



# UNIT 15

## Encounter

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## ENCOUNTER 15

### Video Summary

Benny is excited about an upcoming football match. While he is waiting for the game to start, he fixes Shen's computer. He and Shen talk about their parents. Shen then talks to his parents in China. They are worried that Shen does not have a job yet and also about whether Benny is a good roommate.

Khao and Aanya meet at the gym. They talk about their brothers and sisters and what they do. They hear strange noises and go to investigate; Benny is trying to bench press. He tries to lift too much weight and drops the bar on himself, so Aanya helps him lift the bar. Khao then tries the bench press successfully, much to Benny's embarrassment.

Sofi reminisces about her grandmother's cooking. Sofi, Paz, Shen, Benny, and John Berry talk together about their grandparents. Sofi makes chicken soup for everyone, but she adds too much mustard, and no one can eat it.

### Vocabulary

- Can use basic language related to themselves and their family relations
- Can name very basic family relations

### Grammar

- Can use *a/an* to talk about the names of jobs
- Can name very common job names based on common verbs
- Can ask and answer basic *yes/no* questions
- Can talk about routines with very basic adverbs of frequency and prepositions of time

### Speaking

- Can give a short, structured description of home, family and job, with support
- Can ask and answer basic questions about family and friends in a limited way



## ENCOUNTER ADMINISTRATION

### LESSON OUTLINE

#### 1.0 Warm-Up

1.1 Storyline Characters 5 min

#### 2.0 Target Language

2.1 Family Quiz 10 min

#### 3.0 Target Structures

3.1 What Does She Do? 10 min

3.2 Do You Do It Every Day? 10 min

#### 4.0 Communication

4.1 Talking about a Family 10 min

4.2 My Brother's a Pilot 10 min

#### 5.0 Wrap-Up

5.1 What's His Job? 5 min

### MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
1.1 Cue Card	1 x 3	none
2.1A Cue Card	1 x 1	none
2.1B Cue Card	1 x 3	none
3.1 Cue Cards	8 x 1	none
3.2 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 Storyline Characters 5 min

#### Materials Needed

Cue Card 1.1

#### Objective

- To help the Students relax and start thinking in English

#### Context Creation

Show Cue Card 1.1 to the Students. Gesture to the picture of Shen and ask the Students,

*What can you say about this person?*

Elicit one or two sentences from each Student. For example,

*He's Shen. He lives with Benny.*

*That's Shen. He doesn't have a job, but he wants to be an actor.*

In total, allow two minutes for this section.

#### Instructions

Put the Students into pairs and distribute Cue Card 1.1. Say to the Students,

*Tell your partner about the people on the Cue Card. Say at least five sentences.*

The Students take turns making sentences about the characters on the Cue Card. For example,

Student A: *Todd is Marco's boss.*

Student B: *Benny is from Britain.*

In total, allow three minutes for this section.

#### Teaching Tip

If you have a stronger group, encourage the Students to give reasons or examples to explain their ideas. For example,

*Benny is funny. He wears strange clothes.*

*Khae is very fit. She goes to the gym every day.*

## 2.0 TARGET LANGUAGE

### 2.1 Family Quiz *10 min*

#### Materials Needed

Cue Cards 2.1A-B

#### Objectives

- Can use basic language related to themselves and their family relations
- Can name very basic family relations

#### Context Creation

Draw a four-person family tree with stick figures on the board, with two parents and two children, one boy and one girl. Label one of the children “me.” Gesture to the other stick figures and look questioningly at the Students. Ask a question for each stick figure,

*Who is this?*

Elicit the answers,

*He is your father.*

*She is your mother.*

*She is your sister./He is your brother.*

Concept check by asking,

*Who are the people in a family?*

Elicit responses. For example,

*mother, father, brother, sister*

In total, allow two minutes for this section.

#### Instructions

Display Cue Card 2.1A. Have the Students identify the members of the family tree in open class. As you go through the family tree, ask questions to elicit the vocabulary. For example,

*Who is she?*

*Who is he?*

*Who are they?*

Take about two minutes to elicit,

*grandfather, grandmother, brother, sister, son, daughter, dad, mom, parents*

Next, distribute Cue Card 2.1B to each pair. Allow four minutes for the Students to complete the quiz, working together, and then go through the answers in open class.

In total, allow eight minutes for this section.

### Extension

Tell the Students,

*Ask me three questions about my family.*

Elicit some questions. For example,

*Do you have any brothers and sisters?*

*Do you have a big family?*

*Where do your parents live?*

Answer the questions briefly.

### Teaching Tip

Monitor closely when the pairs work on the quiz and give the Students clues and examples if they don't understand a sentence.

### Answer Key

1. Your parents' son is your **brother**.
2. Your son's sister is your **daughter**.
3. Your father's mother is your **grandmother**.
4. Another word for "father" is **dad**.
5. Your mother and father are your **parents**.
6. Your sons and daughters are your **children**.
7. Your father's daughter is your **sister**.
8. Your daughter's brother is your **son**.

## 3.0 TARGET STRUCTURES

### 3.1 What Does She Do? 10 min

#### Materials Needed

Cue Cards 3.1A-H

#### Objectives

- Can use *a/an* to talk about the names of jobs
- Can name very common job names based on common verbs

#### Context Creation

Write on the board,

*My sister is a doctor.*

Underline *doctor* and ask the Students,

*What other jobs do you know?*

Have the Students call out names of jobs they know. For example,

*teacher, painter, engineer, architect*

Take one of the jobs the Students named that begins with a vowel and one that begins with a consonant and write on the board,

*He's \_\_\_\_\_ (actor).*

*She's \_\_\_\_\_ (painter).*

Have the Students fill in the missing words, *an* and *a*.

Underline the Articles (*a, an*) in each of the sentences.

Concept check by asking,

*Why do we say a doctor, but we say an actor?*

Students should respond that *an* is used before the words that begin with *a, e, i, o, u*.

Next, show Cue Card 3.1A to the Students and say,

*She's a painter. What does a painter do?*

Elicit the answer,

*She paints.*

Concept check by asking,

*Someone who paints is a painter. How about someone who drives?*

Elicit,

*Driver*

In total, allow three minutes for this section.



## Instructions

Divide the Students into pairs and distribute the Cue Cards evenly among the pairs. Say to the Students,

*For each picture, ask your partner What's his or her job?*

Show the Students Cue Card 3.1A and gesture to a Student to ask the question and have his/her partner answer. For example,

Student A: *What's her job?*  
Student B: *She's a painter.*

Once the pairs have finished their Cue Cards, have them swap cards with another pair and repeat the activity. Continue until the Students have gone through all the Cue Cards. Allow four minutes for this.

Next, hold up Cue Card 3.1B and ask,

*What does she do?*

Elicit,

*She drives.*

Tell the pairs to look at the Cue Cards again and say what action the people do. When the Students have made sentences for the Cue Cards they have, tell them to swap the Cue Cards with another pair until they have seen all the Cue Cards. Afterwards, bring the class together and go through the Students' answers, describing the jobs and actions. For example,

*She's a painter. She paints.*  
*She's a driver. She drives.*

In total, allow seven minutes for this section.

## Extension

Make note of the Cue Cards that Students have difficulties with, then change the pairs and repeat the activity a second time using only those Cue Cards.

## Teaching Tips

If you have a weaker group, omit Cue Cards 3.1E, F, and H, because these Cue Cards do not have a simple one-verb answer. Include them if you have a stronger group to test whether they can find another way to respond. For example,

Teacher: *What does a doctor do all day?*  
Student: *S/he works with sick people.*

If you have a weaker group, write the questions on the board before starting the activity. For example,

*What's his job?*  
*What's her job?*

### Answer Key

- A. She's a painter./She paints.
- B. She's a driver./She drives.
- C. He's a farmer./He farms.
- C. He's a teacher./He teaches.
- D. S/He's an actor./S/He acts.
- E. He's an architect./He designs buildings.
- F. He's a student./He studies.
- G. He's a pilot./He flies planes.

## 3.2 Do You Do It Every Day? 10 min

### Materials Needed

Cue Card 3.1G  
Cue Card 3.2

### Objectives

- Can ask and answer basic *yes/no* questions
- Can talk about routines with very basic adverbs of frequency and prepositions of time

### Context Creation

Show the Students Cue Card 3.1G from the previous activity and say,

*He's a student. What does he do?*

Elicit the answer,

*He studies.*

Write a schedule on the board,

*Monday —> study*  
*Tuesday —> study*  
*Wednesday —> study*  
*Thursday —> study*  
*Friday —> study*  
*Saturday —> study*  
*Sunday —> study*

Say to the Students,

*He studies from Monday to Sunday.*

Then write on the board,

*He studies \_\_\_\_\_.*

Elicit,

*He studies every day.*

Then cross out the word *study* on four days of the week. Under the first sentence on the board, write,

*He \_\_\_\_\_ studies.*

Elicit,

*sometimes*

Write on the board,

*Does he \_\_\_\_\_?*

Elicit the question, with the Adverb of frequency in both positions, for example,

*Does he study sometimes?*  
*Does he sometimes study?*

Ask the Students the question. Elicit,

*Yes, he does.*

Then, cross out the word *study* next to every day of the week, and write on the board,

*He \_\_\_\_\_ studies.*

Elicit,

*never*

Finally, ask the students,

*Do you study sometimes?*

Elicit,

*Yes, I do./No, I don't.*

Concept check by asking,

*How do we answer Do/Does questions?*

Elicit,

*With Yes/No.*

Then ask,

*Why do we use words like sometimes, always, and never?*

Elicit, for example,

*To say how often something happens.*

In total, allow four minutes for this section.

### Instructions

Put the Students into pairs and distribute Cue Card 3.2. Tell the Students to take turns asking their partner questions about the actions in the pictures and answering with a word from the box. For example,

Picture 1: Ride a bicycle

Student A: *Do you sometimes ride a bicycle on Mondays and Wednesdays?*

Student B: *Yes, I do. I ride a bicycle every day.*

Afterwards, bring the class together and have the Students report back one sentence about their partners.

In total, allow six minutes for the section.

### Teaching Tips

If Students had trouble differentiating between the different adverbs of frequency, draw the following scale on the board:

100% = Every day/every weekend  
30-80% = Sometimes  
0% = Never

### Extension

In open class, have the Students give other examples of things they do using these time expressions,

*Every day*  
*Every weekend*  
*Sometimes*  
*Never*

If you have a stronger group, have the Students take turns asking each other questions.

## 4.0 COMMUNICATION

### 4.1 Talking about a Family 10 min

#### Materials Needed

Cue Cards 4.1A-B

#### Objectives

- Can ask and answer basic *yes/no* questions
- Can use basic language related to themselves and their family relations
- Can ask and answer basic questions about family and friends in a limited way
- Can give a short, structured description of home, family and job, with support

#### Context Creation

Tell the Students,

*I have a brother. Can you ask me some questions about my brother?*

Elicit questions. For example,

*Is he married?  
What's his job?  
What does he do at work?  
Does he have children?*

Answer the questions briefly.

In total, allow two minutes for this section.

#### Instructions

Put the Students into A/B pairs and distribute Cue Cards 4.1A-B. Hold up Cue Card 4.1A and show the Students the gaps with missing information. Say to the A Students,

*Your partner knows these things about Muhammad. Ask him/her questions.*

Point to the first gap about his age and gesture for a Student A to ask the question, then have his/her partner answer. For example,

Student A: *How old is Muhammad?*  
Student B: *He's 65.*

Allow six minutes for the Students to fill in the missing information. Then bring the class together and have each Student describe at least one person in the family.

In total, allow eight minutes for this section.

### Extension

Have the Students draw their own family tree, writing only their family members' names. Then divide the class into pairs and have the Students ask each other questions about their families. For example,

Student A: *Who's Isabel?*

Student B: *She's my sister.*

### Teaching Tips

If you have a stronger group, encourage the Students to add information and ask other questions about the family members.

## 4.2 My Brother's a Pilot 10 min

### Materials Needed

Cue Cards 4.2A-B

### Objectives

- Can talk about routines with very basic adverbs of frequency and prepositions of time
- Can use *a/an* to talk about the names of jobs
- Can name very common job names based on common verbs
- Can name very basic family relations

### Context Creation

Link to the Context Creation from 4.1 by saying,

*I have a brother. My brother's a pilot. What do you think he does every day?*

Elicit answers. For example,

*He flies planes every day.  
He goes to the airport every day.*

Ask,

*What does he sometimes do?*

Elicit an answer. For example,

*He sometimes travels to other countries.*

In total, allow one minute for this section.

### Instructions

Put the Students into A/B pairs and distribute Cue Cards 4.2A-B to each pair. Give the Students two minutes to look at their Cue Card and prepare answers to the prompts. Then tell the Students to talk about the three family members on their card, their jobs, and their habits with their partner. The Students should make one sentence for each prompt. For example,

*Aran Demir is a doctor.  
He works in the hospital every day.  
He sometimes works at the weekends.  
He sometimes feels tired.  
He never goes to bed after 10:00 p.m.*

Allow four minutes for the Students to talk in pairs. Then have the Students present one of their people to the rest of the class. For example,

*Sanit Demir is a student. He always listens to music, and on the weekends he likes to....*

In total, allow nine minutes for this section.



## 5.0 WRAP-UP

### 5.1 What's His Job? 5 min

#### Materials Needed

None

#### Objective

- To review and practice target language from the Unit

#### Context Creation

Draw a stick figure of a man on the board. Above the man, write,

*What's his job?*

Draw any object next to the man that gives a clue about his job. For example, draw a chalkboard.  
Elicit,

*teacher*

Encourage the Students to ask questions to guess the job. For example,

Students: *Is he a doctor?/Is he a teacher?*

Teacher: *No, he isn't./Yes he is.*

Then ask,

*What does he do?*

Have the Students provide a description of his job. For example,

*He teaches.*

In total, allow one minute for this section.

#### Instructions

Clean the board and draw another stick figure.

Give the marker to another Student and gesture for him/her to draw an object or any clue that elicits the person's profession.

Encourage the Students to ask *yes/no* questions to guess the job as before.

Give each Student a chance to draw. If the Students need some ideas for the jobs, provide the jobs from activity 3.1 (painter, driver, farmer, actor, architect, student, pilot).

Elicit the description of each job as you go through the drawings. For example,

*He paints.*

In total, allow four minutes for this section.



### Teaching Tips

Encourage the Students to add more clues if the other Students cannot guess the professions.

Use a stopwatch to time each guessing section to keep the activity fast-paced.