

New

Progress
to Proficiency

Teacher's Book

Leo Jones

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Time to spare?

1.1 In my spare time . . .

TOPIC VOCABULARY




See page 12 of the Introduction for more information on the **Topic vocabulary** sections, and page 20 for information on **Mistakes: marking and correction**.

- A**  Arrange the class into pairs. If you have an odd number of students, there can be a group of three.

These questions form the basis of a warm-up discussion. If you suspect your students may not have too much to say about these questions, you may prefer them to do this in groups of three or four, rather than in pairs.

After a few minutes' discussion, call on selected pairs to report back to the class on the most interesting things they found out from each other.

Encourage questions on vocabulary connected with the topic while the students are taking part in their discussions, and afterwards. (The photos show three genuine sports: bog diving – swimming in snorkels in muddy water, synchronised swimming – an Olympic sport since 1984, and snow kayaking – going down a snowy slope in a kayak.)

- B**
- 1**  A short discussion in pairs about the hobbies shown in the pictures will help everyone to approach the next section more confidently and with some previous knowledge.
 - 2**  This is an exercise in listening for gist. Students who are good at listening may only need to hear it once. To help students with the task, pause the tape after each speaker (at the places marked with ★★★ in the Transcript below) so that everyone has time to make notes before the next speaker begins.
 - 3**  After the pairs have compared notes, play the recording again. This time ask everyone to note down the drawbacks and difficulties of each hobby.
 - 4** The discussion could continue in pairs, or this could become a whole-class discussion.

SUGGESTED ANSWERS

- Ruth: **a** Baking – cakes, tarts, cookies, etc.
 b Being creative – almost like painting a picture
 Everybody enjoys the end product
 Watching a cake rise in the oven
- Bill: **a** Scuba diving
 b Like flying underwater
 Wonderful things to see
- Sarah: **a** Surfing
 b Satisfaction of doing what only the boys did
 ‘hanging ten’ – standing with ten toes over the edge of the board
 Cruising the surf
- Emma: **a** Looking after other people’s children
 b A warm feeling
 The smile she sees when they’ve had a good time
 Building a relationship
 Watching them grow up
- Jonathan: **a** Going to the gym
 b Not a lot – but it does keep him healthy

TRANSCRIPTS 6 minutes

INTERVIEWER: Ruth, what do you do in your spare time?

RUTH: I bake, actually. Uh...it’s something I’ve done kind of for years and years. Er...I started off by making apple crumble, that was the first thing I ever made, but...um...I’ve kind of progressed a bit now and I really like...er...making things like a Bakewell tart, which...you know, a really massive one. And...er...I’ll make it and kind of...er...call the family, and...er...the neighbours all call in or

whatever, and it goes in about three seconds! Um...there's just something really creative about...about getting all these ingredients together. And...um...it's like sort of almost like painting a picture or something and you have this end product and everybody really enjoys it. And I like mak...making...um...scones and Welsh cakes and...um...and cookies for the children, because they really love those. Er...the...the sh...the only shame about it really is that...um...you put all this sort of hard work into it and they go really really quickly. Er...but it...there's nothing more satisfying than watching a Victoria sponge rise in the oven!

★★★

INTERVIEWER: Bill, what hobbies do you have?

BILL: Actually, er...I am a diver, a scuba diver. And that happened...er . . . Strangely, when I was very young I did diving, when I lived in California, and I had an aqualung then for about a year. And then I went to college and sold it, and then years and years and years went by and I didn't dive, and then I went to holiday in Greece and I was...happened to be on a beach next to a diving school. And I thought, 'This is the best time. If I'm ever going to get my qualifications I will do it.' And I spent the week diving and studying diving and I got my certification, and now I dive whenever I can. I've dived on the Great Barrier Reef, I've dived on the islands off Santa Barbara in California, I've dived all around the Mediterranean. I love it, it's like flying through the water, and you have all those wonderful things to see.

★★★

INTERVIEWER: Sarah, do you have any hobbies?

SARAH: Yes, I do. I love surfing, I'm a typical Aussie [Australian] girl, and...er...when I was growing up my brother, because he was the boy, got the surfboard and I was saying, 'That's not fair! I got a boogie board,' which is the little foam thing, 'And he gets a proper surfboard. This is sexist, this is all wrong.' And I thought, 'No, I'm going to learn to surf.' And the next lesson I learnt is that the boys at high school don't want to let you have their board because they're convinced the girls will ding it up [damage it]. And they spend hours waxing their boards, but the girls aren't allowed to touch them. I thought, 'I'm going to save my money and I'm going to get one of these things and I'm going to be better than them all.' And...er...the next thing I know I...I saved my money and I got my own surfboard, which I said, 'Only girls can use.' So I got there...out there on the surfboard and I was terrible! I was absolutely terrible! I fell off every time I stood up, and it was the hardest thing I had ever done! But I kept at it, and eventually I got really cool, that I can now actually get to the front of the board and I can 'hang ten', which is where you get your ten little toes over the edge of the board. Then I fall off, I'm not that great, but...er...I am getting there. And whenever I go home I make sure I get my wetsuit on, so I don't get sunburnt, and I get out on that board and I just love cruising the surf.

★★★

INTERVIEWER: Emma, do you have any hobbies?

EMMA: It's not really a hobby, but...um...I like to look after children. Um...I think...I was the youngest of six, so I never had anybody younger than me to look after. Um...and so once I got old enough to look after other people's children, I...even if I didn't get paid, I used to always offer to help out. And anything ranging from babies to older children. I've worked at nursery schools. I know a friend who owned...who started a nursery school once and I spent my summer working for her for free. Um...and pretty much whenever anybody I know has a baby, I'm sort of the first one in going, 'I'll look after it! I'll baby-sit!' Um...which is a very bizarre thing but there's something...um...there's something quite warm when you . . . I mean it depends...depends on how big the child is, but even a bigger child when you've got them interested in something, or you've managed to do their homework with them, or...er...had a good day with them and they've really enjoyed themselves, and the smile they sort of give you at the end of the day when you say goodbye or anything is...is...is very exciting. And can be also quite un...un...stressing. I looked after a...two children once, a four-year-old and a...and an eighteen-month-old for about...mm...five months...um...lived with their family. And when I had to go to the airport to say goodbye...um...the four-year-old started absolutely screaming and she wouldn't let go. It was absolutely heart-breaking. So it can be quite upsetting if you really get a bond with a child and then you have to say goodbye. But other...um...that's sort of a rare...you know, normally, don't have to say goodbye, so that's quite nice otherwise to have a relationship that lasts. You can watch them grow up.

★★★

INTERVIEWER: Jonathan, what do you do to fill your spare hours?

JONATHAN: Well, one of the things I try to do regularly is drag myself down to the gym, which I've only been doing for the last three or four years, really at my girlfriend's encouragement. Um...I find it deadly boring but it's good for me. So I try and go. I'm supposed...haha...I'm currently supposed to be going four times a week, which is the biggest joke you've ever heard. If I get down there twice a week it's a real achievement. And I do...what do I do? About twenty minutes on the running machines or the cycling or the rowing or something. And then all these weight-lifting machines. And it's supposed to be more each time and it's supposed to make me big and butch and look gori...look glori...gorgeous, but...um...I must say it's...er...I find it mind-numbingly dull.

INTERVIEWER: And...er...how long do you think you'll continue before you expect to see some serious results?

JONATHAN: Er...wh . . . Can you not see any serious results?

INTERVIEWER: Well, I mean, you know, you're looking fit and . . .

JONATHAN: I don't know it's something you never really complete.

INTERVIEWER: It's an ongoing process.

JONATHAN: I think so, yes. It's good for your overall health, keeps the heart healthy.

INTERVIEWER: And do you have a...a figure that you're aiming to replicate?

JONATHAN: Um...well, the trouble with the gym is that everyone else is more gorgeous than you are. So really anyone else's figure would be fine!



- 1 Arrange the class into an even number of pairs, or groups of three.

Again, encourage questions on relevant vocabulary. During this kind of activity, students may also use their dictionaries. However, it may be best to ban the use of bilingual dictionaries in this kind of activity, in favour of English–English dictionaries. (There is no clear distinction between a *hobby* and an *interest*, though *hobbies* tend to be activities that are creative or involve collecting things.)

SUGGESTED ANSWERS

Hobbies:	painting	playing the violin	making model aircraft
Interests:	reading	watching football	computers
Indoor games:	draughts	Scrabble	bridge
Team sports:	baseball	hockey	basketball
Individual competitive sports:	badminton	squash	golf
Non-competitive sports:	water-skiing	skiing	sailing
Outdoor activities:	walking/hiking	gardening	riding

- 2 → Combine the pairs into groups of four or five. Encourage everyone to make notes of useful vocabulary they find out from the other pair before they begin the discussion.

Point out the function of the question *Why?* in the discussion questions: asking *Why?* encourages the other person to justify their opinions and explain their reasons.

1.2 Comparing and contrasting

GRAMMAR REVIEW

See page 11 of the Introduction for more information on the **Grammar review** sections.



- This is a discussion task to be done in pairs. The matched sentences in this section illustrate some of the ways in which different structures are used to convey different meanings or to imply something different.

With this kind of exercise, encourage everyone to do the easier ones first, and come back to the trickier ones later. If a pair is having difficulty with a particular question, they should ask another pair for help.

At the end spend a few minutes on a feedback session, discussing any questions that arise. Note that these are **Suggested answers**, which may be open to discussion. Other interpretations may be possible, particularly if a sentence is given an unusual intonation, or if particular words are stressed.

SUGGESTED ANSWERS

- Water-skiing is less difficult than sailing. ~~_____~~ Both sports are equally hard.
Sailing is as difficult as water-skiing. ~~_____~~ Sailing is harder than water-skiing.
- Like you, I wish I could play the piano. _____ Neither of us can play the piano.
I wish I could play the piano like you. _____ You can play the piano, I can't.
- Your essay was most interesting. ~~_____~~ No one's essay was better than yours.
Your essay was the most interesting. ~~_____~~ It was a very interesting essay.
- The cliff was too hard for us to climb. ~~_____~~ We were able to climb it.
The cliff was very hard for us to climb. ~~_____~~ We were unable to climb it.
- She is a much better pianist than her brother. _____ They both play quite well.
Her brother is a much worse pianist than she is. _____ Neither of them play well.
- She swims as well as she runs. _____ She is equally good at both sports.
She swims as well as runs. _____ She takes part in both sports.
- Bob isn't as bright as his father. ~~_____~~ Bob is less intelligent than his father.
Bob's father is bright, but Bob isn't that bright. ~~_____~~ His father is more intelligent than Bob.
Bob isn't all that bright, like his father. _____ Neither of them is particularly intelligent.

- B** Many alternatives are possible.

SUGGESTED ANSWERS


- 2 are far more strenuous than
require a great deal more skill than
- 3 takes a lot longer than
requires considerably more time and effort than
- 4 I'd rather go out for the evening
I prefer to go to a club with my friends rather
- 5 as fast as anyone else in her class
so fast that she invariably laps me
- 6 is a great deal less energetic than
is not at all energetic – unlike
- 7 the least interesting hobby
is one of the most expensive hobbies

C

CORRECTIONS IN BOLD


- 1 It isn't true to say that London is **as large as** Tokyo/**larger than** Tokyo.
- 2 He's no expert on cars: to him a Mercedes and a BMW are **alike/the same**.
- 3 Her talk was most enjoyable and much more informative **than** we expected.
- 4 Don't you think that the **more difficult something is, the less enjoyable it is?**
- 5 **Fewer** people watched the last Olympics on TV than watched the soccer World Cup.
- 6 Who is the **least** popular political leader **in** the world?
- 7 My country is quite **different from/to** Britain.
- 8 She's such a **fast** runner **that** I can't keep up with her.



D

 This is an open-ended speaking activity, but if you prefer, all or part of it could be done as written work and/or set for homework.

At the end, allow time for feedback and questions. Maybe point out that this section has only covered certain aspects of Comparing and contrasting, and that students who still feel uncertain may need to refer to a grammar reference book, such as *Advanced Grammar in Use* or *Practical English Usage*.

Extra activity As a follow-up, this **Comparison game** may be appropriate:

 Working in pairs (or teams), students note down some pairs of things that are similar in some ways and different in others.

 →  Then the other pair (or team) has to explain the differences and similarities. Like this:

What's the difference between a chair and a table?

– They both have four legs, but a chair is for sitting on and a table is for sitting at. A table is usually higher and heavier than a chair.

Examples of other suitable pairs:

police officer · judge tree · bush fountain pen · pencil knife · scissors
computer · typewriter tea · coffee violin · piano


1.3 Learning a musical instrument

READING

See page 9 of the Introduction for more information on the **Reading** sections.

If time is limited, and you would like everyone to prepare the reading passage before the next lesson, discuss section **E** first, moving on to **A** later.



A

 This warm-up discussion gives everyone time to prepare themselves by considering the theme of the passage before starting to read it.

The instruments shown are: piano violin maraca harmonica drums French horn
accordion guitar saxophone – though there may be some discussion about some of these.

- B** **1** Generally, with a reading passage of this length, students should be asked to read it through at home before the lesson, and perhaps also answer the comprehension questions and vocabulary questions. If this is done there is more time in class for everyone to **DISCUSS** the answers and for any follow-up work. (Question 5 is in 8 parts.)

Students should answer the questions in note form – full sentences are not required in this case.

- 2**  **→**  Comparing answers encourages everyone to share their ideas and cooperate, rather than feeling they are being tested by the questions.

SUGGESTED ANSWERS


- 1 piano violin maraca harmonica drums brass (e.g. French horn) guitar electric accordion saxophone
- 2 a sense of accomplishment a creative outlet an absorbing pastime
- 3 low back pain shoulder strain bleeding unsightly swelling
- 4 You get depressed because you can't play it well enough – or you get depressed because you spend so long practising that there's no time for anything else
- 5 **a** piano: expensive, difficult to play, not sexy
b violin: notoriously difficult
c maraca: mildly entertaining but only to babies
d harmonica: you quickly get bored with it
e drums: very difficult to learn, but people think it's easy and fun
f guitar: too popular, most people will play it better than you
g electric accordion: anti-social
h saxophone: playing it in public may destroy your credibility
- 6 Brass instruments (e.g. French horn) – if you like making rude noises. And the saxophone – if you really do learn to play well.
- 7 The drummer attacked someone who came up to him, and there was a fight.


- C** This exercise draws attention to some of the vocabulary in the passage. Make sure everyone has time to **highlight** the words, as only this can focus on the use of the words in context. Just matching the words and phrases is not enough.

ANSWERS

grudge	= <i>dislike</i>
syndrome	= <i>condition</i>
maudlin	= <i>self-pitying</i>
endeavour	= <i>effort</i>
be misled	= <i>get the wrong idea</i>
physical co-ordination	= <i>control of one's movements</i>
nuance	= <i>subtle variation</i>
unruffled equanimity	= <i>perfect calmness</i>
charisma	= <i>charm and magnetism</i>


- D** **1** The passage is full of humour, but not everyone may appreciate it. Nevertheless, it's important to be aware when a writer is not being serious, even if you don't share his/her sense of humour.

- 2**  You might prefer to arrange the students into larger groups to compare their reactions.

- E** **1**  This little task just encourages everyone to read the tips through carefully.

SUGGESTED ANSWERS



- 1 attention 2 meaning 3 writing 4 spelling 5 space/room 6 example

- 2**  You might prefer to arrange the students into larger groups to compare their reactions. Allow enough time for discussion and comparing ideas. Everyone has their own methods of learning vocabulary items, and students may be able to learn from each other some useful techniques which might work for them. There is, of course, no 'best way' of memorising vocabulary, and you and your students may disagree with some of the ideas in this section.

An extra point:

As time passes, if the highlighting ink fades, students can **re-highlight** the words they still want to be reminded of.

1.4 'You've got to be selfish'**LISTENING****A**

- 1  Allow time for everyone to discuss any previous knowledge they have of the subject and to make some suppositions about the answers to the questions. Reading the questions through in advance and anticipating some of the answers will make it easier for them to follow the interview when they listen to it. It's also something the students will have to do in the exam, before they listen to the recordings.
- 2  Play the recording, pausing it at the places marked **★★★** in the Transcript to give everyone time to think, write and relax for a moment.

This is an exercise in listening for specific information. The questions don't cover every point made. It may be necessary to reassure students that even if they can't catch every word the speaker says (and she does speak rather fast some of the time), it won't stop them getting the answers to the questions.

ANSWERS

- 1 400 metres and 400 metre hurdles
- 2 1 to 1½ hours (but with warm-up and warm-down: from 9 to lunchtime)
- 3 She has to conserve her energy (for the training session the next day)
- 4 excited (not frightened, not nervous)
- 5 relieved (and proud to be there)
- 6 winning ✓ flying training ✓ travelling ✓ socialising ✓
standing on the winners' podium ✓ being applauded by the crowd
- 7 being injured (and not able to run)
- 8 confident, selfish (but never forget you're part of a team)

B

-  This is an open-ended vocabulary exercise – the answers are a matter of opinion.

TRANSCRIPT 6 minutes 20 seconds

- NARRATOR:** You'll hear an interview with Allison Curbishley. She's a professional athlete, and she's been a member of the British team at two Olympic Games.
- ALLISON:** My name is Allison Curbishley and I do 400 metres and 400 metre hurdles.
- INTERVIEWER:** What about, I mean...um...on a typical day, if you can have a typical day, what would...how would it start?
- ALLISON:** Um...well, if you take sort of at the moment, what we are now sort of coming into the season in...in... May...um...which is pretty much a hectic time for us, training is pretty intense. Um...I'd get up, I'd train round about...I go down to the track about nine. Um...we, you know, Coach would always, say, be at the track for about nine for ten, which would mean nine o'clock we'd be there to warm up, takes about an hour...um...and would be ready to run and start the session at ten, this is if we're on the track. And the session would usually take sort of somewhere in between half an hour and an hour and a half, depending on what we were doing. Um...and then it would be a...a gradual warm-down, stretch, have lunch straight away...um...replace all the...the lost energy, and then basically the rest of the day is pretty much...um... We might have another session to do later on in the evening, which would be a light circuit, or, you know, er...if we've done a heavy session in the morning we might just rest. Um...and it's a very easy-going lazy day for the rest of the day. Uh...we try, I mean, I try and keep myself busy. I read, I, you know, I love listening to music, and obviously TV and what... It just depends where we are, and you just keep yourself busy. And, you know, the group that I train with is very social, so we often spend time together, we love sitting around in coffee shops in Bath, you know, that's what we do, that's what we spend our time doing most of the time.
- INTERVIEWER:** Work hard, play hard?
- ALLISON:** Well, this is it, you know, we've basically got to spend the afternoon...uh...doing very little, because you've got to conserve the energy for the training session the next day.
- ★★★**
- INTERVIEWER:** Do you think there's still that attitude in Britain or overall that...um...it's the winning that counts, it's not the playing?
- ALLISON:** Yes, yeah, definitely, and I think...but I also think that, you know, as an athlete, you're in the wrong because, you know, I don't think any athlete would settle for silver if they had the chance of gold. Um...I think in general, yeah, the journalists do kind of take...they can't seem to see any good out of coming back with a silver medal from a...an Olympic Games. They don't see that as success they see it as a, you know,...pretty much a failure.

INTERVIEWER: From where I'm sitting even to be at the Olympic Games would be...er . . .

ALLISON: Oh, yeah, isn't it!

INTERVIEWER: . . . I mean, what was it like at...?

ALLISON: Oh, I mean, it was...er...it was very good for me because I'd gone as a...as a...um...relay member, and so there wasn't the pressure on me as an individual athlete, and I was sort of eighteen at the time. And...and, you know you just I think just the feeling of stepping out onto the track on the sort of second last day just to compete in the . . . I'd been there the whole...I'd gone three weeks preparation with all the team, just to do that one relay leg at sort of pretty much the end of the Games. And it was quite...um...it...it was awesome, it really was. I never got frightened, which I thought I would, I thought I'd get very very nervous, but I just got excited. And you walk onto the track, and walk down the home straight and, you know, there's like a crowd of 80,000 people. Um...and the noise is...is just...just phenomenal, oh, it really was. And it's just, there's very little to describe...there are very few words that can describe the feeling that you, you know, you feel, just running down the back straight, and...um...you know, passing the baton on to the next . . . But I mean there was big relief...sigh of relief once you've passed the baton. But, you know, it was...and...and...it was just great for me to sort of experience that as a first major, then to go on to Athens sort of last year, and sort of pick up from there, you know, it was . . .

★★★

INTERVIEWER: What do you really love about your job?

ALLISON: Um...I love the feeling of a successful training session, I love the feeling of a successful race...um...and of achievement full stop. I mean, there's...um...last year, which was my most successful year...um...in which I gained two championship golds: um...one at European level and one at World Student level. And there's nothing like sort of standing on a podium watching the Union Jack going up, knowing it's for you, and listening to the National Anthem. You know, no matter whether you are patriotic or not you...you get a buzz from that. Um...you know, I...I love the travelling...um...although we don't see a lot of the countries that we go to we see pretty much, you know, a 400-metre track looks the same wherever you are. Um...but it's nice having the opportunity to sort of taste different cultures and...and sort of . . . And, you know, I've been to so many more countries that I...at the age of sort of 21, 22 than I could ever have dreamed of. You know, and I...um...I just...I...I like coming back and relaying it to my parents, who haven't been able to travel with me, and have just been there on the other end of the phone, you know. And it's nice to be able to make them part of it. Um...I love the socialising, the social aspect of it. I've made some...you know, all my best friends are part of my sport now, although going through University and...and friends at home that I've grown up with, it's nice to have sort of the...the friends that bring you back down to reality, and . . .

INTERVIEWER: What do you not enjoy so much?

ALLISON: Um...obviously when you're injured, it can get you down, you know, you...you're not doing what you want to be doing. You...you know, somebody is actually stopping you from doing something that you love. Um...and there's the worry of now it's full time for me, you know...um...what do I do if I did get injured, you know?

INTERVIEWER: I'm just thinking of what att...human att...attributes would make a good sports person.

ALLISON: You've got to be confident, you've got to be selfish, you've got to be . . . Uh...but team work is just so important, and although, yeah, athletics is individual...um...you're constantly out for your team. You're constantly looking out for . . . A training group's a team, you know. Um... wherever you are, you know, you...you are part of a team, nobody ever neglects the fact that you are individual, and leaves you on your own, you know, there's always somebody there, just you yourself and your coach that...that partnership is a team.

Um...I keep saying selfish, you have to be very selfish. A lot of people don't like to admit that but you do. You are very very selfish and purely because, you know, if you're not getting sleep, the food that you need, the...you know, your training's going to fall to bits, you know, if you need to be in a perfect condition to turn up at the track for training, to turn up at the track to race.

1.5 Adjective + noun collocations

VOCABULARY DEVELOPMENT

See page 8 of the Introduction for more information on the **Vocabulary development** sections.


Draw everyone's attention to the advice on using dictionaries in the left-hand margin of the page.



A This short section is an introduction to the subject of collocations. Discuss any variations that the pairs come up with: are they also suitable collocations?


SUGGESTED ANSWERS

a **deep** lake a **close/dear/great** friend a **nearby/handy** shop
 a **noisy** room overlooking the street a **quiet/peaceful** room overlooking the garden
 a **loud/deafening** noise a **deep** silence a **valuable** piece of advice
 an **expensive/exorbitant** meal a **profound/learned/difficult** book

- B** 1  The aim of this section, and of section **C**, is to encourage everyone to be creative, to pool ideas, and to use a dictionary for inspiration whenever necessary. As you can see from the **Suggested answers** there are very many possible combinations, but the students would only need to come up with one or two for each noun.

SUGGESTED ANSWERS

exciting/great/thrilling **adventure**
 attractive/beautiful/delightful/ferocious **animal**
 gifted/talented **athlete**
 absorbing/entertaining/exciting/great/serious **book**
 attractive/delightful/funny/gifted/hard-working/naughty/talented **boy**
 exciting/great/serious/thrilling **game**
 great/serious/slight **interest**
 delicious/delightful/great **meal**
 beautiful/great **painting**
 gifted/great/talented **photographer**
 attractive/beautiful/delightful **place**
 great/serious/slight **problem**
 beautiful/catchy/delightful/great **song**
 absorbing/exciting/funny/thrilling **story**
 delightful/gifted/hard-working/serious/talented **student**
 entertaining/serious **talk**
 attractive/beautiful/breathtaking/delightful/pretty **view**
 attractive/beautiful/delightful/funny/gifted/hard-working/pretty/talented **woman**

- 2  Begin by asking the class to suggest yet more adjectives that could describe an animal and a book: e.g. a *tame/rare/fierce* animal and a/an *expensive/wonderful/dull* book.

In case of difficulty, suggest that the pairs try to think of opposites of some of the adjectives that collocated in **B1**.

SUGGESTED ANSWERS

amazing/incredible **adventure**
 tame/rare/fierce **animal**
 competitive/dedicated/trained/successful **athlete**
 thrilling/boring/silly/old-fashioned/famous **book**
 clever/silly/little **boy**
 stupid/terrible **game**
 enormous/huge **interest**
 tasty/disgusting/dreadful **meal**
 impressive/overrated/famous **painting**
 famous/hopeless/brilliant **photographer**
 fantastic/awful/dreary **place**
 awkward/terrible/little **problem**
 wonderful/nice/annoying **song**
 incredible/improbable/long/short **story**
 hard-up/lazy/diligent **student**
 witty/stimulating/long-winded **talk**
 fantastic/unforgettable/extensive/panoramic **view**
 sensible/smart/intelligent/well-respected/successful **woman**

- C** There are many possible collocations in this exercise. It may be necessary to remind everyone to skip the ones they can't do easily, and come back to them later on – or ask another pair for their idea.


Ask the class to suggest other collocations for Question 1 before they do the rest of the exercise: e.g. a light **wind** a pale **complexion** a bright **light** a colourless **city**

SUGGESTED ANSWERS

- 2 a famous **film star/writer** a well-known **actor/politician**
a notorious **murderer/bigamist** an infamous **tyrant/dictator**
a distinguished **professor/academic**
- 3 an extensive **vocabulary/choice** a long **list/menu** a wide **selection/variety**
a broad **education/range**
- 4 an old **car/tradition** an elderly **gentleman/lady** an ancient **castle/civilisation**
an old-fashioned **typewriter/attitude**
- 5 a new **fashion/idea** a modern **building/design** an up-to-date **dictionary/edition**
a recent **development/trip** a fresh **egg/approach**
- 6 a major **disaster/influence** a strong **influence/drink** an important **point/decision**
a significant **number/amount** a vital **ingredient/source**
an essential **precaution/member of staff**
- 7 an insignificant **amount/sum of money** a minor **operation/injury**
a small **difference/shoe** a little **girl/problem** a trivial **mistake/matter**
- 8 a strange **dream/man** an unusual **name/idea** a rare **species/treat**
a peculiar **smell/suggestion** an uncommon **occurrence/bird**


1.6 Tennis stars**READING**

If possible, ask everyone to read the article before the lesson, to save time in class.

- A** **1**  Doing this in pairs means that the students have to discuss the possible answers. We're dealing here with collocations again. There may be some disagreement about the best word or phrase – in some cases others are possible, but only one is 'the best'. (This exercise is similar to Part 1 of the Reading Paper.)

ANSWERS

1 B 2 C 3 A 4 B 5 D 6 B 7 C 8 A 9 B 10 D

- 2**  Again there may be some disagreement about the best word or phrase – in some cases others are possible, but only one is 'the best'. Allow time for everyone to justify their choices to each other. **Highlighting** or **underlining** quotations from the text helps when answering multiple-choice questions – and makes it easier to justify your answers to a partner. (This exercise is similar to Part 4 of the Reading Paper.)

Draw everyone's attention to the tip at the bottom of the page.


ANSWERS

1 C 2 C 3 A 4 D 5 B 6 C

- B** This can also be done in pairs. Even if it isn't, students should form pairs after doing the exercise and compare answers. (This exercise is similar to Part 3 of the Reading Paper – but in the exam there are more paragraphs missing, and one of the alternatives doesn't fit anywhere.)

ANSWERS

1 B 2 A 3 E 4 D 5 C


- C**  This follow-up discussion raises many issues connected with this topic. The questions can be discussed in any order – but let everyone know how long they have for this.

At the end of the discussion, ask each group to report back to the class on the most interesting or controversial points which were made.

1.7 Using participles

ADVANCED GRAMMAR

See page 11 of the Introduction for more information on the **Advanced grammar** sections.

- A**  The contrasted sentences in this section illustrate some of the ways in which different structures are used to convey different meanings or a different emphasis.

SUGGESTED ANSWERS

- 1 Standing at the top of the hill, I could see my friends in the distance.
– **I was at the top of the hill and my friends were in the distance.**
I could see my friends in the distance standing at the top of the hill.
– **My friends were at the top of a distant hill, and I could see them there.**
- 2 While preparing the meal, he listened to the radio.
– **The radio was an accompaniment to the main task of cooking.**
While listening to the radio, he prepared the meal.
– **Cooking was an accompaniment to his main interest: listening to the radio.**
- 3 Finding the window broken, we realised someone had broken into the flat.
– **We saw the broken window and this made us realise that there had been a break-in.**
We realised someone had broken into the flat, finding the window broken.
– **When the burglar found the broken window, he used it to make his entry. (This suggests that the window was already broken before he arrived and that made it easier for him to get in.)**
- 4 Before preparing the meal he consulted a recipe book.
– **He couldn't start cooking until he had found the recipe.**
After consulting a recipe book he prepared the meal.
– **He looked for the recipe and then started cooking.**
(There is only a slight difference in emphasis between these two.)
- 5 Crawling across the road, I saw a large green snake.
– **(This sounds strange, and without a context could be understood to mean that the speaker was crawling across the road and came across a snake.)**
I saw a large green snake crawling across the road.
– **The snake was crawling across the road when I saw it.**

- B** It's probably best if everyone studies the examples in silence in class – or if possible, before the class, as homework.

C

ANSWERS

- 1 arranged 2 arriving 3 reaching 4 shaken 5 finished
6 required 7 completing 8 lifting

D

SUGGESTED ANSWERS

- 1 Not having a car, I usually travel by bus.
Not having a car means that I usually travel by bus.
- 2 Chanting loudly, the demonstrators marched into the square.
- 3 Finding their way blocked by the police, they turned back.
- 4 Having heard that he collects butterflies, I asked him to tell me about it.
- 5 Finding none of her friends (waiting) outside the cinema, she went home.
- 6 Not knowing much about art, I can't comment on your painting.
- 7 Drunk too quickly, coffee can give you hiccups.
- 8 Feeling a bit under the weather, I went to bed early.

E

CORRECTIONS

- 1 Looking out of my window, I saw a crowd of people in the street.
- 2 We thought he looked ridiculous wearing bright yellow trousers.
- 3 His father treats him like an adult because he is rather tall for his age.
- 4 Having been given such a warm welcome he felt very pleased.
- 5 I saw three old men sitting together playing cards.
- 6 If washed in hot water this garment will shrink.

- F** 1 If you think this exercise might be too hard for your students as it stands, write up the 'missing verbs' on the board to help them:

face go hear look open open realise shout sit think wonder

SUGGESTED ANSWERS

- 1 opening 2 Thinking 3 realising/realizing 4 shouting/yelling/trying
5 Going/Walking 6 opening 7 looking/peering 8 Faced
9 wondering 10 sitting 11 hearing


- 2 Allow time for everyone to compare their continuations with each other.

1.8

'Golden rules'

WRITING SKILLS AND COMPOSITION

See page 19 of the Introduction for more information on the **Writing skills and Composition** sections. In future units, the sections on Writing skills and Composition are separate.

- A** 1  This is a discussion activity – these steps are not definitive, which is why the title is in inverted commas.


Some people say: *The only golden rule is that there are no golden rules* – but students should be encouraged to develop their own 'rules' and then be reminded to stick to them in future written work.

SUGGESTED SEQUENCE (open to discussion)


- 1 **Look carefully at the instructions.**
- 2 Discuss with someone else what you're going to write.
- 3 Do any necessary research.
- 4 **Think about what you're going to write.**
- 5 **Jot down all the points you might make.**
- 6 **Analyse your notes, deciding which points to emphasise and which to omit.**
- 7 Use a dictionary to look up suitable words and expressions, and write them down.
- 8 **Write a plan, rearranging the points in the order you intend to make them.**
- 9 Write a first draft, perhaps in pencil.
- 10 Proof-read the first draft: eliminate errors in grammar, spelling and punctuation.
- 11 Show your first draft to someone else and get feedback from them.
- 12 Take a break.
- 13 **Look again at the instructions.**
- 14 Edit your first draft, noting any changes you want to make.
- 15 **Write your final version.**
- 16 **Proof-read your final version, eliminating any mistakes you spot.**
- 17 Have a rest.
- 18 Get feedback from other students on your final version (they are 'your readers').

- 2 Only the steps in **bold print** above might be feasible under exam conditions.

Draw everyone's attention to the advice box at the foot of the page before they start **B**.

- B** 1  Treat this and the next few compositions as a 'diagnosis' of each student's composition-writing. What are the major points each should concentrate on improving?

Make sure everyone understands your system of marking written work and the meaning of the symbols you use. At this level there's no point in your correcting every little mistake that students have made – it's better for them to locate and correct their own mistakes, with some guidance in the form of symbols in the margin – see **Mistakes: marking and correction** on page 15.

2  Encourage everyone to read each other's work. The kind of feedback they give each other might include comments on and questions about:

- the content in general
- the style and how easy the piece was for them to read
- information or ideas that seemed particularly interesting or amusing
- information which was missing from the piece
- sentences which were less easy to follow

As this is probably the first composition that the class will have done for you, it's a good idea to **PHOTOCOPY** their work and keep it on file. Then, later in the course, you can compare their compositions with this earlier one and see how your students' written work has improved. The students themselves may find it reassuring to look at these early compositions again later, to see that they have made progress. Otherwise, at this level, it's often difficult for them to realise that their English actually is improving.

This model version can be photocopied and shown to the students if you think it would be helpful – but not if it might be disheartening at this early stage in their course.

1.8 Model version

You don't have to be rich to play squash: if you play at a public sports centre, rather than a private club, you soon discover that it's a game that everybody plays. Taking part in a league, you can meet people from all walks of life, and it's quite normal for men and women to play each other. However, unlike tennis, you can't play doubles, so it's not such a sociable game.

The reason why squash is such fun is that it's so easy to play. Beginners can have an enjoyable game right away and can get involved in the tactics and strategy of the game. With tennis, where it's a major achievement for a beginner even to hit the ball back over the net, you have to be quite proficient before you can do this. With squash, returning the ball is easy and you don't have to waste time retrieving all the balls that have been hit out. You only need one ball to play with and you can play at any time of the day or night and in all weathers. You don't even need to be strong to play: a soft, cunning service can be just as effective as a powerful, fast one. It does help to be fit and agile, though, because even though a game only lasts half an hour or so, during that time you're constantly using your energy and you don't have time for a rest while your opponent is off the court hunting for lost balls.

Perhaps it's because squash is such an energetic game that it's thought to be dangerous. Admittedly there is a risk of minor injuries like strains and sprains, or getting hit by your opponent's racket, because both players have to cover the whole court and sometimes get in each other's way. But if you're careful, and don't overdo it, it's no more dangerous than any other sport.

Leo Jones *New Progress to Proficiency*

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Extra activity

This activity is particularly suitable for students who are keenly interested in the topic of this unit.

- 1 Choose one of your favourite sports or games (this could be a non-athletic game like chess, backgammon or Scrabble) – preferably one that the rest of the class don't know too much about.
- 2 Make notes on how it is played, using a dictionary and consulting a book of rules if necessary. Do this as homework.
- 3 Give a short talk to the class about your chosen sport or game, and answer their questions about it.

Finally ...

Recommend to everyone that they should spend half an hour reading through the whole of this unit at home before moving on to Unit 2. This will help them to memorise the vocabulary and other points covered in the unit.

Flipping through earlier units in the book regularly, recalling previous lessons, is a simple yet surprisingly effective revision technique.