

Unit 1 A great read

Lesson A Memoirs

Grammar Avoiding repetition 1

(See Student's Book p. 11.)

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

Form

- Avoiding repetition with *be*

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

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

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

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

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

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

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

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

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

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

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

Use

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

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

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

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

(See Student's Book p. 144.)

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

Lesson B Favorite books

Vocabulary in context Understanding and remembering

(See Student's Book p. 12.)

The interviews include idiomatic expressions to describe understanding and remembering.

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

Vocabulary notebook Heads or tails

(See Student's Book p. 19.)

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

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

Grammar Avoiding repetition 2

(See Student's Book p. 13.)

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

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

Form

- Avoiding repetition of an infinitive verb phrase

Use *to* instead of an infinitive verb phrase.

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

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

- Negatives with *try* and *prefer*

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

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

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

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

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

- Avoiding repetition with *one* and *ones*

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

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

Use

- *One* and *ones*
 These cannot be used after possessive adjectives (*my*, etc.) or *some*, *any*, or *both* unless there is an adjective.
*I've read all her books. Her best **one** is . . .*



Corpus information

Common errors with *one* / *ones*

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

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

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

(See Student's Book p. 145.)

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

Lesson C *I do like it.*

Conversation strategy *Emphasizing ideas*

(See Student's Book p. 14.)

- Speakers often add the stressed auxiliary *do* or *does* before a main verb to add emphasis to what they say. This is common when people give opinions they feel strongly about, want to contradict or correct something, want to say that something actually happens, or simply want to highlight something.
- The auxiliary *did* is used for the past. The auxiliary verbs *be* and *have* can also be stressed for the same purpose.
*I **am** studying hard. (= Don't think otherwise.)*
*I **have** read it, and I **did** enjoy it.*



Corpus information

In conversation

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

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



Corpus information

In conversation

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

Speaking naturally *Stressing auxiliaries for emphasis*

(See Student's Book p. 138.)

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

Strategy plus *If so, if not*

(See Student's Book p. 15.)

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

Lesson D *Poetry*

Reading tip *Restatement of the theme*

(See Student's Book p. 16.)

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

Writing *A short yet powerful novel . . .*

(See Student's Book p. 18.)

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

Linking adjectives in writing

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

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



Corpus information

Common errors with *yet* and *but*

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

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*

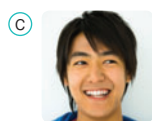
1 Grammar in context

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

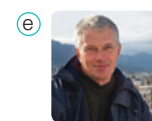
Who are you – in six words? Our readers wrote their autobiographies in just six words.

**Lindsay**

Former accountant
now wears chef's
apron.

**Yoshio****Yoshio**

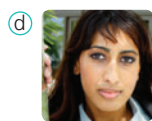
Traveled everywhere.
Saw everything.
Sadly, broke.

**Tim****Tim**

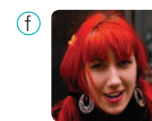
Every 10 years,
I reinvent myself.

**Dave****Dave**

Happily raising three
beautiful kids.
Exhausted!

**Sasha****Sasha**

Studied hard. Good
degree. No job.

**Stella****Stella**

The good child –
until I wasn't!

B **CD 1.02 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.”

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?

A great read

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

Lesson A *Memoirs*

1 Grammar in context

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

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

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

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

Extra activity – groups

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

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

B CD1, Track 2

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

Answers

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

About you

C Pair work

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

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

1. Well, she obviously changed careers – a lot of people do 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 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 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.

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.

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.

*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.

- 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."



See page 19.

Lesson B Favorite books

1 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.

Word sort

- C**
- **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.)

- 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~~.
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. [*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 autobiographies, and it's a great way to "read," especially long ones. I always get new ones if I'm able to ~~get them~~.
8. I still go to the library to borrow books. The ones 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.

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**.*

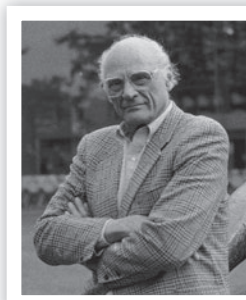
You can use *one* or *ones* to avoid repeating countable nouns. Don't use them after *my, your, his, etc.*, *some, any, or both* unless there is an adjective.
*I've read all her books. Her best **one** is . . .*
*Of the books I read, the **ones** I like best are nonfiction.*

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.

- These days I hardly ever pick a book up. Well, I tend not to pick up a book. I'd rather read a magazine.
- 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.
- 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.
- 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.
- 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.
- 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.
- I still go to the library to borrow books. The books I get are usually historical novels. They're the best books.
- 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?