

OUTLINE OF THE COURSE

Objectives

Pioneer, American Edition is an exciting and easy-to-use seven-level course in English for young adults, which smoothly takes learners from Beginners to C1 level. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Pioneer, American Edition* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Pioneer, American Edition follows the requirements of the Common European Framework of Reference for Languages (CEFR). It aims at achieving the following goals:

- **Communicative** - to help Ss establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** - to help Ss grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help Ss plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** - to help Ss acquire an understanding of the language and culture.
- **Systematic development of key competences** - to promote critical thinking skills, research skills, problem-solving skills, organization skills, collaboration skills.

Syllabus

Pioneer, American Edition follows the modular approach, which enables Ss to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organized, user-friendly syllabus combining functions, structures, vocabulary, pronunciation, intonation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling Ss to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

Organization and length of the course

Pioneer Pre-Intermediate, American Edition, the third book in the series, effectively brings learners to a level of linguistic ability at which they can satisfy their basic communication needs, level A2 of the CEFR.

The book is organized in twelve modules, each of which is based on a general topic. The modules are well-organized within a steady framework. Each module consists of a cover page, 4 two-page lessons and a review page. In this way, Ss are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, Ss will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organization, class size, learner ability and motivation.

Key features

Certain key features of the book add to the challenging and motivating material of the course:

- **Motivating and contemporary topics** related to the interests of young adults.
- **Lively dialogues** presenting natural spoken English and functional language in real-life situations.

- Systematic development of **reading and listening skills and subskills**.
- A variety of **communicative tasks**.
- A **step-by-step** approach to **writing**.
- Emphasis on **vocabulary building**.
- **Cross-curricular** and **cultural** information.
- **The language** used. It is principally American English. However, the writers have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, Ss are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- **Personalization activities**.
- **Task-based activities** preparing Ss for the real world.
- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*) sections, learning objectives on the cover pages, competence-based tasks, a Workbook key booklet for self-check, etc.
- Opportunities for promoting **critical thinking** skills by using an inductive approach to present grammar and vocabulary, relating new information to prior knowledge with warm-up activities, by asking open-ended questions, by providing Ss with problem-solving activities, etc.
- The use of **IT (Information Technology)** (e.g. Interactive Whiteboard material, online e-Workbook, online multimedia resources).

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation/intonation as well as the language skills practiced in each module.
- Twelve modules, each divided into a cover page, four lessons and a Review page.
- A section including tasks (one for every two modules).
- A section including speaking activities.
- A writing reference section.
- A section with Phonetic Symbols including vowel and consonant sounds.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A list of irregular verbs.
- An appendix of differences between American and British English.
- A section with tips helping Ss to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- A section with the transcripts from the listening activities included in the Student's Book.
- A word list containing the active vocabulary in alphabetical order per lesson.

Workbook

The Workbook is in full color and is closely linked to the Student's Book comprising vocabulary, grammar, communication, listening, reading and writing development tasks. It provides Ss with further practice of all the linguistic items dealt with in the Student's Book. Ss are thus able to reinforce and consolidate what they have learned and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework.

The Workbook is also available with a **Key Booklet**. This

contains the key to all the exercises along with suggested answers, and the transcripts from the listening activities included in the Workbook.

Pioneer Online

Pioneer Online consists of:


- the e-Workbook (online version of the Workbook with interactive activities)
- a digital glossary
- extra interactive activities for every module focusing on vocabulary, communication, grammar, listening, reading
- videos: Pioneer Clips and Pioneer on View
- interactive video activities

Interleaved Teacher's Book

The Teacher's Book contains:

- An introduction.
- A table of contents as it appears in the Student's Book.
- Teacher's Notes interleaved with the pages of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the Ss' needs. Answers to all exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help Ss get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- Suggested answers to all activities where oral production is required.
- A section including tasks, a section including speaking activities, a writing reference section, a section with phonetic symbols, a grammar reference section, a list of irregular verbs, an appendix of differences between American and British English, a section with tips, a section with the transcripts from the listening activities and a word list as they appear in the Student's Book.
- The transcripts of the listening activities included in the Workbook.
- The key to the Workbook.
- The tracks (**CD1 ▶▶ 66** = Track 66 of CD1) for all the recorded material included in the class CDs.

Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book where the symbol  appears. They also include the recorded material of the listening activities in the Workbook.

Teacher's Resource CD/CD-ROM

The Teacher's Resource CD/CD-ROM contains:

- **Tests**
In this section there are:
 - > 12 tests corresponding to the modules of the book
 - > a midterm test
 - > a final test
 - > keys and transcripts.

The tests are available in PDF format for printing and in modifiable format, so that the teacher can add, omit or change the order of the items and/or exercises according to the needs of their classes.

- **Extra Material**

This section provides teachers with supplementary material for extra practice. It includes extra vocabulary, communication, grammar, listening, reading and short discussions. The Extra Material is in PDF format for printing.

- **Pioneer video worksheets**

This section includes worksheets with activities that can be used along with the Pioneer Clips and Pioneer on View and Video Master.

- **Audio**

This section contains the recorded material of the tests and extra material.

Interactive Whiteboard Material

The Interactive Whiteboard material includes all the textual, visual and audio material from the entire Student's Book as well as from the Workbook. It is also accompanied by a digital glossary, the videos (Pioneer Clips and Pioneer on View and Video Master) as well as the video activities.

Pioneer DVD

Pioneer Clips and Pioneer on View can be used as a supplement to the Pioneer series. Each Pioneer Clips episode corresponds to a specific module of the Student's Book. Pioneer on View consists of 3 factual videos presented in a documentary style.

Online Tests

THE STRUCTURE OF THE MODULES IN PIONEER PRE-INTERMEDIATE, AMERICAN EDITION

Modules 1-12 (an overview)

Each module consists of four lessons and focuses equally on lexis, grammar, language functions and communicative skills. In the first three lessons, the target language (vocabulary, grammar, functions) is presented and practiced extensively. In all four lessons the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the third lesson there is special emphasis on reading. In the fourth lesson there is special emphasis on listening, speaking and writing. Lastly, the review page at the end of each module thoroughly revises the functions, grammar and vocabulary that have been taught in the preceding lessons and offers a unique opportunity for self-evaluation.

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion while being presented with some new topic-related vocabulary. The purpose of this discussion is to activate Ss' background knowledge and create a sense of anticipation. There is also a set of learning objectives on the cover page. Ss read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

In this section, the lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the Ss' level and age. It is also borne in mind that vocabulary is not just lexis but also phrases or chunks of language which have the same function that single words do. Various expressions, phrasal verbs and

collocations, are presented through verbal and/or visual clues which make the presentation more appealing and comprehensible.

The task types vary and include labeling, multiple matching, classifying, gap filling, etc. However, this section is not just a list of lexical items which are presented to be memorized. Ss are often asked to do a task and/or hold a discussion, which requires them to retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world, to think critically, and make educated guesses.

Ss are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

Reading

• Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose Ss to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarize Ss with spoken English in a variety of different real-life situations and they can be dealt with as both reading and listening activities. The objective of these dialogues is to promote learning in a communicative way. The dialogues are accompanied by a wide range of activities, focusing on comprehension and/or on the understanding of the function taught.

• Different types of texts

There is a variety of reading material: factual texts, comic strips, e-mails, websites, blogs, brochures, signs, quizzes, magazine articles, forms, etc. The texts cover a broad range of motivating and contemporary topics and provide Ss with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of Ss this course is intended for. The texts and tasks aim at the development of reading micro-skills with emphasis on skimming or reading for gist and scanning for specific information. Teachers should use the pre-reading questions provided to introduce the topic of the reading text and facilitate Ss' further comprehension of it. There are also post-reading questions which give Ss the opportunity to expand on the topic of the text using topic-related vocabulary and develop critical thinking skills.

Ss are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Grammar

The aim is to present grammatical structures gradually (building-block strategy). Examples of these structures appear in the preceding reading texts. The use of the grammatical structures is illustrated in context through example sentences. Ss are actively involved in their understanding through various language awareness activities. For example, they are required to make inferences about the functions and formation of grammatical structures and to complete tables and/or sentences. In this way, Ss develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book, which Ss may refer to whenever necessary.

The grammar section ends with a simple activity which

allows Ss to use the structures they have learned in context, while teachers are able to check their Ss' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

Pronunciation / Intonation

It is important to sensitize Ss to the different sounds of the foreign language as well as to different intonation patterns and give them as much practice as possible. The aim is not for Ss to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation and intonation sections deal with significant aspects of spoken English in an organized manner and, wherever possible, is linked to the language of each module. This section presents and provides controlled practice of individual sounds, as well as sentence stress and intonation patterns.

The International Phonetic Alphabet (IPA) transcription system has been used to indicate the pronunciation of individual sounds.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have Ss read through the questions/gapped text, etc. first and make predictions about the possible answers using prompts such as pictures, tables, etc. It is always important to stress that Ss do not need to understand every word that they hear. After making sure that Ss have understood the instructions and the language included in the activity, play the CD two or more times if necessary. Elicit answers from Ss and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood or ask Ss to look at the transcripts in the special section at the back of the book.. Ss are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Speaking

Speaking tasks provide Ss with further practice of the vocabulary, structures and functions presented. Ss are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Ss usually work in pairs or groups and perform a variety of real-life tasks (role-plays, guessing games, surveys, questionnaires, information-gap activities, etc.). By doing so, the amount of time Ss speak is increased significantly and cooperation among Ss is encouraged. In addition, pair and group work help to lessen Ss' communicative stress. Verbal and/or visual prompts are always provided to facilitate the Ss' task. In pair work involving information exchange, each of the two Ss is provided with different information found in a special section at the back of the book. Though this arrangement may be impractical, it is necessary so that the effectiveness and communicative value of the tasks are not compromised. During the activity, the teacher should go around the classroom, listen to the discussions taking place and make sure that Ss speak only in English. Whenever necessary, help and support should be provided. It is recommended that teachers should not interrupt in order to correct Ss' errors. It is preferable for the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity.

Ss are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Writing

Writing is perhaps one of the most difficult skills for Ss to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. The book helps Ss build up their writing skills through the integration of skills, as the writing activities are thematically linked to the lesson and the module.

Most importantly, Ss are provided with a model text, so they are exposed to a sample of what they have to produce later. There are different activities focusing on the content, style, text organization, linking words/phrases, planning, etc. Ss are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks.

These writing tasks are particularly suitable for homework, as they give Ss the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that Ss have fully understood what they are expected to do. Ss' written work should always be corrected (not during class time) and returned to Ss in due course. Alternatively, Ss could work in pairs and correct each other's work before giving it to the teacher. Moreover, Ss should be familiarized with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW: wrong word
S : spelling
P : punctuation
T : tense
A : article
WO: word order
^ : something missing
Pr: preposition

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for Ss and incorporates research, discussion and peer evaluation.

Ss are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of **tips**.

Task

This section focuses on the systematic development of key competences, the promotion of critical thinking skills, research skills, problem-solving skills, organization skills and collaboration skills. First the Ss are presented with input, and they are asked to do an activity or exercise based on it. This phase functions as a preparation stage for the task involving analysis, skills integration and information transfer. Then the Ss are involved in various competence-based activities (usually writing and speaking), which are usually done in pairs or groups. These activities require Ss to find and/or exchange information, take notes, negotiate, make a decision, etc. At this stage, learner autonomy and collaborative learning are encouraged as the Ss work by themselves without active participation of the teacher. The final stage of the task is a real-life meaningful task requiring Ss to produce a spoken or written text which serves as performance evidence and links the English language with real-life needs. This last phase is often enriched by a spoken interaction activity in which Ss ask and answer questions.

Review

The Review page consists of exercises revising the vocabulary, grammar and functions dealt with in the module. There are also self-assessment charts at the end of each Review page where Ss can check their progress. These charts give Ss the opportunity to take responsibility for their learning, see what they can do with the language they have learned and evaluate their own strengths and weaknesses.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that Ss fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging Ss to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- In the listening tasks, make sure that Ss have no unknown words before they do the tasks.
- In the speaking activities, it is important to remind Ss that there are no right or wrong answers; the aim is to get them talking about the topic using some new vocabulary and structures.
- Regarding the grammar section, Ss will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting Ss' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to Ss orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where Ss are asked to do guesswork, no answers should be revealed before Ss proceed to the actual task and check their predictions.
- It is advisable that teachers use the Ss' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, to explain grammar rules).

Abbreviations used in Teacher's Book

adj.	→	adjective
adv.	→	adverb
prep.	→	preposition
n.	→	noun
v.	→	verb
p.	→	page
pp.	→	pages
e.g.	→	for example
etc.	→	et cetera
sb.	→	somebody
sth.	→	something
Ss	→	Students
SA	→	Student A
SB	→	Student B
TB	→	Teacher's Book
L1	→	Ss' first language

Vocabulary CD2 ▶▶ 2

destination landmark

Aims:) to introduce the topic of the module and activate Ss' background knowledge

) to present the learning objectives of the module

- Draw Ss' attention to the title of the module in relation to the pictures of famous places around the world and help them see how they are related (*the places in the pictures are famous destinations*).
- Ask Ss to tell you what they think the module is about.
- Elicit answers.
- Ask Ss to tell you which of these places they have heard of.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and make sure they do not have any unknown words.
- Elicit answers and initiate a short discussion.

Suggested answers

Machu Picchu is a pre-Columbian 15th-century Inca site located in Peru, South America.

Burj Khalifa (opened in 2010) is a skyscraper in Dubai, United Arab Emirates, and is the tallest man-made structure in the world, at 2,722 ft. (829.8 m.).

Stonehenge is a prehistoric monument located in the English county of Wiltshire, United Kingdom.

Niagara Falls is on the border between Ontario, Canada and New York, U.S.A.

Petra is an Arabian historical and archaeological city in Ma'an, Jordan.

Tiananmen Square is in Beijing, China.

The Parthenon is a temple on the Acropolis in Athens, Greece.

- Read out the objectives listed in the *In this module you will learn...* section.
- Explain any unknown words.

5 Destinations



Machu Picchu



Burj Khalifa

Discuss:

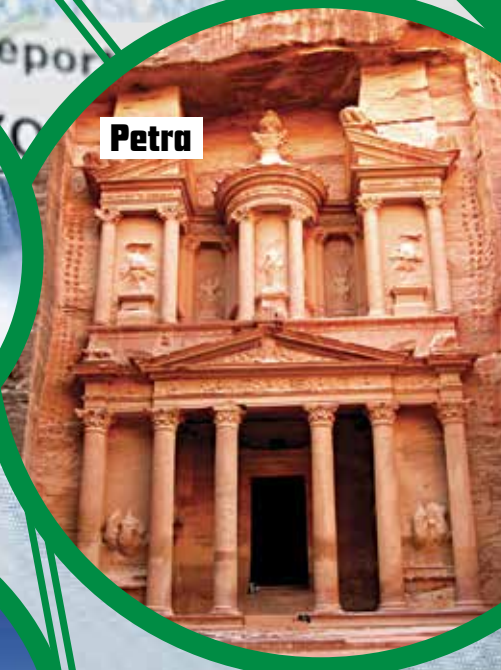
- Look at the pictures. Where are these famous landmarks?
- Have you ever visited any of them? Would you like to?
- Which do you think is the most popular destination?



Stonehenge



Niagara Falls



Petra

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 traveling by plane
- to make offers and requests and ask for favors
- to ask for, give and refuse permission
- to talk about problems people have when traveling
- 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-organized paragraphs



Tiananmen Square



the Parthenon

1 Reading

A. 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

August 20th, 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.

September 24th, 1860

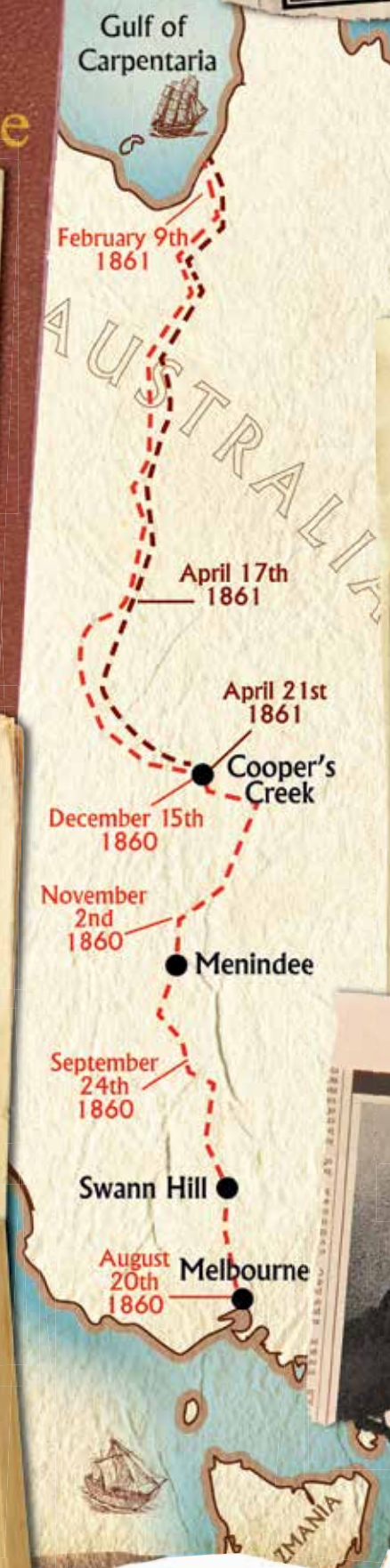
Loaded the camels with supplies and ordered the men to walk.

November 2nd, 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.

December 15th, 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.



February 9th, 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.

April 17th, 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.

April 21st, 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 Aug 12th, 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

Functions

Talking about events in history
Sequencing past actions and events

Structures

Past Perfect Simple

Vocabulary

bury catch up (with sb.) challenge (n.) consist of
continent crowd discover expedition experienced
explore explorer gather government heat (n.)
in charge leader load (v.) necessary
order (v.) (=give instructions) particular progress (n.)
pull purpose reward (n.) set off shortly after
succeed successful supplies vehicle weak wheel

1. Reading CD2 ▶▶ 3

A. Aims:) to present functions, structures and vocabulary in the context of a journal and a newspaper clipping

) to give Ss the opportunity to learn about a famous explorer

) to give Ss practice in reading for gist

- Draw Ss' attention to the map and ask them to tell you what it shows (*Australia*).
- Ask Ss to read through the reward announcement and the newspaper clipping.
- Draw Ss' attention to the man in the picture and ask them to tell you who they think he is (*Robert O'Hara Burke*), if they have heard of him before, etc.
- Ask Ss the questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books to check their answers. Tell them to underline any unknown words at the same time.
- Check the answers with the class.

- They tried to cross Australia/the Australian continent from the south to the north.
- Yes, they did.

Background knowledge

- **Robert O'Hara Burke** (1821-1861) was a British soldier and police officer, who achieved fame as an Australian explorer. He was the leader of the ill-fated Burke and Wills expedition, which was the first expedition to cross Australia from south to north, finding a route across the continent from the settled areas of Victoria to the Gulf of Carpentaria. The expedition party was well-equipped, but Burke was not experienced in the bush and his leadership is often blamed for the failure of the project and deaths of seven people in the party.
- **William John Wills** (1834 - 1861) was a British surveyor who also trained for a while as a surgeon. He achieved fame as the second-in-command of the ill-fated Burke and Wills expedition.
- **Cooper's Creek** is one of the most famous rivers in Australia because it was the site of the death of the explorers Burke and Wills in 1861.
- **Gulf of Carpentaria** is a large, shallow sea enclosed on three sides by northern Australia and bounded on the north by the Arafura Sea (the body of water that lies between Australia and New Guinea).
- **John McDouall Stuart** (1815 - 1866) was one of the most accomplished and famous of all Australia's inland explorers.
- **William Brahe** (1835-1912) was a member of the Burke and Wills expedition.

- Ask Ss some comprehension questions:

How much was the reward for crossing the Australian continent? £2,000.

Who was the announcement issued by and when? By the South Australian Government in 1859.

Who wrote the journal? Robert O'Hara Burke.

When did they set off? On August 20th, 1860.

Where did the large crowd gather? In Royal Park.

How did the members of the expedition feel? Very excited.

What did Burke order his men to do on September 24th, 1860? To walk.

What did they do with the supplies? They loaded the camels with the supplies.

How did Burke feel on November 2nd, 1860? Worried.

What was he worried about? About their slow progress.

Who was John McDouall Stuart? Another explorer who took up the challenge.

Who was Wills? Burke's second-in-command.

When did they arrive at Cooper's Creek? On December 15th, 1860.

What were Burke and Wills going to do the following day? Take some men and camels and go north.

Who would be in charge until they returned? Brahe.

When did they reach the swamps? On February 9th, 1861.

What was the weather like? It was good.

What was the journey like? It was easier than Burke had expected.

Was the return journey easy? No, it wasn't.

When did they get to Cooper's Creek? On April 21st, 1861.

How did Burke feel and why? Very disappointed because Brahe and the others had left.

Why did Brahe leave? Because Burke and the others were 5 weeks late.

How long had Burke told Brahe to wait? 13 weeks.

Where and when was the article published? In the Sydney Morning Herald on August 12th, 1862.

When did the expedition return? On August 11th, 1862.

What had happened to Burke and Wills? They were dead.

When did they die? Shortly after they had reached Cooper's Creek on their way home.

B. Aim:) to give Ss practice in identifying specific information

- Have Ss do the activity.
- Check the answers with the class.

1. Robert O'Hara Burke.
2. They started their journey with 20 tons of equipment and food for two years.
3. John McDouall Stuart.
4. Because Stuart was a more experienced explorer than him.
5. Burke, Wills and seven of their strongest men.
6. Because they were running out of supplies, the heat was unbearable and they had lost a lot of camels and some good men.
7. They left a note and buried some supplies under a tree.
8. Because they were exhausted and very weak.

C. Aim:) to give Ss practice in deducing the meaning of unknown words from the context

- Ask Ss to read through the words and find them in the text.
- Ask Ss to read through the meanings a-i and check their comprehension.
- Have Ss do the activity and check the answers.

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

- Explain any unknown words and choose Ss to read out the text.

D. Aim:) to give Ss the opportunity to have a further discussion on the topic of the reading text

- Ask Ss the questions and initiate a short discussion.

For suggested answers, see 5a.1 on page 170.

2. Vocabulary

Aim:) to give Ss practice in differentiating between words that can be easily confused

- Ask Ss to read through each set of sentences and words.
- Have Ss do the activity and check the answers.

1. invented, 2. explore, 3. discovered, 4. reached, 5. arrived, 6. get, 7. managed, 8. succeeded

- Provide Ss with any necessary explanations.

Language plus

explore = to travel to or around an area or a country in order to learn about it

discover = to be the first person to become aware that a particular place or thing exists

invent = to produce / design sth. that has not existed before

arrive (at/in) = to get to a place, especially at the end of a journey

get (to) = to arrive at or reach a place

reach = to arrive at the place that you have been traveling to

succeed (in sth./doing sth.) = to achieve something that you have been trying to do or get

manage (to do sth.) = to succeed in doing something, especially something difficult

3. Grammar

A. Aim:) to present the Past Perfect Simple

- Write on the board: *When I arrived home, my mother had cooked dinner.*
- Explain that the first action that happened is *had cooked* whereas *arrived* is the second action that happened (my mother first cooked dinner and then I arrived home). The former is in the Past Perfect Simple while the latter is in the Past Simple.
- Draw the following diagram on the board to illustrate the difference between the two tenses:



- Ask Ss to read through the examples and tell you which actions happened first and which happened second.
- Elicit the answer that in the first example they gathered supplies and then they left, in the second example the others left first and then Burke arrived and in the third example we hadn't been to Royal Park until we went there yesterday.
- Ask Ss to complete the table and check answers.

had, before

- Refer Ss to the Grammar Reference (p. 143).

B. Aim:) to give Ss practice in using the Past Simple and the Past Perfect Simple in context

- Have Ss do the activity and check answers.

- reached, had started
- arrived, realized, hadn't taken
- was, came, had broken down
- (had) loaded, left
- (had) explored, went

4. Speaking

Aim:) to give Ss practice in asking for and giving information about famous explorers through an information gap activity

- Divide Ss into pairs and ask them to turn to the appropriate pages, read through the information as well as the question prompts and check their understanding.
- Ask Ss if they have heard of the two explorers before.
- In each pair, Ss take turns to ask and answer questions about each explorer in order to complete the missing information in their tables.
- If necessary, go through the questions first, ask Ss to form them and check.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogue in class.
- Ask some Ss to narrate the information about David Livingstone and Robert Falcon Scott by looking at their answers in the tables.

Student A

	David Livingstone
Where was Livingstone from?	He was Scottish/from Scotland.
Which continent did he explore?	He explored Africa.
What did he decide to do in 1866?	He decided to go on an expedition to find the source of the River Nile.
What happened during the expedition?	He became sick.
Why did a newspaper send Stanley to find him?	Because there were many stories that he had died.
Did Stanley find him?	Yes, he did.
When did Livingstone die?	In 1873.

Student B

	Robert Falcon Scott
Where was Scott from?	He was English/from England.
What did he want to do?	He wanted to become the first man to reach the South Pole.
When did he begin the expedition?	In November 1911.
When did he reach his destination?	On January 17th, 1912.
What did he find there?	He found a Norwegian flag.
What did Amundsen do?	He had reached the pole before Scott.
What happened on the journey home?	Scott and all his men died.

B. Read the text again and answer the questions.

- Who is the leader of the expedition?
- What supplies did they start their journey with?
- Who else decided to cross the continent?
- Why was Burke worried when he found out about Stuart?
- Who arrived at Cooper's Creek first?
- Why was the return journey difficult?
- What did Brahe and the others do before they left Cooper's Creek?
- 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 vehicle with four wheels, usually pulled by a horse
- a difficult task that tests sb.'s ability
- to begin a journey
- to hide something in the ground
- a large group of people who have gathered together
- to reach sb. who is in front of you by going faster
- not strong
- so unpleasant or annoying that you can't accept it
- 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

- Percy Spencer _____ the first microwave oven in the 1940s.
- The best way to _____ Barcelona is on foot.
- William Herschel _____ the planet Uranus in 1781.

arrive get reach

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

manage succeed

- Luckily, the rescue team _____ to find the missing girl.
- 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 parentheses.

- By the time the climbers _____ (reach) the top of the mountain, it _____ (start) raining.
- When I _____ (arrive) at the office, I _____ (realize) that I _____ (not take) my cell phone with me.
- My sister _____ (be) angry when she _____ (come) home because her car _____ (break down).
- The men _____ (load) all the supplies on the ship before they _____ (leave) the port.
- 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 traveled 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 rental 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 carry-on with me? I don't have 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.

— 2 —

- C:** Hello, I made a reservation for a mid-size.
D: Name, please?
C: Larry Kramer.
D: I'm sorry, but there's been a mix-up. There aren't any mid-size vehicles available here at the airport. However...
C: Excuse me? I made a reservation.
D: You can rent a larger vehicle at the same price.
C: OK, then. And I'd like insurance, too.
D: Of course. Can I see your driver's license?
C: Here you go.

— 3 —

- E:** Good morning, sir. How may I help you?
F: Hello, I'd like some information, please. Where is the exhibition center?
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 subway 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.

— 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	282	CLASS / DATE	TIME
		M 16AUG	1040
GATE	7	GATE CLOSURE	SEAT
		1030	23D
			SMOKE
			XX
PC	CK	WT	LNKCL
WT	WT	WT	WT
1	17	0	101
PASSENGER TICKET AND BAGGAGE CHECK			
4A			

Functions

Making offers, requests and asking for favors
Asking for, giving and refusing permission

Structures

can, could, may, will, would

Vocabulary

brochure car rental clerk collect delay (n.)
Here / There you go inform insurance offer (v.)
official document on time permission rent (v.)
request (v.) welcome (v.)

Words/Phrases related to traveling by plane

aisle seat arrival board (v.) boarding pass
cabin crew carry-on check in check-in agent
conveyor belt departure fasten flight attendant
gate land (v.) luggage monitor (n.)
overhead compartment take off terminal
window seat

1. Reading CD2 ▶▶4

A. Aim:) to introduce the topic of the reading activity

- Ask Ss the questions in the rubric.
- Elicit answers and generate a short discussion.

Suggested answers

- Yes, I have traveled by plane twice and I enjoyed the experience.
I've never traveled by plane but I would like to very much. I find it very exciting. / I wouldn't like to because I'm afraid of heights and I'd be terrified.
- I like the feeling of being up in the air and looking down at the Earth. It is also very convenient because you can get to your destination faster. I also like the fact that you can eat, drink your coffee and watch a movie when traveling long distances. / I don't like flying in bad weather because it's dangerous.

B. Aims:) to present functions, structures and vocabulary in the context of four dialogues) to help Ss determine the place where each dialogue is taking place by relying on their background knowledge as well as on different clues

- Ask Ss to look at the background pictures and tell you what they show (*the view from a plane window, a plane ticket*).
- Play the CD and have Ss read and listen to the first dialogue. Tell them to underline any unknown words at the same time.
- Ask Ss to tell you where this dialogue is taking place and have them choose from the places given in the rubric.
- Check the answer with the class and ask them to tell you which words/phrases helped them decide (*passport, carry-on, delay, flight, boarding pass, gate number*).

Dialogue 1: at a check-in desk

- Ask Ss some comprehension questions:
Does speaker B have a lot of luggage with her? No, she doesn't. Is there a delay? No, there isn't.
What does speaker A give speaker B? Her boarding pass.
What should speaker B check the TV monitors for? For her gate number.
- Play the CD and have Ss read and listen to the second dialogue. Follow the same procedure.

Dialogue 2: at a car rental desk (vehicle, insurance, driver's license)

- Ask Ss some comprehension questions:
What kind of vehicle did Larry make a reservation for? For a mid-size one.
What is Larry's last name? Kramer.
What is the problem? There's been a mix-up. There aren't any mid-size vehicles available at the airport.
What kind of offer is speaker D making to Larry? To rent a larger vehicle at the same price.
Does Larry accept the offer? Yes, he does.
What would Larry like to get? Insurance.
- Play the CD and have Ss read and listen to the third dialogue. Follow the same procedure.

Dialogue 3: at a tourist information desk (information, Where is the exhibition center?, show you on this map, how to get there).

- Ask Ss some comprehension questions:
Where does speaker F want to go? To the exhibition center.
Where is the exhibition center? On the other side of town.
Can speaker F get there by bus? No, he can't.
How can he get there? He can take the subway or a taxi.
If he takes the subway, where should he get off? At Green Park station.
Is the exhibition center close to Green Park station? Yes, it is.
Does speaker F keep the map? Yes, he does.
- Play the CD and have Ss read and listen to the fourth dialogue. Follow the same procedure.

Dialogue 4: on a plane (overhead compartment, aisle seat, we're taking off)

- Ask Ss some comprehension questions:
Where does speaker G want to put her bag? In the overhead compartment.
Does speaker G have a window or an aisle seat? She has an aisle seat.
Why does she want to sit by the window? Because there aren't any more passengers and there's nobody by the window.
Is there a delay? No, there isn't.

C. Aim:) to further familiarize Ss with the language functions presented in the dialogues

- Ask Ss to read through the questions 1-4 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. B, F, G 2. A, D 3. E, H 4. B, D, F, G

2. Vocabulary

Aim:) to present vocabulary related to traveling by plane

- Ask Ss to read through the sentences 1-5.
- Draw Ss' attention to the words in the box.
- Have Ss do the activity.
- Check the answers with the class. Explain any unknown words.

1. flight attendant, 2. landed, 3. arrival,
4. luggage, 5. boarded

Language plus

The noun **luggage** is uncountable and has no plural form while the noun **suitcase** is countable and has both singular and plural forms.

3. Pronunciation CD2 ▶▶ 5, 6

A. Aim:) to present and practice consonant clusters

- Draw Ss' attention to the explanation in the box.
- Draw Ss' attention to the words containing consonant clusters.
- Ask Ss to underline the consonant clusters in each word (problem, departure, information desk, conveyor belt, attendant, ground, compartment).
- Play the CD and pause after each word for Ss to repeat it and practice the pronunciation of the consonant clusters in it.

B. Aim:) to give Ss practice in pronouncing consonant clusters when uttering a sentence

- Play the CD and pause after each sentence for Ss to repeat it and practice the pronunciation of the consonant clusters in it.
- Have Ss underline the consonant clusters in each sentence (train, went, through, twenty, three, Friday, Frank, flew, from, Florence, Frankfurt, Professor, Blake, plane, from, Bristol, Brazil) and say the sentences again.

4. Grammar

A. Aim:) to present the modal verbs *can, could, may, will, would* and their different functions

- Ask Ss to read through the questions and the short answers in the first box and draw their attention to the words in blue.
- Point out to Ss that these words are modal verbs.
- Draw Ss' attention to the words in italics in the rubric and check their understanding.
- Have Ss complete the rule.
- Point out to Ss that we use *May I ...?* when we want to sound more polite and *Can I ...?* when we want to sound informal.
- Follow the same procedure with the rest of the examples and the rules.
- Make sure that Ss can differentiate between making a request (*Can/Could/May I see your boarding pass?*) and making an offer (*Can/Could/May I help you?*). Point out to them how we use the modal verbs to sound more or less formal/informal.
- Make sure that Ss can differentiate between making a request (*Can/Could/Will/Would you bring me a magazine?*) and asking for a favor (*Can/Could/Will/Would you lend me your cell phone?*). Point out to them that we use *Could/Would ...?* when we want to sound more polite.
- Check the answers with the class.

permission, offers, requests, favors

- Ask Ss to find any examples with these modal verbs in the dialogues and tell you what they describe:
Could I see your passport, please? - making a request
Could I take this carry-on with me? - asking for permission
Can I ask you something else? - making a request
Can I see your driver's license? - making a request
How may I help you? - making an offer
Could you tell me how to get there from the airport? - making a request
May I keep this map? - asking for permission
Will you please help me put my bag in the overhead compartment? - making a request / asking for a favor
Can I sit there? - asking for permission
Would you like me to put your coat up there, too? - making an offer
- Refer Ss to the Grammar Reference (p. 143).

B. Aim:) to give Ss practice in using the modal verbs *can, could, may, will, would* in context

- In pairs, ask Ss to think of four things they want from each other and have them take turns to make requests and ask for permission, and answer them.
- Go around the class helping Ss when necessary.
- In each pair, have Ss take turns to assume the role of the teacher and have the other student think of four things he/she wants from him/her and ask him/her for permission and/or make requests.
- Choose some Ss to ask for your permission to do sth. and/or make requests.

Suggested answers

Can I borrow your dictionary, please?
 Could you lend me a dollar, please?
 Can you give me a ride home after class, please?
 Could I use your laptop, please?

May I close the window, please?
 Could I turn on the lights, please?
 Could I ask you a question about my project, please?
 Could we go out now?

5. Listening CD2 ▶▶ 7

Aim:) to give Ss practice in listening to announcements and identifying specific information

- Ask Ss to read through the questions 1-5 and check their understanding.
- Point out to Ss that they must listen to each announcement and then answer the corresponding question.
- Play the CD and have Ss listen to the announcements and answer the questions.
- Play the CD again and have Ss check their answers.
- Check the answers with the class.

1. To Gate 14.
2. The check-in (for flight 2110 to Paris) is closing.
3. They should put it underneath the seat in front of them or in an overhead compartment.
4. Because there is a heavy snowstorm.
5. The plane has landed.

6. Speaking

Aim:) to give Ss practice in using the functions, structures and vocabulary presented in this lesson through group work

- Ask Ss to read through the three situations and the respective prompts and check their understanding.
- If necessary, choose two Ss and demonstrate one of the situations.
- Divide Ss into groups of three and get them to discuss. Point out to them that they can refer to the dialogues in activity 1 for some ideas.
- Go around the class helping Ss when necessary. Tell Ss to swap roles and/or act out another situation with reversed roles.
- Choose different pairs to act out the dialogues.

For suggested answers, see 5b.6 on page 171.

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 departure information desk
 conveyor belt attendant ground compartment

B. Listen. Then practice 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, favors, permission and offers.

• To ask for _____, use:

<p>Can I Could I May I</p>	}	<p>take this on the plane?</p>	<p>Yes, you can/may. Yes, of course. Go ahead. Certainly. Sure, no problem.</p> <p>No, you can't. I'm afraid not. No, sorry.</p>
---	---	--------------------------------	---

• To make requests and _____, use:

<p>Can I Could I May I</p>	}	<p>see your boarding pass? help you?</p>
---	---	---

• To make _____ and ask for _____, use:

<p>Can you Could you Will you Would you</p>	}	<p>bring me a magazine? lend me your cell phone?</p>
---	---	---

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

“ Could I borrow a pen, please?
 May I go out, please? ”

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 carry-on?
- 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 / carry-on?
 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 / cell phone?
 use / laptop / now?
 get up?
 fasten / seat belt?
 put / carry-on / 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 traveling?
- What modes of transportation do you usually use?
- Have you ever had problems while traveling?

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 VACATION ENJOYABLE



When you've planned a vacation, you don't want anything to ruin it, especially problems like jet lag and motion sickness. Whether you are traveling 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 sick for days. I've learned to deal with it and have managed to reduce the symptoms. Here's what I do. When I get on an airplane, 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 sodas 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 travelers have when traveling 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 traveling 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 vacation?

Functions

Talking about problems people have when traveling
Asking for and giving advice
Expressing opinion and making suggestions

Structures

should, had better

Vocabulary

airline awake caffeine deal with dizzy empty enjoyable focus have difficulty iron (n.) jet lag mess up motion sickness pack (v.) plenty of point (n.) prevent reduce resort ruin (v.) schedule (n.) serve set (the time) side effects sleepy solution solve suffer from symptom time zone tour guide towel travel agency truth

1. Reading CD2 ▶▶9

A. Aim:) to introduce the topic of the reading activity by relating it to Ss' personal experience

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Yes, I do. I like visiting new places and meeting new people. / No, I don't. It is very tiring.
- I usually travel by car/train/ship or by plane when I travel abroad.
- Yes, once I got seasick and dizzy while traveling, and another time I lost my suitcase.

B. Aims:) to present functions, structures and vocabulary in the context of a text with tips for a comfortable trip

) to give Ss practice in reading for gist

- Ask Ss to look at the picture and the imprints accompanying the text and tell you what they can see (*a young man and a suitcase and imprints of countries and cities around the world*), what they think the text is about (*traveling abroad*) and where it can be found (*in a magazine or on the Internet in the form of a personal or a travel blog*).
- Draw Ss' attention to the three possible titles.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answer with the class.

The correct title is TOP TIPS FOR A COMFORTABLE TRIP because it best conveys the main idea of the text.

- Ask Ss some comprehension questions:

What does the writer not want to happen when he goes on vacation? He doesn't want anything to ruin it.

What are the two things which can cause problems to travelers when traveling? Jet lag and motion sickness.

Is the writer an experienced traveler? Yes, he is.

Why? Because he goes on many overseas business trips.

How did jet lag make him feel? Tired, sleepy and sometimes just plain sick for days.

What does the writer do when he gets on an airplane? He always sets the time on his watch to the new time zone.

What does the writer like eating when he's traveling? Lots of fruit.

What does the writer advise travelers to do as often as possible during the flight? To get up and walk around often.

How can motion sickness make a traveler feel? Nauseous and dizzy.

When is it more likely to experience motion sickness? When traveling by car or boat.

Does reading help? No, it doesn't.

Is it a good idea to travel on an empty stomach? No, it isn't.

C. Aim:) to give Ss practice in reading for specific information

- Ask Ss to read through the statements 1-7 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. T, 2. F, 3. F, 4. T, 5. T, 6. T, 7. T

D. Aim:) to give Ss practice in word formation

- Draw Ss' attention to the incomplete sentences 1-7 and the respective words in capitals.
- Ask Ss to decide what part of speech (noun, adjective) is needed to complete the gap in each sentence and see if they already know any of the derivatives examined here.
- Elicit answers.
- Refer Ss to the text to find the missing words.
- Have Ss do the activity.
- Check the answers with the class.

1. sickness, 2. flight, 3. sleepy, 4. difficulty, 5. travelers, 6. solution, 7. truth

- Explain any unknown words and choose Ss to read out the text.

E. Aim:) to give Ss the opportunity to elaborate on the topic of the reading text

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- I have experienced both jet lag and motion sickness. When I got jet lag, I tried to stay awake and follow my normal routine and not go to bed as soon as I reached my destination. When I felt motion sickness, I took a pill and tried not to think about it by listening to music.
- Bad weather conditions, accidents, not getting along with the people you're on vacation with, etc.

2. Vocabulary

A. Aim:) to introduce compound nouns in an indirect way by activating Ss' background knowledge

- Draw Ss' attention to the two nouns given here from the text.
- Ask Ss the question in the rubric and elicit answers.

Suggested answers
camping/skiing/rail/train/boat/day/school/field trip

B. Aim:) to present compound nouns

- Ask Ss to say each word and add it to one of the two categories.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

Language plus

Compound nouns can be formed as two words (e.g. *bus stop*) or as one word (e.g. *mailman*). Sometimes they are joined using a hyphen (e.g. *check-in*).

- Draw Ss' attention to the note and explain it.
- Point out to Ss that the nouns mentioned in 2A are all compound nouns.
- Ask Ss to find examples of compound nouns in activity 1.
- Have Ss do the activity and check the answers.

jet lag, motion sickness, time zone, daytime, wake/sleep patterns, motion sickness medicine, side effects, front seat

C. Aim:) to give Ss practice in forming compound nouns

- Ask Ss to read through each column.
- Have Ss do the activity and check the answers.

1. e, 2. c, 3. f, 4. a, 5. d, 6. b

Optional activity

For further practice, give Ss words like seat, station and get them to come up with compound nouns (e.g. *front/back/passenger/car/window/aisle/child seat, bus/train/subway/fire/gas/police/power/space/weather/radio/TV station*).

3. Grammar

A. Aim:) to present *should* and *had better*

- Ask Ss to read through the examples and draw their attention to the words in blue.
- Explain to Ss that these are the modal verbs *should* and *had better*.
- Ask Ss to read through the statements 1-6 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class and provide any further explanations and/or clarifications, if necessary.

1. F, 2. T, 3. F, 4. T, 5. T, 6. T

- Refer Ss to the Grammar Reference (p. 143).
- Ask Ss to find examples of *should* and *had better* in the text (... *you should stay awake...*, *You should eat very little...*, ... *you should get up and walk...*, *you should try...*, ... *so you'd better avoid it, You shouldn't eat...*).
- Ask Ss to come up with examples of their own.

B. Aim:) to give Ss practice in using *should* and *had better* in context

- Have Ss do the activity.
- Check the answers with the class.

1. You'd better set the alarm clock for tomorrow morning. / You'd better not forget to set the alarm clock for tomorrow morning.
2. You should take sunscreen with you.
3. We'd better leave for the station right now because we're going to miss our train.
4. You shouldn't drive when you're feeling dizzy.

4. Listening

CD2 ►► 10, 11

A. Aim:) to introduce the topic of the listening activity by relating it to Ss' personal experience

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- Yes, I find it pretty stressful because I'm not good at it. I can't decide what to take with me and how to fit everything in my suitcase. / Packing for a trip is not stressful for me because I travel a lot and I know exactly what to take with me.
- By thinking about the purpose of the trip, how long I am going to be away, the weather conditions, etc.

B. Aim:) to give Ss practice in listening for gist by transferring from verbal to visual information

- Ask Ss to look at the items given here.
- Play the CD and have Ss listen to the dialogue carefully and decide which of the items are mentioned.
- Check the answers with the class.

The following are mentioned:
jewelry, chewing gum, towels, iron, shoes

C. Aim:) to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-5 and check their understanding.
- Play the CD and have Ss listen and answer the questions.
- Check the answers with the class.

1. About 40 million.
2. In/Into luggage you are going to check in.
3. Chewing gum.
4. The hotel or friend you're staying with.
5. Your heaviest shoes and coat.

5. Speaking

Aim:) to give Ss practice in asking for and giving advice and making suggestions in the context of a pair work activity

- Ask Ss to read through the prompts in the box.
- Draw Ss' attention to the example. If necessary, choose a student and demonstrate the conversation.
- In pairs, Ss take turns to ask for and give advice and make suggestions.
- Go around the class helping Ss when necessary. For further practice, tell them to swap roles.
- Choose some pairs to act out the dialogues.

For suggested answers, see 5c.5 on page 171.

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. train | 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 vacation 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.

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

B. Rewrite the sentences using the words given.

- Don't forget to set the alarm clock for tomorrow morning. (**had better**)
You _____
- It's a good idea to take sunscreen with you. (**should**)
You _____
- We have to leave for the station right now because we're going to miss our train. (**had better**)
We _____
- 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 traveling?

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 historic buildings. | <input type="checkbox"/> | a. quiet and calm |
| 2. Yesterday we explored a cave. It was an unforgettable experience. | <input type="checkbox"/> | b. that you cannot forget |
| 3. The locals are very kind and hospitable to tourists. | <input type="checkbox"/> | c. being the only one of its kind; very unusual or special |
| 4. Life in the village is so peaceful , nothing like the busy city. | <input type="checkbox"/> | d. friendly and welcoming to visitors |
| 5. From my hotel window, I had a breathtaking view of the ancient ruins. | <input type="checkbox"/> | e. very beautiful, impressive or surprising |
| 6. The well-known island of Santorini in Greece has unique 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 ideal 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 |
| modes of transportation | 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... ”

Functions

Describing a place
Expressing opinion
Agreeing or disagreeing with an opinion

Vocabulary

ancient ruins attract attraction bargain (n.)
birdwatching elderly ferry local (n.) location
nickname once in a lifetime port sand suitable
wonder (n.)

Adjectives describing places

breathtaking fascinating historic hospitable ideal
impressive peaceful unforgettable unique
well-known

Phrases

Personally, I believe... You have a point

1. Vocabulary

A. Aim:) to present adjectives used to describe places

- Ask Ss to read through the sentences 1-7.
- Draw Ss' attention to the adjectives in bold.
- Help Ss deduce the meaning of any unknown words from the context of the sentence they are in.
- Ask Ss to read through the definitions a-g and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

1. g, 2. b, 3. d, 4. a, 5. e, 6. c, 7. f

B. Aim:) to give Ss practice in using adjectives to describe the place where they live

- Ask Ss to make their own sentences using some of the adjectives presented in activity A to describe the place where they live.
- Allow Ss some time to come up with their own sentences.
- Choose some Ss to read out their descriptions.

Suggested answer

I live in a beautiful town in the mountains. It is very peaceful and the scenery is breathtaking. Especially in winter when the snow covers everything, looking out of your window is a unique experience. All the people are very hospitable and kind to tourists and make them feel at home. It is an ideal place for people who want to relax in an impressive and welcoming environment and enjoy winter sports.

2. Listening CD2 ▶▶ 12, 13

A. Aim:) to give Ss practice in listening for gist

- Ask Ss to read through the list of topics and check their understanding.
- Play the CD and have Ss listen and check the topics that are mentioned.
- Check the answers with the class.

The following should be checked:

Prices, sightseeing, modes of transportation, food

B. Aim:) to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-4 and the respective answer choices and check their understanding.
- Play the CD again and have Ss listen and do the activity.
- Check the answers with the class.

1. b, 2. b, 3. a, 4. a

3. Speaking

Aim:) to give Ss practice in expressing their opinion and agreeing or disagreeing with each other in order to reach a consensus through a pair work activity

- Ask Ss to look at the pictures of the three places and read through the information about each one of them.
- Ask Ss to read through the example dialogue and check their understanding.
- Ask Ss to read through the phrases in the respective boxes and check their understanding.
- In pairs, Ss take turns to talk about which day trip is suitable for each group of people, giving reasons for their choices and using the phrases in the boxes.
- Go around the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Suggested answer

A: I think *Exploring Wales* is more suitable for the family because young kids love exploring castles and birdwatching.

B: I'm not so sure about that. I think the ideal day trip for them is the *Mini London Tour* because all kids enjoy going to the zoo. They can also go to the British Museum to see and learn about some very interesting stuff and then do their shopping on Oxford Street. I think it's an ideal day trip for parents, too!

A: You have a point! Now, let's talk about the group of teenagers. I personally believe that they should go to Wales. In addition to visiting the castle and doing some birdwatching, they can go mountain biking in the area, which is really beautiful! Teenagers love mountain biking and a little adventure. What do you think?

B: I think so, too! Then *Bibury Village* is ideal for the group of elderly people! They can visit the 17th-century buildings and go hiking in the country or fishing in the River Coln. I believe it's the most suitable day trip for them. It isn't very tiring.

A: You're right about that!

4. Writing

- A. Aims:**
 - to provide Ss with a sample description of a place
 - to give Ss practice in identifying specific information in the description

- Draw Ss' attention to the layout of the text and the accompanying pictures and ask them to tell you what it is about and where it can be found (*TravelMan has posted his description of Alexandria on a travel blog*).
- Ask Ss if they have been to Alexandria, if they can recognize the places in the pictures, etc.
- Ask Ss if they have ever read any travel blogs, what they thought of them, if they found them useful, etc.
- Elicit answers and initiate a short discussion.
- Point out to Ss that people who post their descriptions on travel blogs don't usually use their real name but instead they use a nickname. Here the writer of the description has used the nickname *TravelMan*.
- Ask Ss to read through the description and underline any unknown words at the same time.
- Ask Ss to read through what the activity asks them to find and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- Its nickname is the *Pearl of the Mediterranean*. It is the second largest city in Egypt and the country's main port.
- Fort Qaitbey, the Montazah Palace, the Bibliotheca Alexandrina
- 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. / Its beautiful gardens and museum attract many tourists. / ... a modern library with impressive architecture.
- The local open markets or souks.
- impressive, large, interesting, well-known, famous, beautiful, modern, fascinating, etc.
- Alexandria is one of the most impressive cities I've ever visited. / 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.

- Ask Ss some comprehension questions:
 - What is Alexandria's nickname? The Pearl of the Mediterranean.*
 - Is it the largest city in Egypt? No, it isn't. It's the country's second largest city.*
 - Is it the country's second largest port? No, it isn't. It's the country's main port.*
 - Why does Alexandria have many interesting sights? Because it is rich in history.*
 - Can tourists see the Lighthouse of Alexandria today? No, they can't.*
 - Why? Because it was destroyed.*
 - What is the Lighthouse of Alexandria considered? One of the Seven Wonders of the Ancient World.*
 - What can one find in the local open markets? Some real bargains.*
 - What is the Corniche? The road which runs along the coast.*
 - What should one try before leaving Alexandria? The seafood.*
 - Does Alexandria have a lot of beautiful beaches? Yes, it does.*
 - What does the writer suggest the readers should do at least once in their lifetime? They should visit Alexandria.*

- Explain any unknown words and choose Ss to read out the description.

- B. Aim:**
 - to present what a topic sentence is and familiarize Ss with the concept of topic sentences in written speech

- Draw Ss' attention to the note and explain it.
- Ask Ss to underline the four topic sentences in the description.
- Check the answers with the class.

KEY

Alexandria is one of the most impressive cities I've ever visited.

Alexandria has many interesting sights as it is rich in history.

There are many things to do in Alexandria.

Alexandria is a fascinating city and I had an unforgettable time there.

- Make sure that Ss understand how the topic sentences are further developed in each paragraph, especially in those of the main part.

- C. Aims:**
 - to prepare Ss for the writing activity
 - to give Ss practice in organizing their writing by making notes about an interesting place they have visited and know well

- Ask Ss to think of an interesting place they have visited and know well.
- Ask Ss to read through the list of questions.
- Allow Ss some time to make notes of their answers to the questions.
- Alternatively, have Ss in pairs take turns to ask and briefly answer the questions and make notes of their answers.

- D. Aims:**
 - to provide Ss with a plan for writing a description of a place
 - to give Ss practice in writing a description of a place

- Ask Ss to read through the plan and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what each paragraph should be about.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their descriptions using their notes from activity C and following the plan presented here.
- Choose some Ss to read out their descriptions.

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-organized paragraphs with topic sentences.
- use a variety of adjectives (e.g. impressive, breathtaking) to make your description lively.

Travel routes blog HOME PHOTOS FORUM SPECIAL OFFERS

TravelMan Messages: 483 Last post: 03/12/2012

Alexandria

My destinations My maps My photos

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 a.m. 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 stores.
- 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 carry-ons.
- 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 sick for four days and now I feel very _____.

Grammar

C. Rewrite the sentences using the words in parentheses.

- 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 cell 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 parentheses.

- We _____ (check in) our luggage and then _____ (get) something to eat from a coffee shop. When we _____ (reach) the gate, we _____ (realize) we _____ (leave) our boarding passes at the coffee shop.
- 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 have 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 have my laptop with me.
B: Thanks.

Self-assessment

Read the following and check 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
- use language required when traveling by plane
- make offers, requests and ask for favors
- ask for, give and refuse permission
- ask for and give advice
- express opinion and make suggestions
- agree or disagree with an opinion
- describe places

To be more effective, the exercises in the Review section should be completed and checked in class.

Aim:) to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

Vocabulary

A.

1. took off
2. sickness
3. delay
4. ancient
5. crew
6. destination
7. serve

REV

B.

1. difficulty
2. consists
3. deal
4. supplies
5. official
6. hospitable
7. weak

REV

Grammar

C.

1. Could I take a bottle of water on the plane?
2. Can you help me carry these bags?
3. You had better not leave your luggage here.
4. May I use your cell phone for a minute?
5. Jake, will you please give me Maria's number?
6. You should avoid drinking coffee before your flight.

REV

D.

1. checked in, got, reached, realized, had left
2. heard, weren't, had informed
3. served, had fallen
4. asked, had boarded

REV

Communication

E.

1. c 2. a 3. b 4. e 5. d

REV

Self-assessment

Aims:) to give Ss the opportunity to check their progress

) to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to check the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.