

**UNIT 3:
LESSON B**

Performers Showtime

ENGLISH L4 (B2)

Objectives

- Understand and use phrasal verbs in context.
- Use phrasal verbs connected to communication accurately in speaking activities.

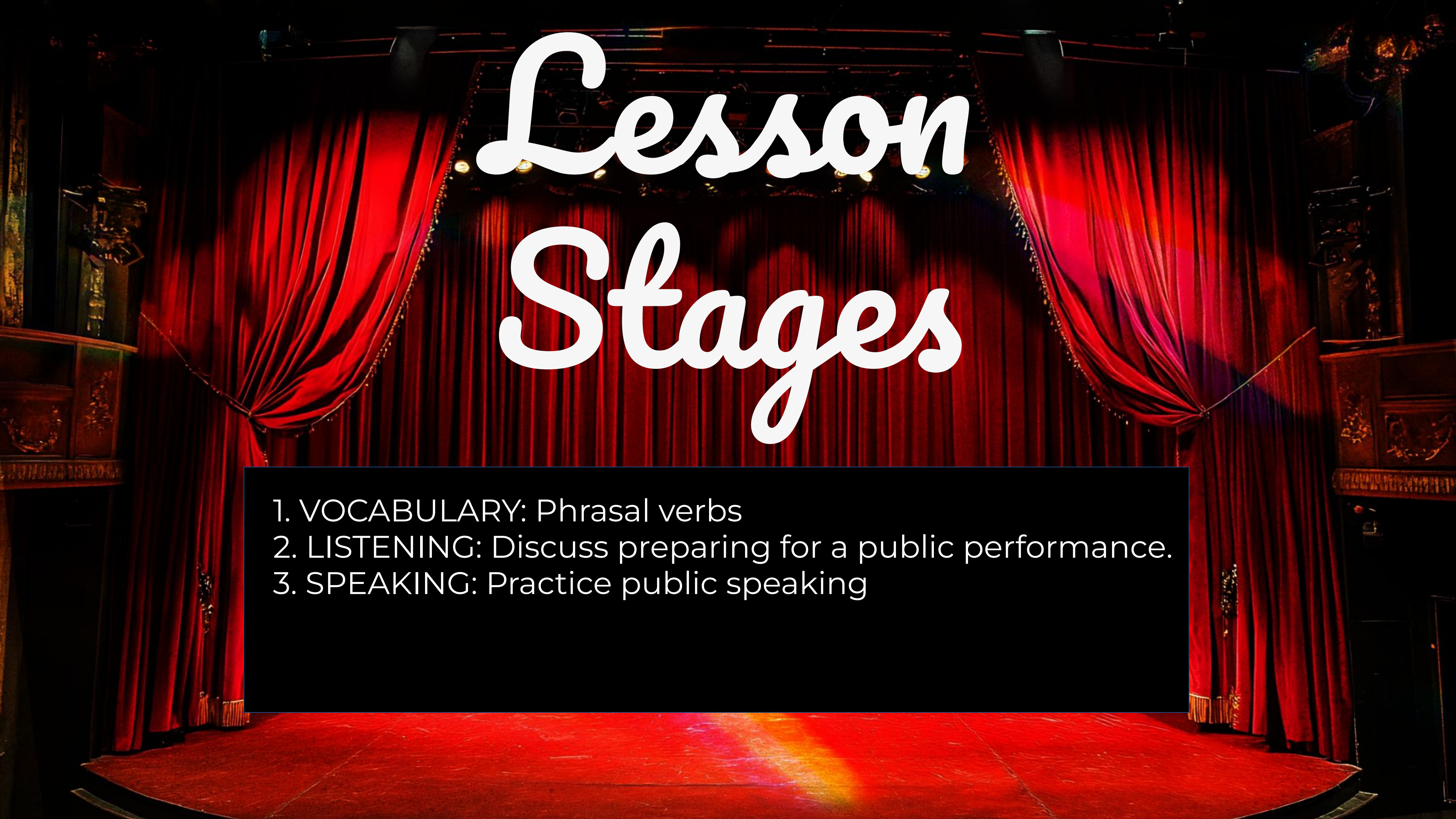




Warm-up

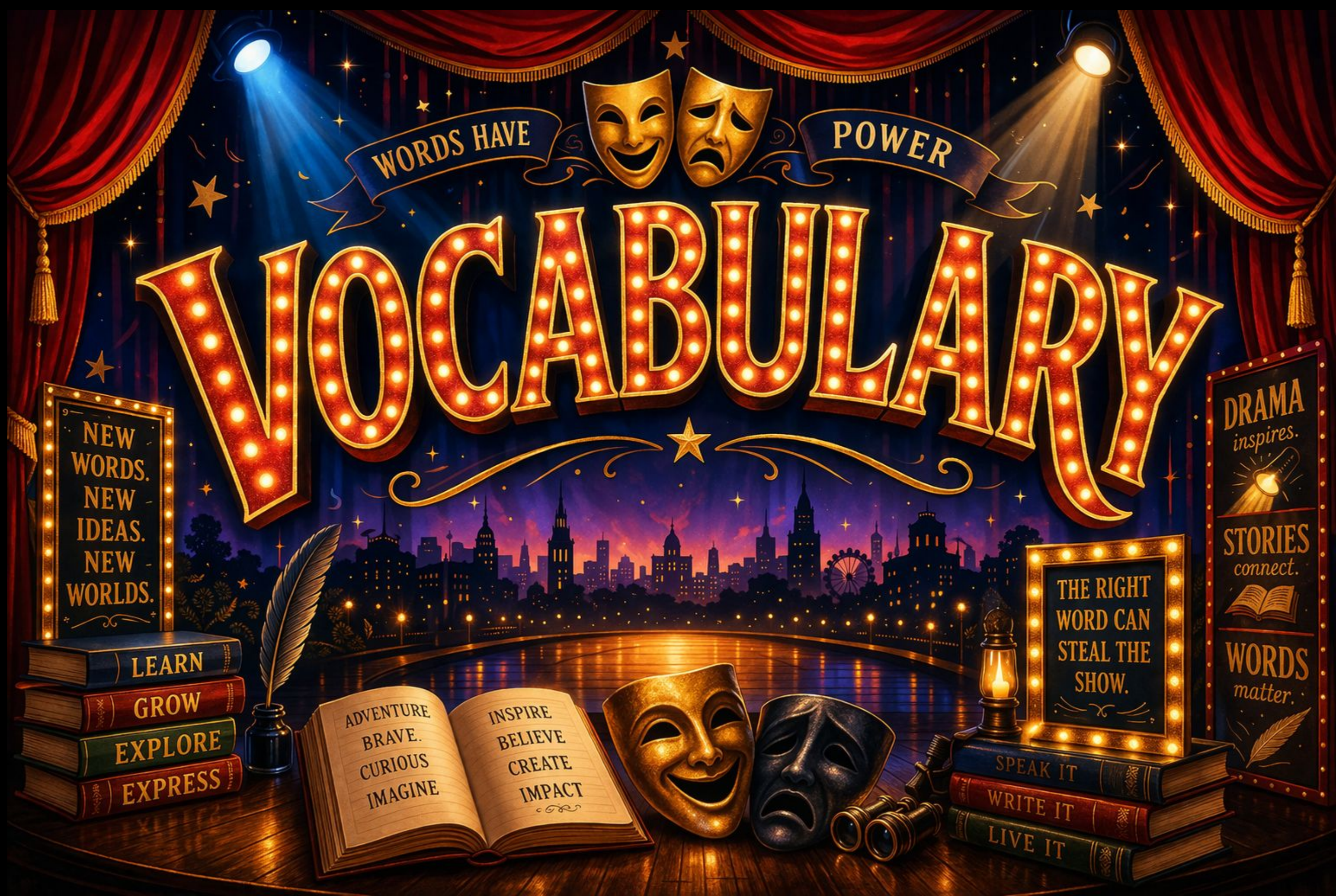
1. When do you feel most engaged in a performance (as an actor or audience member), and why?
2. Do you enjoy watching plays or live performances? Why or why not?
3. How important is theatre and performance in today's digital world?
4. Do you think people are becoming less interested in live performances? What are the reasons?
5. What small activities could help someone become more confident in performing?



A photograph of a theater stage. The stage is covered with a red carpet. Large red curtains hang on either side of the stage. A spotlight is shining on the floor in the center. The title 'Lesson Stages' is written in a large, white, cursive font across the top of the image.

Lesson Stages

1. VOCABULARY: Phrasal verbs
2. LISTENING: Discuss preparing for a public performance.
3. SPEAKING: Practice public speaking



WORDS HAVE

POWER

VOCABULARY

NEW
WORDS.
NEW
IDEAS.
NEW
WORLDS.

LEARN

GROW

EXPLORE

EXPRESS

ADVENTURE
BRAVE.
CURIOUS
IMAGINE

INSPIRE
BELIEVE
CREATE
IMPACT

THE RIGHT
WORD CAN
STEAL THE
SHOW.

SPEAK IT

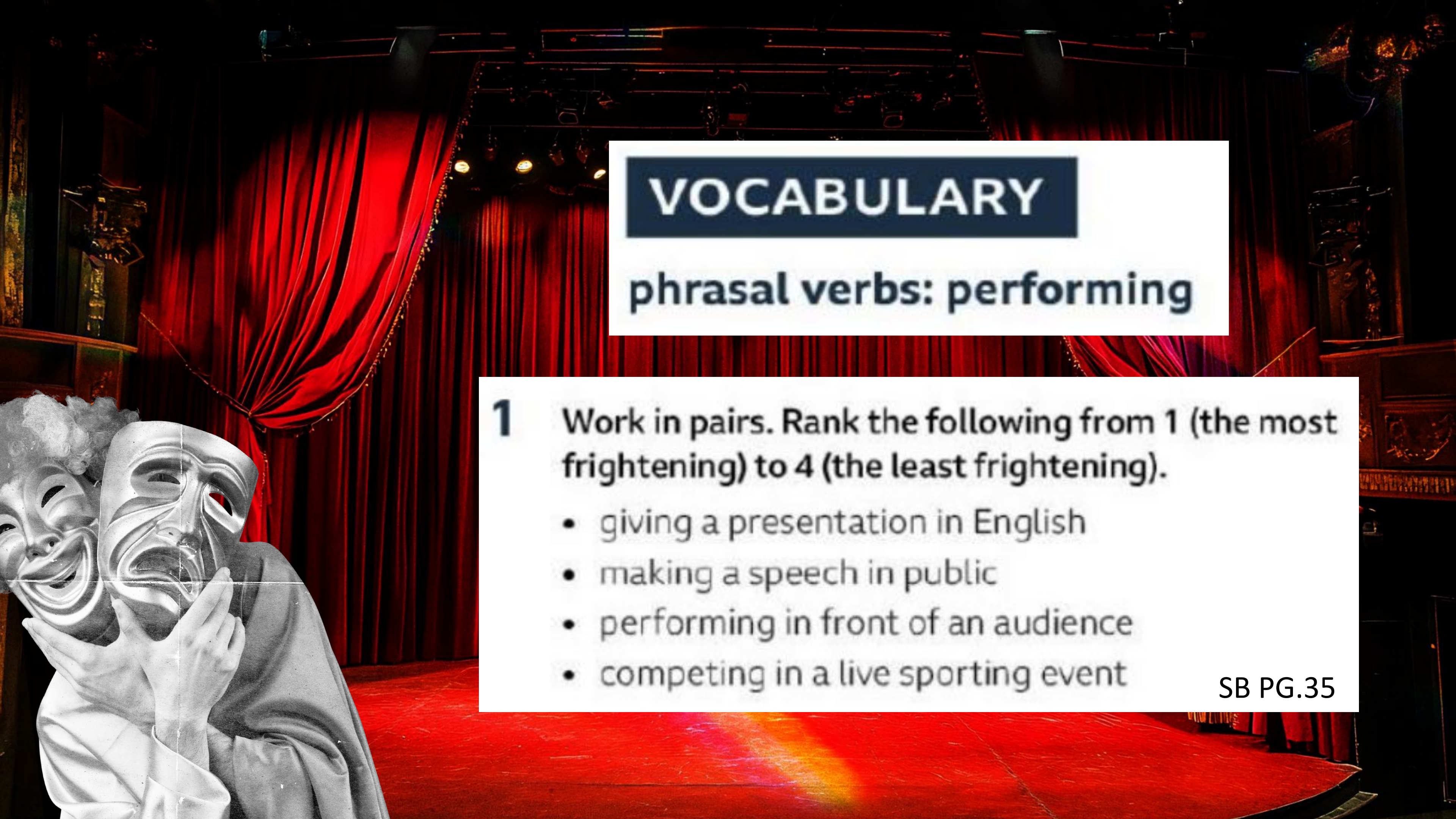
WRITE IT

LIVE IT

DRAMA
inspires.

STORIES
connect.

WORDS
matter.

The background of the slide is a photograph of a theater stage with red curtains. In the bottom left corner, there is a black and white photograph of a person wearing a mask and holding a white cloth to their face.

VOCABULARY

phrasal verbs: performing

1 Work in pairs. Rank the following from 1 (the most frightening) to 4 (the least frightening).

- giving a presentation in English
- making a speech in public
- performing in front of an audience
- competing in a live sporting event



Jaxfunnyguy_123

1 hour ago

Like | Comment | Share

Advice needed!

Does anyone have any advice for performing in public? I just did my first stand-up comedy act and, let's just say, it didn't quite **live up to** my expectations. Actually, it was a complete disaster. The worst thing is, I thought I was well prepared. I **came up with** loads of jokes beforehand and learnt them all, and I thought they were pretty funny. I was determined not to **mess up**. So I went up on stage and the lights were in my eyes and it was really hot. I started telling a joke and then someone in the crowd shouted something. It completely **put me off** and I forgot everything. I **ended up** running off stage and hiding for the rest of the evening.



SB PG.35



Vocabulary



Strawby_King2

55 minutes ago

Like | Comment | Share

Urgh! I'm sorry you had to **put up with** a heckler. As an actor, what puts me off is when people in the audience start coughing or looking at their phones! My advice is to ignore them. You just have to **carry on** and hope they stop!



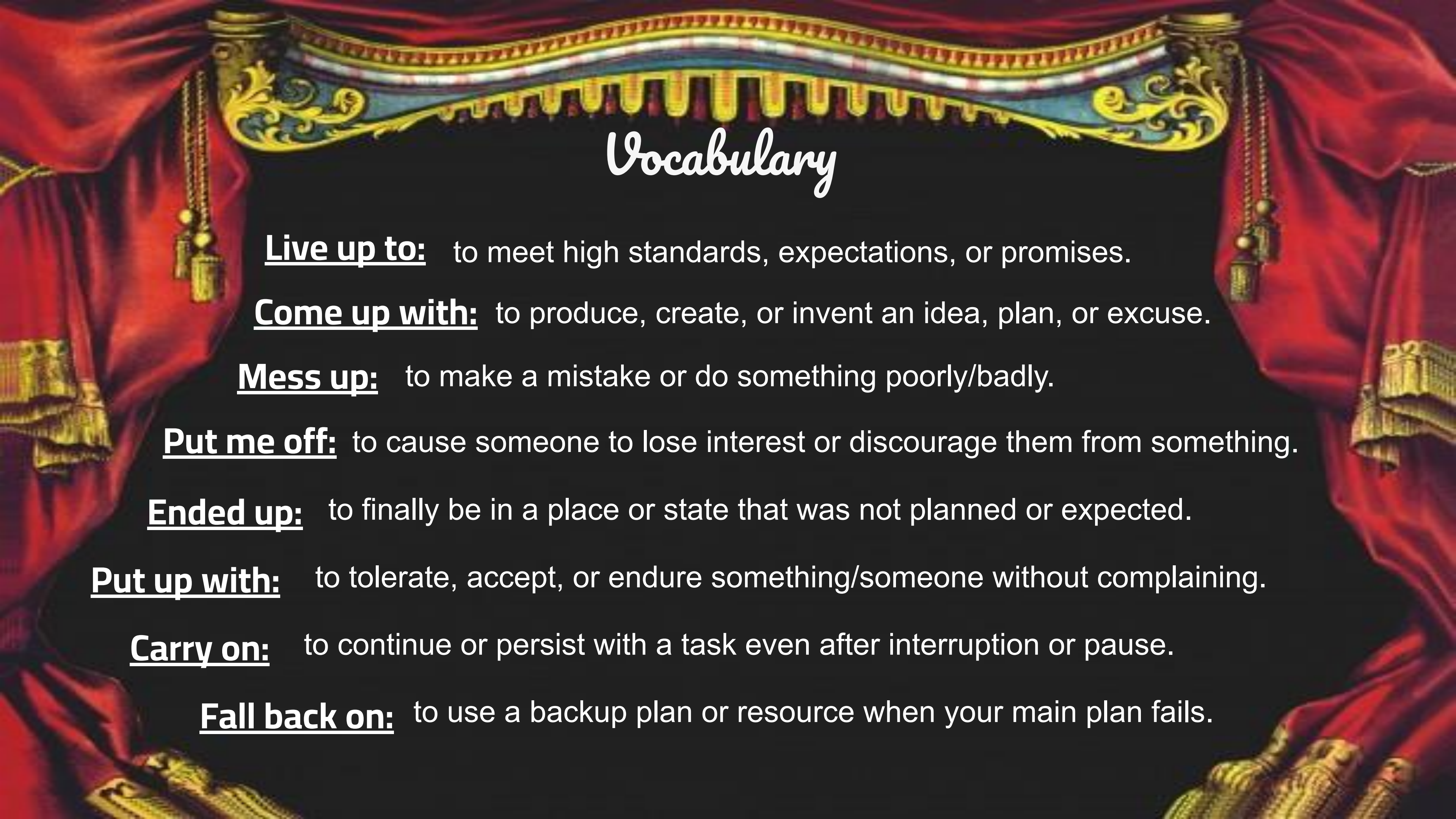
SamiraPRS

47 minutes ago

Like | Comment | Share

Try again. I remember being told I had to give a huge presentation at work once. I was so nervous I felt sick. But once you've done it a few times, it gets easier because you have more experience to **fall back on**. So when things go wrong, you know how to cope.

2A Read the social media thread. Have any of these things ever happened to you?



Vocabulary

Live up to: to meet high standards, expectations, or promises.

Come up with: to produce, create, or invent an idea, plan, or excuse.

Mess up: to make a mistake or do something poorly/badly.

Put me off: to cause someone to lose interest or discourage them from something.

Ended up: to finally be in a place or state that was not planned or expected.

Put up with: to tolerate, accept, or endure something/someone without complaining.

Carry on: to continue or persist with a task even after interruption or pause.

Fall back on: to use a backup plan or resource when your main plan fails.

GAME TIME!



WOULD YOU RATHER...

1. Pick three words from the vocabulary list.
2. Construct three questions to ask a partner using each term. E.G.
Would you rather mess up a public speech in front of a large crowd or put up with a crying baby on a twelve hour flight?

B Read the thread again and match the phrasal verbs in bold with the definitions below.

- 1 to use a method or plan after other options have failed **fall back on**
- 2 to continue doing something **carry on**
- 3 to think of an idea, plan, or solution **come up with**
- 4 to make a mistake or do something badly **mess up**
- 5 to be as good as people expect or hope **live up to**
- 6 to accept a bad situation without complaining **put up with**
- 7 to make it difficult for someone to focus **put off**
- 8 to finally do something **ended up**



Jaxfunnyguy_123

1 hour ago

Like | Comment | Share

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C Choose four topics below and write your answers.

- one thing I never mess up
- an event that lived up to my expectations
- a good idea I came up with recently
- something I ended up doing by accident
- a hobby I started as a child and carried on doing
- something I have to put up with every day

SB PG.35

D Work in pairs. Take turns to read your answers and guess which topic they match.

B: Is it a hobby you started as a child and carried on doing?

A: Yes.

B: When did you start?



1A Read each conversation and study the phrasal verbs in bold. Then choose the correct words to complete the sentences (1–8).

Ana: Can you hear me or do I need to **speak up**?

Leo: Your microphone's off!

Ana: Thanks for **pointing** that **out**!

- 1 Ana thinks she needs to speak **louder** / more quietly.
- 2 Ana thanks Leo for **giving her useful information** / fixing her microphone.

Sam: Do I need to **spell out** the message again?

Jo: No, it's clear. You can **move on** to a new topic.

- 3 Sam offers to **keep quiet** / **explain something**.
- 4 Jo suggests he can **say more about the topic** / **talk about a new topic**.

Maria: Can I **bring up** a new topic: our finances?

Stefan: Our finance director isn't here yet, so we'll **come back** to that later.

- 5 Maria wants to **start** / **stop** talking about a new topic.
- 6 Stefan suggests that they **forget about that topic** / **return to that topic later**.

Juan: That speaker **comes across** well. She communicates her ideas clearly.

Mia: Yes, she **got her message across** very well.

- 7 Juan thinks the speaker speaker created a **positive** / **negative** image of themselves.
- 8 Mia thinks that the speaker **explained her ideas clearly** / **gave too much information**.

Vocabulary pt.2

Come across: to find something by accident or to give a certain impression.

Speak up: to say what you think or talk louder.

Bring up: to mention a topic or raise a child.

Move on to: to start a new activity or leave something in the past.

Get your message across: to make sure your argument/point is understood by the listener.



Vocabulary Bank

TASK 1B +1C

B Choose the correct phrasal verbs to complete the advice for giving a presentation.

- 1 Always start with a joke, so you **come across** / **come back** as friendly.
- 2 Make sure you **point out** / **speak up** so everyone can hear you.
- 3 When you **bring up** / **spell out** a new topic, speak more slowly to emphasise it.
- 4 To **get your message across** / **speak up** clearly, use visuals like photos or pictures.
- 5 Only **point out** / **move on to** a new topic when you know the audience has understood the previous point.

C Work in pairs. Which advice in Ex 1B do you agree with? Why?



HEAR IT.

UNDERSTAND IT.

LISTENING

EVERY SOUND TELLS A STORY.

ACTIVE
EARS.
BETTER
IDEAS.



LISTEN
CAREFULLY.
THINK
DEEPLY.
SPEAK.
MEANINGFULLY.



FOCUS

UNDERSTAND

CONNECT

REMEMBER

REMEMBER

GOOD LISTENERS...

- ✓ Stay present
- ✓ Notice details
- ✓ Understand meaning
- ✓ Make connections
- ✓ Respond thoughtfully

LISTEN CLOSELY.
LEARN DEEPLY.
GROW DAILY.



TUNE IN.
THINK MORE.

KEY DETAILS

MAIN IDEAS

INFERENCES

PERSPECTIVES

Listening Tasks



LISTENING

- 3A** Work in pairs. What do you think are the best ways to prepare for a public performance?
- B** Read the information about a podcast. Who do you think it is mainly aimed at?

Up in lights

Entertainment



Up in lights is a weekly radio podcast in which Pauline Hazany talks to performers about everything from getting your foot in the door and auditioning, to writing your own material and finding an agent.

29 Jan

Stage fright



In this episode, Pauline discusses stage fright with a musician, an actor and a motivational speaker.

4A  **3.03** | Listen to an extract from the episode on stage fright.
What do all three performers discuss in their interview?

- ✓ 1 They talk about their experiences and give advice.
- 2 They explain why stage fright means they no longer enjoy performing.
- 3 They discuss the differences between performing in a studio and performing in public.



B  **3.03** | Answer the questions. Then listen again and check.

Which speaker, Katherine (K), Rufus (R) or Mahmoud (M) ...

1 received advice from someone with the same job? **K**

2 imagines performing in front of familiar people? **R**

3 imagines the consequences if things go wrong? **M**

4 prepares less than in the past? **M**

5 imagines they are a different person? **R**

6 tries to remember why the audience is there? **K**



C Work in groups. Discuss the questions.

- 1 Which pieces of advice from the recording do you think are the most useful? Why?
- 2 What is 'visualisation'? In what situations do you think it might be effective?

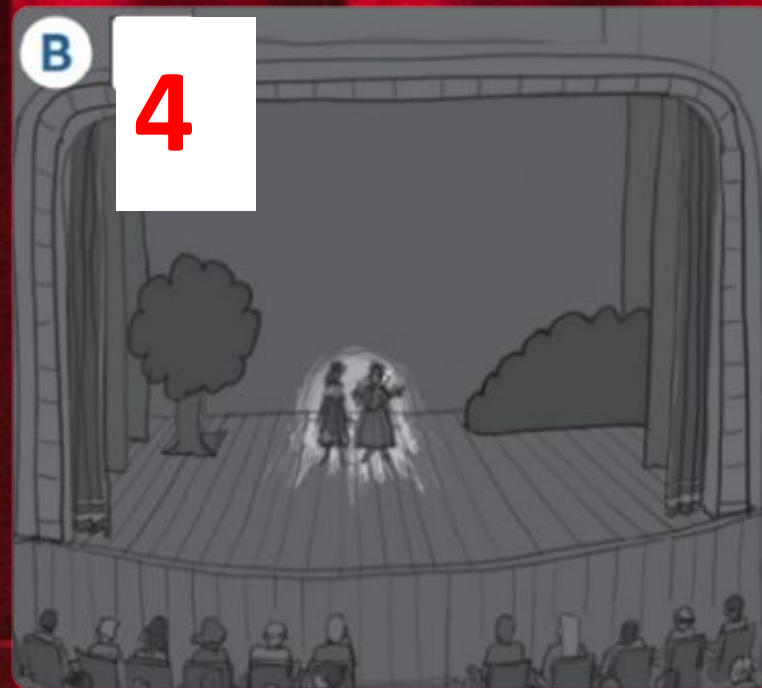
the process of creating mental pictures or visual representations (like charts, diagrams, or animations) to make complex information, ideas, or scenes easier to understand.



5A. Listen to a conversation between two friends, about a stage performance. Number the pictures in the correct order.

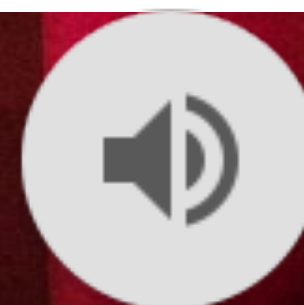


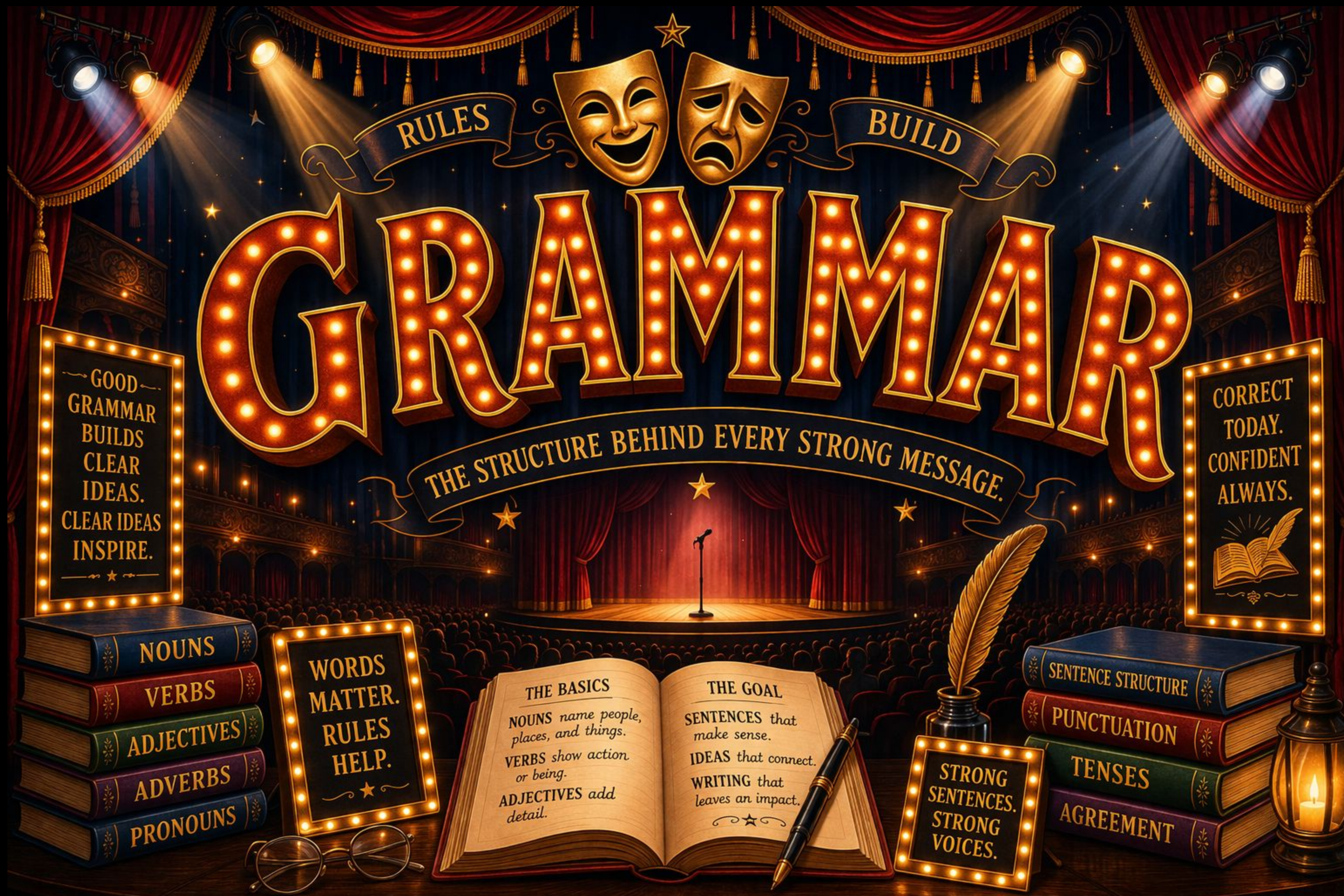
WB: PG.21



5B. Listen again. Are the statements True(T) or False(F)?

	T	F
1. Alex's partner did not think she had got her lines wrong.	☐	☒
2. Katy worried that she would make mistakes on stage.	☒	☐
3. Katy thinks it may have been her fault that there was a problem with Alex's costume.	☒	☐
4. The crew in charge of the scenery were able to resolve an issue straightaway.	☐	☒
5. All the audience members wanted a refund of their tickets.	☐	☒
6. Katy thinks that people who watch a performance want the actors to do well.	☒	☐





RULES

BUILD

GRAMMAR

THE STRUCTURE BEHIND EVERY STRONG MESSAGE.

GOOD
GRAMMAR
BUILDS
CLEAR
IDEAS.
CLEAR IDEAS
INSPIRE.

CORRECT
TODAY.
CONFIDENT
ALWAYS.

NOUNS

VERBS

ADJECTIVES

ADVERBS

PRONOUNS

WORDS
MATTER.
RULES
HELP.

THE BASICS

NOUNS name people,
places, and things.
VERBS show action
or being.
ADJECTIVES add
detail.

THE GOAL

SENTENCES that
make sense.
IDEAS that connect.
WRITING that
leaves an impact.

STRONG
SENTENCES.
STRONG
VOICES.

SENTENCE STRUCTURE

PUNCTUATION

TENSES

AGREEMENT

Grammar Tasks

Relative Clauses



Grammar 1

Complete the sentences about performances and theatre with *who*, *which* or *where*.

1. The play, which is performed every summer, attracts large audiences.
2. The theatre uses costumes that were designed by local artists.
3. Actors who perform in the show must attend daily rehearsals.
4. The director invited Sarah Lin, who is an award-winning actress, to lead the cast.
5. This is the stage where the final scene takes place.
6. These are the techniques that the drama school teaches its students.



Grammar 2

Combine the sentences using a relative clause. Add commas where the relative clause is non-defining.

1. The Globe Theatre is a famous venue. It was rebuilt in the 1990s.
The Globe Theatre _____ is a famous venue.
2. The actors are performing tonight. They have rehearsed for months.
The actors _____ are performing tonight.
3. The director is very well known. She won an international award.
The director _____ is very well known.
4. The play opens next week. It has already sold out.
The play _____ opens next week.

1. The Globe Theatre, which was rebuilt in the 1990s, is a famous venue.

2. The actors who have rehearsed for months are performing tonight.

3. The director, who won an international award, is very well known.

4. The play, which has already sold out, opens next week.

Grammar 2 continued

Combine the sentences using a relative clause. Add commas where the relative clause is non-defining.

5. The theatre has a large stage. Many musicals are performed there.

The theatre has a large stage _____.

6. The costumes were designed by a student. They look very professional.

The costumes _____ look very professional.

7. The festival takes place every summer. It features street performances.

The festival _____ takes place every summer.

5. The theatre has a large stage where many musicals are performed.

6. The costumes, which were designed by a student, look very professional.

7. The festival, which features street performances, takes place every summer.

Grammar Game

CASTING CALL!

Students will be put into groups of 3 or 4.

Each student secretly gets given a role which the teacher will choose. They **MUST NOT** tell the other students in their group what their role is.

They must describe themselves using a relative clause. E.G. 'I'm a person who performs one of the main roles in a play.'

All the other students in the group must guess their role.

ROLES:

- Actor
- Director
- Costume designer
- Stage designer
- Stage manager



SPEAKING

YOUR VOICE.

YOUR POWER.

SPEAK UP. STAND OUT. MAKE AN IMPACT.

GREAT
SPEAKERS
INSPIRE
— INFORM —
INFLUENCE

EVERY
WORD
WON'D.
COUNTS.



CONFIDENCE

CLARITY

CONNECTION

IMPACT

Find your
voice.
Share your
ideas.
Change minds.

SPEAK WITH:
✓ CONFIDENCE
✓ CLARITY
✓ PASSION
✓ PURPOSE
★

PRACTICE.
PREPARE.
PERFORM.

BODY LANGUAGE

TONE & PACE

LISTENING

STORYTELLING

A

B

a type of food you've never eaten	the first time you did something	a number or date that's important to you	two favourite books	something funny
which animal makes the best pet	something in the news	a photo	something you always carry with you	sport
a place you want to visit	a musician or singer	an app	coffee	a great actor
something you hear every morning	two pieces of technology	two favourite items of clothing	one thing that would make your life easier	smells you love
video games	someone who should be (more) famous	your favourite moment of the week	the last thing you watched on TV	something you did yesterday

Speaking

SB PG.37

Take a minute to look at the table independently.

In pairs or groups of three:

- Try to get from A to B.
- You can move straight or diagonally.
- Move one square at a time.
- Talk about each topic for 30 seconds. Make sure to time your partner!



B How did you perform in the speaking activity in Ex 8?
Read the Future Skills box and discuss the questions.

- 1 What did you find difficult about the task?
- 2 Which topics did you find it easy and difficult to talk about?
- 3 What techniques do you think might help you cope better in the future?
- 4 What advice would you give to someone who is preparing for a speaking exam in English?

FUTURE SKILLS

Self-management



Many people feel nervous or experience some difficulties when they have to speak in front of other people. After you have spoken in public, it is a good idea to reflect on what you did well and what you can improve next time.



WRAP UP



**USE TODAY'S
VOCABULARY.**

Try to use as many
phrases as you can.



**SHARE YOUR
IDEAS.**

Speak clearly and
listen to others.



**MAKE AN
IMPACT.**

End with your
best ideas.



★ **SPEAK UP. STAND OUT. MAKE AN IMPACT.** ★

CREATE A STORY IN GROUPS...

Imagine you are part of a theatre production.

Create a short story about what is happening on set using at least 4 of our new phrasal verbs.

E.G. The main character must live up to her mother's expectations, so she decides to come up with a plan to improve her grades and carry on with her studies.

After 3 minutes, each group will tell their mini story to the class. If you would like, you can act it out!



A vibrant, celebratory scene set on a stage with a red curtain backdrop. Four flags are displayed on poles: the Union Jack, the United States flag, the flag of the Philippines, and the flag of Australia. The text "GREAT JOB EVERYONE!" is prominently displayed in the center in a large, gold, serif font. In the bottom left corner, there are two silver masquerade masks. In the bottom right corner, the back of a person in a suit is visible, holding a white envelope, with another person's hand raised in the foreground. Confetti and streamers are scattered throughout the scene, and a clock tower is visible on the far left.

**GREAT JOB
EVERYONE!**