

PRACTICAL ENGLISH

Episode 5 Unexpected events

Lesson plan

In this final episode Sts learn how to ask questions in an indirect way, e.g. beginning with *Could you tell me...?* or *Do you know...?*

In the first scene Jenny arrives at Rob's flat and is surprised to find Paul still there, as Rob had said he was leaving. Paul then tells Jenny that Rob is planning to go back to the UK. Jenny is upset and leaves just as Rob arrives. Rob is furious with Paul for telling Jenny something that simply isn't true, and makes it clear to Paul how serious he is about Jenny. In the next scene Rob attempts to explain and put things right, but Jenny is not convinced that he is serious about their relationship. However, in the final scene Rob does his best to prove that he is.

STUDY LINK

- **Workbook** Unexpected events
- iTutor
- www.oup.com/elt/englishfile

Test and Assessment CD-ROM

- **Quick Test 9**
- **File 9 Test**
- www.oup.com/elt/teacher/englishfile

Optional lead-in (books closed)

- Elicit from the class what happened in the previous episode. Ask some questions, e.g. *Where did Rob and Paul go? Where did Jenny go? Why didn't she go with them?*
- Alternatively, you could play the last scene of Episode 4.

1 JENNY GETS A SURPRISE

- a (5 22)) Books open. Focus on the photos and ask Sts *Where is Jenny in the first photo?* (Outside Rob's apartment building), *What do you think Rob is saying?*, 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.

Jenny is upset and Rob is furious.

(5 22))

(script in Student's Book on p.130)

P = Paul, J = Jenny, R = Rob

P Yeah?

J Hi there. It's me. Should I come up?

J Paul!

P That's right.

J Er... hi.

P Hi... Are you OK?

J Yes, fine. Thanks. It's just that I erm...

P What?

J I wasn't expecting to see you.

P Really? Well, as you can see, I'm still here. It seems Rob just can't live without me. Yeah, he's going to miss me when I'm gone. But not for long. We'll meet up again when he goes back to London.

J Goes back...?

P Yeah, he told me last night that he was planning to leave New York pretty soon.

J He what?

R Hi, Jenny. Do you want some breakfast? I've got bagels.

J No, thank you, Rob. Why don't you two enjoy them?

R What's wrong?

P No idea. I just said you were planning to leave New York soon and she...

R You what? I didn't say that!

P You didn't have to. This New York life isn't you, Rob, and you know it.

R No, I don't! I like New York and Jenny's here.

P Oh come on! What's the big deal? It's not like you want to marry her.

R Well...

P What? You do?

R Look, Paul. I'm serious about New York and I'm serious about Jenny. And I want you to leave. Today.

P You're joking, mate.

R No, I'm not. I'll even buy the ticket.

- 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 (Paul tells Jenny that Rob is planning to go back to London.)
- 3 F (Rob arrives with bagels for breakfast.)
- 4 T
- 5 T
- 6 F (Rob says he will buy Paul's ticket to Boston.)

Extra support

- If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

2 INDIRECT QUESTIONS

- a (5 23)) Focus on the photo and the instructions and make sure Sts understand the question.

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.

No, they don't.

5.23)))

(script in Student's Book on p.130)

R = Rob, J = Jenny, D = Don

R Hi, Jenny.

J Rob.

R Paul told me what he said to you and it's not true. I'm not planning to leave New York.

J Oh really? Could you tell me why Paul is still in your apartment?

R Well, he couldn't get a ticket to Boston...

J But you told me he was going a few days ago. Or was that another lie?

R No, of course it wasn't! He couldn't get a ticket. The buses to Boston were all full.

J So do you know if he's got one now?

R I bought it! He's leaving this evening. But that isn't really the issue here, is it? You have to believe me - I don't want to leave New York!

J How can I believe you? I know you're missing London because you said the same thing to Kerri at the restaurant. Look Rob, I'd like to know what you really want.

R What do you mean?

J When you and Paul were together, it was like you were a different person.

R You know what Paul's like. What was I meant to do? But that isn't the kind of life I want any more. I'm not like that.

J I know you're not, but I wonder if you really want to be here. I wonder if...

R Jenny, what is it?

J Forget it.

R Jenny... what are you worrying about?

J I don't know if this is going to work out.

R You're not serious.

J I'm just not sure if we want the same things any more.

R That's crazy...

D Jenny - oh, good morning, Rob.

R Don.

D I need a word. Can you tell me what you decided at the last meeting?

J Right away, Don. Rob was just leaving.

- b** Give Sts time to read questions 1–5.

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 Paul couldn't get a ticket to Boston because all the buses were full.
- 2 Rob bought Paul's ticket to Boston.
- 3 Because he told Kerri that he misses London.
- 4 He behaved like a different person.
- 5 That she doesn't know if it is going to work out.

Extra support

- If there's time, you could get Sts to listen again with the script on p.130, so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

- c** **5.24)))** 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 5.24

5.24)))

1

J Could you **tell** me why Paul is still in your apartment?

R Well, he couldn't get a ticket to Boston...

2

J Do you **know** if he's got one now?

R I bought it! He's leaving this evening.

3

J Look Rob, I'd **like** to know what you really want.

R What do you mean?

4

J I **wonder** if you really want to be here. I wonder if...

R Jenny, what is it?

5

D I need a word. **Can** you tell me what you decided at the last meeting?

J Right away, Don. Rob was just leaving.

- d** **5.25)))** 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.

5.25)))

See highlighted phrases in Student's Book on p.92

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** Focus on the **Indirect questions** box and go through it with the class.

Now focus on the instructions and give Sts time to complete indirect questions 1–5.

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

- 1 where the station is
- 2 what he said
- 3 if / whether she likes me
- 4 if / whether your brother is coming tonight
- 5 what time the shop closes

- g** Put Sts in pairs, **A** and **B**, and tell them to go to **Communication Asking politely for information**, **A** on p.106, **B** on p.110.

Go through the instructions with them carefully. Tell Sts to focus on instruction **a** and give them some time to write the indirect questions. When they are ready, tell the **As** they are the tourists and they should turn to the **Bs** and start by saying *Excuse me*.

Monitor and help.

Make sure they swap roles.

When they have finished, get feedback.

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 ROB GETS SERIOUS

- a **5.26**) Focus on the photos and ask Sts some questions, e.g. *What's happening?*, *How do they look?*, 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.

Elicit Sts' predictions.

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

Sts' own answers

5.26)

(script in Student's Book on p.130)

R = Rob, J = Jenny

- R** But what can I do, Jenny? What can I say to convince you I'm serious?
J I don't know, Rob.
R Wait! What Paul said just isn't true.
J It isn't just what Paul said. It's obvious you want to go back.
R Of course I miss London, but I love my life here. What proof do you want of my commitment to New York, to you, to everything?
J I don't know.
R There must be something I can do.
J Look, we're going to see my parents later. I don't want us to be late.
R We won't be late. And I won't forget the chocolates this time either.
J Well, that's a start, I guess.
R But Jenny - we need to talk about this.
J We don't have time to discuss it now.
R Jenny!
J What is it?
R What if I proposed to you?
J 'Proposed'?
R That's right. Proposed.
J Like, 'Will you marry me?'
R Exactly.
J On one knee?
R I can do that... So what would you say?
J Rob, stop it. It's embarrassing.
R Tell me.
J Are you for real?
R Yes, I am actually. What about you?
J Yes!

- b Focus on the instructions and give Sts time to read sentences 1–6. Make sure Sts realize they must use between two and four 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.

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.

- 1 is serious
- 2 go back to London
- 3 life in New York
- 4 Jenny's parents
- 5 the chocolates
- 6 marry him

Extra support

- If there's time, you could get Sts to listen again with the script on p.130, 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 could be.

Extra challenge

- In pairs, get Sts to complete the phrases before they listen.
- d **5.27**) Play the DVD or audio for Sts to listen and complete the phrases.

Check answers.

See words in **bold** in script 5.27

5.27)

- Jenny** It's **obvious** you want to go back.
Rob Of **course** I miss London, but I love my life here.
Rob And I won't forget the chocolates this time **either**.
Jenny Well, that's a start, I **guess**.
Rob **What** if I proposed to you?
Jenny Rob, **stop** it. It's embarrassing.

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.130.

- 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.

PE5 ASKING POLITELY FOR INFORMATION

Student A

a You are a tourist in **B**'s town. You want to ask **B**, who you have stopped in the street, questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

- 1 Do shops open on Sundays?
Could you tell me if shops open on Sundays?
- 2 Is there a post office near here?
Do you know _____?
- 3 What time do banks close here?
Could you tell me _____?
- 4 Where's the railway station?
Do you know _____?
- 5 Does the number 21 bus go to the city centre?
Could you tell me _____?

b Ask **B** your indirect questions 1–5. Always begin *Excuse me*.

c Now **B** is a tourist, and is going to stop you in the street and ask you some questions. Answer politely with the necessary information.

PE5 ASKING POLITELY FOR INFORMATION Student B

a You are a tourist in **A**'s town. You want to ask **A**, who you have stopped in the street, questions 1–5 and you want to be very polite. Rewrite 2–5 as indirect questions.

- 1 Do shops close at lunchtime?
Could you tell me if shops close at lunchtime?
- 2 Is there a cash machine near here?
Do you know _____?
- 3 Where's the nearest chemist's?
Could you tell me _____?
- 4 What time do the buses stop running at night?
Do you know _____?
- 5 Do banks open on Saturday mornings?
Could you tell me _____?

b **A** is a tourist, and is going to stop you in the street and ask you some questions. Answer politely with the necessary information.

c Ask **A** your indirect questions 1–5. Always begin *Excuse me*.