In this unit, you will ...

- talk about your talents and abilities, ask and answer questions for a talent show audition, and share advice on how to succeed in the music industry.
- use thinking skills: question, analyze, and evaluate.
- read about what causes talent.
- use strategies and language to talk about your achievements politely, control your nerves when speaking to a group, and use idioms in informal contexts.
- use communication skills to make judgments and choose winners of a talent contest.
- follow a talent scout to learn about this job and the skills needed to be in this industry.

1. Think about the things you are good at in different areas of your life. Write the things.
2. In pairs: Share and compare your ideas. Add more words to your lists.

3. In groups: Watch the video and answer the question.

Would you use your talent to express your creativity or make money?
**LESSON 1** Born with Talent?

**A Think about different kinds of great artists. What talents do they have?**

**B 10.01 Read the Text. Then choose what type of writing you think it is.**

a blog entry  b a newspaper article  c a popular science magazine article

---

**Ask an Expert**

Petra Waterhouse from Berlin asks: Are great artists born or made? In other words, is talent genetic or is it learned?

Professor Anna Felix answers: 1 I think the short answer is both. Musical ability is a good example here because some people are born with greater potential than others, but without hard work and practice, they don’t achieve it. 2 A study of 1,211 sets of identical twins born between 1959 and 1985 found that even when one twin practiced music regularly and one didn’t, it made no difference. In one case, one man practiced for over 20,000 hours more than his twin, but their musical ability was about the same. This goes some way to showing us that at least some talents are genetic. 3 I believe they are part of our DNA and we probably inherit them from our parents. So, thank you, Mom and Dad!

4 A different study by Professor Zach Hambrick investigated 14 studies of top chess players and musicians: could their level of ability be explained by their hours of practice? The answer was “no.” Practice only made about a 30% difference to how good these people were. In previous research, Hambrick argued that what is important is the ability to remember things. Having an excellent memory can mean the difference between just being smart and being a genius.

5 You take talent for granted or assume it is something you can’t change. In fact, it is an ability that may be developed in the future or an ability that may be developed in the future or an ability that may be developed in the future. It depends on the time that look exactly the same.

6 One theory is that it takes 10,000 hours of practice to become an expert at something. There is possibly a degree of truth in this (although this will probably depend on what you are practicing). But if your DNA gives you a love of chess, languages, music, or soccer, I’d assume that would make you more likely to be prepared to put in those long hours of practice anyway.

---

**Glossary**

**Genetic (adj):** related to chemicals in a cell that are passed from one generation to another

**Hereditary (adj):** related to chemicals in a cell that are passed from one generation to another

**Identical twins (n):** people who are born at the same time that look exactly the same

**Genius (n):** a very intelligent person

**Get something from one’s parents (v):** related to chemicals in a cell that are passed from one generation to another

**Hereditary (adj):** related to chemicals in a cell that are passed from one generation to another

**Memory (n):** the ability to remember things

**Potential (n):** an idea that explains how something happens

**Talent (n):** an ability to remember things

---

**Reading Skill—Recognize fact and opinion**

Read the text in READING B again. Are the underlined sentences (1–6) facts or opinions? Write F (fact) or O (opinion).

1 [ ]  2 [ ]  3 [ ]  4 [ ]  5 [ ]  6 [ ]

---

**Thinking Skill—Question**

Do you think great artists are born or made? What has helped the artists you know become famous?

---

**Vocabulary**

A Match the words with their definitions.

1 assume (v): a brothers or sisters born at the same time that look exactly the same

2 potential (n): c the ability to remember things

3 memory (n): d an ability for something

4 talent (n): e an ability that may be developed in the future

5 identical twins (n): f believe that something is true without proof

6 theory (n): g an idea that explains how something happens

---

**Grammar**

**reported speech: statements**

A We use reported speech to report something a person has said or written. Read the example from READING B. How does the tense change between direct speech and reported speech?

“I think the short answer is both.” (direct speech) She said she thought the short answer was both. (reported speech)

1 [ ]

B Complete the table.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Tense Change</th>
<th>Direct Speech</th>
<th>Reported Speech (note reporting verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>simple past</td>
<td>“Jack is very talented.”</td>
<td>She said (that) Jack was very talented.</td>
</tr>
<tr>
<td>present progressive</td>
<td>1 ___________</td>
<td>“I’m learning the saxophone.”</td>
<td>She told me (that) she was learning the saxophone.</td>
</tr>
<tr>
<td>present perfect</td>
<td>past perfect</td>
<td>“I have never seen The X Factor.”</td>
<td>She admitted (that) she 2 ___________ The X Factor.</td>
</tr>
<tr>
<td>simple past</td>
<td>past perfect</td>
<td>“My dad is good at singing.”</td>
<td>She explained (that) her dad had 3 ___________ good at singing.</td>
</tr>
<tr>
<td>future with will</td>
<td>will becomes</td>
<td>“Macy will be a genius one day.”</td>
<td>She mentioned (that) Macy would be a genius one day.</td>
</tr>
</tbody>
</table>

---

C Choose the correct options for the rules.

1 Use quotation marks for direct speech / reported speech.

2 In reported speech, the verb tense in the noun clause changes to the past / future form.

---

D Rewrite the statements in your notebooks using reported speech.

1 “Lyndon is a very talented soccer player.” (the coach, say) “Lyndon is a very talented soccer player.” (the coach, say)

2 “I don’t really like abstract art.” (Alessandro, admit) “I don’t really like abstract art.” (Alessandro, admit)

3 “We will practice the dance routine this weekend.” (the class, promise) “We will practice the dance routine this weekend.” (the class, promise)

4 “I learned how to draw by watching video clips online.” (Alicia, tell me) “I learned how to draw by watching video clips online.” (Alicia, tell me)

---

**Speaking**

A Think about something that you have learned to do well. Make notes.

• what you learned  • how you learned it  • how you felt about it

B **In pairs** Take turns talking about the thing you learned in A. Ask and answer questions to find out more. Use the Confident Communicator box to help you.

C **In pairs** Now work in a different pair. Report what your first partner told you.

---

**Nina said she had learned to windsurf when she was 15…**

---

**Confident Communicator**

To talk about your own achievements without sounding overconfident, use the following phrases:

It took a lot of hard work, but I managed to learn…

I was really lucky, because I found it easy to…

I had a really good teacher/tutor/friend who helped me to…
LESSON 2 TV Talent Shows

LISTENING

A Which TV talent shows are popular in your country? Do you like watching them? Why or why not?

B 10.02 Listen to short excerpts from a TV talent show. Match the speakers (1–3) with their acts (a–d). There’s one act you don’t need.

1 Noel _____ a ventriloquist
2 Caitlyn _____ b magician
3 Bobby _____ c comedian
4 _____ d singer

Glossary

audition (n): a short performance so someone can decide if you are good enough to perform at an event

A How do these speakers (1–3) feel? Choose how they think they did.

1 a He filled out the form.
   b He filled it out.
   c He filled it out at the last minute.

B 10.04 Listen to the sentences. Underline the stressed word in each one. Can you notice the difference?

1 a She turned the job.
   b She turned it down.
2 a I gave up dance classes.
   b I gave them up.
3 a They turned down the job.
   b They turned it down.
4 a He turned out the light.
   b He turned it out.
5 a I went to the audition.
   b I went to the audition.

GRAMMAR reported speech: questions

A Read the direct questions and reported questions from LISTENING B. Notice how the tense changes are the same as in reported statements.

1 He asked, "Do you need some water?" He asked whether I needed some water.
2 He asked, "Are you feeling confident?" He asked if I was feeling confident.
3 He asked, "How long have you been doing your act?" He asked how long I'd been doing my act.
4 He asked, "Who are you?" He asked who I was.

B Choose the correct options to complete the grammar rules.

1 Use if or whether in reported yes/no questions / reported information questions.
2 Use a question word in reported yes/no questions / reported information questions.
3 Use / Don’t use auxiliary verbs in reported questions.
4 The word order in reported questions is the same as / different from word order in affirmative sentences.
5 Use / Don’t use a question mark at the end of reported questions.

C Rewrite the direct questions as reported questions.

1 She asked, "Do you ever watch TV talent shows?" She asked if I ever watched TV talent shows.
2 She asked, "Who is the best candidate?" She asked who the best candidate was.
3 She asked, "What are you wearing to the audition?" She asked what I was wearing to the audition.
4 She asked, "Who is the best candidate?" She asked who the best candidate was.

D IN PAIRS Think about the last time you spoke to a close friend. What did he or she ask you about? Report it to your partner.

Last night, I spoke to my friend Estefan. He asked me if I had done anything interesting ...

SPEAKING

A Imagine you are going to an audition for a TV talent show. Would you ...

• sing a song?
• dance?
• tell jokes?
• do a magic trick?
• do something else?

B Write questions that an interviewer might ask you at the audition.

A: Have you been in any other talent shows?
B: No, this is the first time I’ve auditioned.
A: And how long have you been doing magic?
B: I’ve been doing magic since I was six.

D IN GROUPS Report what your partner told you using reported speech. Use the Confident Communicator box to help you.

You might feel nervous talking to a large group of people or the whole class. To help in these situations, you can try the following things:

• Control your breathing; breathe in and out slowly before you begin.
• Focus on what you are saying and not on your audience.
• Speak slowly.
**LESSON 3** Making It!

**VOCABULARY** Idioms and sayings connected to success

A Match the idioms (1–6) with the meanings (a–f). Use a dictionary or look online if you need help.

1. be in the right place at the right time  
2. it isn’t what you know; it’s who you know  
3. set your sights on something  
4. have your heart set on something  
5. dream big  
6. be hungry for success  

- a focus on something as your goal  
- b want something very much  
- c be lucky because of where you are and when  
- d make progress in life because of personal connections  
- e have goals or hopes that are difficult to achieve  
- f want to do very well

B IN PAIRS Do you know any other idioms about success in English or another language? What are they?

**LISTENING**

A What special talents or abilities do you think you need to succeed in the music industry?

B 10.05 Listen to this radio call-in show. What does Elsa Hardman do?

a She runs a music website.  
b She manages a music store.  
c She owns a record company.

C 10.05 LISTENING SKILL—Listen to take notes. Listen again and complete the notes. Remember that you don’t need to write every word you hear.

**Tips to Make It in the Music Industry!**

**Starting a Record Company:**  
- Dream big!  
- Go out and 1  
- Ask people with more experience for 2  

**Finding Work as a Singer:**  
- Keep goals 3  
- Sing at a local show  
- Think of yourself as a 4  
- Be 5

D THINKING SKILL—Evaluate. How do people measure success in your country? Discuss the top three things that you think make a person successful.

A: I think the three things that make someone successful are hard work, talent and the people you know.  
B: What about luck? You need to be lucky too!  
A: But is luck more important than hard work?

**WRITING**

A Read the informal email. Match the items (a–e) with the underlined parts of the email (1–5).

- informal greeting  
- informal closing  
- contraction  
- informal punctuation  
- signature

**New Message**

From: Delia Roberts  
Cc Bcc

To: Henri Martinez

1 Hi Henri,  
i hope you’re well. I’m writing to ask a favor. A friend has her heart set on working in the music industry. She’s a fantastic singer, but she isn’t very confident. I thought since you’re a music producer you’d have some advice I can give her before she gives up. Any information welcome!  

4 Thanks for your help!  
5 Delia

**New Message**

From: Henri Martinez  
Cc Bcc

To: Delia Roberts

Dear Delia,  

Thank you for your email. I am pleased to hear that you are well. I have some advice for your friend. She will need to make a recording of her voice and send it to as many producers as possible. We are always looking for new talent, so send it to me, too. We will be able to decide if she has real musical talent.

Yours sincerely,  
Henri Martinez

B Now read Henri’s reply. How is the style of Henri’s email different from the email in A?

C Rewrite Henri’s email giving advice to Delia, but in a more informal style. Use the points in A.

**SPEAKING**

A IN PAIRS Read the emails you rewrote. Whose email sounded more informal?

B IN GROUPS Report the advice from your partner’s email for making it in the music industry. Ask the group: whose advice is the most useful?

A: Jose said that she should use social media to advertise her talents.  
B: And Francesca said she should practice at home to improve her confidence.

C IN GROUPS Discuss the statement. Use the Confident Communicator box to help you.

It isn’t what you know, but who you know that matters in the music industry.
Language and Life

Communication – Talent Contest

A Have you or anyone you know ever taken part in a talent contest? What was the experience like?

B 10.06 Read the article about the beginnings of TV talent shows. Then answer the questions.

Talent Contests

The TV talent show Got Talent, started by Simon Cowell in 2004, has become a global success story. Viewers watch the shows in 58 countries. In 2014, Guinness World Records named it the most successful reality TV show ever. A number of other audition-based shows, such as The Voice and The X Factor, are also popular with audiences across the planet. And the reason? People love watching as the contestants go from nothing to huge success over a few weeks and months. But how did it all start?

Back in 1934, a radio show called Original Amateur Hour began in the US. After some success, it moved to TV in 1948. That show was similar to talent shows today. TV professionals traveled the country looking for entertainers who then went to New York for the auditions. The entertainers would audition for the judges on TV, and if chosen, they would come back and audition again. The audience would vote for their favorite act by phone or by mail. The final competition was at Madison Square Garden and the winners received a trophy and $1,500.

Original Amateur Hour helped to create a number of stars. Frank Sinatra performed on the radio show. Surprisingly, Elvis Presley wasn’t successful when he auditioned for the show in Tupelo, Mississippi.

Another talent competition was Star Search. Star Search was different because entertainers competed in different categories, such as best male singer and best female singer. The prize money was $100,000 for each category. Many well-known pop stars and singing groups auditioned when they were younger, including Justin Timberlake, Destiny’s Child, Christina Aguilera, Britney Spears, and Usher.

American Idol started on TV in 2002. Many more TV talent shows followed: So You Think You Can Dance, The Sing-Off, Dancing With the Stars, and most recently, The Voice. Past winners of Got Talent include a performing police dog team, acrobats, ventriloquists, wheelchair dancers, and even Rubik’s cube puzzle solvers.

1 What did the winners of Original Amateur Hour win?
2 Who auditioned, but did not get a place, on Original Amateur Hour?
3 What was different about the format of Star Search?
4 When did American Idol first appear on TV?
5 What talents do the past winners of Got Talent have?
6 Why might these talents be interesting to watch on TV?

C IN PAIRS Talk to your partner and discuss what talents you have.

A: I’ve got a cool talent. I can play music using glasses of water!
B: Really? That’s amazing. I can play guitar.
A: Maybe we could perform together!

D Your class is going to hold a talent contest. Choose three classmates to perform. Decide if you want to be a contestant or a judge and follow the instructions.

Contestants: Get into groups. Explain what you want to do. Choose from one of the following:
• singing
• dancing
• playing an instrument
• reading a poem out loud
• acting out a scene from a movie or theater show
• another talent

Think about the questions you may be asked in the audition and work together to prepare clear and precise answers.

Possible Questions

| I think they might ask me how long I have been playing piano. | I’ve been playing piano for five years. |

Judges: Get into groups. Discuss and agree how you are going to give scores for each contestant. Are you going to judge them on:
• talent?
• effort?
• appearance?
• a combination of these things?

Think about what you want to ask in the audition and work together to prepare clear questions.

Possible Questions

I’d like to ask why they want to be in the talent contest.

E IN PAIRS Find a partner from the opposite group (contestants or judges). Report the questions that your group prepared and make sure they are the same.

A: Our group thought you would ask us how long we had been playing an instrument
B: Our group had that question. We also decided to ask you why you wanted to be in the talent contest.

F Return to your groups. Record your questions then hold the talent contest.

Contestants: Perform in front of the judges. Answer any questions as clearly as possible.
Judges: Ask questions that you made a note of.

G Decide on the winner(s) as a class. Explain what you liked about each performance and why.

H Discuss the questions.

1 Were you happy with your questions and answers? Did they help you to communicate clearly?
2 In what other situations might you have to plan questions to ask someone or plan answers to give to someone?
3 What other factors contribute to effective communication?

MAKE IT DIGITAL

Record the talent contest. Decide whose performance was the best. Who definitely has talent?
C **IN PAIRS** Imagine you want to open a small business in your city or town with your partner. You have a budget of $10,000 to get the business started. Together, discuss the questions and reach an agreement for each point.

1. What kind of small business will you open?
2. Where will it be located?
3. What is the rent?
4. What will you call it?
5. What product or service will you sell?
6. How much will the product or service cost?
7. What kinds of payment will you accept (cash, credit cards, debit cards)?
8. What kinds of problems do you think the business might have?
9. What can you do about these problems?

D **IN PAIRS** Before you open the business, you need to decide which jobs you can do yourself and which you are going to get someone else to do for you. Decide together and write the jobs and the costs in the correct column.

<table>
<thead>
<tr>
<th>Jobs we can do ourselves</th>
<th>Jobs we need to get someone else to do</th>
<th>Expected costs for jobs other people will do</th>
</tr>
</thead>
<tbody>
<tr>
<td>delivering leaflets</td>
<td>installing new kitchen equipment</td>
<td></td>
</tr>
</tbody>
</table>

E Underline the jobs in D that will cost a lot to have someone else do. Could you do any of them yourself? Negotiate with each other to decide who could do which job.

F **IN GROUPS** Share your ideas. Find out which businesses are within the $10,000 budget.

G Discuss the questions.

1. Did you and your partner work well together? How did you overcome any disagreements?
2. In what other situations might you have to collaborate and agree on a solution?

---

**MAKE IT DIGITAL**

Find and read an online article about starting a new business. What other things should you consider that were not discussed in this lesson?
UNIT 11

VOCABULARY

Review

A Complete the sentences with words from the box.

contract  contribution  donor  pension  permanent

1. In some countries, you can receive a ____________ from the government at the age of 60.
2. Did you sign a ____________ when you started your new job?
3. This is a ____________ job, so you’ll have a fixed schedule.
4. A generous celebrity ____________, so you’ll have a fixed schedule.
5. Did you make a ____________ to any charities last year?

B Choose the five correct answers to complete the sentences.

1. I don’t like borrowing money, so I don’t have any credit / debit cards.
2. Do you have any ATMs / cash? This machine doesn’t accept change / contactless payments.
3. The credit card / ATM isn’t working so I haven’t got any cash / cash machines at all.

GRAMMAR

Review

A Choose the correct words.

1. She is having / making her hair cut at the hairdresser at the moment.
2. Did you have / get a mechanic fix your car?
3. They are getting / making a painter to decorate their new bathroom.
4. Mom made / got the kids mow the lawn before they had lunch.
5. Will he get / have a taxi to take him to the airport at 3 a.m.?

B Complete the sentences with the correct forms of the verbs in parentheses. Write both forms where possible.

1. My manager has agreed ____________ (give) me time off when I move.
2. I’ve decided ____________ (save) some money every month for a vacation.
3. Marcus promised ____________ (not/spend) a lot of money on his fiancée’s Christmas gifts.
4. I prefer ____________ (pay) for things with my debit card rather than with a credit card.
5. I avoid ____________ (waste) money buying things I don’t need.

16-20 correct: You can talk about money and paying for things. You can use have, make and verbs with the gerund, infinitive, or both.
0-15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

UNIT 10

FOLLOW A PRO

A Talent Scout

Meet Jeni Mills, a talent scout from Chicago.

Jeni says: “I started out working in theater production for musical shows on Broadway, which was a fantastic job to go to after college, where I majored in music and dance. But then I decided I wanted a change. I saw an ad for an international cruise ship company that was looking for a talent scout to find the best acts for their cruise ship shows. These shows are really popular, and the audience expects to see something special. While I know a lot of people in the entertainment industry from my work on Broadway, I want to find acts that are a little different, but still amazing. So, a few times a week I go to small gigs—shows at small theaters and local comedy and music clubs—and try to find the most talented people. I organize auditions and get the best acts to come back and try to impress a live theater audience before we offer them work on the ship. I’ve found wonderful magicians and amazing dancers, singers, and comedians. I’ve been doing the job for five years now and I love it. The only negative is that the hours are long, but I’m meeting interesting people all the time.”

1. What job did Jeni do before she became a talent scout?
2. What did Jeni study in college?
3. Where does Jeni find the acts for her shows?
4. How long has Jeni been working as a talent scout?
5. What does Jeni not like about her job?

C IN GROUPS Answer the questions.

1. What does the person do?
2. What skills does the person need for the job?
3. What is the person’s schedule?
4. How many instruments does the person play?
5. What is the person’s favorite music style?
6. What is the most exciting part of the person’s job?

D IN GROUPS Check your answers to the quiz on page 106 and discuss the questions.

1. Do you know anybody who works in the entertainment industry? If so, what do they do?
2. What kinds of live entertainment are popular in your country?
3. What skills do you think a talent scout needs?
4. What type of acts (e.g., music, dance, comedy, magic) do you think require the most talent? Why?
5. Can you think of any professions other than the entertainment industry where talent scouts work? If so, what are they?

Answers to the quiz on page 106

TOTAL SCORE: / 20

STUDY SKILLS

PERSONAL DEVELOPMENT

Take the quiz about personal development. Go to Study Skills on page 137 to find the answers. Then learn more about personal development.

1. Recording yourself answering questions is a useful study technique.
   a. True
   b. False

2. Studying for short periods of time is not effective.
   a. True
   b. False

3. What is overlearning?
   a. It’s when you work too hard and get very tired.
   b. It’s when you go over to a friend’s house to study.
   c. It’s when you continue learning something even when you think you’ve already learned it.

4. What percentage of students admit to studying for exams at the very last minute?
   a. 99%
   b. 90%
   c. 65%
   d. 51%