

# Unit 10 I'm from Japan.

## Topics / functions

- Asking about where people are from and talking about your hometown

## Materials (optional)

- Slips of paper with minor medical problems written on them (e.g., itchy eyes, hay fever, a bad cold) from Unit 9
- A map of the area you are from, photos and pictures of your hometown, any souvenirs or local good produced in your region
- A world map
- A map of Japan
- Pictures of the following cities: Edinburgh, Oxford, Milan, Madrid, and San Francisco.

## Review

### At the pharmacy

Put the students into groups of four or five. One is the pharmacist, the rest are customers. Hand out the slips of paper (see above) to the customers. Ask the class to act out conversations in their groups, explaining what the problem is and getting help from the pharmacist.

Listen in and ask for volunteers to act out their role-plays for the rest of the class at the end.

### Warming up

See Teacher's Guide page 5 for **Warming up** procedure.

Display any pictures and maps you have of your country/region on the board and tell the class where you are from. If you are from overseas, encourage questions and make comparisons to any similar places in Japan. Tell the class a little about your hometown, using some of the language they will encounter in the unit (e.g., *It's in the north, There are lots of... , It's a very friendly place*). Tell the class what the population is and what the weather is like there, and so on. Show them any local goods from the area if relevant. Tell the class that in today's lesson, they will learn to talk and ask about where people are from.

### Optional Activity

#### Guest speakers

Invite a guest speaker into your class. Warn the students in advance if you prefer, so that they can prepare questions to ask. If your class is planning a trip overseas, try to have a guest speaker from that country so that the students can find out something about the place they are going to visit. It is

always very interesting for students to have outside speakers come in, and provides good practice for them to listen to someone other than you.

## Open your books

Books open to page 28. Tell the class that Miki is visiting her friend Sally in Edinburgh. Today, Sally and her friends Marie and Jim are showing Miki around. Read the caption and question. Elicit possible answers (e.g., *Where are you from? How long are you staying for? What would you like to see in Edinburgh?*). Ask the class how much they know about Scotland (you may want to refer back to the Destination U.K. pages). What Scottish things can the class see in the picture on page 28? (*Someone playing the bagpipes and wearing a kilt; Edinburgh castle in the background; a poster advertising the Edinburgh Tattoo, etc.*)

## Listening

See Teacher's Guide page 6 for **Listening** procedure. Give the class a few moments to read the sentences. Pre-teach all of the vocabulary here as needed before they listen: *impressive, expensive, interesting, crowded, exciting, dangerous; north, south, east, west; and famous for (something)*. Briefly ask the class to work in pairs and to say how they would describe the place they come from.

Ask: *Has anyone in the class been to Scotland? What was it like? Did they visit Edinburgh? What things did they see?* Ask the students to listen and check the correct answers. Remind the class that they do not need to understand every word; they just need to focus on the questions in the book.

### Answers

1. impressive
2. exciting
3. the north
4. whisky

Additional questions: *What's the weather like today? (It's cold.) Where is Miki from? Where does she live now? (from Kyoto, works in Tokyo.) What does Jim want to see in Sapporo? (The snow festival.) What else does Jim say Scotland is famous for? (skiing, the scenery, the Loch Ness monster).*

### Culture notes

The first photograph of the supposed Loch Ness monster (which came to be known as "Nessie") was taken by Hugh Grey in 1933. The Scottish Daily Record put the picture on the front of the newspaper in December, and since that time, locals and tourists have been fascinated by the possibility of a monster in the loch. These days, you can take a tour of the area to enjoy the spectacular scenery in

the highlands, as well as spending some time searching for Nessie. You can even take a cruise along Loch Ness.

## Look and learn

See Teacher's Guide page 6 for **Look and learn** procedure. Check understanding of *Where in Japan?* (U.K. English speakers will often say *whereabouts?*) in both cases it is a request for more detail. Look at all the *Wh-* questions with the class and have them practice falling intonation when they ask the questions, for example:

Where are you from?

What's it like there?

Review *north*, *south*, *east*, and *west* and teach also *northwest*, *northeast*, *southwest*, and *southeast* if you wish. Take in a map of Japan and display it on the board. Ask a few people in the class to say where they are from. If, as is likely, most of the class is from the same area, put that place name on the board and ask the class to name the good and bad points about that place (e.g., positive: lively, busy, lots of shops; negative: overcrowded, noisy, not many green spaces). Ask the class to tell their partner where they would like to live and why.

Ensure that students are given sufficient practice in the target structures before moving onto the next section.

### Optional Activity

#### What's it like there?

Brainstorm adjectives to describe regions and cities and have the students write them all over the board (e.g., *busy*, *quiet*, *exciting*, *peaceful*, *tranquil*, *rural*, *noisy*). Put a map of Japan on display. Ask the class to choose a place in Japan and to write it on a piece of paper. Collect the slips of paper in a bag and mix them up. Ask the students to each take a place name from the bag without looking and tell them that they should imagine that this is their hometown. Students then walk around the class, asking each other about where they are from and what it's like there. Monitor and take notes. At the end, hold a short quiz: *Who is from a city in the southwest? Who said their hometown is very quiet? Where is Seido from?* and so on. This activity reminds the class of the importance of listening to the answers, and not just concentrating on asking the questions.

## Conversation

See Teacher's Guide page 6 for **Conversation** procedure. Point to the picture on page 28 and remind the class that Miki is visiting her friend Sally in Edinburgh (Sally is on the right). Miki meets Sally's friends Jim and Marie who ask her about Japan.

Stop the audio after Marie says *Oxford*. Ask if anyone has been to Oxford, and what it is like. Play the rest of the conversation.

### Answers

1. Oxford
2. old
3. historic buildings
4. interesting
5. in the west

Explain what "historic buildings" means and if you have any pictures of Oxford, show them to the class.

In the practice phase, draw attention once more to the intonation patterns (falling in *Wh-* questions) and replay the audio as needed to model this.

## Over to you!

See Teacher's Guide page 6 for **Over to you!** procedure. New pairs as needed. Ask the class where Milan, Madrid, and San Francisco are (Italy, Spain, and the U.S.A.). If you have found some, display the pictures of these places for the class to see. Pre-teach *laid-back* and *terrific*. Then display the world map and put several different place names on the board and ask the class to choose one or two to use to make their own similar conversations (e.g., Bangkok, London, New Delhi, Seoul, Stockholm, Sao Paulo). Ask for volunteers to act out their conversations for the rest of the class.

### Optional Activity

#### Photocopiable page J, page 85: City Guide

Ask the class to work in pairs. Make one copy of Photocopiable page J for each pair. Tell them that they can choose to write about a Japanese city they know well, or research a place overseas that they do not know so well but would like to find out about. If your class has been on a trip overseas, or is about to go on one, you may prefer that your students write about the specific places they are going to see or have seen.

Students work together to complete all the information in English. This part is probably best done as homework outside of class, if they are researching an unfamiliar place. Ask the class to make their city guides as informative and decorative as possible. Make copies of the guides and put the students into small discussion groups to show each other their guides. Write the following questions on the board to start them off:

Which city did you write about?

Where is it?

What's it like there?

Are there any historical sights to see?

What are the most famous tourist attractions?

Ask the class to spend a few minutes finding out about some of the other places their classmates wrote about. If possible, make copies of the guides to create a class "book" for each student to take home.

## Optional Activity

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### Poster project – the tourism game

This can be done over several lessons, or as a large project in class. Ask the students to work in pairs or small groups to promote a town or region in Japan. In class, they work together to identify areas of interest (such as famous festivals, food, or local produce from the region, what the weather is like, any famous sights or famous people from there, etc.) and discuss the place they have chosen and what to put under each heading. Encourage them to use as much English as they can.

At home, students work to produce a large poster promoting their region—mainly with pictures and maps, and a small amount of writing. The easiest way to explain this is to produce a poster yourself showing the area you come from. The aim is for the poster to act as a prompt for the talking stage, rather than something to be read.

In the next lesson, the posters are displayed around the room; half the class walks around the room, asking questions in English about the regions on display, while the other half stands next to their work to answer questions and promote their region. Then they switch roles, so that everyone has a chance to ask questions and to talk about their poster. It is worth spending the time on this activity, because a great deal of English is produced in the final “poster presentation” stage and the students make some beautiful posters.

## Activity

See Teacher’s Guide page 6 for **Activity** procedure. Student A turns to page 57. Show the class where Aspen is on the world map, if you still have it on the wall. Give Student B time to think about how to describe the photos before they start. Ask Student A to come up with an interesting description of where they are from, giving as much information as possible.

Give feedback and praise at the end.

## Ending the unit

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See Teacher’s Guide page 7 for **Ending the unit** procedure. Write the following function and example on the board:

**Asking about where people are from and talking about your hometown**

Where are you from? What’s it like there?

I’m from Hokkaido. It’s a great place for skiing.

Assign any review homework you wish to give, such as Workbook Unit 10. Ask students to read the Top Tips for Unit 11 before the next lesson.

# Destination: New Zealand

## Topic

- Introducing the class to New Zealand

## Materials (optional)

- A map of the world
- A map of New Zealand
- A map of Japan
- Posters, postcards, tourist information leaflets, etc., from New Zealand
- A list of useful websites for students to look at, such as the official tourist sites for Auckland, Wellington, and Christchurch

## Procedure

See Teacher's Guide page 8 for the **Destination Units** procedure.

After completing Exercise 1 and 2, ask the students to discuss in pairs which sports and sightseeing activities in Japan are famous and would be enjoyable for overseas tourists to try out. You may wish to use a map of Japan to point out the geographical features of the country (mountain ranges for skiing; tropical areas further south for scuba-diving, etc.) and make comparisons with New Zealand. Which sports and activities do they think are common to both countries? Are there any activities mentioned that they wouldn't like to try?

## Answers

1 a. 2 b. 1 c. 3

2 1. All Blacks 2. challenge 3. heights  
4. bungee-jumping 5. surfing 6. sailing  
7. rowing

### 4 Student A:

1. 9,285 kilometers
2. New Zealand dollar NZ\$
3. Wellington
4. 3,754 meters high

### Student B:

1. 4.1 million
2. Yes—a range of mountains called the Southern Alps
3. English and Maori
4. "land of the long white cloud"

### 5 Mini quiz

1. False—NZ has two
2. False—Mt. Fuji is higher than Mt. Cook
3. True
4. True

## New Zealand – places to visit, things to see and do

In this unit, the artwork shows the following:

*Popular sports: bungee-jumping, surfing, rugby union*

*Things to do: BBQs on the beach, trekking in the mountains, whale watching*

## Culture notes:

New Zealand is a young country and is famous for its spectacular scenery and pleasant climate. This makes it a great place for outdoor living, and for trying out a wide variety of outdoor activities.

Bungee-jumping was invented by Kiwis (New Zealanders) in the 1980s. You can bungee jump off bridges, stadiums, viaducts and specially-built platforms.

Surfing is one of many water sports available you can try. Everywhere in New Zealand is close to the sea, and if surfing isn't to your taste, you could try swimming, sailing, fishing, rafting, diving, kayaking...

Rugby Union is the Kiwi's national sport and the All Blacks are their national team. They have won against every international rugby team.

If you prefer to live at a slower pace, don't forget that you are never far from the sea in New Zealand, and what better way to relax after a busy day of sight-seeing than having a BBQ with some friends on a beach at sunset?

Walking and trekking are very popular activities, in part because of the wide variety of places to choose: from beaches to mountaintops, rainforests to volcanoes.

Another attraction is to go whale-watching in South Island. Sperm whales can be seen the all year round, killer whales from December–March, and humpback whales in June and July. And besides whale watching, you can see dolphins and seals, or go bird watching. New Zealand is a haven for wildlife.

## Ending the unit

See Teacher's Guide page 8 for **Ending the unit** procedure. Ask the class what they would most like to do if they visited New Zealand, and which places they would most like to see. If you have any friends or colleagues from New Zealand, invite them to your class as a guest speaker for your students to talk to.