

# 17 Skills and talents

## Unit profile

**Vocabulary:** Creative lives: nouns  
**Reading:** Who are the real artists?  
**Grammar:** Reported commands  
**Vocabulary:** Adjectives: *-al* and *-ful*  
**Writing:** A biography

## Warmer

Write *Creativity* on the board and elicit its meaning (the ability to produce new ideas or things using skill and imagination). Brainstorm a list of creative skills, e.g. drawing, writing, making clothes and writing songs. Put students into small groups to discuss these questions:

- Are you creative? What creative things can you do?
- How can people become more creative?
- Who is the most creative person you know? Why?

Monitor and join in with the discussions, helping where necessary. Feed back as a class.

## Your profile


Tell the class about yourself. Say, for example, 'I'm very good at writing stories. I can play the guitar but I'm terrible at drawing!'

Then tell students to read the questions. Ask for a show of hands for each activity and put students into groups containing a mix of experiences. Ask them to tell each other about one of the things they have tried. Encourage the other students to ask questions about their experiences.

Invite students to tell the class about a member of their group.

## VOCABULARY Creative lives: nouns

**1** Put students into pairs to look at the pictures and say what they can see. Invite different students to describe each picture.

**2**  **2.22** Tell students that they are going to find out whether their ideas were correct by listening to three conversations.

Play the recording for them to listen and check. Allow them to compare their answers with a partner before checking as a class.

## Audioscript

**Narrator:** a

**Girl:** Well, this room obviously belongs to some sort of artist.

**Boy:** Yeah. A painter, maybe. Look at the pots of paint and the brushes.

**Girl:** Yeah ... There are a few drawings and a painting, but there are sculptures at the back there too.

**Boy:** Oh, yeah, so there are. And it must be the artist's studio. It's too messy to be a gallery.

**Girl:** That's a good point.

**Narrator:** b

**Boy:** This office obviously belongs to an author. Look at all those novels. Maybe he –

**Girl:** Or 'she'!

**Boy:** Yeah – maybe he or *she* – is a poet. I can see a few books of poetry on one of the shelves.

**Girl:** Or it could be someone who's into historical fiction.

**Boy:** Or someone who loves reading about other writers' lives. Look at that title over there: *Gabriel García Márquez – A Life*. That's a biography.

**Girl:** I can't believe the size of the bookcase!

**Narrator:** c

**Boy:** This looks like a film set. There's no audience, so it isn't a theatre performance.

**Girl:** Yeah, it looks like it's a studio of some sort. It could be a TV studio or a film studio.

**Boy:** Yeah, the actor is talking to the director. Or maybe he's the writer.

**Girl:** No, wait a minute! That's Peter Jackson, the director of *Lord of the Rings*.

**Boy:** Since when did you know so much about film-making?!

**3** Books closed. Create mind maps on the board. Draw three circles with the following headings: *Actor*, *Artist* and *Author*. In pairs, students write down as many words as possible connected to each heading.

Then invite different students to come to the board and add words on arms around each heading (e.g. film, painting, book). Ask the class whether they agree that the words are connected with the heading or not.

Books open. Ask students to look at the words in the box and drill pronunciation, paying attention to *audience* /'ɔːdiəns/ and *sculpture* /'skʌlp.tʃər/. Ask them to complete the table in pairs. Invite students to call out the words for each row, explaining its meaning or giving an example.

## Answers

**Actor:** director, studio

**Artist:** gallery, painter, painting, sculpture, studio

**Author:** biography, novel, poet, poetry, writer

- 4 Put students into groups of three to complete the texts, using words from exercise 3. Tell them that they may need to make some of the words plural. Ask them to think carefully about whether the words needed are connected to Actor, Artist or Author. Each student in the group should take responsibility for one of the texts, before completing the three texts together as a group. Check answers by asking different students to read the texts sentence by sentence. Get the class to say whether the completed words are correct, and to give the correct word if not.

Refer students to the words in orange and encourage them to work out their meaning from the context. Invite different students to give their definitions. Tell them to add the words to the table in exercise 3.

Hold a short class discussion about what students enjoy doing best: watching films, going to art galleries or reading books. Ask 'What do you like about it?' Encourage them to explain why.

### Answers

1 gallery 2 paintings 3 sculptures 4 biography 5 author  
6 poetry 7 novels 8 audience 9 writer 10 actors  
11 studio 12 director  
**Actor:** script, filming  
**Artist:** exhibition, drawings  
**Author:** writer, series

- 5 Give students a couple of minutes to review the vocabulary in exercise 3.
- Books closed. Put students into groups of four. Tell them to invent a buzzer noise.
- Read out the questions in turn. Do not accept any answers that are shouted out without 'buzzing'. Ask the first team to buzz to explain their answer. If they are correct, award them a point. The winner is the team with the most points.

### Mixed ability

Make sure there is a mix of stronger and weaker students in each group, so that every team has a chance to win some points.

### Answers

- 1 A studio is a room where an artist works (or a TV programme is made); a gallery is a room used for showing paintings and other art to the public.  
2 A director tells the actors in a film what to do; a writer writes the story for a film or TV show.  
3 An artist creates art, e.g. paintings, sculptures and drawings; a painter paints pictures.  
4 A novel is a book that tells a story about imaginary people and events; a biography is the story of a person's life written by another person.  
5 An author writes books, articles, etc.; a poet writes poems.  
6 A sculpture is a piece of art that is made from stone, wood, clay, etc.; a painting is a picture that someone has painted.

## READING

- 1 Tell students to read the title of the article and ask 'What does it mean?' Elicit that it suggests that a piece of work has been done by someone other than the person named as its author/painter, etc.
- Ask students to look at the photos and say what is happening in each one. Put them into pairs to discuss who is in each photo. Tell them that they are going to find out more about these people.

### Answers

1 Jessie J 2 Wayne Rooney 3 Daniel Craig

Refer students to the headings. Ask them to tell their partner what they think each paragraph might be about. Check understanding of *ghostwriter* (someone who writes a book for another person, so that that person can pretend it is their own) and *stunt double* (someone skilled who does the dangerous actions in a film, taking the place of the lead actor). Discuss ideas as a class.

- 2 Ask students to read the list of names. Find out whether they recognise any of them and what the people do. Tell them to read the texts quickly and answer the question. Feed back as a class.

### Answers

They do anonymous work for celebrities who people think have done the work themselves.

- 3 Ask students to read the questions and options and try to answer before they read the texts again. Then they read the article more carefully to check their answers. Tell them not to worry about words they don't know at this point.
- Check answers. Ask 'Are you surprised by anything you found out in the texts?'

### Fast finishers

Ask fast finishers to write another question with three options about the text. They then write their question on the board for the rest of the class to answer.

### Answers

1 C 2 C 3 C 4 A

- 4 Ask students to look at the highlighted words. Discuss them as a class, creating definitions by using the context. Tell students to match the highlighted words to the definitions, and compare them to the ones they created. Check understanding of any other new words in the text. Write the words on the board and put students into small groups to define the meaning of one of the new words. Monitor and help as they are working. Ask a confident student from each group to teach their word to the class. New words may include *convince* (make someone believe that something is true), *reputation* (the opinion that people have about someone based on their behaviour or character in the past) and *incredible* (very good or exciting).

## Answers

1 toured 2 performer 3 journalist 4 appear 5 scene  
6 perform

## Talking points

Put students into mixed-ability pairs to discuss the questions. If possible, try to have a mix of nationalities in each group, as ideas may vary between cultures. After a few minutes, invite students to share their ideas and hold a short class discussion.

You could ask more questions about right and wrong, e.g.

- Is it OK to ask for help when doing homework? Is it OK for someone else to do your homework for you?
- Is it OK to keep something you find in the street?
- Is it ever OK to lie?

## EP Word profile

Ask students to look at the three sentences and the phrases using the word *own* in each one.

Put them into pairs to write three more sentences, each using one of the phrases. Invite different students to read their sentences aloud.

Monitor as students complete the exercises on page 127. Check answers.

## Answers

- 1 I'll have a home of my own someday.
- 2 He performed 21 songs all on his own.
- 3 I like living on my own.
- 4 Each student has their own dictionary.
- 5 The film script is owned by the production company.

## Cooler

Draw the table from exercise 3 on page 98 on the board four times. Add the headings on the left, but leave the rest of the table empty.

Divide the class into four teams. Invite one writer for each team to come to the board. The rest of the team should sit together. Explain that the writer cannot write anything unless the team tells them to.

Tell students that they have two minutes to complete the table and words must be spelled correctly. The writer must go back and forth between their team and the board, writing the team's suggestions.

Stop students after two minutes and award a point for each word which is correctly spelled and in the correct place. The winner is the team with the most points.

## GRAMMAR Reported commands

- 1 Books closed. Give students some instructions to follow. Say, for example, 'Find a piece of paper and a pen. Write a short note. Make an aeroplane. Fly the plane to a friend. Open and read the message.'

Elicit what you asked students to do in order and write the instructions on the board. Then say 'Tell your partner what I asked you to do.'

Write your name on the board with a prompt for the first command, e.g. *Mr Ahmed told us to ...* and ask a student to finish the sentence (*find a piece of paper and a pen*). Repeat the prompt for the second command, shortening it by one word: *Mr Ahmed told us ...* Continue the process, until students construct the final command completely on their own.

Books open. Students read the example sentences and work in pairs to match them to the commands. Invite different students to give their answers.

## Answers

1 a 2 a 3 b 4 b

- 2 Draw students' attention to the negative form in the second example sentence in exercise 1. Tell them to read the sentences again and complete the rules in pairs. Check answers.

→ Grammar reference Student's Book page 154

## Answers

a to b not

- 3 Elicit what students notice about the reporting verb in the example (it is in the past). Explain that the sentence pairs show the command and the reported command.

Revise pronouns used in reported speech, i.e. the pronoun for the person being spoken to changes form: *I* → *me*; *he* → *him*; *she* → *her*; *we* → *us*; *they* → *them*. Point out that *you* does not change.

Ask students to look at the reporting verbs in brackets and check understanding. They complete the exercise individually. Remind them to think about whether the command is positive or negative. Invite different students to read out the completed sentences.

## Answers

- 1 warned; not to touch 2 ordered; to stop 3 told; to be
- 4 advised; not to worry 5 persuaded; to go
- 6 reminded; not to hand; in

- 4 Books closed. Say 'Don't move!' Write a gapped sentence on the board: *Mr Ahmed ... us not to move*. Tell students to choose one of the reporting verbs from exercise 3. Books open. Ask them to check their answer by reading the example in exercise 4.

Put students into mixed-ability pairs to report the commands. Remind them that they may also have to make other changes, such as pronouns.

Monitor and help as they are working. Invite pairs to read out the command and the reported command. Ask the class to correct any errors.

### Extension activity

Put students into small groups to write five commands on a piece of paper. Ask them to think about who says the command and which verb might be used to report it. Tell them to include a range of functions and situations, using exercises 3 and 4 for ideas. Monitor and help as they are working. They should also write the answers in reported speech on the back of the paper. Tell them to exchange commands with another group and work together to put the commands into reported speech, using a variety of reporting verbs. They turn the paper over to check their answers.

### Answers

- 1 The teacher reminded her students not to forget their homework on Monday.
- 2 The man asked his son to pass (him) the salt.
- 3 The girl ordered her brother to get out of her room.
- 4 The woman advised her daughter to do her homework soon.
- 5 The taxi driver told his passenger not to get out yet.
- 6 The boy persuaded his friend to go to the cinema (with him).

### Corpus challenge

Ask students to work in pairs to correct the sentence. Tell them to look at the rules and the exercise they have just done if they aren't sure. Nominate a student to give the answer. Ask if other students have alternative answers (e.g. *He asked me to look at the picture* is also possible here).

#### Answer

He told me to look at the picture.

### VOCABULARY Adjectives: -al and -ful

- 1 Write *-al* and *-ful* on the board. Put students into small groups and give them one minute to make a list of adjectives for each ending. Then ask them to read the example sentences and discuss the questions as a whole class.

### Answers

- 1 nouns 2 the *e* at the end of *nature* changes to a
- 2 Ask students to look at the nouns in brackets. Tell them to add *-al* or *-ful* to make the adjectives and complete the sentences individually. Allow them to compare their answers with a partner. Invite different students to read out the completed sentences. Write the adjectives on the board for students to check spellings.

### Fast finishers

Give fast finishers other nouns to make into *-al* and *-ful* adjectives, e.g. *beauty*, *culture* and *hope* (beautiful, cultural, hopeful). They can then teach these to the class.

### Answers

- 1 colourful 2 peaceful 3 original 4 painful 5 cheerful 6 political

- 3 Ask students to decide in pairs whether the adjectives of the nouns in the box end in *-al* or *-ful*. Check answers. Set a short time limit for them to complete the sentences. Check answers by inviting different students to read out the completed sentences. In pairs, students number the questions in order of how interesting they are. They ask and answer the questions, beginning with the most interesting one. Monitor and join in with the discussions, giving positive feedback for the correct use of the adjectives.

### Answers

- 1 traditional 2 musical 3 environmental 4 cultural 5 helpful 6 stressful

### WRITING A biography

- 1 Ask 'Who is in the photo?' and find out what students know about Taylor Swift. Ask 'What kind of books describe someone's life?' (biographies and autobiographies). Tell them they are going to read a short biography about Taylor Swift and elicit what kind of information it might include, e.g. where she was born and what she has done in her life so far. Tell them to read the text and compare it to their ideas.
- 2 Find out whether students thought the biography was interesting and whether they learnt anything new about Taylor Swift. Ask 'What makes a biography good?' Put them into small groups to discuss this and report their ideas back to the class. Tell them to read the *Prepare* box and compare their ideas.

### Possible answers

She lived on her family's Christmas tree farm. She released her first album when she was 16. In 2010, she paid for an education centre in Nashville.

- 3 Give students one minute to read the biography again. Tell them to remember as much information as they can. Books closed. Call out each of the dates in the text and ask the class to tell you what happened at that time in Taylor Swift's life. They can check their answers by looking back at the text.

### Answers

- 1989 – She was born.  
2004 – She moved to Nashville.  
2008 – She released her album *Fearless*.  
2010 – She paid for an education centre in Nashville.

- 4** Books closed. Ask students to remind you of the phrases for talking about ages from the *Prepare* box.

Books open. Tell them to check their answers and complete the sentences using the appropriate phrase. Allow them to compare answers with a partner before checking as a class.

### Answers

1 at 2 as; as 3 as 4 Nowadays 5 By; time

- 5** Tell students that they are going to write their own biography of a famous person. Make a list on the board of people that they would like to find out more about. Ask them to discuss the questions in small groups, brainstorming ideas for each student's famous person. If you have access to the internet, students could do some further research about the famous person. If not, they should choose someone they already know lots about. If several students have chosen the same celebrity, allow them to compare their ideas.
- 6** Students write their biographies. Remind them to check their spelling and grammar and to use the tips and language in the *Prepare* box. Ask them to include an *-al* and *-ful* adjective, too. Encourage stronger students to include one or two reported commands (e.g. *Her mum told her not to become an actress*). Put students into groups to read each other's biographies. They should discuss what they found interesting or surprising. Display the biographies around the classroom for other students to read.

### Extension activity

Ask students to write two more factual sentences about their famous person. One of these should be true and the other false. Encourage them to think of unusual or surprising facts for both sentences. Students work in small groups to read out their sentences for their group to guess which statement is true and which is false. Move students into new groups and repeat the activity. Ask students what was the most unusual or surprising (true!) thing they found out.

### Sample answer

Daniel Radcliffe is a British actor who was born in England in 1989. He decided that he wanted to act as a young child and appeared in his first TV programme at the age of ten. He auditioned for the role of Harry Potter in the year 2000, and the first film in the series was released in 2001. Daniel played Harry Potter for ten years. Daniel didn't go to university because he wanted to act instead. Since the last Harry Potter film in 2011, he has been in several other films and has won an award for his charity work. (101 words)

### Cooler

Guessing game. Write three important dates from your life on the board. Students have to guess why these dates are significant. Only answer questions which are grammatically correct, e.g. 'Did you get married in 2011?' Students then write down three significant dates from their own lives. Put them into small groups to guess what happened on each date. Invite students to choose an important date in their life and tell the class about it.

### Project

Tell students that they are going to write an autobiography and elicit what this is (a book written by someone about their own life). Put students into pairs to tell each other about their lives. Ask them to focus on positive events. They should help each other decide which events are the most interesting and should be included in their autobiography. Students should prepare their autobiographies as a blog post. They should include interesting events and important dates. Encourage them to include photos, too. In the following class, ask students to work in pairs to read each other's posts and suggest improvements. Students can publish their autobiographies on the class blog, if you have one, or print out a final version. Encourage other students to read them carefully. They should think of a question to ask another member of the class about their autobiography.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 154

Vocabulary list page 135

#### Video

Talented

#### Workbook

Unit 17, page 68

#### Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks