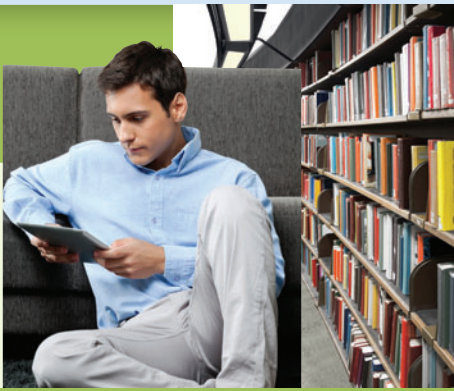


Unit

1

A great read

- In Unit 1, you . . .**
- talk about literature, reading habits, and favorite authors.
 - avoid repeating words by using auxiliary verbs, *to*, and *one(s)*.
 - use auxiliary verbs for emphasis.
 - use *if so* and *if not* instead of repeating ideas.









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.

<div>a</div> <div></div> <div>Lindsay Former accountant now wears chef's apron.</div>	<div>c</div> <div></div> <div>Yoshio Traveled everywhere. Saw everything. Sadly, broke.</div>	<div>e</div> <div></div> <div>Tim Every 10 years, I reinvent myself.</div>
<div>b</div> <div></div> <div>Dave Happily raising three beautiful kids. Exhausted!</div>	<div>d</div> <div></div> <div>Sasha Studied hard. Good degree. No job.</div>	<div>f</div> <div></div> <div>Stella The good child – until I wasn't!</div>

B  **CD 1.02** Listen. Which memoir is each person talking about? Write the letters a–f.

- ____ “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!”
- ____ “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.”
- ____ “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.”
- ____ “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 . . .”
- ____ “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.”
- ____ “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.”

About
you

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?

2 Grammar Avoiding repetition 1

Figure
it out

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

Auxiliary verbs

Grammar extra
See page 144.

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.	<i>He's obviously enjoying it – as I am.</i> (= am enjoying it) <i>I think it's a great idea, but my family doesn't.</i> (= doesn't think it's a great idea) <i>She took a risk, which is what I did, too.</i> (= took a risk) <i>I haven't been abroad. My friends haven't either.</i> (= haven't been abroad)
The auxiliary can also be in a different tense	<i>She obviously changed careers – a lot of people do these days.</i> (= change careers) <i>I hope it works out. It did for me.</i> (= worked out)

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

- 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.
- 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.
- 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.
- 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.

About
you

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?

Loving life. School. Family.
Friends. Basketball.

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 CD 1.03 Listen to people talk about their reading habits. What does each person like to read?

War and Peace by Leo Tolstoy
The Tale of Genji by Murasaki Shikibu
Iracema by José de Alencar

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

Who's your favorite author?

"Well, 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

Word sort

- 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.

Understanding	Remembering
I can't make <u>heads or tails of</u> it!	It's _____ my tongue.
It's hard to get your _____ around it.	We have to learn it by _____.
You have to come to _____ it.	I don't know off _____ my head.
You want to get something _____ it.	Nothing comes _____.
It's _____ me.	Sometimes I lose my _____.
I don't see _____ it.	Her stories _____ in my mind.

"I have lots of favorite authors, but one that comes to mind is Paulo Coelho."

Vocabulary notebook
See page 19.

2 Grammar Avoiding repetition 2

Figure
it out

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

Infinitive verb phrases; one, ones

Grammar extra
See page 145.

You can avoid repeating infinitive verb phrases by using *to* when it is clear what you mean.
I would love to write like her, but I'll never be able to. I mean, I'd like to, but . . .
We had to read Shakespeare's plays in college. Well, we were supposed to.

Notice the negatives with *try* and *prefer*.
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.

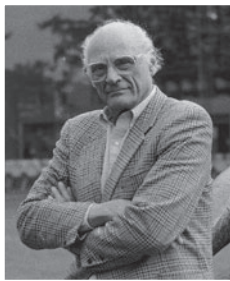
You can use *one* or *ones* to avoid repeating countable nouns. Don't use them after *my*, *your*, *his*, etc., *some*, *any*, or *both* unless there is an adjective.
I've read all her books. Her best one is . . .
Of the books I read, the ones I like best are nonfiction.

Common errors

You can omit *one* / *ones* after *first*, *second*, *next*, *best*, but not after *new*, *big*, *small*, *long*, etc.
I hope she writes a new one. (NOT . . . a new.)

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. His best play 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.
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?

Lesson C I do like it.

1 Conversation strategy Emphasizing ideas

A In the last day, how many different things have you read and written? Make two lists.

"I read a friend's blog. I wrote a comment on my friend's social network page."

B  CD 1.04 Listen. What views are mentioned about reading and writing today?



Professor Not long ago, they were predicting that because of the increase in phone and computer use, people would stop reading and writing. But we haven't. In fact, we're reading and writing more than we did. So, are there implications of this for literature? And if so, what?

Yolanda Yes, well, it does seem that with social media everybody's writing something these days, like blogs and check-ins and status updates. I know I am.

Elena Which is a good thing. I mean, I do like the fact that anyone can write a blog. It makes writing, well, . . . more democratic somehow.

Professor I do think, though, that it gives the impression that anybody can be a writer. But doesn't it take talent to be a good writer? And if not, then does that mean anything goes?

Tariq Yes, nowadays anyone can publish a novel online, but how do you know if it's any good? How do we evaluate it?

Yolanda Do you need to, though? I think the real problem is with nonfiction. I mean, how do you determine what information you read on the Internet is accurate and reliable?

Professor Yes, indeed. That's just as important, if not more important.




C **Notice** how the speakers add a stressed auxiliary verb (*do, does*) before a main verb to add emphasis to what they say. Find more examples in the conversation.

It does seem that everyone's writing something these days.

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.

D  CD 1.05 Read the conversations. Add the auxiliary verbs **do** or **does** to add emphasis where possible, and make any other necessary changes. Then listen and check.

- A The problem with many of the blogs you read is that they're very poorly written.
B Yeah. I think it's hard to find ones that are well written. Some have good content, though.
- A You know what I hate? Microblogs. I feel they're a waste of time and not worth reading.
B Well, I follow some celebrities. I enjoy reading their thoughts on life.
- A I believe that people are much less afraid of writing now. I know I am. It used to be so hard to get your work published, but not anymore. The Internet really makes a difference.
B But it seems like that's the problem. Anyone can get their work out there.
- A It's interesting how new kinds of writing have come about in recent years. Like those cell phone novels that started in Japan. It makes you wonder why they became so popular.
B Yeah. It seems unlikely that people would want to read books on a cell phone.

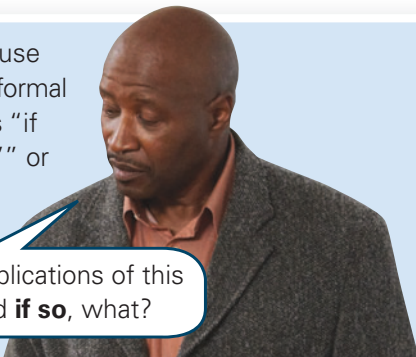
About you

E **Pair work** Discuss the conversations in Exercise D. Do you agree with the views presented? What other views do you have about each topic?

2 Strategy plus *If so, if not*

CD 1.06 You can use **if so**, especially in formal speaking. It means “if the answer is ‘yes’” or “if this is true.”

Are there any implications of this for literature? And **if so**, what?



If not means “if the answer is ‘no’” or “if this is not true.”

And **if not**, then does that mean anything goes?

You can also use **if not** to restate something with more emphasis.

That’s just as important, **if not** more important.

In conversation ...

If not is more frequent.

If not ■■■■■■■■

If so ■

A CD 1.07 Listen to five students’ concerns about researching information online. Number the professor’s responses 1–5.

- a. Well, you’ll need to develop the skill of deciding what’s relevant. If not, you’ll waste a lot of time.
- b. Well, if so, don’t use it. You should only use trusted sources for your essays.
- c. That could be dangerous. You need to consult a professional. If not, you could damage your health.
- d. If so, you need to write that in your paper and describe the different outcomes of each study.
- e. It is, and they could fail if they’re found out; plagiarism is wrong, if not dishonest.

About you

B Pair work Discuss the problems. Do you have similar ones? How do you solve them?

3 Listening and strategies The blogosphere

A CD 1.08 Guess the missing words and numbers on the slide. Then listen to part of a presentation. Write a word or number in each space.

B CD 1.09 Listen to the next part of the presentation. Complete the notes on the reasons for blogging.

- 1. “Bloggers’ main motivation for writing blogs does appear to be more about _____.”
- 2. “... the motivation to blog in a professional environment does seem to be _____.”
- 3. “Bloggers do say that blogging makes them more committed to, if not passionate about, _____.”
- 4. “There is a sense that bloggers are blogging because they really do _____.”
- 5. “... those people who do derive supplementary income from their blog sites tend to _____.”

Blogging and social media — the “blogosphere”

- 2/3 of blogs are written by _____
- ____ % of bloggers are between the ages of ____ and ____
- Bloggers are also more _____
- ____ % of bloggers spend _____ hours or more a day blogging
- 72% say they don’t receive any _____

About you

C Pair work Discuss the questions.

- Do you read or write blogs?
- Are you more likely to now?
- Did the presentation change your views about blogging?
- Did it give you any new information?

A Well, to be honest, I don’t read many blogs, but it does seem that they could be interesting.

B Yes. I do think that they might be a useful way of promoting yourself at work, for example.

Speaking naturally
See page 138.

Lesson D Poetry

1 Reading

A Prepare Do you or your friends enjoy reading poetry? Who are some of the famous poets you know of? Make a list.

“Octavio Paz is a well-known poet here.”

B Read for main ideas Read the article and the extracts from some poems. What kinds of poetry does it refer to? What are the features of each type?

A brief history of poetry

- 1 In the Museum of the Ancient Orient in Istanbul, Turkey, there is a small tablet with ancient Sumerian script on it. Few people have been able to read it, but Turkish historian and archaeologist Muazzez İlmiye Çığ believed that the words on the tablet are those of a lover from 4,000 years ago and that it is the oldest love poem ever found.
- 2 Of course, love has been one of the enduring themes of poetry for centuries. Additionally, in pre-literate society, poetry was often used as a means of keeping oral history alive, for storytelling, or simply as a way of recording family history or law, for example. Indeed, these societies had no other means of registering important events or cultural information, and reciting poetry was a way to pass what they held dear from generation to generation.
- 3 Poetry was also valued in religion as a way of remembering teachings and prophecies. Many of the world’s sacred scriptures are written in poetic verse. Early agrarian societies used poetry in rituals to encourage a good harvest, while early Chinese poetry evolved from folk songs.
- 4 One of the earliest known Western poems is Homer’s *The Iliad*, written in the eighth century BCE. It is typical of an epic poem and consists of 15,000 lines in a strict rhythmic structure. It tells of the war between the Achaeans and Trojans and talks of gods and heroes like Achilles and Patroclus. With themes of war and fate, it is believed that *The Iliad* was learned by heart and repeated as part of passing on cultural values and educational messages.

An extract from *The Iliad*

Patroclus asks his friend Achilles for permission to join the battle, which Achilles has left.

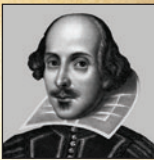
“Give me your armor to put on your shoulders;
The Trojans might suppose I was you,
Hold back, and give the Achaeans’ sons a breather,
For breathing spells in war are very few.
Then, with a shout, fresh men might easily
Turn tired men from the ships toward the city.”



- 5 During the European Renaissance, (late 15th to early 17th century), a poetic form that became popular was the sonnet. This has only 14 lines of verse. William Shakespeare, who was one of the many Renaissance poets, composed 154 of them.

An extract from Shakespeare’s Sonnet 18

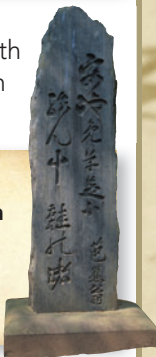
Shakespeare is praising the lasting beauty of a woman.



Shall I compare thee to a summer’s day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer’s lease hath all too short a date:

- 6 In other cultures, there are different forms of traditional poetry. Japanese *haiku* is structured with 17 syllables in a 5-7-5-syllable pattern. Haiku often describes nature and communicates an abstract idea or a feeling in a moment in time. One eighteenth-century master *haiku* poet – Kobayashi Issa – wrote about his sadness on the death of his third child and then his wife.

Haiku
by Kobayashi Issa
*Ikinokori
ikinokoritaru
samusa kana.*



- 7 While the forms of poetry have changed over time, it has generally retained a style and rhythm that make it different from other forms of writing such as novels, essays, letters, or articles. Nevertheless, one of the continuing debates centers around the issue of “What is poetry?” – a debate that still goes on with the rise of rap culture in the United States. Some see rap as the return of poetry as a performance art – poetry that should be heard rather than read – while critics say that rap should not be considered as poetry at all because it does not use “correct” English. Regardless of the ongoing debate, many rappers do consider themselves as poets. Certainly, the topics of rap songs are those of love, war, life, and death – something that hasn’t changed since poetry first established itself as an art form.

Reading tip

In the last sentence or paragraph, writers often return to the theme raised at the start of the piece.

C Read for main ideas Find the ideas below in the article. Write the paragraph number.

Which paragraph mentions the following?	Paragraph
1. the belief that poetry could improve crop yields	_____
2. how poetry was used to register births and family relationships	_____
3. the controversy surrounding a definition of what poetry actually is	_____
4. how certain poetic forms express ideas that are difficult to define	_____
5. the notion of poets as teachers	_____
6. an example of how romantic poetry has existed for thousands of years	_____
7. the spiritual applications of poetry	_____


2 Focus on vocabulary Synonyms


A In each question, circle the two words in bold that are similar in meaning. Use the article to help you. Paragraph numbers are given in parentheses.

- What are some of the **abstract** (6) / **enduring** (2) / **lasting** (5) themes of poetry?
- Why was poetry **retained** (7) / **held dear** (2) / **valued** (3) in early societies?
- In early societies, poetry was used for **recording** (2) / **consisting of** (4) / **registering** (2) what?
- What famous poem describes a **war** (4) / **values** (4) / **battle** (4)?
- Who **wrote** (6) / **evolved** (3) / **composed** (5) sonnets?
- Which cultures used poetry as a **way** (3) / **fate** (4) / **means** (2) of educating audiences?
- What is the nature of the **ongoing** (7) / **continuing** (7) / **communicating** (6) debate about rap?
- Do you have a favorite **verse** (3) / **poem** (1) / **prophecy** (3)?

B Pair work Discuss the questions in Exercise A. Use the article to help you. Also add your own ideas and views.

3 Listening My interpretation is . . .

A  **CD 1.10** Read and listen to the poem. Who is the poet talking about?

B  **CD 1.11** Listen to one person's interpretation of the poem. How does the person answer these questions?

- What do you think of the poem? *She thinks . . .*
- What image does it bring to mind?
- How do you think the poet feels?
- How does it make you feel?

C Pair work Discuss the questions in Exercise B. Do you agree?

About
you

PRIME by Amy Lowell

Your voice is like bells
over roofs at dawn
When a bird flies
And the sky changes to a
fresher color.
Speak, speak, Beloved.
Say little things
For my ears to catch
And run with them to
my heart.



Writing A short yet powerful novel . . .

In this lesson, you . . .

- write a book review.
- link adjectives.
- avoid errors with yet.

Task Write a review of a book.

Choose a book that you have enjoyed and write a review of it for the “Book Club” section of a magazine.

A Look at a model Look at the review of a novel. What does the writer think of the novel? Underline adjectives that are linked together.

A short yet powerful novel, John Steinbeck's *Of Mice and Men* is set in California during the Depression of the 1930s. It tells the story of the friendship of two ranch workers and their hopes and dreams. Lennie, a physically large but gentle man of limited intelligence, and George, his tough yet compassionate and caring friend, share a dream that will be difficult, if not impossible, to fulfill: owning a piece of land.

Throughout the novel, Steinbeck creates an atmosphere that is dark and menacing. It is clear from the start that this is a story that is not going to have a happy ending. Its dramatic, though not entirely unexpected, ending leaves the reader feeling sad but perhaps hopeful that the values of friendship and trust remain stronger than the desperate reality that George and Lennie inhabit.

Brilliantly written, *Of Mice and Men* is compelling, if at times depressing, with themes that are as relevant today as they were then. It is a magnificent work of fiction.

B Focus on language Read the chart. Then choose the best options to complete the sentences below. Sometimes all are correct.

Linking adjectives in writing

You can link two related or compatible adjectives with *and* or use a comma before a noun.
*George is a **compassionate and caring** friend.* OR *George is a **compassionate, caring** friend.*

Use *but*, *yet*, or *though* to link adjectives with a contrasting meaning. *If* can introduce a negative idea.
*Lennie is a physically **large but gentle** man . . .* *A **short yet powerful** novel, . . .*
*Its **dramatic, though not unexpected**, ending . . .* *It is **compelling, if at times depressing**.*

You can use *if not* or *(or) even* to add a stronger adjective.
*Their dream will be **difficult, if not / (or) even impossible**, to fulfill.*

Common errors

Use *yet* in academic writing. Use *but* in most other cases.
*I enjoyed the book, **but** it was a little long.* (NOT . . . ~~yet it~~ *was* . . .)

1. It is an engaging **and** / , / **but** thought-provoking story about two men.
2. The novel has several scenes that are unbearably tense **and** / , / , **if not** disturbing.
3. The lives of the characters are hard, **if not** / **even** / **though** desperate.
4. Their dreams are understandable **yet** / **but** / **though** / **if** ultimately unrealistic.
5. The writing is simple **yet** / **but** / , deeply symbolic.
6. The ending is moving, **if not** / **even** / **but** poignant, with an act that is compassionate, **even** / **though** / **if** brutal.

C Write and check Write a short review of a book. Exchange reviews with your classmates.

Writing a book review

Describe the setting, plot, characters, and themes. Evaluate the book. Write a recommendation.

Vocabulary notebook *Heads or tails*

Learning tip Situations

When you learn an idiom, it's useful to think of a situation when you can use it. Write down the situation and then a sentence using the idiom.

You're trying to follow some instructions to put together a bookshelf.
"I can't make heads or tails of these instructions."

A Match the situations with the expressions. Write the letters a–f.

1. You're taking a class, but you're not sure you're learning anything. ____

2. Someone has just unfriended you on your social networking site – you have no idea why. ____

3. You're trying to remember the name of the author of a book you've just read. ____

4. You have to give a short presentation in class without using any notes. ____

5. You're telling someone a story, but you get distracted. ____

6. You're telling someone about something memorable that happened to you when you were little. ____
- a. *It's beyond me* why he did that.

b. I have to *learn it by heart*.

c. Sorry. I *lost my train of thought*.

d. I hope I *get something out of this*.

e. That really *sticks in my mind*.

f. *It's on the tip of my tongue*.

B Look at these idioms. Think of a situation when you might use each idiom. Write the situations.

1. _____

2. _____

3. _____

4. _____

5. _____
- "It's hard to get your head around."

"I can't come to grips with it."

"I really don't see the point of it."

"Gosh, I don't know off the top of my head."

"Well, nothing really comes to mind."

C Word builder Find the meanings of these idioms. Then write a situation for each one.

1. jog your memory

2. go in one ear and out the other

3. ring a bell

4. get the message

5. miss the point

6. it's a no-brainer

D Focus on vocabulary Write one word from the box that has a similar meaning to the words in bold. Then write answers to the questions.
Refer to Exercise 2A on page 17 to help you.

battle	continuing	composed	lasting
means of	register	value	verse

1. What is something that you **hold dear**?

2. What's one of your **enduring** memories from childhood?

3. What information do you have to **record** on a birth certificate?

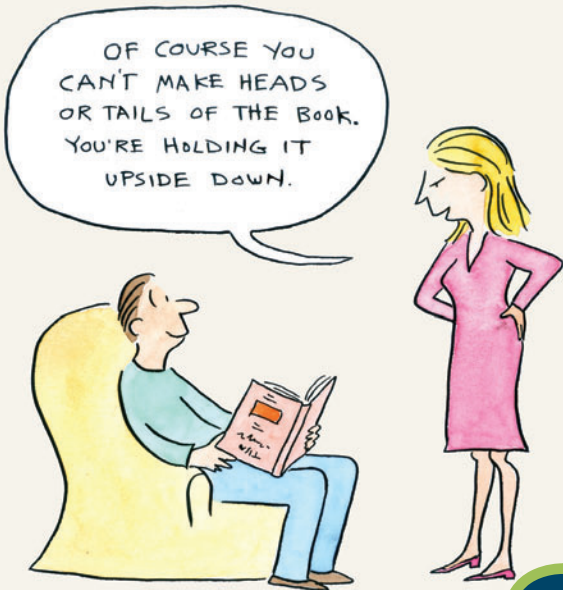
4. What famous **war** have you learned about in history?

5. When was the last time you **wrote** a poem?

6. What's the best **way of** recording your family history?

7. Do you have any **ongoing** ambitions?

8. Have you ever learned a **poem** by heart?



Unit 1: A great read