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**2ND EDITION**

TEACHER'S BOOK

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Pre-Advanced

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# Passions

## READING

topic: passions

skill: identifying attitude

task: multiple choice

## GRAMMAR

present tenses and time expressions

phrasal verbs

## VOCABULARY

achievements; idioms; adverb collocations

## LISTENING

topic: adversity in sports

skill: understanding context

task: multiple choice (short texts)

## USE OF ENGLISH

key word transformation

multiple-choice cloze

## SPEAKING

topic: friends and shared interests

skill: using appropriate tone and register

task: introductions; social interaction

## WRITING

topic: teens and screens

skill: developing an argument

task: essay

## SWITCH ON ►

video: drone trouble

project: odd hobbies

## Lead-in SB p7

Refer students to the unit title, *Passions*, and ask students to tell you what their passions are. Conduct a class brainstorm, eliciting as many different passions as possible and writing them on the board. Next, focus students' attention on the photograph and ask them to describe what they see. Elicit language such as *surfing*, *surfboard* and *riding the waves*. Ask the class if anyone has tried surfing before. Read the quotation *I try to do something I love every day* to the class and ask students: *When does something you love become a passion?* Elicit that if you are passionate about something, you are really interested in it and that it is an important part of your life. Nominate a student to read the questions aloud. Organise students into groups and ask them to discuss the questions, before getting the class back together and asking a student from each group to share their answers. If you have time, ask some additional questions: *Why do you think it's important to have a passion? Is passion something you associate with a particular age group? If so, why?*

### Possible answers

- 1 I love swimming in the sea and I do it every day – even in winter. In summer, I can just wear a swim suit, but when it's cold and windy then I need a wetsuit and wetsuit boots.
- 2 My sister has a passion for running. She's always training for her next race. If there's a day when she can't go running, she gets really grumpy!
- 3 When I was younger, I was passionate about collecting football stickers – I had hundreds of them. I still like to look at my collection sometimes, but it's not such a big deal to me as it was before.

### extra: whole class



Read the title of the unit again and ask students to predict its content. Alternatively, give students one minute to see how many sentences they can make using the word *passion* or words from the same family. When time is up, conduct class feedback by asking students to share their best sentences.

### Possible answers

I'm passionate about ... I have a passion for ... He has developed a passion for ... We share a passion for ... She is an actor of great passion.

## To start

Play 'two truths and a lie' with your students. Tell them about three passions you have (one of them should be false), e.g. *I'm passionate about classical music; I have a passion for contemporary dance; One of my passions is vintage motor cars.* Ask students to guess which sentence is a lie. Then ask students to write three sentences about themselves. They should take turns to read their sentences to their partners, who should listen and try to guess the lie. Nominate a few students to report back on what they found out.

## Power up

**1** Focus students' attention on the photograph and ask them to describe it. Elicit language to describe what the man in the photograph is doing (*he's drumming*). Read the question aloud and focus students' attention on the words in the box. Agree on a class definition of *hobby* and write this on the board, e.g. *A hobby is a pleasurable activity you do in your free time.* Ask students if the activity in the photograph can be described as a hobby. (Yes.) Organise students into pairs and ask them to choose the words which are (and aren't) hobbies. Check that students understand the meaning of *box sets* (this used to mean a series of DVDs in a box, but it can now be used to refer the complete season on online video streaming providers). Conduct class feedback. Ask students to give reasons for their choices and elicit what makes some things a hobby and others not. (A hobby is an activity you enjoy doing in your free time: it often involves a constructive or creative element, so while cooking could be described as a hobby, eating would generally not be described as one.)

### Possible answers

hanging out with friends, listening to music, shopping, eating, social networking and watching box sets would not usually be described as hobbies

## Read on

**2** Ask a volunteer to read the article title and introduction to the class. Give students a minute to discuss their answers to the question with a partner. Then read through the points and ask students to tell you which ones they chose. Encourage students to pinpoint the words which helped them to arrive at their answers.

### Possible answers

The article actually includes information about the effects of our hobbies on our brains and ways in which our interests help us learn.

## exam tip

**3** Read the advice in the exam tip with the class. Elicit the meaning of the writer's *attitude* (the writer's feelings and tone, e.g. anger, surprise, frustration). Focus students' attention on paragraphs B and C. Give them two minutes to answer the questions in the exam tip.

- 1 yes, *surprising* (Paragraph B); *extraordinary* (Paragraph B); *astounding* (Paragraph C)
- 2 yes, *undoubtedly* (Paragraph C)
- 3 The adjectives show the writer's surprise by the impact our passions have on us. The adverb shows the writer's certainty in the reason.

## exam task: multiple choice

In the Cambridge exam the paragraphs of the text are neither numbered or lettered. Here they are lettered to facilitate some tasks.

**4 e** Give students two minutes to read the text and ask them if their predictions for Ex 2 were correct.

If necessary, pre-teach the following words: *renowned*, *anatomist*, *first-edition*, *participants*, *beneficial*. Ask concept questions to check students' understanding, e.g. *If I am renowned, am I well known for doing something or just a famous person?* (well known for doing something); *What is an anatomist expert on?* (anatomy); *If I have a first-edition book, why is it special?* (because it is one of the first books issued of its kind); *If I participate in something, do I join in or stay away from it?* (join in); *If something is beneficial is it good or bad?* (good). Ask students to read the multiple-choice questions and to ask about anything they don't understand. Students should then read the text and answer the multiple-choice questions.

- 1 C (Paragraph B: *releases feel-good hormones into the bloodstream when we do something we love. This in turn gives us drive.*)
- 2 B (Paragraph C: *can help us deal with enormous pain*)
- 3 D (Paragraph D: *ambitious people like him make it their life's work to follow their passions*)
- 4 C (Paragraph E: *You have to do something that has meaning to you*)
- 5 B (Paragraph F: *participants in studies are usually asked to self-report their own emotions*)
- 6 D (Paragraph G: *allowing us to achieve more in a wider range of areas*)

**5** Focus students' attention on the definitions. Give students two minutes to find the corresponding words in the article. Collect answers around the class, drilling pronunciation if necessary. Ask students questions to personalise the new vocabulary, e.g. *Sara, do you think you have a lot of drive? Why/Why not? Marco, can you tell us about a time you managed to track something down? Anna, what makes you feel energised?*

- 1 drive (n) 2 genius (n) 3 tracking down (phr v)
- 4 energised (adj)

## Sum up

**6** Ask students to read the questions. Then organise them into small groups to discuss their ideas. Monitor as students do this, offering support where necessary.

- 1 Our brains release feel-good chemicals that make us happy when we do something we love; this motivates us; successful people follow passions; passions help us relax.
- 2 Overall, the writer's attitude towards the impact of passion on our ability to achieve things is very positive. He/She appears to be disappointed by the lack of evidence to support the idea (Paragraph F: *However, unfortunately...*) but is hopeful one will be made in future (Paragraph G: *techniques are improving as we speak, so hopefully...*)

**7** Ask a student to read the questions. Organise students into groups and give them a few minutes to discuss their ideas. Circulate, noting down anything which you can use in the end of lesson feedback session. Conduct whole class feedback. Generate as much language as possible and write it on the board.

**Possible answers**

- 1 My hobbies make me feel relaxed and generally more enthusiastic about life. Even if I am tired after a hard day at school, doing my hobby gives me new energy!
- 2 Yes, I think that hobbies can help you to achieve more in other areas of your life. For example, if my hobby is playing football then the stamina and fitness I develop will help me do well in other sports. Not only that, I'll also develop my skills in teamwork, which is an important part of life in school and in work, too.
- 3 If I could only follow one passion in my life, then it would have to be my passion for playing the clarinet. Learning to play music lifts my spirits, helps me to meet like-minded people and it's so much fun, too. I can't imagine life without it.

**extra: fast finishers**



Ask students to write down five new words from the text. They should write sentences including the new words. They should then blank out the new word within the sentence and read these to a partner (another fast finisher) who has to supply the missing word.

**Fun footer**

Focus students' attention on the Fun footer quote. Ask students: *Do you think that you could make a living from your hobby? Would you like your hobby to become your job? What would be the advantages of this? And the disadvantages?*

**To finish**

Organise students into pairs and ask them to think of a passion (it doesn't need to be something they do, as long as it's something that they know a little about). Tell students that they are going to try and 'sell' their passion to the rest of the class by describing it enthusiastically. Give students a few minutes to prepare their ideas and to rehearse what they are going to say. Monitor, checking that students are providing enough information about their passion, and model enthusiastic sounding intonation where necessary. Ask a few volunteers to describe their chosen passion to the rest of the class. When each pair has had the chance to speak, find out which passions students would most like to try and encourage them to give reasons for their choices.

Presentation tool: Unit 1, Reading  
 Workbook / Online Practice: WB pp4-5  
 Extra Practice App

**To start**

Use the start of the lesson to assess students' existing knowledge of the target grammar point. Nominate a student to tell you about his/her hobbies. Find out about a hobby that the student regularly enjoys, is currently doing (perhaps something seasonal), and has done for a longer period of time. Using the student's information, write down three sentences using the present simple, present continuous and present perfect. Include a time expression in the first sentence and elicit the name of the tense (the present simple). Continue with the second and third sentences, asking students to name the tense.

On a different part of the board, elicit time expressions from the students and write them on the board. Then ask students which time expressions go with each sentence. Ask the nominated student to complete each sentence about his/herself with a suitable time expression.

**explore grammar**

SB p142

**1** Explain to students that the time expressions we use depend on what present tense we are using. Tell students about a hobby you enjoy doing, e.g. playing the guitar. Say three sentences about your hobby: one in the present simple, one in the present continuous and one in the present perfect, e.g. *I play the guitar in a band. I'm getting ready to sit a music exam. I've been learning to play a tune by Caracassi.* Elicit which time expressions could be used for each example. Focus students' attention on the sentences in the Student's Book. Ask students if they recognise them (they come from the article on the previous page). Give students a couple of minutes to complete the grammar box with the sentences before conducting class feedback.


The Grammar file covers present tenses with time expressions and phrasal verbs. Get students to read the explanations and complete the exercises. Organise fast finishers into pairs. Ask them to discuss the best ways of organising new phrasal verbs they meet in class. Are they going to do this by topic, or depending on what kind of phrasal verb it is? Ask students to record and organise the phrasal verbs they identify in this unit.

- 1 Every now and then
- 2 as we speak
- 3/4 In recent years; so far

**watch out for**



Students may struggle with word order, putting the time expressions in the wrong position within a sentence, e.g. *I'm at the moment living in Paris.* Students often choose a time expression which they feel comfortable with and use it all the time. Encourage students to vary the time expressions they use.


- 2**  1.1 Tell students that they are going to listen to eight people in London talking about their interests. Explain that the interviews will feature a range of accents, including both native and non-native speaker accents. Focus students' attention on the questions before playing the recording. Allow them a minute to compare their answers with a partner before conducting class feedback. Ask students: *Have you tried any of these activities? Which hobby do you think sounds the most interesting? Why?* Ask students to tell you what they noticed about any of the different accents they heard.

### background



Speaker 1 talks about Victorian samplers: these are pieces of embroidery; Speaker 2 mentions Ned Kelly, who was an infamous bush ranger in Australia in the 1800s. He is considered by many to be a folk hero. Speaker 3 refers to *The Great British Bake Off*. This is a very popular TV programme in the UK and in many others too. It's a competition between amateur bakers. A piñata cake is a cake which contains lots of sweets, which fall out when you open the cake. Cake pops are lollipops made of cake.

- Speaker 1** Making crafts i.e. sewing and knitting. Has made things as wedding gifts for friends and knitted her scarf.
- Speaker 2** Pottery. Is exploring different techniques and materials.
- Speaker 3** Acting. Did a theatre tour of Europe when 15.
- Speaker 4** Football. Has become a coach and coaches a girls' team in London.
- Speaker 5** Cheerleading. Has become a coach.
- Speaker 6** Brazilian dance. Used to belly dance.
- Speaker 7** Writing. Has written short stories and has a blog about London.
- Speaker 8** Cooking and baking. Has made a piñata cake, cake pops and a Christmas cake.

- 3**  1.2 Ask students to choose the correct verb form for each sentence. Allow students to compare their answers with a partner before watching or listening and checking their answers. Conduct whole class feedback.

- 1 'm wearing    2 've been doing    3 've been    4 've been  
5 'm actually    6 've put    7 been writing    8 've been doing

### game on

Organise students into groups of 4–6 students. Focus students' attention on the sentences and ask them to complete the gaps with true information about their group. Nominate students from each group to read their sentences aloud to the rest of the class. Students need to guess who the sentences refer to.

- 4** Direct students' attention to the words in the box. Check students' understanding of any unfamiliar words by asking concept questions, e.g. *If I gain something do I get something extra or do I lose something?* (get something extra). *If something is transformed, does it stay the same?* (no, it changes). Focus students' attention on the title of the article and ask them to predict what they think it might be about. Give students a minute to read the article. When they have finished, ask them to tell you whether or not their predictions were correct. Then give students two minutes to complete the article with the correct form of the verbs in the box. Collect answers around the class. Ask students if they know anyone with a similar hobby. Do they follow anyone on social media who has an interesting hobby?

- 1 are juggling  
2 transforms  
3 has done/made/created  
4 has done/made/created  
5 have been getting  
6 shares  
7 has picked  
8 has gained  
9 spends  
10 is creating/making/doing

### alternative: mixed ability



Stronger students could do this exercise with the explore grammar box covered up. Weaker students can use it for support.

### Speak up

- 5** Read the discussion questions with the class. Give them a few minutes to discuss their ideas. Monitor as students do this, offering support where necessary. Note down any good structures you hear students produce as well as any incorrect structures and write them on the board. (These will be used in class feedback.)

#### Possible answers

- 1 Laura has learned new skills in painting and working with colours. She will also have developed her creative skills and, through sharing her work online, will have learned about social media promotion too.
- 2 Through regular blogging, my writing has improved and I've also improved my photography and filming skills.

### Fun footer

Nominate a student to read the footer aloud. Ask students if they have heard of Benjamin Kapelushnik. Do they know of any other teenagers who have turned their passion into profit?

### extra: fast finishers



Ask students to look online to see if they can find more Instagram stars with interesting or unusual hobbies. Students should prepare a short presentation about this person's hobby and the skills they have learned from it. Monitor your students to ensure that the material they are looking at is suitable for classroom use.

**To finish**

Use sentences you collected in Ex 5 to have a grammar auction: explain to students that they are going to have the chance to buy grammatically correct utterances from the previous exercise. They have to decide if the sentence is correct. Organise students into small groups. Give every group an imaginary £500. Nominate one student to be the treasurer and keep track of each group's money, then write the sentences on the board.

Focus students' attention on the sentences, starting with the first one. Do not tell students whether the sentence is correct, but tell students that they can bid for it if they think it is worth having. The group which bids the highest amount gets to keep the sentence. Continue until you have sold all of your sentences. As a class, decide whether the sentences are grammatically correct or not. Award points for each correct sentence – the group with the most correct sentences and the most money left is the winner.


Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p6
Photocopiable activity:	1A
Grammar reference:	SB p142
Audioscript:	SB p178

## VOCABULARY SB p11


## achievements

**To start**

Ask students if they know what a 'speed debate' is. (It's a debate where opposing teams make short, concise points in an attempt to win an argument.) Tell students they are going to take part in a speed debate. Write the following sentence on the board: *School is a waste of time: you learn more useful things in your free time.* Organise students into two teams: for and against. Give students a time limit of three minutes to work with a partner within their teams and think of arguments. When time is up, begin the debate. Each student is only allowed to make one point. At the end of the debate, conduct a class vote to establish which side had the best arguments.

- 1**  1.3 Get students to tell you what podcasts (if any) they listen to in their free time and find out if any of your students have ever recorded a podcast. Focus students' attention on the rubric. Play the podcast, twice if necessary. Allow students to compare their answers in small groups before conducting feedback. Ask students to give reasons for their answers to the second question. Collect more arguments to support Max and Katy's point of view, drawing on the personal experience of students wherever possible. Write any new language on the board.

Max argues that you learn from your hobbies and not from school. Katy argues that you get the same things from school, but concludes that you need both.

- 2**  1.4 Focus students' attention on the sentence halves. Allow them a minute to match the halves. Then play the recording so they can check their answers. Collect feedback around the class, modelling correct pronunciation of new vocabulary where necessary.

1 G 2 C 3 H 4 A 5 D 6 B 7 F 8 E

- 3** Read the synonyms around the class. Challenge students to see who can be the first to match the synonyms with the words in bold from Ex 2. Collect feedback around the class.

Create a challenge for more able students by asking them to cover Ex 2 and try to remember the synonyms. Less able students can refer to the words on the page.

accomplish – achieve/reach  
pursuing – following  
flourish – succeed  
challenges – difficult tasks  
fulfil – achieve/reach  
occupy – take up  
talents – abilities  
setbacks – problems