

LEARNING UNIT

7



**Explore the World:
Real Trips & Virtual Voyages**

Learning Unit

7

Explore the World: Real Trips & Virtual Voyages



Learning Outcomes

Listening and Viewing:

- Analyse an oral text about travelling to locate the main idea, supporting details, and inferred meanings in an oral text.
- Recognise feelings, attitudes, and opinions expressed through tone of voice in an oral text about travelling.

Speaking and Representing:

- Participate in group discussions about travelling for real or online, by listening attentively, building on peers' ideas, and expressing personal opinions.
- Use accurate vocabulary and grammar related to travelling to express ideas in short presentations or discussions.
- Express appreciation for others' contributions by giving supportive and respectful feedback during discussions.
- Express opinions clearly and give reasons to support them in short spoken presentations about a travel plan.
- Deliver a short, structured speech about a travel plan using appropriate verbal and non-verbal communication.
- Produce a speech using accurate intonation and pronunciation to express excitement.

Reading and Viewing:

- Analyse expository texts about travelling and virtual reality to determine the main idea, supporting details, using appropriate reading strategies.
- Identify the writer's attitude, purpose, and viewpoint in an extended text about travelling.
- Interpret contextual clues to infer meaning and clarify complex ideas in texts.
- Create simple visual organisers to summarise ideas from a written text about travelling and virtual reality.
- Determine the meaning of familiar and unfamiliar words in an expository text about travelling.
- Use reference tools (e.g., dictionaries, glossaries, online sources) to confirm the meaning and usage of unfamiliar vocabulary in context.

Writing and Representing:

- Produce a well-formatted, coherent, and cohesive expository report about how technology is changing travelling (Real or Digital), using appropriate paragraphing, layout, and grammar features suited to the audience and purpose.
- Use linking words correctly to organise ideas (in addition, for example, although, however, despite, in spite of, in conclusion, moreover, but...).
- Apply grammar rules to write grammatically accurate, varied, and meaningful sentences in extended writing tasks.
- Follow the stages of the writing process (prewrite, draft, revise, edit, and publish) to write a two-paragraph expository report about how technology is changing travel.

I can

- **analyse** the main idea and important supporting details in an expository text about travelling to understand the writer's main purpose.
- **determine** the meaning of unfamiliar words related to travel and culture by using contextual clues.
- **summarise** information from an expository text about travelling the world in a graphic organiser.

Vocabulary: ancient, historical, national, fossil, gain, broaden, enjoyment, background, socialise, significantly, deepen, greeting, bow, cuisine, etiquette, enrich, unforgettable

Linker Bank: In addition, for example, although, however, despite

Explore the World Through Travelling

Before You Read

1 Discuss the following questions.

- If you could visit any place in the world, where would you go? Why?
- What skills or knowledge do people gain when they travel?



2 Read the following webpage and complete the tasks that follow.



www.traveltheworld.com



① Every trip is an opportunity to learn. You can visit famous museums, **ancient** landmarks, and **historical** cities. For example, in Tokyo, visitors explore the **National** Museum of Nature and Science, where they can learn about animals, space, and **fossils**. In Turkey, tourists walk through famous mosques such as the Hagia Sophia Grand Mosque. Although travelling can be expensive, the knowledge you **gain** will **broaden** your mind!

② Travelling is not only about learning; it is also about **enjoyment**! You can go horse-riding on the beaches of Salalah, in Oman. In addition, you can go skiing in the mountains of Switzerland. Some people will try new sports or join local events to make new memories. However, to truly enjoy all these activities, it is essential to plan in advance and make the most of every moment.



③ Meeting people with **different backgrounds** is one of the best parts of travelling. When you **socialise** with locals, it **significantly** helps you **deepen** your understanding of customs. Every culture has its own **greetings** and customs. For example, people in South Korea **bow** politely, while in many Muslim and Arab countries, it is always polite to give and receive things with the right hand. Despite different customs, a smile always **connects** hearts.

④ Food and international **cuisines** are a **special** part of every journey. Eating traditional dishes helps travellers truly understand the culture and feel the history of the place they are visiting. Each country has its own traditional dishes, flavours and unique table manners that visitors should respect. Engaging with local cuisine and **etiquette** is the best way to **enrich** your trip and create **unforgettable** memories.



a. Choose the best heading for paragraphs 1, 2, 3, and 4.

2 Fun & Adventures

Education & History

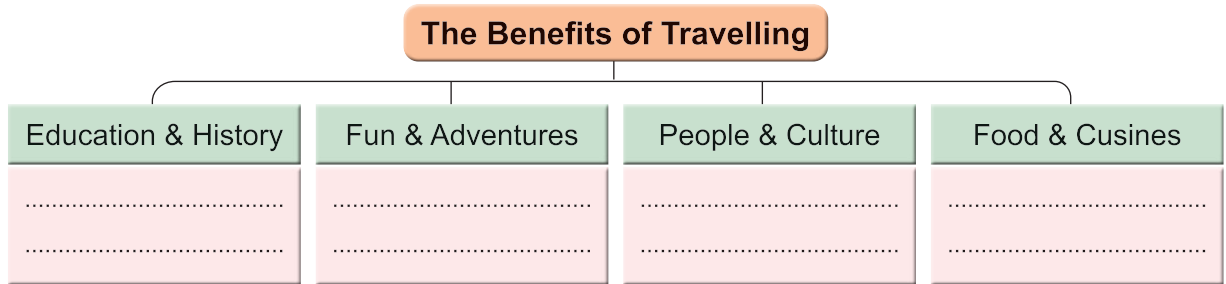
Food & Cuisines

People & Culture

Writers use **subheadings** like "Education & History" to organise ideas by category.

Learning Unit 7

- 3  Read the webpage again and complete the following tasks.
a. Write notes under each heading to show the benefits of travelling.



b. Which benefit of travelling do you find most interesting? Why?

- 4  a. Choose the correct answer from a, b, c, or d.

1. What does the underlined word “connects” in the 3rd paragraph mean?

a. avoids
b. joins
c. harms
d. stops
2. The author’s main purpose in writing this passage is to:

a. warn us against travelling.
b. discuss the benefits of travelling.

c. describe how we can prepare for trips.
d. explain how travellers can book flights.

b. Answer the following questions.

1. Why is travelling considered educational?
2. Why is it important to socialise with locals?
3. Why is food an important part of travelling?

- 5  a. Find each word in the passage, identify its part of speech, and write its meaning. Use the glossary at the end of the book to check your answers.

| Word | Paragraph | Part of Speech | Meaning |
|------------|-----------|----------------|-----------------------------------|
| historical | 1 | adjective | |
| enjoyment | 2 | | the feeling of enjoying something |
| deepen | 3 | | |

b. Choose one of the words and write a meaningful sentence.



My Mini Travel Card (Paper or Digital)

Imagine a dream trip to a country. It could be a place you visited, or somewhere you dream of exploring.

a. Complete the card with:

1. short, clear sentences.
2. a picture or drawing of the country flag.

b. Share your travel card with a classmate and ask each other two questions using the cards.


1. Why did you choose this place?
2. What do you want to learn there?
3. Why is the you chose activity a good way to make memories?
4. What do you know about the cuisine of this country?
5. What is one thing you would need to plan in before travelling?





My Mini Travel Card

- I want to visit
- I would like to learn about
- A fun activity I want to try is
- One dish I would like to try is


 Flag




I can

- **join** two sentences using an appropriate contrast linker to express opposing ideas clearly.
- **use** punctuation marks correctly when joining contrasting sentences.

Grammar: Linkers of Contrast

1  Read the following sentences. Are the ideas in each sentence similar or opposite?

- I love travelling. It is sometimes tiring.
- It was very cold in Switzerland. We enjoyed every minute.



We can join two opposing ideas using contrast linkers.

- I love travelling. **However**, it is sometimes tiring.
- Although** it was very cold in Switzerland, we enjoyed every minute.

Contrast linkers are words that show an **opposite idea** or something different from what we expect.

| Linker | Example Sentence | Punctuation (,) (;) |
|----------------------|---|---|
| but | Travelling is fun, but it can be expensive. | Use a comma (,) before but . |
| however | The flight was delayed. However , we arrived safely. | Use a comma (,) after However . |
| although | Although it rained heavily, we still went sightseeing. | Use a comma (,) after the although clause if it comes first. |
| | We still went sightseeing, although it rained heavily. | Use a comma (,) before although . |
| in spite of/ despite | In spite of/ Despite wearing a hat, I got sunburnt. In spite of/ Despite the rain, we had a great day. | Use a comma (,) after the " in spite of " phrase if it comes first. |

2  Fill in the spaces with the correct contrast linkers from the table.

- Although it was snowing, we went hiking.
- the long flight, we were excited to arrive.
- The hotel was full. we found another place nearby.
- We wanted to travel to Japan, we didn't find plane tickets.

Remember!

In spite of/despite are followed by **(the + noun)**.

Examples:

- Despite **the rain**, the match continued.
- In spite of **the noise**, she finished her homework.

3  Rewrite the sentences using the linkers between brackets.

- The flight was delayed. We arrived on time. (**despite**)
Despite the delay
- The museum was closed. We explored other places. (**however**)
.....
- The hotel was beautiful. It was far from the city. (**but**)
.....
- The film was long. We really enjoyed it. (**although**)
.....



My Amazing Trip (Although Nothing Was Perfect!)

a. Write a (4 – 5 sentence) post about a trip that didn't go exactly as planned (it rained heavily, your flight was late, or you forgot something important). Include:

- what happened during your trip.
- the problem or challenge and how you solved it.
- how you still enjoyed the trip.
- at least two **linkers** of contrast (*but, although, however, in spite of/despite*).

b. After writing, tick (✓) the points you included. Then, share with your class.

Blog Design Checklist

| Did I... | Yes | No |
|------------------------------------|-----|----|
| write an introduction? | | |
| describe the problem? | | |
| include what I enjoyed? | | |
| mention something I learned? | | |
| use at least two contrast linkers? | | |
| use correct punctuation? | | |

I can

- **analyse** the main idea and specific details in a podcast about a real travel experience.
- **infer** the speaker's feelings and attitude by listening to tone and emphasis.

A Journey of Faith

Think, Pair, Share

- 1  **Discuss the following questions.**
 - a. What makes Mecca a special place for Muslims?
 - b. What values do people learn during Hajj or Umrah?
- 2  **Listen to a podcast about "My Journey to Mecca" and complete the following tasks.**

a. Choose the correct answer from a, b, c, or d.

1. The podcast is mainly about:

- a. A trip that taught Ahmad important lessons
- b. How to plan for a long international journey
- c. Shopping and fun activities in Mecca
- d. Learning new languages while travelling

2. How did Ahmad feel during his journey to Mecca?

- a. Angry and uncomfortable because of the crowds
- b. Excited and focused on shopping and entertainment
- c. Upset and disappointed by the long days
- d. Nervous at first, but later thankful and peaceful

- 3  **b. Listen again and answer the following questions.**

1. In what way was this trip different from Ahmad's other trips?
2. How did people show kindness during the trip?
3. What life lessons did Ahmad learn during his journey?

- 3  **Read the challenges in the table and suggest solutions using contrast linkers.**

| Challenge | Solution |
|-------------------------|--|
| Missing Your Family | <i>Although I missed my family, I stayed positive during the trip.</i> |
| Difficulty Finding Rest | <i>In spite of</i> |
| Crowds and Heat | <i>.....</i> |

A Journey That Changed Me

Write one paragraph (of 4-5 sentences) about a trip with your family, friends, or school group that taught you an important lesson.

a. Include one benefit you gained from the journey.

b. You may start your sentences with:

- *Last summer, I went to ...*
- *At first, I felt ..., but ...*
- *During the trip, I learned the value of...*
- *This experience taught me that...*

c. Exchange your paragraph with a partner and tick (✓) the points they included from the checklist.

| Paragraph Checklist | | |
|--|-----|----|
| My paragraph... | Yes | No |
| has a clear topic sentence, supporting details, and a concluding sentence. | | |
| includes a challenge or problem from the journey. | | |
| includes at least one benefit of the journey. | | |
| uses at least one contrast linker (but, however...) | | |
| uses correct punctuation and spelling. | | |



When you listen, pay attention to the speaker's voice or **tone**. It helps you understand **feelings**, not just words.

I can

- **present** a travel plan using a wide range of vocabulary and expressions correctly.
- **speak** fluently with clear and accurate intonation.

Around the World in 20 Days

1 Discuss the following questions.

- Look at the pictures. Can you guess where these places are?
- Why is it important to plan your trip before travelling?



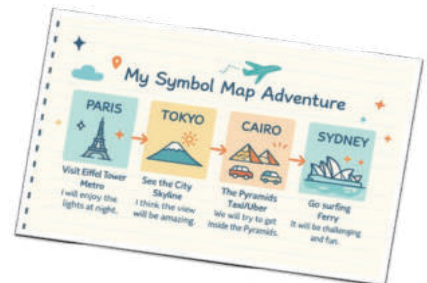
2 Plan Your 20-Day Trip

a. Complete the table to decide on your destinations, activities, and transport.

| Day | Destination | Activity | Transport |
|------------|----------------|------------------------|-----------|
| Day 1-4 | France (Paris) | Visit the Eiffel Tower | Plane |
| Day 5-9 | | | |
| Day 10-14 | | | |
| Day 15 -20 | | | |

b. Create your "Travel Map".

- Draw four boxes on a blank A4 paper and connect them with arrows.
- Each box represents one destination from your table.
- Add the country name and draw an icon, flag, or symbol (e.g., Eiffel Tower for France, Hagia Sophia for Turkey...etc).
- Write highlights under each box to show the places you plan to visit, the activities you want to try, and how you will get there (transport).
- Include a short note describing your opinion or feelings about the destination (e.g., "It will be fun," "The view will be fantastic").



Present your "Travel Plan"

- Review your groups "Travel Map" and assign roles (e.g., Student 1 introduces the map, Student 2 explains the activities...).
- Use these sentence starters: *We will start in... / We will visit... / We're excited to...*
- Listen to other groups and tick (✓) the points in the checklist that they achieved.

| Travel Map Checklist | | |
|--|-----|----|
| The group ... | Yes | No |
| included a clear travel plan with destinations, activities, and transport. | | |
| used a wide range of travel vocabulary (destinations, transport, etc.). | | |
| spoke clearly and confidently. | | |
| used clear and accurate intonation. | | |
| presented confidently with good eye contact. | | |
| worked well with my group during the presentation. | | |

Pronunciation "Say it with Excitement!"

7.2 Listen to Mai talking about her trip. Underline the words where the voice goes up (↗).

- We will start in France!
- We're excited to see the Eiffel Tower!
- It will be an amazing experience!

a. Practise reading the sentences with rising intonation for excitement.

b. Work with a partner and check each other's rising intonation.

SCAN ME



I can

- **analyse** the main idea and supporting details in an expository text about virtual travel.
- **determine** the meaning of unfamiliar words using contextual clues.

Vocabulary: suitcase, tourism, display, enable, queue, delicate, headset, user, involve, beneficial, remote, advantage, accessible, abroad, experience, substitute, truly

Linker Bank: for example, moreover, in addition, in conclusion, although

Discover the World at Home: Virtual Tourism

Before You Read

1 Think about the following questions.

- Have you ever used Virtual Reality (VR) to visit a place?
- What new things can you learn through virtual travel?
- Do you prefer travelling in real life or with VR? Why?

2 Read the article and do the tasks that follow.



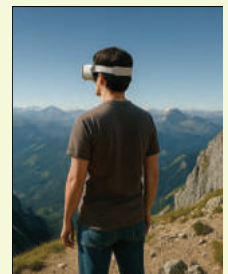
No Passport Needed: Experience the World with VR

Have you ever wanted to explore the world without packing your **suitcase**? Thanks to technology, it is now possible to travel from your living room using Virtual Reality (VR), also known as virtual **tourism**. Many apps and websites **display** 360° tour videos that **enable** you to visit famous places and learn about the world in a new way. For example, you can walk through the Louvre Museum in Paris and admire paintings like the Mona Lisa without standing in a long **queue**. You can also take a virtual walk in Hyde Park in London, listen to the sounds of birds, enjoy the **delicate** roses, and happily watch people feed the ducks online.

When people travel through Virtual Reality (VR), they use special **headsets** that create the feeling of being in another place. With this technology, **users** can experience activities such as climbing mountains or diving under the sea, all without the real dangers these activities **involve**. VR headsets are also **beneficial** for learning about **remote** environments. For example, **space fans** can explore NASA's "At Home" through online programmes. They demonstrate **how astronauts** live and work during **their** space missions. These programmes allow learners to understand life in space while sitting comfortably at their desks.

Moreover, virtual travel has important **advantages**. It is cheaper, faster, and more **accessible** for everyone, especially students who cannot go **abroad**. In addition, it helps protect the environment because when **people stay home**, they use less fuel and create less pollution. For these reasons, **virtual travel** is a brilliant option for anyone who cares about the planet.

In conclusion, Virtual Reality gives us exciting new ways to **experience** places, cultures, and history from home. Although it cannot **substitute** the real feeling of travelling, it can **truly** open our minds and help us learn about the world in a safe, creative way.



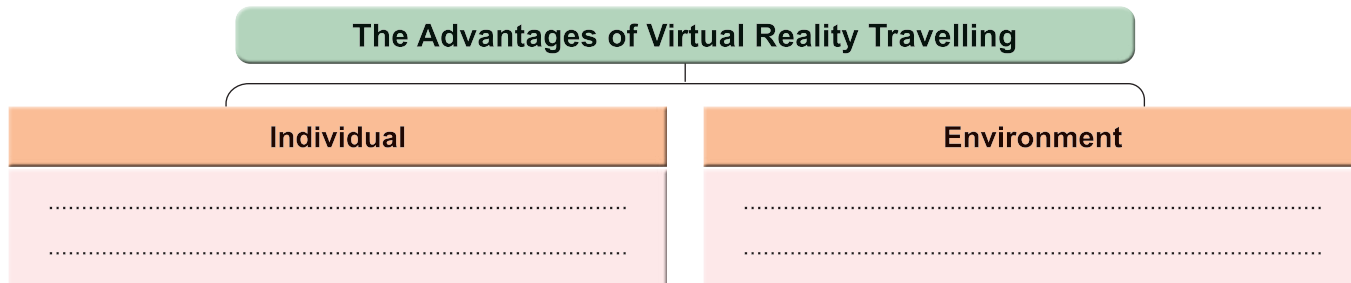
a. What is the article mainly about?

.....

.....

Did you know that researchers are developing masks that release smells to make virtual reality (VR) experiences more realistic?

b. List the advantages of Virtual Reality travel for individuals and the environment.



c. Think of one possible disadvantage of Virtual Reality travel. Explain the reasons.

3 Read the passage again and answer the following questions.

a. Choose the correct answer from a, b, c or d.

1. What is the main idea of the 3rd paragraph?

- a. Many websites offer 360° tours.
- b. Online programmes show space missions.
- c. Virtual travel has many advantages.
- d. VR is better than real travel.

2. What does the underlined word “their” in the 2nd paragraph refer to?

- a. people
- b. users
- c. astronauts
- d. fans

b. Answer the following questions.

- 1. What do virtual 360° tour videos enable people to do?
- 2. Why might virtual travel be especially useful for students?
- 3. In your opinion, which advantage of VR is the most important? Why?

4 Read the words in the table. For each word, write the part of speech, its synonym, and the meaning. Use the Glossary to help you.

| Parag. | Word | Part of Speech | Synonym | Meaning |
|--------|------------|----------------|---------|--|
| 1 | suitcase | | | a case with flat sides and a handle, used for carrying clothes |
| 2 | beneficial | | useful | |
| 4 | truly | adverb | | |

The Future of Travel

Technology will change the way we travel in the future.

a. Create a poster called “The Future of Travel” using a mind map.

• Your poster should include the following three ideas:

- 1. **Transport:** How will people move in the future?
- 2. **Technology:** What new tools will make travel faster or easier?
- 3. **Experience:** How will people feel or learn through travel?

• The poster should also include:

- vocabulary from the lesson (travel, enable, queue, virtual...)
- three clear ideas with reasons.

Sentence Starters

- ✓ Travel will be...
- ✓ AI is going to help...
- ✓ Maybe we won't need... anymore.
- ✓ I think in the future, people will ...



Watch a 360° tour video at home: Visit ‘the Louvre’ in VR or ‘NASA’s Virtual Space’.

b. Share your poster with your classmates. You may use the suggested sentence starters to help you talk about your poster.

I can

- use a range of future tense forms, including questions, to express plans, predictions, and arrangements accurately.

Grammar: Future Tense (will, be going to, present continuous)

1 Look at the picture and complete Amal's family trip to Bahrain.

- I **will** *buy some souvenirs for my friends.*
- My sister is **going to**
- We are **flying** to Bahrain by.....



Future Tense

- We can talk about future events using three common forms (will, be going to, present continuous), each showing a different attitude.
- **Time Expressions:**
tomorrow, soon, this summer, on Monday, at 5:00 pm, tonight, next week/month...

| Form | Use | Positive Examples | Negative Examples |
|--|---|--|---|
| will + base verb | Prediction / new decision | It will rain. | It will not (won't) rain. |
| be going to + base verb | Intention / plan | I am going to visit my grandpa. | I am not going to visit my grandpa. |
| present continuous pronoun + am/is/are + verb-ing | Fixed arrangement | We are flying to Dubai tonight. | We are not (aren't) flying to Dubai tonight. |
| Forming Wh- Questions – Future Tense | | | |
| will | When will the train leave? / Where will you stay? | | |
| be going to | Where are you going to travel this weekend? / When is he going to call? | | |
| present continuous | When are you leaving ? / Where is she staying in Dubai? | | |

2 Complete the following conversation between two friends using will, be going to, or the present continuous. Decide if each sentence shows a new decision, an intention, or a fixed arrangement.

- A: Let's have a party this Saturday!
 B: Great! We *will invite* (**invite**) lots of friends. *new decision*
 A: I (**make**) a chocolate cake.
 B: Delicious! Let's decide on the date and time.
 A: The party (**start**) at 5:00 p.m.



3 Rewrite each situation in the future using will, be going to, or the present continuous.

- You decided to make some coffee now.
- You suggest a time and place to meet a friend.
- You have already booked a ticket to Winter Wonderland.

4 Form questions for the following sentences.

- The bus will leave at 8:00 a.m. for the school trip.
- I'm going to visit the dentist to check my tooth.
- They are leaving for Al-Shaheed Park tonight.

5 **Role Play: Talking About Future Holidays**
 Create a short dialogue with a classmate about your next holiday.
 Take turns asking and answering using the future tense.

- A: What will you do during your next holiday?
 B: I'm going to visit Oman. I will climb the mountains.



I can

- **organise** ideas about the benefits of real-life travel and digital travel.
- **follow** the writing process to produce a coherent, well-structured expository report.

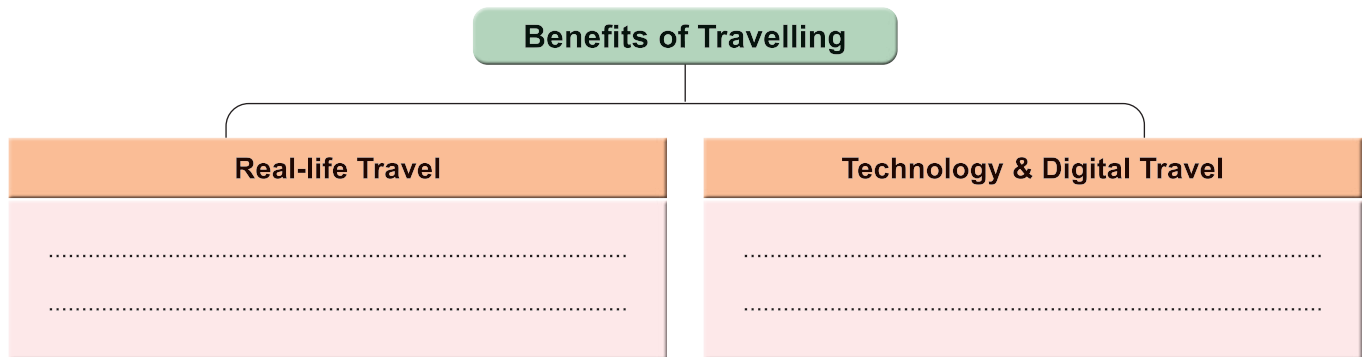
Linker Bank: but, although, however, in spite of, despite, therefore, as a result, in conclusion, for example, in addition

Travelling the World, For Real and Online!

1 Discuss the questions below.

- How does technology make it easier for people to explore new places?
- What can people discover from travelling in person?
- What can people learn from travelling using Virtual Reality (VR)?
- Do you prefer real travel or digital travel? Why?

2 a. Complete the graphic organiser. Use information from Reading 1, Reading 2, and your own ideas.



3 Complete the sentences with suitable linkers. (but - although - in spite of - however)

- VR travel is safe and comfortable, but, it cannot give the same feelings as real travel.
- it is digital, VR travel teaches people about history, animals, and nature.
- Travelling in person is exciting., it can be expensive for some families.
- the long flight, many tourists enjoy exploring new countries.

4 Read the following paragraph and answer the questions that follow.

Local trips offer wonderful opportunities for learning and enjoyment. They allow people to explore new places in their own country without travelling far or spending much money. For example, families can visit historical sites, enjoy nature in parks, or attend cultural events at weekends. In addition, local trips help us understand our culture better and spend quality time with people we care about. Although these trips are short, they still give us great memories and useful experiences.

- What is the main idea of the paragraph?
- Which sentences give facts, reasons, or explanations?
- How do the underlined linking words help connect the ideas in the paragraph?
 - In addition: to add extra information
 - Although


Writer's Tip

Always think about your readers. Ask yourself:

- Who will read my paragraph?
- What do they already know?
- What do I need to explain clearly to them?

Learning Unit 7

"Whether we travel with our feet or with our screens, each journey teaches us something new."

- 5  a. Plan and write a two-paragraph report about travelling, explaining how technology is changing the way people travel and why travelling, whether in person or digitally, is beneficial.

b. Fill in the following outline.

Introduction

Paragraph 1: How Technology Is Changing Travel

Topic sentence:

.....

Supporting details:

.....

.....

Concluding sentence:

.....

Paragraph 2: Benefits of Travelling (Real or Digital)

Topic sentence:

.....

Supporting details:

.....


.....

Concluding sentence:

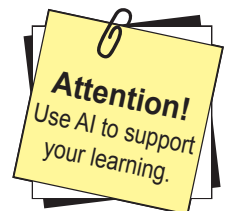
.....

Conclusion

.....

-  c. Use the ideas in your outline to write the report in your notebook.
d. Use the following checklist to edit your writing.

| Did I ... | ✓ / ✗ |
|--|-------|
| write a clear introduction and conclusion? | |
| write two paragraphs with strong topic sentences and related details? | |
| use linking words to connect my ideas clearly? (<i>but, although, however, in spite of, despite, therefore, as a result, in conclusion...</i>) | |
| check my spelling and punctuation? | |
| use AI tools to edit my writing? | |



e. Read your partner's report and then write:

- ✓ one thing my partner did well:
- ✓ one idea to make the report stronger: