

# Unit 6 I'd like to rent a snowboard, please.

## Topics / functions

- Renting goods from a rental store

## Materials (optional)

- Pictures of winter sports and sports equipment
- Learner dictionaries

## Review

Draw the following chart on the board. Ask the class to copy it down. It should be completed using short answers or notes (i.e., not in full sentences). For example:

Places to visit	Things to do	Things to eat
Tokyo	go to Kabuki theatre go shopping in Harajuku	shabu-shabu

Tell the students to make a list of two or three interesting places to visit in Japan, and to complete the chart by themselves. Then put them in pairs. Student A is the tourist information clerk and Student B is a tourist. Tell them to make short conversations. B should ask for ideas about things to do, see, and eat; A should recommend interesting places to visit using the information on the charts as a prompt. If the class struggles, allow them to look back at Unit 5 **Look and learn** for ideas. If the students in your group have traveled widely, have them do this activity using different countries than Japan.

Listen to some of the pairs at the end and give feedback in the usual way. Give the class a few minutes to ask you about where you are from and any interesting places/festivals/restaurants and so on that are near your hometown.

## Warming up

See Teacher's Guide page 5 for **Warming up** procedure. Introduce the topic of renting (U.S.) / hiring (U.K.) equipment by asking your class if anyone has needed to rent something while they are on vacation, e.g., a car, a bike, a scooter, skiing equipment, diving gear, a wind surfer, or surfboard. Talk about a specific item. How did they do it—on the internet, over the phone, in person? Was it easy or difficult? What questions did they have to answer? Did they need to take anything with them (e.g., ID)? / leave anything with the store (e.g., a deposit). Pre-teach *ID (identification), photo ID, deposit, driver's license, passport, to sign (for something), signature*.

Tell the class that Hideo and Naoki have now arrived in Canada for Naoki's winter job as a snowboarding instructor and Hideo's vacation.

## Open your books

Books open to page 20. Read the caption and question. Elicit possible answers (you can help out by putting these prompts on the board: *They might be... They could be... I think they will...*).

Use the picture in the book plus any other pictures or photos you have brought in to pre-teach vocabulary related to winter sports (*ski boots, snowboard, goggles*, etc.). Find out who likes winter sports in your class and how often they do them. Is anyone an experienced skier? Pre-teach *experienced* and *beginner*.

## Culture notes:

If you decide to rent some equipment for your vacation, then it is important to "shop around" beforehand for the best deals. Prices and service can vary, and you should always rent equipment from a reputable supplier.

If you are renting ski equipment or other bulky items, for example, you will need to consider not only the cost but also the proximity to the resort. Many people find it easier to rent something from a store close by. In most cases, you can pre-book online (essential for peak periods) but you should still allow sufficient time on arrival to examine the equipment thoroughly and to try it out for size (in the case of skiing, for example, this is very important for the size of your boots, in order to avoid compromising your safety). When selecting your equipment, be open about both your ability level and personal details (size, weight) as this affects which equipment you should choose.

Many stores offer optional insurance on top of the rental price. This usually covers damage, loss, or theft of the equipment, so choosing to buy this as well is strongly recommended.

## Listening

See Teacher's Guide page 6 for **Listening** procedure.

Books closed. The first time through, ask the class to just listen to the four conversations and find out what it is that the people want to rent. Write these gap-fill sentences on the board (given here with the answers underlined and in place):

Naoki wants to rent a snowboard.

Yuka wants to rent a bicycle.

Kentaro wants to rent a car.

Kana wants to rent a windsurfer.

Ask the students to check together. Elicit the answers and write them up.

Books open to page 20. Give the class time to read the questions and help out with any vocabulary problems (e.g., *to pay for, agreement, responsibility*) before playing the audio a second time.

### Answers

1. Naoki is an experienced snowboarder.
2. Yuka wants a newer bike.
3. The clerk wants to see Kentaro's ID.
4. The clerk asks Kana to sign the agreement.

If you have a strong class, you may like to replay the audio to elicit (or point out) examples where the customers make sensible choices (e.g., Yuka in Conversation 2 – she asks for a newer bike as the one offered is old and potentially unsafe; she rents a helmet as well; and Kana in Conversation 4, who gives herself time to read the agreement before signing it).

## Look and learn

See Teacher's Guide page 6 for **Look and learn** procedure. Explain any unknown vocabulary that you didn't cover in the warm-up such as *to pick up* (= to collect), *helmet, ID, deposit, worn out*.

After practicing, stronger classes can discuss if they think renting things is a good idea (e.g., Advantages: can be useful for large items such as snowboards, as it saves on transportation and maintenance costs; also good as you can rent out something for the appropriate mountain and weather conditions at the place you are at; and is a sensible option if you are a beginner because you can try out different types before buying). Ask them to discuss with their partner if they went on a skiing vacation, what equipment would they take with them – i.e., buy beforehand, and what would they rent on arrival at the resort?

### Optional Activity

#### Vocabulary building – winter sports

Using the pictures you brought in as prompts, ask the class to work in small groups to produce vocabulary mindmaps connected to their favorite winter activities, e.g.,



Encourage the class to use learner dictionaries for this activity. Be on hand to help out as needed. Display some of the best mindmaps around the room for the class to look at.

## Conversation

See Teacher's Guide page 6 for **Conversation** procedure. Point to the picture on page 20 and remind the class that Hideo and Naoki are renting out equipment at the ski resort.

### Answers

1. a snowboard
2. For a week.
3. a hundred and fifty dollars.
4. a driver's license?

Give the class time to check together in pairs before giving feedback.

## Over to you!

See Teacher's Guide page 6 for **Over to you!** procedure. Listen for any pronunciation problems. Early finishers can create their own conversations at the end – you may need to help with ideas for a different scenario, such as picking up a rental car at the airport / renting an umbrella and deckchairs at the beach, and so on.

Invite some pairs to perform their conversations for the rest of the class.

### Optional Activity

#### Photocopiable page F, page 81: Ski Rental Form – role play

Put the class into pairs. Make one copy of Photocopiable page F per pair. Tell Student As that they are going skiing; Student Bs will be the clerk in the rental department. You may prefer to put the stronger student in each pair into the B role, as this student will “lead” the conversation through the questions he or she asks.

Elicit where possible or pre-teach useful language for form-filling, to the whole class. E.g., *You'll need to fill out some forms / Can I have your name and address, please? Can I have your email address please? How old/tall are you? How much do you weigh?* Remind the class of emergency language from previous lessons (e.g., *How do you spell that, please?*) Give the form to Student Bs and give them a few moments to read it through. Student As should think of any extra questions they may want to ask the clerk.

Ask the students to work together to make a conversation in the Ski Rental Store. Student As should use their personal details (phone numbers, skiing ability, etc.) or if they prefer, they can assume a different identity (i.e., if they don't wish to give out their contact and personal details). Ask the class to look back at the **Look and learn** for key questions (such as requesting ID and a deposit), or if you prefer, spend some time with the class looking at the audio script on pages 73 and 74 for additional information.

Ask for volunteers to show their role-play to the rest of the class at the end. Give feedback and praise.

## Activity

See Teacher's Guide page 6 for **Activity** procedure. Arrange student pairings as required. Student A should turn to page 57.

If you like, put prompts on the board (for how long?, price, ID) to help out. Remind the class of some of the emergency language they learned in earlier lessons (*I'm sorry, could you say that again please?* etc.).

Ask the class to return to their seats. On the board, write some of the errors you heard and ask the students to work in pairs to try to correct them. Elicit the correct answers and correct the sentences on the board. Give feedback on their overall performance and praise.

## 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:

### **Renting goods from a rental store**

*I'd like to rent a snowboard, please*

*Can I see your ID, please?*

Assign any review homework you wish to give, such as Workbook Unit 6. Ask students to read the Top Tips for Unit 7 before the next lesson.

If possible, arrange for a guest speaker or speakers from overseas to come into your next lesson, so the class can interview them about where they are from. If not, you may wish to ask groups of learners to research a particular country or city, so that they become the "experts" on that region for the lesson. See Optional Activity, page 32 for more information.