

UNIT 9

Public figures

Trinity subject area	Public figures
Grammar	Past Perfect
Phonology	Intonation in questions
Topic phase	Using mind maps
Conversation phase	Responding appropriately
Interactive phase	Keep the conversation going

Listening, page 60

Follow the suggested procedure for listening tasks in the Procedures file, page 4.

1a

ANSWERS 1 B 2 C 3 F 4 D 5 A 6 E

1b

ANSWERS A 2 B 5 C 4 D 3

2a Vocabulary, page 60

ANSWERS 1 C 2 A 3 D 4 B 5 F 6 E

2b

ANSWERS 1 personal life 2 get his autograph
3 under pressure 4 escape the attention 5 in front of the camera 6 the price of fame

2c

If you do this task, photocopy the tape script 38 for the students to read and use. Some suggested vocabulary could be:

be popular, to be recognised everywhere you go, media attention, become famous, to be well-known, international star, to become public knowledge, scandal, get fan-mail, fame

3a Grammar focus, page 61

ANSWERS 1 had won 2 hadn't heard 3 had saved
4 had waited 5 hadn't been 6 had eaten 7 had threatened 8 hadn't taken off

3b

ANSWERS 1 was born 2 was published
3 had been married and divorced 4 (had) given birth
5 (had) taught 6 won 7 was appointed 8 won
9 had written

3c

ANSWERS on 18th February 1931, by the time, in 1987, after, when, in 1993, after

3d

ANSWERS 1 A 2 B 3 C 4 A 5 A & B 6 B

6a Phonology, page 62

ANSWERS 1 up 2 up 3 down 4 up

6b

For questions, intonation goes up. For checking information, intonation goes down.

ANSWERS 1 A 2 B 3 B 4 A

6c

After completing the questions, learner should practise saying the questions with different intonation and their pattern guessing which one they are doing. You could model a few to begin with and they could hold up left or right hands depending if it is a real question (left) or checking information (right).

ANSWERS 1 can't you? 2 hasn't he? 3 don't they? 4 aren't we?

Topic Phase, page 63

This section helps learners prepare a mind map that they could take into their exam to help them remember their topic. This is a very handy way of presenting information in a way that is memorable.

7a

ANSWERS 1 Take That 2 success 3 Life 4 28
5 £50 million 6 live show 7 biography

7b

SUGGESTED ANSWERS 1 Early career 2 Career highlights/Main successes 3 famous songs

7c

Encourage learners to brainstorm things that Francesca could take in. Suggestions include: a picture of Robbie Williams, concert tickets, programme from a concert, her mind map, a CD cover.

7d

This task could be done in class or for homework. If done in class you might like to encourage students to bring in some information in the previous class. You could also bring in some celebrity magazines that students could use in class as sources of information.

8a Interactive task, page 64

Information questions are the most useful as they elicit longer and more detailed responses.

ANSWERS 1 C 2 A 3 B

8b

ANSWERS 1 Were you born in Spain? 2 How did you become famous? 3 You're over 40, aren't you? 4 Where did you grow up? 5 Did you go to university? 6 You work in music too, don't you? 7 Do you like being a TV celebrity? 8 You can speak Chinese, can't you? 9 How much do you earn per film? 10 Your photo is in the paper all the time, isn't it?

8c

ANSWERS 1 A 2 B 3 C 4 B 5 A 6 C 7 A 8 C 9 B 10 C

8d

Students should now practise writing questions related to a prompt. Read out or dictate a prompt and students in pairs write three questions they could ask – one of each type presented earlier. They could pass their questions to other pairs for correction.

SUGGESTED PROMPTS

- 1 I am in Rome for a few nights. I really love seeing live music but I'm not sure what's on.
- 2 I much prefer going to the cinema than watching movies on DVD.
- 3 I think I'd hate to be a famous person in front of the cameras all the time.

8e

Students now practise using the prompts and questions that they made in d). Encourage students to keep the conversation going as long as they can – those in the candidate role especially should try hard to keep things moving.

9a Conversation phase, page 65

Students must decide why some replies to questions are inappropriate in the conversation part of the exam. It is not only language correctness that the examiner looks for, it is also how appropriate candidate answers are. In pairs, students decide what is wrong with what the candidates say.

SUGGESTED ANSWERS

- 1 The response is too short and cuts off the conversation. It does not keep the conversation flowing. Saying you don't know is alright but the candidate could make a guess as well.
- 2 The answer has nothing to do with the question. This sounds like a rehearsed answer. It is good to prepare but you must answer the question asked as well.
- 3 Again, the candidate does not answer the question asked. Another rehearsed answer perhaps.

9b

Encourage quite an open conversation within pairs or small groups. This should be a chance for students to try out their fluency rather than accuracy.

REVIEW UNIT 7-9

1

ANSWERS 1 C 2 A 3 B 4 F 5 D 6 E

2

ANSWERS

- 1 had set; wouldn't have woken
- 2 had woken up; wouldn't have missed
- 3 wouldn't have arrived; had caught
- 4 would have been; hadn't arrived
- 5 hadn't missed; wouldn't have lost
- 6 had won; wouldn't be

3

ANSWERS 1 population 2 extinct 3 famous
4 survive 5 prevent 6 recognised 7 threat
8 personal 9 recover 10 escape

4

ANSWERS 1 participate 2 demonstrating
3 consists 4 choose 5 prepared 6 take
7 put forward 8 maintain