

ACHIEVEMENT OBJECTIVE	Curriculum Link 2.3	The purpose of this unit of work is to learn and develop knowledge about food in an historical context – its spiritual and economic importance, its role as the basic sustenance of life and its integral part in children’s development of te reo Māori .
LEARNING INTENTIONS	In this unit students will learn: <ul style="list-style-type: none"> • the names of some foods and drinks • how to make a compliment • how to ask others what they would like to eat and drink • to ask others about their favourite foods. 	
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/unit19/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit19/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit19/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit19/scene3_e.php <i>He Kōrero Whakamārama</i> www.tki.org.nz/r/language/lis/wehi/units/unit19/whakamarama_e.php	
HE KŌRERO WHAKAMĀRAMA DVD	Clip 31 Kīwaha: tino kino te reka	
EXTRA RESOURCES	The English-Māori Dictionary by H M Ngata http://www.learningmedia.co.nz/nz/online/ngata	

Activity 1

The students will revise the names of foods mentioned in the previous units.

Watch *DVD Unit 19 Scene 1* where Dylan and Sione text Jo.

Hand out a copy of *Worksheet A* to the students, and ask them to complete the word find. Explain to them that the names of foods have all been mentioned in previous *DVD* clips. Encourage them to look through the *DVDs* or the units online to find the words.

Activity 2

The students will learn how to compliment someone.

Watch *DVD Unit 19 Scene 2* where Sione and Dylan exchange compliments about others. Ask the students to listen carefully. Who is it that Sione compliments about their weaving skills? Who in Dylan's family is a great cook?

Write on the board the following sentences and ask the students to copy them into *Wehi*:

He kaha taku (kuia) ki te (raranga pōtae)

My (grandmother) is great at (weaving hats).

He kaha taku (kuia) ki te (raranga whāriki)

My (grandmother) is great at (weaving mats).

He kaha taku (kuia) ki te (raranga pōtae) me te (raranga whāriki)

My (grandmother) is great at (weaving hats and mats).

By now they have learnt the Māori words **whaea** – mother, **matua** – father, **kuia** – grandmother, **koro** – grandfather, **tūngane** – brother of a female, and **tuahine** – sister of a male, **hoa** – friend, and more. Ask the students to write in *Wehi* three sentences to describe the qualities or abilities of one of the above persons. When they have finished, swap their book with a friend to check accuracy.

Activity 3

The students will practise how to ask someone else what they would like to eat.

Watch *DVD Unit 19 Scene 3* where Sione asks his friends what they would like to eat.

Listen to Sione ask:

“Dylan, he aha māu?”

“Dylan, what are you having?”

and Dylan replies:

“He inu ārani (noa iho).”

“(Only) an orange juice.”

Card Game. Organise the class into groups of six. Give each group a copy of *Teacher Sheet A* and two copies of *Teacher Sheet B* (photocopied onto light card). The students will colour and cut out the pictures. These are their playing cards. *Teacher Sheet A* shows the Māori names of the food and their English meaning. Refer to this sheet until you know all the Māori names of each food item.

When playing the game the students will practise the following question and answer:

Question: **He aha māu?** What will you have?

Answer: **He panana.** A banana. (The student will say what is on the card they pick up.)

How to play the game:

1. Place all the cards (two packs) face down on the table between the players.
2. Player 1 says to the player on their left, **“He aha māu?”**
3. Player 2 (player on the left) turns over the top card looking at the picture (banana), and gives the appropriate response in Māori, **“He panana.”**
4. The six players continue playing until they know all the food names in Māori and can use the question and answer about asking someone what would they like to eat, confidently.

When students are confident to handle more language to answer the question **He aha māu?** they could pick up two cards instead of one, e.g., if they picked up **tīhi** – cheese, and **kānga** – corn, they would respond, **“He tīhi me te kānga.”** – Cheese and corn. If they picked up **ika** – fish, and **parāoa** – bread, they would say, **“He ika me te parāoa.”** – Fish and bread.

Activity 4

The students will ask their friends about their favourite food.

Ask the students, in pairs, to ask ten people about their favourite food:

He aha te kai tino reka ki a koe? What is your favourite food?

They should record the name of the food in the left column and the name of the student in the right column of *Worksheet B*. When they have finished recording the information, they should report to the rest of the class.

Use this sentence:

Ko te kai tino reka ki te rōpū nei, ko te _____ .

The favourite food for this group is _____ .

Show the students *He Kōrero Whakamārama DVD clip 31* that talks about the idiom

Tino kino te reka!

The food is wickedly delicious!

He aha māu? What are you having?

He panana. A banana.

wai āporo / inu āporo apple juice

panana banana

tōhi toast

tīhi cheese

paināporo pineapple

kānga corn

tōmato tomato

āporo apple

huawhenua vegetable

taupoki pie (lid or topping)

rētehi lettuce

heihei chicken

poaka pork

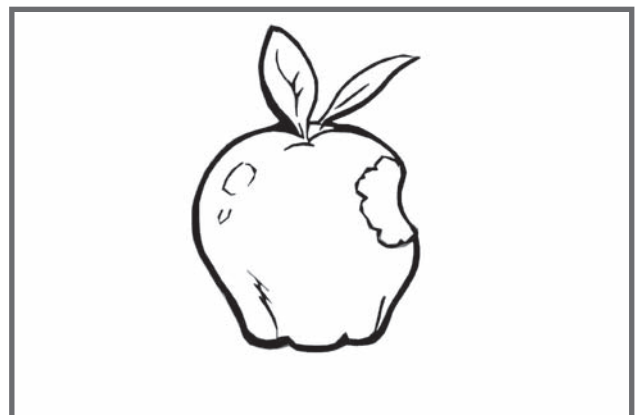
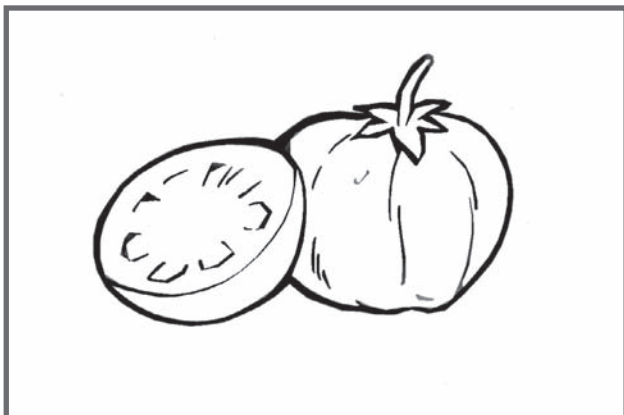
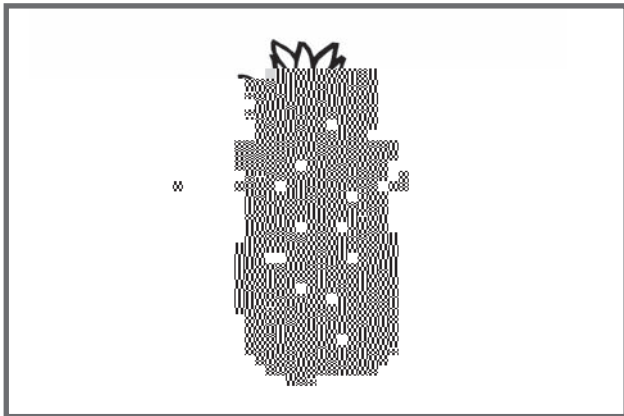
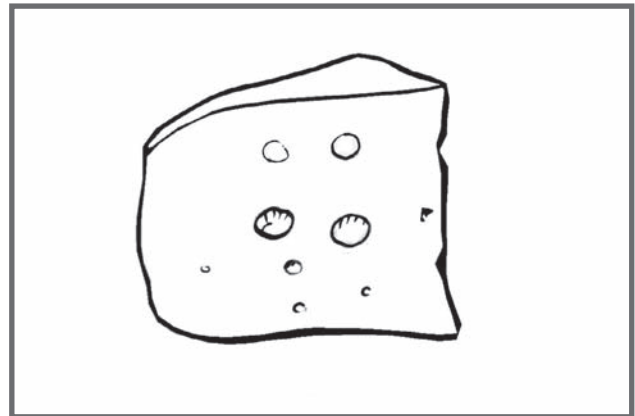
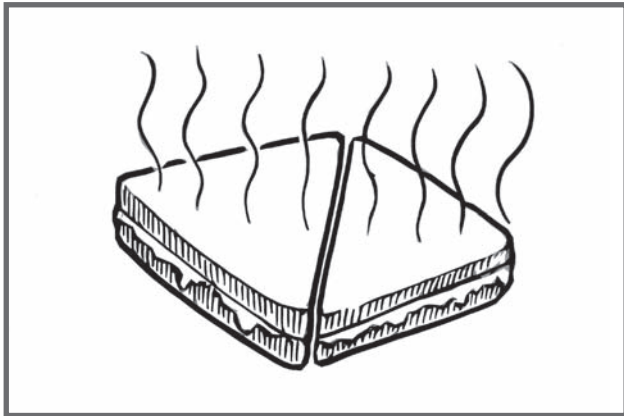
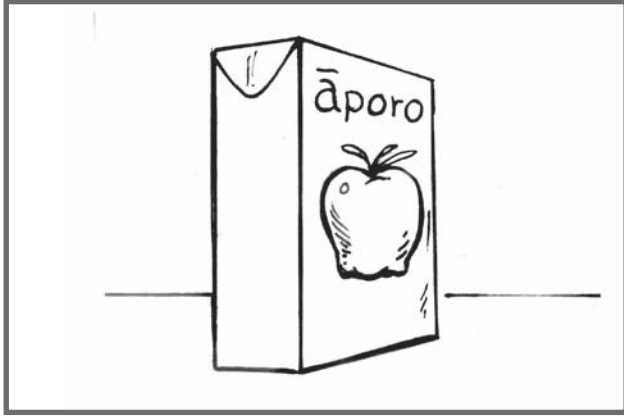
poaka paoa ham

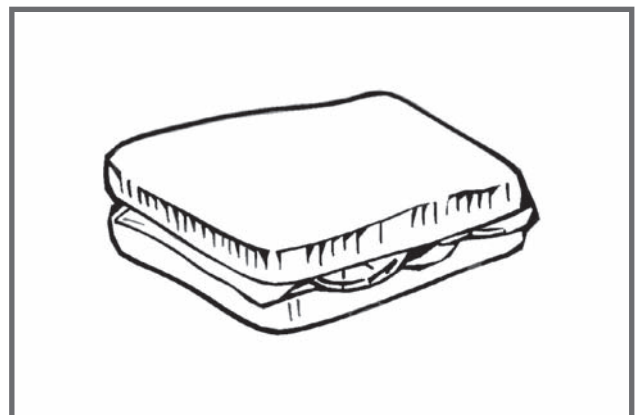
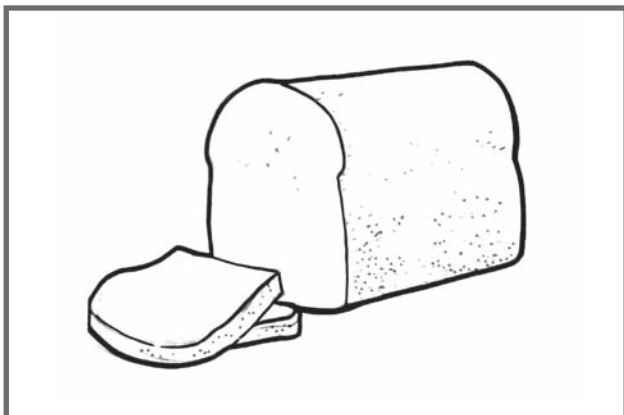
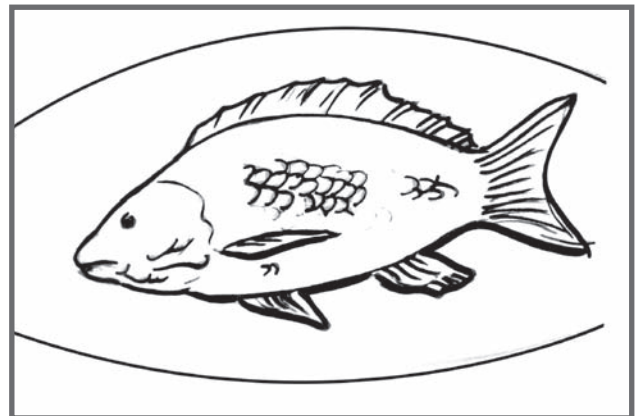
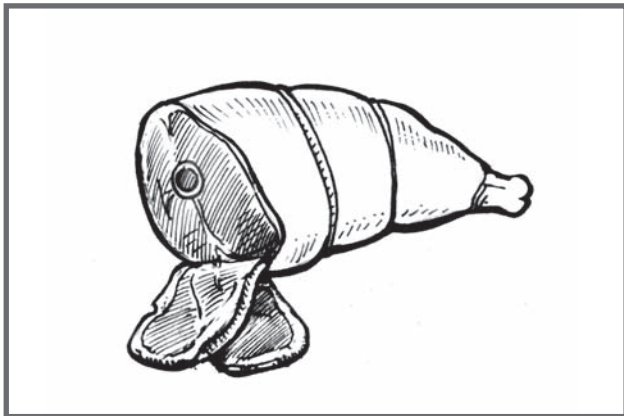
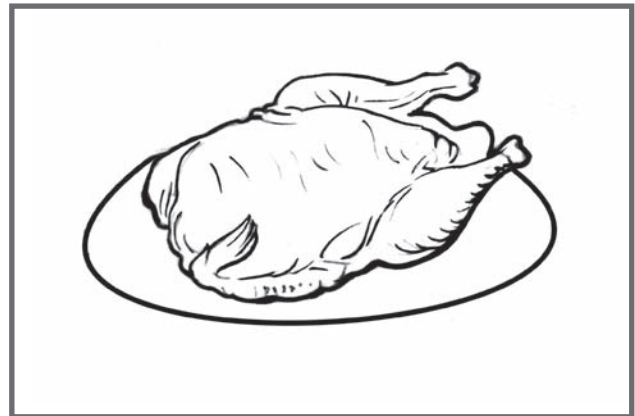
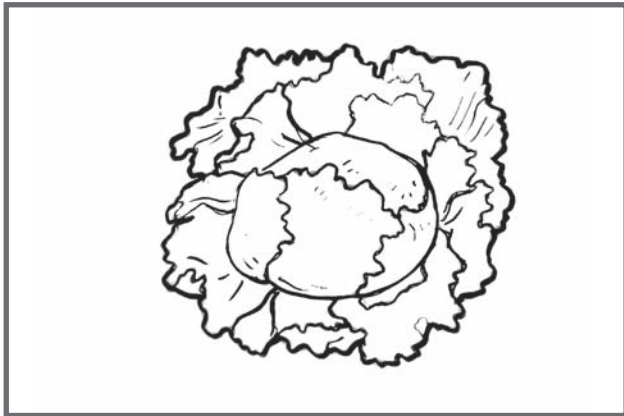
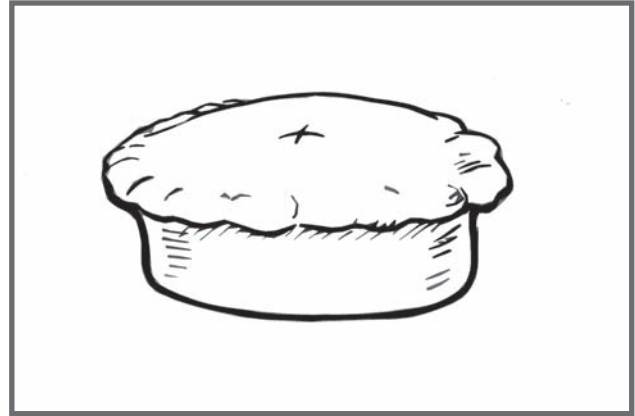
ika fish

parāoa bread

hanawiti sandwich

hēki egg





Kai

T	Ī	H	I	A	O	A	O	U	P
I	E	A	A	E	U	E	I	E	A
I	I	N	P	E	K	U	K	U	N
K	E	A	A	O	E	I	E	A	A
U	A	W	R	Ā	I	I	A	W	K
U	O	I	A	I	P	U	O	A	E
A	O	T	O	T	E	O	E	I	K
A	I	I	A	U	O	A	R	A	E
I	N	U	A	R	A	N	I	O	O
P	I	K	I	K	E	T	E	U	U

Twelve Māori words for different types of food are hidden in this picture. The words have all been mentioned in Māori in the DVD scenes in *Units 1–19*. The words can be found horizontally, diagonally and vertically.

To help you, the English translations of the words are: cheese, orange, sandwich, salt, mussels, pancakes, bread, biscuits, orange juice, water, apple, food.

- Sione** Dylan, kei te hiakai koe?
Hey Dylan, are you hungry?
- Dylan** Āe, e hoa. Autaia tō kanikani!
Yes, friend. You're the champion on the dance floor!
- Sione** Kia ora, e hoa. I whea koe?
Cheers, brother. Where were you?
- Dylan** I te kōrero noa iho māua ko Jo.
Just talking with Jo.
- Sione** Kōrua ko Jo, e hoa?
You and Jo, friend?
- Dylan** Āe.
Yes.
- Sione** He pai a Jo ki a au.
Jo's fine by me.
- Dylan** He tino pai a Jo ki a koe?
Do you really like Jo?
- Sione** Āe, he tino pai a Jo ki ahau. Kei a koe tana nama waea?
Yes, I really like Jo. Have you got her phone number?
- Dylan** Āe.
Sure.
- Sione** Waea atu ki a Jo. Kia haere mai ki te māketē, āpōpō.
Text Jo. (Tell her) to come to the market, tomorrow
- Jo reading Dylan's text** Jo, āpōpō, me kai parakuihi ki te māketē ā te waru karaka. Tātou ko Sione.
Jo 2moro bkf. 8. U, me & S.
- Dylan reading Jo's text** Kei te moe tonu au i te waru karaka. Pēhea te iwa karaka?
Still asleep at 8. Wht abt 9?
- Jo reads Dylan's text** Kāo. Waru karaka.
No. 8
- Dylan reading Jo's text** Waea mai.
Text me
- Jo reads Dylan's text** Āe.
Yes.

Scene 1 DVD Transcript

UNIT NINETEEN

Sione Kei te haramai ia?
Is she coming?

Dylan Tērā pea!
Perhaps!

Scene 2 DVD Transcript

Sione Malo!
Hello!

Sione Nā taku whaea ēnei panakeke. Hei kai mā tō kuia.
My aunty made these pancakes. For your grandmother.

Dylan He reka ēnei kai?
Are they nice?

Sione Ae. Tino kino te reka, e hoa!
Yes. They are wickedly delicious, friend!

Sione He kaha taku kuia ki te raranga pōtae, me te raranga whāriki hoki.
My nanny is great at weaving hats and mats as well.

Dylan He kaha taku māmā ki te mahi kai.
My mum's great at cooking.

Sione E hoa, kua tae kē mai ngā kōtiro.
Mate, the girls have already arrived.

- Jo** Kia ora, Sione. Kia ora, Dylan.
Hi, Sione. Hi, Dylan.
- Sione** Malo, Jo.
Hi, Jo.
- Hana** Malo, Sione.
Hello, Sione.
- Sione** Nā, he aha mā kōrua?
So, what are you two having?
- Hana** He hanawiti tōhi. Te tōmato me te tīhi.
A toasted sandwich. Tomato and cheese.
- Jo** Mā māua ēnā, Sione.
That's for the two of us, Sione.
- Sione** He inu mā kōrua?
Do you (two) want a drink?
- Hana** Āe, he wai māori.
Yes, plain water thanks.
- Sione** Dylan, he aha māu?
Dylan, what are you having?
- Dylan** He inu ārani noa iho.
Just orange juice for me thanks.
- Jo** Pēhea koe, Sio?
What about you, Sio?
- Sione** He hanawiti tōhi, he inu ārani hoki. E hoa mā, kimihia he tēpu. Mā māua ngā kai e mau atu.
A toasted sandwich, an orange juice as well. Girls, you find a table. We'll bring the food over.
- Dylan** He pai koe ki te manaaki.
You're good at looking after others.
- Sione** I a Jo, āe.
Looking after Jo, yes.

