Aims and objectives

In this lesson students will:

• read about World Heritage sites

• revise ways of talking about past habits and assumptions about the past

• write a description of a World Heritage site

Reading

WORLD HERITAGE SITES

Fact File

There are currently 962 World Heritage sites around the world. Almost all countries in the world are ‘states parties’, countries which observe the World Heritage convention and participate in identifying and managing World Heritage sites.

745 of these are cultural sites such as Xanadu in China and Historic Cairo in Egypt.

188 are natural sites such as the Great Barrier Reef in Australia and Rapa Nui National Park
in Chile.

29 are mixed sites, i.e. including both cultural and natural features such as the Laponian Area in Sweden and the Ngorongoro Conservation Area in Tanzania.

The first group of sites to be designated World Heritage sites was in 1978.

Exercise 1, page 52

Ask students if they know what a World Heritage site is (a geographical feature or cultural site that has outstanding universal value) and if they have they have ever visited one. Then ask if they know what UNESCO stands for (United Nations Educational, Scientific and Cultural Organization) and what its function is (see its mission statement at www.unesco.org).

Find out if students recognize any of the World Heritage sites in the photos. If possible, take a world map into class and either point out the location of the different sites (1–6) or ask students to find them as they are doing the exercise.

Pre-teach any difficult vocabulary, e.g. *flora and fauna*, *prehistoric*, *interlocking*, *laterite*, *manifestation*, *excavated*, *fjord*. Students then work in pairs to match the photos (A–F) with the texts (1–6). When they have done that, they should complete each text with the correct option (a–c).

**1** C, a **2** D, b **3** A, a **4** F, b **5** B, c **6** E, d

Exercise 2, page 53

Students now work in pairs to answer the comprehension questions on the texts on page 52. Check that they understand *inscription* in the first question (the sites are *inscribed*, or written, on the list maintained by UNESCO). Point out that they should answer all four questions for each of the six texts. Alternatively, you could allocate each student three of the texts and then ask them to exchange information in pairs before whole class feedback.

Lake Baikal

**1** the world’s deepest and oldest lake, flora and fauna of exceptional value in the study of evolution

**2** no

**3** unfrozen freshwater, flora and fauna

**4** Russia (Siberia)

Altamira caves

**1** masterpieces of creative genius and humanity’s earliest accomplished art

**2** caves date back to 16,000bce

**3** prehistoric cave paintings

**4** Spain

Sydney Opera House

**1** one of the greatest architectural works of the 20th century

**2** designed in 1957

**3** vaulted shells covered by over 1 million tiles

**4** Australia

Sengambia stone circles

**1** unique manifestation of a sophisticated and prosperous society

**2** created between third century bce and 16th century ad

**3** laterite stone circles and graves and burial mounds

**4** Senegal and Gambia

Pompeii and Herculaneum

**1** fascinating and unparalleled insight into life in the early Roman empire

**2** Mount Vesuvius erupted in 79 ce, ruins excavated as from the 18th century

**3** excavated villas and ruins

**4** Italy

Te Wahipounamu

**1** amongst the finest landscapes in the Southern Hemisphere

**2** no

**3** ice-carved fjords, lakes and valleys

**4** New Zealand

Vocabulary

Describing a heritage site

Exercise 3, page 53

Ask students to underline the expressions from the table in the texts in Exercise 1 and then find another for each category. Students compare answers in pairs before whole class feedback.

Where: situated (text 2); in (texts 5 and 6)

When: oldest (text 1); of the 20th century, back in 1957 (text 3); between the third century bce and the 16th century ad (text 4); in 79 ce
(text 5)

Features: an outstanding variety of, contains 20 percent of (text 1); contain some of the world’s finest examples of (text 2); consist of (text 4)

Significance: of exceptional value in the study of (text 1); masterpieces of creative genius (text 2); one of the greatest architectural works (text 3); a unique manifestation of (text 4); amongst the finest landscapes in (text 6)

Grammar

Talking about the past

Exercise 4, page 53

Focus students’ attention on the Grammar box. Ask them to read through the information and check that they understand the difference in the use of *used to*/*would* and *it is believed*/*said*/ *thought that ...* . Then refer students back to the texts on Altamira and Pompeii on page 52. Tell them that they are going to listen to some more information about the two sites. Pre-teach any difficult vocabulary, e.g. *shaman*, *trance*. Students then complete the sentences. After whole class feedback, refer students to the Grammar reference on pages 113–114.

**1** used to visit **2** would commission **3** used to

see **4** it is often said **5** it is also believed that

Audio script Track 6.1, Exercise 4,
page 122

During the 18th century Pompeii figured on the Grand Tour of Europe and the sons of many of the noble and rich families used to visit Pompeii as well as Rome and Venice. Many European countries, thanks to the new importance given to the ancient world, opened academies in Naples and Rome to offer hospitality to those who wanted to study the newly excavated towns. Given the enthusiasm for all things Italian, visitors would commission artists to paint original works, landscapes and city views. They would then take them back home as souvenirs or gifts for family and friends.

All of the paintings are of animals such as deer that the cave dwellers used to see all around them. We don’t know why they painted them but it is often said that they may well have had some magic significance and meant to increase the number of animals. I personally doubt this but it is also believed that they had been painted by shamans who could talk to spirits of animals. They would retreat to the back of the cave, go into a trance and paint their visions, perhaps to make it easier to capture the animals.

Extra Activity

Write the following comprehension questions on the listening in Exercise 4 on the board.

**1** What was the Grand Tour?

**2** Where did those on the Grand Tour go in Italy, in addition to Pompeii?

**3** What started to happen in Naples and Rome?

**4** What did the visitors take home with them?

**5** What is the subject of the paintings and engravings in the Altamira Caves?

**6** What may have been the purpose of the paintings?

**7** What may the cave dwellers have believed the shamans could do?

**Answers**

**1** a trip taken in the 18th century by sons of wealthy and noble families to the cultural sites of Europe

**2** Rome and Venice

**3** Academies opened to accommodate visitors to the excavated towns of Pompeii and Rome.

**4** paintings by local artists as souvenirs or gifts

**5** animals such as deer

**6** to increase numbers in the animal herds

**7** talk to the spirits of the animals

Exercise 5, page 53

Ask students to rewrite the sentences using the words in brackets. Check that students understand all the vocabulary and encourage them to check any difficult words, e.g. *afterlife*, *arsenic*, *siege*, *proximity*, in a dictionary.

**2** The ancient Egyptians used to bury their dead with a list of magic spells and instructions for the afterlife.

**3** It is thought that the Megalithic Temples of Malta are the oldest buildings in the world.

**4** It is believed that Napoleon may have died from arsenic poisoning.

**5** In the Middle Ages sieges would go on for months and could even last for years.

**6** Groups of Homo Sapiens and Neanderthals used to live in close proximity but in separate communities.

Writing

World heritage at home

Exercise 6, page 53

Ask if students are aware of any World Heritage sites in their own country. Refer them to whc.unesco.org to check and to find out more about them. If there are no sites in their own country, they should choose one from another country to write about. Using the language from Exercises 3 and 4 and the model in the Writing bank on page 98, they should write a description of the site that would be of interest to a visitor. When they have finished, choose some of the descriptions to read aloud. You could do this as a quiz – write the names of the sites on the board and circulate the descriptions without the headings for students to guess which site it is.

Students’ own answers.

Homework suggestions

• Students do some online research to find out more about the Grand Tour mentioned in Exercise 4.

• Students write ten sentences about a historical figure or culture in a similar style to those in Exercise 5.

• Students choose another World Heritage site in their own country or another of their choice and write a description following the instructions in Exercise 6.

St Petersburg

Aims and objectives

In this lesson students will:

• learn about the history of St Petersburg

• read about the Winter Palace

• listen to a tour guide describing a room in the Winter Palace

Speaking

St Petersburg

Exercise 1, page 54

Tell students that they are going to spend this lesson looking in more detail at a cultural World Heritage site, St Petersburg. Find out what they know, if anything, before they do Exercise 1. Has anyone been there? Show them its location on a world map if possible.

**1** Peter the Great

**2** swamp

**3** the Spasskaya Tower (in Moscow)

**4** four times (formerly known as St Petersburg (1703–1914), Petrograd (1914–1924), Leningrad (1924–1991), St Petersburg
(1992–present)

**5** 1941–1944

Reading

The Winter Palace

Fact File

The building known today as the Winter Palace is, in fact, the fourth palace to have that name. It stands on the site of the original, much smaller Winter Palace, built by Peter the Great in 1711. Parts of the original building still exist and are part of the Hermitage Theatre.

It was used continuously by the Russian monarchy as their winter residence until the Russian Revolution in 1917.

Today the Winter Palace is part of the Hermitage, one of the largest art museums in the world, and is the largest building within the Hermitage.

Exercise 2, page 54

Tell students that they are going to read a series of short texts from a tour guide to the Winter Palace. First, ask them if they know or can guess why the Winter Palace was so named (see the fact file above). Tell them to read the introductory text and ask them who is in the picture (Rastrelli, the architect who designed the Winter Palace). Find out if any students have visited the Winter Palace. Pre-teach any difficult vocabulary, e.g. *baroque*, *provisional*, *throne*, *antechamber*, *attire*.

Students then read texts A–E and work in pairs to match them with the sentences that refer to them (1–6). Did any pair have all the answers correct? When they have finished, ask if there are any large houses in their own country that were used for other purposes at specific times, as the Armorial Hall was used as a hospital in World War I and the Malachite Room was used as a seat of government during the 1927 Revolution.

**1** D **2** C **3** A **4** C, E **5** B **6** E

Listening

The Gold Drawing Room

Exercise 3, page 55

Tell students that they are now going to hear a tour guide talking about another part of the Winter Palace. Before they listen, ask them to read the list of adjectives in questions 1–4 and decide which one does not collocate with the noun in bold. Encourage them to check the meaning of any adjectives they do not know in a dictionary. Ask them to predict which adjectives Sonia will use, then play the recording for them to check their answers. You could tell students that all the adjectives she uses are in the first part of the recording, before the tourist speaks. In feedback, ask what other adjectives from the list Sonia uses other than those used to describe the nouns in the exercise (*gilded* (used to describe *everything*), *finely-wrought* and *ornate patterns*).

You could take the opportunity to discuss synonyms: there are very few true synonyms but many words that have similar meanings. Ask students to find near synonyms among the adjectives (*gilded* and *gold-plated*; *vast*, *immense* and *massive*).

**1** used: vaulted, not possible: delicate

**2** used: gold-plated, not possible: brick

**3** used: massive, not possible: parquet

**4** used: elegant, not possible: velvet

Extra Activity

When students have completed Exercise 3, ask them to focus on the adjectives that do not go with the nouns in 1–4 and ask them what nouns they can go with to form collocations connected with describing features and contents of buildings.

**Suggested answers**

**1** delicate china / pattern / framework

**2** brick wall / house; also building / red /
 solid brick

**3** parquet floor / flooring

**4** velvet throne / cushion

Exercise 4, page 55

Play the recording again. This time ask students to focus on the second part of the recording, where Sonia talks about some of the people who used the Gold Drawing Room. Pre-teach any difficult vocabulary from the second part of the recording, e.g. *illegitimate*, *charm*. As they listen, students answer the comprehension questions individually before whole class feedback.

**1** When he was 20, he toured Europe to look for a wife and was interested in Queen Victoria. He then fell in love and married Princess Marie of Hesse.

**2** Alexander’s mother opposed the marriage because she was illegitimate. She was shy, had no taste in fashion and no talent for socializing. She was often ill because of the poor climate in St Petersburg. She had
eight children.

Audio script Track 6.2, Exercises 3 and 4, page 122

**S = Sonia, T = Tourist**

**S** OK, everyone. Can everyone hear? Yes? I suggest all the children come to the front so they can see better. Right, we’re now in the Gold Drawing Room, which, as you can see, deserves its name because everything here is gilded and elaborately decorated – the vaulted ceilings, the doors, the gold-plated chandeliers and the period furniture. And if you look along the walls, you can see the massive rectangular columns embellished with finely-wrought ornate patterns in Byzantine style; and on either side of the room a couple of elegant vases. The furniture in this room was designed by a cabinet maker in Moscow.

**T** Is this the original decoration?

**S** No. In fact, this room was reconstructed following the fire of 1837 by the architect Alexander Brullov, who also designed the Malachite Room we saw earlier. But what you see here is the original decoration.

**T** OK, thanks.

**S** Right. This room was used by Tsarina Maria Alexandrovna as a state drawing room following her marriage in 1841 to Alexander II. When Alexander was 20, he toured Europe in search of a wife and was at one time interested in Queen Victoria of England but Victoria married her German cousin, Albert of Saxe-Coburg. Then Alexander fell in love with princess Marie of Hesse, who was just 14 years old. His mother was against the marriage, not because of her age but because she was illegitimate. So she became the Empress Maria Alexandrovna and is said to have been shy, with no taste in fashion, no interesting conversation and no charm. She was often sick and the damp climate of St Petersburg did not agree with her chest infection but she was sufficiently healthy to have eight children, six boys and two girls, five of whom continued the family line. OK, now why don’t we retrace our steps back to the main staircase and head towards ...

Vocabulary

Architecture

Exercise 5, page 55

Tell students that most of the words in questions 1–7 appear in Exercises 1–4 or in the audio script for 6.2. The structures illustrated on page 55 are all mentioned in Exercise 5. Ask students to find them before doing the exercise. They should then work in pairs to find the odd one out in each group, using context where possible and referring to a dictionary. In feedback, they should be prepared to justify their choices. Below are the most likely answers; others may be possible.

**Suggested answers**

**1** arch: a curved support for a structure (The others are all upright posts.)

**2** façade: the front of a building (The others are on the top of a building.)

**3** arcades: a covered passage at the side of a row of buildings (The others are types of living accommodation.)

**4** mantelpiece: a wooden or stone shelf forming the top part of a fireplace (The others are connected with a walking platform attached to a building.)

**5** bas-relief: refers to a type of sculpture used to decorate a building (The others are features protruding from the roof of a building.)

**6** wing: part of a large building (The others are small areas entered before larger ones.)

**7** parquet: made of wood, usually used for flooring (The others refer to types of precious metal used to make ornamental objects.)

Extra Activity

Ask students to find out more about the exhibits in the Winter Palace and Hermitage museum by doing an online search using the search terms *hermitage museum*. They should choose one of the categories below and present their findings to the class. If you have internet access in class, you could ask students to work in pairs and allocate one of the categories to each pair. Alternatively, this could be done as a homework activity.

• archaeological artefacts

• ceramics and porcelain

• costume

• furniture and carriages

• machinery and mechanisms

Homework suggestions

• Refer students back to Exercise 3. If you did the synonyms exercise there, ask students to write a sentence for each of the adjectives to make its unique meaning clear.

• Students choose another World Heritage cultural site that focuses on a large house or palace, preferably one they know, and describe it using some of the vocabulary they have learned in this lesson.

Photocopiable notes 6.1 (page 147)

Heritage true/false (Card activity, page 148)

professional skills

working as a tour guide

Aims and objectives

In this lesson students will:

• focus on the professional skill of working as a tour guide

• listen to a trainer talking about the skills and qualities needed by a tour guide

• roleplay giving a guided tour

Listening

Guiding

Exercise 1, page 56

Tell students that they are going to practise the skill of working as a tour guide in this lesson. Ask if anyone has done this job, perhaps as a vacation job in their home city. They then work in pairs to discuss the last time they went on a guided tour. What did they think of it? What skills and qualities do they think a tour guide needs?

Tell students that they are going to hear a woman who trains tour guides talking about the skills and qualities needed by a tour guide. Before they listen, ask them to predict the kind of things the trainer might say and write their ideas onto the board. Refer them to the Professional skills box and tell them that they should complete the sentences as they listen, using a maximum of three words per gap.

Pre-teach any difficult vocabulary, e.g. *evacuated*, *contradict*, *stamina*, and check that students understand the idiomatic expressions *at your fingertips* and *make* (*good*) *eye contact*. Students then work individually to complete the sentences before whole class feedback. Were any of their ideas mentioned? Were there any surprises?

**1** unexpected circumstances **2** humour

**3** outgoing **4** stamina **5** sensitive to **6** at your

fingertips **7** as entertaining as **8** Tell

anecdotes **9** pass on (any) **10** loud **11** clear

**12** good eye contact **13** body language

Audio script Track 6.3, Exercise 1,
page 122

First of all, if you want to be a good guide, you have to have a number of skills and personal qualities. Let’s begin with the personal qualities. You have to like working with and for other people – that means being friendly and helpful at all times and knowing what to do in unexpected circumstances, for example, if the building has to be evacuated or someone is taken ill. You have to be enthusiastic,
good-humoured and, as in many ways it’s a performance – you’re an entertainer – you need to have an outgoing personality. What else? It’s important not to get impatient if someone asks a thousand questions or tries to contradict you. And as you’re likely to be on your feet and walking up and down stairs all day, you need to be fit and have plenty of stamina. But not all the people in your party will be as fit as you, so you should be sensitive to the group’s needs and limitations. For example, if there are elderly people in your group, don’t expect them to walk fast.

Of course, you have to have a great deal of background knowledge. You need to do your research beforehand and have all the facts, dates and details at your fingertips. On the other hand, people are on holiday and should be having fun, not just being given a constant stream of facts, so you should also make an attempt to be as entertaining as possible. Make the place come alive by telling anecdotes about strange or interesting things that happened there. Whenever possible, pass on any interesting information even if it’s not immediately relevant.

Guiding is all about communication, so you should speak in a loud and clear voice. Don’t go too fast or too slow. And don’t forget that communication is not just about how you speak and get your message across; it’s also about making good eye contact and using
the right body language. OK, well, now I’m going to ...

Vocabulary

Guiding expressions

Exercise 2, page 56

Tell students that having listened to the skills and qualities a good tour guide needs, they are now going to learn some expressions a guide may use while giving a tour. The sentence openers (1–8) are all general openers that can be adapted to any tour. The endings (a–h) are examples drawn from Unit 6. Pre-teach any difficult vocabulary, e.g. *retrace*. Students work in pairs to match the two halves of the sentences. In feedback, point out some of the expressions formed when the sentence halves are joined: *be back by* (time), *make our way*, *a beautiful example of*, *retrace our steps*, *head back to*.

**1** h **2** d **3** f **4** e **5** b **6** c **7** a **8** g

Exercise 3, page 57

This is another matching exercise but this time the focus is on the kind of factual information that guides need to have at their fingertips. As in Exercise 2, students should look for clues in the vocabulary and also in the sentence structure to do the matching. Point out that while alternatives are possible, there is only one complete set of eight correct sentences. Students then work in pairs to do the matching before whole class feedback.

**1** d **2** h **3** g **4** e **5** a **6** b **7** c **8** f

Extra Activity

To make Exercise 3 more challenging, create a three-way matching exercise. Separate the noun phrases (*Saint Petersburg*, *The statue*, etc.) and the verb phrases (*was founded*, *was erected to commemorate*, etc.) in the sentence beginnings (1–8). Jumble the verb phrases so that they are also in the wrong order, e.g.

(i) was restored

(ii) was set up in the Hall

(iii) were subsequently altered

(iv) was erected to commemorate

(v) was burnt down

(vi) was inaugurated

(vii) was founded

(viii) was inspired

Write the three sets of sentence parts onto slips of paper and make copies to distribute to students. Divide students into groups of three and give each student in the group a different set of sentence parts (1–8, i–viii or a–h). Remind them of the standard English sentence structure subject – verb – object and point out that 1–8 are all subjects, i–viii verbs and verb phrases and a–h object phrases. Students then work in their groups to do the matching. In feedback, ask how they did it, e.g. by looking for a plural verb to match a plural subject

(4, iii), looking for a suitable semantic match
(8, v) or an appropriate verb structure (i, c).

**Answers**

With the verb phrases jumbled as above, the answers are:

1, vii, d 2, iv, h 3, vi, g 4, iii, e 5, viii, a
6, ii, b 7, i, c 8, v, f

Listening

Dates, measurements, statistics

Exercise 4, page 57

If your students are preparing for the LCCI Level 2 English for Tourism exam, remind them that there is a strong focus on working with figures and statistics. Ask them to practise saying the figures to a partner and then play the recording for them to check. As a test, you could play the recording with books closed for students to write down what they hear in figures. Then they check their answers on page 57.

Audio script Track 6.4, Exercise 4,
pages 122–123

**1** The tower is one thousand three hundred and forty-six feet tall.

**2** The city was under siege from nineteen forty-one to nineteen forty-three.

**3** The antechamber measures fifteen metres by thirty-five metres.

**4** The lake formed approximately two hundred and fifty thousand years ago.

**5** The splendid Kolyvan Vase is two point five seven metres high.

**6** The west wing was opened in two thousand and one.

**7** The parquet floor is three quarters of an inch thick.

**8** She was born on the sixth of January, fifteen forty-six.

**9** There are over seventy-five million visitors.

**10** The guide book costs just sixteen dollars ninety.

**11** The statue dates back to the second century bce.

**12** St Petersburg is the second largest city in Russia. The population is four million, nine hundred and fifty-four thousand.

Speaking

A walking tour

Exercise 5, page 57

Tell students that they are going to prepare and practise giving a walking tour. The features on the town plan should be familiar from earlier lessons in this unit but check that students know what they are all called. If possible, project the town plan onto the board so that you can point to each feature. Then go through the expressions in 1–8 with the students.

Students work in pairs to prepare a set of sentences to describe each of the features. The town is fictitious, so they can invent any information they wish about the history of the buildings and features and what might be inside them, who may have lived there and so on. Monitor and give help as needed.

Students’ own answers.

Exercise 6, page 57

Students now prepare to give their tour as a presentation to the rest of the class, using the expressions from Exercise 2 to link together the elements of their tour. If you projected the town plan onto the board in Exercise 5, invite students to stand beside it and point to each feature as they describe it. Alternatively, if they are not going to describe every feature, the students who are listening should follow the route in their coursebooks and note which features are described.

Students could give their presentation in the same pairs as in preparation, dividing their talk so that they take turns to describe the features. Remind them of the tour guide trainer’s advice in Exercise 1 about speaking clearly, eye contact and body language. Take note of any language points to use in feedback. This is a demanding exercise which tests students’ communicate skills as well as their language skills, so be circumspect in your feedback.

Students’ own answers.

Homework suggestions

• Students write ten sentences about their own city using as many facts and figures as they can. They then test each other in the next lesson by reading out their sentences to a partner, who should write the statistics down using figures.

• Students prepare a tour of their own city, or one they are familiar with, to present to the class using the expressions in Exercises 2, 3 and 5. If possible, they should bring in a photo of the city or of the features they are going to describe (they can also do some internet research).

Photocopiable notes 6.2 (page 147)

Past tense matching (Card activity, page 149)

CAse study

design a museum exhibition

CASE STUDY MENU

Refer students to the lesson’s aims and objectives. Ask them if they know what an *artefact* is (an object that might be found in a museum, such as a tool or weapon made in the past and of historical importance).

Fact File

The East of England, known as East Anglia, has a rich history with traces of the Roman, Saxon and Viking invasions. A busy and important area in the Middle Ages because of the wool trade, the East of England is now best known for the following:

the city of Cambridge, famous for its ancient university founded in 1209.

the town of Boston, Lincolnshire, which gave its name to Boston, Massachusetts in the USA.

the Fens, flat marshy land that was subject to regular flooding until engineers from the Netherlands drained the area in the 17th century. Part of this region today is still known as South Holland.

A present from the past

Exercise 1, page 58

Focus students’ attention on the map and point out that this was the first part of England to be visited (and invaded in some cases) by many different groups of people down through the centuries as it is very near the European mainland. Ask if students know anything about who visited ancient Britain. Students then work in pairs to read the article about a gift made by a local man and answer the comprehension questions. Pre-teach any difficult vocabulary, e.g. *donate*, *priceless*, *whalebone*, *curator*, *intrinsic*.

The collection includes artefacts and objects representing 2,000 years of history in East England and dating back to Viking times. They have to decide which items to display, based on their importance and potential interest to the public, and how to display them.

Fact File

The history of ancient Britain is complex, with visitors who were peaceful traders as well as invaders who came to conquer. What today is known as East Anglia takes its name from the Kingdom of the East Angles, referring to the people who settled there, but they were not the first inhabitants. Before then it had been settled or invaded by:

the Romans in the first century ce, who defeated the indigenous tribe the Iceni. The Iceni are best known today for their warrior queen Boudicca, who, according to legend, led an unsuccessful uprising against the Roman invasion in 61ce.

the Saxons in the fifth century ce.

the Angles in the sixth century ce.

the Vikings in the eighth century ce.

Traces of all these people are to be found in the materials they left behind, which were particularly well preserved in the marshy soil of the region.

A meeting to discuss the display

Exercise 2, page 58

Tell students that they are going to hear a discussion involving the curator of the building that is going to display the collection, a designer and the donor of the collection. They are discussing the organization of the exhibition. Ask them to think about the priorities each person will have. Pre-teach any difficult vocabulary, e.g. *inventory*, *criteria*, *logical*, *descendant*, *generation*, *conquest*. Then play the recording for students to answer the comprehension questions individually before whole class feedback.

**1** The family used to live in the west wing. The other wing was the servants’ quarters and the kitchen area. The entrance was the main hall where the family would eat and entertain.

**2** Their ideas include a room about the house, another dedicated to the Gentlemen’s Society, one about the geography of the local area, a room for local history and information on the Roman, Saxon and Viking influences and a room about local places of interest that have a connection with those periods.

Exercise 3, page 58

Play the recording again and this time ask students to pay particular attention to the people mentioned as the answer to each question is a person in one of the pictures. Students should note the name of the person and also any interesting information about them.

**1** Geoffrey Johnson, in 1399

**2** Geoffrey and Tobias Johnson

**3** Tobias Johnson

**4** Tobias Johnson, in 1747

**5** Isaac Newton, mathematician and scientist, and a member of the Gentlemen’s Society

**6** Matthew Flinders, the first person to circumnavigate Australia and a member of
the Gentlemen’s Society

**7** Matthew Flinders

**8** Isaac Newton (*Principia Mathematica*)

Audio script Track 6.5, Exercises 2 and 3, page 123

**C = Curator, I = Interior Designer,
A = Albert Johnson**

**C** I must say we’ve been very lucky to receive this collection and thank you for giving us an inventory. So, what we have to do now is decide how we can sort the exhibits according to different criteria and display them in some sort of logical order in the space that we have.

**I** Yes, but, possibly, the first thing we have to do is to give visitors some background information about Ascoby Hall. Can you tell us anything about that, Mr Johnson?

**A** Yes, well, I’m a direct descendant of Geoffrey Johnson, who first built the house
in 1399.

**C** What was the original layout of the house?

**A** The west wing was the area where the family used to live and the other wing was for the servants and the kitchen area. And the entrance used to be the main hall where the family would eat and entertain. Then the house was handed down from generation to generation and, although we don’t know for sure, Tobias Johnson is said to have installed the magnificent stained glass window overlooking the courtyard.

**C** Yes, and he was the man who founded the Gentlemen’s Society in 1747. As I understand it, the members would meet every month and discuss all sorts of topical issues. The great mathematical genius Isaac Newton, who wrote one of the most important works in the history of science, *Principia Mathematica*, was a member and so was Matthew Flinders.

**A** That’s right. He was the man who first sailed round Australia.

**I** So, looking at the floor plan, we basically have an entrance area and eight rooms of different sizes. I think we need to have a room about the house itself and another room dedicated to the Gentlemen’s Society.

**C** Yes, I think so.

**I** What about having a room about the geography of the local area?

**A** Yes, well, as you know, most of the land round here is very flat and was just a swampy marsh until Dutch engineers came over in the 17th century to reclaim the land from the sea.

**C** That’s why the area is known as South

Holland.

**I** And we could have a room for local history. We could include information about the Roman conquest of Britain and the Saxon and Viking invasions.

**A** Yes, and perhaps another room about local places of interest that have some connection with those periods. For example, a lot of the place names around here have definite Saxon or Viking origins.

**C** OK. But what else? That’s only five rooms so far. Have you got any other ideas?

Sorting the exhibits

Exercise 4, page 59

Tell students that the words in the box are all types of artefacts that might be found at an archaeological site and eventually be displayed in a museum. Students should look up any words they do not know in a dictionary. They then work in pairs to sort the words into five different groups and give a descriptive name to each group as in the example.

**Suggested answers**

Weapons and armour: axe, helmet, shield

Jewellery: bracelet, brooch, pendant

Navigation: compass, sextant, telescope

Copies: model, replica, reproduction

Exercise 5, page 59

Working in pairs, students are now going to sort two inventories of artefacts from Albert Johnson’s collection into groups of type of artefact, as in Exercise 4. Student A’s inventory is on page 59; Student B’s is on page 108. By following the instructions, they should end up with eight groups of artefacts which they should name. To get them

started, you could brainstorm possible groups and write them on the board for students to refer to as they go along. Students should look up any words in their inventory they do not know and be prepared to explain them to their partner. Monitor and give help as necessary. In feedback, find out how students did their grouping; a suggestion is below but other groupings may be possible.

**Possible groupings and group names**

Romans

• a 1.5 x 1 m photo of excavations of a Roman salt-making site

• remains of Roman clay pottery and mosaics

• a skeleton of a Roman soldier, with sword and helmet

Saxons

• Saxon axeheads, helmets and shields

• a collection of Viking and Saxon coins and medals

• manuscripts dating back to Saxon times

Vikings

• a life-size replica of a Viking longship

• five combs carved from whalebone (circa eighth century)

• ten silver pendants and brooches originating from Sweden

Medieval

• medieval kitchen utensils and bronze keys

• a plan of Ascoby Hall in 1432

• prints and paintings showing life during the 15th century

18th century nautical

• an 18th century telescope, compass and sextant

• a large map of the Australian coastline (1801–1803)

• a collection of surgical instruments used on board ships

18th century literary

• a first edition of Isaac Newton’s *Principia Mathematica*

• an 18th century inkpot and writing materials

• copies of letters written by members of the Gentlemen’s Society

Drainage

• photos of the Great Floods in 1947 and 1953

• models of windmills and steam engines used to pump water

Local language

• audio recordings of local residents (mid 20th century)

• a book on the origin of place names

• a list of words that used to be spoken in the local dialect

Item not needed: a number of stuffed animals

TASK

Exercise 6, page 59

Divide students into groups of three or four. Tell them that they are now going to design the layout of the museum. They should decide whether to display all the objects in the groups they made or if some should be left out and if so, why. They then decide what to call each display room – the names may be based on the group names they used in Exercise 5 but should be more interesting for museum visitors. Then they decide what they will sell in the gift shop (e.g. replicas of some of the artefacts, foodstuffs with wrappings decorated with photographs of the people who lived in or visited the house). Finally, they decide how to make the museum interesting for all visitors, particularly children, who are easily bored.

**Possible names for rooms:**

• The Romans

• The Vikings

• The Saxons

• The medieval period

• Exploration

• The Gentlemen’s Society

• Draining the Fens

• Language and local life

Exercise 7, page 59

Once they have decided what to display and how to make it attractive, students draw a rough museum plan. Emphasize that what is important is to show the artefacts off to their best advantage and in a way that will make sense to visitors. They should not worry about the attractiveness of their design. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. When students have finished, each group should present its layout and plans for room display to the class.

possible outcome

See answers to Exercises 5 and 6 for possible groupings of exhibits and names for the rooms. Here are some suggestions for items that could be sold in the gift shop: a guide book to the museum, a DVD tour of the museum, specialist books (e.g. the discovery of Australia, history of the Vikings), books on local history and geography, posters and postcards depicting some of the exhibits, models and replicas (e.g. coins, windmills, helmets, shields), painted Ascoby Hall pottery (e.g. bowls, mugs, plates), food (e.g. chocolate bars, tins of fudge, jam, cakes) decorated with pictures of Ascoby Hall

In order to make the museum attractive to children, it should be interactive and hands-on, with things to press (e.g. to activate the arms of a windmill) and to listen to. Younger children could be given a quiz sheet for each room and outline drawings of exhibits to colour in (coloured pencils available to buy from the gift shop).

Extra Activity

Refer students to Part D of the EFIT Upper Intermediate level DVD material for extra listening and vocabulary exercises relating to developing a canal or river as a heritage tourism destination.

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

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

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

UNIT 6: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the
DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

• Students write a sentence of their own using each of the key words given at the end of
the lesson.

• Remind students of the work they did on preparing a guided tour. Ask them to prepare a tour of the museum using the plan they created in Exercises 6 and 7. (200–250 words)