

# Unit 1 A great read

## Lesson A Memoirs

### Grammar Avoiding repetition 1

(See Student's Book p. 11.)

The unit teaches different aspects of ellipsis (leaving words out) and substitution (using words instead of other words) to avoid repeating the same or similar words when it is clear from the context what is meant. In this lesson, Ss use auxiliary verbs to avoid repetition.

#### Form

- Avoiding repetition with *be*

Use the appropriate form (tense, person, number) of *be* when *be* is an auxiliary verb.

*He's obviously enjoying it – as I am.* (= **am** enjoying it)

You can also use an appropriate form of *be* to avoid repetition when *be* is the main verb.

*She's clearly confused – as I am.* (= **am** confused)

- Avoiding repetition with *do / does (not)* or *did (not)*

Use *do (not)* or *does (not)* to replace verbs in the simple present. Use *did (not)* to replace verbs in the simple past.

*I think it's a great idea, but my family doesn't.* (= **doesn't** think it's a great idea)

*She took a risk, which is what I did, too.* (= **took** a risk)

- Avoiding repetition with *has / have (not)*

Use *has / have (not)* to replace verbs in present perfect.

*I haven't been abroad. My friends haven't either.*  
(= **haven't** been abroad)

#### Use

- When auxiliaries are used to avoid repetition, the auxiliary can be in the same tense as the first verb, as in the examples above.
- The auxiliary can also be in a different tense when an idea is compared in two different time frames.

*She obviously changed careers – a lot of people do these days.* (= **change** careers)

*I hope it works out. It did for me.* (= **worked** out)

### Grammar extra More on auxiliary verbs to avoid repetition; too, either, so, neither, and (to) do so

(See Student's Book p. 144.)

Grammar extra looks at ways to use auxiliary verbs with more verb forms and *too, either, so, neither, and (to) do so* to avoid repetition.

## Lesson B Favorite books

### Vocabulary in context Understanding and remembering

(See Student's Book p. 12.)

The interviews include idiomatic expressions to describe understanding and remembering.

- Students learn idioms such as *It's beyond me* (understanding) and *It's on the tip of my tongue* (remembering) to talk about their thoughts on reading and literature.

### Vocabulary notebook Heads or tails

(See Student's Book p. 19.)

The Learning tip tells Ss that when they learn a new expression, they should think of and write down a situation where its use would be appropriate. Ss practice with the vocabulary from Lesson B. These expressions are mostly more suitable for speaking and informal writing than formal writing.

- **Focus on vocabulary** reviews and practices the vocabulary introduced in Lesson D (p. 17)

### Grammar Avoiding repetition 2

(See Student's Book p. 13.)

In Lesson A, students learned to avoid repetition by replacing a repeated idea with an auxiliary verb. This lesson teaches

students how to avoid repeating infinitive verb phrases with *to* and to replace countable nouns with *one* or *ones*.

#### Form

- Avoiding repetition of an infinitive verb phrase

Use *to* instead of an infinitive verb phrase.

*I would love to write like her, but I'll never be able to.* I mean, I'd like **to**, but . . . (*write like her* is not repeated)

*We had to read Shakespeare's plays in college. Well, we were supposed to.* (*read Shakespeare's plays in college* is not repeated)

- Negatives with *try* and *prefer*

Negatives of most verbs are formed in the usual way with *didn't / did not*.

*We had to read Shakespeare, but I didn't want to.*

However, with the verbs *try* and *prefer*, the *not* precedes *to*. The same is also true of *decide, tend, and choose*.

*I shouldn't read trashy novels, and I try **not to**, but . . .*

*I used to read a lot, but these days I prefer **not to**.*

- Avoiding repetition with *one* and *ones*

The pronoun *one(s)* can replace countable nouns. Use *one* to replace a singular noun and *ones* to replace a plural noun.

*I don't read a lot of books, but the **ones** I like tend to be non-fiction.*

## Use

- *One* and *ones*

These cannot be used after possessive adjectives (*my*, etc.) or *some*, *any*, or *both* unless there is an adjective.

*I've read all her books. Her best **one** is . . .*



### Corpus information

#### Common errors with *one / ones*

You can omit *one / ones* after *first*, *second*, *next*, and *best* but not after *new*, *big*, *small*, *long*, etc.

*I hope she writes a new one. (NOT: . . . a new.)*

## Grammar extra *More on using to to avoid repeating verb phrases; More on one / ones to avoid repeating countable nouns*

(See Student's Book p. 145.)

Grammar extra looks in more detail at using *to* and *one / ones* to avoid repeating ideas.

## Lesson C *I do like it.*

### Conversation strategy *Emphasizing ideas*

(See Student's Book p. 14.)

- Speakers often add the stressed auxiliary *do* or *does* before a main verb to add emphasis to what they say. This is common when people give opinions they feel strongly about, want to contradict or correct something, want to say that something actually happens, or simply want to highlight something.
- The auxiliary *did* is used for the past. The auxiliary verbs *be* and *have* can also be stressed for the same purpose.

*I **am** studying hard. (= Don't think otherwise.)*

*I **have** read it, and I **did** enjoy it.*



### Corpus information

#### In conversation

The most common phrases with *I do* are: *I do think*, *I do like*, *I do know*, *I do want*, *I do enjoy*, *I do believe*, *I do feel*, *I do agree*.

- *If not* functions in a similar way and means *if the answer is "no," if this is not true, or if this is not the case*. *If not* can also be used between words or phrases to restate something with more emphasis or precision (e.g., *It's **as** important, if not **more** important; **most**, if not **all** people; it's **similar**, if not **identical***). This use is recycled in the Writing lesson.



### Corpus information

#### In conversation

*If not* is eight times more frequent in spoken English than *if so*. *If so* often introduces a question, especially in journalistic interviews where more than one question is being asked.

### Speaking naturally *Stressing auxiliaries for emphasis*

(See Student's Book p. 138.)

Ss practice stressing auxiliary verbs and the verb *be* to emphasize an idea.

### Strategy plus *If so, if not*

(See Student's Book p. 15.)

- *If so* is used, especially in formal situations, to avoid repetition. It means *if the answer is "yes," if this is true, or if this is the case*.

## Lesson D *Poetry*

### Reading tip *Restatement of the theme*

(See Student's Book p. 16.)

The Reading tip explains that at the end of an article, writers often return to the theme raised at the beginning.

### Writing *A short yet powerful novel . . .*

(See Student's Book p. 18.)

This lesson teaches Ss to write a review of a book. The grammar for writing presents linking adjectives.

#### Linking adjectives in writing

- Related or compatible adjectives can be linked with *and* or a comma.

- Adjectives with a contrasting meaning can be linked with *but*, *yet*, or *though*. *Though* is more common before an adjective phrase. *Albeit* can also be used:  
*Old Man and the Sea is a short **albeit** powerful novel.*
- Use a stronger adjective after *if not* or (or) *even*.  
*. . . a dream that will be difficult, **if not** impossible to fulfill.*



### Corpus information

#### Common errors with *yet* and *but*

*Yet* is a formal word for academic writing. Use *but* in most other cases.

# A great read

**Introduce the theme of the unit** Tell Ss that in Unit 1 they'll talk about reading materials, that is, the written word. Ask, "When you hear the phrase, 'reading material,' what do you think of?" (e.g., *books, magazines, newspapers, blogs*) Ask, "What makes something a 'great read'?" (e.g., *it's: interesting, informative, short, clever, relevant*) Read the unit aims aloud.

## Lesson A *Memoirs*

### 1 Grammar in context

- **Set the scene** Write on the board:

*memoir      autobiography*

Say, "Both of these are used when someone writes about his or her life. An autobiography is usually the story of a person's entire life. A memoir is often about a particular time or times in a person's life and may contain more reflection. Famous people, e.g., politicians, often write memoirs, setting their lives and actions in a broader historical or political context. A memoir usually involves an accomplishment."

- Tell Ss to raise their hands if they have read a memoir or autobiography. Ask Ss to tell the class who it was about.

- A**
- **Preview and do the task** Ask individual students each to read one of the six-word memoirs aloud. Have Ss call out any vocabulary problems. Have classmates give definitions or explanations of words or expressions they know. Supply definitions for any remaining vocabulary.
  - Ask, "Can you guess the story behind each memoir? How about Lindsay?" Have Ss call out ideas (e.g., *She changed her job. She went to cooking school*). Put students in pairs. Say, "Decide on a brief story for each person."
  - Have a few pairs call out their ideas for each picture. (Note: If using the Extra Activity below, ask only one pair about one picture.)

#### Extra activity – groups

Group members read each other's stories aloud. Groups choose their favorite story for each picture.

For each picture, groups present their favorite to the class. The class decides on its favorite story.

**B**  CD1, Track 2

- **Preview the task** Read the instructions aloud. Tell Ss to read the things people say. Check for vocabulary problems and help as needed.
- **Play the recording** Ss listen and write the letters a–f.
- **Play the recording again** Ss listen again and check their answers. Check answers with the class.

#### Answers

- |      |      |
|------|------|
| 1. b | 4. f |
| 2. a | 5. e |
| 3. d | 6. c |

#### About you

**C** **Pair work**

- **Preview the task** Read the instructions aloud. Ask a S to read the eight discussion points aloud.
- **Do the task** Have Ss discuss their ideas. Remind Ss to explain the reasons for their choices.
- **Follow up** For each person pictured, have several pairs report their answer and the reason for their answer.

# Vocabulary notebook *Pick and choose*

## If done for homework

Briefly present the Learning tip and the task directions. Make sure Ss understand what they need to do.

## If done in class

- **Present *Learning tip*** Read the information aloud. Say, “This will help you not to sound repetitive and will give your writing variety.” Ask a S to read the example in the box.
  - **Present *Dictionary tip*** Have a S read the tip aloud. Add, “Make sure that you identify informal expressions in your thesaurus.”
- A** • **Preview and do the task** Read the instructions and the expressions in the box aloud. Tell Ss to read the sentences before they begin. Make sure they understand them. Have Ss complete the task. Check answers with the class: Ask individual Ss each to read a sentence aloud.

### Answers

1. Charismatic individuals can often persuade other people to do things they don't want to do. . . .
2. . . . Their expressions do not show their true feelings.
3. Many people would like to find the right partner but do not know how to proceed. . . .
4. Also when it's a matter of deciding whether or not to get married, you need to be sure. . . .
5. It is important to play down your shortcomings and minimize your failures in job interviews.

- B** • **Preview and do the task** Read the instructions aloud. Have Ss complete the task and compare their answers with a partner. Check answers with the class.

### Answers

1. *d*. It is not always easy to notice other people's moods.
2. *c*. If you only take into consideration looks, you may choose the wrong partner.
3. *b*. It is easy to be fooled by people who seem sincere.
4. *a*. You have to stop being upset by difficult or unpleasant experiences.

## C Word builder

- **Preview and do the task** Read the instructions aloud. Ask a S to read the four sentences aloud.
- Have Ss complete the task and share meanings they found with the class. Check answers with the class: Ss call out the meaning and say whether they think it's too informal for writing.

### Possible answers

1. *brush off*: ignore, disregard
2. *get to someone*: bother, irritate, annoy; *get to* is probably too informal for writing.
3. *hit it off*: get along; *hit it off* is probably too informal for writing.
4. *give in*: concede (defeat), accept you cannot win or achieve something

### Extra activity – class

Ss write new sentences using the expressions in bold in Exercise B. For each expression, several Ss read their sentence aloud.

## D Focus on vocabulary, page 133

- **Preview and do the task** Read the instructions aloud. Have Ss match the expressions. Check answers with the class.

### Answers

1. e; 2. d; 3. a; 4. b; 5. f; 6. c

## Checkpoint 4 Units 10–12

Before you begin the Checkpoint, tell Ss to think of three language points from Units 10–12 (grammar, vocabulary, or conversation strategies) that they are unsure of. Have Ss make note of them, find them in the units, and review them.

### 1 Change in the workplace

↻ Exercise A recycles the continuous infinitive forms of verbs and reflexive pronouns. During the pair work discussion in Exercise B, Ss review highlighting topics by putting them at the start or end of what they say. (e.g., *My girlfriend, she watches news channels all the time.*)

#### A (10A Grammar; 12B Grammar)

- **Preview and do the task** Say, “Before you begin the exercise, read the paragraph.” Check that the class has no questions with vocabulary or content. Say, “Change the underlined verbs to continuous forms.” Point out that the first underlined verb has been done as an example. Have Ss complete the task and compare their answers with a partner.
- Say, “Then go back and complete the sentences with reflexive pronouns. Look at the first blank. What reflexive pronoun completes the sentence correctly?” [itself] Ask why. [It refers to *workplace*, which is singular and a “thing.”] Have Ss complete the task and then compare answers in pairs. Check answers with the class.

#### Answers

Economists say that society will **be undergoing** some critical . . . Women seem **to be graduating** in larger numbers than men, although they appear **not to be taking** as many . . . Women also appear **to have been gaining** momentum in the workplace itself. They are said **to be gaining / to have been gaining** in confidence, . . . and now rate themselves as equal . . . if she can see herself in . . . Given that employers **will be needing** a more . . . we are going **to be seeing** more . . . women might well **be earning** more . . . A man who sees himself as . . . thinks he ought **to be earning** more . . . the relationship itself is not satisfactory. . . . where respect for each other / one another is more important than . . .

#### B (10C Conversation strategy)

##### Pair work

- **Preview and do the task** Read the instructions aloud. Ask a S to read the example aloud. Ask, “How does this example show highlighting the topic?” [The pronoun *it* is used and then it’s followed by the information it refers to.] Ss work in pairs to discuss the information.
- **Follow-up** Have several pairs share one of their discussions with the class.

### 2 Pick out the real problem

↻ Exercise A recycles expressions with *be to*. It also recycles expressions with *turn* (e.g., *turn your back on*) and phrasal verbs. The pair work discussion gives Ss an opportunity to practice two conversation strategies: considering different sides of an argument (*I can see it from both sides / at the same time*) and using *to me*.

#### A (11B Vocabulary; 12B Vocabulary; 11A Grammar)

- **Preview the task** Read the instructions aloud. Tell Ss to read the conversations before they begin. Say, “Follow the instructions in the order they are written.”
- **Do the task** Have Ss complete the task and compare their answers with a partner. Check answers with the class.

#### Answers

1.

Q: Would you **turn your back on** an old friend, if she were to do something really bad? . . . She is to go to court next month. She’s trying to **play it down**, but when it **comes down to** it, I don’t want to **be taken in** by someone who’s dishonest.

A: *If your friendship is to continue, then . . . You can’t **turn back the clock**, but anyone can **turn over a new leaf** and **turn their life around** . . . someone to **turn to**. Then try to **put it behind you**.*

2.

Q: A friend is trying to **talk me into** setting up . . . I don’t want to **turn** the offer down, but . . . I know I won’t be able **to turn a blind eye to** that. I don’t know how to **go about** telling her. She’s beginning to **pick up on** my reluctance, though.

A: . . . *my inbox is **anything to go by**. It could **turn out to be a success**, or it could **turn into** a nightmare. If we are to believe the statistics, . . . Maybe you’ve reached a **turning point in your lives** and friendship. Your email **gives away one thing** . . . Otherwise, it’s bound to end in failure.*

#### B (12C Conversation Strategy; 11C Strategy plus)

##### Pair work

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task.
- **Follow-up** Have Ss report one of the problems and solutions they discussed with the class.

### 3 A true story

↻ This exercise recycles passive verb complements; the conversation strategy of highlighting topics with *this*, *these*, *that*, and *those*; and the conversation strategy of using *to put it mildly* to say something in a stronger way.

#### A (11B Grammar)

- **Preview the task** Read the instructions aloud. Ask Ss to read the entire article before they begin. Point out that the first answer has been done for them.
- **Do the task** Have Ss complete the task. Tell Ss to compare their answers. Check answers with the class.

#### Answers

Maybe every young person wants to be known as a hero, . . . Chesley Sullenberger probably didn't expect to be called a national hero . . . Passengers on Flight 1549 recall being terrified as . . . A flock of geese appears / appeared to have been sucked into the plane's engine. . . . perhaps, he deserves / deserved to be admired. It was an incident that many passengers no doubt would rather forget. . . . the industry needs to remember.

#### B (10C Strategy plus; 12C Strategy plus)

##### Pair work

- **Preview and do the task** Read the instructions aloud. Ask, "What other expressions do you remember?" Have Ss call out the expressions. Ask a pair of Ss to read the example aloud. Have Ss complete the task.
- Say, "After you've added the words and expressions, read your version to a partner. Listen to your partner and make a note of where your versions differ. Compare the paragraphs and decide on a final version." Have Ss complete the task. Check answers with the class.

#### Answers

"I'm sure those passengers were pleased [to put it mildly] when that plane landed safely. Those geese caused a few problems [to put it mildly]. Just think what could have happened if that pilot hadn't been so skilled. That guy must have nerves of steel [to put it mildly]. He must have analyzed the problem instantly to bring that aircraft down safely. Then he made sure all those people were safe. I read this story recently about this pilot who fell asleep, which is scary [to put it mildly], and these passengers woke him up."

### 4 In the news?

↻ This exercise recycles objects + *-ing* forms after prepositions and verbs; collocations in news reports; the subjunctive, and comments that can be used to express concern.

#### A (10A Vocabulary; 12A Grammar)

- **Preview and do the task** Say, "Replace the underlined words in the reports with expressions from Unit 10, Lesson A. Have Ss complete that part of the task."
- Say, "Now complete the verb phrases to express the ideas given in brackets." Tell Ss to read the entire paragraph before they begin. Have Ss complete the task and compare answers with a partner. Check answers.

#### Answers

1. The failure . . . to greet a delegation of foreign . . . has fueled speculation about . . . She underwent surgery . . . However, . . . doctors are insisting on her having more surgery before they can agree to her carrying out her normal duties. This comes . . . political rival announced his campaign. Analysts . . . there is a danger of the stock market being affected. They say they cannot rule out the possibility of the economy collapsing. Stocks plunged.

2. A bomb went off near . . . A protest group has said it caused the explosion. If . . . it could result in the government taking action. Riot squads may be mobilized. . . . victims will be compensated and . . . need to be contained. It is . . . is already filing a lawsuit / considering legal action against one group.

#### B (10B Grammar)

- **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Check answers with the class.

#### Answers

1. [should] pass / take
2. [should] speak / write
3. [should] be
4. [should] stay / study
5. [should] be

#### C (11C Conversation Strategy)

##### Pair work

- **Preview and do the task** Read the instructions aloud. Ask, "What other expressions do you remember?" (e.g., *That doesn't seem right. / That would be my concern.*) Have Ss discuss the editorial.
- **Follow-up** Have pairs share ideas with the class.