



# UNIT 23

## Encounter

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## ENCOUNTER 23

### Video Summary

Shen talks with his parents about plans for their upcoming trip to New York. Then Benny brings in mail for Shen. It's a paycheck, and Shen explains to Benny that though he loves acting and is good at it, his recent jobs have not involved acting. Benny asks to borrow money from Shen.

Aanya invites Khae to go shopping with her over their lunch break. They buy a new tie for Marco, a necklace for Aanya, and a handbag for Khae.

At the restaurant, Sofi is pleased because she has taught the three temp cooks how to work well in the kitchen. Sofi's friend Eli comes to the restaurant for lunch, and Sofi makes him one of her grandmother's recipes. Diego helps one of the temp cooks with a recipe.

### Reading Summary

In the first reading, two women, Kara and Yuna, are texting back and forth. Kara tells Yuna about some good deals she got on some clothing and accessories when shopping the night before. While planning a shopping trip together, Yuna asks Kara to borrow some money, which Kara avoids answering by claiming she's too busy to chat.

The second reading is a "Plan Your Visit" page from a theme park's website. Included are seasonal operating hours, directions to the park by bus and car, and information about a nearby hotel.

### Audio Summary

A man is starting to plan a vacation. He asks a friend to help him, and she guides him through the process of booking online. The man becomes interested in an all-inclusive trip until he finds out how high the price is.

### Vocabulary

- Can name very common types of holiday
- Can use very basic language related to getting around a city

### Grammar

- Can describe everyday movements using basic prepositions
- Can ask for information about time, measurement, size, and quantity with *how*

### Speaking

- Can make simple purchases by stating what is wanted and asking for the price
- Can ask for attention

## ENCOUNTER ADMINISTRATION

### LESSON OUTLINE

#### 1.0 Warm-Up

1.1	Find Out about Your Classmates	5 min
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#### 2.0 Target Language

2.1	Travel	5 min
2.2	Transportation	5 min

#### 3.0 Target Structures

3.1	Get on the Bus!	5 min
3.2	How Much Is It?	10 min

#### 4.0 Communication

4.1	Booking a Tour	15 min
4.2	Asking for Directions	10 min

#### 5.0 Wrap-Up

5.1	A Visit from a Friend	5 min
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### MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
2.1 Cue Card	1 x 3	none
2.2 Cue Cards	6 x 3	none
3.1 Cue Card	1 x 6	none
3.2 Cue Cards	2 x 3	none
4.1 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 Find Out about Your Classmates

5 min

#### Materials Needed

None

#### Objective

- To help the Students relax and start thinking in English

#### Instructions

Write on the board,

*How/often/vacation?  
Favorite trip?  
When/last vacation?*

Tell the Students,

*Make questions with these words.*

Elicit questions. For example,

*How often do you go on vacation?* Three times, I really like travel, so I like go on vacation when I have a few days off.  
*What was your favorite trip?* I went to the beach on Summer.  
*When did you go on your last vacation?/When was your last vacation?*

My last vacation was one months ago. I spent 4 days in in Da Nang City. I went Ba Na Hill, Old Town Hoi An and climbing Ban Co.

Put the Students into pairs and tell them,

*Discuss these three questions with your partner.*

Allow two to three minutes for the Students to talk in pairs. Then, ask the Students,

*Did you hear anything interesting from you partners?*

Encourage the Students to respond to each other's travel experiences in open class.

## 2.0 TARGET LANGUAGE

### 2.1 Travel 5 min

#### Materials Needed

Cue Card 2.1

#### Objective

- Can name very common types of holiday

#### Context Creation

Ask the Students,

*What are some things you can do when you go on vacation?*

Elicit as many terms as possible. For example,

camping	picnic/pknk/
tour of a city	
sightseeing	take a cruise    di du lich tren du thuyen
walking tour	

Ask the Students which of these activities they like. For example,

*Do you like camping? Why or why not?*    Because I feel interesting when I live in forest, camp fire, eat wild meat

Concept check the meaning of the vocabulary by asking,

*What do you do when you go camping?* (Live in the forest, cook outside)  
*What do you do when you go sightseeing?* (Visit museums and famous places)

In total, allow two minutes for this section.    temple: chua  
church

#### Instructions

Divide the Students into pairs. Distribute Cue Card 2.1 to each pair. Have the Students take turns asking and answering questions about the various types of vacations (holidays) they see on the card.

In total, allow three minutes for this section.

#### Extension

Tell the Students about either a personal experience from a holiday or a trip that you would like to take referring to one of the pictures on the Cue Card. Then, in new or the same pairs, have the Students discuss any of the types of vacations they have taken or would like to take.



## Answer Key

Sample answers

1. camping
2. going to the beach
3. city tours
4. walking
5. sightseeing

## 2.2 Transportation

5 min

### Materials Needed

Cue Card 2.1  
Cue Cards 2.2A-F

### Objective

- Can use very basic language related to getting around a city

### Context Creation

Gesture to the image of the Eiffel Tower on Cue Card 2.1. Tell the Students,

*We're in Paris on vacation, and we are staying at a hotel. We want to go to museums. Some are close to the hotel, but some aren't. How can we get to the museums?*

Elicit,

*We can take the subway/bus.  
We can go to the museum on foot.*

Concept check the structures by writing gapped sentences on the board, such as,

*We can \_\_\_\_\_ the bus.  
We can go \_\_\_\_\_ foot.*

Elicit the missing words. For example,

*We can take the bus.  
We can go on foot.*

Erase all target language from the board.

In total, allow one minute for this section.

### Instructions

Divide the class into pairs and distribute Cue Cards 2.2A-F to each pair. Tell the Students,

*Look at the cards and talk with your partner. Try to make two sentences about each card.*

For example,

#### **Cue Card 2.2A**

**Student A:** *We can take the bus to the museum.*

**Student B:** *We can get the bus (there) to the museum.*



Finally, review the answers in open class.

In total, allow four minutes for this section.

### Extension

Select one Cue Card, the image of the subway (2.2F), for example. Then, ask the Students if they like the subway. Follow up by asking them about the subway (*why, how often, where*). Put them in pairs and tell them to use the Cue Cards to discuss which forms of transportation they like/don't like and why they like/don't like them.

### Answer Key

Sample answers

- A. We can take the bus to the museum./We can get the bus (there) to the museum.
- B. You can take the train to London./You can get to London by train.
- C. We can go to the hotel on foot./We can walk to the hotel.
- D. Mary can get/take a taxi to the airport.
- E. Paulo takes his car/drives to work every day.
- F. We can get there by subway.

## 3.0 TARGET STRUCTURES

### 3.1 Get on the Bus! 5 min

#### Materials Needed

Cue Card 3.1

#### Objective

- Can describe everyday movements using basic prepositions

#### Context Creation

Write on the board,

*We have to get \_\_\_\_\_ the bus at 4th Street.  
Get \_\_\_\_\_ the taxi.  
Let's walk \_\_\_\_\_ the museum.*

Ask the Students,

*How can we finish these sentences?*

Elicit,

*We have to get **off/on** the bus at 4th Street.  
Get **in/out** of the taxi.  
Let's walk **to** the museum.*

Concept check by asking,

*Do you say walk to the museum or walk on the museum?*

Elicit,

*Walk to the museum.*

In total, allow one minute for this section.

#### Instructions

Erase the board and divide the class into pairs. Distribute Cue Card 3.1 to each Student.

Tell the Students,

*Talk with your partner and finish this. Then read it with your partner.*

After they have completed the gap-fill dialogue, review the answers as a class. Ask two Students to read their answers aloud for the class.

In total, allow four minutes for this section.

### Teaching Tip

When reviewing the answers with the whole class, do not say an answer is correct immediately. Allow the Students the opportunity to ask questions and correct each other before confirming the correct answer.

### Answer Key

- A: Do you want to go **(1) to** the museum?  
B: Yes. Let's take the subway. We can get **(2) on** it at Brooks Street.  
A: I hate the subway. How about taking a bus? We can get **(3) on** the bus at 4th Street.  
B: OK. And where do we get **(4) off** for the museum?  
A: At Dunbar Avenue. Then we have to walk **(5) to** the museum from there.  
B: That's a lot of walking! Let's just take a taxi. We can tell the driver to go **(6) to** the museum after we get **(7) into/in** the taxi. That way we can get **(8) out of** the taxi right in front of the museum!

## 3.2 How Much Is It?

10 min

### Materials Needed

Cue Cards 3.2A-B

### Objective

- Can ask for information about time, measurement, size and quantity with *how*

### Context Creation

Say to the Students,

*We just talked about going around a city. If you want to buy a bus ticket, and you don't know the price, what can you ask?*

Elicit,

*How much is a bus ticket?*

Then say,

*You also want to know the time it takes to get to a place. What question can you ask?*

Elicit,

*How long does it take...?*

Lastly, say,

*Last, you want to know the number of kilometers to the place. What question can you ask?*

Elicit,

*How far is ...?*

Concept check by asking the Students questions about the city where you are. For example,

*How much is a bus ticket in Shanghai?*

*How long does it take to get from Xintiandi to Hongkou Stadium?*

*How far is Jing An Temple from here?*

In total, allow two minutes for this section.

## Instructions

Divide the Students into pairs and distribute Cue Cards 3.2A-B accordingly. Tell the Students to read the sentences on their Cue Card to their partner. Then, tell the partner to listen to the sentence and respond with an appropriate question for the situation. For example,

**Student A:** *You are at a train station and you want to buy a ticket.*

**Student B:** *How much is a train ticket?*

After the Students have completed this part of the activity, have them swap Cue Cards. They will now repeat the activity, but ask extra questions for each situation. Say,

*Do the activity again, but this time ask your partner two or three questions for each sentence.*

For example,

**Student A:** *I'd like to go to New York. How much is a train ticket?*

**Student B:** *It's ten dollars.*

**Student A:** *OK, here you are. And how long is the trip to New York?*

**Student B:** *It's about an hour.*

In total, allow eight minutes for this section.

## Teaching Tip

The Students may not immediately supply questions with *how*. If this is the case, on the board, write,

\_\_\_\_\_ is a bus ticket?

Elicit,

*How much is a bus ticket?*

Do the same for *how long*, *how far*, etc.

## Answer Key

Sample answers

### Cue Card 3.2A

How much is a train ticket?

How often does the train come?

How long does it take to get to the museum?

### Cue Card 3.2B

How much is a hotel room?

How big is the hotel room?

How far is the train station from the hotel?

## 4.0 COMMUNICATION

### 4.1 Booking a Tour 15 min

#### Materials Needed

Cue Cards 4.1A-B

#### Objectives

- Can name very common types of holiday
- Can ask for information about time, measurement, size and quantity with *how*
- Can make simple purchases by stating what is wanted and asking for the price

#### Context Creation

Ask the Students to recall what they have done thus far in the Encounter. Elicit again the language practiced in 2.1 by asking,

*What can you do on vacation?*

Elicit, for example,

*sightseeing  
beach holiday  
tours*

go on a picnic

hiking trip *chuyen di bo duong dai*

go on a train trip *di du lich tren tau*

Then ask the Students how they can go about finding information for a tour of a city. Say,

*You want to go on a tour of a city. What do you have to do?*

Elicit an answer. For example,

*find information about different tours*

Next, ask the Students,

*Where can you go to find information about tours?*

Elicit different answers. For example,

*We can go online or to an information office.* *travel company*

Then, tell the Students,

*Today you are going to buy a ticket over the phone.*

Elicit some language related to asking for information over the phone. Ask,

*What do you need to think about before choosing a tour?*

Elicit responses. For example,

*price, places to see*

*food  
hotel  
how to go*

Then ask,

*How can you ask about price?*

Elicit,

*How much is...*

Finally, ask,

*What can you say to ask for information about a tour?*

Elicit,

*I'd like to get some information about...*

In total, allow five minutes for this section.

### Instructions

Divide the class into A and B Students and distribute Cue Cards 4.1A-B accordingly.

Tell the A Students that they will play the role of a person interested in booking a tour and that the B Students will be giving information about tours. Say,

*Read the cards and discuss your role with the other Students who have the same role.*

Give the A and B groups two minutes to read over their roles and prepare the things they'll say. Encourage the Students to share ideas and prepare the questions and answers.

Next, pair individual Students from the A and B groups, and instruct them to begin the role-play.

After the Students complete the role-play, instruct them to switch roles and do the role-play again, but this time with only one minute to prepare alone.

In total, allow ten minutes for this section.

## 4.2. Asking for Directions 10 min

### Materials Needed

None

### Objectives

- Can use very basic language related to getting around a city
- Can describe everyday movements using basic prepositions
- Can ask for attention

### Context Creation

Ask the Students,

*Where do tourists go when they come to your city?*

Elicit some well-known locations in the city where you are living. Write at least four on the board. Then say to the Students,

*Imagine you are a tourist in this city. You want to go to (one of the locations elicited), but you don't know how to get there. What do you need to do?*

Elicit,

*Ask for directions.*

Then ask the Students how they will ask for directions if they don't know anyone. Say,

*Who can you ask for directions?*

Elicit an answer. For example,

*You can ask someone on the street.*

Then say,

*You don't know that person. What do you say to stop him or her and get his or her attention?*

Elicit ways to ask for attention. For example,

*Excuse me.  
Can I ask you something?*

Then, ask the Students how they will ask for directions. Say,

*You want to ask for directions. What can you say?*

Elicit language that will enable the Students to ask for and give directions. For example,

*Can you give me directions to...?  
Take a bus from... and get off at...  
Walk to the bus stop in front of...and get on bus number...*

In total, allow three minutes for this section.





## Instructions

Divide the Students into pairs and assign them A/B roles. Refer to the locations listed on the board, and tell the Students that each person will ask for directions to two places and each will give directions to two places. Tell the Students that the starting location is their Wall Street English Center.

Assign the Students locations to ask about by writing A or B next to the locations on the board. For example,

- A the Empire State Building
- A Times Square
- B One World Trade Center
- B the Museum of Modern Art

Give the Students one minute to think about how to give directions to the places mentioned.

The B Students will then ask the A Students how to get to the first place. The A Students will give them directions and then ask for directions to the second place. For example,

**Student B:** *Excuse me, can I ask you a question?*

**Student A:** *Sure.*

**Student B:** *Can you give me directions to One World Trade Center?*

**Student A:** *OK. Take...*

In total, allow seven minutes for this section.

## Teaching Tip

The locations chosen for this activity do not necessarily have to be tourist locations, but they should be places that everyone in the class is familiar with.

If there are four or more students in the class, allow the Students with the same role to brainstorm with each other how to give directions to the places mentioned. Tell the Students that they do not have to give perfect directions.

## 5.0 WRAP-UP

### 5.1 A Visit from a Friend

5 min

#### Materials Needed

None

#### Objective

- To review and practice language from the Unit

#### Instructions

Bạn muốn đưa anh ta đi đâu?

Say to the Students,

*Your friend from London is coming to visit your city for only one day. Where do you want to take him or her? What foods can he or she try? What are fun things to do?*

Divide the Students into pairs or small groups. The Students have to outline a list of sights, things to do, foods to eat, etc., that the visitor can do in your city *in one day*.

#### Extension

Assign one Student the role of reporter. It will be his/her job to take down all the information that is discussed (the locations the Students decide to visit, etc.) That person will present the results of the discussion to the rest of the group at the end of the activity.