

TOURIST INFORMATION: Session 1.

Traditions and festivals



Caso práctico

Script

After months of hard work, Alan Bennet and his family have decided to go on holiday. First, they are going to Florida, the Theme Park Capital of the world, and then they are going to Bali, a perfect exotic destination. But he and his wife are extremely interested in enjoying the festivals of the places they are going to visit. They want to go beyond beaches and attractions.



Florida, for example, is a great agricultural area which makes it possible to celebrate the 🌽 harvesting of these 🌽 crops with festivals that have all the ingredients of great family fun. If you like corn, you will enjoy its taste at The Zellwood Sweet Corn Festival. It will allow the Bennets to 🌽 stroll around the 🌽 arts and crafts exhibits, listen to great entertainment, eat sweet corn cooked by food vendors in a variety of ways and enjoy the 🌽 rides. If I were the Bennets, I wouldn't miss the Florida Folk Festival since more than 300 performances give voice and meaning to Florida's 🌽 heritage. These types of celebrations will make you experience the traditions, savour 🌽 flavours, sights, and sounds of some of Florida's oldest and newest cultural communities.

As far as Bali is concerned there is a fundamental belief in the spiritual world. Festivals are a great occasion for 🌽 appeasing the gods. The women 🌽 bear huge, beautifully arranged, pyramids of food, fruit and flowers on their heads while the men might conduct a blood sacrifice through a 🌽 cockfight. There are traditional dances and music and the gods are invited to come down to join in the festivities. The festivals are usually very exciting occasions and well worth observing, if you are in the area. A crucial thing to remember, if you wish to join in celebrations or enter a temple, is that there are a number of rules that have to be respected. So ask at the tourist information for them to give you some advice to be a responsible traveller.

Adapted from: http://www.bali-kayumanis-villas.com/bali_culture.php

1. What to say: Asking and giving directions



Think about it

Imagine you met a tourist near your house asking for directions to get to the city centre, what would you say?

When a tourist asks you one of the following questions:

- ✓ *Excuse me, how can I get to the cathedral?*
- ✓ *Where's the train station?*
- ✓ *What's the best way to get to the 🏡 town hall?*
- ✓ *What's the quickest way of getting to the airport?*
- ✓ *Can you tell me the best way of getting to the tourist information office?*



You can answer using the following expressions:

EXPRESSIONS TO GIVE DIRECTIONS.

1. Go straight on / ahead (until you come to...).
 2. Go along the street.
 3. Turn left / right.
 4. Take the first/second road on the left/right.
 5. It's on the left / right.
 6. Go across the street / It's across the street.
 7. It's at the end of the street.
 8. It's at / on the corner.
 9. It's just around the corner.
 10. Go up / down and turn left.
 11. Go past the traffic lights.
 12. Follow the signs to the airport.
 13. It's opposite the cinema.
 14. It's in front of the post office.
 15. It's near the bank.
 16. It's next to the bridge.
 17. It's between the bus station and the town hall
 18. It's behind the fountain.
-



Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)



A step ahead

For more expressions to ask and give directions in English click on the following link:

[Asking for directions in English.](#)

1.1. Now you put it into practice (I)

Self-evaluation

Watch the following video and write a number next to the following sentences according to the correct order in which they are said by the speakers.

[Text summary](#)

- ✓ Excuse me, could you tell me the way to the train station, please?
- ✓ That way.
- ✓ Just go up there and turn left.
- ✓ It's just along here and the first on the left.
- ✓ I'm afraid I don't know the way.
- ✓ I'm sorry I don't know.
- ✓ The cathedral is straight down here.



Enviar

Autoevaluación

Listen to these people asking and giving directions and fill in the spaces:

Script

- Tourist:** Excuse me, we are looking for the Comedy Warehouse.
Agent: Yes, you have to drive down the road, [] Planet Hollywood and then it's opposite parking F. Just go [] the bridge and then [] left. It's a white building. You can't miss it.
- Tourist:** Excuse me, is there a nice restaurant near here where we can have some fish or seafood?
Agent: Oh, yes. You have the Foulton's Crab House. It's a bit expensive but the food is excellent. It's over there, [] the bay, [] [] the yacht club.
- Tourist:** Excuse me, [] [] [] [] to AMC Pleasure Island?
Agent: Go [] [] until you get to the big fountain, then go [] the fountain and take the second [] [] [] You'll find it at the end of the street.
- Tourist:** Excuse me, [] [] Disney Quest?
Agent: Well, go [] [] left at the corner, then [] [] [] [] [] Then continue for about 500 metres and you are there.
- Tourist:** Thank you very much.
Agent: You're welcome.

Enviar



You should know

Click on the link below and look at the map you will find there. Look for a partner in the forum to keep dialogues similar to the ones in the previous activity and role-play a situation where you ask and give directions using the map.

[Asking and giving directions](#)

2.How to say it:Conditional clauses: Types 1 and 2



Think about it

What would you do if you got lost in a city?

What would you do if you lost your money and mobile in a foreign country?

In English there are 3 types of conditional sentences. In this type of sentences the subordinate sentence or if-clause expresses a condition upon which the fulfillment of the main clause depends. We can put the condition first in the sentence or second:

If it rains, I will stay at home (condition+ main clause of result)

I will stay at home if it rains (main clause of result + condition)

NB: If the main clause comes first, there is no comma between the clauses.

Let's start in this unit with the first and second type.



- ✓ Before starting the first type, let's consider a type of conditional called **zero conditional** which is used to talk about general truths. Look at the table below for the tenses used in the subordinate and main clause of the sentence.

Zero type conditional clauses

If- clause (subordinate clause)	Main clause
If / when + present simple.	Present simple.

- *If you boil water, it evaporates.*

In this type of sentences **if** can be substituted by **when**.

- *When you boil water, it evaporates.*

- ✓ **First type conditional clauses** are used to express something which is probably going to happen in the present or future.

In this case, the tenses used are:

First type conditional clauses

If- clause (subordinate clause)	Main clause
	Will + base form of the verb*
	Modal verb in the present.
	Imperative.

- *If you **book** now, you **will have** better prices.*

- *If you **go** straight, you **can** see the church at the end of the street.*

- *If you **get** lost, **ask** the police.*

*Note: though will is by far most common, it's possible to use present continuous/going to in the result clause:

- ✓
 - *If it rains, we're having lunch at home (= we've already talked about the possibility and made the plan)*

- ✓ **Second type conditional clauses are used to express unreal or imaginary situations in the present or future.**

Second type conditional clauses

If- clause (subordinate clause)	Main clause
If + past simple.	Would/could/might + base form of the verb.

In this case, the tenses used are:

- *If you **booked** now, you **would have** better prices.*
- *If I **got lost** in a city, I **would ask** the police.*

In the second type of conditional, **were** instead of **was** can be used in the subordinate clause:

- *If I **were/was** rich, I **would go** to Florida on holidays.*

The expression **If I were you** is used to express an opinion or to give advice:

- *If I **were you**, I **would ask** the police.*

- ✓ When a conditional clause is negative, it can be introduced by the word **unless** instead of having **if...not**:

- *You won't find the post office **unless** you turn left (=if you **don't** turn left).*



A piece of advice

The subordinate clause or if-clause can be the first or the second part of the sentence. If it is the first part of the sentence, it must be followed by a comma in front of the main clause:

If I were you, I would ask the police.

=

I would ask the police if I were you.

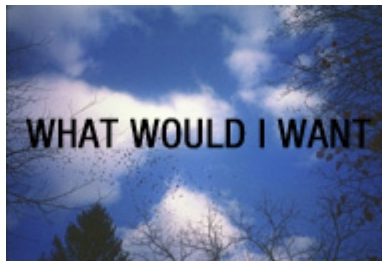


Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)

2.1. Now you put it into practice (II)



Self-evaluation

Match the following halves to form conditional sentences.

Matching exercise

1 st half	Number	2 nd half
When you put water in a freezer,	<input type="radio"/>	1. unless I have breakfast.
I can't work	<input type="radio"/>	2. there would be more money in Spain.
Contact me	<input type="radio"/>	3. if I were you.
If the number of tourists increased,	<input type="radio"/>	4. ask for information at the tourist office.
I would take a map	<input type="radio"/>	5. it becomes ice.
If you want to be a responsible traveller,	<input type="radio"/>	6. if you have any problems.

Enviar

Self-evaluation

Fill in the gaps using the verb in brackets with a suitable form.

- a. If prices go down, more tourists [] (take) long holidays.
- b. I [] (spend) some days here if I had time.
- c. When I [] (be) on holiday, I like to relax and forget about the office.
- d. If you [] (work) harder, you [] (get) promoted. The problem is you are lazy.
- e. If you plan to drive to New York, [] (take) the highway, that's the best.
- f. I'll be very happy if I [] (pass) my exam.
- g. Things won't be different unless you [] (change).

Enviar

Autoevaluación

Order the elements to form conditional sentences. The first word has been given for you in each sentence. Use commas when necessary.

1. I / a / would / car / I / drive / if / to / work / owned.

I [redacted]

2. prices / will / go / if / holiday / more / drop / tourists / on.

More tourists [redacted]

3. the / world / she / had / around / if / would / she / more / money / travel.

She [redacted]

4. watch / would / more / I / didn't / so / read / I / much / if / TV.

I [redacted]

5. Japanese / move / to / spoke / would / Japan / if / she / Mary.

Mary [redacted]

6. you / degrees / boils / to / if / 100 / it / heat / water.

If [redacted]

7. they / if / more / harder / earn / they / would / worked / money.

If [redacted]

8.

A. What/won/would/do/if/you/the/you/lottery?

B. buy / a / would / I / house.

A. What

[redacted] ?

B. I [redacted]

9.

A. you/would/you/live/the/U.S./if/where/moved/to?

B. live / in / I / Seattle / would.

A. Where

[redacted] ?

B. I [redacted]

Enviar



A step ahead

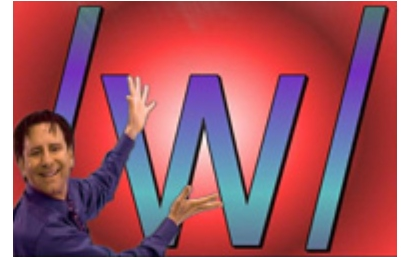
Click on the following links for more activities on conditional sentences:

[Conditional sentences](#)

[More on conditional sentences](#)

2.2. Minimal Pairs II

Do you remember the meaning of **minimal pairs**? In Unit 5 we studied pairs of words with only one phonological element different between them, for example:




- ✓ Shell /ʃel/ → Sell /sel/

As you can see from the example, these two words have only one consonant which makes their pronunciation different. In this unit we are going to concentrate on those words with one vowel which makes their pronunciation different.

- ✓ Hat /hæt/ → Hut /hʌt/
- ✓ **Minimal pair** /iː/- /ɪ/

Minimal pairs /iː/- /ɪ/

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
Sheep	/ʃiːp/	Ship	/ʃɪp/
Heat	/hiːt/	Hit	/hɪt/
 Eel	/iːl/	Ill	/ɪl/
Leave	/liːv/	Live	/lɪv/

When you pronounce the long vowel /iː/ your lips are spread and your tongue is tense with the sides touching the upper molars. The vowel /ɪ/ is shorter and the lips are only loosely spread.




You should know

To listen to the difference in pronunciation between the phonemes /iː/- /ɪ/ click on the link below:

[Minimal pairs /iː/- /ɪ/](#)

✓ **Minimal pair** /æ/ - /ʌ/

Minimal pair /æ/ - /ʌ/

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
Hat	/hæt/	Hut	/hʌt/
Cat	/kæt/	Cut	/kʌt/
 ankle	/æŋkl/	Uncle	/ʌŋkl/

To pronounce the vowel /æ/ your lips are neutrally open and wider than to pronounce the vowel /e/. It is a sound in between /a/ and /e/. To pronounce the sound /ʌ/ open your jaws a bit more than to pronounce the sound /æ/.

✓ **Minimal pair** /e/-/æ/

Minimal pair /e/-/æ/

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
Bet	/bet/	Bat	/bæt/
Head	/hed/	Had	/hæd/
Pedal	/pedəl /	Paddle	/pædəl/
shell	/ʃel/	Shall	/ʃæl/




You should know

To listen to the difference in pronunciation between the phonemes /e/-/æ/ click on the link below:

[Minimal pair /e/-/æ/](#).

✓ **Minimal pair** /æ/ - /ɑː/

Minimal pairs /æ/ - /ɑː/

First word in the minimal pair	Pronunciation for the first word	Second word in the minimal pair	Pronunciation for the second word
Cat.	/kæt/	Cart.	/kɑːt/
Hat.	/hæt/	Heart.	/hɑːt/
Had.	/hæd/	Hard.	/hɑːd/
Chat.	/tʃæt/	 chart	/tʃɑːt/

The main difference between these two sounds is that to pronounce /ɑː/ your jaws must be far apart.



You should know

To listen to the difference in pronunciation between the phonemes /æ/ - /ɑː/ click on the link below:

[Minimal pair /æ/ - /ɑː/.](#)



Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)

2.3. Now you put it into practice (III)

Self-evaluation

Change the vowel sounds to get new minimal pairs:



Complete
these
minimal
pairs /i:/
-ɪ/

/i:/	/ɪ/
Sleep	<input type="text"/>
Beat	<input type="text"/>
Leave	<input type="text"/>

Complete
these
minimal
pairs /æ/

– /ʌ/

/æ/	/ʌ/
Lack	<input type="text"/>
Fan	<input type="text"/>
Cap	<input type="text"/>

Complete
these
minimal
pairs /e/

– /æ/

/e/	/æ/
Bet	<input type="text"/>
Bed	<input type="text"/>
Met	<input type="text"/>

Complete
these
minimal
pairs /æ/

– /ɑː/

/æ/	/ɑː/
Ant	<input type="text"/>
Hat	<input type="text"/>
Pat	<input type="text"/>

Enviar

3. Words you need: Describing festivals



Think about it

Can you describe an important festival or tradition in Spain? Try to answer the following questions:

- What's it called?
- When is it celebrated?
- What does it commemorate?
- What are its origins?
- What happens?
- Do people wear special clothes?

When describing festivals and traditions there are a number of things that you should mention:

- ✓ What the festival or event is called. In most cases a translation or explanation will be necessary.
 - ◆ *It is known as ... which means...*
 - ◆ *It's called...and it's associated with...*
- ✓ When and where it takes place.
 - ◆ *It is held in / on / between...*
 - ◆ *It falls...*
- ✓ The meaning.
 - ◆ *It represents / symbolises...*
 - ◆ *It commemorates / celebrates...*
- ✓ Its origins.
 - ◆ *It dates back to...*
 - ◆ *It can be traced back to...*
- ✓ What it consists of.
 - ◆ *People light candles / sing songs / pray / parade / carry flowers...*
 - ◆ *The main focus of the festival is...*
- ✓ Its atmosphere.
 - ◆ *There is a pagan/fun/religious atmosphere surrounding it all.*



Tomatina Festival, Buñol

Look at the words in the table below which can be really useful when describing festivals:



Matching Activity

Match the verbs with their translation

Verbs	Translation
1.... is believed to.	<input type="text"/>
2.... is held....	<input type="text"/>
3. ...can be traced back to...	<input type="text"/>
4. Celebrate.	<input type="text"/>
5. Commemorate.	<input type="text"/>
6. Date back to.	<input type="text"/>
7. Decorate.	<input type="text"/>
8. Dress up.	<input type="text"/>
9. Enjoy.	<input type="text"/>
10. Parade.	<input type="text"/>
11. Pray.	<input type="text"/>
12. Remember.	<input type="text"/>
13. Represent.	<input type="text"/>
14. Symbolize.	<input type="text"/>
15. Wear.	<input type="text"/>
16. Welcome	<input type="text"/>

Comprobar respuesta



Ejercicio Resuelto

Click to read the Spanish translation:

[Mostrar retroalimentación](#)

3.1. Now you put it into practice (IV)

Self-evaluation

Read about Las Fallas, one of the most famous festivals in Spain:

If you are in Valencia from 15th to the 19th of March each year, you will be able to see Las Fallas,

St Joseph, the patron saint of carpenters,

the Middle Ages when carpenters used to hang up planks of wood called 'parots' in the winter to support their candles when they were working. At the onset of spring these pieces of wood would be burned, as a way of celebrating the end of dark winter working days. After a while, they began to put clothing on the parot, and then started to try to make it identifiable with a well-known local personality. of the contemporary 'ninots', the enormous figures which are nowadays often cruel satirical lampoons of well-known Spanish and international celebrities or politicians.

After days of partying, the final night, 19th March, the Night of Fire, is when the enormous creations are destroyed. The ninots which are all stuffed full with fireworks and took months of painstaking construction, will be burned to the ground. Each year, one ninot is spared the ordeal - as a result of a public vote: the rest suffer a spectacular fate.

During these days the whole of Valencia , with various parades, pageants, paella competitions and bullfights all over the city.

Adapted from: <http://www.spanish-fiestas.com/spanish-festivals/fallas.htm>

Read the text again and fill in the gaps with one of the sentences below. Write the number of the sentence in each gap. There is one extra sentence that you do not need:

1. Is the official focus for the festival.
2. These became the forerunners
3. It celebrates
4. It can be traced back to
5. is an enormous street party
6. which is one of the most spectacular festivals in Spain



Enviar

Self-evaluation

Now read about The Carnival of Cadiz, another well-known celebration in Spain:

The Carnival in Spain is held the week leading up to 🍌 Lent. As far as its origins are concerned there are a few speculations. Most popularly, it is believed the term Carnival derives from the words "farewell to the flesh," a reference to the excesses that led up to the sombre Lent. Anyway, there is a pagan atmosphere surrounding it all.

Carnival in Spain is celebrated nationwide though the most raucous festivities are in the Canary Islands and Cadiz. While each town has its own unique flavour of celebration, they all have a devotion to having a good time. In these main destinations during Carnival it seems that no one sleeps as the drinking and dancing go from dusk until dawn. You'll see extravagant costumes and people in masks everywhere.

One of the first and most publicized events of the Carnival of Tenerife is the crowning of the Queen of Carnival. Girls in outrageous, extraordinary costumes parade across the stage in dresses made of beads and satin and feathers, each one more flamboyant than the last. Off the southern coast of Spain, you'll find a different sort of Carnival happening in Cadiz which is defined by its music. At any point in the crowded streets, you'll find musical groups stationed in squares or in open air carts and accompanied by guitars and lutes. The majority of these songs are satirical and politicians, clergy and celebrities are all cheerfully mocked, and the costumes, while still extravagant, have a focus on cleverness and wit.

In many places in Spain this celebration culminates in the traditional Burial of the Sardine on Ash Wednesday. This marks the beginning of Lent when formally dressed "mourners" carry a cardboard sardine to be buried in its coffin.

Adapted from: <http://www.spanish-fiestas.com/spanish-festivals/fallas.htm>

Read the text again and find words for the following definitions:

1. For the Christian church it is the period preceding Easter: [REDACTED] .
2. A literary way of saying goodbye: [REDACTED] .
3. Dark or dull: [REDACTED] .
4. Making loud noise: [REDACTED] .
5. The time of day when the light has almost gone: [REDACTED] .
6. The clothes worn by people in Carnival: [REDACTED] .
7. A small rounded piece of glass, stone, plastic etc... perforated which can be put on a string with others of the same type and worn as jewellery: [REDACTED] .
8. A type of musical instrument with strings, played like a guitar: [REDACTED] .
9. A person who attends a funeral as a relative or friend of the dead person: [REDACTED] .
10. A long narrow box in which a dead body is buried: [REDACTED] .

Enviar











Self-evaluation

Now that you are familiar with the vocabulary to describe celebrations and events, choose a famous Spanish festival or tradition and explain it to another student on the forum. Don't say the name of the festival and let ~~h~~ guess what you are describing.

Enviar

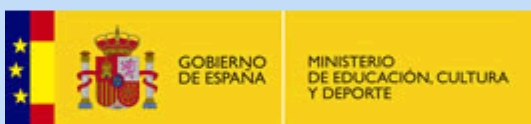
Appendix: Licences of Resources

Licences of Resources used in session 01. "Tradition"

Resource (1)	Resource information (1)	Resource (2)	
	<p>By: OhMyGouda in Florida. Licence: CC by-sa. From: http://www.flickr.com/photos/lauricemarier/5724233369/</p>		<p>By: Gene Licence: C From: http://www</p>
	<p>By: Ben Spark. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/abennett96/2710211041/</p>		<p>By: Miss \\ Licence: C From: http</p>
	<p>By: Robert Bruce Murray III /Sort of Natural. Licence: CC by-nc-sa. From: Montaje sobre http://www.flickr.com/photos/thirddesign/5317790165/</p>		<p>By: englis Licence: C From: http://www</p>
	<p>By: mag3737. Licence: CC by-nc-sa. From: http://www.flickr.com/photos/mag3737/2372334262/</p>		<p>By: bayas Licence: C From: http</p>
	<p>By: Tim wood. Licence: CC by From: https://flic.kr/p/5gpV1</p>		<p>By: Ferrar Licence: C From: http</p>

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Historial de actualizaciones

Versión: 01.02.01		Fecha de actualización: 06/02/19	
Actualización de materiales y correcciones menores.			
Versión: 01.02.00	Fecha de actualización: 07/03/18	Autoría: Alistair James Alan Watson .	
Ubicación: 1 Mejora (tipo 1): pequeñas enlaces y enlaces rotos Ubicación: Comunicación Mejora (tipo 2): Añadir otro ejercicio de comprensión lectora			
Versión: 01.01.00	Fecha de actualización: 13/03/17	Autoría: Alistair James Alan Watson .	
Ubicación: Communication Mejora (tipo 2): En las sesiones de la unidad no hay comprensión auditiva y solamente un ejercicio de audio en el apartado de comunicación. Propongo incluir un mínimo de 2 audios más (relevantes para el tema) para que el alumnado pueda mejorar su comprensión auditiva. En las sesiones de la unidad no hay comprensión auditiva y solamente un ejercicio de audio en el apartado de comunicación. Propongo incluir un mínimo de 2 audios más (relevantes para el tema) para que el alumnado pueda mejorar su comprensión auditiva.			
Versión: 01.00.00		Fecha de actualización: 04/02/14	
Versión inicial de los materiales.			