

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



 **DISCUSS & SHARE**



- 3 **IN GROUPS** Watch the video and answer the question.

 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.

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 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

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): _____

2 potential (n): _____

3 memory (n): _____

4 talent (n): _____

5 identical twins (n): _____

6 theory (n): _____

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.



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.

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



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 ...

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 a ventriloquist |
| 2 Caitlyn _____ | b a magician |
| 3 Bobby _____ | 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 |

 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.

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?

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 keep on going . _____ | a to arrive at a place |
| 2 The director turned down a lot of people who auditioned for the play. _____ | b to return to a place |
| 3 When will you come back from the audition? _____ | c to complete a form |
| 4 Please fill out this 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 a He filled out the form. | b He filled it out. |
| 2 a She turned down the job. | b She turned it down. |
| 3 a I gave up dance classes. | b I gave them up. |



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.

For more practice, go to page 156.

C Rewrite the direct questions as reported questions.

- 1 She asked, "Do you ever watch TV talent shows?" → She asked _____.
- 2 She asked, "What are you wearing to the audition?" → She asked _____.
- 3 She asked, "How long have you been waiting?" → She asked _____.
- 4 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.



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

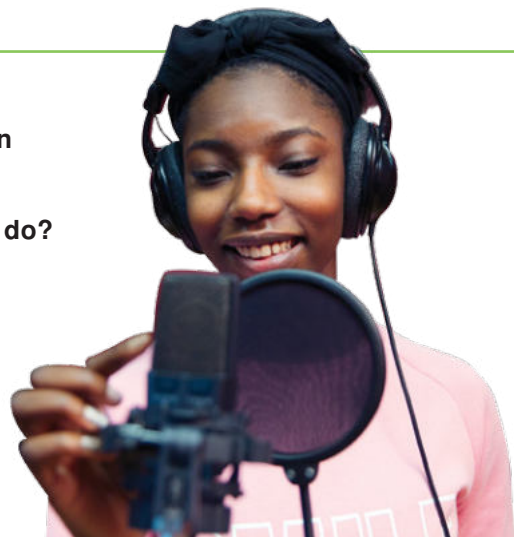
LISTENING

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).

- a informal greeting _____
- b informal closing _____
- c contraction _____
- d informal punctuation _____
- e signature _____

New Message	
From: Delia Roberts	Cc Bcc
To: Henri Martinez	
<p>¹ Hi Henri,</p> <p>I hope ² <u>you're</u> 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 ³!</p> <p>⁴ <u>Thanks for your help!</u></p> <p>⁵ <u>Delia</u></p>	
<input type="button" value="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	
<p>Dear Delia,</p> <p>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.</p> <p>Yours sincerely,</p> <p>Henri Martinez</p>	
<input type="button" value="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.

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? _____
- 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 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!

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?

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 _____.
- 2 Be sure to _____! Then you will have a goal to work toward.
- 3 Nat has _____ a singing career. He even has a manager!
- 4 I was _____ at the right time, and I got a record deal while I was at music school.
- 5 Sam has _____ 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, _____ (invent) your own steps.
- 2 The theater doors don't open until 8 p.m., so you should _____ (return) then.
- 3 To enter the talent show, you need to _____ (complete) an application form.
- 4 If you've failed your music exam five times, _____ (continue) until you pass!
- 5 Auditions for the talent show start at 10 a.m., so please _____ (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.

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



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.

Jobs we can do ourselves	Jobs we need to get someone else to do	Expected costs for jobs other people will do
<i>delivering leaflets</i>	<i>installing new kitchen equipment</i>	

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?



VOCABULARY review

SCORE: / 10



A Complete the sentences with words from the box.

contract contribution donor pension permanent

- In some countries, you can receive a _____ from the government at the age of 60.
- Did you sign a _____ when you started your new job?
- This is a _____ job, so you'll have a fixed schedule.
- A generous celebrity _____ has given \$1 million to this charity.
- Did you make a _____ to any charities last year?

B Choose the five correct answers to complete the sentences.

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

GRAMMAR review

SCORE: / 10



A Choose the correct words.

- She is **having** / **making** her hair cut at the hairdresser at the moment.
- Did you **have** / **get** a mechanic fix your car?
- They are **getting** / **making** a painter to decorate their new bathroom.
- Mom **made** / **got** the kids mow the lawn before they had lunch.
- 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.

- My manager has agreed _____ (give) me time off when I move.
- I've decided _____ (save) some money every month for a vacation.
- Marcus promised _____ (not/spend) a lot of money on his fiancée's Christmas gifts.
- I prefer _____ (pay) for things with my debit card rather than with a credit card.
- 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 *get* 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

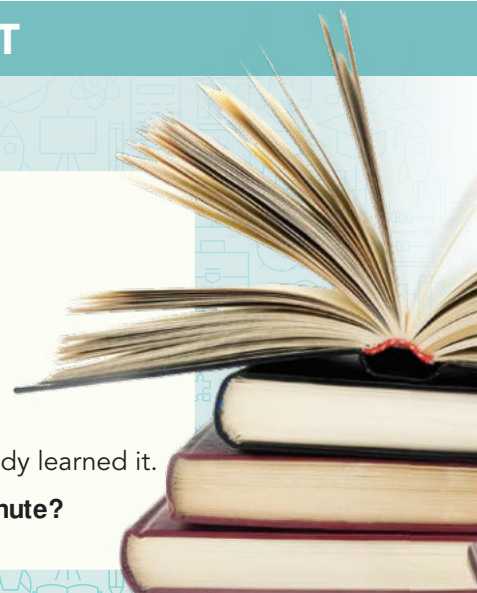
WHAT DO YOU KNOW NOW?

Look back at page 107 and add the words you know now to the box.

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.

- Recording yourself answering questions is a useful study technique.**
a True b False
- Studying for short periods of time is not effective.**
a True b False
- 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.
- What percentage of students admit to studying for exams at the very last minute?**
a 99% b 90% c 65% d 51%





A Read about a talent scout's job. Answer the questions below.

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? _____

B Discuss the questions as a class.

- 1 Would you like to be a talent scout? Why or why not?
- 2 What do you think it would be like to work on a cruise ship?

VIDEO



WATCH THE VIDEO AND FOLLOW A MUSICIAN.

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

1 b 2 a 3 c 4 c