

# 18 We love the celebs!

## Unit profile

**Vocabulary:** Feelings and qualities  
**Reading:** What are stars without their fans?  
**Grammar:** *have something done*  
**Vocabulary:** Prepositions  
**Listening:** An interview with a journalist  
**Speaking:** Discussing a topic (2)


## Warmer

Put students into groups of three. Ask them to choose three celebrities and to plan a mini-quiz about them. Students write questions and then regroup to ask others their questions. Nominate individuals to tell the class the answers to the questions and see if anyone can guess the identity of the celebrity.

## Your profile

Put students into pairs to exchange ideas. Encourage them to respond to, and show an interest in, what their partner says. Invite two or three students to give opinions, and find out whether they would like to be a celebrity. Take a class vote on who is the most popular celebrity.

## VOCABULARY Feelings and qualities

- 1  2.17 Tell students they will listen to five people talking about celebrities. Ask them to read questions 1–4 and to underline key words and phrases to direct their listening. For example, 1 *isn't really interested*; 2 *celebrities should be careful, fans do the same*; 3 *felt sad, celebrities did*; 4 *surprised by, celebrity*. Play the recording. Ask students to give answers and see if the class agrees before confirming.

## Audioscript

**Narrator:** Joanne

**Joanne:** I'm just mad about my celebs! I buy a magazine every week and I follow their lives. My friends think I'm crazy, but you know, it's just like any interest! I'm curious! I love knowing what they're doing and where they are. I follow quite a few on social media. People say that the celebs just do things for money, but that's not true, well, not for all of them. Some are really kind and have a lot of good qualities. I'd love to be a celeb myself. It'd be just great!

**Narrator:** Phil

**Phil:** Honestly, I don't really follow the lives of the celebrities, but the papers and magazines keep telling us what they're doing. I do sometimes get curious, especially if there's something about a football player. But I think that people who are mad about the celebs, well, they must be a bit lonely really. I read about this one woman. She has her car washed at a garage just because she'd seen a celeb there. Ridiculous, if you ask me.

**Narrator:** Nicole

**Nicole:** I had this amazing experience. We were in Las Vegas on holiday and this really famous guy was next to us, with his girlfriend and family. There were fans who were asking for autographs, you know, when they write their name on a piece of paper, and he was so easygoing and nice. I wanted to ask for his autograph, but I was too shy. I just felt embarrassed. But then, after he'd gone, I saw he had left his sunscreen behind! I picked it up and kept it. I was actually surprised that it wasn't a better quality one! But I didn't mind – it was an unexpected souvenir!

**Narrator:** Andy


**Andy:** Well, you know, I think that the way the celebs behave is really important. I'm sure it must be stressful sometimes, you know, all the cameras, but they shouldn't get nasty, you know what I mean? But I think that most of them are charming. I think they know it's really important that they are professional, because there are so many fans who watch what they do and then copy them.

**Narrator:** Maggie

**Maggie:** Well, I was a really big fan of this band, so you can imagine I was delighted that they'd chosen our town to play in. Everyone was really excited. But you know what? It was like they didn't notice us. We weren't there. They came on and played, but they didn't talk to us or anything. I thought it was a bit rude. I mean, without the fans, they're nothing! I was quite upset about it. Also, the sound was really poor quality, so people couldn't hear properly and I think some fans even left. They were really annoyed because they couldn't hear. So, I guess the band got what they deserved!

## Answers

1 Phil 2 Andy 3 Maggie 4 Nicole

- 2  2.17 Read the instructions and ask students to read sentences 1–12. Say each of the words in the box aloud so they have heard the pronunciation. *Curious* /'kjʊə.ri.əs/, *annoyed* /ə'noɪd/, *professional* /prə'feʃ.ən.əl/ and *unexpected* /ˌʌn.ɪk'spek.tɪd/ may be difficult. Ask students to complete the gaps before they listen to the recording again, so that they focus on the meaning of each word. Play the recording for them to check their answers. Tell students to read the sentences to check they make sense before asking students to give answers.

## Answers

1 mad 2 curious 3 lonely 4 shy 5 unexpected  
 6 stressful 7 nasty 8 charming 9 professional  
 10 delighted 11 rude 12 annoyed

- 3** Books closed. Write the five names of the speakers on the board: *Maggie, Andy, Nicole, Joanne* and *Phil*. Ask students what each one said, and write key words next to the names. Take a class vote on who shares the same opinion as each of the speakers and elicit reasons.

- 4** Demonstrate the activity. Draw two emoticons on the board, ☹ and ☺. Say the word *curious* and ask students to read sentence 1 in exercise 2 and say which emoticon they associate the word with. Put students into mixed-ability pairs and monitor and help as they continue. Check answers.

### Answers

Positive: delighted, charming, curious, mad (about), professional, unexpected

Negative: annoyed, lonely, nasty, rude, shy, stressful

- 5** Put students into same-ability pairs to discuss the questions. Monitor and join in, encouraging students to make eye contact with each other. Give positive feedback for interesting ideas and comments. Invite students to report back to the class.

### Fast finishers

Tell fast finishers to write two of their own sentences using the words in the box in exercise 2. Ask them to share their sentences with the class.

## READING

Books closed. Ask *Would any of your friends do any of these things for you?* and read the list in exercise 1 for students to answer yes or no for each thing.

- 1** Books open. Put students into mixed-ability pairs to discuss the question and nominate individuals to comment on each item and give reasons. Help students communicate their ideas as necessary. Ask students to tell the class about any stories they have heard involving famous people doing these things.
- 2** Set a short time limit for students to read the article and find any ideas listed in exercise 1. Check answers.

### Answers

Visit you if you are not well; come to your wedding.

- 3** Ask students to read the questions and to say how they will find the information in the text (they should read it quickly to find the name of the celebrity and then read the section carefully for the specific information). Tell students to answer the questions and monitor and help as necessary. Allow them to check their answers with a partner. Ask students to give answers and see if the class agrees before confirming.

### Mixed ability

Ask stronger students to answer the questions in exercise 3 from memory before reading to check.

### Answers

- 1 She spent two hours having lunch with a fan who was unwell.
- 2 Celebs should be given some privacy.
- 3 He paid for a fan's medical treatment and dedicated a goal to him.
- 4 to avoid the photographers and reporters
- 5 laugh at a fan
- 6 by opening a Facebook page and getting lots of likes
- 7 read about them, watch their movies, buy their music, clothes or perfume
- 8 show celebrities respect and give them space

- 4** Before students do the exercise, remind them they can check they have the correct meaning of the words by rereading the sentence with the definition to see if it makes sense. Monitor and help as students do the exercise individually. Check answers.

### Extension activity

Play 'Find someone who ...'. Write these sentence stems on the board: *I'd like to meet ...*, *If I met them, I would ...* and ask students to complete them. Students talk to as many other people as possible in a set time limit to find others who have similar ideas. Feed back as a class.

### Answers

- 1 notice 2 chronic 3 talent 4 happen 5 respect 6 gym

### EP Word profile

Books closed. Write *quality* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercise on page 136. Check answers.

### Answers

- 1 quality 2 quality time 3 quality 4 quality  
5 qualities

### Talking points

Put students into same-ability pairs to discuss the questions. Monitor and help them communicate their ideas. Ask the first question and nominate a student to answer. This student asks another person for their opinion. Repeat until several students have given their opinions. Ask the second question and invite different students to offer suggestions.

## GRAMMAR *have something done*

- Do the exercise as a class. Ask students to underline the actions in both sentences and to say who did, or does, it (*had hair cut* – we don't know, maybe a hairdresser; *has her car washed* – we don't know, maybe someone who works at a garage). Elicit other examples of things we get people to do for us (e.g. have food delivered, have our nails painted). Complete the rule as a class.  
Write sentence 2 on the board and explain the form. Ask *How do you make the structure?* (*have* + object (*car*) + past participle (*washed*)). Ask *What tense is this?* (present tense).

### Answer

someone else does for us

→ Grammar reference Student's Book page 162

- Set a short time limit for students to do the matching exercise. Check answers.

### Extension activity

Play 'Test a partner'. Put students into pairs to take turns to say a noun from exercise 2 (e.g. *nails*) and for their partner to give the appropriate past participle of the verb (e.g. *painted*). Feed back as a class.

### Answers

1 e 2 f 3 a 4 c 5 d 6 b

- Write the following structure on the board: *subject* + *have* + *object* + *past participle*.

Do the first example with the class, pointing out that students should find the subject of the sentence first (*Phil and Emma*) and that *have had* is the present perfect form. Elicit why this structure has been used in this sentence (someone else has cleaned the windows, and it's not important to know who). Monitor and help as students continue in pairs. Check answers.

### Answers

- Phil and Emma have had their windows cleaned.
- Monica has had her computer fixed in town.
- Andy has had his watch repaired.
- Rita has had her photo taken.
- Fred has had some pizzas delivered.
- Mike has had a tree planted.

- Write both sentences on the board and ask which one is about the past, and which one about the future (past: *I had my face painted once when I was younger*; future: *I'd love to have my toenails painted!*). Put students into same-ability pairs to talk about what they have done or would like to have done. Invite students to share their ideas with the class.

## Corpus challenge

Books closed: Ask students who checks their teeth when they go to the dentist, themselves or the dentist (the dentist). Say *I'm going to the dentist's to ...* and elicit the remainder of the sentence. Ask students to correct the sentence.

### Answer

I'm going to the dentist's to have my teeth checked.

## VOCABULARY Prepositions

- Tell students to read sentences 1–6. Monitor and help as they match the prepositions to their meanings. Allow students to compare their answers with a partner before checking as a class.

### Answers

1 b 2 d 3 f 4 c 5 a 6 e

- Put students into mixed-ability pairs to do the exercise. Monitor and encourage stronger students to rephrase the sentences to help their partner. Nominate individuals to give answers and see if the class agrees before confirming.

### Answers

1 instead of 2 According to 3 despite 4 besides  
5 regarding 6 because of

- Ask students to ignore the spaces and read the text to find out how to get spotted by a model agency (wear something bright, think about how you look and who you are with, and go on a course). Tell them to complete the text individually. Allow them to compare their answers with a partner before checking as a class.

### Fast finishers

Ask fast finishers to make a list of ideas that could help make someone rich and famous. Get them to share their ideas after checking answers to exercise 3 (e.g. star in a reality TV show, win a TV talent show, start a successful business, go to drama school, marry a celebrity).

### Answers

1 According to 2 instead of 3 besides 4 because of  
5 despite 6 regarding

## LISTENING

- Books closed. Ask students how they find out about celebrities' lives (magazines, TV shows, the internet, books, etc.). Books open. Read the question and direct students to the pictures. Put them into small groups to discuss the ideas. Monitor and join in with the discussions before bringing the class together to exchange their ideas.

- 2** Tell students they will listen to part of an interview. Read each of the questions and options and ask students to guess the answers. You may need to check understanding of *behave* (do things in a particular way), *hold parties* (organise parties), *bins* (containers used to put waste in) and *proud* (pleased about something you have done). Invite students to share their ideas with the class.

## ● Prepare for Preliminary for Schools

### Listening Part 2

#### Task description

Listening Part 2 tests students' ability to identify specific information and detailed meaning. It consists of a longer monologue or interview and six multiple-choice questions. Students listen and choose the correct option from a choice of three. They hear the recording twice.

#### Tip

Tell students to use the pause before the recording starts to read the questions and decide on the context of the listening. The information in the rubric will indicate, in general terms, what the topic is, whereas each question indicates the specific areas tested.

- 3** ● ● 2.18 Play the recording for students to choose the answer to each of the questions. Ask students to compare their answers with a partner and give them the option of listening again.

### Audioscript

**Interviewer:** Terry, you lived close to celebrities for a while. How did that happen?

**Terry:** I was asked to write a book about famous lives and I wanted to find out more than we already know – you know, their typical routines – there's enough of that stuff already. My book had to be real. I wanted to show a different side, not just describe how they have everything done for them by their staff! Above all, I wanted to know what they're really like, you know, as human beings.

**Interviewer:** You moved to Hollywood in California. Why was that?

**Terry:** Well, I felt that the only way to find out more was to become a celebrity myself. So I created a new me – new name, new life! And being in Hollywood, I knew I would have the opportunity to see plenty of celebrities around. I hoped to be invited to their parties and events, and of course, get invitations to my new friends' houses.

**Interviewer:** Your book is full of amazing information! How did you find all this out?

**Terry:** I talked to people and I looked closely at their clothes and their belongings – bags and so on. But really I wanted to know more. So instead of looking at what they have, I began to look at what they were throwing away in their rubbish. Very interesting!

**Interviewer:** Gosh! How do you feel about that?

**Terry:** Well, I'm not saying that everyone should do it! Not that that was the only way of getting the information. Not at all and, er, I'm not sure that it's the kind of thing I'll be telling my grandchildren. No, it's not a good thing. If I'd ever been caught, it would have been, um, embarrassing.

**Interviewer:** And so what was the celebrities' attitude towards you?

**Terry:** Absolutely normal! I would join them at the gym and then invite them to a café. Most of them definitely noticed me and yes, I became good friends with some very famous people! And because of my European background and my accent, they seemed to be quite interested in me and asked me lots of questions!

**Interviewer:** Has this changed what you think about celebrities?

**Terry:** It has. At the end of the day, they're just people. I mean, everyone needs their own space, time, you know, that's obvious, and I've always respected that. But it became obvious that many of them have similar worries to you and me. And that is what this book shows – not so much the differences but more the things that are similar. If you take the example of ...

### Answers

Refer to the underlining in the audioscript above for where the answers come.

- 1 C. A is wrong because although he mentions 'staff', this is in connection with what the celebrities have done for them; B is wrong because he says that 'typical routines' are already known.
- 2 C. A is wrong because he doesn't mention hosting parties himself; B is not suggested.
- 3 A. B is not suggested; C is wrong because he 'looked closely at them' but didn't try to copy their behaviour.
- 4 B. A is wrong because he says that it wasn't the only way of getting information; C is wrong because he says that 'I'm not saying that everyone should do it.'
- 5 B. A is wrong because the only mention of 'inviting' is Terry's inviting them to a café; C is wrong because they did notice him.
- 6 C. A is wrong because he has changed his opinion; B is wrong because he has always known that.

- 4** Put students into small groups to discuss Terry's methods. Ask them to choose a student to make notes. After about five minutes, tell the person with the notes to move to another group. Give them about two minutes to report their group's opinions and reasons. Repeat until students end up in their original groups.




## SPEAKING Discussing a topic (2)

- 1 Ask students to make a note of ideas to answer the questions before putting them into pairs to discuss their ideas. Monitor and join in with the discussions. Bring the class together and report back any interesting points you heard.

### Mixed ability

Write the following ideas on separate slips of paper: *famous people want to be in the news, famous people don't want to be followed by the press all the time, children didn't ask to be famous.* Give students one or two slips of paper to get them thinking if you feel they need help with ideas.

- 2  2.19 Tell students they will listen to two people discussing the questions. Play the recording for them to see if they hear any of their ideas mentioned. Allow them to compare their answers with a partner before checking as a class.

### Audioscript

**Speaker 1:** We're all so curious about celebrities and we want to find out everything, don't we? Can anyone famous really have a private life? What do you think?

**Speaker 2:** It depends, doesn't it? I mean, top celebrities are always in the news and many of them love that. But some famous people hate it when photographers and journalists run after them the whole time. I don't think it's fair in that situation.

**Speaker 1:** That's an interesting point.


**Speaker 2:** So, do you agree that journalists should leave celebrities alone?

**Speaker 1:** I'm not sure, because it's part of who they are. You know, they've chosen to become famous, so they have to play that role in public, right?

**Speaker 2:** Well, maybe. But what about the children of famous people? Don't they deserve a normal family life?


**Speaker 1:** Yes, of course they do. And their parents can give them that – actually, I think it's up to them to protect their kids, isn't it?

**Speaker 2:** Yes, if they can ...

- 3  2.19 Read the questions aloud. Point out that, in conversation, two people participate, and it is polite to encourage your partner to join in. Tell students that in speaking exams they will usually be assessed on whether or not they involve each other in their conversation. Play the recording for them to listen and answer the questions. Discuss answers as a class.


### Answers

Both speakers contribute about the same amount; they involve each other in the discussion by asking questions and commenting on what the other speaker has said.

- 4  2.19 Direct students to the *Prepare* box. Put them into pairs to tick any of the phrases they remember the speakers using. Play the recording again for students to check their answers.

### Answers

What do you think?, But what about ...?, Do you agree that ...?, That's an interesting point., It depends, doesn't it?, I'm not sure, because ...

- 5  Monitor, and give suggestions if necessary, as students add two of their own questions. For example, *What would you have done? Would you try to keep your life as private as possible? How would being famous affect your family?*

Put students into pairs to discuss the questions. Monitor and listen for accurate use of *have something done*. Give positive feedback when they use phrases to keep the conversation going.

### Cooler

Put students into pairs and set a short time limit for them to brainstorm the names of famous people who have been in the news recently, and the reasons why. Put students into different pairs. They take turns to say a name and ask their partner why they have been in the news. In feedback, ask students to say the name of a celebrity for others in the class to say why they have been in the news.

### Project

Put students into small groups and tell them to use the internet to find out more about three famous people from any era. They note what they are famous for, if they have a family, if they have ever done anything to help other people and any other interesting information about their public and private lives. Tell students to make a poster giving this information. Ask students to distribute the work between them, and to plan when they can meet to make their poster. Display the posters around the classroom for others to read.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 162

Vocabulary list page 143

#### Video

The celebs

Speaking Part 4

#### Workbook

Unit 18, page 72

#### Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks