



## Lead-in

**1** Work in pairs and discuss the questions.

- 1 Where are the places in the photos?
- 2 Which would you most like to explore? Why?

**2**  1.10 Listen and answer the questions.

- 1 What gave Sonia the idea to travel?
- 2 Why did she go to Spain?
- 3 How did she feel when she first got to Guatemala? Why?
- 4 How did she feel later?

**3** Listen again and complete the expressions in **bold**. Then work in pairs and check you understand the meaning of each one.

- 1 I began **to have** \_\_\_\_\_ feet and wanted to leave work.
- 2 I **went as an** \_\_\_\_\_ traveller, on my own.
- 3 I spent a month \_\_\_\_\_ around the town.
- 4 I was **bitten by the travel** \_\_\_\_\_ and wanted to explore lots of other places.
- 5 The first two months were difficult and I **experienced** real \_\_\_\_\_ shock.
- 6 I **was really** \_\_\_\_\_ and missed my family like mad!

**4** Work in pairs and discuss the questions.

- 1 Why do you think people are bitten by the travel bug?
- 2 Do you ever have itchy feet? Give details.
- 3 How do you feel about exploring a place/country as an independent traveller?

# 2.1 The jungle bug

Grammar Present Perfect Simple and Continuous

Can do talk in detail about your experiences

## Reading

1 Work in pairs and discuss the questions.

- 1 Look at the photos and read the title of the article. Where is this place and what do you think it's like?
- 2 Which things do you think you would find difficult in the jungle?
- 3 Which things would you most like to do when you return to 'civilisation' after a jungle expedition?

2 Read the article and answer the questions from exercise 1 about Charlotte Uhlenbroek.

3 Read the article again and write true (T), false (F) or not given (NG).

- 1 Charlotte looks and feels 'out of place' in the Savoy Hotel.
- 2 She had to climb tall trees without the use of ropes.
- 3 The mosquito bites she had were the worst bites she's ever had.
- 4 She cried because she couldn't stand the sweat bees on her face.
- 5 The film crew helped her to get the leeches off her leg.
- 6 She compares a tree with a tower block because there are so many living things in each tree.
- 7 The water she used in the Congo was usually dirty.
- 8 When she gets home, she loves doing the cooking for her family.

4 Work in pairs and discuss this question. Would you like to go on a jungle expedition? Why/Why not?

# BITTEN BY THE JUNGLE BUG!

## Sand flies, sweat bees, 80-metre-high trees.

Hell for most of us, yes, but all in a day's work for Charlotte Uhlenbroek. She moves as elegantly through the lounge of London's Savoy Hotel as she does through the Amazon jungle. But while she loves the adventure, she is also glad to be back in 'civilisation', at least for the moment.

She's just finished filming a TV series called *Jungle* – a gruelling 19-week job that involved her exploring the dense jungles of the Congo, the Amazon and Borneo. She says that it was fascinating, but daunting as well. So what was her most challenging experience? 'Definitely climbing an 80-metre-high tree in Borneo, when I'm scared of heights! It was petrifying! I had to keep going up and up, when a voice inside me was saying, "Down! Down!" I kept thinking the ropes were going to break and send me plummeting down below.'

And 'down below' was where the bugs were – clinging, stinging, sucking beasts. Apart from the usual mosquitoes, in the Amazon rainforest she was plagued by sand-fly bites. 'I've had some horrible bites but these really are the itchiest bites I've ever had. At one stage, I counted 70 bites on one arm,' she says. 'Just as annoying were the sweat bees in the Congo. They try to drink the sweat on your face and even the tears from your eyes. The most disgusting thing, though, was trying to pull the slimy leeches off your skin. The more I pulled, the more they stretched and the tighter their jaws clung to my leg. I kept shouting, "Get them off!" and the film crew kept saying, "Just a minute ... this makes a really good shot!"'

Charlotte's journey into the heart of the world's most significant rainforests was an inspiring experience. 'The rainforest really is like a city. Each tree is like an urban tower block with hundreds of residents. If you knock it down, you cause just as much disruption and damage as if those residents were human. The jungle is extraordinary because although it only covers about 6 percent of the world, it contains over 50 percent of all known animal and plant species, plus lots more that are unknown, too.'

Back in London, what has she been enjoying since her return to 'civilisation'? 'I've been having lots of nice, long showers,' she says. 'In the Congo, the possibility of using up our water supplies was always a worrying thought. And I find that when I've been in hot, uncomfortable conditions for a while, the things I look forward to more than anything else are being with my family and enjoying my favourite meal.'



## Grammar | Present Perfect Simple and Continuous

**5 a** Complete the rules (A–B) in the Active grammar box with *Present Perfect Simple*, *Present Perfect Continuous*, *Past Simple* or *Past Continuous*.

**b** Complete the examples (1–2) in the Active grammar box using the correct form of the verb *to live*.

### Active grammar

**A** We use both the \_\_\_\_\_ and the \_\_\_\_\_ to talk about actions in the past which are finished and have no effect on the present.

*At one stage, I **counted** 70 bites on one arm.  
A voice inside me **was saying** 'Down! Down!'*

**B** We use both the \_\_\_\_\_ and the \_\_\_\_\_ to talk about things which started in the past, but continue to the present, or are finished but have an effect on the present.

*She's **just finished** filming a TV series called 'Jungle'.  
I've **been having** lots of nice, long showers since I got back.*

**C** We can use the Present Perfect Simple when we focus on: the present result of the action; the finished action; or the number of times the action has been completed up to the time of speaking.

(1) *She \_\_\_\_\_ in three different jungles.*

**D** We can use the Present Perfect Continuous when we focus on: the activity itself; the length of time; the repetition of the activity.

(2) *I \_\_\_\_\_ in jungles for 19 weeks.*

see Reference page 33

**6** Choose the correct words in *italics*.

- 1 I *went/have been* to the Brazilian rainforest in 2009.
- 2 She *bought/has bought* her plane tickets already. I saw them on her desk.
- 3 I *have visited/have been visiting* friends in Italy three times this year.
- 4 What *did you do/have you been doing* since I last spoke to you?
- 5 *Did you see/Have you seen* Jack this morning?
- 6 I'm learning Spanish at the moment. I *have started/started* classes three months ago.
- 7 I *have been going/went* to the same holiday resort every year since 2005.
- 8 I played games on my phone while I *have been waiting/was waiting* for the plane.

**7** Find the extra word in six of the questions (1–8) and delete them.

- 1 Have you ever been going to a jungle?
- 2 Have you been decided where to go for your next holiday?
- 3 How long have you been studying English?
- 4 Where did you been go for your last holiday?
- 5 How much coffee have you already had having today?
- 6 Did have you ever had a bad insect bite?
- 7 What do you want to do today that you haven't done yet?
- 8 Where have you lived been living for the last year?

## Pronunciation | connected speech (2)

**8 a** Look at the sentences (1–6) and follow the instructions.

- Tick the weak forms of auxiliary verbs (e.g. *have/been/was*) and prepositions (e.g. *to, for*).
- Mark connections between a consonant sound and a vowel sound.
- Mark connections between a consonant sound and another consonant sound.

- 1 A: Have you ever been to Brazil?  
B: Yes, I have.
- 2 I've always wanted to travel as much as possible.
- 3 What time did you get to the airport?
- 4 I've been learning English for three years.
- 5 A: Has she been working here for long?  
B: Yes, she has.
- 6 I was walking in the mountains when I fell and broke my leg.

**b**  1.11 Listen and check the pronunciation. Then repeat the sentences/exchanges in pairs.

**9** Work in pairs. Take turns to ask and answer the questions from exercise 7. Ask each other questions to find out more information.

A: *Have you ever been to a jungle?*

B: *Yes, I have, actually.*

A: *Oh really? Where did you go?*

B: *I went to an amazing jungle area in the north-east part of Australia.*

## Vocabulary | describing situations and feelings

- 10 a** Find the adjectives from the box below in the article on page 22. Work in pairs and discuss what you think they mean. Use the sentences around the word to help you.

fascinating    daunting    challenging    petrifying  
annoying    disgusting    inspiring    worrying

**b** All the adjectives from the box describe situations. How can you change the endings to make adjectives to describe feelings? Give examples.

- 11 a** Complete the dialogue with the most appropriate adjective from exercises 10a and 10b.

A: Have you ever been camping?

B: Yes, and I hated it! I spent a week camping once and every night I was (1) \_\_\_\_\_ because it was so dark and I kept hearing animals. I even found putting up my tent quite (2) \_\_\_\_\_. It's quite old and some of the bits were missing.

A: Are you scared of heights?

B: No, I'm not. I like being high up. I went up in a small aeroplane a few years ago. I was a little (3) \_\_\_\_\_, but I found it really (4) \_\_\_\_\_. I might even go parachuting one day.

A: How do you feel about eating food you've never tried before?

B: I'm not keen on eating meat I've never tried before. A friend of mine made me try snails recently. I was (5) \_\_\_\_\_ with him because he said they were bits of chicken. When I found out, I was nearly sick! They were really (6) \_\_\_\_\_!

A: How would you feel about a job that involved working with animals?

B: I've just spent the summer working at a monkey sanctuary. You might not think monkeys are very interesting but they're (7) \_\_\_\_\_ when you get to know them. Some things were difficult – like catching them to give them medicine was pretty (8) \_\_\_\_\_, but it was all very rewarding.



**b** Work in pairs and take turns to ask and answer the questions from 11a. Use the adjectives from exercise 10a.

- 12** Read the Lifelong learning box. Then look at the pairs of words/phrases below. From each pair, say how you might decide which word/phrase in each pair to use.

interesting/fascinating    difficult/daunting  
to fall/to plummet  
get used to/become accustomed to

### Choosing vocabulary

! Some words/phrases have very similar meanings to each other. When we choose which word to use, we need to think about why we are choosing that particular word/phrase, depending on ...

- 1 general or precise meaning.
- 2 strength of meaning.
- 3 exact context and connotation.
- 4 more formal or informal situations.

*While I was running for the bus, I fell and hurt my knee. (plummeted isn't usually used from such a low height.)*

*Profits plummeted last year from £50 million to £10 million. (fall isn't strong/dramatic enough here.)*

Lifelong learning

## Speaking

- 13 a** 1.12 Listen to part of a radio interview with Oliver, who has been working/studying abroad. Which situation (1–5) is he talking about?

- 1 working in a monkey sanctuary for three months
- 2 studying English for six months
- 3 helping in a school in a village for six weeks
- 4 learning how to cook with a family for eight weeks
- 5 researching climate change for two months

**b** Listen again and answer the questions (1–5).

- 1 Where has he been living?
- 2 What has he been doing?
- 3 How does he feel about leaving?
- 4 What is he most looking forward to about going home?
- 5 What does he think he'll miss about the place?

- 14 a** Work in pairs and imagine you have been doing one of the things from exercise 13a. Prepare to be interviewed about your experience. Think about the questions from exercise 13b and make some notes.

**b** Work with a different student and take turns to interview each other using the questions from exercise 13b.

# 2.2 A magical kingdom

Grammar questions

Can do ask for information and give detailed answers



## Reading

- 1 a** Work in pairs. Look at the photo. Where do you think this place is? What do you think it's like? Do you think a lot of tourists go there? Why/Why not?  
**b** Read the website extract quickly and check your ideas.
- 2** Read the website extract again. Then summarise the ...
  - important beliefs of the Bhutanese people
  - nature in Bhutan
  - tourism in Bhutan.

## Vocabulary | weather

- 3**  1.13 Listen and decide which of these questions each of the three people are talking about.
  - 1 What's the weather like in your country?
  - 2 What's your favourite type of weather?
- 4 a** Look at audioscript 1.13 on page 163. Write the underlined words in the correct category in the list below.
  - cold cool
  - sky clear
  - windy
  - rain pours
  - warm/hot
  - weather in general**b** Work in pairs. Check you know the meanings of the words. Decide if each word is a noun, adjective or verb, e.g. *breeze* = noun. Find out what other forms there are, e.g. *breeze* (n), *breezy* (adj).
- 5** Work in pairs and discuss the questions.
  - 1 How would you describe the weather in your area/country?
  - 2 How would you like the weather where you live to be different?
  - 3 How do you think this would improve your life?
  - 4 Does the weather affect your mood? In what ways?

**BHUTAN** is a country of about 750,000 people in the eastern Himalayas. Visitors may be surprised how much culture, tradition and nature are all flourishing in this very private country. The Bhutanese believe that all forms of life, human and non-human, are precious and sacred. Because of this attitude, they live in harmony with nature and their environment remains pristine, with an astonishing variety of animals, birds and plants. The people live in harmony with each other too, with no discrimination of any kind.

In order to safeguard this rich natural environment and peaceful culture, Bhutan has adopted a cautious and controlled approach to tourism. In 2008, there were fewer than 21,000 tourists and this number is not expected to increase greatly. No independent travellers are permitted in Bhutan; all tourists must go on a pre-planned, prepaid, guided, package tour. However, if you make the effort and manage to get a visa and arrange a trip, you will certainly have a life-changing experience in this magical kingdom.

## Pronunciation | connected speech: linking sounds

- 6 a** We sometimes add sounds to link words that end in a vowel sound with words that begin with a vowel sound. Listen to the sentences (1–3). Which sound can you hear between each pair of words which are linked: /w/, /j/ or /r/?

- The summer is generally hot.
- You are often quite uncomfortable.
- The sky is clear.

- b**  1.14 Listen and check. Then repeat in pairs.

## Listening

- 7 a** If you went on holiday to Bhutan, what would you like to know about in advance, e.g. the weather?

- b**  1.15 Listen to a question-and-answer session with an expert on Bhutan and some people who are considering a trip there. Number the topics (a–f) in the order you hear them.

- |                                   |                          |
|-----------------------------------|--------------------------|
| a special events/festivals        | <input type="checkbox"/> |
| b the ideal time of year to visit | <input type="checkbox"/> |
| c food                            | <input type="checkbox"/> |
| d what to do there                | <input type="checkbox"/> |
| e what to take                    | <input type="checkbox"/> |
| f organised trips                 | <input type="checkbox"/> |

- 8** Listen again and complete the notes.

### TRIP TO BHUTAN

#### WHEN TO GO

Spring and autumn are the best seasons to go.

Don't go in winter because (1) \_\_\_\_\_.

Don't go in summer because (2) \_\_\_\_\_.

#### ACTIVITIES

Trekking is fantastic – amazing views and a lot of different (3) \_\_\_\_\_.

#### CLOTHES

Don't forget to take: rain gear and good (4) \_\_\_\_\_.

Also, for the sun: a hat and (5) \_\_\_\_\_.

Don't bring (6) \_\_\_\_\_ or (7) \_\_\_\_\_ for trekking (it's all provided).

#### FOOD

One of the main ingredients used is (8) \_\_\_\_\_.

#### FESTIVALS

The main reason for festivals is for people to (9) \_\_\_\_\_.

#### FLAGS

The reason for the flags is for people to (10) \_\_\_\_\_.

- 9** Work in small groups and discuss the questions.

- Would you like to go to a remote place like Bhutan? Why/Why not?
- Would you like to go on the organised trekking trips described in the listening? Why/Why not?
- Have you been to any festivals or celebrations in your country or abroad which you particularly enjoyed? Give details.



## Grammar | questions

- 10** Complete the questions (1–9) in the Active grammar box and then check your answers with audioscript 1.15 on page 163.

### Active grammar

#### Direct questions

There are two main types of direct questions:

A *Yes/No* questions

- (1) \_\_\_\_\_ *to carry all our equipment?*  
 (2) \_\_\_\_\_ *provide a guide?*

B *Wh-* questions

- (3) *What activities* \_\_\_\_\_ ?  
 (4) *When* \_\_\_\_\_ *the best time to go?*

Subject questions are used when the question word (e.g. *who*) refers to the subject of the sentence.

When a *wh-* word replaces the subject in a question, we do not use the auxiliary verb.

- (5) *Who* \_\_\_\_\_ *with the trekking group?*

#### Indirect questions

Use indirect questions when you want to be polite (e.g. when you don't know someone). Use the word order of positive statements. Use *if* or *whether* for indirect *Yes/No* questions.

- (6) *Can you tell me what* \_\_\_\_\_ ?  
 (7) *Could I ask you what* \_\_\_\_\_ *like?*  
 (8) *Do you know* \_\_\_\_\_ *any interesting festivals at that time?*  
 (9) *I'd like to know* \_\_\_\_\_ *to take anything special.*

see Reference page 33

- 11 a** Find the mistake in each question and correct it.

- Where you are living at the moment?
- He has ever been trekking before?
- Who did give you those lovely flowers?
- What time you be here tomorrow?
- You having a holiday soon?
- When this company was started?

**b** Make the questions in 11a indirect.

*Can I ask you if you go on holiday every year?*

- Can you tell me \_\_\_\_\_ ?
- Do you know \_\_\_\_\_ ?
- Can I ask you \_\_\_\_\_ ?
- Can you tell me \_\_\_\_\_ ?
- Do you know \_\_\_\_\_ ?
- I'd like to know \_\_\_\_\_ .

## Speaking

- 12** Complete the How to... box with the headings below.

- Give details of personal experience
- Add extra information to illustrate further what you mean
- Use different words to make your description more precise

### How to... add detail

You can make your speaking more specific and sophisticated by adding details in different ways.

A \_\_\_\_\_

*There is a lot of snow in winter, which can make travelling difficult.*

*You will need an assortment of clothes, including good walking boots.*

B \_\_\_\_\_

*It's hot in the summer, sometimes really scorching.*

*It can get cool, actually pretty chilly.*

C \_\_\_\_\_

*In my experience, the best seasons to visit are spring and autumn.*

*I'd also recommend warm clothes for the evenings.*

- 13 a** Prepare to find out about two other types of holiday. Divide into two groups (A and B) and write questions using the notes below.

**Group A:** write questions about camel trips in Egypt.

**Group B:** write questions about bird-watching in Mexico.

Think about cost, location, what the area is like, accommodation, food, facilities, activities/organised tours. Think also about the types of questions you should ask.

**b** Now prepare the answers you're going to give. Think of ways of making them as detailed as possible using ideas from the How to... box.

**Group A:** read about bird-watching in Mexico on page 147.

**Group B:** read about camel trips in Egypt on page 149.

- 14 a** Work in A/B pairs. Take turns to ask and answer questions.

**b** Which holiday would you rather go on? Why?

## 2.3 On the move

Grammar modifying comparatives

Can do express opinions about places and make comparisons

### Vocabulary | verb phrases about moving/ travelling

**1** Work in pairs and match the underlined verb phrases (1–8) with the definitions (a–h).

- 1 My parents are Scottish but they emigrated to Australia.
- 2 My brother has lived abroad for ten years, so I don't see him much.
- 3 I've just moved house. Here's my new address.
- 4 My sister left home when she was 18 and went to university in York.
- 5 I spent a lot of holidays just roaming around the countryside, exploring.
- 6 After weeks of planning, we finally set off on our round-the-world trip.
- 7 We all cried when we went to see her off at the airport.
- 8 I'm off to the shops. Is there anything you need?
  - a to live in a foreign country
  - b to leave your house and go to live in another one
  - c to leave your country and go to live in another country
  - d to walk or travel, with no definite purpose
  - e when you are ready to go, or you're going to go somewhere very soon
  - f to leave at the start of a journey (especially an important, exciting or difficult one)
  - g when a young person leaves his/her parents' house and goes to live somewhere else
  - h to go to an airport, train station, etc. to say goodbye to someone who is leaving

**2** Complete the questions below with the correct form of a verb phrase from exercise 1.

- 1 At what age do young people in your country typically \_\_\_\_\_ ?
- 2 Do you like people to come and \_\_\_\_\_ (you) at the airport?
- 3 What time did you \_\_\_\_\_ when you last went on holiday?
- 4 Which country would you move to if you lived \_\_\_\_\_ ?
- 5 What would you miss if you \_\_\_\_\_ ?
- 6 How many times have you \_\_\_\_\_ in your life?
- 7 Where \_\_\_\_\_ (you) to after class today?
- 8 When was the last time you went to a new place and just \_\_\_\_\_ without any clear direction?

**3 a** You are going to ask your partner the questions from exercise 2. First, predict what you think his/her answers will be.

**b** Work in pairs and ask the questions from exercise 2. How many answers did you predict correctly?

### Reading

**4 a** Work in pairs. Look at the photos on page 29 and discuss the questions, giving reasons for your answers.

- 1 Where and when do you think photo A was taken?
- 2 In which country do you think photo B was taken?
- 3 Do you think the family in photo C are going on holiday or emigrating to another country?

**b** Work in pairs. Do you think the following statements are true or false?

- 1 In the late 1800s, a lot of people emigrated from the UK.
- 2 Over a million British people emigrate every year.
- 3 Spain is a popular destination for British people to emigrate to.
- 4 Most people who emigrate go back home after a year.

**c** Read the article on page 29 quickly and check your answers.

**5** Read the article again and match the summaries (a–g) with the paragraphs (1–4). There are three extra summaries.

- a The appeal of many places is the price of property, better wages and the good weather.
- b For most people who emigrate, it's the best thing they've ever done.
- c Many people find that the grass is not always as green as they had hoped.
- d There is a trend in recent times for increasing numbers of British people to emigrate.
- e It's very difficult to get a work permit for popular countries like Australia and Spain.
- f Some people go abroad for about three years in order to earn and save money to go back with.
- g Although emigrating can be hard, it can also provide people with greater job satisfaction.

**6** Work in small groups and discuss the questions.

- 1 Have you ever lived abroad or are you living abroad now? If so, where did you go and what is/was it like? What do/did you miss? If not, would you ever consider doing so? Why/Why not? Where would you like to go?
- 2 Is it common for people to emigrate from your country? If so, where do they go and what are their reasons? Do you think they find what they are looking for?

A



# ON THE MOVE!

<sup>1</sup> The last big wave of emigration from the UK took place towards the end of the 19<sup>th</sup> century. During this time, about 90,000 people per year were leaving to start new lives in places like Australia, New Zealand, Canada and the US. Today, the numbers are much bigger; every day, thousands of people are on the move and, either temporarily or permanently, setting up home abroad. Their move may be job-orientated or perhaps they think the grass is greener somewhere else. Whatever their reasons, it's clear that more and more people are stepping into the unknown and leaving their own country. In Britain alone, over 400,000 people make the move out of their country each year. In 2010, one survey revealed that almost three quarters of Brits have considered emigrating this year – that's an increase of 300 percent in five years. But where do they go and why? And do they 'live happily ever after'?

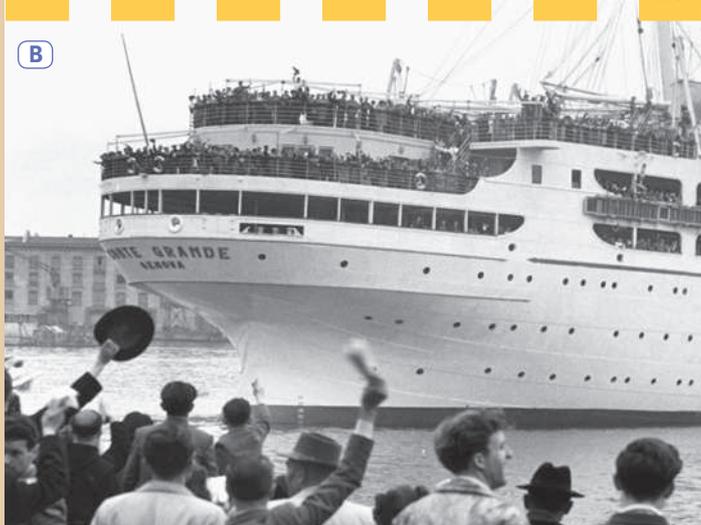
<sup>2</sup> Typically, a lot of people move abroad because of their jobs. They may find that their company is moving them overseas but many people make their own decision, believing they will have more successful careers abroad. Paul Derwin is a scientist who used to be based at a prestigious London university. He was dissatisfied, however, and felt that the opportunities he had were not nearly as good as he wanted and he decided to explore the possibilities California had to offer. 'Emigration is incredibly difficult, emotionally as well as practically,' he says. 'But after ten years here, I've got a far nicer life than before. I have a fantastic job and the recognition I wanted. People take my work much more seriously here. It would be difficult to give that up now.'

<sup>3</sup> By far the most popular reason for emigrating, however, is the desire for a better quality of life. Destinations that place a greater value on leisure and have a more laid-back lifestyle were easily

the most popular. People also look for places where the weather is sunnier and generally a lot warmer. Britain is famous for its bad weather especially during the dark and cold winter months. Southern Spain becomes very appealing when you think of the 320 days of sunshine a year. In 2008, over a million people emigrated to Spain and there are thought to be over one million Brits now living there. Cheaper property is another reason given for moving abroad. The cost of living in America, for example, is a bit lower than in Britain and often salaries are slightly higher. For all these reasons, it's not surprising that the top five most regularly chosen destinations for Britons to emigrate to are the US, Australia, New Zealand, Canada and Spain. The fact that most of these are English-speaking countries is obviously also a major factor for British people. Sue Riddell, a 30-year-old nurse from Birmingham, wants to emigrate to Australia with a group of friends. 'We're fed up of the conditions we work and live in,' she says. 'I went travelling to Australia after I left school and I loved it – the beaches, the fresh air, the sense of space. If I can, I'm going. And I don't know if I'll come back.'

<sup>4</sup> Despite the fact that so many Britons move abroad, however, most of them go back home after only about three years. Often, living overseas is not quite as attractive as it first seems. Generally people emigrate because they think life is going to be a little better. They sometimes want to do this because they get certain feelings on holiday and they romanticise about what it would be like to live there. They tend to focus on the best aspects and think it will be nearly as good as this all the time, when often that is not the case. Making enough money and getting work abroad can be just as difficult as it is at home and people tend to find they miss family, friends and things they took for granted back home.

B



C



## Grammar | modifying comparatives

**7 a** Look at the language in the Active grammar box and underline one example of each phrase in the article on page 29.

**b** Complete the Active grammar box with the headings (1–3).

- 1 Describing things which are the same
- 2 Describing a big difference
- 3 Describing a small difference

### Active grammar

- A \_\_\_\_\_
- 1 *far, much, a lot* + comparative adjective/adverb
  - 2 *by far, easily* + superlative adjective/adverb
  - 3 *not nearly as* + adjective/adverb + *as*
- B \_\_\_\_\_
- 4 *a little, a bit, slightly* + comparative adjective/adverb
  - 5 *not quite as* + adjective/adverb + *as*
  - 6 *nearly as* + adjective/adverb + *as*
- C \_\_\_\_\_
- 7 *(just) as* + adjective/adverb + *as*

see Reference page 33

**8** Complete the second sentence so that it means the same as the first. Use three or four words (including the word in brackets).

*Spain is much sunnier than Britain.*

*Britain isn't nearly as sunny as Spain. (nearly)*

- 1 I find learning foreign languages far more difficult than my sister.  
My sister learns foreign languages \_\_\_\_\_ than I do. (much)
- 2 I'd prefer to live somewhere that is a bit drier than this.  
I'd prefer to live somewhere that isn't \_\_\_\_\_ this. (quite)
- 3 I certainly haven't lived in a more expensive country than this.  
This country is \_\_\_\_\_ place I've lived in. (easily)
- 4 I'm a bit more adventurous now than I was ten years ago.  
Ten years ago I was \_\_\_\_\_ I am now. (slightly)
- 5 I've never lived in a place nearly as good as this.  
This is \_\_\_\_\_ place I've ever lived. (far)
- 6 My lifestyle in Canada now is no better or worse than it was in England.  
My lifestyle here in Canada is \_\_\_\_\_ it was in England. (as)



## Speaking

**9 a** 1.16 Listen to the dialogue and decide which topics (1–7) the people are discussing.

- 1 Your hometown is by far the best place to live.
- 2 Being near your family is much more important than living in a warmer climate.
- 3 When it comes to the weather – the warmer, the better.
- 4 Living abroad is much more interesting than staying in your own country.
- 5 Integrating into a new culture is a lot easier than most people think.
- 6 Living abroad wouldn't be nearly as good as being on holiday there.
- 7 It's far better to go on holiday to a place where they speak your language.

**b** Listen again. Which phrases from the How to... box do you hear?

### How to... describe two things which change together

*When it comes to language, **the more** practice, **the better**.*

***The more** time you spend abroad, **the easier** you'll find integrating ...*

***The more** you explore a country, **the more** you find out about it ...*

***The less** you know about a country, **the less** prepared you are.*

***The more** you practise the language, **the less** worried you'll be about integrating ...*

**10** Work in small groups and discuss one of the statements from exercise 9a.

## 2 Vocabulary | Expressions with go

**1** Match the underlined expressions with *go* with the definitions (a–j).

- 1 They went to great lengths to make the party a success.
- 2 We're going away for two weeks to stay with my cousin.
- 3 There's a lot of shouting next door. I wonder what's going on.
- 4 Which course have you decided to go for?
- 5 I totally trust Danielle. She would never go back on her word.
- 6 He went down with terrible flu the day before his interview.
- 7 He's decided to make a go of the new business for at least a year.
- 8 I've been on the go all day and I'm exhausted.
- 9 It goes without saying that we'll support you.
- 10 I've never been skiing before, but I want to have a go.

- a to happen
- b to catch an illness
- c to take a lot of time and effort
- d to choose a particular thing
- e to attempt to do something
- f to be clear without being said
- g to be very busy or working all the time
- h to not do what you've promised or agreed
- i to make something (e.g. a business or a marriage) successful
- j to leave your home and go to another place for a few days or weeks

**2** Work in pairs.

**Student A:** say one of the definitions in exercise 1.

**Student B:** guess the correct expression.

**A:** *attempt to do something*

**B:** *have a go*

**3** Choose the correct word in *italics*.

- 1 When I'm abroad I always *make/have* a go at speaking the language.
- 2 We're going *away/out* for the weekend. Could you look after our cat?
- 3 Don't worry. It goes without *saying/talking* that I'll meet you at the airport.
- 4 There's something going *down/on* in the city centre. It's full of people.
- 5 Although they argue a lot, they want to *make/have* a go of their marriage.
- 6 I promise I won't go back *with/on* what I've said.
- 7 Can you help with dinner please? I've been *on/off* the go all day.
- 8 Your teacher can't be here today. She's gone *off/down* with a bad cold.
- 9 I couldn't decide which kitten to go *away/for*. They were all gorgeous.
- 10 He went to *great/long* lengths to make sure he was totally prepared for the interview.

**4 a** Prepare to describe an experience using five of the expressions from exercise 1. Your experience could be true or you could make it up (you can use the photos below to help you). You should include one of the sentences below.

*I've decided that I want a bit more adventure in my life.*

*I've always been fascinated by the idea.*

*I've never considered myself much of an explorer.*

**b** Work in pairs and take turns to tell each other about your experiences.

**Student A:** don't say if your experience is true or not.

**Student B:** guess if it is true or false.



# 2 Communication

Can do ask and answer questions in an interview



## Who's your ideal travelling companion?

Are you an intrepid adventurer who loves sleeping under the stars, or someone who prefers a home from home and all life's luxuries? Who is your ideal travelling companion? And who is your travelling companion from hell?

### Do the quiz and find out.

#### 1 Work in pairs and discuss the questions.

- 1 Which of the holidays in the photos appeals to you most? Why?
- 2 What is the best holiday you've ever been on? Why?

#### 2 a Look at the quiz. Match the questions (1–6) with the possible answers (a–f).

**b** For each question in the quiz, put the ideas in the boxes (a–f) in order according to how important they are for you.

**c** Do the quiz with as many different students as possible. When you're answering the questions, explain the reasons for the order you decided on. You can also add your own ideas, giving reasons.

#### 3 a Read the descriptions on page 147.

- Which one do you think you are most like?
- Which one do you think each person you questioned is most like?

**b** Which students do you think would be the best travelling companions for you? Why? Which would be the worst? Why?

**1** What would your ideal summer holiday be?

**2** What would you definitely pack in your suitcase?

**3** How would you spend your ideal evening on holiday?

**4** How long do you like your holidays to be?

**5** What do you dread most about your holiday?

**6** What are you most likely to bring home?

**a** souvenirs from the airport   arts and crafts made by the locals  
lots of photos   cheap cigarettes and perfume

**b** guidebooks   novels   suncream   penknife

**c** package holiday with beach or pool  
independent travel alone or with friends   exploring jungle or desert  
sports and activities, e.g. skiing, scuba diving

**d** being bored   spiders, mosquitoes, etc.  
not being able to speak the language   getting robbed

**e** in the hotel restaurant   in your tent   in local restaurants  
in various bars and nightclubs

**f** not more than a week   two weeks  
at least three or four weeks   open-ended

## Present Perfect Simple and Continuous

We use the Present Perfect to talk about things which started in the past, but continue to the present, or are finished but have an effect on the present.

We use the Present Perfect Simple when we focus on: (a) the present result of the action, (b) the finished action, or (c) the number of times the action has been completed up to the time of speaking.

*Here look! The postman **has brought** you a letter.*

*I've lived here since last January.*

*She's sent over 50 emails today.*

We use the Present Perfect Continuous when we focus on: (a) the activity itself, (b) the length of time, or (c) the repetition of the activity.

*They've been having such a nice time.*

*He's been playing tennis for three hours.*

*I've been telling him for years to move to the country.*

We often use *for* (length of time) and *since* (starting point) to talk about the duration of the activity.

*I've worked in this office for five years.*

*She's been lying on her bed since this time yesterday.*

We often use *just/yet/already* with the Present Perfect.

*Just* means a short time ago. It usually comes between *has/have* and the past participle.

*I've just seen Mariana.*

*Already* shows that something happened sooner than expected. It usually comes between *has/have* and the past participle or at the end of the sentence.

*I've already done the shopping.*

*Yet* shows we expected something to happen before. It is used at the end of negatives and questions.

*Have you finished that email yet?*

## Questions

There are two main types of direct questions.

Word order: question word + auxiliary verb (e.g. *are/did/does*) + subject + main verb

Yes/No questions: *Are you going to Danka's party?*

Wh- questions: *Where did she learn to speak Spanish?*

Subject questions are used when the question word (e.g. *who*) refers to the subject of the sentence.

Word order: Question word + main verb + subject

*The teacher told us to go. → Who told you to go?*

We use indirect questions when we want to be polite (e.g. when we don't know someone).

There are different ways of starting indirect questions (e.g. *Do you know ..., Can you tell me ..., Could you tell me ..., Is it OK if ..., I'd like to know ...*).

We use the word order of positive statements. We use *if* or *whether* for indirect Yes/No questions.

*Can you tell me where the nearest bank is?*

*Do you know whether this bus goes to Oxford?*

## Modifying comparatives

For describing a big difference, we use:

*far, much, a lot* + comparative adjective/adverb: *I'm feeling a lot better today.*

*by far, easily* + superlative adjective/adverb: *This is by far the best café around here.*

*not nearly as* + adjective/adverb + *as*: *I can't play the piano nearly as well as Michael.*

For describing a small difference, we use:

*a little, a bit, slightly* + comparative adjective/adverb: *They've moved to a slightly bigger house.*

*not quite as* + adjective/adverb + *as*: *This exam wasn't quite as hard as the last one.*

*nearly as* + adjective/adverb + *as*: *My younger brother is nearly as tall as me.*

For describing things which are the same, we use:

*(just) as* + adjective/adverb + *as*: *This soup is just as tasteless as the other one.*

For describing two things which change together:

*The more/less/comparative adjective/adverb ... , the more/less/comparative adjective/adverb*

*The more people who help, the more we'll get done.*

### Key vocabulary

#### Exploring

have itchy feet   bitten by the travel bug  
an independent traveller   experience culture shock  
wander around   be homesick

#### Describing situations and feelings

fascinated/fascinating   daunted/daunting  
challenged/challenging   petrified/petrifying  
annoyed/annoying   disgusted/disgusting  
inspired/inspiring   worried/worrying

#### Weather

cool   chilly   sub-zero temperatures   mild  
scorching   pour   drizzle   shower/showery  
breeze/breezy   clear   overcast   bright   changeable

#### Verb phrases about moving/travelling

emigrate   live abroad   move house   leave home  
roam around   set off   see someone off   be off

#### Expressions with go

go away   go on   go for   go back on   go down with  
have a go at   make a go of   be on the go  
go without saying   go to great lengths



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 151

## 2 Review and practice

### 1 Choose the correct words in *italics*.

Thanks for the party last week. I've *really enjoyed* / *really enjoyed* it.

- 1 I've *written* / *ve been writing* emails all morning.
- 2 I've *seen* / *saw* a really awful film yesterday.
- 3 My brother is in France. He's been there *for* / *since* a week.
- 4 She's very well-travelled. She's *visited* / *been visiting* more than twenty countries.
- 5 Billy's the nicest person I've *ever* / *already* met.
- 6 I live in a flat in London. I've *lived* / *lived* here for three years.
- 7 He's *worked* / *been working* in the garden for hours and he's exhausted.
- 8 Would you like some coffee? I've *yet* / *just* made some.

### 2 Write sentences with the Past Simple, Present Perfect Simple or Continuous.

I/stand/at this bus stop/forty minutes

*I've been standing at this bus stop for forty minutes.*

- 1 He/*already*/phone me/*three times* this morning.
- 2 We/*go*/to India/*three weeks* last summer.
- 3 I/*just*/see/a really fantastic musical.
- 4 You/*hear*/the news/*yet*?
- 5 I/*decorate*/the living room/*all day*.
- 6 I/*know*/my best friend/*primary school*.
- 7 You/*ever*/read/the *Lord of the Rings* books?
- 8 How long/*you*/live/*abroad*?

### 3 Complete the direct questions for the underlined answers.

Where did you go on holiday last year?

I went to Sardinia.

- 1 \_\_\_\_\_ your motorbike?  
I've had my motorbike for a week and a half.
- 2 \_\_\_\_\_ at university?  
She's going to study engineering at university.
- 3 \_\_\_\_\_ ?  
I think I'm about 1 metre 70 centimetres tall.
- 4 \_\_\_\_\_ that box on the top shelf for me?  
No, sorry, I can't reach it. I can only reach the second shelf.

### 4 Write indirect questions for the underlined answers with the words in brackets.

Can I ask you where you went on holiday last year? (you go on holiday last year)

*I went to Rio de Janeiro for the carnival.*

- 1 Can \_\_\_\_\_ ? (this shop)  
It closes at half past five.
- 2 I'd \_\_\_\_\_. (can buy/theatre tickets here)  
Yes, you can.
- 3 Would \_\_\_\_\_ ? (you/finish your homework)  
I'll definitely finish it by 12:00.
- 4 Can \_\_\_\_\_ ? (the most interesting country/you ever visit)?  
I'm not sure – either Japan or Russia.

### 5 Choose the correct words in *italics*.

I want to get to work a bit earlier than / *as* yesterday.

- 1 My suitcase is *much* / *more* heavier than yours.
- 2 Tania got by far the *worse* / *worst* maths results in the whole class.
- 3 The exam wasn't nearly as difficult *than* / *as* I'd expected.
- 4 You're *easy* / *easily* the most helpful person I know.
- 5 You need to speak a lot *loud* / *louder* than that.
- 6 People are far more *friendly* / *friendlier* here than in my country.
- 7 Generally, it's *a* / *the* little chillier here than it is in my country.
- 8 She is just *as* / *more* talented as her sister at music.

### 6 Find the wrong word in each sentence and correct it.

- 1 We'll need an alarm because we're putting off very early in the morning.
- 2 He's desperate to go travelling. He's got really scratchy feet.
- 3 I'd really love to make a go with drama lessons.
- 4 I think I'm going down of a sore throat.
- 5 It's pouring with rain, so I'll give you a lift. That goes without speaking.
- 6 I experienced country shock at first and found it daunting living in a new place.
- 7 I'm really annoyed with Jane. I can't believe she went back to her word.
- 8 It was lovely having so many people to see me away at the station.