

6

BRINGING PEOPLE TOGETHER

Objectives

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|------------|--|
| FUNCTIONS | using intensifying comparatives |
| GRAMMAR | comparatives; linkers of contrast |
| VOCABULARY | ways of speaking; love and relationships |

Student's Book pages 56–57

READING

1 **SPEAKING** Books closed. As a lead-in, brainstorm different types of public transport and write them on the board. Divide the class into groups and assign one of the types of public transport to each group. Ask them to make a list of at least five advantages and five disadvantages of using that type of transport. Regroup students so that each type of public transport is represented within each group. Ask students to compare lists and come to an agreement on which is the best and worst way to travel.

Books open. Check/clarify: *stuffy* (lacking fresh air), *packed* (tightly filled). To check understanding, ask: *If you were at a very busy football match on a cold day, would you say it was packed or stuffy?* (packed); *If you are in a stuffy classroom, is it easy to breathe?* (no). Students work together in pairs to discuss the people in the photos. To encourage them to say as much as possible, you could ask students to take it in turns to say a sentence about a photo and to compete to continue adding details until their partner cannot think of anything else to say. You could also ask students to come to an agreement on where the people might be feeling most and least comfortable. Conduct feedback by nominating one or two students to share their ideas in open class.

2 **SPEAKING** Working individually students make notes about what they imagine to be the thoughts of one of the people in the photos. Get them to think about where the person they've chosen might have been, where they're going and why, etc. Students read out the person's thoughts (this is more fun if done in the first person) for their partner(s) to guess who it is. Listen to some examples in open class.

3 **1.32** Ask students to make predictions based on the title. Elicit some ideas in open class and write these on the board. Students read and listen to the blog to check which of the ideas on the board are mentioned.

4 Working individually, students re-read the blog and answer the questions. Encourage them to answer any from memory before they re-read and check, and to underline the sections of the blog that support their

answers. Allow them to compare answers with a partner before whole-class feedback.

Answers

- 20 minutes.
- They complained about the trains.
- Tourists' nationality and their holiday plans/experience, a businesswoman's mountain-climbing hobby, what an older fellow pupil from school thought about their teachers.
- Offering each other food and drink, playing/singing music, medical assistance.
- Because she helped a diabetic man.
- Clapped, cheered and hugged.
- The same as usual. People weren't as friendly as the day before.

5 **SPEAKING** Ask students to work with a partner and answer the questions. Monitor and help with vocabulary, but do not interrupt unless errors impede communication. Instead, note down any recurring mistakes, write them on the board, ensuring anonymity and ask students to correct them in open class.

Mixed-ability

Divide the class into pairs or small groups by level for this speaking exercise. Give weaker students a minute or two to think about their answers and make notes before they begin their discussions in pairs.

Stuck in a lift

ROLE PLAY Put students into groups of four and assign a letter (A, B, C and D) to each member. Give students time to read their role card. Put As, Bs, Cs and Ds together to check understanding of their roles and to brainstorm things they could say. Tell students that it is important to stay in character to make the activity interesting and fun. During the role playing stage, monitor to encourage quieter students to speak and to remind students that they need to reach agreement on what to do. During feedback, nominate a member of each group to report back to the class on what they decided to do.

TRAIN TO THINK

Exaggeration

1 Books closed. To introduce the topic, tell students the same story twice. The first time you tell the story, use very ordinary adjectives (*good, nice, not bad, etc.*).
For example: I went on holiday last year. It was nice. The food was OK and the weather was good. I went on a

trip to some mountains and I saw some trees and a lake. It was good. I took some pictures.

When you repeat the story, use language of exaggeration, as follows, stressing the adjectives:

I went on the best holiday of my life last year. It was absolutely fantastic. The food was delicious and the weather was incredible. I went on a trip to some really beautiful mountains and saw the tallest trees I've ever seen. They were touching the clouds. There was also a massive lake. It all felt like a dream. I took some amazing pictures!

Ask students: *What was the difference between the two stories?* Elicit that the second included more exaggeration and was possibly more interesting to listen to, as a result, though it might have not been any truer an account of my holiday than the first one.

Divide the class into pairs for students to discuss and answer the questions in Exercise 1. Check answers in open class.

Answers

- 1 five
- 2 journey was terrible; worst journey of my life; stopped for ages; middle of nowhere; so bored I thought I was going to go mad
- 3 journey was terrible = journey was annoying/inconvenient
worst journey of my life = it wasn't a good journey
stopped for ages = stopped for quite a long time
middle of nowhere = not at a station/in the countryside
so bored I thought I was going to go mad = impatient with having to wait on a train

Optional extension

During feedback, read the example text (in the speech bubble) for students to repeat and check stress/intonation. Point out that we put a strong stress on words which we use to exaggerate meaning, e.g. *terrible – worst; two hours – ages*. Ask students to take it in turns telling the story to a partner using suitable stress and intonation.

- 2 **SPEAKING** Give pairs time to come up with an idea for a story, make notes and think about how they will exaggerate their story. Also, allow them time to take turns to practise telling it. Regroup students with different partners to tell each other their stories. Listen to some examples in open class as feedback.

PRONUNCIATION

For practice of linking words with /dʒ/ and /tʃ/, go to Student's Book page 120.

Student's Book pages 58–59

GRAMMAR

Comparatives

- 1 Working in pairs, students match the sentence halves before referring back to the text to check their answers. You could elicit the comparative forms in each sentence and ask students to underline them before they go on and complete the rule. To check understanding of these uses of comparatives during feedback, say some sentences and ask students to

decide if they are true or false. For example *Spain is not nearly as big as China*. (true); *The more you eat, the thinner you get*. (false) etc.

Answers

1 c 2 d 3 e 4 a 5 b

Rule

A 2 B 3,4 C 5 D 1

- 2 This exercise is closely modelled on Reading and Use of English Part 4 of the Cambridge English: First exam. You could do the first one in open class to clarify the task. Students work individually to complete the exercise before checking with a partner. Refer them to the rule to help them decide on their answers before doing feedback in open class.

Answers

1 nowhere near as difficult 2 practise, the better
3 more and more expensive 4 the less

Fast finishers

Ask students to write five sentences comparing themselves to a member of their family using some of the comparative structures in the rule box.

Optional extension

Write the following sentence openers/endings on the board. Ask students to work together to complete the sentences and fill the gaps.

- 1 *The older I get, ...*
- 2 *... is far more exciting than ...*
- 3 *... is getting better and better.*
- 4 *... are not nearly as expensive as ...*

Nominate one or two students to share their answers with the class. For further practice, ask students to work in pairs to write sentences of their own using comparatives, then read them out to another pair without saying the adjectives for their partners to guess.

For example:

- A *Barcelona is nowhere near as ... as Madrid.*
B *Barcelona is nowhere near as big as Madrid.*
A *Correct!*

Workbook page 54 and page 124



Be aware of common errors related to comparatives. Go to Get it right! on Student's Book page 124.

FUNCTIONS

Using intensifying comparatives

- 1 If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the grid on the board, covering the second and third columns with the reveal tool. Alternatively, ask students to cover the second and third columns in their books. Read the information with students and elicit reasons for each statement. Encourage students to use comparative forms in their answers.

Reveal or ask students to uncover the second and third columns and work with a partner to match the three parts. During whole-class feedback, draw attention to the phrases in italics. Say the phrases for students to repeat. Point out that primary stress is often placed on the intensifying comparatives and that they are often used to exaggerate information in stories.

Answers

1 b ii 2 c i 3 a iii

- 2 Ask students to work individually and make a list of recommendations for visitors to their country. Divide the class into pairs for students to compare ideas. Encourage students to say whether they agree or disagree with each piece of advice and to agree on five 'top tips' as a pair. Monitor to make sure they are using intensifying comparatives. During feedback, nominate two or three students to each share their favourite piece of advice with the class and encourage reactions from the rest of the class.

VOCABULARY

Ways of speaking

- 1 Books closed. As a lead-in, read out the following sentences and elicit the communicative purpose of each one, in L1 if necessary, and using the first one as an example:
- You should buy a new computer. (to recommend)
 My neighbours make a lot of noise. (to complain)
 The concert will begin in five minutes. (to announce)
 Hello, I'm Brian. (to introduce)
 I told him your secret. (to confess)
 What time is it? (to enquire)

Write correct answers on the board.

Books open. With a partner, students answer the question. Do whole-class feedback prompting students to justify their answers.

Answer

6

- 2 In pairs, students match the verbs to the sentences in Exercise 1. During feedback, say the verbs for students to repeat and check pronunciation.

Answers

to recommend 2 to introduce 4 to announce 5
 to confess 6 to enquire 1 to complain 3

LANGUAGE NOTE

While this exercise does not focus on reported speech, you might like to point out to stronger classes that some of these verbs can be used to report what has been said. You could elicit/give the following sentences and draw attention to the verb patterns in each:

He enquired about the train. (to enquire about + noun)
She recommended visiting Manchester. (to recommend + -ing)
He complained about the lack of free seats. (to complain about + noun)
She introduced herself and her friend. (to introduce yourself)
They announced a problem. (to announce a problem)
He confessed to eating the last piece of cake. (to confess to + -ing)

- 3 Look at the example with students and explain that we can form nouns from the verb roots using the suffixes in the list. Also point out that we can make verb phrases using *make* or *give* + noun, e.g. *make an enquiry*. Ask students to work with a partner and choose the correct suffix to make nouns. Check answers in open class.

Answers

2 confession 3 introduction 4 enquiry
 5 announcement 6 complaint


Fast finishers

Ask students to make a list of more nouns that include the suffixes in the list.

- 4 Give students time to write three sentences. In pairs, students take turns to read out their sentences and identify the function.

Workbook page 56

LISTENING

- 1 Ask students to look at the pictures. Ask: *What do you think is the relationship between Sophie and Rob? What type of story do you think it is? Do you think it's a story with a happy or a sad ending? Why?* Working individually, students order the pictures to make a story. Divide the class into pairs for students to compare their ideas.
- 2  1.35 Tell students they're going to listen to Sophie and Rob's story. Tell them not to worry if they don't understand everything, but to just concentrate on checking the order they came up with in Exercise 1. Play the recording. Let students compare answers with a partner before whole-class feedback. *Did they guess the story correctly?*

Answers

A 4 B 3 C 2 D 1 E 8 F 7 G 6 H 5

Audio Script Track 1.35

And now it's that time in the morning to stop what you're doing, sit back and enjoy *Radio Romances*. Today's story comes from Sophie, who describes herself as a work-at-home mother.

Sophie used to work in a big law firm in London. She had friends, she had a job she liked, she was happy, but there was one thing missing in her life – she wanted to fall in love. She used to dream about meeting the perfect man. But at the same time, she used to believe that 'love at first sight' only happened in films. Until ...

Sophie still remembers the first time she saw him on the platform. She was waiting for her usual train to work. She recognised lots of the regular passengers, but this time there was a new face. A tall, good-looking guy in his twenties. That was the beginning of Sophie's love story with the stranger she decided to call 'Train Man'.

In the mornings, on the train, she used to sit where she could see him. Soon all her friends at work knew about him and every day they would ask her: 'Did you see Train Man today?' And she'd smile back. There was only one problem: she had never spoken to him.

One day she came up with a plan. While he was walking past her, she dropped her ticket. Train Man picked it up and gave it to her. 'Thanks,' was all Sophie managed to whisper as he walked away.

Two months passed and nothing happened. Then Sophie decided she had to do something. One day she wrote him a note. It said: 'It's my birthday, and everyone should do something silly on their birthday. Would you like to go for a coffee sometime?' and included her email address. She walked by him as she was leaving the train, her hand shaking and gave him the note. Train Man looked confused. 'What's this?' he asked, but Sophie had already run away.

That evening Sophie got an email. It was from Rob. Train Man finally had a name. It was a lovely email but it mentioned that Rob had a girlfriend. The next day on the train, they smiled nervously at each other and that was all.

And so life went on, until a few months later when Sophie got the best email of her life. It was from Rob. He had split up with his girlfriend a few months before, and now that he'd got over her he had decided to write to Sophie. She couldn't believe it. He was asking her out! Three days later they went on their first date.

They started going out, and they fell in love. Some months later, on a train travelling across Australia on holiday, Rob asked Sophie to marry him. They got engaged and then they got married the following summer. A year later they decided to start a family. Today they have a daughter called Megan. And Sophie still calls Rob her 'Train Man'.

- 3 1.35 This exercise is closely modelled on * Listening Part 2 of the Cambridge English: First exam. Check/clarify: *proposed*. Ask students to predict the words or type of words that could go in each space before they listen a second time. Play the recording again while students complete the gaps. Check answers in open class. If necessary, play the recording a third time to clarify answers.

Answers

- 1 love/falling in love 2 platform
3 work friends/friends at work 4 note 5 email
6 girlfriend 7 few months 8 got engaged

VOCABULARY

Love and relationships

- 1 Books closed. As a lead-in, write the following phrases from the listening on the board in random order: *get engaged; split up; ask out; fall in love; first date; get married; start a family; meet someone*.

Ask students to work with a partner to order the phrases according to the typical chronology of a relationship. Listen to some of their ideas in open class. Remove the phrases from the board before asking students to open their books.

Books open. Students work with a partner to complete the phrases. During feedback, check understanding by eliciting meaning referring to the story of Sophie and Rob. You might also like to highlight dependent prepositions, e.g. *fall in love with someone*.

Answers

- 1 fall 2 split 3 get 4 get 5 ask 6 go 7 go
8 start 9 get

- 2 Students complete the exercise individually, then check answers in pairs before feedback in open class.

Answers

- 1 split up 2 got over 3 went on a date 4 going out
5 fell in love 6 got engaged 7 got married
8 start a family

Fast finishers

Ask students to close their books and write as many of the phrases from page 59 as they can remember. They can then open their books to check.

Optional extension

Make AB pairs. All Bs should close their books while As read phrases, at random, without the preposition for Bs to recall. For example:

A: *To fall in love beep someone*

B: *with*

- 3 **SPEAKING** In pairs, students tell the story of a famous couple. Get them to use as many phrasal verbs from Exercise 1 as they can. Once they've finished, nominate pairs or ask for volunteers to tell their story to the class. To give students a reason to listen, ask them to note down all of the phrasal verbs from Exercise 1 that they hear. The winning pair is the one who used the most phrasal verbs.

Workbook page 56

Student's Book pages 60–61

READING

- 1 A recording of this text is available with your digital resources.

If you have an IWB available in the classroom, this would best be done as a heads-up activity. Project the photos and ask students to discuss the two questions in pairs. Take some feedback in open class and write students' ideas on the board but don't give anything away at this stage.

Answers

- 1 They are throwing buckets of water over their heads.
2 They are probably doing it to raise money for charity.

- 2 Students quickly read the article to check their answers. The article contains some quite difficult language. Tell students not to worry if they don't understand every word but to just focus on checking their ideas. Refer them to the ideas on the board at this point. Allow them to compare answers with a partner before whole-class feedback.

Answers

'Cool' refers to both the popularity of the challenge and the icy water.

- 3 Give students time to read sentences 1–8 and underline key words. Check/clarify: *challenge, refused, donated*. Ask students to read the article again to

answer the questions. Encourage them to underline the parts of the text that give them their answers and correct any false statements. Students compare answers with a partner before whole-class feedback.

Answers

- 1 T 2 DS 3 F (You had to pay \$10) 4 T 5 F (He refused to do the challenge. He gave \$100 to charity)
6 F (They felt it put pressure on people) 7 F (only 10% of participants gave money to charity) 8 T

Optional extension

The article contains a variety of interesting vocabulary. Write the following phrases on the board.

- 1 weird; 2 swept across; 3 bright future; 4 cut short;
5 prove; 6 viewed; 7 put pressure on; 8 take part;
9 seen as being; 10 criticised

Ask students to find them in the article and work with a partner to work out their meaning from the context. Check answers in open class, giving further clarification where required.

SPEAKING

Put students into pairs or small groups to discuss the questions. Monitor and help as necessary, encouraging students to develop their answers. Make a note of any students with particularly interesting anecdotes and call on them to share them with the rest of the class during feedback.

GRAMMAR

Linkers of contrast

- 1 Draw attention to the words in bold and elicit/explain that they are used to join, or link, contrasting information. Divide the class into pairs for students to read the sentences and complete the rule. Monitor and help with any difficulties. During whole-class feedback, refer to sentences 1–6 and give further examples for clarification if required. Stress the importance of the position (beginning, middle or end of sentence) of the linker and the correct use of pronunciation.

Rule

- 1 in spite of 2 even though 3 nevertheless

LANGUAGE NOTE

In spite of and *despite* can be followed by a negative gerund, for example:
In spite of/Despite not having an umbrella, he walked home in the rain.

- 2 If you're short on time, do number 1 as an example in open class, then set the rest of the exercise for homework.
Students work individually to rewrite the sentences. Remind them to check the position of the linker and punctuation with the rule. Students check answers with a partner before whole-class feedback.

Answers

- 1 Despite studying hard for the test, I failed it.
2 He doesn't earn a lot of money. However, he gives a lot of it to charity.
3 Although I'd seen the film before, I still really enjoyed it.
4 In spite of starting to eat less, I didn't lose any weight. / I didn't lose any weight, in spite of starting to eat less.
5 It wasn't very warm. Nevertheless, we had a good time at the beach.
6 Even though I don't speak a word of Chinese, I understood what he said. / I understood what he said, even though I don't speak a word of Chinese.

Fast finishers

Ask students to rewrite the sentences using different linkers of contrast.

Optional extension

Divide the class into small groups. Write the following mixed-up sentences on the board one at a time. If you're using an IWB, write each word in a separate text box and drag and drop to order. Alternatively, you could dictate them. Ask students to race to be first to correctly order the words. Give a point for each correct answer.

- 1 a Despite managed the finish having she to finger race broken.
2 raining tennis at Even hard, we went though park it was to play the.
3 before met. had really Nevertheless on never, they They got well.
4 the was we Although meeting the late, arrived train at.
5 a friends doesn't big., he have family has He a lot However of.

Answers

- 1 Despite having a broken finger, she managed to finish the race.
2 Even though it was raining hard, we went to play tennis at the park.
3 They had never met before. Nevertheless, they got on really well.
4 Although the train was late, we arrived at the meeting.
5 He doesn't have a big family. However, he has a lot of friends.

- 3 Students work with a partner to do this.

Mixed-ability

Ask stronger students to complete the exercise without referring to the rule box. They can refer to Exercise 2 to remind them of the actual linkers.

Answers

Although I felt really tired, I stayed up till midnight to celebrate the new year. / I stayed up till midnight to celebrate the new year, although I felt really tired.
Even though I felt really tired, I stayed up till midnight to celebrate the new year. / I stayed up till midnight to celebrate the new year, even though I felt really tired.
I felt really tired. However, I stayed up till midnight to celebrate the new year.
Despite feeling really tired, I stayed up till midnight to celebrate the new year. / I stayed up till midnight to celebrate the new year, despite feeling really tired.
In spite of feeling really tired, I stayed up till midnight to celebrate the new year. / I stayed up till midnight to celebrate the new year, in spite of feeling really tired.
I felt really tired. Nevertheless, I stayed up till midnight to celebrate the new year.



Be aware of common errors related to linkers of contrast. Go to *Get it right!* on Student's Book page 124.

THINK VALUES

Doing good

- 1 Divide the class into groups of four to complete this task. Monitor to help with vocabulary and ideas. As students are going to present their ideas to the class, you may like to ask them to consider using visual cues as part of their presentation. Depending on what's available in the classroom, you could ask them to produce a PowerPoint presentation.
- 2 **SPEAKING** Ask each group to decide who is going to present which part of their presentation and give them some time to practise. Groups take it in turns to present their ideas to the class. Ask students to think of one question to ask the group presenting. Allow time for questions after each presentation. Hold a class vote to decide on the best charity idea.

Optional extension

Before students vote on the best charity, ask them to work with their original group of four and discuss the other presentations. Ask them to discuss the positive and negative points of each charity idea and discuss ways they might have done things differently. When students vote, nominate individuals to give reasons for their choices.

Student's Book pages 62–63

LITERATURE

BACKGROUND INFORMATION

Stan Barstow (28 June 1928–1 August 2011) was an English novelist from Yorkshire in the North of England. His novels include *Ask Me Tomorrow* (1962) and *The Watchers on the Shore* (1966). *A Kind of Loving* (1960) was his most popular novel and was made into a film starring Alan Bates and June Ritchie. The story centres on a working-class man whose girlfriend has a baby. He is forced to marry her and change his lifestyle, learning the difference between the initial excitement of a relationship and the reality (and tedium) of everyday love.

- 1 Books closed. As a lead-in, task students with making a list of five romantic novels or films, in pairs or small groups. Encourage students to discuss the main plot points of each and to agree on a ranking of the five novels or films from best to worst. Nominate pairs to share their lists with the class during feedback.
Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Check/clarify: *attracted to*, *run into each other*. Draw students' attention to the photos and ask them to discuss the question with their partner. During feedback, note down students' ideas on the board.

- 2 **1.36** Play the audio for students to listen and read to check their answer to Exercise 1. Tell them to concentrate on answering the question and not to worry about understanding every word. Allow students to check their answer with a partner before feedback in open class. Nominate individuals to give reasons for their answer. Check the answers on the IWB to see if anybody predicted correctly.
- 3 Ask students to read the questions and underline the key information they will need to read for. You could encourage students to try to answer the questions before reading again to check their answers. Let students compare answers with a partner before feedback in open class. During feedback, ask students to refer to the parts of the text that support their answers.

Answers

- 1 She talks about the people who work at Whittaker's.
- 2 He's thinking about how to ask her out.
- 3 That he thinks the musical is good, and that he was thinking of seeing it that week.
- 4 Because he's excited that Ingrid has agreed to go to the musical with him.
- 5 Because he got there early.

- 4 **VOCABULARY** Students work individually to complete the exercise and then check their answers with a partner before feedback in open class.

Mixed-ability

Ask stronger students to look back at the extract and try and deduce meaning of the highlighted words using the context, without referring to the definitions in Exercise 4. Weaker students can match definitions and words directly.

Answers

- 1 fib 2 That makes us quits 3 scandal 4 make it 5 draughtsman 6 whiff 7 tearing 8 chattering

- 5 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to expand on their answers. Make a note of any nice expressions in English that students use during the activity and also of any repeated errors. At the end write your notes on the board praising students who produced nice expressions and eliciting corrections of any mistakes. Also during feedback, ask for volunteers to report back to the class on their discussion and encourage others in the class to react.

WRITING

An essay

- 1 To lead in to this activity, ask students: *When did you last write an essay? What was the topic?* Elicit answers in open class. Ask: *What do you need to do to write a very good essay?* Brainstorm ideas. You can then use students' answers to inform you as to their existing knowledge of essay writing and adapt your input accordingly. Students read the essay and answer the question. Let them compare their answers with a partner before checking in open class.

Answer

The author agrees.

- 2 Ask students to work with a partner to complete the exercise. Point out that in a well-structured piece of writing, each paragraph should have its own purpose, which is exactly why it is written as a separate paragraph. Check answers in open class.

Answers

1 D 2 B 3 C 4 A

- 3 Ask students to complete the sentences, and then check their answers in the essay. During feedback, elicit other linkers that could also fit into the sentences. If students find any of the linkers difficult, take the opportunity to go back to page 61 and review them.

Answers

1 However 2 As a consequence 3 Furthermore
4 As a result 5 Nevertheless 6 Therefore

- 4 If you're short on time, students can do the preparation in class and complete the writing at home. Alternatively, this could be done as a collaborative writing activity in class with pairs of students of a similar level working together.

Ask students to make a note of any vocabulary they could use in their essays and to include linkers of contrast. Remind them that they should leave their own opinion until the conclusion.

- 5 Students expand their notes into an essay.

On completion, you could ask students to swap their essays with a partner (or another pair where you opted for a collaborative writing approach) for them to read and give each other feedback on **content** (Is it interesting and engaging to read?) and **coherence** (Are linkers used? Are they used accurately? Have they followed the structure of the model answer?). Alternatively, you may prefer to collect their writing in for marking. When you mark their essays, check for the above points. The main focus should be on how successful you feel each piece is as an informative essay to read – not on particular grammar or lexical errors. Write short feedback for each student, saying first what you liked about each essay, and two or three things they may like to improve on in the future. Make a note of any persistent errors that occur in the class, then go over these points (and bring in extra practice for them) in a subsequent lesson.

Student's Book pages 64–65

THINK EXAMS**READING AND USE OF ENGLISH****1 Part 7: Matching****Answers**

1 C 2 B 3 D 4 A 5 B 6 A 7 C 8 D 9 C 10 A

Workbook page 61

TEST YOURSELF UNITS 5 & 6**VOCABULARY****1****Answers**

1 split 2 going 3 confessed 4 introduced 5 zip
6 upgrade 7 back up 8 startled 9 complained
10 recommendation

GRAMMAR**2****Answers**

1 even though 2 succeeded in 3 wasn't allowed to
4 nowhere near as 5 needn't have 6 been able

3**Answers**

1 We ran as fast as we could, but we didn't manage to get there in time.
2 Despite ~~he earns~~ **earning** a good salary, Mario says he never has enough money.
3 Nicole's parents weren't as strict with her brother ~~than~~ **as** they were with her.
4 ~~Nevertheless~~ **Although/Even though** Barry's French isn't great, he understood a lot of the film.
5 It is very kind of you, but you don't need to pick me up at my house. I can walk to the restaurant.
6 James always does well in tests, ~~although never studying~~ **despite/in spite of never studying / although he never studies.**

FUNCTIONAL LANGUAGE**4****Answers**

1 far and away, even 2 must, don't need to 3 let, have
4 easily, whole