



# UNIT 18

## Encounter

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## ENCOUNTER 18

### Video Summary

Shen is feeling nervous about his acting classes, so Benny advises him to dress like a famous actor so that he can feel more confident. Shen goes to his first class and makes a good impression on the teacher.

At the restaurant, Sofi asks Danielle for her opinions on some new dishes she has made. They gossip about Nadi and discuss why they do not like her.

Khæ, Marco, and Aanya are trying to brainstorm ideas for their business projects, but they are not having much luck. They decide to take a break, but they cannot agree on what to do. In the end, they stay at Khæ's apartment and watch a movie.

### Vocabulary

- Can name a few common sports and hobbies
- Can use some basic language related to expressing an opinion

### Grammar

- Can express very basic contrast using *but*
- Can name a limited number of activities with *do*, *go* and *play*
- Can express very basic likes and dislikes with *like/love/hate* + *-ing*

### Speaking

- Can express likes and dislikes about things they have or do in a very limited way
- Can describe a person's likes and dislikes using simple language

## ENCOUNTER ADMINISTRATION

### LESSON OUTLINE

#### 1.0 Warm-Up

1.1 Do, Can, Be 5 min

#### 2.0 Target Language

2.1 Sports and Hobbies Vocabulary Race 5 min

2.2 Expressing Opinions 10 min

#### 3.0 Target Structures

3.1 Do-Play-Go Quiz 5 min

3.2 Loves, Likes, Hates 10 min

#### 4.0 Communication

4.1 What Shall We Do? 10 min

4.2 Hobbies Discussion 10 min

#### 5.0 Wrap-Up

5.1 Charades 5 min

### MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
2.1 Cue Cards	6 x 1	none
2.2 Cue Card	1 x 3	none
3.1 Cue Card	1 x 3	none
3.2A Cue Card	1 x 1	none
3.2B-C Cue Cards	2 x 3	none
4.2 Cue Card	1 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 Do, Can, Be 5 min

#### Materials Needed

None

#### Objective

- To help the students relax and start thinking in English

#### Context Creation

Write on the board,

Do	Do you want to buy something?	Do you like the tomato sauce?	Do you really like cooking?
Can	Can you spell your name?	Can you give me a hand?	
Be	Are you married? Is it OK?	Are you good at tennis?	

Say to the Students,

*Ask me questions with these words.*

Elicit questions. For example,

*Do you like Chinese food?  
Can you swim?  
Are you married?*

In total, allow one minute for this section.

#### Instructions

Divide the Students into pairs and say,

*Ask your partner three questions: one question with do, one question with can, and one question with be. Answer your partner's questions.*

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

*Introduce your partner to the class.*

Students take turns to introduce their partners and say what they found out. For example,

*This is Maggie. She likes watching TV. She can't speak Japanese. She's very happy today!*

Allow two minutes for the open class review.

In total, allow four minutes for this section.

## 2.0 TARGET LANGUAGE

### 2.1 Sports and Hobbies Vocabulary Race 5 min

#### Materials Needed

Cue Cards 2.1A-F

#### Objective

- Can name a few common sports and hobbies

#### Context Creation

Ask the Students,

*What are some sports and hobbies you know?*

Elicit some answers. For example,

*go to the movies, play golf*

Concept check by asking,

*Is cleaning a sport or hobby?*

Elicit,

*No.*

Ask,

*Why not?*      *It doesn't play between athletes or teams*  
*It's not pastimes*

Elicit an answer. For example,

*It's not fun.*

In total, allow one minute for this section.

#### Instructions

Draw a line down the center of the board to divide it into two halves. Divide the Students into two teams and give each team a board marker.

Say,

*I am going to show a picture. The team who writes the name of the sport or hobby on the board first gets a point.*

After each image, have the Students with the markers pass them to another Student on their team, so that every Student gets a chance.

After two minutes, ask the Students to compare their answers. Elicit corrections for any spelling or lexical mistakes in open class.



Do not erase the answers on the board, because they will be used for the following activity.

In total, allow four minutes for this section.

### Teaching Tip

In the Context Creation, the Students don't need to specifically say *cleaning isn't fun*, but they should convince you that they have a general understanding of what separates sports and hobbies from other types of activities.

If your center has glass walls, have the Students write on the glass, so that there is more separation between the two teams.

If a word is spelled wrong, do not award a point.

### Answer Key

- A. Dancing
- B. Golf
- C. Reading
- D. Art/Going to museums
- E. Tennis
- F. Singing

## 2.2 Expressing Opinions

10 min

### Materials Needed

Cue Card 2.2

### Objective

- Can use some basic language related to expressing an opinion
- Can express very basic contrast using *but*

### Context Creation

On the board, gesture to *golf* and then write

*like?*

Elicit,

*Do you like golf?/Do you like playing golf?*

Ask the Students,

*Why or why not?*

Elicit answers. For example,

*Yes, I like golf. It's fun.*

*Yes, I love golf. It's my favorite sport.*

*No, I don't like golf. It's boring.*

Aim to elicit as many different answers as possible.

Encourage students to link both phrases together with *because* by writing on the board,

*I like golf \_\_\_\_\_ it's fun.*

Elicit,

*I like golf because it's fun.*

Tell the Students,

*I like golf. I don't like tennis.*

*Can you put these two sentences together?*

Elicit,

*I like playing golf, but I don't like playing tennis.*

Concept check by asking,

*Let's say you like shopping. How can you say that?*

Elicit an answer. For example,

*I like shopping.*



Then ask,

*How can I finish this? I like shopping, but...*

Elicit an answer. For example,

*I like shopping, but I don't have any money.*

In total, allow two minutes for this section.

### Instructions

Divide the Students into pairs and distribute Cue Card 2.2 to each pair. In open class, gesture to the *like?* prompt on the board, then to the Cue Card. Elicit the first question as an example,

*Do you like movies or museums? Why?*

Have the Students take turns asking and answering questions in pairs using the prompts on the Cue Card. For example,

Student A: *Do you like movies or museums?*

Student B: *I love movies, but I don't like museums.*

Student A: *Why do you like movies?*

Student B: *They're really fun.*

Allow three minutes for the pair work. Ask the Students to share what they learned in open class for one minute. Next, put the Students into new pairs. Take away the Cue Cards and say,

*Tell your partner about things you like to do in your free time.*

Have the Students talk in pairs using their own ideas for three minutes, and get feedback in open class for one minute, as before.

In total, allow eight minutes for this section.

## 3.0 TARGET STRUCTURES

### 3.1 Do-Play-Go Quiz 5 min

#### Materials Needed

Cue Card 3.1

#### Objective

- Can name a limited number of activities with *do*, *go* and *play*

#### Context Creation

Mime kicking a ball, and ask the Students,

*What am I doing?*

Elicit the answer,

*You're playing football.*

Take a book, notebook, or piece of paper and pretend to write in it. Ask,

*What am I doing now?*

Elicit the answer,

*You're doing homework.*

Ask,

*What about swimming? Do you play swimming or do you go swimming?*

Elicit the answer,

*You go swimming.*

On the board, write these three headings,

*Play, Do, Go*

Concept check by asking the Students,

*What are some other things we play, do, and go?*

Elicit, for example,

*Play basketball, Do laundry, Go shopping*

In total, allow two minutes for this section.

## Instructions

Divide the Students into pairs and distribute Cue Card 3.1, which contains nine words and phrases.

Say to the Students,

*Take turns with your partner. Say if you need to use do, play, or go with the words and phrases on the card.*

Allow one minute for the Students to work together, then review the answers in open class.

Next, ask the Students,

*Can you think of more things you can play, do, or go?*

Aim to elicit at least one example from each Student. Write their examples on the board. For example,

*play football, go walking/running, do homework*

In total, allow three minutes for this section.

## Teaching Tip

If the Students struggle in Context Creation, write on the board,

*Football, Homework, Swimming*

Gesture for the Students to choose one activity for each heading on the board.

When eliciting the Students' own examples, do not accept collocations with *go* + a destination, for example *go home* or *go to London*. Elicit collocations that describe activities. *Go to the movies* would be acceptable, for example.

## Answer Key

### Play

- (1) tennis
- (4) soccer
- (8) golf

### Do

- (2) homework
- (6) laundry
- (9) something interesting

### Go

- (3) cycling
- (5) to the movies
- (7) running

## 3.2 Loves, Likes, Hates 10 min

### Materials Needed

Cue Cards 3.2A-C

### Objective

- Can express very basic likes and dislikes with *like/love/hate* + *-ing*

### Context Creation

Show the Students Cue Card 3.2A. Gesture to the image of the man and ask,

*What is he doing?*

Elicit,

*He's playing tennis.*

Ask,

*Is he happy?*

Elicit,

*Yes, he is.*

Ask the Students,

*Why is he happy?*

Students should respond,

*Because he likes/loves playing tennis.*

Gesture to the picture of the woman and ask the same questions,

*What is she doing?*

Elicit,

*She's doing laundry.*

Then ask,

*Why isn't she happy?*

Elicit,

*Because she doesn't like/hates doing laundry.*

Concept check by gesturing to the image of the woman again. On the board, write,

*like/laundry?*

Elicit the question,

*Do you like doing laundry?*



Then, elicit,

*Yes, I like doing laundry.*  
*No, I don't like doing laundry.*

In total, allow three minutes for this section.

### Instructions

Divide the Students into pairs and distribute Cue Cards 3.2B-C, one per Student.

Tell the Students:

*Use the pictures to ask your partner what s/he likes doing. Answer your partner with a full sentence and like, love, or hate. Give reasons to say why you like or don't like something.*

Allow four minutes for the pair work, and then say,

*Tell me something you learned about your partner.*

Elicit responses in open class. For example,

*Kevin likes playing baseball.*  
*Natalia doesn't like going to museums.*

Allow three minutes for the open class review.

In total, allow seven minutes for this section.

### Extension

Repeat the activity. This time, have the students come up with their own activities.

### Answer Key

Cue Card 3.2B:

1. Watching TV
2. Doing laundry.
3. (Going) running
4. (Going) swimming
5. (Going) dancing
6. Doing homework/studying

Cue Card 3.2C:

1. Listening to music
2. Cooking
3. Reading
4. Cleaning
5. Going to museums
6. Singing

## 4.0 COMMUNICATION

### 4.1 What Shall We Do? 10 min

#### Materials Needed

None

#### Objective

- Can use some basic language related to expressing an opinion
- Can express very basic likes and dislikes with *like/love/hate + -ing*
- Can express likes and dislikes about things they have or do in a very limited way

#### Context Creation

Say to the Students,

*Tell me ten things you can do in your free time.*

Elicit ideas and make a list on the board. For example,

*Watch movies  
Play football  
Listen to music  
Cook  
Go swimming  
...*

In total, allow two minutes for this section.

#### Instructions

Instruct the Students to stand up and say,

*Talk to everyone. This weekend, you have free time. You want to do something with the other people in your class. You can choose from the activities here (gesture to the list on the board). Say what you like and don't like doing, and why. Ask people about what they like or don't like doing. Find one thing to do with each person.*

Have the Students mingle, talking to each other Student in the class. For example,

*Student A: Do you want to play football this weekend?  
Student B: No, I don't like playing football. It's boring. Why don't we listen to music?  
Student A: Why do you like listening to music?  
Student B: I like listening to music because it's relaxing.  
Student A: I love listening to music, too!  
...*

Allow five minutes for the mingle activity. Afterwards, get feedback in open class by asking the Students what they are doing with whom, and why. Allow three minutes for feedback.

In total, allow eight minutes for this section.

### Teaching Tip

If you have a weaker group, add structure to the activity by setting a time limit for each conversation. For example, allow one minute for each pair to talk. Then have the Students change partners. Adjust the time limit depending on the number of Students in your group.

## 4.2 Hobbies Discussion

10 min

### Materials Needed

Cue Card 4.2

### Objective

- Can name a limited number of activities with *do*, *go* and *play*
- Can name a few common sports and hobbies
- Can describe a person's likes and dislikes using simple language

### Context Creation

Ask the Students,

*What do you want to do this weekend?*

Elicit answers in open class, for example,

*I want to go swimming in the sea.  
I want to play tennis with my friend.*

In total, allow one minute for this section.

### Instructions

Divide the Students into pairs and distribute Cue Card 4.2, one per pair. Say to the Students,

*Ask and answer the questions with your partner. Give details when you speak and try to make your answers interesting!*

Students ask and answer the questions in pairs. Allow five minutes for this section.

Next, put the Students into groups of three or four. Say to the Students,

*What did you learn about your partner? Tell your new partner(s) what you remember.*

Have the Students speak in turn, presenting what they learned from the pair work discussion. Allow four minutes for this section.

In total, allow nine minutes for this section.

### Teaching Tip

If you have two Students, have the Students present what they learned about their partner to you in an open class discussion.

If you have one Student, first discuss the questions with the Student, then ask the Student to tell you about someone s/he knows, for example a relative or a friend. Have the Student tell you about the person's hobbies, interests, likes, and dislikes.



## 5.0 WRAP-UP

### 5.1 Charades 5 min

#### Materials Needed

None

#### Objective

- To review and practice target language from the Unit

#### Context Creation

Use vocabulary from Unit 18 and previous units (*go swimming, go cycling, go to the movies, go to museums, watch TV, drink coffee, do homework, go running, make tea*), and write each phrase on a piece of scrap paper. Fold each piece of paper so the writing is hidden.

Divide the Students into two teams of equal size. Divide the board in half with a line and write team names for each column. Then, mime playing football and ask the Students,

*What am I doing?*

Elicit,

*You're playing football.*

Insist on a full, correct sentence. Award one point on the board to the first team to produce a full, correct sentence.

In total, allow one minute for this section.

#### Instructions

Choose one Student from the first team to get the correct answer, give him/her a piece of scrap paper with a word or phrase on it, and say,

*Do not show the paper to anyone, and do not say anything! Use movements (gesture to explain the word) to explain the word or phrase. The team that guesses first will win the point. Let's start.*

Have the Student stand up and mime or act out the word or phrase from the scrap paper. Award one point to the fastest team, as before.

Continue by calling each Student in turn, and give him/her a phrase to mime in front of the class.

At the end, declare the team with the most points the winner.

In total, allow four minutes for this section.

#### Teaching Tip

Prepare the scrap paper with the phrases before the class.

You can also add your own phrases from the lesson.