

# 7 NATURE TOURISM

## UNIT MENU

**Grammar:** future forms

**Vocabulary:** tour itineraries, geographical features

**Professional skills:** structuring a presentation

**Case study:** be competitive

## Aims and objectives

In this lesson students will:

- listen to a tour director in Costa Rica talking to a group about their itinerary
- study future forms
- work in pairs to plan a short itinerary in their country

## Listening

### A TOUR ITINERARY

#### FACT FILE

*Costa Rica* means 'Rich Coast'. It is in Central America and has borders with Nicaragua to the north, Panama to the south, the Pacific Ocean to the west and south, and the Caribbean Sea to the east.

Many tourists visit the extensive national parks and wildlife reserves. Viewing animals and birds in the wild is the primary attraction for most visitors to Costa Rica.

### Exercise 1, page 60

Focus students' attention on the photo and elicit what it shows (people walking across a high-level walkway through a forest). Students then discuss the questions in pairs. Round up by discussing the answers and asking if anyone has ever been there.

### Exercise 2, page 60

Tell students they are going to listen to a tour director in Costa Rica and allow them time to read the notes before playing the recording. After listening students read the notes again to find the errors, then compare answers in pairs before class feedback.

Day two: Quepos

Accommodation: small ~~hotel~~ jungle lodge

Remember: ~~We'll provide towels.~~ Bring a towel

Day three: Quepos

~~trekking~~ horseback riding with a nature guide to Tocori Waterfall.

kayaking along the coastline, ~~scuba-diving~~ snorkelling

Day four: Quepos

walk in the forest to a lake river

### Audio script Track 7.1, Exercise 2, page 124

**T = Tour Director, T1 = Tourist 1**

#### Part One

**T** OK, folks listen up. Here's some information about our itinerary. We're leaving San José at 6 a.m. tomorrow.

**T1** Six o'clock!

**T** Yeah, it's bright and early. We're flying south to Quepos and we're staying in a small jungle lodge near there for three nights. We're going to spend tomorrow at Parque Nacional Manuel Antonio on the Pacific coast. There is lots of wildlife to see there. Remember you'll want to wear a bathing suit and bring a towel – the park's magnificent beaches are perfect for swimming and sunbathing. And a word of warning – don't feed the monkeys.

On day three you have a choice of two tours from Boca Damas: a horseback ride with a local nature guide to Tocori Waterfall, or kayaking along the coast. This tour includes a snorkelling break.

On day four we're heading north to the Rainmaker Conservation Project. Again there are two options: a gentle forest walk to a river where you can swim, or the nature trail complete with suspension bridges between the treetops – a perfect place to spot the wildlife and learn about the rainforest from the local guide.

## Grammar

### FUTURE FORMS

### Exercise 3, page 60

Focus students' attention on the Grammar box. Allow them time to read the information and ask any questions before underlining four future forms in audio script 7.1 on page 124. Elicit examples as a class. Note that the example sentences in the Grammar box come from audio scripts 7.1 and 7.2.

- We're flying south to Quepos
- we're staying in a small jungle lodge
- you'll want to wear a bathing suit

- we're heading north to the Rainmaker Conservation Project.

### EXTRA ACTIVITY

Refer students to page 115 of the Grammar reference and go through the information explaining future forms. Highlight the different forms (present continuous, *going to* + verb, *will* and present simple) and draw attention to the use of contracted forms. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

#### Exercise 4, page 61

Before students listen to the next part of the conversation, allow them time to read the itinerary. After listening, students compare answers with a partner before class feedback. Check vocabulary, e.g. *aerial*, *gondolas*, *reptiles*.

1 treetops 2 Pacific coast 3 boat safari  
4 (very) close 5 wildlife 6 surfing

#### Audio script Track 7.2, Exercise 4, page 124

##### Part Two

**T = Tour Director, T2 = Tourist 2,**

**T3 = Tourist 3**

**T** On day five we're going to drive a short distance along Highway 34 to Jacó for a three-night stay in a nature lodge near there. From there we're taking the Pacific Rainforest aerial tram. That's a ride through the treetops on open-air gondolas. You'll get some fabulous views of the Pacific coast from there.

We're going further up Highway 34 the next day to Tárcoles where we're taking a boat safari from the village up the river Tárcoles to see the crocodiles. Keep your hands inside the boat because these reptiles can get very close.

**T2** Are there many of them?

**T** Oh, yes. I'm sure you'll see a lot of crocodiles. People have counted more than two hundred in a kilometre and a half.

**T3** Wow!

**T** On day seven we're going to visit Parque Nacional Carara with some of the most varied forests and wildlife in Costa Rica. On day eight, you have the morning free to explore Jacó, take a surfing lesson, go shopping for souvenirs, or simply relax. In the afternoon, we're flying back to San José from Jacó airport for the last two nights of this tour. I'm sure you'll have lots of fun. Any questions so far about the itinerary?

#### Exercise 5, page 61

Students read the messages before completing the announcement with the appropriate future forms. With a weaker class, students could do this in pairs rather than just compare answers. Round up by eliciting the answers. Add any alternatives that are possible and ensure that explanations for tense usage are given for each answer, if needed.

- 1 leaving/going to leave
- 2 meeting/going to meet
- 3 (only) spending/going to spend
- 4 enjoy
- 5 staying/going to stay
- 6 transferring to/going to transfer to
- 7 having/going to have
- 8 join

### Speaking

#### PLANNING AN ITINERARY

#### Exercise 6, page 61

Put students into pairs and go through the instructions with the class. Students could prepare a mini-presentation using a map of their country as a visual aid. Encourage them to make the itinerary as exciting and interesting as possible, e.g. through using an interesting choice of vocabulary. If students are from different countries, suggest they work alone. Set a time limit for preparation, e.g. 15–20 minutes and monitor, helping as needed.

Students' own answers.

#### Exercise 7, page 61

Students present their itineraries to the class or in groups. Encourage them to use their voices and visuals to create interest and round up by asking students to choose their favourite presentation/itinerary. If your students are thinking of taking the LCCI Level 1 Certificate in Spoken English for Tourism, remind them that they must be familiar with tasks specific to travel agencies for the exam and be able to: extract information from given materials, provide essential travel information, summarize and give information on places of interest and discuss reservations, amendments and cancellations.

Students' own answers.

### RESEARCH

#### POPULAR OUTDOOR ACTIVITIES

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class.

**EXTRA ACTIVITY**

Refer students to Part 4 of the EFIT Pre-Intermediate level DVD material for extra listening and vocabulary activities relating to sea kayaking in the Hebrides.

Although students are encouraged to view the complete programme on the DVD there is also an option for them to watch it in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.

**Homework suggestions**

- Students write 15 sentences of their own using different future forms. Encourage them to try focus on topics relating to tourism and to use language covered in the coursebook so far.
- Students write their itinerary from Exercise 6 for a tourism brochure or website focusing on tours in their country (150–200 words). Alternatively, they write a new one for a different location of their choice.

# KENYA

**Aims and objectives****In this lesson students will:**

- read a text about tourism in Kenya
- listen to geographical features being described
- discuss natural wonders of Africa

**Reading****WHY VISIT KENYA?****Exercise 1, page 62**

Focus students' attention on the photos and elicit what they show: The Great Rift Valley, Mount Kenya (marked as *Kirinyaga* on the map), the capital city Nairobi and wildebeest at Lake Victoria. Find out what students know about Kenya and ask if anyone has ever been there. Students then read the text, labelling the places on the map. Encourage them to look up any new words and round up by eliciting the answers. If possible have a projected map and ask students to come and point out the locations. Check vocabulary, e.g. *diversity*, *savannah*, *plains*. Note: a *plateau* is a high area of flat land and Mount Kenya is another name for Kirinyaga.

**Exercise 2, page 62**

Students complete the definitions, comparing answers with a partner before going through them with the class.

1 savannah    2 game reserves    3 plains  
4 coral reefs    5 shore(s)    6 coastline

**EXTRA ACTIVITY**

Students work in pairs or small groups. Each draws an outline of their country and marks any of the features covered in Exercise 2 on their map. They then take turns to describe what there is in their country and where.

**Speaking****DESCRIBING GEOGRAPHICAL FEATURES****Exercise 3, page 63**

Tell students they are going to listen to two descriptions of natural wonders of Africa and ask them to complete the notes. Allow time for students to discuss answers with a partner before eliciting them from the class. Ask which place students would prefer to visit and why.

1 Victoria Falls:  
Height: 108 m  
Width: 1.7 km  
2 Fish River Canyon:  
Length: 160 km

Width: (up to) 27 km  
Depth: (almost) 550 m (in places)

### Audio script Track 7.3, Exercise 2, page 124

1

Victoria Falls or Mosi-oa-Tunya is the largest waterfall in the world. It is located in southern Africa on the Zambezi River between the countries of Zambia and Zimbabwe. The falls are 108 m high and 1.7 km wide.

2

The Fish River Canyon is located in the south of Namibia. It is the second largest canyon in the world and the largest in Africa. The canyon is 160 km long, up to 27 km wide and almost 550 m deep in places.

### Exercise 4, page 63

Refer students to audio script 7.3 on page 124 and ask them to find the adjectives relating to the dimensions in Exercise 3. This could be done as a class.

height – high  
width – wide  
length – long  
depth – deep

### EXTRA ACTIVITY

Encourage students to draw a word family table for this group of words, including a column each for nouns, verbs and adjectives.

### Exercise 5, page 63

Put students into pairs and allot roles A and B. Allow time for students to read their information and prepare the questions to ask. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. You may also wish to check on the questions to be asked before they continue with the information exchange. Monitor the activity, noting good language use and other points to mention during feedback. After students have finished, ask them to check their answers with their partner. Round up by asking which place they would most like to visit, and discuss any language issues.

See Pairwork files.

### Suggested answers

Student A:

- 1 How many countries does the Sahara Desert cover?
- 2 How high are the sand dunes?
- 3 How long is the Red Sea Reef?
- 4 How many species of fish are there?
- 5 How high is Mount Kilimanjaro?

Student B:

- 6 How high is Mount Kenya?
- 7 How many animals migrate in the Serengeti?
- 8 How many bird species are found in the Serengeti?
- 9 How long is Aldabra Atoll?
- 10 How wide is Aldabra Atoll?

Answers in A/B texts.

### Exercise 6, page 63

Students work in small groups of the same nationality to carry out the tasks. If students are from different countries, suggest they work alone. Suggest a word limit of 150–200 words and monitor students, helping as needed. If time is limited, students could complete their descriptions at home and present their ideas in a subsequent lesson for students to vote on the best one.

Students' own answers.

### EXTRA ACTIVITY

For extra practice, students could write a short description of their countries and the differences between the geographical regions, including the key attractions for a) nature lovers and b) adventure tourists.

### Homework suggestions

- Students write a blog article describing a visit to a natural wonder of their choice saying: what it is, where it is, what they did there, a description of it and why it is a great place to visit (150–200 words).
- Students use their ideas from Exercise 6 to write an article for a travel brochure focused on holidays to their own country, or another of their choice (150–200 words). Remind them to select five key natural wonders and to add descriptions and dimensions.

Photocopiable notes 7.1 (page 125)  
Word puzzles (Card activity page 126)

# PROFESSIONAL SKILLS

## STRUCTURING A PRESENTATION

### Aims and objectives

#### In this lesson students will:

- read an article about Masuria in Poland
- listen to someone presenting their resort at a tourism fair
- focus on the professional skill of structuring a presentation

### Reading

#### PRESENTING MASURIA

##### Exercise 1, page 64

Focus students' attention on the photos and elicit what they show (pleasure boats on a lake). Find out what students know about Poland and if anyone has ever been there. Open the discussion to include the first question and add in examples for the host country if different, writing place names on the board.

Students' own answers.

##### Exercise 2, page 64

Students read the text and complete the sentences. Encourage them to use their dictionaries if needed. Allow time for them to compare answers in pairs before going through them as a class. Discuss any new vocabulary.

1 glaciers   2 mountains   3 area   4 nature  
5 marina   6 water

### Listening

#### PRESENTING A NATURE RESORT

##### Exercise 3, page 64

Tell students they are going to listen to a talk about a Polish nature reserve and allow them time to read the notes before playing the recording. After listening, students compare answers in pairs before checking them with the class. Check on language, e.g. *stunningly, archery, paradise*.

- 1 'the land of a thousand lakes'/Mazury/Masuria (in northeastern Poland)
- 2 traditional wooden lodges
- 3 views
- 4 sailing
- 5 swimming
- 6 safe
- 7 children

- 8 cycling
- 9 bird-watching
- 10 entertainment

#### Audio script Track 7.4, Exercise 3, page 124 Part One

Good morning, everyone! I'm Janusz Karpowicz from the North-East Poland Tourism Association and I'd like to talk to you about Poland's best kept secret. So to start with, I'd like to ask you all a question. Have you ever heard of the land of a thousand lakes? Where do you think it is? Poland? That's right. In Polish we call it the Mazury and we think it's the most beautiful lakeland area in Europe. Today I want to tell you about a very special nature resort. It's the stunningly beautiful Masuria Paradise in northeast Poland. So why is the Masuria Paradise resort unique? One of the reasons is our guest accommodation, which is not like anything else in the region. Our visitors stay in traditional wooden lodges built around a small lake with spectacular views across the water and surrounding forests. We offer an amazing range of water sports including canoeing, sailing and swimming – the lake has a swimming area that's also safe for children. There are also outdoor activities such as cycling, bird-watching, tours of the local nature reserves, or mushroom-picking in the forest. Out of high season we also organize conferences and receive specialist groups, for example, bird-watching enthusiasts, or companies on training courses. We specialize in team-building activities including sailing courses, archery competitions and horse-riding. As well as daytime activities, we also offer our guests a programme of evening entertainment including concerts in our popular underground café. We have regular barbecues and guests take part in singing by the campfire under the stars. When you visit, I'm sure you will agree our nature resort is an undiscovered paradise in Poland. Thank you for your attention. Right, I'll be happy to take any questions now.

##### Exercise 4, page 65

Students listen to Janusz providing more information on Masuria Paradise and complete the notes, checking answers in pairs before class feedback.

#### Suggested answers

- 1 10 km from the nearest village
- 2 There are phones in the main building but you can't use a mobile phone/cellphone in the forest.
- 3 It's unspoiled countryside; they offer local food/produce; there are no motorboats on the lake.
- 4 the European Association for Nature Tourism

**Audio script Track 7.5, Exercise 4, page 125**

**J = Janusz Karpowicz, T1 = Tourist 1, T2 = Tourist 2, T3 = Tourist 3**

**J** OK, so does anyone have any questions. Yes?

**T1** How far are you from the nearest town?

**J** We're about 10 km from the nearest village. But we can arrange minibus transfers from other towns.

**T2** Can guests use their mobile phones in the area?

**J** Guests can't use their mobile phones in the forest. But we have phones in the main building. We usually find people come to Masuria Paradise to get away from work and the city.

**T3** You say Masuria Paradise is a nature resort. In what ways?

**J** Well, basically, we offer simple accommodation in unspoiled countryside. We also have food that is locally sourced, erm, local food, whenever possible, on our menu. And we are respectful of the environment. And you won't find motorboats on the lake compared to some of the bigger lakes in the region. We are pleased to have accreditation from the European Association for Nature Tourism and we make an effort to keep to its standards.

**T1** You say you're organizing an open day for tourism professionals. When is it?

**J** Oh yes, good question. It's the first weekend of next month. If you leave me your email addresses, I'll send you the details. Well, if there are no more questions, please feel free to take a copy of our brochure and my card.

**Exercise 5, page 25**

Students consider their answers and then discuss them in pairs before the discussion is opened up to the class. Write reasons for recommending each age group on the board. Round up by asking students if they would like to visit the resort or not.

**Suggested answers**

- 1 Yes. They can enjoy all the outdoor activities, e.g. canoeing, sailing, swimming and cycling, and they will probably like the barbecue and singing by the campfire at night.
- 2 Yes. Some senior citizens may not be able to do all the outdoor activities if they need wheelchair access but they should enjoy gentle activities, e.g. cycling, walking, mushroom-picking and the musical entertainment. But the resort might not be suitable for very large coach tours as it's a small lake and 10 km from the nearest village.
- 3 Yes. They can take part in corporate events, especially the team-building activities, e.g. sailing courses, archery competitions, horse-riding as well as singing by the campfire at night and musical entertainment.

- 4** Yes. They would enjoy canoeing and swimming – there's an area of the lake that's safe for swimming; and cycling, walking in the forest, etc.

**Exercise 6, page 65**

Students reorder the words, alone or in pairs, before referring to audio script 7.4 on page 124 to check their answers.

- a I'm Janusz Karpowicz from the northeast Poland Tourism Association.
- b We think it's the most beautiful lakeland area in Europe.
- c Right, I'll be happy to take any questions now.
- d So why is the Masuria Paradise resort unique? One of the reasons is ...
- e It's the stunningly beautiful Masuria Paradise in northeast Poland.
- f Have you ever heard of the land of a thousand lakes?

**Professional skills****STRUCTURING A PRESENTATION****EXTRA ACTIVITY**

Discuss as a class if (and how often) students have to give presentations and if they have had to give one in English or are likely to in the future.

**Exercise 7, page 65**

Focus students' attention on the Professional skills box and ask them to match the phrases with the tips. Students compare answers in pairs before checking them as a class.

**1 a 2 f 3 d 4 b 5 e 6 c**

**Speaking****PRESENTING OUTDOOR ACTIVITIES****Exercise 8, page 65**

Put students into pairs and explain the activity. With a weaker class it might be useful to provide a few example sentences using a different country to their own, possibly writing them on the board. Alternatively, students could prepare their sentences, alone or in pairs, before trying to sell their location to a new partner. Monitor, helping as needed and round up by eliciting some of the sentences given and discussing the locations 'sold'.

Students' own answers.

**Exercise 9, page 65**

Students work in pairs to prepare their presentation and questions to ask others. Remind them to share the presentation between them and set a time limit of 5–10 minutes for each presentation. Highlight the points to focus on and allow students 20–25 minutes

to prepare. If necessary, help by eliciting useful expressions for presentations from the class, noting ideas on the board. If time is limited, students could prepare at home and give their presentation in a subsequent lesson. After the presentations, round up by deciding which was the best one and why.

### Suggested answers

- Hello everyone, I'm ... and today I'm going to talk about ...
- Did you know that ...?
- One of the best ways to experience ... is to ...
- As you can see from these photos, we have some spectacular scenery in ...
- Do you enjoy ...ing? If you love ..., come to ...
- Finally, I'd like to tell you about ...
- Please feel free to take a brochure/card at the end of the presentation.
- Thank you for your attention.
- (Do you have) Any questions?/I'll be happy to take any questions now.

### Homework suggestions

- Students write an article about a region of their country and what it is known for, using the text in Exercise 2 as a model (150–200 words). In a subsequent lesson, students work in pairs and read each other's article, then ask their partner three questions to find out more information.
- Students write an article 'selling' a city or region of their choice for a tourism website or magazine (150–200 words). Encourage them to use language from the lesson and if they wish, to use ideas from Exercises 8 and 9.

Photocopiable notes 7.2 (page 125)

Giving presentations (Matching activity page 127)

## CASE STUDY

### BE COMPETITIVE

#### CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing on the photos and map, and elicit what they show (bungee jumping, sky diving and diving). Ask students what they know about New Zealand and find out if anyone has ever been there.

#### Wero Nature Tours v. Manu Adventures

##### Exercise 1, page 66

Elicit the meaning of *challenge* before asking students to read the advertisements and discuss the questions in pairs. Elicit answers from the class and find out which activities are the most popular and why.

- 1 Wero Nature Tours offer outdoor activities like mountain biking, tramping/trekking and white-water rafting.
- 2 Manu specialize in extreme adventure sports and aerial sports, e.g. bungee jumping, tandem skydiving, hot air ballooning and flightseeing.
- 3 Students' own answers.

##### Exercise 2, page 67

Check students understand the meaning of *high-adrenalin experiences* and ask students if they have any experience of such activities themselves. Students then read the information and discuss the questions in pairs. Round up by eliciting ideas. Ask students which package they would like to try most.

#### Suggested answers

- 1 Wero perhaps offer the best value for money because they offer the cheapest activities, e.g. mountain biking, \$25–\$50; tramping, \$25–\$50. The Extreme Manu Experience is the most expensive at \$995.
- 2
  - a Tramping and perhaps mountain biking with Wero Nature Tours. Possibly Manu Adventure's Snow Bird & Phoenix (flightseeing) Tour.
  - b Total Kiwi Adrenalin and The Extreme Manu Experience are probably good options for corporate groups. Also the Snow Bird & Phoenix (flightseeing) Tour for older members in the group. Wero's Nevis white-water rafting and the Kawarau River Tour are also suitable for corporate groups and aren't as expensive as Manu's tours.
  - c Individuals interested in high-adrenalin experiences would like Total Kiwi Adrenalin and The Extreme Manu Experience.

## Customer feedback

### EXTRA ACTIVITY

Students discuss in pairs how often they give or receive feedback before the discussion is opened to the class.

#### Exercise 3, page 67

Explain that Wero have lost sales recently and ask students to complete the table as they listen to some feedback they received.

1

Instructors: friendly, helpful

Equipment: –

Suggestions: more adventurous activities, e.g. bungee jumping, flightseeing

2

Instructors: –

Equipment: fine

Suggestions: more extreme sports, e.g. jet boating, skurfing and SNUBA® diving; discounts for large groups

3

Instructors: friendly but not very enthusiastic

Equipment: old, not safe

Suggestions: price list should include additional insurance; would like exciting activities, e.g. glacier trekking, flightseeing, jet-boating

#### Audio script Track 7.6, Exercise 3, page 125

1

**C = Customer, P = Professional**

**C** We like the people at Wero. Your staff are really helpful and friendly but we'd like to do something more adventurous this year. So we're thinking of booking with Manu Adventures. They can offer us bungee jumping, flightseeing and hot-air ballooning. I mean, we can go tramping and mountain biking any time. Wero's activities are a bit too easy and a bit boring, to be honest.

**P** OK, thank you. Could you tell me, is your group interested in water sports like jet boating and skurfing?

**C** Skurfing? That's a mix of water skiing and surfing, isn't it?

**P** Yes, it's very popular on rivers.

**C** It sounds fun. But we don't want anything too expensive. We need to be realistic about costs.

**P** Yes, I see Manu Adventures charge high prices for their packages.

**C** Yes. But they include a lot of different activities.

2

**C = Customer, P = Professional**

**C** The equipment was fine for the activities. But why don't you offer more extreme water sports like jet boating and skurfing?

**P** That's a good idea. What about SNUBA® diving?

**C** SNUBA® diving?

**P** It's like scuba diving but the divers breathe through a long tube which is connected to a scuba oxygen tank. There is no heavy diving equipment and you are never far from the boat with the oxygen.

**C** Sounds interesting. Do you need to be very sporty to do it?

**P** Not especially. It's great for beginners and older people. Was there anything else you'd like to tell us?

**C** Just that we'd like to try jet boating, skurfing and SNUBA® diving next time. And I think you should have discounts for large groups.

**P** Discounts for groups. I see. Well, thanks very much for your feedback.

3

**C = Customer, P = Professional**

**C** Some of the equipment was old and not safe. And, although our instructor was really friendly and a great person, he wasn't very enthusiastic. I think you need some younger, more energetic staff.

**P** Oh, OK. Anything else?

**C** Yes, you should offer more exciting activities like glacier trekking, flightseeing, or jet boating.

**P** I see.

**C** And your price list doesn't include the additional insurance for some of the activities, like for white-water rafting. It's not good to find out about things at the last minute. You should clearly mark extra charges in your prices.

**P** That's been very helpful. Thanks.

## TASK

### Exercise 4, page 67

Go through the task with the class before putting students into pairs. Check students understand what they must do and the information they need to read. Set a time limit for the preparation, e.g. 20–25 minutes and remind them to share the presentation between them. Monitor, helping as needed. If time is limited, students could prepare at home and give their presentation in a subsequent lesson. Students then take turns to present their packages to the class. Round up by discussing which package sounds the best.



## POSSIBLE OUTCOME

Three new packages for Wero Nature Tours; see also the Manu Adventures packages on pages 66–67 of the coursebook and the Writing bank on page 101:

**Wero Fast Water Fun:** This is a 1-day adventure tour with water sports: white-water rafting, skurfing, and jet boating on Shotover river with our expert, friendly tour guides. It's great fun for families, friends, and companies. \$255\* (transfers, lunch, guides and insurance included)

**Wero Air Adventures:** This is a gentle 2-day experience for nature lovers. On Day 1 we go tramping in Fiordland National Park and we take you on our fantastic flightseeing tour. On Day 2 we go SNUBA<sup>®</sup> diving and dolphin watching. For people of all levels of fitness. \$595\* (transfers, 1 night's accommodation, meals, guides, and insurance included)

**The Ultimate Wero Challenge:** This is a challenging, 3-day package that includes extreme sports in the water, air and on ice. On Day 1 we take you glacier trekking and on our fantastic flightseeing tour in Fiordland. On Day 2 you choose between tramping and water-rafting, or bungee jumping and tandem skydiving. Day 3 includes SNUBA<sup>®</sup> diving and jet boating. This tour is ideal for fit people and team-building events. \$1,390\* (transfers, 2 nights' accommodation, meals, guides, and insurance incl.)

\*Group discounts are available. Tours can be combined.

## UNIT 7: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words as well as parts of speech. Check on syllable stress, parts of speech and pronunciation as needed. Suggest students use the DVD-ROM Mini-dictionary for further self-study.

### Homework suggestions

- Students write sentences of their own using the key words from the unit (15 in total). Encourage them to use language and structures covered in the unit.
- Students create their own tour company and write about three tour packages they offer in their own country. Encourage students to use language introduced in the lesson and the tours given as models (150–200 words). In a subsequent lesson, students could present their packages in groups or have their articles on display for others to read.

## EXTRA ACTIVITY

You may wish to refer students to Part 5 of the EFIT Pre-Intermediate level DVD material for extra listening and vocabulary exercises relating to movie tourism in New Zealand. The DVD-related Part 5 worksheet is also given as an extra exercise after the case study for Unit 10, so you can choose where best to use it.

Although students are encouraged to view the complete programme on the DVD there is also an option so that they can watch in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.