



UNIT 17

Encounter

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ENCOUNTER 17

Video Summary

Shen is excited because he has found an agent, and so he decides to take acting classes. Benny thinks they should have dinner to celebrate, and eventually they decide to go out to a bistro.

At the restaurant, Sofi chats with Eli, the only customer, and agrees to cook him something special. Sofi and Nadi make a shopping list.

Todd introduces the Big Boss to the team at The Company Company. The team becomes more enthusiastic when they learn that the Big Boss is offering a cash prize for whoever has the best new product idea.

Vocabulary

- Can name some very basic food and drink
- Can name some very common places to eat

Grammar

- Can use *some* and *any* with countable and uncountable nouns with some control
- Can use *can* and *could* to make a basic polite request in a limited way

Speaking

- Can read out a short, rehearsed statement

ENCOUNTER ADMINISTRATION

LESSON OUTLINE

1.0 Warm-Up		
1.1 Memory Game		5 min
2.0 Target Language		
2.1 Food and Drink		10 min
2.2 Places to Eat		5 min
3.0 Target Structures		
3.1 Some, Any		5 min
3.2 Can I Have...?		10 min
4.0 Communication		
4.1 Going to a Restaurant		10 min
4.2 Making a Shopping List		10 min
5.0 Wrap-Up		
5.1 Draw It!		5 min

MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
2.1 Cue Cards	10 x 1	none
3.1 Cue Cards	2 x 3	none
4.1 Cue Cards	2 x 3	none
4.2 Cue Cards	4 x 2	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 Memory Game 5 min

Materials Needed

None

Objective

- To help the Students relax and start thinking in English

Instructions

Take your phone and say to the Students,

I have a phone.

Then gesture to the Student on your right, and ask,

What do you have?

Have the Students answer with an object in his bag or on his person. For example,

I have a pen.

Take the pen from the Student and say,

I have a phone and a pen.

Ask another Student,

What do you have?

Once the Student has responded with an object that s/he has, hand him/her the other two objects (pen and phone), and have him/her say all three items,

I have a phone and a pen and a book.

Continue the activity, adding one Student each time. Ask the additional Student to repeat all the named items and add a new item of his/her own.

In total, allow five minutes for this activity.

2.0 TARGET LANGUAGE

2.1 Food and Drink 10 min

Materials Needed

Cue Cards 2.1A-J

Objective

- Can name some very basic food and drink

Context Creation

Show the Students Cue Card 2.1A and ask,

What's this?

Elicit the answer,

It's water.

Insist on a full sentence (not just *water*).

Next, show Cue Card 2.1B and ask,

What are these?

Elicit the answer,

They're chips.

Again, insist on a full sentence, not a one-word answer.

Next, show Cue Card 2.1C and ask,

It's water, right?

Elicit the correct response from Students,

No, it isn't. It's coffee.

Concept check by asking,

What other foods and drinks do you know?

Elicit, for example,

Sandwiches, cola, etc.

In total, allow two minutes for this section.

Instructions

Divide the class into two groups. Distribute Cue Cards 2.1A-E to one group and Cue Cards 2.1F-J to the other group. Have the Students take turns asking and answering *What's this?* and answering *It's ____*.



After two minutes have the groups swap cards and repeat.

Repeat the activity, but this time with the negative structure. Instruct the Students to take turns telling each other the incorrect vocabulary while the other Student corrects it. For example,

Student A: (Gesturing to Cue Card 2.1A) *This is coffee.*

Student B: *No it isn't. It's water.*

In total, allow eight minutes for this section.

Teaching Tip

If you have just one Student, take turns asking and answering questions.

Set up the negative structure by selecting a strong pair to model the activity for the class.

Answer Key

Cue Card 2.1A.
It's water.

Cue Card 2.1B.
They're chips.

Cue Card 2.1C.
It's coffee.

Cue Card 2.1D
It's (orange) juice.

Cue Card 2.1E
It's bread.

Cue Card 2.1F
It's (red) wine.

Cue Card 2.1G
It's a sandwich.

Cue Card 2.1H
It's (a) pizza.

Cue Card 2.1I
It's fruit.

Cue Card 2.1J
They're eggs.

2.2 Places to Eat 5 min

Materials Needed

None

Objective

- Can name some very common places to eat

Context Creation

Say to the Students,

I'm hungry. I want to have lunch. Come with me. Where shall we go?

Elicit a suggestion. Whatever the Students say, ask,

What kind of place is that?

Elicit an answer, such as,

*It's a restaurant.
It's a fast food place.*

Say,

No, I don't want to go to a (restaurant/fast food place/etc.). Where else can we go?

Continue through this pattern to elicit vocabulary for different places to eat. For example, *diner, bistro, pub, etc.*

Concept check by asking,

What's your favorite place to eat?

Elicit, for example,

A bistro

In total, allow two minutes for this section.

Instructions

Put the Students into pairs and say,

Tell your partner about a place where you like to eat. Say what kind of place it is and why you like it.

Have the Students take turns telling their partners about places to eat. Get feedback in open class by asking the Students to share something they learned about their partner.

In total, allow three minutes for this section.

3.0 TARGET STRUCTURES

3.1 Some, Any 5 min

Materials Needed

Cue Card 2.1A
Cue Card 2.1G
Cue Cards 3.1A-B

Objective

- Can use *some* and *any* with countable and uncountable nouns with some control

Context Creation

Show the Students Cue Card 2.1G with the picture of a sandwich. Ask,

What's this?

Elicit a full sentence response,

It's a sandwich.

On the board, write

have?

Elicit,

Do you have a sandwich?

Have one Student ask another Student this question to elicit the response,

Yes, I have a sandwich.

Then, show the Students Cue Card 2.1A and gesture toward *have?* on the board. Elicit the question,

Do you have any water?

On the board, write

Yes No

Gesture to each word and elicit,

*Yes, I have some water.
No, I don't have any water.*

Concept check by asking,

Why do we say Do you have a sandwich, but Do you have any water?

Elicit that you can count sandwiches, but not water.

Leave the *have?* prompt on the board.

In total, allow two minutes for this section.



Instructions

Divide the Students into A/B pairs and distribute Cue Cards 3.1A-B.

The Students take turns asking their partners if they have the items on their Cue Card. For example,

Student A: *Do you have any water?*

Student B: *Yes, I have some water. Do you have any juice?*

Student A: *No, I don't have any juice.*

In total, allow three minutes for this section.

Extension

Ask the Students to continue asking each other if they have various things, such as items of clothing, kinds of food or drink, or school materials.

3.2 Can I Have...? 10 min

Materials Needed

Cue Card 2.1C

Objective

- Can use *can* and *could* to make a basic polite request in a limited way

Context Creation

Show the Students Cue Card 2.1C with the picture of a cup of coffee. Address one of the Students, gesture to him/her and say,

You want coffee. What can you ask me?

Elicit,

Can I have some coffee?

If necessary, use a gapped sentence to elicit the question. For example,

_____ *some coffee?*

Ask,

What is another way to ask this?

Elicit,

Could I have some coffee?

Next, write on the board,

Yes, _____
No, _____

Elicit some example responses to the question *Can/could I have some coffee?* For example,

Yes, here you are.
Yes, of course.
No, sorry. I don't have any coffee.

Write the prompts *can?* and *could?* on the board.

Concept check by asking,

Is asking with can and could nicer than asking without can and could?

Elicit,

Yes.

In total, allow two minutes for this section.

Instructions

Put the Students into A/B pairs. Take the A Students out of the classroom and say to them,

You are going to your friends' house (gesture towards the B Students inside the classroom). You are hungry and thirsty. Ask your friend for five things to eat or drink. Wait here for one minute.

Return to the classroom, leaving the A Students outside. Say to the B Students,

Your friends are coming to your house (gesture around the classroom). Unfortunately, you don't have much to eat or drink. You only have pizza and orange juice. Don't tell them what you have. Just answer their questions.

Gesture for the A Students to reenter the classroom. Gesture towards the *can?* and *could?* prompts on the board to begin the activity. Have the Students talk in pairs. For example,

Student A: *Can I have some water?*

Student B: *Sorry, I don't have any water.*

Student A: *Could I have some bread?*

Student B: *Sorry, I don't have any bread.*

...

Allow four minutes for this section. Afterwards, repeat the activity with the roles reversed but this time the A Students (the hosts) have only apples and tea. Allow four minutes.

In total, allow eight minutes for this section.

Teaching Tip

Encourage the Students to use both *can* and *could* when asking the questions.

4.0 COMMUNICATION

4.1 Going to a Restaurant *10 min*

Materials Needed

Cue Cards 4.1A-B

Objectives

- Can name some very basic food and drink
- Can use *some* and *any* with countable and uncountable nouns with some control
- Can use *can* and *could* to make a basic polite request in a limited way

Context Creation

Say to the Students,

I'm hungry. I want to go out for dinner. Let's go together. Where can we go?

Elicit a suggestion. For example,

*We can go to a restaurant.
We can go to a café.*

In total, allow one minute for this section.

Instructions

Divide Students into A/B pairs. Tell the A Students,

You are the customer.

Tell the B Students,

You are the waiter/waitress.

Distribute Cue Cards 4.1A-B, which contain instructions for a restaurant role-play. The A Students play customers, and the B Students play waiters/waitresses. Allow one minute for the Students to read the Cue Cards and prepare for the activity.

Have the Students carry out the role-play in pairs. Allow three minutes.

Next, have the Students swap partners and roles. Take the Cue Cards away and say,

This time, you must make your own questions and answers. Think about things you can say.

Allow one minute for the Students to prepare, and then have the Students carry out their improvised restaurant role-play in pairs. Allow three minutes.

Spend one minute getting feedback in open class to compare the different ideas the Students used in their role-plays.

In total, allow nine minutes for this section.



Extension

Have the Students swap roles and repeat both parts of the activity.

Teaching Tip

To add realism and a kinetic element to the activity, have the customers go outside the classroom and reenter to be greeted by their waiters/waitresses.

4.2 Make a Shopping List 10 min

Materials Needed

Cue Cards 4.2A-D

Objectives

- Can name some very basic food and drink
- Can use *some* and *any* with countable and uncountable nouns with some control
- Can read out a short, rehearsed statement

Context Creation

Say to the Students,

Eating in a restaurant is expensive. Let's cook something. But, there's a problem! We have no food! What do we do?

Elicit,

Go to the market.

Say,

When you go shopping, you can write down the things you need on some paper. What do you call this paper?

Elicit or teach,

Shopping list

In total, allow one minute for this section.

Instructions

Divide the Students into A/B pairs and distribute either Cue Cards 4.2A-B or Cue Cards 4.2C-D to each pair, so that each Student has one card. Have the Students stand face to face so they cannot see each other's cards.

Say to the A Students,

Do you need to buy all the items on your list? Maybe you have the items already. Ask your partner if s/he has these items.

Say to the B Students,

Answer your partner's questions using the pictures on your Cue Card.

Have the Students ask and answer questions in pairs. For example,

Student A: *Do we have any cheese?*

Student B: *Yes, we have some cheese.*

Student A: *Do we have any orange juice?*

Student B: *No, we don't have any orange juice.*

Allow three minutes for the pair work.

Next, ask the pairs to swap cards and repeat the role-play. Students who had the shopping list in the first role-play should have the picture cards this time.

Allow three minutes for the pair work, as before.

Next, say to the Students in open class,

Do you remember what you do or don't need to buy? You are going to tell the class. Think about what you will say.

Allow thirty seconds for the Students to think, and then ask each Student in open class,

What do or don't you need to buy?

Elicit answers from each Student. For example,

*I need to buy some chicken and some sauce.
I don't need to buy any milk or cheese.*

Allow three minutes for the open class work.

In total, allow nine minutes for this section.

Teaching Tip

In open class, the Students don't need to say everything they need or don't need to buy.

Answers

Cue Cards 4.2A-B.

Need to buy: orange juice, two apples, pasta, four bananas, two eggs, milk
Don't need to buy: coffee, bread.

Cue Cards 4.2C-D.

Need to buy: tea, sauce, chicken, two eggs
Don't need to buy: pasta, biscuits, fruit, cheese, milk

5.0 WRAP-UP

5.1 Draw It! 5 min

Materials Needed

None

Objective

- To review and practice target language from the Unit

Instructions

Distribute three small pieces of scrap of paper to each Student. Say,

Write a food or drink word on each piece of paper.

Allow one minute for the Students to write their words. Next, place all the pieces of paper into a container.

Divide the Students into two teams. Draw a picture of a cup of coffee on the board. Ask the Students:

What is this?

Elicit the word *coffee*. Award one point to whichever team gets the word first.

Select a Student from the team that won the first point, call him/her to the board, and say,

Take a piece of paper and draw the item on the board.

Tell the teams,

Guess the word. The first team gets one point.

Continue the game by having the Students take turns choosing a word from the container and drawing a picture on the board for the other Students to guess.

The team with the highest score wins.

In total, allow five minutes for this section.

Teaching Tip

Alternate version: After one team guesses a word, ask his/her team members to spell it correctly for a bonus point. For another bonus point, ask the team whether to use *a* or *some* with the noun.

Students can use vocabulary from Unit 17. For example, *water, coffee, juice, bread, fruit, wine, beer, sandwich, pizza, tea, burger, chips, eggs*.