

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:

- | | |
|---------------------|---------------------|
| a guides | e guides |
| b huts | f activities |
| c views | g views |
| d activities | h 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:

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

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

