

# Episode 4 Getting lost

## Lesson plan

In this lesson Sts get practice with directions. The focus is more on asking for and understanding directions than on giving them, as this is a difficult skill to perform at this level. Rob and Jenny have a free morning, and Rob plans to hire bikes and show Jenny some of London. But then Daniel calls and asks Rob to interview an artist at the Tate Modern. Jenny agrees to meet Rob at the gallery and ventures into London on her own and gets lost.

### STUDY LINK

- iTutor
- Workbook Getting lost
- [www.oup.com/elt/englishfile](http://www.oup.com/elt/englishfile)

### Test and Assessment CD-ROM

- Quick Test 7
- File 7 Test
- [www.oup.com/elt/teacher/englishfile](http://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 *What happens when Rob and Jenny meet in the street? What does Rob buy? Does Jenny like it? Who does Jenny talk to on the phone when Rob's in the shop? etc.*
- Alternatively, you could play the last scene of Episode 3.

## 1 A FREE MORNING

- a (3)64)) Books open. Focus on the photos and elicit what Sts think is happening. Do not tell them if they are right or not yet.

Now focus on the question and play the audio once the whole way through for Sts to check their ideas.

Check answers.

Rob and Jenny want to go sightseeing, but Daniel phones Rob and asks him to do an interview with an artist that morning.

### (3)64))

(script in Student's Book on p.119)

R = Rob, J = Jenny, D = Daniel

R So, Jenny, we have a free morning. What do you want to do?

J Well, you're the expert on London life! What do you suggest?

R Well, we can go cycling.

J I don't have a bike.

R We can rent bikes. It's easy.

J That's cool.

R OK, great. So we can cycle through the parks, and you can see a bit of London. Oh, hang on. Uh-oh! It's Daniel. Daniel, hi!

D Hi, Rob. You need to do an interview this morning, with an artist. He's at the Tate Modern.

R Can I do the interview on Monday?

- D Sorry, he can only do this morning.  
R OK, send me the details.  
D Thank you very much, Rob.  
R I'm sorry.  
J That's OK, I understand. Work is work!  
R But I can meet you later, outside the Tate Modern. It's on the South Bank.  
J I can find it. I have a map, I can cycle there.  
R Let's meet at twelve o'clock then.  
J Great.

- b Focus on sentences 1–6 and give Sts time to read them and think what the missing information might be.

Before Sts listen again, focus on the **Cultural note**. You could tell Sts that The Tate Modern is London's most important gallery of modern art. It was created in 2000 from an old building, which used to be a power station. If they would like more information, see [www.tate.org.uk/modern/](http://www.tate.org.uk/modern/)

Play the audio again the whole way through, pausing if necessary for Sts to complete the gaps.

Get Sts to compare with a partner, and play again if necessary. Check answers.

- 1 Rob suggests that they go **cycling**.
- 2 He says that they can **rent** bikes.
- 3 **Daniel** phones Rob.
- 4 Rob needs to interview an **artist**.
- 5 Rob asks if he can do the interview on **Monday**.
- 6 Rob and Jenny arrange to meet at **12** o'clock outside the Tate Modern.

### Extra support

- If there's time, you could get Sts to listen again with the script on p.119, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

## 2 VOCABULARY directions

- a Focus on the words and pictures and get Sts to match them.

Get Sts to compare with a partner.

- b (3)65)) Play the audio for Sts to listen and check.

### (3)65))

- |                         |                      |
|-------------------------|----------------------|
| 3 on the corner         | 2 turn left          |
| 1 at the traffic lights | 4 turn right         |
| 5 a bridge              | 8 go straight on     |
| 7 opposite              | 6 go past the church |

Play it again, pausing after each word or phrase for Sts to repeat. Give further practice of words and phrases your Sts find difficult to pronounce. Highlight that when *opposite* is used to describe the position of a building, it usually means facing on the other side of the road. Get an example by asking Sts what there is opposite your school.

Tell Sts to cover the words and use the pictures to test themselves or a partner.

# PE4

## 3 ASKING THE WAY

- a (3.66)) Focus on the instructions and the map. Make sure Sts can see where Jenny is.

Tell Sts that they are going to hear Jenny asking for directions and they need to listen to the directions and try to mark the Tate Modern on the map. Play the audio at least twice.

Get Sts to compare with a partner, and then check that they have marked the right building.

! The map in the Student's Book has been adapted and is impressionistic rather than strictly accurate.

The Tate Modern is building B.

(3.66) (3.67))

J = Jenny, P = passer-by

J Excuse me, please. (repeat) Where's the Tate Modern? (repeat)

P1 Sorry, I don't live here.

J Excuse me. Is the Tate Modern near here? (repeat)

P2 The Tate Modern? It's near here, but I don't know exactly **where**. Sorry.

J Thank you. (repeat) Excuse me. Can you tell me the way to the Tate Modern, please? (repeat)

P3 Yes, of course. Go straight on. Go **past** the church, then turn **left** at the traffic lights. And it's at the end of the street.

J Sorry, could you say that again, please? (repeat)

P3 Yes, go straight on. Go **past** the church, and then turn **left** at the traffic lights. And it's at the end of the street. You can't **miss** it!

J Thank you. (repeat)

- b Now focus on the dialogue in the chart. Elicit that the **You Hear** phrases are said by three different people in the street, who are asked for directions, and **You Say** is what Jenny says. These phrases will be useful for Sts if they need to ask for directions.

Give Sts a minute to read through the dialogue and think what the missing words might be. Then play the audio again, and get Sts to complete the gaps. Play again if necessary.

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

See words in **bold** in script 3.66

Go through the dialogue line by line with Sts, helping them with any words or expressions they don't understand. Highlight that *Can you tell me the way to..., please?* is the typical question to ask for directions.

Focus on the **Can you...? or Could you...?** box and go through it with the class.

- c (3.67)) Now focus on the **You Say** phrases and tell Sts they're going to hear the dialogue again. They should repeat the **You Say** phrases when they hear the beep. Encourage them to copy the rhythm and intonation.

Play the audio, pausing if necessary for Sts to repeat the phrases.

- d Put Sts in pairs, **A** and **B**. **A** is Jenny and **B** plays the parts of all the passer-bys. Get Sts to read the dialogue aloud, and then swap roles.
- e In pairs, Sts roleplay asking for and giving simple directions using the map on p.58. Go through the

instructions with them. **A** starts saying *Excuse me. Where's...?*

Monitor and help with any issues relating to directions. Make sure Sts swap roles.

### Extra support

- Demonstrate the activity by getting a good student to ask you for directions to somewhere on the map.

### Extra idea

- Give Sts clear directions from the school to a nearby restaurant, shop or landmark, and see if they can work out where it is.

## 4 JENNY AND ROB GO SIGHTSEEING

- a (3.68)) Focus on the pictures and ask Sts some questions, e.g. *Where are Rob and Jenny? What's happening?*, etc.

You may want to tell Sts that they are on the bank of the River Thames in central London, outside the Tate Modern.

Focus on sentences 1–8 and go through them with Sts. Tell Sts that the Millennium Bridge is a new bridge over the Thames, which was built to celebrate the year 2000. Check Sts understand *gift shop, the top floor, and power station*.

Then play the audio once the whole way through for them to mark the sentences T (true) or F (false). Make it clear that they don't need to correct the false sentences yet. Play again if necessary.

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

1 F	3 F	5 F	7 F
2 T	4 T	6 F	8 T

(3.68))

(script in Student's Book on p.119)

R = Rob, J = Jenny, D = Daniel

R Sorry about the weather.

J Yeah... but what a view! It's a great bridge too.

R It's the Millennium Bridge. It's not for cars, only for people. It was the first new bridge over the Thames in 100 years.

J You sound like a tour guide!

R Sorry... I interviewed the architect last year. So what would you like to visit?

J What is there to see?

R Well, we could see the Tate Modern first as we're here, and then we could go to the Globe Theatre. Do you like Shakespeare?

J Not really. I studied too much Shakespeare in college. It's Daniel. Sorry. Hi, Daniel.

d Hi, Jennifer. How's your free day? Are you enjoying London?

J Absolutely. It's fantastic.

D Listen, I have some free time today. Would you like to meet for lunch?

J That's really nice of you, Daniel, but I'm sorry, I can't. I'm really far away from the office right now.

D That's OK. No problem. Maybe another time?

J Definitely. Bye.

R What did he want? Anything important?

J Not at all. Hey, let's go inside the Tate Modern now.

R Yeah, of course. There's a great restaurant on the top floor. The view is fantastic. The Tate Modern was a power station until 1981. Did you know that?

J I didn't. Do you know anything else about the Tate Modern?

R Oh, thank you for asking, I know a lot about it actually.

J Oh, great!

- b Play the audio again, so Sts can listen again and correct the false sentences.

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

- 1 The bridge is **for people** only.
- 3 Rob interviewed **the architect**.
- 5 Daniel invites Jenny to **lunch**.
- 6 Jenny **refuses** the invitation.
- 7 There's a great **restaurant** on the top floor.

#### Extra support

- If there's time, you could get Sts to listen again with the script on p.119, 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** and go through them with the class.
- In pairs, get Sts to decide who says them.
- d **3.69**) Play the audio for Sts to listen and check.

**3.69**)  
 What a view! **Jenny**  
 What would you like to visit? **Rob**  
 What is there to see? **Jenny**  
 We could go to the Globe Theatre. **Rob**  
 Would you like to meet for lunch? **Daniel**  
 That's really nice of you. **Jenny**  
 Maybe another time? **Daniel**  
 Yes, of course. **Rob**

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.119.

- e Now play the 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.