



UNIT 22

Encounter

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ENCOUNTER 22

Video Summary

Shen goes to a school thinking he's showing up for an acting job but gets roped into teaching a class on basic biology.

At Nadi's restaurant, Sofi is struggling to get temp cooks up to speed since Danielle is no longer working in the kitchen.

Meanwhile, a stormy day causes Marco, Khae, and Aanya to stay inside for lunch. They discuss a new product idea for rain jackets inspired by Khae's imperfect apparel.

Reading Summary

In the first reading, a teacher leaves a schedule for a substitute. In the schedule, math, English, science, and computer classes are briefly outlined.

In the second reading, two friends, Marina and Teruko discuss plans for Teruko's trip to visit Marina in a text message exchange. They talk about what clothes Teruko should bring on the trip and where they are going to meet.

Audio Summary

Mark, a new hire, meets Talia on his first day of a new office job. She asks about his previous work, and he explains that he was a cook. Mark tells Talia that he took the job in the office so that he could have more regular hours to be available for his children.

Vocabulary

- Can name very common school subjects

Grammar

- Can express simple obligation or a lack of obligation using *have to* and *must*
- Can express cause and effect using *so* and *because*
- Can express very basic opinions with the present simple

Speaking

- Can give an opinion when addressed directly, provided they can ask for repetition
- Can discuss simple, everyday, practical issues when addressed clearly, slowly and directly

ENCOUNTER ADMINISTRATION

LESSON OUTLINE

1.0 Warm-Up

- 1.1 What Was Your Favorite Class in School? 5 min

2.0 Target Language

- 2.1 Describe the Class 5 min

3.0 Target Structures

- 3.1 You Have to Study for the Test 10 min
 3.2 I Study Hard because I Want to Do Well 10 min
 3.3 What Do You Think About...? 5 min

4.0 Communication

- 4.1 What Did You Think About School? 10 min
 4.2 In the Classroom 10 min

5.0 Wrap-Up

- 5.1 Study Abroad! 5 min

MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
1.1 Cue Card	1 x 3	none
2.1 Cue Cards	2 x 3	none
3.1 Cue Cards	2 x 3	none
3.2 Handout	1 x 1	1 per Student
3.3 Cue Card	1 x 3	none
4.1 Cue Card	1 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 What Was Your Favorite Class in School?

5 min

Materials Needed

Cue Card 1.1

Objective

- To help Students relax and start thinking in English

Context Creation

Show Cue Card 1.1 (image of Shen) to the class, cover the text at the bottom and say to the class,

Tell me what Shen is doing in this picture.

If the Students have trouble supplying information, ask,

*Where is Shen?
What do you see?*

Elicit language related to what goes on in a classroom. For example,

He is teaching in a classroom.

In total, allow one minute for this section.

Instructions

Put the Students into pairs and distribute Cue Card 1.1 to each pair. Tell the Students to ask each other questions about their school experience using the prompts printed on the Cue Cards. For example,

*Where did you go to school?
Did you like school? What did you like about school?
What was your favorite subject at school?*

In total, allow four minutes for this section.

2.0 TARGET LANGUAGE

2.1 Describe the Class

5 min

Materials Needed

Cue Cards 2.1A-B

Objective

- Can name very common school subjects

Context Creation

Ask the Students,

What is your favorite class in school?

Elicit an answer. For example,

Math

Ask for more information. For example,

What do students do in math class?

Elicit,

Students learn about/study math.

Concept check by asking the Students to name another class in school. For example,

Chemistry/biology/history

In total, allow one minute for this section.

Instructions

Put the Students into A/B pairs, and distribute Cue Cards 2.1A-B to each pair.

In turns, the Students should describe the school subject based on the images on their Cue Cards. Their partner has to guess the school subject. For example,

Student A: *You learn addition and subtraction in this class.*

Student B: *Math!*

Next, review the answers with the class to revise any vocabulary.

In total, allow four minutes for this section.

Teaching Tip

If the Students aren't familiar with Mt. Rushmore (the first image on Cue Card 2.1B), tell them that it is four famous US presidents.



Answer Key

Sample answers

Cue Card 2.1A

Student A: You can learn about using computers in this class.

Student B: Computer class

Student A: You can learn about animals and chemicals in this class.

Student B: Science class

Student A: You can learn about chemicals in this class.

Student B: Chemistry

Cue Card 2.1B

Student B: You can learn about people from the past in this class.

Student A: History

Student B: You can learn about animals in this class.

Student A: Biology

Student B: You can learn about numbers, addition, and subtraction in this class.

Student A: Math

3.0 TARGET STRUCTURES

3.1 You Have to Study for the Test 10 min

Materials Needed

Cue Cards 3.1A-B

Objective

- Can express simple obligation or a lack of obligation using *have to* and *must*

Context Creation

Ask the Students,

When you were in school, were you always on time to class?

Students could potentially answer *yes*, *no*, or *usually*. Then ask,

What does a teacher tell the Students about coming to class on time?

Elicit,

You must come to class on time.

Concept check by saying to the Students,

A teacher says, "You must come to class on time!" Is it OK to go to class late?

Elicit,

No.

Then elicit *have to* by asking,

What's a different way to say You must come to class on time?

Elicit,

You have to come to class on time.

Next, ask,

What's something you must not do in class?

Elicit possible responses and write one on the board. For example,

Students must not eat in class.

Concept check by asking,

Is it OK to eat in class?

Elicit,

No, it's not OK.

Then, cross out *must not* in the sentence on the board and replace it with *don't have to*. Ask the Students,

What's the difference between "Students don't have to eat in class" and "Students must not eat in class"?

Elicit an answer. For example,

It's OK to eat in class, but they don't need to.

In total, allow three minutes for this section.

Instructions

Put the Students in A/B pairs and distribute Cue Cards 3.1A-B to each pair. Tell the Students,

Imagine your partner is a new student. Tell him or her the rules.

The Students should role-play giving instructions for a new Student at their school. Using the prompts on the Cue Cards, the Students should make sentences using *must*, *have to*, *must not*, or *don't have to*.

When the Students finish, review the answers with the whole class.

In total, allow seven minutes for this section.

Teaching Tip

If the Students don't produce *must/have to* in Context Creation, write the following gapped sentence on the board and ask the Students for ways to fill in the blank,

Students _____ to class on time.

Answer Key

Sample answers

Cue Card 3.1A

Students must not come to class late.

Students must not talk when the teacher is talking.

Students must/have to do their homework on time.

Students don't have to stay after class for more help from their teacher

Students don't have to/have to ask questions.

Cue Card 3.1B

Students must not use their cell phones in class.

Students have to/must bring their books to class.

Students must not eat food in class.

Students don't have to/have to wear nice clothes.

Students must/have to pay attention in class.

Extension

Ask the Students to repeat the activity. This time, however, they should give the opposite rules they gave the first time. For example, if they said, "*Students must not come to class late,*" they might now say, "*Students have to come to class late.*"

3.2 I Study Hard because I Want to Do Well.

10 min

Materials Needed

Handout 3.2

Objective

- Can express cause and effect using *so* and *because*

Context Creation

On the board, write,

pay attention in class

Ask the Students,

Why do good students pay attention in class?

Elicit a response. For example,

so they learn a lot
because they want to learn

Write the elicited effect on the board to the left of *pay attention in class*. For example,

Good students learn a lot.

Then write _____ between the two sentences. The board should look like this,

Good students learn a lot _____ they pay attention in class.

Ask the Students,

What word can go here?

Elicit,

Because

Finally, elicit the full sentence,

Good students learn a lot because they pay attention in class.

Rewrite the two clauses in the reverse order on the board,

Good students pay attention, _____ they learn a lot.

Ask the Students,

I can't use because here. What word can I use?

Elicit,

Good students pay attention, so they learn a lot.

Concept check by asking the Students,

Why does Sam do well on the science test?

Elicit,

Sam does well on the science test because he studies.

Continue to concept check by saying to the students,

Why does Sam study for the science test?

Elicit,

Sam studies for the science test so he can do well.

Erase all target language from the board.

In total, allow two minutes for this section.

Instructions

Distribute one Handout 3.2 to each Student. Put the Students in pairs and instruct the Students to fold the paper in half so that only Column A shows.

Tell the Students that they have to work together to complete the sentences *without looking at Column B*.

After three minutes of brainstorming ideas to complete the sentences in Column A, ask the Students to unfold the Handout and match their ideas with the prompts in Column B. When the Students are finished, review the answers with the whole group.

In total, allow eight minutes for this section.

Teaching Tip

In classes with an odd number of Students, have the Students work in groups of three in this activity.

Extension

In A/B pairs, the A Student should think of the start of a sentence and the B Student should finish the sentence with *so* or *because*. Then the B Student should start a sentence and the A Student should finish it. For example,

Student A: *I love to design things,*
Student B: *so I am a designer.*
Student B: *Susan is not in class today*
Student A: *because she is sick.*

Have the Students continue to switch back and forth.

Answer Key

1. E. Some students do well in school because they study a lot.
2. D. I study English, so I can get a better job.
3. F. James doesn't do well on tests because he doesn't study hard.
4. A. We don't like math because it is difficult.
5. B. Sofi is usually late to class because she wakes up late every day.
6. C. I was late to class, so the teacher was angry.

3.3 What Do You Think About...?

5 min

Materials Needed

Cue Card 3.3A

Objective

- Can express very basic opinions with the present simple

Context Creation

Ask the Students,

Tell me about studying English. Is it easy? Is it hard?

Elicit a response. For example,

I think it's easy/hard/fun.

If the Students don't include *I think* in their suggestion, write on the board,

_____ *English is easy/hard/fun.*

Then, say,

(Student's name), you say English is easy/hard/fun. This is your idea. What can we add so that we know it's your idea?

Elicit,

I think it's easy/hard/fun.

Concept check by asking the Students,

If Nancy says, I think a dress is beautiful, whose idea is it?

Elicit,

It is Nancy's idea.

In total, allow one minute for this section.

Instructions

Divide the class into pairs and distribute Cue Card 3.3. The Students have to take turns asking each other the questions on the Cue Card.

Say,

Read the card. Then tell your partner what you think.

Encourage the Students to expand on their opinions by giving reasons for why they think the way they do. When finished, review some of the Students' opinions with the class.

In total, allow four minutes for this section.

4.0 COMMUNICATION

4.1 What Did You Think About School?

10 min

Materials Needed

Cue Card 4.1

Objectives

- Can name very common school subjects
- Can express very basic opinions with the present simple
- Can give an opinion when addressed directly, provided they can ask for repetition

Context Creation

Say to the Students,

Today we are talking about school and learning.

Ask,

Other than English, do you study another language?

Elicit a response. For example,

I study Chinese/Spanish.

Then say,

Tell me about your classes when you were a student.

Elicit an answer. For example,

I studied many classes. I studied history, biology, and many others.

In total, allow two minutes for this section.

Instructions

Put the Students into pairs or small groups. The Students are going to discuss their experiences with learning. Distribute Cue Card 4.1 to each pair/group.

Give the Students one minute to read the questions and think of possible answers to the questions. After one minute, ask the Students to discuss the questions on the Cue Card with their partner or group. Tell the group to make sure each member of the group answers each question before moving on to the next. When the Students have finished, ask them to share some answers in open class.

In total, allow eight minutes for this section.

Extension

This card focuses on studying English. Ask the Students to discuss two more subjects. They can adapt the questions on the card or think of their own questions.

4.2 In the Classroom

10 min

Materials Needed

Cue Card 4.1
Cue Card 4.2

Objectives

- Can express simple obligation or a lack of obligation using *have to* and *must*
- Can express cause and effect using *so* and *because*
- Can discuss simple, everyday, practical issues when addressed clearly, slowly and directly

Context Creation

Refer to question four on Cue Card 4.1 (how to be good English students). Ask the Students,

What does an English teacher tell his or her students?

Elicit a couple of example responses. For example,

You have to practice speaking.

Write an example on the board and ask the Students,

What happens if some students practice speaking a lot?

Elicit,

They can speak English well.

Write the response on the board as well. Then, ask the Students,

How can we make one sentence from these two sentences?

Elicit an answer. For example,

Some students can speak English well because they practice speaking a lot.

In total, allow two minutes for this section.

Instructions

Put the Students into new pairs or small groups and distribute Cue Card 4.2.

Tell the Students to work together to come up with ideas of things you have to do in school using the prompts on the Cue Card. Have them brainstorm cause-and-effect scenarios for classroom settings using *so* and *because*. For example,

1. be on time for school

Students: *You have to be on time for school, so you can learn everything.*

When the Students have finished, have a class discussion to see if everyone agrees with the statements.

In total, allow eight minutes for this section.

Answer Key

Sample answers

1. You have to be on time for school, so you don't miss your class.
2. You have to eat a healthy breakfast because it is good for you.
3. You must do your homework, so you learn.
4. You mustn't fall asleep in class because the teacher gets angry.
5. You mustn't forget your books because you can't study.
6. You have to work hard, so you get good grades.

5.0 WRAP-UP

5.1 Study Abroad! 5 min

Materials Needed

None

Objective

- To review and practice target language from the Unit

Instructions

Tell the Students,

You won a one-year trip to study any subject you like in any country in the world!

Write these questions on the board,

Where do you want to go? Why?

What do you want to study there (language, university)? Why?

What do you have to do before you leave?

What other things do you want to do in the country you go to?

In pairs allow the Students one minute to brainstorm answers to the questions. After one minute, have Students share their thoughts in open class.

In total, allow five minutes for this section.