



UNIT 19

Encounter

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ENCOUNTER 19

Video Summary

Todd decides that The Company Company needs a stricter dress code, which he describes to the staff in a meeting. The staff members do not share his enthusiasm for the new rules. Aanya, Khae, and Marco make fun of Todd on social media using a picture that Marco created using Photoshop.

Shen gets annoyed with Benny's loud music, but his mood changes when his agent, Marti Blum, phones to offer him a job working with Dan Blaze. Benny and Shen get in trouble with Paz, Shen's neighbor, due to the noise.

Diego and Sofi have too much food in storage, so they invite their friends to the restaurant to help them get rid of it. After a very busy day, Sofi sends a postcard to her friend Beatrice in France.

Vocabulary

- Can name some basic articles of clothing

Grammar

- Can express polite offers and preference using *would like/would like to*
- Can describe quantity using *not + much/many* with some control



ENCOUNTER ADMINISTRATION

LESSON OUTLINE

1.0 Warm-Up

1.1 Question Tennis 5 min

2.0 Target Language

2.1 What Are They Wearing? 10 min

3.0 Target Structures

3.1 Making Choices 10 min

3.2 There Aren't Many Eggs 5 min

4.0 Communication

4.1 Clothes Shopping 10 min

4.2 Clothing Discussion 10 min

5.0 Wrap-Up

5.1 Describe and Draw 10 min

MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
2.1 Cue Card	1 x 3	None
3.1 Cue Cards	2 x 3	None
3.2 Cue Card	1 x 3	None
4.1 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 Question Tennis **5 min**

Materials Needed

None

Objective

- To help the Students to relax and start thinking in English

Instructions

Divide the Students into two teams of equal size. Have the Students stand up and face each other in two rows.

Choose one Student and say,

I'm going to ask you a question. Don't answer the question! Ask a different question to someone else.

Ask the Student a question. For example,

What's your name?

The Student should ask another Student a different question. For example,

Where do you live?

Ask that Student to continue the game, by asking another question to a different Student.

When Students understand the concept, say,

We are going to play a game. The first Student "serves" by asking a Student on the other team a question. S/he then asks another question to a different Student on the other team.

Before beginning, explain the rules,

- Students must respond quickly.
- Once one Student has used a question, other Students cannot repeat it.
- Students must not answer questions.

The other team gets a point if a Student makes a mistake, answers a question, takes too much time, or repeats a question.

In total, allow five minutes for this section.



Teaching Tip

If you have an odd number of Students, do not use teams, but have Students remain seated and just take turns asking a question. Make sure it is fast-paced, but do not keep score.

If possible, use a tennis ball (or similar) to help facilitate the game.

2.0 TARGET LANGUAGE

2.1 What Are They Wearing? 10 min

Materials Needed

Cue Card 2.1

Objective

- Can name some basic articles of clothing

Context Creation

Stand up and ask the Students,

What am I wearing?

Elicit answers, for example,

*You're wearing a white shirt.
You're wearing dark trousers/pants.
You're wearing a red tie.*

Insist on full sentences and encourage the Students to add adjectives if possible.

Concept check by asking,

What other things can people wear?

Elicit, for example,

A hat, a jacket

In total, allow two minutes for this section.

Instructions

Divide the class into pairs. Distribute Cue Card 2.1 to each pair. Say to the Students,

Work with your partner. Describe what the people on the card are wearing. Take turns speaking.

Have the Students talk in pairs. Allow three minutes for the pair work, and then spend one minute reviewing Students' answers in open class.

Next, have the Students sit in a circle. Say to the Students,

I'm going to describe someone I can see. Can you guess who?

Describe a Student in the class or a staff member who is visible by talking about their clothing. For example,

Teacher: *She's wearing a dark jacket, pants, and a white shirt. She has black shoes.*
Students: *Is it Gillian, the Study Advisor?*
Teacher: *Yes, it is.*

Have the Students take turns describing people they can see, either inside the classroom or outside. Ask the other Students to guess who the first Student is talking about.

Allow four minutes for this section.

In total, allow eight minutes for this section.

Teaching Tip

Note which images cause problems for Students, and repeat the activity using only those images.

Answer Key

1. He's wearing tennis shoes/trainers/sneakers.
2. She's wearing a dress.
3. He's wearing a suit.
4. He's wearing a hat.
5. She's wearing jeans.
6. He's wearing a T-shirt.
7. He's wearing socks.
8. She's wearing a sweater.

3.0 TARGET STRUCTURES

3.1 Making Choices 10 min

Materials Needed

Cue Cards 3.1A-B

Objective

- Can express polite offers and preference using *would like/would like to*

Context Creation

Draw two T-shirts on the board, labeled *blue* and *red*. Say to the Students,

You are in a clothes shop. You want to buy a T-shirt. What do you say to the salesperson at the clothing store?

Elicit,

I want to buy the red/blue T-shirt.

Ask the Students,

What's a nicer way to say want?

Elicit,

I would like to buy the red/blue T-shirt.

Ask the Students,

Which do you use—want or would like—to talk to a boss, and which do you use to talk to a friend?

Students should respond that *would like* is used to talk to a boss, and *want* with a friend.

Concept check by asking,

You are the salesperson in the clothing store. You want to sell me one of the T-shirts. What question will you ask me?

Elicit a question with *would like*,

Would you like to buy the red or blue T-shirt?

In total, allow three minutes for this section.

Instructions

Put the Students into pairs and distribute Cue Cards 3.1A-B, one card per Student. Say to the Students,

Talk to your partner. Take turns speaking. Ask and answer questions with would like.

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

Student A: *Would you like to buy the suit or the T-shirt?*
Student B: *I'd like to buy the suit.*

Allow four minutes for the pair work. Afterwards, get feedback in open class by asking,

What did you learn from your partner?

Elicit answers from each Student. For example,

Juan would like to go swimming because it's relaxing.
Kana would like to have tea because she doesn't like coffee.

Allow three minutes for the open class feedback.

In total, allow seven minutes for this section.

Teaching Tip

If the Students struggle to produce *I want* or *I would like to* in Context Creation, write gapped sentences on the board.

I _____ to buy the red/blue T-shirt.
I _____ to buy the red/blue T-shirt.

If you have an odd number of Students, instead of pairs, do the activity in open class as a round robin. One at a time, have each Student ask the Student to their right a question. Continue until all the questions have been asked.

Extension

Put the Students into new pairs and say,

Make three questions with would like and ask your partner. Use your own ideas to make questions.

Have the Students ask and answer their questions in pairs.

Answer Key

Cue Card 3.1A

1. Would you like to buy the suit or the T-shirt? I'd like to buy...
2. Would you like to wear the suit or the jeans to work? I'd like to wear...
3. Would you like to have coffee or tea? I'd like to have...

Cue Card 3.1B

1. Would you like to go swimming or running? I'd like to go...
2. Would you like to play soccer/football or basketball? I'd like to play...
3. Would you like to go to the movies or to a restaurant? I'd like to go to...

3.2 There Aren't Many Eggs **5 min**

Materials Needed

Cue Card 3.2

Objective

- Can describe quantity using *not + much/many* with some control

Context Creation

Ask the class,

Would you like to go to the movies tomorrow?

Elicit responses. Then tell the Students,

You want to go to the movies, but there are only two tickets left. Are two tickets a lot?

Elicit that two tickets are not a lot, and then ask,

How can we say not a lot in another way?

Elicit the sentence,

There aren't many tickets.

If necessary, write a gapped sentence on the board to elicit the response. For example,

There _____ tickets.

Then say,

You're at the movies. You would like some popcorn, but there is only enough for one person.

Ask the Students,

How can we say not a lot with popcorn?

Elicit the correct sentence and write it on the board,

There isn't much popcorn.

Again, use a gapped sentence if necessary.

Concept check by asking,

I say much popcorn and many tickets. What other words get much? How about many?

Elicit, for example,

Much time, many cars

In total, allow two minutes for this section.

Instructions

Put the Students into pairs and distribute Cue Card 3.2 to each pair. Say to the Students,

Talk to your partner. Take turns speaking. Make sentences about the pictures on the Cue Card.

Have the Students talk in pairs. For example,

Student A: *There isn't much food in the fridge.*

Student B: *There isn't much water in the glass.*

Go through the answers in open class, eliciting at least one full sentence from each Student.

In total, allow three minutes for this section.

Extension

Take the Students out of the classroom and walk around the Center. Before you go, say to the Students,

We're going to walk around the Center. Look around and try to make sentences with not much and not many.

Students walk around the Center, making sentences about what they can see. For example,

Student A: *There aren't many people in reception.*

Student B: *There aren't many computers in that office.*

Each Student should produce at least three full sentences.

Teaching Tip

If you have a small group, do the first part of the activity as a round robin, with each Student making sentences in open class.

Answer Key

1. There aren't many people/students in the class.
2. There isn't much water in the glass.
3. There isn't much time.
4. There aren't many clothes in the closet
5. There aren't many eggs in the box.
6. There isn't much food in the fridge.

4.0 COMMUNICATION

4.1 Clothes Shopping 10 min

Materials Needed

Cue Card 3.2
Cue Cards 4.1A-B

Objectives

- Can name some basic articles of clothing
- Can express polite offers and preference using *would like/would like to*
- Can describe quantity using *not + much/many* with some control

Context Creation

Show the Students Cue Card 3.2, gesture to the fourth picture (with the image of a clothes closet) and elicit the sentence,

There aren't many clothes in the closet.

Say,

There aren't many clothes in the closet. What do you need to do?

Elicit the answer,

We need to go shopping.

In total, allow one minute for this section.

Instructions

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

You are in the airport shop and you are going on a business trip. You need to buy some things.

Tell the A Students,

You are the customers.

Tell the B Students,

You are the salespeople. You work in the shop.

Distribute Cue Cards 4.1A-B to each pair, one card per Student. Allow one minute for the Students to read the Cue Cards and prepare for the activity. Send the A Students out of the classroom.

Tell the B Students,

Welcome your customers when they come in.

The A Students come in and are greeted by the B Students. The Students perform the role-play in pairs.

Next, have Students change pairs/roles. Before the Students repeat the role-play, say,

This time, don't use the Cue Cards. Use your own ideas.

Give students some time to prepare. Then have the Students carry out the role-play a second time.

In total, allow nine minutes for this section.

Teaching Tip

Before repeating the role-play, give the Students feedback on the first role-play, and suggest ways to improve, for example by using more target language such as *would like* or *not many/much*.

Answer Key

Example answers:

A: *Hello, can I help you?*

B: *Yes, I would like a warm sweater.*

A: *I don't have many. Would you like this one?*

B: *Yes, thank you. I would also like a business suit.*

A: *I have many of those. Which one would you like?*

B: *I'd like the black one.*

A: *What else would you like?*

B: *Do you have any soap?*

A: *I don't have much.*

4.2 Clothing Discussion 10 min

Materials Needed

Cue Card 4.2

Objective

- Can name some basic articles of clothing

Context Creation

Ask the Students,

Where do you like to buy clothes? Why?

Elicit brief answers in open class. Then say,

You are going to talk about clothes with your partner.

In total, allow one minute for this section.

Instructions

Put the Students into pairs and distribute Cue Card 4.2, which contains discussion questions. Say to the Students,

Talk to your partner. Ask and answer the questions. Give detailed answers. Also ask more questions (like why, where, and when).

Have the Students talk in pairs. Allow six minutes for this section.

Next, put the Students into new pairs and say,

Tell your new partner what you learned from your first partner.

Have the Students give feedback on what they learned from each other in pairs. Allow three minutes for this section.

In total, allow nine minutes for this section.

Extension

Have the Students repeat the activity, but instead of answering the *What do* questions on the handout, have the Students answer *What don't* for each question. For example,

*What don't people wear to work?
What don't people wear to school?*

...

5.0 WRAP-UP

5.1 Describe and Draw 10 min

Materials Needed

None

Objective

- To review and practice language from the Unit

Instructions

Put the Students into A/B pairs. Distribute scrap paper and pens to each Student.

Tell the A Students,

Describe a person and what they are wearing to your partner.

Tell the B students,

Draw the person your partner describes.

Student A should describe a person and his/her clothes to Student B. Student B should draw a picture according to Student A's description. Student B should not show his/her picture to Student A until it is finished, but may ask Student A questions for clarification. For example,

*Can you say that again?
Is he wearing a tie?
Is she wearing a short skirt or a long skirt?*

Allow two minutes for Students to describe and draw. Student A can then look at Student B's drawing and comment on any mistakes.

Next, Student B describes a picture for Student A to draw. Allow two minutes for talking/drawing, and one minute for feedback, as before.

Students should continue switching back and forth, describing and drawing.

In total, allow ten minutes for this section.

Teaching Tip

Alternative: call one Student to the board. The other Students take turns to describe a person, each giving one sentence. The Student at the board draws according to what the other Students say. For example,

Student A: *There's a man.*
Student B: *He's wearing a suit.*
Student C: *He's also wearing a shirt and tie.*

This alternative would suit weaker groups, who may need more teacher support during the activity.