



New Zealand Margaret Johnson

Aims

- To make students interested in the book.
- To make students aware of some facts about New Zealand.
- To give students the opportunity to do some creative writing.

NB You may find that many of the activities described below can be exploited better in your students' own language or mother tongue, if you speak it. The mother tongue, if used carefully as a resource, can facilitate your students' progress in English and help them to understand the context of the story, thus preparing them to understand it better when they read it.

Pre-reading Activities

- 1 Tell students that the title of the book is *New Zealand* and that it is a factbook. Make sure they understand what a 'factbook' consists of. Elicit what students already know about New Zealand and write this information on the board. Now ask students to look at Illustration 1 (the cover of the book) and discuss what the images represent.

Suggested answer: New Zealand is famous for two very different things: its Maori traditions and its adventure sports (in this case, bungee jumping).

- 2 Ask students to read Extract 1 (part of the blurb of the book). Explain 'blurb' if necessary.

Possible answer: the description of what the book is about on the back of the book, written in a way to make you interested in reading it.

Then ask *Which of the four questions in the blurb are you most interested in? Why?*

- 3 Ask students to read the first half of Extract 2 (until '... makes it special.') and to discuss it. Make sure they understand what 'isolated' means. Then ask *What other isolated places do you know of? Have you ever been anywhere really isolated?*

Working in pairs, students discuss and make notes about the second half of Extract 2 (from 'This isolation changes everything'). Ask *How does New Zealand's isolation change its history, the weather, its people, the trees, flowers and animals that you can see?*

When they have finished, feedback to the whole class. Is there a general agreement? Or do some pairs have different ideas?

- 4 Ask students to read Extract 3 (some facts about New Zealand). Briefly discuss the facts to make sure everyone understands them. Then ask *Which do you think is the most interesting fact? Why?* Now, students work in pairs and think of an interesting fact about their own country. Feedback to the whole class and write the facts on the board. Hold a vote to find the most popular fact. (NB Students are not allowed to vote for their own fact.)
- 5 Ask students to look at Illustrations 2 and 3. Ask them to start writing about one of the illustrations using *I would like to go to the place in the picture because ...* Encourage them to use words that describe what the place looks like to them as well as how they think it would make them feel to be there.
- 6 Ask students to read Extract 4 and to discuss it. Elicit students' thoughts and feelings. Ask *Do you know of any other animals or birds that do not exist today?*

Possible answer: the dodo.

Do you think it is important to keep animals and birds alive? What old stories are famous and told by parents to their children in your culture?

Possible answer: Fairy stories.

- 7 Ask students to tell their partner a story they are familiar with (either a traditional story or the story of a book they have read). Then write the headings 'Advantages (+)' and 'Disadvantages (-)' on the board. Ask *What is it like to listen to a story? What is it like to tell a story to someone? What are the advantages and disadvantages of telling stories?* Write students' suggestions on the board.

Possible answers

Advantages: You can use your voice to make the person who is listening feel more. It can feel special to be told a story. You can make a picture in your head.

Disadvantages: Not everyone is good at telling stories. It might be difficult to remember the story.

Ask students *Do you prefer listening to stories or reading stories?*

- 8 Ask students to read Extract 5 and to look at Illustration 4. Students now imagine what the characters in the extract are thinking, feeling and saying and make notes. Then they write the scene using both text and dialogue. You might want to suggest they abbreviate names for ease (e.g. Te Rauparaha could be TeR, and Te Wharerangi TeW).
- 9 Read out selected students' written work from Exercise 8. Then cast students in the different roles and suggest a narrator to read out any text.
- 10 Ask students to look at Illustration 5. Ask *What do you think the young people in this illustration are doing?* After listening to their suggestions, explain that they are sitting in holes they have dug which have filled with hot water because the area is volcanic. Ask them to think of a caption for the picture and hold a vote to find the most popular caption. (NB Students are not allowed to vote for their own caption.)

Post-reading Activities _____

- 1 Ask students to write a new title and blurb for the book. Post them on the wall so students can read them. Feedback to the whole class.
- 2 Ask students *Which Maori story did you like the best? Why?*
- 3 Ask students *If you wanted to write a story about New Zealand, who would your main characters be? Where would they live or travel to? What type of story would it be?* Ask them to make notes. Then feedback to the whole class.
- 4 Ask students to respond to the statement *If I could change one thing about this book, I would ...* They can do this either verbally or through written work.

Extract 1 _____

Who are the Maoris and why do they wear tattoos?
Why do we call people from New Zealand 'kiwis'?
Who are the All Blacks? And why do they dance the Haka?
Why are adventure sports so popular in New Zealand?

Extract 2 _____

New Zealand is in the South Pacific Ocean, a long way from anywhere. Australia is the closest country and that's two thousand kilometres away. New Zealand is isolated and this makes it special. This isolation changes everything – New Zealand's history, the weather, the way its people are and the trees, flowers and animals that you can see.

Extract 3 _____

FACT

There are forty million sheep in the country – that's ten for every person!

FACT

1,600 pairs of rubber ears and feet were used to make The Lord of the Rings films.

FACT

There are more cafés per person in Wellington than in New York!

Extract 4 _____

The early Maori were gardeners and farmers. They brought plants and animals with them from Polynesia in their waka. Some of the plants did not like New Zealand's colder weather.

The Maori began to kill the birds for food. One of these was the moa bird, which was almost three metres high. There are no moa birds alive today – people say the Maori killed them all. They liked to cook food in ovens under the earth called 'hangi'. It takes a long time to cook meat and vegetables in a hangi.

The Maori believed in gods and told stories about these gods' lives. Stories have always been very important for the Maori people. Their stories explain the beginning of the world. The Maori always sang or spoke these stories. Over the years, people told these same stories to their children and their children told them to their children. We call this an oral culture.

My notes _____

Extract 5

Te Rauparaha was an important Maori chief. He often fought with other Maori chiefs. One day, Te Rauparaha was running away from some of these chiefs. He ran to the village of Motuopuhu and to the home of his friend, another chief called Te Wharerangi. He asked his friend for help. Te Wharerangi told him to go under the earth and hide in a cooking hole. Te Wharerangi's wife sat over the hole. For the Maori people, this was a very strange thing to do – no Maori man ever wanted to be under a woman in this way. This is why it was a good place to hide as no one would think he could be there.

The men who were fighting Te Rauparaha arrived. From under the ground, Te Rauparaha heard them. They were talking to his friend. Te Rauparaha felt afraid.

My notes

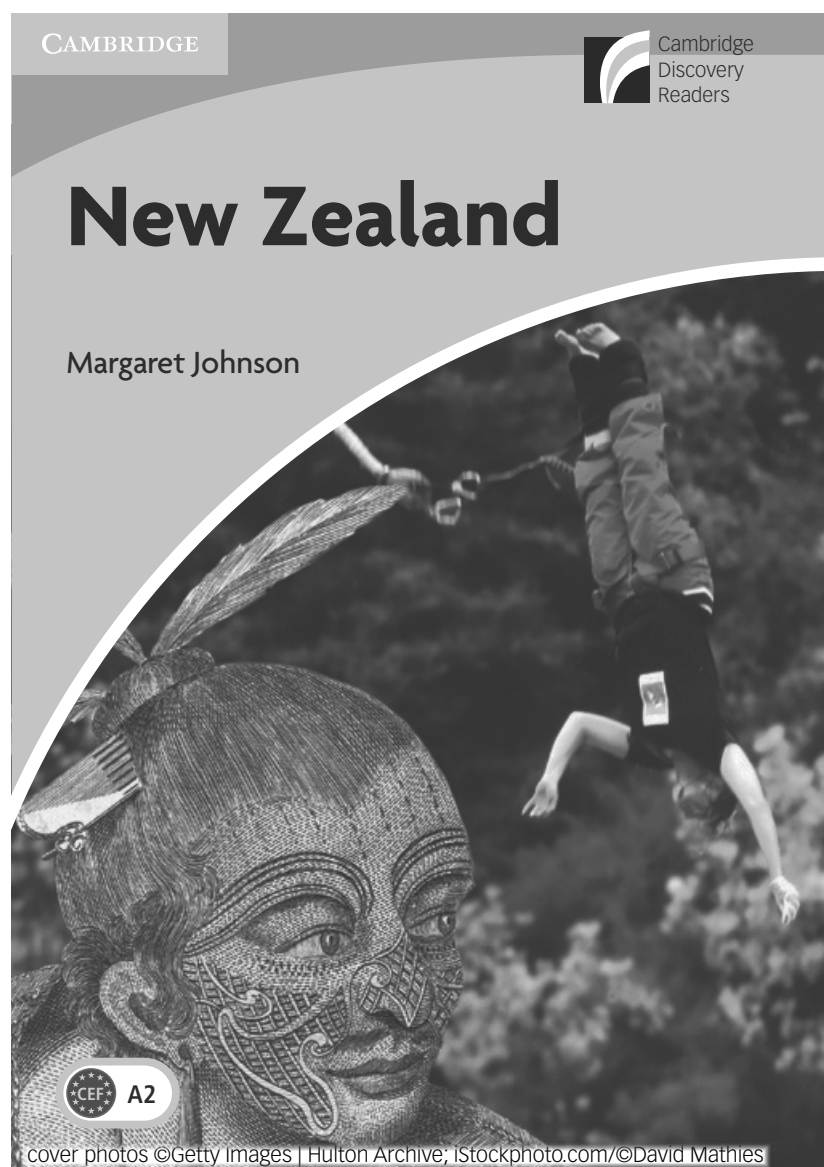






Illustration 5 _____



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