by students.) Activities 11 and 12 could be combined so that all research is done at the same time.
Coastal resorts (1 hour 55 minutes)

- location mapping of coastal resorts
- languages spoken in selected resorts
- facilities found in coastal resorts
- creation of coastal resort fact files

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue students with blank world map and get them to do Activity 13 by marking the coastal locations on their map. Show OHT 4 with correct locations.</td>
<td>Activity 13 Blank map (as handout) OHT 4</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Outline to students the idea of English as the international language of tourism. Discuss with them the national languages of a range of countries. Explain briefly the role of colonisation in spreading European languages throughout the world.</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Get students to complete the table in Activity 14, using guidebooks, CD-ROM encyclopaedias or any other resources available.</td>
<td>Activity 14 Guidebooks, CD-ROM encyclopaedias OHT 5</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Explore with students the different types of coastal resorts which can be found. Brainstorm the reasons why beaches attract holidaymakers. Show OHT 5 with some suggestions.</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Using brochures, internet or guidebooks get students to describe the beaches and beach facilities for the three resorts listed in Activity 15.</td>
<td>Activity 15 Brochures Internet guidebooks</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Explain to students that as a means of practising for the reports they will have to complete for Outcome 2, they will be asked to complete mini-factfiles on two coastal resorts of their choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using brochures, Internet, guidebooks etc. get students to find the information on the seven headings listed in the table in Activity 16.</td>
<td>Activity 16 Brochures, Guidebooks Internet</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
Tourist towns/cities (2 hours)

- location mapping of towns and cities
- importance of restaurants/local cuisines
- classification of different types of tourist towns or cities
- good buys in towns and cities
- route descriptions and measurements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get students to start Activity 17 by naming the resorts on Map 2 using their atlas. Show OHT 6 with correct locations.</td>
<td>Activity 17 Map 2 Atlas</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Brainstorm with students major world landmarks that they have heard of and which are tourist attractions in towns and cities. Write these up on a flip chart or board.</td>
<td>Flip chart or board</td>
<td></td>
</tr>
<tr>
<td>Get students to link the attractions in Activity 18 to the correct town or city using the internet, brochures or guidebooks. Using any resources at their disposal, get students to add one additional attraction to the table for any six of the cities named.</td>
<td>Activity 18 Brochures Internet Any other resources</td>
<td></td>
</tr>
<tr>
<td>Explain the amenities which attract people to towns and cities such as high quality hotels and a range of restaurants.</td>
<td>Flip chart or board</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Get students to think of any famous foreign foods they know of. Write these up on a flip chart or board and link each food with its country of origin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get students to complete Activity 19.</td>
<td>Activity 19</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Discuss with students what other things tourists do in towns and cities such as shopping. Outline the huge market in souvenirs and local crafts which are sold to tourists. Discuss the things which might be described as good buys in particular countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell students that the final exercise is also a preparation for Outcome 4 and the written assessment for this unit.</td>
<td></td>
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</tbody>
</table>
Preparation, so that relevant brochures, pages of guidebooks or websites are available, should take place in advance in order that students do not waste too much time finding the relevant materials.

Get students to do Activity 20 creating a detailed travel itinerary from their hometown to an international resort of their choice, outside Europe. Stress the importance of detailed descriptions of the length, timing and mode of transport used for each leg of the journey.

<table>
<thead>
<tr>
<th>Unit assessment</th>
<th>Activity 20</th>
<th>60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select NAB Item</td>
<td>45 minutes</td>
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</tbody>
</table>
Outcome 4

- This class-based activity will require preparation by tutors and students and a wide range of resources should be made available.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of two contrasting investigations</td>
<td>Internet, Tourist brochures, Guidebooks</td>
<td>10 hours</td>
</tr>
</tbody>
</table>

In this activity the students, through individual research, must put together information on two contrasting tourist destinations to meet particular client requirements.

Using some of the skills learnt in the earlier sections the students must decide on two different types of holidaymakers and correctly identify an appropriate destination for these people.

They must put together two investigative reports giving information on attractions, accessibility, amenities including a resort plan and useful words and phrases, including local food and drink.

It may be necessary to limit students to choosing destinations where a range of resources are available through prior organisation by the tutor.

The reports should be concise and clear and able to be used by someone other than the student, who had no previous knowledge of that destination.

It should be stressed that the quality of the final investigations will be graded and may form part of the course estimate and therefore extra effort will be rewarded.
SECTION 1

Introduction

Activity 1

Many more people take holidays abroad now than fifty years ago. List three or four reasons why this might be.

Reason 1

________________________________________________________

Reason 2

________________________________________________________

Reason 3

________________________________________________________

Reason 4

________________________________________________________
Activity 2

There are many positive features about holidays abroad but there are also negative features for many people.

Try to think of as many positive features as you can and then as many negative features.

<table>
<thead>
<tr>
<th>Positive features</th>
<th>Negative features</th>
</tr>
</thead>
</table>
Scenic resorts

Activity 3

Remember the climate graphs from Unit 4 (Holidays at Home). The variations between different parts of the British Isles and different seasons of the year were quite small: a few degrees in temperature and a few 100 mm in rainfall.

On a world scale weather can be much more extreme, with temperatures well over double the UK average maximum, and rainfall from as low as a few millimetres in a whole year to several thousand millimetres a year.

Complete the following paragraph about world weather using the words from the word bank below.

The factors affecting world climate

Temperatures in the world tend to be highest around the __________, and lowest at the __________. Rainfall tends to be greatest along the __________ where prevailing winds are from the __________. It gets drier the further __________ you travel. Temperature is also affected by __________ and drops by about __________ degree centigrade every __________ hundred metres you ascend. Warm or cold ocean __________ can also affect climate by making some areas __________ and some areas __________ than you might predict.

Word bank

inland  height  coasts  five
equator  one  poles  currents
warmer  colder  sea
Scenic resorts

Activity 4

Using your atlas, find physical maps of the world and Europe. Locate the following places and mark them on your blank maps of the world and Europe.

Banff (Canada)       Niagara Falls
Grand Canyon (USA)   Katmandu
Luxor (Egypt)        Florida Everglades
Lake Titicaca (Peru) Lanzarote (Canary Islands)
Mount Kilimanjaro (Tanzania) Bali
Mallorca (Majorca)   Naples
Interlaken           Bergen (Norway)
Brittany

Activity 5

Here is a series of descriptions of some of these resorts. Using brochures, guidebooks, the internet or your own knowledge, match the correct description to the resort it is describing.

<table>
<thead>
<tr>
<th>Description</th>
<th>Resort</th>
</tr>
</thead>
<tbody>
<tr>
<td>A deep gorge over 1,500 metres deep and over 50 miles long.</td>
<td></td>
</tr>
<tr>
<td>A resort from which treks and mountain expeditions can be based using local sherpas.</td>
<td></td>
</tr>
<tr>
<td>Set in the ‘Valley of the Kings’ on the shores of the world’s longest river.</td>
<td></td>
</tr>
<tr>
<td>A volcanic island, part of a group of islands sometimes known as the ‘fortunate isles’.</td>
<td></td>
</tr>
<tr>
<td>A resort famous for the access it gives to spectacular mountain scenery such as the Eiger and the Jungfrau.</td>
<td></td>
</tr>
<tr>
<td>An area famous for crocodiles, manatees and mangrove swamps.</td>
<td></td>
</tr>
<tr>
<td>A town which gives access to fjord country</td>
<td></td>
</tr>
</tbody>
</table>
Scenic resorts

Activity 6

Most trips abroad are made by plane. Use brochures, guidebooks or the internet to find the airport which you would fly into to reach the following resorts (the nearest airport) and find the flight time for each from London.

<table>
<thead>
<tr>
<th>Resort</th>
<th>Airport</th>
<th>Flight time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banff (Canada)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lanzarote (Canary Islands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Niagara Falls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Titicaca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katmandu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interlaken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenic resorts

Activity 7

Times of journeys are usually, but not always, given in brochures. It is possible, however, to calculate the length of a journey by measuring the map distance in kilometres and working out the time taken by dividing the distance by an average flying speed of 800 kilometres per hour.

Example calculation for London – New York

\[
\text{Journey time} = \frac{\text{Distance}}{\text{Speed}} = \frac{6,000}{800} = 7 \text{ hours 30 minutes}
\]

Now calculate the journey time for the following journeys using the same formula.

You will need a ruler and a world map with a scale line.

<table>
<thead>
<tr>
<th>Journey</th>
<th>Distance (km)</th>
<th>Distance/speed calculation</th>
<th>Journey time</th>
</tr>
</thead>
<tbody>
<tr>
<td>London – Cape Town</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>London – Moscow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>London – Bombay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>London – Rio de Janeiro</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenic resorts

Activity 8

Look at the climate statistics for Luxor and Bali. Examine them and then choose a month of the year in which it would be a good time to visit and a month of the year in which it would be a bad time to visit. Then give a brief reason why for each.

LUXOR

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temp °C</td>
<td>24</td>
<td>26</td>
<td>30</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>35</td>
<td>33</td>
<td>30</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Rain (mm)</td>
<td>25</td>
<td>10</td>
<td>25</td>
<td>25</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>30</td>
<td>25</td>
</tr>
</tbody>
</table>

BALI

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temp °C</td>
<td>33</td>
<td>33</td>
<td>30</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>26</td>
<td>28</td>
<td>30</td>
<td>28</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>Rain (mm)</td>
<td>125</td>
<td>90</td>
<td>120</td>
<td>85</td>
<td>90</td>
<td>85</td>
<td>100</td>
<td>450</td>
<td>420</td>
<td>300</td>
<td>70</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resort</th>
<th>Good month</th>
<th>Bad month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luxor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bali</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tourist activity areas/special interest resorts

Activity 9

Name the resort towns or areas numbered 1–15 on Map 1 using your atlas and then using appropriate brochures, the internet or other resources find the activity or special interest theme for each resort.

<table>
<thead>
<tr>
<th>Number</th>
<th>Resort name</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tourist activity areas/special interest resorts

Activity 10

Weather is an important element for many activity or special interest holidays. Severe weather of any type can be very disruptive and many holiday resort areas play down the severity of the weather that can be expected there. In contrast, good weather for lying on the beach, e.g. warm and calm, may not be what is required by yachtsmen or women or by wind surfers.

Choose any four of the activities shown in the list in Activity 9 and for each write down two elements of severe weather which would adversely affect them. Then, for each, add one element of the weather which is necessary for them.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Adverse weather elements</th>
<th>Necessary weather element</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tourist activity areas/special interest resorts

Activity 11

Special facilities are needed to cater for many specialist interest or activity holidays. For example, ski resorts will run ski schools, provide chair lifts, provide ski hire, and other facilities to support ski holidays.

Choose any three resorts from the table in Activity 10 and using brochures, note down as many specialist facilities or amenities which cater for that activity, that you can find.

<table>
<thead>
<tr>
<th>Resort</th>
<th>Special facilities or amenities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tourist activity areas/special interest resorts

Activity 12

Particular resorts target specific age groups who may be attracted to the activity offered at that resort. Often it is possible to work this out by examining the images of people shown in brochure photographs of that resort.

Using brochures to find relevant photographs, match the following tourists with an appropriate resort.

<table>
<thead>
<tr>
<th>Type of tourist</th>
<th>Resort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pensioner couple in good health, with a large income and adventurous tastes.</td>
<td></td>
</tr>
<tr>
<td>Young adults with limited resources seeking a challenging activity holiday.</td>
<td></td>
</tr>
<tr>
<td>Couple with teenage children looking for an activity holiday which can involve the whole family.</td>
<td></td>
</tr>
<tr>
<td>Single person looking for a special interest holiday involving historic sites.</td>
<td></td>
</tr>
</tbody>
</table>
Choose a photograph from the brochures which illustrates your choice.

Photographic evidence
## Coastal resorts

### Activity 13

Mark the following Coastal Resorts on a blank world map.

- Hawaii
- Montego Bay
- Banjul (The Gambia)
- Pattaya (Thailand)
- Eilat
- Monaco
- Corfu
- Benidorm
- Puerto Vallarta
- Miami Beach
- Playa de las Americas (Tenerife)
- Perth (Australia)
- Goa
- Rimini
- Le Touquet

### Activity 14

Put a tick under the correct main language that is spoken in each resort. You may use any resources which are available.

<table>
<thead>
<tr>
<th>Resort</th>
<th>English</th>
<th>French</th>
<th>Spanish</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puerto Vallarta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montego Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miami Beach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playa de las Americas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benidorm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Le Touquet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banjul</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monaco</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eilat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corfu</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rimini</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattaya</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coastal resorts

Activity 15

Proximity to wide sandy beaches is the most common reason why coastal resorts become major tourist centres.

Using brochures or other resources, write out a physical description of the beach areas for the following resorts. For each, complete the table by describing the facilities and attractions associated with each of the beach areas.

<table>
<thead>
<tr>
<th>Resort</th>
<th>Physical description</th>
<th>Beach facilities/attractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playa de las Americas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benidorm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattaya</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Coastal resorts

Activity 16

Choose any two resorts from the list in Activity 15 and create a fact file for each finding the following information:

<table>
<thead>
<tr>
<th>Travel time from the UK</th>
<th>Possible airports of departure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airport of entry for the resort</td>
<td>A statistic describing the climate</td>
</tr>
<tr>
<td>Three attractions</td>
<td>Description of one top-quality hotel</td>
</tr>
<tr>
<td></td>
<td>Description of one cheap alternative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resort</th>
<th>Resort 1</th>
<th>Resort 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure airports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airport of entry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate statistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three attractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of top quality hotel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of cheap alternative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tourist towns and cities

Activity 17

Name the resorts numbered 1–15 on Map 2 using your atlas.

<table>
<thead>
<tr>
<th>Number</th>
<th>Resort</th>
<th>Attraction</th>
<th>Additional attraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tourist towns and cities

Activity 18

Match the following attractions to the correct city in the table in Activity 17.

<table>
<thead>
<tr>
<th>Attraction</th>
<th>City</th>
<th>Attraction</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beacon Hill</td>
<td>The Reichstag</td>
<td>Pagodas</td>
<td></td>
</tr>
<tr>
<td>Opera House</td>
<td>The Sphinx</td>
<td>Teotihuacan</td>
<td></td>
</tr>
<tr>
<td>Golden Gate Bridge</td>
<td>The Cigar Tour</td>
<td>The Colosseum</td>
<td></td>
</tr>
<tr>
<td>The Floating Market</td>
<td>The Wailing Wall</td>
<td>The Eiffel Tower</td>
<td></td>
</tr>
<tr>
<td>The Prado Art Gallery</td>
<td>Anne Frank's House</td>
<td>Table Mountain</td>
<td></td>
</tr>
</tbody>
</table>

For any six cities from the list, use brochures, the internet or any other relevant resources to add an additional attraction for each.

Activity 19

Many people visit towns and cities abroad to sample the local food (cuisine).

Although you would be able to find a whole range of restaurants serving the food in different national styles, most countries have their own individual cuisine and local specialities.

Draw a line matching the following foods with the city in which you would be most likely to be served that particular food.

<table>
<thead>
<tr>
<th>Food</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza</td>
<td>Bangkok</td>
</tr>
<tr>
<td>Sushi</td>
<td>Paris</td>
</tr>
<tr>
<td>Clam Chowder</td>
<td>Tokyo</td>
</tr>
<tr>
<td>Guacamole</td>
<td>Rome</td>
</tr>
<tr>
<td>Coconut Rice</td>
<td>Boston</td>
</tr>
<tr>
<td>Escargots</td>
<td>Mexico City</td>
</tr>
</tbody>
</table>
Tourist towns and cities

Activity 20

Choose any international resort (outside Europe) and create a detailed travel itinerary from your hometown to your destination. Include each leg and for each, write down description of journey, estimated journey time, estimated length of journey and mode of transport used. Include any waiting time, e.g. check-ins at airports, ferries, etc.

For example:

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>Time</th>
<th>Distance</th>
<th>Mode of transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home – Station</td>
<td>20 minutes</td>
<td>10 miles</td>
<td>Taxi</td>
</tr>
<tr>
<td>STAGE 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station – Airport</td>
<td>1 hour</td>
<td>45 miles</td>
<td>Train</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home town</th>
<th>Destination resort</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Stage number</th>
<th>Description</th>
<th>Time</th>
<th>Length</th>
<th>Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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Outcome 2: Examples of resort information sheets

Tourist towns and cities

Paris

*Climate*

Average daily sunshine hours (May–September) 6.9
(For comparison): Manchester 5.8 and London 6.3

Average monthly rainfall 400 mm
(For comparison): Manchester 750 mm and Glasgow 900 mm

Average summer temperature 18.8°C
(For comparison): Manchester 15.8 and London 17.3

*Accessibility*

**Air**

- Frequent flights from London, flights from Edinburgh and Glasgow direct to Paris Charles de Gaulle
- 1 hour from London. 1 hour 30 minutes from Glasgow or Edinburgh
- Flights from other regional airports

**Rail**

- Hourly service on the Eurostar from London Waterloo to Paris Gare du Nord via Channel tunnel
- Connections to London from most parts of Britain direct. Tube connection required from most other London termini

**Coach**

- Direct coach connections from many parts of Britain via London Victoria and Channel tunnel
- 4 hours from London
- 12 hours from Glasgow

**Car**

- M2 or M20 motorways from London to Channel tunnel entrance at Cheriton (near Folkestone)
- Le Shuttle rail transfer through tunnel to Sangatte (near Boulogne)
- A16 Autoroute to Paris
**Amenities**
A wide range of accommodation
Many 5-star hotels
Many other first-class hotels in and around the city centre and on the outskirts
A selection of mid-range hotels particularly in the Sorbonne area
Some self-catering accommodation including University Halls of Residence in Sorbonne area
A wide selection of theatres, cinemas, concert halls, the opera, etc.
Sports stadia, including Parc des Princes, French National Stadium
Shopping in Rue de Rivoli and Pompidou Centre
A huge selection of restaurants particularly on the Rive Gauche. Many pavement cafés particularly on the banks of the Seine and in the Montmartre, Sacré Coeur and Champs Elysées areas.

**Attractions**
A vast range of attractions including:

- Notre Dame Cathedral
- Sacre Coeur
- The Louvre
- The Arc de Triomphe
- Eiffel Tower
- Musee d’Orsay
- Champs Elysées
- Palace of Versailles
- The Moulin Rouge
- L’Opera
- The Tuileries
- Montmartre
- Bateaux Mouches

Scenic attractions including:

- Bois de Boulogne
- River Seine

World-famous events including:

- Various major fashion shows
- The Moulin Rouge

Short trips including:

- Disneyland Paris at Marne La Vallée
- Reims
- Palace of Fontainebleau
- Chartres
- Orléans
- Champagne region

Local specialities:

- Frogs’ legs
- Escargots (snails)
- Champagne
- Café et Croissants
Coastal resorts

Playa de las Americas

*Climate*
Average daily sunshine hours 9.5
(For comparison): Manchester 5.8 and Edinburgh 5.5

Average monthly rainfall 50 mm
(For comparison): Manchester 750 mm and Birmingham 600 mm

Average summer temperature 25.6°C
(For comparison): Edinburgh 14.8

*Accessibility*

**Air**
- Scheduled flights from London Gatwick with Iberia via the Spanish mainland.
- Also direct scheduled services with Monarch from London Luton.
- Charter flights with most major tour operators from Glasgow, Edinburgh and most regional airports in the rest of the UK, plus many flights from Gatwick, Heathrow, Luton and Manchester.
- Gateway airport – Tenerife Sud (Reina Sofia)
- Transfer time by bus or taxi to resort, around 15 minutes.
- Flight time around 4 hours.

**Ferry**
- From Cadiz in mainland Spain with Southern Ferries

*Amenities*
- A huge range of accommodation
- A huge number of multi-storey hotels
- Many smaller hotels
- Large choice of self-catering apartments
- A few inclusive holiday parks
- A few campsites
- A large number of time-share complexes
- A large number of discos, night clubs (to suit all tastes), casinos and cabaret bars.
- An incredible range of restaurants, cafés and bars representing many international cuisines as well as local Canarian restaurants.
- Shopping along pedestrianised beach promenade and in some large covered hypermarkets.
- Open-air market at certain times.
**Attractions**
**A range of attractions including:**

Aquapark Puerto Colon Marina
Harbour Acuario Atlantico (Aquarium)

(Playa de las Americas is a purpose-built resort which has expanded rapidly in a parched desert area in the last 30 to 40 years.)

**Scenic attractions including:**

Mount Teide (4,000-metre-high extinct volcano)
The Cliffs of Los Gigantes
Las Canadas National Park

**Events including:**

Many local fiestas
Fiesta de la Virgen del Carmen
Santa Cruz Carnival

**Island trips including:**

Camel safari at Guaza
Ferry to La Gomera
Tree of Icod
Botanic Gardens (Puerto de la Cruz)
Lido (Puerto de la Cruz)
Candelaria
La Laguna
Garachico

**Local specialities:**

Paella
Canarian soup
Canarian potatoes with mojo sauce
Honey rum
Scenic resorts

Niagara Falls

Climate
Average daily sunshine hours (May–September) 8.3
(For comparison): Manchester 5.8 and Edinburgh 5.5

Average monthly summer rainfall 200 mm
(For comparison): Glasgow 900 mm and London 300 mm

Average summer temperature 28°C
(For comparison): Manchester 15.8 and London 17.2

Accessibility
Air
• Nearest airports are Buffalo (USA) or Toronto (Canada)
• Regular scheduled flights from Glasgow to Toronto
• Some scheduled flights from Edinburgh to Toronto
• Flights to Buffalo via Boston or New York
• Flight times to Toronto 6–7 hours
• Flight times to Buffalo 10–11 hours
• Transfer time by coach or car from Buffalo 20 minutes and from Toronto 1 hour 15 minutes

Rail
• Regular service from Toronto
• Journey time 1 hour

Coach
• Coach connections from Toronto

Car
• Queen Elizabeth Highway from Toronto
• Journey time 1 hour 15 minutes

Amenities
A range of accommodation
A large number of luxury hotels
Many smaller hotels and guesthouses
A range of basic motels
Some self-catering apartments
A variety of self-catering lodges
A large number of caravan parks and campsites
There is a large purpose-built convention centre and many hotels have conference facilities.
There is a selection of shops in two major covered malls plus many souvenir shops in the area of the Falls and along the Niagara Gorge.

**Attractions**

A range of attractions including:

*Maid of the Mist* boat tours
Horseshoe Falls viewing gallery and tunnels
Niagara Gorge Gondola
Helicopter tours of the Falls
Skylon Tower viewing platform

Scenic attractions including:

American Falls
Horseshoe Falls
Niagara River Rapids
Niagara River Gorge
Niagara parks and gardens

Events including:

Winter Ice Festival
Falls illuminations
Various regular conventions

Short trips including:

Niagara on the Lake (eighteenth-century town)
Niagara wine tours
Fort George (eighteenth-century fortress)

Local specialities:

Hamburgers
Eiswein
Pancakes and maple syrup
Tourist activity area/special interest resorts

Orlando (Florida)

Climate
Average daily sunshine hours 7.7
(For comparison): Manchester 5.8 and London 6.3

Average monthly rainfall 600 mm in some summer months
(For comparison): Edinburgh 300 mm

Average summer temperature 29.8°C
(For comparison): Edinburgh 15.8 and London 17.3

Accessibility
Air
- Nearest Airports are Orlando and Sanford.
- Frequent scheduled flights from Manchester or London and from Glasgow via Newark.
- Frequent charter flights from major airports direct to both airports.
- 8 hours 30 minutes from London or Glasgow direct.
- Transfer time around 20 minutes to the resort from Orlando and 1 hour from Sanford.

Amenities
An excellent range of accommodation
A number of Disney Theme Hotels in the theme parks themselves catering for all income levels
A few luxury hotels
Many hotels and motels giving a wide range of price options from the major hotel chains
Many self-catering apartments and condominiums
Many caravan and trailer parks and campsites
Large areas of ‘time-share’ accommodation
A selection of bed and breakfast accommodation
A number of resorts featuring large holiday homes
A wide range of sporting facilities, swimming pools, tennis courts, fitness suites, football and baseball facilities, etc.
Many large covered shopping malls and many souvenir shops in the theme parks.
**Attractions**

Many attractions including:

Walt Disney World
Disney’s Magic Kingdom
Busch Gardens
Wet ’n Wild
MGM Studios
Blizzard Beach Water Park
River Country Water Park
Wonder Works
Typhoon Lagoon Water Park
Orlando Science Centre
Epcot
Sea World Adventure Park
Disney’s Animal Kingdom
Cypress Gardens
Kennedy Space Centre
Universal Studios

**Scenic attractions nearby including:**

St Petersburg Beach
Daytona Beach
St John’s River

**Events including:**

Disney Firework Displays
The Electric Light Parade
Daytona speedway and rally car events

**Short trips including:**

Cape Canaveral
Miami Beach
Florida Keys

**Local specialities:**

Clam chowder
Seafood gumbos
OHT 1A

Scenic resort locations

[Map showing locations of Brittany, Interlaken, Bergen, Mallorca, Naples]
OHT 1B

Scenic resort locations (cont’d)
OHT 2

Tourist activity/special interest themes

Some examples

Theatre and shows
Gambling
White-water rafting
Scuba diving
Caravanning
Hill walking
Canal boating
Pot-holing/caving
Wind surfing/surfing
Snowboarding
Visiting archaeological sites
Shopping
Exploring
Golf
Hill climbing
Cycling

Opera
Camel riding
Wildlife safaris
Camping
Pony trekking
Yachting
Ski-ing
Tennis
Swimming
Canoeing
Paragliding
Deep-sea diving
Snorkelling
Beach combing
Trekking
OHT 3A

Tourist activity/special interest area locations
OHT 3B

Tourist activity/special interest area locations (cont’d)
OHT 4A

Coastal resort locations

[Map showing coastal resort locations: Le Touquet, Monaco, Rimini, Corfu (Kerkira, Benidorm)]
Coastal resort locations (cont’d)
Attractons of beach locations

Swimming
Sunbathing
Perceptions of beaches as relaxing
Surfing
Windsurfing
Sea breezes
Building sandcastles
Sailing
Snorkelling
Water ski-ing
Sea views
Sunsets on the water
Freedom to wear few clothes
Romance
Playing in the waves
Images of paradise (palm trees and sand)
Promenade walks
Walking along the edge of the surf
Healthy air
Usually pleasantly cooler than inland areas
OHT 6A

Tourist towns and cities locations
OHT 6AB

Tourist towns and cities locations (cont’d)
Blank map: Western Europe
Blank map: The World
Map 1A

Photocopiable map (tourist activity/special interest areas)
Map 1B

Photocopiable map (tourist activity/special interest areas) (cont’d)
Map 2A

Photocopiable map (tourist towns and cities)
Map 2B

Photocopiable map (tourist towns and cities) (cont’d)
### Teacher resource answer sheet

#### Tourist activity areas/special interest resorts

**Activity 9**

<table>
<thead>
<tr>
<th>Number</th>
<th>Resort Name</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Normandy</td>
<td>Visiting World War 2 battlefields</td>
</tr>
<tr>
<td>2</td>
<td>Lourdes</td>
<td>Pilgrimages to the town seeking cures for ailments, etc.</td>
</tr>
<tr>
<td>3</td>
<td>Ardeche Gorge</td>
<td>White-water rafting, canoeing, etc.</td>
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<tr>
<td>4</td>
<td>Verona</td>
<td>Open air opera performances</td>
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<tr>
<td>5</td>
<td>Innsbruck</td>
<td>Ski-ing</td>
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<tr>
<td>6</td>
<td>Denver</td>
<td>Ski-ing</td>
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<tr>
<td>7</td>
<td>St Louis</td>
<td>Jazz and culture</td>
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<tr>
<td>8</td>
<td>Orlando</td>
<td>Disneyland theme parks</td>
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<tr>
<td>9</td>
<td>River Amazon</td>
<td>Rainforest safaris, explorations, canoeing</td>
</tr>
<tr>
<td>10</td>
<td>Rio de Janeiro</td>
<td>Beach activities of all sorts</td>
</tr>
<tr>
<td>11</td>
<td>Nairobi</td>
<td>Wildlife safaris</td>
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<tr>
<td>12</td>
<td>Nepal</td>
<td>Trekking in Himalayas</td>
</tr>
<tr>
<td>13</td>
<td>Great Wall of China</td>
<td>Walking and historical interest</td>
</tr>
<tr>
<td>14</td>
<td>Great Barrier Reef</td>
<td>Snorkelling, scuba diving, deep sea diving, etc.</td>
</tr>
<tr>
<td>15</td>
<td>Rotorua</td>
<td>Bathing in hot springs, thermal baths, vulcanology theme interests</td>
</tr>
</tbody>
</table>
Resources useful for this unit

Access to the internet will be an advantage for students and tutors and websites may be found by surfing the net. With the time constraints on this unit, however a list of relevant and useful websites may be needed and these are listed below.

Scenic resorts

Niagara Falls  http://www.tourismniagara.com/
Bergen  http://www.norway.org.uk/
Bali  http://indo.com/

Activity area/special interest resorts

Great Barrier Reef  http://www.great-barrier-reef.com/
Nairobi  http://magicalkenya.com
Denver  http://www.denver.org

Coastal resorts

Benidorm  http://www.thebenidormguide.com
Goa  http://indiatravelog.com/goa/
Hawaii  http://www.visit.hawaii.org/
Eilat  http://www.eilat-guide.com
Jamaica  http://www.jamaicatravel.com

Towns/cities

Sydney  http://www.sydneyaustralia.com/
Cape Town  http://www.gardenroute.co.za/capetown/
Havana  http://www.cuba-havanacity.com/

The websites are variable in the amount of useful information they contain, but those listed above are reasonably easy to access and most have relevant information. Some are particularly good, with useful links to other sites, climate information, range of accommodation, how to get there and location maps.
Schools and colleges will all have access to different standard atlases, therefore no assumptions are made as to what is available. Many will have useful climate statistics or maps.

Students can pick up brochures for selected destinations, directly from Travel Agents, although a selection of relevant brochures should be available in the classroom. Travel Agents get rid of surplus brochures in late spring and mid-autumn and will often make these available if you can pick them up. Many brochures provide an excellent range of information, ideal for what the students will require to find. However, many have only the most basic resort information. Given the time constraints on the delivery of this course it is worth selecting brochures carefully in advance so that only the most useful ones are available. (Thompson brochures are often very good, providing lists of attractions, climate statistics, flight and transfer times and other useful information. British Airways world brochures feature ‘Good Buys’, local specialities and climate statistics.)

The *Radio Times* offers a free brochure service towards the end of the summer and again at Christmas time. Students can select their own brochure choices in this manner and the tutor can arrange for them to be sent to a few suitable addresses to save too many individual forms being filled out.

Travel supplements from Sunday and daily newspapers are another source of useful material. There are often features on particular resorts, which have a wealth of useful information, particularly on attractions.

A selection of tourist guides to the suggested areas in this unit will be useful and access through a library or from home will be an advantage.

There are a limited number of useful textbooks, but many Geography texts have climate figures which can be used and some examine different tourist resort types. For many of the current textbooks, there are differentiated materials which go with them and these can be particularly useful for an Intermediate 1 course.

Phrase books for some of the major foreign languages students may encounter will be needed. French, German, Italian and Spanish are likely to be the most useful.
Holidays outside the British Isles

Student destination report template

Contents: (Structure of Report)

• Introduction
• Location and accessibility
• Climate of resort
• Plan of resort
• Accommodation
• Amenities
• Attractions
• Conclusion
• Bibliography
Introduction

My personal holiday requirement

1. What type of holiday have you chosen? (e.g. Scenic, Coastal, City, Activity.)

2. Why does this type appeal to you?

3. Will you go with a friend, in a group or with family?

4. How long will you go for and at what time of year? Explain your choice.

5. What type of accommodation would you prefer and why?

6. Which attractions (i.e. things to visit) would appeal to you and which would not? Give details.

7. What amenities (i.e. things to use) would you like on the resort? Give details.

8. What is your choice of destination that best matches all these requirements?
Location and accessibility

Location

Give a brief description of where the destination is: i.e. country and area; nearby rivers, hills, mountains, cities. For example, Benidorm is on the Mediterranean coast of Spain in an area called the Costa Blanca ... etc.

Accessibility – from home

By car/coach – Road routes, breakdown of distance and time for each stage of the journey. Include details of sea crossings, break times and overnight stops.
By rail – Stations of departure and arrival, frequency of train service, distances and journey time.
By air – Transfers to/from home and destination, airport of exit and entry, frequency of flights, journey times.
By ferry or cruise ship – Ports of exit and entry, distances and journey times.
Route map – Giving a range of methods of travel (on reverse if more space required).
**Climate of resort**

(NB Climate information must be for time of your visit to the destination)

1. **Average daily sunshine hours for:**
   - Resort
   - Other places (e.g. home – for comparison)

2. **Average monthly rainfall:**
   - Resort
   - Other places

3. **Average monthly temperature:**
   - Resort
   - Other places

4. **Average snowfall** (if applicable)
   - Resort
   - Other places
Plan of resort

1. Find a map or plan of the tourist destination.

2. You may wish to hand draw and label it yourself.

3. Things to include on the map – anything of interest to a tourist:
   • Sights of interest, attractions and amenities
   • Accommodation
   • Tourist information centre
   • Main shops
   • Bus and rail stations, airport, ferry terminal
   • Scenic walks, bus routes, etc.
   (Include a key, e.g. you could use symbols for the different features).
Accommodation

1. Give information on the **variety** of accommodation, e.g. hotels, guest houses, B&Bs, camping and caravan sites, self-catering cottages and apartments, youth hostel.

2. A brief description of 3 or 4 different types will suffice. Include a photo if possible.

3. Include details of the accommodation you would choose to stay in.
Amenities

Find information on:

1. Shopping facilities – e.g. gift and craft shops, outdoor wear, food shops, including any local specialities.

2. Eating facilities – e.g. fast foods, cafés, restaurants, coffee shops, including any local specialities.

3. Transport facilities – e.g. buses, taxis, metro, trains.

4. Sports facilities – e.g. swimming pool, tennis, crazy golf.

5. Evening entertainment – e.g. discos, theatres, cinemas, clubs, shows.
Attractions

Give information on a range of attractions at the destination. Write a brief description of what there is to see.

You could refer to where some of the attractions are on the plan of the resort.

1. Sights of historic interest – e.g. castles, cathedrals.

2. Special buildings, e.g. Eiffel Tower, Arc de Triomphe, Notre Dame.


4. Scenic attractions, e.g. waterfalls, lakes, etc.

5. Purpose-built attractions, e.g. theme parks, water parks.

6. Special events/festivals, e.g. Verona Opera.

7. Short trips from destination.
Language

What is the official language of this destination?

Glossary

A minimum of ten common words or phrases should be created. Five of the glossary items should be about food and drink.

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<tr>
<th>No.</th>
<th>Word or phrase</th>
<th>English translation</th>
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Conclusion

- Make a short summary of the main things you have found out in your research on the destination.
- You could perhaps comment on the advantages and disadvantages of