Lesson Plan © Easy Access English

New Zealand

EAE Learning objectives for this lesson

Practice the use of adjectives, use of the present continuous for future plans, discussion and listening comprehension

Activity One - Questions and Answers

With your partner or teacher, ask and answer the following questions

1. Have you ever been to New Zealand? If not, would you like to go there?
2. What is the national symbol of New Zealand?
3. What do you know about New Zealand?
4. Do you know of any famous people from New Zealand?
5. What are the native people of New Zealand called?
6. Do you know of any stereotypes or clichés about New Zealanders?

Activity Two - Describtions

Adjectives for describing the countryside –read the paragraph below and identify the adjectives used.

New Zealand is known for its beautiful landscapes. Read the article below and underline the adjectives. Use a dictionary to look up any adjectives you don't understand, or discuss them with your teacher.

New Zealand is a land of immense and diverse landscapes. You'll see things there that you won't see anywhere else in the world.
Within a day or two's drive you can see spectacular glaciers, picturesque fiords, rugged mountains, vast plains, rolling hills, subtropical forests, a volcanic plateau, and miles of coastline with sandy beaches. Much of these landscapes are protected by National Parks with thousands of kilometres of walks and trails opening their beauty to the public.
New Zealand's position straddling two tectonic plates has given it awe-inspiring geothermal areas and volcanoes, some of which are still active. Lake Taupo is the result of one of the largest and most destructive volcanic eruptions in the world. Visit Rotorua and you will see this geothermal activity close up with spouting geysers, steaming hot water pools, and bubbling mud.

New Zealand has 15,000 kilometres of blissfully-uncrowded coastline with a diversity all of its own. The West Coast is rugged and untamed with many black-sand beaches, while the East Coast has gentle gold-sand beaches, quiet coves and harbours dotted with islands.
Source: https://www.newzealand.com/int/scenic-highlights/

Now use some of these adjectives to describe the pictures below and on the next page.













Activity Three – Making arrangements

In English we can use the **present continuous** for **plans** or **arrangements** that you have made:

I'm playing football tomorrow.
They are coming to see us tomorrow.
We're having a party at Christmas.

In this case, the present continuous is always used with a **future time expression**.

We can also use linking words to describe a future series of events:

First / To begin with / To start with

Next / Then / After that

In the end / Finally

Watch out! The **present simple** is used when a future event is part of a programme or time-table.

Activity Four – Time to practice

Describe future plans in the **present continuous** by using the pronouns, verbs, and time expressions in the table on the next page. Mix them up! You can use the time expressions more than once.

E.g. We are visiting my family tomorrow.

we	go	on Wednesday
he	come	tomorrow
they	arrive	next year
she	eat	at eight p.m.
it	leave	in December
you	visit	next week
I	meet	tonight

Activity Five – Sentences

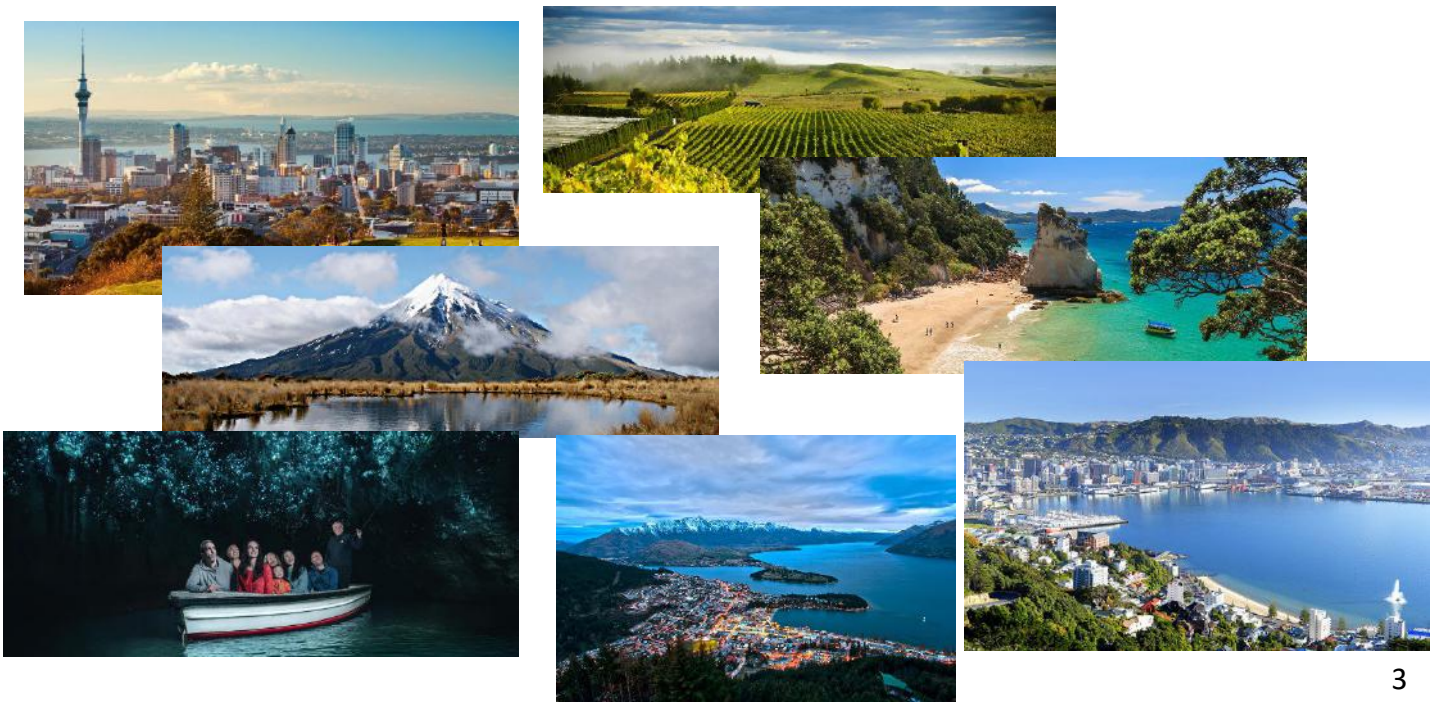
*Now, make sentences in the **present continuous** for some future plans and arrangements from your own life:*

- Things you're doing this weekend
- Your next holiday
- Next time you go out to dinner
- Next time you visit a friend
- Next time you get your hair cut
- Something you're doing tomorrow

Activity Six - Imagine

Imagine you have just booked a flight to New Zealand with a friend. Look at the map on the last page and make some arrangements in the **present continuous**. Where are you going to go? Link your ideas together using the linking words from Activity Three.

E.g. First, we're going to Auckland to see the Sky Tower, then we're visiting the Coromandel Peninsula to go to the beach….



Activity Seven – Listening comprehension

New Zealand is known for being the location where the Lord of the Rings and The Hobbit films were made.

Watch the video below, where director Peter Jackson and various LotR and Hobbit actors talk about their time in New Zealand. Then, answer the questions.
https://www.youtube.com/watch?v=RRA_eVAyH5c

1. When did Peter Jackson first discover the location for Hobbiton?
2. What were the "three distinctive things" that made them choose Matamata (Mah-tah-mah-tah) for the location of Hobbiton?
3. What was the original Hobbiton set made from?
4. Can you visit Hobbiton now?
5. What brought the rock up out of the ground in Piopio (Pee-oh-pee-oh)?
6. What did Graham McTavish's friends think he had done to the photo he sent them?
7. What is special about Aoraki/Mount Cook?
8. Why did Peter Jackson want to use the Strath Taieri location?
9. What is Queenstown described as?
10. What will people think about the backdrop, according to Martin Freeman?

Activity Eight - Haka

New Zealand is also known for its rugby prowess. The national team, the All Blacks, have been the number one team in the world for eight straight years. Before each game, the All Blacks perform the *Haka* – a war or challenge dance of the native Māori people of New Zealand.
Watch the video and read the English translation below. Then answer the questions with your teacher.
https://www.youtube.com/watch?v=yiKFYTFJ_kw

Taringa whakarongo!	Let your ears listen
Kia rite! Kia rite! Kia mau! Hī!	Get ready...! Line up...! Steady...! Yeah!
Kia whakawhenua au i ahau!	Let me become one with the land
Hī aue, hī!	(assertive sounds to raise adrenaline levels)
Ko Aotearoa e ngunguru nei!	New Zealand is rumbling here
Ko Kapa o Pango e ngunguru nei!	The Team in Black is rumbling here
Ka tū te Ihiihi	Stand up to the fear
Ka tū te Wanawana	Stand up to the terror
Ki runga ki te rangi	To the sky above!
E tū iho nei, tū iho nei, hī!	Fight up there, high up there. Yeah!
Ponga rā!	The shadows fall!
Kapa o Pango, aue hī!	Team in Black, yeah!
Ponga rā!	Darkness falls!
Kapa o Pango, aue hī, hā!	Team in Black, Yeah, Ha!

- What do you think the purpose of the *haka* is?
- What emotions does the *haka* make you feel?
- Do you think the *haka* has helped the All Blacks to be successful?
- How do you think the opposing team feels when receiving the challenge?
- Not all teams have a *haka*. Do you think the *haka* is a good thing, or is it too aggressive?




Kaitaia
Kerikeri
Paihia
Whangarei
Dargaville
Warkworth
Helensville
Coromandel
AUCKLAND
Thames
Paeroa
Waihi
Katikati
Hicks Bay
NORTH ISLAND
Tauranga
Hamilton
Te Puke
Whakatane
Opotiki
Otorohanga
Rotorua
Tokoroa
Waikaremoana
Taupo
Gisborne
New Plymouth
Turangi
Wairoa
Waiouru
Napier
Hawera
Wanganui
Palmerston North
Woodville
Paraparaumu
Masterton
Collingwood
WELLINGTON
Motueka
Picton
Nelson
Blenheim
Westport
Reefton
Punakaiki
Springs Junction
Kaikoura
Greymouth
Lewis Pass
Hanmer Springs
Hokitika
Arthurs Pass
Waipara
Franz Josef
CHRISTCHURCH
Mount Cook
Haast
Lake Tekapo
Ashburton
Akaroa
Timaru
Omarama
SOUTH ISLAND
Milford Sound
Wanaka
Kurow
Queenstown
Cromwell
Oamaru
Alexandra
Te Anau
Manapouri
DUNEDIN
Gore
Milton
Invercargill
Half Moon Bay
STEWART ISLAND