



# UNIT 24

## Encounter

© 2017 by Pearson Education Limited

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the permission of the Publishers.

This material is the intellectual property of Pearson Education Limited.

Text Composition: ElectraGraphics, Inc.

Illustrations: Aptara

Image Credits: Monkey Business/Fotolia; ilolab/Fotolia; Minerva Studio/Fotolia; Mny-Jhee/Fotolia; viperagp/Fotolia; slavun/Fotolia; william87/Fotolia; jozik13/Fotolia; tab62/Fotolia; majorosl66/Fotolia

[www.wallstreetenglish.com](http://www.wallstreetenglish.com)

## ENCOUNTER 24

### Video Summary

Marco, Khae, and Aanya go to the Big Boss to make their pitch, but Todd tells him about his proposed product first, and they realize he has stolen their idea. They decide the best revenge is to think of a new, even better idea.

At the restaurant, Nadi is going to announce the new head chef. Everyone speculates that it will be Sofi, and Diego will be named head waiter. They are surprised when Nadi introduces Renzo, a newcomer, as head chef. Sofi is now prep cook, and Diego is a waiter. Sofi is frustrated when Renzo announces he is remaking the entire menu.

Shen helps Paz move her couch, and Li Li is jealous that Shen is paying attention to Paz. Shen uses a map app to get directions to his agent Marti's office. The app is very confusing, but does get him to Marti's office in the end.

### Reading Summary

In the first reading, a woman named Louisa texts her roommate because she cannot find her notebook. After Louisa explains everywhere she went the previous day, she realizes that she has left the notebook in her car.

The second reading is an invitation to a birthday party. The host describes the different foods that will be served at the party and asks that no presents be given. There are also driving directions to the party's location.

### Audio Summary

A commercial advertises a concert series. The performers, Annie Aster and the Four-Woman Band, are briefly described. Concert times, ticket ordering information, and other concert details are included in the commercial.

### Vocabulary

- Can name a limited range of common buildings and dwelling places
- Can name very common public places in a city
- Can use basic language related to using a map

### Grammar

- Can express basic personal intentions using *going to*
- Can talk about past events using common regular/irregular past simple forms

### Speaking

- Can express basic intentions with simple time markers
- Can ask for and give directions referring to a map or plan

## ENCOUNTER ADMINISTRATION

### LESSON OUTLINE

#### 1.0 Warm-Up

1.1 Marti and Shen 5 min

#### 2.0 Target Language

2.1 What's around Town? 5 min

2.2 How Do I Get There? 10 min

#### 3.0 Target Structures

3.1 What Are You Going to Do? 10 min

3.2 What Did You Do Yesterday? 10 min

#### 4.0 Communication

4.1 What Are Your Plans? 10 min

4.2 Finding Where You Want to Go 10 min

#### 5.0 Wrap-Up

5.1 Sentence Chain 5 min

### MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
1.1 Cue Card	1 x 3	none
2.1 Cue Cards	10 x 1	none
2.2 Cue Cards	2 x 3	none
3.1 Cue Card	1 x 3	none
4.1 Cue Cards	2 x 3	none
4.2 Cue Cards	2 x 3	none

### Review Student Progress

- Check for last Encounter attendance.
- Check for last Speaking Center attendance and time spent.
- Check that Lesson 3 has been completed.
- Prepare general comments on Student attendance, study habits, and overall progress.

## 1.0 WARM-UP

### 1.1 Marti and Shen *5 min*

#### Materials Needed

Cue Card 1.1

#### Objective

- To help the Students relax and start thinking in English

#### Context Creation

Show the Students Cue Card 1.1 (covering the text) and ask,

*Who can you see in the picture?*

Elicit,

*Marti and Shen*

In total, allow one minute for this section.

#### Instructions

Put the Students in pairs and distribute Cue Card 1.1 to each pair. The Students have to answer the questions about Marti and Shen using the questions on the Cue Card.

After three minutes, review the answers with the class.

In total, allow four minutes for this section.

#### Answer Key

1. Marti and Shen are talking on the phone.
2. Shen's in his apartment. Marti's at her office.
3. They are talking about what kind of building Shen lives in and directions to her office.

*They are talking about how to get from Shen's apartment to Marti's office and what kind of building Shen lives in.*

## 2.0 TARGET LANGUAGE

### 2.1 What's around Town? 5 min

#### Materials Needed

Cue Card 1.1  
Cue Cards 2.1A-J

#### Objectives

- Can name a limited range of common buildings and dwelling places
- Can name very common public places in a city

#### Context Creation

Show the Students Cue Card 1.1 and ask the Students,

*Where does Shen live?*

Elicit,

*in an apartment*

Then ask,

*What other places do people live in?*

Elicit an answer. For example,

*house, apartment building*    *condo, villa*    *Dormitory ki tuc xa*    *Castle lau dai*  
*skyscraper nha choc troi*

Then ask the Students,

*What are other buildings you can find in a city?*

Elicit responses. For example,

*library, store, post office*    *museum, temple*    *church*    *mall*

Concept check the meaning of vocabulary by asking questions. For example,

*What can you do in a store?* (You can buy things.)  
*What can you do in a library?* (You can read books.)

In total, allow one minute for this section.

#### Instructions

Divide the class into A/B pairs and distribute Cue Cards 2.1A-J evenly to each pair. Tell the Students,

*A Students, show your partner a Cue Card and ask What's this? B Students, answer the question and then show a new card and ask What's this?*



For example (with Cue Card 2.1A),

**Student A:** *What's this?*

**Student B:** *It's a supermarket.*

After two minutes, ask the pairs to swap cards with another pair and continue until all the Students have produced the vocabulary from each Cue Card.

In total, allow four minutes for this section.

### Extension

Divide the Students into pairs or small groups. Ask the Students to ask various questions about the places in the pictures. For example: *Where is...?*, *How often do you go to...?*, etc. The Students should answer the questions with full sentences.

### Answer Key

- A. supermarket
- B. café *or* restaurant
- C. library
- D. park
- E. office
- F. apartment *or* home
- G. drug store      pharmacy
- H. bus station
- I. house
- J. apartment building

## 2.2 How Do I Get There?

10 min

### Materials Needed

Cue Cards 2.1D, 2.2A-B

### Objectives

- Can use basic language related to using a map

### Context Creation

Show the Students Cue Card 2.1D (park) and ask,

*How do you get to a park from here?*

Elicit some basic directions from the class. For example,

*Go out the front door and make a right. Turn left at the first street....*

To concept check ask the Students to give directions to a good restaurant.

In total, allow two minutes for this section.

### Instructions

Put the Students into A/B pairs and distribute Cue Cards 2.2A and 2.2B accordingly. Tell the Students,

*Ask for and give directions to the places on the Cue Cards. Your partner will do the same. When your partner finishes giving directions, point to the place.*

In total, allow eight minutes for this section.

### Teaching Tip

Make sure the Students do not look at each other's maps while doing this activity.

### Extension

Ask the Students for the best ways to get to some popular sights in the area.



## 3.0 TARGET STRUCTURES

### 3.1 What Are You Going to Do?

10 min

#### Materials Needed

Cue Card 3.1

#### Objective

- Can express basic personal intentions using *going to*

#### Context Creation

On the board write,

*go to the museum*

Ask the Students,

*Your plan is to go to the museum. What do we say when we have a plan to do something?*

Elicit,

*I'm going to go to the museum.*

Next, elicit the question form. Write a question mark next to *go to the museum* and ask the Students,

*How can we ask a question about someone's plan to go to the museum?*

Elicit,

*Are you going to go to the museum?*

Concept check by asking the Students,

*When does going to the museum happen?*

Elicit an answer. For example,

*tomorrow, later tonight*

Do not erase the prompt *go to the museum* from the board because it is used in the next activity.

In total, allow three minutes for this section.

#### Instructions

Divide the Students into pairs and distribute Cue Card 3.1. The Students will take turns asking their partner about their plans using the prompts on the Cue Card. Say,

*Talk about plans with your partner. You should ask and answer questions and say when you plan to do the things.*

Encourage the Students to use full sentences with both their questions and their answers. Also, encourage them to use Future Time Adverbials. For example,

**Student A:** *Are you going to go to the supermarket (after work)?*

**Student B:** *Yes, I'm going to go to the supermarket (after work).*

**Student B:** *Are you going to watch a movie (this weekend)?*

**Student A:** *No, I'm not going to watch a movie (this weekend).*

When finished, do not collect the Cue Cards as they will be used again in the following activity.

In total, allow seven minutes for this section.

### Extension

Ask the Students what their plans are after the Encounter. Then put them back into pairs and tell them to ask each other what their plans are for the weekend, next week, a vacation, etc.

## 3.2 What Did You Do Yesterday? 10 min

### Materials Needed

Cue Card 3.1

### Objective

- Can talk about past events using common regular/irregular past simple forms

### Context Creation

Gesture to *go to the museum* on the board. Say to the Students,

*Finish this sentence: Yesterday, I...*

Elicit,

*I went to the museum.*      *went to the beach.*

Concept check by asking the Students,

*Are you at the museum now?*

Elicit,

*No.*

Next, write a question mark on the board next to *go to the museum*. Ask the Students,

*How can we make a question that gets "I went to the museum" as the answer?*

Elicit, for example,

*What did you do yesterday?*

or

*Did you go to the museum yesterday?*

Finally, elicit Past Time Adverbials by saying,

*What are some more words like yesterday that we use for past times?*

Elicit Past Time Adverbials. For example,

*last week*

*three days ago*

etc.

*last year   last night/ last week/ last month/ last year*

*five years ago*

*last night   last weekend*

*two hours ago*

*two weeks ago*

*3 days ago*

In total, allow three minutes for this section.

## Instructions

In the same or new pairs, refer the Students to Cue Card 3.1 again. This time the Students will take turns asking their partner about their past activities using the prompts on the Cue Card. Say,

*Ask and answer questions again. This time you should talk about when you did the things. Ask your partner some questions about his or her answer.*

Encourage the Students to use full sentences with both their questions and their answers. Also, encourage them to use Past Time Adverbials. For example,

Student A: *Did you go to the supermarket yesterday?*  
Student B: *Yes, I went to the supermarket yesterday.*

Student B: *Did you watch a movie last week?*  
Student A: *Yes, I watched a movie last week.*

In total, allow seven minutes for this section.

## Teaching Tip

Encourage the Students to ask follow up questions for their discussion. For example,

**Student B:** *Did you watch a movie last week?*  
**Student A:** *Yes, I watched a movie last week.*  
**Student B:** *What movie did you watch?*  
**Student A:** *I watched...*  
**Student B:** *Did you like it?*

## 4.0 COMMUNICATION

### 4.1 What Are Your Plans? 10 min

#### Materials Needed

Cue Cards 4.1A-B

#### Objectives

- Can talk about past events using common regular/irregular past simple forms
- Can express basic personal intentions using *going to*
- Can express basic intentions with simple time markers

#### Context Creation

Write the following two Adverbials on the board,

*Last week*  
*Next week*

Tell the class,

*Ask me a question about last week.*

Elicit a question form. For example,

*What did you do last week?*  
*Did you...last week?*

Tell the class,

*I went to a basketball game. Ask me when I went to the game.*

Elicit,

*When did you go the game?*

Provide an answer. For example,

*I went on Sunday.*

Next, tell the class,

*Ask me a question about next week.*

Elicit a question form. For example,

*What are you going to do next week?*  
*Are you going to...next week?*

Provide an answer. For example,

*I'm going to go to a football game. Ask me when.*

Elicit,

*When are you going to go to a football game?*

Answer the question. For example,

*I'm going to go on Wednesday.*

In total, allow two minutes for this section.

### Instructions

Divide the Students into A/B pairs and distribute Cue Cards 4.1A-B accordingly. Tell the Students,

*Look at your schedules (gesturing to one of the Cue Cards). This is what you did last week (pointing to the top row), and these are your plans for next week (bottom row). Ask each other questions about each day. See if you did the same things on the same days last week. Also, see if you are going to do the same things on the same days next week.*

For example,

**Student A:** *What did you do on Tuesday last week?*

**Student B:** *On Tuesday I went to school. What did you do last Tuesday?*

**Student A:** *I went to the library. Did you go to the library on Monday?*

Make sure the Students do not show each other their Cue Cards.

After the Students finish, ask them which days they both did the same things. Then ask what plans they share on the same days next week.

In total, allow eight minutes for this section.

### Answer Key

Last week:

We both went to the post office on Friday, and we both went to the park on Sunday.

Next week:

We are both going to go to the library on Friday.

## 4.2 Finding Where You Want to Go

10 min

### Materials Needed

Cue Cards 4.2A-B

### Objectives

- Can name a limited range of common buildings and dwelling places
- Can use basic language related to using a map
- Can name very common public places in a city
- Can ask for and give directions referring to a map or plan

### Context Creation

Referring to the previous activity, say to the Students,

*So, you are all going to go to the library next week. Imagine that you don't know where the library is. What do you have to do?*

Elicit,

*Ask for directions.*

Then, ask,

*What are some good questions to ask?*

Elicit questions. For example,

*Where is the library? How can I get to the library?*

Show the Students Cue Card 4.2A. Cover the text below the map. Gesture to the red arrow and tell the Students,

*You are here and the library is at Box E. Can you give me directions?*

Elicit, for example,

*Go straight. Follow 3rd Avenue for four blocks. Then turn left.*

In total, allow two minutes for this section.

### Instructions

Divide the Students into pairs and distribute Cue Cards 4.2A-B. Say to the Students,

*Look at the clue for the place you need to go. The example on your card says, "You want to borrow a book." You know books are at libraries, so you ask your partner, "Where is the library?" or "How can I get to the library?" Your partner will then give you directions to that place. Follow your partner's directions to the right place.*

When finished, review the answers as a class.

In total, allow eight minutes for this section.



### Teaching Tip

The task in this activity requires clear, thorough explanation. Be sure to model the first example and do a comprehension check of the Students' understanding of the task.

### Answer Key

- A. Bus station
- B. Hospital
- C. Post office
- D. Supermarket (Cue Card 4.2A)
- D. Apartment (Cue Card 4.2B)
- F. Park



## 5.0 WRAP-UP

### 5.1 Sentence Chain 5 min

#### Materials Needed

None

#### Objective

- To review and practice language from the Unit

#### Instructions

Tell the Students your plans for the weekend. Then ask the Student on your left,

*What are you going to do this weekend?*

And tell the Students that they should say what they are doing as well. For example,

**Student A:** *(Teacher's name) is going to play golf, and I'm going to play basketball.*

**Student B:** *(Teacher's name) is going to play golf, and (Student A) is going to play basketball, and I'm...*

Instruct the Students to continue with the chain. If possible, engage in the activity with the Students. Once the chain breaks, switch the theme to the past tense, and then to directions.

In total, allow five minutes for this section.