

# B2 First for Schools: Entertainment poster lesson plan and activities

This lesson plan, optional follow-up and two extra activities are designed for use with the B2 First for Schools Entertainment poster.



# Lesson plan

## Procedure

### Time required:

- 60 minutes + 30 minutes in the following lesson (optional)

### Materials required:

- Student worksheet
- Mini whiteboards/A4 paper and marker pens

### Aims:

By the end of the lesson the students will have:

- reviewed some useful phrasal verbs related to entertainment
- practised giving extended answers to questions
- built on their ability to produce an organised and cohesive article using a range of grammar and vocabulary accurately with a reader in mind.

### Warm-up (5 minutes)

**'Music expresses that which cannot be said.'** Victor Hugo

Draw students' attention to the above quote on the poster. Ask questions around the ideas in the quote.

For example:

- How do you feel when you listen to music?
- Do you listen to the same music when you are happy and when you are sad?
- Does all music make you feel the same way?

Ask them to give examples of music that they listen to and when they like to listen to it.

Elicit from students what they think the quote means and if they feel the same way about music as Victor Hugo. Generate a class discussion around the students' ideas.

## Vocabulary focus

### Student worksheet Exercise 1 (10 minutes)

Ask students to do Exercise 1. If possible, they should compare their answers with the students nearest to them, so they can pool their knowledge before checking with a dictionary, e.g. the [Cambridge Dictionary online](#), or with the teacher.

Feedback: Clarify and check understanding by using concept-checking questions. For example:

1. When you dress up do you wear the same clothes as you wear to school, or different? (different)
2. Do you dress up for a special occasion, or to watch TV? (special occasion)

## Practice

### Student worksheet Exercises 2 and 3 (10 minutes)

Students complete the questions with a phrasal verb from the box.

Pair check and elicit feedback (see [Answer key](#), Exercise 2).

Further clarification might include:

- pointing out that *put on* is separable, e.g. I **put** my coat **on**/I **put on** my coat
- modelling and drilling to practise pronunciation of difficult words or to highlight features of connected speech or weak forms such as:  
I'm really into K-pop.  
/ɪntə/

See [Language summary](#).

Students then ask and answer the questions with a partner.

**Exam strategy: Encourage students to add extra information, not just give one-word answers.**

## Options for socially distanced classrooms

Students can use mini whiteboards or A4 paper to write their answers and hold them up.

Display an answer key instead of nominating students in open class.

Discuss the questions as a class. Nominate different students to choose a question they want to ask their classmates. Allow them to lead the discussion on it.

## Focus on writing

### Set up writing task (5 minutes)

Tell students they are going to write a short article as part of a piece on teenagers' music interests for an online newspaper.

Ask students to work in pairs to discuss the following question and list any ideas in their notebooks.

- What do you think a good journalist does before they write an article and submit it to a newspaper?

Possible student answers: *A journalist reads the brief (the instructions for the writing task), thinks who their readers might be, organises their ideas, writes a draft, edits and proofreads, submits it to an editor to check.*

**Exam strategy: Like journalists and other effective writers, students should allocate some time to planning and checking their work in the exam.**

## Options for socially distanced classrooms

Give students time to think and note down their ideas individually before nominating students to share their answers with the class.

## Read instructions

### Student worksheet Exercise 4 (5 minutes)

Tell students they are going to follow the process of a good journalist to write their article. First, they should read the instructions from their editor carefully and underline the key words.

*Interview a student and write a short article for a music magazine.*

- *What kind of music do they listen to?*
- *When do they listen to music?*
- *How do they choose what music to listen to at different times?*

*Find out the answers to these questions.*

*Write your article in 140 to 190 words.<sup>1</sup>*

**Exam strategy:** Encourage students to underline the key words in the instructions, so they include all of the key points in their answer.

### Interview a partner (10 minutes)

Put students in pairs to interview each other. Encourage them to ask for additional information if it seems relevant and re-use some of the questions or phrasal verbs from Exercises 1 and 2.

They should make detailed notes of their partner's answer.

## Options for socially distanced classrooms

If pair work is not possible, this task also works if students write about themselves.

At this stage they can make notes of their own answers to each of the questions.

### Organise your ideas (5 minutes)

**Exam strategy:** In the B2 First for Schools Writing paper marks are awarded for organisation and appropriate style of writing. Students should take time to plan what they will write in the exam and consider who the reader will be.

Elicit from students some ways of organising their ideas into paragraphs (*each paragraph could respond to a different question or they may have other ideas of how to group their ideas thematically*).

Ask for suggestions on how to start and conclude the article. How will they get the reader's interest? Who might the reader be and how will this impact on the style of writing? Write the ideas they generate on the whiteboard. Ask them to make notes in their notebooks.

Give students a couple of minutes to organise the ideas from their notes into two or three paragraphs.

### Write first draft (remainder of lesson)

Students start the first draft of their article in their notebook. This will be finished as homework. It can be helpful for students to start their first draft in class because the teacher is available to answer any questions, which will help build their confidence about writing.

It's a good idea to get them to write it in pencil if you are going to get them to proofread and edit it in the following lesson.

## Homework

Students finish their first draft. This could simply be taken in and marked in the following lesson if you are short on time. See below for an optional 'Proofread and edit' stage to conduct at the beginning of the following lesson.

## Proofread and edit (optional)

### Student worksheet Exercises 5a to 5d (15 to 20 minutes)

**Exam strategy:** Students should take some time to proofread their work in the exam.

Ask students to work in pairs to categorise the checklist items on the worksheet into DOs and DON'Ts to prepare a checklist to help them edit their work before submitting it.

Feedback (see **Answer key**) – Ask the class to reflect on any other areas they need to improve in their writing and add to the checklist.

Students proofread and edit their article before handing it in for marking.

## Options for socially distanced classrooms

If it is not possible for students to work together, give them prompts to help them self-correct before sharing answers in open class. You could:

- give students clues as to how many Dos there are and how many Don'ts
- gradually reveal the answers on a slide or on the board.

# Student worksheet

## Vocabulary focus

1. Look at the phrasal verbs in the boxes. Tick (✓) the ones you know, put a cross (✗) next to the ones you don't know and put a question mark (?) next to any you are not sure about.

|              |            |               |          |           |         |
|--------------|------------|---------------|----------|-----------|---------|
| be into      | break into | chill out     | dress up | get into  | join in |
| keep up with | show off   | sing along to | sell out | tune into |         |

## Practice

2. Now use the phrasal verbs from Exercise 1 to complete the questions. You may need to change the form of the verb.

- Do you like *singing along to* music? Do you know lots of lyrics? Is it easy for you to *join in* a song?
- Do you ever \_\_\_\_\_ podcasts? Which ones do you recommend?
- What kind of music \_\_\_\_\_ you \_\_\_\_\_? When did you first \_\_\_\_\_ it?
- What music do you put on when you want to \_\_\_\_\_ and relax?
- Do you \_\_\_\_\_ trends in music? What is popular at the moment?
- Have you ever been to a concert that \_\_\_\_\_?
- Do you enjoy \_\_\_\_\_? Would you like to \_\_\_\_\_ in a fancy costume and perform in front of a huge audience?
- Do you think it is easy to \_\_\_\_\_ the music business?

3. Ask and answer the questions with a partner.

## Focus on writing

4. Read the journalist's instructions below and underline the key words. Imagine who your readers could be. Do you think you will need to write in a formal or informal style?

Interview a student and write a short article for a music magazine.

- What kind of music do they listen to?
- When do they listen to music?
- How do they choose what music to listen to at different times?

Find out the answers to these questions.

Write your article in 140 to 190 words.

5. a. Look at the items from a writing checklist below. Tick the box if they are DOs (✓) or put a cross if they are DON'Ts (✗).

- Connect your ideas with linking words.
- Use synonyms and pronouns to avoid repeating the same word too many times.
- Check carefully for typical mistakes like missing third person 's', articles and subject-verb agreement.
- Write everything in one big paragraph.
- Write in an extremely formal, academic style.
- Include answers to all of the questions in the task.
- Write a lot more than 190 words if you can.
- Check for spelling and punctuation (full stops, commas, capital letters) mistakes.
- Use simple vocabulary and grammar.

b. How could you rewrite the items you crossed to make them DOs?

c. Reflect on writing you have submitted in the past. Are there any other areas you could work on? Add these to your checklist.

d. Now, look back at your first draft. Use the checklist you have made to help you proofread and edit your work before you hand it in.



# Language summary

## Phrasal verbs

| Phrasal verbs                      | Definitions <sup>2</sup> and examples   |
|------------------------------------|---|
| be into<br>/ˈɪn.tuː/               | <i>to really like something or someone</i><br>Example: I'm <b>into</b> K-pop. I go to as many concerts as I can.  |
| break into<br>/ˌbreɪkˈɪntuː/       | <i>to begin working in a new business or area</i><br>Example: Lots of pop stars these days <b>break into</b> the music business by streaming their music on social media.   |
| chill out<br>/ˌtʃɪlˈaʊt/           | <i>to relax (informal)</i><br>Example: I like to <b>chill out</b> by listening to music or painting.  |
| dress up<br>/ˈdresˈʌp/             | <i>to put on formal or special clothes</i><br>Example: I <b>ressed up</b> in a suit to go to my brother's wedding.  |
| get into<br>/ˌgetˈɪntuː/           | <i>to become interested in an activity or subject</i><br>Example: I <b>got into</b> K-pop when I visited South Korea last year.   |
| join in<br>/ˌdʒɔɪnˈɪn/             | <i>to become involved in an activity with another person or people</i><br>Example: I can never <b>join in</b> a song because I know hardly any lyrics.  |
| keep up with<br>/ˌkiːpˈʌp wɪð/     | <i>to continue to be informed about something</i><br>Example: I can't <b>keep up with</b> all the different kinds of music these days.  |
| put on<br>(separable)<br>/ˌpʊtˈɒn/ | <i>to start a piece of equipment or to place a recording in a device that will play it</i><br>Examples: <b>Put</b> Spotify <b>on</b> and let's listen to some music./ <b>Put on</b> Spotify and let's listen to some music. |
| show off<br>/ˌʃəʊwˈɒf/             | <i>to behave in a way that is meant to attract attention or admiration and that other people often find annoying</i><br>Example: I think you have to enjoy <b>showing off</b> to be an actor or singer.                     |
| sing along to<br>/ˌsɪŋəˈlɒŋ tuː/   | <i>to sing a piece of music while someone else is singing or playing it</i><br>Example: I like listening to the radio and <b>singing along to</b> my favourite songs in the car.  |
| sell out<br>/ˌselˈaʊt/             | <i>to sell all of the supply you have of something (e.g. concert tickets)</i><br>Example: I tried to buy tickets for the Kendrick Lamar concert but it had <b>sold out</b> .  |
| tune into<br>/ˌtjuːnˈɪntuː/        | <i>to watch or listen to a particular radio station, TV channel or podcast</i><br>Example: I like to <b>tune into</b> the radio in the morning while I get ready for school.  |

# Answer key

## Exercise 2

- b) tune into
- c) are ... into / get into
- d) chill out
- e) keep up with
- f) sold out
- g) showing off / dress up
- h) break into

## Exercise 5a

- Connect your ideas with linking words.
- Use synonyms and pronouns to avoid repeating the same word too many times.
- Check carefully for typical mistakes like missing third person 's', articles and subject-verb agreement.
- Write everything in one big paragraph.
- Write in an extremely formal, academic style.
- Include answers to all of the questions in the task.
- Write a lot more than 190 words if you can.
- Check for spelling and punctuation (full stops, commas, capital letters) mistakes.
- Use simple vocabulary and grammar.

## Exercise 5b

### DON'T

- Write everything in one big paragraph.
- Write in an extremely formal, academic style.
- Write a lot more than 190 words if you can.
- Use simple vocabulary and grammar.

### DO

- Organise your text into clear paragraphs.
- Write in a style appropriate to your reader.
- Write between 140 and 190 words.
- Use a range of both simple and more complex vocabulary and grammar.

# Extra activities

## ? Extra activity 1: 20 questions

### Time required:

- 10 minutes

### Materials required:

- No materials needed

### Aims:

- Vary the classroom dynamic
- Practise asking yes/no questions

### Set up

Elicit a list of names of famous people from films, TV and music and write their names on the board.

Try to use some of the phrasal verbs from the poster before you elicit names from the class. E.g. Ask the class what kind of music/films/TV they *are into*. Do they *keep up with* the trends in music and films?

What kind of music or films do they *chill out to*?

Tell the class you are thinking of one of the names on the board. The class has 20 questions to try and find out who it is.

The questions must be yes/no questions. Give some examples if the students are not familiar with the game:

- Are you an actor?
- Have you been in lots of action films?

The students can work in pairs/groups to come up with questions if your situation allows.

### Activity

Nominate students to ask a question in turn. Keep a note of how many questions they have asked.

### Feedback

Congratulate and reward the winner – this can be with something as simple as a round of applause from the class. If time allows, the winner can then take a turn to choose a celebrity.

## Ⓑ Extra activity 2: Bingo

### Time required:

- 10 minutes

### Materials required:

- One bingo card for each student
- Bingo caller's card

### Aims:

- Vary the classroom dynamic
- Review phrasal verbs related to entertainment

### Set up

Tell students they are going to play a bingo game to review the prepositions in different phrasal verbs.

Explain the rules:

1. Students each have a bingo card with different prepositions on it.
2. The aim is to get three correct answers in a row – vertically, horizontally or diagonally (draw arrows to show this on the board).
3. When a student gets three in a row, they should shout 'bingo'.
4. They can only cross out one preposition for each sentence.

Demo with an example:

'I'm really "*bleep*" rock music.' Elicit the missing preposition from the students. Tell them if they have this preposition on their cards, they should cross it out.

### Activity

Read the sentences in random order, giving time for the students to cross off the preposition if they have it on their card.

There are lots of ways to vary the activity, e.g. students could be asked to write sentences with the phrasal verbs for extra points.

The game can be played several times with multiple winners. The first person to get three rows could be the winner, etc.

### Feedback

Check that students' answers are correct when they shout 'bingo'. Congratulate and reward winners – this can be with something as simple as a round of applause from the class.

## Extra activity 2: Bingo materials

### Bingo caller's card

Read the sentences below in random order without saying the preposition. Tick them off as you go.

|   |   |   |
|---|---|---|
| What kind of music are you ...?<br><i>(into)</i>                  | You need to be very talented to break ... show business.<br><i>(into)</i> | I chill ... by listening to relaxing music.<br><i>(out)</i>                           |
| I usually get dressed ... to go to the theatre.<br><i>(up)</i>    | I got ... rap music when I was a teenager.<br><i>(into)</i>               | It's hard to keep ... all the new movies and TV shows these days.<br><i>(up with)</i> |
| I sing ... the radio when I'm in the shower.<br><i>(along to)</i> | Tickets for the Taylor Swift concert sold ... in 2 hours.<br><i>(out)</i> | I usually tune ... Radio 1 when I get ready for school.<br><i>(into)</i>              |
| Our school puts ... a show every year.<br><i>(on)</i>             | I'm too shy to join ... when someone starts singing.<br><i>(in)</i>       | My sister wants to be an actress. She loves showing ...<br><i>(off)</i>               |

### Option 1 – Printed bingo cards

Print the 12 bingo cards (see opposite) and cut along the dotted lines. Give one card to each student.

### Option 2 – Students build their own bingo cards (to save on cutting out cards)

Ask your students to draw a 3 x 3 grid on a piece of paper. Get them to fill each box in the grid with a preposition from one of the phrasal verbs on the poster. They should put them in a random order. Some prepositions can be used more than once e.g. *into* which is in four of the verbs.

### ★ Tip

If you have a large class and need more bingo cards, you can create these using a free online bingo card creator like [My Free Bingo Cards](#). Simply type in the 12 sets of prepositions needed to complete the sentences in the bingo caller's card above.

## Extra activity 2: Bingo cards 1

|      |          |         |      |          |         |
|------|----------|---------|------|----------|---------|
| into | into     | up      | out  | up       | off     |
| into | in       | off     | into | into     | out     |
| out  | along to | up with | in   | into     | into    |
| out  | up with  | into    | into | in       | off     |
| into | off      | in      | into | into     | out     |
| on   | along to | out     | out  | up       | into    |
| into | along to | off     | into | into     | into    |
| out  | in       | into    | off  | along to | up with |
| up   | up with  | into    | out  | into     | out     |



## Extra activity 2: Bingo cards 2

|         |          |          |         |         |          |
|---------|----------|----------|---------|---------|----------|
| into    | on       | into     | up      | out     | along to |
| up with | in       | off      | into    | in      | into     |
| up      | out      | along to | into    | into    | off      |
| out     | out      | in       | into    | into    | on       |
| into    | into     | up with  | off     | in      | along to |
| off     | on       | into     | out     | up with | into     |
| into    | in       | into     | on      | off     | into     |
| out     | on       | up with  | out     | up      | into     |
| into    | along to | into     | up with | in      | along to |