

# 3 Far and Away

## 1 Listen and Discuss

In pairs, tell each other five things you expect a hotel to have. Then read about these four unusual hotels. Share with each other how each hotel is different from what you expected.

“Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.”

—Miriam Beard Vagts

### Jules' Undersea Lodge Florida, USA

Undoubtedly, most people have never been to a hotel like Jules' Undersea Lodge before. This extremely unusual hotel, located in Key Largo, Florida, is on the ocean floor! Guests scuba dive to the hotel's one unit, which is over 19 feet (six meters) below the surface. The unit includes two bedrooms, a television, and 50-inch (127-centimeter) circular windows that offer views of passing sea life.



### Capsule hotels Throughout Japan

In recent years, capsule hotels have gained widespread popularity in Japan. Capsule hotels are hotels in which guests stay in a small sleeping space that is just big enough for a bed. There is so little room that some people can scarcely sit up in these capsules. However, in expensive cities, capsule hotels offer a relatively inexpensive alternative to more traditional hotels.

### Ariau Amazon Towers Hotel Manaus, Brazil

Ariau Amazon Towers Hotel in Manaus, Brazil, is the world's largest commercial tree house. Amazingly, Ariau's towers are built at the level of the rain forest treetops, about 72 feet (22 meters) in the air. The towers are linked together by four miles (six kilometers) of wooden catwalks. This very unusual setting gives guests the unique opportunity to experience the plant and animal life of the rain forest canopy while leaving the rain forest's ecosystem undisturbed.



## Unit Goals

- |   |  |
|---|--|
| <p><b>Vocabulary</b><br/>Vacations<br/>Travel<br/>Ecotourism</p> <p><b>Functions</b><br/>Talk about travel experiences and travel dreams<br/>Discuss hotels and services<br/>Make and decline special requests</p> <p><b>Grammar</b><br/>Adverbs of Degree<br/>Sentence Adverbs</p> | <p><b>Listening</b><br/>Listen for specific details</p> <p><b>Pronunciation</b><br/>Stress on compound nouns</p> <p><b>Reading</b><br/>Ecotourism: See the World While Saving It</p> <p><b>Writing</b><br/>Write a letter about places to visit in Saudi Arabia</p> <p><b>Form, Meaning and Function</b><br/>The Future Adjectives</p> |
|---|--|

### Warm Up

Use the questions on page 34 as the Warm Up. With books closed, tell students about an interesting hotel you have been to. Then ask students to tell you about the most interesting hotels they have been to.

Ask students the question: **What are the five things you expect a hotel to have?** Have students tell a partner. Then discuss answers with the whole class.

## 1 Listen and Discuss

- Have students look at the pictures and skim the four articles. Ask a comprehension question and have students raise their hands as soon as they find the answer. When three or four students have raised their hands, call on one student to answer the question. This activity should move very quickly. Possible questions include:

**Which hotel is a tree house?**

(Ariau Amazon Towers Hotel)

**Which hotels have very small rooms?**

(capsule hotels)

**Which hotel has rooms made of snow?**

(The Kakslauttanen Hotel)

**Which hotel do you have to scuba dive to get to?**

(Jules' Undersea Lodge)

**Which hotels are not very expensive?**

(capsule hotels)



Play the audio for the four articles. Have students listen and read along in their books.

- Then have students work with a partner and take turns reading the paragraphs aloud.
- Have students tell their partner which hotel they would like to stay at and why. Ask a few students to report their partner's answer to the class. For example:

**You:** Where would (name) like to stay?

**Student:** (Name) would like to stay at...

- For additional vocabulary practice, write the following definitions on the board and have students find the words in the articles. You could also do this activity orally. For example, say: **Find a word in the article about Jules' Undersea Lodge that means round.** Have students raise their hands when they find the word. After three or four students have raised their hands, call on one student to answer.

**Jules' Undersea Lodge**

**round** (circular)

**Capsule Hotels**

**another choice or option** (alternative)

**Ariau Amazon Towers Hotel**

**connect** (link)

**the tops of the trees in a forest** (canopy)

**Kakslauttanen Hotel**

**comfortable and warm** (cozy)

**extremely beautiful** (stunning)

## Quick Check

**A**

- Have students read the whole paragraph. Tell them not to fill in the missing words at this time. Ask two or three comprehension questions. For example:

**Where does the writer live?**

(in a beautiful area of Panama)

**What kind of hotel does the writer want to open?**

(a small, friendly hotel)

**How much would the writer charge for admission to the wildlife park?** (The writer wouldn't charge any admission.)

- Have students work individually to complete the paragraph with words from the box. Tell them not to worry if they don't know some of the words. They should just make their best guess.
- Have students compare answers with a partner. If their answers are different or if they don't know a word, they should look it up in a dictionary.
- Check answers by calling on students to read the completed sentences aloud. Ask students to explain in their own words what each word means.

## Answers

- widespread
- relatively
- undisturbed
- surface
- commercial
- ecosystem

**B**

- Have students work individually or with a partner to write *true* or *false* for each sentence. Have them rewrite the false sentences to be true. For each sentence, they should find the part of the article that supports their answer.
- Check answers by calling on students to read a sentence and say *true* or *false*. Then have them point out the part of the article that proves their answer.

## Answers

- true
- false (Guests scuba dive to reefs' Undersea Lodge.)
- false (It has large, circular windows.)
- false (The Ariau Amazon Towers Hotel gives guests the opportunity to explore the rainforest canopy.)
- true
- false (Guests leave the rainforest's ecosystem undisturbed.)

## 2 Pair Work

- Have students work with a partner to design their own hotel. Write a few questions on the board to guide them. For example:

**Where is the hotel?**

**How large is it?**

**What attractions does it have?**

**What makes it unique?**

- Have each pair present their hotel to the class.

## Workbook

Assign page 239 for practice with the vocabulary of the unit.

## Teaching Tip

Try to recycle vocabulary from previous units as much as possible. Here's one idea. At the start of a class, write a word on the board from an earlier unit and then give a "prize" to the first student who manages to use the word in a natural way during the class.

## Additional Activity

Give each student a postcard (or index card) with the name of a classmate on it. Have students imagine that they are staying at one of the places on these pages or in the hotel they designed in the Pair Work activity. Have them write a short note on the card to the classmate about their experience. When they have finished, have them "mail" the postcard by taking it to their classmate. Students then read the postcards they receive.

**fun facts**

For people who find a capsule hotel room a little bit too small, a man named Simon Woodroffe has come up with the idea of a Yotel. Each room is a small compartment or cabin similar to those on a train. Each cabin is about 10 square meters and has its own bathroom, a place to put luggage, and small fold-down desk. Of course, each room also has a TV. You can find Yotels at airports in London.

# The Kakslauttanen Hotel

## Lapland, Finland

In the heart of Finnish Lapland, 155 miles (250 kilometers) north of the Arctic Circle, lies a truly magical place. The Kakslauttanen Hotel offers guests the opportunity to stay overnight in either a snow or glass igloo. Those who choose the glass igloos can enjoy the night skies and the stunning Northern Lights from the comfort of their own bed. Luckily, the hotel provides cozy, extra-warm sleeping bags for the guests who choose to sleep in snow igloos!



### Quick Check

**A. Vocabulary.** Complete the paragraph with words from the box.

commercial	relatively	undisturbed
ecosystem	surface	widespread

I live in a beautiful area of Panama that is very popular with tourists. In the last few years, there has been (1) \_\_\_\_\_ development of large, impersonal hotels. Lately, I've been thinking about opening a small, friendly hotel. It would be (2) \_\_\_\_\_ close to the center of town, but far enough away that the guests would be (3) \_\_\_\_\_ by the noise and traffic. I'd like my hotel to have a view of the water. There's nothing I like better than to watch the sun reflect off the (4) \_\_\_\_\_ of a lake. I'd also like to run a wildlife park close to the hotel. I wouldn't charge admission to the park because I don't think enjoying nature should be a (5) \_\_\_\_\_ activity. However, I'd limit the number of people who could enter the park each day, as too many visitors would disrupt the (6) \_\_\_\_\_.

**B. Comprehension.** Answer *true* or *false*.

- \_\_\_\_\_ Capsule hotels are popular in Japan.
- \_\_\_\_\_ Guests take a boat to Jules' Undersea Lodge.
- \_\_\_\_\_ Jules' Undersea Lodge has small, square windows.
- \_\_\_\_\_ The Kakslauttanen Hotel gives guests the opportunity to explore the rain forest canopy.
- \_\_\_\_\_ Capsule hotels provide an inexpensive alternative to traditional hotels.
- \_\_\_\_\_ Guests at the Arian Amazon Towers Hotel have a negative effect on the rain forest's ecosystem.



## 2 Pair Work



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2023 You are going to design your own unusual hotel. List three to five things you would like your hotel to have. Then in pairs tell each other about your hotel.

## 3 Grammar

### Adverbs of Degree

Adverbs of degree tell us about the intensity of a verb, adjective, or other adverbs.

Some common adverbs of degree are:

absolutely	completely	hardly	quite	so
almost	enough	just	rather	too
barely	extremely	nearly	scarcely	very

Adverbs of degree usually go before the main verb they modify.

I've **almost** finished packing.

I **nearly** missed my flight.

Adverbs of degree usually go before the adjective or adverb they modify.

The travel agent was **extremely** helpful.

He read the map **very** carefully.

When *enough* is used as an adverb of degree, it is placed after adjectives and adverbs.

Is your coffee hot **enough**?

You are not speaking loudly **enough**.

### Sentence Adverbs

Sentence adverbs modify an entire sentence, or a whole clause within a sentence.

They indicate the attitude of the speaker. Some common sentence adverbs are:

actually	certainly	frankly*	obviously	probably
admittedly*	clearly	honestly*	officially*	undoubtedly
apparently	evidently	naturally*	presumably	(un)fortunately*

(\*) Some sentence adverbs usually go at the beginning of a sentence.

**Frankly**, I'm disappointed in the quality of this hotel.


Other sentence adverbs can go after the verb *be*, before simple tenses of other verbs, or after the auxiliary in a compound verb.

You are **obviously** having a good time.

He **certainly** spent a lot of money on this trip.

The flight has **undoubtedly** left by now.

**A.** Rewrite each sentence to include the adverb of degree.

 We have recovered from our trip. (almost) We have almost recovered from our trip.

1. We ate anything on the airplane. (hardly)

2. The food was bland for me. (too)

3. The flight attendant dropped my meal on me. (nearly)

4. Sleeping on the train was uncomfortable. (rather)

5. We were exhausted by the end of our trip. (absolutely)

6. The airplane seat wasn't big for me. (enough)



### 3 Grammar

#### Adverbs of Degree

- Read the explanation about adverbs of degree with the class. Have students look at the articles on pages 34 and 35 to find examples of adverbs of degree. (Some examples include: Jules' Undersea Lodge—*extremely* unusual hotel; Capsule Hotels—*just big enough* for a bed, people can *scarcely* sit up, offer a *relatively* inexpensive alternative)
- Write the following words on the board and have students find other words in the hotel descriptions with a similar meaning.

**absolutely** (completely)

**very** (extremely)

**almost** (nearly)

**barely** (hardly, scarcely)

#### Language Builder

Explain the difference between *too* and *very*. *Very* simply means extremely; *too* means more than is necessary or desirable. For example:

*This hotel is very expensive, but we're going to stay there.*

*The hotel is too expensive. We can't stay there.*

#### Sentence Adverbs

- Have students read the explanation and examples of sentence adverbs. Have students find examples in the articles on pages 34 and 35. (Some examples include: Jules' Undersea Lodge—*Undoubtedly*, most people have...; Arianu Amazon Towers—*Amazingly*, Arianu's towers are built...; The Kakslauttanen Hotel—*Luckily*, the hotel provides...)

#### A

- Have students close their books to focus attention on the board. Write the example sentence on the board: **We have recovered from our trip.** Tell students you want to add the word *almost* to the sentence. Elicit that it goes before the verb *recovered*. Point out that the adverb usually goes between the auxiliary verb and the main verb.

- Have students open their books and work individually to write the sentences. Then have them compare sentences with a partner.

- Check answers by calling on students to write their sentences on the board. Have the class check that the adverb is in the correct position.

#### Answers

1. We **hardly** ate anything on the airplane.
2. The food was **too** bland for me.
3. The flight attendant **nearly** dropped my meal on me.
4. Sleeping on the train was **rather** uncomfortable.
5. We were **absolutely** exhausted by the end of our trip.
6. The airplane seat wasn't big **enough** for me.

#### Language Builder

Explain that the words *scarcely*, *barely*, and *hardly* are negative words and can't be used with another negative. This is a common error, especially with *can/could* + *hardly*. For example:

*It's very dark. I can hardly see. (NOT: I can't hardly see.)*

- For additional practice, have students rewrite these sentences with *can* + adverb:

I can't hear you. (barely)

(I can barely hear you.)

He couldn't eat anything. (scarcely)

(He could scarcely eat anything.)

We couldn't sleep. (hardly)

(We could hardly sleep.)

My feet are so cold, I can't feel my toes! (hardly)

(My feet are so cold, I can hardly feel my toes!)

- Call on volunteers to write their sentences on the board.

## B

- Have students look at the picture and read the paragraph. Tell them not to fill in any of the blanks at this point. Ask a few questions to check comprehension. For example:

**What kind of hotel is this?** (a complex of seven skyscrapers)

**How tall is its tallest tower?** (601 meters)

**Where is the hotel situated?** (very close to the Great Mosque in Makkah)

- Have students work with a partner to complete the paragraph. If they don't agree on an answer, have them write both choices. Tell them that they should use each word at least once.
- Check answers by reading the paragraph aloud and calling on students to give their choices. When students give more than one answer, discuss whether both answers are possible.

## Answers

Answers will vary. Sample answers:

- Actually
- Surprisingly
- interestingly
- indeed
- obviously
- however
- probably
- presumably

## C

- Have students look at the pictures and read the information about the Ice Hotel in Sweden. Ask: **Why do you think people would want to stay in this hotel? Would you like to stay there? What happens to the hotel every spring?** (It melts into the river.)
- Have students work individually to write paragraphs using the information given. Tell them to try to use at least two adverbs of degree and two sentence adverbs in their paragraph.
- Have students read their paragraphs aloud to a partner. The partner should listen for the adverbs and note which ones the student used.



## Workbook

Assign pages 240–242 for practice with the grammar of the unit.



## Teaching Tip

When a student asks a question in class, try to elicit the answer from other students before providing the answer yourself. Involve the class in the discussion. In this way, everyone will benefit from the student's question. Otherwise, students will tend to "tune out" while you are answering the question, thinking it has nothing to do with them.



## Additional Activity

Have students write two or three sentences about a travel experience. One of the sentences should begin with a sentence adverb. For example: **My family and I went to a beach resort last year. Unfortunately, it rained every day while we were there.** Have students read their sentences to the class. Have the class listen to the sentences and make a list of all of the sentence adverbs that they hear.



Even if you can't scuba dive, you may be able to stay in an underwater hotel. The Hydropolis is a hotel being built off the coast of Dubai. Guests will travel to the hotel by train through an underwater tunnel. There will be 220 bubble-shaped guest rooms with walls of clear glass. Of course, it will be a little expensive—\$5,500 a night!

**B.** Complete the paragraph with the sentence adverbs from the box. Sometimes more than one answer is possible.

actually	indeed	obviously	probably
however	interestingly	presumably	surprisingly



Staying in the Abraj Al-Bait hotel in Makkah, Saudi Arabia, is an amazing experience. (1) \_\_\_\_\_ it is a complex of seven skyscraper hotels. (2) \_\_\_\_\_, the central hotel tower has the world's largest clock face and, (3) \_\_\_\_\_, the tallest tower in the complex is (4) \_\_\_\_\_ the tallest building in Saudi Arabia, with a height of 601 meters. The hotel is very close to Islam's most sacred site, the Great Mosque of Makkah. The hotel complex was (5) \_\_\_\_\_ built to accommodate pilgrims of the Hajj that visit Makkah every year from all parts of the Muslim world (6) \_\_\_\_\_, it also welcomes visitors to Makkah throughout the year, even though the greatest concentration of visitors is most (7) \_\_\_\_\_ during the Hajj. The Abraj Al-Bait has a five-story shopping mall and a parking garage capable of holding over a thousand vehicles, (8) \_\_\_\_\_ both for the visitors of the mall and for the hotel guests.

**C.** Read the following facts about another unusual hotel in another country. Then write a paragraph about it, using adverbs of degree and sentence adverbs.

- The hotel is located on the Torne River, 124 miles (200 kilometers) north of the Arctic Circle.
- The hotel is the biggest igloo in the world.
- It melts into the river every spring and is recreated every winter.
- The temperature inside the hotel is 23° Fahrenheit (-5° Celsius).



**ICEHOTEL,  
Sweden**



## 4 Conversation

**Attendant:** Flight C458 is ready for takeoff. Please ensure your seatbelts are fastened and your seats are in the upright position.

**Passenger:** Excuse me?

**Attendant:** Yes? Can I get something for you?

**Passenger:** No, but I wonder if I can ask you a question?

**Attendant:** Certainly.

**Passenger:** I see that there's an empty row near the front of the plane. I was wondering if it would be possible to change seats. I usually try to get some sleep during **red-eye** flights, and it would be much easier if I could spread out.

**Attendant:** Unfortunately, that won't be possible. It's against our policy for passengers to leave their assigned seats on this airline.

**Passenger:** Well, that's a **crummy** policy. I **don't get it**. Other airlines allow it. Why should passengers be crammed together when there are open seats on the flight?

**Attendant:** Please try to understand. The problem is that if we gave you the seat, it wouldn't be fair to other passengers who might also want the open seat.

**Passenger:** That's a **drag**. Especially since I requested a window seat at the front of the plane, and they put me on the aisle near the back!

**Attendant:** Could I see your ticket, please?

**Passenger:** Sure, why?

**Attendant:** Sir, the empty window seat at the front of the plane *is* your seat! Your seat is number 3, not 33.

**Passenger:** Oh! **Awesome!**



### Real Talk

**red-eye** = overnight

**crummy** = bad

**don't get it** = don't understand

**a drag** = a disappointment

**Awesome!** = Terrific!

## About the Conversation

1. What request does the passenger make?
2. How does the flight attendant respond? What reasons does he give?
3. How does the passenger end up getting what he wants?

## Your Turn

Role-play with a partner. Imagine you are at a shopping mall, making a special request of the sales clerk or assistant. Use phrases for making and declining special requests.

### Making and Declining Special Requests

I wonder if it would be possible...

Do you think it would be possible...?

Unfortunately, that's not possible...

I wish it were possible, but...

That won't be possible...

I'm afraid (we) can't...

We can't do it because...

The problem is...

## 4 Conversation

- With students' books closed, ask the class about their experiences with airplane travel. For example, ask:  
**What do you do when you board a plane? Do you have to sit in your assigned seat? Where do you like to sit—by a window or on the aisle?**



Play the audio twice. The first time students listen with their books closed. The second time, they read along in their books.

- Have students practice the conversation with a partner. Then they switch roles and practice again.
- Ask students questions to elicit their opinions about the situation. For example:

**What is your opinion of the man's request?**

**Was it OK to ask for the seat change?**

**What do you think of the airline policy?**

Elicit student's ideas. You might also ask if students have seen other examples of airline passengers having problems with seating.

### About the Conversation

- Have students work with a partner to ask and answer the questions.
- Check answers by calling on students to read the questions and answer them.

### Answers

1. He would like to change seats.
2. He says that changing seats won't be possible because it wouldn't be fair to other passengers. It's also against the policy of the airline.
3. The passenger was in the wrong seat to begin with. He moves to his assigned seat, which is the one that he wanted.

### Real Talk

- Model the phrases for the students to repeat.
- Ask questions about the phrases. For example:  
**Why do you think that overnight flights are called red-eye flights?** (because overnight travelers are usually very tired and have red eyes)  
**Are the expressions crummy and a drag formal or informal expressions?** (They are informal. Crummy especially is not very polite and should be used with care.)

**What doesn't the passenger get?** (He doesn't know why he can't sit in the open seat.)




**Why does the passenger say Awesome! at the end of the conversation?** (He's happy that he will get the seat he wanted.)

### Your Turn

- Call on a volunteer to read the directions aloud.
- Direct students' attention to the box with the expressions for *Making and Declining Special Requests*. Point out that using phrases like these makes the request sound more polite.
- Have students find examples of the phrases in the Conversation. (Some examples include: Passenger: *I wonder if I can ask...; I was wondering if it would be possible...; Attendant: Unfortunately, that won't be possible...; The problem is...*)
- Brainstorm a few ideas with the class for special requests you might make at a shopping mall, for example: asking for a specific item, or brand, or asking for extended guarantee.
- Put students in pairs to create and role-play the conversation. Remind them to use the phrases for making and declining requests. As students are working, go around the room and offer help as necessary.
- Have one or two pairs act out their conversations for the class.

## 5 Listening

- Ask students if they've ever gone on a backpacking trip. Then have students look at the list of items. If several students in the class have gone on backpacking trips, ask: **Which of these things did you take on your trip?** If not, ask: **What would you take on a backpacking trip?**

-  Play the audio. Tell students to listen but not to write their answers at this time.
-  Play the audio again for students to check the items the speaker recommends bringing.
-  Play the audio a third time for students to check their answers.

### Answers

The following items should be checked: rain jacket, toiletries, trash bags, water bottle, 2-3 bandages, tweezers, sunglasses, and guide book.

### Audioscript

The most important rule of thumb when packing a backpack is to pack light! You may think it's a good idea now to pack that pair of expensive boots and your smartphone. But later you will undoubtedly find yourself wishing you hadn't brought these things. One common backpacking tip is to pack everything you think you need...and then take out half of what you've packed!


In addition to items you obviously must bring like toiletries and a few changes of clothing, don't forget to pack essential items such as a light rain jacket, a fast-drying towel, and some first aid equipment. It's important to pack some bandages. However, just pack two or three bandages—not a whole box! Tweezers also come in handy for everything from removing ticks to taking out splinters. It's also a very good idea to throw a couple of trash bags in your backpack for dirty laundry, wet items, or garbage.

Aside from what you should pack, it's also quite important to consider where you should pack each item. Nothing is quite so frustrating as having to dig through your backpack to retrieve an item that is buried at the very bottom. Keep items which you will need to access often, such as your sunglasses, your water bottle, and your guide book in an easily accessible front compartment.

And one final thought: You know that expensive watch your parents bought you for graduation? Leave it home. The same thing goes for all expensive jewelry and equipment. Unfortunately, things have a way of getting lost, stolen, or broken when you're backpacking. So only take items you won't be horrified or heartbroken to lose.

## 6 Pronunciation

A

-  Play the audio of the explanation as students read along in their books.

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- Have students work with a partner and practice saying the sentences.



- Play the audio of the sentences for students to check their pronunciation. Then play it again and have students repeat or speak along with the recording.

B

- Have students work individually to find compound nouns. After several minutes put students in groups to practice reading them aloud.

## 7 Vocabulary Building

A

- Have students work individually to match the words with the definitions.

B

- Have students compare answers with a partner. When their answers are different or they don't know a word, they should look it up in a dictionary.

### Answers

- |      |      |      |
|------|------|------|
| 1. i | 4. c | 7. h |
| 2. f | 5. a | 8. g |
| 3. e | 6. b | 9. d |

### Workbook

Assign page 243 for additional reading practice.



### Teaching Tip

There will be times when even the most carefully planned lesson doesn't work for one reason or another. It's a good idea to have some ideas for what you will do if a plan doesn't work out.



### Additional Activity

Choose one of the longer words from this unit, such as **deforestation** or **characteristics**, and write it on the board. Have students work with a partner to write as many words of three or more letters as they can, using the letters of this word. Give them a time limit of three minutes. When time is up, choose a pair to read their list. If other students have the same words, they cross them out. Then ask other pairs to say more words. The pair with most unique words wins.

fun  
facts

One maker of hiking equipment recommends that a packed backpack should not weigh more than one quarter of the person's body weight. It's also a good idea to put lighter items at the bottom of the pack and heavier ones on top.

## 5 Listening

Listen to the experienced traveler talk about what to pack for a backpacking trip through Europe. Tick ☒ the items he recommends bringing.

rain jacket	<input type="checkbox"/>	smartphone	<input type="checkbox"/>
expensive boots	<input type="checkbox"/>	sunglasses	<input type="checkbox"/>
toiletries	<input type="checkbox"/>	box of bandages	<input type="checkbox"/>
trash bags	<input type="checkbox"/>	tweezers	<input type="checkbox"/>
water bottle	<input type="checkbox"/>	expensive jewelry	<input type="checkbox"/>
2–3 bandages	<input type="checkbox"/>	guide book	<input type="checkbox"/>



## 6 Pronunciation

A. Words like **backpack** and **water bottle** are called compound nouns because they are made up of two separate nouns. The stress goes on the first part of the compound noun. Say each sentence. Then listen to see if you stressed the compound nouns correctly.

1. Throw a couple of **trash bags** in your **backpack** for dirty laundry.
2. Keep your **sunglasses** and **water bottle** in an easily accessible front compartment.
3. Some people like to bring a **notebook** or journal to write about their travels.
4. You packed everything except your **toothpaste** and **toothbrush**.
5. I'll look for a **postcard** in my **mailbox** every day!

B. Find compound nouns in the passages about hotels and in the conversation you read. Underline and practice reading them aloud. Remember to stress the first part.

## 7 Vocabulary Building

A. You will see these words in the reading on pages 40 and 41. Match the words with their meanings.

- |                          |  |
|--------------------------|--|
| 1. _____ pristine        | a. the action of cutting down trees to clear forests |
| 2. _____ preserve        | b. distinguishing traits or qualities                |
| 3. _____ conservation    | c. something that causes a person to act             |
| 4. _____ incentive       | d. abundantly green, fertile                         |
| 5. _____ deforestation   | e. careful protection of something                   |
| 6. _____ characteristics | f. to keep safe from injury, harm, or destruction    |
| 7. _____ remote          | g. lessening, diminishing                            |
| 8. _____ reduction       | h. geographically isolated                           |
| 9. _____ lush            | i. not spoiled                                       |

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## 8 Reading

### Before Reading

1. **Eco-** means “related to the earth or environment.” What do you think **ecotourism** means?
2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means.

## Ecotourism: See the World While Saving It



Imagine vacationing in a place of stunning, natural beauty. Picture yourself relaxing on a pristine beach in Belize, exploring the desert on a camel in Riyadh, or following lions and zebras in Kenya. Now imagine that while enjoying these experiences, you are also helping to preserve the environment, protect wildlife, and support local communities. Sound too good to be true? It isn't! Such vacations are part of the fastest-growing trend in the travel industry. The trend is called ecotourism.

While ecotourism was almost unheard of before the 1990s, it has quickly become a multi-billion dollar industry. But what exactly *is* ecotourism? These are some of its characteristics:

- It involves travel to natural, often remote, destinations. These are often protected areas where development is limited.
- Ecotourism destinations focus on recycling, water conservation, and using renewable energy sources.
- It builds environmental awareness. As visitors explore an area, they also learn about it.
- It provides an economic incentive to preserve the environment and raises money to help protect it.
- It creates financial opportunities and jobs for the local population.

Costa Rica was one of the first ecotourism success stories. At one time, Costa Rica had the highest rate of deforestation in all of Latin America. However, since ecotourism, there has been a dramatic reduction in deforestation. Now, more than a quarter of Costa Rica's land is protected from development. Costa Rica is now the world's top ecotourism destination. Amazingly, this small country of five million people has about three million visitors per year.

Stacy Davison is one of the three million tourists who chose to visit Costa Rica this year. “We wanted to explore a country that was largely unspoiled by development. And, boy, did we get what we were looking for. We saw beautiful beaches, lush rainforest, and exotic wildlife.” Stacy is especially enthusiastic about a wildlife refuge she and her husband visited during their trip. “Getting there took four hours by bus along an unpaved road. But it was so beautiful that it was worth it. We hiked the trails and took a tour through the rain forest canopy. Our guide showed us how to poke a stick into a termite nest to get a snack (They have a nutty flavor!), and how to use live leaf-cutter ants to create stitches for a cut. It was quite an amazing experience!”



## 8 Reading

- Ask a volunteer to read aloud the **Before Reading** question. Write the word **Ecotourism** on the board and underline *Eco*. Ask: **What does Eco- mean?** (related to the earth or the environment) Then elicit students' ideas about the meaning of *ecotourism*.
- Focus students' attention on the pictures and the title. Ask: **What do you think the main idea of the article is going to be?** Elicit students' responses and make notes on the board, but don't indicate if any answers are right or wrong at this point.
- 🔊 Play the audio. Have students listen and read along in their books.
- Review the notes on the board. Which of the students' ideas best describes the main idea?

### READING STRATEGY Summarizing

- Read aloud the first paragraph again as the class listens. Then ask students to close their books and tell you in their own words what the paragraph is about. (Responses should include the idea that it's about taking vacations in beautiful places and helping the environment at the same time. This is called *ecotourism*.)
- Put students in pairs and tell them to take turns reading the paragraphs in the article and summarizing them. One student reads a paragraph while the other listens. Then that student closes the book and summarizes what he or she has just read. Then the other student reads the next paragraph and summarizes, and so on. Point out that students don't need to repeat everything they read, just the main ideas.
- When students have finished, ask if they have any questions about the article. Discuss these with the whole class.
- As an extension, you may want to do additional work with the new vocabulary in the article. Have students look at the words in Vocabulary Building on page 40. Have them find and underline the words in the article.
- Discuss with students what each word means in the context of the article. For example, ask: **What is a pristine beach?** (It's a beach in its natural state. There aren't a lot of hotels or restaurants. It's clean and without a lot of garbage.)

- The following are some phrases and possible responses for other words. (The symbol ~ represents the word.)  
**preserve** (~ the environment = protect the plants, animals, water and land)  
**conservation** (water ~ = saving water; keeping it clean)  
**incentive** (economic ~ = possibility of earning money while doing something)  
**deforestation** (highest rate of ~ = Costa Rica was cutting down more trees than any other country)  
**characteristics** (some of its ~ = some of ecotourism's features; things that are special about it)  
**remote** (~ destinations = places that are far away and difficult to get to)  
**reduction** (a dramatic ~ in deforestation = cutting down many fewer trees than in the past)  
**lush** (~ rainforest = forest full of green trees and many other plants)

## After Reading

- Have students work individually to complete the sentences. Tell them to look back at the article as necessary to find the words.
- Check answers by calling on students to read their sentences.

### Answers

1. ecotourism
2. Costa Rica
3. deforestation
4. a quarter
5. wind, solar power

## 9 Speaking

- Have students work in pairs or groups based on the questions. Have students ask the questions and call on classmates to answer. They should elicit answers from as many classmates as possible.
- Have students work in groups to list names of places in their country that are good for ecotourism and the activities that are offered there. After several minutes have students present their list to the class.

### Workbook

Assign pages 244–245 for additional writing practice at word and sentence level.



### Teaching Tip

Explain why you're asking students to do certain activities. This is especially important with older and more advanced students. For example, explain that discussing the meaning of vocabulary words in relation to the context helps them get a better understanding of the words. It also makes it more likely that they will remember the words.



### Additional Activity

Have students find pictures of different kinds of travel destinations and bring them to class. In small groups, have students describe the pictures to their classmates. What are characteristics of each place?



Another kind of vacation travel that is becoming more popular is "voluntourism." This means that a person takes vacation time to travel and work as a volunteer for a local project. The travel company Condé Nast did a survey and found that 55 percent of the people it asked would be interested in this kind of vacation.



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Stacy also enjoyed knowing that the money she was spending on her vacation was being used in environmentally responsible ways. She stayed in locally-owned, environmentally-friendly hotels that grow their own fruits and vegetables, and use renewable sources of energy such as wind and solar power.

Undoubtedly, ecotourism plays a critical role in preserving the land in Costa Rica as well as in other ecotourism destinations around the globe. At the same time, ecotourism provides visitors with a unique, unforgettable, and educational vacation. Basically, ecotourism is a win-win situation for both the tourists and the countries they visit.



## After Reading

Complete the sentences.

- \_\_\_\_\_ is the fastest growing trend in the travel industry.
- \_\_\_\_\_ is the world's top ecotourism destination.
- At one time, Costa Rica had the highest rate of \_\_\_\_\_ in Latin America.
- More than \_\_\_\_\_ of Costa Rica's land is protected from development.
- Two examples of renewable energy sources are \_\_\_\_\_ and \_\_\_\_\_.

## 9 Speaking

- Work in pairs or groups. Think about the characteristics and benefits of ecotourism and make notes in the chart. Then list the names of places in your country that are good for ecotourism and the activities that are offered there.
- Use your notes to discuss your ideas in class.

	Characteristics/benefits of ecotourism	Places in my country for ecotourism
1		
2		
3		
4		
5		

## 10 Writing

- A. 1. • Think about the most important places in Saudi Arabia. Why are these places or sites significant? Why should a tourist visit them?
- What does Saudi Arabia have to offer visitors that is unique or special?
- How does the country welcome and look after its visitors?
2. Read the following extract from the Vision 2030 Program and find out the following:
  - a. What are the unique and special things that Saudi Arabia has to offer visitors? Compare these to your ideas in part 1.
  - b. What plans does the government of the country have to further improve and develop tourism and travel to Saudi Arabia?



### Saudi Arabia's Vision 2030

Saudi Arabia is blessed with many rich assets. Our geographic, cultural, social, demographic and economic advantages have enabled us to take a leading position in the world.

To build the best future for our country, we have based our vision for Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds.

At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Using our unique location, our vibrant economy and our status as the heart of the Arab and Islamic worlds, we will increase travel to our country and welcome guests. We recognize that Allah the Almighty has given to our country, a gift more precious than oil. Saudi Arabia is the Land of the Two Holy Mosques, the most sacred sites on earth and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer. We will expand and further develop our country to ensure that Muslims from around the world can visit the Holy Sites.

The Hajj and Umrah Vision Realization Program will allow the highest possible number of Muslims to perform Hajj and Umrah to the fullest. We will develop facilities and transport around the Two Holy Mosques – providing pilgrims with the best possible services before, during and after their visits to Makkah and reflecting the bright

and civilized image of the country in the service of the Two Holy Mosques. This unique status of our country is clearly manifested in our responsibility in providing generous services and care for visitors to these two holy sites.

Furthermore, we will provide wider tourism, as well as cultural and historical programs, for those who come to perform Umrah. To achieve this, we will continue working on the development of our infrastructure and support the private sector to provide high quality Umrah services.

The program will support the revival, preservation, promotion and classification of Islamic, Arab and National heritage through supporting museums and historical sites by facilitating access and funding preservation and funding events that showcase local traditions.

Cultural tourism destinations including the world's largest 'open air museum' (at Al-Ula) are planned along with the re-establishment of art and crafts centers.

Through our vibrant economy, we will develop the tourism infrastructure to create new holiday resorts and extend the road infrastructure, so visitors can experience the natural beauty of the country. Environmental parks will be rehabilitated and developed for ecological tourism. We will also further develop the digital systems to attract conference tourism to our country.



\* Adapted from the text of the Vision Programs at <https://vision2030.gov.sa/en> and from the text that was drafted by the Ministry of Education and Higher Education as instructed by the Custodian of the Two Holy Mosques, King Salman.

## 10 Writing

### A 1

- Read through question 1 together and ask students to think individually about the issues.
- Elicit ideas about what kinds of charts or systems for making notes and organizing information would suit this task.
- Have students make notes about the issues in whatever type of chart or organizer suits them.
- Share thoughts in groups or as a class. Discuss the issues and the types of charts they used.

### A 2

- Read through the text as a class.
- Pause at regular points and ask questions to check comprehension, vocabulary, the use of metaphor and some of the more complex concepts. For example:  
**What is the main theme of the text?** (the plans for the future development of Saudi Arabia)  
**In paragraph 2, what do you understand by the word 'pillars'?** (sources of strength)  
**In paragraph 2, explain the use of the word 'heart'** (center)  
**In paragraph 3, look at the words 'diverse' and 'sustainable'. Can you make sentences relating to your every day life using these words?** (answers will vary)  
**In paragraph 4, what is 'the gift more precious than oil' that Saudi Arabia has been blessed with?** (the Two Holy Mosques)  
**Why is it important to preserve and promote cultural heritage and historical sites?** (answers will vary)  
**Can you think of a synonym for 'facilitating'?** (paragraph 7) (promoting, making easy)  
**In your own words, explain the word 'infrastructure'.** (paragraph 9) (fundamental facilities)  
**Why are cultural tourism and ecological tourism important?** (answers will vary)
- Now read through questions a. and b. together and ask students to work on both questions individually.
- Share answers as a class.
- In pairs, have students compare their answers to a. with their ideas in part 1.

### Answers

#### a.

- unique location
- unique status as heart of the Arab and Islamic worlds
- unique status of having the Two Holy Mosques in the country and the site of the Hajj
- cultural heritage
- rich history
- museums and historical sites
- good economy
- natural environment
- good digital infrastructure

#### b.

- expand and further develop facilities and transport in and around the Two Holy Mosques
- provide wider cultural tourism and historical programs for pilgrims
- develop tourism infrastructure to support pilgrims
- support the revival, preservation, promotion and classification of Islamic, Arab and national heritage
- facilitate access to historical sites and museums
- develop infrastructure to attract tourists to holiday resorts
- rehabilitate and develop environmental parks
- upgrade digital infrastructure to support conference tourism
- Have students read through the text again individually and comment on the structure of the text.
- Guide them to think about how and where the main idea is introduced, how the themes are organized and how much detail is given on each subject.
- Have them consider any different ways they could present the same information for a different audience or to emphasize different aspects.



## B 1

- Direct students to B 1 on page 43. Ask students to think individually about a place in Saudi Arabia of cultural, historical, ecological (or other) significance that they think people outside of the country should know about.
- Organize students in small groups or pairs depending on the places they have chosen. Ask students to imagine that they are planning to visit this place and that they will write a letter to a friend about it. Have the students research and collect information about the places they have selected.

## B 2

- Read through exercise 2 together and go over the chart.
- Have students work individually to fill in their charts with the information they have found and then compare these with the others in their groups or pairs.
- Although the research is collaborative, each student may have noted different issues. Have them think about which pieces of information each person regarded as significant and why.
- Share as a class.
- Tell them that they are going to write a letter to a friend telling them about the place they plan to visit. Tell them they will describe the place and their feelings about going there.
- Read through the model letter together. Ask students what they like about the letter and whether they would like to visit the place described.
- Ask students about the tone of the letter, how it is organized and whether there is enough information, enough explanation or whether they would like more description or opinion.
- Direct students to the Writing Corner. Ask them to think about letters from friends and family they have received and what they liked about them. For example, a friendly, personal tone. Have students think about the content of letters and how they are organized. Stress the importance of planning what they want to tell their friend about the place they plan to visit.
- Read the guidelines in the Writing Corner with the class. Pause and discuss each point.

**Brainstorm:** Tell students to think about what they know or what they have seen about the place and share it with the rest of their group or their partner.

**Research:** Research is often necessary not only to collect new information but also to confirm existing

information. Ask learners to assign research tasks to members of their group.

**Reasons for liking a place:** There are usually special reasons that attract us to a place or make us like one place over another. We don't normally reflect on this carefully enough to be able to express all the reasons that might have to do with facts, feelings or ideas.

**Feelings:** Certain facts, experiences, images evoke/ cause specific feelings for each one of us. However, if we don't have to speak about them we don't really bother to put them into words. In this case it is important to think about them and express them for other people to hear and/or read.

**Plan:** Plan the information you are going to include in each paragraph.

- Have students think about the content and plan their letters. Refer students to the texts and exercises on pages 34 and 35 as examples of how to organize travel writing and describe places to visit.
- Give them time to write their letters.
- Have students exchange drafts and make comments or suggestions. Encourage them to read more drafts if there is enough time. Ask them to use the comments and rewrite their essays. Call on volunteers to read their letters aloud in class.

## Workbook

Assign page 246 for additional writing practice above word and sentence level.

## Additional Activity

Group project and presentation

Working in pairs or groups, have students use their research and their organizers from exercise B to create a presentation about their chosen place for the class in whatever format they wish.

They could create a tourist brochure, an article for a newspaper, a poster, a role-play or a talk.

Encourage them to use the issues, details and examples from their research but also to include their opinions.



**B.** Write a letter to your friend from Britain (who has never been to Saudi Arabia), about a place in your country that you plan to visit.

1. Research and collect information about an important place in Saudi Arabia that you feel a visitor should see, or that a person who has never been to your country should learn about.
    - Think about the history of the place and why it is significant to the country's history and culture.
  2. Use the organizer to make notes on:
    - What you know about the place
    - New information you have found
    - What you can do there
    - Your reasons for choosing the place and why it is important
    - Examples and details
- When you write the letter, give reasons why this place is important and also how it is special or unique.

Name of the place and what it is (an historical site, a place of natural beauty etc):		
Reasons why it is important	Things to do there	Examples and details (from your research)

Dear Hamed,

How are you? I hope that you and your family are well.

I have some exciting news that I wanted to write to you about.

I'm going on a trip to climb the highest mountain in Britain. It is in Scotland and it is called Ben Nevis.

In addition to the fact that it is an area of outstanding natural beauty, it also has a historical significance.

It was the site of Britain's first weather observatory and it was built in 1883. This helped scientists all over the world learn how to study the weather and understand the climate.

It is going to be tough to climb, but it will be great to be outside in nature and enjoy the clean environment. This mountain region is unique as it has many plants and geological features that can only be found here in Scotland.

### Writing Corner

When you write an informal letter:

- Open in a friendly way with an appropriate greeting and tell your friend why you are writing.
- When you are giving news such as an up-and-coming trip you will take, give as many details as you can. Use lots of words to describe the place or the experience.
- Note down your feelings, expectations, assumptions, questions, and doubts.
- Plan what information you are going to include in each paragraph.
- Close in an appropriate way and sign off with: Speak soon; Give my best wishes to your family; Write to me soon; and so on.

## 11 Form, Meaning and Function



### Future with *Be Going To*

Use *be going to* for the future, to talk about plans.

#### Affirmative (+)

I'm **going to** travel to Jordan.

#### Negative (-)

I'm **not going to** visit Petra.

#### Yes-No Questions (?)

**Are you going to** travel to Jordan?

#### Short Answer (+)

Yes, I am.

#### Short Answer (-)

No, I'm not.

### Information Questions

**What** are you going to do on your vacation?

I'm going to travel to Africa.

**When** is he going to leave?

He's going to leave next week.

**Which** countries is he going to visit?

He's going to visit Tunisia and Morocco.

**How** are we going to go?

We're going to go by plane.

**Where** am I going to stay?

You're going to stay in a four-star hotel.

**Who** is going to travel with them?

They're going to travel with friends.

**How long** are they going to stay?

They're going to stay for a month.

### Position of Adjectives

Antarctica is an **exotic** place. (*before nouns*)

Antarctica is **exotic**. (*after the verb be*)

A. Complete the article. Use the adjectives in the box.

coastal   dense   fertile   humid   local   tropical

## Jazan

Jazan, in southwestern Saudi Arabia, is a (1) coastal city on the Red Sea. It is the capital city of Jazan Province near the Yemeni border. Although it is a small province, it has a (2) \_\_\_\_\_ population of 1.6 million inhabitants. The terrain of the region is varied, consisting of mountains, (3) \_\_\_\_\_ plains, coasts, and islands. Jazan is famous for its (4) \_\_\_\_\_ products, especially its (5) \_\_\_\_\_ fruits like mango, figs, and papaya. The climate in the city of Jazan is very hot and (6) \_\_\_\_\_ in the summer, while temperatures in the mountains to the northeast are much cooler.

B. Add the question words. Match the questions and the answers.

1. Which suitcase are you going to take? e

a. In a beautiful hotel.

2. \_\_\_\_\_ are they going to travel? \_\_\_\_\_

b. To their parents.

3. \_\_\_\_\_ is he going to do when he arrives? \_\_\_\_\_

c. They're going to take a bus.

4. \_\_\_\_\_ are they going to write to? \_\_\_\_\_

d. They're going to arrive in the morning.

5. \_\_\_\_\_ are we going to stay? \_\_\_\_\_

e. The red one. It's new.

6. \_\_\_\_\_ are we going to get there? \_\_\_\_\_

f. He's going to rest.

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# 11 Form, Meaning and Function

## Future with *Be Going To*

- Ask a student to read aloud the affirmative and negative statements in the first part of the presentation. Have students focus on the form.
- Explain that the function of **be going to** is to express actions, intentions, and plans that have already been decided on (i.e. They are planned actions.).
- Have two students read the question and answers. Review the rules for word-order change in questions.

## Information Questions

- Have students brainstorm the question words they know before looking at the questions listed in the presentation.
- Call on students to read aloud the questions and answers in the next part of the chart.
- Ask students to read aloud the questions and answers.

### Language Builder

Point out that when we ask questions with a *Wh*-question word, we can make a contraction with *is*, but not with *are*. For example, *When's he going to leave?* *Who's going to travel with them?*

## Position of Adjectives

- Write the following example sentences on the board. Elicit and underline the adjective:  
*Saudi Arabia is an interesting place.*  
*Saudi Arabia and Jordan are interesting places.*
- Ask: *Does the adjective go before or after the noun?* (before) *Does the adjective change for singular and plural nouns?* (no) *How do we say the sentences on the board without the word **place**?* (Saudi Arabia is interesting. Saudi Arabia and Abu Dhabi are interesting.) Point out that adjectives go before a noun but after the verb *be*.
- Have students make statements about places they know about, using an adjective. For example: *Riyadh is crowded.* Have another student make a corroborating statement, such as: *Yes, Riyadh is a crowded city.*

### Language Builder

Point out the use of the articles *a/an* in most phrases with singular nouns. For example: *Saudi Arabia is **an** interesting place. Riyadh is **a** wonderful city.*

### A

- Have students look at the title of the text and ask: *What do you know about this place?* Elicit as much information as possible about the location, the architecture, the history, etc.
- Point out the adjectives in the box. Have a student read the words aloud and go over the meaning of any that are new.
- Have students complete the article alone and then check their answers with a partner

### Answers

- |            |            |             |
|------------|------------|-------------|
| 1. coastal | 3. fertile | 5. tropical |
| 2. dense   | 4. local   | 6. humid    |

### B

- Have students work alone to write the correct question word. Then have them ask and answer the questions in pairs.

### Answers

- |             |            |             |
|-------------|------------|-------------|
| 1. Which, e | 3. What, f | 5. Where, a |
| 2. How, c   | 4. Who, b  | 6. When, d  |

### Language Builder

When *be going to* is used with *go* to indicate an event that will take place in the future, the second *go* is often omitted. For example, *I'm going to Africa for vacation; I'm going to go to Africa for vacation* mean the same.



### Additional Activity

Ask students to either make notes about a vacation they have already planned OR to plan one now. Students should then take it in turns to ask questions to find out as much information as they can about their partner's vacation plans.

## Present Progressive

- Go over the material in the chart. Elicit or explain that we use the present progressive to talk about actions that are taking place now.
- Explain that the present progressive is formed with the present form of *be* + the *-ing* form of a verb. Write the base form of several verbs on the board, and have students say and then spell the *-ing* form of the verb. Use any verbs from the presentation or others that you think might be appropriate.
- Point out the inversion in the word order in the questions. Put the following words in scrambled order on the board:  
now/is/What/your (family member)/doing?  
your friends/What/doing/are/now?
- Ask students to unscramble the words to form questions and then work in pairs to ask and answer the questions. Tell students that if they do not know the answer for sure, they can imagine an answer with *I think*. For example, *I think my mother is preparing dinner now*.
- Call on students to tell the class what their partner's family member or friend is doing now.
- Point out the examples of the present progressive for the future: *My friends are arriving tomorrow*. *What are you doing tonight?* Elicit and underline the future time words (tomorrow, tonight) to talk about future actions.

## Future with *Going to* and *Will*

- Write the following phrases on the board:  
*I'll definitely..., I'll probably..., Maybe I'll..., I don't think I'll..., I definitely won't...*
- Ask: *What do you think you'll do in the coming year?*  
Have students respond using the phrases on the board.
- Focus students' attention on the information in the presentation.

## Time Expressions for the Future

- Go over the future time expressions in the example sentences in the presentation.
- Have students form a sentence of their own for each time expression. For example, *I'm going to study for our English test tomorrow night*.

## C

- Have students complete the schedule truthfully for themselves before they work in pairs to do the exercise.
- As students work together, go around and monitor their conversations. Make a note of any mistakes you hear with use of future forms and/or time expressions and write them on the board.
- Have students peer correct each other's mistakes.

## Answers

Students' own answers.

## D

- Go over the time expressions in the box. Call on one student and demonstrate the exchange by asking and answering truthfully.
- Students work in pairs to complete the exercise. encourage them to use all the time expressions in the box.

## Answers

Students' own answers.

## Workbook

Assign pages 247–248 for more practice with the form, meaning and function of the structures in the unit.



## Teaching Tip

When possible, have students do activities with their books closed. It helps to focus their attention if they are looking at you and what you are doing on the board rather than looking down at their books.



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## Present Progressive

Use the present progressive for actions happening now or for definite arrangements in the future.

My friends **are waiting** for me at the airport.  
What **are** you **doing** now?

My friends **are arriving** tomorrow.  
What **are** you **doing** tonight?

## Future with *Going to* and *Will*

Use *(be +) going to* to talk about plans. Use *will + maybe/probably* for uncertain or indefinite plans.

What are you **going to** do on your vacation?  
I'm **going to** travel to Europe.  
I'm not **going to** travel this year.

Where **will** you stay?  
Maybe I'll stay with friends.  
I probably **won't** stay in a hotel.

## Time Expressions for the Future

I am leaving **tomorrow night**.

**This year** we will go on vacation to Al Ula, Saudi Arabia.  
They are flying to Oman **on Thursday**.

Hurry! They will be here **soon**!

I am meeting her **in an hour**.  
We will sit examinations **next month**.

- C.** Complete your schedule for next Saturday. Then ask and answer questions with a partner.  
Try to arrange a time to meet and do homework together.

- A:** What are you doing at two o'clock next Saturday?  
**B:** I'm getting a haircut. How about you?

My Schedule	Activities and Times	My Partner's Schedule	Activities and Times
Morning		Morning	
Afternoon		Afternoon	
Evening		Evening	

- D.** Look at the expressions in the box. Work with a partner. Ask and answer about their future plans. Use *going to* and *will*.

- A:** Where **are** you **going to go** on vacation this year?  
**B:** I'll probably go to Dubai. How about you?  
**A:** I'm going to visit my grandparents.

tomorrow • this week / month / year • tonight  
next month / year / Tuesday • soon • on the weekend



## 12 Project

1. Make a poster promoting ecotourism in your country. Work in pairs or groups.
2. Choose a place that would be good for ecotourism.
3. Research and complete the chart with information and details about the place.
4. Collect visuals and find samples of posters on the Internet to help you.
5. Design your poster. Think of a slogan and/or an attractive title. Look at the photo in your book and find more examples on the Internet to help you.

An area for ecotourism in Saudi Arabia: _____		
Questions we would like to find answers to	Details and information we found out about the place	Pictures and images we can use in our poster
What kind of place is it? Is it an inland area? Is it a coastal area?		
How can visitors travel and explore the area?		
What can they see, observe, or experience?		
What outdoor activities can visitors do? (e.g. off-road driving, rock climbing, desert trekking, etc.)		
How is money raised in order to maintain the area?		
How are local communities and people involved? Jobs? (e.g. caretakers, guides, rangers, etc.)		
What are some of the environmental benefits?		

When you prepare a poster, remember it should:

- be quite large, so it can be noticed or read when posted on the wall
- be colorful in a tasteful way and have photos and/or drawings
- include memorable slogans
- convey a strong message
- be appealing to the viewer



## 12 Project

- Organize students in groups and have them brainstorm on ecotourism in their country. Suggest that they think about:  
People  
Places  
Transport  
Activities  
Animals  
Plants  
Climate  
Accommodation
- Encourage them to think about different things if they wish. Remind them to choose one or two people in their group to make notes as they discuss their ideas.
- Call on a student from each group to present some of their ideas for the class.
- Tell students that they will have to design a poster about the place with a slogan to attract visitors. Encourage them to use their imagination and visualize travel and new activities in the area. Elicit ideas, think about traditional options for transport and accommodation.
- Have students read directions 1 to 4 and tell them to use the chart and make notes about the questions raised. Set a time limit for groups to decide or distribute issues to members of the group to think about and then discuss and finalize.
- Circulate and monitor participation. Encourage quieter students to participate. Help when necessary.
- Give them time to discuss and decide on the options that they will use.
- Read directions for 5 with the class. Explain to students that they will need a large sheet of paper (e.g. the size used for flip charts) or a large sheet of cardboard. Tell them that they can use any color they want and choose pictures or draw their own. Remind them that they will need a catchy slogan.
- Direct students to the guidelines at the bottom of the page. Call on a volunteer to read the guidelines. Elicit ideas and comments from the class.
- Allow time for research. This means that if students don't have access to the Internet or a library they might not be able to collect the information and/or photos they need. In this case, it would be advisable to ask them to share the tasks they need to complete, do the research, collect information and visuals and complete the poster in the next lesson.

- Call on each group to present their poster.
- Display the posters on the wall if you can. Have students choose the poster they like best.



### Additional Activity

Have students work in groups to plan and create an ecotourism leaflet. Tell them to use their ideas and notes in the chart and plan a 2-page promotional leaflet promoting an ecotourist package trip in the area that they have chosen.



### Teaching Tip

All classes are diverse to a lesser or greater degree. Due to this, there will be students who will know more about certain things each time. Try not to let them tell you what they know but address their classmates and report the information they have to them as effectively as possible. This way, everyone will be involved and you will increase learner interaction.

## 13 Self Reflection

- Write *Far and Away* on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 34 and 35. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:  
**What is special about Capsule hotels and Jules' Undersea Lodge?**  
**Where is the world's largest commercial tree house?**  
**Which of these places would you choose to stay in? Why?**  
**Which would you never choose to stay in? Why?**
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 36 and 37, ask them to rephrase some sentences. Tell them to try and convey the same meaning. For example:  
**I've almost finished writing my essay.**  
 I have a couple of lines to go./I'll finish very soon.  
**You're not working hard enough.**  
 You should work harder.  
**Frankly, I don't think I'd like to come back here.**  
 I really dislike this place./I don't like it here at all.  
**He actually jumped into the river with his clothes on to find his cell phone.**  
 We didn't think he would do it but he jumped into the river to find his cell phone.
- Have volunteers answer the questions. Elicit more options from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 38 and 39. Call on volunteers to say what the Conversation is about in this lesson, and which expressions they remember.
- Have students say what they remember from this section and make notes in the chart.
- Write *Ecotourism* on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.


- Organize students in pairs and ask them to answer questions like these:  
**What is your opinion about Ecotourism?**  
**Would you have chosen ecotourism as a travel option? Why? Why not?**
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they know/remember about the Galapagos. Give them some time to work in pairs and then call on volunteers to answer.
- Have students comment on essay writing and how they felt about writing an essay instead of a different type of text, e.g. story, article. Call on volunteers to present their views.
- Have students scan pages 42 and 43 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and have them present their experiences for the class.  
**Did they have difficulty making decisions in their group? Why? Why not?**  
**Did they feel that they had the chance to present their ideas?**  
**Was it difficult or easy to collect information about the place chosen? Why? Why not?**  
**Where did they find information? Where did they find photos?**  
**Did they enjoy the poster presentation?**  
**Would they change anything if they had the chance to do it again? What?**  
**Did they enjoy designing the poster? Did everyone contribute?**  
**Was there room for originality and creativity? Why? Why not?**
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions.

# 13 Self Reflection

Things that I liked about Unit 3:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 3:	Things that I found difficult in Unit 3:
_____	_____
_____	_____

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about travel experiences and travel dreams			
discuss hotels and services			
make and decline special requests			
use adverbs of degree			
use sentence adverbs			
talk about the future with <i>be going to</i> and <i>will</i>			
ask information questions			
know about the position of adjectives			
use the present progressive to make future arrangements			

My five favorite new words from Unit 3:	If you're still not sure about something from Unit 3:
<div>  </div>	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>



# 4 TV Around the World



## 1 Listen and Discuss

1. What kind of television programs do you like to watch? Give some examples.
2. What kind of programs do you dislike? Why?
3. Which programs listed here would you watch? Which wouldn't you watch? Explain.



### **Jeopardy! Tuesday, 9:30 P.M.**

*Jeopardy!* is a unique American quiz show that features trivia in history, literature, the arts, culture, science, sports, geography, wordplay, and more. The show is famous for its unusual answer-and-question format, which requires contestants to phrase their responses in question form, having been presented with clues. The first episode of the show was aired on March 30, 1964, and went through different stages, as a daytime series and a nighttime show. On September 10, 1984, *Jeopardy!* returned as a daily series with Alex Trebek as host.



### **Hoy Monday, 9:00 A.M.**

This morning show, recorded live in front of an audience, is broadcast in the United States, Central and South America, and parts of Europe. A team of hosts offers family-oriented entertainment. On today's program, the guest chef cooks up some Peruvian shrimp, and a prosperous businessman gives advice to members of the audience.



### **National Geographic Channel**

**Thursday, 8:00 P.M.** *The National Geographic Channel* is a television channel that features documentaries about science and technology, animals and nature, exploration and culture, produced by the National Geographic Society. It provides authentic and inspiring content for different age groups of viewers. The channel is dedicated to sharing factual knowledge and promoting genuine interest in our world, in an innovative and entertaining manner. National Geographic Channel was originally launched in the Middle East in 1998, followed by National Geographic Adventure in 2007, National Geographic Wild in 2008 and National Geographic Abu Dhabi in 2009. Today, it is available in 25 languages, in over 143 countries.



### **CSI: Crime Scene Investigation Thursday, 9:00 P.M.**

*CSI* is an American crime drama about a team of forensic scientists who investigate mysterious and unusual deaths. In tonight's episode, Grissom, Stokes, and Brown take on the puzzling case of a jogger killed in a park. At first the team suspects it is a strange accident. But they eventually discover that someone has been plotting a series of disturbing crimes.



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