

Te Whakarauoratanga o te reo Māori

Level 8 Te Aho Arataki Marau mō Te Reo Māori (Te Reo Māori in the New Zealand Curriculum)

Ngā kai o roto:

1. Kupu hou
2. Building blocks
3. Waihanga kupu (-tanga)
4. Te wāhanga pānui
5. He ako kupu hou
6. Te wāhanga rangahau
7. Tuhinga roa

Mā te kaiako —Using this resource

1. Introducing kupu hou

Students should be aiming to learn at least 20 new kupu per week. While word lists are easy to prepare they are the least effective way of teaching and learning kupu hou. There are many other, more effective ways of introducing new vocabulary to students. Have class quizzes with new words—competition inspires many rangatahi. Learning vocabulary in context and introducing new vocabulary in chunks (for example, *i runga i* rather than simply *runga*) is much more effective than introducing words in isolation in word lists. Search online for interesting ways to teach kupu hou. Remember, students need to ‘meet’ and use a new word many times and in meaningful ways in order to retain its meaning. When you write examples on the board, make a point of using new kupu. The more they use the kupu in their kōrero and tuhituhi, the better. Students may want to learn this set of vocab presented using Quizlet:

<http://quizlet.com/40463218/te-whakarauoratantga-o-te-reo-maori-ako-panuku-flash-cards/>

2. Introducing new grammar

This resource uses “building blocks” activities to practice new grammar. The building blocks have multiple functions:

- (a) to give learners practice in using and learning new vocabulary
- (b) to strengthen reading and writing skills as the students have to identify words and structures
- (c) to give learners opportunity to practice new language structures.

NOTE: Please teach each structure before getting the students to do the activities. The “building blocks” are not very effective if the students are just doing them as random tasks.

3. Reading skills

The activities in this resource give practice in a range of reading skills, particularly comprehension. Further reading on Te Reo revitalisation strategies can be found at:

http://www.ngatiporou.com/myfiles/Te_Reo_Strategy_Paper_for_TRNP_Board_of_Trustees_Consideration.pdf

4. Research and Writing

The research and writing activities have been designed to help students to improve their essay skills in preparation for the external examinations.

NOTE: This resource has been developed as a guideline only and should not be considered to be a complete teaching and learning programme in itself. Teachers are encouraged to use the parts that are relevant to their programmes and supplement the activities in this resources with good teaching and additional learning opportunities.

Kupu Hou: Reo Māori–Reo Pākehā

āhei	<i>able</i>	panekiretanga	<i>highest standard, highest</i>
āhuatanga	<i>aspects</i>	pēnei i / pērā i	<i>such as</i>
ako	<i>learn/ teach</i>	poipoi	<i>nurture</i>
ākonga/tauirā	<i>student</i>	Pouaka Whakaata Māori	<i>Māori Television</i>
akoranga	<i>lesson</i>	pūāwai	<i>blossom/flourish</i>
ara / huarahi	<i>path to achieve</i>	pūmau	<i>be fixed, constant,</i>
atua	<i>god</i>	pupuri	<i>hold on to</i>
e ai ki/hei tā	<i>according to</i>	rānei	<i>or</i>
eke	<i>reach (as in level)</i>	rangona	<i>heard</i>
hapa	<i>mistake</i>	reo	<i>language</i>
hāpai	<i>uplift</i>	reo ā-iwi	<i>dialect</i>
hiahia/pīrangī	<i>want</i>	reo irirangi	<i>radio</i>
hua	<i>outcome</i>	reo rua	<i>bilingual</i>
i ahu mai	<i>came from</i>	rerekē	<i>different</i>
i ngā tau kei te heke	<i>in the years to come</i>	rūmaki	<i>immersion</i>
i ngā wā o mua	<i>in the past</i>	taonga	<i>treasure</i>
i takea mai	<i>came from/ originated</i>	tapepe	<i>to falter, slip, stumble, speak indistinctly or inarticulately, totter.</i>
ipurangi	<i>internet</i>	taro rawa	<i>eventually</i>
kaiako / pouako	<i>teacher</i>	tatauranga	<i>statistics</i>
kangakanga	<i>swearing</i>	taumata	<i>level</i>
kāwanatanga	<i>government</i>	tautoko	<i>support</i>
kawenga	<i>responsibility</i>	Te Ataarangi	<i>popular method of learning te reo Māori</i>
kawe pūrongo	<i>news</i>	Te Puni Kōkiri	<i>Ministry of Māori Development</i>
kei.....	<i>lest.....</i>	te reo o te kāinga	<i>the language of the home</i>
ki te kore	<i>if.....don't.....</i>	Te Taura Whiri i te Reo Māori	<i>Māori Language Commission</i>
kia kua e	<i>so it doesn't</i>	tohunga reo, mātanga	<i>language expert</i>
Kōhanga Reo	<i>Te Reo Māori language nest</i>	tokoiti	<i>very few (people)</i>

koinā te take	<i>that's the reason</i>	tūpato	<i>careful</i>
kōkiri	<i>champion a cause/ thrust forward</i>	tupu / tipu	<i>grow</i>
kura auraki	<i>mainstream schools</i>	tutuki	<i>achieve, complete</i>
kura kaupapa	<i>immersion primary school</i>	tūturu	<i>be fixed, permanent, real, true, actual</i>
kura matatini	<i>polytechnic</i>	uri	<i>descendant</i>
mā te	<i>through the</i>	wairua	<i>spirit</i>
mā te wā	<i>in time/one day</i>	wānanga	<i>learning session</i>
māharahara/āwangaw anga	<i>worry</i>	whāinga	<i>goal</i>
matatau	<i>fluent</i>	whakaaro	<i>thought/idea</i>
mate	<i>die</i>	whakamana	<i>to give authority to, give effect to, give prestige to, confirm, enable, authorise, legitimise, empower</i>
matua	<i>main</i>	whakamātau	<i>try</i>
mauri	<i>essence</i>	whakaora	<i>revitalise</i>
me pēhea	<i>how to</i>	whakaoranga	<i>revitalisation</i>
mehemea/mēnā/pēnā	<i>if</i>	whakapakari	<i>strengthen</i>
motuhake	<i>be separate, special, distinct</i>	whakapātaritanga	<i>challenge</i>
ngana	<i>strive</i>	whakapuaki	<i>express</i>
ngaro haere	<i>disappear</i>	whakatairanga	<i>promote</i>
ngoikore	<i>weak</i>	whakatika	<i>to correct / to make correct</i>
ohoho	<i>awakening</i>	whakatinana	<i>to make real / make a reality</i>
ōkawa	<i>formal</i>	whakatupuranga/ whakatipuranga	<i>generation</i>
ōpaki	<i>informal</i>	whare wānanga	<i>university</i>
ora	<i>live</i>	wharekura	<i>Māori immersion secondary school</i>
ōrite	<i>same</i>		

Kupu Hou: Reo Pākehā—Reo Māori

able	<i>āhei</i>	highest standard, highest benchmark, pinnacle of achievement, excellence.	<i>panekiretanga</i>
aspects	<i>āhuatanga</i>	such as	<i>pēnei i / pērā i</i>
learn/ teach	<i>ako</i>	nurture	<i>poipoi</i>
student	<i>ākonga/tauirā</i>	Māori Television	<i>Pouaka Whakaata Māori</i>
lesson	<i>akoranga</i>	blossom/flourish	<i>pūāwai</i>
path to achieve something	<i>ara / huarahi</i>	be fixed, constant, permanent	<i>pūmau</i>
god	<i>atua</i>	hold on to	<i>pupuri</i>
according to	<i>e ai ki/hei tā</i>	or	<i>rānei</i>
reach (as in level)	<i>eke</i>	heard	<i>rangona</i>
mistake	<i>hapa</i>	language	<i>reo</i>
uplift	<i>hāpai</i>	dialect	<i>reo ā-iwī</i>
want	<i>hiahia/pīrangī</i>	radio	<i>reo irirangi</i>
outcome	<i>hua</i>	bilingual	<i>reo rua</i>
came from	<i>i ahu mai</i>	different	<i>rerekē</i>
in the years to come	<i>i ngā tau kei te heke mai</i>	immersion	<i>rūmaki</i>
in the past	<i>i ngā wā o mua</i>	treasure	<i>taonga</i>
came from/originated	<i>i takea mai</i>	to falter, slip, stumble, speak indistinctly or inarticulately, totter.	<i>tapepe</i>
internet	<i>ipurangi</i>	eventually	<i>taro rawa</i>
teacher	<i>kaiako / pouako</i>	statistics	<i>tatauranga</i>
swearing	<i>kangakanga</i>	level	<i>taumata</i>
government	<i>kāwanatanga</i>	support	<i>tautoko</i>
responsibility	<i>kawenga</i>	popular method of learning te reo Māori	<i>Te Ataarangi</i>
news	<i>kawe pūrongo</i>	Ministry of Māori development	<i>Te Puni Kōkiri</i>
lest.....	<i>kei.....</i>	the language of the home	<i>te reo o te kāinga</i>
if.....don't.....	<i>ki te kore</i>	Māori Language Commission	<i>Te Taura Whiri i te Reo Māori</i>

so it doesn't	<i>kia kaua e</i>	language expert	<i>tohunga reo, mātanga</i>
language nest	<i>Kōhanga Reo</i>	very few (people)	<i>tokoiti</i>
that's the reason	<i>koinā te take</i>	careful	<i>tūpato</i>
champion a cause/ thrust forward	<i>kōkiri</i>	grow	<i>tupu / tipu</i>
mainstream schools	<i>kura auraki</i>	achieve, complete	<i>tutuki</i>
immersion primary school	<i>kura kaupapa</i>	be fixed, permanent, real, true, actual	<i>tūturu</i>
polytechnic	<i>kura matatini</i>	descendant	<i>uri</i>
through the	<i>mā te</i>	spirit	<i>wairua</i>
in time/one day	<i>mā te wā</i>	learning session	<i>wānanga</i>
worry	<i>māharahara/ awangawanga</i>	goal	<i>whāinga</i>
fluent	<i>matatau</i>	thought/idea	<i>whakaaro</i>
die	<i>mate</i>	to give authority to, give effect to, give prestige to, confirm, enable, authorise, legitimise, empower	<i>whakamana</i>
main	<i>matua</i>	try	<i>whakamātau</i>
essence	<i>mauri</i>	revitalise	<i>whakaora</i>
how to	<i>me pēhea</i>	revitalisation	<i>whakaoranga</i>
if	<i>mehemea/mēnā/ pēnā</i>	strengthen	<i>whakapakari</i>
be separate, special, distinct	<i>motuhake</i>	challenge	<i>whakapātaritaritanga</i>
strive	<i>ngana</i>	express	<i>whakapuaki</i>
disappear	<i>ngaro haere</i>	promote	<i>whakatairanga</i>
weak	<i>ngoikore</i>	to correct / to make correct	<i>whakatika</i>
awakening	<i>ohooho</i>	to make real / make a reality	<i>whakatinana</i>
formal	<i>ōkawa</i>	generation	<i>whakatupuranga/ whakatipuranga</i>
informal	<i>ōpaki</i>	university	<i>whare wānanga</i>
live	<i>ora</i>	immersion secondary school	<i>wharekura</i>
same	<i>ōrite</i>		

BUILDING BLOCKS: I + (a time in the past) ... i/ka + (passive verb) ...

I ngā rā o mua	ka	patua	ō tātou tūpuna	mō te	kōrero i tō tātou reo rangatira.
I ngā wā o mua	i	kōrerotia	te reo Māori	e ngā	tāngata katoa huri noa i te motu.
I te wā e kura ana ō tātou tūpuna		rangona	he mōumou taima	i ngā wā katoa, i ngā wāhi katoa	i te reo Māori.
I tērā rautau		pōhēhētia		te ako	huri noa i Aotearoa.

Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

Kupu hou: rautau – century rangona – heard pōhēhē(tia) – to think mistakenly, considered
In the days gone by, the Māori language was heard all of the time, everywhere throughout Aotearoa.
When our ancestors went to school they were hit for speaking our chiefly language.
Last century it was considered a waste of time learning Māori.
In the times gone by, the Māori language was spoken by all of the people of Aotearoa.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

Hei Mahi 3: Whakakāia ngā āputa ki te kupu tika.

Anei ngā kupu:

ka | tūpuna | te | Pākehā | mua | reo | kura

I ngā wā o _____, kāore ētahi tāngata i whakapono _____ whai hua te reo Māori i _____ ao hurihuri, arā i te ao _____ . Nā reira, ka whakamutua te kōrerotanga o te _____ Māori i roto i ngā _____ o te motu. Nā tēnei ka tīmata te ngaro haeretanga o te reo o ō tātou mātua _____ .

Hei Mahi 4: Whakapākehātia taua rerenga kōrero.

BUILDING BLOCKS: Ka...

Ka	noho haere hūnuku whiwhi ngaro whakatau	mahi i ētahi o rātou ētahi tāngata te nuinga o ngā tamariki	tō rātou āhei ki te ki ngā i waenganui ngā mātua	ki te kōrero tāone ako kura Pākehā i ngā	hāpori Pākehā. i ngā tikanga Pākehā. ako ai. kimi mahi ai. pakihi Pākehā. Māori.
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Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

Kupu hou: pakihi – business hāpori – community, society
Some people moved to the cities to look for work.
Most of the children went to Pākehā schools to learn.
Some of them lost their ability to speak Māori.
Some people got jobs in Pākehā businesses.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

Hei Mahi 3: Waihangatia tēnei rerenga kōrero nei ki ngā kupu e whai ake ana:

Some people decided to learn Pākehā customs.

whakatau | ki | Pākehā | ētahi | ngā | Ka | tāngata | te | ako | i | tikanga

Hei Mahi 4: Whakapākehātia taua rerenga kōrero.

BUILDING BLOCKS: Ka...

Ka	hui tahi	a Huirangi	tāngata	kia whakatū i tētahi kaupapa	hei taonga	e pā ana ki te oranga o te reo.
	whakaarohia	aua	māngai	te reo Māori	ki te kōrero	ki ā rātou mokopuna.
	whakatau	e	kia noho	o iwi kē	e kīia nei	i raro i te Tiriti o Waitangi. Ko
	whawhai	ngā	ngā rangatira	kia whakatū i te kaupapa	hei whāngai o te reo	Whakatupuranga Rua Mano.

Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

KUPU HOU: whāngai – feed tauranga – statistics māharahara – worry puta – publish, appear
The speakers of each tribe met to discuss the state of the language.
Those people decided to establish a programme to feed the language to their grandchildren.
The leaders had the idea to establish the kaupapa called Whakatupuranga Rua Mano.
Huirangi fought for the Māori language to be a taonga under the Treaty of Waitangi.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaula ki te reo Pākehā.

Hei mahi 3: Whakamāorititia ngā kupu pākehā, kātahi ka tuhia te rerenga kōrero anō ki te reo Māori anake.

I te **time** ka puta ngā tatauranga reo Māori ka **saw** te iwi kāore he uri o taua **tribe** i raro i te rua tekau **year** e mōhio ana ki te **speak** i tō rātou reo. He māharahara **big** tēnei, nō reira ka karangatia ngā **chief** o te iwi ki te **gather** tahi ki te kōrero e pā ana ki **this** kaupapa **important**.

Hei Mahi 4: Whakapākehātia taua rerenga kōrero.

BUILDING BLOCKS: Kāore ... i hiahia ...

Kāore	ngā mātua	i hiahia	kia mate	ā rātou tamariki	i ngā kāinga.
Kīhai	te iwi		kia ngaro	te reo	e pā ana ki te reo me ngā tikanga Māori.
Kāhore	ngā rangatira		kia heke iho	te tokomaha	pērā i te moa.
Kāre	aTīmoti Kāretu		kia kūare	te kōrerotanga o te reo	o te hunga e matatau ana ki te reo.
	ngā kaumātua		kia mimiti	tō tātou reo rangatira	pērā i ētahi atu o ngā reo o te ao.

Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

KUPU HOU: kūare – ignorant | mimiti – diminish | heke iho – decrease | matatau – fluent | tuakiri – identity

1. The people didn't want the language to disappear as the moa did.
2. The chiefs didn't want the use of the language in the home to diminish.
3. The elders didn't want the number of fluent speakers to decrease.
4. Timoti Kāretu didn't want our language to die like some of the other languages of the world.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

Hei Mahi 3: Whakakāia ngā āputa ki te kupu tika.

Anei ngā kupu:

ngā | hiahia | pērā | ko | ao | raru | hoki

Kāore _____ rangatira o ngā iwi i _____ kia ngaro te reo _____ i te moa. Hei tā rātou, _____ te reo te mauri o te mana Māori, ko te reo te tuakiri, ko te reo te matapihi ki te _____ o ngā mātua tūpuna. Ki te mate te reo, ka tino _____ te iwi Māori, ka ngaro ngā tikanga _____.

Hei Mahi 4: Whakapākehātia taua rerenga kōrero.

BUILDING BLOCKS: E ai ki ... | Hei tā ... | Ko tā...

E ai ki	Te Manahau Morrison	ka ora te reo	mehemea	ka kōrerohia te reo	i te kāinga i ngā wā katoa.
Hei tā	te kaiako o te kura o Taitoko		mēnā	ka ako ngā ākonga katoa o te motu	i te reo Māori mai, Tauīwi mai, Pākehā mai.
Ko tā	Huta Tamati te tumuaki o te Kura kaupapa ngā mātanga reo			ka ako tika te hunga kōrero ka ako ngā tāngata katoa	i te reo o tō rātou ake iwi. i te kura, i te wā tākaro, i te kāinga hoki. kia pēhea te whakapuaki tika i ō rātou whakaaro katoa ki te reo rangatira.

Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

KUPU HOU: mātanga reo – language expert whakapuaki – express
According to Te Manahau Morrison, the language will survive if its spoken at home all of the time.
According to the teacher at Taitoko School, the language will survive if all of the students in the land learn it, Māori, foreigners and Pākehā alike.
According to Huta Tamati the language will survive if speakers learn their own dialects correctly.
According to the language experts, the language will survive if everyone learns how to express all of their thoughts in Māori.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

Hei Mahi 3: Whakaraupapahia ēnei kupu kia tika ai te rerenga kōrero.

According to Kingi Māka the language will survive if everybody attends the language schools around the country.

E | ki | a | Kingi | ngā | motu | . | Māka | ka | ora | te | kura | reo | ai | ka | haere |
tāngata | katoa | ki | mehemea | ngā | reo | o | te

Hei Mahi 4: whakapākehātia te rerenga kōrero kua waihangatia

BUILDING BLOCKS: Ko te raru kē ... |Ko te mate kē ...

Ko te raru kē	ko te tokoiti	o te hunga matatau	e kōrero Māori ana	i te reo	i ngā wā katoa.
Ko te mate kē	ko te whakamā	o te pūtea	kia ako	i ō rātou	i te reo Māori.
	ko te kore whakaae mai	ngā Minita Pāremata	hei	ngā ākonga katoa	i ngā kaupapa whakaora reo.
	ko te iti	o ētahi tāngata	ki te kōrero	whakahaere	ake kāinga.
	ko te māngere				ki mua i te hunga matatau.

Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

KUPU HOU: Minita Pāremata – Minister of Parliament
The problem is the money to run language revitalisation programs are too small.
The problem is there are very few fluent speakers speaking Māori in their own homes.
The problem is that Ministers of Parliament have not agreed to make Te Reo Māori compulsory in schools.
The problem is that some people are lazy to speak Māori all of the time.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

Hei Mahi 3: Whakamāoritia ngā kupu Pākehā, kātahi ka tuhia te rerenga kōrero anō ki te reo Māori anake.

Kua **long** te iwi Māori e **want** ana kia whakaorangia te **language** Māori. Ko te **problem** kē, ko te tokoiti o ngā **family** kua huri ki te **speak** i te reo i ō rātou **home** i te ao, i te pō. E ai ki ngā **language experts** mā te **speak** i te kāinga te reo e ora ai. Ki te kore ka noho te reo he reo marae noa iho.

Hei Mahi 4: Whakapākehātia te rerenga kōrero kua waihangatia.

BUILDING BLOCKS: Ehara...

Ehara	te ako i te reo te whai i te reo	i te mea	uaua ngāwari hōhā	mehemea	ka noho koe ka rangona te reo he kaha te kaiako he tangata	i tētahi whare kōrero Māori. i tētahi whare kōrero Pākehā. i te ao, i te pō. ki te whakaako i te tangata. pukumahi koe.
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Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

KUPU HOU: - Ngāwari – easy pukumahi – hard working
Learning Māori isn't difficult if you live in a Māori speaking household.
Pursuing the language isn't easy if you live in an English speaking house.
Learning Māori isn't hard if you hear in all the time (day and night).
Learning Māori isn't hard if you're a hard working person.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

Hei Mahi 3: Whakakāia ngā āputa ki te kupu tika.

Anei ngā kupu:

tiki | koe | ako | noho | pākehā | whare | Māori | hoa | Ehara | ki

I kī mai tētahi o ōku tino _____, “E mara, he uaua te _____ i te reo Māori”. Kātahi ka mea au ki a ia, “_____ te ako i te reo i te mea uaua mehemea ka _____ koe ki tētahi whare kōrero_____”. “Koiana te raru e hoa, ka noho au ki tētahi whare kōrero_____”, ko tāna. “E hika, me haere mai koe ki tōku _____ noho ai. Kotahi marama, kua kōrero Māori _____”, ko tāku. “Auē, ngā mihi nui _____ a koe e hoa! Māku aku taputapu e_____. E noho rā”, ko tāna. “Haere rā,” ko tāku.

Hei Mahi 4: Whakapākehātia taua rerenga kōrero.

BUILDING BLOCKS: Me...

Me	akiaki whai haere patu	tātou rātou ngā mātanga reo te rūnanga	i te taniwha i ā rātou mokopuna i ngā whānau o te hapū i ngā taura rautaki reo ki ngā hui ā-iwi	pērā kia haere ki te e kīia nei	ko te whakamā i tā kōrero Māori i ō rātou whare āwhina i a rātou ki ngā kōhanga reo	Ngāi Tahu. ako ai i te reo. i te ao, i te pō. ki te whakatū i tētahi rautaki reo mā rātou. kia ora ai tō tātou reo.
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Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

KUPU HOU: rūnanga – tribal council rautaki – strategy
We should follow the language strategy examples such as that of Ngāi Tahu.
They should encourage their grandchildren to go to kōhanga to learn the reo.
The tribal council should encourage the families of the sub-tribe to speak Māori in their homes all of the time.
The language experts should go to tribal meetings to help them to establish a language strategy.

Hei Mahi 2: Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

Hei Mahi 3: Whakaraupapahia ēnei kupu kia tika ai te rerenga kōrero.

Secondary school teachers throughout new Zealand should meet to share ideas about developing a learning strategy to help their students to learn the language.

rautaki | kura tuarua | ngā | kaiako | reo Māori | o | ngā | i | Aotearoa | ki | te | e | pā | ana | ki | te | whakawhanake | ako | hei | āwhina | i ā
| rātou | ākonga | ki | te | ako | i | te | reo. | huri | noa | Me | hui | tahi | whakawhiti | whakaaro

Hei Mahi 4: Tuhia te mea tika ki raro nei.

WAIHANGA KUPU

The suffix 'tanga' is very important in Māori as it modifies the word. For example, *wairua* means spirit, *wairuatanga* means spirituality. When *whakaae* (agree) changes to *whakaaetanga* it means agreement. Use a dictionary to complete the chart below.

KUPU	WHAKAPĀKEHATANGA	KUPU + TANGA	WHAKAPĀKEHĀTANGA
kaitiaki	guardian	kaitiakitanga	guardianship
ūkaipō			
manaaki			
rangatira			
whanaunga			
kotahi			unity
wairua			
pūkenga			
whakahirahira			
mōhio			
taumaha			
whakamahara	to remember		memorial, remembrance
Māori			
tohunga			
whakatūwhera			
pānui			
whakatūpato			
whakakotahi			
tīmata			
pōuri			
whānau (to be born)	to be born		birth
pūāwai			

Tautoko ā ipurangi: <http://www.learningmedia.co.nz/ngata/>

HE MAHI PĀNUI: Te Wānanga o Raukawa

Tēnā pānuihia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

I te tau 1975 i whakaarohia e Te Kōmiti Whakahaere o Te Marae o Raukawa tētahi kaupapa e kīia nei ko Whakatupuranga Rua Mano. Ko te tino pūtake o te kaupapa nei hei āwhina i a Ngāti Raukawa, Ngāti Toa me Te Āti Awa ki te whakatutuki i ō rātou whāinga mātauranga.

I te tau 1981 i whakatauria e te Kōmiti o te marae o Raukawa ki te whakatū i Te Wānanga o Raukawa hei kaitautoko, hei kaikōkiri hoki i te kaupapa o Whakatupuranga Rua Mano. I hiahia rātou kia whakaora i te reo me ōna tikanga mā te rangahau me te ako.

1. What was the objective of Whakatupuranga Rua Mano?

2. He aha te whakatau o te kōmiti i te tau 1981?

3. Mā te aha te reo me ngā tikanga e ora ai?

4. Whakakāhorengia tēnei rerenga

I hiahia rātou	
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5. He aha tētahi kupu i roto i te kōrero e ōrite ana ki tēnei?

pīrangi	
---------	--

Pānuihia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

I tono atu te kōmiti nei ki te kāwangatanga kia whakatū wānanga ki Ōtaki, engari kāore te kāwangatanga i tino rata ki taua whakaaro. Ahakoa te kore aro o te kāwanatanga ki taua kaupapa i whawhai tonu te kōmiti mō taua kaupapa, ā, i tū te Wānanga o Raukawa hei Incorporated Body i te tau 1984.

I te tau 1993 i whakamanahia te Wānanga e te ture hou e kīia nei ko te Ture Whakatika Mātauranga 1990. I taua wā kua tekau tau kē te Wānanga e whakahaerehia ana.

whakamanahia – officially recognised | rata – like

6. What enables the Wānanga to be recognised as a fully fledged university?

7. He aha tētahi kupu e ōrite ana ki tēnei:

tērā	
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Ko te whāinga o te Wānanga ko te whakaako i ā rātou ākonga, mai i ngā iwi e toru me te hapori whānui, ki ngā pukenga e hiahiatia ana e te ao Māori me te ao Pākehā. Ka tū ēnei ākonga hei kaiārahi, hei kaimahi hoki mō ō rātou iwi me ō rātou hapori.

pūkenga – skills

8. What was the objective at this point?

9. He aha tētahi kupu e āhua ōrite ana ki tēnei?

wawata	
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Āta pānuihia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te pūtake o te Wānanga o Raukawa ko te mātauranga Māori. Ka ahu mai ngā akoranga katoa i te mātauranga i tukua iho mai e ngā mātua tūpuna.

Tekau ngā kaupapa matua o te Wānanga. Ko te tuatahi ko te manaakitanga, arā, ka whakaakona ngā tauira ki te tiaki i te mana o ō rātou hoa ako me te kore takahi i runga i te mana o tētahi atu. Me mahi i ngā mahi i runga i te whakaaro tika, me whakaatu hoki i te ohaohatanga ki ō hoa ako.

whakaatu – show, demonstrate		ohaohatanga - generosity
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10. He aha tēnei mea te manaakitanga ki a koe? Tuhia ki ō ake kupu.

11. Whakakāhorengia tēnei rerenga.

Me mahi i ngā mahi i runga i te whakaaro tika	
---	--

12. Which sentence says the following?

Passed down from our forbears	
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Pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuarua, ko te rangatiratanga. Ko tēnei te whakaaturanga o ngā āhuetanga o te rangatira, arā te hūmarietanga, te ārahi i te tangata i runga i te whakaaro pai, te whiwhi mōhiotanga hei hāpai i te iwi me te mahi i ngā mahi i runga i te whakaaro pono, i te whakaaro pai hoki.

hūmarietanga - humility

13. He aha tēnei mea te rangatiratanga ki a koe? Tuhia ki ō ake kupu.

14. He aha tētahi kupu e āhua ōrite ana ki tēnei?

āwhina	
māhakitanga	

Pānuhia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuatoru, ko te whanaungatanga. Ko koe rā tētahi tangata i roto i tētahi whānau, tētahi rōpū, tētahi hapū, tētahi iwi rānei. Ko tētahi o ngā āhuratanga o te whanaungatanga ko te utu, arā me whai i ngā kupu o te whakataukī, “Nāu te rourou, nāku te rourou, ka ora te iwi.” Koinei anō tētahi whakataukī hei whakatinana i te whanaungatanga, “mā pango, mā whero ka oti te mahi.” Mehemea e āhei ana koe ki te āwhina i tētahi, āwhinatia. Mehemea e āhei ana tētahi ki te āwhina i a koe, māna koe e āwhina. Ko te utu tēnei. Ehara koe i te whakahoenga, he tāngata i tō ao hei tautoko, hei poipoi, hei ārahi i a koe i ngā wā e hiahiatia ana.

whakahoenga – outcast | whakatinana – embody | poipoi – nurture

15. He aha tēnei mea te whanaungatanga ki a koe? Tuhia ki ō ake kupu.

16. Whakamāramatia tētahi o ngā whakataukī i roto i te kōwae nei.

Pānuhia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuawhā, ko te kotahitanga. Kāore i te pai kia whakapioioi i te waka i runga i te whakahihī. Ki te pērā ka raru te tangata? Mehemea kua pūmau te i kotahitanga i waenganui i tētahi rōpū, ka tika te haere o te waka, ā, ka tutuki ngā whāinga o te iwi. Ka hāngai anō te whakataukī e pā ana ki te rourou ki tēnei tikanga, arā mehemea ka mahi te katoa hei whakatutuki i tētehi kaupapa, ka ngāwari te whakaoti.

whakapioioi – to rock | pūmau – solid | whakaoti - complete

17. He aha tēnei mea te kotahitanga ki a koe? Tuhia ki ō ake kupu.

18. Which sentence has the same meaning as the following?

A big head gets in the way of progress

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19. He aha tētahi kupu e āhua ōrite ana ki tēnei?

māmā

--	--

Pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuarima, ko te wairuatanga. Kāore tēnei e tino kitea ana i roto i ngā whare wānanga Pākehā. He whakahirahira te wairuatanga i te ao Māori. Me mārama, me whakapono hoki te tangata ki te ao wairua. I te ao Māori ka haere ngātahi te ao kikokiko me te ao wairua. E kore e tutuki i te tangata te paku aha i te ao kikokiko ki te kore ia e aro tika ki te ao wairua. He hononga tata tō te iwi Māori ki tōna taiao, ki tōna maunga, ki tōna moana me tōna marae. He wairua ō ēnei mea katoa. E kore te tinana e ora ki te kore e whāngaihia. E pēnei ana mō te wairua. Me whāngai ka tika.

ao kikokiko – physical world		paku aha – anything		hononga – connection		taiao – environment
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20. He aha tēnei mea te wairuatanga ki a koe? Tuhia ki ō ake kupu.

21. He aha te kupu tauaro i roto kōwae ki te kupu ki raro nei:

tawhiti	
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Pānuhia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuaono, ko te ūkaipōtanga. Ko te ūkaipōtanga te whakahirahiratanga o te tūrangawaewae me te haukāinga ki te tangata. Ka ahu mai te kaha me te mauri o te tangata i tana hononga ki tōna tūrangawaewae. Ko tētahi o ngā kaupapa me mahi e ngā ākonga katoa o te Wānanga, ko te kaupapa e kīia nei ko 'Iwi and Hapū Studies'. Mā te rangahau i ngā kōrero-ā-iwi me ngā kōrero mō te hapū me te marae, ka tata atu te hononga o te tangata ki tōna ūkaipō. He tino whakahirahira tēnei mō te orange o te iwi Māori.

hononga – connection

22. He aha tēnei mea te ūkaipōtanga ki a koe? Tuhia ki ō ake kupu.

23. He aha tētahi kupu e ōrite ana ki ēnei:

wā kāinga	
tauira	
hītori, tāhuhu kōrero	

24. He aha ētahi kupu tauaro i ēnei:

ngoikore, kahakore	
tawhiti	
matenga	

Pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuawhitu, ko te pūkengatanga. Ko te ako, te pupuri me te waihanga i te mātauranga Māori ngā āria o te pūkengatanga. Ko te ekenga ki te kairangitanga o te mātauranga Māori tētahi o ngā tino whāinga o te Wānanga.

25. He aha tēnei mea te pukengatanga ki a koe? Tuhia ki ō ake kupu.

26. He aha ētahi kupu e ōrite ana ki ēnei:

mau, ū	
hanga	
mōhiotanga	

27. Kimihia te whakamāoritanga o te kōrero nei i roto i te kōwae:

Achievement of excellence	
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28. He aha tētahi o ngā tino whāinga o Te Wānanga o Raukawa?

Pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuawaru, ko te kaitiakitanga. He maha ngā āhuetanga o tēnei kaupapa, arā ko te tiaki i te reo, ngā tikanga me ngā kōrero ā-iwi. Ko te whakamarutanga o ngā tauira i roto i ngā mahi katoa. Ko te whakahaere tika i te taha pūtea kia kore ai te wānanga e raru. Ko te mea whakamutunga ko te whai i te ara e hiahiatia ana e ngā iwi e toru, te mana whakahaere o te wānanga me te Karauna.

whakamarutanga —protection whakahaere— to manage
--

29. He aha tēnei mea te kaitiakitanga ki a koe? Tuhia ki ō ake kupu.

30. He aha ētahi kupu e ōrite ana ki ēnei:

moni	
huarahi	
huhua, tini, nui	

Pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te tuaiwa, ko te whakapapa. Ko te whakapapa o ō tātou kāwai mai i ngā atua ki a tātou tae noa atu rā ki ā tātou uri. Mā te mōhio ki te whakapapa ka whai hononga ngā ākonga o te Wānanga.

Me mōhio te tangata ki ngā āhuatanga o te whakapapa kia pai ai tana mōhio ki te ao Māori, arā, te orokohanga o te ao mārama, te putanga mai o Ranginui rāua ko Papatūānuku me ngā mea pēnei katoa. Ka hāngai ēnei ariā ki ngā āhuatanga o te ao tangata pērā i te whakawhānau tamariki, te whakatupu rākau, te whiwhi mātauranga te aha rānei.

31. He aha tēnei mea te whakapapa ki a koe? Tuhia ki ō ake kupu.

32. He aha ngā kupu tauaro ki ēnei e whai ake nei:

atu	
kūare	

33. He aha te kōrero nei i roto i te kōwae?

These concepts relate	
-----------------------	--

34. He aha te whakapapa i whakahirahira ai?

Pānuhia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko te kaupapa tuangahuru (tekau), ko te reo Māori. Ko te reo te tino waka hei kawē i te akoranga o ngā tikanga me te mātauranga. He hiahia nō ngā iwi e toru ki te whakamutu i te ngaro haeretanga o te reo. E toru tekau tau e pēnei ana.

Nā, ko Te Wānanga o Raukawa tētahi o ngā Whare Wānanga o te motu e kaha nei ki te whakaora i te reo me ōna tini tikanga. Neke atu i te toru tekau tau ināianei te Wānanga e whāngai ana i te mātauranga ki ngā tāngata katoa e whai ana i ngā tapuwae o ngā mātua tūpuna.

Kia mahara ai tātou, ki te hiahia te tangata ki te ako i te reo, me ako hoki ia i ngā tikanga. Ina rā te whakahirahira o ngā kaupapa tekau i roto i ngā kōrero mō Te Wānanga o Raukawa nei. He wairua tō te reo, he mauri tō te reo. Whangaia te wairua ki te reo, mā reira e ora ai.

35. He aha te reo Māori i whakahirahira ai ki te iwi Māori?

36. Kimihia ngā mea nei i roto i te kōwae

Its been like this for 30 years	
Imparting knowledge	
The footsteps of the ancestors	
More than	

37. He aha ngā kupu tauaro i ēnei:

whakamate	
tīmata	
heke iho	

38. He aha ngā kupu e ōrite ana ki ēnei:

pakari	
aukati	
i tēnei wā	

HE MAHI KUPU HOU: Tuhia te kupu tika ki te tīwae ki waenganui.

<i>ao kikokiko</i>		in the past
<i>ao wairua</i>		heard
<i>ārahi</i>		century
<i>e pā ana</i>		to think mistakenly
<i>hāpai</i>		have purpose, useful
<i>heke iho</i>		establish
<i>hononga</i>		to feed
<i>i ahu mai</i>		statistic
<i>i ngā rā o mua</i>		about
<i>kāwanatanga</i>		important
<i>kōkiri</i>		fade, disappear
<i>kuare</i>		fluent
<i>mātanga reo, tohunga reo</i>		identity
<i>matatau</i>		ignorant
<i>mātauranga</i>		decrease
<i>mimiti, ngaro haere</i>		language expert
<i>ohaohatanga</i>		express
<i>pōhēhē(tia)</i>		revive
<i>poipoi</i>		tribal council
<i>pūkenga</i>		strategy
<i>pupuri</i>		develop
<i>rangahau</i>		goal
<i>rangona</i>		education
<i>rautaki</i>		champion a cause
<i>rautau</i>		research
<i>rūnanga</i>		decision
<i>taiao</i>		government
<i>tatauranga</i>		law
<i>tuakiri</i>		skill
<i>ture</i>		stem from
<i>whai hua</i>		generosity
<i>whāinga</i>		lead
<i>whakahaere</i>		uplift
<i>whakahirahira</i>		to nurture
<i>whakaora</i>		physical world
<i>whakapuaki</i>		spiritual world
<i>whakatau</i>		environment
<i>whakatū</i>		connection
<i>whakawhanake</i>		to hold
<i>whāngai</i>		to manage

HE MAHI KUPU HOU: Ngā whakautu

<i>ao kikokiko</i>	physical world
<i>ao wairua</i>	spiritual world
<i>ārahi</i>	lead
<i>e pā ana</i>	about
<i>hāpai</i>	uplift
<i>heke iho</i>	decrease
<i>hononga</i>	connection
<i>i ahu mai</i>	stem from
<i>i ngā rā o mua</i>	in the past
<i>kāwanatanga</i>	government
<i>kōkiri</i>	champion a cause
<i>kuare</i>	ignorant
<i>mātanga reo, tohunga reo</i>	language expert
<i>matatau</i>	fluent
<i>mātauranga</i>	education
<i>mimiti, ngaro haere</i>	fade, disappear
<i>ohaohatanga</i>	generosity
<i>pōhēhē(tia)</i>	to think mistakenly
<i>poipoi</i>	to nurture
<i>pūkenga</i>	skill
<i>pupuri</i>	to hold
<i>rangahau</i>	research
<i>rangona</i>	heard
<i>rautaki</i>	strategy
<i>rautau</i>	century
<i>rūnanga</i>	tribal council
<i>taiao</i>	environment
<i>tatauranga</i>	statistic
<i>tuakiri</i>	identity
<i>ture</i>	law
<i>whai hua</i>	have purpose, useful
<i>whāinga</i>	goal
<i>whakahaere</i>	to manage
<i>whakahirahira</i>	important
<i>whakaora</i>	revive
<i>whakapuaki</i>	express
<i>whakatau</i>	decision
<i>whakatū</i>	establish
<i>whakawhanake</i>	develop
<i>whāngai</i>	to feed

WRITING FOR EXAMS SUCCESS

PLEASE READ THESE CAREFULLY BEFORE STARTING THE TUHITUHI TASK

From the curriculum guidelines:

- 8.1 communicate about certainty and uncertainty, possibility and probability;
- 8.2 develop an argument or point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways for different audiences;
- 8.5 respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori (for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD, and radio).

Tuhituhi – Writing

By the end of level 8, students can:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy;
- write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience;
- adapt written texts to suit different audiences and purposes;
- use te reo Māori to entertain and to persuade as well as to inform.

From the assessment specifications

Candidates will be assessed in formal writing.

Candidates will be required to select one of the topics presented to discuss in written form. Candidates are encouraged to make use of all resources given in each examination, for example the planning page to help with brainstorming. Candidates should be familiar with the proper use of writing conventions such as macrons, sentence construction, paragraph construction, capital letter, commas, full stops. Candidates should be able to link their ideas effectively and their write in a logical manner. Candidates are encouraged to write a sufficient word count so that evidence of competency is evident.

Kaupapa from specs

- Ko te whakarauora reo Māori: Ko ngā rautaki whakarauora reo ā-iwi.

Ko ngā Taunakitanga / Evidence Statement

Note: For this assessment schedule, answers for Achievement [Paetae(P)] are in plain text; information for Merit [Kaiaka (KK)] is underlined; and information for Excellence [**Kairangi (KR)**] is bolded.

Ngā Whakatau							
Kāore i whiwhi	<p>The response demonstrates little or no usage of te reo Māori. The response does not use basic vocabulary or language features in te reo Māori. The response is unrelated to the question topic. The response does not convey the gist or general recognition of basic language features. The response does not use writing conventions, grammar, or punctuation. The length is insufficient.</p>						
Paetae	<p>The written passage utilises te reo Māori in general. Utilises basic vocabulary and language features consistently in te reo Māori with some errors. Is relevant/related to the question or topic being addressed. Conveys the gist/general picture/essence, although the response may show inconsistencies in the use of language. Utilises writing conventions such as macrons, with basic grammar and punctuation in general. The length of the writing meets sufficiency.</p>						
-Kaiaka	<p><u>The written passage utilises te reo Māori consistently.</u> <u>Utilises appropriate vocabulary and language features consistently in te reo Māori, despite lack of detail.</u> <u>Makes clear points/reference/argues to the question or topic being discussed, despite lack of detail.</u> <u>Consistently maintains clarity of intent, despite some errors.</u> <u>Utilises writing conventions such as macrons, with consistent grammar and punctuation.</u> <u>The length of the writing is adequate.</u></p>						
Kairangi	<p>The written passage utilises te reo Māori comprehensively. Utilises comprehensive vocabulary and language features consistently in te reo Māori, despite minor errors. Substantially develops/connects ideas/points to the question/topic in detail, despite minor errors. Demonstrates perception/insight consistently, despite minor errors. Demonstrates a comprehensive understanding of writing conventions such as macrons, and correct grammar and punctuation, despite minor errors. The length of the writing is comprehensive and concise.</p>						
KIW 1	KIW 2	P 3	P 4	KK 5	KK 6	KR 7	KR 8
4 / 6	5 / 6	4 / 6	5 / 6	4 / 6	5 / 6	4 / 6	5 / 6

KIW 0 = No response; no relevant evidence.

Ngā Whakatau Iho – Overall Sufficiency

	Kāore i Whiwhi	Paetae	Kaiaka	Kairangi
Score range	0 – 2	3 – 4	5 – 6	7 – 8

Wāhanga rangahau: Te Whakarauoratanga o te reo Māori

1. Ka waihangatia tēnei rautaki e tēhea/ēhea iwi/hapū?

2. He aha i waihangatia ai te rautaki nei?

3. Ko wai ngā tāngata e whakahaere ana i te kaupapa?

4. He aha ngā momo rautaki i whakaarohia e rātou hei whakaora i tō rātou reo?

5. He aha ētahi āhuatanga reo ā-iwi e ahurei ana ki te iwi nei?

6. He aha ngā whakapātaritaritanga (challenges) i pā ki a rātou hei whakaora i te reo?

7. He pēhea te haere o te rautaki i tēnei wā?

8. He aha ngā wawata o ngā iwi mō rātou mō ngā tau kei te heke mai?

9. He aha ētahi whakataukī hei tautoko i āu kōrero?

10. HEI MAHI TUHITUHI

Tuhia he tuhinga roa e pā ana ki tētahi rautaki whakarauora i te reo Māori. Kia 400 kupu neke atu rānei te roa.

Ānei ētahi kōrero hei āwhina i a koe ki te whakaoti i tāu tuhinga

<i>mehemea / mēnā / pēnā</i>	if	<i>pēnei i..... / pērā i.....</i>	such as.....
<i>engari</i>	but	<i>ā</i>	and
<i>heoi anō</i>	however	<i>he aha i pēnei ai?</i>	why is it like this?
<i>waihoki</i>	furthermore	<i>mā te wā</i>	in time
<i>me te mea anō</i>	another thing is	<i>taro rawa, tāria te wā</i>	eventually
<i>koiana te take</i>	that's the reason	<i>nō reira/ nā reira</i>	so, therefore
<i>nā te mea/nō te mea/i te mea</i>	because	<i>nā tēnei/ nā tēnā/ nā tērā</i>	because of this/that/that
<i>otirā</i>	but (at the same time)	<i>mā tēnei pea</i>	though this maybe
<i>āpiti atu i tērā</i>	in addition to that	<i>tēnā pea/ tērā pea</i>	maybe
<i>arā</i>	that is / in other words	<i>kē</i>	instead / already
<i>rawa</i>	too	<i>hoki</i>	also
<i>nō wai te hē?</i>	whose fault is it?	<i>me āta whakaaro tātou</i>	we must think carefully
<i>ina</i>	if and when	<i>e pā ana/ mō</i>	about
<i>ko te pātai.....</i>	the question is....	<i>hāunga</i>	with the exception of
<i>ahakoa</i>	despite, regardless	<i>kātahi te whakaaro heahea ko tērā</i>	what a idiotic idea that is
<i>ki tōku nei whakaaro / ki ahau nei</i>	in my opinion	<i>hei tā / e ai ki</i>	according to
<i>kāore tēnei i te tika</i>	this isn't right	<i>kāoree whakaae</i>do/does not agree
<i>ko te whakapae</i>	the accusation is	<i>nā.....te kī</i>	it was.....who said
<i>hei tauira</i>	for example	<i>nō.....te hē/nōna te hē</i>	it is.....fault/ it is his/her fault
<i>hei whakaotinga māku</i>	in conclusion	<i>waiho mā.....</i>	leave it to.....
<i>e pēnei ana ōku whakaaro i te mea</i>	i think like this because	<i>kua roa tātou e.....ana</i>	we have been.....for a long time
<i>kua tae ki te wā</i>	the time has come	<i>māharahara, āwangawanga</i>	worry
<i>kāore e kore</i>	without a doubt	<i>mei kore ake.....</i>	if it wasn't for.....

Ētahi whakataukī e pā ana ki te reo me te mātauranga

- 1. Ko te reo te manawa pou o te Māori, ko te ihi te waimanawa o te tangata, ko te roimata, ko te hūpē te waiaroha.**
Language is the lifeblood of Māori, The life force and the sacred energy of man. Tears and mucus are the spiritual expressions of feelings.
- 2. Ko tōku nui, tōku wehi, tōku whakatiketike, tōku reo.**
My language is my greatness, my inspiration, that which I hold precious.
- 3. Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa.**
The Māori language is the cloak of thought and the pathway to this natural world.
- 4. Ko te manu e kai ana i te miro, nōna te ngahere. Ko te manu e kai ana i te mātauranga, nōna te ao.**
The bird that partakes of the miro berry reigns in the forest. The bird that partakes of the power of knowledge has access to the world.
- 5. Ko te reo te mauri o te mana Māori.**
Language is the life force of Māori.
- 6. Ko te reo te tuakiri. Ko te reo tōku ahurei. Ko te reo te ora.**
Language is my identity. Language is my uniqueness. Language is life.
- 7. Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.**
Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.
- 8. He oranga ngākau, he pikinga waiora.**
Positive feelings in your heart will enhance your sense of self-worth.
- 9. Mā te whakaaro nui e hanga te whare; mā te mātauranga e whakaū.**
Big ideas create the house; knowledge maintains it.
- 10. Unuhia te rito o te harakeke kei whea te kōmako e kō? Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha te mea nui o te ao, māku e kī atu he tangata, he tangata, he tangata!**
Remove the heart of the flax bush and where will the kōmako sing? Proclaim it to the land, proclaim it to the sea; Ask me, “What is the greatest thing in the world?” I will reply, “It is people, people, people!”
- 11. Kua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.**
Don’t paddle out of unison; our canoe will never reach the shore.
- 12. Ko te pae tawhiti whāia kia tata Ko te pae tata whakamaui kia tina’**
Hold close that which you know, seek that which you desire

- 13. Ko tōku reo tōku ohooho, ko tōku reo tōku māpihi maurea.**
My language is my awakening, my language is the window to my soul
- 14. Whāia e koe te iti kahurangi, ki te tuohu koe, me maunga teitei.**
Follow your treasured aspirations, if you falter, let it be to a lofty mountain.
- 15. Whāia te mātauranga hei oranga mō koutou.**
Seek knowledge for the sake of your wellbeing.
- 16. Whaowhia te kete mātauranga.**
Fill the basket of knowledge.
- 17. Kāore te kūmara e kōrero mō tōna māngaro.**
The kumara does not say how sweet it is - Self-praise is no recommendation.
- 18. Ū ki te ako, tū tangata ai āpōpō**
Excel in teaching so our learners will excel in the future