

Unit 13

Where can I buy some souvenirs?

Topics/functions

Asking for and giving advice about stores and shopping
 Suggesting places to go shopping
 Asking for and making suggestions about gifts and souvenirs to buy

Materials

Guide-books, tourist leaflets with pictures of Japanese gifts
 World map
 Map of Japan

Review

Talking about tours

Put the students into pairs. Ask them to tell their partner about a tour they have been on (or to imagine one). Their partner should ask questions about the tour, using the past tense, for example, *Where did the tour start? How long was the tour? Was lunch included in the price? How much did it cost?* Tell the partner to ask at least six questions about the tour before they change roles. If they struggle, put some key words on the board to help out, such as *time? start? end? how many stops? drop off? pick up? included? see? do? eat? cost?* and so on. Some students may need to look back at the LOOK AND LEARN box on page 32 and some may need more guidance on using the past tense in questions (as in Unit 7). As general feedback, ask if anyone has been on any very interesting tours. Where did they go? What were the highlights of the tour? Would they recommend the tour to other people?

Warming up

Preview: Background notes for Unit 13

Ask if the class has read the Background notes to this unit. See page 9 for **Warming up** procedure. Find out if anyone in the class has traveled overseas. What did they buy or bring back as souvenirs of their trip? Did they buy any gifts for their friends? If their friend went

overseas for a week, what gift would they hope to receive as a present? Ask some general questions about souvenir shopping. *If you go on vacation in Japan, who do you bring back gifts for? What kind of things?* Try to elicit some family members vocabulary here for example: *parents, grandparents, brother, sister, niece, nephew*, as well as other people they might buy gifts for, for example: *neighbors, the boss, colleagues at work*. *Are there any famous gifts from your region that visitors usually buy as gifts?* For example: *typical foods, local produce*, and so on.

Ask the class what things they think would make good souvenirs or gifts for tourists from overseas to take back home with them from Japan. *What kind of gifts are typically Japanese? What kind of things do you think would be popular?* Ask the students to brainstorm some ideas in groups. Can they name them in English? What about gifts for children? For family members? For colleagues? What things might be difficult to take as luggage? For example: *heavy items, breakables, perishables*. If you have any guide books or tourist pamphlets with pictures of different popular Japanese gifts, bring them into class for the students to look at. Use this warm-up period to pre-teach some of the vocabulary for Unit 13, for example: *shopping, souvenir, handicrafts, gift, present, typical, traditional, handicraft*.

Tell the class that in Unit 13, Miki tells Linda about good places to go shopping.

Open your books

See page 9 for **Open your books** procedure. Ask: *What kind of food can they see in the picture? What is the stall owner doing? What is she wearing? What other things can they see on the stall?*

LISTENING

See page 9 for LISTENING procedure. Books open at page 34. Tell the class that they are going to hear several conversations about going shopping. You may need to pre-teach *electrical stores*. Remind the class to write their answers in English and not *katakana*.

- 1 an English newspaper/the kiosk at the station
- 2 sister/the department store
- 3 boss/sake
- 4 video cameras/8:30 P.M.

Check that the students wrote in the articles where appropriate. Further questions to ask: *Why does Linda need to see a newspaper urgently? Why does Miki think the kiosk is the best place to go to? Why is Jennifer buying a present for her sister? What does her sister like?*

Where is the department store? Will Rie go shopping with Jennifer? How does Koji describe sake? Where are Koji and Mrs. Todd shopping? Is the video camera cheap or expensive? What is the time now? How long do they have before the stores close? Do you think Mrs. Todd expects the shop to be open so late? Why/Why not?

LOOK AND LEARN

See page 9 for LOOK AND LEARN procedure. Books closed. Pre-teach any problem vocabulary, for example, *around here, mall, souvenirs, handicrafts, craft shop, equipment, computer goods, downtown, wife*. After drilling, students should practice in pairs from page 34. Listen out for problems with word stress in some of the more difficult words e.g. *souvenir, equipment, department store*. If your class needs more work on telling the time, you could do some of the review activities suggested in previous units.

Optional Activity

Presents for my family

If your class needs to review family members vocabulary, one way is to build up your family tree, or a student's, on the board, listing any new vocabulary for the students to write down, and explaining the family tree as you draw it. For example: *My mother's sister is called Iris. She's my aunt. She's married to Tom, who is my uncle. They have two children. They are my cousins.*

Good classes can then do the same in small groups and ask questions about their families. This is a demanding activity, however, and for larger groups, you may find it more helpful to hand out some interview questions for students to ask each other, rather than have the students draw their family trees. You may need to teach more complicated vocabulary such as *parents, grandparents, cousins, stepfather/mother, married to, divorced, older, younger, twin, couple, partner, child, children, baby* and so on. Be sensitive to students who do not wish to discuss their backgrounds in front of their peers, particularly with regard to deaths, divorces, and other sensitive areas.

When you feel that the class knows enough vocabulary, do an example with the group. Describe someone in your family: *My older sister loves sports, especially field hockey. She's married and has two young children, my niece and nephew, and is always very busy. They have many pets, including three dogs. What do you think would be a good present for her birthday? Have the group make some suggestions, using the How about...? structure in the LOOK AND LEARN box on page 34. For example: How about some relaxing music? – you could get her a CD. How about some clothes? What about a book on animals?, and so on.*

Do another example using a different person in your family, and then put the class into small groups to make

suggestions for birthday presents for people in the friends' families. Monitor and give feedback about some of the ideas you heard, at the end. *Were there any people who were very difficult to make suggestions for?*

CONVERSATION

See page 9 for CONVERSATION procedure. Remind the class that Linda and Miki are shopping, by pointing at the picture. Tell the class that they are now discussing other stores they need to visit. You may want to pre-teach *things like that*. At the end you could ask whether the class think that a soccer shirt is a good present for Linda's brother. Some students may mis-pronounce T-shirt as T-shirts (as in Japanese English).

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|--------------------|-----------------------|
| 1 souvenirs | 4 a J-League T-shirt |
| 2 my brother | 5 next to the station |
| 3 soccer, baseball | |

OVER TO YOU!

See pages 9 and 10 for OVER TO YOU! procedure. Pre-teach any difficult vocabulary, for example: *china, pottery, traditional*, and model the pronunciation of *nephew*. Ask the students to practice in pairs. As an extension activity, have them substitute information about their friends or family and make suggestions for suitable gifts. Listen to some of the students perform their conversations at the end of the exercise.

Optional Activity

Gift shopping: national and regional goods

If you have a world map and a map of Japan, put them on the board for the class to look at. Put the students in groups. Ask them to list from six to ten countries they would like to visit for a vacation, and then four or five places in Japan they would like to visit.

What souvenirs would they buy from these places? Tell them to make a list. For example: Scotland: *Scottish shortbread, tartan scarves, wool sweaters*; France: *French wine, designer handbags*; Hawaii: *Hawaiian colorful cotton shirts, traditional Hawaiian music cassettes or CDs*, and so on. Many regions in Japan are famous for particular handicrafts (for example: *pottery from many regions in Kyushu*) or foodstuffs which the class will tell you about. Teach the structure *It's famous for ...* and give an example of somewhere you would like to go and what you think you would buy there. If your class needs to review nationalities, incorporate some vocabulary work into the activity. Tell the group to try to make their suggestions list without reverting to Japanese.

At the end of the brainstorming stage, mix the groups up and have them tell each other what kind of things they would buy from each place. Do general feedback with the group at the end by asking them which places they would like to visit and what sort of things they expect to buy there. *What sort of souvenirs do they think you should take back to your country if you leave Japan?*

ACTIVITY

See page 10 for ACTIVITY procedure.

Optional Activities

Gift-shopping in Japan

Photocopiable page P, page 93

Make one copy of the photocopiable page. Glue it to a piece of card and cut out the pictures. Put the class in pairs and tell them which way to pass the pictures round the room. Student A is looking for souvenirs to take home and Student B works in a gift shop. Give each pair one picture. Student A asks for help with buying gifts; Student B suggests the item shown in the picture and explains why it is a suitable gift. Do an example first with a strong student.

Example conversation:

- A: *Can you help me? I need to buy some Japanese souvenirs for my friends.*
- B: *What sort of thing are you looking for?*
- A: *I don't know, really.*
- B: (looks at the picture) *Well, how about a Japanese sword? This is a real Samurai sword – it's an antique. It's very beautiful and would be a great way to remember your vacation in Japan.*
- A: *Oh, that's a great idea! / Mm. I'm not sure. It looks very heavy. / Oh, no thank you. I think that would be far too expensive for me!*

When you call out *Change!* the students pass their picture to the next pair and practice again with the new picture. About halfway through the game, have the students change roles so that everyone tries selling the souvenirs. Encourage the class to use their imagination and as much of their English as possible during the game. Monitor and give feedback on any areas that need work at the end of the game. Ask some of the students to repeat their best suggestions to the whole group at the end of the activity. Which things would they like to buy?

Gift-giving in Japan More advanced classes Ask the class to tell you about gift-giving times in Japan, for example: *chugen* and *seibo* in summer and winter; also ask about *omiyage*, *senbetsu*, *tsukaimono*, *otoshidama*, etc.

Put the class into small groups and ask them how they

would explain these gift-giving occasions in English: for example, when they occur, what their purpose is, who's included, how the Japanese name could be translated (for example: *tsukaimono*, or small gifts you would give to someone when you visit their home, literally translates as 'things to use'), what kind of gifts are common on these occasions, and so on. If your class is small, give each group one topic to discuss and then for feedback, ask them to report back to the class. Spend a little time asking and answering questions about gift-giving customs in your country too.

Ending the unit

See page 10 for **Ending the unit** procedure.

Asking for and giving advice about stores and shopping
Where can I buy some souvenirs?

Suggesting places to go shopping
There's a good craft store downtown.

Asking for and making suggestions about gifts and souvenirs to buy
How about some traditional pottery?

Tell the class to copy down the examples. Assign any review homework you wish to set and ask the class the read the Background notes to Unit 14 before the next class.

Optional Activity

Review: shopping, interview questions

Books closed. Put the students in pairs. Write up on the board, use the OHP, or dictate the following 'interview' questions for the students to ask their partners.

- 1 *Where is the best area to go shopping around here?*
- 2 *Where can I buy an English magazine/a guide-book to Japan/ some fresh fruit/a postcard/ a map of the subway in English/some souvenirs around here?*
- 3 *What would be a good birthday present for my mother/father?*
- 4 *Do you have a favorite place to go shopping for clothes? Where is it?*
- 5 *What is the best gift you have ever been given?*

Monitor as the students interview each other. Give feedback at the end of any problem areas. Elicit some of the more interesting answers you heard as you monitored so that the whole class can enjoy them too.