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 he 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)

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.

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.

Language notes
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 . . .

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.

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.)

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.

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.
Lesson A  Memoirs

1  Grammar in context

A  Read the six-word memoirs below. Can you guess the story behind each memoir?

Who are you – in six words?  Our readers wrote their autobiographies in just six words.

B  Listen. Which memoir is each person talking about? Write the letters a–f.

1. _____ "Like me he seems family oriented. He's obviously enjoying family life – as I am. But he finds it hard. Most people do. I know my sister does. She has three children – all under six!"
2. _____ "Well, she obviously changed careers – a lot of people do these days. But it sounds like she took a risk by choosing a career that's not as lucrative, which is what I did, too. I hope it works out for her. It did for me, but for some people it doesn’t."
3. _____ "I'd say this person worked hard in college, which most students do. But it's too bad he or she hasn't gotten any work. I know a lot of graduates who haven't. It's so discouraging."
4. _____ "Sounds like me. I was the perfect kid – made my bed, ate my vegetables, and my brothers never did. At college I went wild, as a lot of kids do. Dyed my hair pink . . ."
5. _____ "This person clearly likes change. Actually, I'm thinking of making a big change in my life. I'm contemplating volunteering. I think it's a great idea, but my family doesn't for some reason."
6. _____ "He must have traveled all over. I'd love to do that. I haven't been abroad once. Most of my friends haven't either. I'm saving up for a trip, and so is one of my friends. So maybe soon."

C  Pair work  Discuss the questions below. Do you agree?

Which memoir writer in your view . . .

- seems happiest?
- might be least satisfied?
- has had the best experiences?
- has taken the most risks?

- has had the best education?
- is the most successful?
- seems the most interesting person?
- is most like someone you know?
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 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.**

- **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
2. a
3. d
4. f
5. e
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. Each sentence aloud. Ask a S to read the rewritten version aloud.

Answers

1. Well, she obviously changed careers – a lot of people change careers these days.
2. I hope it works out for her – it did for me, but for some people it doesn’t.
3. She still hasn’t gotten any work. I know a lot of graduates who haven’t.

• Focus on the form Write on the board:
  do  did   doesn’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.”

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 class.

Answers

1. 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 . . . .
2. B  . . . . I met the perfect guy . . . . a lot of people don’t. 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 . . . .
4. B  Well, I haven’t traveled much, though all my friends have. I think it’s good to travel, but my parents don’t. 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.

• 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 – 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.

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.

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2 Grammar Avoiding repetition 1

A How do the speakers in Exercise 1B avoid repeating the same or similar words? Rewrite the underlined parts of the sentences. Then read the grammar chart.

1. Well, she obviously changed careers – a lot of people change careers these days.
2. I hope it works out for her. It worked out for me, but for some people it doesn’t work out.
3. She still hasn’t gotten any work. I know a lot of graduates who haven’t gotten any work.

Auxiliary verbs

You can avoid repeating words by using auxiliary verbs (e.g., be, have, do).

The auxiliary can be in the same tense as the first verb.

He’s obviously enjoying it – as I am. (= am enjoying it)
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)
I haven’t been abroad. My friends haven’t either. (= haven’t been abroad)

The auxiliary can also be in a different tense.

She obviously changed careers – a lot of people do these days. (= change careers)
I hope it works out. It did for me. (= worked out)

B Complete the conversations. Use auxiliary verbs. Then practice with a partner.

1. A Have you ever taken any risks in life?
   B No, I suppose I haven’t really. I went to college, as my brother _________. It was expected, I guess. And I went into dentistry, which is what my dad ________, too. I guess I don’t like taking risks. My brother ________, though. He gave up a good career to go into music.

2. A So, what’s one of the best experiences you’ve had in life?
   B Well, I guess I’ve been lucky. I met the perfect guy. And you know, a lot of people _________. And we don’t have any financial worries. That’s nice. Many couples ________ these days.

3. A Have you ever made a decision you regret?
   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 ________, either. But I wish I had. I think they’re planning a trip for next year – I hope they ________, anyway. I won’t say no next time.

4. A Have you traveled much? I mean, where have you been?
   B Well, I haven’t traveled much, though all my friends ________. I think it’s good to travel, but my parents ________. They worry about me being safe.

C Pair work Ask and answer the questions in Exercise B. Give your own answers.

3 Viewpoint My life

Group work Write your own six-word “memoir” on a piece of paper. Then mix up the papers and take turns reading each one aloud. What can you guess about the writer? Make comparisons with other people. Can you guess who wrote it?


In conversation . . .

You can use -ly adverbs to show your attitude to what you say.

“This person is obviously enjoying life – as I am.”
Lesson B Favorite books

1. Vocabulary in context

A. What are some classic works of literature? Who wrote them? Make a list.

B. Listen to people talk about their reading habits. What does each person like to read?

They say young people don’t read literature anymore, so we interviewed people to find out.

Who’s your favorite author?
“Let’s see. . . . I love Isabel Allende’s novels. Her best one was . . . oh, wait. It’s on the tip of my tongue, um, . . . The Stories of Eva Luna. I would love to write like her, but I’ll never be able to. She’s so talented, and she tells these amazing, magical stories. I’ve read every book she’s ever written. I hope she writes a new one soon.” — Michael

What classic literature have you read?
“I enjoy reading Shakespeare. We had to read his plays in college – well, we were supposed to – but they were too difficult, and I couldn’t make heads or tails of them. It can be hard to get your head around the language. But actually, once you come to grips with it, you can see how the plots and characters are still relevant today.” — Maiko

What’s your favorite piece of literature?
“Interestingly enough, it’s actually a poem. It’s one I learned by heart when I was a kid. It’s about cats, and I can still recite the whole thing. I can’t remember who wrote it, though. As kids we used to love reading poems out loud. I still like to, actually.” — Anita

What did you read most recently?
“Off the top of my head, I can’t think of anything. Um, let’s think. No, nothing comes to mind. I don’t read a lot of books, but the ones I like tend to be things like biographies, um, nonfiction, where you learn something and get something out of it. I don’t see the point of reading stories that are just made up.” — Carlos

Is it important to read classic literature?
“Not really. It’s beyond me why people think you should read the classics. You don’t have to. I know I probably shouldn’t read trashy novels, and I try not to, but some of my favorite books are just cheap romance novels by unknown authors. They’re the ones that stick in my mind.” — Sierra

What are you reading right now?
“Actually, to tell the truth, I don’t read much nowadays. I used to. In fact, I was an avid reader; I used to read a lot, but these days I prefer not to. I listen to the radio more, or podcasts, because with, um, sorry . . . I lost my train of thought. Um, yeah.” — Jackson

C. Complete the idioms in the chart. Use the interviews above to help you. Then ask and answer the questions in Exercise B. Use at least six idioms in your answers.

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Remembering</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can’t make ___ heads or tails of it!</td>
<td>It’s ___ ___ ___ my tongue.</td>
</tr>
<tr>
<td>It’s hard to get your ___ ___ ___ around it.</td>
<td>We have to learn it by ___ ___ my tongue.</td>
</tr>
<tr>
<td>You have to come to ___ ___ ___ it.</td>
<td>I don’t know ___ ___ ___ my head.</td>
</tr>
<tr>
<td>You want to get something ___ ___ ___ it.</td>
<td>Nothing comes ___ ___ ___ it.</td>
</tr>
<tr>
<td>It’s ___ ___ ___ me.</td>
<td>Sometimes I lose my ___ ___ ___ it.</td>
</tr>
<tr>
<td>I don’t see ___ ___ ___ it.</td>
<td>Her stories ___ ___ ___ in my mind.</td>
</tr>
</tbody>
</table>

“I have lots of favorite authors, but one that comes to mind is Paulo Coelho.”
Lesson B Favorite books

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

1. 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.
6. Jackson likes to listen to the radio and podcasts rather than read.

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

- 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.

B

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

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 nowadays. I prefer not to read a lot of trashy novels nowadays. I haven’t read one trashy novel in ages. one trashy novel 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 Ss 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 / one 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.)

B

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

Answers

1. 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 ones. My favorite playwright is Arthur Miller. I’ve read all his plays, [no use of ones after his] His best one is The Crucible. Though you have to see it performed to really get something out of it.

4. In elementary school, we had to learn poems by heart. At least we were supposed to learn poems by heart. I used to read a lot of trashy novels, but . . .

5. 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.

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.

7. It’s beyond me why people don’t listen to audio books more. I love audio books. I always get new audio books if I’m able to get them.

8. I still go to the library to borrow books. The books I get are usually historical novels. They’re the best books. I like best are nonfiction.

About you

C

- 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.
2 Grammar Avoiding repetition 2

A How might the people in the interviews continue this first sentence without repeating words? Choose words to delete or change. Then read the grammar chart.

I used to read a lot of trashy novels, but . . .

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 a trashy novel in ages.
the trashy novels I like have gotten too trashy.

B How can you avoid repetition in some of these sentences? Delete words or use one / ones. Write one or ones in parentheses where they are optional.

1. 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 plays. My favorite playwright is Arthur Miller.
   I've read all his plays. Her best one is . . .
   Of the books I read, the ones I like best are nonfiction.
4. In elementary school, we had to learn poems by heart. At least we were supposed to learn poems by heart.
5. 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. It's cheaper.
7. 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 autobiographies.
   I always get new audio books if I'm able to get them.
8. I still go to the library to borrow books. The books I get are usually historical novels. They're the best books.
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 movie is *Emma*. That sticks in my mind.

About you  

C Pair work Discuss the sentences in Exercise B. Are any of them true for you?