

5 Destinations



Machu Picchu

Burj Khalifa



Discuss:

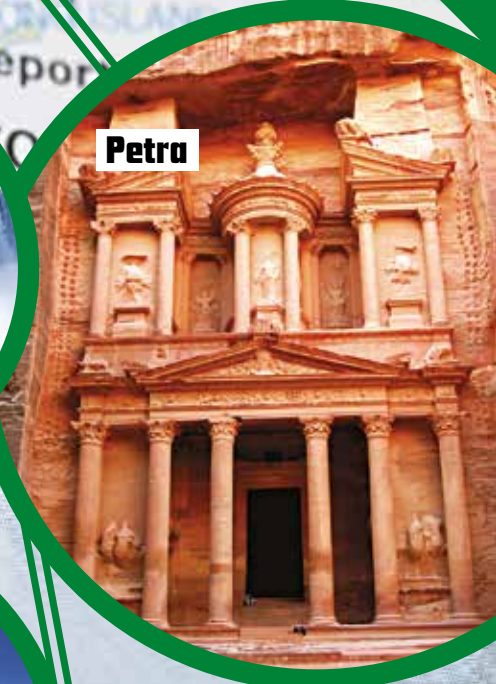
- Look at the pictures. Where are these famous landmarks?
- Have you ever visited any of them? Would you like to?
- Which do you think is the most popular destination?



Stonehenge



Niagara Falls



Petra

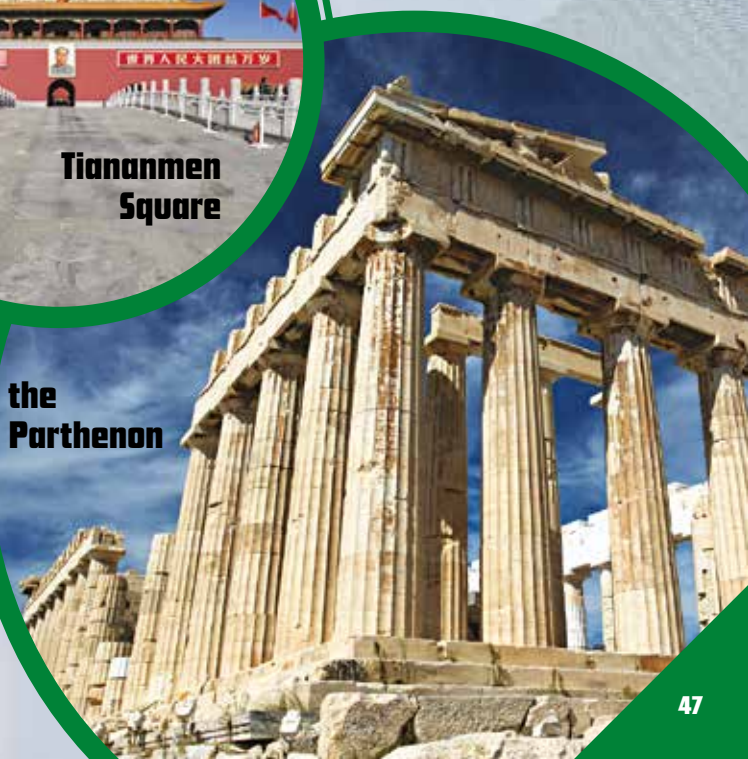
In this module you will learn...

- 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.

Gulf of Carpentaria



February 9th 1861

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

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

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.

December 15th 1860

April 21st 1861

Cooper's Creek

November 2nd 1860

Menindee

September 24th 1860

Swann Hill

August 20th 1860
Melbourne

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

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.

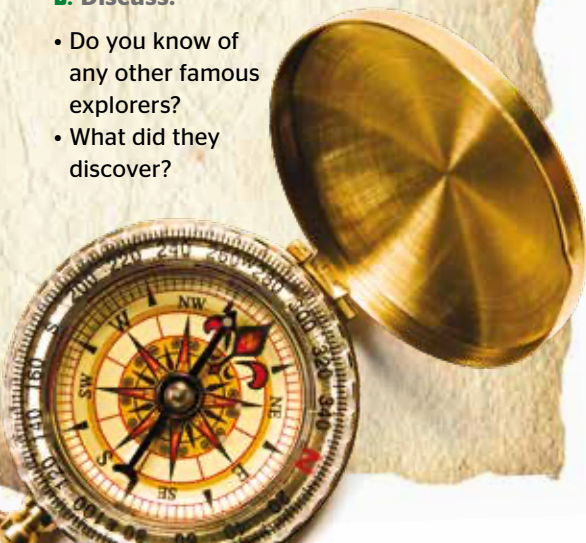
B. Complete with the Past Simple or the Past Perfect Simple of the verbs in parentheses.

- 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	GATE CLOSES	SEAT	SERVICE
7	1030	23D	XX
POS.	CE. NO.	UNCL. WT.	SEQ. NO.
Y	12	0	101
PASSENGER TICKET AND BAGGAGE CHECK			
4A			

3 Pronunciation

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

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

problem 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?

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.

- | | |
|---|--|
| <p>1. Don't forget to visit the old town where there are lots of historic buildings.</p> <p>2. Yesterday we explored a cave. It was an unforgettable experience.</p> <p>3. The locals are very kind and hospitable to tourists.</p> <p>4. Life in the village is so peaceful, nothing like the busy city.</p> <p>5. From my hotel window, I had a breathtaking view of the ancient ruins.</p> <p>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!</p> <p>7. Take the ferry and go to the island. It's the ideal place for swimming.</p> | <p><input type="checkbox"/> a. quiet and calm</p> <p><input type="checkbox"/> b. that you cannot forget</p> <p><input type="checkbox"/> c. being the only one of its kind; very unusual or special</p> <p><input type="checkbox"/> d. friendly and welcoming to visitors</p> <p><input type="checkbox"/> e. very beautiful, impressive or surprising</p> <p><input type="checkbox"/> f. perfect, most suitable</p> <p><input type="checkbox"/> g. important in history</p> |
|---|--|

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... ”



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

My destinations
My maps
My photos

Alexandria

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

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

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

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

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

Plan

A description of a place

INTRODUCTION

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

MAIN PART (2 PARAGRAPHS)

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

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

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

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

CONCLUSION

Give your general opinion of this place.

Vocabulary

A. Circle the correct words.

- The plane **set off / took off** at 8 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