

Theme 3 Unit 3

Destinations

- 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**.

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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 | 4 spectacular |
| 2 amazing | 5 beautiful |
| 3 stunning | 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.