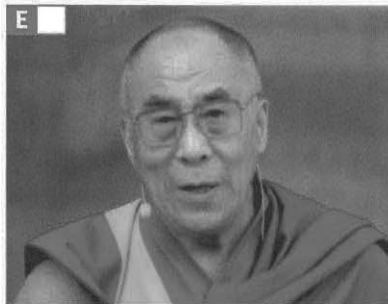
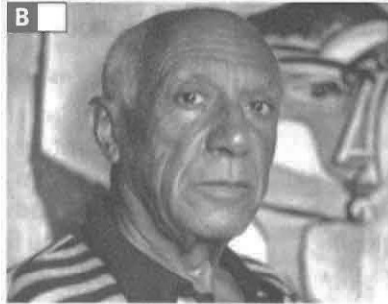


# Public figures



## Listening

**1a** What type of public figures are shown in the pictures? Match the type (1-6) to the pictures (A-F). Can you name the people?

- |                                   |   |
|-----------------------------------|---|
| 1 <input type="checkbox"/> artist | 4 <input type="checkbox"/> sports person    |
| 2 <input type="checkbox"/> actor  | 5 <input type="checkbox"/> politician       |
| 3 <input type="checkbox"/> singer | 6 <input type="checkbox"/> religious leader |

**b** (38) Listen to four speakers, what types of public figures are they? Choose from the list 1-6 from the previous exercise.

**b** Complete the sentences below with an expression or word from the exercise above.

- 1 I really don't see what my ..... has to do with my job as a politician.
- 2 I waited for five hours outside the stage door to ..... . He wrote it on my T-shirt.
- 3 I'm not so sure I like all this fame. I feel I'm ..... to perform all the time.
- 4 Nothing I do will ever ..... of the media. They watch everything I do.
- 5 I wasn't very comfortable ..... at first. But now I'm used to it.
- 6 I can't do anything without it appearing in the newspaper. I guess it's .....

## Vocabulary

**2a** (38) Match the words to make expressions. They are all from the recording in exercise 1b). Listen again to check.

- |   |                  |
|---|------------------|
| 1 <input type="checkbox"/> the price        | A the camera     |
| 2 <input type="checkbox"/> in front of      | B life           |
| 3 <input type="checkbox"/> to escape        | C of fame        |
| 4 <input type="checkbox"/> personal         | D the attention  |
| 5 <input type="checkbox"/> to get someone's | E under pressure |
| 6 <input type="checkbox"/> to be            | F autograph      |

**c** Look at the recording script for track 38. Find other words or expressions that might be useful for describing public figures, the work they do and how they might feel.

Grammar focus 

## Past Perfect

To talk about a past event that happened before another past event, we use the Past Perfect:  
subject + *had* (not) + past participle

In spoken English we often contract the auxiliary verb.  
subject + 'd (*hadn't*) + past participle

I *hadn't realised* Robbie was about my height before I met him. He looks taller on TV.

We often use the adverb *already* with perfect tenses like the Past Perfect.

subject + *had* (not) + *already* + past participle

I went to her hotel to see her. Unfortunately, she'd *already left* by the time I got there.

We often use the Past Perfect with the Past Simple to show the order of events. We can use many different time conjunctions to join the events and emphasise the timing.

By the time they arrived in Italy, they *had travelled* to twenty countries on their world tour.

The passive is formed like this: subject + *had* (not) + *been* + past participle.

After the votes *had been counted*, the Prime Minister announced that he *had lost* the election.

**3a Complete these sentences with the Past Perfect of the verb supplied.**

- 1 When did you realise you ..... the money? (*win*)
- 2 I can't believe you ..... of him before. He's so famous in my country. (*hear*)
- 3 They didn't get married until they ..... enough money to build a house. (*save*)
- 4 After he ..... for 45 minutes he gave up and went home. (*wait*)
- 5 No, it was my first time in Sicily. Even though I'm from Italy, I ..... there. (*be*)
- 6 After she ..... all she could, she went out into the cold snow. (*eat*)
- 7 She only told me after I ..... I would leave her if she didn't tell me the truth. (*threaten*)
- 8 The plane ..... when I got there, so I got to see them. (*take off*)

- b Use the verbs supplied to complete the text with the Past Simple or the Past Perfect. Be careful: some of the verbs require a passive.**



Toni Morrison <sup>1</sup>..... (*born*) on 18 February 1931 in Ohio, USA. By the time her first novel <sup>2</sup>..... (*publish*) she <sup>3</sup>..... (*marry and divorce*), <sup>4</sup>..... (*give birth*) to two sons and <sup>5</sup>..... (*teach*) in numerous universities in the States.

In 1987 Morrison <sup>6</sup>..... (*won*) the Pulitzer Prize for her novel *Beloved*. After winning the prize she <sup>7</sup>..... (*appoint*) to a chair at Princeton University, the first black woman writer to hold such a position at an Ivy league university. Morrison's success continued when she <sup>8</sup>..... (*win*) a Nobel Prize for Literature in 1993 after she <sup>9</sup>..... (*write*) her work *Jazz*.

# UNIT 9

GRADE 8

**c** When we are telling a story, especially one that progresses through time, or talking about people's lives, we use different time references. Mark all the time references in the text about Toni Morrison.

**d** Choose a time reference to complete the sentences. In one sentence more than one answer is possible.

- ..... I hated watching TV in England. But slowly I learned to enjoy it ..... I had been there a few months.  
A At the beginning, after  
B At the beginning, before  
C One day, after
- I never used to like the radio. But ..... I've been listening on the drive to work. I really enjoy it.  
A at the time  
B recently  
C when
- We're only going to be here ..... So that doesn't give you much time. Hurry up!  
A at the time  
B after a while  
C for a while
- Now, ..... you start complaining about my cooking, I've done the best I can!  
A before  
B after  
C at the time
- I grew up in the 1920s. We didn't have electricity ..... We had to heat water on a fire.  
A at that time  
B at the time  
C recently
- I don't know when we'll go to a Robbie Williams concert. But I promise you, ..... we'll go.  
A at the beginning  
B one day  
C after

## Phonology

### ■ Intonation in questions

**6a** (39) Listen. Does the intonation go up or down at the end of each question?

- Do you like playing football?
- Where do you play?
- You've been playing for a long time, haven't you?
- You aren't going to stop playing, are you?



**b** (40) Listen to the recording. Write A if the people are checking/asking a question or B if they are confirming information.

- There are five members of Take That, aren't there?
- You go down here to get to the stage door, don't you?
- You'd like to study in Canada one day, wouldn't you?
- They don't like watching scary films, do they?

Which intonation do you use for each meaning?

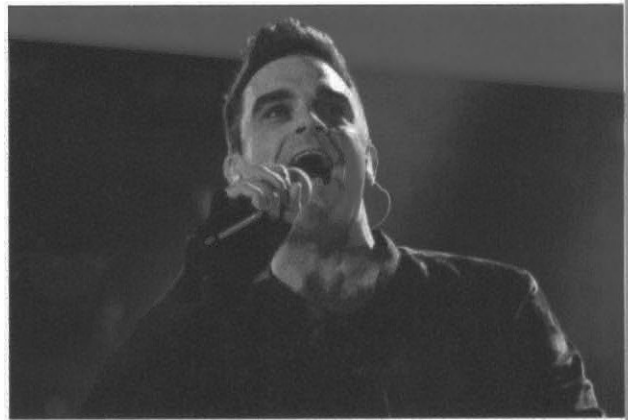
**c** Complete the following questions with a tag. In pairs, practise saying them using different intonation. Decide if your partner is asking a question or confirming information.

- You can swim, .....?
- He has got two brothers, .....?
- They come to class on scooters, .....?
- We're going to pass our exam, .....?

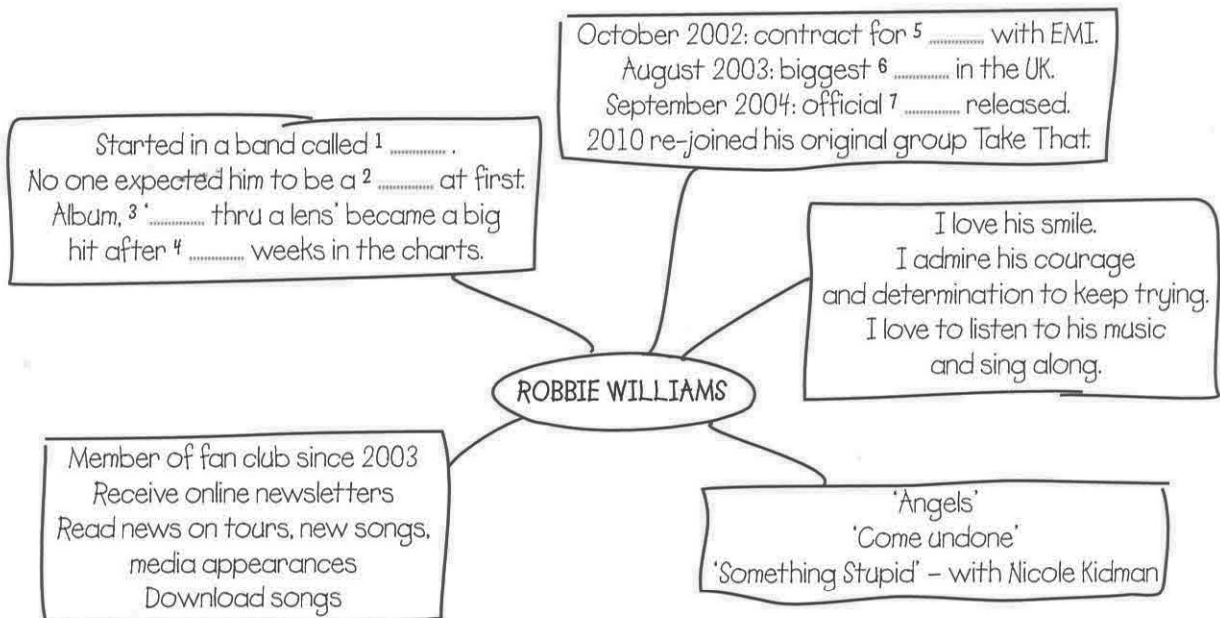
## Topic phase

### ■ Using mind maps

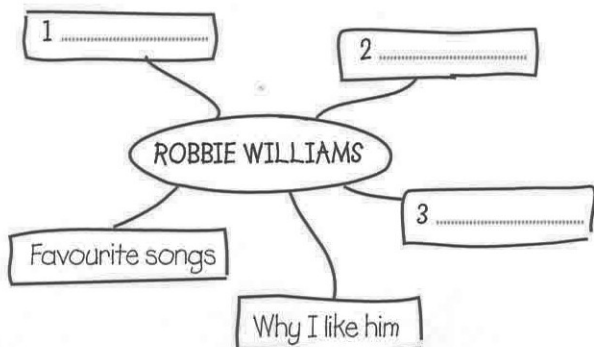
You can use mind maps to make notes about your topic. You can take a mind map in the exam to help you remember what you want to talk about and for the examiner to refer to.



7a (41) Francesca is preparing a topic about the singer Robbie Williams using a recording of a radio programme. Listen to the excerpts and complete her notes on the mind map.



b The mind map above contains too much information to take into the exam. Complete the mind map that Francesca will use in the exam. What discussion points would you add to the empty boxes?



c Remember you can take an object, photo or picture, etc. into the exam to help you. What could Francesca take with her? Make a list and compare it with a partner.

d Find out about a famous person and make notes about her/him. Redraft the notes you made into a concise mind map. In pairs, take it in turns to present the information and lead a discussion about your famous person.

e Decide with your partner how you think the discussions went. What do you feel you did well? What could be improved? Ask your teacher's opinion, too.



# exam expert

## Interactive phase

### ■ Keeping the conversation going

**8a** You will need to keep the conversation going in the Interactive task yourself. A good way of doing this is by asking questions. Varying the ways you ask questions will make the conversation more interesting.

Match these three different questions (1-3) to their type (A-C).

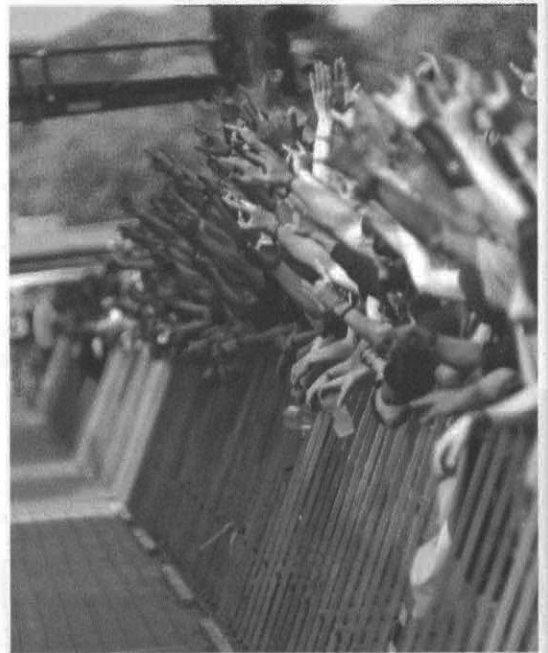
- 1  You're an actor, aren't you?
- 2  Are you English?
- 3  When were you born?

- A yes/no questions
- B information questions
- C tag questions

Which types of questions do you think will be most useful in the Interactive phase?

**b** Reorder the words to make interview questions for a famous person.

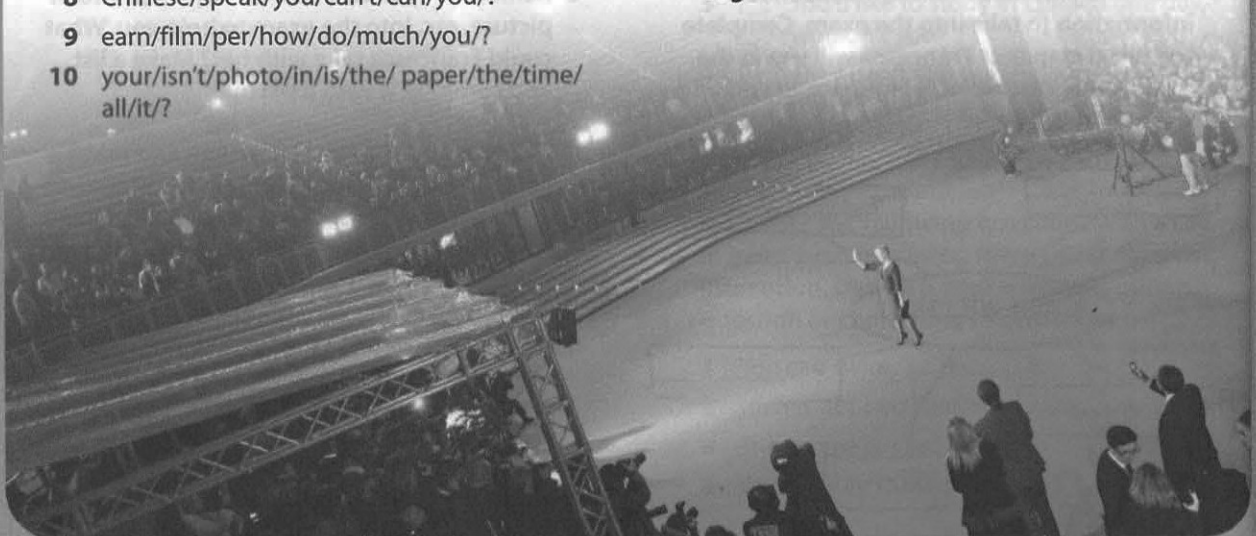
- 1 you/Spain/born/were/in/?
- 2 you/how/famous/become/did/?
- 3 aren't/40/you're/you/over/?
- 4 grow/where/you/up/did/?
- 5 university/did/go/you/to/?
- 6 work/don't/you/too/you/music/in/?
- 7 you/celebrity/like/do/being/TV/a/?
- 8 Chinese/speak/you/can't/can/you/?
- 9 earn/film/per/how/do/much/you/?
- 10 your/isn't/photo/in/is/the/ paper/the/time/all/it/?



**c** Match the questions from b) with their type (A, B or C) from a).

**d** The Interactive task starts with a prompt from the examiner. Your teacher will read a prompt. Write down three questions, one for each question type in a), that you could ask about the prompt.

**e** Practise now with your partner. Using the prompts the teacher reads and the questions you wrote, practise a few of the prompts together. How long can you keep talking together?



## Conversation phase

### ■ Responding appropriately

**9a** (42) In the Conversation phase the examiner will check how well you understand by how you respond. Listen to the responses to these questions. Why are they inappropriate?

- 1 What things would you miss about ordinary life if you were a celebrity?
- 2 Who are the most famous people where you live?
- 3 What do you think it would be like to be famous?

**b** Discuss these questions in groups and compare your answers. Do you have the same opinion?

- 1 Name some famous people from your country. Who appears in the media the most?
- 2 Do public figures have a right to keep their personal life private?
- 3 The media say they have the right to report about people's private lives if it is in the 'public interest'. What kinds of things should and should not be reported in your opinion?



## Writing

### ISE Portfolio/CW

➔ See Writing file on pages 92-109.

**10** Choose one, or more, of these writing tasks.

#### Correspondence (ISE II 2011)

Your local council is planning to erect a statue of a well-known public figure in your area. Write a letter to the council explaining why you disagree with the person suggested and persuading them to reconsider the plan. Recommend a more suitable public figure for the statue.



#### Factual writing (ISE II 2008)

The Principal of your school or college would like to invite a public figure to come and give a speech to inspire the students. Write a report for the principal proposing two public figures that could be invited and recommending which one you think would be best.

#### Creative/descriptive writing (ISE II 2009)

Imagine you went on a long bus journey and sat next to Lou Star, a popular musician from the 1960s who is no longer famous. Write a description for a website called 'www.forgotten-stars.com' saying what he told you about his life and career. Describe his feelings about his life then and now.

## Trinity TAKE AWAY

**Examiner:** Have you ever met anyone famous?

**Candidate:** Well, I didn't really meet them but I did see someone famous near where I live. I'd just finished at the gym and I was walking home when I saw Pink walking in the street.