

# Theme 3

## Travellers and Tourists

### Summary

#### Overview

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Lead-in: activating prior knowledge of the topic area

#### Unit 1 Types of Tourism (Reading)

Coursebook: Activity 1 Categorisation and listening

Coursebook: Activities 2, 3 Reading and matching

Coursebook: Top Tip Dealing with matching activities

Coursebook: Activity 4 Reading for specific information

Coursebook: Time to Talk Discussion

Additional activity: writing a paragraph

Workbook: Activity 1 Discussion

Workbook: Activities 2, 3, 4 Reading activities

Workbook: Activity 5 Writing a paragraph

#### Unit 2 Getting There (Grammar)

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Coursebook: Activities 2, 3 Listening and understanding

Coursebook: Grammar Recall Future verb forms: review

Coursebook: Activity 4 Future verb forms: practice

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Workbook: Activities 2, 3, 4 Future verb forms: practice

Coursebook: Activate Your English

Discussion: preparing for a holiday

Workbook: Activity 5 Grammar practice activities

#### Unit 3 Destinations (Vocabulary)

Coursebook: Activity 1 Discussion

Coursebook: Activity 2

Workbook: Activity 1

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Categorisation

Top Tip Learning new vocabulary

Coursebook: Activity 3 Collocations: describing places

Workbook: Activity 2 Adjectives describing places

Workbook: Activity 3 Vocabulary review: crossword

Coursebook: Activity 4 Role play and discussion

Workbook: Activity 4 Writing a paragraph

#### Unit 4 Tourist Information (Listening and Speaking)

Coursebook: Activity 1

Workbook: Activity 1

Reading for gist and specific information

Workbook: Activity 2 Listening for gist

Workbook: Activities 3, 4 Listening for specific information

Coursebook: Soundbites Making suggestions

Coursebook: Activity 2 Role play and discussion

Workbook: Activities 5, 6 Role play and debate

#### Unit 5 Designing a Tour (Writing)

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Coursebook: Activity 4

Discussion and writing: planning a tour

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Workbook: Activities 2, 3

Categorisation and vocabulary development

Workbook: Activity 4

Listening and sequencing

Workbook: Activity 5

Writing a description of a tour

## Theme 3 Unit 1

### Types of Tourism

#### Overview

#### Lead-in

#### Coursebook, page 33, Activity 1

Direct students to the Overview page of the Coursebook. Ask them to look at Activity 1 and match the seven photographs with the different types of holidays in the box. Ask if they can name other types of tourism, for example, educational tourism, eco-tourism and medical tourism.

#### Answers:

- a sailing holiday
- b camping trip
- c history tour
- d cruise
- e safari holiday
- f sightseeing tour
- g adventure holiday

Discuss the different types of holidays briefly. Which holidays are dangerous, cheap, relaxing or exciting? For example, an adventure holiday could be dangerous. A camping trip is cheap, a cruise is relaxing and a safari holiday is exciting. But students may have their own ideas too.

Elicit what different types of holiday activities are available in Oman/in students' own regions.

#### Coursebook, page 33, Activity 2

Students read the short text and check the meanings of the words and phrases, using dictionaries if necessary. They can work individually or in pairs. All the words will occur somewhere within the theme. Tell students to copy the words and their meanings into their vocabulary or exercise books.

**Note:** The core words for each theme should be given as a spelling test at the end of the theme. The core words for Theme 3 appear in the Glossary in the Review and Reference section on page 48. Explain to students that they should learn these words and that you will be checking them at the end of the theme. However for future spelling practice you can also tell them to learn the words and phrases in

bold below.

**stunning:** extremely beautiful and attractive

**thrilling:** very exciting

**tourism industry:** the business of providing holidays for people

**unspoilt:** not damaged or ruined

**luxurious:** very expensive and comfortable

**secluded:** very private and quiet

**cosmopolitan:** with people from many different parts of the world

**tour operator:** company that arranges travel for people

**traditional:** following ideas and methods that have existed for a long time

**exotic:** unusual and interesting

#### Coursebook, pages 34 and 35 Workbook, pages 30 and 31

#### Coursebook, page 34, Activity 1

Direct students to page 34 of the Coursebook. Briefly discuss the four types of tourism listed under the picture. Students read the phrases in the box to the right of the picture and with a partner predict which phrases are connected to which types of tourism. Check that students understand the meanings of *yacht* and *rafting*. They write the numbers 1, 2, 3, 4 in their exercise books and write the letters of the words and phrases against each number.

Play Listening 3.1.1 so that students can listen and check their answers.

#### Listening Script 3.1.1

We are experts in wildlife tourism. Our most popular holiday destination is Africa, where people can go on safari and see elephants and leopards in their natural habitats. But we also offer holidays in other places, for example, whale watching in the Pacific Ocean. People love seeing these huge creatures rise up out of the water.

2

Our company arranges holidays for people who are interested in the history and culture of a country, particularly the arts. There are two types of holiday – the first is cultural tourism in cities, where people can enjoy visiting museums and theatres. The other type is cultural tourism in country areas where visitors take part in local traditions and festivals.

3

We specialise in holidays for people looking for thrills and willing to pay money to be frightened! We arrange extreme sports holidays in countries with stunning scenery, such as New Zealand. One example of an extreme sport is bungee jumping. Bungee jumping may look dangerous but actually it's very safe. Another popular sport you can do is white water rafting up rivers.

4

People are always delighted by sailing holidays and the freedom to move from one place to another. Our company has a large variety of yachts of all sizes. If you are an expert sailor, you can sail your yacht yourself, but we also have experienced crews who can sail it for you. We specialise in luxury yacht hire, where you can enjoy every comfort on a yacht of five star standard.

#### Answers:

- 1 d, g
- 2 c, f
- 3 a, h
- 4 b, e

#### Coursebook, page 34, Activity 2

With a partner or in groups, students discuss the types of holidays listed in the box, and the kind of activities you can do on each type of holiday. Then they match the types of holidays to the pictures. There is one type of holiday which has no picture.

#### Answers:

- 1 f
- 2 a

3 d

4 b

5 c

6 g

(e) adventure tourism has no picture

Discuss the different types of holidays listed in the following background information. Discuss whether students are familiar with any of these types of holidays. Ask them which holidays they think they would like to go on and to give their reasons.

#### Background Information

##### Cooking Holidays

These holidays are for people who want to learn to cook, or to improve their cooking skills. They take place in attractive locations, such as castles in France or villas in Italy.

##### Literary Tourism

This is where readers go on tours to places either described in a particular book or related to a famous author such as Dickens or Shakespeare in the UK.

##### Ice Tourism

Tourists stay in hotels made of ice which are built north of the Arctic Circle every year and which melt every spring. They visit local people such as the Eskimos/Inuit in Canada, and go on trips to look for wildlife such as polar bears.

##### Space Tourism

This is for very rich people who pay to be taken up into space with very little training. Tours are offered by the Russian Space Agency and include a seven day trip to the International Space Station on a Russian Soyuz Spacecraft.

##### Adventure Tourism

This covers different types of activities such as desert and animal safaris, hiking and ballooning. It is a more general term than extreme sports tourism which covers sports with a degree of

## Theme 3 Unit 1

### Types of Tourism

risk – for example, white water rafting.

#### Painting Holidays

These holidays are for people who are interested in learning to paint, or who already have experience of painting. They take place in attractive locations with a variety of scenery where the light is good for painting.

#### Bird-watching Tourism

These tours are for bird-lovers, and involve visiting countries which offer a variety of interesting birdlife such as Oman. The tours vary according to the seasons when different birds might be found.

#### Coursebook, page 35, Activity 3

Before students do this activity, it is important to direct their attention to the Top Tip under the advertisements.

Students read the five advertisements and decide which type of holiday is being advertised. This can be done orally or students can write their answers in their exercise books. They should refer to the types of holidays and tourism mentioned in the Overview section on page 33 of their Coursebooks, as well as in Activities 1 and 2 on page 34.

Encourage students to note down any new vocabulary in their exercise books together with the meanings, for example, *masterpiece* in Advert C and *ingredients* in Advert E.

#### Answers:

- a** extreme sports tourism/adventure tourism
- b** ice tourism
- c** painting holidays
- d** adventure tourism/safari holidays
- e** cooking holidays

#### Top Tip, Coursebook, page 35

The Top Tip focuses on the importance of identifying key words and phrases when doing a matching activity.

#### Coursebook, page 35, Activity 4

Students match the seven phrases to the right advertisements. Before they do this, ask them to identify the key word(s) in each phrase. The key words will direct them to the answers more quickly.

#### Answers:

- 1** b
- 2** c
- 3** d
- 4** c
- 5** b
- 6** a
- 7** e

#### Coursebook, page 35, Time to Talk

Direct students to the 'Time to Talk' box. Get them to discuss the two questions in their groups. Tell them to focus their discussion on the areas in the box at the bottom. To help them, here are some suggestions for ideas about each area, though students may also come up with their own.

	Benefits of foreign tourism	Disadvantages of foreign tourism
<b>traditions</b>	people can learn from each other	traditional values of local people may change
<b>ways of thinking</b>	gives people a broader outlook	could lead to inappropriate changes in outlook
<b>the economy</b>	provides jobs; brings in money; generates money	local people cannot enjoy or afford facilities; prices rise; environment is damaged; people are forced to move to tourist resorts to find work
<b>awareness of other cultures</b>	helps to promote greater understanding between people from different cultures	

As a writing task, ask students to create a paragraph based on their discussion.

### Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs:

1. They should begin their paragraph with an introductory sentence, for example:

Foreign tourism brings both benefits and disadvantages to local populations. There are several benefits and disadvantages to local populations from foreign tourism.

2. They should then give two or three of the most important benefits, for example:

The main (most important) benefit is ...  
One important advantage (benefit) is ...  
Another benefit (advantage) is ....

3. They should then give two or three of the most important disadvantages, for example:

However, the main disadvantage is ....  
One disadvantage is ....  
Another disadvantage is ....

4. Finally, they should end their paragraphs with a concluding sentence, for example:

The advantages of foreign tourism are greater than the disadvantages, because foreign tourism helps to promote international understanding

### Workbook, page 30, Activity 1

This focuses students' attention on the different reasons why people travel to other countries. In groups, students discuss the four types of people and try to identify the differences between them.

Here are some ideas for answers to Question 1, although students' definitions may vary.

**traveller:** someone on a journey

**explorer:** someone who travels through an

unknown area in order to find out more about it. For example, Marco Polo

**visitor:** someone who comes to visit a place or person

**tourist:** someone who visits a place on holiday or for pleasure

With regard to Question 2, it is true that tourists are always travellers – i.e. someone who makes a journey. However, travellers are not always tourists. Travellers may visit places not just for pleasure, but to explore or to do business.

### Workbook, page 30, Activity 2

This activity further focuses on some possible differences between travellers and tourists.

**Note:** Tell students they should read *all* the sentences before attempting to decide whether each one best describes a traveller or a tourist. They should write the letters of the sentences in the boxes above the appropriate column.

### Answers:

#### Paragraph 1 (Travellers)

a, f, g, h, j

#### Paragraph 2 (Tourists)

b, c, d, e, i

### Workbook, page 31, Activity 3

Students read the postcard and decide if it was written by a tourist or a traveller. They can do this individually or in pairs.

### Answer:

The writer of the postcard is a tourist because she is not the type of person who wants to be adventurous or independent. She is staying in a hotel. She doesn't like the local food – she wants food to be similar to food back home.

#### Workbook, page 31, Activity 4

Students read the two paragraphs and answer the questions as a quick comprehension check.

A suitable title for the text could be 'The British on Holiday.'

#### Answers:

- 1 By the beginning of the 1900s
- 2 a places to stay
  - b organised holidays that include travel and a hotel
  - c place you are travelling to
  - d able to be paid for
- 3 Because air travel is becoming cheaper

#### Workbook, page 31, Activity 5

In this writing activity, students are asked to write a paragraph. It is strongly recommended that, if time allows, teachers get students to write the first drafts of their paragraphs in class. If possible, a first draft should be written in class whenever students are asked to produce a piece of written work during the Grade 11 course. In this way, teachers can best guide and help students.

Students review the different types of holidays presented in Activities 2 and 3 on pages 34 and 35 of their Coursebooks, and choose one type of holiday to write a paragraph about.

**Note:** If they prefer, students can choose to write about a type of holiday not presented in the Coursebook.

The following is a suggested procedure for helping students to write their paragraphs. Teachers may also come up with their own ideas.

#### Step One

Give students time to think about and discuss the reasons why they have chosen this particular type of holiday.

#### Step Two

Elicit students' ideas orally and encourage them

to express them in complete sentences.

#### Step Three

Build up a model paragraph as follows. You can exploit this in different ways – either by preparing it in advance on an OHT, or by writing some or all of it on the board.

The first sentence of the paragraph states what kind of holiday you prefer to go on and why. Use a structure such as:

- I would like to go on a (type of holiday) because ...
- I prefer going on a (type of holiday) because ...

The rest of the paragraph gives more details about this type of holiday. Some things you could mention are:

- activities you can do /fun you can have on this type of holiday
- things you can see
- skills you can learn
- places you can explore
- exciting challenges you can experience
- the cost

#### Example of a model paragraph

I would like to go on an adventure tourism holiday because it is different from the typical kind of tourism. It involves exploring natural places and travelling to remote areas. It also involves a variety of enjoyable and exciting activities such as mountaineering, bungee jumping, rafting and rock climbing. It can be challenging but I enjoy taking risks. I know this type of tourism is usually costly because it needs some expensive equipment, but I don't mind paying for the chance to have a thrilling adventure, free from my normal daily routine.



#### Step Four

Ideally, give students time to write their draft paragraphs in class. Circulate around the classroom offering guidance and support. They should write a second (final) draft at home, attach it to their first draft and put everything into their portfolios.

**Coursebook, pages 36 and 37**  
**Workbook, pages 32 and 33**

#### Lead-in

Discuss with students what they are planning to do after class, that evening, that weekend, next week, in the summer, next year. The students note down their answers and tell each other their plans, in pairs or small groups.

Discuss popular holiday destinations in Oman for visitors from other Gulf countries. Discuss the reasons why tourists might visit Salalah in July and August, and the different ways to get there.

#### Coursebook, page 36, Activity I

Outline the situation. A group of people who live in Dubai are planning to take a short holiday break in Salalah. They are considering whether to travel to Salalah by bus or by plane. They have brochures from two travel companies with information about the bus trip and the flight.

Students skim the jumbled paragraphs and decide which paragraphs belong to which form of transport. Tell them first to think of possible key words associated with each form of transport. They can then look for these keywords in each paragraph. This will help them skim more quickly.

Suggested keywords are *bus, drive, flight, airport*.

Get students to identify other words or phrases in the text that give clues about whether a journey is by bus or by plane, for example:

Bus: *bus station, drive, border, border control post, border formalities*

Plane: *Terminal 1, Speedy Flight, airport formalities*

#### Answers:

Paragraphs relating to the bus:  
b, c, e, g

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Paragraphs relating to the plane:  
a, d, f, h

Ask students to read the paragraphs for a second time and put them in the correct order. This requires a more detailed reading. Students note down the letters of the correctly-ordered paragraphs in their exercise books.

#### Answers:

Order of paragraphs describing the bus journey:  
c, e, g, b

Order of paragraphs describing the plane journey:  
f, h, a, d

#### Coursebook, page 36, Activity 2

Students listen to a car driver leaving a message on his friend's answerphone about his plans to drive from Dubai to Salalah. Before they listen, get them to look at the pictures carefully, and make sure they understand the task – i.e. to find the picture of the thing the car driver is NOT planning to do. Play Listening 3.2.1.

#### Listening Script 3.2.1

Hey, Clive, it's me, Steve. I've got a few days holiday so I've decided to head off to Salalah. It's too late to get a flight now so I'm going to drive down. I thought I'd better let you know where I'm going in case I get lost on the way!

I'm planning to set off from Dubai at about 5.30 tomorrow morning to avoid all the traffic. I'm driving to Al Ain to cross the border there. I've already got my visa for Oman, so I won't have to wait at the border. Then I'm going to drive through Ibri and Nizwa. I'll stop for coffee in Ibri then I'm thinking about taking a short detour to Bahla to visit a pottery shop there. After that I'll drive on to Nizwa and meet my friend Paul for lunch in a café near the fort. After that I'm going to drive all the way down to Salalah. I'm only planning to stop for petrol or if I see anything I want to take photographs of.

I'm hoping to arrive in Salalah at about 6.30 p.m. I'm staying at the Dhofar Heights Resort. The number is – hang on a minute – it's here – 228793444. Got that? I'll repeat it. 228793444. I'll call you when I get there so you know I've arrived safely. Thanks a lot. Bye!

#### Answer:

The speaker doesn't mention Picture 3 — he is not planning to make a stop in the desert.

#### Coursebook, page 37, Activity 3

Students listen to Listening 3.2.1 again and decide if the statements are True, False or if there is no information given. Ask them to write down the letters **a – i** in their exercise books and write **T**, **F** or **NG** beside each one.

Before playing the recording again, give students time to read all the statements.

#### Answers:

**a** T

**b** NG. We don't know what size of car he has.

**c** F. He is going to set out in the early morning.

**d** T

**e** F. He's already got his visa for Oman.

**f** F. He is planning to visit a pottery shop in Bahla.

**g** T

**h** F. The number is 228973444.

**i** NG. We don't know if he has a friend in Salalah or not.

#### Coursebook, page 37, Grammar Recall

Discuss students' attention to the Grammar Recall box. This focuses on three different ways of expressing the future. Read through the example sentences on the left and ask students to match each sentence with the description of its usage on the right. Refer students to the Grammar Reference section on page 75 of their Workbooks for further guidance.



#### Answers:

- |            |            |            |
|------------|------------|------------|
| <b>1</b> e | <b>3</b> d | <b>5</b> c |
| <b>2</b> a | <b>4</b> a | <b>6</b> b |

#### Coursebook, page 37, Activity 4

Before focusing on the sentences in Activity 4, students read the sentences in Activity 3 again and find three different ways of expressing the future. Then they look at sentences **a – g** in Activity 4 and choose the most suitable forms of the verbs.

#### Answers concerning sentences in Activity 3:

Expressing the future using 'will'

Sentences **d, e, f** and **g**

Expressing the future using 'going to'

Sentence **c**

Expressing the future using the present continuous

Sentence **i**

Note about answers for sentences in Activity 4: Although sometimes the alternative choice of verb is not grammatically wrong, the best answer is the one which sounds more natural. For example, in sentence **a**, the phrase 'we will go to Dubai' is not wrong, but it doesn't sound as natural as 'we're going to go.'

#### Answers concerning sentences in Activity 4:

- a** 're going to go
- b** will happen
- c** 'm visiting
- d** 'll work
- e** going to have
- f** won't replace
- g** 's meeting

#### Workbook, page 32, Activity 1

This activity provides further practice with expressing the future. Ask students if they have ever been on a tour, either in Oman or in a foreign country. If yes, did they enjoy it? If no, would they like to go on a tour? Why/why not?

Students look at the map and read the tour programme then write answers to Questions **a – f** on the writing lines beside the questions.

#### Answers:

- a** The tour will start in Muscat.
- b** They will see Nizwa Fort.
- c** They will stay at a hotel in Nizwa.
- d** They will arrive at the Wahiba Sands on Friday afternoon.
- e** They will visit Sur on the third day.
- f** They will return to Muscat on Saturday afternoon.

If time allows, get students to make up other questions to ask a partner about the tour.

#### Workbook, page 32, Activity 2

This activity can either be done in class or given as homework. Students write a description of the tour. In order to do this, they have to combine the information about the tour programme given in Activity 2 with the information about the tour in the Communication Activity on page 61 of the Workbook.

Before writing, students should study the pictures and information in the Workbook Communication Activity carefully. The pictures show the places included on the tour. The verbs under each picture give details about what the tourists will do in each place.

A model answer is given below. Students' tour descriptions may vary. However, they should include examples of the future with *will* when describing the tour programme. They should also say what people can see or do in each place visited.

#### Tours of Oman

Thank you for choosing the 3-day Nizwa-Wahiba-Sur tour. Here is some information about the tour programme.

We will leave Muscat at 8.30 on Thursday morning and drive to Nizwa Souk. In the

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### Getting There

souk you can see and buy local pottery. In the afternoon, we will visit Nizwa Fort, which was built in 1660. You can go inside the fort and learn about it.

On Friday morning we will see the Souk at Sinaw. You can meet local craftsmen there and buy old silver and jewellery. On Friday afternoon, we will visit the Wahiba Sands. You can walk or ride a camel there.

On Saturday morning, we will go to Sur and see a boatyard. On Friday afternoon we will return to Muscat. We will stop and swim at a beach on the coast road.

It is also possible to use the future tense formed either with 'going to' or the present continuous. But the future tense formed with 'will' is not so suitable for this activity. It is more natural to express future plans and intentions using 'going to' or the present continuous.

### Coursebook, page 37, Activate Your English

Discuss with students the kind of things that people need to do before going on holiday. Direct them to the 'Activate Your English' box and play Listening 3.2.2 as an example dialogue. Practise the sentences, paying attention to the intonation.

### Workbook, page 33, Activity 3

Students think about their summer holidays and fill in the information about their plans. They ask a partner the same questions and fill in his/her answers in the other column. Then they ask other students in the class the same questions, and note down the information in their exercise books. Finally, they can report back orally to the class about their findings.

Go round the class and write up students' findings on the board. Where is the most popular holiday destination for your class?

### Workbook, page 33, Activity 4

Students write up the information about their partner's holiday, using the sentences about Tariq's summer holiday as an example. Tell them to write a heading on the writing line, e.g. **Khalid's summer holiday.**

**Note:** If you prefer, depending on your students' level, you can ask them to write a paragraph rather than sentences. It is also possible to combine two pieces of information in one sentence, for example: 'She is going to stay in a hotel for a week' instead of 'She is going to stay in a hotel. She is going to stay for a week.'

### Listening Script 3.2.2

- Presenter: Listen to these two people preparing for a holiday.
- Student A: We need to buy the plane tickets.
- Student B: I'm going into town on Wednesday. I'll get them then. We need to change some money.
- Student A: I'm going to the bank on Thursday. I'll change it then.

In pairs, students draw up a list of things to do before going on holiday. Then they practise making sentences using future verbs to talk about who is going to do the things on their list.

### Workbook, page 33, Activity 5

The Grammar Practice activities on page 66 of the Workbook provide extra practice with the grammar focused on in this unit. They should be given as homework. Refer students to the Grammar Reference section on Activities page 75 of their Workbooks for guidance.

### Answers to Grammar Practice Activities:

- I a** I'm going to China next month.  
**b** Khalid is going to Qatar for a conference.

- c John is going on a business trip to Dubai.
- d We are spending the summer in Italy.
- e Asma is travelling to Turkey in July.

- 2 a it's going to  
b Are you doing  
c I'll have  
d They are planning  
e you'll win  
f you won't finish

- 3 a I'm hungry. I think **I'll have** a sandwich.  
b I'm **thinking of** having a barbecue on the beach tomorrow.  
c Manchester United aren't playing well at the moment. They **won't win** the cup this year.  
d The new government has exciting plans. They say they're **going to build** a lot of new schools. But where **are they going to get** all the money?  
e It's a great time to buy a new car. The price is cheap and there **won't be** a better opportunity.  
f They're **planning** to invite all their friends to the party.  
g Look at all those clouds! Do you think it's **going to rain**?

### Coursebook, pages 38 and 39 Workbook, pages 34 and 35

#### Coursebook, page 38, Activity 1

Discuss with students what types of holidays they would like to go on. Students can discuss in groups then present their ideas to the class. Then they look at the brochures and match each brochure with one of the four groups of holidaymakers.

#### Answers:

- 1 d
- 2 b
- 3 a
- 4 c

#### Coursebook, page 38, Activity 2 Workbook, page 34, Activity 1

In groups, students look through the adjectives in the box in Activity 2 on page 38 of their Coursebooks. They write any adjectives they already know into the boxes in Activity 1 on page 34 of their Workbooks. They use dictionaries to look up the other words, and share the meanings with their group. Help them to see that the clues to finding the right adjectives lie in the wording of the headings.

Play Listening 3.3.1 and check that students have written the adjectives into the correct boxes. The answers are given in **Bold** in the listening script below.

#### Listening Script 3.3.1

**A.** 'Where only the best is good enough'.

For a **superb** and completely relaxing holiday experience, enjoy a stay at the wonderful **five star** accommodation offered by the Poshasus Hotel. Our **luxurious** rooms all have a view of the sea, and our restaurants and swimming pool are **first-class**.

#### B. 'Come away with us to Paradise'.

The Luna de Miel Island Resort is perfect for couples on honeymoon who are looking for a **romantic** place far from the crowds. You'll stay in one of our **secluded** villas and enjoy a **dreamy** time together relaxing on our **private** beach.

#### C. 'We'll take you on roads less travelled.'

Are you an independent and **adventurous** traveller who wants to get away from everything? Then come with Treehugger Rainforest Tours to one of the world's most **unspoilt** holiday destinations. We offer **exotic** holidays in a natural environment, surrounded by a variety of **rare** animals and plants.

#### D. 'Where fun never sleeps.'

Looking for excitement and a **lively** nightlife? then come and party with us at Singhong Tours. We organise short breaks in **cosmopolitan** cities where the atmosphere is buzzing and **vibrant**. We promise you a holiday that is both **entertaining** and fun.

### Coursebook, page 39, Top Tip

Direct students' attention to the Top Tip, which encourages them to try and learn new vocabulary in phrases rather than as isolated words.

**Note:** The topic of collocations, or the ways in which some words are often used together, will be covered in more depth in Grade 12. There are some examples of collocations in Activity 3.

### Coursebook, page 39, Activity 3

Students work with a partner or in groups to go through the phrases in the box and make sure they understand them. Remind them to write down any new words in their vocabulary notebooks or exercise books so that they will remember them better.

Ask students to think of places in Oman which

the phrases could apply to. If time allows, they can think of places in other countries too where you can find some of these things.

### Some examples of places in Oman (but there are other places too):

*rolling sand dunes* – the Wahiba Sands Desert in the Sharqiyah region

*variety of wildlife* – the Ras El Hadd Turtle Beach, Khor Rori bird sanctuary, oryx sanctuary

*old forts* – Nakhal, Rustaq, Nizwa, Al Sulaif and many others

*traditional handicrafts* – Bedouin jewellery, pottery, chests

*expert craftsmen* – boatbuilders at Sur, silver and jewellery makers and many others

*busy souks* – Muttrah, Nizwa and many others

*beautiful beaches* – everywhere along the coast

*interesting museums* – Muscat and other places

*wooden dhows* – Sur

*high mountains* – Al Jebel Al Akhdar, Al Jebel Al Shams

### Workbook, page 34, Activity 2

This activity shows how important adjectives are in making a description come alive. The adjectives used in Postcard A create a very positive impression; the ones in Postcard B create a negative impression.

As a homework activity, students should write sentences containing the adjectives in their exercise books. Make sure they understand they should create their own sentences, not just copy the sentences on the postcards.

Students read Postcards A and B and choose the adjectives which make the holiday sound great or miserable. Again, tell them to check unknown words and note them down in their vocabulary notebooks or exercise books together with their meanings.

### Answers:

#### Postcard A

1 fantastic

2 amazing

3 stunning

4 spectacular

5 beautiful

6 thrilling

7 excellent

8 delicious

#### Postcard B

1 terrible

5 rainy

2 noisy

6 crowded

3 uncomfortable

7 expensive

4 disgusting

8 impossible

After checking the adjectives for Postcards A and B, get students to write a postcard of their own about a place they have enjoyed (or not enjoyed) visiting. If they cannot think of a real place, tell them to imagine a place. Refer them to the postcard in Unit 1, page 31, Activity 3 of this theme, as well as Postcards A and B on page 34, to use as models. Encourage students to use some of the adjectives and phrases they have encountered in the theme, and refer them to the beginnings and endings of the postcards. Discuss other ways they could end their postcards, such as 'Best wishes', 'All the best', 'Love from Jane'.

#### Workbook, page 35, Activity 3

The verbs focused on in this activity are often found in travel brochures, but their use is also common in everyday life.

In the first part of the activity, students match the verbs in the left hand column at the top of the page with their meanings on the right. Then they use these verbs to complete the gaps in the crossword puzzle clues to the right of the crossword. Finally, they fill in the verbs in the crossword.

#### Answers to Matching Activity:

1 f

2 d

3 e

4 g

5 a

6 b

7 c

#### Answers to Crossword:

##### Across

2 reveal

5 sample

6 stroll

7 encounter

##### Down:

1 wander

3 discover

4 imagine

#### Coursebook, page 39, Activity 4

Explain to students they are going to do a role play, and outline the situation. Students work in groups of three. Student A is a hotel owner, and Students B and C are prospective guests (they choose which kind from the list of guests given in the activity).

Before starting the role play, give students a few minutes to make notes about their situations and write down the questions they need to ask. These notes will help them to prepare for the role play.

The prospective guests should think about and discuss their needs with each other. For example, an elderly couple will be looking for a hotel with efficient lifts. A couple with children will be looking for a hotel which has plenty of things for children to do. The hotel owner should think about what facilities his or her hotel can offer.

The hotel owner should think of a good name for his/her hotel. He/she should write this name on a piece of paper and put it in front of him/her on his/her desk. The prospective guests should sit on the other side of the desk from the hotel owner while they ask their questions.

If time allows, prospective guests should visit other hotel owners in the classroom. Finally, they decide on the hotel they would most like to stay at.

## Theme 3 Unit 4

### Tourist Information

#### Workbook, page 35, Activity 4

This writing activity is suitable for homework. Students write a paragraph in their exercise books describing a place which they think is a good place for visitors to go to.

Encourage students to look back through the unit for suitable words or phrases to include in their descriptions. Ideally, give students time to write their draft paragraphs in class. Circulate around the classroom offering guidance and support. They should write a second (final) draft at home, attach it to their first draft and put everything into their portfolios.

#### Suggested structure of the paragraph:

1. An introductory sentence to state the name

of the place, for example:

Musandum, in the northernmost part of Oman, is a wonderful place for people to visit if they want to relax and get away from it all.

2. Brief information about the place and how to get there:

The Musandum peninsula is very beautiful and peaceful. You can get there either by a short plane trip, or a five hour ferry trip from Muscat up the coast of Oman.

3. Information about what you can see or do in the place:

From Khasab, the capital of the Musandum area, you can take a day trip in a traditional dhow. You will sail among beautiful islands, and have the chance to see dolphins and go snorkelling in the clear blue waters. You can also take a trip up into the mountains and enjoy dramatic scenery. If you are interested in history, you may also want to visit the old fort in Khasab.

#### Coursebook, pages 40 and 41 Workbook, pages 36 and 37

#### Coursebook, page 40 and 41, Activity 1

#### Workbook, page 36, Activity 1

Direct students to the pictures and descriptions of various tourist sites in Dhofar on pages 40 and 41 of their Coursebooks. Discuss whether students (if any) have been to any of the sites and what they thought of them. Students read the text about each site and complete Activity 1 on page 36 of the Workbook by writing the appropriate numbers in the appropriate boxes. .

**Note:** There are other possible answers for some places.

#### Answers:

a 1, 3, 10

b 2, 3, 5

c 4, 5, 8 (but 2, 6, and 9 are also possible)

d 3, 6, 7 (but 9 is also possible)

e 5, 6, 7 (but 9 is also possible)

#### Workbook, page 36, Activity 2

Students listen to the five descriptions in Listening 3.4.1 and decide what kind of tourist attraction is being described. Before they listen, give them time to read through the list of the attractions. What kind of words might they expect to hear to go with each one?

Check that they understand the meaning of *sanctuary*. What other kind of sanctuaries do they know in Oman? (turtle, oryx)

#### Listening Script 3.4.1

A

If you stand here very quietly and watch, you can see several species that travel through this area in winter and stop here on their way further south.



#### B

The views are spectacular, and you can look down over the wadis and villages for miles around. The air so high up is very clean and pure, and the silence is very peaceful.

#### C

As you can see from the thick walls and round towers, this was built to keep attackers out. It was built in the 16<sup>th</sup> century CE and was defended many times right up to the 20<sup>th</sup> century CE.

#### D

Please be back at the coach by 4.30 p.m. Sun umbrellas can be rented from the kiosk. Remember that the currents in the sea are very strong, so please stay near the shore when swimming.

#### E

As you can see from the inscription, this object was found in 1992 together with a number of pottery fragments and coins. It dates back to the 1st century BCE.

CE – *Common Era*. Used after a date to show it was after the birth of Christ

BCE – *Before the Common Era*. Used after a date to show it was before the birth of Christ.

#### Answers:

- a** bird sanctuary
- b** mountain
- c** fort
- d** beach
- e** museum

#### Workbook, page 36, Activity 3

Tell students they are going to hear a conversation in the Dhofar Tourist Information Centre between a tourist official and a woman asking for information.

Make sure that students understand the task – i.e. to listen for the names of family members

and tick the box beside each name they hear. Give them a few minutes to read through the nine names listed.

Play Listening 3.4.2. Repeat as necessary.

#### Listening Script 3.4.2

Official: Good morning. Welcome to the Dhofar Tourist Information Centre. How can I help you?

Woman: Good morning. I'm here on holiday, and I'd like some suggestions for things we can do.

Official: Certainly, madam. What kind of interests does your family have?

Woman: Well, my husband loves history and my daughter wants to be an archaeologist. So they'd like to visit some historic sites.

Official: Well, then, madam, may I suggest that first, you take them to Salalah Museum. It has artefacts from different archaeological sites in Dhofar. After that, why don't you visit Khor Rori with them? It's the site of the old city of Sumharam. Your husband and daughter will enjoy wandering around it. In the afternoon, how about taking them to Taqah to visit the fort? It's fascinating.

Woman: OK, that sounds like fun for them. Now what about my parents? They're quite old and won't want to do anything very energetic. But they do enjoy birdwatching and gentle hiking.

Official: Well, you might like to take them to the Khor Rori bird sanctuary – it's next to the archaeological site. Another suggestion is Tawi Attair – here on the map. Many different birds visit the area. It's a spectacular sight to watch them flying into the sinkhole in the evening.

Woman: Good idea. Thank you very much.

## Theme 3 Unit 4

### Tourist Information

- Now my son is mad keen on sports. What do you think would interest him?
- Official: Hmm, let me see. If I were you, I'd send him down the coast to Mughsayl to the water sports centre near the beach. He can go swimming or scuba diving, or paraglide along the beach.
- Woman: That would certainly keep him amused.
- Official: And what about you, madam? What are you planning to do?
- Woman: Me? I'm just happy to have some time to myself. I'll stay here in the hotel and relax. Then later I might go to the souk and buy some perfume.
- Official: That sounds a good plan.
- Woman: Thank you very much for your help.
- Official: You're welcome. Have a good day!

#### Answers:

husband, daughter, parents, son

#### Workbook, page 36, Activity 4

Tell students to copy the names of the family members into the table headings in the following way:

- a** husband
- b** daughter
- c** parents
- d** son

Students listen to Listening 3.4.2 again and tick the tourist official's recommendations for the woman's family members in the boxes.

	<b>a</b> husband	<b>b</b> daughter	<b>c</b> parents	<b>d</b> son
<b>Salalah Museum</b>	✓	✓		
<b>Taqah</b>	✓	✓		
<b>Khor Rori bird sanctuary</b>			✓	
<b>Mughsayl</b>				✓
<b>Tawi Attair</b>			✓	
<b>Khor Rori/Sumharam</b>	✓	✓		

#### Coursebook, page 41, Soundbites

Direct students to the Soundbites box of phrases used in making and responding to suggestions. Play Listening 3.4.3. Practise the language with students, paying attention to the intonation.

#### Listening Script 3.4.3

##### Soundbites

##### Making Suggestions

**May I suggest that** first you take them to Salalah Museum.

**Why don't you** visit Khor Rori with them?

**How about** taking them to Taqah to visit the fort?

**You might like to** take them to the Khor Rori bird sanctuary.

**If I were you, I'd** send him down the coast to Mughsayl.

##### Responding to Suggestions

**Good idea.**

**I'd prefer to go to the wadi.**

**I'd rather go on Thursday.**

**Let's go diving instead.**

#### Coursebook, page 41, Activity 2

Students work in groups of three, and practise making and responding to suggestions. Students A and B are visitors to Dhofar and ask the official in the Tourist Information Centre for ideas about local things to do. Student C is the Tourist Information official and makes suggestions using the information on pages 40 and 41 of the Coursebook, plus any other information he/she has. Students A and B respond to the suggestions and decide what to do.

Tell students to practise using the phrases in the Soundbites box when making and responding to the suggestions.

#### Workbook, page 37, Activity 5

##### Lead-in

Explain to the class that they are going to do a role play. Some students will represent groups of three different travel industry consultants who are going to propose different ideas for a new tourist resort on the island of Mustaqbal off the coast of Oman. The rest of the class will act as local residents and will be invited to respond to each proposal.

Ask students to turn to page 70 of their Coursebooks and look at the map of the island. Discuss the layout of the island. Direct their attention to the different features such as the mountains, the sand dunes, the river, the beach, the village, the harbour, the bridge. Discuss where these places are located. For example, the mountains are in the south-east of the island.

Direct students to the instructions for Activity 5 on page 37 of their Workbooks. Read through the instructions with them and then divide them into four groups. It is suggested that a maximum of four students should be assigned to Groups A, B and C. More students can be assigned roles as islanders in Group D as they will further divide into two smaller groups.

Ask Groups A, B and C to turn to pages 66, 67 and 68 respectively of their Coursebooks and

discuss ideas for their proposals. Meanwhile, ask students in Group D to turn to page 69 and look at the information given there about the various roles. They should discuss which people would support the development of the island and which would be against it. Students in Group D can then divide into objectors or supporters and discuss their arguments for or against the development of the island, according to their roles.

#### Workbook, page 37, Activity 6

Students prepare their presentations and arguments and make notes in the space allocated on page 37 of their Workbooks. When students are ready, set up the role play.

##### Role play

The teacher should act as facilitator of the discussion. The 'meeting' should be as authentic as possible, with real debate to be encouraged. If students make errors, note them down to discuss later, but don't interrupt the flow of the debate with error correction.

Students in Groups A, B and C, the three groups of 'developers', present their ideas. They might like to make a poster, or do their presentation on Power Point if available.

Students in Group D, the 'islanders', should express their opinions and ask questions after the presentation of each proposal.

You will need to keep a careful watch on the time. If students seem stuck for ideas or are unsure how to respond, especially at the beginning, give them some suggestions. As they gain more confidence, the discussion will flow more smoothly.

##### Round-up

At the end of the session, students vote on the most appropriate proposal.

Discuss the role play and ask if students enjoyed it. How did they feel about taking part in a debate? (confident, nervous, shy)

## Theme 3 Unit 5

### Designing a Tour

**Coursebook, pages 42 and 43**  
**Workbook, pages 38 and 39**

#### Coursebook, page 42, Activity 1

These discussion questions aim to get students thinking about why people travel to other countries, and to talk about where they would like to go themselves. The questions can be discussed in groups, with a spokesperson from each group summarising the group's ideas.

#### Coursebook, page 42, Activity 2

Ask students what they know about Istanbul and Turkey. Have they, or has anyone they know, visited Istanbul or other places in Turkey? If yes, what did they do there? Did they like it? Why/why not? Did they go on any tours? If no, are they familiar with any of the places in the photographs, perhaps from films or books?

#### Background Information

##### Istanbul

Istanbul is a popular tourist destination and attracts thousands of visitors. It is the largest city in Turkey with a population of 13,000,000. It is located in the north-west of the country, on the Bosphorous Strait, and is the only city in the world to span two continents (Europe and Asia). It is a city rich in beauty and history, and in the past has been the capital of several different Empires, including the Roman Empire and the Ottoman Empire. The old part of Istanbul is full of historical streets, palaces, mosques, museums and bazaars. Istanbul also has many modern attractions. It is a shopper's paradise, has excellent restaurants and hosts a variety of cultural events. Istanbul was chosen as a European Capital of Culture for 2010, and European Capital of Sports for 2012.

<http://en.wikipedia.org/wiki/Istanbul>

Students work in pairs and read the list of tours in and around Istanbul. They discuss with a partner which tour they would most like to go on, and give their reasons.

#### Coursebook, page 43, Activity 3

Students read the description of the tour of Istanbul and complete the gap-fill.

Tell students that when doing such an activity, they should read the whole text first before attempting to fill in the gaps. This will help them understand the text better. They should also decide what part of speech each missing word is – e.g. noun, verb, adjective.

#### Answers:

- 1 foot
- 2 easy
- 3 contains
- 4 emerald
- 5 historical
- 6 tiles
- 7 wander
- 8 desserts

#### Coursebook, page 43, Activity 4

This is intended mainly as an oral activity (the main writing task for this unit is given in the Workbook). In groups of four, students design a tour of Oman for visitors. They discuss the tour and make notes of an itinerary in their Workbooks. Then a spokesperson from each group gives an oral presentation of the tour to their classmates. At the end of the presentations, students could vote which is the best designed tour.

#### Workbook, page 38, Activity 1

This activity focuses on a tour in Oman – more specifically, an overnight camping tour to the Wahiba Sands Desert. First, students read the information about the tour company, 'Desert Adventure', and the tour they offer.

### Workbook, page 38, Activity 2

This activity gives practice with categorisation. First, students match each of the four headings **a, b, c,** and **d** to pictures 1, 2, 3, or 4. They read through the two lists of phrases underneath the headings and write each phrase under the appropriate picture.

#### Answers:

##### 1 The Bedouin

- 1 desert people
- 2 simple lifestyle
- 3 traditional crafts

##### 2 The camp

- 1 open from October to May
- 2 comfortable huts
- 3 modern bathrooms

##### 3 Desert activities

- 1 sand skiing
- 2 dune driving
- 3 camel riding

##### 4 Wahiba Sands

- 1 home of the Bedouin
- 2 rolling sand dunes
- 3 peaceful beauty

### Workbook, page 39, Activity 3

This activity focuses on descriptive adjectives. In addition to the eight adjectives listed, ask students to think of more adjectives to describe each of the four categories.

#### Answers:

- |                     |                     |
|---------------------|---------------------|
| <b>a</b> guides     | <b>e</b> guides     |
| <b>b</b> huts       | <b>f</b> activities |
| <b>c</b> views      | <b>g</b> views      |
| <b>d</b> activities | <b>h</b> huts       |

### Workbook, page 39, Activity 4

Tell students they are going to hear a short description of the programme of events at the camp. Before they listen, give them time to read through the events. Then play Listening 3.5.1. As they listen, students number the events in the correct order in the programme.

Go over the answers then play Listening 3.5.1 again. This time, students write the time beside

each event.

**Note:** Although most of the times are stated, there is one time which is not given exactly, but which students have to work out for themselves. This is the time for sand skiing. Students hear that sand skiing takes place an hour after dune driving. Dune driving is at 5.00 so sand skiing is at 6.00. But the actual time of 6.00 is not mentioned.

### Listening Script 3.5.1

Visitors to the 'Desert Adventure Camp' should arrive at camp by 4 o'clock. After being taken to your comfortable hut, everyone will meet for welcome coffee and dates at 4.30. At 5.00 our drivers will take you dune driving in the desert. This lasts for an hour, and is followed by sand skiing for the more active visitors. Later, we will all meet for dinner at 7.30. After dinner, there will be a show of traditional Bedouin music and dancing. This show will begin at 9.00.

In the morning, breakfast will be served from 7.00 to 9.00. During breakfast, local Bedouin will arrive at the camp. Visitors will have the chance to go camel riding, or watch Bedouin ladies do henna painting. Both these activities will take place between 8.00 and 9.30. Visitors can leave the camp any time between 10.00 and 11.00.

#### Answers:

- |                                    |               |
|------------------------------------|---------------|
| <b>1</b> arrive at camp            | 4.00          |
| <b>2</b> welcome coffee and dates  | 4.30          |
| <b>3</b> dune driving              | 5.00          |
| <b>4</b> sand skiing               | 6.00          |
| <b>5</b> have dinner               | 7.30          |
| <b>6</b> Bedouin music and dancing | 9.00          |
| <b>7</b> have breakfast            | 7.00 – 9.00   |
| <b>8</b> camel riding              | 8.00 – 9.30   |
| <b>8</b> henna painting            | 8.00 – 9.30   |
| <b>9</b> leave camp                | 10.00 – 11.00 |

## Theme 3 Unit 5

### Designing a Tour

#### Workbook, page 39, Activity 5

Students write a description of a tour with 'Desert Adventure.' They should refer to page 71 of their Workbooks for the guidelines.

The writing should consist of a short introductory sentence or two plus three main paragraphs. Each of the three main paragraphs should deal with a different topic (the Wahiba Sands Desert, a description of the camp and the activities respectively). The main focus of the writing is descriptive. Students should try and incorporate some of the words and phrases they have encountered earlier in the unit. Refer them also the Writing Guide on page 71 of the Workbook for further guidance.

**Note:** The model answer below shows only one way of writing the description. Students may choose to include different information. This is fine, although they should follow the structure of the model – i.e. introductory paragraph about the company followed by three other paragraphs, each one covering a different topic.

#### A Tour to the Wahiba Sands Desert

##### Model Answer

*Desert Adventure* arranges tours to the Wahiba Sands for people who want to experience an overnight stay in the Omani desert.

The Wahiba Sands desert is an area of peaceful beauty. It has spectacular views with rolling sand dunes. It is also home to the Bedouin, the people of the desert. Today, the Bedouin still have a simple lifestyle.

The camp is open from October to May. Visitors stay in furnished wooden huts. These huts are small but comfortable, with modern bathrooms.

The camp offers a range of fun activities. You can go dune driving, sand skiing and camel riding. You can also see a show with traditional Bedouin music and dancing, and watch Bedouin ladies do henna painting.

#### Across Cultures

**Coursebook, pages 44 and 45**

**Workbook, page 40**

Country Focus: New Zealand

#### Reading for Pleasure

**Coursebook, pages 46 and 47**

**Workbook, page 41**

Sailing Heroes Past and Present

Interview with Mohsin Al Busaidi

Genre: Sailing Magazine

**Note on Oman Sail:** Oman Sail was formed in 2008 to re-awaken interest in Oman's maritime heritage and encourage young Omanis to become interested in sailing. It is supported by the Ministry of Tourism. As part of the Oman Sail project, a sailing academy has been established in Muscat. Oman Sail's long term objective is to make sailing accessible to schools and young enthusiasts, and give keen young sailors the opportunity and training to progress to the Oman sail racing team. The creation of role models such as Mohsin Al Busaidi shows young people that with determination and hard work, anything is possible.

For further information about Oman Sail, teachers can advise students to visit the Oman Sail website on [www.omansail.com](http://www.omansail.com)

**Additional Note:** In English, boats and cars are commonly referred to as 'she'.

**Coursebook, page 48,**

**Review and Reference**

**Workbook, pages 42 and 43**

**Note:** At the end of the theme, don't forget to check students' spelling of the core words in the Glossary in the Review and Reference section on page 48 of their Coursebooks. They should have been learning these spellings during the theme.

Students read the Learning Objectives for this theme, then turn to Activity 1 on page 42 of their Workbooks and assess how well they have achieved each objective.



Students work through Activities 2 and 4 on pages 42 and 43 of their Workbooks. They then complete the chart in Activity 3 on page 43 with 15 words of their choice from the theme – 5 verbs, 5 nouns and 5 adjectives. Finally, they look back through the theme and complete the Personalise It section at the bottom of page 43.

### Answers to Across Cultures:

#### Activity 1

- 1 Maoris live in New Zealand.
- 2 John is planning to go bungee jumping tomorrow.
- 3 The New Zealand national rugby team is called the All Blacks.
- 4 The Maoris came to New Zealand many years ago.
- 5 My friend doesn't want to try zorbing.

#### Activity 2

- 1 d
- 2 e
- 3 b
- 4 c
- 5 f
- 6 a

#### Activity 3

- 1 F. New Zealand is made up of two large islands and many smaller islands.
- 2 F. The first settlers were Polynesians.
- 3 NG
- 4 T
- 5 T
- 6 T
- 7 F. Zorbing began in New Zealand.
- 8 F. Maori culture is ancient.
- 9 NG
- 10 F. In a modern *haka*, the men dance at the front.

### Answers to Review and Reference:

#### Activity 2

- a I'll bring
- b are you coming
- c I'll have
- d I'm going to see
- e we'll visit

- f I'll help
- g you're going to clean up

#### Activity 4

- a dune, magnificent
- b package holiday
- c itinerary
- d encounter, sample
- e destination
- f stroll
- g reveal
- h sanctuary
- i discover
- j wander

