

ANNETTE FLAVEL

# SPEAK YOUR MIND

**TEACHER'S BOOK**  
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**3**





# UNIT 10 Got It?

## WHAT DO YOU ALREADY KNOW?

- 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.

At home

At school or work

Sports and art



VIDEO

## DISCUSS & SHARE

- 3 **IN GROUPS** Watch the video and answer the question.  
**SYM** Would you use your talent to express your creativity or make money?

## 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.

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for **UNIT OPENER** step-by-step instructions.

## STUDENTS MAY ALREADY KNOW:

- **At home:** communication, organization, cooking, gardening, fixing things, hobbies, cleaning, washing, fixing the car.
- **At school or work:** school subjects, punctuality, friendships, relationships, mentoring.
- **Sports and art:** drawing, painting, sketching, soccer, basketball, running, athletics.

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for **VIDEOS IN SYM** step-by-step instructions.

## 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?

## VIDEO

Before viewing, ask:

Why does Andrea sing in a local band? *She loves when everyone is clapping and singing along.*  
What does Sean do with his talent? *teaches, do design work, and pay bills*

After viewing, put the continuum on the board.

**creativity — make money**

Have students mark the continuum and explain their preferences.

## DISCUSS & SHARE

Students should place themselves on a continuum of opinion. Ask students to think about whether they believe talent equals success or not. Is having an amazing talent going to mean you'll be successful? Can one be successful without talent? What else is needed to be successful besides talent?

READING 10.01

Some famous artists are Pablo Picasso, Claude Monet, Rembrandt, Frida Kahlo, Kandinsky, Andy Warhol, and Salvador Dalí. Some famous singers and bands are the Beatles, Madonna, Elton John, Elvis Presley, Janet Jackson, Freddie Mercury, and Pink Floyd. Some talented actors are Meryl Streep, Cate Blanchett, Julia Roberts, Halle Berry, Nicole Kidman, Robert De Niro, Al Pacino, Tom Hanks, and Tom Hardy. Some famous writers are Ernest Hemingway, Maya Angelou, Virginia Woolf, and Stephen King.

Ask students to name great writers, artists, singers and bands, and actors of their era or country.

LESSON 1 Born with Talent?

READING

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 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." 5 Practice only made about a 30% difference to how good these people were. In previous research, Hambrick argues 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.

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

inherit (v): get something (e.g., a talent, a medical condition) from one's parents

genius (n): a very intelligent person

C 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 O      2 F      3 O      4 F      5 F      6 F

D 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): f

2 potential (n): e

3 memory (n): c

4 talent (n): d

5 identical twins (n): a

6 theory (n): b

a brothers or sisters born at the same time that look exactly the same

b an idea that explains how something happens

c the ability to remember things

d a natural ability for something

e an ability that may be developed in the future

f believe that something is true without proof

MAKE IT DIGITAL

Go online to find profiles of talented people. Make a note of the adjectives that are used to describe them.

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VOCABULARY

More phrases to describe talent are: to be good at math, to be a good cook, a natural runner, a talented singer, an awesome dancer, a first-rate skier, the best teacher ever, a gifted storyteller, an accomplished artist, a brilliant soccer player, an expert driver, a top-notch inventor, and an ace carpenter.

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 Simple present becomes simple past.

B Complete the table.

Tense	Tense Change	Direct Speech	Reported Speech (note reporting verb)
simple present	simple past	"Jack is very talented."	She said (that) Jack was very talented.
present progressive	1 past progressive	"I'm learning the saxophone."	She told me (that) she was learning the saxophone.
present perfect	past perfect	"I have never seen The X Factor."	She admitted (that) she 2 had never seen The X Factor.
simple past	past perfect	3 "My dad was good good at singing."	She explained (that) her dad had been good at singing.
future with will	will becomes 4 would	"Macy will be a genius one day."	She mentioned (that) Macy would be a genius one day.

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.

For more practice, go to page 155.

D Rewrite the statements in your notebooks using reported speech.

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

2 "I don't really like abstract art." (Alessandro, admit)

3 "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)

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

KEEP TALKING

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 ...

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- 1 The coach said (that) Lyndon was a very talented soccer player.
- 2 Alessandro admitted (that) he didn't really like abstract art.
- 3 The class promised (that) they would practice the dance routine this weekend.
- 4 Alicia told me (that) she had learned how to draw by watching video clips online.

GRAMMAR

The change in tenses from direct to reported speech is called backshift. Ask students to think about whether backshift occurs in their own language. Sometimes, analyzing one's own language can put the second language into perspective. The modal verbs might, could, would, should, and ought to do not change in reported speech.

SPEAKING

Remind students that when they are reporting what their partner said, they do not have to report everything that was said in the original conversation. They should choose the most interesting parts to share.

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 ... 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 10.02 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 <u>d</u>    | a a ventriloquist |
| 2 Caitlyn <u>c</u> | b a magician      |
| 3 Bobby <u>a</u>   | c a comedian      |
|                    | d a singer        |

### GLOSSARY

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

C 10.03 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 Noel    | a very well | b OK | c badly |
| 2 Caitlyn | a very well | b OK | c badly |
| 3 Bobby   | a very well | b OK | c badly |

D THINKING SKILL—Analyze Discuss this statement: "Only a small number of people who appear on TV talent shows are really talented." Do you agree or not?

### MAKE IT REAL

If you don't do something you were planning to do because you're too nervous or scared, you can use the phrasal verb *chicken out*.  
I was supposed to go to an audition for *The Big Break*, but I *chickened out* at the last minute.

### VOCABULARY phrasal verbs

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

- |  |                                    |
|--|------------------------------------|
| 1 Bridget's dance classes are not easy, but she plans to <b>keep on going</b> . <u>e</u> | a to arrive at a place             |
| 2 The director <b>turned down</b> a lot of people who auditioned for the play. <u>d</u>  | b to return to a place             |
| 3 When will you <b>come back</b> from the audition? <u>b</u>                             | c to complete a form               |
| 4 Please <b>fill out</b> this form with your name and contact information. <u>c</u>      | d to say no to an offer or request |
| 5 Over 100 people <b>showed up</b> at the movie studio for the audition. <u>a</u>        | 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 a He filled out the form.  | b He filled it <u>out</u> .   |
| 2 a She turned down the job. | b She turned it <u>down</u> . |
| 3 a I gave up dance classes. | b I gave them <u>up</u> .     |



## 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.

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

B Choose the correct options to complete the grammar rules.

- Use *if* or *whether* in **reported yes/no questions** / reported information questions.
- Use a question word in **reported yes/no questions** / **reported information questions**.
- Use / **Don't use** auxiliary verbs in reported questions.
- The word order in reported questions is **the same as** / different from word order in affirmative sentences.
- Use / **Don't use** a question mark at the end of reported questions.

For more practice, go to page 156.

C Rewrite the direct questions as reported questions.

- She asked, "Do you ever watch TV talent shows?" → She asked \_\_\_\_\_.
- She asked, "What are you wearing to the audition?" → She asked \_\_\_\_\_.
- She asked, "How long have you been waiting?" → She asked \_\_\_\_\_.
- She asked, "Who is the best candidate?" → She asked \_\_\_\_\_.

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?
  - do something else?
  - tell jokes?
  - do a magic trick?

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

C 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.

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

### CONFIDENT COMMUNICATOR

#### KEEP TALKING

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.



1 if/whether I ever watched TV talent shows

2 what I was wearing to the audition

3 how long I had been waiting

4 who the best candidate was

### LISTENING

*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 talent shows or if they have their own. What other kinds of talent competition shows do students like to watch?

### VOCABULARY

Other phrasal verbs and idioms related to talent and TV talent shows are: *keep it up*, *keep smiling*, *give up*, *drop out*, *sign up for*, *warm up*, *take part in*, *show off*, *cool down*, *join in*, *be cut out for*, *show up*, *measure up*, and *believe in*. Have students look up the meanings of these.

### PRONUNCIATION

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 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.

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 <u>c</u>   | a focus on something as your goal                       |
| 2 it isn't what you know; it's who you know <u>d</u> | b want something very much                              |
| 3 set your sights on something <u>a</u>              | c be lucky because of where you are and when            |
| 4 have your heart set on something <u>b</u>          | d make progress in life because of personal connections |
| 5 dream big <u>e</u>                                 | e have goals or hopes that are difficult to achieve     |
| 6 be hungry for success <u>f</u>                     | 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 meet people
- Ask people with more experience for 2 help

Finding Work as a Singer:

- Keep goals 3 small
- Sing at a local show
- Think of yourself as a 4 business
- Be 5 professional

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?



VOCABULARY

The saying related to success *If you've got it, flaunt it* is used for saying that you should be proud of your success, beauty, money, and so forth and not hide it. *Rags to riches* is used for describing a situation in which someone who has been very poor becomes very rich. *The sky's the limit* is used for saying that there is no limit to what someone can do.

LISTENING

THINKING SKILL—Evaluate

Write 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?

WRITING

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

- a informal greeting 1
- b informal closing 4
- c contraction 2
- d informal punctuation 3
- e signature 5

New Message

From: Delia Roberts

Cc Bcc

To: Henri Martinez

<sup>1</sup> Hi Henri,

I hope <sup>2</sup> 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 <sup>3</sup>!

<sup>4</sup> Thanks for your help!

<sup>5</sup> Delia

Send

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

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

Send

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.*

CONFIDENT COMMUNICATOR

KEEP TALKING

Use only a few, well-known idioms in your informal speaking and writing. Make sure that you know the meaning of an idiom before you use it.

WRITING

Students 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 *write soon*, contractions like *I'm* and *he's*, and informal punctuation such as exclamation points.

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.

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.

It is more formal. Henri has used a more formal greeting and closing, and he hasn't used contractions or informal punctuation.

Suggested answer:

Hi Delia,

Thanks for your email. Great to hear that you're doing OK. I've got some advice for your friend. She'll need to make a recording of her voice and send it to as many producers as possible. We're always looking for new talent, so send it to me, too. We'll be able to decide if she has real musical talent.

Good luck!  
Henri



# 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 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.



A TV talent show audition

- 1 What did the winners of *Original Amateur Hour* win? 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 multiple/different categories.
- 4 When did *American Idol* first appear on TV? In 2002
- 5 What talents do the past winners of *Got Talent* have? \_\_\_\_\_
- 6 Why might these talents be interesting to watch on TV? Students' own answer
- C 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!*

5 a performing police dog team, acrobats, ventriloquists, wheelchair dancers, and even Rubik's cube puzzle solvers

### OBJECTIVE

Students learn how to be a contestant or judge in a talent competition. They use critical thinking skills to consider the act they would like to perform or decide on the criteria for judging a talent show. They use teamwork skills to work with others and social skills to navigate the performance and to judge politely and constructively.

### PROCESS OPTIONAL 10.06

Students read about the history of one of the most successful reality talent show of all time, *Got Talent*. After answering questions, students will prepare to hold their own talent contest. They decide if they want to be a contestant or a judge. The contestants decide on the act they want to do and think about what they will be asked by the judges. The judges decide on the criteria for judging and the questions they want to ask the contestants. Then, everyone reports back. Next, they hold the talent contest. Finally, they decide on a winner and give everyone positive feedback.

- 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	Possible Answers
<i>I think they might ask me how long I have been playing piano.</i>	<i>I've been playing piano for five years.</i>

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>I'd like to ask why they want to be in the talent contest.</i>

- 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?

### CLASSROOM MANAGEMENT

Allow students ample time to prepare their performances. Have the criteria clearly established before judging begins. If the class is a large one, and it is hard to narrow down the number of contestants, have some elimination rounds before deciding on the final three classmates to perform.

### MAKE IT DIGITAL

Students who show the least interest in being either contestants or judges could be the film crew. Have them record the performances. They should also decide on the ones in the group they believe have true talent. If possible, show edited versions of the performances to the class.

### CULTURE NOTE

Be aware of gender equity in the classroom. Don't allow bullying based on gender or established gender roles. If a contestant wants to perform a piece that others deem outside their definition of being acceptable for a boy or a girl to do, don't allow bullies to change their minds.

for **UNIT REVIEW**  
step-by-step  
instructions.

1 Kyle told Dan (that) he was doing a project about unusual talents. 2 Kyle asked (Dan) if/whether he knew anyone who had one. 3 Dan said (that) his cousin Elena had a cool talent. 4 Kyle wanted to know what she could do. 5 Dan explained (that) she could juggle. 6 Kyle asked where she had learned to do that. 7 Dan said (that) she had taken a circus class. 8 He asked (Kyle) if/whether he had ever taken a circus class. 9 Kyle admitted (that) he wasn't good at that kind of thing. 10 Dan said (that) most people were not.

## UNIT 10

### VOCABULARY review

SCORE: / 10

#### 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 set his sights on 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 set his heart on 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 (invent) your own steps.
- 2 The theater doors don't open until 8 p.m., so you should come back (return) then.
- 3 To enter the talent show, you need to fill out (complete) an application form.
- 4 If you've failed your music exam five times, keep on going (continue) until you pass!
- 5 Auditions for the talent show start at 10 a.m., so please show up (arrive) just before then.

### GRAMMAR review

SCORE: / 10

#### 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)

16–20 correct: You can talk about your talents and abilities and use phrasal verbs and idioms connected to success. You can use reported statements and questions.  
 0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

#### WHAT DO YOU KNOW NOW?

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

for **FOLLOW A PRO**  
step-by-step  
instructions.

## FOLLOW A PRO ENTERTAINMENT

Take the quiz about entertainment. Go to Follow A Pro on page 136 to find the answers. Then read about the entertainment industry.

- 1 Which country has the most televisions, with approximately 400 million?  
a Russia b China c the US
- 2 In what year was the first in-flight movie shown?  
a 1925 b 1945 c 1965
- 3 Which Hollywood actor was first spotted by a talent scout having an argument in a bank?  
a Jennifer Lawrence b Natalie Portman c Charlize Theron
- 4 How many boys auditioned for the leading role in the first Harry Potter movie?  
a 160 b 1,600 c 16,000



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### CLASSROOM MANAGEMENT

Before starting the review activities, give students some time to glance over the unit and review the vocabulary and grammar sections in each lesson. Once they have looked over the material, they will find the review activities more relevant.

### 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?