



## **Intermediate**

### **Entertainment**

#### **Lesson Objectives**

- To learn new vocabulary and idioms related to types of entertainment.
- To engage in conversation about movies, television, music, and books.

#### **Classroom Learning Activities**

*(Teacher note: Some files will require color ink. You can choose which files/activities you wish to use and print.)*

#### **Activity 1 -- Warm-up (5 minutes)**

##### Resources Needed for Activity

- White board
1. Write a question or two on the board such as:
    - What is your favorite kind of movie or book?
    - What kind of music do you like?
  2. Ask students to discuss these questions in pairs. *(This is a good time to take roll.)*
  3. After about 5 minutes, ask students for general responses, interests in common, etc.

#### **Activity 2 – Vocabulary and Idioms (20 minutes)**

##### Resources Needed for Activity

- Vocabulary Poster

- Idioms Poster
- Idioms Matching Pictures and Idioms Matching Definitions (*Print on cardstock; requires color ink*)
- Idiom Sentence Strips (*Print on paper or cardstock; only requires black ink*)

### ***Options for Younger Learners***

*The Idioms Matching Cards would be a fun activity for younger learners.*

1. Pronounce each vocabulary word; students repeat. Put students in groups of 2-3. Ask them to scan vocabulary poster and identify familiar and unfamiliar words. Define as needed.
2. Next, examine the Idioms poster. Read idioms aloud; students repeat.
3. Display the Idioms Matching Cards Pictures. Distribute the Matching Cards Definitions to pairs or small groups. Ask groups to determine which idiom matches their definition card. Tape definitions next to the idioms pictures. Review; clarify as needed.
4. Distribute Idioms Sentence Strips to pairs of students. Ask each pair to complete their sentence with the correct idiom. Groups share their sentences with the class.

### **Vocabulary**

genre	series	applaud
cast	trilogy	karaoke
matinee	sitcom	trailer
soundtrack	lyrics	theater
masterpiece	whistle	

### **Idioms**

tear-jerker	face the music
binge-watch	the show must go on
break a leg	to judge a book by its cover

### **Activity 3 – Conversation Activity – Two Options (20 minutes)**

(Choose one of the following two options for the conversation activity.)

- Conversation Groups (using Conversation Poster)
- Non-stop Conversation (using Conversation Question Cards)

#### **Option #1 – Conversation Groups**

Resources Needed for Activity

- Conversation Poster

##### Entertainment Conversation Poster

What is one of your favorite movies or books?

Which is better, the movie or the book?

What is your favorite kind of music?

Do you sing or whistle or play an instrument?

When you go to the theater, do you prefer to go in the evening or to a matinee?

Have you ever sung karaoke-style?

In what ways does a soundtrack add to the movie experience?

Do you think watching TV or movies can improve your English?

Do you think listening to music and singing can improve your English?

What movie or book or music selection would you consider a masterpiece?

*(Younger Learners -- All of these questions should be fine for younger learners. Depending on age, choose fewer questions, if necessary. You can highlight certain questions on the poster.)*

1. Display Conversation Poster.
2. Put students in groups of 2-3. Students choose questions from the poster for group conversation.
3. *Remind students to take turns asking and answering questions and to share conversation time. Walk around while students are conversing; visit each group for a few minutes to make sure all group members are participating in the conversation.*

## **Option #2 – Non-stop Conversation**

*(This is similar to non-stop talking, but instead of only one person speaking at a time, it's conversation between both partners for a specified period of time.)*

### Resources Needed for Activity

- Conversation Cards, one per student  
*(Print Conversation Cards document on paper or cardstock, and cut apart into cards, or handwrite the questions on index cards.)*
1. Place students in two rows, facing each other, close together (almost knee to knee).
  2. Give each student one question card. *(If you have more question cards than students, then some students may take more than one card.)*
  3. Each pair will converse about their two (or more) questions until time is called.
  4. Call time *(anywhere from 3-4 minutes)*; students trade question cards and then one row moves down a chair so that they now have new partners and new questions.
  5. Begin again; converse non-stop until time is called.
  6. Continue switching partners/questions until it's time to stop.

### **Activity 4 – Closing (5 minutes)**

About 5 minutes before the end of class, come back to large group to process and wrap up. Use this time for large group conversation.

Ask students about their conversations. Does anyone sing or play an instrument? What kinds of preferences did they have in common? What preferences were unique? Etc.

*Compliment them on their conversations! Super!*

What is one of your favorite movies or books?

When you go to the theater, do you prefer to go in the evening or to a matinee?

Which is better, the movie or the book?

Do you like movie musicals? If so, which is your favorite?

What is your favorite kind of music?

In what ways does a soundtrack add to the movie experience?

Do you sing or whistle or play an instrument?

Have you ever sung karaoke-style?

Do you think watching TV or movies can improve your English?

What is your favorite TV show?  
Is it a binge-worthy show?

Do you think listening to music and singing can improve your English?

Should children learn how to play a musical instrument?

What movie or book or music selection would you consider a masterpiece?

Do you like classical music?

Have you ever binge-watched a television show?

Could you stop watching TV for one month?

Do you ever go to music concerts? Who is your favorite band or performer?

Do you like to buy snacks when you go to the movie theater?

How many hours per day do you watch television or stream television shows?

What kind of movies or TV shows do you hate to watch?

Do you like to watch horror movies?

What is the last movie or TV show you watched, and how did you like it?

Should children be allowed to watch television? At what age? How much?

Do you think TV is a waste of time?

# **Entertainment Conversation**

**What is one of your favorite movies or books?**

**Which is better, the movie or the book?**

**What is your favorite kind of music?**

**Have you ever sung karaoke-style?**

**Do you sing or whistle or play an instrument?**

**When you go to the theater, do you prefer to go in the evening or to a matinee?**



**In what ways does a soundtrack add to the movie experience?**

**Do you think watching TV or movies can improve your English?**

**Have you ever binge-watched a television show?**

**Do you think listening to music and singing can improve your English?**

**What movie or book or music selection would you consider a masterpiece?**

a story or song or situation  
that makes a person  
emotional and sad

no matter what happens,  
the program must still be  
performed

to watch multiple episodes  
of a television program,  
one right after the other

a person cannot know  
something completely by  
what is seen on the surface

a way of saying “good  
luck” to someone in the  
performing arts

to accept the consequences  
or punishment for one’s  
actions



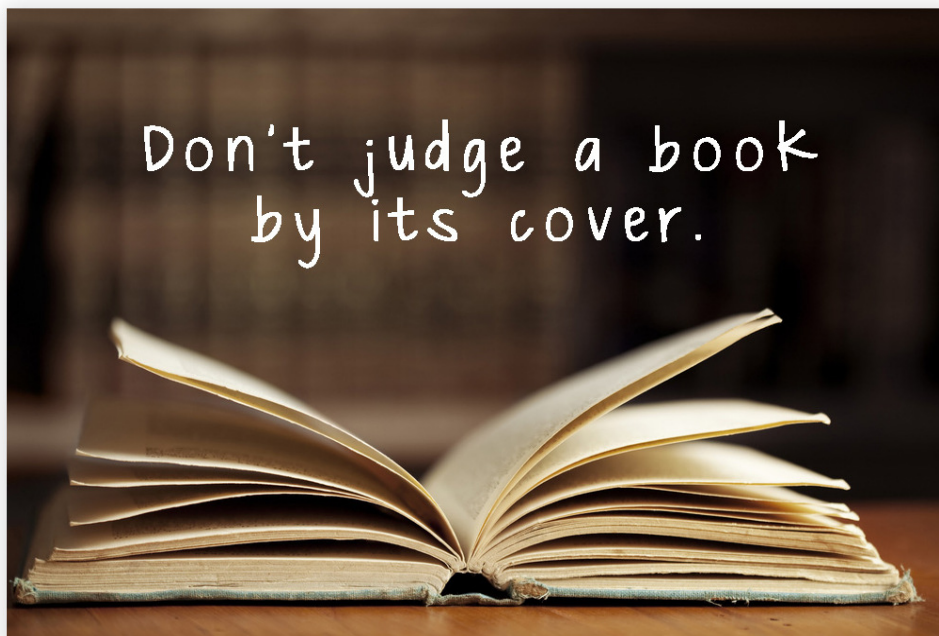
**binge-watch**



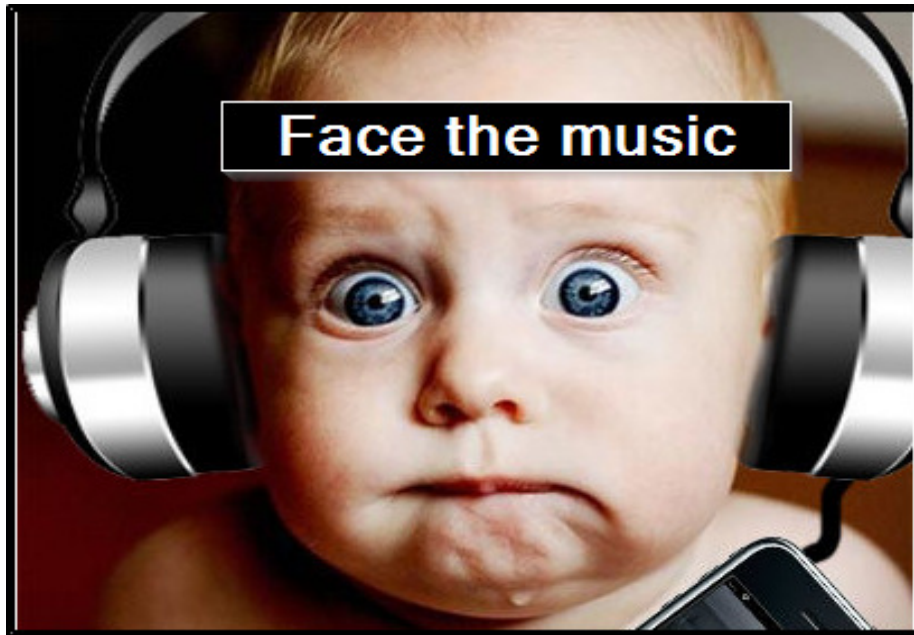
**tear-jerker**



**The show must go on.**



**judge a book by its cover**



**face the music**



**break a leg**

Marie's boyfriend does not want to see the emotional romance movie because he does not like a \_\_\_\_\_.

The girls decided to have a sleepover and \_\_\_\_\_ every episode of their favorite television show.

Sasha doesn't feel well today, but she knows she must perform with the symphony tonight because \_\_\_\_\_.

When Kostya overslept , he knew he would be late for work; so he hurried to his job, knowing that he would have to \_\_\_\_\_ with his boss.

When it was time for Tanya's performance, her friends gave their best wishes and said \_\_\_\_\_!

At first, we thought the vocal performer would be a tenor because of his quiet speaking voice, but then we heard his deep bass singing voice and realized that you can't \_\_\_\_\_.

# Idioms

**tear-jerker**

**break a leg**

**binge-watch**

**face the music**

**the show must go on**

**judge a book by its cover**



# Vocabulary

**genre**

**cast**

**matinee**

**soundtrack**

**masterpiece**

**series**

**trilogy**

**sitcom**

**lyrics**

**whistle**

**applaud**

**karaoke**

**trailer**

**theater**