



# UNIT 21

## Encounter

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## ENCOUNTER 21

### Video Summary

Sofi arrives at the restaurant and finds out from Diego that Danielle won't be at work, so Sofi and Diego plan to take care of the cooking. When Danielle does come in—very late—Nadi fires her, but Danielle quits instead.

At the apartment, Shen gets an email from his parents saying they would like to come from China to visit him in New York. Then he gets an email from his agent, Marti, telling him about a new gig teaching acting. When he goes to tell Benny the news, he finds his roommate playing video games with Li Li.

At The Company Company, Khae and Marco discuss the business, including the number of employees and products the company makes, as well as salaries, while they wait in line for new IDs. Aanya soon joins them.

### Reading Summary

Common kitchen rules, including safety instructions and sanitary practices, are explained in a message to employees of a restaurant.

In a text message exchange, a woman, Sanam, informs her friend Jan that she will be visiting San Francisco with her husband, who is going there on a business trip. Jan invites Sanam to stay with her, but Sanam tells her that her husband's company is paying for in a hotel. Both women are looking forward to the visit.

### Audio Summary

Two friends, Mark and Anna, trade voicemails back and forth as they are having trouble getting in touch with each other. Through the voicemails, they arrange to meet for dinner. Finally, they get each other on the line. Mark tells Anna where his hotel is located so that she can pick him up there.

### Vocabulary

- Can name very common types of containers

### Grammar

- Can use very basic connectors (e.g. *and*, *but*, *or*, *then*)
- Can use a range of possessive adjectives (e.g. *it's*, *our*, *their*)
- Can show possession using 's with some control

### Speaking

- Can use simple phrases to ask for and provide things, and to discuss what to do next
- Can demonstrate a basic understanding of verb–noun agreement, but with limited control

## ENCOUNTER ADMINISTRATION

### LESSON OUTLINE

#### 1.0 Warm-Up

1.1 At Nadi's Restaurant 5 min

#### 2.0 Target Language

2.1 Containers 5 min

2.2 Can I Have a Bag of Rice? 5 min

#### 3.0 Target Structures

3.1 I Love Fruit, but I Hate Vegetables! 10 min

3.2 Talk about Possessions 5 min

#### 4.0 Communication

4.1 Salad and a Sandwich 10 min

4.2 Buying Food for Lunch 10 min

#### 5.0 Wrap-Up

5.1 Win a Point 10 min

### MATERIALS NEEDED

Number/Type	Number Included	Copies Needed
1.1 Cue Card	1 x 1	none
2.1 Cue Cards	8 x 3	none
3.1 Cue Cards	2 x 3	none
3.2 Cue Card	1 x 3	none
4.1 Handouts	2 x 1	1 per Student
4.2 Cue Cards	2 x 3	none

### Review Student Progress

- Check if this is a 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 At Nadi's Restaurant 5 min

#### Materials Needed

Cue Card 1.1

#### Objective

- To help the Students relax and start thinking in English

#### Instructions

After greeting the Students, show them Cue Card 1.1. Instruct the Students to first recall the names of the two people in the video. Then elicit the plot/character development from this part of the storyline. Begin with,

*Tell me about the story for this unit. What are Sofi and Diego doing?*

Proceed to elicit more details about the story. Ask,

*Tell me about Danielle and Nadi.*

Elicit a response. For example,

*Danielle was late to work, so Nadi fires her.*

Next, direct the Students' attention to the characters' emotions and feelings. Elicit the Students' perception by asking,

*Do you like the people in the story?*

*How do you think Danielle/Sofi/Diego feel about working at the restaurant? About Nadi?*

## 2.0 TARGET LANGUAGE

### 2.1 Containers 5 min

#### Materials Needed

Cue Card 1.1  
Cue Cards 2.1A-H

#### Objective

- Can name very common types of containers

#### Context Creation

Direct the Students again to the picture of Sofi and Diego on Cue Card 1.1. Gesture to the ingredients, and ask,

*What does Diego get for Sofi?*

Elicit, for example,

*ingredients, rice, tomatoes*

Ask,

*What is the rice in?*

Elicit,

*a bag*

Then ask,

*What are the tomatoes in?*

Elicit,

*a can*

Then, show the Students Cue Card 2.1A and ask one of the Students,

*What's this?*

Elicit,

*A jar of peppers*

Concept check by asking,

*What is another name for a can? (a tin)*

In total, allow two minutes for this section.

### Instructions

Divide the Students into pairs and distribute Cue Cards 2.1A-H to each pair. The Students have to go through all of the Cue Cards taking turns asking and answering questions. Say,

*Look at the pictures. Ask your partner what the things are. Then answer when your partner asks you what something is.*

For example,

Student A: *What's this?*

Student B: *It's a bag of rice.*

Make sure the Students ask full questions and respond in full sentences to each picture.

At the end, do not collect the Cue Cards as they will be used in section 2.2.

In total, allow three minutes for this section.

### Teaching Tip

As Students go through the Cue Cards, make a note of any Cue Cards Students found difficult. After assessing, in open class, repeat the activity using the Cue Cards that the Students found difficult.

### Answer Key

- 2.1A. jar of peppers
- 2.1B. bag of rice
- 2.1C. can of tomatoes
- 2.1D. box of lettuce
- 2.1E. bag of onions
- 2.1F. bag of chips
- 2.1G. can of beans
- 2.1H. packet of sugar

## 2.2 Can I Have a Bag of Rice?

5 min

### Materials Needed

Cue Cards 2.1A-H

### Objective

- Can use simple phrases to ask for and provide things, and to discuss what to do next

### Context Creation

Gesture to Cue Card 2.1B, and say,

*I want this bag of rice. What do I say?*

Elicit an answer. For example,

*Can I have a bag of rice?  
I'd like a bag of rice please.*

Ask the question again to another Student, saying,

*Can you give me that bag of rice?*

Elicit an answer. For example,

*Here you are.*

If the Students do not respond with *here you are*, ask,

*What do you say when you give me the bag of rice?*

Concept check by asking a Student,

*What do I say if I want some salt? (Can I have a container/box/packet of salt?)*

Continue by asking another Student,

*What do you say if you give me the box of salt? (Here you are.)*

In total, allow one minute for this section.

### Instructions

Put the Students into A/B pairs and refer them to Cue Cards 2.1A-H. Say to the Students,

*A Students, ask for each thing. B Students, give your partner each thing.*

For example,

**Student A:** *Can I have a bag of rice?*

**Student B:** *Sure. Here you are.*



After two minutes, have the Students switch roles. For example,

**Student B:** *Can I have a can of tomatoes?*

**Student A:** *Here you are.*

In total, allow four minutes for this section.

### Answer Key

2.1A. Can I have a jar of peppers?

2.1B. Can I have a bag of rice?

2.1C. Can I have a can of tomatoes?

2.1D. Can I have a box of lettuce?

2.1E. Can I have a bag of onions?

2.1F. Can I have a bag of chips?

2.1G. Can I have a can of beans?

2.1H. Can I have a packet of sugar?

## 3.0 TARGET STRUCTURES

### 3.1 I Love Fruit, but I Hate Vegetables!

10 min

#### Materials Needed

Cue Cards 2.1A-H  
Cue Cards 3.1A-B

#### Objectives

- Can use very basic connectors (e.g. *and, but, or, then*)
- Can demonstrate a basic understanding of verb–noun agreement, but with limited control

#### Context Creation

Refer to the Cue Cards 2.1C and 2.1E from the previous activity. Show the picture of the bag of onions and the can of tomatoes. Ask the Students,

*I have onions. I have tomatoes. How can I say this in one sentence?*

Elicit,

*I have tomatoes and onions.*

Then say,

*I like onions. I don't like tomatoes. How can I put these sentences together?*

Elicit,

*I like onions, but I don't like tomatoes.*

Then say,

*Bob doesn't like onions. Bob doesn't like tomatoes. How can I put these sentences together?*

Elicit,

*Bob doesn't like tomatoes or onions.*

Concept check by asking the Students,

*When would we use and to put together two sentences?*

Elicit,

*When the ideas are the same.*

Continue by asking the Students,

*When would we use but to put together two sentences?*

Elicit

*When the ideas are not the same.*

In total, allow two minutes for this section.

## Instructions

Put the Students in pairs again, and hand out Cue Cards 3.1A-B. The Students will take turns talking about preferences using the images and the prompts on the Cue Cards. Say,

*Talk about the pictures with your partner. Say just one sentence to describe the two things.*

After the Students finish, review their answers as a class.

In total, allow eight minutes for this section.

## Teaching Tip

If the Students struggle in Context Creation, write gapped sentences on the board with the connectors missing. For example,

*Bob doesn't like tomatoes \_\_\_\_\_ onions.*

For stronger groups, it may not be necessary to tell the Students what the Teacher likes/dislikes. Instead, try to elicit preferences from the Students to personalize the experience.

## Answer Key

### Cue Card 3.1A

1. I like cheese, but I don't like onions.
2. I like pizza and (I like) tomatoes.
3. I don't like coffee or tea.

### Cue Card 3.1B

1. I don't like fruit, but I like bread.
2. I don't like soup, but I like chicken.
3. I like sandwiches and (I like) chips.

## Extension

Ask the Students to list pairs of items. These can be anything (e.g. foods, animals, movies, celebrities, activities, etc.) They should then discuss which they like/dislike with their partners. For example,

*I like swimming, but I don't like running.*

## 3.2 Talk about Possessions **5 min**

### Materials Needed

Cue Card 3.2  
Cue Cards 3.1A-B

### Objectives

- Can use a range of possessive adjectives (e.g. *its, our, their*)
- Can show possession using 's with some control

### Context Creation

Show the Students the first picture on Cue Card 3.2. Then ask the Students,

*Whose pizza?*

Elicit,

*It's Tim's pizza.*

Elicit *his* by saying,

*Tim is a man. What's another way to say Tim's pizza?*

Elicit,

*It's his pizza.*

Then, point to yourself and say,

*Imagine my name is Tim. Whose pizza is it?*

Elicit,

*It's your pizza.*

Then ask,

*What do I say?*

Elicit,

*It's my pizza.*

Concept check by drawing three stick figures and labeling them "me," "Tim," "Michelle." Then write on the board,

*It's \_\_\_\_\_ pizza.*

Gesture to different stick figures and ask the Students to fill in the gap.

Erase all target language from the board.

In total, allow two minutes for this section.



### Instructions

Put the Students in pairs again. Give each pair Cue Card 3.2. Say to the Students,

*For each picture, ask your partner Whose (food item) is this?*

In total, allow three minutes for this section.

### Answer Key

1. It's Tim's pizza.
2. It's Michelle's sandwich.
3. It's my fruit./It's your fruit.
4. It's her sandwich.
5. It's his water.
6. It's their sandwich.
7. It's their pizza.
8. It's his milk.

## 4.0 COMMUNICATION

### 4.1 Salad and a Sandwich *10 min*

#### Materials Needed

Handouts 4.1A-B

#### Objectives

- Can use very basic connectors (e.g. *and, but, or, then*)
- Can use a range of possessive adjectives (e.g. *its, our, their*)
- Can show possession using 's with some control
- Can demonstrate a basic understanding of verb–noun agreement, but with limited control

#### Context Creation

Ask the Students the following questions,

*Do you cook at home?  
Do you sometimes eat in restaurants?  
What kind of restaurants do you like?*

Elicit the Students thoughts on cooking and eating. For example,

*I cook at home sometimes, and I like to eat fast food.*

Next ask the class,

*Imagine, you want to have a friend come to your home for lunch, but you aren't a very good cook. What are some easy things to make?*

Guide them towards simple things. For example,

*salads, sandwiches*

Then ask what's needed for that food.. For example,

*What ingredients do we need for a sandwich?*

Elicit an answer. For example,

*bread, cheese*

In total, allow two minutes for this section.



## Instructions

Put the Students into new pairs and distribute Handouts 4.1A-B accordingly.

Tell the Students they are going to do a role-play. Say,

*You and your roommate need to buy some food at a store to make lunch for friends. You live in a house with two other roommates who do not share their food. You have some food and your roommate has some food. Ask your roommate questions to see what you need to buy at the grocery store.*

After four minutes, tell the Students to switch roles and repeat the activity with their new role.

When the Students have finished the exchange, tell them to work together to compile their shopping list. Say,

*Make a list for shopping together.*

In total, allow eight minutes for this section.

## Answer Key

Example answers:

**Student A:** *Do we have bread?*

**Student B:** *We have bread, but it's Pedro's.*

**Student A:** *OK. (adds bread to shopping list)*

**Student A:** *Do we have tomatoes?*

**Student B:** *Yes. The tomatoes are mine. We can use them.*

## 4.2 Buying Food for Lunch 10 min

### Materials Needed

Cue Cards 4.2A-B

### Objectives

- Can name very common types of containers
- Can use simple phrases to ask for and provide things, and to discuss what to do next

### Context Creation

Ask the Students what they needed to get in the previous activity and if they want to get anything else for lunch. Ask them,

*Where do you go to buy food?*

Elicit,

*a store, a market*

Then ask,

*What can you ask someone at a market when you are buying food?*

Elicit a few different answers. For example,

*Do you have any...?*

*How much does it/do they cost?*

*Can I have some...?*

In total, allow two minutes for this section.

### Instructions

Divide the class into A/B pairs and distribute Cue Cards 4.2A-B accordingly. Tell the Students,

*Student A has \$20 and is going to the market to buy food for lunch. Student B works at the market. Student A asks Student B about food and prices to decide what she or he can buy. Student B answers Student A's questions. Read the information on your card before you begin.*

Give the Students one minute to look over the information on their Cue Card. Then instruct the Students to begin the activity.

Allow three minutes for the first role-play. Then, spend one minute getting feedback in open class.





Next, ask the Students to swap roles and, if possible, change partners. They should then repeat the role-play. Once again, review their discussion in open class.

In total, allow eight minutes total for this section.

### Teaching Tip

If there is an odd number of Students in the class, give two Students the Student A role. Tell those Students that they are going to the market together to buy food. Allow them time to discuss how they will approach the activity before they begin.

### Extension

Tell the Students that they will now plan a dinner to welcome a new Wall Street English Teacher. In pairs, they should first make a shopping list. Then, they should share their list with another group and ask that group to go to the store to buy the things on their list.

### Answer Key

Sample answer

**Student A:** *Do you have any cans of tomatoes?*

**Student B:** *Yes, we do.*

**Student A:** *How much do they cost?*

**Student B:** *One can is \$2.*

**Student A:** *Can I have two cans of tomatoes please?*

**Student B:** *Yes, here you are.*

## 5.0 WRAP-UP

### 5.1 Win a Point *10 min*

#### Materials Needed

Cue Cards 2.1A-H

#### Objective

- To review and practice language from the Unit

#### Instructions

Divide the class into two teams. Show the Students Cue Card 2.1A and ask the class,

*What is this?*

Elicit,

*It's a jar of peppers*

Award one point to the team who says it first.

Next, ask,

*Who can say a sentence with jar of peppers?*

Give the teams thirty seconds to discuss and then give their answer. For example,

*Can I have a jar of peppers, please?*

*It's his jar of peppers.*

*That is Daniel's jar of peppers.*

For each correct sentence, award one point to each team.

Repeat with the remaining Cue Cards 2.1B-H. Use a stopwatch to keep the activity fast paced. Keep score on the board.

Make sure each Student has a chance to give an example sentence.

In total, allow five minutes for this section.

#### Teaching Tips

Encourage the Students to create different examples with the vocabulary to avoid repetition.

If you only have one or two Students, do the activity in open class and give the Students a challenge to create as many sentences as they can with the vocabulary.

If necessary, do a quick-fire review of the vocabulary using the Cue Cards 2.1A-H. Have the Students call out the items and containers as you go through the Cue Cards.