# 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*.

#### 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.

• 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.

### **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*



### **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.

## 2 Grammar

#### Figure it out

#### A www.cambridge.org/viewpoint/audio

- The grammar charts are available as downloadable recordings from the website above.
- Preview the task Ask, "How do the speakers on page 10 avoid repeating the same or similar words?
   Find these ideas and rewrite the underlined parts of the sentences."
- Do the task Have Ss complete the task. Check answers with the class. Read each sentence aloud. Ask a S to read the rewritten version aloud.

#### **Answers**

- Well, she obviously changed careers a lot of people do these days.
- I hope it works out for her it <u>did</u> for me, but for some people it doesn't.
- She still hasn't gotten any work. I know a lot of graduates who <u>haven't</u>.
  - Focus on the form Write on the board:

do did does(n't) have(n't)

Ask, "What kind of verbs are these?" [auxiliary]

- Ask, "In sentence 1, what does *do* replace?" [change careers] "In sentence 2, what does *did* replace?" [worked out] "Also in sentence 2, what does *doesn't* replace?" [doesn't work out] "In sentence 3, what does *haven't* replace?" [haven't gotten any work]
- Present the grammar chart Ask individual Ss each to read a section of the chart aloud. The class listens and reads along. If desired, play the downloadable recording.
- Understand the grammar Say, "This chart looks at using auxiliary verbs to avoid repetition." Say, "Notice that sometimes the auxiliary replaces only the verb. Find an example in the chart." [work out] "More often it replaces a similar idea that includes the verb and its object. Look at the examples in the chart."

- Ask, "What auxiliary is used for a verb in simple present?" [do / does] "What auxiliary is used for a verb in simple past?" [did] "What auxiliary is used for a verb in present continuous?" [form of be] "How about present perfect?" [has / have]
  - (For more information, see Language notes at the beginning of this unit. For more work on auxiliary verbs, go to Grammar extra, p. 144.)
- **B** Preview and do the task Say, "Complete the conversations. Use auxiliary verbs." Have Ss complete the task.
  - Say, "To check your answers, practice the completed sentences with a partner." Check answers with the

#### **Answers**

- B No, I suppose I haven't really. I went to college, as my brother did. . . . I went into dentistry, which is what my dad did, too. . . . I don't like taking risks. My brother does, though. . . .
- B ...I met the perfect guy..., a lot of people <u>don't</u>. And we don't have any financial worries.... Many couples do these days.
- 3. B Well, let's see. I had the opportunity to go to China on a school trip, but I didn't go. Some of my friends didn't either. . . . I think they're planning a trip for next year I hope they are, anyway. . . .
- B Well, I haven't traveled much, though all my friends <u>have</u>. I think it's good to travel, but my parents <u>don't</u>. They worry about me being safe.

#### About you

#### C Pair work

 Preview and do the task Read the instructions aloud. Remind Ss to use auxiliary verbs. Have Ss complete the task. Walk around the class, giving help as necessary.

## 3

### **Viewpoint**

#### **Group work**

- **Preview the task** Read the instructions aloud. Have a S read the example memoir.
- **Present** *In conversation* Read the information aloud. Ask a S to read the example answer aloud.

#### Extra activity - groups

Small groups make lists of *-ly* adverbs that show an attitude. Groups report their list to the class. The group with the most adverbs wins (e.g., *absolutely, clearly, possibly, probably, seriously, undoubtedly*). Write the adverbs called out by Ss on the board.

Do the task Give Ss time to write their memoir. If
possible, put Ss in groups with people they don't know
well. Have Ss complete the task. Remind Ss to make
guesses about the writer and to make comparisons
with other people. Walk around class, and give help as
needed.

#### Extra activity - pairs

Ss choose a famous person and write a six-word memoir for that person. Ss take turns reading the memoir to another pair. Pairs guess the person and then comment and make comparisons with other people.

 Follow-up Groups report how well they guessed. Have a few groups read memoirs they liked aloud.

## **Lesson B** Favorite books

## 0

### Vocabulary in context

- **Set the scene** Books closed. Say, "This lesson talks about favorite books. What kinds of books do you enjoy reading?" Elicit genres from the class (e.g., fiction, nonfiction, mystery, thriller, romance, (auto)biography, poetry, science fiction (sci-fi), technical).
- A Preview and do the task Books open. Ask, "What is a 'classic work' of literature? Have Ss call out ideas. [Classic works of literature are usually older works that are regarded as extremely good and an important part of cultural history.] Read the instructions aloud. Read the examples aloud. Give Ss three or four minutes to complete the task.
  - Have Ss call out the names in their list. Write the titles
    and authors on the board. If a S knows the name of
    a work, but not its author, ask if any classmates can
    provide it.

#### B ()) CD1, Track 3

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

#### Answers

- Michael likes to read Isabel Allende's novels. He likes fiction.
- 2. Maiko likes reading Shakespeare's plays.
- 3. Anita likes to read a poem that she learned by heart when she was a child.
- 4. Carlos likes to read biographies. He likes nonfiction.
- 5. Sierra likes to read trashy romance novels.
- Jackson likes to listen to the radio and podcasts rather than read.

#### Word sort

- Preview the task Say, "Complete the expressions in the sentences in the chart. Use the interviews to help you." Point out that the chart is divided into expressions for understanding and expressions for remembering.
  - **Do the task** Have Ss complete the chart. Check answers with the class. Ask individual Ss each to read a completed sentence aloud.

#### **Answers**

Understanding:

I can't make heads or tails of it! (Q.2) It's hard to get your head around it. (Q.2) You have to come to grips with it. (Q.2) You want to get something out of it. (Q.4) It's beyond me. (Q.5) I don't see the point of it. (Q.4)

#### Remembering:

It's on the tip of my tongue. (Q.1)
We have to learn it by heart. (Q.3)
I don't know off the top of my head. (Q.4)
Nothing comes to mind. (Q.4)
Sometimes I lose my train of thought. (Q.6)
Her stories stick in my mind. (Q.5)

- Say, "Now work with a partner. Take turns asking and answering the questions in Exercise B. Use at least six expressions in your answer. It's a good idea to check (✓) the expression as you use it."
- Have Ss complete the task. Walk around the class and help as necessary.
- Follow-up For each question, have a few Ss report an answer to the class.

#### Extra activity - groups

Ss look at the lists they made earlier of classical works of literature and the three books mentioned in Exercise 1A. Write on the board:

Which of these books have you read?
Which book did you like best? Why?
Were there any that you did not like? Why?
Which of these books would you like to read?

Groups discuss the questions and report an interesting part of their discussion to the class. Remind Ss to use at least one expression they have learned to answer each question.

Tell Ss to turn to Vocabulary Notebook on p. 19 of their Student's Books. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-19.)

## 2 Grammar

#### Figure it out

#### A www.cambridge.org/viewpoint/audio

- Preview and do the task Ask, "How might the people in the interviews continue this first sentence without repeating words? Use the interviews to help you choose words to delete or change."
- Complete the first sentence as an example with the class. Ask a S to say which words can be changed or deleted. [delete *read a lot of trashy novels*] (If Ss need help, tell them to read the answer to question 1 again.)
- Have Ss complete the task. Check answers with the class: Read a sentence from the exercise aloud. Ask a Ss to read the complete changed sentence aloud.

#### **Answers**

these days I'm not able to read a lot of trashy novels. I wasn't supposed to read a lot of trashy novels. I prefer not to read a lot of trashy novels nowadays. I haven't read one a trashy novel in ages. the ones trashy novels I like have gotten too trashy.

- Focus on the form and use Say, "The new version of each sentence is another example of how to avoid repetition. Look at the sentences on the left in Exercise A. What did you delete from them?" [everything after to] "Look at the sentences on the right. How did you change them?" [changed the singular noun phrase a trashy novel to one and the plural trashy novels to ones]
- Present the grammar chart Give Ss a few moments to read the chart. If desired, read it aloud or play the recording while Ss read along.
- Understand the grammar Say, "This chart demonstrates ways to avoid repeating words when you don't need to because the meaning is clear. Look at the top section of the chart." Ask a S to read the first example sentence aloud. Ask, "Which words from the infinitive verb phrase have been deleted?" [write like her] Have S read the second sentence and say which words have been deleted. [read Shakespeare's plays in college] Say, "Notice that a verb and its object and the phrase 'in college' are deleted."
- Say, "Look at the middle section." Have a S read the information and both examples aloud. Ask, "When you need a negative with the verbs *try* and *prefer*, where is *not* placed?" [between the verb and *to*]
- Have Ss look at the bottom section. Ask a S to read the information and the two examples aloud. Ask, "What part of speech are *one* and *ones* in these examples?" [pronoun] Ask, "What type of noun does *one* replace in the first example?" [a singular countable noun book] Add, "You don't need to use *one* / ones after ordinal numbers like first or second or after superlative adjectives like newest and biggest. You do need to use them after basic adjectives like big and small."
- Ask a S to read aloud the words that cannot be followed by *one* or *ones*. Write several incorrect sentences on the board. Have Ss correct them.

• Write on the board:

The ones / once I like . . .

Ask Ss to say which is correct. [ones]
Say, "Be careful with the spelling of the plural pronoun ones."

- **Present Common errors** Read the information aloud. (For more information, see Language notes at the beginning of this unit. For more work on avoiding repetition, go to Grammar extra, p. 145.)
- Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class.

#### **Answers**

- These days I hardly ever pick a book up. Well, I tend not to pick up a book. I'd rather read a magazine.
- 2. There's a lot of literature I haven't read. I've never read *Moby Dick*, but I'd like to read Moby Dick one day.
- 3. I read plays, especially modern <u>ones</u>. My favorite playwright is Arthur Miller. I've read all his plays. [no use of ones after his] His best <u>one</u> is *The Crucible*. Though you have to see it performed to really get something out of it.
- In elementary school, we had to learn poems by heart.At least we were supposed to learn poems by heart.
- I read for half an hour in bed every night before I go to sleep. Well, I try to read for half an hour in bed every night.
- 6. I can't see the point of going into bookstores to buy print books. I tend not to go into bookstores to buy print books. My books are all downloaded onto a tablet. [no use of ones after my] It's cheaper.
- It's beyond me why people don't listen to audio books more. I love autobiographies, and it's a great way to "read," especially long <u>ones</u>. I always get new <u>ones</u> if I'm able to <del>get them</del>.
- 8. I still go to the library to borrow books. The <u>ones</u> I get are usually historical novels. They're the best (ones).
- 9. I haven't read much classic literature, but I like the work of Jane Austen. Some of her books are also movies, like Emma and Pride and Prejudice. Both movies are good, but the best (one) is Emma. [no use of ones after both] That sticks in my mind.

#### About you

#### C Pair work

• **Preview and do the task** Read the instructions aloud. Have Ss complete the task. Have a few Ss report on the sentences that are also true for them.

#### Extra activity - pairs

Ss write the first half of five sentences, similar to the sentence to be continued in Exercise 2A. They exchange their sentences with a partner. Ss complete their partner's sentences using the techniques presented in the grammar chart.

## Lesson C I do like it.

## 1

### Conversation strategy

#### Why emphasize ideas in a conversation?

- In conversation, speakers often use the auxiliaries do and does to emphasize what they are saying. They may want to give a strong opinion (e.g., I do like that book!), contradict or correct something (e.g., It does take talent to be a writer don't think just anyone can write.), emphasize that something actually happens (e.g., People do write more these days.), or simply highlight something.
  - (For more information, see Language notes at the beginning of this unit.)
- **Set the scene** Books closed. Ask, "How do we decide if something is literature? Or a classic? How old does it have to be? Are you influenced if it's a printed book, an e-book, or just online?" Have Ss give their opinions.
- A Preview and do the task Books open. Read the instructions aloud. Ask a S to read the examples aloud. Have Ss complete the task.
  - Have Ss report their lists (e.g., Read: a newspaper, a textbook, a few chapters of a novel; Written: a blog, an email, a homework assignment).

#### **B** ())) CD1, Track 4

- Preview the task Books closed. Say, "Listen. What views are mentioned about reading and writing today? Write short answers."
- Write on the board: *Professor, Yolanda, Elena, Professor, Tariq, Yolanda, Professor* 
  - Say, "This is the order of the speakers." Have Ss copy the names.
- Play the recording Ss listen and write. Replay the recording if necessary
- Play the recording again Books open. Ss listen, read along, and review their answers.
- Check the answers with the class. [The professor says
  people are reading and writing much more than they
  used to. He also thinks it gives the impression that
  anyone can be a writer. He thinks it takes talent to be a
  good writer.
  - Yolanda says that everyone is writing these days, thanks to social media. She thinks it's difficult to determine whether the information you read is accurate and reliable.
  - Elena says that it's good that more people are writing these days. She likes the fact that anyone can write a blog. It makes writing more democratic.
  - Tariq's view is that it's hard to evaluate what's good and what's not.]
- Have Ss read the conversation again. Check for vocabulary questions.

- **Present Notice** Read the information and the example aloud. Have Ss repeat the example. Tell Ss to find more examples in the conversation. [*Elena*: I mean, I do like the fact that anyone can write a blog. *Professor*: I do think, though, that it gives the impression that . . . ]
  - **Practice** Tell Ss to practice the conversation twice in groups. Tell Ss to play a different role for the second practice.
  - Present In conversation Ask a S to read the information aloud.
  - Have Ss take turns using each phrase to comment on the conversation (e.g., *I do think fewer people are reading works of literature though.*).

#### D ()) CD1. Track 5

- **Preview the task** Say, "Read the conversations. Add the auxiliary verbs *do* or *does* to add emphasis where possible and make any other changes."
- Play the recording Say, "Now listen and check your answers."

#### **Answers**

- 1. B Yeah. I do think it's hard to find ones that are well written. Some have good content, though.
- A You know what I hate? Microblogs. I do feel they're a waste of time and not worth reading.
  - B Well, . . . I do enjoy reading their thoughts on life.
- 3. A I do believe that . . . now. I do know I am. . . . The Internet really does make a difference.
  - B But it does seems like that's the problem....
- 4. A It's interesting. . . . It <u>does</u> make<u>s</u> you wonder why they became so popular.
  - B Yeah. It does seems unlikely that . . .

#### About you

#### **E** Pair work

- **Preview and do the task** Read the instructions aloud. Have Ss discuss the statements. Walk around the class, giving help as necessary.
- Follow-up Have several pairs share the views with the class.

#### Extra activity - pairs

Pairs choose one of the statements from Exercise 1D and write a conversation. The conversation needs to include four phrases from the *In conversation* box. Pairs present their conversation to another pair. A few pairs present their conversation to the class.

## 2 Strategy plus

#### Why use if so and if not?

People use *if so* and *if not* to avoid repetition or to be more concise. *If not* is also used to restate ideas with more emphasis.

(For more information, see Language notes at the beginning of this unit.)

 Present Strategy plus Books closed. Write on the board:

If so If not

- Tell Ss to look at the conversation on p. 14 and find an example of each expression. [*Professor*: And if so, what? *Professor*: And if not, then does that mean anything goes? *Professor*: That's just as important, if not more important.]
- Ask, "What do you think if so in the conversation means?" (e.g., If there are any implications of this for literature; if this is true) Ask, "What do you think the first if not in the conversation means?" (e.g., if it doesn't take talent to be a good writer; if this isn't true) Ask, "How is it used in the second?" (e.g., to repeat and emphasize a point)

#### (1))) CD1. Track 6

- **Play the recording** Tell Ss to look at the information box at the top of page 15. Ss listen and read along.
- Present *In conversation* Books closed. Ask, "Which
  is used more often, *if so* or *if not*?" Ss vote with a show
  of hands. Books open. Have a S read the information
  aloud.

#### A ()) CD1, Track 7

- **Preview the task** Read the instructions aloud. Say, "Before we listen, read each of the professor's responses." Have Ss check for new vocabulary and help as needed.
- Play the recording Audio script p. T-268 Say, "Listen to the recording, but don't write. As you listen, scan the responses for ideas that are similar to what you are hearing."
- **Play the recording again** Ss listen and number the responses. Play the recording a third time. Ss listen and check their answers. Check answers with the class.

#### Answers

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

#### **About you**

#### **B** Pair work

- **Preview the task** Read the instructions aloud. Remind Ss to use *if so* and *if not* in their discussions.
- **Do the task** Ss discuss the questions. Walk around the class, helping as needed and listening for the use of *if so* and *if not*.

## 3

### Listening and strategies

#### A ())) CD1, Track 8

- **Preview the task** Say, "Guess the missing words and numbers on the slide." Have several Ss share their guesses with the class.
- Say, "Now listen to a part of a presentation. Write a word or number in each blank."
- Play the recording Audio script p. T-268 Ss listen and complete the blanks.
- Play the recording again Ss listen and check their answers. Check answers with the class.

#### Answers

2/3 of blogs are written by men / males.
60% of bloggers are between the ages of 18 and 44.
Bloggers are also more educated.
15% of bloggers spend 10 hours a day blogging.
72% say they don't receive any income / revenue.

#### B ()) CD1, Track 9

- **Preview the task** Read the instructions aloud. Have Ss read the five items before they listen.
- Play the recording Audio script p. T-268 Ss listen and take notes.
- Play the recording again Ss listen and check their answers. Check answers with the class.

#### **Answers**

- 1. sharing their views and opinions
- 2. more practical
- 3. the things they believe in
- 4. want to have influence
- add advertisements for products that they really believe in

#### **About you**

#### C Pair work

- **Preview and do the task** Read the instructions and the discussion questions aloud. Ask a pair of Ss to read the example aloud. Have pairs complete the task.
- **Follow-up** Have several pairs report on one of the questions they discussed.

#### Speaking naturally

Tell Ss to turn to Speaking naturally on p. 138. (For more information, see Language notes at the beginning of this unit. See the teaching notes on p. T-138.)

#### Extra activity – class / groups

Ss take a survey of their classmates. They find who writes blogs and who reads them. They present their findings to a group. Do more classmates read or write blogs?

## **Lesson D** Poetry

## 0

### Reading

• **Set the scene** Books closed. Say, "This lesson is about poetry." Ask, "What do you know about poetry? Just say anything that comes into your mind." Have Ss call out their answers (e.g., it's romantic, it tells a story, it rhymes, it paints a picture, it's emotional, it can be the words of a song).

#### **A** Prepare

- Preview the task Books open. Ask, "Do any of you enjoy reading poetry?" Ask individual Ss why or why not. Ask, "Is poetry popular among your friends? If so, raise your hand."
- Ask, "Who are some of the famous poets you know of? Make a list." Have a S read the example aloud.
- Do the task Have Ss complete their lists. Have Ss call
  out the names from their lists, and write the names on
  the board.

### B www.cambridge.org/viewpoint/audio

• The Lesson D reading texts are available as downloadable recordings from the website above.

#### Read for main ideas

 Preview the task Read the instructions aloud. Say, "Read the article twice. The first time, just read for the main ideas. Don't stop to check vocabulary." If desired, play the downloadable recording. Ss listen and read along.

#### Extra activity - individuals / class

Ss read the article again and underline any vocabulary they do not know. Ss call out their underlined words and the number of the paragraph that the word is in. Write the words on the board. Call out one of the new words on the board. Ss look for the word and raise their hand when they find it. When all Ss have raised their hands, have one S read the definition aloud. Have other Ss use the word in a sentence to show its meaning.

- Do the task Ss read the article again and write their answers. Tell Ss to compare their answers with a partner. Say, "If you have any differences, discuss them with your partner. Use the information in the article."
- · Check answers with the class.

#### **Answers**

- 1. epic: lengthy stories in a strict rhythmic structure (para. 4)
- 2. sonnet: 14 lines of verse with a rhyme at the end (para. 5)
- 3. haiku: 17 syllables (para. 6)
- 4. rap: performance art (para. 7)
  - **Present** *Reading tip* Have a S read the information aloud. Say, "Scan the first few paragraphs of the article. Which paragraph does the last paragraph refer back to?" [paragraph 2]
  - Explain that it can be useful to read the beginnings and endings of articles first, to get a basic idea of what the article is about. It can be a useful study skill to use, for example, when deciding whether an article is on the topic you are researching.

#### C Read for main ideas

- Preview the task Read the instructions aloud. Ask a S
  to read the seven ideas about poetry aloud. Say, "Read
  along silently. Raise your hand when you hear a word
  or phrase you don't know." Explain the vocabulary as
  needed.
- Do the task Have Ss complete the task. Check answers with the class.

#### **Answers**

- Para 3
   Para 4
   Para 2
   Para 1
   Para 3
   Para 3
- 4. Para 6

## 2

### Focus on vocabulary

- **Present the** *tip* Have a S read the information aloud. Say, "A lot of the vocabulary exercises in the Lesson Ds focus on synonyms because the more words you know, the better reader you will be."
- A Preview the task Read the instructions aloud. Say, "Use the context to help you." Ask a S to read the first sentence and its three choices aloud. Say, "Find the three words and carefully read the sentences they appear in. Which two words have a similar meaning?" Elicit the correct words. [enduring, lasting]
  - **Do the task** Have Ss complete the task. Check answers with the class.

#### **Answers**

- 1. <u>enduring / lasting</u> 5. <u>wrote / composed</u>
- 2. <u>held dear / valued</u> 6. <u>way / means</u>
- 3. recording / registering 7. ongoing / continuing
- 4. war / battle 8. verse / poem

#### **B** Pair work

- Preview and do the task Read the instructions aloud.
   Have Ss discuss the questions. Walk around the class and help as needed.
- **Follow-up** Have several pairs report on a discussion they had and found interesting.

## 3

### Listening

#### A ()) CD1, Track 10

- Preview the task Read the instructions aloud.
- **Play the recording** Ss listen and read along. Ask Ss to say who the poet is talking about. [The poet is talking about someone she loves.]

#### B (1)) CD1, Track 11

- **Preview the task** Read the instructions aloud. Make sure the class understands the term *interpretation*. [explanation or opinion]
- Play the recording Audio script pp. T-268-T-269 Play the recording twice. The first time, Ss listen only. The second time, they write their answers.
- Play the recording again Ss listen and check their answers. Check answers with the class: Have several Ss call out their answers.

#### About you

#### C Pair work

- **Preview and do the task** Read the instructions aloud. As Ss discuss their answers, walk around the class and help as needed.
- For each question, ask several pairs for their answer.

#### Extra activity – groups

Small groups of Ss (four is a good number) write a poem. S1 writes the first line and then passes the paper to S2, who writes the second line. Groups continue in this way until each S has written two lines.

Each group chooses a S to read its poem to the class.

#### **Answers**

- 1. She thinks the poem is lovely. She really likes it.
- She says she can just imagine the silver sky with redorange colors as the sun rises; and the sky turning a lighter color and seeing a bird fly, and hearing the bells.
- 3. The poet feels like it's the start of a wonderful new day. She wants to hear the voice of her loved one.
- 4. It makes her feel calm and encouraged.

## Writing A short yet powerful novel . . .

#### In this lesson

- Ask a S to read the lesson aims (In this lesson, you . . .) aloud. Ask, "Who reads reviews of things like books, movies, plays, or music? Why do people read them? What might they learn from them?" Ask Ss to scan the page to find where each aim is taught. [describe, evaluate, and recommend a book: Activity A; use adjectives: Activities A and B; avoid errors with yet: Common errors]
- **Preview the writing** Say, "This lesson looks at writing a review of a book." Point out the writing topic and read it aloud. Explain that Ss will write about a book that they have enjoyed for the Book Club section of a magazine. Say, "As part of writing a book review, you will learn to describe, evaluate, and recommend a book; use adjectives; and avoid common errors with *yet*."

#### A Look at a model

- **Preview and do the task** Read the first line of the instructions aloud. Have Ss read and then say what the writer thinks of the novel. [it's brilliant, relevant to today, depressing]
- Say, "Read the review again and underline the adjectives that are linked together. Look at the example. What two adjectives are linked?" [short, powerful]
   "What word links them?" [yet]
- Have Ss complete the task. Check answers with the class: Ask individual Ss each to read one set of linked adjectives.

#### **Answers**

short yet powerful
large but gentle
tough yet compassionate and caring
difficult, if not impossible
dark and menacing
dramatic, though not entirely unexpected
sad but perhaps hopeful
compelling, if at times depressing

• Say, "Look at the adjectives you underlined. Circle any that are new to you. Look at the context of the sentence and the adjective your word is linked to. Look at the word or words that link the adjectives. Then guess the meaning. Check your guesses in the dictionary."

### B www.cambridge.org/viewpoint/audio

#### Focus on language

- **Present the grammar for writing chart** Read the information in the chart aloud. If desired, play the downloadable recording. Ss listen and read along.
- Understand the grammar for writing Have Ss look at the top section of the chart. Say, "These adjectives, compassionate and caring, are compatible that means they are similar in strength and meaning. You can join these with and or a comma."

- Have Ss look at the middle section. What words link adjectives with a contrasting meaning? [but, yet, though] Say, "You can also use *although* here, but *though* is more common in this position before an adjective phrase."
- Write on the board, underlined as shown: "Of Mice and Men" is a short <u>albeit</u> powerful novel. Say, "Albeit is a conjunction that can also be used to contrast adjectives."
- Say, "You can link adjectives with if when the second adjective is a negative idea. Find the example."
   [compelling if depressing] "Which word has a positive meaning?" [compelling] "What type of meaning does depressing have?" [negative]
- Say, "Look at the bottom section. What expressions can you use to add a second adjective that is stronger than the first one?" [if not; (or) even]
  - (For more information, see Language notes at the beginning of the unit.)
- **Preview and do the task** Read the instructions aloud. Ask Ss how they would complete the first sentence. [with *and* or a comma] Have Ss complete the task and compare their answers with a partner. Check answers with the class.

#### **Answers**

- 1. and /,
- 2. and / , if not
- 3. if not / even
- 4. yet / but / though / if (albeit would fit here, too)
- 5. yet / but (albeit would fit here, too)
- 6. if not / even (albeit would fit here, too); though / if

#### C Write and check

- Preview the task Read the instructions aloud.
- Say, "Look at the review again. What does it cover?" [where it takes place, story or plot, the characters, the themes, the writer's opinion] Have a S read the information in the *Writing a book review* box.
- Write *appositive* on the board. Say, "An appositive phrase is a noun phrase that renames or gives more information about another noun. In the review, appositive phrases are used to describe Lennie and George." Ask Ss to find the two appositives. [a physically large but gentle man of limited intelligence (renames Lennie); his tough yet compassionate and caring friend (renames George)]
- Present Common errors Read the information aloud.
- **Do the task** Have Ss complete the task.

#### Extra activity - class

Ss leave their book review on their desk for classmates to read. Ss go around the class reading each other's reviews. They make a note of which books they would like to read. Ss share the names of the books that interest them with the class.

## **Vocabulary notebook** *Heads or tails*

#### 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, "It is often impossible to guess the meanings of idioms from the individual words in them. You have to remember the idioms as a whole. Thinking of a situation where the idiom is appropriate will help you." Ask a S to read the example aloud.
- Point out that these idioms are mostly more suitable for speaking and informal writing than more formal writing.
- A Preview and do the task Read the instructions aloud. Have Ss complete the task. Check answers with the class.

#### **Answers**

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

• Preview and do the task Read the instructions and the first idiom aloud. Ask a few Ss for an example of a situation (e.g., *learning a difficult math concept*). Have Ss complete the task and share their situations with a partner. Have a few Ss report their situation for each expression.

#### Answers

Answers will vary.

#### C Word builder

• **Preview and do the task** Read the instructions and the first idiom aloud. Ask if anyone knows the meaning. [help or make you remember something] Ask for an example of a situation (e.g., *You go past a supermarket. It jogs your memory about going shopping for fruit.*) Have Ss complete the task. Say, "Now compare your meanings for each expression with a partner. Tell your partner your situations."

#### Possible answers

- Your friend talks about a movie she saw. It jogs your memory about returning a DVD. (= reminds you)
- Your mother is telling you to wear warm clothes because it's cold outside. You're not listening. It goes in one ear and out the other. (= You don't remember it.)
- Someone asks you if you remember something. You're not sure you do, but it sounds familiar. It rings a bell. (= sounds familiar)
- 4. A boyfriend or girlfriend doesn't really want to see you this week. He or she doesn't return your calls. You get the message and understand the person doesn't really want to see you at all. (= understand)
- Someone tells you something but you don't really understand. You miss the point. (= don't understand the vital piece of information)
- You have a couple of choices to make. The best choice is really obvious. It's a no-brainer. (= There's nothing to think about.)

#### D Focus on vocabulary, page 17

• **Preview and do the task** Read the instructions aloud. Say, "First, try to match the words in the box without looking at page 17." Have Ss complete the matching section of the task. Check answers with the class.

#### Answers

value
 composed
 lasting
 means of
 register
 battle
 verse

• Say, "Now write answers to the questions." Have Ss complete the task and read their answers to a partner. For each question, have a few Ss share their answers with the class.

#### Answers

Answers will vary.

#### Extra activity - pairs

Pairs write a short conversation using expressions from this page. The conversation should contain at least five expressions. Each pair reads their conversation to another pair. The listening pair counts each expression they hear.