

4 True or False? Are these sentences true or false? Correct the false ones.

- 1) Sam used to be a police officer.
- 2) It is often dangerous for celebrities in the US or Europe.
- 3) Women bodyguards are well paid.
- 4) Working as a bodyguard is a good job for someone with a family.

5 Vocabulary #2 Complete these sentences using your imagination.

- 1) One downside of my job is
- 2) are sometimes armed in my country.
- 3) has a glamorous lifestyle.
- 4) I would be under a lot of strain if
- 5) The celebrity I admire most is because

6 Roleplay Interview with a bodyguard

Student A

You are a bodyguard. Student B is an interviewer. He/she will ask you questions. Before you begin, make notes about your job, including **who** you are protecting.

Student B

You are an interviewer. Student B is a bodyguard. Think of some questions to ask him / her about the job.

7 Discussion

- Would you like to be a bodyguard?
- Why do you think people choose to be bodyguards?
- Have you ever seen the movie 'The Bodyguard'? What did you think of it?
- Who protects government leaders in your country?
- Your questions!

The Bodyguard: Teaching Notes

Target Structure:	Reading and Speaking
Vocabulary:	General
Level:	Intermediate +
Time:	1 hour
Preparation:	None

Suggested Teaching Method

- 1 The first exercise introduces the topic. Elicit some answers from your students. You could elicit the word 'protecting' as it comes up in the interview.
- 2 Students can work alone and check in pairs. Go through the answers with the group.
- 3 Draw your students' attention to the questions on the right. Have them write the complete question in the space. Students can work alone, and then check in pairs.
- 4 Students can work in pairs. Make sure the students correct the false statements - and not just write 'false'. Go through the answers with the group.
- 5 Again, students can work alone, and then check in pairs. Go through the answers with the group. Accept any answers that are grammatically correct and make sense.
- 6 Assign pairs, making sure that students are working with someone they haven't worked with already in this lesson, if possible.
Students should read the cards. It might be best if the students first decide together *who* the bodyguard is protecting. Have students choose someone well known. Allow a few minutes preparation time. Student 'B' can think of some questions to ask. Explain that it is fine to ask the same questions as in the text, but additional questions are also needed. Student 'A' should try to anticipate the questions, and think of some answers.
When the students do the role-play, make sure the conversation starts with a natural lead in. ("On tonight's show...")
- 7 Leave plenty of time for class discussion. To maximize student talking time, it's best to put students in pairs, or small groups. Students should read all the questions first, before beginning the discussion.
While the students are speaking, monitor the conversations, but try not to interrupt. When the discussion comes to a close, ask a few of the questions yourself, and go through any points of English you made a note of while monitoring.

Answer key (Other answers may be possible.)

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| <p>2</p> <p>1) a celebrity (n)
2) armed (adj)
3) glamorous (adj)
4) a downside (n)
5) strain (n)</p> | <p>a famous person
having a weapon
attractive-looking
a negative thing
pressure</p> | <p>3</p> <p>1) How did you become a bodyguard?
2) Is it a dangerous job?
3) Do you have a glamorous lifestyle?
4) What are the downsides of being a bodyguard?</p> |
| <p>4</p> <p>1) True
2) False. The risk is very low.
3) True
4) False. The endless travel can put a strain on your family life.</p> | | |