



# UNIT 28

**Encounter**

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## ENCOUNTER 28

### Video Summary

Benny and Shen are watching the news when a segment on winter fashions comes on. Benny goes online to buy some new clothes, but Shen stops him by grabbing the laptop and entering his password wrong so that Benny is locked out of his account.

Aanya tells Khae that Todd has been promoted to head of the entire department. Marco tells them that they should not worry about Todd's promotion, because the Big Boss will understand that Todd cannot do anything. Khae tells Marco she has another new product idea.

Sofi apologizes to Renzo for running out of the restaurant the previous evening, and Renzo apologizes for shouting at her. He gives her a shopping list, and she goes to the store to buy food.

### Reading Summary

Clothing Company's webpage includes job openings. A receptionist who can use business phones and a computer are now needed. The Sales Department has an opening for an experienced salesperson who has a great sense of style and likes to travel. In September, the company will need a part-time graphic designer and an experienced clothing designer.

Katherine and Cale use email to discuss information needed for their company's revised website. Katherine provides the company's locations, and Cale adds details about their products. Because the company has job openings, Katherine describes the need for two salespeople and a secretary in the Los Angeles office. Cale, who is already Katherine's secretary, asks why Katherine is looking for a secretary.

### Audio Summary

Sal calls Joe, but he isn't home, so Sal talks with Joe's sister Jasmine, who is home from college. Sal says that he and Joe will play video games later, and he invites Jasmine to join them. She describes what she does in her free time, and Sal talks about his work as a graphic designer for a big company. Jasmine asks him to bring some designs when he comes to play video games, and she takes a message for her brother.

### Vocabulary

- Can use very basic language in relation to a job
- Can use very basic language related to economic and organizational entities

### Grammar

- Can express permission in the present with *can*
- Can express obligation and necessity in the present and future with *have to*

### Speaking

- Can describe clothes as part of an everyday purchase or to describe someone's appearance
- Can ask and answer questions about what they do at work and in their free time



## ENCOUNTER ADMINISTRATION

### LESSON OUTLINE

#### 1.0 Warm-Up

1.1 Fashion Victim 5 min

#### 2.0 Target Language

2.1 Different Jobs 10 min

#### 3.0 Target Structures

3.1 What Do They Have to Do? 10 min

3.2 Asking Permission 5 min

#### 4.0 Communication

4.1 Ways of Working 10 min

4.2 First Day 10 min

#### 5.0 Wrap-Up

5.1 Mystery Place 10 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
3.2 Cue Cards	2 x 3	None
4.1 Cue Cards	2 x 3	None
4.2 Cue Cards	4 x 3	None
5.1 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 Fashion Victim 5 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. Use another Cue Card or scrap paper to cover the text, so that only the picture is visible. Ask the Students,

*Describe the picture. Who can you see?*

Elicit,

*Shen and Benny. They are in their apartment.*

In total, allow one minute for this section.

#### Instructions

Put the Students into pairs and distribute to each pair one Cue Card 1.1. This Cue Card contains a photo and discussion questions. The pairs of Students discuss the questions.

After two minutes, in open class ask the Students to briefly share how they answered the questions.

In total, allow four minutes for this section.



## 2.0 TARGET LANGUAGE

### 2.1 Different Jobs 10 min

#### Materials Needed

Cue Cards 2.1A-B

#### Objectives

- Can use very basic language in relation to a job
- Can use very basic language related to economic and organizational entities

#### Context Creation

Show the Students Cue Card 2.1A and gesture to the picture of Khae. Ask the Students,

*Who is this?*

Elicit,

*Khae.*

Then ask,

*Can you tell me about her job?*

Elicit answers. For example,

*She works in an office.  
She's a designer.*

Ask,

*Can you give me more information?*

Elicit,

*She works for The Company Company as a designer.  
She works in an office. Todd is her manager.*

Ask,

*What can you tell me about The Company Company?*

Elicit answers. For example,

*It's a big company that makes different products.  
Its office is in New York.*

To concept check, ask the Students to think about one of their friends and ask them to tell you about their friend's job.

In total, allow three minutes for this section.



### Instructions

Put the Students into pairs and distribute Cue Cards 2.1A-B accordingly. Tell the Students,

*The answers to some questions are not in the videos. If you don't know an answer, use your own ideas.*

Student A chooses a character from Cue Card 2.1A. Student B interviews Student A using the questions on Cue Card 2.1B. Students then switch roles and Cue Cards and repeat the activity.

The Students continue until they have role-played interviews with each character from Cue Card 2.1A.

Wrap up in open class by asking,

*Would you like to do (Khae's) job? Why (not)?*

In total, allow seven minutes for this section.

### Teaching Tips

If you have an odd number of Students, make one group of three. One Student has a job and the other two Students interview him/her. The Students should take turns role-playing the person with a job, and they will role-play the interviewer twice.

As the Students work in pairs, monitor their conversation to ensure that they use the target language correctly and use complete sentences.

If you have a stronger group, encourage the Students to use the questions on the card as well as their own ideas to learn about their partner's workplace.

## 3.0 TARGET STRUCTURES

### 3.1 What Do They Have to Do?

10 min

#### Materials Needed

Cue Card 2.1A

#### Objective

- Can express obligation and necessity in the present and future with *have to*

#### Context Creation

Show the Students Cue Card 2.1A. This Cue Card has four photos from the video. Gesture to the picture of Sofi and Diego in the restaurant. Say to the Students,

*Sofi is a chef. What must a chef do every day? What does a chef need to do every day? Use a full sentence.*

Elicit responses. For example,

*Chefs must cook food.  
Chefs need to clean the kitchen.  
Chefs must buy food.*

Write one Student's answer on the board, being sure to include *must* or *need to*. Underline the word(s) *must/need to*. For example,

*Chefs must cook food.*

Gesture to the underlined word(s) and ask the Students,

*How can we change these words, without changing the meaning of the sentence?*

Elicit answers until a Student uses *have to*. For example,

*Chefs have to cook food.*

Then ask,

*What don't chefs need to do? Use a full sentence.*

Elicit an answer. For example,

*Chefs don't need to bring food to the customers.*

Underline *don't need to*. Gesture to the underlined words and ask,

*How can we change these words, without changing the meaning of the sentence?*

Elicit answers until a Student uses *have to*. For example,

*Chefs do not/don't have to bring food to the customers*





Concept check by asking questions based around examples. For example,

*I have to buy food on my way home. Can I choose not to buy food if I don't want to? (No, you need to buy food; you have no choice.)*  
*I don't have to cook dinner tonight. Can I choose to cook dinner if I want to? (Yes, you can choose what you do.)*

Erase all target language from the board.

In total, allow two minutes for this section.

### Instructions

Put the Students into pairs and redistribute Cue Card 2.1A. Tell the Students,

*Talk to your partner. What must these people do in their jobs? What don't they need to do in their jobs? Think of at least two examples for each person.*

The Students talk in pairs, for example,

Student A: *Todd has to manage the employees in the design department.*  
Student B: *Yes, but he doesn't have to design products.*

Allow three minutes for the Students to discuss what the characters have to do and don't have to do. In open class, ask the Students to share some examples of what they discussed.

Then write on the board,

*Every week*  
*Next week*

Gesture to the board and say to the Students,

*Use these words and tell your partner three things you have to do, and three things you don't have to do.*

The Students talk in pairs. For example,

Student A: *Every week, I have to get up at 8:00 in the morning. I have to work on Saturdays, but I don't have to work on Sundays.*  
Student B: *Next week, I have to take my car to the garage. I don't have to work next Monday, because it's a holiday.*

After four minutes, get feedback in open class by asking,

*What did you learn about your partner?*

In total, allow eight minutes for this section.

### Teaching Tips

If the Students have difficulty thinking of what they have to/don't have to do, write *home, school, work* on the board and encourage them to think of one thing they have to/don't have to do in each area of their life.

As the Students work in pairs, monitor their conversation to find out if they correctly use *have to* when they describe their present and future actions. As needed, remind the Students to take turns talking.

Monitor the Students' use of *have* and *has* to see that they are using the words correctly.



## 3.2 Asking Permission **5 min**

### Materials Needed

Cue Cards 3.2A-B

### Objective

- Can express permission in the present with *can*

### Context Creation

Say to the Students,

*Imagine you are a chef and I am your manager. You usually start making lunch at 10:00 in the morning, but tomorrow, but you want to start at 10:30. Ask me for permission.*

Elicit an answer. For example,

*Can I start making lunch tomorrow at 10:30?*

Say to another Student,

*You're his/her manager. Please answer the question.*

Elicit possible answers, for example,

*Yes, you can start making lunch at 10:30.*

*No, you can't. You have to start at 10.00.*

*Concept check by asking the Students to ask you for permission to do something after class.*

In total, allow one minute for this section.

### Instructions

Put the Students into A/B pairs and distribute Cue Card 3.2A to the A Students. The Cue Card has a list of work activities. Have Student A role-play an employee and use the Cue Card to ask his/her manager for permission. Have Student B, the manager, improvise his/her answers. For example,

Student A: *Can I leave work early?*

Student B: *Yes, you can. You can leave one hour early.*

Student A: *Can I use the office telephone to phone my family?*

Student B: *No, you can only use the office telephone for business calls.*

Next, distribute Cue Card 3.2B to the B Students. (This Cue Card is also a list of work activities.) Have the Students continue the activity with the roles reversed.

In total, allow four minutes for this section.

### Teaching Tips

Encourage the Students to add details or reasons to their answers. For example,

*No, you can't. (Insufficient)*

*You can't leave early today, because we have an important meeting. (Better)*

As the Students role-play, monitor their conversation to find out if they are using *can* correctly to ask for and give or deny permission.

## 4.1 Ways of Working *10 min*

### Materials Needed

Cue Cards 4.1A-B

### Objectives

- Can use very basic language in relation to a job
- Can express obligation and necessity in the present and future with *have to*
- Can describe clothes as part of an everyday purchase or to describe someone's appearance

### Context Creation

Tell the Students,

*Some people work in offices. What jobs do they have?*

Elicit answers in open class. For example,

*manager, designer, secretary*

Next ask,

*What other word can we use to say need to?*

Elicit,

*Have to.*

Then ask,

*What do you need to do when you work in a big company?*

Elicit answers in open class. For example,

*You have to come to work on time.  
You have to follow your boss's directions*

Then ask,

*What do you need to wear if you work in a big company?*

Elicit answers. For example,

*Women have to wear a dress/nice skirt or pants and a sweater or shirt with buttons.  
Men have to wear a suit/nice pants and a shirt with buttons. Some men have to wear a tie.*

In total, allow two minutes for this section.



## Instructions

Put the Students into A/B pairs and distribute Cue Cards 4.1A-B accordingly. The Cue Cards show pictures of people with different jobs. Tell the Students to look at Part 1. Say,

*Look at the pictures on your Cue Card. Don't show your Cue Card to your partner. Take turns describing what each person on the Cue Card is wearing. Your partner has to guess what the person's job is or where s/he works. Tell your partner if his/her guess is right or wrong. Give more information about the job if your partner is wrong.*

For example,

Student A: *He is wearing blue shirt and dark pants. He has on nice shoes. His tie is blue with stripes.*

Student B: *He's a businessman. He works in an office. He has to manage people.*

Student A: *Right*

Student B: *He's in a classroom.*

Student A: *He's a teacher.*

Student B: *Right.*

After four minutes, tell the Students to look at Part 2. Say,

*Discuss what each person has to do for his or her job.*

Elicit responses. For example,

Student A: *The teacher has to be very organized.*

Student B: *Yes. And he has to help students.*

In total, allow eight minutes for this section.

## Teaching Tips

Encourage the Students to provide or ask for more details about the clothes that their partners describe if they don't understand.

Monitor the Students' discussion to listen for their use of *have to* and *can* correctly. Also listen for the Students' descriptions of clothing.

If time allows, have the Students talk in open class to compare their ideas about what the people in the pictures have to do.



## 4.2 First Day

10 min

### Materials Needed

Cue Cards 4.2A-D

### Objectives

- Can use very basic language related to economic and organizational entities
- Can express permission in the present with *can*
- Can ask and answer questions about what they do at work and in their free time

### Context Creation

Tell the Students,

*Imagine that you started a new job yesterday. What did your manager do?*

Elicit answers. For example,

*My manager showed me the office, and I met the other employees.  
She introduced me to some people and told me more about the job.*

In total, allow one minute for this section.

### Instructions

Put the Students into A/B pairs and accordingly distribute Cue Cards 4.2A-B. These Cue Cards contain prompts for a role-play.

Student A is a new salesperson who wants to find out as much as possible about the organization and his/her new job. Student B is the office manager, who will show the new salesperson around and answer his/her questions.

Have the Students perform the role-play. For example,

Student B: *Hello, Natalia. Welcome to The Big Company.*  
Student A: *Thank you. Can you tell me about the organization? How many employees are there? How many different departments are in this office?*  
Student B: *We are an international company with five thousand employees all over the world. This office has three departments: sales, marketing, and human resources.*  
Student A: *What time can I have lunch?*  
Student B: *You can have lunch any time between 11:00 and 1:00.*  
...

After four minutes and with Students still in pairs, write on the board,

*hobbies  
free time*

Gesture to the board and explain that when someone starts a new job, people at the job will ask questions about what the new person does outside of work. Tell the Students,

*It's time for you both to take a work break. Ask each other what you do in your free time.*

After three minutes and in open class, ask the Students to describe what they learned about their partner's activities outside of work.

In total, allow nine minutes for this section.



### Teaching Tip

Monitor the Students as they ask and answer questions in their role-plays. As needed, encourage the Students to expand on their answers. Listen for the Students' knowledge of words about the workplace and ability to use complete and correct sentences.

### Extension

Distribute Cue Cards 4.2C-D, which contain prompts for a role-play at a WSE Center. This time Student A will be the Center Manager, and Student B will be the new Student.

For example,

Student A: *Hello, Natalia. Welcome to Wall Street English.*

Student B: *Thank you. Can you show me around the Center?*

Student A: *Sure. (Student B can describe the Center. For example, here is a classroom, here is the lounge.)*

Student B: *Great. Now, can you tell me about the course?*

...

In open class, ask the Students to briefly describe what they learned about WSE.

## 5.0 WRAP-UP

### 5.1 Mystery Place 10 min

#### Materials Needed

Cue Cards 5.1A-B

#### Objective

- To review and practice target language from the Unit

#### Context Creation

Tell the Students,

*I'm going to tell you about a place. I'm going to tell you the things you have to do, and the things you can't do in this place. You need to guess where I'm talking about.*

Say,

*You can see many kinds of food there.  
You can buy the food but you can't eat it.  
You have to use a basket or shopping cart.*

Ask,

*What place am I talking about?*

Elicit an answer (*supermarket/food market*).

In total, allow two minutes for this section.

#### Instructions

Put the Students into pairs and distribute Cue Cards 5.1A-B. Student A chooses a place from the Cue Card and tells Student B four rules related to the place. Student B guesses the place. For example,

Student A: *You don't have to buy a ticket. You can go anytime in the day, but you can't go at night. You can't walk on the grass.*  
Student B: *Is it a farm?*  
Student A: *No, but you're close.*  
Student B: *Is it a park?*  
Student A: *That's right.*

Next, Student B chooses a place and makes rules for Student A to guess the mystery place. Partners continue taking turns until they have described all or most of the places on their Cue Card.

In total, allow eight minutes for this section.

#### Teaching Tips

If the Students cannot guess the place being described, encourage their partner to give more rules, so that other Students can find the answer.



If you have an odd number of Students, make a group of three. Each student should have at least one turn to provide the rules about a place so the other two Students in the group can guess.

### Answer Key

Card A: *the subway, a restaurant, a hospital, a school/classroom*

Card B: *an airport/a bus/train/subway station; a park; a clothes store; a bus*