

student's book

pre-intermediate

# PIONEER

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# PIONEER PRE-INTERMEDIATE CONTENTS

	Vocabulary	Grammar	Functions
<b>1</b> p.7 <b>Trending</b>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Conversational English</li> <li>Words easily confused</li> <li>Materials</li> <li>Phrases expressing like/dislike</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> <li>Past Simple</li> <li>Prepositions of time</li> <li>The verb <i>used to</i></li> </ul>	<ul style="list-style-type: none"> <li>Greetings and saying goodbye</li> <li>Distinguishing between permanent and temporary situations</li> <li>Making plans and future arrangements</li> <li>Talking about the present and past</li> <li>Guessing the meaning of unknown words</li> <li>Talking about past habits and events</li> <li>Describing clothes and talking about fashion</li> <li>Expressing likes and dislikes</li> <li>Using a mind map to come up with and organise ideas</li> </ul>
<b>2</b> p.17 <b>Face-to-face</b>	<ul style="list-style-type: none"> <li>Words/Phrases related to photography</li> <li>Words/Phrases describing relationships</li> <li>Conversational English</li> <li>Words/Phrases related to communication</li> <li>Personality adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present Perfect Simple</li> <li>Present Perfect Simple vs Past Simple</li> <li>for, since, yet, already</li> </ul>	<ul style="list-style-type: none"> <li>Talking about experiences</li> <li>Using appropriate tenses to link the past with the present</li> <li>Guessing the meaning of unknown words</li> <li>Starting, maintaining and ending a conversation</li> <li>Talking about communication</li> <li>Describing the positive and negative qualities in people</li> <li>Emphasising adjectives</li> </ul>
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<b>3</b> p.27 <b>Something new</b>	<ul style="list-style-type: none"> <li>Adjectives describing food</li> <li>Conversational English</li> <li>Phrasal verbs</li> <li>Word building: nouns ending in <i>-ion, -ation</i></li> <li>Hobbies</li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little</li> <li>Relative pronouns: who, which, that</li> <li>Relative adverb: where</li> </ul>	<ul style="list-style-type: none"> <li>Describing what food tastes and looks like</li> <li>Asking about dishes at a restaurant</li> <li>Making recommendations</li> <li>Persuading someone to do something</li> <li>Making a reservation at a restaurant</li> <li>Reading and understanding dictionary entries</li> <li>Guessing the meaning of unknown words</li> <li>Defining people, things and places</li> <li>Talking about different forms of art</li> <li>Giving news</li> <li>Responding to news by showing surprise and enthusiasm, and asking for details</li> </ul>
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Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>• Quiz: <i>Then and now...</i></li> <li>• A magazine article: <i>All you need to know about sunglasses and trainers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Four short dialogues</li> <li>• A conversation about what gifts to buy for friends</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Greeting, making plans and saying goodbye</li> <li>• Pair work: Interviewing each other and reporting answers</li> <li>• Pair/Group work: Talking about clothes</li> <li>• Pair work: Talking about likes/dislikes</li> </ul> <p>* The verb <i>used to</i></p>	<ul style="list-style-type: none"> <li>• An online conversation</li> <li>• A questionnaire</li> <li>• A short text presenting yourself</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Brainstorming and organising ideas with the help of a mind map</li> <li>• Linking words (and, but, so, because, or)</li> </ul>
<ul style="list-style-type: none"> <li>• A website: <i>Top tips for better photos of people</i></li> <li>• A magazine article: <i>Direct communication is dying out...</i></li> </ul>	<ul style="list-style-type: none"> <li>• A conversation between two strangers</li> <li>• Three monologues about instant messaging</li> <li>• A conversation about a questionnaire: <i>Choose the right flatmate</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Discussing experiences</li> <li>• Pair work: Role play situations involving meeting people</li> <li>• Group work: Conducting and taking part in a survey about communication habits</li> <li>• Pair work: Talking about the right kind of flatmate</li> </ul> <p>* The reduced form of <i>did you</i> and <i>have you</i></p>	<ul style="list-style-type: none"> <li>• A description of a person</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using intensifiers to emphasise adjectives</li> <li>• Organising your description with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• An article: <i>Neologisms!</i></li> <li>• A magazine article: <i>Be part of the art</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three teenagers playing a guessing game</li> <li>• Three short dialogues about art</li> <li>• A conversation between two friends</li> </ul>	<ul style="list-style-type: none"> <li>• Group work: Describing what food tastes and looks like</li> <li>• Pair work: Role play situations at restaurants</li> <li>• Pair work: Guess the word being described</li> <li>• Class discussion about different forms of art</li> <li>• Pair work: Giving news and responding to news</li> </ul> <p>* Word stress: nouns ending in <i>-ion</i> and <i>-ation</i></p>	<ul style="list-style-type: none"> <li>• An email giving news</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Organising an email with the help of a plan</li> <li>• Set phrases for informal letters/emails</li> </ul>
<ul style="list-style-type: none"> <li>• A comic strip: <i>The blackout</i></li> <li>• A newspaper article: <i>Double Disaster in Japan</i></li> </ul>	<ul style="list-style-type: none"> <li>• Four news bulletins</li> <li>• A conversation between two friends about a missing person</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion about accidents and injuries</li> <li>• Group work: Narrating a bad experience and responding by showing concern and/or criticism</li> <li>• Pair/Group work: Speculating about newspaper headlines</li> <li>• Group work: Narrating a story</li> </ul> <p>* /tʃ/, /dʒ/</p>	<ul style="list-style-type: none"> <li>• A paragraph describing a bad experience</li> <li>• A story based on prompts</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using adverbs and adverbial phrases</li> <li>• Organising a story with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• A historical journal: <i>Robert O'Hara Burke</i></li> <li>• A magazine article: <i>Top tips for a comfortable trip</i></li> </ul>	<ul style="list-style-type: none"> <li>• Five short announcements</li> <li>• A radio show about packing</li> <li>• A recorded message from a travel agency</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Information gap activity about two explorers</li> <li>• Group work: Role play situations related to travelling</li> <li>• Pair work: Asking for and giving advice about a trip, and making suggestions</li> <li>• Pair work: Discussing day trips and reaching a decision</li> </ul> <p>* Consonant clusters</p>	<ul style="list-style-type: none"> <li>• A description of a place</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Using topic sentences and forming well-organised paragraphs</li> <li>• Organising a description of a place with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>• A magazine article: <i>Life on Earth a hundred years from now</i></li> <li>• An Internet advertisement: <i>Solar cap!</i></li> <li>• A magazine interview about Space Tourism</li> </ul>	<ul style="list-style-type: none"> <li>• A conversation about a quiz on carbon footprint</li> <li>• A radio interview with an expert on Mars</li> <li>• People giving their opinion about the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Pair work: Making predictions about the future</li> <li>• Pair work: Role play situations</li> <li>• Group work: Discussing things people will be able to do 100 years from now and comparing with other groups</li> <li>• Group work: Discussing positive and negative aspects of the Internet and expressing opinion</li> </ul> <p>* The contracted form of <i>will</i></p>	<ul style="list-style-type: none"> <li>• Predictions about the future</li> <li>• Making a list of things people will be able to do 100 years from now</li> <li>• A paragraph expressing an opinion</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words/phrases to list or add points</li> </ul>

	Vocabulary	Grammar	Functions
<b>7</b> p.67 <b>Choices</b>	<ul style="list-style-type: none"> <li>• Conversational English</li> <li>• Words/Phrases related to signs</li> <li>• Word building: opposites with <i>un-</i>, <i>dis-</i></li> </ul>	<ul style="list-style-type: none"> <li>• may, might, could</li> <li>• Conditional Sentences Type 1</li> <li>• if vs when</li> <li>• Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing possibility and certainty in the present and future</li> <li>• Expressing preference</li> <li>• Guessing the meaning of unknown words</li> <li>• Understanding signs and messages</li> <li>• Talking about conditions and their results</li> <li>• Comparing and contrasting people and situations</li> <li>• Talking about lifestyle changes and intentions</li> <li>• Taking notes</li> <li>• Inviting and accepting or refusing an invitation</li> <li>• Making suggestions and arrangements</li> </ul>
<b>8</b> p.77 <b>All the action</b>	<ul style="list-style-type: none"> <li>• Words/Phrases related to sports</li> <li>• Conversational English</li> <li>• Phrasal verbs</li> <li>• Words/Phrases related to films</li> </ul>	<ul style="list-style-type: none"> <li>• Exclamatory sentences</li> <li>• Clauses of result</li> <li>• have to, don't have to, must, mustn't, need to, don't need to, needn't</li> <li>• Passive Voice (Present Simple - Past Simple)</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc.</li> <li>• Expressing result</li> <li>• Guessing the meaning of unknown words</li> <li>• Understanding information on flyers and signs</li> <li>• Expressing obligation, lack of obligation, and prohibition</li> <li>• Talking about films and expressing opinion</li> </ul>
<b>Task 7 &amp; 8: Collaborating with a partner to reach a decision based on specific criteria p.130</b>			
<b>9</b> p.87 <b>Career paths</b>	<ul style="list-style-type: none"> <li>• Occupations</li> <li>• Academic subjects</li> <li>• Conversational English</li> <li>• Words easily confused</li> <li>• Words/Phrases related to employment and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• So, neither, too, either</li> <li>• Reflexive pronouns</li> <li>• Present Perfect Progressive</li> <li>• Present Perfect Simple vs Present Perfect Progressive</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about one's studies and one's job</li> <li>• Expressing agreement and disagreement</li> <li>• Distinguishing between words easily confused</li> <li>• Linking the past with the present</li> <li>• Talking about language learning experiences</li> <li>• Guessing the meaning of unknown words</li> <li>• Understanding information in job advertisements</li> <li>• Describing one's qualifications</li> </ul>
<b>10</b> p.97 <b>Facts and figures</b>	<ul style="list-style-type: none"> <li>• Words/Phrases related to banks and money</li> <li>• Conversational English</li> <li>• Words with more than one meaning</li> <li>• Units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• too / enough</li> <li>• Infinitives</li> <li>• -ing form</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out money transactions</li> <li>• Indicating degree and extent</li> <li>• Giving and understanding different kinds of instructions</li> <li>• Guessing the meaning of unknown words</li> <li>• Expressing opinion and giving information</li> </ul>
<b>Task 9 &amp; 10: Understanding the key features of a résumé and creating one's own p.131</b>			
<b>11</b> p.107 <b>Different cultures</b>	<ul style="list-style-type: none"> <li>• American English vocabulary</li> <li>• Conversational English</li> <li>• Words related to travelling</li> <li>• Adjectives + prepositions</li> <li>• Words/Phrases related to celebrations</li> <li>• Prepositional phrases with <i>in</i></li> </ul>	<ul style="list-style-type: none"> <li>• Indirect questions</li> <li>• Conditional Sentences Type 2</li> <li>• Wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for information informally and formally</li> <li>• Asking for clarification and repetition</li> <li>• Giving information</li> <li>• Understanding differences between British and American English</li> <li>• Talking about imaginary situations</li> <li>• Making wishes and expressing regret</li> <li>• Talking about celebrations/festivals/events</li> <li>• Guessing the meaning of unknown words</li> <li>• Distinguishing between formal and informal language</li> </ul>
<b>12</b> p.117 <b>That's life</b>	<ul style="list-style-type: none"> <li>• Words/Phrases related to different medical situations</li> <li>• Conversational English</li> <li>• Phrasal verbs</li> <li>• Idioms describing feelings</li> <li>• 'Strong' adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Negative questions</li> <li>• Tag questions</li> <li>• Reported Speech: Statements, Questions, Commands, Requests</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing uncertainty and asking for confirmation</li> <li>• Expressing emotions like surprise, anger and annoyance</li> <li>• Guessing the meaning of unknown words</li> <li>• Describing feelings</li> <li>• Narrating events</li> <li>• Reporting</li> <li>• Asking for and giving advice</li> <li>• Describing problems</li> <li>• Taking time to think when talking</li> </ul>
<b>Task 11 &amp; 12: Preparing for and taking part in a debate p.132</b>			



Reading	Listening	Speaking (Pronunciation/Intonation*)	Writing
<ul style="list-style-type: none"> <li>Signs and messages</li> <li>A magazine article: <i>What happened to Nicholas Baines?</i></li> </ul>	<ul style="list-style-type: none"> <li>A conversation about a night out</li> <li>Three short dialogues</li> <li>Three voicemail messages</li> </ul>	<ul style="list-style-type: none"> <li>Pair work: Discussing and deciding which event to go to</li> <li>Pair work: Discussing posters and trying to persuade each other</li> <li>Class discussion about lifestyle changes</li> <li>Pair work: Inviting and accepting or refusing an invitation</li> </ul> <p>* Sentence stress in Conditional Sentences Type 1</p>	<ul style="list-style-type: none"> <li>A few sentences about lifestyle changes you would like to make</li> <li>An email based on prompts</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Expanding on prompts</li> </ul>
<ul style="list-style-type: none"> <li>A flyer and an Internet confirmation email</li> <li>A magazine article: <i>Football Codes</i></li> </ul>	<ul style="list-style-type: none"> <li>Four people talking about a hockey game</li> <li>Four short dialogues about films</li> </ul>	<ul style="list-style-type: none"> <li>Pair work: Discussing events, showing enthusiasm and disappointment</li> <li>Group guessing game: Talking about rules at different places</li> <li>Pair work: A sports quiz</li> <li>Group work: Talking about a film</li> </ul> <p>* The schwa sound (ə)</p>	<ul style="list-style-type: none"> <li>Describing the rules of a sport</li> <li>A film review</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising a film review with the help of a plan</li> <li>Set phrases used in film reviews</li> </ul>
<ul style="list-style-type: none"> <li>Eight cartoons about employment</li> <li>An Internet forum: <i>Tell us your language learning experiences</i></li> </ul>	<ul style="list-style-type: none"> <li>Three short dialogues related to employment</li> <li>A conversation about learning Mandarin</li> <li>A job interview</li> </ul>	<ul style="list-style-type: none"> <li>Pair work: Talking about one's studies and/or job</li> <li>Group work: Expressing opinion on different issues and agreeing or disagreeing</li> <li>Pair work: Role play at work</li> <li>Pair work: A survey about learning English</li> <li>Pair work: Role play a job interview</li> </ul> <p>* Pronunciation variants</p>	<ul style="list-style-type: none"> <li>A paragraph about your experiences in learning English</li> <li>A covering letter</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Distinguishing between formal and informal language</li> </ul>
<ul style="list-style-type: none"> <li>Instructions and labels</li> <li>A magazine article: <i>Memory</i></li> </ul>	<ul style="list-style-type: none"> <li>Three short dialogues involving instructions</li> <li>A radio show with an expert giving tips about memory</li> <li>A radio announcement about an event</li> <li>A conversation about an event</li> </ul>	<ul style="list-style-type: none"> <li>Pair work: Role play situations at a currency exchange office, at a shop, at the bank and at an ATM</li> <li>Pair work: Asking for and giving instructions</li> <li>Pair work: Discussing ways to remember different kinds of information</li> <li>Group work: Talking about places you've been to and events you've attended</li> </ul> <p>* The different /gh/ sounds</p>	<ul style="list-style-type: none"> <li>A note with instructions</li> <li>An email giving information and opinion</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Replying to the sender's requests suitably</li> </ul>
<ul style="list-style-type: none"> <li>A quiz: <i>What kind of traveller are you?</i></li> <li>A magazine article: <i>Notting Hill Carnival</i></li> </ul>	<ul style="list-style-type: none"> <li>A conversation about working abroad</li> <li>Three short dialogues about celebrations</li> <li>A conversation at a travel agency</li> </ul>	<ul style="list-style-type: none"> <li>Pair work: Information gap activity: Asking for and giving information</li> <li>Pair work: Speculating about unreal situations</li> <li>Pair/Group work: Talking about a celebration/festival/event</li> <li>Pair work: Role play: Simulating a conversation between a visitor and an information desk clerk</li> </ul> <p>* Intonation of direct and indirect questions</p>	<ul style="list-style-type: none"> <li>A short description of a celebration/festival/event</li> <li>A formal email asking for information</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Set phrases for a formal email</li> <li>Linking words/phrases for listing points</li> <li>Organising a formal email with the help of a plan</li> </ul>
<ul style="list-style-type: none"> <li>A magazine page: <i>Now that's embarrassing!</i></li> <li>An extract from a novel: <i>Oliver Twist</i></li> </ul>	<ul style="list-style-type: none"> <li>Three people describing experiences</li> <li>A girl describing a problem to some friends</li> <li>People giving advice</li> </ul>	<ul style="list-style-type: none"> <li>Pair work: Role play different medical situations</li> <li>Pair work: Giving an account of an experience</li> <li>Class discussion about books</li> <li>Pair work: Asking for and giving advice</li> </ul> <p>* Intonation of question tags</p>	<ul style="list-style-type: none"> <li>A short account of an experience</li> <li>An email asking for or giving advice</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Set phrases to ask for or give advice</li> <li>Organising an email with the help of a plan</li> </ul>



# 5 Destinations

**Machu Picchu**

**Burj Khalifa**

**Discuss:**

- Look at the pictures. Where are these famous landmarks?
- Have you ever visited any of them? Would you like to?
- Which do you think is the most popular destination?

**Petra**

**Niagara Falls**

**Stonehenge**

**Tiananmen Square**

**the Parthenon**

**In this module you will learn...**

- to talk about events in history
- to sequence past actions and events
- to distinguish between words easily confused
- language required when travelling by plane
- to make offers and requests and ask for favours
- to ask for, give and refuse permission
- to talk about problems people have when travelling
- to ask for and give advice
- to express opinion and make suggestions
- to agree or disagree with an opinion
- to describe places
- to form well-organised paragraphs



# 1 Reading

Look at the reward announcement on the right, the map and the newspaper clipping. What do you think the explorers tried to do? Did they succeed? Then listen, read and find out more about the expedition from Burke's journal.

**£2,000**  
**REWARD**  
 for the  
**FIRST SUCCESSFUL SOUTH-NORTH**  
**CROSSING OF THE CONTINENT**  
 issued by the  
**South Australian Government**  
 1859

## The journal of Robert O'Hara Burke

20th August, 1860

We set off early. A large crowd had gathered in Royal Park. The expedition consists of 19 men, 26 camels, 23 horses and 6 wagons. Around 20 tons of equipment and food for 2 years. We are all very excited.

24th September, 1860

Loaded the camels with supplies and ordered the men to walk.

2nd November, 1860

Have received word that John McDouall Stuart has taken up the challenge. I am worried about our slow progress. I had expected to travel faster. Stuart is a more experienced explorer than I am. My second-in-command, Wills, and I have decided to take the seven strongest men and horses, and continue quickly to Cooper's Creek. The others can catch up later.

15th December, 1860

Everyone is safe and settled here in Cooper's Creek. Tomorrow, Wills and I are going to take some men and camels and go north, so Brahe is in charge until we return.



9th February, 1861

Reached the swamps today. Good weather. Journey was easier than I had thought. Finally, the Gulf of Carpentaria is very near. But we are running out of supplies.

17th April, 1861

The return journey is getting harder. The heat is unbearable. We have lost a lot of camels and some good men. It's very sad.

21st April, 1861

We finally managed to get to Cooper's Creek. Very disappointed. Brahe and the others left this morning. I had told them to wait 13 weeks. It's been 18. They left a note and buried some supplies under a tree. It's late evening now. We are exhausted and very weak, so no hope of catching up with them.

The Sydney Morning Herald 12th Aug. 1862



### Tragic end for first explorers to cross the continent

An expedition returned yesterday with the bodies of Robert O'Hara Burke and William Wills. They died shortly after they had reached Cooper's Creek on their way home. They were the first Europeans



**B. Read the text again and answer the questions.**

1. Who is the leader of the expedition?
2. What supplies did they start their journey with?
3. Who else decided to cross the continent?
4. Why was Burke worried when he found out about Stuart?
5. Who arrived at Cooper's Creek first?
6. Why was the return journey difficult?
7. What did Brahe and the others do before they left Cooper's Creek?
8. Why couldn't Burke and Wills catch up with the others?

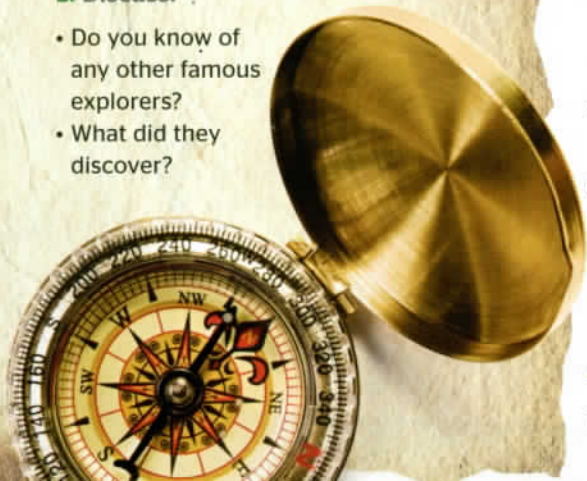
**C. Match the words/phrases below from the text with their meanings.**

- |              |                          |                       |                          |
|--------------|--------------------------|-----------------------|--------------------------|
| 1. set off   | <input type="checkbox"/> | 6. unbearable         | <input type="checkbox"/> |
| 2. crowd     | <input type="checkbox"/> | 7. bury               | <input type="checkbox"/> |
| 3. wagon     | <input type="checkbox"/> | 8. weak               | <input type="checkbox"/> |
| 4. supplies  | <input type="checkbox"/> | 9. catch up (with sb) | <input type="checkbox"/> |
| 5. challenge | <input type="checkbox"/> |                       |                          |

- a. a vehicle with four wheels, usually pulled by a horse
- b. a difficult task that tests sb's ability
- c. to begin a journey
- d. to hide something in the ground
- e. a large group of people who have gathered together
- f. to reach sb who is in front of you by going faster
- g. not strong
- h. so unpleasant or annoying that you can't accept it
- i. food, clothes, medicine, etc. that are necessary for a particular purpose

**D. Discuss.**

- Do you know of any other famous explorers?
- What did they discover?



## 2 Vocabulary

Complete the sentences with the correct form of the words in the boxes.

explore discover invent

1. Percy Spencer \_\_\_\_\_ the first microwave oven in the 1940s.
2. The best way to \_\_\_\_\_ Barcelona is on foot.
3. William Herschel \_\_\_\_\_ the planet Uranus in 1781.

arrive get reach

4. When we finally \_\_\_\_\_ our destination, we were exhausted.
5. The train \_\_\_\_\_ at the station an hour late yesterday evening.
6. It took the explorers over five hours to \_\_\_\_\_ to the north coast of the island.

manage succeed

7. Luckily, the rescue team \_\_\_\_\_ to find the missing girl.
8. In the end, the climbers \_\_\_\_\_ in reaching the top of the mountain.

## 3 Grammar Past Perfect Simple → p. 143

**A.** Read the examples and find which actions happened first and which happened second. Then complete the rule.

- They **had gathered** lots of supplies before they **left** Royal Park.
- By the time Burke **arrived** at Cooper's Creek, the others **had left**.
- We **went** to Royal Park yesterday. We **hadn't been** there before.

### Past Perfect Simple

\_\_\_\_\_ + past participle

We use the Past Perfect Simple for an action which had happened \_\_\_\_\_ another action in the past.

**B.** Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

1. By the time the climbers \_\_\_\_\_ (reach) the top of the mountain, it \_\_\_\_\_ (start) raining.
2. When I \_\_\_\_\_ (arrive) at the office, I \_\_\_\_\_ (realise) that I \_\_\_\_\_ (not take) my mobile phone with me.
3. My sister \_\_\_\_\_ (be) angry when she \_\_\_\_\_ (come) home because her car \_\_\_\_\_ (break down).
4. The men \_\_\_\_\_ (load) all the supplies on the ship before they \_\_\_\_\_ (leave) the port.
5. After Jamie and his friends \_\_\_\_\_ (explore) the old part of the town, they \_\_\_\_\_ (go) to the beach.

## 4 Speaking Information gap activity

Talk in pairs.

Student A go to page 134. Student B go to page 137.



# 1 Reading

## A. Discuss.

- Have you ever travelled by plane? If not, would you like to?
- Is there anything you like / don't like about flying?

## B. Listen and read. Where are the dialogues taking place? Match.

- Dialogue 1** on a plane  
**Dialogue 2** at a tourist information desk  
**Dialogue 3** at a check-in desk  
**Dialogue 4** at a car hire desk

## C. Read again and answer the questions. Write A-H. You will not need to use all the letters.

1. Who asks for permission to do something?
2. Who asks to see some official documents?
3. Who offers to help another person?
4. Who requests some information?

— 1 —

**A:** Good afternoon. Could I see your passport, please?

**B:** Certainly. Could I take this hand luggage with me? I haven't got anything else.

**A:** Sure, no problem.

**B:** Umm, can I ask you something else? Is there a delay?

**A:** No, the flight is running on time.

**B:** Good.

**A:** Here's your boarding pass. Check the TV monitors for your gate number. Enjoy your flight.

**B:** Thank you very much.

— 3 —

**E:** Good morning, sir. How may I help you?

**F:** Hello, I'd like some information, please. Where is the exhibition centre?

**E:** Let me show you on this map. Here it is, on the other side of town.

**F:** Could you tell me how to get there from the airport?

**E:** Well, there's no bus service, but you can take the underground to Green Park station and walk from there. Or you can take a taxi.

**F:** OK. May I keep this map?

**E:** Yes, of course.

— 2 —

**C:** Hello, I made a reservation for a medium-size car.

**D:** Name, please?

**C:** Larry Kramer.

**D:** I'm sorry, but there's been a mix-up. There aren't any medium-size vehicles available here at the airport. However...

**C:** What? I made a reservation.

**D:** You can hire a larger vehicle at the same price.

**C:** OK, then. And I'd like insurance, too.

**D:** Of course. Can I see your driving licence?

**C:** Here you go.

— 4 —

**G:** Excuse me, will you please help me put my bag in the overhead compartment?

**H:** Of course. There you go. Anything else?

**G:** Yes, I have an aisle seat, but there's nobody by the window. Can I sit there?

**H:** I don't think there are any more passengers, so yes. Go ahead.

**G:** Thank you.

**H:** Would you like me to put your coat up there, too?

**G:** No, thanks. What time are we leaving?

**H:** We're taking off very soon.

## 2 Vocabulary

Complete the sentences with the words in the box.

boarded arrival luggage flight attendant landed

1. The \_\_\_\_\_ told us to fasten our seat belts.
2. We \_\_\_\_\_ at Terminal 1 and went to collect our bags.
3. You can see \_\_\_\_\_ and departure times and gate numbers on the TV monitors.
4. **A:** How much \_\_\_\_\_ are you checking in?  
**B:** Just this suitcase.  
**A:** Please put it on the conveyor belt.
5. Members of the cabin crew welcomed us and gave us newspapers as we \_\_\_\_\_ the plane.

NAME OF PASSENGER			
FROM	LONDON	LHR	
TO	WARSAW	WAW	
CARRIER / FLIGHT	CLASS / DATE	TIME	
282	M 16AUG	1040	
GATE	GATE CLOSURE	SEAT	SMOKE
7	1030	23D	XX
PC	QR	WT	SEQ. NO.
1	17	8	101
PASSENGER TICKET AND BAGGAGE CHECK			
4A			



### 3 Pronunciation

A. Look at the words below containing consonant clusters. Listen and repeat.

A consonant cluster is a group of two or three consonants that appear together in a word without any vowels between them. When reading, each letter within the cluster is pronounced individually.

problem information desk conveyor belt  
attendant ground compartment

B. Listen. Then practise saying these sentences.

The train went through the tunnel at twenty to three.  
On Friday Frank flew from Florence to Frankfurt.  
Professor Blake took a plane from Bristol to Brazil.



### 4 Grammar can, could, may, will, would → p. 143

A. Read the examples below. What do the words in blue express? Complete the rules using requests, favours, permission and offers.

• To ask for \_\_\_\_\_, use: Yes, you can/may.  
Yes, of course. Go ahead.  
Certainly.  
Sure, no problem.

Can I } take this on the plane?  
Could I }  
May I }

No, you can't.  
I'm afraid not.  
No, sorry.

• To make requests and \_\_\_\_\_, use:

Can I } see your boarding pass?  
Could I } help you?  
May I }

• To make \_\_\_\_\_ and ask for \_\_\_\_\_, use:

Can you } bring me a magazine?  
Could you } lend me your mobile phone?  
Will you }  
Would you }

B. Think of four things you want from a classmate and four things you want from your teacher. Make requests or ask for permission.

6 Could I borrow a pen, please?  
May I go out, please? 9

### 5 Listening

Listen to five short announcements and answer the questions.

- Where do passengers on flight R217 to Calgary need to go?
- What is happening soon?
- What should the passengers do with their hand luggage?
- Why can't the plane land?
- Has the plane landed or taken off?

### 6 Speaking Role play

Talk in groups of three using the ideas in the boxes.

1.

**Student A:** You are a check-in agent at the airport.

**Students B + C:** You are tourists checking in luggage.

see / passports?  
have aisle or window seats?  
put luggage / conveyor belt?  
check in / this bag?  
show me / hand luggage?  
take / laptop / on plane?  
go / gate...

2.

**Student A:** You are a flight attendant.

**Students B + C:** You are passengers on a plane sitting next to each other.

have / water?  
borrow / newspaper?  
turn off / mobile phone?  
use / laptop / now?  
get up?  
fasten / seat belt?  
put / hand luggage / overhead compartment?  
change / seats?

3.

**Student A:** You are a clerk at a tourist information desk.

**Students B + C:** You are tourists who have just landed at the airport.

help / you?  
give us / information about...?  
inform us / sights?  
tell us / how / get there?  
keep / brochure and map?  
show us / bus stop?



# 1 Reading

## A. Discuss.

- Do you like travelling?
- What means of transport do you usually use?
- Have you ever had problems while travelling?

## B. Listen, read and choose the best title.

- a. HOW TO TRAVEL SAFELY
- b. TOP TIPS FOR A COMFORTABLE TRIP
- c. WAYS TO MAKE YOUR HOLIDAY ENJOYABLE



When you've planned a holiday, you don't want anything to ruin it, especially problems like jet lag and motion sickness. Whether you are travelling by plane, going on a cruise or taking a road trip, there are things you can do to prevent these problems.

I go on many overseas business trips and used to suffer badly from jet lag. I had difficulty adjusting to the new time zone after a long flight. I felt tired, sleepy and sometimes just plain ill for days. I've learnt to deal with it and have managed to reduce the symptoms. Here's what I do. When I get on an aeroplane, I always set the time on my watch to the new time zone. I sleep according to my new schedule and not when my body feels like it, which means you should stay awake during the daytime. Food is important, too. Don't eat whatever they serve you. You should eat very little and lightly, and only when you're hungry, not because you're bored. I eat lots of fruit and drink plenty of water. Avoid coffee, tea or soft drinks with caffeine. They mess up your wake/sleep patterns and cause dehydration. Also, during the flight you should get up and walk around often. It helps.

Motion sickness is another problem some travellers have when travelling by car or boat, and can make them feel nauseous or dizzy. I used to take motion sickness medicine, but it wasn't a good solution because it didn't really work and it had a lot of side effects, including drowsiness. My advice? Well, even before you start feeling sick, you should try to focus on a distant point on the horizon, and avoid reading. Sitting in the front seat of a car can help and when on a boat, try to find a seat near the middle on the lower levels. I like drinking a lot of coffee, but I have noticed that it makes the symptoms worse, so you'd better avoid it. You shouldn't eat too much food, but the truth is that travelling on an empty stomach doesn't help much either. There is one thing that seems to work for me: green apples.

## C. Read again and write T for True or F for False.

1. The writer doesn't have a serious problem with jet lag anymore.
2. The writer starts following a new sleeping pattern days before his flight.
3. According to the writer, eating during the flight reduces the symptoms of jet lag quickly.
4. The writer stopped taking motion sickness medicine because it did more harm than good.
5. According to the writer, your position and where you look affect motion sickness.
6. The writer recommends green apples for motion sickness.
7. According to the writer, coffee is bad for both jet lag and motion sickness.


## D. Complete the sentences with the correct form of the words in capitals. All the missing words are in the text.

1. Helen has been off work for two weeks because of \_\_\_\_\_.
2. The \_\_\_\_\_ from Paris to Los Angeles is boarding now.
3. I can't keep my eyes open. I'm very \_\_\_\_\_.
4. I'm having \_\_\_\_\_ finding a book to take with me on my trip.
5. Harry enjoys chatting with other \_\_\_\_\_ on a long journey.
6. Have you found a \_\_\_\_\_ to the problem yet?
7. I'm telling you the \_\_\_\_\_. I'm not lying!

**SICK**  
**FLY**  
**SLEEP**  
**DIFFICULT**  
**TRAVEL**  
**SOLVE**  
**TRUE**

## E. Discuss.

- Have you ever experienced jet lag or motion sickness? What did you do?
- What sort of things can ruin a holiday?



## 2 Vocabulary

A. Look at the nouns below from the text. What other kinds of trips can you think of?

road trip    business trip

B. Read the note and find more compound nouns in the text in activity 1.

A compound noun is a combination of two nouns that function as one word. The first noun defines the second one (e.g. bus stop = a stop for buses).

C. Match the nouns on the left with the nouns on the right to make compound nouns.

- |             |                |
|-------------|----------------|
| 1. tourist  | a. station     |
| 2. travel   | b. guide       |
| 3. ski      | c. agency      |
| 4. railway  | d. shopping    |
| 5. souvenir | e. destination |
| 6. tour     | f. resort      |

## 3 Grammar should, had better → p. 143

A. Read the examples. Are the statements 1-6 below true or false?

I think you **should** book your holiday at the local travel agency.  
 You'd **better** see a doctor about your headaches.  
 You **shouldn't** drink so much caffeine. It's bad for you.  
 You can borrow my car but you'd **better not** crash it.

1. *Should* and *had better* are followed by *to + base form*.
2. We use *should* and *had better* to give advice.
3. *Should* and *had better* refer to the past.
4. The negative form of *should* and *had better* is formed by adding *not*.
5. We use *should* and *had better* to give our opinion or make a suggestion.
6. *Had better* can sometimes imply a warning.

B. Rewrite the sentences using the words given.

1. Don't forget to set the alarm clock for tomorrow morning. (**had better**)  
You \_\_\_\_\_
2. It's a good idea to take sunscreen with you. (**should**)  
You \_\_\_\_\_
3. We have to leave for the station right now because we're going to miss our train. (**had better**)  
We \_\_\_\_\_
4. It's not a good idea to drive when you're feeling dizzy. (**should**)  
You \_\_\_\_\_

## 4 Listening

A. Discuss. ...

- Do you find packing for a trip stressful?
- How do you decide what to take and what not to take with you?

B. Listen to a radio show about packing. Which of the following are mentioned?



C. Listen again and answer the questions.

1. How many suitcases do airlines lose every year?
2. Where shouldn't you put valuable items?
3. What can't you take with you to Singapore?
4. Where should you call before you leave?
5. What should you wear while you're travelling?

## 5 Speaking

Talk in pairs.

**Student A:** Imagine that this is the first time you are going to visit a friend (Student B) who lives in another city/country. Call him/her asking about the following:

- What / weather / like?
- What / do / while / there?
- What / pack?
- visit / museums?
- bring / warm clothes?
- anything else?

**Student B:** Imagine that your friend (Student A) who lives in another city/country is going to visit you for the first time. He/She calls you to ask for advice. Answer his/her questions, give advice and make suggestions.

☞ *I have great news! I'm coming next week!*

*Really? I can't wait!*

*Listen, I have some questions for you. What's the weather like at this time of year?*

...

*So, what should I pack?*

*You should definitely bring... and you'd better not forget... ☞*



# 1 Vocabulary

A. Read the sentences 1-7 below and match the adjectives in bold with the definitions a-g.

- |  |                          |  |
|--|--------------------------|--|
| 1. Don't forget to visit the old town where there are lots of <b>historic</b> buildings.   | <input type="checkbox"/> | a. quiet and calm  |
| 2. Yesterday we explored a cave. It was an <b>unforgettable</b> experience.  | <input type="checkbox"/> | b. that you cannot forget                                  |
| 3. The locals are very kind and <b>hospitable</b> to tourists.   | <input type="checkbox"/> | c. being the only one of its kind; very unusual or special |
| 4. Life in the village is so <b>peaceful</b> , nothing like the busy city.   | <input type="checkbox"/> | d. friendly and welcoming to visitors                      |
| 5. From my hotel window, I had a <b>breathtaking</b> view of the ancient ruins.  | <input type="checkbox"/> | e. very beautiful, impressive or surprising                |
| 6. The well-known island of Santorini in Greece has got <b>unique</b> beaches, with white, red or even black sand. You've never seen anything like it! | <input type="checkbox"/> | f. perfect, most suitable                                  |
| 7. Take the ferry and go to the island. It's the <b>ideal</b> place for swimming.  | <input type="checkbox"/> | g. important in history                                    |

B. Use some of the adjectives to describe the place where you live.

# 2 Listening

A. Someone is calling a travel agency and is listening to a recorded message. Listen and check the topics that are mentioned.

- |                    |         |             |
|--------------------|---------|-------------|
| prices             | weather | sightseeing |
| means of transport | food    | hotels      |
| time schedule      |         |             |

B. Listen again and answer the questions. Choose a, b or c.

- Which destination does the person calling want information about?
  - Costa del Sol
  - Morocco
  - Tunisia
- What does the day trip include?
  - breakfast and dinner
  - lunch and dinner
  - lunch only
- What can tourists do in the old city?
  - They can visit a traditional market.
  - They can visit a cave.
  - Both of the above.
- How much does each member of a group of five students have to pay?
  - 30 euros
  - 40 euros
  - 50 euros



# 3 Speaking

Talk in pairs. Imagine you work for a travel agency. Look at the three groups of people below and read the information given about the day trips. Discuss the day trips and decide which one is the most suitable for each group. Give reasons for your choices. Use the phrases in the box.

- |                              |                      |
|------------------------------|----------------------|
| A family with young children | A group of teenagers |
| A group of elderly people    |                      |

**Bibury Village**  
Fishing in River Coln  
Hiking in the country  
17th-century buildings

**Mini London Tour**  
Oxford Street Shopping  
Battersea Park Zoo  
British Museum

**Exploring Wales**  
Birdwatching  
Conwy Castle  
Mountain biking

TRAVEL AGENCY

### Expressing opinion

- I think...
- Personally, I believe...
- In my opinion,...
- They should/shouldn't...

### Agreeing/Disagreeing

- I agree/disagree with you.
- I think so, too. / I don't think so.
- You're right/wrong about that.
- You have a point.
- I'm not so sure about that.

*I think Exploring Wales is more suitable for the family because...*

*I don't agree. I think the ideal day trip for them is... because... ➔*



## 4 Writing

### A description of a place

#### A. Read the description and find:

1. general information about the city.
2. three sights the writer recommends.
3. examples of factual information describing the sights.
4. the place the writer recommends for shopping.
5. some adjectives the writer uses to describe the place.
6. examples of the writer's opinion.

#### B. Read the note. Then find and underline the four topic sentences in the description.

#### Topic sentences

The sentence that introduces the central idea of a paragraph is called a topic sentence. This is usually the first sentence in the paragraph. The other sentences develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

#### C. Think of an interesting place you have visited and know well. Look at the questions below and make some notes.

- What's the name of this place?
- Where is it?
- Is there anything special about it?
- What are some of the most interesting sights?
- Do you know anything about them?
- Do they attract many tourists?
- What can visitors do there?
- What did you like the most about this place?
- Is this place worth visiting?

- When writing a description of a place:
- try to have well-organised paragraphs with topic sentences.
  - use a variety of adjectives (e.g. impressive, breathtaking) to make your description lively.

**TIP**

## Travel routes blog

HOME PHOTOS FORUM SPECIAL OFFERS



TravelMan

Messages: 483

Last post: 03/12/2012

My destinations

My maps

My photos

## Alexandria

Alexandria is one of the most impressive cities I've ever visited. Its nickname is the *Pearl of the Mediterranean*. It is the second largest city in Egypt and the country's main port.

Alexandria has many interesting sights as it is rich in history. One of the most well-known is Fort Qaitbey. This impressive 15th-century building stands on the site where one of the Seven Wonders of the Ancient World once stood – the famous Lighthouse of Alexandria. The Montazah Palace is also worth visiting. Its beautiful gardens and museum attract many tourists. Another top attraction is the Bibliotheca Alexandrina, a modern library with impressive architecture.

There are many things to do in Alexandria. The local open markets, or souks, are great for shopping as you can find some real bargains there. Also, go for a walk along the *Corniche*, the road which runs along the coast. Don't leave without trying the seafood in one of the many restaurants the city offers. You should also visit one of Alexandria's beautiful beaches.

Alexandria is a fascinating city and I had an unforgettable time there. Personally, I believe that everyone should visit this place at least once in their lifetime.



#### D. Write a description of an interesting place you have visited and know well for a travel blog. Use your notes from activity C and follow the plan below.

### Plan

#### A description of a place

##### INTRODUCTION

Give some general information about the place (name, location, most interesting features).

##### MAIN PART (2 PARAGRAPHS)

1 Mention some of the sights but don't just list them. Try to give some information about each sight. Use phrases like:

- One of the most interesting/well-known places is...
- There's also...
- Another place worth visiting is...
- ... also attracts many tourists.
- ... is another top attraction.
- You can also visit...
- Don't forget to visit...

2 Mention what visitors can do there. Use phrases like:

- You can...
- Don't leave without...
- Another thing you can do is...
- You should also...

##### CONCLUSION

Give your general opinion of this place.



## Vocabulary

### A. Circle the correct words.

- The plane **set off / took off** at 8 am so we're landing in about two and a half hours.
- This website explains how you can prevent motion **sickness / symptoms**.
- There's a two-hour **delay / departure**, so I guess we can take a look around the shops.
- During your stay in Mexico, don't forget to visit the **elderly / ancient** ruins of the old city of Palenque.
- The cabin **crew / compartment** helped us with our hand luggage.
- How long did it take the explorers to reach their **expedition / destination**?
- What kind of food did they **solve / serve** on the plane?

### B. Complete with the words in the box.

supplies difficulty weak official  
hospitable consists deal

- Why do you have \_\_\_\_\_ sleeping? Is there any particular reason?
- The palace \_\_\_\_\_ of three main buildings and an impressive garden.
- I don't know how to \_\_\_\_\_ with this problem. Any ideas?
- Before you leave on the camping trip, make sure you have enough \_\_\_\_\_ for three days.
- Do I need to have any \_\_\_\_\_ documents with me?
- We were amazed by how \_\_\_\_\_ the locals were. We really felt at home.
- I have been ill for four days and now I feel very \_\_\_\_\_.

## Grammar

### C. Rewrite the sentences using the words in brackets.

- Is it OK to take a bottle of water on the plane? (could)  
\_\_\_\_\_
- Do you mind helping me carry these bags? (can)  
\_\_\_\_\_
- Don't leave your luggage here. (had better)  
\_\_\_\_\_
- Is it possible for me to use your mobile phone for a minute? (may)  
\_\_\_\_\_
- Jake, please give me Maria's number. (will)  
\_\_\_\_\_
- It is a good idea to avoid drinking coffee before your flight. (should)  
\_\_\_\_\_

### D. Complete with the Past Simple or the Past Perfect Simple of the verbs in brackets.

- We \_\_\_\_\_ (check in) our luggage and then \_\_\_\_\_ (get) something to eat from a café. When we \_\_\_\_\_ (reach) the gate, we \_\_\_\_\_ (realise) we \_\_\_\_\_ (leave) our boarding passes at the café.
- When we \_\_\_\_\_ (hear) the announcement about the delay, we \_\_\_\_\_ (not be) surprised. The information desk clerk \_\_\_\_\_ (inform) us about it.
- By the time the flight attendants \_\_\_\_\_ (serve) the meal, most of the passengers \_\_\_\_\_ (fall) asleep.
- The flight attendant \_\_\_\_\_ (ask) the passengers to fasten their seat belts after everyone \_\_\_\_\_ (board) the plane.

## Communication

### E. Complete the dialogue with the phrases in the box.

- You should.
- You have a point.
- Here you go.
- Would you like me to show you?
- Personally, I believe that's the best one.

- A:** Can I take a look at that brochure you've got there?  
**B:** Sure. 1 \_\_\_\_\_  
**A:** Thanks. Seattle, huh? My wife and I really want to go there.  
**B:** 2 \_\_\_\_\_ But not in the winter, that's for sure. It doesn't stop raining.  
**A:** 3 \_\_\_\_\_ Anyway, which attractions would you recommend?  
**B:** There's Pioneer Square, Pike Place Market, Elliott Bay and, of course, the unbelievable Space Needle. 4 \_\_\_\_\_  
**A:** Really?  
**B:** Oh, yes. The view from up there is unique. You can check it out on the Net. The official website has a live camera and you can see the view from the top live!  
**B:** Unbelievable!  
**A:** 5 \_\_\_\_\_ I've got my laptop with me.  
**B:** Thanks.

## Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

### NOW I CAN...

- |  |                          |
|--|--------------------------|
| › sequence past events and actions               | <input type="checkbox"/> |
| › use language required when travelling by plane | <input type="checkbox"/> |
| › make offers, requests and ask for favours      | <input type="checkbox"/> |
| › ask for, give and refuse permission            | <input type="checkbox"/> |
| › ask for and give advice                        | <input type="checkbox"/> |
| › express opinion and make suggestions           | <input type="checkbox"/> |
| › agree or disagree with an opinion              | <input type="checkbox"/> |
| › describe places                                | <input type="checkbox"/> |