



*Te Hīringa i te Mahara*

A large, faint illustration of a Māori whānau (family) in the background. It depicts four people: a man with a large feathered headdress, a woman with a bun and a flower, and two children. They are all wearing traditional Māori clothing with intricate patterns.

# TE REO MĀORI

Relief Teacher Packs

Year 9 Term 1

# WHĀNAU



# Te Hiringa i te Mahara

## He Mihimihi

He mihi nunui tēnei ki ngā tāngata katoa nā rātou tahi ēnei rauemi i tūtuki ai.....

**Te Mahi Whakahaere i te Kaupapa** Nā Victor Grbic

**Te Mahi Whakarārangi i te Kaupapa** Nā Jenny Bol Jun Lee

### Ngā Kaimahi

**Ngā Kaituhi i ngā Whakaakoranga** Ko Jenny Bol Jun Lee rātou ko Te Ahu Rei, ko Alice Heather, ko Wiremu Doherty, ko Huata Te Kingi Waiau.

**Ngā Kaiarotake i ngā Whakaakoranga** Ko Tipene Lemon rātou ko Hoani Waititi, ko Rewa Paewai, ko Dallas Pahiri, ko Lisa Smith, ko Mata Raela.

**Te Kaiarahi i ngā Arotakenga:** Ko Rihi Te Nana.

**Te mahi Whakahoahoa /Whakatā i ngā pukapuka:** Nā Shane Eriwata rāua ko Matthew May @ Design Direct.

**Te Mahi whakatakoto i ngā whakaakoranga:** Nā Victor Grbic

**Te Whakaāhua Uwhi** Nā Helen Kingi  
**Ngā whakaāhua whakaakoranga** Nā Ruth Herd  
**Ngā whakaāhua/whakahoahoa atu:** Nā Te Kawehau Hoskins

**Ngā Whakaāhua** Nā Chris Traill rāua ko Vince Heperi

**Te Hanga i ngā rīpene ataata/rīpene pūoro:** Nā Te Kawehau Hoskins rāua ko Victor Grbic  
**Te waiata “Tōku Reo”:** Nā Hori Chapman/Ahurangi

**Ngā Kaitautoko me ngā Kaikōrero**  
Ko Leonie Pihama

**Te Rīpene Ataata ‘Tāngata’:** Ko Rima Wharekawa-Hogg rātou ko Corin Meroiti, ko Hinehou Te Kōhanga Reo, ko Te Mahurehure Marae, ko Bic Runga, ko DLT, ko Che Fu, ko Tangata Records, ko Sony Records, ko BMG Records.

**Te Rīpene Ataata ‘Whānau’:** Ko Haki Waikato rātou ko Dorothy Waetford, ko Tony Monroe, ko Ngāmihi Pawa, ko Lurline Reed, ko Te Karaka Ahitapu, ko Te Rāwhiti Marae Trust, ko Te Wānanga Reo Rūmaki Trust, ko ngā taura me ngā tamariki o Te Wānanga Reo Rūmaki ki Te Rāwhiti - Kohitātea 1999.

**Ngā Rīpene Pūoro:** Ko Te Kawehau Hoskins rātou ko Jenny Bol Jun Lee, ko Tipene Lemon.

I hangaia ēnei rauemi e Te Whare Puaou Trust mō Te Hiringa i Te Mahara, he kaupapa mō Te Tāhuhu o te Mātauranga.  
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Ngā tono ki te kaiwhakaputa.



PO Box 52091, Kingsland, Tāmaki Makaurau.



# Te Hīringa i te Mahara

## Notes for the Māori Language Teacher

Kia ora koutou, hei tīmatatanga kōrero, ka tika rā me wehi ki a rātou mā, e ngā tini mate kua whiti atu ki tua o te ārai, ki te wāhi okiokinga. E ai rā ki era o ngā kōrero ōhaki ko mātou i mahue iho hei urupā mō rātou mā.

Kāti ake mō koutou mā, ka hoki mai ki a tātou te hunga ora e pae nei i te ao tūroa, e matau haere ana kia tūtuki ai ngā wawata. Nō reira, tēnā rā koutou katoa.

I hangaia mai ēnei rauemi i runga i te whakaaro rangatira ki te reo. Mā te reo, ka puta te kupu, mā te kupu, ka rere te kōrero. Mā te kōrero ka marama ngā tapuwae, mā te tapuwae ka tū te ihiihi. Mā te ihiihi ka hīrawerawe, mā te hīrawerawe ka rongo. Mā te rongo ka mōhio, mā te mōhio ka kōrero, mā te kōrero ka ora te Māori.

I hangaia ēnei rauemi i raro i te ngākau māhaki, mō kore ai hei paku āwhina ki ngā pouako e pōkaikaha nei ki te poipoi, ki te whāngai i te reo i ngā kura tuarua. Nā tēnei rōpū e kai kā ana kia ora tonu ai te reo rangatira i whakairohia ake ēnei rauemi.

The purpose of this relief pack is to support Year 9 Māori language programs in secondary schools by providing prepared relief lessons that are written for use by relief teachers, who may not be teachers of the Māori language.

This unit of twelve 50 minute lessons aims to supplement a term's work based around the kaupapa 'Whānau'. It should also complement the activities found in standard Māori texts used by Māori language teachers at Year 9 level.

Used sequentially, these lessons support a learner's progress through Te Marautanga i roto i te Reo Maori. A balance of the six strands (reading, writing, speaking, listening, viewing and presenting) has been sought within this unit. Subsequently, the pack also contains audio and video cassette resources for some individual lessons. Each lesson aims to provide achievable objectives by setting up activities which usually require students to use 'receptive' language skills and then 'productive' language. Please note, lessons include some dialectal variations.

### The Relief Pack

This self-contained package includes:

- easy to follow instructions for the relief teacher in English
- activity sheets for the students in English and Māori
- answer sheets
- extension activities for each lesson
- audio and video cassette resources (some lessons only)



# Te Hiringa i te Mahara

## How to use the lessons.

- A **summary of the lessons** follows, which contains the aims and objectives of each lesson. This section enables the Māori language teacher to select the appropriate relief lesson for their class.
- The **lesson overview** provides more details about the lesson, i.e. the learning points to be covered and the resources needed.
- The **'resources'** section informs the Māori language teacher of what items i.e. video or audio tapes, and how many photocopied sheets are required. For each lesson the Māori language teacher will need to photocopy the teacher relief instructions, answer and student activity sheets.
- The **'Instructions to the Relief Teacher'** are set out with a space at the top of the page for the Māori language teacher to provide the necessary information about the class for the reliever. A space is also provided for relief teachers to write feedback about the lesson.
- **Approximate times** are suggested in which the activities should be done. This includes time for marking. The relief teacher should mark each activity as the students progress through the activities as they are usually sequential.
- The **Extension Activity** is designed for students who complete work early. It is not included in the approximate times for a 50 minute lesson, nor are answers usually provided. It may also be used as a homework activity.
- Both the **audio** and **video** tapes are designed to be 'played and paused' to provide students with a variety of activities during the lesson. All repeated sections are pre-recorded and indicated on the relief teacher instruction sheet or student activity sheet.
- Each individual lesson is clearly marked. The **title of the lesson** appears at the top of each student activity sheet and answer sheet.
- There are no more than 4 pages of **student activities** to minimise the number of sheets to be distributed. These may be photocopied back to back.
- The **answer sheets** have been designed to be utilised either as a photocopy sheet or as an OHT for easy marking.

### Checklist for relief lesson preparation.

1. Select the appropriate lesson from the **summary of the lessons**.
2. Read the **lesson overview** to check if it is appropriate for your class.
3. Prepare and organise the **resources** needed for this lesson.
4. Complete the top section of the **'Instructions to the Relief Teacher Sheet'**.
5. Leave for the relief teacher.

## Other ideas:

- The suggested extension activities may also be used by the Maori language teacher as ideas for follow up activities in the next lesson.
- If the 'Kupu Āwhina' list does not meet the requirements of the class, the Māori language teacher may also need to provide dictionaries.
- The approximate times on the 'Relief Teacher Instructions Sheet' also allow the Māori language teachers the flexibility to mix and match these activities with their own prepared relief work.



## Summary: Lessons 1 - 4

### LESSON 1: Whakarongo Mai: Listen

**AIM:** To introduce and practise vowel and consonant sounds and greetings.  
**STRAND(S):** **Listening**, Speaking, Writing  
**OBJECTIVES:** listen to and identify different vowels and consonants  
listen to and identify short and long vowel sounds  
repeat short and long vowel sounds  
listen to and identify numbers  
listen and respond to some basic greetings  
listen and write some Māori place names.  
**ADDITIONAL RESOURCE REQUIRED:** AUDIO CASSETTE

### LESSON 2: E hia ngā mea?: How many things are there?

**AIM:** To introduce oneself or someone else and count to 100.  
**STRAND(S):** **Writing**, reading,  
**OBJECTIVES:** write numbers in Māori  
write questions and answers about how many things there are  
complete a dialogue by ordering sentences correctly.

### LESSON 3: Nō hea koe?: Where are you from?

**AIM:** To communicate simple information about where someone is from.  
**STRAND(S):** **Viewing**, reading, writing, presenting.  
**OBJECTIVES:** view a map and write sentences about where people are from  
view a map and write sentences about where people live  
identify the Māori place names of some of the towns in New Zealand  
transfer information to a map to show where people are from and where they live.

### LESSON 4: Tūrangawaewae: A Place To Stand Proud

**AIM:** To enable students to communicate aspects of Tūrangawaewae.  
**STRAND(S):** **Presenting**, writing, speaking.  
**OBJECTIVES:** present information about a person's tūrangawaewae in a basic introductory speech format  
present information about a person's tūrangawaewae in a grid (summary form)  
translate two pepehā.



## Summary: Lessons 5 - 8

### LESSON 5: Ko wai tō ingoa?: What's your name?

**AIM:** To enable students to communicate simple information about who someone is.  
**STRAND(S):** **Presenting**, speaking, reading, writing.  
**OBJECTIVES:** present a dialogue  
role play a situation  
answer questions about a dialogue

### LESSON 6: E hia ō tau?: How old are you?

**AIM:** To enable students to ask and say the age of someone.  
**STRAND(S):** **Speaking**, reading, writing.  
**OBJECTIVES:** ask and say the age of someone  
write the age of someone  
ask and give information about aspects of a person's tūrangawaewae.

### LESSON 7: Whānau: Family

**AIM:** To introduce the main words for family relationships.  
**STRAND(S):** **Reading**, writing.  
**OBJECTIVES:** use family terms appropriate to themselves  
read information about a family (family tree and written text)  
write sentences about a family  
answer questions about a family.

### LESSON 8: Ko wai te tuakana o Pare?: Who is Pare's older sister?

**AIM:** To enable students to communicate about whānau using 'a' and 'o'.  
**STRAND(S):** **Writing**, reading.  
**OBJECTIVES:** At the end of this lesson the students should be able to:  
1. write information about a family using 'a' and 'o'.  
2. answer questions about a family using the 'a' and 'o' categories.



## Summary: Lessons 9 - 12

### LESSON 9: Whakapapa: Family Trees

**AIM:** To enable the students to derive information about whānau from a written text  
**STRAND(S):** **Reading**, writing  
**OBJECTIVES:** read information about a family and complete a family tree  
read information about a family and decide whether it is true or false  
write information about a family.

### LESSON 10: Whakarongo mai ki ngā kōrero mō ngā whānau: Listen to information about families

**AIM:** To enable students to identify specific information by listening.  
**STRAND(S):** **Listening**, writing, speaking  
**OBJECTIVES:** listen to statements about a family and identify whether a statement is true or false  
listen to information about a family and complete a family tree  
complete a cloze exercise by listening  
answer questions about a family.

**ADDITIONAL RESOURCE REQUIRED:** AUDIO CASSETTE

### LESSON 11: Nō hea tō whānau: Where is your family from?

**AIM:** To enable students to speak about families within a role play context.  
**STRAND(S):** **Speaking**, reading, writing  
**OBJECTIVES:** role play in different ways a scene about two people meeting for the first time  
answer questions about a dialogue  
complete a cloze exercise.

### LESSON 12: Mihimihi

**AIM:** To enable students to view a mihimihi in an authentic context.  
**STRAND(S):** **Viewing**, writing.  
**OBJECTIVES:** identify the context in which the mihimihi is taking place  
view the mihimihi and gather specific information  
view the mihimihi and transfer information into a written form.

**ADDITIONAL RESOURCE REQUIRED:** VIDEO CASSETTE







## Whānau Lesson #1

### LESSON TITLE: **Whakarongo Mai: Listen**

**AIM:** To introduce and practise vowel and consonant sounds and greetings.

**STRAND(S):** **Listening**, Speaking, Writing

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. listen to and identify different vowels and consonants
2. listen to and identify short and long vowel sounds
3. repeat short and long vowel sounds
4. listen to and identify numbers
5. listen and respond to some basic greetings
6. listen and write some Māori place names.

### Learning points to be covered:

Māori Alphabet  
Tēna koe, tēna kōrua, tēna koutou.  
Kia ora  
Some Māori place names  
Numbers 1-10

### Resources:

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
Photocopied activity sheets - 4 per student.  
Audio cassette # 1 (side 1Ā)  
Audio cassette player







# Te Hiringa i te Mahara



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Instructions to Relief Teacher

Each activity requires a section of AUDIO CASSETTE #1 (side 1Ā) to be played **after** the students have read the appropriate activity's questions. **Each section's end-point is signalled by a short musical interlude.** When this is heard, stop the tape **during** the interlude and allow the students to complete the activity and view the answers in the recommended time.

The next time the tape is set to play, the interlude should continue with the next activity's title. The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (this is not on the tape, no answers are provided)

1. **Te Pū Rārangī Māori: Māori Alphabet Chart (approx. 10 minutes)**  
Students should listen carefully and fill in the chart.
2. **Ngā Pū Tangi: Long & short vowel sounds (approx. 10 minutes)**  
2ā. Students should repeat after the speaker. (no answers)  
2ē. Students should listen to the words spoken and write them down, taking special note of the long and short vowel sounds.
3. **Te tatau tātai: Counting numbers (approx. 10 minutes)**  
3ā. Students should repeat the numbers after the speaker. (no answers)  
3ē. Students should listen to the speaker and write down the numbers that are read out.
4. **He momo mihi: Basic greetings (approx. 10 minutes)**  
4ā. Students should repeat the greetings after the speaker. (no answers)  
4ē. Students should listen to the greetings and match them to the appropriate pictures.
5. **Ngā ingoa wāhi: Place names (approx. 10 minutes)**  
Students should listen to the speaker and write down the place names paying special attention to long and short vowels.
6. **He Mahi Atu Anō: Extension Activity**  
6ā. Students should identify ten commonly mispronounced place names and practice the correct pronunciation.  
6ē. Students should identify other commonly mispronounced words, i.e. People's names, trees, birds, fish and shellfish.

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_  
 \_\_\_\_\_  
 Difficulties: \_\_\_\_\_  
 \_\_\_\_\_  
 Students working well/helpful etc.: \_\_\_\_\_  
 \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to teacher (above)





## Whakarongo mai: Listen

### 1. Te Pū Rārangi Māori: Māori Alphabet Chart NGĀ WHAKAUTU: ANSWERS

	Ā	Ē	Ī	Ō	Ū
H	HĀ	HĒ	HĪ	HŌ	HŪ
K	KĀ	KĒ	KĪ	KŌ	KŪ
M	MĀ	MĒ	MĪ	MŌ	MŪ
N	NĀ	NĒ	NĪ	NŌ	NŪ
P	PĀ	PĒ	PĪ	PŌ	PŪ
R	RĀ	RĒ	RĪ	RŌ	RŪ
T	TĀ	TĒ	TĪ	TŌ	TŪ
W	WĀ	WĒ	WĪ	WŌ	WŪ
NG	NGĀ	NGĒ	NGĪ	NGŌ	NGŪ
WH	WHĀ	WHĒ	WHĪ	WHŌ	WHŪ

### 2ē. Whakarongo mai: Listening activity NGĀ WHAKAUTU: ANSWERS

- |         |      |
|---------|------|
| 1. keke | kēkē |
| 2. papa | pāpā |
| 3. mītī | miti |
| 4. ata  | āta  |
| 5. tē   | te   |

### 3ē. Whakarongo mai: Listening activity NGĀ WHAKAUTU: ANSWERS

whitu/7, rua/2, ono/6, toru/3, iwa/9,  
waru/8, kotahi/1, tekau/10, rima/5.





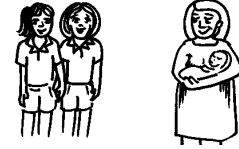
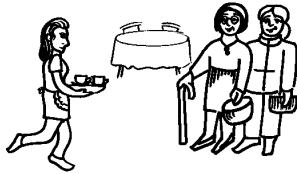
# Te Hiringa i te Mahara



## Whakarongo mai: Listen

### 4ē. Mahi whakataurite: Matching pictures NGĀ WHAKAUTU: ANSWERS

3. Tēnā kōrua e kui mā



5. Kia ora kōrua kōtiro mā

4. Tēnā koc e tama



1. Tēna koutou tamariki mā



2. Kia ora koc e koro

### 5. Ngā ingoa wāhi: Place names NGĀ WHAKAUTU: ANSWERS

- |                |                 |
|----------------|-----------------|
| 1. Ngaruawāhia | 9. Tūranga      |
| 2. Pōneke      | 10. Māngere     |
| 3. Taupō       | 11. Ōtara       |
| 4. Kirikiriroa | 12. Te Kauwhata |
| 5. Ōtautahi    | 13. Waikato     |
| 6. Kaikoura    | 14. Rotorua     |
| 7. Hokitika    | 15. Ūawa        |
| 8. Kaikohe     |                 |





## Whakarongo mai: Listen

### 1. Te Pū Rārangi Māori: Māori Alphabet Chart

Āta whakarongo ki te pū rārangi Māori nei, ā, whakakīngia ngā wāhi e wātea ana. Listen carefully to the Māori alphabet and fill in the chart below. This will be read twice so you may check your answers.

	Ā	Ē	Ī	Ō	Ū
H	<i>hā</i>	<i>hē</i>	<i>hī</i>	<i>hō</i>	<i>hū</i>
K	.....	.....	.....	.....	.....
M	.....	.....	.....	.....	.....
N	.....	.....	.....	.....	.....
P	.....	.....	.....	.....	.....
R	.....	.....	.....	.....	.....
T	.....	.....	.....	.....	.....
W	.....	.....	.....	.....	.....
NG	.....	.....	.....	.....	.....
WH	.....	.....	.....	.....	.....

### 2ā. Ngā pū tangi: Long & short vowel sounds

Āta whakarongo ki ngā pū me ngā momo tangi. E rua ngā momo tangi o ngā pū, ko te roa me te poto. Ko te tō, kei te tohu i te pū roa arā, he tohutō kei runga ake i te pū kōtahi. Ki te kore he tohutō, he poto te tangi o te pū.

Listen carefully to the vowel sounds. There are two main vowel sounds, long or short. The macron gives the vowel a long sound. Otherwise the vowel sound is short. Repeat after the speaker, paying attention to the length of the vowels.

He pū roa:

Ā	āporo
Ē	hēki
Ī	pī
Ō	pōro
Ū	hū

He pū poto:

A	haka
E	pene
I	iwa
O	koro
U	putiputi





## Whakarongo mai: Listen

### 2ē. Whakarongo mai: Listening activity

Whakarongo mai ki ēnei kupu, ā, tuhia mai engari āta whakarongo ki ngā tohutō. Listen carefully to these words and write them down. Take special note of the length of each vowel.

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

### 3ā. Whakarongo mai ki ngā tātai: Listen to the numbers.

Whakarongo ki ngā tātai mai te tahi ki te tekau. He rerekē te whakahua o te 1 me te 10. E rite ana te whakahua a ngā tātai i waenganui. E pēnei ana te tīmatanga, kōtahi, e rua, e toru, e whā tae noa ki te tātai, e iwa. Ko te whakamutunga ko te tekau. Kia rite tonu te whakatakato o ōu kōrero ki ngā kōrero o te kaikōrero. Listen to the numbers 1 to 10 and repeat after the speaker. Only numbers 1 and 10 are pronounced differently from the rest. Counting begins, kōtahi, e rua, e toru, e whā up until e iwa. Number ten is just tekau. Repeat after the speaker.

KŌTAHI	1	E ONO	6
E RUA	2	E WHITU	7
E TORU	3	E WARU	8
E WHĀ	4	E IWA	9
E RIMA	5	TEKAU	10

### 3ē. Mahi Whakarongo: Listening Activity

Tuhia ēnei tātai. Listen carefully and write down the numbers.





# Te Hiringa i te Mahara

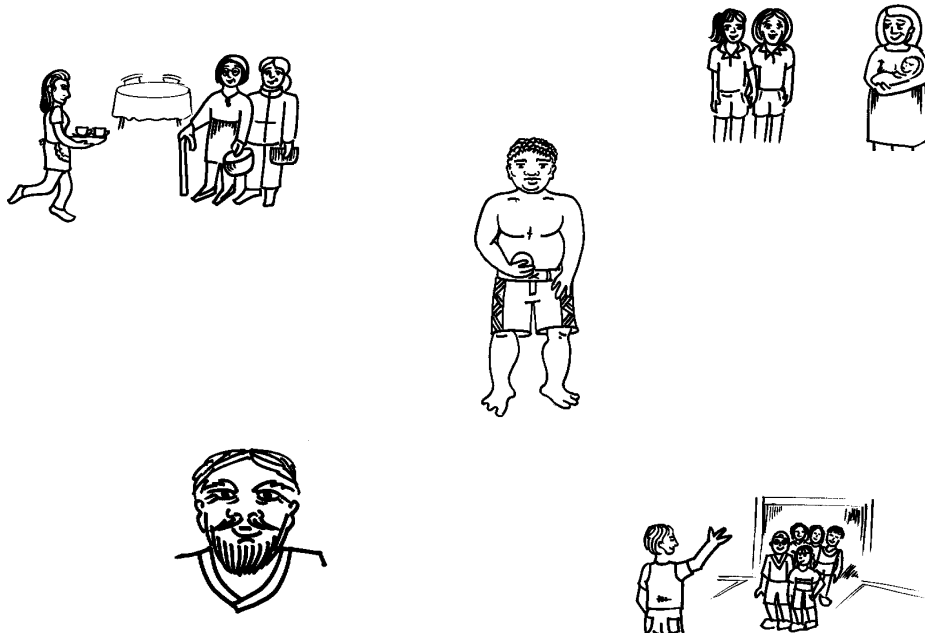


## Whakarongo mai: Listen

**4ā.** He momo mihi: Basic greetings  
Whakarongo mai ki ēnei mihi. Kia rite tonu te whakatakato o ōu kōrero ki ngā kōrero o te kaikōrero. Listen to these greetings, repeat after the speaker

- “Tēnā koe” (a formal greeting to one person)
- “Tēnā kōrua” (a formal greeting to two people)
- “Tēnā koutou” (a formal greeting to three or more people)
- “Kia ora koe” (a less formal greeting to one person)
- “Kia ora kōrua” (a less formal greeting to two people)
- “Kia ora koutou” (a less formal greeting to three people or more)

**4ē.** Mahi whakataurite: Matching pictures  
Whakarongo ki ngā mihi, whakatauritehia te mihi tika ki te pikitia tika. Tuhia te nama ki te taha o te pikitia. Listen to the greetings and match them to the correct picture. Write the number beside the picture.







## Whakarongo mai: Listen

### 5. Ngā ingoa wāhi: Place names

Āta whakarongo ki ngā ingoa o ngā momo wāhi puta noa i Aotearoa nei. Tuhia ngā ingoa ki tāu pēpa. Listen carefully to the pronunciation of the place names of Aotearoa. Write them down.

- |    |     |
|----|-----|
| 1. | 9.  |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. |     |

### 6ā. He Mahi Atu Anō: Extension Activities

Kimihia kia tekau ngā ingoa kāore i whakahuahia kia tika. Tuhia ngā ingoa nei. Whakakōrerohia ngā ingoa nei kia tika te whakahua. Identify 10 Maori place names commonly mispronounced. Write them down with correct spelling and practise the correct pronunciation.

6ē. Whakarangihia ētahi kupu korekore e tika ana te whakahua. Āra, ngā ingoa tāngata, rākau, manu, ika, me ngā kai moana. List any Māori words commonly mispronounced i.e. Peoples' names, trees, birds, fish & shellfish. Practise the correct pronunciation of these words.







# Whānau Lesson #2

**LESSON TITLE:** E hia ngā mea?: How many things are there?

**AIM:** To introduce oneself or someone else and count to 100.

**STRAND(S):** Writing, reading.

**OBJECTIVES:**

- At the end of this lesson the students should be able to:

  1. write numbers in Māori
  2. write questions and answers about how many things there are
  3. complete a dialogue by ordering sentences correctly.

**Learning points to be covered:**

Ko wai tō/tōna ingoa?  
 Ko ..... tōku/tōna ingoa.  
 E hia ngā .....?  
 E 1-200 ngā .....

**Resources:**

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
 Photocopied activity sheets - 4 per student.





# Te Hiringa i te Mahara



Teacher: _____	Room: _____
Date: _____	Class: _____



**Instructions to Relief Teacher**

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (unless noted)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- Kaute: Counting (approx. 8 minutes)**  
 Students should solve the simple math equations and write their answers in Maori.  
**nb;** An explanation and an example are provided.
- E hia ngā mea? How many things are there? (approx. 14 minutes)**  
 2ā. Students should look at the pictures and complete the sentences about each picture.  
 2ē. Students should read each sentence and draw a picture that illustrates the number of objects.  
 Students should only draw quick sketches.
- Rārangi Kōrero: Making sense of a dialogue. (approx. 28 minutes)**  
 3ā & 3ē. Students read about the situations and put the Māori sentences in the correct order so that the dialogue makes sense.  
**nb;** An explanation and Kupu Āwhina (helpful words) are provided.
- He Mahi Atu Anō: Extension Activity**  
 Students should write their own dialogue similar to activity numbers 3ā & 3ē.  
**nb;** Students may work in pairs and take one role each.  
 Students should try and incorporate as much language as they have learnt so far.

### Relief Teacher to complete . . .

Work completed: \_\_\_\_\_

Difficulties: \_\_\_\_\_

Students working well/helpful etc.: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please return to teacher (above)

YEAR 9 TERM 1 - WHĀNAU - LESSON 2 - INSTRUCTIONS TO RELIEF TEACHER



# Te Hiringa i te Mahara



E hia ngā mea?: How many things are there?

1.

Kaute: Counting  
NGĀ WHAKAUTU: ANSWERS

- 15 + 7 = Rua tekau mā toru
- 28 + 15 = Whā tekau mā toru
- 73 - 11 = Ono tekau mā rua.
- 53 - 23 = Toru tekau.
- 23 - 7 = Tekau mā ono.
- 46 + 98 = Kotahi rau e whā tekau mā whā.
- 23 + 35 = Rima tekau mā waru.
- 58 + 34 = Iwa tekau mā rua.
- 63 - 28 = Toru tekau mā rima.
- 45 - 32 = Tekau mā toru.

2ā.

E hia ngā mea? How many things are there?  
NGĀ WHAKAUTU: ANSWERS

- E hia ngā whare? E toru ngā whare.
- E hia ngā ngeru? E rima ngā ngeru.
- E hia ngā pene? Tekau mā whā ngā pene.
- E hia ngā pukapuka ? Tekau mā waru ngā pukapuka.
- E hia ngā kuri? E toru ngā kuri.

2ē.

E hia ngā mea?: How many things are there?  
NGĀ WHAKAUTU: ANSWERS

- 1. How many birds are there? There are eleven birds.
- 2. How many computers are there? There are eight computers.
- 3. How many lollies are there? There are eighteen lollies.
- 4. How many tickets are there? There are five tickets
- 5. How many jumpers are there? There are nine jumpers.





# Te Hiringa i te Mahara



E hia ngā mea?: How many things are there?

**3ā.**

Rārangi Kōrero: Making sense of a dialogue.  
NGĀ WHAKAUTU: ANSWERS

- Kimiora: Tēna koe e koro.  
 Tīpene: Kia ora e hine. E noho. Ko wai tō ingoa?  
 Kimiora: Ko Kimiora tōku ingoa.  
 Tīpene: E hine, e hia ngā āporo?  
 Kimiora: E rima ngā āporo.  
 Tīpene: Hōmai kia rua. Kia ora.

**3ē.**

Rārangi Kōrero: Making sense of a dialogue.  
NGĀ WHAKAUTU: ANSWERS

- Mere: Kia ora. Ko wai tō ingoa?  
 Pita: Kia ora e Mere, ko Pita tōku ingoa.  
 Mere: Haere mai, e tama. Ko wai tō māmā?  
 Pita: Ko Miriama tōna ingoa.  
 Mere: Āe, e noho.  
 Pita: Kia ora e kui.  
 Mere: Titiro atu. E hia ngā kuri?  
 Pita: E waru ngā kuri!  
 Mere: Aue!





# Te Hiringa i te Mahara



E hia ngā mea?: How many things are there?

## He Whakamārama: Explanation

7	whitu
12	tekau mā rua
34	toru tekau mā whā
94	iwa tekau mā toru
100	kotahi rau
143	kotahi rau e whā tekau mā toru

### 1. Kaute: Counting

Tuhia te kōrero tika mō ēnei mahi pangarau.

Write in Māori the solution for the problems below.

He tauria tēnei. This is an example.  $22 + 32 =$  rima tekau mā rima.

$15 + 7 =$  .....

$28 + 15 =$  .....

$73 - 11 =$  .....

$53 - 23 =$  .....

$23 - 7 =$  .....

$46 + 98 =$  .....

$23 + 35 =$  .....

$58 + 34 =$  .....

$63 - 28 =$  .....

$45 - 32 =$  .....







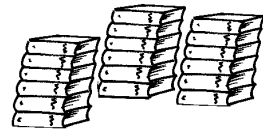
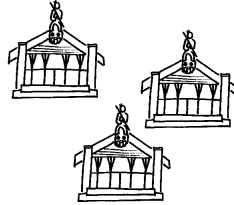
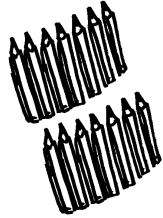
# Te Hiringa i te Mahara



## E hia ngā mea?: How many things are there?

### 2ā. E hia ngā mea? How many things are there?

Titiro atu ki ngā pikitia, ā, whakakia ngā wāhi wātea.  
Look at the pictures and fill in the gaps.



E hia ngā whare?

E \_\_\_\_\_ ngā whare.

E hia ngā ngeru?

E \_\_\_\_\_ ngā ngeru.

E \_\_\_ ngā pene?

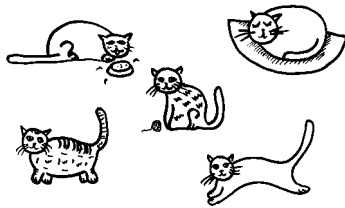
\_\_\_\_\_ ngā \_\_\_\_\_.

E \_\_\_\_\_ pukapuka?

\_\_\_\_\_

\_\_\_\_\_ kuri?

\_\_\_\_\_



### 2ē. E hia ngā mea? How many things are there?

Pānuitia ngā kōrero nei, ā, tāngia ngā pikitia mō ia kōrero.  
Read the sentence below and draw a picture for each statement.

- |                        |                         |
|------------------------|-------------------------|
| 1. E hia ngā manu?     | Tekau mā tahi ngā manu. |
| 2. E hia ngā rorohiko? | E waru ngā rorohiko.    |
| 3. E hia ngā rāre?     | Tekau mā waru ngā rāre. |
| 4. E hia ngā tikiti?   | E rima ngā tikiti.      |
| 5. E hia ngā poraka?   | E iwa ngā poraka.       |





# Te Huringa i te Mahara



YEAR 9 TERM 1 - WHĀNAU - LESSON 2 - ACTIVITY SHEET # 3

## E hia ngā mea?: How many things are there?

### He Whakamārama: Explanation

Ko wai tō ingoa?	What's your name?
Ko Tutira tōku ingoa.	My name is Tutira.
Ko wai tōna ingoa?	What's her/his name?
Ko Kahu tōna ingoa.	Her name is Kahu.

### 3ā. Rārangi Kōrero: Making sense of a dialogue.

Pānuitia te kōrero e whai ake nei, kimihia te rārangi kōrero kia tika ai te kōrerorero. Read the following situation, choose the correct lines in Māori, then copy them to complete the dialogue below.

1. Kimiora greets Tīpene.
2. Tīpene greets Kimiora and tells her to sit down. Tīpene asks what the girl's name is.
3. She tells him her name.
4. Tīpene asks how many apples there are.
5. Kimiora says there are five apples.
6. Tīpene asks for two.

### He Kupu Āwhina: Helpful Words

āporo	apple
aue	oh dear
hine	girl
hōmai	give me
kōnei	here
koro	old man
kui	old woman
kuri	dog
manu	bird
ngeru	cat
pene	pen
poraka	jumper
pukapuka	book
rare	lollies
rorohiko	computer
tama	boy
tikiti	tickets
titiro atu	look
whare	house

E hine, e hia ngā āporo?  
 Ko Kimiora tōku ingoa.  
 Tēna koe e koro.  
 E rima ngā āporo.  
 Ko wai tō ingoa?  
 Hōmai kia rua. Kia ora.  
 Kia ora e hine. E noho.

1. Kimiora: .....
2. Tīpene: .....  
.....
3. Kimiora: .....
4. Tīpene: .....
5. Kimiora: .....
6. Tīpene: .....



# Te Hiringa i te Mahara



## E hia ngā mea?: How many things are there?

### 3ē. Rārangī Kōrero: Making sense of a dialogue.

Pānuitia te kōrero e whai ake nei, kimihia te rārangī kōrero kia tika ai te kōreroreo. Read the following situation, choose the correct lines in Māori, then copy them to complete the dialogue below.

1. Mere greets Pita and asks his name
2. Pita replies and tells her his name.
3. Mere tells him to come here and asks him who is his mother.
4. Pita says that her name is Miriama.
5. She says, 'Oh yes, sit down'
6. Pita thanks her and addresses her as old woman.
7. Mere says, 'Look over there. How many dogs are there?'
8. Pita replies that there are eight dogs.
9. Mere exclaims 'Oh dear!'.

Ko Miriama tōna ingoa.  
 Kia ora e kui.  
 Titiro atu. E hia ngā kuri?  
 Kia ora. Ko wai tō ingoa?  
 Aue!  
 Haere mai, e tama. Ko wai tō māmā?  
 Āe, e noho.  
 Kia ora e Mere, ko Pita tōku ingoa.  
 E waru ngā kuri!

1. Mere: .....
2. Pita: .....
3. Mere: .....
4. Pita: .....
5. Mere: .....
6. Pita: .....
7. Mere: .....
8. Pita: .....
9. Mere: .....

### 4. He Mahi Atu Anō: Extension Activity.

Tuhia he kōrerorero e rite tonu ana ki te mahi nama 3ā me te 3ē.

Using the language you have learnt this lesson, write your own dialogue similar to number 3ā and 3ē







# Whānau Lesson #3

**LESSON TITLE:** Nō hea koe?: Where are you from?

**AIM:** To communicate simple information about where someone is from.

**STRAND(S):** **Viewing**, reading, writing, presenting.

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. view a map and write sentences about where people are from
2. view a map and write sentences about where people live
3. identify the Māori place names of some of the towns in New Zealand
4. transfer information to a map to show where people are from and where they live

**Learning points to be covered:**

Nō hea koe/ia?  
 Nō ..... ahau/ia.  
 Kei hea tō/tōna kāinga?  
 Māori place names

**Resources:**

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
 Photocopied activity sheets - 4 per student.  
 Students may need Atlases of New Zealand.





# Te Huringa i te Mahara



Teacher: _____	Room: _____
Date: _____	Class: _____



**Instructions to Relief Teacher**

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (unless noted)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- Whakataurite ngā ingoa: Matching the names (approx. 10 minutes)**  
 Students should match the correct English place name to the Māori place name. They should use map 1 'Ngā tāone nunui o Aotearoa' to help them. This map should be used to help students with place names in the other activities.
- Nō hea ia? Kei hea tōna kāinga?: Where is she from? Where does she live? (approx. 15 minutes)**  
 Students should look at map 2 'Te Ika a Maui' to answer the questions. 'He Whakamārama' (An Explanation) helps them to write their answers about where someone is from.
- 2ē. (approx. 10 minutes)**  
 Students should look at map 3 'Te Waipounamu' to answer the questions. 'He Whakamārama' (An Explanation) helps them to write their answers about where someone lives.
- 3. Mahi Mahere Whenua: Map Work (approx. 15 minutes)**  
 Students should read the information about where each person is from or where they live. They should transfer this information on to map 4 'Nō hea koe?' by using the symbols used in maps 2 & 3.
- 4. He Mahi Atu Anō: Extension Activity**  
 Students should trace map 4 of Aotearoa and find out where their classmates are from by asking in them 'nō hea koe?'. Students should respond 'nō ..... ahau'. They should then place this information on their map.

### Relief Teacher to complete . . .

Work completed: \_\_\_\_\_

Difficulties: \_\_\_\_\_

Students working well/helpful etc.: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please return to teacher (above)



# Te Hīngira i te Mahara



Nō hea koe?: Where are you from?

1.

Whakataurite ngā ingoa: Match the names  
NGĀ WHAKAUTU: ANSWERS

Kirikiroa	Hamilton
Tāmaki-Makau-Rau	Auckland
Tūranganui-ā-Kiwa	Gisborne
Ngāmotu	New Plymouth
Whanganui-ā-Tara	Wellington
Whakatū	Nelson
Ōtautahi	Christchurch
Ōtepoti	Dunedin
Murihiku	Invercargill
Ahuriri	Napier
Māwhera	Greymouth
Te Papaioea	Palmerston North

2ā.

Nō hea ia? Kei hea tōna kāinga?: Where is she from? Where does she live?

NGĀ WHAKAUTU: ANSWERS

1. Nō Kirikiroa a Pānia.
2. Nō Ngāmotu a Te Ura.
3. Nō Whangārei a Timoti.
4. Nō Taupō-nui-ā-Tia a Temuera.
5. Nō Tāmaki-Makau-Rau a Kimo.
6. Nō Te Papaioea a Tini.
7. Nō Whanganui-ā-Tara a Tangiwai.
8. Nō Kaitaia a Poia.
9. Nō Tauranga a Pīta.
10. Nō Tūranga-nui-ā-Kiwa a Amiria.







# Te Hiringa i te Mahara



## Nō hea koe?: Where are you from?

### 2ē.

Nō hea ia? Kei hea tōna kāinga?: Where is she from? Where does she live?

### NGĀ WHAKAUTU: ANSWERS

1. Kei Ōtautahi te kāinga o Parehuia.
2. Kei te Māwhera te kāinga o Mikaere.
3. Kei Whakatū te kāinga o Hana.
4. Kei Murihiku te kāinga o Ani.
5. Kei Kaikoura te kāinga o Kateao.
6. Kei Timaru te kāinga o Rihi.
7. Kei Ōtepoti te kāinga o Rāwiri.

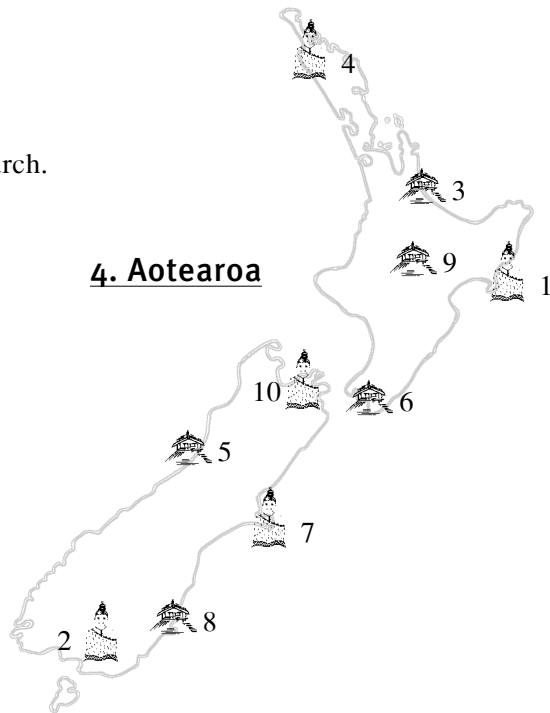
### 3.

### Mahi Mahere Whenua: Map Work

### NGĀ WHAKAUTU: ANSWERS

1. Rāhera is from Gisborne.
2. Te Marino is from Invercargill.
3. Moana lives in Tauranga.
4. Hēmi is from Kaitaia.
5. Rima is from Māwhera.
6. Rihari lives in Wellington.
7. Kataraina is from Christchurch.
8. Tuini lives in Dunedin.
9. Hinewehi lives in Taupō.
10. Kahu is from Nelson.

### 4. Aotearoa





# Te Hiringa i te Mahara

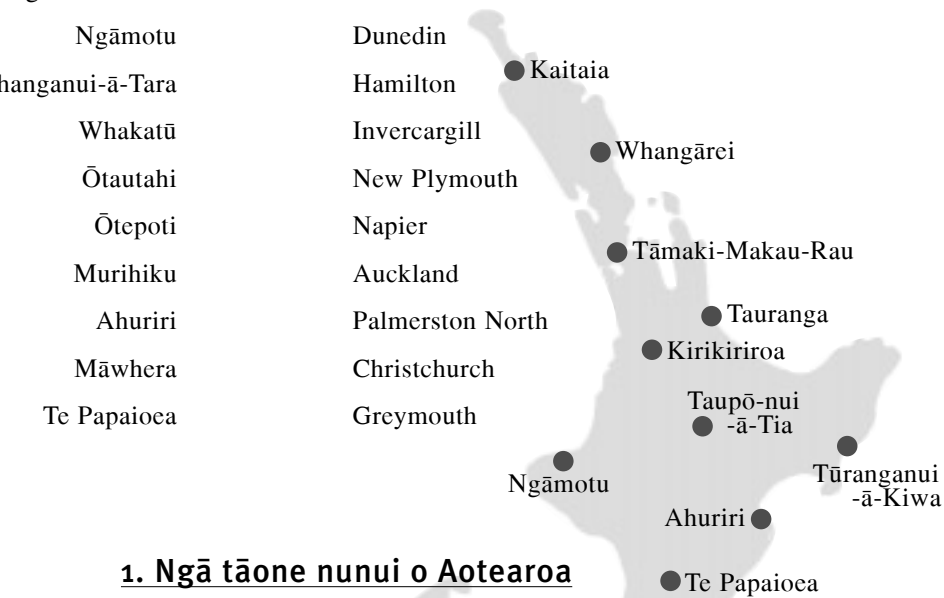


## Nō hea koe?: Where are you from?

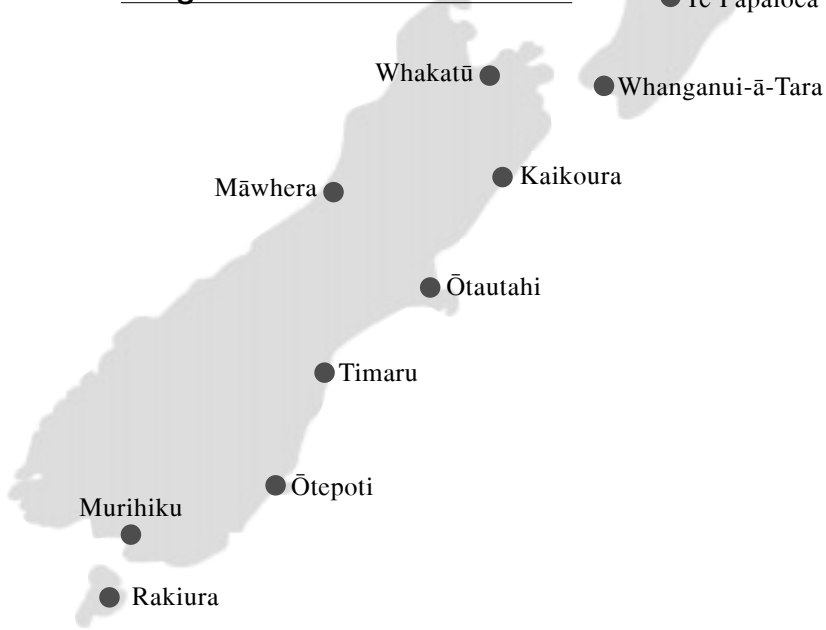
**1. Whakataurite ngā ingoa: Match the names.**  
 1. Āta tirohia ki te mahere whenua nei, ā, whiriwhiria te ingoa Pākehā mō ēnei ingoa Māori. Look carefully at the map and match the correct English place names to the Māori name.

Kirikiroa  
 Tāmaki-Makau-Rau  
 Tūranganui-ā-Kiwa  
 Ngāmotu  
 Whanganui-ā-Tara  
 Whakatū  
 Ōtautahi  
 Ōtepoti  
 Murihiku  
 Ahuriri  
 Māwhera  
 Te Papaioca

Gisborne  
 Wellington  
 Nelson  
 Dunedin  
 Hamilton  
 Invercargill  
 New Plymouth  
 Napier  
 Auckland  
 Palmerston North  
 Christchurch  
 Greymouth



### 1. Ngā tāone nunui o Aotearoa





# Te Hiringa i te Mahara



## Nō hea koe?: Where are you from?

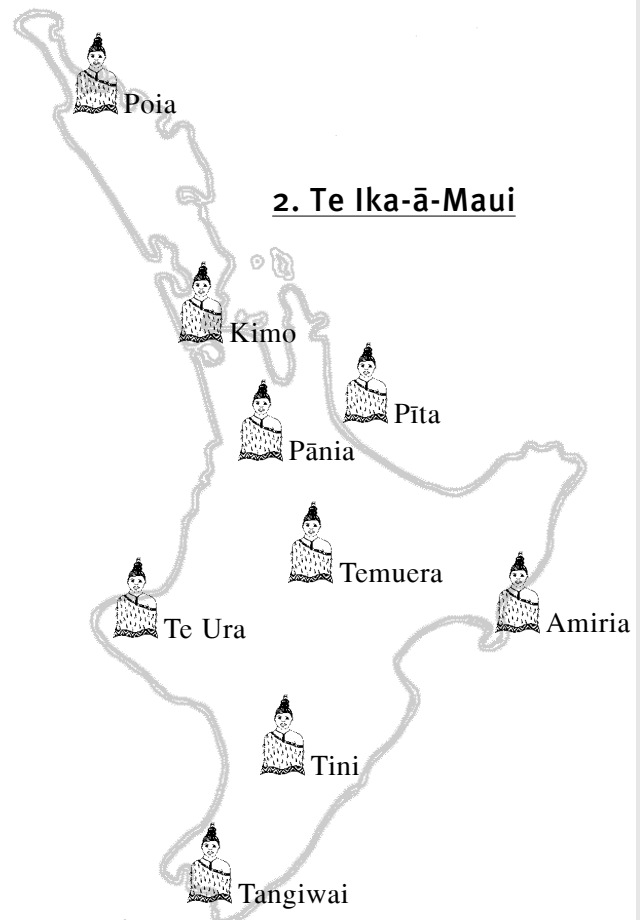
### He Whakamārama: Explanation

Nō hea koe?	Where are you from?
Nō Whangārei ahau/au.	I am from Whangārei.
Nō hea ia?	Where is he/she from?
Nō Heretaunga ia.	He/she is from Heretaunga.
Nō hea a Mātiu?	Where is Mātiu from?
Nō Te Waipounamu a Mātiu.	Mātiu is from the South Island.

## 2ā. Nō hea ia? Kei hea tōna kāinga?: Where is she from? Where does she live?

Āta tirohia ki ngā mahere whenua nama 1 me 2, ā, whakautua ngā pātai e whai ake nei. Use map 1 and 2 to help you answer the following questions.

1. Nō hea a Pānia?
2. Nō hea a Te Ura?
3. Nō hea a Timoti?
4. Nō hea a Temuera?
5. Nō hea a Kimo?
6. Nō hea a Tini?
7. Nō hea a Tangiwai?
8. Nō hea a Poia?
9. Nō hea a Pīta?
10. Nō hea a Amiria?





# Te Hiringa i te Mahara



## Nō hea koe?: Where are you from?

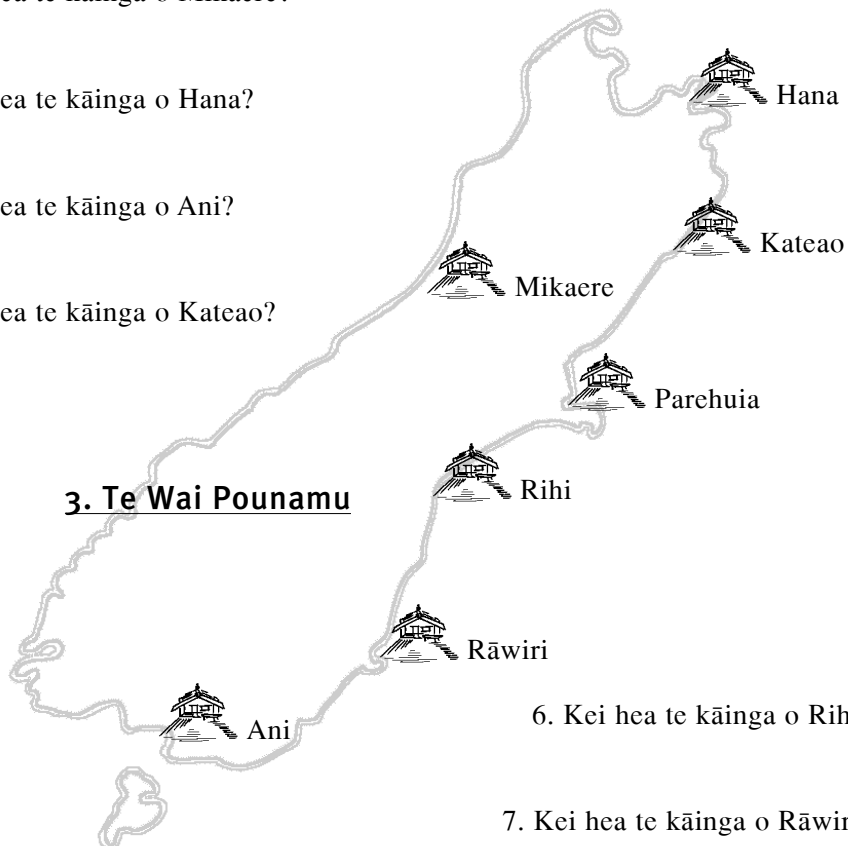
### He Whakamārama: Explanation

Kei hea tō kāinga?	Where is your home? / Where do you live?
Kei Ngāmotu tōku kāinga.	I live in New Plymouth.
Kei hea tōna kāinga?	Where does he/she live?
Kei Ōtautahi tōna kāinga?	She/he lives in Christchurch.
Kei hea te kāinga o Pare?	Where does Pare live?
Kei Whakatū te kāinga o Pare.	Pare lives in Nelson.

## 2ē. Nō hea ia? Kei hea tōna kāinga?: Where is she from? Where does she live?

Āta tirohia ki ngā mahere whenua nama 1 me 3, ā, whakautua ngā pātai e whai ake nei. Use map 1 and 3 to help you answer the following questions.

1. Kei hea te kāinga o Parehuia?
2. Kei hea te kāinga o Mikaere?
3. Kei hea te kāinga o Hana?
4. Kei hea te kāinga o Ani?
5. Kei hea te kāinga o Kateao?



6. Kei hea te kāinga o Rihi?
7. Kei hea te kāinga o Rāwiri?





# Te Hiringa i te Mahara



## Nō hea koe?: Where are you from?

### 3. Mahi Mahere Whenua: Map Work

Pānuitia ngā kōrero nei, ā, tāngia ngā tohu (pērā ki ngā tohu kei mua) kia whakamohio atu nō hea te tangata, kei hea rānei tōna kāinga. Using the symbols used before, read the following information and place where each person is from or where they live on the map provided.

1. Nō Tūranga-nui-ā-Kiwa a Rāhera.
2. Nō Murihiku a Te Marino.
3. Kei Tauranga te kāinga o Moana.
4. Nō Kaitaia a Hēmi.
5. Kei Māwhera te kāinga o Rima.
6. Kei Whangānui-ā-Tara te kāinga o Rihari.
7. Nō Ōtautahi a Kataraina.
8. Kei Ōtepoti te kāinga o Tuini.
9. Kei Taupō-nui-ā-Tia te kāinga o Hinewehi.
10. Nō Whakatū a Kahu.

### 4. Aotearoa



### 4. He Mahi Atu Anō: Extension Activity.

Hangia tētahi atu mahere whenua. Pātai atu ki ngā tāngata ki roto i tō karache 'nō hea koe?'. Tuhia tētahi tohu ki te mahere whenua mō ia tangata, ia tangata. Create your own map about where your classmates are from. Ask each person in your class 'nō hea koe?'. They should respond 'nō ..... ahau'. Place this information on your map, by using the symbols used previously.







# Whānau Lesson #4

**LESSON TITLE:** Tūrangawaewae: A Place To Stand Proud

**AIM:** To enable students to communicate aspects of Tūrangawaewae.

**STRAND(S):** Presenting, writing, speaking.

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. present information about a person's tūrangawaewae in a basic introductory speech format
2. present information about a person's tūrangawaewae in a grid (summary form)
3. translate two pepehā

**Learning points to be covered:**

Asking and answering questions about tūrangawaewae using; ko wai tōna maunga/awa/iwi/hapū?

Some pepehā

**Resources:**

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
 Photocopied activity sheets - 3 per student.  
 Māori to English Dictionaries.







# Te Hiringa i te Mahara



Teacher: _____	Room: _____
Date: _____	Class: _____



**Instructions to Relief Teacher**

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (unless noted)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- Whakakīngia ngā wāhi wātea: Fill in the gaps. (approx. 20 minutes)**  
 Using the grid provided the students should fill in the information about each person's tūrangawaewae.  
**nb;** He Kupu Āwhina (Helpful words) are provided.
- Whakakīngia ngā wāhi wātea: Fill in the grid. (approx. 20 minutes)**  
 Using the information about each person's tūrangawaewae, students should transfer the relevant information to the grid.
- Pepehā - Tribal sayings (approx. 10 minutes)**  
 Students should translate the pepehā into Māori.  
**nb;** Students might know other pepehā they may want to share with the class.  
 You could conduct a class discussion about what is the purpose of pepehā and tūrangawaewae generally.
- He Mahi Atu Anō: Extension Activity.**  
 Students should write information pertaining to their own tūrangawaewae.  
**nb;** Some students may not know this information. If this is the case, encourage them to find out from parents, relatives and friends.

### Relief Teacher to complete . . .

Work completed: \_\_\_\_\_

Difficulties: \_\_\_\_\_

Students working well/helpful etc.: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please return to teacher (above)



# Te Hīngia i te Mahara



## Tūrangawacwae: A Place To Stand Proud

### 1. Whakakīngia ngā wāhi wātea: Fill in the spaces. NGĀ WHAKAUTU: ANSWERS

#### ā. Ko Hēni tōku ingoa.

Ko Taupiri te maunga.

Ko Waikato te awa.

Ko Tainui te waka.

Ko Taniwha te marae.

Ko Ngāti Māhuta te iwi.

Kia ora

#### ī. Ko Paora tōku ingoa.

Ko Hikurangi te maunga.

Ko Waiapū te awa.

Ko Horouta te waka.

Ko Te Rata te marae.

Ko Ngāti Porou te iwi.

Kia ora.

#### ū. Ko Kei tōku ingoa.

Ko Tararua te maunga.

Ko Otaki te awa.

Ko Tainui te waka.

Ko Tainui te marae.

Ko Ngātu Raukawa ki te Tonga te iwi.

Kia ora.

#### ē. Ko Tahu tōku ingoa.

Ko Taranaki te maunga.

Ko Waingona te awa.

Ko Tokomaru te waka.

Ko Manukōrihi te marae.

Ko Te Āti Awa te iwi.

Kia ora.

#### ō. Ko Mere tōku ingoa.

Ko Maunga Pōhatu te maunga.

Ko Ohinemataroa te awa.

Ko Mātatua te waka.

Ko Te Whai-ā-te-motu te marae.

Ko Tuhoe te iwi.

Kia ora.





# Te Huringa i te Mahara



## Tūrangawaewae: A Place To Stand Proud

### 2. Whakakīngia ngā wāhi wātea: Fill in the grid NGĀ WHAKAUTU: ANSWERS

Ingoa	Maunga	Awa	Waka	Marae	Iwi
i. Mārama	Hikurangi	Te Raparapa	Ngātokimatawhaorua	Matawaia	Ngā Puhi
ii. Muriwai	Puketāpapa	Orurangi	Tainui	Tāmaki-Makau-Rau	Ngāti Māhuta
iii. Ihaka	Motatau	Taikirau	Ngātokimatawhaorua	Motatau	Ngā Puhi
iv. Hākopa	Huruiki	Whakapara	Māmari	Whakapara	Ngā Puhi
v. Kahurangi	Kakepuku	Mōkau	Tainui	Maniaroa	Ngāti Maniapoto

### 3. Pepehā - Tribal sayings NGĀ WHAKAUTU: ANSWERS



Taupiri the mountain = Ko Taupiri te maunga



Waikato the river = Ko Waikato te awa



Ngāti Māhuta the tribe = Ko Ngāti Māhuta te iwi

Ko Hikurangi te maunga = Hikurangi the mountain

Ko Waiapū te awa = Waiapū the river

Ko Ngāti Porou te iwi = Ngāti Porou the tribe





# Te Hiringa i te Mahara



## Tūrangawaewae: A Place To Stand Proud

### 1. Whakakīngia ngā wāhi wātea: Fill in the spaces.

Whakakīngia ngā wāhi wātea ki ngā kupu i raro nei.  
Fill in the spaces using the terms from the grid below.

Ingoa	maunga	awa	waka	marae	iwi
ā. Hēni	Taupiri	Waikato	Tainui	Taniwha	Ngāti Māhuta
ē. Tahu	Taranaki	Waiongona	Tokomaru	Manukōrihi	Te Āti Awa
ī. Paora	Hikurangi	Waiapū	Horouta	Te Rata	Ngāti Porou
ō. Mere	Maunga Pōhatu	Ohinemataroa	Mātatua	Te Whai-a-te-motu	Tuhoe
ū. Kei	Tararua	Otaki	Tainui	Tainui	Ngāti Raukawa ki te tonga

#### ā. Ko Hēni tōku ingoa.

Ko \_\_\_\_\_ te maunga.

Ko Waikato te \_\_\_\_\_.

Ko \_\_\_\_\_ te waka.

Ko Taniwha te \_\_\_\_\_.

Ko \_\_\_\_\_ te iwi.

Kia ora.

#### ī. Ko Paora tōku ingoa.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Kia ora.

#### ū. Ko Kei tōku ingoa.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Kia ora.

#### ē. Ko Tahu tōku ingoa.

Ko Taranaki te \_\_\_\_\_.

Ko \_\_\_\_\_ te awa.

Ko Tokomaru te \_\_\_\_\_.

Ko \_\_\_\_\_ te marae.

Ko Te Āti Awa te \_\_\_\_\_.

Kia ora.

#### ō. Ko Mere tōku ingoa.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Ko \_\_\_\_\_.

Kia ora.

### He Kupu Āwhina: Helpful Words

awa	river
iwi	tribe
marae	meeting house and grounds
maunga	mountain
waka	ancestral canoe





# Te Hīngira i te Mahara

## Tūrangawaewae: A Place To Stand Proud



### 2. Whakakīngia ngā wāhi wātea: Fill in the grid

Whakakīngia ngā wāhi wātea ki ngā kōrero mai i raro iho nei.  
Fill in the grid from the information provided in the passages below.

Ingoa      maunga      awa      waka      marae      iwi

- i. ....
- ii. ....
- iii. ....
- iv. ....
- v. ....

**i. Ko Mārama tōku ingoa.**

Ko Hikurangi te maunga.  
Ko Te Raparapa te awa.  
Ko Ngātokimatawhaorua te waka.  
Ko Matawaia te marae.  
Ko Ngā Puhi te iwi.  
Kia ora.

**ii. Ko Muriwai tōku ingoa.**

Ko Puketāpapa te maunga.  
Ko Orurangi te awa.  
Ko Tainui te waka.  
Ko Tāmaki-Makau-Rau te marae.  
Ko Ngāti Māhuta te iwi.  
Kia ora.

**iii. Ko Ihaka tōku ingoa.**

Ko Motatau te maunga.  
Ko Taikirau te awa.  
Ko Ngātokimatawhaorua te waka.  
Ko Motatau te marae.  
Ko Ngā Puhi te iwi.  
Kia ora.

**iv. Ko Hākopa tōku ingoa.**

Ko Huruiki te maunga.  
Ko Whakapara te awa.  
Ko Māmari te waka.  
Ko Whakapara te marae.  
Ko Ngā Puhi te iwi.  
Kia ora.

**v. Ko Kahurangi tōku ingoa.**

Ko Kakepuku te maunga.  
Ko Mōkau te awa.  
Ko Tainui te waka.  
Ko Maniaroa te marae.  
Ko Ngāti Maniapoto te iwi.  
Kia ora.





# Te Huringa i te Mahara



## Tūrangawaewae: A Place To Stand Proud

### 3. Pepehā - Tribal sayings.

Whakamāoritia ngā pepehā o te Māori.  
Translate the following tribal sayings into Māori.




Taupiri the mountain =




Waikato the river =



Ngāti Māhuta the tribe =

= Hikurangi the mountain 

= Waiapū the river 

= Ngāti Porou the tribe 

### 4. He Mahi Atu Anō: Extension Activity.

Tuhia mai he kōrero mō tōu ake tūrangawaewae. Kāore koe i te tino mōhio, pātai atu ki tōu whānau me ōu hoa rānei.

Write down information about your own tūrangawaewae. If you are not sure, write as much as you know and do some research to find out the rest.





# Whānau Lesson #5

**LESSON TITLE:** Ko wai tō ingoa?: What's your name?

**AIM:** To enable students to communicate simple information about who someone is.

**STRAND(S):** **Presenting**, speaking, reading, writing.

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. present a dialogue
2. role play a situation
3. answer questions about a dialogue

**Learning points to be covered:**

This lesson revises learning points in lessons 1- 4

**Resources:**

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
Photocopied activity sheets - 4 per student.







# Te Hiringa i te Mahara



Teacher: _____	Room: _____
Date: _____	Class: _____



**Instructions to Relief Teacher**

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (unless noted)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- Rārangi Kōrero: Making Sense of a dialogue (approx. 20 minutes)**  
 1ā & 1ē. The students should read about the situations and choose the correct lines in Māori to write two dialogues which will be used in activities 2 and 3.
- Mahi Whakaari: Roleplays (approx. 20 minutes)**  
 In groups of three, the students should role play the dialogues Ā, Ē and Ī. The students should have a turn at each role and present their role play to another group or to the class.  
**nb;** Students may take different roles eg. one may be annoyed, one may be worried, one may be happy. Alternately, they may vary the role plays by creating different situations eg. one person doesn't really like the other people, one person is in a hurry and the others want to chat, one person is excited and the others are tired.
- Whakautu Pātai: Answer Questions (approx. 10 minutes)**  
 The students should answer the questions about the dialogues Ā, Ē and Ī.
- He Mahi Atu Anō: Extension Activity**  
 The students should work in pairs. They should create their own role play similar to Ā, Ē or Ī and write five questions about their dialogue. Each pair could perform their role play to another pair or the whole class and get them to answer the questions.

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_

Difficulties: \_\_\_\_\_

Students working well/helpful etc.: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please return to teacher (above)



# Te Hiringa i te Mahara



## Ko wai tō ingoa?: What's your name?

### 1ā.

Rārangi Kōrero: Making sense of a dialogue.  
NGĀ WHAKAUTU: ANSWERS

1. Hone: Tēna kōrua. Kei te pēhea kōrua?
2. Teremoana: Kei te pai māua. Kei te pēhea koe e hoa?
3. Hone: Kei te ngenge ahau. E noho kōrua.  
Teremoana, ko wai tōu hoa?
4. Teremoana: Ko Rua Heke tōna ingoa.
5. Hone: E Rua, nō hea koe?
6. Rua: Nō Rotorua ahau. Ko Te Arawa tōku iwi.
7. Hone: E hoa, ko wai tōu pāpā?
8. Rua: Ko Henare Heke tōna ingoa.
9. Hone: Nē, kei te mōhio ahau ki a ia. Kei Rotorua hoki tōku  
kāinga. Kia ora.

### 1ē.

Rārangi Kōrero: Making sense of a dialogue.  
NGĀ WHAKAUTU: ANSWERS

1. Ms Kingi: Tēna koutou kōtiro mā
2. Karache: Tēna koe Whaea Kingi
3. Ms Kingi: Ko Mac Tuaki tēnei. He taurira hou ia. Mihi atu ki a ia.
4. Karache: Kia ora Mac. Nau mai, haere mai.
5. Ms Kingi: Mac, nō hea koe?
6. Mac: Nō Otaki ahau.
7. Ms Kingi: Nō reira, ko Ngāti Raukawa tōu iwi?
8. Mac: Āe, Ko Tararua tōku maunga. Ko Otaki tōku awa. Ko Tainui  
tōku waka. Ko Kapumanawhiti tōku hapū.
9. Ms Kingi: Ko Huhana Tuaki tōu kuia, Mac?
10. Mac: Āe, Kei te mōhio koe ki a ia?
11. Ms Kingi: Āe, ko ia tōku kaiako i ngā tau i mua.
12. Joy: Kia ora Mac, haere mai ki te noho ki kōnei.





# Te Hiringa i te Mahara



Ko wai tō ingoa?: What's your name?

**3.**

Whakautu Pātai: Answer Questions  
NGĀ WHAKAUTU: ANSWERS

**3ā.**

Kei te ngenge ia.

Ko Rua te hoa o Teremoana.

Nō Rotorua ia.

Ko Hēnare tōna pāpā.

Kei Rotorua te kāinga o tōna pāpā.

**3ē.**

Ko Mae Tuaki te tauira hou.

Nō Otaki ia.

Ko Ngāti Raukawa tōna iwi.

Ko Otaki tōna awa.

Ko Huhana Tuaki tōna kuia.

**3ī.**

Kei te haere a Kingi mā ki te kāinga.

Kei te kai rātou.

Ko Tuatahi te hoa o Mihi.

Nō Ruatoki ia.

Kei Māngere tōna kāinga ināianci.





# Te Hiringa i te Mahara



## Ko wai tō ingoa?: What's your name?

**1ā.** Rārangi Kōrero: Making sense of a dialogue.  
 Pānuitia te kōrero e whai ake nei, kimihia te rārangi kōrero kia tika ai te kōrerorero. Read the following situation, choose the correct lines in Māori to complete the dialogue below.

### Situation Ā

- Hone greets Rua and Teremoana
- Teremoana says they are good and asks him how he is.
- Hone says he is tired and asks them to sit down and then asks Teremoana who her friend is.
- Teremoana says his name is Rua Heke.
- Hone asks Rua where he is from
- Rua replies he is from Rotorua. Te Arawa is his tribe.
- Hone asks him who is father is.
- Rua replies that his name is Henare Heke
- Hone says he knows him. His home is in Rotorua too.

Nē, kei te mōhio ahau ki a ia. Kei Rotorua hoki tōku kāinga. Kia ora.

E hoa, ko wai tōu pāpā?

Ko Rua Heke tōna ingoa.

E Rua, nō hea koe?

Kei te pai māua. Kei te pēhea koe e hoa?

Ko Henare Heke tōna ingoa.

Tēna kōrua. Kei te pēhea kōrua?

Nō Rotorua ahau. Ko Te Arawa tōku iwi.

Kei te nenge ahau. E noho kōrua. Teremoana, ko wai tōu hoa?

### He Kupu Āwhina: Helpful Words

e noho sit down  
 nenge tired

mōhio know  
 nē is that so

māua us two  
 (excluding the listener)

### Kōrero Ā

- Hone: .....
- Teremoana: .....
- Hone: .....
- Teremoana: .....
- Hone: .....
- Rua: .....
- Hone: .....
- Rua: .....
- Hone: .....





## Ko wai tō ingoa?: What's your name?

### **1ē.** Rārangi Kōrero: Making sense of a dialogue.

Pānuitia te kōrero e whai ake nei, kimiha te rārangi kōrero kia tika ai te kōrerorero. Read the following situation, choose the correct lines in Māori to complete the dialogue on activity sheet 3.

#### Situation Ē

1. The teacher, Ms Kingi greets the class
2. The class returns the greeting
3. Ms Kingi introduces a new student to the class and asks the class to say hello
4. The class says hello and welcome
5. Ms Kingi asks Mae where she is from.
6. Mae replies she is from Otaki.
7. Ms Kingi then asks if Ngāti Raukawa is her iwi.
8. She says yes and added that Tararua is her mountain, Otaki is her river, Tainui is her canoe and Kapu manawawhiti is her sub-tribe.
9. Ms Kingi asks if Huhana Tuaki is her grandmother
10. Mae says yes and asks if she knows her.
11. Ms Kingi replies yes and that she was her teacher years before.
12. One of the students, Joy asks Mae to come and sit by her.

Tēna koutou kōtiro mā

Ko Mae Tuaki tēnei. He tauria hou ia. Mihi atu ki a ia.

Nō reira, ko Ngāti Raukawa tōu iwi?

Ae, ko ia tōku kaiako i ngā tau i mua.

Kia ora Mae. Nau mai, haere mai.

Ko Huhana Tuaki tōu kuia, Mae?

Mae, nō hea koe?

Kia ora Mae, haere mai ki te noho ki kōnei.

Tēna koe Whaea Kingi

Ae, Kei te mōhio koe ki a ia?

Nō Otaki ahau.

Ae, Ko Tararua tōku maunga. Ko Otaki tōku awa. Ko Tainui ...

... tōku waka. Ko Kapumanawhiti tōku hapu.

#### He Kupu Āwhina: Helpful Words

Karache - class

Tauria- student

hou - new

mihi- greet

mōhio-know

kaiako- teacher

tau - year

mua- before



# Te Hiringa i te Mahara



## Ko wai tō ingoa?: What's your name?

### 1ē... Kōrero Ē

1. Whaea Kingi: .....
2. Karaehe: .....
3. Whaea Kingi: .....
4. Karaehe: .....
5. Whaea Kingi: .....
6. Mae: .....
7. Whaea Kingi: .....
8. Mae: .....
9. Whaea Kingi: .....
10. Mae: .....
11. Whaea Kingi: .....
12. Joy: .....

### 2. Mahi Whakaari: Roleplays

Me mahi takitoru koutou. Whakamahia ngā kōrerorero Ā, Ē me te kōrero Ī, e whai ake nei, hei mahi whakaari. Whakamahia e koutou tēna me tēna o ngā reo. Kia rerekē hoki ō koutou āhua kia hōha tētahi, kia pōraruraru tētahi, kia hari koa tētahi. In groups of three role play the dialogues 1ā, 1ē and the one below. Have a turn at each role. You may role play the dialogues in different ways, eg. one person may be annoyed, one may be worried, one person may be really happy.

#### Kōrero Ī

- Marewa: Kei te haere a Kingi mā ki hea, Mihi?  
 Mihi: Kei te hoki rātou ki te kāinga.  
 Marewa: Ki te aha?  
 Mihi: Ki te kai.  
 Marewa: Kei te haere koe?  
 Mihi: Kāo. Kei hea tōu hoa, Tuatahi?  
 Marewa: Kei roto i te motokā.  
 Mihi: E hia ōna tau?  
 Marewa: Tekau mā ono.  
 Mihi: Kia ora, Tuatahi. Nō hea koe?  
 Tuatahi: Nō Ruatoki. Ko Tuhoe tōku iwi. Engari, kei Māngere tōku kāinga ināianei.  
 Marewa: Kei te haere māua ki tōku kāinga ināianei. E noho rā, Mihi.  
 Mihi: Ae, haere rā.  
 Tuatahi: Ka kite i a koe anō, Mihi.





# Te Hiringa i te Mahara



## Ko wai tō ingoa?: What's your name?

**3. Whakautu Pātai: Answer Questions**  
Whakautua ngā pātai e whai ake nei mai ngā kōrerorero Ā, Ē me Ī.  
Answer the following questions about the dialogues Ā, Ē and Ī.

### 3ā. Ngā Pātai mō te kōrero Ā: Questions for Dialogue Ā.

Kei te pēhea a Hone?

Ko wai te hoa o Teremoana?

Nō hea ia?

Ko wai tōna pāpā?

Kei hea te kāinga o tōna pāpā?

### 3ē. Ngā Pātai mō te kōrero Ē: Questions for Dialogue Ē.

Ko wai te tauira hou?

Nō hea ia?

Ko wai tōna iwi?

Ko wai tōna awa?

Ko wai tōna kuia?

### 3ī. Ngā Pātai mō te kōrero Ī: Questions for Dialogue Ī.

Kei te haere a Kingi mā ki hea?

Kei te aha a rātou ?

Ko wai a Tuatahi?

Nō hea ia?

Kei hea tōna kāinga ināianei?

**4. He Mahi Atu Anō: Extension Activity.**  
He mahi takirua tēnei. Hangaia tētahi whakaari pērā i te mahi Ā, Ē, Ō rānei. Tuhia hoki ngā pātai kia rima mō te kōrerorero nei. Whakaatu mai te whakaari ki tētahi atu rōpū, mā rāua hoki e whakautu i ngā pātai.  
Work in pairs. Create your own role play similar to Ā, Ē and Ō. Write five questions about the dialogue. Perform your role play to another pair and get them to answer the questions.









# Whānau Lesson #6

**LESSON TITLE:** E hia ō tau?: How old are you?

**AIM:** To enable students to ask and say the age of someone.

**STRAND(S):** Speaking, reading, writing.

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. ask and say the age of someone
2. write the age of someone
3. ask and give information about aspects of a person's tūrangawaewae.

**Learning points to be covered:**

E hia ō tau? ..... ōku tau.  
 E hia ōna tau? ..... ōna tau.  
 E hia ngā tau o .....? ..... ngā tau o .....

**Resources:**

Photocopied instruction sheet + 1 answer sheet / OHT for relief teacher.  
 Photocopied activity sheets; 1 & 2 - 1 each per student  
 3 & 4 - 1 each per pair of students  
 (these are also labelled PĒPA Ā or PĒPA Ē – do not copy back to back)



# Te Huringa i te Mahara



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class: \_\_\_\_\_



## Instructions to Relief Teacher

Hand out attached photocopied sheets to each student, however activity sheets Ā & Ē should be given to a pair of students. Students may write on their sheet or in their books. The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- Whakakīngia ngā wāhi wātea: Fill in the gaps. (approx. 10 minutes)**  
 Students should look at the pictures and fill in the missing words to say how old each person is. 'He Whakamārama' (An Explanation) provides an example which may also be useful for activities 2 and 3. Mark their work when they complete the activity.
- Mahi Kōrero: Speaking Activity (approx. 30 minutes)**  
 Students should work in pairs for this activity. One student has sheet 'Ā', the other has sheet 'Ē'. They must not show each other their sheets. Both sheets have missing information about the age of people. Each student should take turns at asking how old people are so that both students have all the ages of the people in the family tree. The students should be asking and responding in Māori. An example is provided.  
**nb;** There are three family trees, students should do 2ā, 2ē, & 2ī.  
 No specific answers are provided for this activity, as students should show each other their sheets on the completion of each family tree.
- Mahi Kōrero: Speaking Activity. (approx. 10 minutes)**  
 Students have the same 2 sheets as in the previous activity. Sheet 'Ā' has information missing, this information is found on sheet 'Ē'; similarly Sheet 'Ē' has missing information which is found on sheet 'Ā'. The students should find the missing information by asking questions in Māori and complete the grid about a person's age, their tribe or sub-tribe, their mountain and river. An example is provided.  
 No specific answers are provided as in the previous activity.
- He Mahi Atu Anō: Extension Activity.**  
 Students should create a family tree with the names and ages of each person. They should then describe the family tree to a classmate by telling them the names of the people and their ages in Māori. The listener should then draw the family tree and record the information. They should check with the speaker at the end to see if they have got everything correct.

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_  
 \_\_\_\_\_  
 Difficulties: \_\_\_\_\_  
 \_\_\_\_\_  
 Students working well/helpful etc.: \_\_\_\_\_  
 \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to teacher (above)



# Te Hiringa i te Mahara



E hia ō tau?: How old are you?

**1.** Whakakīngia ngā wāhi wātea: Fill in the gaps  
NGĀ WHAKAUTU: ANSWERS

1. Rua tekau mā tahi ngā tau o Tahuri.
2. Tekau mā whitu ngā tau o Te Koata.
3. Tekau mā waru ngā tau o Raniera.
4. E iwa ngā tau o Māmara.
5. Tekau mā tahi ngā tau o Hinerau.
6. E whā ngā tau o Kahukura.
7. Tekau mā whā ngā tau o Mihi
8. Whā tekau mā rua ngā tau o Kura.
9. Rua tekau mā rima ngā tau o Ngahuia.
10. Rua tekau mā iwa ngā tau o Rangi.





# Te Hiringa i te Mahara



## E hia ō tau?: How old are you?

### He Whakamārama: Explanation

E hia ō tau?	How old are you?
E whitu ōku tau.	I am seven
Tekau mā ono ōku tau	I am 16 years old.
E hia ngā tau o Wiremu?	How old is Wiremu.
Rua tekau mā rima ngā tau o Wiremu.	Wiremu is 15 years old.

If the age is above 10 the 'e' is replaced with 'tekau'

### 1. Whakakīngia ngā wāhi wātea: Fill in the gaps.

Tirohia ngā pikitia kei raro iho nei, ā, whakakīngia ngā wāhi wātea. Look at the pictures below and fill in the missing words.

1.



Ko Tahuri - 21

2.



Ko Te Koata - 17

3.



Ko Raniera - 18

4.



Ko Māmara - 9

5.



Ko Hinerau - 11

1. \_\_\_\_\_ ngā tau o Tahuri.

2. \_\_\_\_\_ ngā tau o Te Koata.

3. \_\_\_\_\_ ngā tau o Raniera.

4. \_\_\_\_\_ o Māmara.

5. \_\_\_\_\_ ngā tau o Hinerau.

6. \_\_\_\_\_ Kahukura.

7. Tekau mā \_\_\_\_\_.

8. \_\_\_\_\_.

9. \_\_\_\_\_.

10. \_\_\_\_\_.

6.



Ko Kahukura - 4

7.



Ko Mihi - 14

8.



Ko Kura - 42

9.



Ko Ngahuia - 25

10.



Ko Rangī - 21





## E hia ō tau?: How old are you?

### 2. Mahi Kōrero: Speaking Activity

He mahi takirua tēnei. Kei tētahi o kōrua te pēpa 'Ā', kei tētahi atu te pēpa 'Ē'. Kaua e whakaatu tāu pēpa ki tētahi atu. Ko ā kōrua mahi ki te pātai atu mō ngā tau o ia tangata, ia tangata o ngā whakapapa nei. Kei a kōrua tahi ngā whakautu kātoa. Kōrerotia te reo Māori i ngā wā kātoa.

Work in pairs for this activity. One student has sheet 'Ā', the other has sheet 'Ē'. Do not show each other your sheets. Both sheets have missing information about the ages of people. Help each other find all the ages of the people in each family tree by asking 'how old is .....?' in Māori. Your response should also be in Māori.

Eg. Person Ā: E hia ngā tau o Rōpata?  
Person Ē: Tekau mā toru ngā tau o Rōpata.

### 3. Mahi Kōrero: Speaking Activity

He mahi takirua tēnei. Kei tētahi o kōrua te pēpa 'Ā', kei tētahi atu te pēpa 'Ē'. Kaua e whakaatu tāu pēpa ki tētahi atu. Ko ā kōrua mahi ki te kimi ngā kōrero kātoa mō ia tangata, ia tangata. Kei a kōrua tahi ngā whakautu katoa. Kōrerotia te reo Māori i ngā wā kātoa.

Work in pairs for this activity. One student has sheet 'Ā', the other has sheet 'Ē'. Do not to show each other your sheets. Sheet 'Ā' has information missing, this information is found on sheet 'Ē'; similarly Sheet 'Ē' has missing information which is found on sheet 'Ā'. Find the missing information by asking questions in Māori and complete the grid.

Eg. Person Ā: Ko wai te iwi o Merenia?  
Person Ē: Ko Te Aitanga o Hauti te iwi o Merenia.

### 4. He Mahi Atu Anō: Extension Activity.

Hangaia tētahi whakapapa. Tuhia ngā ingoa me ngā tau o ia tangata, ia tangata. Kōrero atu ki tō hoa mō tēnei whakapapa, māna e tuhia ngā kōrero katoa ki te whakapapa nei. Ā te mutunga māna e titiro ki tāu mahi kia kite ai he tika, hē rānei. Create a family tree with the names and ages of people (similar to activity 2). Describe your family tree to a classmate by telling them the names of the people and their ages in Māori. The listener should then draw the family tree and record the information. They should check with the you at the end to see if they have got everything correct.





# Te Hiringa i te Mahara



E hia ō tau?: How old are you?

## PĒPA Ā : SHEET Ā

### 2. Mahi Kōrero: Speaking Activity

Eg. Person Ā: E hia ngā tau o Rōpata?  
 Person Ē: Tekau ma toru ngā tau o Rōpata.

#### Whakapapa 2ā

Tamarau  Marata

68 ōna tau  \_\_\_ ōna tau

Ahuhata	Mārama	Himiona	Tui	Marata	Pōtiki
42 ōna tau	40 ōna tau	38 ōna tau	___ ōna tau	___ ōna tau	___ ōna tau

#### Whakapapa 2ē

Raniera  Miriama

49 ōna tau  \_\_\_ ōna tau

Tīpene	Waiata	Kumeroa	Koha	Moana	Tawa
26 ōna tau	___ ōna tau	22 ōna tau	___ ōna tau	18 ōna tau	___ ōna tau

#### Whakapapa 2ī

Maniera  Aroha

52 ōna tau  \_\_\_ ōna tau

Kahupine	Tainui	Hineatarau	Mochau	Arorangi	Kiriwera
31 ōna tau	___ ōna tau	27 ōna tau	___ ōna tau	21 ōna tau	___ ōna tau

### 3. Mahi Kōrero: Speaking Activity

Eg. Person Ā: Ko wai te iwi o Merenia?  
 Person Ē: Ko Te Aitanga o Hauiti te iwi o Merenia.

Ingoa	Tau	Iwi / Hapu	Maunga	Awa
Haka	17		Putauaki	
Wiremu		Tuhoe		Ohinemataroa
Mārama	12		Hikurangi	
Rawinia		Ngāti Manawa		Rangitaiki
Tui	29		Mochau	
Moana		Tainui		Waikato
Moata	16		Hikurangi	
Rangi		Te Atiawa		Whanganui
Kingi	15		Putauaki	
Raniera		Ngāti Ruapani		Waikaretaheke





# Te Hiringa i te Mahara



E hia ō tau?: How old are you?

## PĒPA Ē : SHEET Ē

### 2. Mahi Kōrero: Speaking Activity

Eg. Person Ā: E hia ngā tau o Rōpata?  
 Person Ē: Tekau ma toru ngā tau o Rōpata.

#### Whakapapa 2ā

Tamarau	_____	Marata			
__ ōna tau		69 ōna tau			
Ahuhata	Mārama	Himiona	a	Tui	Marata
Pōtiki					
__ ōna tau	__ ōna tau	__ ōna tau	35 ōna tau	32 ōna tau	30 ōna tau

#### Whakapapa 2ē

Raniera	_____	Miriama			
__ ōna tau		45 ōna tau			
Tipene	Waiata	Kumeroa	Koha	Moana	Tawa
__ ōna tau	23 ōna tau	__ ōna tau	20 ōna tau	__ ōna tau	16 ōna tau

#### Whakapapa 2ī

Maniera	_____	Aroha			
__ ōna tau		53 ōna tau			
Kahupine	Tainui	Hineatarau	Mochau	Arorangi	Kiriwera

### 3. Mahi Kōrero: Speaking Activity

Eg. Person Ā: Ko wai te iwi o Merenia?  
 Person Ē: Ko Te Aitanga o Hauiti te iwi o Merenia.

Ingoa	Tau	Iwi / Hapu	Maunga	Awa
Haka		Ngāti Awa		Rangitaiki
Wiremu	24		Maungapohatu	
Mārama		Ngāti Porou		Waiapu
Rawinia	9		Tawhiuau	
Tui		Ngāti Pūkenga		Manaia
Moana	21		Taupiri	
Moata		Ngāti Porou		Waiapu
Rangi	24		Taranaki	
Kingi		Ngāti Pūkeko		Rangitaiki
Raniera	17		Panekire	









## Whānau Lesson #7

### LESSON TITLE: **Whānau: Family**

**AIM:** To introduce the main words for family relationships.

**STRAND(S):** **Reading, writing.**

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. use family terms appropriate to themselves
2. read information about a family (family tree and written text)
3. write sentences about a family
4. answer questions about a family.

### Learning points to be covered:

#### Family terms

whānau - family

tāne (t) - husband or male

wahine (w) - wife or female

matua - father

whaea - mother

mātua - parents

whakapapa - family tree

tungāne - brother(s) of a female

tuahine - sister of a male

tuāhine (pl.) - sisters of a male

tama - son

kōtiro - daughter

tuakana / tuākana (pl.) - older brother of a male or older sister of a female

teina / tēina (pl.) - younger brother of a male or younger sister of a female

mātāmua - eldest child (far left of the family tree)

pōtiki - youngest child (far right of the family tree)

### Resources:

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
Photocopied activity sheets - 4 per student.







# Te Hiringa i te Mahara



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class: \_\_\_\_\_



## Instructions to Relief Teacher

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (unless noted)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

1. **Whānau: Family (approx. 15 minutes)**  
 Two family trees are provided, because family terms change depending on whether you are female or male. There are particular terms for females and particular terms for males. Students should fill in the key for both family trees by using the Kupu Āwhina (Helpful words). Lastly, students should also highlight the family tree that is relevant to them.
2. **Tika rānei, hē rānei: True or False. (approx. 10 minutes)**  
 Students should look at the family tree and read each sentence carefully. They must decide whether each statement is true or false.
- 3ā. **Hangaia he rārangi kōrero: Construct sentences about a family tree. (approx. 15 minutes)**  
 Students should write sentences using the family tree. They should use each section to complete a whole sentence. The number in the brackets indicates how many times that section can be used.
- 3ē. **Whakautu Pātai: Reading Comprehension (approx. 10 minutes)**  
 Students should use the family tree to answer the questions below.
4. **He Mahi Atu Anō: Extension Activity**  
 Students should write at least eight sentences about their own family, extended family or a friend's family.

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_  
 \_\_\_\_\_  
 Difficulties: \_\_\_\_\_  
 \_\_\_\_\_  
 Students working well/helpful etc.: \_\_\_\_\_  
 \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to teacher (above)

YEAR 9 TERM 1 - WHĀNAU - LESSON 7 - INSTRUCTIONS TO RELIEF TEACHER



# Te Hiringa i te Mahara



## Whānau: Family

### 1.

Whānau: Family  
NGĀ WHAKAUTU: ANSWERS

#### 1ā. Whakapapa - Family Tree for females

Key

(t) <u>male / husband</u>	Tuakana	<u>older sister</u>
(w) <u>female/wife</u>	Teina	<u>younger sister</u>
= <u>Married</u>	Tungāne	<u>brother</u>
Pāpā/matua <u>father</u>	Māmā/whaea	<u>mother</u>

#### 1ē. Whakapapa - Family Tree for males

Key

(t) <u>male / husband</u>	Tuakana	<u>older brother</u>
(w) <u>female/wife</u>	Teina	<u>younger brother</u>
= <u>Married</u>	Tungāne	<u>brother</u>
Pāpā/matua <u>father</u>	Māmā/whaea	<u>mother</u>

### 2.

Tika rānei, hē rānei: True or False.  
NGĀ WHAKAUTU: ANSWERS

- Ko Pētera te tama Hē
- Ko Wiremu te tamāhine Hē
- Ko Wanakia te mātāmua Tika
- Ko Kahukura te pōtiki Hē
- Ko Wiremu rāua ko Te Koha ngā tama Tika
- Ko Mārama te māmā. Tika
- Ko Wanakia rāua ko Kahukura ngā tamāhine Tika





## Whānau: Family

### 3ā.

Hangaia he rārangi kōrero:  
Construct sentences about a family tree.  
NGĀ WHAKAUTU: ANSWERS

1. Ko Piki te pāpā/matua
2. Ko Piki te tāne
3. Ko Reremoana te wahine
4. Ko Reremoana te māmā
5. Ko Heni te tuakana
6. Ko Heni te mātāmua
7. Ko Amokura te tama
8. Ko Amokura te tungāne
9. Ko Pani te pōtiki
10. Ko Pani te teina
11. Ko Hēni rāua ko Pani ngā tamāhine
12. ko Hēni rāua ko Pani ngā tuāhine
13. Ko Hēni rātou ko Amokura, ko Pani ngā tamariki

### 3ē.

Whakutu Pātai: Reading Comprehension.  
NGĀ WHAKAUTU: ANSWERS

1. Ko Rewi te pāpā.
2. Ko Kuru te mātāmua.
3. Ko Tikirau rāua ko Kuru ngā tama.
4. Ko Rongorito te pōtiki.
5. Ko Kuru rātou ko Tikirau, ko Rongorito ngā tamariki.
6. Ko Rewi rāua ko Mac ngā mātua.
7. Ko Rongorito te tuahine.
8. Ko Tikirau rāua ko Kuru ngā tungāne.
9. Ko Tikirau te teina.
10. Ko Kuru te tuakana.





# Te Hiringa i te Mahara



## Whānau: Family

### He Whakamārama: Explanation

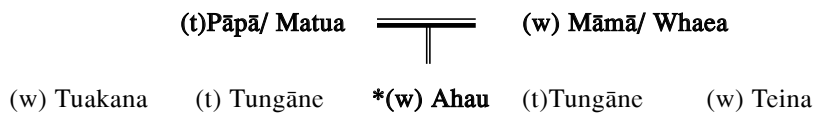
E rua ngā whakapapa kei raro iho nei. He rerekē ngā kupu Māori mō te whakapapa, mēna he wahine koe, he tāne rānei. Below are two family trees. Māori family terms change depending on whether you are a female or male.

### 1. Whānau: Family

Whakakīngia ngā tohutohu ki ngā kupu Pākehā. Whakataetaea te whakapapa i raro iho nei e tika ana māu.

Using the kupu āwhina on the next page, fill in the key under each family tree with the English equivalent. Then highlight the one that is relevant to you.

1ā. Whakapapa - Family Tree (This family tree is for **females\***);



Key

(t) \_\_\_\_\_ Tuakana \_\_\_\_\_

(w) \_\_\_\_\_ Teina \_\_\_\_\_

= Married \_\_\_\_\_ Tungāne \_\_\_\_\_

Pāpā/matua \_\_\_\_\_ Māmā/whaea \_\_\_\_\_

### He Kupu Āwhina: Helpful Words

tāne	male or husband	tungāne	brother of a female
wahine	female or wife	tuahine	sister of a male
matua/ pāpā	father	tuāhine	plural version of tuahine.
whaea/māmā	mother	tama	son
teina	younger brother of a male/ younger sister of a female	tamāhine	daughter
tēina	plural version of teina.	mātāmua	oldest child (left hand side of the children in family tree)
tuakana	older brother of a male/ older sister of a female	pōtiki	youngest child (right hand side of the children in family tree)
tuakana	plural version of tuakana.		





# Te Hiringa i te Mahara



## Whānau: Family

1ē. Whakapapa - Family Tree (This family tree is for **males\*\***);

(t)Pāpā/ Matua            (w) Māmā/ Whaea

(t) Tuakana      (w) Tuahine      **\*\* (t) Ahau**      (w) Tuahine      (t) Teina

Key

(t) \_\_\_\_\_ Tuakana \_\_\_\_\_

(w) \_\_\_\_\_ Teina \_\_\_\_\_

= Married      Tuāhine \_\_\_\_\_

Pāpā/matua \_\_\_\_\_ Māmā/whaea \_\_\_\_\_

### He Whakamārama: Explanation

I roto i ngā rārangi whakapapa ka tuhia e koe te mātāmua ki te taha mauī, te pōtiki ki te taha matau.

Family trees are always written with the oldest child on the left hand side and the youngest on the right hand side.

### 2. Tika rānei, hē rānei: True or false.

Tuhia te kupu tika, hē, rānei ki ngā rārangi ki tōu e whakaaro nei. Write next to each sentence, tika or hē, if you think it is true or false. Use the Kupu Āwhina to help.

(t) Petera            (w) Mārama

(w) Wanakia      (t) Wiremu      (w) Kahukura      (t) Te Koha

1. Ko Pētera te tama
2. Ko Wiremu te tamāhine
3. Ko Wanakia te mātāmua
4. Ko Kahukura te pōtiki
5. Ko Wiremu rāua ko Te Koha ngā tama
6. Ko Mārama te māmā.
7. Ko Wanakia rāua ko Kahukura ngā tamāhine






## Whānau: Family

### 3ā. Hangaia he rārangi kōrero: Construct sentences about a family tree.

Hangaia he rārangi kōrero mai i ngā rōpū e rua, e pā ana ki te whakapapa i raro iho nei. Ko ngā nama, mō ngā wā e whakamahia ana ngā kupu.

Construct sentences from each of the two sections that correspond with the family tree below. The numbers indicate how many times that part of the sentence can be used.

(t) Piki  (w) Reremoana

(w) Hēni

(t) Amokura

(w) Pani

- (2) Ko Piki
- (2) Ko Reremoana
- (2) Ko Hēni
- (2) Ko Amokura
- (2) Ko Pani
- (2) Ko Hēni rāua ko Pani
- (1) Ko Hēni, rātou ko Pani, ko Amokura

- te tāne (husband)
- te wahine (wife)
- te matua
- te whaea
- te tuakana
- ngā tuāhine
- te tungāne
- te mātāmua
- te pōtiki
- te tama
- ngā tamāhine
- ngā tamariki
- te teina

**Hei Tauria:** Ko Piki te tāne.

**Example:** Piki is the husband.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....








## Whānau: Family

### 3ē. Whakautu Pātai : Reading Comprehension

Titiro ki te whakapapa kei raro iho nei, ā, ka whakautua ngā pātai.  
Look at the family tree below. Then answer the questions.

(t) Remi  Mae

(t) Kuru

(t) Tikirau

(w) Rongorito

Hei tauria (example): Ko wai te whaea? Ko Mae te whaea.

1. Ko wai te pāpā? .....
2. Ko wai te mātāmua? .....
3. Ko wai ngā tama? .....
4. Ko wai te pōtiki? .....
5. Ko wai ngā tamariki? .....
6. Ko wai ngā mātua? .....
7. Ko wai te tuāhine? .....
8. Ko wai ngā tungāne? .....
9. Ko wai te teina? .....
10. Ko wai te tuakana? .....

### 4. He Mahi Atu Anō: Extension Activity.

Tuhia kia waru ngā rārangi kōrero e pā ana ki tōu ake whānau.  
Write at least eight sentences about your own family







## Whānau Lesson #8

**LESSON TITLE:** Ko wai te tuakana o Pare?: Who is Pare's older sister?

**AIM:** To enable students to communicate about whānau using 'a' and 'o'.

**STRAND(S):** **Writing**, reading.

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. write information about a family using 'a' and 'o'.
2. answer questions about a family using the 'a' and 'o' categories.

**Learning points to be covered:**

'a' and 'o' categories in relation to family relationships.

**Resources:**

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
Photocopied activity sheets - 4 per student.







# Te Hīngira i te Mahara



Teacher: _____	Room: _____
Date: _____	Class: _____



**Instructions to Relief Teacher**

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (unless noted)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- Whakautu Pātai: Answering Questions (approx. 10 minutes)**  
 Students should answer each question using 'a' or 'o'.
- Hangaia he rārangi kōrero: Construct sentences about a family tree. (approx. 20 minutes)**  
 Students should write sentences using the family tree. They should use each section to complete a whole sentence. The number in the brackets indicates how many times that section can be used.  
 nb, Students need to write on activity sheet 3.
- Whakautu Pātai: Answering questions (approx. 20 minutes)**  
 Students should use the family tree to answer the questions below.  
 nb, The questions continue onto activity sheet 4.
- He Mahi Atu Anō: Extension Activity.**  
 Students should create their own activity similar to number 3, paying special attention to their use of 'a' and 'o'.

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_

Difficulties: \_\_\_\_\_

Students working well/helpful etc.: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please return to teacher (above)



# Te Hīngira i te Mahara



Ko wai te tuakana o Pare?: Who is Pare's older sister?

## 1. Whakautu Pātai: Answering questions. NGĀ WHAKAUTU: ANSWERS

1. Ko Tānekaha rāua ko Te Rū ngā tungāne o Waimangu.
2. Ko Pami te pāpā o Te Rū.
3. Ko Moko te hoa rangatira a Pami.
4. Ko Te Rū te teina a Tānekaha.
5. Ko Waimangu te tamāhine a Pami.
6. Ko Te Rū rātou ko Tānekaha, ko Waimangu ngā tamariki a Pami rāua ko Moko.
7. Ko Moko te māmā o Te Rū rāua ko Waimangu.
8. Ko Tānekaha te tuakana o Waimangu.

## 2. Hangaia he rārangi kōrero: Construct sentences NGĀ WHAKAUTU: POSSIBLE ANSWERS

1. Ko Rōpata te matua o ngā tamariki.
2. Ko Merenia te whaea o ngā tamariki.
3. Ko Merenia te wahine a Rōpata.
4. Ko Tangiora te mātāmua o te whānau.
5. Ko Tangiora te tuakana o Temuera.
6. Ko Tangiora te tungāne o Kimo.
7. Ko Temuera te teina o Tangiora.
8. Ko Temuera te tungāne o Kimo.
9. Ko Kimo te tuahine o Tangiora rāua ko Temuera.
10. Ko Kimo te pōtiki o te whānau.
11. Ko Rōpata rāua ko Merenia ngā mātua o ngā tamariki.
12. Ko Tangiora rāua ko Temuera ngā tungāne o Kimo.
13. Ko Tangiora, ko Temuera, ko Kimo ngā tamariki a Rōpata rāua ko Merenia.





# Te Hiringa i te Mahara



Ko wai te tuakana o Pare?: Who is Pare's older sister?

## 3. Whakautu Pātai: Answering Questions. NGĀ WHAKAUTU: ANSWERS

1. Ko Rākei te teina o Tūmai.
2. Ko Hinemoa te wahine a Rangi.
3. Ko Karekare te tuakana o Maihi.
4. Ko Tūmai te tuakana o Rākei.
5. Ko Hinemoa te whaea o Karekare.
6. Ko Rangi te tāne a Hinemoa.
7. Ko Tūmai rāua ko Rākei ngā tuāhine o Karekare rāua ko Maihi.
8. Ko Karekare rāua ko Maihi ngā tungāne o Tūmai rāua ko Rākei.
9. Ko Rangi rāua ko Hinemoa ngā mātua o ngā tamariki.
10. Ko Karekare rāua ko Maihi ngā tama a Rangi rāua ko Hinemoa.
11. Ko Tūmai rāua ko Rākei ngā kōtiro a Rangi rāua ko Hinemoa.
12. Ko Tūmai rāua ko Karekare, ko Rākei, ko Maihi ngā tamariki a Rangi rāua ko Hinemoa.
13. Ko Maihi te pōtiki o te whānau.
14. Ko Tūmai te mātāmua o te whānau.
15. Ko Rākei te teina o Karekare.





# Te Hiringa i te Mahara



Ko wai te tuakana o Pare?: Who is Pare's older sister?

## He Whakamārama: Explanation

### a/o – of, belonging to

When discussing family and other relationships, there are two categories of “belonging to” in Maori: ‘a’ and ‘o’. The aim is to use the right category in the right place, at all times.

#### Some situations where ‘a’ is used:

For husband, wife, partner, children, nieces and nephew, and pets.

Eg. Ko Pami te tāne **a** Moko – Pami is the husband of Moko.

Ko Waimangu te tamāhine **a** Moko – Waimangu is the daughter of Moko.

#### Some situations where ‘o’ is used:

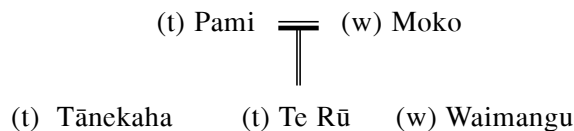
For parents, relatives (excluding partners, children, nephew and nieces), elders, friends, leaders and respected people.

Eg. Ko Pami te pāpā **o** Tānekaha mā – Pami is the father of Tānekaha and the others.

Ko Waimangu te tuahine **o** Tānekaha rāua ko Te Rū – Waimangu is the sister of Tānekaha and Te Rū.

## 1. Whakautu Pātai: Answering questions.

Tirohia te whakapapa kei raro iho nei, ā, ka whakautu ai i ngā pātai ki te ‘a’, ‘o’ rānei. Look at the family tree below, then answer the questions using ‘a’ or ‘o’.



1. Ko wai ngā tungāne (a, o) Waimangu?
2. Ko wai te pāpā (a, o) Te Rū?
3. Ko wai te hoa rangatira (a, o) Pami?
4. Ko wai te teina (a, o) Tānekaha?
5. Ko wai te tamāhine (a, o) Pami?
6. Ko wai ngā tamariki (a, o) Pami rāua ko Moko?
7. Ko wai te māmā (a, o) Te Rū rāua ko Waimangu?
8. Ko wai te tuakana (a, o) Waimangu?







Ko wai te tuakana o Pare?: Who is Pare's older sister?

## He Kupu Āwhina: Helpful Words

hoa	friend/colleague	teina/tēina(pl.)	younger brother of a male or younger sister of a female
hoa rangatira	husband/wife/person of equal standing	tūāhine (pl.)	sisters of a male
kōtiro	daughter	tuahine	sister of a male
mātāmua	eldest child (far left of the family tree)	tuakana/tuākana(pl.)	older brother of a male or older sister of a female
mātua	parents	tungāne	brother(s) of a female
matua	father	tūpuna(pl.)	grandparents, ancestors
mōkai	servant/slave/pet	tupuna tāne/koroua	grandfather, male ancestor
pōtiki	youngest child (far right of the family tree)	tupuna wahine/kuia	grandmother, female ancestor
pōtikitiki iho	youngest/last	wahine (w)	wife or female
rangatira	head/chief/leader/person of high standing	whaea	mother
tama	son	whakapapa	family tree
tāne (t)	husband or male	whānau	family
		whanaunga	relatives

**2 Hangaia he rārangi kōrero: Construct sentences about a family tree**  
 2. Hangaia he rārangi kōrero mai i ngā rōpū e toru, e pā āna ki te whakapapa i raro nei. Construct sentences from each of the three sections that correspond with the family tree below. The numbers indicate how many times that part of the sentence can be used.

## Te Whānau a Rōpata rāua ko Merenia

(t) Rōpata = (w) Merenia

(t) Tangiora (t) Temuera (w) Kimo

- |  |                  |                                |
|--|------------------|--------------------------------|
| <b>i.</b>                                  | <b>ii</b>        | <b>iii</b>                     |
| (2) Ko Rōpata                              | (1) te tāne      | (1) a Rōpata                   |
| (2) Ko Merenia                             | (1) te wahine    | (1) a Merenia                  |
| (3) Ko Tangiora                            | (1) te matua     | (1) o Tangiora                 |
| (2) Ko Temuera                             | (1) te whaea     | (1) o Temuera                  |
| (2) Ko Kimo                                | (1) te tuakana   | (3) o Kimo                     |
| (1) Ko Rōpata rāua ko Merenia              | (1) te teina     | (1) a Rōpata rāua ko Merenia   |
| (1) Ko Tangiora rāua ko Temuera            | (2) te tungāne   | (1) o Tangiora rāua ko Temuera |
| (1) Ko Tangiora, rātou ko Temuera, ko Kimo | (1) ngā tungāne  | (3) o ngā tamariki             |
|  | (1) te tuahine   | (2) o te whānau                |
|  | (1) te mātāmua   |                                |
|  | (1) te pōtiki    |                                |
|  | (1) ngā mātua    |                                |
|  | (1) ngā tamariki |                                |





# Te Hiringa i te Mahara



Ko wai te tuakana o Pare?: Who is Pare's older sister?

## 2...

**Hei tauira:** Ko Rōpata te tāne a Merenia.


**Example:** Rōpata is the husband of Merenia.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....

## 3. Whakautu Pātai: Answering Questions.

Whakamahia te 'a', te 'o' rānei ki te whakautu i ngā pātai i raro iho nei.  
Answer the questions about the family tree using 'a' or 'o'.

### Te Whānau a Rangi rāua ko Hinemoa

(t) Rangi  (w) Hinemoa

(w) Tūmai (t) Karekare (w) Rākei (t) Maihi

**Hei tauira:** Ko wai te matua (a/o) Maihi?

**Example:** Ko Rangi te matua o Maihi.

1. Ko wai te teina (a/o) Tūmai?
2. Ko wai te wahine (a/o) Rangi?





# Te Hiringa i te Mahara



Ko wai te tuakana o Pare?: Who is Pare's older sister?

## 3...

3. Ko wai te tuakana (a/o) Maihi?
4. Ko wai te tuakana (a/o) Rākei?
5. Ko wai te whaea (a/o) Karekare?
6. Ko wai te tāne (a/o) Hinemoa?
7. Ko wai ngā tuāhine (a/o) Karekare rāua ko Maihi?
8. Ko wai ngā tungāne (a/o) Tūmai rāua ko Rākei?
9. Ko wai ngā mātua (a/o) ngā tamariki?
10. Ko wai ngā tama (a/o) Rangi rāua ko Hinemoa?
11. Ko wai ngā kōtiro (a/o) Rangi rāua ko Hinemoa?
12. Ko wai ngā tamariki (a/o) Rangi rāua ko Hinemoa?
13. Ko wai te pōtiki (a/o) te whānau?
14. Ko wai te mātāmua (a/o) te whānau?
15. Ko wai te teina (a/o) Karekare?

## 4. He Mahi Atu Anō: Extension Activity.

Hangaia tētahi whakapapa, ā, tuhia ngā pātai kia tekau (kia ōrite ki te mahi nama 2). Hōatu ki tōu hoa, māna e whakautu.

Create a family tree. Write 10 questions about this family using 'a' or 'o' as was done in activity 2. Give this to a class mate to answer.







## Whānau Lesson #9

### LESSON TITLE: **Whakapapa: Family Trees**

**AIM:** To enable the students to derive information about whānau from a written text

**STRAND(S):** **Reading**, writing

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. read information about a family and complete a family tree
2. read information about a family and decide whether it is true or false
3. write information about a family.

### Learning points to be covered:

revision of the learning points in lessons 7 and 8  
tūpuna (pl.) - grandparents, ancestors  
tupuna tāne / koroua - grandfather, male ancestor  
tupuna wahine / kuia - grandmother, female ancestor

### Resources:

Photocopied instruction sheet + 1 answer sheet / OHT for relief teacher.  
Photocopied activity sheets - 4 per student.





# Te Huringa i te Mahara



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class: \_\_\_\_\_



## Instructions to Relief Teacher

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (unless noted)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- Tika rānei, hē rānei: True or False. (approx. 10 minutes)**  
 Students should look closely at the family tree and decide whether the statements below are true or false.
- Tika rānei, hē rānei: Create True or False sentences. (approx. 15 minutes)**  
 Students should write ten sentences about Raina's family, these statements may be true or false.  
**nb;** The students should then pair-up and swap sentence sets for marking.  
 This could also be a listening activity, students could read their statements to the class.
- Whakakīngia ki ngā ingoa: Fill in the names. (approx. 25 minutes)**  
 Students should use the information about each family to complete each family tree.
- He Mahi Atu Anō: Extension Activity.**  
 Students should create an activity similar to number 3 and swap it with another person. Alternatively this could be a listening activity. Students should provide a family tree and read the statements to the class. The class will then decide whether the statements are true or false.

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_  
 \_\_\_\_\_  
 Difficulties: \_\_\_\_\_  
 \_\_\_\_\_  
 Students working well/helpful etc.: \_\_\_\_\_  
 \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to teacher (above)



# Te Hiringa i te Mahara



## Whakapapa: Family Trees

### 1.

Tika rānei, hē rānei: True or false  
NGĀ WHAKAUTU: ANSWERS

1. Ko Matai te matua o Kahurangi. (tika)
2. Ko Miria te whaea o Moana. (tika)
3. Ko Te Uira te tuakana o Moana. (tika)
4. Ko Kahurangi te tuakana o Tumu. (hē)
5. Ko Moana te teina o Kahurangi rāua ko Te Uira. (tika)
6. Ko Tumu te tama o Kahurangi. (hē)
7. Ko Miria te tungāne o Te Uira. (hē)
8. Ko Tumu te tungāne o Moana. (tika)
9. Ko Kahurangi te mātāmua o te whānau. (hē)
10. Ko Moana te pōtiki o te whānau. (hē)

### 3.

Whakakīngia ki ngā ingoa: Fill in the names  
NGĀ WHAKAUTU: ANSWERS

#### Te Whānau o Hēni

(t) Hāmiora  (w) Aroha

(w) Hēni (t) Tei (t) Hata

#### Te Whānau o Hine

(t) Tame  (w) Kēri

(t) Rāwiri  (w) Mere

(t) Patu (w) Hine (w) Te Ara (t) Anaru

#### Te Whānau o Tīmoti

(t) Tāne  (w) Te Ao Mārama (t) Kahotapu  (w) Pareārau

(t) Waiariki  (w) Irihāpeti

(t) Tīpene (w) Rīpeka (t) Tīmoti (t) Reina





# Te Hiringa i te Mahara




## Whakapapa: Family Trees

- 1. Tika rānei, hē rānei: True or false.**  
 Titiro ki te whakapapa nei, ā, pānuitia ngā kōrero. Tuhia te kupu tika, hē rānei, ki ngā rārangi kōrero ki tōu e whakaaro nei. Look at the family tree, then read each sentence. Write next to each sentence, tika or hē, if you think it is true or false.

### Te Whānau o Moana



(t) Matai  (w) Miria

(w) Te Uira (w) Kahurangi (w) **Moana** (t) Tumu

1. Ko Matai te matua o Kahurangi.
2. Ko Miria te whaea o Moana.
3. Ko Te Uira te tuakana o Moana.
4. Ko Kahurangi te tuakana o Tumu.
5. Ko Moana te teina o Kahurangi rāua ko Te Uira.
6. Ko Tumu te tama o Kahurangi.
7. Ko Miria te tungāne o Te Uira.
8. Ko Tumu te tungāne o Moana.
9. Ko Kahurangi te mātāmua o te whānau.
10. Ko Moana te pōtiki o te whānau.

### He Kupu Āwhina: Helpful Words

(t) tāne	husband or male
(w) wahine	wife or female
mātāmua	eldest child (situated to the far left of the family tree)
pōtiki	youngest child (situated to the far right of the family tree)







## Whakapapa: Family Trees

### 2 Tika rānei, hē rānei: True or false sentences

Tirohia te whakapapa i raro nei. Tuhia kia tekau ngā rārangi kōrero tika, hē rānei, ā, mā tōu hoa e whakautu. Māna e tuhi tika rānei, hē rānei ki te taha o ngā rārangi kōrero.

Look at the family tree below. Write ten true or false statements like the ones above in exercise 1ā and swap with a friend. Your friend must decide whether the sentences are true or false and write tika or hē beside each.



Te Whānau o Raina

(t) Timi    ───    (w) Mereana

(w) Kura    (t) Rata    (w) **Raina**    (t) Tīpene

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.





# Te Hiringa i te Mahara



## Whakapapa: Family Trees

**3. Whakakīngia ki ngā ingoa: Fill in the names.**  
 Whakakīngia ngā whakapapa nei ki ngā ingoa.  
 Fill in the names for the following whakapapa.



### Te Whānau o Hēni

(t) \_\_\_\_\_  (w) \_\_\_\_\_

(w) **Hēni** (t) \_\_\_\_\_ (t) \_\_\_\_\_

Kia ora, ko Hēni tōku ingoa. Nō Tūrangi au. Kei Tāmaki-Makaurau tōku kāinga ināianei. Ko Hāmiora tōku matua. Ko Aroha tōku whaea. Ko Tei rāua ko Hata ōku tungāne. Ko Hata te pōtiki o te whānau.



### Te Whānau o Hine

(t) \_\_\_\_\_  (w) \_\_\_\_\_

(t) \_\_\_\_\_  (w) \_\_\_\_\_

(t) \_\_\_\_\_ (w) **Hine** (w) \_\_\_\_\_ (t) \_\_\_\_\_

Tēnā koutou katoa. Ko Te Arawa tōku waka. Nō Maketū ahau. Ko Rāwiri tōku matua. Ko Mere tōku whaea. Ko Hine tōku ingoa. He kōtiro ahau. Ko Te Ara tōku teina. Ko Patu rāua ko Anaru ōku tungāne. Ko Patu te mātāmua. Ko Tame tōku tupuna tāne. Ko Kēri tōku tupuna wahine.

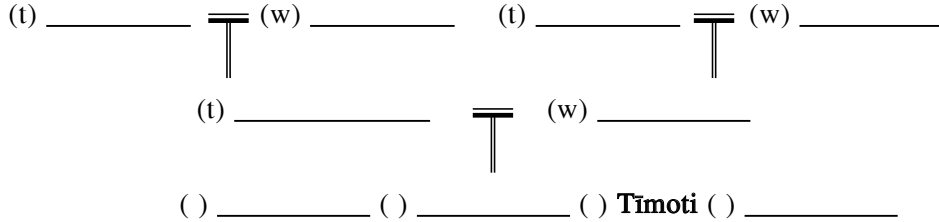




## Whakapapa: Family Trees

### 3...

#### Te Whānau o Tīmoti



Tēnā koutou katoa. Ko Tīmoti tōku ingoa. He tama ahau. Ko Waiariki rāua ko Irihāpeti ōku mātua. Ko Tīpene tōku tuakana, ko ia te mātāmua o te whānau. Ko Reina tōku teina, ko ia te pōtiki o te whānau. Ko Rīpeka tōku tuahine. Ko Tāne rāua ko Te Ao Mārama ngā mātua o tōku matua. Nō Rotorua rāua. Ko Kahotapu rāua ko Pareārau ngā mātua o tōku whaea. Nō Kirikiriroa rāua.

#### 4. He Mahi Atu Anō: Extension Activity.

Mahia tētahi mahi e rite tonu ki te mahi nama 3. Hōatu ki tētahi o ōu hoa, māna e mahi. Create an activity similar to the previous one. Give it to another person in your class to complete.







# Whānau

## Lesson #10

LESSON TITLE: **Whakarongo mai ki ngā kōrero mō ngā whānau:  
Listen to information about families**

AIM: To enable students to identify specific information by listening.

STRAND(S): **Listening**, writing, speaking

OBJECTIVES: At the end of this lesson the students should be able to:

1. listen to statements about a family and identify whether a statement is true or false
2. listen to information about a family and complete a family tree
3. complete a cloze exercise by listening
4. answer questions about a family.

### Learning points to be covered:

This lesson revises learning points in lessons 1-9.

### Resources:

Photocopied instruction sheet + 3 answer sheets / OHTs for relief teacher.  
Photocopied activity sheets - 4 per student.  
Audio-cassette # 1 (side 1Ē)  
Audio-cassette player





# Te Hiringa i te Mahara



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class: \_\_\_\_\_



### Instructions to Relief Teacher

Each activity (except 3ē) requires a section of AUDIO CASSETTE #1 (side 1Ē) to be played **after** the students have read the appropriate activity's questions. **Each section's end-point is signalled by a short musical interlude.** When this is heard, stop the tape **during** the interlude and allow the students to complete the activity and view the answers in the recommended time.

The next time the tape is set to play, the interlude should continue with the next activity's title.

The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (this is not on the tape, no answers are provided)

1. **Tika rānei, hē rānei: True or False. (approx. 10minutes)**  
 Students should look at the family tree and listen carefully to each statement. They must decide whether the statement is true or false. Each statement will be read twice.
2. **Whakakīngia ngā ingoa: Fill in the names. (approx. 10minutes)**  
 Students should listen carefully to the information about the family tree and fill in the missing spaces, with people's names. Each description will be read twice.
- 3ā. **He Mahi Whakarongo: A listening exercise. (approx. 15minutes)**  
 Students should listen carefully to the dialogue and fill in the missing words. The dialogue will play twice.
- 3ē. **Whakautu Pātai: Comprehension (approx. 15minutes)**  
 This activity is not on the tape, but on the student activity sheet. Students should answer the questions about the dialogue in 3ā.
4. **He Mahi Atu Anō: Extension Activity.**  
 Pairwork. Students should practise the dialogue, concentrating on their pronunciation.

### Relief Teacher to complete . . .

Work completed: \_\_\_\_\_  
 \_\_\_\_\_  
 Difficulties: \_\_\_\_\_  
 \_\_\_\_\_  
 Students working well/helpful etc.: \_\_\_\_\_  
 \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to teacher (above)



# Te Hīngira i te Mahara



Whakarongo mai ki ngā kōrero mō ngā whānau:  
Listen to information about families

## 1. Tika Rānei Hē Rānei: True or False NGĀ WHAKAUTU: ANSWERS

1ā.

### Te Whānau o Huria

(t) Te Waiora        (w) Materoa

(t) Whai      (w) **Huria**      (w) Ani      (t) Te Rū

1. Ko Te Waiora te matua o Materoa.    hē
2. Ko Materoa te wahine a Te Waiora.    tika
3. Ko Huria te tuakana o Te Rū.    hē
4. Ko Whai te tuakana o Ani.    hē
5. Ko Ani te teina o Huria.    tika
6. Ko Te Waiora te tāne a Materoa .    tika
7. Ko Te Waiora te tungāne o Te Rū.    hē
8. Ko Whai te tungāne o Huria.    tika
9. Ko Te Rū te mātāmua o te whānau.    hē
10. Ko Whai te pōtiki o te whānau.    hē

1ē.

### Te Whānau o Te Hira

(t) Karo        (w) Tai

(w) Te Whenua      (t) Ranga      (t) **Te Hira**      (w) Heta

1. Ko Ranga te tungāne o Te Whenua.    tika
2. Ko Tai te whaea o Karo.    hē
3. Ko Te Hira te teina o Heta.    hē
4. Ko Te Whenua te tuakana o Heta.    tika
5. Ko Karo te tungāne o Ranga.    hē
6. Ko Te Hira te tama a Karo.    tika
7. Ko Ranga te matua o Te Hira.    hē
8. Ko Heta te kōtiro a Tai rāua ko Karo.    tika
9. Ko Karo te tuakana o Te Whenua.    hē
10. Ko Heta te pōtiki o te whānau.    tika





# Te Hiringa i te Mahara



Whakarongo mai ki ngā kōrero mō ngā whānau:  
Listen to information about families

2.

Whakakīngia ngā ingoa: Fill in the names  
NGĀ WHAKAUTU: ANSWERS

2ā.

Te Whānau o Tame

(t) Tamehana              (w) Hera

(t) Rā              (w) Mita

(t) Paki    (t) **Tame**    (w) Pani    (t) Ārai

Tēnā koutou katoa. Ko Te Arahura tōku waka. Nō Māwhera ahau. Ko Rā tōku matua. Ko Mita tōku whaea. Ko Tame tōku ingoa. He tama ahau.

Ko Ārai tōku teina, ko ia te pōtiki. Ko Pani tōku tuahine. Ko Paki tōku tuakana.

Ko ia te mātāmua o te whānau. Ko Tamehana tōku tupuna tāne. Ko Hera tōku tupuna wahine.

2ē.

Te Whānau o Nina

(t) Kahu              (w) Mārama    (t) Te Kaanga              (w) Pare

(t) Te Ariki              (w) Pēti

(t) Pene (w) Ngāhina (w) **Nina**

Tēnā koutou katoa. Ko Nina tōku ingoa. He kōtiro ahau. Ko Te Ariki rāua ko Pēti ōku mātua. Ko Pene tōku tungāne, ko ia te mātāmua o te whānau.

Ko Ngāhina tōku tuakana. Ko au te pōtiki o te whānau. Ko Kahu rāua ko Mārama ngā mātua o tōku matua. Nō Rotoiti rāua. Ko Te Kaanga rāua ko Pare ngā mātua o tōku whaea. Nō Te Kiri rāua.







# Te Hīngira i te Mahara



Whakarongo mai ki ngā kōrero mō ngā whānau:  
Listen to information about families

## 3ā.

He kōrerorero: A cloze exercise  
NGĀ WHAKAUTU: ANSWERS

- Matiu: Tēnā koe, ko Matiu au.
- Ariana: Tēnā koe Matiu, ko Ariana tōku ingoa.
- Matiu: Kia ora Ariana. Kei te pēhea koe?
- Ariana: Kua pau te hau! E pēhea ana koe Matiu?
- Matiu: Ka nui te ora. Nō hea koe Ariana?
- Ariana: Nō Te Taitokerau au. Nō Whangārei. Nō hea koe Matiu?
- Matiu: Nō Te Waipoumanu au. Nō Ōtautahi. Kei hea tō kāinga ināianei?
- Ariana: Kei Rotorua. Kei hea tōu kāinga ināianei?
- Matiu: Kei Te Whanganui-ā-Tara. He aha te ingoa o tōu kura?
- Ariana: Ko Hukarere tōku kura. He aha te ingoa o tōu kura?
- Matiu: Ko Hāto Paora tōku kura.
- Ariana: Kei hea a Hāto Paora?
- Matiu: Kei Tokorangi, kei Te Manawatū. Kei hea a Hukarere?
- Ariana: Kei Ahuriri, kei Te Matau-ā-Māui

## 3ē.

Whakautu Pātai: Comprehension  
NGĀ WHAKAUTU: ANSWERS

1. Ko Matiu te ingoa o te tama.
2. Ko Ariana te ingoa o te kōtiro.
3. Nō Ōtautahi a Matiu.
4. Nō Whangārei a Ariana.
5. Kei Te Whanganui-ā-Tara te kāinga o Matiu ināianei.
6. Kei Rotorua te kāinga o Ariana ināianei.
7. Ko Hāto Paora te kura o Matiu.
8. Ko Hukarere te kura o Ariana.
9. Kei Tokorangi te kura o Matiu.
10. Kei Ahuriri te kura o Ariana.





# Te Hiringa i te Mahara



Whakarongo mai ki ngā kōrero mō ngā whānau:  
Listen to information about families

## He Whakamārama: Explanation

- (t) tāne - husband or male
- (w) wahine - wife or female
- mātāmua - eldest child (situated to the far left of the family tree)
- pōtiki - youngest child (situated to the far right of the family tree)


### 1. Tika Rānei Hē Rānei: True or False

Whakarongo ki tēnei kōrero mō tēnei whānau, ā, āta titiro hoki ki te whakapapa kei raro iho nei. Tuhia te kupu tika, hē rānei.  
Examine the family trees below. Listen to each statement about the family tree.  
Write next to each number tika or hē, if you think it is true or false.

1ā.

#### Te Whānau o Huria



(t) Te Waiora  (w) Materoa

(t) Whai      (w) **Huria**      (w) Ani      (t) Te Rū

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

1ē.



#### Te Whānau o Te Hira

(t) Karo  (w) Tai

(w) Te Whenua      (t) Ranga      (t) **Te Hira**      (w) Heta

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |





# Te Hīngira i te Mahara

Whakarongo mai ki ngā kōrero mō ngā whānau:  
Listen to information about families



## 2. Whakakīngia Ngā Ingoa: Fill In The Names

Āta whakarongo ki te kōrero mō ngā whānau nei, ā, whakakīngia ki ngā ingoa o ngā whakapapa nei. Listen to the description of each family and fill in the names of the following whakapapa.

2ā.



Te Whānau o Tame

(t) \_\_\_\_\_ (w) \_\_\_\_\_

(t) \_\_\_\_\_ (w) \_\_\_\_\_

(t) \_\_\_\_\_ (t) **Tame** (w) \_\_\_\_\_ (t) \_\_\_\_\_

2ē.

Te Whānau o Nina



(t) \_\_\_\_\_ (w) **Mārama** (t) \_\_\_\_\_ (w) \_\_\_\_\_

(t) \_\_\_\_\_ (w) **Pēti**

(t) \_\_\_\_\_ (w) \_\_\_\_\_ ( ) **Nina**





# Te Hiringa i te Mahara



## Whakarongo mai ki ngā kōrero mō ngā whānau: Listen to information about families

**3ā.** “He kōrerorero: A cloze exercise”  
Whakarongo ki te kōrero nei. Whakakīngia ngā wāhi wātea ki ngā kupu e tika ana. Listen carefully to the dialogue on the tape. Fill in the missing words.

- Matiu: Tēnā koe, ko \_\_\_\_\_ au.
- Ariana: Tēnā koe Matiu, ko \_\_\_\_\_ tōku ingoa.
- Matiu: Kia ora Ariana. Kei te \_\_\_\_\_ koe?
- Ariana: Kua pau te \_\_\_\_\_ ! E pēhea ana koe Matiu?
- Matiu: Ka nui te ora. Nō \_\_\_\_\_ koe Ariana?
- Ariana: Nō Te Taitokerau au. Nō \_\_\_\_\_ .  
Nō hea koe Matiu?
- Matiu: Nō Te Waipoumanu au. Nō \_\_\_\_\_ .  
Kei hea tō kāinga ināianei?
- Ariana: Kei \_\_\_\_\_ .  
Kei hea tōu kāinga ināianei?
- Matiu: Kei \_\_\_\_\_ .  
He aha te ingoa o tōu kura?
- Ariana: Ko \_\_\_\_\_ tōku kura.  
He aha te ingoa o tōu kura?
- Matiu: Ko \_\_\_\_\_ tōku kura.
- Ariana: Kei \_\_\_\_\_ a Hāto Paora?
- Matiu: Kei \_\_\_\_\_ , kei Te Manawatū.  
Kei hea a Hukarere?
- Ariana: Kei \_\_\_\_\_ , kei Te Matau-ā-Māui





# Te Hīringa i te Mahara



Whakarongo mai ki ngā kōrero mō ngā whānau:  
Listen to information about families

**3ē.** Whakautu Pātai: Comprehension  
Whakautua ngā pātai e pā ana ki te kōrero i runga ake nei.  
Answer the questions to the dialogue in activity 3ā (previous page).

1. Ko wai te ingoa o te tama?
2. Ko wai te ingoa o te kōtiro?
3. Nō hea a Matiu?
4. Nō hea a Ariana?
5. Kei hea te kāinga o Matiu ināianei?
6. Kei hea te kāinga o Ariana ināianei?
7. He aha te ingoa o te kura o Matiu?
8. He aha te ingoa o te kura o Ariana?
9. Kei hea te kura o Matiu?
10. Kei hea te kura o Ariana?

**4.** He Mahi Atu Anō: Extension Activity.  
He mahi takirua tēnei. Whakahuatia te kōrerorero kei runga ake nei.  
In pairs practice the dialogue. Concentrate on your pronunciation and speaking fluently.







## Whānau Lesson #11

**LESSON TITLE:** Nō hea tō whānau: Where is your family from?

**AIM:** To enable students to speak about families within a role play context.

**STRAND(S):** Speaking, reading, writing

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. role play in different ways a scene about two people meeting for the first time
2. answer questions about a dialogue
3. complete a cloze exercise.

### Learning points to be covered:

This lesson revises learning points in lessons 1 - 10.

### Resources:

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.  
Photocopied activity sheets - 4 per student.







# Te Huringa i te Mahara



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class: \_\_\_\_\_



**Instructions to Relief Teacher**

Hand out attached photocopied sheets to each student.  
 Mark students work as they complete each activity (except activity 1)  
 The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

- He Mahi Whakaari: Role play. (approx. 15 minutes)**  
 Pairwork. Students should role play the dialogue in following ways: happy, sad, angry, annoyed, shy and worried. They should pay attention to their pronunciation and fluency.  
**nb;** Students can mix and match the above feelings eg. Kahurangi could be angry & Moana could be shy.  
 Students may think of other ways to role play this dialogue eg. Kahurangi is in a hurry because she needs to catch a plane and Moana wants to chat.  
 Students may role play in front of the class and the other students have to guess what role they are playing.  
 He Kupu Āwhina (Helpful Words) are provided.  
 Ensure students understand what they are saying.
- Whakautu Pātai: Reading Comprehension. (approx. 15 minutes)**  
 Using the dialogue the students have just read, they should answer the questions.
- Whakakīngia ngā wāhi wātea: Cloze exercise. (approx. 20 minutes)**  
 Students should fill in the spaces using the missing words provided. They should then read the dialogue aloud in pairs, focussing on the pronunciation and fluency.  
**nb;** He Kupu Āwhina (Helpful Words) are provided.
- He Mahi Atu Anō: Extension Activity.**  
 Students should answer the questions about the dialogue in activity number 3

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_  
 \_\_\_\_\_  
 Difficulties: \_\_\_\_\_  
 \_\_\_\_\_  
 Students working well/helpful etc.: \_\_\_\_\_  
 \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to teacher (above)



Nō hea tō whānau: Where is your family from?

## 2. Whakautu Pātai: Reading Comprehension NGĀ WHAKAUTU: ANSWERS

1. Ko Kahurangi te tuakana o Mana.
2. Ko Moana te hoa o Mana.
3. Nō Whangārei a Moana.
4. Nō Taupō ngā mātua o Kahurangi.
5. Ko Ngā Puhī rāua ko Ngāi Te Rangi ngā iwi o Moana.
6. Ko Mataatua rāua ko Takitimu ngā waka o Moana.
7. Nō Whangārei tōna whaea.
8. Nō Tauranga tōna matua.
9. Ko Ngāti Tūwharetoa te iwi o Kahurangi.
10. Ko Te Arawa te waka o Kahurangi.
11. Tekau mā waru ngā tau o Kahurangi.
12. Tekau mā rima ngā tau o Moana.
13. He tauira a Kahurangi i te Whare Wānanga o Waikato.
14. Kei te ako a Moana rāua ko Mana i te Kura Tiwhikete i tēnei tau.

## 3. Whakakīngia ngā wāhi wātea: cloze exercise NGĀ WHAKAUTU: ANSWERS

- Rangi: Tēnā koe, ko Rangi au.
- Paora: Kia ora Rangi, ko Paora tōku ingoa.
- Rangi: Kia ora Paora. Nō whaea koe?
- Paora: Nō Whakatāne au.
- Rangi: Ko wai tō iwi?
- Paora: Ko Ngāti Awa tōku iwi. Ko Mataatua tōku waka. Pēwhea koe?
- Rangi: Nō Kāwhia au. Ko Ngāti Hikairo tōku iwi. Ko Tainui tōku waka.
- Paora: Kei whea koe e noho ana?
- Rangi: Kei Tāmaki-Makau-Rau au e noho ana.  
Kei whea koe e noho ana?





# Te Hiringa i te Mahara



Nō hea tō whānau: Where is your family from?

**3** *contd.*

Whakakīngia ngā wāhi wātea: cloze exercise  
NGĀ WHAKAUTU: ANSWERS

Paora: Kei Te Whanganui-ā-Tara au e noho āna. He aha tāu tino hākinakina?

Rangi: He pā whutupōro tāku tino hākinakina. Kei roto au i te tīma taitama o Aotearoa.

Paora: E hia ō tau?

Rangi: Tekau mā whitu ōku tau. Kei te haere mātou ki Amerika. He aha tāu tino hākinakina?

Paora: He poitūkohu tāku tino hākinakina. Kei roto au i te tīma o ngā kura tuarua o Te Whanganui-ā-Tara.

Rangi: Nē? E hia ō tau?

Paora: Tekau mā ono ōku tau. Kei te haere mātou ki Ahitereiria.

Rangi: Kia pai ā koutou kēmu.

Paora: Kia ora Rangi, me ā koutou hoki.

**4.**

He Mahi Atu Anō: Extension Activity  
NGĀ WHAKAUTU: ANSWERS

1. Nō Whakatāne a Paora.
2. Ko Ngāti Awa tōna iwi.
3. Ko Mataatua tōna waka.
4. Nō Kāwhia a Rangi.
5. Ko Ngāti Hikairo tōna iwi.
6. Ko Tainui tōna waka.
7. Kei Tāmaki-Makau-Rau a Rangi e noho ana.
8. Kei Te Whanganui-ā-Tara a Paora e noho ana.
9. He pā whutupōro te tino hākinakina a Rangi.
10. He poitūkohu te tino hākinakina a Paora.
11. Kei te haere te tīma o Rangi ki Amerika.
12. Kei te haere te tīma o Paora ki Ahitereiria.





# Te Hiringa i te Mahara



## Nō hea tō whānau: Where is your family from?

### 1. He Mahi Whakaari: Role play.

Whakamahia tēnei kōrero hei mahi whakaari engari, kia rerekē ō kōrua āhua: kia koa, kia pōuri, kia riri, kia ohorere, kia whakamā, kia māharahara hoki. Whakahuatia tika ōu kōrero.

In pairs, role play the following dialogue in different ways: happy, sad, angry, surprised, shy and worried. Concentrate on your pronunciation and speaking fluently.

Kahurangi: Tēnā koe.

Moana: Kia ora.

Kahurangi: Ko wai tō ingoa?

Moana: Ko Moana tōku ingoa,  
ko wai tō ingoa?

Kahurangi: Ko Kahurangi tōku ingoa. Ko au te tuakana o Mana.

Moana: Ko Mana tōku hoa i te kura.

Kahurangi: Nō whea koe Moana?

Moana: Nō Whangārei au.

Kahurangi: Ko Ngā Puhi tō iwi?

Moana: Āe. Ko Ngā Puhi rāua ko Ngāi Te Rangi ōku iwi.  
Nō Whangārei tōku whaea. Nō Tauranga tōku matua.  
Ko Mataatua rāua ko Takitimu ōku waka. Ko wai tō iwi?

Kahurangi: Ko Ngāti Tūwharetoa tōku iwi. Nō Taupō ōku mātua.  
Ko Te Arawa tōku waka.

Moana: E hia ō tau Kahurangi?

Kahurangi: Tekau mā waru ōku tau. E hia ō tau?

Moana: Tekau mā rima ōku tau. He aha tō mahi?

Kahurangi: He tauira au i te Whare Wānanga o Waikato.  
Kei te pēwhea te kura?

Moana: Kei te pai. Kei te ako māua ko Mana i te Kura Tiwhikete i tēnei tau.

Kahurangi: Kia kaha kōrua.

Moana: Kia ora.

### He Kupu Āwhina: Helpful Words

kia kaha	good luck
Kura Tiwhikete	School
	Certificate
tauira	student





Nō hea tō whānau: Where is your family from?

## 2. Whakautu Pātai: Reading Comprehension

Whakautua ngā pātai mō te kōrerorero i runga ake nei.  
Answer the following questions about the dialogue in activity 1.

1. Ko wai te tuakana o Mana?
2. Ko wai te hoa o Mana?
3. Nō whea a Moana?
4. Nō whea a Kahurangi?
5. Ko wai ngā iwi o Moana?
6. Ko wai ngā waka o Moana?
7. Nō whea tōna whaea?
8. Nō whea tōna matua?
9. Ko wai te iwi o Kahurangi?
10. Ko wai te waka o Kahurangi?
11. E hia ngā tau o Kahurangi?
12. E hia ngā tau o Moana?
13. He aha te mahi a Kahurangi?
14. He aha te mahi a Moana rāua ko Mana?





# Te Hiringa i te Mahara



## Nō hea tō whānau: Where is your family from?

### 3. Whakakīngia ngā wāhi wātea: Cloze exercise.

Whakakīngia ngā wāhi wātea ki ngā kupu huna i raro iho nei, ā, kōrerotia mai. Fill in the spaces using the missing words provided below, then read the dialogue aloud with another person, concentrating on your pronunciation and fluency.

#### Kupu Huna: Missing Words

iwi  
Rangi  
hākinakina  
ingoa  
whea  
tau  
waka  
noho  
tino  
au

Rangi: Tēnā koe, ko \_\_\_\_\_ au.

Paora: Kia ora Rangi, ko Paora tōku \_\_\_\_\_.

Rangi: Kia ora Paora. Nō \_\_\_\_\_ koe?

Paora: Nō Whakatāne au.

Rangi: Ko wai tō \_\_\_\_\_?

Paora: Ko Ngāti Awa tōku iwi. Ko Mataatua tōku \_\_\_\_\_ . Pēwhea koe?

Rangi: Nō Kāwhia \_\_\_\_\_. Ko Ngāti Hikairo tōku iwi. Ko Tainui tōku waka.

Paora: Kei whea koe e \_\_\_\_\_ ana?

Rangi: Kei Tāmaki-Makau-Rau au e noho ana. Kei whea koe e noho ana?

Paora: Kei Te Whanganui-ā-Tara au e noho āna. He aha tāu \_\_\_\_\_ hākinakina?

Rangi: He pā whutupōro tāku tino hākinakina. Kei roto au i te tīma taitama o Aotearoa.

Paora: E hia ō \_\_\_\_\_?

Rangi: Tekau mā whitu ōku tau. Kei te haere mātou ki Amerika. He aha tāu tino \_\_\_\_\_?

Paora: He poitūkohu tāku tino hākinakina. Kei roto au i te tīma o ngā kura tuarua o Te Whanganui-ā-Tara.

#### He Kupu Āwhina: Helpful Words

hākinakina	sport	pēwhea	how about
hoki	also	poitūkohu	basketball
kēmu	game	taitema	youth
kia pai	have fun	tīma	team
noho	live	tino	favourite
ō	your (pl..)	tō	your (sing.)
pā whutupōro	touch rugby		





## Nō hea tō whānau: Where is your family from?

### 3...

Rangi: Nē? E hia ō tau?

Paora: Tekau mā ono ōku tau. Kei te haere mātou ki Ahitereiria.

Rangi: Kia pai ā koutou kēmu.

Paora: Kia ora Rangi, me ā koutou hoki.

### 4. He Mahi Atu Anō: Extension Activity.

Whakautua ngā pātai mō te kōrerorero i runga ake nei.

Answer the following questions about the dialogue in activity 3.

1. Nō whea a Paora?
2. Ko wai tōna iwi?
3. Ko wai tōna waka?
4. Nō whea a Rangi?
5. Ko wai tōna iwi?
6. Ko wai tōna waka?
7. Kei whea a Rangi e noho ana?
8. Kei whea a Paora e noho ana?
9. He aha te tino hākinakina a Rangi?
10. He aha te tino hākinakina a Paora?
11. Kei te haere te tīma o Rangi ki whea?
12. Kei te haere te tīma o Paora ki whea?









## Whānau Lesson #12

**LESSON TITLE:** Mihimihi

**AIM:** To enable students to view a mihimihi in an authentic context.

**STRAND(S):** Viewing, writing.

**OBJECTIVES:** At the end of this lesson the students should be able to:

1. identify the context in which the mihimihi is taking place
2. view the mihimihi and gather specific information
3. view the mihimihi and transfer information into a written form.

### Learning points to be covered:

This lesson revises learning points in lessons 1 –11.

### Resources:

Photocopied instruction sheet + 3 answer sheets / OHTs for relief teacher.  
Photocopied activity sheets - 4 per student.  
Video cassette - “MIHIMIHI” (first lesson on tape)  
TV and video player

**PLEASE NOTE:** Due to usage of set video sections, the activity timings are critical in this lesson. The entire lesson can be achieved, provided that the relief teacher has read and understood the explicit set of instructions and the video system is set-up **beforehand**.



# Te Hiringa i te Mahara



Teacher: \_\_\_\_\_ Room: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class: \_\_\_\_\_



## Instructions to Relief Teacher

Hand out attached photocopied sheets to each student.  
 Each activity requires a section on the video tape to be played **after** the students have read the appropriate activity's questions. **Each section's end-point is signalled by a Māori manaia symbol** like those shown down the side of this page. When this appears, stop the tape to allow the students to complete an activity in the recommended time and to be given the relevant answers. The next time the tape is set to play, the manaia symbol will turn on screen to display the next activity's title.

1. **Te Wāhi: The Context. (max. 10 minutes incl. reading and viewing)**  
 This section includes the opening titles. Students may write while they are watching, but may find it easier to watch first then answer the questions. This section is only played once.
2. **He Mihimihi: Introductions (max. 10 minutes incl. reading and viewing)**  
 Students should again familiarise themselves with the questions before viewing this section of the video. This section is only played once.
3. **Ngā Mihi: The speeches of introduction**  
 Each speech is played twice. You may wish to stop the tape after the first time (nb, there is only a short space of black screen) and let students do as much work as they can before replaying it the second time.
- 3ā. **Ko Dorothy. (max. 8 minutes incl. reading and viewing)**  
 Students should fill in the missing words in Dorothy's mihi.
- 3ē. **Ko Tony. (max. 8 minutes incl. reading and viewing)**  
 Students should fill in the missing information in the table and complete Tony's family tree.
- 3ī. **Ko Ngāmihi. (max. 8 minutes incl. reading and viewing)**  
 Students should answer the questions about Ngāmihi's mihi.
4. **He Mahi Atu Anō: Extension Activity. Ko Haki (6 mins. viewing + homework)**  
 Play this part of the video. The students should make notes to write as much information about Haki as possible.

## Relief Teacher to complete . . .

Work completed: \_\_\_\_\_  
 \_\_\_\_\_  
 Difficulties: \_\_\_\_\_  
 \_\_\_\_\_  
 Students working well/helpful etc.: \_\_\_\_\_  
 \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Please return to teacher (above)



# Te Hiringa i te Mahara



## Mihimihi

### 1.

#### Te Wāhi: The Context NGĀ WHAKAUTU: ANSWERS

1. Rural area, you can see the bush, the sea. / Marae, you can see the wharenui, wharekai / Te Rawhiti Marae
2. Families, adults, children, elders, babies, men and women, mainly Māori.
3. Summer because people are swimming. Games are being played outside. People are wearing cool clothes.
4. Sports, painting, cooking, cleaning up, learning Māori, tramping, swimming, amihī, fun games, singing.
5. A wānanga reo – a Maori language total immersion marae live-in.

### 2.

#### He Mihimihi: Introductions NGĀ WHAKAUTU: ANSWERS

1. Inside the dining room of a wharekai.
2. A group of people that include elders, men, women and children.
3. The three speakers begin by acknowledging the audience, i.e. 'tēnā koutou e hoa mā'. They then identify their canoe, mountain, river, tribe etc..
4. No, there are no marked differences in these three specific mihi, although Tony introduces his family.
5. They acknowledge the listeners i.e. 'no reira, kia ora koutou kātoa.'
6. To formally introduce where they originate from.





## Mihimihi

### 3ā.

Ko Dorothy  
NGĀ WHAKAUTU: ANSWERS

Tēna koutou e hoa mā.  
 ‘I te tangi o te Tūkacaia, ko Ngāti Wai kei runga i te moana.  
 Ko Ngātokimatawhaorua te waka.  
 Ko Onekāinga te maunga.  
 Ko Te Wairahi te awa.  
 Ko Whānau Whero rāua ko Ngāti Rēhia ōku hapū.  
 Ko Whakapaumahara te marae.

Ko Tuika Kawiti tōku pāpā, nō Ngāti Wai ia.  
 Ko Patricia Broadbent tōku whāea, he Pākehā ia.

Kōtahi tōku tungāne, kōtahi tōku teina.  
 Ko Hēmi tōku tungāne, toru tekau ōna tau.  
 Ko Kataraina tōku teina, rua tekau mā waru ōna tau.

Tokorua aku tamariki. Ko Kawiti taku tama.  
 Ko Bella Rose taku tamāhine. Kia ora koutou kātoa.

### 3ē.

Ko Tony  
NGĀ WHAKAUTU: ANSWERS

Nō hea?	<u>Ngā Puhi</u>
Waka	<u>Māmari</u>
Maunga	<u>Tāwhitirahi</u>
Awa	<u>Te Awa-poka</u>
Iwi	<u>Ngā Puhi</u>
Whāea	<u>Keita</u>
Pāpā	<u>Tipene</u>

Te whānau o Tony

Tony  $\perp$  Arono

(11 ōna tau) Awarua    (8 ōna tau) Tāmāti    (4 ōna tau) Hone





# Te Hiringa i te Mahara



## Mihimihi

### 3ī.

Ko Ngāmihi  
NGĀ WHAKAUTU: ANSWERS

1. Ko Ngātokimatawhaorua rāua ko Māmari ōna waka.
2. Ko Hikurangi tōna maunga.
3. Ko Taumārere tōna awa.
4. Ko Ngā Puhi tōna iwi.
5. Ko Paraone rāua ko Kuini ōna tūpuna.
6. Kei Kawakawa tō rāua kāinga.
7. Ko Te Waretī tōna whāea.
8. Ko Marua tōna pāpā.
9. Ko Tīpene tōna tungāne.
10. Rua tekau ōna tau.

### 4.

He Mahi Atu Anō: Extension Activity - Ko Haki  
NGĀ WHAKAUTU: POSSIBLE ANSWERS

Ko ōna iwi ko Tuhoe me Te Tai Rawhiti. Ko Mangatu te maunga. Ko Whangaroa te awa. Nō Mangatu tōna pāpā. Nō te whānau o ngā Paraone.

Ko tōna tipuna whaea, nō Kahungunu ki Wairoa. Ko tōna tupuna koroua, nō Ruatāhuna. Ko Maunga Pōhatu te maunga.





## Mihimihi

**1. Te Wāhi: The Context.**  
Mātakitakihia tēnei wāhanga o te whakaari nei, ā, whakautua ngā pātai kei raro iho nei. View this section of the video carefully and then answer the questions below.

1. Where do you think this hui is taking place? Give a reason for your answer.
2. Who is attending this hui?
3. What time of the year was this hui run?
4. What are some of the activities taking place at this hui?
5. What do you think is the main kaupapa of this hui?

**2. He Mihimihi: Introductions.**  
Mātakitakihia tēnei wāhanga o te whakaari nei, ā, whakautua ngā pātai kei raro iho nei. View this section of the video carefully and then answer the questions below.

1. Where is this mihimihi taking place?
2. Who is listening to the mihimihi?
3. How do the speakers begin their mihimihi?
4. Are there any differences between the mihimihi of the men and women?

If yes, what are these?





## Mihimihi

### 2...

- How do the speakers complete their mihimihi?
- What is the purpose of these mihimihi?

### 3ā. Ngā Mihi: The speeches of introduction - Ko Dorothy

Mātakitakihia te mihi a Dorothy, ā, whakakīngia ngā kupu kei te ngaro kei raro iho nei. View Dorothy's mihi, then fill in the missing words below.

Tēna koutou e \_\_\_\_\_ mā.

'I te tangi o te Tūkaeaia, ko Ngāti Wai kei runga i te \_\_\_\_\_.'

Ko Ngātokimatawhaorua te \_\_\_\_\_.

Ko Onekāinga te maunga.

Ko Te Wairahi te \_\_\_\_\_.

Ko Whānau Whero rāua ko Ngāti Rēhia \_\_\_\_\_ hapū.

Ko Whakapaumahara te \_\_\_\_\_.

Ko Tuika Kawiti tōku pāpā, nō \_\_\_\_\_ ia.

Ko Patricia Broadbent tōku whāea, he Pākehā \_\_\_\_\_.

Kōtahi tōku \_\_\_\_\_, kōtahi tōku \_\_\_\_\_.

Ko Hēmi tōku tungāne, toru tekau ōna \_\_\_\_\_.

Ko Kataraina tōku teina, rua tekau mā \_\_\_\_\_ ōna tāu.

Tokorua aku \_\_\_\_\_ Ko Kawiti taku \_\_\_\_\_.

Ko Bella Rose taku \_\_\_\_\_ Kia ora \_\_\_\_\_ katoa.





## Mihimihi

### 3ē.

#### Ko Tony

Mātakitakihia te mihi a Tony, ā, whakakīngia ngā wāhi wātea, whakaotia hoki i tōna whakapapa.

View Tony's mihi and then fill in the table below and complete the family tree.



YEAR 9 TERM 1 - WHĀNAU - LESSON 12 - ACTIVITY SHEET # 3

#### TONY

Nō hea? .....

Waka .....

Maunga .....

Awa .....

Iwi .....

Whāea .....

Pāpā .....

#### Te Whānau o Tony

Tony  \_\_\_\_\_

(\_\_ ōna tau) \_\_\_\_\_ ( \_\_ ōna tau) \_\_\_\_\_ ( \_\_ ōna tau) \_\_\_\_\_





## Mihimihi

**3.** **Ko Ngāmihi**  
Mātakitakihia te mihi a Ngāmihi, ā, whakautua ngā pātai.  
View Ngāmihi's mihi and then answer the questions.

1. Ko wai ōna waka?
2. Ko wai tōna maunga?
3. Ko wai tōna awa?
4. Ko wai tōna iwi?
5. Ko wai ōna tūpuna?
6. Kei hea tō rāua kāinga?
7. Ko wai tōna whāea?
8. Ko wai tōna pāpā?
9. Ko wai tōna tungāne?
10. E hia ōna tau?

**4.** **He Mahi Atu Anō: Extension Activity - Ko Haki**  
Mātakitakihia te mihi a Haki. Tuhia he kōrero mōna.  
View the last mihi, write as much information as you can about Haki.

