8 Culture • Theme parks in Japan

Aim

Talk about theme parks and rides.

Warm-up

With books closed, ask: Do you like theme parks? Check that students understand what a theme park is, then ask: Do you sometimes go to theme parks? Which ones do you go to? What kinds of rides do you like going on? Elicit a range of answers from individual students.

Exercise 1

Students work in pairs to check the meanings of the words and decide what they can see in the photos. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 cosplay 2 water ride
- 3 rollercoaster 4 thrill ride

Exercise 2

Read out the question and elicit a few possible answers, e.g. restaurants, shops. Students then read and check their answers. Check answers with the class.

ANSWERS

You can find rollercoasters, rides (thrill rides, family rides, water rides), shops, cafés, restaurants, shows and concerts.

Exercise 3 **①** 2•39

Students read and listen to the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 More than 100
- **2** 1983
- 3 No, they are very safe.
- 4 A thrill ride
- 5 You can dress up in historical costumes and visit attractions.
- 6 You can go shopping, have a drink or

Exercise 4 YOUR CULTURE

Brainstorm some theme parks in the students' own country. Students then choose a theme park, find information about it online and complete the table. Students can do this in class if they have access to the internet, or for homework.

Students' own answers.

Exercise 5 USE IT!

Students work in pairs to tell each other about their theme parks. Ask some pairs to tell the class about one of the theme parks they talked about. Discuss as a class



which theme parks look the most exciting and why.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into small groups and ask them to design a new ride for a theme park. Tell them to decide first what type of ride it will be (thrill ride, family ride, etc.) and then work out the details. They should draw a picture if possible and prepare a description to present to the class. Monitor and help while they are working. Ask groups in turn to present their rides to the class. Encourage other students to ask questions to get more details. The class can vote for their favourite new ride.