

旅游教育系列教材

# 国际旅游与文化



杨红英 主编

陕西人民出版社

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**International Tourism and Culture**

# **国际旅游与文化**

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## 前 言

《国际旅游与文化》(*International Tourism and Culture*)一书是西安外国语学院旅游学院为大专院校旅游专业学生及旅游从业人员编写的系列教材之一。

对国际旅游与文化进行系统的研究与学习是随着中国旅游业的发展应运而生的一种现象。世界旅游组织(WTO)预测,到2020年,中国将成为世界上最大的旅游目的地国和第四大游客输出国,旅游业将是中国国民经济的重要组成部分。到目前为止,中国政府已批准世界各地69个国家为中国公民自费旅游目的地国。学习本教材将有助于提高学生对中国公民出境旅游目的地国旅游产品的了解,有利于学生以更广阔的视野对国际旅游发展进行研究。

### 一、编写目的

本教材旨在提高旅游英语专业学生对国际旅游与文化的学习与研究能力,丰富其国际旅游与文化知识,为日后在此方面的进一步学习与深造及毕业后的工作打下扎实的基础。

### 二、选材范围

本教材选材新颖,内容涉及旅游目的地的形成、影响旅游者旅游的内外部因素、各级旅游组织、国际旅游主题、国际旅游的影响以及世界各主要旅游目的地国旅游产品与文化的介绍。所参考理论和相关文章都是近几年国内外旅游教学与研究的最新成果。所选文章不仅英语语言规范,而且与旅游工作密切相关。考虑到选用本教材的学生已具备了基本的英语语言能力,因此编写主要以世界旅游组织所划分的旅游区域为中心进行,突出中国公民自费旅游目的地国的情况,内容不过分涉及语言学习。

### 三、单元构成

本教材共分为12个单元,每个单元围绕一个旅游研究对象或WTO区域编写。每个涉及旅游区域的单元由旅游发展现状、旅游发展中所存在的问题及对策、旅游吸引物、独特文化现象以及相关练习等组成。

### 四、时间分配

每个单元 3 小时，学习 12 个单元共需 36 个学时。

### 五、使用方式

本教材通常与相配套的多媒体课件一起使用，教师可自己控制教学进度，也可根据实际需要选择使用课文所提供的内容。

本教材是将国际旅游资源与旅游研究方法相结合进行旅游教学的一种尝试，在编写过程中我们得到了中外同行的许多建议与支持，在此我们对他们致以诚挚的感谢。

最后衷心希望读者朋友多提宝贵意见。我们的联系方式是：  
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## Chapter 1

# What makes a place a tourist attraction

### KEY TERMS AND WORDS

accommodation 住宿	meridian line 子午线
Alaska 阿拉斯加	motivator 促进因素
Alps 阿尔卑斯山	precipitation 降水量
amenities 旅游场所的基本设施	recreation 娱乐
Atacama 阿塔卡马沙漠 (智利北部)	Renaissance 文艺复兴
deciduous forest 落叶林	savanna 热带或亚热带稀树大草原
Equator 赤道	scenery 风光
era 时代	seasonality 季节性
geography 地理	service industry 服务行业
hemisphere 半球	tangible 有形的
heritage 遗产	time zones 时区
intangible 无形的	tourism 旅游
landform 地形	travel expenditure 旅游支出
language 语言	vegetation 植物
latitude 纬度	westerlies 西风带
longitude 经度	WTO 世界旅游组织
Medieval 中世纪	

## Tourism and Geography

Why do people travel? Well, many people travel because they want to see other countries and visit places that are famous, interesting or beautiful. People also travel to meet new friends, to try new kinds of food, to experience life of other parts of the world or simply to get away from cold weather or to look for an unusual experience. Travel is becoming more and more popular.

Curiosity, a basic characteristic of humans, has led people of all eras to explore new environments, seek new places, discover the unknown, search for different and strange places, and enjoy other experiences. This suggests that one place is different from another place, or there would be no curiosity about other places.

Logical motivators for the earliest of people's in prehistoric civilizations to travel focused on gathering food, avoiding dangers, and moving to more favorable climates. During the Middle Ages from about the 5th to 14th century AD, trade and travel declined as roads fell into disrepair and overall travel conditions became difficult as well as dangerous. During this period, the Christian Church was the primary impetus for travel with the spreading of monasteries and the Christian religion. Monks and priests encouraged the public to go on pilgrimage, and by the 14th century, pilgrimages had become an organized mass phenomena served by a growing network of charitable hospices with growing ranks of participants from most social classes. Travelers between the 14th and 17th centuries used as their travel motivator the desire to broaden their experience and knowledge. In England, Queen Elizabeth I approved a form of travel to groom future diplomats, and the universities such as Oxford and Cambridge in England and Salamanca in Spain provided travel fellowships. The Industrial Revolution, which lasted from about 1750 to 1850 created the base for mass tourism as we know it today. This period brought profound economic and social changes as workers moved away from basic agriculture in rural areas into the manufacturing plants and urban way of life familiar to many people today. Social changes brought on by changes in occupations led to the expansion of a new middle class, an increase in leisure time, and for many, a demand for recreational travel activities leading to a decline in popularity of the elitist Grand Tour. So, what is tourism?

Tourism can be defined as the act of travel for the purpose of recreation, and the provision of services for this act. A tourist is someone who travels at least eighty kilometers (fifty miles) from home for the purpose of recreation, as defined by the World Tourism Organization. A more comprehensive definition would be that tourism is a service industry, comprising a number of tangible and intangible components. The tangible elements include transport systems—air, rail, road, water and now, space; hospitality services—accommodation, foods and beverages, tours, souvenirs; and related services such as banking,

insurance and safety & security. The intangible elements include: rest and relaxation, culture, escape, adventure, new and different experiences.

Many sovereignties, along with their respective countries and states, depend heavily upon travel expenditures by foreigners as a source of taxation and income for the enterprises that sell (export) services to these travelers. Consequently the development of tourism is often a strategy employed either by a non-governmental organization or a governmental agency to promote a particular region for the purpose of increasing commerce through exporting goods and services to non-locals.

Geography is the study of the locational and spatial variation in both physical and human phenomena on earth.

### **Links Between Tourism & Geography**

- The environment is the totality of tourism activity

To geographers, the environment is the totality of tourism activity, incorporating natural elements and society's modifications of the landscape and resources (Mitchell & Murphy, 1991:59).

- Geography is made up of physical geography & human geography

Geography has traditionally been pulled on two directions: on the one hand—physical geography—towards the study of the natural environment and on the other hand—human geography—towards the study of people and their activities (Goodall, 1987:217).

## ***The Elements of Geography***

### **Location**

A fundamental aspect of geography that directly affects tourism is the need for measuring and indicating exact locations on the earth.

Any location on Earth is described by two numbers—its latitude and its longitude. If a pilot or a ship's captain wants to specify position on a map, these are the "coordinates" they would use.

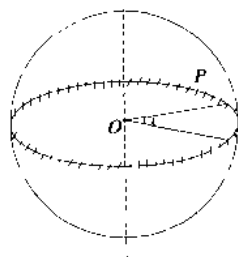
Actually, these are two angles, measured in degrees, "minutes of arc" and "seconds of arc". These are denoted by the symbols ( °, ', " ) e.g. 35°

43' 9" means an angle of 35 degrees, 43 minutes and 9 seconds (do not confuse this with the notation (' , ") for feet and inches!). A degree contains 60 minutes of arc and a minute contains 60 seconds of arc—and you may omit the words “of arc” where the context makes it absolutely clear that these are not units of time.

Calculations often represent angles by small letters of the Greek alphabet, and that way latitude will be represented by  $\lambda$  (lambda, Greek L), and longitude by  $\phi$  (phi, Greek F). Here is how they are defined.

### Latitude

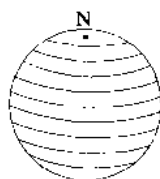
Imagine the Earth was a transparent sphere (actually the shape is slightly oval; because of the Earth's rotation, its equator bulges out a little). Through the transparent Earth (drawing) we can see its equatorial plane, and its middlepoint is  $O$ —the center of the Earth.



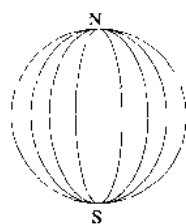
To specify the latitude of some point  $P$  on the surface, draw the radius  $OP$  to that point. Then the elevation angle of that point above the equator is its latitude  $\lambda$ —northern latitude if north of the equator, southern (or negative) latitude if south of it.

- Lines of latitude.

On a globe of the Earth, lines of latitude are circles of different size. The longest is the equator, whose latitude is zero, while at the poles—at latitudes  $90^\circ$  north and  $90^\circ$  south (or  $-90^\circ$ ), the circles shrink to a point.



### Longitude



On the globe, lines of constant longitude (“meridians”) extend from pole to pole, like the segment boundaries on a peeled orange. Every meridian must cross the equator. Since the equator is a circle, we can divide it—like any circle—into 360 degrees, and the longitude of a point is then the marked value of that division where its meridian meets the equator.

- Longitude lines or “meridians” .

What that value is depends of course on where we begin to count—on where zero longitude is. For historical reasons, the meridian passing the old Royal Astronomical Observatory in Greenwich, England, is the one chosen as zero longitude. Located at the eastern edge of London, the British capital,

the observatory is now a public museum and a brass band stretching across its yard marks the “prime meridian”. Tourists often get photographed as they straddle it—one foot in the eastern hemisphere of the Earth, the other in the western hemisphere.

A line of longitude is also called a meridian, derived from the Latin word *meri*, a variation of “medius” which denotes “middle”, and *diem*, meaning “day”. The word “meridian” once meant “noon”, and the time of the day before noon was known as “ante meridian”, while the time after it “post meridian”. Today’s abbreviations a.m. and p.m. come from these terms, and the Sun at noon was said to be “passing meridian”. All points on the same line of longitude experienced noon (and any other hour) at the same time and were therefore said to be on the same “meridian line”, which became “meridian” for short.

- Relevant locations

This refers to the location which examines the location of places with respect to other places to understand interdependence at local, regional, national, and global scales. The relationship or spatial interaction between a place and the rest of the world depends on its relative location, its distance from other places, its accessibility or isolation, and its potential for contact.

- Extreme locations

The location of a point on the earth can be expressed by a grid reference (latitude and longitude).

## Time

World time is understood in relation to longitudinal location. East of Greenwich 180 degrees and west of Greenwich degrees are, of course, the same thing.

- Local time (LT) and time zones

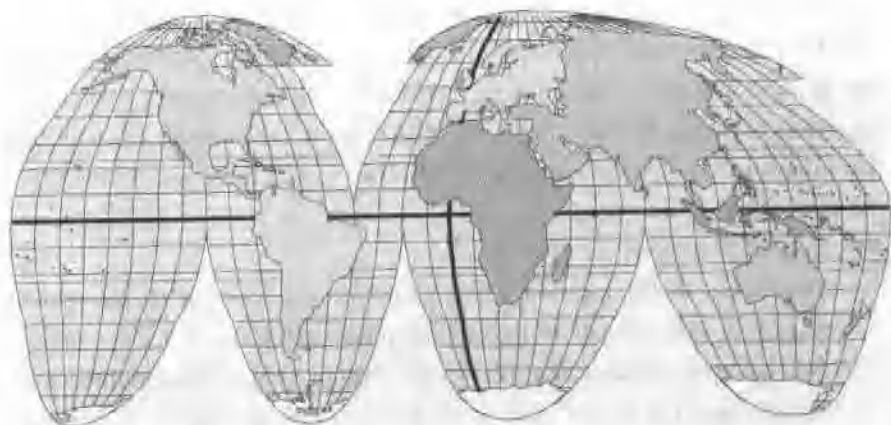
Longitudes are measured from zero to 180° east and 180° west (or -180°), and both 180-degree longitudes share the same line, in the middle of the Pacific Ocean.

As the Earth rotates around its axis, at any moment one line of longitude—“the noon meridian”—faces the Sun, and at that moment, it will be noon everywhere on it. After 24 hours the Earth has undergone a full rotation with



respect to the Sun, and the same meridian again faces noon. Thus each hour the Earth rotates by  $360/24 = 15$  degrees.

When at your location the time is 12 at noon,  $15^\circ$  to the east the time is 1 p.m., for that is the meridian which faced the Sun an hour ago. On the other hand,  $15^\circ$  to the west the time is 11 a.m., for in an hour's time, that meridian will face the Sun and experience noon.



In the middle of the 19th century, each community across the US defined in this manner its own local time, by which the Sun, on the average, reached the farthest point from the horizon (for that day) at 12 o'clock. However, travelers crossing the US by train had to re-adjust their watches at every city, and long distance telegraph operators had to coordinate their times. This confusion led railroad companies to adopt time zones, broad strips (about  $15^\circ$  wide) that observed the same local time, differing by 1 hour from neighboring zones, and the system was adopted by the nation as a whole. The continental US has 4 main time zones—eastern, central, mountain and western, plus several more for Alaska, the Aleut islands and Hawaii. Canadian provinces east of Maine observe Atlantic Time; you may find those zones outlined in your telephone book, on the map giving area codes. Other countries of the world have their own time zones; only Saudi Arabia uses local times, because of religious considerations. In addition, the clock is generally shifted one hour forward between April and October. This “daylight saving time” allows people to take advantage of earlier sunrises, without shifting their working hours. By rising