

<b>ACHIEVEMENT OBJECTIVE</b>	Curriculum Link 1.6, 1.7	The purpose of this unit of work is to learn how to ask for and express the cost of different items in Māori, to understand and respond to simple directions and to say something is nice.
<b>LEARNING INTENTIONS</b>	<p>In this unit students will learn how to:</p> <ul style="list-style-type: none"> <li>• ask the cost of something</li> <li>• say the cost of something in dollars and cents</li> <li>• say something is nice</li> <li>• use the word <b>rāua</b>.</li> </ul>	
<b>SUCCESS CRITERIA</b>	Before commencing the unit the teacher will discuss the learning intentions with the students and together agree upon appropriate success criteria.	
<b>UNIT PLAN ONLINE</b>	<a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit8/index_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit8/index_e.php</a>	
<b>DVD CLIPS FOR THIS UNIT ONLINE</b>	<p>Scene 1 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit8/scene1_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit8/scene1_e.php</a>            Scene 2 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit8/scene2_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit8/scene2_e.php</a>            Scene 3 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit8/scene3_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit8/scene3_e.php</a></p>	

### **Activity 1**

The students will learn how to recognise something and say how much it costs.

It would be appropriate at this point to review the numbers 1–100 in Māori. Get students to go through different numbers. You could check their understanding by showing students a numeral and asking them to give you the Māori or by playing **Wharewhare** – Bingo, in Māori.

This is a listening activity.

Give each student a blank copy of *Worksheet A*.

The ‘reader role’ for this activity could be handed over to one of your more confident or competent students.

Give a copy of *Teacher Sheet A* to the reader.

Before the activity starts, you could also draw the table on the board, large enough for all students to see. This can be used to check student understanding by choosing different students to write their responses on the board when the activity has been completed.

**Activity 2**

The students will learn how to ask for and give the cost of different items.

Before you watch *DVD Unit 8 Scene 1* where the boys go shopping, ask the students to listen for the question that means “How much does it cost?” Also, ask them to listen for Dylan’s reply to the question.

Get students to focus on the question and the response. Introduce the words:

<b>E hia te utu?</b>	How much does it cost?
<b>Tekau mā rima tāra.</b>	Fifteen dollars.

This activity allows for listening and speaking. The students will respond to instructions and questions about the costs of different items. Make this a whole class activity when introduced for the first time.

Before *Worksheet B* is given to the students, you will need to provide a cost for each item. When you run the activity for the first time, make the costs realistic for each item. Perhaps start with simple costs that only have dollars in them, e.g., \$2.00, \$10.00, \$16.00.

As the students become more confident with the activity and the Māori language you could:

- add cents to the costs
- provide unrealistic costs for some of the items – to challenge students and to add some fun to the activity.

The activity can be run using *OHTs* or photocopies of each illustrated item.

Before you show the students each illustration, you should say **Titiro ki tēnei** – Look at this.

Select an item and show it to the students.

Ask them “**E hia te utu?**” How much does this cost? The students need to find the item on their sheet and work out the cost in Māori. Select a student to provide the answer.

To allow for repetition, you should then ask at least two other students “**E hia te utu?**”

Repeat the process for each item.

Once the activity is completed, you could run it again with another copy of the worksheet and different prices.

Here are some sentences that you and your class can use in this activity. Ask some students to write them onto card and place them on the wall to remind the students to use them as much as possible.

**Titiro ki tēnei!**

Look at this!

**He aha tēnei?**

What is this?

**He aha ēnei?**

What are these?

**E hia te utu?**

How much does it cost?

**Pēhea tēnei?**

What about this? (Use this when you become more familiar with the language and the activity.)

### Activity 3

The students will learn how to say they like something.

Write the sentences in Māori on the whiteboard and ask the students to listen for them in the *DVD* clips and try to work out what they might mean.

<b>He rawe, nē?</b>	Nice, eh?
<b>He pai, nē?</b>	It's good, isn't it?
<b>Tino rawe!</b>	Very nice!
<b>He tino rawe ki ahau!</b>	I really like it!

Replay *DVD Unit 7 Scene 1* and then play *Scene 2* where Jo and Hana spot the boys in the shopping centre.

Remind the students that **ka mau te wehi!** can mean awesome! or amazing! and **pai rawa atu** means excellent or the best!

Ask the students to work in pairs and make up sentences about things they like and to respond in Māori. Encourage them to use the *online* dictionary or dictionary in their classroom to find the names of words they do not know.

### Activity 4

The students will learn how to use the dual personal pronoun **rāua** – they (two persons). Watch DVD Unit 8 Scene 3 where the girls and boys meet up at the shopping centre.

Ask the students to work in pairs and look for pictures of couples. Make up sentences about each couple. Cut the pictures out and paste them onto A3 paper or card. Write the sentences to go with each picture. At the end of the session ask each group to share their poster with the class.

Here are some examples of appropriate sentences. Write these on the whiteboard for the students.

**Kei te kata rāua.**

They (two) are laughing.

**He pango ō rāua kākahu.**

Their (two) clothes are black.

**Kei te kāinga rāua.**

They (two) are at home.

**READER:** I will read out twelve different prices in Māori. I will read each price twice. Some prices will be in cents only, while others will be in dollars and cents. I will also say the number of a square – **tapawhā**. Write the correct price in the correct square. Write each price in numerals.

**Here is an example:**

**Tapawhā toru. Kotahi tāra** – Square three. One dollar.

Ask a student to show you where s/he wrote their response, by writing it in the correct square on the table you have drawn on the board. Also get the student to say the price in Māori. You should follow this pattern when you check the responses at the end.

1. Tapawhā rima. Waru tekau heneti.
2. Tapawhā waru. Whā tāra.
3. Tapawhā iwa. Tekau mā rima tāra.
4. Tapawhā tekau mā rua. Rua tekau mā whā tāra.
5. Tapawhā tekau mā waru. Rima tekau tāra.
6. Tapawhā tahi. Whitu tāra.
7. Tapawhā rua tekau. Rima tāra, rima tekau heneti.
8. Tapawhā whitu. Iwa tekau hēneti.
9. Tapawhā tekau mā ono. Tekau mā iwa tāra.
10. Tapawhā tekau mā rima. Rua tāra, ono tekau heneti.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20






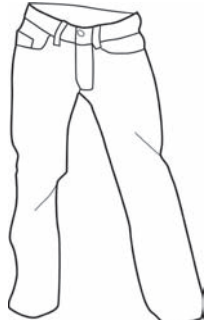
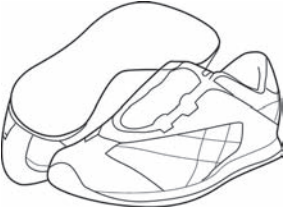




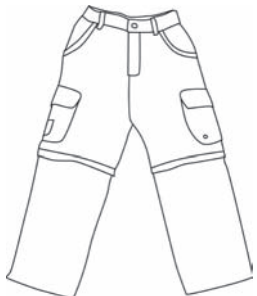
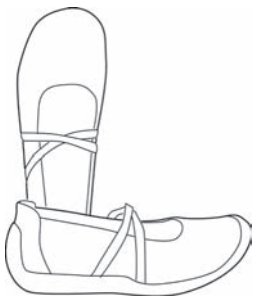

Here are the answers for Worksheet A:






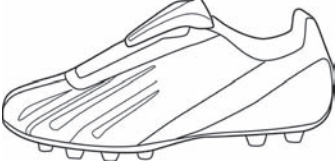

\$7.00		\$1.00		\$0.80
	\$0.90	\$4.00	\$15.00	
	\$24.00		\$36.00	\$2.60
\$19.00		\$50.00		\$5.50

Here is one for those students who mastered the first table.

You can call out “Tapawhā rua. Iwa tāra.” (Square 2, \$9) etc.

	\$9.00		\$6.00	\$21.00
\$84.00	\$23.00			\$38.00
\$17.00		\$42.00		\$0.60
\$33.00	\$65.00		\$0.70	

 \$ _____	 \$ _____	 \$ _____
 \$ _____	 \$ _____	 \$ _____
 \$ _____	 \$ _____	 \$ _____
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 \$ _____	 \$ _____	 \$ _____
 \$ _____	 \$ _____	 \$ _____
 \$ _____		

**Dylan** Haami, Sione, titiro ki tēnei pōtae! He rawe, nē?  
*Haami, Sione, look at this hat. Nice, eh?*

**Sione** Āe, e hia te utu?  
*Yes, how much does it cost?*

**Dylan** Tekau mā rima tāra.  
*15 dollars.*

**Sione** He pai, nē?  
*It's good, isn't it?*

**Haami** Āe, he pai. Engari kei te kimi hāte kē au!  
*Yes it is. But I'm actually looking for a shirt!*

**Dylan** Āe, he tika tēnā! Anei, titiro. Kei konei ngā hāte.  
*Yes. That's right. Here, look. Here are the shirts.*

**Sione** He rawe tēnei hāte kahurangi.  
*This blue shirt is nice.*

**Haami** Āe rā. He tino rawe ki ahau!  
*Yes. I really like it!*

**Sione** Hokona!  
*Buy it!*

**Haami** Taihoa! Me kōrero au ki taku māmā.  
*Hang on! I best talk to my mum.*

- Hana** Titiro ki tēnei kākahu.  
*Look at this dress.*
- Jo** He rawe ki a koe, nē?  
*You like it, eh?*
- Hana** Āe. Tino rawe.  
*Yes. It's really nice*
- Jo** E hoa! Kei konei a Haami mā.  
*Girlfriend, Haami and the others are here!*
- Hana** Kei hea? Kei hea?  
*Where? Where?*
- Jo** Kei korā!  
*Over there!*
- Hana** Kei hea?  
*Where?*
- Jo** Arā! Kei runga rā!  
*Over there! Up there!*
- Hana** Kei te titiro mai ia?  
*Is he looking this way?*
- Jo** Kāo.  
*No.*
- Jo** Dylan! Dylan! Kia ora Dylan.  
*Dylan! Dylan! Hi Dylan.*
- Hana** E hoa! Turituri!  
*Girlfriend! Be quiet!*

- Dylan**                    Kia ora, Jo.  
*Hi Jo.*
- Dylan**                    Haami, arā ngā kōtiro.  
*Haami, the girls are over there.*
- Haami**                    Kei whea?  
*Where?*
- Dylan**                    Kei muri i a koe. Titiro ki runga rā.  
*Behind you. Look up there.*
- Haami**                    Ki whea?  
*Where?*
- Dylan**                    Ki runga! Kei te heke mai rāua!  
*Up there! (Now) they're coming down!*
- Sione**                    Titiro atu. Kei te haere mai a Jo.  
*Look out. Here comes Jo.*
- Haami**                    Kei te haere mai anō hoki a Hana?  
*Is Hana coming too?*
- Dylan**                    Āe. Kia ora kōrua. Kei te pēhea?  
*Yes. Hi there you two. How's it going?*
- Jo and Hana**            Kei te pai.  
*Good.*
- Hana**                    Kei te aha koutou?  
*What are you three up to?*
- Sione**                    Kei te kimi kākahu a Haami.  
*Haami is looking for clothes.*
- Haami**                    E hoa! Kei te tiro tiro noa iho au.  
*Friend! I'm just looking.*
- Dylan**                    Pēhea kōrua? Kei te aha kōrua?  
*What about you two girls? What are you two up to?*
- Jo**                        Kei te tiro tiro noa iho hoki!  
*Just looking as well!*