

Lesson description

In this lesson you will take part in a panel discussion on the topic of celebrity culture. You will listen to a discussion about celebrities, learn different ways of using *-ing* forms and practise phrases related to fame and celebrity status.

Aim

Taking part in a panel discussion

Language

- *-ing* forms
- Phrases related to fame and celebrity status

Task

The task for this lesson is for learners to take part in a radio panel discussion programme talking about four topics related to celebrity culture.

Materials

Hand out

Audio U061CEU-1.mp3

Selection of images of celebrities for Lead-in (IWB or flashcards e.g. Beyoncé, JK Rowling, David Beckham, Cristiano Ronaldo, Paris Hilton, Miley Cyrus, Angelina Jolie, George Clooney)

Photocopiable (role-cards for Task)

Suggested running order

Lead-in	Students discuss celebrity and complete a gap fill of a definition of the word 'celebrity', then look at images of celebrities and discuss them.
Input	Listening to a panel discussion on celebrity culture to highlight different <i>-ing</i> forms
Language focus	Focus on <i>-ing</i> forms and vocabulary of fame and practise through completing sentence stems. Focus on language of celebrity status and practise through describing a celebrity for their partner to guess.
Task	Taking part in a panel discussion about celebrities, practising agreeing, disagreeing, and stating opinions

Lead-in


- 1 Students name people who are currently very famous in their country, then discuss with partner.

2 Students complete text on celebrity.


- | | | |
|-------|--------|---------|
| 1 to | 3 with | 5 a |
| 2 who | 4 On | 6 their |

3 Distribute or display on IWB pictures of celebrities. Students discuss in groups what they know about these people and rank them according to their contribution to society. Oral feedback.

Input

1  Read through the information with students and get them to predict who says the sentences in a-d. Students then listen and check answers.

- | | |
|-------------|---------------------------------|
| 1 Lauren | 3 Simon (the judge) |
| 2 Catherine | 4 John Smith (the psychiatrist) |

2  Students work in pairs and try to answer the questions. They listen again to answer/check.

- 1 *Singing and dancing have always been her life, she always knew she was special and she wanted to see exactly how good she was*
- 2 *People who were put down in their childhood or told they didn't have what it took. People who suffered rejection or loss of a parent when they were young.*
- 3 *With being recognised by everyone, earning a lot of money and living a life of glamour.*
- 4 *They are unstable and take drugs and drink.*
- 5 *They become self-conscious and more self-aware.*

Language focus

1 Students underline the *-ing* forms in the sentences in the speech bubbles. Students then complete the language box using the examples from 1 above.

- | | | |
|------------------------------|---------------------------|------------------|
| 1 <i>singing and dancing</i> | 3 <i>becoming</i> | 5 <i>winning</i> |
| 2 <i>interesting</i> | 4 <i>wondering, being</i> | |

2 Students work in pairs to complete the sentences with their own ideas.

3 Students discuss the sentences about celebrities with their group. Oral feedback. If time is tight skip, this activity now and complete at the end.

4 Students read through the paragraph and check the meaning of the phrases in bold.

5 Students work in pairs. One describes a celebrity using the language of the lesson and the other listens and guesses who it is, then swap round. Some oral feedback perhaps about those students weren't able to guess.

Task

1 Tell students they will be taking part in a radio discussion programme on the topic of celebrities. Give students time to look through the topics they will be discussing on their hand out.

2 Organise students in groups of four and distribute the role-cards from the photocopiable materials. Give them time to decide what to say and make some notes. If you think students would benefit from working with others during this preparation stage, they could work in groups of students with the same role.

- 3 Students take part in the panel discussion discussing the four topics on their hand out. One student is the host of the programme but contributes to the discussion too.
- 4 Have them report back on their discussion to the class.

Review

Feedback on language and review of learning objectives. Highlight any common errors noted during the task, highlight good examples of language use, and point out some alternatives to common overused phrases.

Audio script

P = Psychiatrist, J = Judge from a talent show, L = Lauren, C = Catherine

P So, the first question today is 'Why would anyone want to become a celebrity'? Well Lauren, you're a celebrity in the limelight at the moment as you won the last series of *Talent today*. Why did you want to become famous?

L Singing and dancing have always been my life. I've always known I was special – that I could be someone – everybody always told me how good I was, and so I wanted to see exactly how good I was when I was up against other people like myself in a competition. And I won, so now I really know I have talent – and the whole of the country thinks that, not just my friends and family.

C Well, I wouldn't exactly say the whole of the country – just the people who watched the programme.

J Which I have to say is a sizeable part of the population. 15 million on the last night – that's approximately a quarter of the UK population.

P Yes, indeed. These programmes are incredibly popular these days. If I could just make an observation from my knowledge of the nature of fame – research tells us that in fact celebrities are often people who in their childhood were put down and told they didn't have what it took. Quite often they're people who suffered rejection or the loss of a parent when they were quite young.

J I'm not sure I'd agree with that.

C It's interesting you should say that. Research also shows that, after becoming famous, celebrities often become insecure, and start wondering if people love them for who they are, or for who they've become.

L Well, I don't agree with that at all. I'm not insecure – doesn't everyone want to be famous? – to be recognised by everyone, earn a lot of money and live a life of glamour?

C Not really. I'd say most people wouldn't want to become famous.

J Well, if you knew how many apply for these shows you might change your mind. So much energy is focused on winning – it's just incredible.

C I'm not criticising, but to be honest I don't really think this celebrity adulation we have in society today is very healthy. So many celebrities seem to be unstable – just consider how many of them take drugs or drink.

P Which of course is a direct result of the insecurity they feel. If someone loves being in the limelight, they become more and more self-conscious and more self-aware because of all the attention and that can be very stressful. The good news is that they often expect to be rejected so cope with it quite well.