



UNIT 14

Encounter

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ENCOUNTER 14

Video Summary

Benny tries to fix the TV, with a little help from Shen. Shen researches acting classes online. Sofi bumps into Mrs. Berry in the hallway, and Mrs. Berry compliments her on her appearance. They compare their clothes, and then Sofi invites Mrs. Berry in for coffee. They discuss different ways to get to work while Sofi gets ready to leave.

Aanya and Khae chat in the break room. Khae is surprised to hear that Aanya never eats breakfast. Aanya invites Khae to go to the gym with her at six o'clock in the morning, but Khae is not keen to join her.

In a meeting, Todd tells the staff that the Big Boss wants to repaint the break room. He has Aanya, Khae, and Marco write down their favorite colors on a piece of paper. He then sends Khae to the Big Boss's office with the paper. Khae tampers with the paper so that the break room will be painted pink, which was her original choice.

Vocabulary

- Can name very common types of transportations
- Can use some very basic stock language related to transport

Grammar

- Can use very common regular and irregular nouns in the plural form
- Can talk about daily routines with the present simple but with limited control
- Can describe actions happening at the time of speaking with the present continuous

Speaking

- Can describe basic activities or events that are happening at the time of speaking



ENCOUNTER ADMINISTRATION

LESSON OUTLINE

1.0 Warm-Up	
1.1 Word Families	5 min
2.0 Target Language	
2.1 One Chair, Two Chairs	5 min
2.2 Getting Around	5 min
3.0 Target Structures	
3.1 Two Lives	10 min
3.2 What Are They Doing?	10 min
4.0 Communication	
4.1 We're Different	10 min
4.2 Spot the Difference	10 min
5.0 Wrap-Up	
5.1 Charades	5 min

MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
1.1 Cue Card	1 x 3	none
2.1 Cue Card	1 x 3	none
2.2 Cue Card	1 x 3	none
3.1 Cue Cards	2 x 3	none
3.2A Cue Card	1 x 1	none
3.2B Cue Card	1 x 3	none
4.1 Cue Card	1 x 3	none
4.2A Cue Card	1 x 1	none
4.2B-C 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 Word Families *5 min*

Materials Needed

Cue Card 1.1

Objective

- To help the Students relax and start thinking in English

Instructions

Ask the Students,

Can you name three rooms in a house?

Elicit answers. For example,

living room, bedroom, kitchen.

Put the Students into pairs and distribute Cue Card 1.1 to each pair. The Students have to name different things for each category on the Cue Card. Allow two minutes for the Students to take turns naming the vocabulary. Then get feedback in open class to see what words each pair thought of.

In total, allow five minutes for this section.

Teaching Tip

If you have a weaker group, do the activity in open class.

2.0 TARGET LANGUAGE

2.1 One Chair, Two Chairs **5 min**

Materials

Cue Card 2.1

Objective

- Can use very common regular and irregular nouns in the plural form

Context Creation

On the board, write,

living room

Ask the Students,

Can you name something you find in that room?

Draw the item the Students named on the board (e.g., a chair). Next, draw another (chair) next to it. Gesture to the drawings and say,

One chair, two...?

Elicit,

chairs

Concept check by asking,

One book, two...?

Elicit,

books

Ask,

One person, two...?

Elicit,

people

In total, allow one minute for this section.

Instructions

Divide the Students into pairs and distribute Cue Card 2.1. Have the Students take turns telling their partner the plural forms of the words pictured.

Allow three minutes for this. Then go over the answers in open class for one minute.

In total, allow four minutes for this section.



Answer Key

1. buses
2. men
3. women
4. cities
5. children
6. ladies

2.2 Getting Around 5 min

Materials Needed

Cue Card 2.1
Cue Card 2.2

Objectives

- Can name very common types of transportations
- Can use some very basic stock language related to transport

Context Creation

Show the Students the bus on Cue Card 2.1 and ask,

Do you go to work or school by bus?

For the Students who say *No*, ask,

How do you get to work or school?

Elicit, for example,

I get to work by bicycle.
I go to work by car.

Concept check by asking,

What are the things we use to go places?

Write a few of the Students' answers on the board with a space before each, for example,

_____ *car*
_____ *bus*
_____ *bicycle*

Then ask,

What words can we put before these?

Elicit, for example,

drive a car
take a bus
ride a bicycle

In total, allow two minutes for this section.

Instructions

Put the Students into pairs and distribute Cue Card 2.2 to each pair. Say to the Students,

Look at the pictures. Say how the people go to work.

Point to the first picture on the Cue Card and ask,

How do they go to work?

Elicit,

They go to work by bus.

Allow two minutes for this. Then bring the class together and have the Students report back, having each Student say at least one sentence.

In total, allow three minutes for this section.

Teaching Tip

If all the Students say *Yes* to the question in the Context Creation, ask,

How do other people go to work or school?

Elicit one or two possible answers. For example,

They go by bicycle or car.

Make sure the Students use full sentences.

Answer Key

1. They get/go to work by bus.
2. She gets/goes to work by car.
3. He gets/goes to work by bicycle.
4. He gets/goes to work by plane.
5. He gets/goes to work by motorcycle.
6. They get/go to work by train.

3.0 TARGET STRUCTURES

3.1 Two Lives 10 min

Materials Needed

Cue Cards 3.1A-B

Objective

- Can talk about daily routines with the present simple but with limited control

Context Creation

Ask the Students,

What do people do before they go to work or school?

Elicit one or two actions. For example,

*Get up.
Have breakfast.*

Then ask,

Do you do these actions every day?

Elicit,

Yes.

Concept check by asking

What other things do you do every day?

On the board, write,

Every day I...

Elicit responses. For example,

*Every day, I go to school.
Every day, I sleep.*

In total, allow two minutes for this section.

Instructions

Put the Students into A/B pairs and distribute Cue Cards 3.1A-B. Then say to the Students,

You are the person in the pictures. Look at the pictures and tell your partner what you do every day.

Hold up Cue Card 3.1A and point to the first picture. Ask a Student A,

What is the first thing you do in the morning?

Elicit,

Student A: *I get up at seven o'clock.*

Then point to the first picture on Cue Card 3.1B and ask a Student B the same question, to elicit,

Student B: *I get up at twelve o'clock.*

Allow six minutes for the Students to talk. Then ask,

Tell me about your partner. What does he or she do every day?

Have each Student report back two things about their partner. For example,

Student A: *He gets up at 12:00. He gets to work by bicycle.*

Student B: *She gets up at 7:00. She gets to work by subway.*

In total, allow eight minutes for this section.

Extension

Put the Students into new pairs, and say,

Tell your partner five things you do every day.

Let the Students talk in pairs, then get feedback in open class. Elicit one sentence from each Student.

Teaching Tip

If the Students need more practice, elicit more personal examples from each Student.

Answer Key

Example answers:

Cue Card A:

1. I get up at seven o'clock.
2. I get to work by train.
3. I start work at nine o'clock.
4. I eat lunch at one o'clock.
5. I go home/finish work at 7:00.
6. I watch TV in the evening.

Cue Card B:

1. I get up at twelve o'clock.
2. I get to work by bicycle.
3. I start work at two o'clock.
4. I have lunch at five o'clock.
5. I go home at ten o'clock.
6. I read in the evening.

3.2 What Are They Doing? 10 min

Materials Needed

Cue Cards 3.2A-B

Objective

- Can describe actions happening at the time of speaking with the present continuous

Context Creation

Show the Students Cue Card 3.2A, and say,

She gets to work by bus every day.

Write on the board,

Now, she _____ the bus.

Ask,

What is her action now?

Elicit,

Now, she is waiting for the bus.

Then ask,

What else is she doing right now?

Elicit a response. For example,

She's sitting. She's looking for the bus.

Concept check by asking,

Every day, I eat lunch at 1:00. It's 1:05 now. What am I doing?

Elicit,

You're eating (lunch).

In total, allow three minutes for this section.

Instructions

Put the Students into pairs and distribute Cue Card 3.2B to each pair. Say to the Students,

Ask a question about every picture. Then say what the people are doing.

Hold up the Cue Card and point to the first picture, then gesture to a Student to ask the question,

Student A: *What are they doing?*

Then have another Student answer. For example,

Student B: *They're dancing.*

When the Students have finished, go through the answers in open class, eliciting full sentences from each Student in turn.

In total, allow seven minutes for this section.

Teaching Tip

If you have a strong group, erase the target language from the board at the end of the Context Creation.

Encourage the Students to help and correct each other where appropriate.

If you plan to do the Extension Activity, check beforehand to make sure your class will not be disturbing any other Students or classes in the Center.

Extension

Repeat the activity but focus on the first person structure. In new pairs, the Students take on the roles of the people in the pictures in Cue Card 3.2B and take turns asking and answering the questions. For example,

Student A: *What are you doing?*

Student B: *I'm dancing.*

For extra practice, take the Students out of the classroom and point out people around the Center. Ask questions using the Present Continuous. For example,

Teacher: *What are they doing?*

Student A: *They're working on the computer.*

Teacher: *What are those two women doing?*

Student B: *They're sitting in an office.*

If you have a stronger group, have the Students ask the questions.

Answer Key

1. The man and woman are dancing.
2. The people are working (in an office).
3. The man is talking on the phone.
4. The boys are playing basketball.
5. The woman is fixing the TV.
6. The woman is drinking coffee.
7. The man is reading.
8. The family is eating (in a restaurant).

4.0 COMMUNICATION

4.1 We're Different 10 min

Materials Needed

Cue Card 4.1

Objectives

- Can talk about daily routines with the present simple but with limited control
- Can name very common types of transportations
- Can use some very basic stock language related to transport

Context Creation

Ask the Students a question about their daily routine. For example,

What time do you start work or school?

Elicit different answers. For example,

Student A: *I start work at eight o'clock.*

Student B: *I start work at nine-thirty.*

Write two different answers on the board.

Tell the Students you want to find out more about them.

In total, allow two minutes for this section.

Instructions

Put the Students into pairs and distribute Cue Card 4.1 to each pair. The Students take turns asking and answering the questions using full sentences. For example,

Student A: *What time do you get up?*

Student B: *I get up at 7 o'clock.*

Student B: *What time do you get up?*

Student A: *I get up at 8 o'clock.*

Allow six minutes for this. Then get feedback in open class to see what they found out about each other. For example,

Student A: *I have bread for breakfast. Michel doesn't have breakfast.*

Student B: *Olga gets home at seven o'clock, but I get home at four o'clock.*

In total, allow eight minutes for this section.

Teaching Tip

If you have a stronger group, encourage the Students to add their own ideas to those on the Cue Card.

If the Students need more practice, have them change pairs and repeat the activity.

4.2 Spot the Difference **10 min**

Materials Needed

Cue Cards 4.2A-C

Objectives

- Can use very common regular and irregular nouns in the plural form
- Can describe actions happening at the time of speaking with the present continuous
- Can describe basic activities or events that are happening at the time of speaking

Context Creation

Show the Students Cue Card 4.2A. Ask,

What are they doing?

Elicit,

He is sleeping. She is drinking coffee.

Show the Students Cue Cards 4.2B-C, and say,

You can't see your partner's pictures. How can you learn what is happening in your partner's pictures?

Elicit,

We can ask questions.

Ask,

What questions can you ask?

Elicit questions. For example,

*What are the men doing?
What are the children doing?*

In total, allow two minutes for this section.

Instructions

Put the Students into pairs and distribute Cue Cards 4.2B-C. Tell the Students they must ask and answer questions to learn about their partner's pictures. The students should have a discussion. For example,

Student A: *What are the men doing?*
Student B: *They are eating.*
Student A: *In my picture they are talking.*

Allow five minutes for the Students to talk, then get feedback in open class to see what each pair found. For example,

*In my picture, the men are talking. In Maria's picture, the men are eating.
In my picture, the people are watching TV. In Vyacheslav's picture, the people are eating.*

In total, allow eight minutes for this section.

Teaching Tip

Have the Students stand or sit face-to-face, so that they do not look at each other's pictures.

If necessary, focus the Students on the example questions you elicited during the Context Creation,

What are the men doing?
What are the children doing?

Emphasize that the Students should only use questions in this form.

If you have a weaker group, elicit the full set of questions before beginning the activity, and write them on the board.

Answer Key

1. In picture B, the men are talking, but in picture C, they are eating.
2. In picture B, the women are running, but in picture C, they are talking.
3. In picture B, the people are playing a game, but in picture C, they are reading.
4. In picture B, the boys are eating, but in picture C, they are playing.
5. In picture B, the woman is singing, but in picture C, the woman is working.
6. In picture B, they are watching TV, but in picture C, they are eating.

5.0 WRAP-UP

5.1 Charades 5 min

Materials Needed

Scrap paper

Objective

- To review and practice language from the Unit

Context Creation

Mime playing tennis and look questioningly at the Students. Elicit,

You're playing tennis.

Tell the Students they are going to play an acting game.

In total, allow one minute for this section.

Instructions

Divide the Students into two teams. You will give each Student an action to mime, which their team must identify. The team gets one point for identifying the action and two points if they say a complete sentence.

Demonstrate the rules by miming riding a bicycle. Put one point on the board when a Student calls out the action and two points on the board when a Student uses a full sentence. Erase the board before officially starting the game.

Have the first Student stand up and show him/her one of the following, written on scrap paper.

*Drive/car
Ride/motorcycle
Play/basketball
Drink/coffee
Talk/phone
Swim
Dance
Watch/TV*

Make sure each Student has a turn miming an action.

In total, allow four minutes for this section.

Teaching Tip

As an extension or alternative, play a drawing game. The Students take turns drawing a means of transport on the board, and the other Students must identify it. Possible words to use: *bus, train, airplane, motorcycle, and car.*