

verbs that can be followed by either gerund or infinitive with to

- **rule 2:** This grammar rule will be new to most Sts. In Sts' L1 some of these concepts may be covered by using two different verbs, so if you know your Sts' L1, you can use it to make the meaning clear.
- With *need to do* / *needs doing* highlight that *needs doing* is an alternative to a passive construction, e.g. *The house needs painting* / *to be painted*.

Focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

a	
1 taking	6 tidy
2 to drive	7 to call
3 do	8 coming
4 waiting	9 to eat out / eating out
5 to carry	10 working
b	
1 seeing	5 to turn
2 to call	6 painting
3 taking	7 to send
4 locking	8 learning / to learn

Tell Sts to go back to the main lesson 6A.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopyable activity at this point or leave it for later as consolidation or revision.
- e Put Sts in pairs for this oral grammar practice activity and focus on the task. Give Sts time to think and plan what they are going to say before getting them to speak.
- Monitor and help Sts, correcting any errors with gerunds and infinitives.
- Get some feedback.

6 3 39))) **SONG** Sing 🎵

This song was originally made famous by the American rock band My Chemical Romance in 2010. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopyable activity on p.234.

3 39)))

Sing

Sing it out
 Boy, you've got to see what tomorrow brings
 Sing it out
 Girl, you've got to be what tomorrow needs
 For every time that they want to count you out
 Use your voice every single time you open up your mouth

Chorus

Sing it for the boys
 Sing it for the girls
 Every time that you lose it sing it for the world
 Sing it from the heart
 Sing it till you're nuts
 Sing it out for the ones that'll hate your guts
 Sing it for the deaf
 Sing it for the blind
 Sing about everyone that you left behind
 Sing it for the world
 Sing it for the world

Sing it out
 Boy, they're gonna sell what tomorrow means
 Sing it out
 Girl, before they kill what tomorrow brings
 You've got to make a choice
 If the music drowns you out
 And raise your voice
 Every single time they try and shut your mouth

Chorus

Cleaned up, corporation progress
 Dying in the process
 Children that can talk about it
 Living on the railways
 People moving sideways
 Sell it till your last days
 Buy yourself the motivation
 Generation Nothing
 Nothing but a dead scene
 Product of a white dream
 I am not the singer who you wanted
 But a dancer
 I refuse to answer
 Talk about the past, sir
 Wrote it for the ones who want to get away
 Keep running!

Chorus

We've got to see what tomorrow brings
 Sing it for the world
 Sing it for the world
 Girl, you've got to be what tomorrow needs
 Sing it for the world
 Sing it for the world

Check answers, getting Sts to read the full sentences.

- a
- 1 ✗ used to play
 - 2 ✗ couldn't get used to drinking
 - 3 ✗ Have you got used to living
 - 4 ✓
 - 5 ✓
 - 6 ✗ used to have
 - 7 ✗ I'm used to it
 - 8 ✓
 - 9 ✗ to get used to living
 - 10 ✓
- b
- | | |
|--------------------------|-------------------------|
| 1 get used to getting up | 6 get used to wearing |
| 2 used to have | 7 isn't used to sharing |
| 3 used to rent | 8 got used to having |
| 4 used to spend | 9 didn't use to like |
| 5 is used to working | 10 get used to eating |

Tell Sts to go back to the main lesson **6B**.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

3 PRONUNCIATION sentence stress and linking

Pronunciation notes

- Although Sts should be quite familiar with the stress patterns of English, i.e. stressing the information words, they will still need more practice to be able to speak fluently with the right rhythm. They should also know the rules for linking words when one ends with a consonant and the next one begins with a vowel, as in *get up*, or when a word ends with a consonant sound and the next one begins with the same or a very similar sound, as is the case with *used to* /ju:stə/.

a (3.45))) Focus on the task.

Play the audio once the whole way through for Sts just to listen.

(3.45)))

See sentences in Student's Book on p.58

Now play it again, pausing after each sentence for Sts to repeat. Make sure they pay attention to the rhythm and linking.

Finally, repeat the activity, eliciting responses from individual Sts.

b (3.46))) Focus on the task.

Play the audio once the whole way through for Sts just to listen.

(3.46)))

- 1 I'm not used to sleeping on such a hard bed.
- 2 I'll never get used to living alone.
- 3 Did you use to sleep a lot when you were a teenager?

Now play the audio again, pausing after each sentence to give Sts time to write. Play again as necessary.

Check answers by eliciting the sentences onto the board.

See sentences in script 3.46

Extra challenge

- Tell Sts to listen again and this time to try and underline the stressed words. Play the audio.
- Elicit the stressed words and underline them on the board:

- 1 I'm not used to sleeping on such a hard bed.
- 2 I'll never get used to living alone.
- 3 Did you use to sleep a lot when you were a teenager?

- Elicit that the stressed words are always the words that carry the information, e.g. nouns and verbs.

c Put Sts in pairs and get them to say the sentences to each other.

Get some individual Sts to say the sentences.

d This exercise recycles the grammar. Put Sts in pairs and get them to discuss 1–3, giving as much information as possible.

Get some feedback.

Extra support

- Demonstrate the activity by answering some of the questions yourself.

4 READING & SPEAKING

a Focus on the instructions and then give Sts time to read the introduction.

Then elicit answers to the three bulleted questions below the introduction. Don't tell Sts if they are right or not, but tell them they will find out the answers later.

b Focus on the task and sentences 1–6, dealing with any vocabulary problems (the term 'lucid' dream is explained in the article).

Give Sts time to read *Living your dreams* and answer T or F for each statement. Remind them to underline the part in the article that gave them the answer.

Get Sts to compare with a partner and then check answers.

Extra support

- Before Sts read the article, check it for words and phrases which your Sts might not know and be ready to help with these (but not the ones from **d**).

Mixed conditionals

- Sometimes the second and third conditionals are mixed. We suggest that you draw Sts' attention to this for passive recognition, but this is not practised in the exercises.

Focus on the exercises and get Sts to do them individually or in pairs.

Check answers, getting Sts to read the full sentences.

- a
- 1 wouldn't have made
 - 2 wouldn't lend
 - 3 'd / would ask
 - 4 wouldn't have had
 - 5 were / was
 - 6 'd / had looked (or had been looking)
 - 7 would enjoy
 - 8 changed
 - 9 'd / had been able
 - 10 'd / had asked
- b
- 1 If Luke hadn't missed the train, he wouldn't have been late for the interview.
 - 2 Millie would have bought the top if she'd had / she had had some money.
 - 3 If it hadn't started snowing, we'd have reached / we would have reached the top.
 - 4 If Rebecca didn't drink so much coffee, she wouldn't sleep (so) badly.
 - 5 I'd drive / I would drive to work if there weren't / wasn't so much traffic.
 - 6 If Matt treated his girlfriend better, she'd stay / she would stay with him.
 - 7 You'd feel / You would feel better if you did some exercise.
 - 8 The driver wouldn't have found the street if he hadn't had satnav.
 - 9 If Jim had bought the right size, I wouldn't have had to change the sweater.
 - 10 If you got up earlier, you wouldn't waste half the morning.

Tell Sts to go back to the main lesson **5A**.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

- d Focus on the task and give Sts time to complete the four stems.

Get some feedback.

Possible endings

- 1 + ...I would have a better social life.
- ...I wouldn't need a car.
- 2 + ...I had turned off 'roaming' when I was travelling.
- ...I hadn't spoken to my sister in the USA for an hour.

- e Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Guess the conditionals, A** on p.106, **B** on p.111.

Demonstrate the activity by writing in large letters on a piece of paper the following sentence:

IF I'D KNOWN IT WAS YOUR BIRTHDAY, I WOULD HAVE BOUGHT YOU A PRESENT.

Don't show the sentence to your Sts.

Then write on the board:

IF I'D KNOWN IT WAS YOUR BIRTHDAY, I _____ (+)

Tell Sts that you have this sentence completed on a piece of paper and they have to try to guess what it is.

Elicit possible completions with a positive (+) verb phrase (e.g. *would have called you* / *would have sent you a card*). Say 'Try again' if they say something different, until someone says the phrase *I would have bought you a present*, and say 'That's right.'

Now go through the instructions. Emphasize that Sts should write their ideas next to the sentence, but not in the gap, and only complete the gap when their partner says 'That's right.'

Sts continue in pairs. Monitor and help.

Tell Sts to go back to the main lesson **5A**.

6 WRITING an article

Tell Sts to go to **Writing An article** on p.116.

- a Focus on the task and three pictures.

Elicit ideas from the class or get Sts to discuss the question in pairs.

If Sts worked in pairs, elicit ideas, but don't tell them if they are right or not.

Now give Sts time to read the article to check.

Check answers.

The parents should have kept the knives in drawers that children can't reach. They shouldn't have put a bed under a window. They shouldn't have put medicine where children can reach it.

- b Focus on the task and make sure Sts understand what they have to do. Point out that the first one has been done for them.

Get Sts to compare with a partner and then check answers.

New paragraph after '...the child falls out.'
New paragraph after '...leave them in a locked cupboard.'
New paragraph after '...liquids are in high cupboards.'

- c Focus on the task and give Sts time, in pairs, to choose which topic they want to write about in their article.
- d Focus on the task and go through points 1 and 2 with the class.

Give Sts time, in pairs, to brainstorm possible tips and an introductory sentence.

- e Focus on the **Useful language: giving advice** box and go through it with the class.

Then either get Sts to write their article in class (set a time limit of e.g. 20 minutes) or get them to write it at home for homework.

- f Sts should check their work for mistakes before giving it in.

Extra idea

- Get Sts to see if they can remember what the three percentages refer to:

- 1 the percentage of people who said it was impossible to live without regrets
- 2 the percentage of people who said they thought their regrets had led them to act more positively and that they had learnt from their mistakes
- 3 the percentage of people who said their regrets had made them into the person they are today

- d Focus on the list of 20 regrets and make sure Sts understand them all. Emphasize that they are not in order, so the Sts must guess what the top five are.

Now give Sts time to read the list of regrets.

Put Sts in pairs and get them to decide which they think are the top three regrets (in order).

Elicit some ideas, but don't tell Sts if they are right or not.

Finally, focus on the **regret doing or regret having done?** box and go through it with the class.

- e (317))) Tell Sts they are going to hear the regrets in reverse order. Play the audio for Sts to listen and check.

Check answers and find out if any Sts chose all five correctly.

(317)))

The top five regrets were, in reverse order, number five 'Having taken up smoking', number four 'Not having saved enough money', number three 'Not having done more exercise or eaten more healthily', number two 'Not keeping in touch with friends', and the number one regret was 'Not having travelled more and seen more of the world'.

Do the last question as an open-class activity.

4 GRAMMAR *wish + past simple or past perfect*

- a Focus on the task and give Sts time to read the four comments.

Get Sts to compare with a partner and then elicit some ideas.

Point out the idiom 'cry over spilt milk' in the third comment (*It's no use crying over spilt milk.*) and elicit its meaning (to waste time worrying about something that has happened that you cannot do anything about).

- b Focus on the task and give Sts time to do it.

Check answers.

- 1 I wish I'd travelled more when I had the time. (comment 1)
- 2 There's nothing that I wish was different about my life. (comment 2)
- 3 I wish I'd stayed on at university. (comment 2)
- 4 I wish I'd married my ex. (comment 2)
- 5 I really wish I hadn't wasted all that money on cigarettes. (comment 3)
- 6 I wish there was a song called *Je regrette tout*. (comment 4)

Now ask Sts the two questions and elicit answers.

Sentences 1, 3, 4, and 5 are the past perfect and refer to the past.

Sentences 2 and 6 are the past simple and refer to the present.

- c (318))) Tell Sts to go to **Grammar Bank 5B** on p.141. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes**wish + past simple or past perfect**

- **rule 1:** In the first person *I wish...* is often used as an exclamation.
- **rule 2:** Remind Sts that both *would* and *had* can be contracted to 'd, so they will need to focus on the main verb to see what the structure is. Compare:
I wish he'd come. (= *would come* – you want him to come)
I wish he'd come! (= *had come* – you're sorry that he didn't come)
- The information about *If only* in the box on the right applies to all uses of *wish*. *If only* is a stronger and more dramatic way of expressing a wish, e.g. *If only it would stop raining!* We normally use an exclamation mark after *If only...!*

Focus on exercise **b** and get Sts to do it individually or in pairs.

Check answers, getting Sts to read the full sentences.

b

- | | |
|--------------------|--------------------------|
| 1 had | 7 didn't get |
| 2 didn't live | 8 could |
| 3 'd / had started | 9 hadn't packed |
| 4 had | 10 had gone / were going |
| 5 'd / had bought | 11 weren't / wasn't |
| 6 'd / had been | 12 'd / had learnt |

Tell Sts to go back to the main lesson **5B**.

Extra support

- If you think Sts need more practice, you may want to give them the Grammar photocopiable activity at this point or leave it for later as consolidation or revision.

Extra challenge

- Tell Sts they are going to write their own response to the article. They need to write at least two sentences, one referring to the past using *I wish + the past perfect* and one using *I wish + past simple* for the present. Tell them to write between 50 and 75 words.
- Get Sts to exchange pieces of paper, so they can read each other's regrets.
- Get feedback. You could find out if any Sts had the same regrets or if they found any regrets surprising.

3 41)))

(script in Student's Book on p.126)

2

I Why do you have problems sleeping?

S Well, I'm a policeman and so I have to do shift work, which means I work at night every other week, so I start work at 10 o'clock at night and finish at six in the morning the following day. The main problem is that my body's used to sleeping at night, not during the day. So it's very hard to get used to being awake all night and trying to work and concentrate when your body is just telling you to go to bed.

I But isn't it something you get used to?

S Actually no, because I work during the day for one week and then the next week I work at night, which means that just when my body has got used to being awake at night then I go back to working in the day and then of course I can't get to sleep at night because my body thinks it's going to have to work all night. The other problem is that when I get home after working a night shift, everyone else is just starting to wake up so that means that it can be really noisy. The neighbours put on the radio and bang doors, and shout to wake their children up. So even though I'm really tired, it's just very hard to get to sleep.

I How many hours do you usually sleep?

S Before I became a policeman I used to sleep about eight or nine hours a night, but I think now I probably don't sleep more than six hours.

3 42)))

(script in Student's Book on p.126)

3

I Why do you have problems sleeping?

S I have a lot of problems sleeping because of jet lag. I have to travel a lot in my job and I take a lot of long-haul flights. I fly to New York quite often and I arrive maybe at six in the evening my time, but when it's only one o'clock in the afternoon in New York. So at five in the afternoon local time, I'll be feeling tired and ready for bed because it's my bed time, but I can't go to sleep because I'm probably still working or having dinner with my American colleagues. Then when I do finally get to bed at say midnight local time, I find that I wake up in the middle of the night because my body thinks that it's morning because it's still working on UK time.

I And can you get back to sleep when you wake up?

S No, that's the problem, I can't get back to sleep. And then the next day when I have meetings I feel really sleepy. It's very hard to stay awake all day. And just when I'm finally used to being on New York time, then it's time to fly home. And flying west to east is even worse.

I Oh, why's that?

S Because when I get off the plane it's early morning in the UK. But for me, on New York time, it's the middle of the night. It takes me four or five days to recover from one of these trips.

I Gosh, that must be really difficult for you.

S Yes, it is.

Extra support

- If there's time, you could play the audio again while Sts read the scripts on p.126, so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- c Focus on the three questions and make sure Sts understand them.

Put Sts in pairs and get them to interview each other, giving as much information as possible.

Monitor and help whilst Sts do the task.

Deal with any general vocabulary problems that arose.

Get some feedback.

2 GRAMMAR *used to, be used to, get used to*

- a Focus on the task and the sentences which contrast the meaning of *used to*, *be used to*, and *get used to*.

Give Sts time to match the highlighted phrases to meanings 1–3 and to answer the question.

Check answers.

I always used to sleep	1
It's very hard to get used to being	3
I'm finally used to being on New York time	2

a) After *used to* the verb which follows is in the infinitive without *to*.

b) After *be / get used to* the verb which follows is in the *-ing* form (because *to* is a preposition here, not an infinitive).

- b 3 43))) 3 44))) Tell Sts to go to **Grammar Bank 6B** on p.143. Focus on the example sentences and play the audio for Sts to listen to the sentence rhythm. You could also get Sts to repeat the sentences to practise getting the rhythm right. Then go through the rules with the class.

Additional grammar notes

used to / didn't use to + infinitive

- At this level Sts should be confident about using *used to (do sth)* although they may still make mistakes like using *I use to...* instead of *I usually...* to describe a present habit. This can cause misunderstanding as a listener may understand *I used to...* (i.e. a past habit).

be used to / get used to + gerund

- These structures are introduced for the first time. Their similarity in form to *used to* means that they sometimes get mixed up in Sts' minds. A very common mistake is to use these structures with the infinitive instead of the gerund (e.g. *I'm used to wake up early*).
- Point out to Sts that *to* here is a preposition, and can also be followed by a noun (e.g. *I'm used to living in London now; I'm used to the weather here now*).
- The meaning of *be used to doing something* may not be immediately obvious to Sts. A formal equivalent would be *be accustomed to doing something*.
- You may also want to point out that the difference between *be used to* and *get used to* is like the difference between *be angry* and *get angry*, and that *get here = become*.
- The use of *would* to refer to repeated actions in the past is referenced here, but not practised in the grammar exercises. You may want to point out that *would* is used, especially in written English, as a variant to *used to*, e.g. *We used to spend all our holidays by the sea. We would get up early every morning and run to the beach...*

Focus on the exercises and get Sts to do them individually or in pairs.

5&6 Revise and Check

For instructions on how to use these pages see p.39.

STUDY LINK

- iTutor

Test and Assessment CD-ROM

- Quick Test 6
- File Test 6

GRAMMAR

- a
- | | |
|----------------------|-----------------------|
| 1 hadn't found | 6 to have |
| 2 didn't work | 7 to getting up |
| 3 wouldn't have gone | 8 I could speak |
| 4 wouldn't be | 9 I'd learnt to play |
| 5 used to driving | 10 you wouldn't leave |
- b
- 1 meeting
 - 2 cleaning
 - 3 to get
 - 4 not to be
 - 5 living

VOCABULARY

- a
- 1 proud
 - 2 homesick
 - 3 grateful
 - 4 guilty
 - 5 stunned
- b
- | | |
|---------------|-----------------|
| 1 exhausting | 6 disappointing |
| 2 shocked | 7 amazes |
| 3 embarrassed | 8 horrified |
| 4 stressful | 9 offensive |
| 5 annoys | 10 scary |
- c
- 1 a conductor
 - 2 a band / a choir
 - 3 a cello
 - 4 a soprano
 - 5 a keyboard
- d
- 1 pillow
 - 2 snore
 - 3 nap
 - 4 nightmare
 - 5 set

PRONUNCIATION

- a
- 1 really
 - 2 alarm
 - 3 chauffeur
 - 4 architect
 - 5 guilty
- b
- 1 upset
 - 2 devastated
 - 3 orchestra
 - 4 insomnia
 - 5 sleepwalk

CAN YOU UNDERSTAND THIS TEXT?

- a his contact lens solution (which he drank) and the training he did for a career in the Armed Services
- b
- | | |
|-----|------|
| 1 a | 6 c |
| 2 c | 7 c |
| 3 c | 8 b |
| 4 b | 9 a |
| 5 a | 10 b |

VIDEO CAN YOU UNDERSTAND THIS FILM?

3:50)))

- 1 c 2 b 3 a 4 b 5 c

3:50))) Available as MP3 on CD1

A Short Film on the Sleep Research Centre

Did you get enough sleep last night? I didn't. Nor the night before. These days lots of people have trouble getting a good night's sleep. Insomnia – the inability to get to sleep – is now a major issue for many people. In Britain over half of the adult population often struggle to fall asleep and ten per cent of people regularly take sleeping pills.

Even when people do get to sleep they often sleep badly. Some people even struggle with sleeping disorders. These range from the common to the bizarre. Common sleep disorders include sleepwalking and somniloquy, also known as sleep-talking. Stranger disorders include Sleep paralysis, where people wake up unable to move and Exploding Head Syndrome, where people hear a loud noise, like a bomb, just before they sleep.

In order to combat these sleep disorders we need to understand more about sleep's effects. The problem is sleep is still a mystery. I've come to the Sleep Unit at the Surrey Clinical Research Centre to meet the scientists who are trying to find out more. These scientists all study sleep. Instead of laboratories they have bedrooms full of high technology equipment. These machines measure a person's brain activity and body movement during sleep. Scientists use these measurements to analyse people's sleeping patterns. They hope to discover what sleep is for and what happens to us when we don't sleep enough. We already know that sleep deprivation affects the part of the brain that controls our behaviour, our personality and our emotions. So, when we don't get enough sleep all of these things are affected.

But why are we so sleep deprived? Researchers here say that we are sleeping enough hours, but that our sleep patterns are more irregular. The average adult sleeps for about seven and a quarter hours per night. This is almost exactly the same amount of sleep our ancestors used to get over a hundred years ago. The difference is they slept for just over seven hours every night, but we don't. Our sleeping patterns have changed to fit modern life. Today, most people lead busy lives and we often sleep less during the week. Sometimes we only sleep for five or six hours because we stay up late to work or spend time with friends. Then, at the weekend, people spend longer in bed and can sleep for ten hours! Perhaps this irregularity in sleeping patterns is something our brains find difficult to get used to. And this, in turn, affects our health and general well-being. That's why sleep clinics like this one are trying to learn more, so we can all sleep a little easier.

5 MINI GRAMMAR *would rather*

- a Focus on the two examples and read the rules with the class.

Give Sts time to rewrite sentences 1–6 with *would rather*.

Check answers.

- 1 I'd rather go to the cinema than to a club.
- 2 I'd rather not go to the party...
- 3 Would you rather meet on Thursday...?
- 4 My wife would rather not fly.
- 5 My husband would rather get a train to Manchester...
- 6 I'd rather come on Sunday...

- b Focus on the task and example. Make sure Sts know what a *four-by-four* is.

Put Sts in pairs and get them to take turns asking and answering each question. Remind them to start with *Would you rather...?* when asking their partner a question and to explain their reasons when answering.

Monitor and help, correcting any errors of the use of *would rather*.

Get some feedback.

Extra support

- If you think Sts need more practice, you may want to give them the Mini Grammar photocopiable activity now or leave it for later as consolidation or revision.

6 VOCABULARY verbs often confused

- a Focus on the task and give Sts a few minutes to circle the right verb in each extract.

Get Sts to compare with a partner and then check answers.

- 1 remember (*remind* = make sb remember, e.g. *This song reminds me of last summer.*)
- 2 avoid (*prevent* = stop sb from doing sth)
- 3 raise (*rise* = to go up, e.g. *the sun rises.*)

- b Tell Sts to go to **Vocabulary Bank Verbs often confused** on p.158.

Get Sts to do **a** individually or in pairs. Remind Sts they might need to change the form of the verb and to write their answers in the **verbs** column.

49))) Now do **b**. Play the audio for Sts to check answers. Play the audio again, pausing for Sts to repeat. Give extra practice of any words your Sts find difficult to pronounce.

49)))

Verbs often confused

- 1 I need to **discuss** the problem with my boss.
- 2 I often **argue** with my parents about doing housework.
- 3 I didn't **realize** you were so unhappy.
- 4 I didn't **notice** that Karen had changed her hair colour.
- 5 Jack always tries to **avoid** arguing with me.
- 6 My dad can't **prevent** me from seeing my friends.
- 7 I've spoken to her husband twice and he **seems** very nice.
- 8 Carol doesn't **look** very well. I think she's working too hard.
- 9 My parents don't **mind** if I stay out late.
- 10 It doesn't **matter** if we're five minutes late.
- 11 Can you **remind** me to call my mum later?
- 12 **Remember** to turn off the lights before you go.
- 13 I **expect** that Daniel will forget our anniversary. He always does.
- 14 We'll have to **wait** half an hour for the next train.
- 15 I **wish** I was a bit taller!
- 16 I **hope** that you can come on Friday. I haven't seen you for ages.
- 17 Arsenal **won** the match 5–2.
- 18 Arsenal **beat** Manchester United 5–2.
- 19 Tom always **refuses** to discuss the problem.
- 20 Tom always **denies** that he has a problem.
- 21 The cost of living is going to **rise** again this month.
- 22 It's hard not to **raise** your voice when you're arguing with someone.
- 23 Last night I came home and **lay** on the sofa and went to sleep.
- 24 I **laid** the baby on the bed and changed his nappy.
- 25 The men had been planning to **rob** the bank.
- 26 If you leave your bike unlocked, somebody might **steal** it.
- 27 I think I should **warn** you that Liam doesn't always tell the truth.
- 28 My teachers are going to **advise** me what subjects to study next year.

Testing yourself

Sts can cover the **verbs** column, look at the sentences, and see if they can remember the missing verbs.

Testing a partner

See **Testing a partner** p.29.

Tell Sts to go back to the main lesson 7A.

Extra support

- If you think Sts need more practice, you may want to give them the Vocabulary photocopiable activity at this point or leave it for later as consolidation or revision.

- c Focus on the task and give Sts a few minutes either in pairs or individually to complete the gaps. Remind Sts that they may need to change the form of the verb.

Check answers.

- 1 mind, matter
- 2 remember, remind
- 3 robbed, stolen
- 4 advise, warn
- 5 prevent, avoid

Now put Sts in pairs and get them to ask each other the questions. Encourage them to ask for more information where appropriate.

Deal with any general vocabulary problems that arose.

Get feedback from different pairs.