

PRACTICAL ENGLISH

Episode 4 Boys' night out

Lesson plan

In the fourth episode the main functional focus is on expressions for making and responding to suggestions.

In the first scene, Rob and Paul are in a bar playing pool and reminiscing about old times. Paul thinks that Rob has changed a lot and is becoming very 'American', which he puts down to Jenny. In the next scene, Jenny joins them for a meal and they then decide what they are going to do. They can't agree and in the end Paul and Rob decide to go to a gig Kerri (from Episode 2) is doing, and Jenny, rather upset, calls Monica and goes round to see her. The last scene takes place in the office. Jenny is at work and ready for a meeting with Don, but Rob phones in saying that he doesn't feel well and isn't going to make it.

STUDY LINK

- Workbook Boys' night out
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- Quick Test 7
- File 7 Test
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Before starting Episode 4, elicit what Sts can remember about Episode 3, e.g. ask them *Who is Monica? What is her big news? Whose friend is Paul? What do Rob and Paul do at the end of the episode?*, etc.
- Alternatively, you could play the last scene of Episode 3.

1 ROB AND PAUL CATCH UP

- a **4 26)))** Books open. Tell Sts that this is the following day to the previous episode, after work. Focus on the photos and elicit what Sts think is happening. Elicit / teach *pool* (the game they are playing).

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.

He clearly doesn't like her, and implies that she is bossy / controlling.

4 26)))

(script in Student's Book on p.128)

P = Paul, R = Rob

- P Bad luck, mate.
R Nice shot.
P I've had years of practice.
R You used to play pool a lot at university.
P You did, too.
R Yeah. I don't really have the time anymore.
P Or anybody to play with?... So what do you do in your free time?
R The magazine keeps me pretty busy. And when I'm free, I'm usually with Jenny...
P Tch. Your turn. Don't blow it.
R What is it?
P I was just thinking about you.
R What about me?
P Do you remember the great times we had at uni? You had such crazy hair – the last time I saw you it was blond!
R Don't remind me.
P Those were the days. But look at you now with your girlfriend and your nine-to-five job. If you don't come back to London soon, you'll become an all-American boy!
R Come off it.
P It's true! I mean, just look at that shirt.
R What's wrong with my shirt?
P You look like a businessman! Did you buy it?
R Me? No. It was... it was a present from Jenny.
P I thought so.
R What does that mean?
P Well, it's Jenny's taste.
R Yes, and I really like it.
P Jenny seems to know what she wants – and she probably gets it.
R That's one of the things I like about her... Terrible.
P You said it.
R Sorry, Paul. We've got to go.
P Oh come on, Rob. We haven't even finished the game.
R Another time. Jenny's waiting for us.
P Jenny. Right.

- 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 (He **doesn't** have time. / His job keeps him busy.)
- 3 T
- 4 T
- 5 F (**Jenny** gave Rob the shirt he's wearing.)
- 6 T

Extra support

- If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 MAKING SUGGESTIONS

- a **4.27**) Focus on the photos and elicit what Sts think is happening.

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

Before playing the DVD or audio, elicit / teach a *gig* (= a performance by musicians playing popular music or jazz in front of an audience).

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

Paul and Rob decide to go and see Kerri playing in a gig. Jenny says she has a busy day the next day. She ends up going to Monica's house.

4.27)

(script in Student's Book on p.128)

P = Paul, R = Rob, J = Jenny, M = Monica

P Oh, yeah. That was good. So! What shall we do now?
 R What do you want to do?
 P Well... I haven't been on a dance floor for weeks now. I've got to move my body. Let's go dancing!
 J I'm going running in the morning. Why don't you join me?
 P No, thanks. I'm not very keen on running. But I've read about this place called Deep Space, where they play great music. We could go there.
 J A club?
 P Don't you feel like dancing?
 J Not on a Wednesday night. How about going to the late show at MOMA?
 P MOMA? What's that?
 J MOMA. It's the Museum of Modern Art. There's a Kandinsky exhibition.
 P That isn't exactly my idea of a great night out.
 J What about staying in and watching a movie on TV?
 P I'm in New York. I can watch TV anywhere.
 J Who's that?
 R It's a text from Kerri. She's doing a gig at the Bowery Ballroom.
 P Kerri who?
 R Kerri Johnson. I interviewed her last week.
 P Kerri Johnson? I've seen her play live. She's cool. Do you like her, Jenny?
 J I have to admit I'm not crazy about her music... or her for that matter.
 P I didn't think so. So shall we go there?
 R Why not? Actually Kerri's staying very near here and she doesn't know New York very well. We could meet her outside and go together.
 P That's a great idea!
 R I'll send her a text.
 J I think I might have an early night. You two can go on your own.
 R Are you sure you don't mind?
 P Of course she doesn't mind!
 J No, Rob, it's fine. I have another busy day tomorrow. You do too, actually.
 R I know, we're meeting Don. I haven't forgotten... Oh, it's Kerri. She's on her way now.
 P What are we waiting for? Let's go!

 M Hello?
 J Hi, Monica - it's not too late to call is it?
 M Jenny! No, why? Are you OK?
 J I need to talk.
 M Can you come over? Why don't you take a cab?
 J OK, thanks.

- b Give Sts a minute to read questions 1–7 and to think who might have made each suggestion.

Now play the DVD or audio again and get Sts to write the correct initial.

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

1 P 2 J 3 P 4 J 5 J 6 R 7 R

Extra support

- If there's time, you could get Sts to listen again with the script on p.128, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.
- c **4.28**) 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 4.28

4.28)

1
 P What shall we **do** now?
 R What do you want to do?
 P Well... I haven't been on a dance floor for weeks now. I've got to move my body. **Let's** go dancing!
 2
 J I'm going running in the morning. Why **don't** you join me?
 P No thanks. I'm not very **keen** on running. But I've read about this place called Deep Space, where they play great music. We **could** go there.
 3
 J **How** about going to the late show at MOMA?
 P MOMA? What's that?
 4
 J **What** about staying in and watching a movie on TV?
 P I'm in New York. I can watch TV anywhere.
 5
 P I didn't think so. So **shall** we go there?
 R **Why** not?
 6
 R We **could** meet her outside and go together.
 P That's a great **idea**!

- d Focus on the **Verb forms** box and go through it with the class.

Now focus on the instructions and make sure Sts understand the word *emphatic*.

Get Sts to compare with a partner and then check the answer.

Let's go dancing.

- e **4.29**) Tell Sts to focus on the highlighted phrases in the extracts. They should listen and repeat the phrases, copying the rhythm and intonation.

Play the DVD or audio, pausing for Sts to listen and repeat.

4.29)

See highlighted phrases in Student's Book on p.73

Then repeat the activity eliciting responses from individual Sts.

- f 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.

- g Put Sts in small groups and tell them to organize their end-of-term class party using the expressions for making suggestions.

Monitor and help.

Get some feedback from various groups.

3 THE MORNING AFTER THE NIGHT BEFORE

- a  4.30)) Focus on the photos and ask Sts some questions, e.g. *Where are Rob and Jenny? What's happening?*, etc.

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.

Rob and Jenny have a meeting with Don, but Rob hasn't come in to work because he isn't feeling well.

4.30))

(script in Student's Book on p.128)

J = Jenny, R = Rob, D = Don

J Rob?
R Hi, Jenny.
J Are you OK? Where are you anyway?
R I'm at home. I'm feeling terrible. We got back really late last night.
J Now why doesn't that surprise me? You know, you're not a student anymore.
J I know. There was a party after the gig - Kerri invited us and of course Paul said yes.
J And this morning's meeting? In... ten minutes?
R That's why I'm calling. I'm not going to make it. I'm really sorry.
J Rob! It's a very important meeting! I'll cover for you this time, but I won't be able to do it again.
R It won't happen again. I promise. Anyway, Paul's leaving.
J He's leaving?
R That's right. He's off to Boston this afternoon.
J Maybe that's a good thing. I mean, it's not that I don't like Paul, but...
R I know, I know....
J I have to go. Talk to you later.
D Jenny, have you seen Rob? I wanted to have a word with him before the meeting and he isn't even here.
J I know. He just called to say he can't make it.
D He what?
J I was with him last night. He wasn't feeling very well. But it's OK, he told me everything I need to know for the meeting.
D Oh. OK then.
J You know Rob. He's such a professional.

- b Focus on the instructions and give Sts time to read sentences 1–7. Make sure Sts realize they must use between one and three words only to complete each sentence.

Play the DVD or audio again, pausing if necessary to give Sts time to complete the sentences.

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


- | | |
|---------------------|-------------------|
| 1 terrible | 5 it won't happen |
| 2 a party | 6 is leaving |
| 3 the meeting | 7 a professional |
| 4 important meeting | |

Extra support

- If there's time, you could get Sts to listen again with the script on p.128, 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  4.31)) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 4.31

4.31))

Jenny Where are you **anyway**?
Rob That's **why** I'm calling. I'm not going to make it.
Rob It won't **happen** again.
Rob He's **off** to Boston this afternoon.
Jenny I mean, **it's** not that I don't like Paul, but...
Don I wanted to have a **word** with him before the meeting.
Jenny He's **such** a professional.

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.128.

- 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.