

# Words In The News

## Teacher's pack

Lesson plan and student worksheets  
with answers

New Maori king  
23 August 2006



# **BBC WORLD SERVICE** LEARNING ENGLISH



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# BBC Learning English – Words in the News

## New Maori king- 23 August 2006

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**Level:** Upper Intermediate and above

**Topic:** The New Zealand Maori and their monarchy

**Language:** Vocabulary of news report related to monarchy and governance  
Reported speech grammar

**Aims:** Reading skills – Understanding a short news report  
Language skills – Practising reported speech  
Writing skills – Describing a historical event

**Materials:** Worksheet 1 – Comprehension questions  
Worksheet 2 – Vocabulary matching task  
Worksheet 3 – Grammar/language focus – Reported speech  
News story – Available online at:

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/08/060823\\_maori.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/08/060823_maori.shtml)

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#### LESSON STAGES

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##### **A Stimulate student interest in text**

Generate interest about today's topic by asking students what they know about New Zealand. You could start by putting these words on the board and pairing the students up. Ask the students to discuss what country these words relate to and how

**Kiwi   Auckland   The All Blacks   North and South Islands   Maori   Sheep**

Kiwi – a flightless bird and the symbol of New Zealand

Auckland - The largest city in New Zealand

The All Blacks – The nickname for the rugby football team

North and South Islands – the main land masses that make New Zealand

Maori – The native people of New Zealand

Sheep – New Zealand has a strong farming culture

##### **B Pre-teach essential vocabulary**

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working in small groups together and ask them to try to match the vocabulary with the definitions. Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they were not sure of. If they don't have dictionaries, check their answers and give them help with any words they aren't sure of.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

##### **indigenous**

born and living in a region, belonging naturally to a place

##### **monarch**

a supreme ruler; a king, queen, emperor, empress or the equivalent

##### **reign**

sovereignty, rule; a period of time when a monarch rules the country

##### **treaty**

a formal agreement between states or nations

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**ceded**

gave up the rights to and/or possession of

**sought**

tried to find

**goal**

aim, the object of someone's effort

**sovereign**

a supreme ruler; a king, queen, emperor, empress or the equivalent

**tribal ancestry**

the origins of a group of communities linked by social, economic, religious or blood ties and usually having a common culture and dialect and a recognized leader

**foreshore**

the part of the shore between the water and developed land

**C Written record of vocabulary**

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy your boardwork into their notebooks.

Boardwork:

indigenous

monarch

reign

treaty

ceded

sought

goal

sovereign

tribal ancestry

foreshore

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#### D Set a global question.

Tell the students they are going to read a text about the Maori people of New Zealand. Put this question on the board:

1. Which of these things are mentioned in the text?
  - a. The kings and queens of the Maori people
  - b. Maori sportsmen and women
  - c. Agreements between Britain and the Maori
  - d. Current political arguments

Students read text the first time. Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to this question. They do not need to understand the details for each topic.

#### E Check answers

Elicit students' answers and tick the correct answers on the board.

The answers are: a (paragraphs 1, 2 and 3), c (paragraph 2), d (paragraph 4)

#### F Set specific information questions

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text in more detail and to answer the questions.

#### G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit correct answer (see worksheet 1 and answer key).

#### H Vocabulary consolidation/building

Before the lesson, make enough copies of worksheet 2 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations.  
In class tell students to match the correct word with the right definition.

#### I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit correct answer.

#### J Grammar focus: reported speech

Show students the first example of reported speech in the article:-

Paragraph 2: 'It stated if Maori wanted to sell their land then they could only deal with Queen Victoria's authorised agents.'

Elicit or show the students the original direct speech from the treaty meeting:-

"If you want to sell your land, you can only deal with Queen Victoria's authorised agents"

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Check the basic principles of reporting speech: Usually shift the verb tense further into the past. Be careful with modal verbs: Can → could, will → would. Would and should → no change. Change pronouns and possibly time phrases.

You can use the second example from the text as well, although this is grammatically complex:-

Paragraph 3: ‘The Tainui tribe have been saying other Maori tribes would have a say on who would become sovereign’

“You will have a say on who will become sovereign”

Hand out Worksheet 3 which focuses on reported speech. Tell students to complete the reported speech of each example of direct speech

#### **K Check answers**

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

#### **L Follow-up activity: Writing**

Ask students, in pairs if possible, to choose an important event from their country’s history. Students work in pairs or small groups to brainstorm ideas

- What was the event?
- Who or what was involved?
- What happened?
- Why was it important?
- What consequences has this event had?

Tell students to write two or three paragraphs about this event

If possible, display the pieces of writing around the classroom. The students circulate round the room, quickly reading each one and making simple notes about the different events. Then, in pairs, they rank the events in order of importance (if all from the same country) or discuss the events – did they know about them already?

#### **M Feedback**

Give praise for content and show your interest in the different events.

Give praise for correct examples you saw.

Give feedback on incorrect examples you saw. You could write some examples phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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**Lesson Plan: Teacher's notes**

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**WORKSHEET 1**

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**Are the following sentences true or false?**

- |  |     |
|--|-----|
| 1. The treaty was signed at Waitangi after the first Maori king was created. | T/F |
| 2. The treaty restricted who the Maori people could sell land to.            | T/F |
| 3. The king was created to bring the many different Maori groups together.   | T/F |
| 4. So far, the kings and queens have only come from one group of Maori.      | T/F |
| 5. The strength of Maori culture in New Zealand is declining.                | T/F |

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**WORKSHEET 2**

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**VOCABULARY**

**Match these words and phrases to their definitions**

- |                           |  |
|---------------------------|--|
| 1. <b>indigenous</b>      | A. a supreme ruler; a king, queen, emperor, empress or the equivalent  |
| 2. <b>monarch</b>         | B. the origins of a group of communities linked by social, economic, religious or blood ties and usually having a common culture and dialect and a recognized leader |
| 3. <b>reign</b>           | C. born and living in a region, belonging naturally to a place   |
| 4. <b>treaty</b>          | D. the part of the shore between the water and developed land  |
| 5. <b>ceded</b>           | E. sovereignty, rule; a period of time when a monarch rules the country  |
| 6. <b>sought</b>          | F. gave up the rights to and/or possession of  |
| 7. <b>goal</b>            | G. a formal agreement between states or nations  |
| 8. <b>sovereign</b>       | H. tried to find   |
| 9. <b>tribal ancestry</b> | I. aim, the object of someone's effort   |
| 10. <b>foreshore</b>      | J. a supreme ruler; a king, queen, emperor, empress or the equivalent  |



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**WORKSHEET 3**

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**GRAMMAR FOCUS – Reported speech**

**Change the direct speech into reported speech.**

1. “My brother wants to buy a car”  
She said that...
2. “I’ll meet you outside the station”  
He said that....
3. “We can’t come to the party because we’re visiting our parents on that day”  
They said that...
4. “I have seen that film already”  
She said that...
5. “She said that she went to the cinema before she had dinner”  
You said that she...
6. “They are going to pay me back when they get paid next week”  
She said that...
7. “Although I had finished all my work, my boss still asked me to work late”  
He said that...
8. “I was going to tell you before you met him, but I forgot.”  
He said that...

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#### **ANSWER KEY**

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##### **WORKSHEET 1**

1. False – Paragraph 2: '... a treaty signed by a number of chiefs at Waitangi...'. Following the treaty, these chiefs of different tribes decided they needed just one leader.
2. True – Paragraph 2 says 'they could only deal with Queen Victoria's authorised agents.'
3. True – Paragraph 3 says 'Some North island Maori sought to reach a common position...to help this goal the first Maori King was created'
4. True – Paragraph 3 says that the kings and queens have come from the Tainui tribe
5. False – Paragraph 4 says 'In recent years...a Maori renaissance has flourished in New Zealand'

##### **WORKSHEET 2**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. A | 3. E | 4. G | 5. F  |
| 6. H | 7. I | 8. J | 9. B | 10. D |

##### **WORKSHEET 3**

1. She said that her brother wanted to buy a car.
2. He said that he would meet me outside the station.
3. They said that they couldn't come to the party because they were visiting their parents on that day.
4. She said that she had seen that film already.
5. You said that she had been to the cinema before she had had dinner.
6. She that they were going to pay her back when they got paid the following week.
7. He said that although he had finished all his work, his boss had still asked him to work late.
8. He said that he was going to tell me before I had met him, but he had forgotten.