

## PRACTICAL ENGLISH

# Episode 1 Meeting the parents

## Lesson plan

This is the first in a series of five Practical English lessons (one every other File) in which Sts learn and practise functional language.

There is a storyline based on two characters, Jenny Zielinski, an American journalist who works in the New York office of a magazine called *NewYork24seven* and Rob Walker, a British journalist who worked in London for the same magazine, but who is now working in New York. If your Sts did *English File* Elementary or Pre-intermediate, they will already be familiar with the characters. If they aren't, the first episode begins with a brief summary of the story so far, so they will not be at a disadvantage.

In the first scene, Jenny takes Rob to meet her parents. They arrive late (because of Rob, who has also forgotten the chocolates). Jenny tells her parents about her new promotion and Sts then practise reacting to what other people say (e.g. to good, bad, interesting, and surprising news). In the second scene, Rob struggles at first to impress Jenny's father, but then they find a shared interest – a jazz musician.

These lessons can be used with *Class DVD*, *iTools*, or *Class Audio* (audio only).

Sts can find all the video content and activities on the *iTutor*.

### STUDY LINK

- **Workbook** Meeting the parents
- **iTutor**
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Test and Assessment CD-ROM

- **Quick Test 1**
- **File 1 Test**
- [www.oup.com/elt/teacher/englishfile](http://www.oup.com/elt/teacher/englishfile)

### Optional lead-in (books closed)

- If your Sts did *English File* Pre-intermediate, elicit anything they can remember about Rob and Jenny, and write it on the board in columns under their names. Leave it on the board, so when Sts do exercise **b**, they can see if any of the points on the board are mentioned.
- If your Sts didn't do *English File* Pre-intermediate, introduce this lesson by giving the information in the Lesson plan.

## 1 INTRODUCTION

- a** Books open. Focus on the two photos and tell Sts that Jenny and Rob are the main characters in these lessons. Get Sts to describe them.
- b** (1 28)) Focus on the **British and American English** box and go through it with Sts.

Give Sts a few minutes to read the text and think about what the missing words might be.

Now play the DVD or audio once the whole way through for Sts just to listen.

Then play it again if necessary.

Get Sts to compare with a partner and then check answers.

- |            |             |
|------------|-------------|
| 1 magazine | 5 New York  |
| 2 British  | 6 permanent |
| 3 months   | 7 find      |
| 4 London   | 8 family    |

### (1 28))

(script in Student's Book on pp.122–123)

**J = Jenny, R = Rob**

- J** My name's Jenny Zielinski. And New York is my city. I live here and I work for a magazine, *NewYork24seven*.
- R** My name's Rob Walker. I'm a writer on *NewYork24seven*. You can probably tell from my accent that I'm not actually from New York. I'm British, and I came over to the States a few months ago.
- J** I met Rob in London when I was visiting the UK on a work trip. He was writing for the London edition of *24seven*. We got along well right away. I really liked him.
- R** So why am I in New York? Because of Jenny, of course. When they gave me the opportunity to work here for a month, I took it immediately. It gave us the chance to get to know each other better. When they offered me a permanent job I couldn't believe it!
- J** I helped Rob find an apartment. And now here we are. Together in New York. I'm so happy. I just hope Rob's happy here, too.
- R** I really loved living in London. A lot of my friends and family are there, so of course I still miss it. But New York's a fantastic city. I've got a great job and Jenny's here too.
- J** Things are changing pretty fast in the office. We have a new boss, Don Taylor. And things are changing in my personal life, too. This evening's kind of important. I'm taking Rob to meet my parents for the very first time. I just hope it goes well!

### Extra idea

- Ask Sts some comprehension questions, e.g. *Where are Rob and Jenny now? (in New York), Who is Don Taylor? (the new boss), etc.*

### Extra support

- If there's time, you could get Sts to listen again with the script on pp.122–123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

## 2 REACTING TO WHAT PEOPLE SAY

- a** (1 29)) Focus on the photos and ask Sts some questions, e.g. *Where are Jenny and Rob? (in a car) How does Jenny look? (not very happy) Who are Jenny and Rob saying hello to? (her parents), etc.*

Now either tell Sts to close their books and write the questions on the board, or get Sts to focus on the two questions and cover the rest of the page.

Play the DVD or audio once the whole way through and then check answers.

He left the chocolates on his desk at work.  
She has been promoted to manager.

**1 29)))**

(script in Student's Book on p.123)

J = Jenny, R = Rob, H = Harry, S = Sally

J I can't believe we got here so late.  
R I'm sorry, Jenny. I had to finish that article for Don.  
J Don't forget the chocolates.  
R OK... Oh no!  
J I don't believe it. Don't tell me you forgot them?  
R I think they're still on my desk.  
J You're kidding.  
R You know what my desk's like.  
J Yeah, it's a complete mess. Why don't you ever tidy it?  
\*\*\*  
R We could go and buy some more.  
J How can we get some more? We're already late!... Hi there!  
H You made it!  
J Sorry we're late. So, this is my mom and dad, Harry and Sally. And this, of course, is Rob.  
R Hello.  
S It's so nice to meet you at last.  
H Yes, Jenny's finally decided to introduce you to us.  
S Come in, come in!  
\*\*\*  
J Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.  
S What a pity. Never mind.  
H Yeah, don't worry about it. We know what a busy young woman you are. And your mom has made way too much food for this evening anyway.  
S Oh, Harry!  
J But I also have some good news.  
S Really? What's that?  
J Well, you know we have a new boss? He's still new to the job and needs support, so today he made me the Managing Editor of the magazine.  
S So you've got a promotion? How fantastic!  
H That's great news! Hey, does that mean Jenny's going to be your boss, Rob?  
R Er... yes, I guess so.  
J Well, not exactly. I'm a manager, but I'm not Rob's manager.  
S Let's go and have dinner.  
J What a great idea!

Focus on the **British and American English** box and go through it with Sts.

- b** Focus on sentences 1–6. Go through them with Sts and make sure they understand them.

Now play the DVD or audio again the whole way through and get Sts to mark the sentences T (true) or F (false). Remind them to correct the false ones.

Get Sts to compare with a partner and then check answers.

- 1 T
- 2 F (Rob's desk is **always** a complete mess.)
- 3 F (Rob is meeting Jenny's parents for the **first** time.)
- 4 T
- 5 F (Jenny's new job is Managing **Editor**.)
- 6 F (She is a manager, but **not** Rob's.)

**Extra support**

- If there's time, you could get Sts to listen again with the script on p.123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- c** (1.30))) Give Sts a minute to read through the extracts from the conversation and to think about what the missing words might be.

Now play the DVD or audio again and get Sts to complete the gaps.

Get Sts to compare with a partner and then check answers.

See words in **bold** in script 1.30

**1 30)))**

**1**  
J Don't forget the chocolates.  
R OK... Oh **no!**  
J I don't **believe** it. Don't tell me you forgot them?  
R I think they're still on my desk.  
J **You're** kidding.  
**2**  
J Mom, I'm really sorry – we bought you some chocolates, but we left them at the office.  
S What a **pity**. **Never** mind.  
**3**  
J But I also have some good news.  
S **Really?** What's that?  
**4**  
S So you've got a promotion? **How** fantastic!  
H That's great **news!**  
**5**  
S Let's go and have dinner.  
J What a **great** idea!

- d** (1.31))) Focus on the **How + adjective, What + noun** box and go through it with Sts.

Now focus on the **Reacting to what people say** chart and go through it with Sts.

Play the DVD or audio once the whole way through for Sts just to listen.

**1 31)))**

See chart in Student's Book on p.13

Now play it again, pausing after each phrase for Sts to listen and repeat with the right intonation.

Then repeat the activity eliciting responses from individual Sts.

- e** Put Sts in pairs and tell them to practise the dialogues in **c**.

Monitor and help, encouraging Sts to pay attention to rhythm and intonation.

Make sure Sts swap roles.

- f** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication How awful! How fantastic!**, **A** on p.104, **B** on p.109.

Go through the instructions with them carefully.

Monitor and help, encouraging Sts to use appropriate intonation.

When they have finished, get some Sts to tell the class a piece of news (real or invented) and get Sts to react to it.

**Extra support**

- You could write any new and useful words and phrases from **Communication** on the board for Sts to copy.

Tell Sts to go back to the main lesson.

### 3 HARRY FINDS OUT MORE ABOUT ROB

- a **1.32**) Focus on the photos and ask Sts what they think they are talking about.

Now either tell Sts to close their books and write the question on the board, or get Sts to focus on the question and cover the rest of the page.

Play the DVD or audio once the whole way through, and then check the answer.

#### Extra support

- Before playing the audio, go through the listening script and decide if you need to pre-teach / check any lexis to help Sts when they listen.

The evening ends well.

#### **1.32**)

(script in Student's Book on p.123)

J = Jenny, R = Rob, H = Harry, S = Sally

- H You know, our Jenny has done incredibly well, Rob. She's the first member of our family to study at Harvard. She's a very capable and ambitious young woman.
- J Oh, Dad.
- R No, it's true, Jenny.
- H But what about you, Rob? How do you see your career? Do you see yourself going into management?
- R Me? No. Not really. I'm more of a... a writer.
- H Really? What kind of things do you write?
- R Umm, you know, interviews, reviews... things like that... and I'm doing a lot of work for the online magazine...
- J Rob's a very talented writer, Dad. He's very creative.
- H That's great, but being creative doesn't always pay the bills.
- J You know, my dad's a very keen photographer. He took all of these photos.
- H Oh, Rob won't be interested in those.
- R But I am interested. I mean, I like photography. And I think I recognize some of these people.
- H That's because most of them are of Jenny.
- R But there are some great jazz musicians, too... That's Miles Davis... and isn't that John Coltrane? And that's Wynton Marsalis.
- H You know about Wynton Marsalis?
- R Know about him? I've interviewed him!
- H How incredible! I love that guy. He's a hero of mine.
- R Well, he's a really nice guy. I spent a whole day with him, chatting and watching him rehearse.
- H Really? I want to hear all about it.
- S Have a cookie, Rob.
- H Go ahead, son! Sally makes the best cookies in New York!

- b Focus on the instructions and give Sts time to read questions 1–6. Elicit / explain the meaning of *impressed by*.

Play the DVD or audio again, pausing if necessary to give Sts time to answer the questions.

Get Sts to compare with a partner and then check answers.

- 1 Harvard
- 2 No, he isn't because he thinks creative people, like writers, sometimes don't earn enough money to pay the bills.
- 3 He likes taking photographs.
- 4 Jenny
- 5 Famous jazz musicians
- 6 That he knows about Wynton Marsalis (Harry's idol), interviewed him, and spent the day with him.

#### Extra support

- If there's time, you could get Sts to listen again with the script on p.123, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- c Focus on the **Social English phrases**. In pairs, get Sts to think about what the missing words might be.

#### Extra challenge

- In pairs, get Sts to complete the phrases before they listen.
- d **1.33**) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 1.33

#### **1.33**)

- Harry How do you **see** your career?
- Rob Not **really**. I'm more of a writer.
- Rob Umm, you know, interviews, reviews, **things** like that...
- Rob I **mean**, I like photography.
- Harry That's **because** most of them are of Jenny.
- Harry How **incredible**!
- Rob Well, he's a really nice **guy**.
- Harry Go **ahead**, son!

If you know your Sts' L1, you could get them to translate the phrases. If not, get Sts to have a look at the phrases again in context in the script on p.123.

- e Now play the DVD or audio again, pausing after each phrase for Sts to listen and repeat.
- Finally, focus on the **Can you...?** questions and ask Sts if they feel confident they can now do these things. If they feel that they need more practice, tell them to watch the episode again and practise the language on their *iTutor*.