

TEACHER'S NOTES

When will I be famous?

by Jackie McAvoy

INTEGRATED SKILLS TEACHER'S NOTES

Level: Pre-intermediate and above
Target age: Teenage and above
Time needed: 45 minutes plus recording time
Aim: For students to produce a short video / audio of their own radio or TV interview.
Materials: Digital camera or mobile phone / mp3 recorder (e.g. iPod)

Lead in to the topic

1. Tell the students they have to imagine that they are famous. Give each student a copy of the worksheet and ask them to decide individually whether the situations in Part 1 are positive or negative for them. When they have finished they compare their answers with other students.
2. Find out which students put most ticks in the positive column and which students put most ticks in the negative column. Can a couple of students explain why?
3. Tell students that although newspapers and magazines are usually full of information about famous people there are also everyday people in the news too. Write on the board *A person who...* and add these examples:
 - *rescued a baby from a burning house*
 - *won the lottery*
 - *found an ancient vase buried in the sand*
4. Then elicit one other example for why everyday people are in the news. It's probably inappropriate to include crime here so encourage positive reasons, even acts of heroism as in the first example. Put students into small groups to brainstorm more examples. These should be written on little strips of paper and then folded up. Make sure students are just writing *won the lottery* and not *A person who won the lottery*.
5. Monitor and help the students while collecting the folded up strips in a container. Once there are plenty of examples stop the activity.

The task

The students, in pairs, are going to record a radio or TV interview. One student is the everyday person who did something very interesting, the other student is the journalist who wants to interview

them. As preparation for the task students match the journalist's questions in Part 2 with the example answers.

Grammar and vocabulary

1. During feedback to Part 2 highlight the answers to a few of the questions. To question 4 the answer is the background to the story. Get students to make full sentences from the journalist's notes: *I was cleaning the house when I thought I heard rats in the roof. So I looked and found the box full of money.* The students need to notice the past continuous and past simple structures. *I was doing x when y happened.*
2. To question 6 elicit other adjectives to describe feelings: *afraid, excited, nervous, delighted, amused, angry* etc. If you're teaching lower levels, you may want to write up both the suggestions for adjectives and *I was doing x when y happened.*
3. To question 8 students need to be told that their story has caught the attention of a Hollywood film director and there's a possibility a film is to be made of it. This is their opportunity to have fame and fortune - how do they feel about that?! Maria was clearly not interested.
4. Take the folded strips you collected during the lead-in (5). Get each student to pull out one of the examples from the container. This is their situation and is the answer to question 3 *What did you do?* Students write this example in the gap under the question.
5. Although each student has one example situation and worksheet each, encourage them to work in pairs to answer the remaining seven questions, or at least to help each other with the answers. Remind students that they should be writing in note form, as Maria's example, and not in full sentences – there's not enough room anyway.

Preparing to record

1. Once a pair have completed their answers they take it in turns to interview each other. They use the notes to help them. If they want to add more information while speaking, they can do. This is an opportunity for more advanced students to be given a freer rein. Journalists can ask different questions too.
2. Students should do this enough times until they are confident enough to be recorded. Ideally students



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should aim for one minute, it can be longer of course but a shorter interview is more interesting to listen to than a longer one. See the article *Top tips on recording*. For those recording a video as a TV interview students should be sitting side by side but angled towards each other. The camera needs to be positioned so that both people can be clearly seen. More confident journalists may want to talk to the camera first and give an introduction before doing the interview. The journalist needs to thank the person at the end.

3. After the interviews have been recorded the videos can be uploaded to YouTube or Google Video. They can then be watched by all the students in another lesson. The videos can also be watched by other students around the world of course! Remember to put *Onestopenglish* in the title of the video, for example: *Onestopenglish Interview with Maria*.

4. Audio recordings can also be listened to by all the students in another lesson. If your school has a website, perhaps you can upload the recordings there so that other students can listen to the interviews too.

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Worksheet

Part 1

You are very famous! Put a tick (✓) in the 😊 column if you think this is a positive thing, or put a tick in the ☹️ column if you think this is a negative thing.

	😊	☹️
having your photograph in the newspapers		
being interviewed for gossip magazines (e.g. <i>Hello!</i>)		
only eating in expensive restaurants		
always being followed by the paparazzi		
only having other famous people as your friends		
only travelling first class and staying in posh hotels		
being asked for your autograph every day		
always being recognized wherever you go		
having everyone around you smiling and wanting to please you		
having to attend official functions		

Can you think of another situation which is either positive or negative about being famous?

Part 2

1 What's your name?	was cleaning house, heard noises, thought rats in roof so looked found box
2 What's your job?	astonished, thought the money not real. v. surprised - money there for long time
3 What did you do?	Maria
4 How did that happen?	my daughter, Sara, 12
5 Who was with you when it happened?	secretary
6 How did you feel at the time?	no thanks, want to be normal mum with normal job
7 How do you feel now?	found \$1 million in box in roof, gave money to children's charity
8 Do you want a film made about the event?	v. happy to help the children