

<b>ACHIEVEMENT OBJECTIVE</b>	Curriculum Link 2.3, 2.5	The purpose of this unit of work is to extend learning about likes and preferences, to learn how to talk about future time and to learn the words of a <b>waiata</b> .
<b>LEARNING INTENTIONS</b>	<p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• talk about what activities and drinks people like and prefer</li> <li>• learn how to say what they will do tomorrow</li> <li>• work co-operatively to write the words of a <b>waiata</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/unit18/index_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit18/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/unit18/scene1_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit18/scene1_e.php</a>            Scene 2 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit18/scene2_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit18/scene2_e.php</a>            Scene 3 <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit18/scene3_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit18/scene3_e.php</a></p> <p><b>He Kōrero Whakamārama</b>  <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit18/whakamarama_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit18/whakamarama_e.php</a></p> <p><b>Waiata</b>  <a href="http://www.tki.org.nz/r/language/lis/wehi/units/unit18/waiata_e.php">www.tki.org.nz/r/language/lis/wehi/units/unit18/waiata_e.php</a></p>	
<b>AUDIO CD</b>	Track 8 Maumahara Noa Ahau	

**Activity 1**

The students will extend their learning about likes, dislikes and preferences.

Watch *DVD Unit 18 Scenes 2 and 3*. Ask the students to focus on the different things that each person prefers or likes.

Ask the students to complete *Worksheet A*. The students will need to write sentences that are true according to what they have seen on the *DVD*. As evidence for each sentence, they must quote the relevant lines from the script. When all students have finished writing their sentences, ask them to read one sentence and the relevant lines to the rest of the class.

## Activity 2

The students will work co-operatively to write the words of a song.

Watch *DVD Unit 18 Scene 3* where Hana and Haami are dancing together. Play *Audio CD Track 8* so the students can listen to the song ***Maumahara Noa Ahau***.

Photocopy *Worksheet B*. There are two different sheets – Student A and Student E. Ask students to work in pairs for this activity and give them one worksheet each.

They each have some of the words to the song ***Maumahara Noa Ahau***. To complete all the words, they must communicate with each other in Māori. They must do this without showing their sheet to the other person.

When each pair is finished, allow them to compare sheets to check that they have the correct words. When all of the students have finished, show the words on *Teacher Sheet A* to allow them to make a final check. Play the song again and encourage them to sing along.

### Activity 3

The students will learn how to say what they are going to do in the future.

Re-play *DVD Unit 18 Scene 3* where Hana and Haami are dancing together and Haami asks Hana if she is going to **kapa haka** – culture club, practice. Ask the students to note the use of the word **āpōpō** – tomorrow.

Ask the students to watch other units such as *DVD Unit 9 Scene 3* and *DVD Unit 19 Scene 1* and look at how the word **āpōpō** is used.

To practise the appropriate use of this word, over a period of at least two weeks, the students should write what they are intending to do the next day in **Wehi**.

Here are some examples based on the *DVD* script:

**Āpōpō, ka haere au ki ngā toa.**

Tomorrow, I will go to the shops.

**Āpōpō, ka haere au ki te hoko kākahu.**

Tomorrow, I will go to buy some clothes.

**Āpōpō, ka tākaro pā whutupōro au.**

Tomorrow, I will play touch.

**Āpōpō, ka haere au ki te māketē.**

Tomorrow, I will go to the market.

**Āpōpō, ka haere au ki Porirua.**

Tomorrow, I will go to Porirua.

**Activity 4**

The students will practise dramatising skits.

Organise the students into groups of five. Hand out a copy of *Worksheet C* to each group, and ask them to cut out the cards and place them, face down, in a pile in the middle of the group. The first person picks up a card and must follow the instructions on that card. Students can encourage each other by saying **kia kaha te kōrero** – speak up (with courage and confidence). The activity finishes when all the group members have had two turns.

Here are the *Worksheet C* translations for the teacher:

<b>Ko Dylan koe. Kōrero mai mō ō hoa.</b>	You are Dylan. Talk about your friends.
<b>Ko Sione koe. Kōrero mai mō Jo.</b>	You are Sione. Talk about Jo.
<b>Ko Hana koe. Waea atu ki a Jo kia haere kōrua ki te whare pikitia.</b>	You are Hana. Ring Jo so you two can go to the movies.
<b>Ko Haami koe. Waea atu ki a Hana kia tūtaki kōrua āpōpō.</b>	You are Haami. Ring Hana so you two can meet up tomorrow.
<b>Ko Jo koe. Kōrero mai mō te kanikani.</b>	You are Jo. Talk about the dance.
<b>Ko te kaiako koe. Kōrero mai mō ngā tamariki.</b>	You are the teacher. Talk about the children.
<b>Ko koe te pāpā o Hana. Kōrero mai mō ngā kōtiro.</b>	You are Hana's dad. Talk about the girls.
<b>Ko koe tēnei. Kōrero mai mō te kai tino reka ki a koe.</b>	This is you. Talk about food that you really like the taste of.
<b>Ko Sione koe. Waea atu ki a Jo kia haere kōrua ki te māketē.</b>	You are Sione. Ring Jo so you two can go to the market.

## *Maumahara Noa Ahau*

nā Keri Kaa ngā kupu  
nā Brannigan Kaa te rangi

I ngā wā o mua ko au tō hoa pūmau  
Tū mokemoke koe  
Maumahara noa ahau.

Hāereere noa koe me ō korowai  
Hikirangi koe.  
Maumahara noa ahau.

Ka kitea kōrua tahi tangi noa ahau  
Kore koe e aro mai ki au  
Te ngau kino nei.

Rere noa ngā tau  
Kua tipu koe  
Wahine pūrotu  
Maumahara noa ahau.

Hikirangi koe  
Maumahara noa ahau  
Wahine pūrotu  
Maumahara noa ahau.

## ***Maumahara Noa Ahau***

*(translates as I still remember you)*

A long time ago  
I was your partner.  
You were lonely (then).  
I (still) remember (you).

(Eventually) you went your own way.  
Your values (were in tact).  
They carried you.  
I (still) remember (you).

When I saw the two of you  
I (began to) cry  
(And) you ignored me  
Ooh, the hurt inside (of me).

How the years have flown.  
You've grown  
(into) a beautiful woman.  
I (still) remember (you).

...they've carried you  
I (still) remember (you).

Beautiful woman  
I (still) remember (you).

**Maumahara Noa Ahau**

1. I ngā wā o mua
2. Ko au tō hoa pūmau
3. Tū mokemoke koe
4. Maumahara noa ahau.
  
5. Hāereere noa koe
6. Me ō korowai
7. Hikirangi koe
8. Maumahara noa ahau.
  
9. Ka kitea kōrua tahi
10. Tangi noa ahau
11. Kore koe e aro mai ki au
12. Te ngau kino nei.
  
13. Rere noa ngā tau
14. Kua tipu koe
15. Wahine pūrotu
16. Maumahara noa ahau.



**Instructions**

Combine words from each column in the table to write SIX true sentences about Unit 18, showing what different characters like or prefer. Write the sentences in **Wehi**.

As evidence for each of your sentences, you must also write the relevant line or lines from the script.

He	pai	ki a	Jo	te	kapa haka
			Dylan		wai reka
			Haami		kanikani
	rawe		Hana		waiata
			Sione		wai Māori
			rāua		wai ārani

**Student A**

You need to work with your partner to fill in the missing words of this song. Your partner has the words that are missing from your sheet. DO NOT let your partner see your sheet. Work together, to help each other complete the song sheet. Write the missing words in the spaces provided. Try to speak Māori at all times.

**Useful words and phrases:**

**rārangi tahi** – line 1

**E rua/toru ngā kupu** – there are two/three words

**Anei** – Here (they are)

**He aha ō kupu** – What are your words?

***Maumahara Noa Ahau***

1. \_\_\_ \_\_\_\_ \_\_\_ o mua
2. Ko au \_\_\_ \_\_\_\_ pūmau
3. Tū mokemoke \_\_\_\_\_
4. Maumahara noa ahau
  
5. Hāereere \_\_\_\_\_ koe
6. Me ō korowai
7. Hikirangi \_\_\_\_\_
8. Maumahara noa ahau
  
9. Ka kitea kōrua \_\_\_\_\_
10. \_\_\_\_\_ noa ahau
11. Kore koe e aro \_\_\_\_\_
12. Te ngau kino nei
  
13. Rere noa \_\_\_\_\_
14. Kua tipu koe
15. Wahine pūrotu
16. Maumahara noa ahau

**Student E**

You need to work with your partner to fill in the missing words of this song. Your partner has the words that are missing from your sheet. DO NOT let your partner see your sheet. Work together, to help each other complete the song sheet. Write the missing words in the spaces provided. Try to speak Māori at all times.

**Useful words and phrases:**

**rārangi tahi** – line 1

**E rua/toru ngā kupu** – there are two/three words

**Anei** – Here (they are)

**He aha ō kupu** – What are your words?

***Maumahara Noa Ahau***

1. I ngā wā \_\_\_ \_\_\_\_\_
2. \_\_\_\_\_ tō hoa pūmau
3. \_\_\_\_\_ mokemoke koe
4. Maumahara noa ahau
  
5. Hāereere noa \_\_\_\_\_
6. \_\_\_\_\_ ō korowai
7. Hikirangi koe
8. Maumahara noa ahau
  
9. Ka kitea \_\_\_\_\_ tahi
10. Tangi \_\_\_\_\_
11. Kore \_\_\_\_\_ e aro mai ki au
12. Te ngau kino nei
  
13. Rere noa ngā tau
14. Kua \_\_\_\_\_
15. \_\_\_\_\_ pūrotu
16. Maumahara noa ahau

<p><b>Ko Dylan koe. Kōrero mai mō ō hoa.</b></p>	<p><b>Ko Sione koe. Kōrero mai mō Jo.</b></p>	<p><b>Ko Hana koe. Waea atu ki a Jo kia haere kōrua ki te whare pikitia.</b></p>
<p><b>Ko Haami koe. Waea atu ki a Hana kia tūtaki kōrua āpōpō.</b></p>	<p><b>Ko Jo koe. Kōrero mai mō te kanikani.</b></p>	<p><b>Ko te kaiako koe. Kōrero mai mō ngā tamariki.</b></p>
<p><b>Ko koe te Pāpā o Hana. Kōrero mai mō ngā kōtiro.</b></p>	<p><b>Ko koe tēnei. Kōrero mai mō te kai tino reka ki a koe.</b></p>	<p><b>Ko Sione koe. Waea atu ki a Jo kia haere kōrua ki te māketete.</b></p>

- Hana** Me haere atu tāua.  
*Let's move.*
- Jo** Ki hea?  
*Where to?*
- Hana** Kia tata atu ki a Haami mā.  
*Closer to Haami and the others.*
- Jo** Āe. Ka pātai atu au ki a Dylan. Me pātai koe ki a Haami.  
*Okay. I'll ask Dylan. And you had better ask Haami.*
- Hana** Māu e haere ki mua.  
*You go in front.*
- Jo** Haami, kōrua tahi ko Hana.  
*Haami, you and Hana together.*
- Haami** Āna.  
*Choice.*
- Jo** Dylan, ko tāua tahi, nē?  
*Dylan, you and me, okay?*
- Dylan** Tirohia a Sione!  
*Look at Sione!*
- Dylan** Tumeke ana, Sione!  
*Too much, Sione!*

- Jo** Kua haere rāua ki hea?  
*Where have those two gone?*
- Dylan** Aua.  
*Don't know.*
- Dylan** Sione, kei hea a Hana rāua ko Haami?  
*Sione, where are Hana and Haami?*
- Sione** Kei te hoko inu rāua.  
*They're buying a drink.*
- Jo** Kei te hiainu hoki au.  
*I'm thirsty, too.*
- Dylan** Āe, me haere tātou.  
*Right then, let's go.*
- Haami** He aha māu?  
*What are you having?*
- Hana** He wai noa iho.  
*Just water.*
- Haami** Anei.  
*Here.*
- Hana** Kia ora.  
*Thanks.*
- Dylan** He aha māu, Jo?  
*What will you have, Jo?*
- Jo** He wai reka. Kia ora Dylan.  
*Juice. Thanks Dylan.*
- Dylan** He inu māu Sione?  
*A drink for you, Sione?*
- Sione** Āe, he wai ārani.  
*Cheers, orange juice.*
- Jo** Hana, ka haere tāua ki te wharepaku.  
*Hana, let's go to the ladies.*
- Hana** Āe.  
*Okay.*
- Haami** Hana, kia tere te hoki mai.  
*Hana, hurry back.*

- Hana** Ka rawe tēnei waiata ki a au.  
*I love this song.*
- Haami** Ki au hoki.  
*Me too.*
- Haami** Mā wai koe e whakahoki atu ki tō kāinga?  
*Who's taking you home?*
- Hana** Mā taku pāpā.  
*My dad.*
- Haami** Āpōpō, kei te haere tonu koe ki te kapa haka?  
*Tomorrow, are you still going to culture club?*
- Hana** Āe, pēhea koe?  
*Yes, how about you?*
- Haami** Āe. Tērā pea, ka haere tahi tāua?  
*Yes. Shall we go together?*
- Hana** Āe, ka pai tēnā. Ka tūtaki tāua ki hea?  
*Yes, that's fine. Where will we meet?*
- Haami** Ki te papa tākaro.  
*At the park.*
- Hana** Ā tēhea wā?  
*At what time?*
- Haami** Ā te kotahi karaka.  
*At one o'clock.*
- Hana** Engari, ka tīmata te kapa haka ā te hāwhe pāhi i te toru!  
*But culture club starts at half past three!*
- Haami** Āe, ka tika.  
*Yes, that's right.*
- Hana** Āe, ka tika.  
*Yes, okay then.*

