



UNIT 20

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: willypd/Fotolia

www.wallstreetenglish.com

ENCOUNTER 20

Video Summary

Khae bumps into Mrs. Berry in the hallway outside her apartment. Mrs. Berry asks Khae about her plans for the day and asks her to run some errands for her. Mrs. Berry gives Khae a lot of money to cover the cost of the errands. Khae goes to the post office, the department store, and the supermarket.

Eli comes to visit Sofi at the restaurant, and they chat for some time. After he eats, Eli leaves a very large tip, along with a thank-you note for Sofi and Diego.

Benny lends Shen a spandex bodysuit to wear for his first night as a doorman. Shen is deflated when he realizes that there is no acting involved. He works the door and meets many famous people, although Dan Blaze does not make an appearance, much to his dismay.

Vocabulary

- Can name very well-known nations, nationalities, and languages

Grammar

- Can describe facts and states with the present simple, but with limited control
- Can use *what*, *where*, *when*, *why* and *how* to ask for information
- Can name very common nationalities based on country names

Speaking

- Can ask and answer simple questions about people they know in a limited way



ENCOUNTER ADMINISTRATION

LESSON OUTLINE

1.0 Warm-Up	
1.1 Categories	5 min
2.0 Target Language	
2.1 Where Are They From?	10 min
3.0 Target Structures	
3.1 Character Interviews	10 min
4.0 Communication	
4.1 Guess Who?	15 min
4.2 Marc and Maria	10 min
5.0 Wrap-Up	
5.1 Spelling Bee	10 min

MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
2.1 Cue Card	1 x 3	none
3.1 Cue Cards	6 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 Categories *5 min*

Materials Needed

None

Objective

- To help the Students relax and start thinking in English

Instructions

Write on the board,

Things you can eat

Take a ball (or crumpled up piece of paper) and say *bread*. Throw the ball to a Student and gesture to the prompt on the board. Elicit a word in the same category. For example,

pizza, fruit, cookies

If necessary, encourage the other Students to help.

Have the Students catch the ball, say a word, and then throw or pass the ball to another Student. Aim to get ten words for each category, and then change the category. Other possible categories,

Things you can drink

Things you can wear

Things you can do in your free time

Places in a city airport , bank , bus station, church, cinema, hospital , hotel , museum , pharmacy, police station , park ,

Countries supermarket , zoo , restaurant

In total, allow five minutes for this section.

Teaching Tip

If you do not have a ball, have the Students stand in a circle and say one word each, going clockwise around the circle.

2.0 TARGET LANGUAGE

2.1 Where Are They From? 10 min

Materials Needed

Cue Card 2.1

Objectives

- Can name very well-known nations, nationalities, and languages
- Can name very common nationalities based on country names

Context Creation

Ask the Students,

Do you know where I'm from?

Elicit an answer. For example,

You're from Canada. *The United Kingdom*

Say,

That's right. I'm from Canada, so what am I?

Elicit,

You're Canadian. *British*

Ask,

What language do I speak?

Elicit,

You speak English.

Say,

Make three sentences. Say where I'm from, what I am, and what language I speak.

Elicit,

You're from Canada. You're Canadian. You speak English.

Concept check by asking,

How about you? Where are you from? What are you? What language do you speak?

Elicit, for example,

I'm from Thailand. I'm Thai. I speak Thai.

In total, allow three minutes for this section.

Instructions

Put the Students into pairs and distribute Cue Card 2.1 to each pair. Say to the Students,

Talk to your partner. Take turns making sentences about the pictures.

Have the Students make sentences about the pictures on the Cue Card. For example,

Student A: *He's from France. He's French. He speaks French.*

Student B: *She's from England/Great Britain. She's English. She speaks English.*

Allow four minutes for the pair work, and then review the answers in open class, eliciting at least one full answer from each Student. Allow three minutes for open class feedback.

In total, allow seven minutes for this section.

Teaching Tip

Note any pictures from the Cue Card that cause problems, and review them at the end of the activity.

Extension

Say to the Students in open class,

Tell me about (storyline character/famous person).

For example,

Tell me about Shen/Sofi/Taylor Swift.

Diego Brazilian

Sofi French

Elicit a sentence in open class, such as,

Khæ Thailand

Shen's from China. He's Chinese. He speaks Chinese.

Anaya india

Put the Students into pairs and say,

Benny British

Make three sentences each about characters from the storyline or famous people. Make sentences about five different people.

Have the Students talk in pairs, taking turns to make sentences. Then review their sentences as a class.

Answer Key

1. He's from France. He's French. He speaks French.
2. She's from England. She's English. She speaks English.
3. He's from China. He's Chinese. He speaks Chinese.
4. She's from Spain. She's Spanish. She speaks Spanish.
5. He's from Italy. He's Italian. He speaks Italian.
6. She's from Brazil. She's Brazilian. She speaks Portuguese.
7. He's from Russia. He's Russian. He speaks Russian.
8. She's from Germany. She's German. She speaks German.

3.0 TARGET STRUCTURES

3.1 Character Interviews 10 min

Materials Needed

Cue Cards 3.1A-F

Objectives

- Can describe facts and states with the present simple, but with limited control
- Can use *what*, *where*, *when*, *why* and *how* to ask for information

Context Creation

Show Students Cue Card 3.1A with the picture of Sofi.

Write on the board,

*What/name?
Where/from?
How/old?
When/go/museum?
Why/live/New York City?*

Indicate the word *what*, and then gesture to the picture of Sofi.

Elicit the first question beginning with *what*,

What's her name?

Ask the Student who produced the question to ask another Student. The second Student should answer with a full sentence. For example,

Student A: *What's her name?*
Student B: *Her name's Sofi.*

Concept check by gesturing to the board and asking,

What other questions can we ask?

Elicit,

*Where's she from?
How old is she?
When does she go to a museum?
Why does she live in New York City?*

Leave the question words on the board as prompts for the Students to use in this activity.

In total, allow two minutes for this section.

Instructions

Put the Students into A/B pairs and distribute Cue Cards 3.1A-F so that each student has two or three cards. Say to the A Students,

Ask your partner five questions about the characters on his/her cards. Use these question words (gesture to the prompts on the board).

Have the Students ask and answer questions in pairs. Next, instruct the Students to change roles, so that the B Students ask the A Students questions.

In total, allow eight minutes for this section.

Teaching Tips

Encourage the Students to ask different questions about the hobbies on the Cue Cards to elicit questions with *when* and *why*. For example: *Why does he like playing sports? When does he play sports?*

Explain to the Students that if they do not know certain information about a character, they should invent it.

If you have a stronger group, have the Students make two questions with each question word.

Answer Key

Example answers:

What's his/her name?

What's his job?

What are his hobbies?

Where is he from?

Where does he work?

How old is he?

When does he go shopping?

Why does he like/live in New York?

4.0 COMMUNICATION

4.1 Guess Who?

15 min

Materials Needed

None

Objectives

- Can describe facts and states with the present simple, but with limited control
- Can use *what, where, when, why* and *how* to ask for information
- Can ask and answer simple questions about people they know in a limited way

Context Creation

Tell the Students,

I'm thinking of a living famous person. I can't tell you this person's name, but I can answer any other questions. Ask me questions to find out the famous person's name.

Elicit questions. For example,

*Where does s/he live?
Is this person a man or a woman?
What is his/her job?
Does he/she have children?*

Answer the Students' questions until they can guess the name of the famous person.

In total, allow two minutes for this section.

Instructions

Next, put the Students into A/B pairs. Say to the A Students,

Think of a famous person.

Say to the B Students,

Ask your partner questions. Try to find the famous person s/he is thinking of.

Have the Students talk in pairs. When Student B guesses successfully, have him/her think of a famous person for Student A to guess.

In total, allow eight minutes for this section.

Teaching Tips

Use a stopwatch to time each round of questions to make the activity more fast-paced.

For the example in open class, choose a famous local celebrity so that the Students can get the answer quickly and begin the activity independently.

Make sure the Students choose current celebrities, rather than historical figures, so that the need to use past verb forms does not arise.

4.2 Marc and Maria

10 min

Materials Needed

Cue Cards 4.2A-B

Objectives

- Can name very common nationalities based on country names
- Can name very well-known nations, nationalities, and languages
- Can describe facts and states with the present simple, but with limited control
- Can use *what*, *where*, *when*, *why* and *how* to ask for information

Context Creation

Write on the board,

*Shen is from China.
Shen speaks Chinese and English.
Shen wakes up at eight o'clock.
Shen lives with Benny because New York is expensive.*

Ask the Students,

Can you ask me questions to find this information?

Elicit the questions,

*Where is Shen from?
What languages does Shen speak?
When does Shen wake up?
Why does Shen live with Benny?*

Erase all language from the board.

In total, allow three minutes for this section.

Instructions

Put the Students into A/B pairs and distribute Cue Cards 4.2A-B to each pair. Tell the Students,

Ask and answer questions to find out about the person on your partner's card.

Have the Students ask and answer questions using the question prompts and the information on their cards. Allow five minutes for the pair work.

Then, in open class, have each Student A say at least two things they learned about Maria, and have each Student B say at least two things they learned about Marc. For example,

*Student A: Maria is from Spain. She's Spanish. She lives in New York and speaks English and Spanish.
Student B: Marc is an engineer. He speaks French, English, and German. He is from France.*

Allow two minutes for the open class review.

In total, allow seven minutes for this section.



Teaching Tips

If you have a weaker group or if Students need extra practice, have the Students swap Cue Cards and repeat the activity.

5.0 WRAP-UP

5.1 Spelling Bee *10 min*

Materials Needed

None

Objective

- To review and practice target language from the Unit

Instructions

Ask the Students,

How do you spell sister?

Elicit the correct spelling and write it on the board.

Divide the Students into two teams of equal size and give the Students a letter A-C, so each team has one 'A' Student, one 'B' Student and one 'C' Student.

Ask the first team a question,

How do you spell _____?

Use a word from the lesson, for example a nationality, a name, or a hobby.

Student A spells the word. If the spelling is correct, the first team gets a point. If not, Student A on the second team can try to correct the spelling to win a point for the second team.

Next, ask Student B from team two a question, with the same rules: The corresponding Student from the other team can "steal" a point if the first Student makes a mistake.

Set a winning total depending on the time available, for example first team to three/five/seven points is the winner.

In total, allow ten minutes for this activity.

Teaching Tip

If you want to add challenge, after the Student spells the word, ask him/her to pronounce it correctly for a bonus point.

If you have one Student, give the Student three "lives" at the beginning of the activity. The Student gains a life for a correct answer, and loses one for a wrong answer.