



UNIT 10 FAN WORSHIP

UNIT OVERVIEW

In this unit, students will:

-  Read and listen to Joy's story.
- Answer multiple-choice comprehension questions to show understanding of the story.
-  Consider three alternative opinions about Joy's behavior.
- Study the Opinion Network to learn expressions for varying degrees of agreement or disagreement.
- Extend the Topic by talking about appropriate fan behavior.
- Read a Culture Corner extract about the top ten rock groups of all time.
- Share ideas about their favorite band, singer, or actor.
- Listen to a follow-up video extract from Mike giving his views about Joy's behavior.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Richard's unit introduction.

The Issue

In this unit, Joy, a university student, talks about her love for the rock group ALIVE. She believes that ALIVE saved her life. Now she worships them. She follows them to their concerts around the country. But her parents and her friends worry about her. The issue concerns rational behavior. What is "over the top" fan behavior? What is "going too far"? What should you do if your friend or family member is acting strangely?

Questions Raised

- What is appropriate fan behavior? What types of behavior are considered unhealthy? Which are OK? When are fans going too far?
- What can parents do if their son or daughter is acting strangely? How can a parent know if their child is really "in trouble"? When is it best to just leave your teenager alone?
- What should friends do when someone is behaving weirdly? Should they talk to their friend's family, a teacher, or directly to the friend?


To Keep in Mind

- Fan behavior differs from culture to culture. What is acceptable fan behavior in one culture could be offensive and unacceptable in another.
- Similarly, acceptable fan behavior varies with age groups. Adults who exhibit certain actions might be thought of as acting childish.
- Likewise, acceptable fan behavior is related to gender in many cultures. For example, the way a teenaged girl reacts to her favorite music group may not be acceptable for a teenaged boy.

TEACHING GUIDE

Getting Ready

→ Before the students, in pairs, discuss the two questions, make sure that everyone has some idea about the meaning of *fan*. You could brainstorm with the students, and write their responses on the board. You could point out that it is derived from *fanatic*. (Note: the icon in the title at the top of the page is used as a play on words, so be sure your students understand the difference in meaning.)

 **Teaching tip:** After the students have discussed the questions in pairs, check that everyone has the correct answer for #1. Then ask for volunteers for #2. To encourage students to open up, you may want to give your own example of belonging to a fan club first.

Situation

→ Read the introduction to the story to the students. Then have them listen to the story to learn what Joy's problem is. You might want to have the students listen to the CD a second time. Check their understanding. Then, have them open their books and follow along as they listen a third time.

🎧 **Teaching tip:** Males and females might react differently to Joy's situation. To bring out possible differences, you might want to group girls with girls and boys with boys, and then solicit their reactions.

Check Your Understanding

Answer Key

1. c 2. a 3. b 4. b

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, have your students discuss the opinions of Shingo, Anna, and Iris. Discussion should be done in pairs or small groups.

🎧 **Teaching tip:** You could use the format in B where one student asks, "Do you agree with _____?" OR "Do you think...?" The second student gives his or her opinion and follows up with a short explanation. It may be a good idea to model one example with a student using the sample speech bubbles.

✂ **Culture Point:** Anna says that Joy "should go to a doctor." Anna is not suggesting that Joy is injured or hurt, but that she may have emotional or mental problems. In many Western countries, it is common to see a doctor for emotional or mental problems.

Extending the Topic: Would you do it?

→ Have students work individually when filling out the questionnaire on fan behavior, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read and answer the questionnaire. The more clearly they have understood these statements, the easier it will be for them to do the following discussion activity. Make sure students understand the three column headings before they start.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of Top Ten Rock Groups of All Time. Then write a few questions on the board for discussion. For example: How many of these groups are you familiar with? Do you like any of these rock groups? If yes, which ones? Because this list focuses mainly on American and British rock bands, ask your students to create a top ten list of the best music groups from their own countries.

Sharing My Ideas: My favorite...

→ Choose

There are three choices: favorite band, singer, or actor. If some students don't have a favorite among these three, you could give them one more choice: favorite sports team.

→ Prepare and Rehearse

The Presentation Tip for this activity says, "If possible, include a music/movie clip." If you want students to include audio or visual aids, assign Steps 1 and 2 for homework and ask them to bring in a movie or music clip.

Once students have answered the questions in the Prepare box, encourage them to study their notes before rehearsing with a partner, as they are going to practice with their books closed. Remind them to use the Language Hints. In this unit, the listener must give the speaker a score for enthusiasm and providing strong reasons. Make sure they understand that 5 is the highest score.

Sample Presentation

My favorite band is the Beatles. I know they are not together anymore, and that two of the Beatles have died. I love their music because their songs tell stories. I love their rhythm, too. Also, I like how they perform. I am a big fan. I have collected all of their CDs. I also have watched their movies. I really, really love the Beatles! They are incredible!

→ Present

Have students change partners, or put them into small groups. Go over the Listener task as a class. Be sure students understand that they will prepare one question to ask the presenter at the end of the presentation.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Have students evaluate the presenter. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|--|-----|
| 1 – The presenter’s voice was clear. | Y N |
| 2 – The presenter sounded confident. | Y N |
| 3 – The presenter showed enthusiasm for the topic. | Y N |
| 4 – The presenter gave strong reasons. | Y N |
| 5 – The presenter answered the questions at the end. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in front of the class, have each student grade him or her.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Mike’s opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Mike

In the case of this young woman, the rock band is as much a part of her life as university, as her family. She feels really strongly about this band because they helped her when she was in a dark place in her life. They helped her move on. The band is actually a part of who she is. Her studies aren’t really suffering because of it. She pays for the concerts herself because she works part-time, so she’s showing responsibility in that respect. I think that it’s a very important part of her life and I think that she’s entitled to her obsession. Other people may be somewhat jealous in that they don’t have something that fills their life as much as this does for her. I think they should at least accept, if not support, her in this regard. Basically, I think she’s lucky. She’s got something very important in her life. It makes her whole. She should go with it.

Video Script

In my opinion, the rock band is as much a part of her life as university, as her family. She feels very, very strongly about this band. They helped her when she was in a dark place in her life. They helped her move on. It’s part of who she is. Her studies aren’t suffering because of it. She pays for the concerts herself. She works part-time. She’s showing responsibility in that respect. Ah, I think it’s a very important part of her life and she’s entitled to her obsession.

Other people...maybe perhaps they’re somewhat jealous in that they don’t have something that fills their life as much as this does for her. Ah, I think they should at least accept, if not support, her in this regards. Basically, ah, I think she’s lucky. She’s got something very important in her life. It makes her whole. It’s good. Go with it.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

A. **Understanding the Situation:** The focus is on understanding why Joy worships ALIVE, how her family and friends feel about her unusual lifestyle, and how she reacts to their concerns. Students answer five multiple-choice questions.

B. **Vocabulary:** The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. **Expressions:** The focus is on you check students' understanding of expressions or phrases from What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

A. 1. a 2. b 3. 4. d 5. d

B. worried, fail, tired

C. 1. b 2. a

LINKS

If you would like the class to do additional research on fan worship, here are some useful links:

Teenage fan worship in the 20th century:

<http://www.sunshineday.com/neugast/>

Current teen idols:

<http://www.teenidols4you.com/>

Fifty greatest teen idols:

http://www.vh1.com/shows/dyn/the_greatest/67297/episode.jhtml