SPEAK YOUR MIND

TEACHER’S BOOK
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macmillan education
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.

What do you already know?

If students are struggling to understand what to do, you can ask them some questions to prompt their thinking:
- Do you organize your time and activities well?
- Do you help out at home?
- What’s your favorite subject at school?
- Do you play sports?
- What are your hobbies?
- What new things are you learning?
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 Ana Fiel-Dennison: I think the short answer is both. Musical ability is a good example here because some people are born with great potential but, without hard work and practice, they don't achieve it. A male of 1,211 may have been Monteverdi born between 1,793 and 1,993 found that even when two people played the same melody and did it made no difference. In one case, one man practiced for over 2,000 hours more than the other, but their musical ability was about the same. This gives some evidence of showing that at least some talents are genetic. If these are not part of our DNA and we put in the hard work that our parents did, we have a better chance of becoming a great musician.

Dr. Daniel Hambrecht: A different study by Professor Zeldi-Hambrecht investigated 14 cases of twin pianists and musicians: could their kind of ability be explained by how their hands are placed? The answer was no. Practitioners made about a 30% difference to how good these people were. In previous research, Hambrecht argues that what is important is the ability to remember things. Having an unusual memory can make the difference between just being smart and being a genius.

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 bias on chimp, language, race, or sex, it's more likely that you will reach that level of practice anyway.

Glossary

genetic (adj): related to chemicals in a cell that are passed from one generation to another
inborn (adj): get something (e.g., a talent, a medical condition) from one’s parents

Reading Skill—Recognize fact and opinion. Read the text in READING 8 again. Are the underlined sentences (T) fact or opinions? Write F (fact) or O (opinion).

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) a brothers or sisters born at the same time
2. potential (n) (b) an idea that explains how something happens
3. memory (n) (c) the ability to remember things
4. talent (n) (d) a natural ability for something
5. identical twins (n) (e) an ability that may be developed in the future
6. theory (n) (f) believe that something is true without proof

B. McCain said (that) she had learned how to boil an egg. Use the Confident Communicator box to help you.

C. Choose the correct option for the rules.

GRAMMAR

Reported speech: statements

A. We use reported speech to report something a person has said or written. Read the example from READING 15. How does this tense change between direct speech and reported speech?

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

1. Simple present becomes simple past.

B. Complete the table.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Tense Change</th>
<th>Direct Speech</th>
<th>Reported Speech (note: verb phrase)</th>
</tr>
</thead>
<tbody>
<tr>
<td>present simple</td>
<td>past simple</td>
<td>Jack is very talented</td>
<td>She said (that) Jack was very talented</td>
</tr>
<tr>
<td>present progressive</td>
<td>past progressive</td>
<td>I am 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 had never seen The X Factor</td>
</tr>
<tr>
<td>simple past</td>
<td>past perfect</td>
<td>My day was good</td>
<td>She explained (that) her day had been good at singing</td>
</tr>
<tr>
<td>future simple</td>
<td>will become</td>
<td>My future will be</td>
<td>The coach promised (that) they would practice the dance routine this weekend</td>
</tr>
</tbody>
</table>

C. Rewrite the statements in your notebooks using reported speech.

1. "Lynden is a very talented soccer player." (the coach, say)
   The coach said Lynden was a very talented soccer player.

2. "I don’t really like abstract art." (Alessandro, admit)
   Alessandro admitted that he didn’t really like abstract art.

3. "We will practice the dance routine this weekend." (the class, promise)
   The class promised that they would practice the dance routine this weekend.

4. "I learned how to draw by watching video clips online." (Alicia, tell me)
   Alicia explained that she had learned how to draw by watching video clips online.

Speaking

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

- what you learned
- how you felt about 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.

The coach said that Lyndon was a very talented soccer player.

Alternative Activity

Play Gossip. Put students in groups of five or six. One student says something in direct speech in secret to the student next to them—for example, I’m learning to play the piano. The second whispers it to the next student and so on. The last student has to say what they heard out loud in reported speech—for example, She said she was learning to play the piano. Is it close to the original?
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 10.01 LISTEN to short excerpts from a TV talent show. Match the speakers (1–5) with their acts (a–d). There’s one act you don’t need.

1. _
   a. a ventriloquist
2. Carolyn _
   b. a magician
3. Bobbi _
   c. a comedian
4. _
   d. a singer

1. Very well
2. Carolyn OK very well
3. Bobbi OK OK very well

C 10.02 LISTENING SKILL—Identify attitude. Listen to the same speakers talking about their experience after the TV talent show auditions. Choose how they think they did.

1. Very well
2. Carolyn OK OK very well
3. Bobbi OK OK very well

VOCABULARY
Phrasal verbs
A Match the phrasal verbs in bold (1–5) with the definitions (a–e).

1. Bridgey’s dance classes are not easy, but she plans to _
   a. keep on going
2. The director _
   b. to return to a place
3. When will you come back from the audition? 
   c. to complete a form
4. Please fill out the form with your name and contact information.
   d. to say no to an offer or request
5. Over 100 people showed up at the movie studio for the audition.
   e. to continue doing something

PRONUNCIATION
Stress in phrasal verbs
A 10.04 Listen to the sentences. Underline the stressed word in each one. Can you notice the difference?

1. He filled out the form.
2. She turned it in.
3. I gave up dance classes.

1. He filled it out.
2. She turned it in.
3. I gave them up.

Students should notice how the stress shifts when the phrasal verb is separated. In the first set of sentences, the particle (out, down, up) isn’t stressed, but in the second set of sentences, it is.

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?”
   She asked whether she needed some water.
2. He asked, “Are you feeling confident?”
   He asked if he was feeling confident.
3. He asked, “How long have you been doing your act?”
   He asked how long he’d been doing his act.
4. He asked, “Who are you?”
   He asked who he 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. He asked, “Do you ever watch TV talent shows?”
   She asked if she had ever watched TV talent shows.
2. She asked, “What are you wearing to the audition?”
   She asked what she was wearing to the audition.
3. She asked, “How long have you been waiting?”
   She asked how long he had been waiting.
4. She asked, “Who is the best candidate?”
   She asked who the best candidate was.

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

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

In PAIRS Ask and answer the questions from B.

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.

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.

GRAMMAR
Alternative Activity
Play What Would Grandma Ask? Make a set of index cards with different kinds of talent shows on each card: magic show, singing competition, baking competition, and so on. On another set of cards, write the names of family members. Have pairs play against other pairs. The person whose turn it is takes one index card from each set and reports something the person would ask about the topic—for example, grandma / singing competition. My Grandma would ask how much prize money the winner would get in the singing competition. If they make a correct sentence, they win a point for their team and the turn passes to the other team. The first team to score five points wins.

SPEAKING
Have students listen to LISTENING B for questions an interviewer might ask at an audition. For example, Why did you want to audition for the show? Have you filled out the application form? How long have you been doing your act? What are you going to do for us today? Tell students to think of their own questions as well.

American Idol, America’s Got Talent, The Voice, and The World’s Best are some talent shows in the United States and United Kingdom. Local versions of these shows have been made all over the world. Ask students if their country has a version of these shows or if they have their own. What other kinds of talent competition shows do students like to watch?
VOCABULARY

1. **Someone can do.**
   - **The limit** is used for saying that there is no limit to what someone can do.

2. **The sky’s riches** is used for describing a situation in which someone is very poor but becomes very rich.
   - **Rags to riches** means that you should be proud of your success, even if you got it by sheer luck.
   - **If you’ve got it, flaunt it.**

3. **VOCABULARY**
   - **96**

4. **GO TO**
   - **Unit 10 Got It?**

5. **Page 150**

6. **UNIT 3**

7. **LISTENING**
   - **LESSON 3**

8. **Tips to Make It in the Music Industry!**
   - **Starting a Record Company:**
     - Dream big!
     - Go out and **meet people.**
     - Ask people with more experience for **help.**
   - **Finding Work as a Singer:**
     - Keep goals **small.**
     - Sing at a local show.
     - Think of yourself as a **business.**

9. **Thinking Skill—Evaluate:**
   - **How do people measure success in your country? Discuss the top three things that you think make a person successful.**

10. **Writing the following questions on the board as your students evaluate success. Tell them they do not have to answer the questions but, instead, they should consider them as they think about the task.**
   - **Is success measured by money?**
   - **Is it measured by happiness?**
   - **Are the most successful people the most powerful or those that have the most meaningful lives?**
   - **Can a person with little money be successful?**

11. **Writing Stories compare and contrast emails written in an informal style and a formal style. They will look at aspects of the informal style of writing: informal greetings like hi and hey, informal closings like bye and see soon, contractions like I’m and we’re, and informal punctuation such as exclamation points.**

12. **Speaking Idioms are set phrases and must be used with the right wording or they sound strange. The word order cannot be changed. Words can’t be added or subtracted. The expression It isn’t what you know, but who you know means that your contacts are more important than your skills.**

13. **Confident Communicator**
   - These are some idioms related to performance: break a leg means good luck; the show must go on means that whatever happens, everyone is committed to the performance; get the show on the road means to get started and can be used in any context.
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 does 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 travelled 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 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 X Factor, Rockstar INXS, 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 want? (a trophy and $1,500)
2. Who auditioned, but did not get a place, on Original Amateur Hour? (Elvis Presley)
3. What was different about the format of Star Search? (There were different categories)
5. What talents do the past winners of Got Talent have? (A variety of talents)

A. In pairs: Talk to your partner and discuss what talents you have.
   A: I have 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!

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

A. Have you or anyone you know ever taken part in a talent contest? What was the experience like?
B. If you had the chance to be a contestant or a judge, what would you choose to do?

C. Are there any specific talents that you think are particularly interesting to watch on TV?

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
- 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
- How much practice have you done?
- How long have you been doing this?
- Do you have any specific goals for your performance?

Possible Answers
- I’ve been practicing for a couple of months.
- I’ve been doing this for five years.

E. Choose the winning act and discuss why you liked it.

F. Record your thoughts on the talent contest. Write down what you liked and what you think could be improved.

G. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

H. Discuss the challenges that contestants face during a talent contest.

I. 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.

J. Return to your group. Record your questions then hold the talent contest.

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

L. Discuss the following types of questions and how they could be used to make the show more interesting:
- Talent:
- Effort:
- Audience feedback:
- A combination of these?

M. Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

N. Discuss the challenges that judges face during a talent contest.

O. Write a short essay about the importance of positive feedback in a talent contest.

P. Role-play a scene from a talent show, includingauditions, judges’ decisions, and the final performance.

Q. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

R. Discuss the challenges that contestants face during a talent contest.

S. In pairs: Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

T. Discuss the challenges that judges face during a talent contest.

U. Write a short essay about the importance of positive feedback in a talent contest.

V. Role-play a scene from a talent show, including auditions, judges’ decisions, and the final performance.

W. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

X. Discuss the challenges that contestants face during a talent contest.

Y. In pairs: Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

Z. Discuss the challenges that judges face during a talent contest.

AA. Write a short essay about the importance of positive feedback in a talent contest.

BB. Role-play a scene from a talent show, including auditions, judges’ decisions, and the final performance.

CC. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

DD. Discuss the challenges that contestants face during a talent contest.

EE. In pairs: Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

FF. Discuss the challenges that judges face during a talent contest.

GG. Write a short essay about the importance of positive feedback in a talent contest.

HH. Role-play a scene from a talent show, including auditions, judges’ decisions, and the final performance.

II. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

JJ. Discuss the challenges that contestants face during a talent contest.

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QQ. In pairs: Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

RR. Discuss the challenges that judges face during a talent contest.

SS. Write a short essay about the importance of positive feedback in a talent contest.

TT. Role-play a scene from a talent show, including auditions, judges’ decisions, and the final performance.

UU. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

VV. Discuss the challenges that contestants face during a talent contest.

WW. In pairs: Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

XX. Discuss the challenges that judges face during a talent contest.

YY. Write a short essay about the importance of positive feedback in a talent contest.

ZZ. Role-play a scene from a talent show, including auditions, judges’ decisions, and the final performance.

AAA. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

BBB. Discuss the challenges that contestants face during a talent contest.

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EEE. Write a short essay about the importance of positive feedback in a talent contest.

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GGG. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.

HHH. Discuss the challenges that contestants face during a talent contest.

III. In pairs: Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

JJJ. Discuss the challenges that judges face during a talent contest.

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VVV. In pairs: Find a partner from the opposite group (contestants or judges). Report on the questions that your group is prepared to ask.

WWW. Discuss the challenges that judges face during a talent contest.

XXX. Write a short essay about the importance of positive feedback in a talent contest.

YYY. Role-play a scene from a talent show, including auditions, judges’ decisions, and the final performance.

ZZZ. Create a poster that highlights the most successful talent shows of recent years. Include facts, dates, and audience reactions.
UNIT 10

VOCABULARY

A. Complete the sentences with the idioms from the box.

- dream big
- hungry for success
- in the right place
- set his heart on
- set his sights on

1. Eliza works hard because she is ___________ hungry for success ___________.
2. Be sure to ___________ dream big ___________. Then you will have a goal to work toward.
3. Nat has ___________ a singing career. He even has a manager!
4. I was ___________ in the right place ___________ at the right time, and I got a record deal while I was at music school.
5. Sam has ___________ in the right place ___________. Being a rock star when he leaves school!

B. Complete the sentences with a phrasal verb from the box that means the same as the verb in parentheses.

- come back
- fill out
- keep on going
- make up
- show up

1. If you forget the dance steps in the show, make up ___________ your own steps.
2. The theater doors don’t open until 8 p.m., so you should come back ___________ then.
3. To enter the talent show, you need to fill out ___________ an application form.
4. If you’ve failed your music exam five times, keep on going ___________ until you pass!
5. Auditions for the talent show start at 10 a.m., so please show up ___________ just before then.

GRAMMAR

A. Rewrite the numbered sentences in your notebook as reported speech. Use the verbs in parentheses.

Kyle: 1 I’m doing a project about unusual talents (tell). 2 Do you know anyone who has one? (ask)
Dan: 3 My cousin Elena has a cool talent. (say)
Kyle: 4 What can she do? (want to know)
Dan: 5 She can juggle. (explain)
Kyle: 6 Where did she learn to do that? (ask)
Dan: 7 She took a circus class. (say) 8 Have you ever taken a circus class? (ask)
Kyle: 9 I’m not good at that kind of thing! (admit)
Dan: 10 Most people aren’t. (say)

TOTAL SCORE: / 20

WHAT DO YOU KNOW NOW?

Look back at page 97 and add the words you know now to the boxes.

GO TO page xix

for FOLLOW A PRO step-by-step instructions.

GO TO page xvii

for UNIT REVIEW step-by-step instructions.

ALTERNATIVE ACTIVITY

Play In Which Lesson. Have students work in pairs or small groups. One student looks over the unit and asks three review questions beginning with In which lesson …? For example, In which lesson did we learn about writing an informal email? The person answering has to guess the lesson number (Lesson 3). Then, students exchange roles.

FURTHER DISCUSSION

Write the following questions on the board. Then have students form groups of three and ask each other:

- Can you think of anyone famous now who will become a great artist in future?
- Can you think of a time when practice has paid off for you?
- Have you had any small successes lately?