

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)

Lead-in: Discussion about holidays

Coursebook: Activity 1 Categorisation and sequencing

Coursebook: Activities 2, 3 Listening and understanding

Coursebook: Grammar Recall Future verb forms: review

Coursebook: Activity 4 Future verb forms: practice

Workbook: Activity 1 Reading and understanding

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

Coursebook: Activate Your English

Discussion: preparing for a holiday

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Unit 3 Destinations (Vocabulary)

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Coursebook: Activity 2

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Focusing on adjectives describing places

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 3 Vocabulary development: gap-fill

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Discussion and writing: planning a tour

Workbook: Activity 1 Reading and understanding

Workbook: Activities 2,3

Categorisation and vocabulary development

Workbook: Activity 4

Listening and sequencing

Workbook: Activity 5

Writing a description of a tour

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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.

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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

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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
traditions	people can learn from each other	traditional values of local people may change
ways of thinking	gives people a broader outlook	could lead to inappropriate changes in outlook
the economy	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
awareness of other cultures	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 and 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.

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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 1

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