

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.

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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 16th century CE and was defended many times right up to the 20th 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.

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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.

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

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.