



Fame

SELF STUDY

If students are working alone, note that many of the exercises have open answers. If possible, give self-study students the opportunity to show you their work, or to exchange their work with other students.

Before watching

- 1 When students have completed the exercise individually, ask them to discuss their answers in small groups and then as a class. Is fame an achievable and/or desirable objective?

While watching

- 2a 31 Students who have seen the video before will probably be able to do the first phase of the matching exercise from memory, so they could do the exercise first and then watch to check.

Answers

Molly: 4 singing **c** I love it.

Kieran: 1 acting **d** It's easy.

George: 2 medicine **a** It's useful.

Amelia: 3 writing **b** It's a need.

EXTRA SPEAKING

Ask students to give a brief reaction to each person's reason. Do they think the reason shows an understanding of what that job involves?

- 2b 31 Students compare their answers in pairs before they watch again to check. They might have written one name when the answer is true for two people.

Answers

1 G, A 2 M, A 3 K 4 A 5 G

6 M, G (George is probably studying hard.)

- 3a 31 **VIDEO SKILLS** Ask your students to read through the video skills box before they do this exercise as it will help them to understand what the speakers say. The activity is essentially a dictation, so students might need to hear the relevant sections a few times before they are able to write down everything the speakers say. The time references for the extracts are: Molly: 0:35; Kieran: 1:01; George: 1:24; Amelia: 1:55.

Answers

- 1 really famous, like Adele or Beyoncé or somebody
- 2 in the streets and things like that
- 3 do anything special, do you?
- 4 it's all about appearance and money
- 5 That stuff
- 6 appear on TV or do things like that

VIDEO SKILLS: Understanding general expressions

Point out that *stuff* in particular is informal and that all the expressions are very common in natural spoken English.

- 3b Give students time to think about their answers before encouraging a class discussion. This is the point at which the life skill is given an explicit focus.

EXTRA SPEAKING

In groups of four, students role-play a scene from a TV show about teenage life in which the four speakers from the video meet to talk about different attitudes to fame. Encourage students to take on a role that doesn't reflect their own opinion. Their job is to try and convince the others that their view of fame is right.

After watching

- 4a Ask students to compare their lists in pairs first, and then build up a list of the good and bad things about being famous on the board. If students can't agree if a particular thing is good or bad, have them discuss the point and, if necessary, add a third column for things that they can't agree on. At the end of the exercise, take a vote to see whether the majority of class members would or wouldn't enjoy being famous.

- 4b **SKILLS 4 LIFE** Unless students are able to access the Internet easily in class, this exercise will involve students doing some research between two classes. The idea is to get students to find out if some of the celebrities and famous people they know from the worlds of both art and technology became famous by chance or whether they had to work hard to get where they are. The aim is also to see how important these people's education and qualifications were to their success. Follow these steps.

In step 1, in class ask students to decide who they will find out about so that students find out about different people.

After step 2, ask students to report back in small groups or to the whole class about what they discovered. Alternatively, students write brief biographies of the two people they found out about and then display these around the classroom so that other students can read them. In general, how big a role did education and qualifications play in the success of the celebrities the students researched?

In step 3, students think about which of *their* skills might, one day, make them successful and perhaps famous. This could be a sensitive issue for some students to discuss in front of others, so it's probably best to ask people to volunteer their thoughts.

REFLECT ON IT



Ask students to think about and then discuss the questions. This gets them to think more deeply about the consequences of celebrity culture in many countries and whether it distracts people's attention from more serious issues.