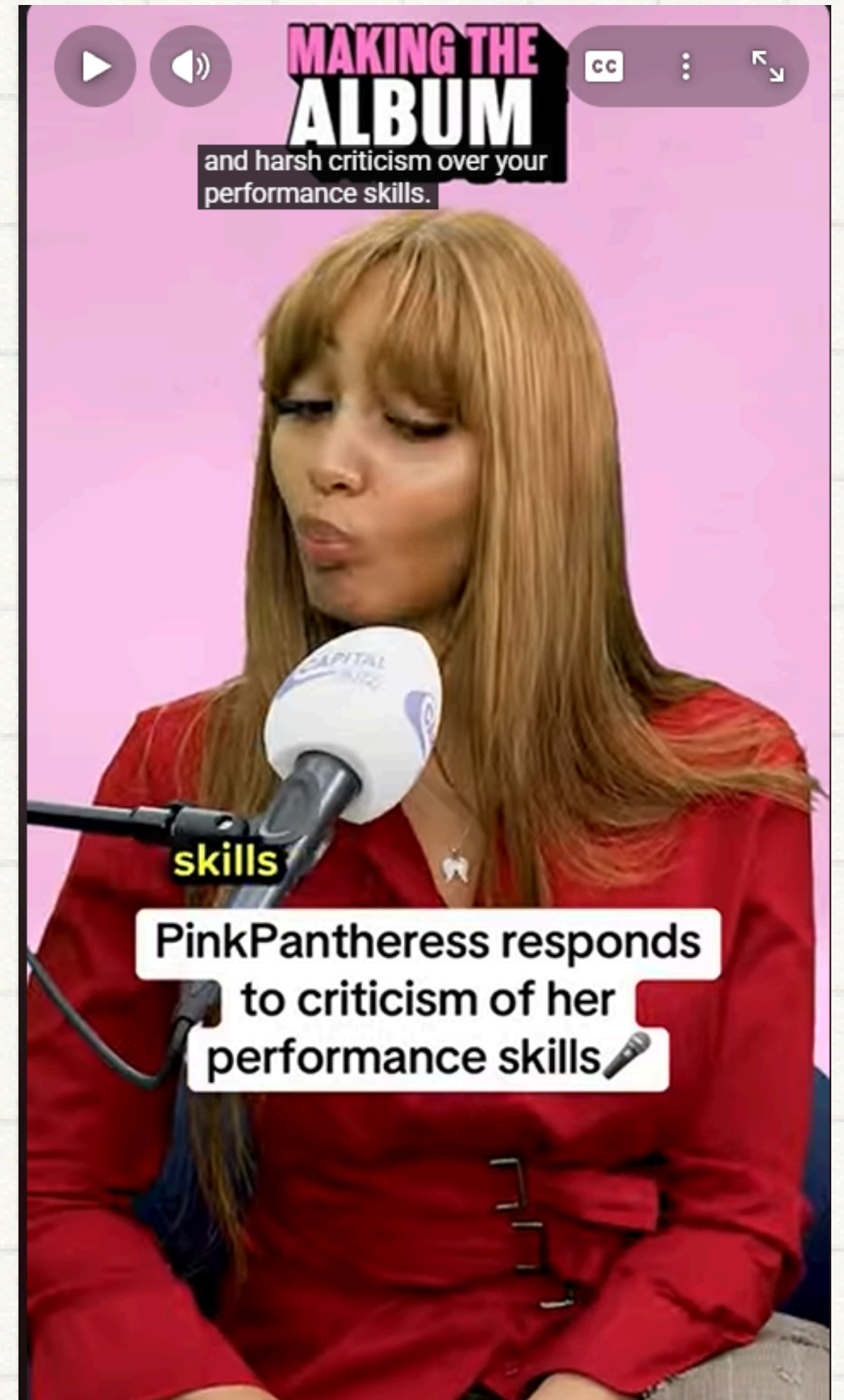


Stage Fright

Do you think all performers have it?

Do you think people can overcome it
and grow more confident?

What does “PinkPantheress” think
about performing live?



Performing: Page 35

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

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



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.



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.

Performing: Page 35

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
- 3 to think of an idea, plan, or solution
- 4 to make a mistake or do something badly
- 5 to be as good as people expect or hope
- 6 to accept a bad situation without complaining
- 7 to make it difficult for someone to focus
- 8 to finally do something



Jaxfunnyguy_123

1 hour ago

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Performing: Page 36

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?
- 2 imagines performing in front of familiar people?
- 3 imagines the consequences if things go wrong?
- 4 prepares less than in the past?
- 5 imagines they are a different person?
- 6 tries to remember why the audience is there?

Cleft Sentences

6A Read sentences a–d from the podcast.
Then complete the rules (1 and 2).

- a What I needed to do was prepare both physically and mentally.
- b It's the character that's important, not me.
- c It was the build-up beforehand that scared me.
- d What worked for me was approaching the presentation differently.

We can use a cleft sentence to add emphasis or focus attention on one part of the sentence.

1 We start the cleft sentence with *it* or

..... *

2 We use the correct form of the verb

..... *

**They help to
create emphasis.**

Do you have a favourite singer?

What do you love or like about them?

Try to use a cleft sentence!

Example: It is PinkPantheress' confidence in her abilities as a producer that I love.

Project: Step 1

CLASS PLAYLIST

1. In groups, (no more than 3 members):

Select a 2 to 3 songs in English that you love.

Make sure the lyrics are appropriate for the school setting.

Add your songs to our class playlist on Spotify.

Project: Step 2

CLASS PLAYLIST

2. Prepare Your Presentation. Use Visual Aids (PowerPoint or Canva)

Chosee one of the artists or bands and include the following:

About them 🎵

- a. Name of the singer or band
- b. Where are they from?
- c. What kind of music do they play? (pop, rock, rap, etc.)
- d. When did they start singing?
- e. How did they become famous?
- f. One or two interesting facts about their life.

Their work 🎧

- a. How many albums or songs have they released?
- b. What are some famous songs or albums?
- d. What is the song about?
- e. Why do you like this song? (Does it remind you of something? Does it have a special meaning?)

Conclusion 🎉

Why people should listen to this artist or go to their concerts?

Project: Step 3

CLASS PLAYLIST

3. Present to the Class: Your presentation should last between 5 and 10 minutes.

Speak clearly and confidently.

You can play a short part of one song (about 15 seconds) if you want.

Listen to your classmates' presentations and be ready to ask questions!

**You can add your song
choices here!**



Assessment Criteria

If one of the members of the group is absent, the rest of the members should be prepared to present their classmate's part of the presentation.

You will be evaluated not only in terms of language but also according to your commitment and collaboration.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Commitment & Collaboration	Consistently contributed ideas, completed tasks independently, and actively supported the group.	Participated in group work, shared some ideas, and completed tasks with good effort.	Somewhat engaged; contributed minimally or needed reminders to stay on task.	Showed little involvement; did not actively participate or complete assigned tasks.
Understanding of Content	Demonstrates a thorough understanding of the theme and can accurately explain key information.	Demonstrates a good understanding of the theme with minor gaps in explanation.	Shows a basic understanding, with some unclear points or missing details about the theme.	Limited understanding of the theme, with major gaps or inaccuracies.
Theme-Specific Content	Provides insightful, accurate, and detailed information specific to the theme (genre/landscape/mental health topic).	Provides relevant theme-specific details with only minor inaccuracies.	Provides some theme-specific details, though certain parts are unclear or lacking in accuracy.	Few relevant details specific to the theme, or details are largely inaccurate or missing.
Visual Aid Contribution	Made substantial contributions to the visual aid, ensuring it is organized, clear, and relevant to the theme.	Contributed adequately to the visual aid, which supports the presentation well.	Minimal contribution to the visual aid, or some parts of it are unclear or lack relevance.	No clear contribution to the visual aid, or it is poorly organized and lacks coherence.
Delivery	Speaks clearly, confidently, and engages the audience well during the presentation.	Speaks mostly clearly and confidently, with minor issues; engages the audience.	Delivery is somewhat unclear or lacks confidence; limited audience engagement.	Lacks clarity, confidence, or engagement; little effort made to connect with the audience.
Language (Grammar, Vocabulary, Pronunciation)	Uses a range of vocabulary and accurate grammar, with clear pronunciation.	Mostly correct grammar and vocabulary; minor pronunciation issues that do not interfere with understanding.	Adequate vocabulary and grammar; some pronunciation or grammar errors that slightly affect comprehension.	Frequent errors in vocabulary, grammar, or pronunciation that hinder comprehension.
Originality	All work is original; information is paraphrased effectively with no signs of copying.	Work is mostly original; minor paraphrasing issues, but no major copying.	Some content is unoriginal or noticeably copied without proper paraphrasing.	Significant portions copied without attribution; lack of original work.