

ACHIEVEMENT OBJECTIVE	Curriculum Link 1.6, 1.2, 1.5, 2.3	The purpose of this unit of work is to understand polite ways of introducing people and offering food and drink to others and to review saying where something is.
LEARNING INTENTIONS	<p>In this unit students will learn:</p> <ul style="list-style-type: none"> • learn how to offer food and drink to others • learn how to ask for and give something • review understanding of asking and saying where something, or someone, is • learn to write appropriate language for a specific show. 	
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/unit17/index_e.php	
DVD CLIPS FOR THIS UNIT ONLINE	<p>Scene 1 www.tki.org.nz/r/language/lis/wehi/units/unit17/scene1_e.php Scene 2 www.tki.org.nz/r/language/lis/wehi/units/unit17/scene2_e.php Scene 3 www.tki.org.nz/r/language/lis/wehi/units/unit17/scene3_e.php</p> <p>He Kōrero Whakamārama www.tki.org.nz/r/language/lis/wehi/units/unit17/whakamarama_e.php</p>	
HE KŌRERO WHAKAMĀRAMA DVD	<p>Clip 30 Language similarities - Māori and Samoan Clip 31 Kiwaha: He tino kino te reka!</p>	

Activity 1

The students will learn how to offer food and drink to others.

Watch *He Kōrero Whakamārama* DVD clip 30 which explains similarities between the Māori and Samoan languages.

Watch DVD Unit 17 Scene 1 where Dylan and Haami meet Sione's grandmother. Tell the students to watch how introductions are carried out and also listen carefully to the language used when Sione offers his friends a drink.

Write these sentences on the board:

Kei te hiainu kōrua?	Are you two thirsty?
Kāo, e hoa.	No (we're fine thanks), mate.

Point out that the word **hiainu** – thirsty, is made up of **hia** from the word **hiahia** – to want or to desire, and the word **inu** – to drink. Other examples are:

hiakai	hungry
hiamoe	sleepy
hiawai	thirsty.

Watch *He Kōrero Whakamārama* DVD clip 31 that explains the **kīwaha: He tino kino te reka!** Arrange a shared mid-morning snack of fruit and drink for the class. The students could be asked the day before to bring fruit to share.

Set up the meal and put fruit and water (or fruit juice) in the centre of the table. Arrange the seating around the table. Have the students take turns to ask the person sitting next to them if she or he would like a drink or a piece of fruit. Encourage them to ask and answer politely. When everyone has had a turn asking and answering the questions, other appropriate sentences could be introduced, such as:

Homai he (name of food)	Pass me a/an/some _____
Anei	Here (is the requested food).

Sample questions:

Kei te hiainu koe?	Are you thirsty? Would you like a drink?
Kei te hiakai koe?	Are you hungry? Would you like something to eat?
Kei te hia āporo koe?	Would you like an apple?

āporo	apple
ārani	orange
panana	banana
merengi	watermelon, rockmelon
pea	pear.

Activity 2

The students will learn to write for a fashion show.

Watch *DVD Unit 17 Scene 2* where the girls are getting ready for the dance. Revise colours and items of clothing from *Unit 7*.

Hand out *Worksheet A*. Ask the students to write a script for behind the scenes at a fashion show and the catwalk commentary. Work in groups of 3–4. The students will need to think about the roles. These will include the model/s, the wardrobe manager and the MC (Master of Ceremonies).

When the students in each group are happy with their script, they can hand it to another group to check that it is easy to follow and all the language is accurate.

Now the groups can practise their show. When every group is ready, have each group perform the show to the whole class.

At the end of this unit, ask the students to perform their script. For the closing comment, the MC has to come up with a compliment like **Tō ātaahua hoki!** – How beautiful you are!

Activity 3

The students will review how to ask for, and say where, something is.

Hand out *Worksheet B* and ask the students to read each question then each reply carefully to make sure they understand them.

Students need to match each question with an appropriate reply. Once they have done this, they should compare their work with someone else's. Then, ask them to select three questions and replies to illustrate in *Wehi* as a dialogue between two people. The illustrations must show that they clearly understand the meaning of each question and its reply. Ask them to use speech bubbles for the dialogue.

Activity 4

The students will work co-operatively to reconstruct a story sequence in Māori.

You will need *Teacher Sheet A* for this activity. Photocopy the sheet onto light card then cut into strips with one sentence on each. The sentences relate to *Unit 17 Scene 3* where Hana and Jo have arrived at school for the dance.

Divide the class into groups of six. Each group member receives one card strip. They must read the sentence and not show it to anyone else. They need to work co-operatively to arrange the sentences in the right sequence to make sense. They should ask questions like:

Kei a wai te kāri tuatahi? – Who has the first card?

If a group member thinks they have the first card then they must read the sentence to the rest of the group. If everyone agrees, then the card can be placed on the floor where the whole group can see it. Then continue by asking:

Kei a wai te kāri tuarua? – Who has the second card?

The students should continue in the same way until they agree that their story is complete.

Ka hoki mai au ā te tekau mā tahi karaka.

Kia ora Pāpā.

He pai taku āhua?

Autaia!

Kei hea tō tīkiti?

Kei roto i taku pūkoro.

Script for fashion show

Language for the wardrobe manager:

Kua reri koe/kōrua?	Are you (one or two) ready?
Kei hea tō _____ ?	Where is your _____ ?
Homai.	Give it to me.
Kia tere.	Hurry.
Tahuri mai.	Turn to me.
Menemene mai.	Smile at me.
Haere!	Go!
Tō ātaahua hoki!	You are beautiful!
Tō kōrua ātaahua hoki!	You (two) are beautiful!

Language for the model/s:

Kei hea taku _____ ?	Where's my _____ ?
Kei hea tō _____ ?	Where's your _____ ?
Anei.	Here it is.
Homai.	Give it to me.
Tahuri mai/atu.	Turn to me/away from me.

Language for the MC (use language from *Scene 1*):

E hoa mā, anei a (name of model – he or she could be famous or make-believe).

Friends, here is _____.

Tirohia tana panekoti whero.

Look at her red skirt. (Change clothing and colour, as necessary.)

Titiro ki tēnei. Look at this.

He pōtae pango. (Name of clothing and maybe colour.)

For the closing comment, the MC could use a compliment like

Tō ātaahua hoki! How beautiful you are!

Read the questions below and make sure that you understand each one. Match each question with an appropriate reply. Draw a pencil line to link each question with a correct reply. When you have finished, compare your answers with a friend's.

Choose three pairs of sentences to illustrate as a dialogue in *Wehi*. Show each question and answer in speech bubbles. Your illustration must show clearly that you understand where the object or person is.

Question**Reply****Kei hea tō tīkiti?****Kei runga i te moenga.****Kei hea tō hāte?****Kei roto i te kāpata.****Kei hea te pani makawe?****Kei runga i te tēpu.****Kei hea taku panekoti?****Kei roto i te motokā.****Kei hea te kakara?****Kei roto i taku pūkoro.****Kei hea tō pāpā?****Kei roto i taku rūma.**

- Sione** Nana, o a'u uo ia o Dylan ma Haami.
Grandmother, these are my friends Dylan and Haami.
Nana, ko aku hoa ēnei. Ko Dylan rāua ko Haami.
- Nana** Talofa lava.
Hello.
Kia Ora.
- Dylan** Tēnā koe.
Hello.
- Haami** Tēnā koe, e Kui.
Hello, grandmother.
- Nana** Lua te fia inu?
Would you two like a drink?
Kei te hia inu kōrua?
- Sione** Tina, ele o malamalama le vaega le la iate oe aua o latou o Maui.
Nana, they don't understand you. They speak Māori.
Nana, kaore rāua e mārama ki tō kōrero. Ka kōrero Māori rāua.
- Sione** Kei te hiainu kōrua?
Would you two like a drink?
- Haami** Kāo e hoa.
No, thanks.
- Sione** Leai fa`afetai.
No, thank you (in Samoan)
Kāo, kei te pai Nana.
- Haami and Dylan** Leai fa`afetai.
No, Thank you. (in Samoan)
Kāo, kei te pai.
- Haami** Kei whea tō rūma?
Where's your room?
- Sione** E hoa mā, haere mai.
Friends, this way please.
- Dylan** Sione, he pai ki a au tō kuia.
Sione, I like your nana.

- Haami** Tirohia taku hāte.
Look at my shirt.
- Dylan** He rawe tēnā momo kahurangi. Anei taku hāte. Sione, kei hea tō hāte?
That's a great (type of) blue. Here's my shirt. Sione, where's your shirt?
- Sione** Taihoa. Anei. Titiro ki tēnei! Nā taku kuia i mahi.
Hang on. Here. Look at this. My nana made it.
- Dylan** Ka mau te wehi!
Awesome!
- Haami** Whuuuuuuu!
Wow!
- Dylan** Sione, kei hea te pani makawe?
Sione, where's the hair gel?
- Sione** Arā, kei runga i te tēpu.
Over there, on the table.

- Māmā** Kua reri kōrua?
Are you two ready?
- Girls** Kāore anō.
Not yet.
- Hana** Māmā, kei hea taku panekoti?
Mum, where's my skirt?
- Jo** Anei. Kei runga i tō moenga.
Kei hea tō kakara?
Here. On your bed.
Where's your perfume?
- Hana** Anei e hoa.
Here girlfriend.
- Jo** Kāore e kore, he reka ki a Haami!
No doubt Haami will like it!
- Hana** Nē?
You think so?
- Jo** Āe!
Yes!
- Hana** Homai ki a au.
Pass it here.
- Māmā** Kōtiro mā, kia tere.
Girls, hurry up.
- Māmā** Kōtiro mā, tahuri mai. Jo, menemene mai. Tō kōrua ātaahua hoki!
Girls, turn this way. Jo, smile! You both look lovely!
- Hana** Kia tere, Māmā. Me haere māua.
Hurry, Mum. We have to go.

Pāpā Ka hoki mai au ā te tekau mā tahi karaka.
I'll come back at eleven o'clock

Hana Kia ora, Pāpā.
Thanks, Dad.

Jo Kia ora, Matua.
Thanks, Sir.

Jo Kua tae mai a Haami.
Haami's arrived.

Hana Kei hea? Kei hea?
Where? Where?

Jo Kei te mau hāte kahurangi ia.
He's wearing a blue shirt.

Hana Ka pai. He pai tōku āhua?
Good. Do I look good?

Jo Autaia! Pēhea tōku āhua?
Stunning! What about me?

Hana Tau ana!
Gorgeous!

Jo Anei taku tīkiti. Kei hea tō tīkiti Hana?
Here's my ticket. Where's your ticket, Hana?

Hana E hika! Kua wareware i a au!
Oh no! I've forgotten it!

Jo Tirohia tō pūkoro.
Anei.
Tō waimarie hoki!
Look in your pocket.
Here it is.
You're lucky!