

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

Theme 3 Unit 2

Getting There

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:

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

Theme 3 Unit 2

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:

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