### Review and practice

**1.** Ss read the text and match the headings (a–d) with the paragraphs (1–4).

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. can tell</td>
</tr>
<tr>
<td>2. couldn't take</td>
</tr>
<tr>
<td>3. can help</td>
</tr>
<tr>
<td>4. could stand</td>
</tr>
<tr>
<td>5. can't play</td>
</tr>
<tr>
<td>6. couldn't sleep</td>
</tr>
<tr>
<td>7. can't finish</td>
</tr>
</tbody>
</table>

**2.** Ss read the text quickly and answer the questions.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can she read music?</td>
</tr>
<tr>
<td>2. Could you/Were you able to see the sea?</td>
</tr>
<tr>
<td>3. How much can he afford (to spend)?</td>
</tr>
<tr>
<td>4. Could you/Were you able to answer all the questions?</td>
</tr>
<tr>
<td>5. What can it do?</td>
</tr>
<tr>
<td>6. How many languages could she/was she able to speak?</td>
</tr>
</tbody>
</table>

**3.** Ss complete the How to... box with adjectives from the text.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. committed</td>
</tr>
<tr>
<td>2. good</td>
</tr>
<tr>
<td>3. enthusiastic</td>
</tr>
<tr>
<td>4. keen</td>
</tr>
<tr>
<td>5. interested</td>
</tr>
</tbody>
</table>

**4.** Ss underline other phrases in the text that show a clear and positive attitude.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am efficient and have good time-management skills.</td>
</tr>
<tr>
<td>I can deal with pressure...</td>
</tr>
<tr>
<td>I can speak Spanish and Portuguese fluently.</td>
</tr>
<tr>
<td>I also have some understanding of French and Italian.</td>
</tr>
</tbody>
</table>

**5.** Ss choose the correct options.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. good</td>
</tr>
<tr>
<td>2. interested</td>
</tr>
<tr>
<td>3. enthusiastic</td>
</tr>
<tr>
<td>4. committed</td>
</tr>
<tr>
<td>5. keen</td>
</tr>
</tbody>
</table>

**6.** Ss prepare to write a professional profile, using the headings from ex. 1.

### Writing bank

**1.** Ss read the text and match the headings (a–d) with the paragraphs (1–4).

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. d Introduction</td>
</tr>
<tr>
<td>2. b Experience</td>
</tr>
<tr>
<td>3. a Skills and abilities</td>
</tr>
<tr>
<td>4. c Interests for future career</td>
</tr>
</tbody>
</table>

**2.** Ss read the text quickly and answer the questions.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. on a professional online website (somewhere people go to 'network' with other professionals)</td>
</tr>
<tr>
<td>2. because she's looking for a job</td>
</tr>
</tbody>
</table>

**3a.** Ss underline other phrases in the text that show a clear and positive attitude.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am efficient and have good time-management skills.</td>
</tr>
<tr>
<td>I can deal with pressure...</td>
</tr>
<tr>
<td>I can speak Spanish and Portuguese fluently.</td>
</tr>
<tr>
<td>I also have some understanding of French and Italian.</td>
</tr>
</tbody>
</table>

**4a.** Ss prepare to write a professional profile, using the headings from ex. 1.

**b.** Ss write their profile.
Overview

Lead-in

10.1 Can do: Describe a holiday
Grammar: Present Perfect Simple: just, yet, already
Speaking and Pronunciation: Showing interest
Reading: My backpacking holiday in Brazil

10.2 Can do: Make generalisations about customs
Grammar: Verbs with two objects
Vocabulary: Greetings and gifts
Speaking: How to... make generalisations
Reading: Advice for UK business travellers

10.3 Can do: Recommend a film
Grammar: Past Perfect Simple
Vocabulary: -ed and -ing adjectives
Speaking and Pronunciation: Using fillers: anyway
Listening: The Motorcycle Diaries

Communication
Talk about a journey
How to... tell a story in an engaging way

Reference

Review and practice

Writing bank
Write about recent travel experiences
How to... avoid repetition

Extra resources
Active Teach and Active Book

CEFR Can do objectives
10.1 Describe a holiday
10.2 Make generalisations about customs
10.3 Recommend a film
Communication Talk about a journey
Writing bank Write about recent travel experiences

CEFR Portfolio ideas
a) Imagine that you have won a round the world air ticket. You can stop in four different places. When you return, you give a talk to the rest of your class. Prepare your talk. Use a world map to illustrate your journey. Say where you stopped and what you did. Talk about the things you liked and the things you didn't like about your journey. Make a video of your talk.
b) Write an email, giving advice to a friend who lives abroad, but is planning a trip to your country. Use your ideas from Exercise 10 on page 103.
c) What do you hate about travelling by car, bus, train, or plane? Write a magazine article about your ideas. Describe a very bad journey.

Lead-in

OPTIONAL WARMER
Write travel on the board. Put Ss in pairs to make a list of eight words that are related to travel. Now put two pairs together and ask them to take it in turns to describe their travel words, without using the actual words. The other pair has to guess the words.

1a ▶ Focus Ss on the words in the box and check they understand them. Explain the difference between a motorbike and a moped (a moped is small and has a low-powered engine, whereas a motorbike is bigger and has a high-powered engine) and coach and bus (a coach is normally for long journeys and a bus for shorter journeys). Ss then say which words they can see in the photos.

b ▶ In pairs, Ss ask and answer questions about what pairs of words from the box have in common. Give them a few prompts on the board and explain any of the words Ss don't understand. Ask various Ss to ask and answer questions for the whole class.

2a ▶ In pairs, Ss write down verb phrases for the different forms of transport. Get feedback from various Ss, then check the answers. Point out that all the verbs in the box take an article except go by.

Answers
catch: a bus, a coach, a ferry, a plane, a train (forms of timetabled public transport)
get into/out of: a car, a lorry, a taxi, a van
get on/off: a bicycle, a bus, a coach, a ferry, a moped, a motorbike, a plane, a train
go by: bicycle, bus, car, coach, ferry, moped, motorbike, plane, taxi, train
miss: a bus, a coach, a ferry, a plane, a train
ride: a bicycle, a moped, a motorbike
take: a bus, a coach, a ferry, a plane, a taxi, a train

b ▶ In pairs, Ss discuss the difference in meanings. If they only know one of the words, encourage them to talk to their partner about that meaning. Get feedback from Ss.

Answers
• A commuter is a person who lives in one place and travels every day to another place for work; a traveller is someone who enjoys going around the world visiting different places.
• A journey refers to the time you spend moving from one place to another using any kind of transport; a voyage is a long journey, usually by boat.
• A passenger is someone who is travelling but is not driving or in charge of the vehicle; a pedestrian is somebody who is walking in the street.

3 ▶ Ss correct the underlined words individually. Let them check with a partner before you check with the whole class.

Answers
1 missed 3 on 5 commuters 2 by 4 off 6 passenger
10.1 Travel companions

Travelling is not always easy and it's not surprising that travel companions often get on each other's nerves. Some companies and many Internet websites now help you find travel companions and give advice on who to choose. They suggest that before your trip, you speak openly about the activities you want to do, the type of accommodation preferred, and your money situation, as well as considering each other's personality traits.

In this lesson, Ss read a travel blog about an annoying travel companion and through this context consider the grammar of the Present Perfect Simple with just, yet and already.

Optional Warmer

Introduce the topic of holidays and travelling by asking Ss to answer the following questions in small groups:
When did you last go on holiday? Where did you go? Who did you go with? Do you prefer to travel with other people or alone?
Now ask Ss to brainstorm in pairs the advantages and disadvantages of travelling with other people. Get feedback and write the two lists on the board.

Reading

1. Ss discuss the questions with a partner. Get feedback, focusing particularly on question 3.
2. Focus Ss' attention on the photo and ask them what they can see (a woman on holiday, backpacking).
3. Ss read the travel blog quickly and say which annoying habits are mentioned (he talks a lot, snores and complains). Tell them not to worry about any words they don't understand at this stage.
4. Ss read the summary of Lucy's blog and find three things that are different from her blog. Let them compare with a partner and then elicit the answers from the whole class.

Answers
1. The summary says that Lucy was worried about travelling with Andy, but in the beginning she thought it was a good idea.
2. The summary says that Andy started talking in his sleep, but he actually started snoring.
3. The summary says that on Wednesday afternoon Andy was shouting and annoying Lucy, but he was singing to himself and this annoyed her.

4a. Ask Ss if there is any vocabulary in the travel blog that they still don't understand and encourage other Ss to explain before doing so yourself.

4b. Ss work in pairs to write a dialogue in which Lucy tells Andy that she doesn't want to travel with him anymore. Go around the class monitoring and picking up any mistakes.

Grammar | Present Perfect Simple: just, yet, already

Optional Grammar Lead-in

Write the following mixed up sentences on the board. Ss work in pairs, with books closed, to order the sentences. Check with the whole class and write the correct sentences on the board.

1. just He asleep has fallen. (He has just fallen asleep.)
2. already Andy me to annoy started has. (Andy has already started to annoy me.)
3. stopped yet He has talking not. (He has not stopped talking yet.)

Ask Ss what tense is being used (Present Perfect Simple) and remind them that they have seen this before. (In Lesson 2.2 to talk about experience and in Lesson 5.2 with for and since.)
Underline the words just, already and yet and tell the Ss that they are going to study the use of the Present Perfect with these words.

5. Read through the example sentences with the whole class. Then focus Ss on the Active grammar box and tell them to read through the grammar notes and complete the rules with just, yet or already. Check with the whole class and draw their attention to the Reference on page 107.

Active grammar

A. already
B. yet
C. just

Check that the Ss have understood the rules by asking the following questions: Where do you usually put just in the sentence? (between has/have and the Past Participle) Where do you usually put already in the sentence? (between has/have and the past participle or at the end of the sentence) Where do you usually put yet in the sentence? (at the end) With what type of sentences do we usually use yet? (negative and interrogative)

If Ss are having problems with these structures, give them more examples, e.g. We have just completed the Active grammar box. We have already studied units 1–9. We haven't finished the course book yet.
6 ▶ Read through the example sentence with the whole class and then ask the Ss to write just, yet or already in the correct place in the rest of the sentences, using the notes in brackets. Let them compare with a partner and then check the answers with the whole class.

Answers
1 Simon's just arrived at the bus station.
2 Diana hasn't phoned from the airport yet.
3 I've already spent all my holiday money.
4 Have you written any postcards yet?
5 My parents have just come back from holiday.
6 She's already booked the flight.

7 ▶ Put Ss in pairs (A and B) and ask them to look at page 132. Tell them to read the list of things they must do before going on holiday, then ask and answer questions about the things that they have already done or haven't done yet. Get various pairs to ask and answer questions for the whole class.

OPTIONAL EXTENSION
Tell Ss to think back to a week ago and to write a list of the things they had to do at that point. Now in pairs, ask Ss to show each other their lists. Ss ask and answer questions to find out what their partner has already done and what they haven't done yet.

Speaking and listening
8 ▶ 2.29 Read through the questions with the whole class and check they understand them. Now play the recording and get Ss to make notes about their answers. Let them compare with a partner and then elicit the answers from the whole class.

Answers
1 positive
2 Andy and an Australian woman called Emily
3 She's put some up on Facebook already and she's going to put some more up today.

Pronunciation | showing interest
9a ▶ 2.36 Explain to the Ss that we use the tone of our voice to show that we are interested in what someone is saying. Draw the Ss’ attention to the Pronunciation bank on page 148.

Answers
person number 2

▶ Play the recording and tell Ss to notice the intonation and identify which person sounds more interested. Check the answer with the whole class.

b ▶ Play the recording again and ask the Ss to repeat, trying to copy the intonation. Ask a few Ss to read out the sentences for the whole class.

▶ In preparation for the speaking task in ex. 10, refer Ss to audioscript 2.29 on page 158 and ask them to find other ways the listener shows interest in what the other person is saying. Elicit examples from the class (e.g. follow-up questions in general, such as Did you have a good time? That's amazing! Wow!)

10a ▶ Ss make notes about a real or imaginary holiday they have had. Go around the class helping with any difficult vocabulary at this point.

b ▶ In pairs, Ss take it in turns to talk and to ask questions about their holidays. Encourage the listener to show interest using the strategies they have seen in ex. 9.

OPTIONAL EXTENSION
Put Ss in pairs and tell them they are going on holiday and want to find a travel companion to go with them. Ask them to write between six and eight questions they would ask to discover if that person would be a good companion or not. If you feel they need guidance, you can say it's a good idea to ask about accommodation preferences, the amount of money they have to spend, activities they like, etc.

When they have finished the questions, one member of each pair stands up and moves on to the member of the next pair who is still seated, who interviews him or her for two minutes and takes notes of the answers. Then they move on to the next person, and so on, until the Ss sitting down have interviewed three or four prospective travel companions. At the end, the original pair get back together and look at the notes to decide who they want as their travel partner. Get feedback from the whole class.
10.2 Customs worldwide

Customs vary enormously from culture to culture and successful communication between people from different countries and regions depends in part on an intercultural understanding of those customs and ways of behaving. Failure to comprehend factors such as ways of greeting a stranger, hospitality or certain forms of body language can cause grave problems and embarrassment. This can be of particular importance to people travelling on business, so much so that there has been a remarkable growth in the number of companies who are dedicated to teaching business people about intercultural awareness and competence.

In this lesson, Ss read some advice for UK business travellers and through this context consider the grammar of verbs with two objects.

OPTIONAL WARMER
Write intercultural differences on the board and elicit/teach the meaning (the differences between different cultures in ways of behaving and customs). Write the following categories on the board: timetables; food and eating; clothes; nightlife; homes. Now put Ss in small groups and ask them to think about these categories and brainstorm some intercultural differences that they have noticed between their own culture and other cultures, e.g. when travelling. Get feedback from the whole class.

Vocabulary greetings and gifts

1. Focus Ss on the photos and tell them to discuss with a partner what they can see, using the words from the box. Get feedback from the whole class and ask them in which cultures they think this behaviour is common.

Answers
a bow D
a gift E
a handshake A
a kiss B
a wave C

2a. Ss complete the sentences with the correct form of the words from the box. Let them compare with a partner and then ask various Ss to read out the sentences for the whole class.

Answers
1 wave 2 shake hands 3 kiss

b. Ss discuss the questions in pairs. Get feedback from the whole class.

Reading

3. Divide the class into two groups, A and B. Ss A look at the text on page 102 and Ss B look at the text on page 132. Ss read through the text quickly to see which of the things in ex. 2a are mentioned. Tell them not to worry about any vocabulary they don’t understand at this stage. Get feedback.

Answers
Student A’s text mentions giving gifts and student B’s text mentions shaking hands, bowing and kissing.

4a. Ask Ss to read the text again and to make a note about the significance of the things listed in the box. Go around the class helping them with any problems of vocabulary they might have.

b. Pair student As and Bs. Student A asks student B about his/her text.

c. Follow the same procedure with student B asking student A about his/her text.

Tell Ss to close their books and check the answers with the whole class.

Answers
Group A’s questions:
1. No, they normally use surnames.
2. In the Middle East.
3. Because they feel uncomfortable if you stand too close.
4. No, your handshake should not be too strong or too weak.
5. Yes, sometimes when greeting Westerners.
6. No, they don’t.

Group B’s questions:
1. At the end of a visit.
2. Pens or something not available in Japan.
3. No, because four is an unlucky number.
4. No, because the word clock is similar to the word for death.
5. Because a lot of the world’s best leather products come from South America.
6. No, because red flowers are often associated with romance.

5. Tell Ss to answer the first question with a partner and get feedback from the class. (This is a traditional English saying which means that when we are in a different country/region, we should adopt the habits and customs of the local people.)

Now ask Ss to discuss the second question in small groups and get feedback. This needs to be handled with some sensitivity, so don’t prolong the discussion if some Ss are likely to be offended by the opinions of others.
OPTIONAL EXTENSION
In pairs, Ss write a humorous mini-dialogue which demonstrates a cultural misunderstanding. The dialogue should be between people of different nationalities in a specific situation. If you feel it is necessary, remind Ss that the dialogue should be light-hearted and shouldn’t be offensive to any one nationality. As they write the dialogues, go around the class monitoring Ss’ work. When they have finished, Ss act out the situation for the class.

Grammar | verbs with two objects

OPTIONAL GRAMMAR LEAD-IN
Write the following stem sentences on the board. In pairs, Ss discuss ways of completing them.
1. When you are invited to somebody’s house for dinner, it’s a good idea to take the host/hostess …
2. When somebody is ill in hospital, you should give them …
3. If it is your teacher’s birthday, you could bring her/him …
4. Get feedback from the class and complete each sentence on the board with one example, e.g. 1 flowers 2 grapes 3 a big present.

6. Give Ss a few minutes to read through the Active grammar box and then ask them to decide with a partner which of the sentences 1–4 are correct. Get feedback from the whole class.

Answers
Sentences 1, 2 and 4 are correct. Sentence 3 is incorrect.

► Ask the following questions to the Ss to check their understanding of the rules:
What is the indirect object usually? (a person); Where does the indirect object usually come when it is a pronoun? (first); What do we add when the direct object is first? (to)
► Focus Ss on the list of verbs at the bottom of the Active grammar box and check they understand them. Tell them to look at the Reference on page 107 and point out the three extra verbs that commonly take two objects (buy, teach and write).

7a. Ss correct the mistakes and then check with a partner. Elicit the answers from the whole class.

Answers
1. You should always give a tip to your waiter after a meal.
2. It’s traditional to send your mother a bunch of flowers on Mother’s Day.
3. It’s usual for people to offer old people a seat on the bus.
4. When guests come to my house for dinner, I like them to bring me a gift.
5. It’s best to tell someone the truth if you don’t like the food they’ve cooked.
6. It’s bad manners to owe money to people who are not in your family.

b. In groups, Ss say if they agree with the sentences in 7a and discuss if this behaviour is common in their countries/culture.

8a. Read through the example question with the whole class. In pairs, Ss write five similar questions using the verbs at the end of the Active grammar box.
► As Ss write the questions, go around the class monitoring their work. Encourage Ss to self-correct mistakes before correcting yourself.
► Reorganise the class so that Ss are working with a different partner. Ss ask and answer each other’s questions.
► Ask some pairs to repeat one of their questions (with answer) for the whole class.

OPTIONAL VARIATION
Instead of each pair writing five new questions, ask individual Ss to write one question using one of the verbs from the Active grammar box. Ss stand up and mingle, asking their question and getting answers from all their classmates. After a few minutes, Ss sit down and report back to the whole class about the answers they have been given.

Speaking
9. Focus Ss on the How to… box and ask them to complete the sentences with one word. Ask the Ss to check their answers with the texts from ex. 3 and then get various Ss to read out the completed sentences.

Answers
1. Many
2. tend
3. generally
4. usually
5. probably

10. In pairs, Ss spend a few minutes thinking about customs in their country in relation to the topics shown in the box and ideas of their own, if they wish. If you have mixed nationalities, group Ss from the same country together. Get them to make some notes about these customs using language from the How to… box and help with any vocabulary they need.
► Reorganise the class in small groups (of Ss of different nationalities, if possible). Ss then tell the other members of the group their advice. If the Ss are from the same country, see if they agree with each other. Encourage them to use language from the How to… box where possible.
10.3 Travel movies

Travel movies are a very popular genre, particularly with movie fans who have a nomadic streak. They allow us to explore the world from our armchairs (or a cinema seat), discovering new places and cultures – or to remember things that we loved about places we've already visited. They can also act as an inspiration for choosing our next travel destination or holiday. Many of these films are successful because they combine beautiful scenery with an interesting plot, a good script and great acting. Some of the most popular travel movies include: Lawrence of Arabia (1962); The Sheltering Sky (1990); Thelma and Louise (1991); Seven Years in Tibet (1997); The Beach (2000); A Good Year (2006).

In this lesson, Ss listen to a radio programme in which a reporter talks about the travel movie The Motorcycle Diaries (2004). Through this context, Ss study -ed and -ing adjectives and the grammar of the Past Perfect Simple.

**OPTIONAL WARMER**

Write movies on the board and ask Ss to write a list of five movies (in English) in pairs. Go around the room checking that their titles are correct and spell correctly. Now put two pairs together and tell them they are going to play a game of 'charades'. Each pair must take it in turns to mime the titles to the other pair who must guess them.

**Listening**

1 ▶ Focus Ss' attention on the photo and get them to answer the questions in pairs. Get feedback from the whole class and elicit or tell them the name of the film (The Motorcycle Diaries).

2 ▶ Tell Ss they are going to listen to part of a radio programme called Travellers’ Tales in which the TV reporter, Ben Gardner, is talking about the film The Motorcycle Diaries. Read through the topics in the box and make sure everyone understands them. Now play the recording so that Ss can tick the ones Ben mentions. Get feedback from the whole class.

**Answers**

- He mentions:
  - where and when the film is set
  - the main actors/characters
  - the scenery
  - the supporting actors/characters

3 ▶ Ask various Ss to read out the statements for the whole class and then play the recording again so that the Ss can mark them true (T) or false (F). Let them compare with a partner and then check with the whole class.

**Answers**

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

4 ▶ Ss discuss the questions in pairs. If you feel it necessary, you can prompt Ss' answers to question 2 by writing titles of travel movies on the board (see the lesson warmer). Get feedback from the whole class.

**Vocabulary** -ed and -ing adjectives

5 ▶ In pairs, Ss answer the questions about the underlined adjectives. Elicit the answers from the class.

**Answers**

1 inspired – describes how the speaker feels (a)
2 inspiring – describes what makes the speaker feel this way (b)

6 ▶ Ss choose the correct option and then check with audioscript 2.31 on page 158. Get various Ss to read out the sentences for the whole class.

**Answers**

1 amazing
2 exciting
3 fascinated
4 depressing
5 surprised
6 disappointed

7 ▶ Focus the Ss' attention on the box and check that they understand all the adjectives. Now put the Ss in pairs (A and B). Student A looks at page 132 and student B looks at page 134. Ss take it in turns to ask and answer each other's questions using the adjectives in the box. Encourage them to give more details to explain their choice of adjective. Get feedback from various Ss.
Grammar | Past Perfect Simple

OPTIONAL GRAMMAR LEAD-IN
Write the following question and prompt words on the board:

Had you learned to...
ride a bike/read and write/use a computer/swim/speak
a foreign language/cook/drive a car... by the time you
were 4/10/16/20?
Demonstrate the complete question by asking one of the
Ss: Had you learned to read by the time you were four?
Elicit the answer, checking that they use Yes, I had or No,
I hadn’t and ask follow-up questions, e.g. Who taught
you? When did you learn? Now, get the Ss to stand up
and mingle, asking and answering each other's questions.
Encourage them to ask follow-up questions where
possible.

8a ▶ Ss look at the example sentences (1–4) in the Active
grammar box and decide which of the actions in bold came
first. Let them discuss this with a partner and then elicit
the answers from the class.

**Active grammar**

1. had lived
2. had become
3. hadn’t thought
4. Had (he) starred

b ▶ Ss look at the rules A and B and choose the correct
options. Check the answers with the whole class.

**Active grammar**

A. before
B. had + past participle

▶ Ask the Ss to turn to the Reference on page 107. Give
them a few minutes to read through the information and
then ask:

*Does the Past Perfect Simple change with the person,*
*e.g. he, we or they? (no)* When is the Past Perfect Simple
*common? (after verbs of saying and thinking and after
when)* What’s the short form of I had eaten? (I’d eaten)
*How do we form the negative? (Elicit both the contracted
and full form: hadn’t and had not.)* How do we form the
*interrogative? (Had + subject + past participle)*

9 ▶ Ss choose the correct options. Let them compare with
a partner and then check the answers with the whole class.

Answers

1. arrived/had begun
2. saw/had broken down
3. had read/knew
4. hadn’t been/was
5. went/had checked-in
6. had arranged/didn’t come

10 ▶ Ss complete the sentences with the Past Perfect
Simple or Past Simple. Let them compare with a partner
and then check the answers with the whole class.

Answers

1. realised/had met
2. Had he finished/saw/had
3. arrived/had left
4. asked/had lost
5. got/had not (hadn’t) packed
6. wanted/had forgotten

OPTIONAL EXTENSION
Write the following questions on the board and put Ss
in small groups to discuss their answers: What had you
done... by 8 o'clock/11 o'clock this morning? What had
your parents done before you were born? How long had
you studied English before you started this course? Get
feedback from the class.

Pronunciation | using fillers: anyway

11 ▶ Explain that anyway is a very common word
in English and that we use it as a filler in natural speech.
Read the two options with the whole class and tell them
they are going to listen to two extracts from the radio
programme in ex.2. Play the recording and Ss choose the
correct option. Check the answer with the whole class
(option b) and draw the Ss' attention to the Pronunciation
bank on page 148.

Speaking

12a ▶ Individually, Ss prepare to talk about a film which
they enjoyed or which inspired them. They make notes,
using the topics from ex. 2 to guide them. Point out that
they must include at least two sentences in the Past
Perfect Simple. Go around the class, helping them with any
vocabulary they may need.

b ▶ Ss talk about their films in small groups. Encourage
them to use anyway as a filler.

c ▶ Get feedback from the class about which film they
would most like to see, and why.
10 Communication

In this lesson, Ss talk about problematic journeys and listen to a man telling a story about an unusual and frightening flight. Then they tell their own travel stories.

1 Focus Ss' attention on the photos and tell them to answer the questions in pairs. Get feedback from various Ss, writing any new vocabulary on the board.

**Answers**
- Top left photo: The man's got a puncture in the tyre of his bike.
- Top right photo: The train is overcrowded/packed and the people can't get on.
- Bottom right photo: The man is afraid or feeling sick.

2a Tell the Ss they are going to listen to a man talking about an unusual/difficult journey. Play the recording and the Ss make a note of the two problems he had. Let them compare with a partner and then elicit the answers from the class.

**Answers**
- His flight was cancelled and the plane couldn't land because there was a lorry on the runway.

2b Read through the first part of the *How to* box with the whole class. Then tell Ss to listen to the recording again and complete the second part. Let them compare with a partner and then check the answers with the whole class.

**Answers**
1 ... suddenly we started climbing again.
2 ... this went on for about five minutes.
3 ... a lorry had been on the runway.

3a Read through the prompt questions with the whole class and then get them to make notes about a journey they have had. Go around the class helping with any vocabulary they might need.

b Focus the Ss back on the *How to* box and ask them to choose two or three of the sentences to include in their story.

4a Put Ss in small groups to tell their stories. Encourage follow-up questions.

b Get feedback from the class about which stories were the most interesting to listen to and why.

**OPTIONAL VARIATION**

Ss prepare their travel stories in groups of three. Two of the members of the group must tell a true story and one must tell a false story. Each group then tells their stories to the rest of the class, who must guess which story is false.
Review and practice

1. Answers
   1. already
   2. yet
   3. just
   4. yet
   5. just
   6. already
   7. yet

2. Answers
   1. She hasn't phoned me yet.
   2. Natalia has just brought them.
   3. Have you moved in yet?
   4. I've just painted it.
   5. Have you finished it yet?
   6. She's already gone home.
   7. I haven't asked him yet.

3. Answers
   1. I told him all my secrets.
   2. Juan owes me a lot of money.
   3. Can I offer you some tea?
   4. He promised me a pay rise this month.
   5. My grandmother always gives me really good advice.
   6. I sent some flowers to the nurse who looked after me.
   7. Could you bring us the bill please?

4. Answers
   1. decided/had seen
   2. arrived/had missed
   3. closed/had left
   4. had eaten/felt
   5. saw/hadn't studied
   6. tried/had forgotten

5. Answers
   I went to the ticket office to buy my train ticket. When I tried to pay for the ticket, I realised I didn't have my wallet. I remembered that when I had got off the bus, someone had pushed past me. I realised that this person had taken my wallet.

6. Answers
   1. shake
   2. pedestrians
   3. missed
   4. passenger
   5. waved
   6. riding

Writing bank

1. Ss read the travel blog and answer the questions.

   Answers
   1. Fatephur Sikri and the Taj Mahal
   2. Both

2. Ss read the text again and complete the sentences.

   Answers
   1. beautiful
   2. miserable
   3. excited
   4. crowded
   5. stunning
   6. amazed

3a. Ss answer the questions in the How to... box.

   Answers
   A
   1. stunning
   2. great
   3. amazed

   B
   1. feeling miserable
   2. boy
   3. the older boy/tour guide
   4. the Taj Mahal

b. Ss rewrite the paragraph.

   Suggested answer
   We're on holiday in Faro, Portugal. It is a lovely town and the weather is great. Our hotel is called Hotel Bella Vista. It is charming and the people are very friendly. They do everything they can to help us. I was surprised – I really didn't expect them to be so kind. There are two beaches near our hotel. We've just come back from the smaller one. I was amazed how clean the sea was. It is completely clear.

4a. Ss prepare to write their travel blog.

b. Ss write their travel blog.