

ACHIEVEMENT OBJECTIVE	Curriculum Links 1.2,1.5, 2.5	The purpose of this unit of work is to teach students how to use different ways to introduce themselves, greet others, ask others how they are and where they come from, and respond to selected greetings and questions.
LEARNING INTENTIONS	In this unit students will learn: <ul style="list-style-type: none"> • to introduce themselves and others • to respond to a greeting • the Māori names for New Zealand and the North and South Islands • to express surprise. 	
SUCCESS CRITERIA	Before commencing the unit the teacher will discuss the learning intentions with the students and together agree upon appropriate success criteria.	
UNIT PLAN ONLINE	www.tki.org.nz/r/language/lis/wehi/units/unit2/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit2/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit2/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit2/scene3_e.php <i>He Kōrero Whakamārama</i> www.tki.org.nz/r/language/lis/wehi/units/unit2/whakamarama_e.php	
HE KŌRERO WHAKAMĀRAMA DVD	Clip 4 Kīwaha: E ki rā Ka Mau te Wehi! Tūmeke!	
EXTRA RESOURCES	The story of Te Ika-a-Māui (Māui's fish) http://www.tki.org.nz/r/Māori/nga_pakiwaitara/maui-ika/index_e.php http://www.sacred-texts.com/pac/maui/maui09.htm	

Activity 1

Students will greet others and respond to greetings.

Watch *DVD Unit 2 Scene 1* where Dylan, Sione and Haami greet each other and ask each other how they are and where they come from.

Ask the students to practise ways to greet people:

Kia ora	Hello or Hi
Kia ora, e hoa	Hello, friend
Kia ora kōrua	Hello you two

and

Kei te pēhea koe?	How are you? (to one person)
Kei te pēhea kōrua?	How are you? (to two people)
Kei te pai	Fine.

Revise the use of **ata mārie** – good morning, from *Unit 1*.

Ask the students to move around the class and greet each other with either **kia ora** – hello, or **ata mārie** – good morning; ask each other how they are and respond to the question in Māori. Other words the students could use to describe how they feel are:

Kei te hiamoe au	I am sleepy
Kei te pōuri au	I am sad
Kei te harikoa au	I am happy
Kei te hiakai au	I am hungry
Kei te makariri au	I am cold
Kei te riri au	I am angry.

Complete *Worksheet A* and *Worksheet B* on expressions.

Explain that the word **tino** – very, can be added to the sentence before the adjective e.g., **tino pai**, **tino hiakai**. Encourage students to practise greeting two people using **Kia ora kōrua** and **Kei te pēhea kōrua?**

Activity 2

Replay *DVD Unit 2 Scene 1*, and ask the students to identify the words that explain where Dylan is from. Ask if the students know where this place is.

In this unit students will be learning about traditional stories. This is a good opportunity to involve a person from the local community such as a **kaumātua** – elderly person, in the telling of the stories.

Let the students listen to the story **Te Ika-a-Māui** – Māui's fish.

Ask the students to look at *Worksheet C* and locate on their map of Aotearoa:

Te matau-a-Māui	The fish-hook of Māui (Hawkes Bay)
Te tuarā o te ika	The backbone of the fish (the mountain ranges of the North Island)
Te manawa o te ika	The heart of the fish (Lake Taupō)
Te hiku o te ika	The tail of the fish (Far North)
Te upoko o te ika	The head of the fish (Wellington)
Te karu o te ika	The eye of the fish (Lake Wairarapa)
Te waka-a-Māui	The canoe of Māui (South Island)
Te punga o te waka-a-Māui	The anchor stone of Māui's canoe (Stewart Island).

Discuss the reasons these names came about (as indicated in the story).

Have the students label **Aotearoa** – New Zealand, and the main islands in Māori.

Ask the students to write in **Wehi** each of the place names above and a sentence beside each that explains what it means.

Ask the students to complete the crossword about **Te Ika-a-Māui** at:

http://www.tki.org.nz/r/wick_ed/literacy/crossword.php?crossword=74

Have the students complete the quiz about this story at:

http://www.tki.org.nz/r/wick_ed/quizit/index.php?id=105

Activity 3

Students will introduce themselves and others.

Watch the *DVD Unit 2 Scene 2* where Dylan introduces his friends to Hana and Jo.

Ask the students to identify the sentences that introduce Hana and Jo.

Ko Hana tēnei. This is Hana.

Ko Jo tēnei. This is Jo.

Ask the students to identify the sentences where Hana and Jo introduce themselves.

Ko Jo au. I'm Jo.

Ko Hana au. I'm Hana.

Ask the students to move around the class introducing themselves, or another person, and revising the questions and responses learned in *Activity 1*.

Activity 4

Students will learn some idioms in Māori.

Before starting this activity watch *He Kōrero Whakamārama DVD clip 4* where the use of idioms is explained. This will provide you with the background understanding to share with your students when teaching the following activity. You may like to show the clip to your students.

Discuss with the students what an idiom is.

Ask them to think of idioms in English and record these on the whiteboard.

Explain that there are also idioms in Māori and that throughout the DVD the students will be introduced to new idioms that they can learn and use in everyday life.

Show *DVD Unit 2 Scenes 1 and 2* to the students, and highlight the two idioms used.

E kī ra! Is that right!

Aroha mai! Sorry!

Activity 5

Students will learn to say, “We’d better go”.

Watch *DVD Unit 2 Scene 3* where the new friends are getting acquainted with each other.

Ask the students who said “We’d better go”, and why.

Write the sentence on the board:

Me haere tātou. We’d better go.

Explain that this is a very useful sentence form to use in the classroom and playground.

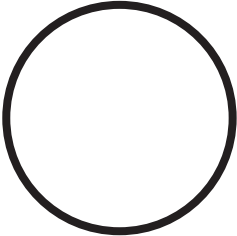
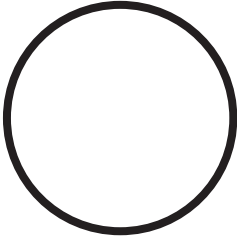
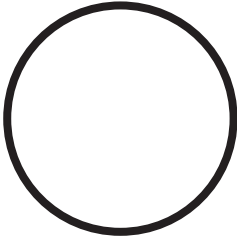
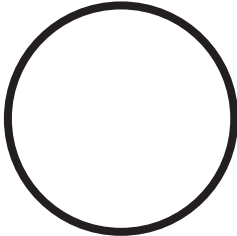
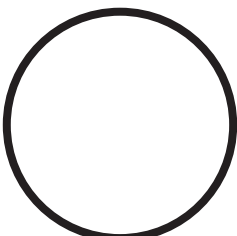
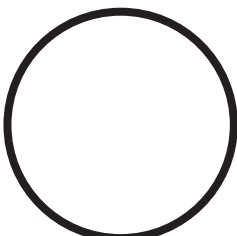
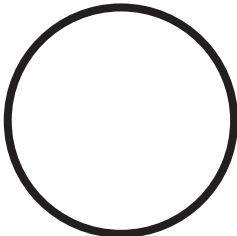
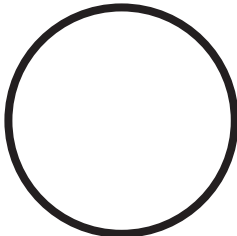
Ask the students to come up with at least three more sentences like this.

Here is one more:

Me kai tātou. We’d better eat.

Ask the students to write their new sentences in Māori in **Wehi**.

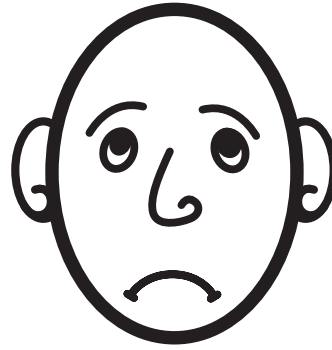
Draw faces to show the expression stated in each section

 Kei te harikoa au	 Kei te hiamoe au
 Kei te pōuri au	 Kei te hiakai au
 Kei te makariri au	 Kei te riri au
	

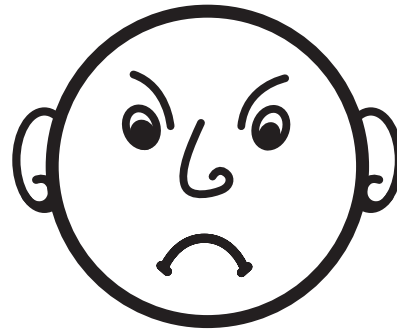
Draw two other faces in the circles at the bottom of the grid. Use the online dictionary at <http://www.learningmedia.co.nz/nz/online/ngata/> or use a dictionary in your classroom to find the words to describe the feeling, and write the sentence beneath.

Write a sentence that matches the expression in each section.

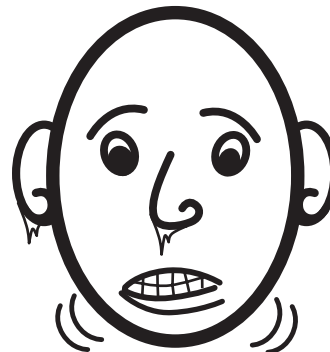












Aotearoa – New Zealand



- Dylan** Kia ora, kōrua.
Hi, you two.
- Sione** Kia ora, e hoa.
Hello, friend.
- Haami** Kia ora, e hoa.
Hello, friend.
- Dylan** Kei te pēhea kōrua?
How are you two?
- Sione** Kei te pai.
Fine.
- Haami** Kei te pai.
Fine.
- Sione** Kei te pēhea koe?
How are you?
- Dylan** Kei te pai, e hoa.
Fine, friend.
- Sione** Haami, nō hea tō whānau?
Haami, where's your family from?
- Haami** Nō Porirua. Dylan, nō whea tō whānau?
From Porirua. Dylan, where's your family from?
- Dylan** Nō Motueka.
From Motueka.
- Sione** Nō hea?
From where?
- Dylan** Nō Motueka. Nō Te Waipounamu.
From Motueka. From the South Island.
- Sione** E kī rā! Nō Te Waipounamu koe.
Is that right! You're from the South Island.

- Hana** Kia ora, Dylan.
Hi, Dylan
- Jo** Kia ora, Dylan.
Hi, Dylan.
- Dylan** Kia ora. Kei te pēhea kōrua?
Hi. How are you two?
- Hana** Kei te pai. Kei te pēhea koe?
Fine. How are you?
- Dylan** Kei te pai.
Fine.
- Haami** Ko wai ō hoa?
Who are your mates?
- Dylan** Ko Hana tēnei. Ko Jo tēnei.
This is Hana. This is Jo.
- Jo** Kāo. Ko Jo au.
No! I'm Jo.
- Hana** Āe. Ko Hana au.
Yes. I'm Hana.
- Dylan** Aroha mai!
Sorry!
- Sione** Kia ora. Ko Sione au.
Hi. I'm Sione.

- Haami** Kia ora, Hana. Ko Haami au.
Hello, Hana. I'm Haami.
- Hana** Kia ora.
Hello.
- Haami** Kei te haere koe ki whea?
Where are you going?
- Hana** Ki te kura.
To school.
- Haami** Ka pai. Kei te haere au ki te kura.
Good. I'm going to school.
- Jo** Kia ora Haami. Kei te pēhea koe?
Hi Haami. How are you?
- Haami** Kei te pai.
Fine.
- Dylan** E hoa mā, titiro ki te wā.
Friends, look at the time.
- Sione** Me haere tātou.
We'd better go.
- Hana.** Āe! Me haere tātou!
Yes! Let's go!