



**Cambridge Assessment  
English**

# **B2 First for Schools: Technology poster lesson plan and activities**

This lesson plan and two extra activities are designed for use with the B2 First for Schools Technology poster.

# Lesson plan



## Procedure

### Time required:

- 60 minutes

### Materials required:

- Student worksheet 1 – Text
- Student worksheet 2 – Diagrams
- Student worksheet 3 – Vocabulary matching task

### Aims:

By the end of the lesson the students will have:

- practised reading for gist and detailed information
- reviewed some useful phrasal verbs related to technology
- discussed the benefits and drawbacks of social media and smartphone use.

### Warm-up (5 minutes)

***"Your time is limited, so don't waste it living someone else's life." Steve Jobs***

Draw students' attention to this quote from the poster.

Show these questions on the board. Ask students to discuss in groups and give reasons for their answers.

- a) Do you think people spend too much time looking at other people's lives on social media? Why?/ Why not?
- b) Should people try to spend less time on their phones or online? Why/Why not?
- c) What are the problems for young people spending so much time online?

Feedback: Encourage a lively discussion in class and ask students to share points they agreed on or disagreed on.



## Options for socially distanced classrooms

Give students time to think and note down their ideas.

Tell them to find out from their classmates what their ideas are.

Ask the classmate:

1. to your left
2. to your right
3. in front of you
4. behind you.

Nominate students to share their ideas and what they learned from their classmates.

Try the following strategies to increase the chances of a lively class discussion:

- invite students to react and respond to each other's ideas
- ensure all students participate
- prompt with ideas to get students started if necessary
- ask for examples and justifications.



## Pre-reading task: Prediction task

### Student worksheet 1 (5 minutes)

Ask students to cover the text and focus on student worksheet 1 ('Do you spend too much time on your smartphone?'). Ask them to discuss these questions in pairs:

- a) What do you think each person uses their smartphone for?
- b) Who do you think spends the most time on their smartphone?

Students compare their ideas with a partner.

Feedback: Ask some students to share their guesses but do not correct as they will now read the text to see if they were right.

**Exam strategy:** Encouraging students to predict the content of the text before they read helps them understand the text more quickly.



## Options for socially distanced classrooms

Place worksheets face down on students' desks before the start of the class to avoid close contact when handing them out.

The discussion task could be done as a poll in open class, e.g. raise your hand if you think Ada spends the most time on her smartphone.



## While reading task 1: Checking predictions

### Student worksheet 1: Reading for the main idea (5 minutes)

\* Consider pre-teaching *under pressure*, *hack into*, *addictive* and *distracts*.

Give students 3 minutes to read the text and check if their predictions from the pre-reading task were correct. See [Answer key](#).



## While reading: Reading for detail

### Student worksheet 2 (15 minutes)

Ask students to read the text again and note down the benefits and drawbacks of having a smartphone in the diagrams on Student worksheet 2.

Students compare their answers in pairs. Encourage them to add ideas of their own. See [Answer key](#).

## Options for socially distanced classrooms

Give students prompts to help them self-correct before sharing answers in open class. You could:

- give students clues as to where the answers can be found in the text e.g. Andrew's paragraph contains two benefits
- show mixed-up answers on a slide and nominate students to say which are benefits and which are drawbacks.

## Post-reading: Focus on phrasal verbs

### Student worksheet 3 (10 minutes)

Ask the students to match the phrasal verbs from the text to the definitions on worksheet 3. Remind them to look back at the words in the text to help them do this. Students check their answers in pairs – see [Answer key](#).

**Exam strategy:** It is useful to guess the meaning of new words from context because students won't have access to a dictionary in the exam.

Discuss the phrasal verbs with the class by:

- checking understanding, e.g. asking students to mime the action 'scroll through' or asking for examples of things you can hook up to
- asking students to identify any separable phrasal verbs in the text, e.g. I need to **charge** my phone **up**, I need to **charge up** my phone
- modelling and drilling to practise pronunciation of difficult words or to highlight features of connected speech, such as the linking between final consonants and vowels, e.g. *put on*.

See [Language summary](#) for more information.

## Options for socially distanced classrooms

Ask students to write their answers on mini whiteboards or A4 paper and hold them up.

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



## Post-reading task 2: Focus on speaking skills

(20 minutes)

**Student worksheet 2:** Return to worksheet 2. The completed task provides options for two speaking tasks to practise B2 First for Schools Speaking Part 3. Choose just one option.

**Speaking task Option 1:** Students work in pairs to do the following speaking task based on the completed diagram '*Benefits of having a smartphone*' from worksheet 2.

### Speaking task Option 1

Imagine that a mobile phone company wants to persuade more parents to buy smartphones for their teenage children. Here are some ideas they are thinking about. Talk to each other about how these ideas would benefit teenagers' lives now and in the future. (2 minutes)

Now decide together which idea is most likely to persuade parents to buy a smartphone for their child. (1 minute)

**Speaking task Option 2:** Students work in pairs to do the following speaking task based on the completed diagram '*Drawbacks of having a smartphone*' from worksheet 2.

### Speaking task Option 2

Imagine that a group of parents wants to persuade a school to ban smartphones. Here are some of the drawbacks of smartphones they want to highlight. Talk to each other about how these disadvantages could impact students' lives now and in the future. (2 minutes)

Now decide together which idea is most likely to persuade the school to ban smartphones. (1 minute)

Before they speak, give students a few minutes to read the question to plan what they will say. They should identify as many opportunities as they can to practise the phrasal verbs from the text/poster.

During the task the teacher should monitor, noting down any problems the students have and how successfully they have used the phrasal verbs from the text/poster.

Below are some typical problems students have with Part 3 of the Speaking test and some suggested further practice to address these.

#### Potential problems

#### Solutions

Students didn't speak for long enough

Ask the students to repeat the speaking task to build up confidence.

Students didn't interact much with their partner

Brainstorm useful functional phrases for asking for opinions, asking for reasons, interrupting politely, etc.

Write these on the board for students to copy in their notebooks. Students repeat the speaking task or try the other task and try to use the phrases.

Students didn't use a range of vocabulary or grammar accurately

Write down six to eight sentences you heard on the board. They should be a mix of sentences with errors and really good sentences. Ask students to decide together which are correct and which contain errors. They should then try to correct the sentences with errors.

## Options for socially distanced classrooms

This task might be too challenging if students aren't able to work in pairs and you have a large class. You could replace it with the writing task suggested for homework, and complete it in class.

If the class is small, you could give students more time to prepare and make notes before role-playing the dialogue in front of the class.

Teenagers can be less self-conscious when acting out a role. Ask one student to play a very shy candidate, and the other a confident one. A third student takes the role of the examiner.

Ask students to reflect on how they might behave in the Speaking test and discuss possible coping strategies.

For further tips, suggestions and strategies for teaching in the socially distanced classroom, follow [this link](#).

## Extra tasks for homework

### Option 1:

#### Vocabulary task to generate a discussion between students at the start of the next lesson

1. Choose five phrasal verbs from Student worksheet 3.
2. Write five questions to ask your partner or the class in the next lesson. Use the phrasal verbs you have selected in your questions.

For example: What was the last thing you **signed up for** online? or Can you name three websites or apps you like **scrolling through** in your free time?

### Option 2:

#### Writing task to write an essay about technology, incorporating the phrasal verbs in the lesson/poster

You see this announcement in an international magazine.

What is the most important piece of technology you have?

Write an article about it, saying why it is so important to you and how it could be improved. The writer of the best article will win a prize.

*Write your article in 140 – 190 words.*

*Use as many of the phrasal verbs from the lesson/poster as you can.<sup>1</sup>*

# Student worksheet 1

## Do you spend too much time on your smartphone?

We asked four British teenagers and got some surprisingly different answers!

### Andrew, 16

I'm really into skateboarding. When I'm **hanging out with** my friends, we use our phones to video each other doing skateboarding tricks, so we can upload them to *YouTube*. I've got a couple of apps for editing them and adding special effects – you can be really creative. I also use my phone for playing online games like *Minecraft*. I've made lots of friends all over the world playing games and it's my dream to become good enough to win competitions.

### Ada, 17

I spend a lot of time on my smartphone – maybe 6 hours a day or more! I've tried a couple of apps like *Houseparty* and *TikTok* that have **caught on** at my school but I'm not sure if they will stay popular for long. I mainly use *Snapchat* and *Instagram* – I have about 2,700 followers on Instagram. I don't really worry about my privacy online. You are in control of the pictures you **put up** and can **take** anything **down** you don't like. I do feel under pressure to look good all the time though in case someone takes a photo of me and posts it.

### Bhaskar, 15

I don't use my phone that much because I prefer meeting up with friends face-to-face. I often forget to **charge it up**. I've never taken a selfie – I really don't understand people who post pictures of themselves online all the time. All the everyday stuff is **filtered out**, so you don't see the real person. I've **signed up to** one social media app for messaging close friends. I think you have to be really careful about your privacy online too. It's so easy to **hack into** someone's phone these days and you could lose all your data if you haven't **backed it up**.

### Rosie, 17

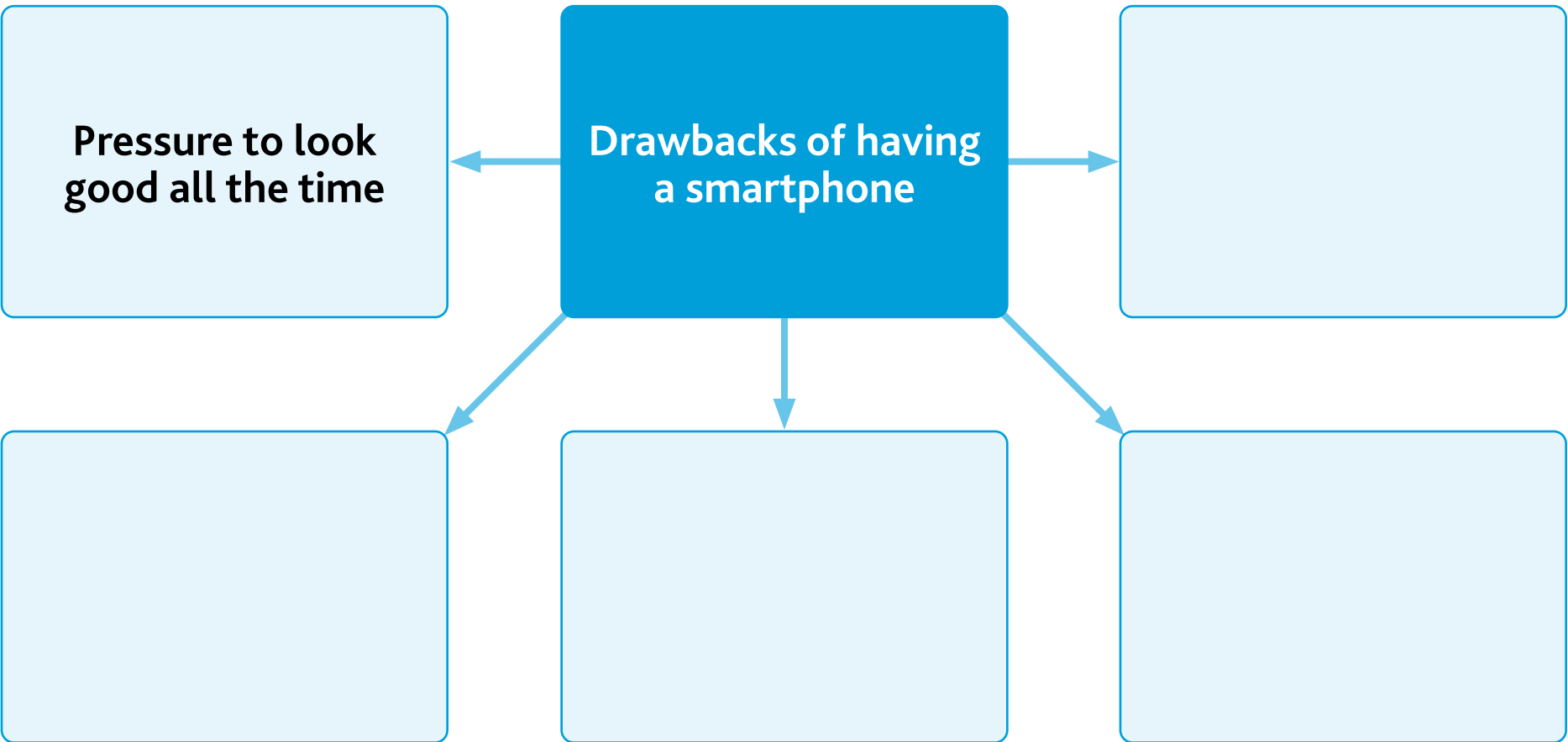
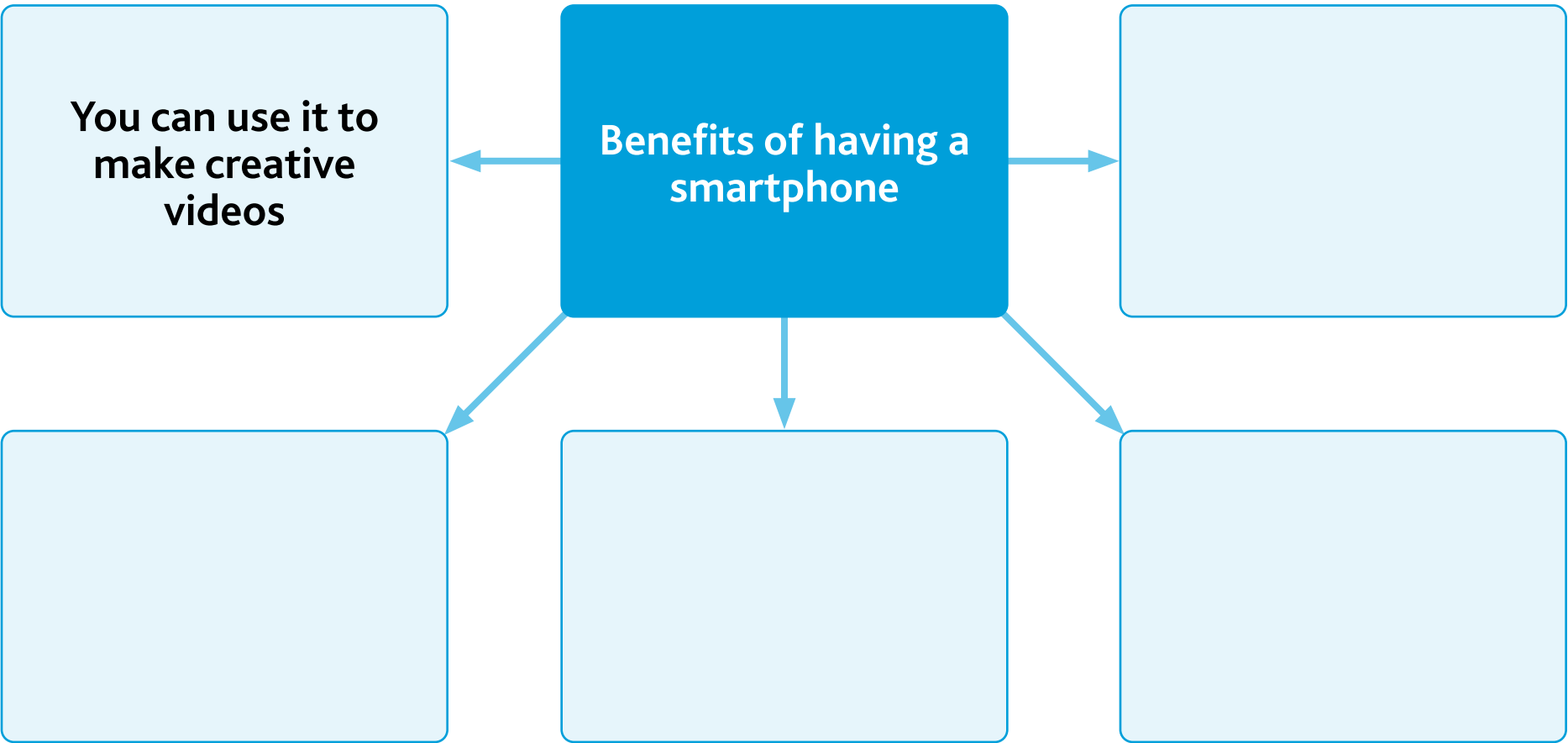
Believe it or not, I only got a smartphone about two months ago. It drives me crazy when I'm with friends and the first thing they want to do is **hook up to** the wi-fi and start **scrolling through** their messages. It's so anti-social. I finally gave in and bought one because I was feeling a bit left out of their group chats. I admit, it is quite useful to have all that information at your fingertips, but I've already noticed it distracts me a bit when I should be studying for my exams. I make myself log off and **shut** everything **down** at the end of the day.<sup>2</sup>

<sup>2</sup> Source: Photos by Allef Vinicius, Egor Mynzik, Toa Heftiba and Erik Joseph on Unsplash

# Student worksheet 2

## While reading: Reading for detail

Read the text again. What benefits and drawbacks of having a smartphone are mentioned in the text? Add them to the diagrams.





# Student worksheet 3



## Post-reading: Focus on phrasal verbs

Match the phrasal verbs from the text to the correct definition.

Phrasal verb	Definition
1. catch on	a) connect a machine to a power supply, another machine or a wi-fi network <sup>3</sup>
2. hang out with	b) spend time with a particular group of people <sup>4</sup>
3. put up	c) remove something that you do not want from a group <sup>5</sup>
4. take down	d) get into someone's computer or phone without permission in order to get information or do something illegal <sup>6</sup>
5. filter out	e) post something online
6. sign up to	f) become popular <sup>7</sup>
7. hack into	g) start doing or having something, especially by signing a document <sup>8</sup>
8. hook up to	h) remove something from online
9. scroll through	i) move text or pictures up or down on a computer or phone <sup>9</sup>
10. charge up	j) take a copy of computer data and store it somewhere else in case you lose the original data
11. back up	k) to put electricity into a device or battery
12. shut down	l) switch off a device



### Tip

If you are not sure about the answer, find the verb in the text. The context can sometimes help you guess the meaning.

<sup>3</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)

<sup>4</sup> *ibid*

<sup>5</sup> [macmillandictionary.com/dictionary/british/](https://macmillandictionary.com/dictionary/british/)

<sup>6</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)

<sup>7</sup> *ibid*

<sup>8</sup> *ibid*

<sup>9</sup> *ibid*

# Language summary

Phrasal verbs	
Phrasal verbs	Definitions and examples
back up (separable) /ˌbækˈʌp/	<i>take a copy of computer data and store it somewhere else in case you lose the original data</i> Examples: It's important to back up your data so you don't lose it./It's important to back your data up so you don't lose it.
catch on /ˌkætʃˈɒn/	<i>become popular<sup>10</sup></i> Example: In the nineties many people predicted that email would never catch on.
charge up (separable) /ˌtʃɑːrdʒˈʌp/	<i>to put electricity into a device or battery</i> Examples: My phone is almost out of power, so I need to charge it up./I need to charge up my phone because it's almost out of power.
filter out (separable) /fɪl.tə aʊt/	<i>remove something that you do not want from a group<sup>11</sup></i> Examples: I need to filter out the spam messages./I need to filter the spam messages out.
hack into /ˌhækˈɪntuː/	<i>get into someone's computer or phone without permission in order to get information or do something illegal<sup>12</sup></i> Example: Update your security settings so nobody can hack into your computer.
hang out with /ˌhæŋˈaʊt wɪð/	<i>spend time with a particular group of people<sup>13</sup></i> Example: I usually hang out with my friends at the weekend.
hook up to /ˌhʊkˈʌp tə/	<i>connect a machine to a power supply, another machine or a wi-fi network<sup>14</sup></i> Example: You need to hook up to the wi-fi to access the internet.
put up (separable) /ˌpʊtˈʌp/	<i>post something online</i> Examples: Popular vloggers put up new videos at least once a week./Popular vloggers put new videos up at least once a week.
scroll up/down /ˌskrəʊl ʌp/daʊn/	<i>move text or pictures up or down on a computer or phone<sup>15</sup></i> Example: I enjoy scrolling through pictures on Instagram.
shut down (separable) /ˌʃʌtˈdaʊn/	<i>switch off a device</i> Examples: Shut down your computer before you go to bed to save energy./Shut your computer down before you go to bed to save energy.
sign up for /saɪnˈʌp fɔːr/	<i>start doing or having something, especially by signing a document<sup>16</sup></i> Example: I've signed up for an online course in computer programming.
take down (separable) /ˌteɪkˈdaʊn/	<i>remove something from online</i> Examples: The site administrator took the post down because it broke the site rules./The site administrator took down the post because it broke the site rules.

<sup>10</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)

<sup>11</sup> [macmillandictionary.com/dictionary/british/](https://macmillandictionary.com/dictionary/british/)

<sup>12</sup> [dictionary.cambridge.org/dictionary/learner-english](https://dictionary.cambridge.org/dictionary/learner-english)

<sup>13</sup> *ibid*

<sup>14</sup> *ibid*

<sup>15</sup> *ibid*

<sup>16</sup> *ibid*

# Answer key



## Worksheet 1: Checking predictions

- a) What do you think each person uses their smartphone for?
- 1. Andrew – uploading videos, watching YouTube videos, online gaming
  - 2. Ada – chatting, posting on Instagram
  - 3. Bhaskar – messaging close friends
  - 4. Rosie – chatting with friends
- b) Who do you think spends most time on their smartphone?
- Ada, possibly Andrew



## Worksheet 2

### Benefits of having a smartphone

- You can use it to make creative videos
- You can make new friends around the world
- You can chat with your friends
- Information at your fingertips
- You can play online games

### Drawbacks of having a smartphone

- Pressure to look good all the time
- Hard to know the real person from the information they post
- Danger from hacking
- Could lose data if you don't back it up
- Addictive – distracts from schoolwork



## Worksheet 3

- |      |      |       |
|------|------|-------|
| 1. f | 5. c | 9. i  |
| 2. b | 6. g | 10. k |
| 3. e | 7. d | 11. j |
| 4. h | 8. a | 12. l |

# Extra activities



## Extra activity 1: Categories game

### Time required:

- 10 minutes

### Materials required:

- Categories cards (see next page)

### Aims:

- Warm up the class
- Check students' knowledge of vocabulary related to technology

### Set up

This game can be played individually or in pairs/groups if your situation allows.

Choose one of the six categories cards. Read out the heading, for example: Nouns – hardware for technology. Elicit an example from the class and tell students there are 10 words related to the heading on the card.

Explain the rules:

- They should try to guess as many of the words on the card as they can in 1 minute.
- They will get a point for each word that is on the card.
- Words should be spelled correctly.

### Activity

Play the activity with as many of the cards as you have time for. Acknowledge words that students give that are not on the card but correctly fit the category.

This is an easy activity to adapt for different topics/word sets.

### Feedback

After the 1-minute time limit is over, read the list out for the students to tick off any words they managed to get.

Congratulate and reward winners – this can be with something as simple as a round of applause from the class.

Encourage students to check/ask about the meaning of any new words and write them down in their notebooks.

**Nouns – hardware for technology**

laptop (computer)  
desktop (computer)  
keyboard  
mouse  
screen  
server  
printer  
smartphone  
tablet  
webcam

**Adjectives to describe technology**

advanced  
cutting-edge  
digital  
new  
modern  
wireless  
sophisticated  
high  
low  
mobile

**Verbs – actions on a computer**

upload  
download  
print  
access  
click (on)  
save  
install  
shut down  
back up  
delete

**Nouns – online media**

podcast  
blog  
vlog  
website  
video  
audio  
clips  
social media  
chat room  
tweet

**Nouns – technology and communication jobs**

blogger  
vlogger/YouTuber  
(online) gamer  
programmer  
(systems) analyst  
operator  
software developer  
(network) engineer  
IT support  
website designer

**Phrasal verbs – related to technology\***

catch on  
charge up  
filter out  
hack into  
hang out with  
hook up to  
put up  
scroll through  
sign up for  
take down

\*Cover the poster when you use this set of verbs

## ? Extra activity 2: Backs to the board

### Time required:

- 10 minutes

### Materials required:

- No materials required

### Aims:

- To review phrasal verbs related to technology
- To vary the dynamic of the lesson

### Set up

Divide the class into two teams. Ask for a volunteer from each team. The volunteers should stand 1–2 metres apart at the front with their backs to the board, so they can't see what the teacher writes on it.

Explain the rules:

- Each team should try to help their team member guess the phrasal verb the teacher writes behind them.
- They are not allowed to say any part of the phrasal verb but should use techniques such as giving a definition, giving an example, making a sentence but 'bleeping out' the phrasal verb, etc.
- The first person to guess the verb wins the point for their team.

The list of phrasal verbs from the lesson/poster is:

back up, catch on, charge up, filter out, hack into, hang out with, hook up to, put up, scroll up/down, shut down, sign up for, take down

### Activity

The game can be played for several rounds with different volunteers. The level of challenge can be increased by asking the teams to make sentences with the verbs for extra points.

### Feedback

Congratulate and reward the winning team – this can be with something as simple as a round of applause from the class.