

Unit 11

Have you been to Kyoto?

Topic/functions

Talking about experiences and making recommendations

Materials

A map of Japan
 Pictures of famous places to see in Japan (pictures from magazines, postcards, posters, etc.)
 Dice and counters for Photocopiable page M (board game)

Review

Getting help when you're lost

Ask the class to look back at the picture of Jun and Mr. Motegi lost in the bird park, on Student Book page 34. Ask them to work in pairs and write a short conversation for one of the characters. If they need help, students can look again at the CONVERSATION on page 35 for ideas. Remind the group about using *will* for instant decisions and the imperative for instruction-giving (e.g., *I'll call the hotel. Please wait here.*). Go around to help out with ideas and any problems during the writing stage. Then give the class a few minutes to practice their conversations together. When they are ready, put the class into groups of four or six students and ask them to act out their conversations for the others in their group. Give feedback and praise at the end.

Warming up

See Teacher's Guide page 6 for **Warming up** procedure. Put a map of Japan on the board and display pictures and posters around the room of famous sights to see and places to visit, if you have managed to find some. Write three simple sentences on the board about your experiences, using the present perfect tense. One of the sentences should be false, and the other two true. For example:

I have never been to Hokkaido.	True or false?
I have eaten natto three times.	True or false?
I have never ridden on the bullet train (the Shinkansen).	True or false?

Ask the class to ask you questions to try to find out which sentence is false. Warn the class that you will not always tell the truth, and they should try to guess when you are lying from your body language and facial expressions, as well as from what you are saying. Don't worry too much about their grammar as they try to form questions: some students may be able to ask using the present perfect (e.g., *Have you ever been to Kyoto? How did you travel there?*) but most will not be able to at this stage. Ask the class to decide in pairs and take a quick vote. Did they get it right? Tell the class which two sentences are true and put a line through the false one.

Tell the class they will be learning to talk about their experiences in this lesson.

Open your books

See Teacher's Guide page 6 for **Open your books** procedure. Tell the students to look at the picture on Student Book page 36. Remind the class that Tim and Min-Soo are exchange students at Norie's school. Tim is from New Zealand and Min-Soo is from South Korea. Read the caption and question. Elicit possible answers. What kind of things do exchange students to your school like to do? Which places do they like to see while they are visiting Japan?

WORD CHECK!

Read aloud the list. Explain that these words (past participles) are used to form the present perfect. Tell the class they will hear three conversations. Play the audio and have the students check the words they hear. Play it again and let the class check in pairs. Elicit the answers and write them on the board.

been	tried	seen	ridden
spoken	enjoyed		

Optional Activity

Using the word list – quick grammar check

Have the class work in pairs. Can they list the present and simple past forms of the verb for each of the participles given in the list? For example: *go, went, been*.

Note that *been* is used as the past participle of both *be* and *to go*: *I go, I went, I have been; I am, I was, I have been*. Your students may list either one here, although in the listening exercise, when Tim is talking about where he has been, he is using the verb *to go*.

go	went	been/gone
eat	ate	eaten
try	tried	tried
see	saw	seen
write	wrote	written
ride	rode	ridden
speak	spoke	spoken
learn	learned	learned
enjoy	enjoyed	enjoyed

Can each pair think of five more examples to add to their list? Brainstorm some more onto the board. Highlight the irregular verbs.

If you have time, later in the lesson (or at a later date for review) you can return to the lists the class made to do some extension work with the class using some of the verbs they chose (e.g., writing questions and answers; creating their own True or False quizzes as above; testing each other on how many verbs they can guess correctly). Ask the class to add more verbs to their lists as they come across them.

LISTENING

See Teacher's Guide page 6 for LISTENING procedure. They will hear three conversations (two questions per conversation). Give the class a few minutes to read the sentences. Check that everyone understands *True* and *False*. Follow the LISTENING procedure and play the audio through at least twice. Stronger classes may be able to tell you why the false answers are not correct.

- 1 a F (He went there last weekend.)
b T
- 2 a T
b F (She hasn't been on the bullet train yet)
- 3 a T
b T

LOOK AND LEARN

See Teacher's Guide page 6 for LOOK AND LEARN procedure. Explain that when you are talking about an experience but not saying *when* it happened, this is the pattern you should use, and it is called the present perfect tense. If you add in more information to say *when* something happened, you use the past tense as usual. Put this example on the board for the class to copy:

- A: Have you ever been to Hiroshima?
B: Yes, I have.
A: When did you go there?
B: I went to Hiroshima last summer.

Point out that *should* is used here for making recommendations.

When you have drilled all the questions and answers, have the class practice with new partners, substituting their own information about places they have visited and ones they recommend. Open up the practice into a class question and answer session towards the end so that the class can ask you about the places you have visited and they can recommend interesting places for you to visit as well.

Optional Activities

Have you ever ... ? – board game

Photocopiable page M, Teacher's Guide page 82

Put your class into groups of three or four students. Make one copy of the board game (page M) for each small group. Hand out counters for each student and dice to every group. Students take turns throwing the dice and moving their counter around the board. For each square they land on, they should answer the question, adding as much information as they can. The others in the group can ask questions as well. The aim for the students is to talk as much they can when they land on a square. In many cases, this will mean switching to the simple past as they give more details (example: *Yes, I've been to Korea. I went there last year with my parents.*). Be on hand to help out with any problems and to listen in for areas which need further work. Give feedback at the end.

Using the audio script – present perfect and simple past tense

We don't suggest that you do this often, but sometimes it is helpful for the students to have a look at the audio script in more detail in class. Make copies of the audio script for Unit 11, parts 1, 2, and 3 and hand it out to each student. Give them time to read the three short conversations by themselves slowly. Then have them read along while you play the audio. Ask them to use two different colored pens or pencils (highlighter pens are ideal) and to work with a partner to underline all the examples of the present perfect tense (e.g., *have you*