



# UNIT 13

## 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

[www.wallstreetenglish.com](http://www.wallstreetenglish.com)

## ENCOUNTER 13

### Video Summary

Benny and Shen are broke. Benny is down to his last sweater, and he suggests that Shen get an acting job to make some money. Shen says that he does not have enough money to pay for acting classes, and so he cannot get an acting job. Shen meets Li Li when she delivers some food to the apartment.

Danielle and Sofi get to the restaurant early in the morning. They chat about their daily routines. Then Danielle shows Sofi how to open the restaurant. Danielle tells Sofi that she can't open the restaurant the next day and asks Sofi to do it. Sofi agrees, although she feels nervous at the prospect.

Marco and Khae discuss their plans for the evening. Khae has to clean her apartment, while Marco has to have dinner with Todd and a salesman from The Company Company. Marco calls Todd and pretends to be ill, so that he doesn't have to go. Marco and Khae try to come up with ideas for a new product together. Khae corrects Marco's many punctuation errors.

### Grammar

- Can use a limited range of linking words to sequence events or activities
- Can express very basic cause and effect with *because*
- Can express possibility with *can*

### Speaking

- Can link words or group of words with very basic linear connectors like *and* or *then*

## ENCOUNTER ADMINISTRATION

### LESSON OUTLINE

<b>1.0 Warm-Up</b>	
1.1 Benny's Weird Sweater	10 min
<b>2.0 Target Language</b>	
2.1 Linking Words	10 min
<b>3.0 Target Structures</b>	
3.1 A Typical Day	10 min
3.2 I Can't Do It Now	10 min
<b>4.0 Communication</b>	
4.1 Managing a Restaurant	10 min
<b>5.0 Wrap-Up</b>	
5.1 Finish the Sentence	10 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
3.1 Cue Cards	2 x 3	None
3.2 Cue Cards	2 x 3	None
4.1 Cue Cards	3 x 3	None
5.1 Cue Card	1 x 3	None

### Review Student Progress

- Check if this is any Student's first Encounter. If it is, plan time to welcome the Student.
- For other Students, 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 Benny's Weird Sweater 10 min

#### Materials Needed

Cue Card 1.1

#### Objective

- To help the Students relax and start thinking in English

#### Context Creation

Show the Students Cue Card 1.1, covering the text so that only the picture is visible. Ask the Students,

*Who are they?*

Elicit,

*They're Shen and Benny.*

Ask,

*Are they brothers? Do they work together?*

Elicit,

*No. They live together.*

Ask,

*Where are they?*

Elicit,

*In an apartment.*

Ask,

*Do you like Benny?*

Elicit an answer. For example,

*Yes. Benny is funny.*

In total, allow three minutes for this section.

#### Instructions

Put the Students into pairs and distribute Cue Card 1.1. Have the Students read the dialogue together and fill in the gaps. After three minutes, go through the answers in open class.

Then, say to the Students,

*Read the dialogue again for one minute and try to remember it.*



Then take the Cue Cards away and have the Students try to repeat/improvise the dialogue from memory.

In total, allow seven minutes for this section.

### Extension

Put the Students into pairs and have them take turns performing the dialogue for the class.

### Teaching Tips

If you have a weaker group, go through the dialogue once in open class, with each Student reading one line. Then have the Students read the dialogue in pairs.

### Answer Key

Shen: What is that?

Benny: It's a **sweater**.

Shen: Is that for a **woman**?

Benny: No!

Shen: Why **do** you have a sweater on?

Benny: I have a sweater on **because** it's cold in here.

Shen: It's not cold in here. You have a sweater on because you don't have **clean** clothes.

Benny: You're right. It's the **only** clean thing I have to wear.

## 2.0 TARGET LANGUAGE

### 2.1 Linking Words 10 min

#### Materials Needed

Cue Card 2.1

#### Objective

- Can link words or group of words with very basic linear connectors like *and* or *then*

#### Context Creation

Write on the board,

*For lunch, Shen has a sandwich, some French fries, \_\_\_\_\_ a cola.  
\_\_\_\_\_ lunch, he goes for a walk.*

Ask the Students to complete the sentences, and elicit the full versions,

*For lunch, Shen has a sandwich, some French fries, and a cola.  
After lunch, he goes for a walk.*

Draw a circle around the words *and* and *after*. Ask the Students,

*Do you know more words like these?*

Elicit suggestions. For example,

*because, then, or before*

Write on the board,

*I don't eat there \_\_\_\_\_ the food is bad.*

Gesture to the blank and concept check by asking,

*What word can go here?*

Elicit,

*because*

In total, allow two minutes for this section.

#### Instructions

Put the Students into pairs and distribute Cue Card 2.1. Tell the Students to work together to fill in the gaps, using each word only once. After three minutes, go through the answers in open class.

Next, write the following situations on the board,

*Come to WSE  
Order food from a restaurant  
Go to the movies*

On the board, write,

*first*

Ask the Students,

*What is the first thing you do in each of these situations?*

Elicit some possible answers. For example,

*First, you enter the school and say hello to the receptionist.*

*First, you ask for the menu.*

*First, you buy the tickets for the movie.*

Then assign one situation to each Student (or pair of Students). Tell the Students to describe what happens in the situation, using the connecting words. Say,

*Think about your situation. What can you say about it using these words? (Gesture to the word choices on Cue Card 2.1.)*

Allow the Students one minute to prepare. Then have the Students describe their situation in open class.

In total, allow eight minutes for this section.

### Extension

Ask the Students to make their own sentences using each of the connecting words from the Cue Card. Have each Student in turn make a sentence from their own lives. For example,

Student A: *I get home at five o'clock. Then I watch TV.*

Student B: *For breakfast I have bread, jam, and coffee.*

Student C: *I come to WSE because I want to learn English.*

### Answer Key

1. **First** you unlock the door, and then you turn on the lights.
2. I wake up at six o'clock, **then** I have breakfast.
3. Your order is one sandwich, one French fries, **and** a cola.
4. You can do the cleaning tonight **after** work.
5. I drink tea **because** I like tea.
6. First, you get the food. **Next**, you make the food.



## 3.0 TARGET STRUCTURES

### 3.1 A Typical Day 10 min

#### Materials Needed

Cue Cards 3.1A-B

#### Objective

- Can use a limited range of linking words to sequence events or activities

#### Context Creation

Write on the board,

7:00 —> *Get up*  
7:30 —> *Have a shower*  
8:00 —> *Have breakfast*  
8:30 —> *Go to work*

Say to the Students,

*I do these things every morning. Can you make a sentence with these four things? What do I do every morning?*

Elicit a sentence. The aim is to make the Students produce a sentence with various linking words. For example,

*First you get up, then you take a shower, next you have breakfast, and after that you go to work.*

If the Students repeat the linking words, accept their answer and write it on the board. Then replace their linking words with gaps. For example,

\_\_\_\_\_ you get up, \_\_\_\_\_ you take a shower, \_\_\_\_\_ you have breakfast,  
and \_\_\_\_\_ you go to work.

Elicit linking words until the sentence is completed with four different, appropriate linking words.

Concept check by writing on the board,

*I read a book \_\_\_\_\_ I go to sleep*

Then ask,

*Which word goes here?*

Elicit an answer. For example,

*then*

In total, allow two minutes for this section.

## Instructions

Divide the class into pairs and distribute Cue Card 3.1A. In open class, have the Students describe the actions. For example,

*Wake up, eat breakfast, go to work, talk on the phone, look at the computer, drive home, watch TV, go to bed.*

Then say the first two actions with a long pause between them. Indicate that the Students should connect the first two actions. For example,

*First he wakes up, then he eats breakfast.*

Tell the pairs of Students to make sentences to connect the other actions. Say,

*Do this for all the pictures.*

Allow one minute for this, then bring the class together and have the Students report back. For example,

*After breakfast, he goes to work. He has to be fast because he is late. He talks on the phone and looks at his computer. At 5:00, he drives home from work. After work, he watches TV, then he goes to sleep.*

Then distribute Cue Card 3.1B to each pair. Tell the Students,

*Ask your partner the questions on the Cue Card. When you answer the questions, use the words first, then, and, and after.*

Have a Student ask the first question to his/her partner and elicit a response. For example,

Student A: *What do you do when you get home?*

Student B: *First I watch TV, then I cook dinner, and after dinner I go to bed.*

Allow five minutes for the Students to talk. Then get brief feedback in open class to find out what the Students learned from their partners.

In total, allow eight minutes for this section.

## Teaching Tips

Monitor and encourage the Students to vary their use of linking words as much as possible. If you have a stronger group, encourage the Students to add their own ideas to those on the Cue Card.

If you have a weaker group, do the activity in open class. Ask each Student at least one question.

## 3.2 I Can't Do It Now 10 min

### Materials Needed

Cue Cards 3.2A-B

### Objectives

- Can express very basic cause and effect with *because*
- Can express possibility with *can*

### Context Creation

Write on the board,

*come/WSE/every day?*

Elicit,

*Can you come to WSE every day?*

Ask the question. Elicit an answer. For example,

*No. I can't come to WSE every day.*

Now ask,

*Why/Why not?*

Elicit a reason. For example,

*Because I have to work.*

Elicit a full sentence with both clauses. For example,

*I can't come to WSE every day because I have to work.*

Concept check by asking,

*You ask me to go to lunch with you. It's OK for me to go. What do I say?*

Elicit,

*I can go.*

Then ask,

*You ask me to go to lunch with you. I can't go. I'm really busy. What do I say?*

Elicit,

*I can't go because I'm busy.*

In total, allow two minutes for this section.

## Instructions

Put the Students into A/B pairs and distribute Cue Cards 3.2A-B. Tell the Students to take turns asking and answering questions using the prompts and pictures. For example,

Student A: *Can you meet me tomorrow?*

Student B: *Sorry, I can't meet you tomorrow because I have to work.*

Then get feedback in open class to find out how the Students responded to the questions.

In total, allow eight minutes for this section.

## Teaching Tips

If the Students need extra practice, have the Students switch partners and Cue Cards and repeat the activity.

If you have a stronger group, encourage the Students to make one or two of their own questions and answer using their own ideas.

## Extension

Ask each Student basic questions with *why...* to practice the use of *because*. For example,

Teacher: *Why do you go to work?*

Student A: *Because I need to make money.*

Teacher: *Why do you drink coffee?*

Student B: *I drink coffee because I feel tired.*

If you have a stronger group, encourage the Students to make their own questions with *why...?* Go around the class and have the Students ask and answer one question each.

## Answer Key

### Cue Card 3.2A:

1. No, I can't open the door because I don't have the key.
2. No, I can't go to the beach because it's raining.
3. No, I can't watch TV because I have to work.
4. No, I can't ride my bike to the store because it's far.

### Cue Card 3.2B:

1. No, I can't meet you tomorrow because I have to work.
2. No, I can't come for dinner tonight because I'm sick/ill.
3. No, I can't eat this food because I don't like it.
4. No, I can't go shopping because I don't have any money.

## 4.0 COMMUNICATION

### 4.1 Managing a Restaurant *10 min*

#### Materials Needed

Cue Cards 4.1A-C

#### Objectives

- Can use a limited range of linking words to sequence events or activities
- Can express very basic cause and effect with *because*
- Can express possibility with *can*
- Can link words or group of words with very basic linear connectors like *and* or *then*

#### Context Creation

Tell the Students,

*You work in a restaurant. What do you have to do every day?*

Elicit answers. For example,

*We have to cook.  
We have to buy food.*

Ask the Students,

*Which do you have to do first?*

Elicit,

*First we have to buy the food.*

Then, ask,

*Then?*

Elicit

*Then we have to cook it.*

In total, allow two minutes for this section.

#### Instructions

Put the Students into A/B pairs and distribute Cue Card 4.1A, which contains instructions for opening a restaurant. Ask the Students,

*Look at the list. What is the first thing you do?*

Elicit,

*Unlock the doors.*

Then say,

*Talk with your partner. Decide what you do next and then after that.*

Allow two minutes for the Students to work together, then go through the answers in open class.

Next, assign the roles of manager and cook in each pair and distribute Cue Cards 4.1B and 4.1C. Say to the Students,

*Student A, you are the manager of a restaurant. You have a new cook starting today. Tell your worker how to open the restaurant.*

*Student B, you are the cook. Today is your first day. You are a very bad worker. You cannot do what your boss says. Tell your boss why you cannot do anything.*

Allow one minute for the Students to read the Cue Cards and prepare. Allow three minutes for the role-play. For example,

*Student A: First you unlock the doors.*

*Student B: I can't unlock the doors because I don't have a key.*

...

Then have the Students switch pairs and repeat the activity.

In total, allow eight minutes for this section.

### Teaching Tips

If you have a stronger group, take the Cue Cards away before beginning the role-play, and encourage the Students to add their own ideas.

Remind the Students that they should try to use language they have practiced in the lesson.

### Answer Key

#### Cue Card 4.1A

1. Unlock the doors
2. Turn the lights on
3. Write down what food you need
4. Go to buy food
5. Cook the food
6. Give the food to the customers

## 5.0 WRAP-UP

### 5.1 Finish the Sentence 10 min

#### Materials Needed

Cue Card 5.1

#### Objective

- To review and practice language from the Unit

#### Instructions

Write on the board,

*I can't buy food because...*

Ask the Students,

*Can you finish this sentence?*

Elicit a possible ending. For example,

*I can't buy food because I don't have any money.*

Put the Students into two teams and distribute Cue Card 5.1. Give the Students one minute to read the Cue Card and discuss possible endings for the sentences.

Ask the first team to complete the first sentence. If their answer is correct and logical, award them one point. If not, the second team can steal the point by giving a correct answer. Team two then tries to answer the second sentence, and so on.

If you finish all the sentences and still have time, go through the sentences again, but elicit new ways to finish the sentences, so that the Students have to think of new ideas.

In total, allow ten minutes for this section.

#### Teaching Tips

Do not penalize insignificant errors or mistakes with language that the Students could not be expected to know. Focus on errors that make the meaning unclear or involve the language from the lesson.