

13 I Visited Seoul Earlier This Year

Contrasting Tenses

Target patterns: Present perfect vs. present simple
Present perfect vs. past simple

Communication skills: Explaining how places have changed
Comparing the present and the past

Language sets: Polluted, unsafe . . .

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Warm Up

Mixing Tenses Naturally

Get the students to ask you “*What have you been doing today / this week, . . . ?*” Sometimes answer using a present perfect tense (“*I’ve worked / been working hard*”) and sometimes a past tense (“*I played / was playing tennis at three o’clock / for two hours*”). The students then ask each other “*What have you been doing today / this week, . . . ?*” in pairs or groups, and give some answers with a present perfect tense and some answers with a past tense.

I’ve Been Visiting Some Relatives

The students can listen to the dialog, read it, or do both.

Anticipation questions

When did Jin-Woo come back?
What does he think of Jeju Island?

Follow-up questions

What has Jin-Woo been doing?
What have you been doing?

What did he do on Friday?
What did you do on Friday?

Comprehension – personalization

T: *Thailand?*
S1: *Has Jin-Woo been visiting some relatives in Thailand?*
S2: *No, he hasn’t.*
What has he been doing?
S3: *He’s been visiting some relatives in Korea.*
T: *You?*

S3: *What have you been doing?*
S4: *I’ve . . .*
Continue in a chain.

T: *Earlier this week?*
S5: *Did Sunee visit Seoul earlier this year?*
S6: *No, she didn’t.*
When did she visit Seoul?
S7: *Earlier this year.*
T: *You?*
S7: *Did you visit (place) (time)?*
S8: . . .
Continue in a chain.

Personalization

In pairs, groups, or as a class, students talk about what their friends or family have been doing recently. Encourage them to ask follow-up questions using other tenses.

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Warm Up

Personalizing Irregular Verbs

Write a list of irregular verbs on the board (such as the ones in the illustration), showing both their past simple and past participle forms. Use some of them naturally to talk about yourself. Then, the students write down the list of words and talk about themselves in pairs or groups. They cross out each word when they have used it.

Jeju’s Changed a Lot

The students can listen to the dialog, read it, or do both.

Anticipation questions

What has become commercialized?
What’s happening all over the world?

Follow-up questions

What is Jeju like these days?
What is your hometown like these days?

What is unspoiled?
What do you think is unspoiled?

Comprehension – personalization

- T: *How has Jeju changed?*
 S1: *There are a lot more foreign tourists.*
 S2: *Some areas have become commercialized.*
 S3: *Some of the local customs have been disappearing.*
 T: *How do you think (place) has changed?*
 S4: . . .

Personalization

The students ask each other “*How do you think . . . has changed?*” about places or people they know. Encourage them to vary the tenses they use when they ask follow-up questions.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I have been to Argentina.*
Last year I went to Mexico.
I have played golf a few times.
Last week I played soccer.

Controlled Practice Changes

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *The beach has become polluted.*
3. *The room has become crowded.*
4. *The forest has become unsafe.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I think the river near here has become polluted.*
I think my favorite campsite has become commercialized.
I think the city center has become unsafe.

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Warm Up Things We Haven't Done

Write a word puzzle on the board. Each word indicates something you haven't done. When the students have solved the puzzle, help them say “*You've never . . .*” for each word, and let them ask you follow-up questions. Then, each of the students makes a list of keywords that indicate something they haven't done, and they have a short conversation related to each word.

I've Never Flown in a Plane Before

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What did Boris try doing?*
How is he feeling?

Follow-up questions

- What has Boris never seen?*
What have you never seen?

- What haven't they done yet?*
What haven't you done yet?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student makes an “*I've never . . .*” statement. The other student comments and asks follow-up questions. Encourage them to have natural conversations.

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Communication Activities

A. Adding Sentences

One student makes a sentence about himself/herself using the pattern “*I've never . . .*” The next student says what the first student said and adds his/her own

"I've never" sentence.

B. Challenge

One student says a verb. The other students have to make a sentence with the verb in the past simple tense, and another sentence with the verb in the present perfect tense. The activity can be done in pairs or groups.

C. Mime

Divide the class into teams. Place the mime cards in a pile an equal distance from each team. A student from each team turns over a card, hurries to his/her team, and mimes what was written on the card. After the team has guessed correctly, another member of the team hurries to look at the next card.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Man: *May I ask you some questions?*
 You: *Sure.*
 Man: *Who is the most intelligent person in your family?*

You: *I am, of course.*
 Man: *Who is the noisiest person in your family?*
 You: *My mother.*
 Man: *Who works hardest in your family?*
 You: *I think my brother works hardest.*
 Man: *Thank you very much.*

Picture prompts

She has been to Australia.
She has climbed Mount Everest.
He has seen a ghost.
The town has become commercialized.
The beach has become polluted.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.