

<b>ACHIEVEMENT OBJECTIVE</b>	Curriculum Link 2.3	The purpose of this unit of work is to talk about music preferences, choreograph an action song and practise writing and speaking in Māori.
<b>LEARNING INTENTIONS</b>	<p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• learn to ask and respond to questions about likes and dislikes with regard to music</li> <li>• perform a skit using vocabulary they have learned so far</li> <li>• dictate and write a script using familiar words.</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/unit10/index_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit10/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/unit10/scene1_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit10/scene1_e.php</a>            Scene 2 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit10/scene2_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit10/scene2_e.php</a>            Scene 3 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit10/scene3_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit10/scene3_e.php</a></p>	

**Activity 1**

The students will ask and respond to questions about music preferences.

Hand out small pieces of paper, and ask the students to write down their favourite type of music. Post these in a box.

Watch *DVD Unit 10 Scene 1* where the boys talk about their favourite type of music. You could ask the students to identify the names of the types of music by looking at Dylan's movements.

Now open the post-box and summarise the preferences of the students in the class. You could do this by showing the results as tally marks on the board or by asking the students to record the responses as the notes are read out.

Look at the music preferences of the students, and ask the students to work out the type of music that is the most popular.

Introduce the sentences:

**He pai ake ki au ngā waiata** (type of music).

**He pai ki a koe ngā waiata** (type of music)?

**He kaiwaiata pai a** (singer's name) **ki a koe?**

I prefer \_\_\_\_\_ music.

Do you like \_\_\_\_\_ music?

Do you like the singer \_\_\_\_\_?

Remind them of the words **āe** – yes, and **kāo** – no. Ask the students to move around the class asking each other about their music preferences and answering the questions.

**Activity 2**

The students will communicate about the music that others like and dislike.

Watch *DVD Unit 10 Scene 1* where the boys talk about the music they like and dislike.

Show *Teacher Sheet A* to students. Hide *Table B*. Ask the students to make a sentence saying what type of music someone likes.

Encourage them to use the sentence pattern:

**He pai ki a** (person's name) **ngā waiata** (type of music).

Ask students to make a sentence saying what type of music someone dislikes. Encourage them to use the sentence pattern:

**Kāore i te pai ki a** (person's name) **ngā waiata** (type of music).

Once students are confident with using these sentence patterns, they should be able to fill in *Worksheet A*.

**Activity 3**

The students will perform a skit using vocabulary learned to date.

Watch *DVD Unit 10 Scenes 2 and 3* where the girls practise dance moves and talk about the dance with Jo's mum.

Ask the students to choose from the following four scenarios from *Teacher Sheet B* to perform a skit in groups. Explain that they will be able to refer to all the scripts from the units and the vocabulary they have learned so far.

**Group 1**

**Breakfast time**

Set up a scene with people arriving for breakfast. Use as many words as you can to include greetings, introductions and eating.

**Group 2**

**At the shop**

Use statements about the colours and clothes you like at the shop, e.g., I like the ..., How much is the ... ? Where are you going?

**Group 3**

**In the classroom**

Use instructions from a teacher to a class, and ask about where items are, e.g., Where is your book?

**Group 4**

**On the telephone**

Make up a telephone conversation between a group of friends. Use words you know for numbers, greetings and questions, e.g., Is this \_\_\_\_\_? Where are you?

When the groups are performing their skit to the class, encourage the other students to comment on the skits in Māori, e.g., Ka pai! Tino pai! He rawe! Autaia koutou!

**Activity 4**

Students will practise writing in Māori.

Ask the students to form pairs and each student is to choose *Unit 10 Scene 1* or *Scene 2*.

Hand out copies of the *Scene 1* script to one of the students in each pair.

Ask them to read it slowly and clearly out loud while their partner writes down what is said. When the script is finished, the reader should read it one more time at normal speed for the writer to check.

After they have finished, give out copies of the *Scene 2* script, and have the other partner read out the script while his or her partner writes it down. The script should be re-read for checking.

When both pairs are finished dictating and writing, ask them to check their own work against the actual scripts and correct any mistakes. Encourage them to write an appropriate comment for themselves in Māori, e.g.,

<b>Tino pai rawa atu</b>	Excellent
<b>Tino pai</b>	Very good
<b>Pai</b>	Good
<b>Āhua pai</b>	Okay.

This activity could also be done in larger groups by playing the *DVD* or *online* versions of *Scenes 1* and *2* and pausing after each sentence.

### **Activity 5**

Students will practise speaking in Māori and perform a drama. This activity is based on a drama game called *Freak out*.

The class stands in a circle and one student starts miming an action, e.g., running on the spot. The student to the right of the runner asks:

**“Kei te aha koe?”**

“What are you doing?”

The runner must say he or she is doing an action other than running, e.g., **“Kei te kai ahau – I am eating”**. The person who asked the question must start that action (eating), and so this continues around the circle. The idea is that the students say one thing but do another.

Remind the students about all the verbs they have learned in the units so far.

A player freaks out when he or she acts out the action that he says, e.g., if the first player started shaking when he told the next player he was shaking. A player also freaks out if he or she says an action that has already been said or if the player hesitates. When a player freaks out they leave the circle and the game continues until just one player remains.

Table A

	Haami	Sione	Dylan	Jo	Hana	Nui
Reggae	✓					
Hip Hop		✓			✓	✓
Country				✓		
Heavy Metal			✓			✓
Pop		✓				
Rhythm & Blues	✓		✓		✓	

Table B

	Haami	Sione	Dylan	Jo	Hana	Nui
Reggae			✗	✗		
Hip Hop	✗		✗			
Country		✗				
Heavy Metal	✗	✗		✗	✗	
Pop					✗	✗
Rhythm & Blues						✗

<p><b>Group 1</b> Breakfast time Set up a scene with people arriving for breakfast. Use as many words as you can to include greetings, introductions and eating.</p>	<p><b>Group 2</b> At the shop Use statements about the colours and clothes you like at the shop, eg, I like the ..., How much is the ... ? I am going to ... ?</p>
<p><b>Group 3</b> In the classroom Use instructions from a teacher to a class and ask about where items are, eg, Where is your book?</p>	<p><b>Group 4</b> On the telephone Make up a telephone conversation between a group of friends. Use words you know for numbers, greetings and questions, eg, Is this ... ? Where are you?</p>



	Haami	Sione	Dylan	Jo	Hana	Nui
Reggae		✓			✓	
Hip Hop	✓		✗	✗		✓
Country	✗	✗		✗		✗
Heavy Metal	✗		✓		✗	
Pop		✗	✗	✓		✗
Rhythm & Blues		✓			✗	

The above table shows what type of music each person likes ✓ and dislikes ✗.

**A. Write four sentences** that show what type of music different people like. Use the following sentence pattern.

Example: **He pai ki a Sione ngā waiata Reggae.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**B. Now use this sentence pattern to show what people dislike.**

**Write four sentences.**

Example: **Kāore i te pai ki a Sione ngā waiata Pop.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- Haami** Anei, whakarongo mai.  
*Here, listen to this.*
- Sione** Auē, e hoa! He aha tēnei?  
*Yuk, mate! What's this?*
- Haami** Reggae. He rawe, nē!  
*Reggae. It's great, eh!*
- Sione** Kāo! He pai ake ngā waiata Hip-hop ki ahau.  
*No! I prefer Hip-hop.*
- Haami** Dylan, he pai ki a koe ngā waiata Reggae?  
*Dylan, do you like Reggae songs?*
- Dylan** Kāo!  
*No!*
- Haami** He pai ki a koe ngā waiata Hip-hop, nē?  
*You like Hip-hop songs, eh?*
- Dylan** Kāo!  
*No!*
- Sione** He pai ki a ia ngā waiata Kaupoi Kaupoi!  
*He likes Country and Western songs!*
- Dylan** Kāore i te pai ngā waiata Reggae. Kāore i te pai ngā waiata Hip-hop. Kāore i te pai ngā waiata Kaupoi. Engari, he rawe ngā waiata Heavy Metal ki a au!  
*Reggae's not good. Hip-hop's not good. Country and Western's not good. But, I really like Heavy Metal!*

- Jo**                    Āwhina mai, e hoa.  
*Give me a hand, girlfriend.*
- Hana**                Titiro mai, Jo!  
*Look at this, Jo!*
- Jo**                    He rawe! Mahia mai anō?  
*Primo! Do it again?*
- Hana**                Me pēnei e hoa.  
*Like this, girlfriend.*
- Jo**                    Auē! Me pēhea anō?  
*Heck! How again?*
- Hana**                Me pēnei. Kia kaha, Jo!  
*Like this. Go for it, Jo*
- Jo**                    Aī! Mahia mai anō.  
*Oh dear! Do it again.*
- Hana**                Me pēnei. Tahī, rua, toru, whā ... Āe, ka pai, Jo!  
*Like this. One two three four ... Yes, good, Jo!*
- Hana and Jo**      Tahī, rua, toru, whā ...  
*One, two, three, four ...*
- Hana**                Autaia koe, Jo!  
*You are a champion, Jo!*
- Jo**                    Autaia koe, e hoa!  
*You're the champion, my friend!*

- Māmā** Jo, kei te aha kōrua?  
*Jo, what are you two doing?*
- Jo** Kei te kanikani māua.  
*We're dancing.*
- Māmā** Haere mai kōrua ki te kai.  
Kei te haere kōrua ki te kanikani?  
*Come and eat.*  
*Are you two going to the dance?*
- Jo** Kei te pīrangi au ki te haere, e Mā.  
Kei te ako au i te kanikani a Hana.  
*I want to go, Mum.*  
*I'm learning Hana's dance steps.*
- Māmā** He aha ō kākahu mō te kanikani?  
*What are your clothes for the dance?*
- Hana** He panekoti whero pea? He hāte mā? He hū whero hoki pea?  
*A red skirt perhaps? A white top? Red shoes too perhaps?*
- Māmā** He rawe! Pēhea koe, Jo?  
*Lovely! What about you, Jo?*
- Jo** Aua, Māmā. Kāore aku kākahu. Kāore aku moni hoki! He moni āu, e Mā?  
*Not sure, Mum. I don't have any clothes. I don't have any money either!*  
*Do you have any money, Mum?*