

ACHIEVEMENT OBJECTIVE	Curriculum Links 1.4, 1.5, 1.7	The purpose of this unit of work is to learn how to ask where something is and to respond using appropriate expressions in Māori.
LEARNING INTENTIONS	<p>In this unit students will learn:</p> <ul style="list-style-type: none"> • how to ask where something is • some appropriate responses when someone asks where something is • how to ask for, and give something • words for objects found in the classroom • a well-known waiata to consolidate pronunciation of Māori sounds • Māori place names that are relevant to their own experiences. 	
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/unit6/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	<p>Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit6/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit6/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit6/scene3_e.php</p> <p>He Kōrero Whakamārama www.tki.org.nz/r/language/lis/wehi/units/unit6/whakamarama_e.php</p> <p>Waiata www.tki.org.nz/r/language/lis/wehi/units/unit6/waiata_e.php</p>	
HE KŌRERO WHAKAMĀRAMA DVD	<p>Clip 10 Use of tangohia Clip 13 Use of homai</p>	
WAIATA DVD	Clip 3 A Ha Ka Ma	
AUDIO DVD	Track 3 A Ha Ka Ma	
EXTRA RESOURCES	<p>Map of Aotearoa with spoken place names www.korero.maori.nz/resources/map.html</p>	

Activity 1

The students will learn how to ask where something is and how to respond appropriately to this question.

Watch *DVD Unit 6 Scene 1* where **Whaea** Kiri asks Jo where her book is and then in Scene 2 where she asks Hana the same question. Also take note of the response that each girl makes to the question **kei hea tō pukapuka?**

Kei hea tō pukapuka?	Where is your book?
Kei runga i taku tēpu.	(It's) on my desk.

The students can begin to practise asking and responding to this question in the following way. This is a short role-play activity. One student plays the role of the teacher while the others will be the students in the class. The students will need to have a book on their desks.

The 'teacher' asks someone where their book is: **Kei hea tō pukapuka?** One student replies: **Kei runga i taku tēpu.** The 'teacher' can use the expression **ka pai** – that's good, to praise the student. A new person becomes the 'teacher'. Continue to allow other students to play the role of 'teacher'. The students can then practise in pairs.

Activity 2

The students will learn how to ask for and give something in a polite way.

Watch *DVD Unit 6 Scene 2* where **Whaea** Kiri asks where Hana's book is.

Show *He Kōrero Whakamārama DVD clip 13* that explains the use of the word **homai**.

Students may wish to extend this by using **homai** in sentences, for example:

Homai tō pukapuka.	Give me your book.
Anei.	Here it is.
Kia ora.	Thank you.

The role-play activity in *Activity 1* can be extended to include these three new phrases.

Get students to practise these phrases in pairs. One partner should take the role of the person asking for the book. When the other partner passes the book they should do so using the word **anei** – here it is. The partner receiving the book should thank the giver by saying **kia ora**. Once students feel confident, they could substitute other objects such as pen, pencil, ruler, etc.

pukapuka	book
tēpu	desk/table
pene	pen
pene rākau	pencil
rūri	ruler
pepa	paper
ūkui	eraser/duster
pāhi/pēke	bag.

Have the students complete *Worksheet A* and put this in **Wehi**.

Activity 3

The students will learn the song *A Ha Ka Ma*.

Play *Audio CD track 3* or watch *DVD Unit 6 Scene 2* of *A Ha Ka Ma*.

Tell the students that this song has been taught to students of Māori for over 20 years. No one seems to know who composed it, but it is very popular. Although there is no translation, it is a way of learning to pronounce Māori as every sound combines a consonant with a vowel.

Show the words to the class and when the students are ready, let them join in by singing the words.

Encourage the students to copy the moves from the *Waiata DVD clip* until they are confident enough to perform it to another group of students. As the students familiarise themselves with the sounds, accuracy will improve, and they can make up their own actions.

Ask the students to copy the words of the *waiata* into *Wehi*. They should check each other's words for accuracy and circle any mistakes for their partner to correct.

Here is a further activity that the students may enjoy doing in groups. Get them to use combined sounds such as **haka**, **mana**, **para**, from the *waiata A ha ka ma*, and other popular words to develop a beat, *waiata* or a rap and dance steps of their own. If they have time, get the students to see how many of the combined sounds actually make up a word such as **ha + ka = haka**.

When each group is ready, get them to perform their new *waiata* for another group.

Activity 4

The students will consolidate their learning of the sentence structures that ask and answer “Where are you from?”

Watch *DVD Unit 6 Scene 3* where **Whaea** Kiri asks different students where their families are from.

Remind the students how to ask and answer the question:

Nō hea tō whānau?

Where is your family from?

Nō (name of place or tribal area or tribe).

From (name of place or tribal area or tribe).

The following *website* www.korero.maori.nz/resources/map.html provides a map of **Aotearoa** showing the Māori names of the main cities and also provides spoken examples for each location.

Ask the students to ask each other in Māori, where their family is from and to mark the place name on their map of **Aotearoa**. Encourage students to listen carefully to the pronunciation of the place names, to write the place name in Māori if they can and to use an atlas to check the spelling of the place name.

A Ha Ka Ma

A ha ka ma

A ha ka ma na pa ra ta wa nga wha

E he ke me

E he ke me ne pe re te we nge whe

I hi ki mi

I hi ki mi ni pi ri ti wi ngi whi

O ho ko mo

O ho ko mo no po ro to wo ngo who

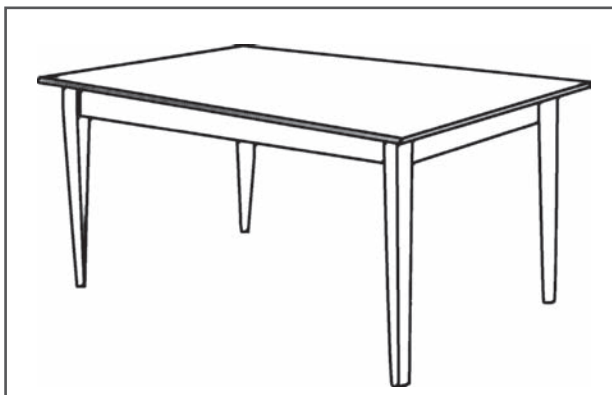
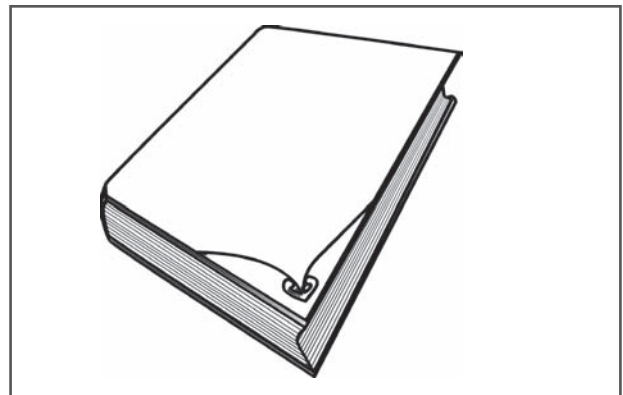
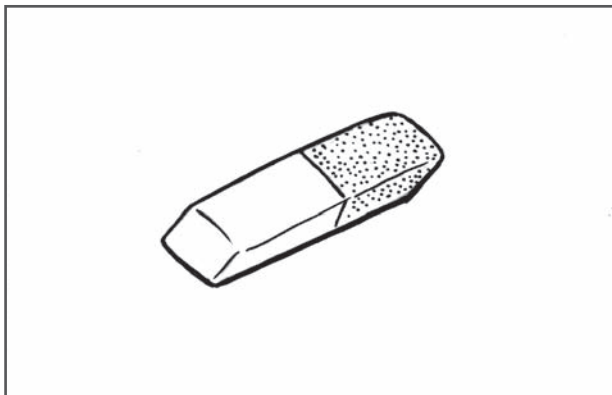
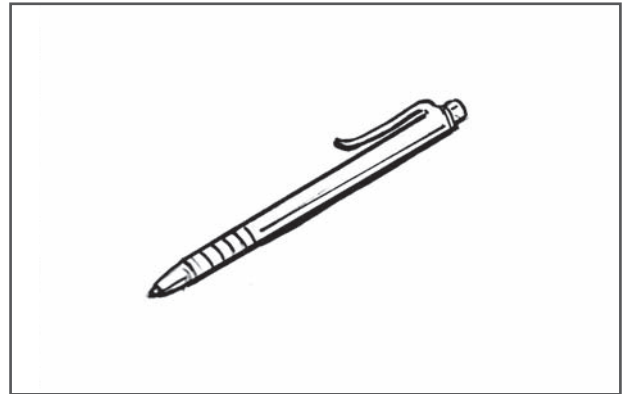
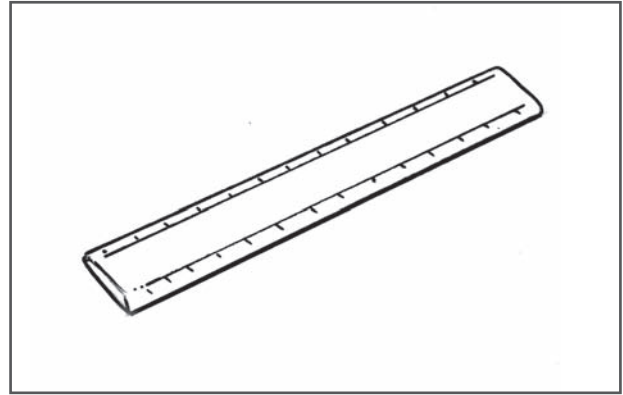
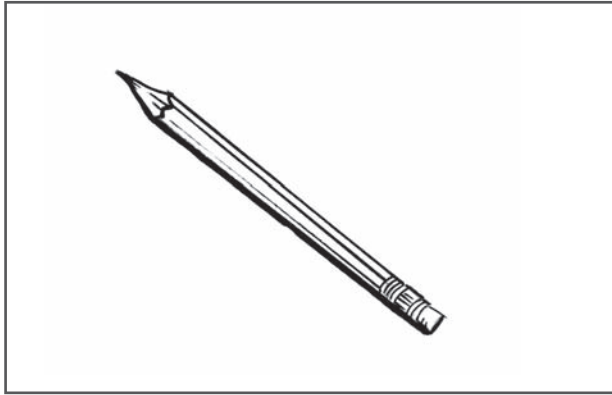
A E

A E I O U

U hu ku mu

U hu ku mu nu pu ru tu wu ngu whu.

Classroom



- Whaea Kiri** Ata mārie.
Good morning.
- Tamariki** Ata mārie, Whaea.
Good morning, Miss.
- Whaea Kiri** Jo, kei hea tō pukapuka?
Jo, where is your book?
- Jo** Kei runga i taku tēpu.
It's on my desk (table).
- Whaea Kiri** Homai.
Give it to me.
- Whaea Kiri** Hana, homai tō pukapuka.
Hana, give me your book.
- Hana** Anei, Whaea.
Here it is, Miss.
- Whaea Kiri** Hana, he aha tēnā?
Hana, what's that (near Hana)?
- Hana** Aua, Whaea.
I don't know.
- Jo** Hana, nā Haami, nē?
Hana, It's Haami's eh?
- Hana** Homai, Jo. Homai!
Give it to me, Jo. Give it!

Whaea Kiri Whakarongo mai. Tangohia ō koutou pukapuka waiata
Attention, please. Take out your song books.

Hana Jo, homai tēnā!
Jo, give me that!

Jo E kī, e kī.
Well, well.

Hana Turituri!
Be quiet!

Whaea Kiri Āe, turituri. Kei hea tō pukapuka, Hana?
Yes, be quiet. Where is your book, Hana?

Hana Kei runga i taku tēpu. Anei, Whaea.
On my desk. Here it is, Miss.

Whaea Kiri Me waiata tātou. A ha ka ma
Let's sing. A ha ka ma

Tamariki A ha ka ma - A ha ka ma na pa ra ta wa nga wha
E he ke me - E he ke me ne pe re te we nge whe
I hi ki mi - I hi ki mi ni pi ri ti wi ngi whi
O ho ko mo - O ho ko mo no po ro to wo ngo who
A E I O U U hu ku mu nu pu ru tu wu ngu whu

Whaea Kiri Kia kaha koutou. E Hana, kia kaha koe! Mahia mai anō.
Sing up everyone. Hana, go for it!
Do it again.

Hana A ha ka ma

Tamariki A ha ka ma na pa ra ta wa nga wha...

- Whaea Kiri** Jo, nō hea tō whānau?
Jo, where does your family come from?
- Jo** Nō Tāmaki makau rau, Whaea.
From Auckland, Miss.
- Whaea Kiri** Nō hea te whānau o Jo?
Where is Jo's family from?
- Hana** Nō Tāmaki makau rau.
From Auckland.
- Whaea Kiri** Nō hea tō whānau, Dylan?
Where is your family from, Dylan?
- Dylan** Nō Motueka, Whaea.
From Motueka, Miss.
- Jo** Kei hea a Motueka?
Where's Motueka?
- Whaea Kiri** Dylan, kei hea a Motueka?
Dylan, where is Motueka?
- Dylan** Kei Te Waipounamu. Kei konei, Whaea.
In the South Island. Here it is, Miss.
- Whaea Kiri** Kia ora, Dylan. Hana, nō hea tō whānau?
Thank you, Dylan. Hana, where is your family from?
- Jo** Nō Porirua, nē Hana?
From Porirua, eh Hana?
- Hana** Turituri.
Be quiet.
- Hana** Nō Rotorua, Whaea.
From Rotorua, Miss.