



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Whakapapa	Te Tau Akoranga <i>Lesson Number</i>	9-01
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their knowledge of family related vocabulary
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Activity 1 <i>Ngohe</i>	VOCABULARY LIST Students translate Māori words into English
Activity 2 <i>Ngohe</i>	WORDFIND Students find the Māori translations of a list of English words
Activity 3 <i>Ngohe</i>	FAMILY TREE Students must interpret a family tree to complete then translate sentences
Activity 4 <i>Ngohe</i>	JUMBLED WORDS Students unjumble the words to determine the relationships between people
Activity 5 <i>Ngohe</i>	PROVERB Students decode the last line of a well known whakataukī or proverb

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 VOCABULARY LIST

Translate the Māori word into English.

Māori	English
whaea	
matua	
tungāne	
tuahine	
teina (female)	
teina (male)	
tuakana (female)	
tuakana (male)	
tamaiti	
tamariki	
tamāhine	
tama	
mātāmua	
pōtiki	



ACTIVITY 2

WORDFIND

Find the Māori translations of the English words below. The first translation has been done for you.

a	i	h	o	k	u	h	w	o	k	u	a	m	r	p
n	g	u	t	u	n	g	a	n	e	n	g	r	a	o
e	i	r	e	r	e	m	t	p	e	o	m	e	t	p
a	t	h	p	h	p	k	e	r	o	t	m	m	k	i
t	i	o	a	n	o	n	g	m	e	r	a	n	g	k
o	a	k	a	o	i	m	u	a	h	p	t	o	g	i
p	m	e	r	h	t	u	h	u	n	m	u	h	t	r
a	a	w	a	e	a	h	w	r	k	n	a	a	m	a
m	t	u	g	o	m	n	g	a	w	o	g	h	p	m
n	t	n	d	k	a	e	t	w	n	p	k	r	o	a
h	w	h	t	n	h	t	r	h	m	a	u	h	p	t
p	k	a	r	o	i	h	r	p	o	t	k	r	a	n
n	m	r	h	a	n	i	e	t	p	n	t	a	r	t
a	r	g	p	t	e	o	k	w	m	r	e	k	u	o
r	n	a	w	n	r	e	w	n	a	w	p	n	m	t

mother whaea _____ daughter _____

father _____ sister of a male _____

child _____ brother of a female _____

children _____ son _____

older brother of a male / older sister of a female _____

younger sister of a female / younger brother of a male _____

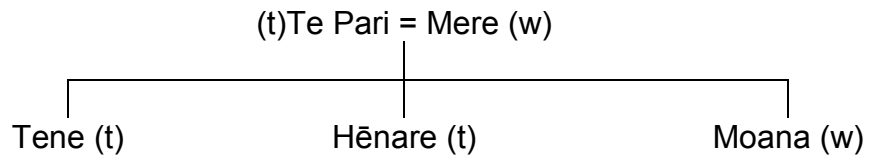


ACTIVITY 3

FAMILY TREE

Use the family tree below to insert the correct names into each sentence. Then translate the complete sentence into English.

Notations	
=	married to
t	tāne (male)
w	wahine (female)



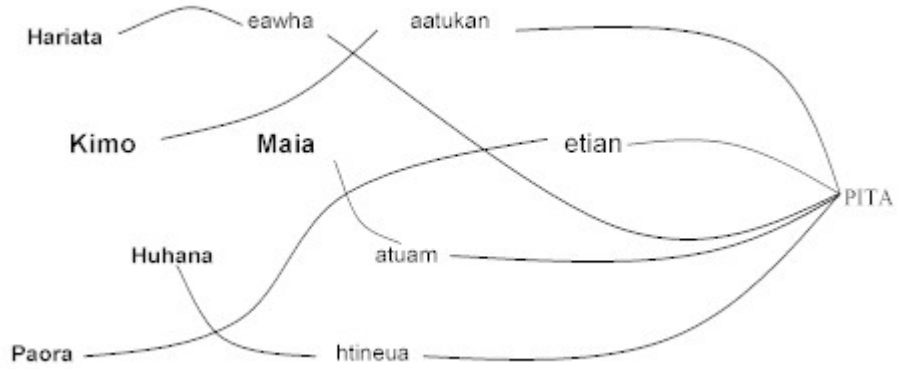
1. Ko _____ te matua.
Translation: _____
2. Ko _____ te tuahine o Henare.
Translation: _____
3. Ko _____ te tuakana o Henare.
Translation: _____
4. Ko _____ te whaea.
Translation: _____
5. Ko _____ te mātāmua.
Translation: _____
6. Ko _____ te pōtiki.
Translation: _____
7. Ko _____ rāua ko _____ ngā mātua.
Translation: _____
8. Ko _____ rāua ko _____ ngā tama.
Translation: _____
9. Ko _____ te tamāhine.
Translation: _____
10. Ko _____ te teina o Tene.
Translation: _____



ACTIVITY 4

JUMBLED WORDS

Follow the lines and unjumble the words to find out how everyone is related to Pita. Use this information to write sentences below.



1. Ko Hariata te o Pita.
2.
3.
4.
5.



ACTIVITY 5

PROVERB

Read the well known whakataukī (proverb) below.
It asks, "What is the most important thing in the world?"
Use the code key to discover the answer given to this question.
Then copy the whakataukī on to the lines provided.

Hūtia te rito

Hūtia te rito ō te harakeke

Kei hea te kōmako e kō?

Kī mai koe ki āhau

He aha te mea nui?

He aha te mea nui o te ao?

Māku e kī atu

He ♂ ♀ ♂ ♀ ♂ ♀ ♀

Answer: _ _ _ _ _ _ _

Key	
t	= ♂
a	= ♀
n	= ♂
g	= ♀



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Kupu Hōu	Te Tau Akoranga <i>Lesson Number</i>	9-02
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their knowledge of vocabulary and language structures related to the family
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Activity 1 <i>Ngohe</i>	MATCH THE WORD Students match the Māori word with the correct English meaning
Activity 2 <i>Ngohe</i>	CROSSWORD Students complete a crossword containing family related vocabulary
Activity 3 <i>Ngohe</i>	COMPLETE A FAMILY TREE DIAGRAM Students read a passage in order to complete a diagram correctly
Activity 4 <i>Ngohe</i>	DRAW WHAKAPAPA DIAGRAMS Students draw two diagrams using the information given
Activity 5 <i>Ngohe</i>	DECIPHER THE CODE Students decipher the code to reveal the children of Ranginui and Papatūānuku
Rauemi <i>Resources</i>	

I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

MATCH THE WORD

Draw a line from the Māori word to the correct English translation.

MĀORI	ENGLISH
au	grandfather, old man
koe	woman
ia	dog
kōtiro	grandchild
tama	cat
wahine	grandmother, old woman
tāne	you (singular)
koroua	girl
kuia	he, she, it
mokopuna	boy
ngeru	man
kurī	I, me



ACTIVITY 2

CROSSWORD

Complete the crossword using your vocabulary list.

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

Whakapae/Across

- 2. boy
- 5. I, me
- 6. girl
- 7. you (singular)
- 8. he, she, it
- 10. dog
- 11. grandfather

Whakararo/Down

- 1. woman
- 3. man
- 4. grandchild
- 6. grandmother
- 9. cat



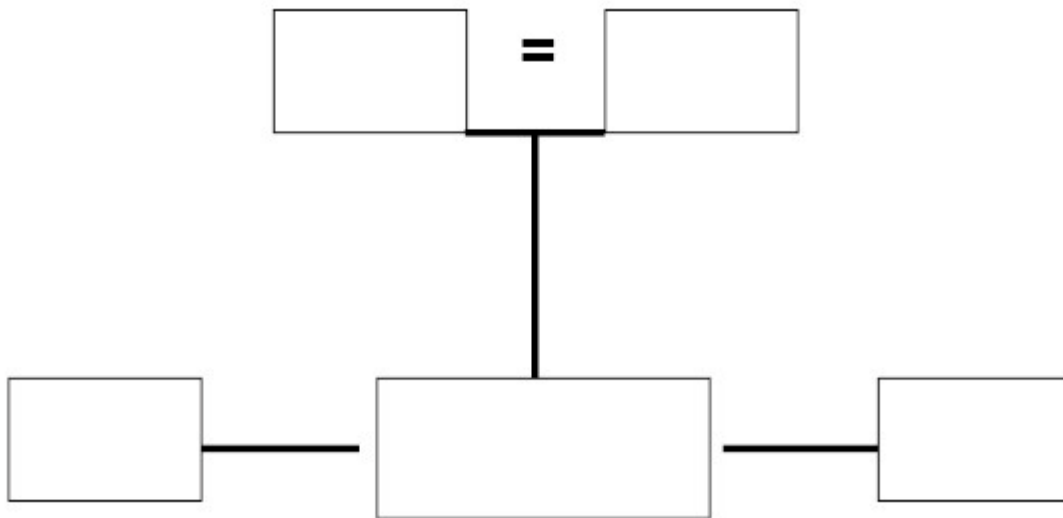
Te Hīringa i te Mahara

ACTIVITY 3

COMPLETE A FAMILY TREE DIAGRAM

Read the following story about Hūria's whānau.

Write the names of each family member in the boxes below.



Tēnā koutou katoa.

Ko Hūria tōku ingoa

Ko au te tuahine o Mikaere rāua ko Piripi.

Ko au te mātāmua, ko Piripi te pōtiki

Ko Tahu te matua, ko Pareārau te whaea.



ACTIVITY 4

DRAW WHAKAPAPA DIAGRAMS

Use the following information to draw whakapapa diagrams for each family.
Then write one sentence describing the relationship between two of the people.

Whānau Tuatahi

Hūria (mother), Hori (eldest child), Timi (father), Ngātai (eldest daughter), Kimiora (youngest daughter), Haki (youngest child)

1.

Whānau Tuarua

Paratene (eldest son), Piripi (youngest child), Kapua (father), Maraea (eldest child), Tāpere (youngest daughter), Rangi (mother)

2.



ACTIVITY 5

DECIPHER THE CODE

Some of the names of the children of Ranginui the sky father and Papatūānuku the earth mother are written in code below.

1. Decipher the names of the children of Ranginui and Papatūānuku.
2. Write down the domain or area for which each child has responsibility.

a	e	h	i	k	m	n	ng	o	p	r	t	u	w	wh
14	8	4	5	7	6	15	2	1	13	3	12	10	9	11

Number Code

Name

Responsibility

1	12,14,11,5,3,5,6,14,12,8,14	_____	God of _____
2	3,10,14,10,6,1,7,1	_____	God of _____
3	12,10,6,14,12,14,10,8,2,14	_____	God of _____
4	12,14,15,8,6,14,4,10,12,14	_____	God of _____
5	4,14,10,6,5,14,12,5,7,8,12,5,7,8	_____	God of _____



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Ngā Ingoa Wāhi	Te Tau Akoranga <i>Lesson Number</i>	9-03
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective Whāinga	Students will consolidate knowledge of Māori place names and language used to ask where someone is from
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Activity 1 Ngohe	PLACE NAMES Students unjumble the English place names
Activity 2 Ngohe	MAP ACTIVITY Students unjumble place names then mark them on a map of Aotearoa
Activity 3 Ngohe	WORDFIND Students find the Māori place names hidden in the Wordfind
Activity 4 Ngohe	WHO'S WHO? A - Students match the speech with the speaker B - Students fill the speech bubbles with the missing names C - Students determine where each character is from

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

PLACE NAMES

Here are the Māori names of places in New Zealand. Unjumble the words in the middle column to find the matching English place names.

Don't forget that place names are proper nouns which begin with capital letters!

MĀORI	JUMBLLED	ENGLISH
Murihiku	llvcigrieanr	
Ōtepoti	nndeitud	
Ōtautahi	rcithcsuhrhc	
Kirikiroa	mtnhioal	
Tāmaki-makau-rau	cnaaulkd	
Whanganui-ā-Tara	lotnwliegn	
Heretaunga	snhgtias	
Ahuriri	prneai	
Ngāmotu	wynmehpoutl	
Tūranganui-ā-Kiwa	iongrseb	



ACTIVITY 2

MAP ACTIVITY

Unjumble the place names and write them correctly. Then draw a line to show where each town or city is situated on the map of Aotearoa. The first word is done for you.

huiMkuri Murihiku

greuaHetna _____

waTninugarkuaia _____

hitOuaat _____

ptOitoe _____

iuirrhA _____

rakriioriKi _____

ahtanaWunigraā _____

tgNmāuo _____

māuraTmikakuaa _____





Te Hīringa i te Mahara

ACTIVITY 3

WORDFIND

Find the Māori place names for the English alternatives listed below. Mark them on the Wordfind then write them in the appropriate spaces provided. The first one has been done for you.

Invercargill	<u>Murihiku</u>	Auckland	_____
Dunedin	_____	Wellington	_____
Christchurch	_____	Hastings	_____
Hamilton	_____	Napier	_____
New Plymouth	_____	Gisborne	_____

Z	A	C	C	P	C	O	L	I	N	I	S	A	D	M
K	H	Z	W	P	Q	R	S	O	T	E	P	O	T	I
I	U	M	M	M	S	T	T	A	M	A	K	I	Z	Q
R	R	P	H	H	U	A	R	M	N	C	A	B	C	A
I	I	R	A	U	U	R	M	Z	P	O	O	O	S	A
K	R	M	F	T	F	Z	I	R	E	A	L	C	H	R
I	I	H	A	H	I	R	I	H	C	E	L	I	A	A
R	P	H	M	M	B	B	B	E	I	M	U	M	M	T
I	I	Q	U	E	R	T	Y	P	P	K	M	O	T	A
R	N	G	A	M	N	G	A	M	O	T	U	P	P	I
O	M	A	K	A	R	A	I	H	I	R	I	A	P	U
A	G	A	R	R	E	T	T	P	A	N	I	I	S	N
T	A	M	A	K	I	M	A	K	A	U	R	A	U	A
R	E	D	H	M	M	P	P	W	E	A	R	E	F	G
A	M	I	U	L	Y	W	H	Y	N	O	W	I	S	N
T	U	R	A	N	G	A	N	U	I	A	K	I	W	A
Z	Z	W	Q	W	Q	P	X	P	X	B	A	M	N	H
D	A	D	A	G	N	U	A	T	E	R	E	H	P	W



ACTIVITY 4

WHO'S WHO?

A

Draw a line to match the speech in each of the bubbles with the correct speaker. The age of each person is shown in the box below each picture.



14

Ko Mihi au.
Tekau mā
tahi ōku tau.



13



11

Ko Aneta au.
Tekau mā
toru ōku tau.

Ko Mere au.
Tekau mā
wha ōku tau.



7

Ko Rakapa
au. Tekau
tau ahau.



10

Ko
Rangikotuku
au. Whitu
tau ahau.



Te Hīringa i te Mahara

B

Read the statements in the speech bubbles below. Use the information from the page before to enter the correct name. The first one is done for you.

Speech bubble 1 (top left):
Tekau mā tahi ōna tau.
Ko **Mihi** ia.
Nō Ōtautahi ia.

Speech bubble 2 (top right):
Nō Tāmaki-makau-rau ia.
Tekau mā whā ōna tau.
Ko ia.

Speech bubble 3 (center):
Tekau mā toru ōna tau. Nō Heretaunga ia.
Ko ia.

Speech bubble 4 (bottom left):
Nō Taipā ia.
Whitu ōna tau.
Ko ia.

Speech bubble 5 (bottom right):
Tekau ōna tau.
Ko ia.
Nō Ahuriri ia.

C

Refer to exercise **B** to determine where each person is from.

- Nō hea a Mihi?
Nō Ōtautahi a Mihi.
- Nō hea a Aneta?
Nō a Aneta.
- Nō hea a Rakapa?
Nō a Rakapa.
- Nō hea a Mere?
Nō a Mere.
- Nō hea a Rangikotuku?
Nō a Rangikotuku.
- Nō hea a koe?
Nō



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whanau – Whakapapa	Te Tau Akoranga <i>Lesson Number</i>	9-04
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise using family vocabulary and personal pronouns correctly
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Activity 1 <i>Ngohe</i>	READ FAMILY TREES Students write sentences describing the family relationships shown in a family tree
Activity 2 <i>Ngohe</i>	MAKE A FAMILY TREE Students construct a family tree using the frame and information provided
Activity 3 <i>Ngohe</i>	ODD WORD OUT Students identify the odd word out then write the English translation
Activity 4 <i>Ngohe</i>	CLOZE ACTIVITY Students fill in the gaps with translations of words in the text
Activity 5 <i>Ngohe</i>	LABELLING ACTIVITY Students label the different parts of the flax bush

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

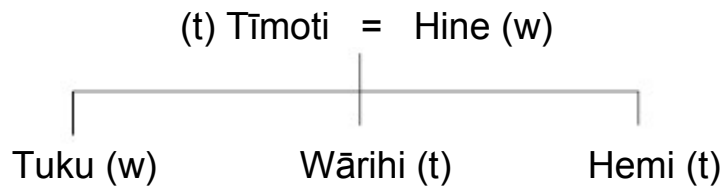
Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 READ FAMILY TREES

Look at the following whakapapa. Write three sentences for each member of the family. Use either *tāku*, *āku*, *tōku* or *ōku* in each of the sentences.

For example: Ko Hemi au
Ko Hine tōku māmā
Ko Wārihi tōku tuakana



a. Ko Wārihi ahau

b. Ko Hine ahau

c. Ko Tuku ahau

d. Ko Tīmoti ahau

tāku = my/mine (one person – who is the same age or younger than me)
āku = my/mine (more than one person who are the same age or younger than me)

tōku = my/mine (one person who is older than me)
ōku = my/mine (more than one person – they are older than me)



ACTIVITY 2

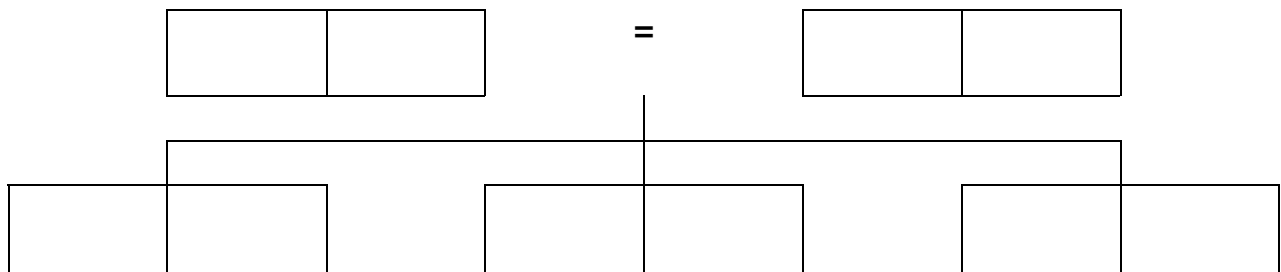
MAKE A FAMILY TREE

Read the passage below carefully. Then fill the boxes with the names and ages of each person. Use the one below as an example.

ANI	19
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Tēnā Koe

Ko Pare Paraone tōku ingoa. Tekau mā toru ōku tau. Ko Himiona tāku tūngāne. Ko ia te pōtiki o te whānau e whā ōnā tau. Ko Heta tāku tuakana tekau mā rima ōna tau. Ko Pānia tōku māmā. Whā tekau mā waru ōna tau. Ko Wātene tōku pāpā. Rima tekau ōna tau.



ACTIVITY 3

ODD WORD OUT

One of the words in each of the lists is NOT a “kupu whānau”. Circle the odd word out then write the English meanings of the two remaining family words.

(a) tāne mātāmua tino _____

(b) mamae matua māmā _____

(c) tuakana tiaki tipuna _____

(d) tuai tamāhine tuahine _____

(e) mokopuna pēpi pepa _____

(f) whaea whaia whānaunga _____

(g) tama taima tamaiti _____

(h) papa koroua pāpā _____



ACTIVITY 4

CLOZE ACTIVITY

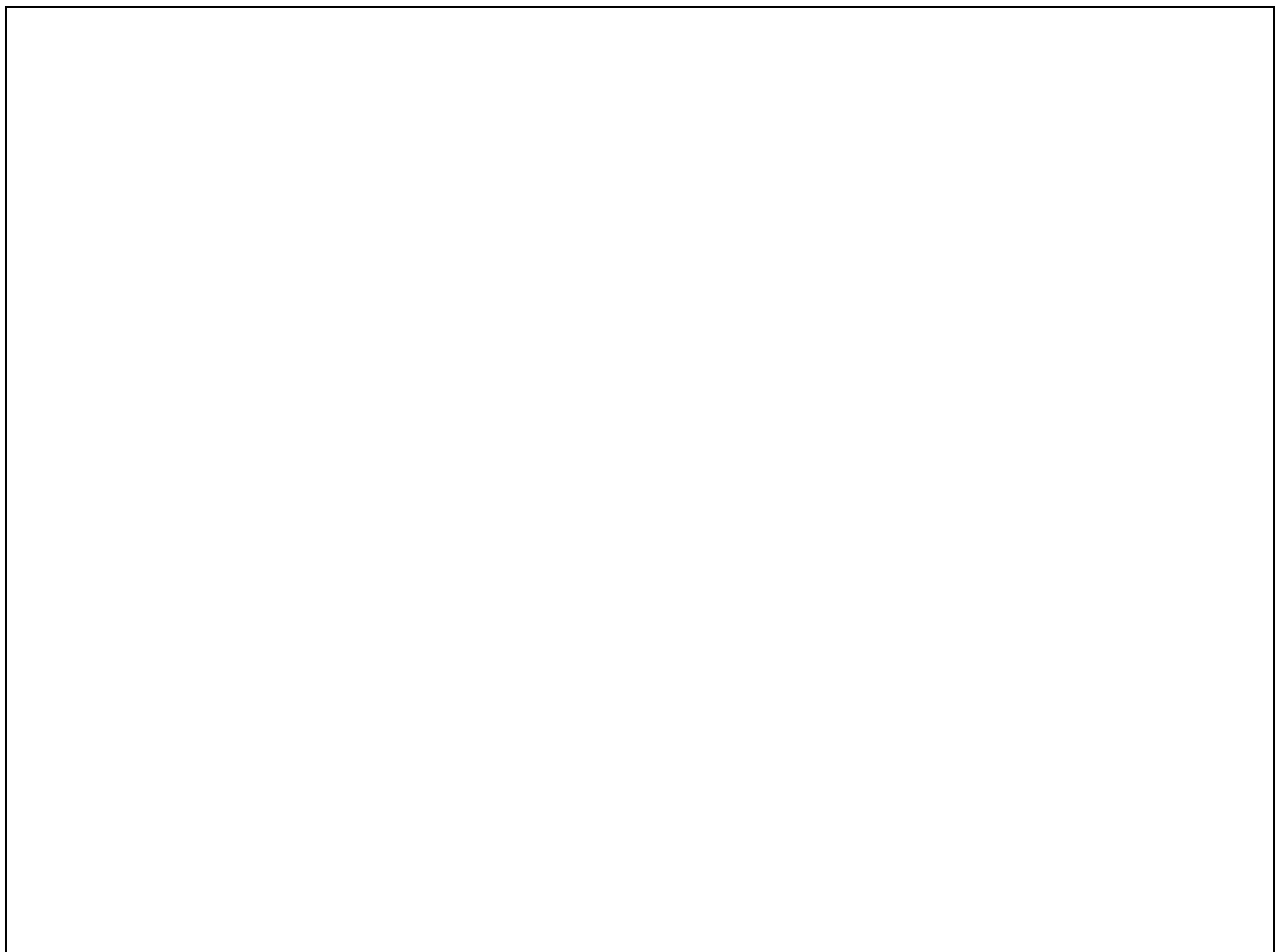
Read the passage and fill in the missing words. The words are all translations of another word found in the sentence. The first one is done for you.

Flax plants or harakeke are regarded as being a _____ or whānau. In the centre is the RITO which is considered to be the pēpi or _____. The RITO is protected by the _____ or mātua on either side. The outer flax leaves are known as the _____ or tīpuna. The grandparents or _____ are always cut when the plant is used for weaving. The parent or _____ leaves are left to protect the RITO or _____.

ACTIVITY 5

LABELLING ACTIVITY

Draw a diagram of a flax bush which clearly shows the way that the family of leaves grow as described in the passage above. Clearly label the tīpuna, mātua and rito.





Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Kupu Whānau	Te Tau Akoranga <i>Lesson Number</i>	9-05
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will revise family vocabulary and practise the language structures used when discussing family relationships
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Activity 1 <i>Ngohe</i>	JUMBLED WORDS Students unjumble the Māori words contained in the vocabulary list provided
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Activity 2 <i>Ngohe</i>	WRITE SENTENCES ABOUT A FAMILY TREE Students write sentences describing the relationships shown in a family tree
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Activity 3 <i>Ngohe</i>	SELECT THE CORRECT ANSWER Students select the appropriate answer to each question and write it in the space provided
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Activity 4 <i>Ngohe</i>	WRITE SENTENCES ABOUT YOUR OWN FAMILY Students write sentences about their own families using given terms
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Activity 5 <i>Ngohe</i>	DRAW OWN WHAKAPAPA DIAGRAM Students draw their own family tree showing three generations
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Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i> <input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

JUMBLED WORDS

Unjumble each of the following words to form one of the family terms below.
Write your answers in the space provided.

Jumbled Words	Correct Words
aāāmmtu	
neati	
kiptōi	
kmiitraa	
neāt	
hnwaie	
egtnūān	
ātmau	
taankua	
hntueai	

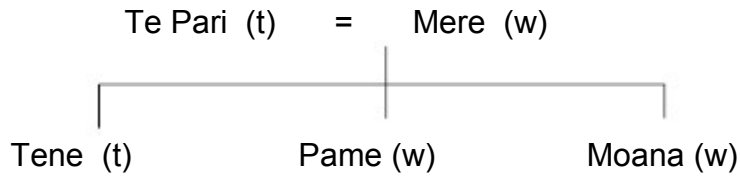
KUPU HOU - Vocabulary List

tāne	man, husband
matua	father
wahine	woman, wife
whaea	mother
tungāne	brother of a female
tuakana/taina	older brother / of a male / older sister of a female
mātāmua	oldest child
teina	younger brother of a male / younger sister of a female
tuahine	sister of a male
pōtiki	youngest child
mātua	parents
tamariki	children



ACTIVITY 2 WRITE SENTENCES ABOUT A FAMILY TREE

Write ten sentences about the family tree below. The first one has been completed for you. Refer to the vocabulary in Activity 1 if necessary.



=	married to
(t)	tāne
(w)	wahine
oldest to youngest from left to right.	

1. Ko Pame te tuakana o Moana.
2.
3.
4.
5.
6.
7.
8.
9.
10.



ACTIVITY 3

SELECT THE CORRECT ANSWER

Select the correct answer to each question from the sentences below. Write in the space provided.

1. Ko wai koe?

.....

2. Ko wai to ingoa?

.....

3. Ko wai te tuahine o Hirini?

.....

4. Ko wai te whaea o Ani?

.....

5. Ko wai te wahine a Hata?

.....

6. Ko wai ngā tama a Rere?

.....

7. Ko wai te tungāne o Pita?

.....

8. Ko wai ngā mātua o Rewa?

.....

9. Ko wai ngā hoa o Hoani?

.....

10. Ko wai tō hoa?

.....

Rārangi Kōrero (sentences)

Ko Miriama tāna wahine.

Ko Kimi tōku ingoa.

Ko Māta tāna tuahine.

Ko Maihi taku hoa.

Ko Api rāua ko Hirini āna tama.

Ko Rangi tōna whaea.

Ko Kimi au.

Ko Tama rāua ko Ani ōna hoa.

Ko Hepa tāna tungāne.

Ko Ariki rāua ko Tia ōna mātua.



ACTIVITY 4 WRITE SENTENCES ABOUT YOUR OWN FAMILY

Write 6 sentences about your own family using the words below. Use each word only once.

For example: Ko Mere rāua ko Hone ōku mātua.

mātua, mokopuna, koroua, kuia, mātāmua, pōtiki, tuakana, teina

1.
2.
3.
4.
5.
6.

ACTIVITY 5 DRAW OWN WHAKAPAPA DIAGRAM

Draw a whakapapa diagram in the box below showing three generations of your family.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Ngā Kīanga	Te Tau Akoranga <i>Lesson Number</i>	9-06
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will learn some commonly used expressions (kīanga) then practice them in a variety of activities
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Activity 1 <i>Ngohe</i>	FILL IN MISSING LETTERS Students fill in the missing letters of English translations
Activity 2 <i>Ngohe</i>	MATCH EXPRESSIONS Students match each Māori expression to its English equivalent
Activity 3 <i>Ngohe</i>	JUMBLED EXPRESSIONS Students unjumble the words of five kīanga (expressions) to determine what Mum really wanted to say
Activity 4 <i>Ngohe</i>	SELECT APPROPRIATE EXPRESSIONS Students determine the appropriate expression to use in each circumstance
Activity 5 <i>Ngohe</i>	WRITE APPROPRIATE SCENARIOS Students determine a situation to suit the given expressions
Activity 6 <i>Ngohe</i>	CODE BREAKING Students use a key to break the code and determine the expression

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

FILL IN MISSING LETTERS

Fill in the missing letters to complete the English translations of the expressions in the first column.

Māori

He rawe!

Hei aha!

Taihoa!

Auē!

Kia tere!

He pōrangī koe!

Kia kaha!

Kaitoa!

English

E__ce__le__t!

Ne__e__ m__nd! F__r__et i__!

__l__w d__w__! W__it u__!

O__ n__! (expression of grief, pain)

H__r__y u__!

Y__u'r__ __ra__y!

B__ s__r__n__! G__ f__r i__!

G__ __d __o__! S__rv_s you right!

ACTIVITY 2

MATCH EXPRESSIONS

Match each Māori expression to its English translation. The first one has been done for you.

Māori

He pōrangī koe!

He rawe!

Auē!

Kia kaha!

Taihoa!

Kia tere!

Kaitoa!

Hei aha!

English

You're crazy!

Slow down!

Be strong!

Excellent!

Never mind!

Oh no!

Good job!

Hurry up!



ACTIVITY 3 JUMBLED EXPRESSIONS

Mum has been up all night finishing her assignment for university and is very tired. She is so tired that she has started to mix up her words. Unjumble the expressions to find out what she is really trying to say. Write the correct Māori expression on the line underneath.

He aha!
(Excellent!)

Kia koe!
(Hurry up!)

Hei kaha!
(Never mind!)

He porangi tere!
(You're crazy!)

He kia rawe!
(Be strong!)

'MAMA'

ACTIVITY 4 SELECT THE APPROPRIATE EXPRESSIONS

Read the situations given below. Choose the most appropriate expression to use as a response from the list in Activity 1.

- You have opened up a birthday present and it is exactly what you wanted.

- You want to get to the shop before it closes but your little sister is walking really slowly.

- Your sister has been giggling for ages and can't stop.

- You are trying to catch up to your brother who is walking quite a way ahead of you.



Te Hiringa i te Mahara

5. Your father has just told you the sad news that your cat has been run over.

6. Your brother has just burned his tongue drinking a hot cup of coffee even though you tried to warn him several times.

7. Your sister is trying to apologise for something that you are not really worried about.

8. Your mother has almost finished her first triathlon. You want to encourage her to carry on until the very end.

ACTIVITY 5 WRITE APPROPRIATE SCENARIOS

Write a few sentences in English describing situations where you might use the following expressions appropriately.

1. Kia tere!

.....
.....

- 2, He pōrangī koe!

.....
.....

3. Auē!

.....
.....

4. Taihoa!

.....
.....



Te Hīringa i te Mahara

5. Kia kaha!

.....
.....

6. Kaitoa!

.....
.....

7. He rawe!

.....
.....

8. Hei aha!

.....
.....

ACTIVITY 6

CODE BREAKING

Use the code to find an expression you can use when you want someone to calm down.

a	e	h	i	k	m	n	ng	o	p	r	t	u	w	wh	
*	!	;	^	<	\$:	%	#	?	@	/	+	=	>	

< ^ * / * + / ! @ * % ^ \$ * @ ^ !



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau - Ngā Tau	Te Tau Akoranga <i>Lesson Number</i>	9-07
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise using numbers and the Māori names for months of the year
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Activity 1 <i>Ngohe</i>	CHECK LOTTERY TICKETS Students check the numbers on their lottery tickets to see if they have won a prize
Activity 2 <i>Ngohe</i>	THE MOST MOKOPUNA Students use the information given to find the person with the most mokopuna or grandchildren
Activity 3 <i>Ngohe</i>	MONTHS OF THE YEAR Students unjumble the months of the year then write them in the correct chronological order
Activity 4 <i>Ngohe</i>	MATCH BIRTHDAY CAKES Students label birthday cakes with correct information
Activity 5 <i>Ngohe</i>	ANSWER QUESTIONS Students answer questions about people's birth months

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 CHECK LOTTERY TICKETS

Your family has bought five tickets in the latest lottery game called 'Waimarie.' You win a prize if your ticket has **five** of the winning numbers.

Check to see if you have winning tickets. Circle the numbers on the tickets if they match the numbers written in the boxes beside them. Tick the box beside the word 'Waimarie' if you have won.

(a)

Waimarie!			
3			
	18	30	
19	37	22	
48	1		

tekau mā ono, toru, rua tekau mā rua, whā tekau mā waru, tekau mā iwa, toru tekau, toru tekau mā tahi , rua tekau mā whitu

(b)

Waimarie!			
10	50		
48	39	41	
		13	
	7	32	

toru tekau, rua tekau mā ono, whā tekau mā iwa, tekau mā rima, rua tekau mā tahi, rima tekau, whā tekau mā whā , rua

(c)

Waimarie!			
27		32	
	29		
3	47	7	
	11	12	

whitu, rua tekau mā whitu, toru tekau mā rua, tekau mā whā, whā tekau mā rima, toru, rua tekau mā whā, tekau mā tahi

(d)

Waimarie!			
2	49	25	
13	15		
	33	29	
	50		

tekau mā whā, ono, waru tekau mā toru, rua tekau mā rima, rua tekau mā iwa, toru tekau, toru tekau mā toru

(e)

Waimarie!			
	22	27	
34		39	
46	10		
9	16		

rua tekau mā whitu, tekau mā ono, toru tekau mā iwa, rua tekau, whā, whā tekau mā ono, whā tekau mā tahi, toru tekau mā whā

How many winning tickets do you have? _____



ACTIVITY 2

THE MOST MOKOPUNA

A friendly argument has started among the kaumātua attending a hui. Everyone believes that they have the most mokopuna.

Calculate the number of mokopuna each person has using the information below. Then write the answer in Māori. The first one has been done for you as an example.

1. Hare: 15 grandchildren 3 great grandchildren

tekau mā waru

2. Kararaina: 10 grandchildren 9 great grandchildren

.....

3. Putu: 31 grandchildren 10 great grandchildren

.....

4. Napi: 29 grandchildren 2 great grandchildren

.....

5. Kanawa: 19 grandchildren 3 great grandchildren

.....

6. Pita: 26 grandchildren 0 great grandchildren

.....

7. Tupu: 41 grandchildren 11 great grandchildren

.....

8. Rangi: 18 grandchildren 9 great grandchildren

.....

9. Miriama: 22 grandchildren 6 great grandchildren

.....

10. Kewa: 38 grandchildren 2 great grandchildren

.....

Who has the most mokopuna?.....



Te Hīringa i te Mahara

ACTIVITY 3

MONTHS OF THE YEAR

Unjumble the English translations of the Māori names for the months of the year. Then write out the Māori names for the months in the correct order.

- Whiringa-ā-nuku - c r o e t b o _____
- Hōngongoi - j l y u _____
- Mahuru - e b s m e p r t e _____
- Haratua - y a m _____
- Pipiri - e n u j _____
- Paenga-whāwhā - r a l i p _____
- Whiringa-ā-rangi - e n m r o b v e _____
- Hakihea - c r d e m e b e _____
- Kohi-tātea - u y j r a n a _____
- Here-turi-kōkā - g u a t s u _____
- Hui-tanguru - b a u f y r r e _____
- Poutū-te-rangi - r h m c a _____



ACTIVITY 4

MATCH BIRTHDAY CAKES

Read the passages below. Write the names of the people and the dates of their birthdays underneath the correct cakes. Draw the correct number of candles as well.

a



b



c



d



e



- a Ko tēnei te keke a Tainui.
Tekau mā rua ōna tau.
Ko te rua tekau ma rua o Pipiri
tōna rā whānau.
- b Ko tēnei te keke a Whiro.
E ono ōna tau.
Ko te toru tekau o Poutū-te-rangi
tōna rā whānau
- c Ko te keke a Kiore tēnei.
E iwa ōna tau.
Ko te iwa o Kohi-tātea tōna rā whānau

- d Ko te keke a Hone tēnei.
Kotahi anake tōna tau.
Ko te rua o Haratua tōna rā whānau.
- e Ko te keke a Kimi tēnei.
Tekau mā rima ōna tau.
Ko te rua tekau mā tahi o Mahuru tōna
rā whānau.

ACTIVITY 5

ANSWER QUESTIONS

Complete each sentence by entering the appropriate month in English.

- a Tainui was born in the month of _____
- b Whiro was born in the month of _____
- c Kiore was born in the month of _____
- d Hone was born in the month of _____
- e Kimi was born in the month of _____



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Kei te pēhea?	Te Tau Akoranga <i>Lesson Number</i>	9-08
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi <i>Work for the Students and Explanations for the Reliever</i>

Objective <i>Whāinga</i>	Students will practise asking and answering about a person's well-being
------------------------------------	---

Activity 1 <i>Ngohe</i>	MATCH WORDS Students match the Māori words to English translations
Activity 2 <i>Ngohe</i>	FILL IN THE MISSING WORDS Students fill in the missing words to complete the response to each question
Activity 3 <i>Ngohe</i>	MATCH THE PICTURE TO THE NAME Students write a sentence describing how each person is feeling
Activity 4 <i>Ngohe</i>	ANSWER QUESTIONS Students answer the question "Kei te pēhea koe?" for the given situations
Activity 5 <i>Ngohe</i>	MATCH THE STATEMENT Students read the sentences and identify the name of the person in each of the pictures
Activity 6 <i>Ngohe</i>	DRAW A DESCRIPTION Students draw the person using the statement provided

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

MATCH WORDS

Draw a line to connect the Māori words with the correct translations.

Maori

English

Kei te pēhea koe?

angry

hēmanawa

How are you?

pai

good

pōuri

sleepy

koa

happy

hiamoe

sick

ngēngē

sad

pukuriri

depressed

āwangawanga

tired

māuiui

scared

hōhā

cold

wera

sleepy

makariri

bored

mataku

hot



ACTIVITY 2

FILL IN THE MISSING WORDS

Answer the questions about how people are feeling by referring to the English word in brackets. The first one is done for you.

1. Kei te pēhea a Hone? (sleepy)

Kei te hiamoe a Hone.

2. Kei te pēhea a Hāriata? (happy)

_____.

3. Kei te pēhea a Mārama? (scared)

_____.

4. Kei te pēhea a Rangi? (sick)

_____.

5. Kei te pēhea a Te Haeata? (angry)

_____.

6. Kei te pēhea a Timoko? (hot)

_____.

7. Kei te pēhea a Rīria? (sad)

_____.

8. Kei te pēhea a Taimona? (bored)

_____.

9. Kei te pēhea a Kimo? (cold)

_____.

10. Kei te pēhea a Mikaere? (worried)

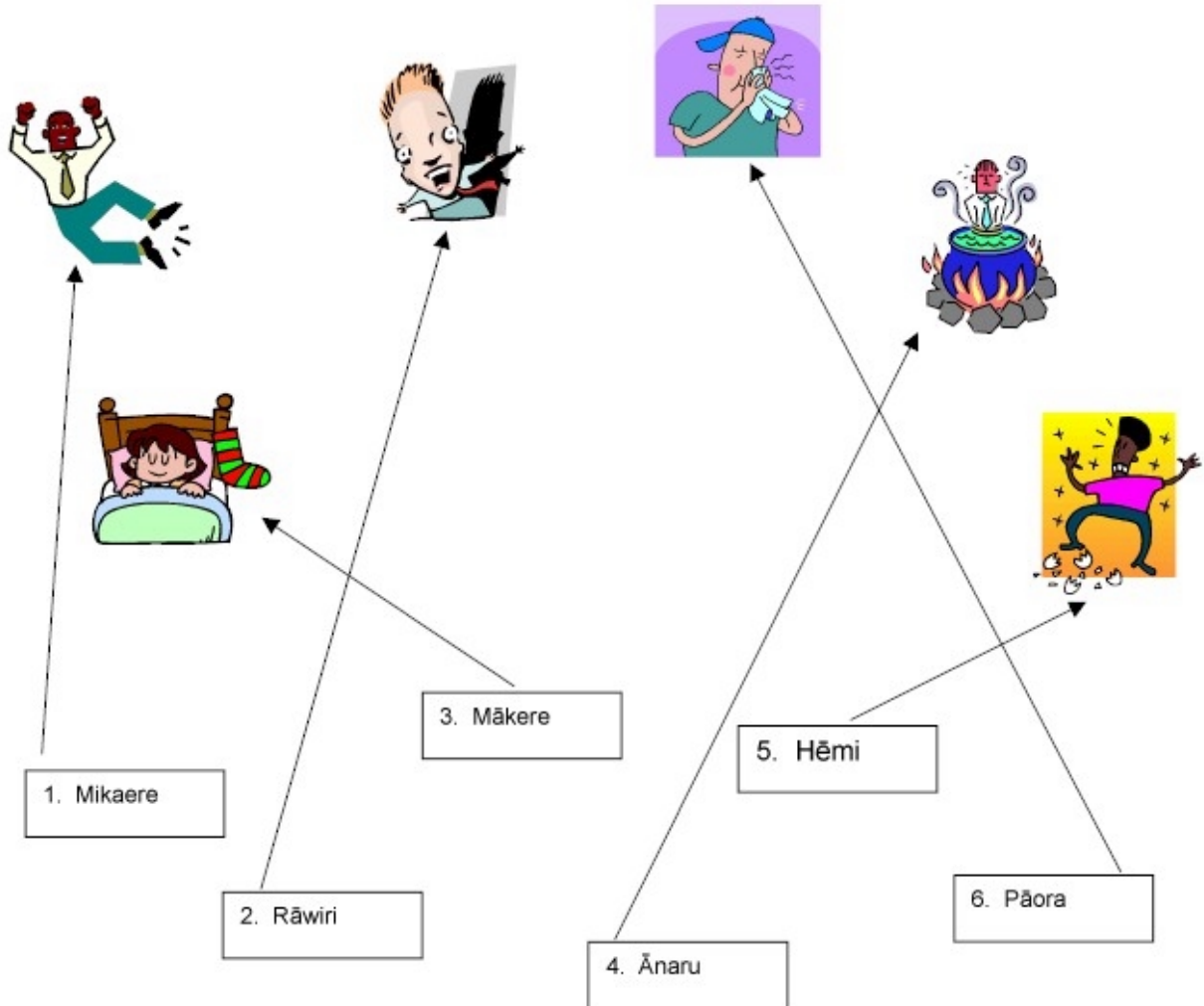
_____.



ACTIVITY 3

MATCH THE PICTURE TO THE NAME

Follow the line from each person's name to the picture showing how they are feeling. Write a sentence for each person using the words in Activity 1. The first one is done for you.



1. Kei te koa a Mikaere.

2.

3.

4.

5.

6.



ACTIVITY 4

ANSWER THE QUESTIONS

Write the appropriate answer to the question “Kei te pēhea?” for each of the situations below.

1. You have a sore throat and a headache.

Kei te pēhea koe?

Kei te

2. You are really nervous about a test.

Kei te pēhea koe?

Kei te

3. You have just won the school talent quest.

Kei te pēhea koe?

Kei te

4. Everything is OK.

Kei te pēhea koe?

Kei te

5. You are tired and want to go to bed.

Kei te pēhea koe?

Kei te

6. You are about to have an argument with somebody.

Kei te pēhea koe?

Kei te



ACTIVITY 5

MATCH THE STATEMENT

Read the five sentences below the pictures. Then write the names of the people under the corresponding pictures.



1. _____



2. _____



3. _____



4. _____



7. _____



6. _____

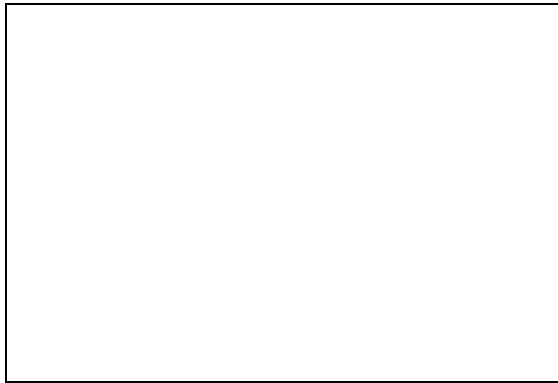
- a. Kei te wera a Tīare.
- b. Kei te hiamoe a Roimata.
- c. Kei te pukuriri a Koro.
- d. Kei te harikoa a Marama raua ko Hēnare.
- e. Kei te rangirua a Mīkaere.
- f. Kei te makariri a Whirinaki.



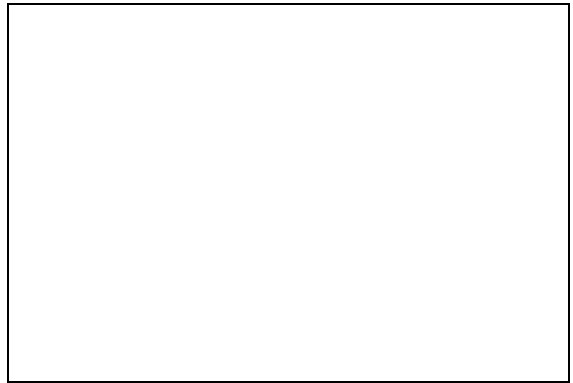
ACTIVITY 6

DRAW A DESCRIPTION

Draw a picture which fits the descriptions.



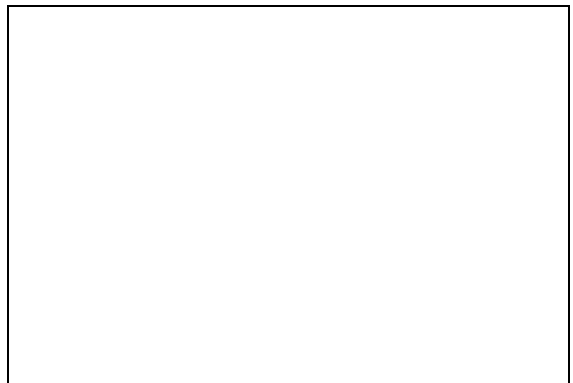
1. Kei te makariri a Pita.



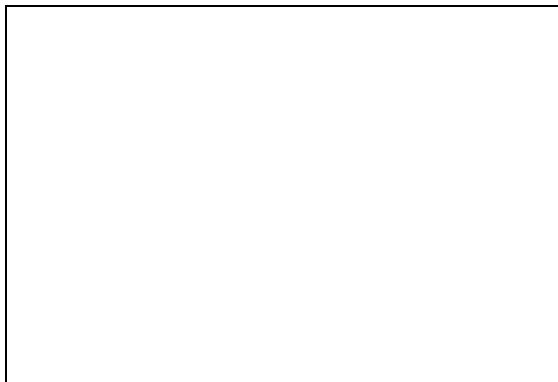
2. Kei te hiamoe a Kahu.



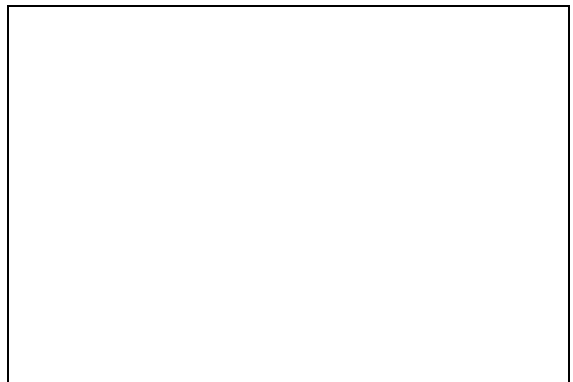
3. Kei te harikoa a Mariana.



4. Kei te pōuri a Tiki.



5. Kei te pukuriri a Mikaere.



6. Kei te māuiui a Patariki.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Personal Pronouns	Te Tau Akoranga <i>Lesson Number</i>	9-09
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Nga Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will recognise and use personal pronouns
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Activity 1 Ngohe	MATCH WORDS Students match Māori words with English translations
Activity 2 Ngohe	TRANSLATE SENTENCES Students translate sentences containing personal pronouns
Activity 3 Ngohe	CLASSIFY PERSONAL PRONOUNS Students classify pronouns
Activity 4 Ngohe	MATCH PERSONAL PRONOUNS Students match the personal pronouns to the pictures
Activity 5 Ngohe	MATCH SENTENCES Students match the Māori sentence with its English translation
Activity 6 Ngohe	WRITE SENTENCES Students write eight sentences using dual personal pronouns

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH WORDS

Join the Māori words to their correct translation. The first one is done for you.

<u>Māori</u>	<u>English</u>
au/ahau	I, me
koe	he/she
iawe (three or more people – including you)	
kōrua	you (two people)
māua	we (two people - not you; he and I)
tāua	we two (both of us – you and I)
rāua	they (three or more people)
koutou	we (three or more people – but not you)
rātou	they two
mātou	you (three or more people)
tātou	you (one person)

ACTIVITY 2 TRANSLATE SENTENCES

We sometimes use personal pronouns instead of people's names in sentences.
For example: **Pita** is tired. *becomes* **He** is tired.

The name 'Pita' has been replaced with the personal pronoun 'he'.

These are the three personal pronouns used in Māori when we are only talking about one person.

au / ahau = I, me **koe** = you **ia** = he/she/it

Translate these sentences which contain personal pronouns.

tangiweto = cry baby mōhio = clever mamae = sore

1. He tangiweto ia.....
2. Kei te haere ahau.....
3. He kōtiro ia.....
4. He mōhio koe!.....
5. Tēnā koe!.....
6. Kei te mamae au.....



ACTIVITY 3

CLASSIFY PERSONAL PRONOUNS

Different sets of personal pronouns are used when talking about more than one person.

The word endings give clues as to the number of people being spoken about.

The dual pronouns used when talking about two people all end in the letters **ua** like the word **rua**

Classify the personal pronouns below according to the number of people they represent.

First underline the pronouns used for one person. Circle the dual pronouns used for two people.

Then write the remaining pronouns used for more than two people on the lines below.

tātou

kōrua

au

māua

rātou

rāua

ia

tāua

koutou

mātou

ACTIVITY 4

MATCH PERSONAL PRONOUNS

Circle the English translation of each dual pronoun used in the dialogue balloons of each illustration. Then write a sentence about the picture using the Māori dual pronoun.

you and I

she and I

you two

they two





you two

they two

you and I

she and I



ACTIVITY 5

MATCH SENTENCES

Match the sentences in List A with the correct translations in List B. Draw a line between the two.

List A	List B
Kei te kai māua	You (two) are standing on the chair
Kei te haere tāua	You (two) are standing
Kei te kata rāua	We (he and I) are eating
Kei te tū kōrua	We (you and I) are going
Kei te kai māua i te kānga	They (two) are laughing
Kei te haere tāua ki te kura	We (you and I) are going to school
Kei te kata rāua ki te tangata	We (he and I) are eating corn
Kei te tū kōrua i runga i te tūru	They (two) are laughing at the man



ACTIVITY 6

WRITE SENTENCES

Write ten sentences of your own in Māori using the dual pronouns. Use each pronoun at least twice. One has already been done for you.

1. Kei te pai māua.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Whānau – Ngā Momo Whānau	Te Tau Akoranga <i>Lesson Number</i>	9-10
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise using language associated with the family
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Activity 1 Ngohe	MATCH THE WHĀNAU (FAMILY) WITH THEIR HOMES Students match each family with the correct home using the information given
Activity 2 Ngohe	WRITE BRIEFLY ABOUT EACH WHĀNAU Students write a description of each family based on the information in Activity 1
Activity 3 Ngohe	WHICH ITEM DOES NOT BELONG? Students identify the term which is different from the others and give an explanation for this
Activity 4 Ngohe	ANSWER THE QUESTIONS Students examine the picture then answer the questions that follow
Activity 5 Ngohe	TŌKU WHĀNAU (MY FAMILY) Students write about their own whānau

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH THE WHĀNAU WITH THEIR HOMES

Read the information in Māori about the five different families and their homes. Then use the descriptions of the houses in English to help you match each family with the correct home. Write the name of the family underneath the correct picture.

<p>Whānau 1</p> <p>Ko Hata te ingoa o tēnei whānau. Kotahi anake te tamaiti. Kāore he whenua o tō rātou whare. Ka noho runga ake rātou i te whare teitei. Karekau he waka.</p>		<p>A.</p> <p>This lovely home is situated in the country and is kilometres away from the nearest neighbour. While the huge grounds mean that there is a lot of space to play in and explore, it also means that there are many chores to be done. There are hundreds of pets.</p>
<p>Whānau 2</p> <p>Ko Erueti te ingoa o tēnei whanau. Ko te koroua, ko te kuia, ko te matua, ko te whaea, me ngā tamariki e ono. E rua ngā waka o te whānau. Kotahi te poti moana. He whare nui tō rātou, he whenua nui hoki hei papa tākaro mō ngā tamariki. Kotahi tā rātou kurī.</p>		<p>E.</p> <p>This cosy little house only has a small lawn to mow. The single garage has a shed attached for the children's bicycles. The next door neighbour kindly donated many of the materials used by the children to build the amazing tree hut in the backyard.</p>
<p>Whānau 3</p> <p>Ko Henare te ingoa o tēnei whanau. Ko te whaea me ngā tamariki e toru. He iti tō ratou whare me te whenua i waho. He whare runga rākau tō ngā tamariki. Kotahi te waka, e toru ngā pahikara.</p>		<p>I.</p> <p>This big, old villa has been well loved over the years. The combination of large play areas and gardens is perfect for this family. There is a double garage for both cars and a carport for the boat.</p>



Whānau 4

Ko tēnei te whānau Pirikahu. Tokowhā rātou, ko ngā Pāpā e rua, ko ngā tamariki e rua. He whare iti tō rātou, engari, he nui te whenua i waho. He hōpua kaukau tō rātou. E rua ngā waka, e rua ngā kurī, e rua ngā ngeru, e ono ngā heihei.



O.

There are no grounds to tend or lawns to mow with this home and the views of the city are incredible! There is also no need for a car as everything is close at hand. It is best to buy the groceries in small lots though, as it is too long a way to lug heavy bags.

Whānau 5

Ko te whānau Tangi tēnei. Ko te kuia, ko te koroua rātou ko ngā mokopuna e whā. He pāmu tō rātou. He nui te whenua mō ngā kau, mō ngā hoiho, mō ngā poaka, mō te māra kai, me ngā rākau hua rākau.



U.

Just as well the grounds of this home are large, otherwise it would get pretty crowded. It is a favourite place for the children's friends to cool off in summer. There is still plenty to do in winter, with animals to play with and exercise.

ACTIVITY 2

WRITE BRIEFLY ABOUT EACH WHĀNAU

Write a few sentences in English about each family on the appropriate lines below. Refer to the five whānau in Activity 1. Your description should include: the name of the family; the name of the people in the family; a description of family members; any pets; anything else of interest about the family.

Family # 1

Family # 2



Family # 3

Family # 4

Family # 5

ACTIVITY 3 WHICH ITEM DOES NOT BELONG?

All but one of the items in each of the following groups are similar. Circle the item that does not belong then write a sentence explaining why it does not.

1. **matua whaea kēkē whāene pāpā tamāhine hungawai**

2. **mokopuna kuia kaumātua koro tauheke tipuna**

3. **tuahine kuia māmā tūngane tamāhine tipuna wāhine**

4. whanaunga karangarua mokopuna tipuna hoa irāmutu

5. manaaki aroha tautoko āwhina tiaki whānau

ACTIVITY 4 ANSWER THE QUESTIONS

Examine this picture of a whānau walking on the beach. Then answer the questions that follow in Māori.



1. Tokohia ngā tāngata kei roto i tēnei whānau?

2. Ko wai ō rātou ingoa? (Make some names up.)



3. Kei hea te whānau?

4. Kei te aha rātou?

5. He mōkai ā rātou?

mōkai = pet

ACTIVITY 5

TŌKU WHĀNAU

Write about your family. Include the following information: your family name; where you are from; the names of family members; where you live; what makes your family special. Write as much as possible in Māori.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – Kupu Hōu	Te Tau Akoranga <i>Lesson Number</i>	9-11
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi *Work for the Students and Explanations for the Reliever*

Objective <i>Whāinga</i>	Students will consolidate knowledge of vocabulary related to the classroom
-----------------------------	--

Activity 1 Ngohe	FILL IN MISSING LETTERS Students fill in the missing letters to match translations
Activity 2 Ngohe	DRAW OBJECTS Students unjumble the names then draw the classroom objects
Activity 3 Ngohe	TRANSLATE AND ANSWER QUESTIONS Students translate and answer questions about the position of classroom objects
Activity 4 Ngohe	IDENTIFY THE CORRECT ANSWER Students circle the correct response to the question
Activity 5 Ngohe	WRITE DESCRIPTIONS Students explain the use of each item in English

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi

At the end of the lesson

Students keep their own work

Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

FILL IN MISSING LETTERS

Fill in the missing letters to match the Māori words in Column A with the English words in Column B.

Column A

he p e n e

he _ e _ e _ ā _ a u

he _ a _ a _ i _ i

he _ ū a _ a

he _ ū _ i

he i n _ r _ p _

he _ ā _ a _ a

he _ a _ a _ a

he _ i o _ a

he _ a _ a _ u _ i _ u _ i

he _ a i a _ o

he ā _ o _ _ a

he _ u _ a _ u _ a

he _ ē _ u

he _ ū _ u

he _ a _ i _ a _ a

he _ o _ o _ i _ o

Column B

a p e n

a p _ n c _ l

a w i _ _ o w

a _ o _ r

a r _ l e _

a r u _ _ e r

a c u _ b _ a _ d

a c _ o c k

c _ a _ k

a _ l a c k _ o a _ d

a t _ _ c h _ r

a p _ p i l

a b _ o k

a t a _ l e

a c _ a i r

a w a l _

a c _ m p _ t _ r



ACTIVITY 2

DRAW OBJECTS

Unjumble the words below. Then draw the object in the box.

eap kernāu

orhrkioo

apakuupk

pakāta

akkaio

aaphmitl

akkara

trūu

kgaāno

umuk

akahū

ēutp



ACTIVITY 3 TRANSLATE AND ANSWER QUESTIONS

Translate these sentences giving the position of classroom objects.

1. Kei runga te karaka i te matapihi.

.....

2. Kei raro te pene rākau i te tūru.

.....

3. Kei mua te kaiako i te papatuhituhi.

.....

4. Kei roto te pukapuka i te pouaka.

.....

5. Kei runga te pikitia i te pakitara.

.....

Now answer these questions. Choose and write the correct sentences from above.

6. Kei hea te pikitia?

.....

7. Kei hea te pukapuka?

.....

8. Kei hea te kaiako?

.....

9. Kei hea te pene rākau?

.....

10. Kei hea te karaka?

.....



ACTIVITY 4 IDENTIFY THE CORRECT ANSWER

Circle the correct answer to the question.

1. Which of these is used to write?

- pepa whare kūaha tioka

2. Which of these will not fit into your pencil case?

- kūaha pene inarapa pene rākau

3. Who are not allowed in the staffroom?

- kaiako ākonga tūmuaki mātua

4. Which of these can you open?

- matapihi rūri pene rākau papatuhituhi

5. Which of these can you carry?

- matapihi pukapuka kūaha pakitara

ACTIVITY 5 WRITE DESCRIPTIONS

Write a short explanation of why or how you would use each of the following items.
For example: pene rākau = "To write in my book"

papatuhituhi

muku

karaka

tioka

rūri



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – Ngā Kaupapa Ako	Te Tau Akoranga <i>Lesson Number</i>	9-12
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their knowledge of vocabulary and language structures related to school subjects
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Activity 1 <i>Ngohe</i>	LABEL PICTURES Students identify the school subject area depicted in each picture
Activity 2 <i>Ngohe</i>	COMPLETE A GRID Students fill in a grid with the correct information
Activity 3 <i>Ngohe</i>	JUMBLED SENTENCES Students rearrange the sentences correctly
Activity 4 <i>Ngohe</i>	WORDFIND Students find the Māori names for school subject areas

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

Kupu Āwhina (Vocabulary List)

Te Reo Pākehā	-	The English Language
Te Reo Māori	-	The Maori Language
Pūtaiao	-	Science
Pāngarau	-	Mathematics
Hākinakina	-	Sport/Physical Education
Hāngarau	-	Technology
Tikanga-ā-lwi	-	Social Sciences
Pūoro	-	Music
Mahi Toi	-	Art
Mahi Rorohiko	-	Computing

ACTIVITY 1

LABEL PICTURES

Select the Māori name from the list above for the school subject shown in each picture. Write the name on the line beneath each picture.















Poetry Novel Film

Te Reo Rangatira



ACTIVITY 2

COMPLETE A GRID

Read the statements below about each of the four students then fill in the grid.
The first one is done for you.

Ākonga	Kura (School)	Tau (Age)	Tino Kaiako (Favourite Teacher)	Wāhi Noho (Home)	Tino Kaupapa (Favourite Subject)	Rēanga (Form)
Mere	Kura Kōtiro o Rotorua	14	Te Reo Māori	Rotorua	Pūtaiao	Tuawhā
Hone						
Erana						
Paterehia						
Ko koe						

MERE Nō Rotorua a Mere.
Kei te Kura Kōtiro o Rotorua ia.
Tekau mā whā ōna tau.
He pai ki a ia te Pūtaiao.
Kei rotō ia i te rēanga tuawhā.
Ko tōna tino kaiako ko tōna kaiako Reo Māori.

HONE Nō Tāmaki Mākaaurau a Hone.
Kei te Kura Tama o Tīpene ia.
Tekau mā toru ōna tau.
He pai ki a ia te mahi Hākinakina.
Kei roto ia i te rēanga tuatoru.
He pai ki a ia te kaiako o te mahi Hākinakina.

ERANA Nō Ahuriri a Erana.
Kei Hato Hōhepa ia e kura ana.
Tekau mā waru ōnā tau.
He pai ki a ia te kaiako mō te reo Pākehā.
Kei roto ia te rēanga tuaono.
Ko tāna tino kaupapa ako ko te Pūtaiao.

PATEREHIA Nō Tūranga a Paterehia.
Kei te Kura Kōtiro o Tūranga ia.
Tekau mā rima ōna tau.
He pai ki a ia Te Reo Māori.
Kei roto ia i te rēanga tuaono.
Ko te kaiako o te kaupapa Tikanga-ā-lwi tōna tino kaiako.

KO KOE

.....

.....

.....

.....

.....



ACTIVITY 3

JUMBLED SENTENCES

Rearrange the sentences into the correct order. Write the new sentence on the line provided. The first word of each sentence is given to you.

NOTE: – These sentences are based on those in Activity 2.

1. Kei Kura o Ngāmotu te Kōtiro a Hārata.

.....

2. He a mahi Pūoro pai ia ki te.

.....

3. Kei i roto rēanga ia te tuaono.

.....

4. Ko Pāngarau tino kaiako o kaiako te tōna te.

.....

5. Tekau ōna whitu mā tau.

.....



ACTIVITY 4

WORDFIND

Find the Māori names for these school subjects.

English		Māori Language	
Science		Mathematics	
Physical Education		Technology	
Social Studies		Music	
Art		Computer Studies	

Z	T	C	C	P	C	O	L	I	N	I	S	A	D	M
K	H	E	W	P	Q	R	S	O	T	E	P	I	T	I
I	U	M	R	M	S	T	T	A	M	A	O	I	Z	Q
R	R	P	I	E	U	A	R	M	N	T	A	B	C	H
M	A	H	I	R	O	R	O	H	I	K	O	O	S	A
A	R	M	F	T	F	P	I	H	E	A	L	C	H	N
P	I	M	A	H	I	R	A	H	C	E	L	I	A	G
A	P	H	M	M	B	M	B	K	I	M	U	T	M	A
N	I	Q	U	E	R	T	Y	P	E	K	M	I	T	R
G	N	G	A	M	N	G	A	M	O	H	U	K	P	A
A	M	A	K	A	P	U	N	G	A	R	A	A	P	U
R	G	A	R	R	E	T	T	P	A	N	I	N	S	U
A	A	M	A	K	I	M	A	K	A	U	R	G	U	R
U	E	P	U	T	A	I	A	O	E	A	R	A	F	U
A	M	U	U	L	Y	W	H	Y	N	O	W	A	S	N
T	U	O	A	I	H	A	K	I	N	A	K	I	N	A
T	E	R	E	O	M	A	O	R	I	I	A	W	N	H
D	A	O	S	G	N	U	A	T	E	I	W	I	P	W



Wordfind

Teachers Answer Sheet

Z	T	C	C	P	C	O	L	I	N	I	S	A	D	M
K	H	E	W	P	Q	R	S	O	T	E	P	I	T	I
I	U	M	R	M	S	T	T	A	M	A	O	I	Z	Q
R	R	P	I	E	U	A	R	M	N	T	A	B	C	H
M	A	H	I	R	O	R	O	H	I	K	O	O	S	A
A	R	M	F	T	F	P	I	H	E	A	L	C	H	N
P	I	M	A	H	I	R	A	H	C	E	L	I	A	G
A	P	H	M	M	B	M	B	K	I	M	U	T	M	A
N	I	Q	U	E	R	T	Y	P	E	K	M	I	T	R
G	N	G	A	M	N	G	A	M	O	H	U	K	P	A
A	M	A	K	A	P	U	N	G	A	R	A	A	P	U
R	G	A	R	R	E	T	T	P	A	N	I	N	S	U
A	A	M	A	K	I	M	A	K	A	U	R	G	U	R
U	E	P	U	T	A	I	A	O	E	A	R	A	F	U
A	M	U	U	L	Y	W	H	Y	N	O	W	A	S	N
T	U	O	A	I	H	A	K	I	N	A	K	I	N	A
T	E	R	E	O	M	A	O	R	I	I	A	W	N	H
D	A	O	S	G	N	U	A	T	E	I	W	I	P	W



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – Kōrerorero	Te Tau Akoranga <i>Lesson Number</i>	9-13
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise dialogue from a typical situation in the context of school
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Activity 1 <i>Ngohe</i>	MATCH DIALOGUES Students match then translate dialogues
Activity 2 <i>Ngohe</i>	DRAW COMIC STRIPS Students select two dialogues and use them to draw comic strips
Activity 3 <i>Ngohe</i>	TRANSLATE SENTENCES INTO MĀORI Students write the Māori translations of given phrases

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

MATCH DIALOGUES

Read the dialogues below. Draw a line to match each dialogue with the correct English translation.

Kōrero Tuatahi – Dialogue One

<i>Hone</i>	E Pita, kia tere!
<i>Pita</i>	He aha ai?
<i>Hone</i>	Kua tangi te pere.
<i>Pita</i>	Taihoa.

Hone, have you got any food?
No. Nothing.
Here's mine.
Thanks, mate!

Kōrero Tuarua – Dialogue Two

<i>Pita</i>	Hone, he kai tāu?
<i>Hone</i>	Kāo. Kārekau.
<i>Pita</i>	Ānei tāku.
<i>Hone</i>	Tēnā koe, ē hoa!

We have to run!
Why?
In case we're late.
I'm right behind you!

Kōrero Tuatoru – Dialogue Three

<i>Pita</i>	Ko au hei hoa mōu?
<i>Hone</i>	Ae. Ko koe hei hoa mōku.
<i>Pita</i>	Ka haere tāua ki te tākaro.
<i>Hone</i>	Āe. Me haere tāua!

Hurry up, Pita!
Why?
The bell has rung.
Hang on.

Kōrero Tuawhā – Dialogue Four

<i>Pita</i>	Me oma tāua!
<i>Hone</i>	He aha ai?
<i>Pita</i>	Kei tūreiti tāua.
<i>Hone</i>	Kei te whai atu!

Can I be your friend?
Sure. You can be my friend.
Let's go and play.
Yes. Let's go!

Now write the English equivalents to the following.

- a He aha ai? _____
- b Taihoa: _____
- c Ānei tāku: _____
- d Me haere tāua: _____
- e Me oma tāua: _____



ACTIVITY 2

DRAW COMIC STRIPS

Choose two of the conversations in Activity 1. Draw a comic strip for each conversation. The conversations are only a beginning point. Include at least two frames. Here is an example.



Dialogue Number _____

--	--	--	--

Dialogue Number _____

--	--	--	--



Te Hīringa i te Mahara

ACTIVITY 3 TRANSLATE SENTENCES INTO MĀORI

Use the Māori phrases from the previous dialogues to help you translate the English sentences below.

- (a) **Hone: Kua tangi te pere!** **The bell has rung! (Dialogue 1)**
The phone has rung! _____
- (b) **Pita: Hone, he kai tāu?** **Hone, have you got some food? (Dialogue 2)**
Keriana, have you got a pen? _____
- (c) **Hone: Tenā koe ē hoa!** **Thanks mate! (Dialogue 2)**
Thanks Mum! _____
- (d) **Pita: Haere tāua ki te tākaro!** **Let's go and play! (Dialogue 3)**
Let's go and eat! _____
- (e) **Pita: Me oma tāua!** **We have to run! (Dialogue 3)**
We have to sleep! _____

phone = waea kōrero
pen = pene
little = iti
eat = kai
sleep = moe



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – tēnei, tēnā, tērā	Te Tau Akoranga <i>Lesson Number</i>	9-14
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise the use of tēnei, tēnā, tērā and ēnei, ērā and ēnā
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Activity 1 <i>Ngohe</i>	CHANGE PHRASES TO THE PLURAL FORM Students translate five phrases into Māori then change them into plurals
Activity 2 <i>Ngohe</i>	CHOOSE THE CORRECT DEFINITIVE Students fill in the speech bubbles with appropriate language
Activity 3 <i>Ngohe</i>	DRAW PICTURES TO SHOW DEFINITIVE CLAUSES Students draw a picture to represent the definitive clause
Activity 4 <i>Ngohe</i>	TRANSLATE SENTENCES Students translate the sentences

Rauemi <i>Resources</i>	
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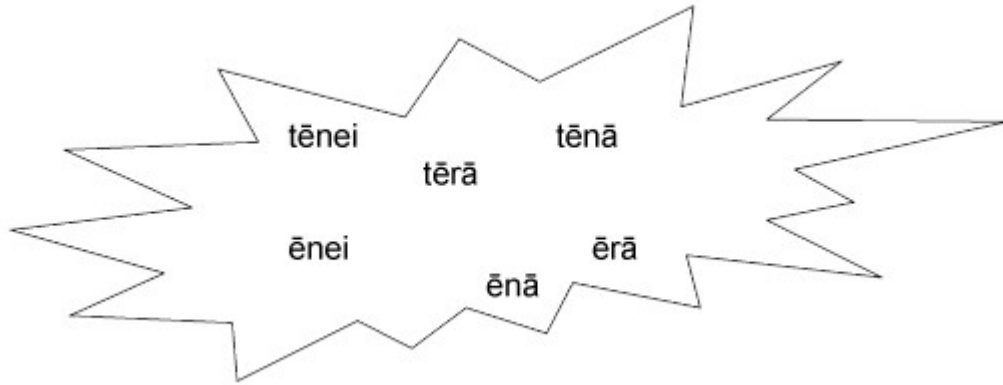
I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student



These words are known as *definitives* because they *define something*.

tēnei	=	this (one) here by me
tēnā	=	that (one) near you
tērā	=	that (one) yonder – over there, away

To make these plural (more than one) we take off the 't' so

tēnei	<i>becomes</i>	ēnei	these here by me
tēnā	<i>becomes</i>	ēnā	those near you
tērā	<i>becomes</i>	ērā	those over there



ACTIVITY 1

CHANGE PHRASES TO THE PLURAL FORM

Translate these phrases into Māori. The first one has been done for you.

1. this book, these books

tēnei pukapuka, ēnei pukapuka.

2. this boy, these boys

.....

3. that chair (near you), those chairs (near you)

.....

4. that girl (near you), those girls (near you)

.....

5. that ball (over there), those balls (over there)

.....

Now change these phrases into their plural form (more than one).

6. tēnā ākonga

.....

7. tērā pukapuka

.....

8. tēnei rūri

.....

9. tērā tūru

.....

10. tēnā tēpu

.....

ākonga = student pukapuka = book rūri = ruler tūru = chair tēpu = table



Te Hiringa i te Mahara

ACTIVITY 2 CHOOSE THE CORRECT DEFINITIVE

Fill in the speech bubbles below, using one of the following definitive clauses. The first one has been done for you.

tēnei tēpu

tēnā tēpu

tērā tēpu

ēnei tūru

ēna tūru

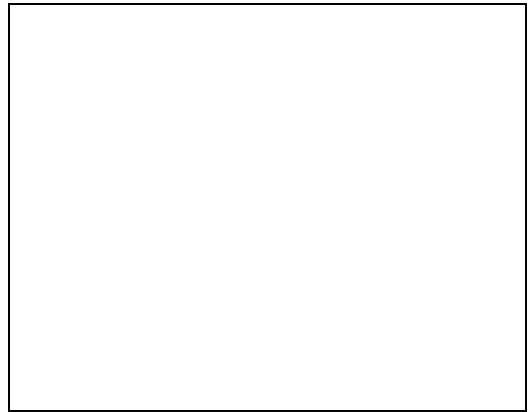
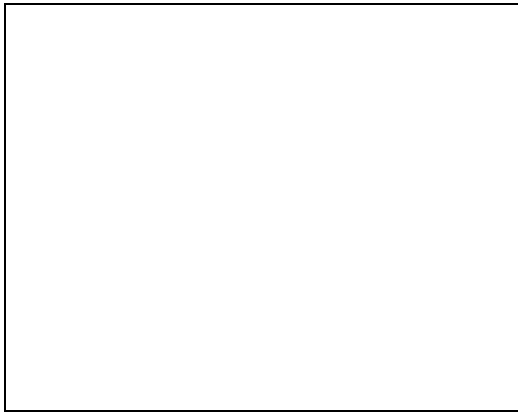
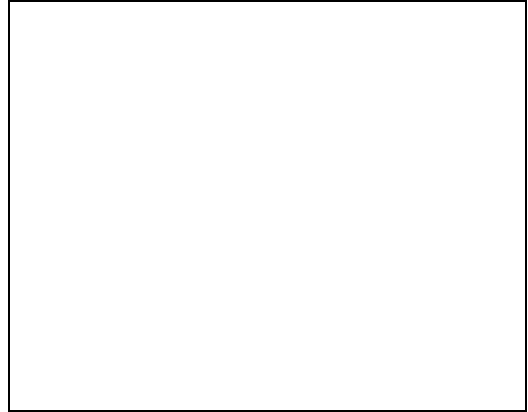
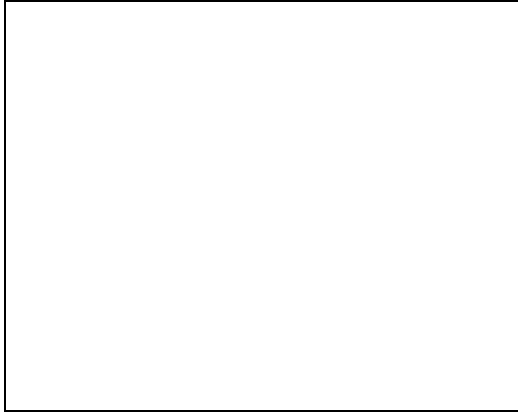
ērā tūru





ACTIVITY 3 DRAW PICTURES TO SHOW DEFINITIVE CLAUSES

Draw simple pictures in the boxes to represent the definitive clauses. Show both the speaker and the listener.



tērā pukapuka

ērā pukapuka



tēnā rūri

ēnā rūri



ACTIVITY 4

TRANSLATE SENTENCES

Translate these sentences into Māori using "Hōmai....."

1. Pass me those books (next to you)

.....

2. Pass me those pens (over there)

.....

3. Pass me that ruler (next to you)

.....

4. Pass me that pen (over there)

.....

5. Pass me those rulers (over there)

.....

6. Pass me that chair (next to you)

.....

7. Pass me that ruler (next to you)

.....

8. Pass me that chair (over there)

.....



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – Kupu Mahi	Te Tau Akoranga <i>Lesson Number</i>	9-15
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students consolidate their knowledge of the use of verbs (action words)
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Activity 1 <i>Ngohe</i>	UNJUMBLE THE WORDS Students unjumble the words to reveal the verbs
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Activity 2 <i>Ngohe</i>	TRANSLATE THE SENTENCES Students translate the sentences using the information supplied
-----------------------------------	---

Activity 3 <i>Ngohe</i>	WRITE SENTENCES Students will write sentences from word clues
-----------------------------------	---

Activity 4 <i>Ngohe</i>	CREATE A WORDFIND Students create their own wordfind using the verbs listed in Activity 1 Students may swap their wordfinds with a partner
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Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

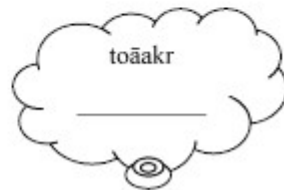
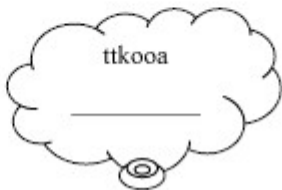
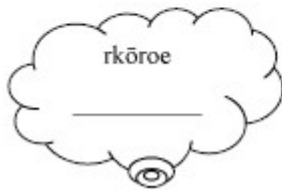
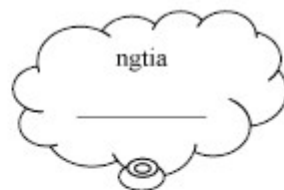
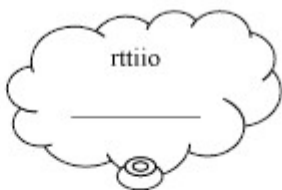
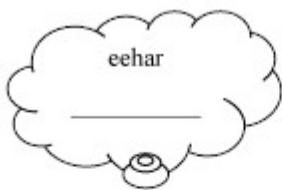
Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

UNJUMBLE THE WORDS

Unjumble the verbs or action words. Write the correct word in the bubbles.
The word list below will help you.



inu	=	drink
takoto	=	lie down
karanga	=	call
tangi	=	cry
kōrero	=	talk
titiro	=	look
takahuri	=	wind
kume	=	pull
porotiti	=	spin
kōrori	=	stir
hari	=	carry
peita	=	paint
ngau	=	gnaw/bite
tae	=	arrive

kai	=	eat
haere	=	go
waiata	=	sing
kata	=	laugh
tū	=	stand
tākaro	=	play
kihi	=	kiss
ngāoki	=	crawl
huna	=	hide
moe	=	sleep
patu	=	hit
kato	=	pick
pana	=	push
kimi	=	seek

whakarongo	=	listen
oma	=	run
peke	=	jump
āwhina	=	help
noho	=	sit
kanikani	=	dance
pakipaki	=	clap
huri	=	turn
pānui	=	read
tīhae	=	tear
kite	=	see
keri	=	dig
hīkoi	=	walk
roromi	=	crush



ACTIVITY 2

TRANSLATE THE SENTENCES

We use the phrase 'Kei te' to show that something is happening in the present.
For example: Kei te karanga te wahine – The woman is calling.

Translate the following into English.

1. Kei te pakipaki ngā tamariki.

.....

2. Kei te haere te pahi ki te kura.

.....

3. Kei te tangi te pere.

.....

4. Kei te whakarongo te tama.

.....

5. Kei te kata te kōtiro.

.....

6. Kei te pānui ngā tamariki.

.....

7. Kei te tuhituhi ngā ākonga.

.....

8. Kei te pakipaki ngā tamariki.

.....



ACTIVITY 3

WRITE SENTENCES

Use the word clues to make sentences describing things that happen in a classroom.

Follow this pattern:

Kei te tuhi te kaiako i te pakiwaitara.
The teacher is writing the story.

1. student / reading / book

.....

2. girl / closing / door

.....

3. boy / opening / window

.....

4. student / singing / song

.....

5. teacher / opening / book

.....

6. student / listening / story

.....

7. boy / painting / picture

8. girl / closing / book



ACTIVITY 4

CREATE A WORDFIND

Create your own wordfind using the vocabulary list in Activity 1. Put the Māori words inside the wordfind and write the English words below as clues. Swap your wordfind with a partner when you have finished.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura - Present Tense	Te Tau Akoranga <i>Lesson Number</i>	9-16
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise using sentences in the present tense
------------------------------------	---

Activity 1 <i>Ngohe</i>	ANSWER QUESTIONS ABOUT PICTURES Students answer the questions using the present tense then translate their answers into English
Activity 2 <i>Ngohe</i>	DESCRIBE A PICTURE Students write sentences which describe the actions taking place in a picture
Activity 3 <i>Ngohe</i>	WRITE SENTENCES USING A DIAGRAM Students construct sentences using the information contained in a diagram

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet




Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 ANSWER QUESTIONS ABOUT PICTURES

Write the answers to the questions written below each picture. Answer in Māori first, using the 'E ana' pattern. Then translate the answer into English.

Use the vocabulary list to help you.

KUPU ĀWHINA: oma = run, tākaro = play, tangi = cry, whawhai = fight, noho = sit, pānui = reading, moe = sleeping, kai = eat

 <p>1. E aha ana te tama nei?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
 <p>2. E aha ana ngā tamariki nei?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
 <p>3. E aha ana te pēpi?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>



Te Hīringa i te Mahara

 <p>4. E aha ana ngā tāngata?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
 <p>5. E aha ana te wahine?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
 <p>6. E aha ana te kōtiro?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
 <p>7. E aha ana te tama?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
 <p>8. E aha ana te kau?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>



ACTIVITY 2

DESCRIBE A PICTURE

Make up sentences describing the actions you can see happening in the pictures. Use the present tense sentence patterns of 'Kei te' and 'E....ana'.



Write your sentences here.

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

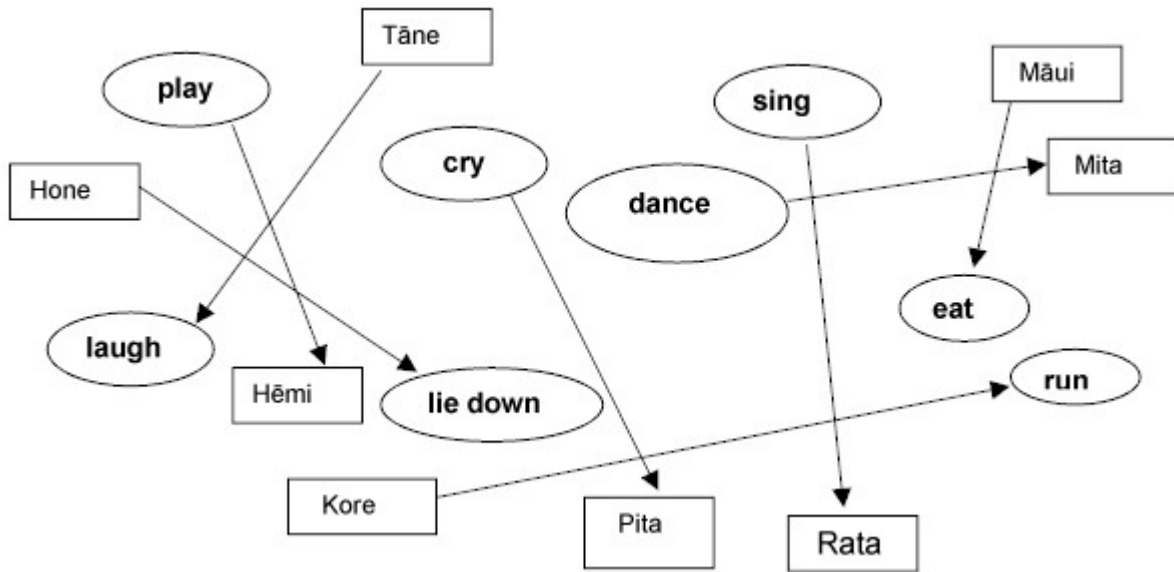


ACTIVITY 3 WRITE SENTENCES USING A DIAGRAM

Follow the lines from the names in boxes to the verbs written in balloons. Write a complete sentence in Maori using this information.

Don't forget that the word 'a' is used before the name of a person in a sentence.

For example: Kei te tu a Pita.



Write **10** complete sentences using a mixture of "Kei te" and "E ana".

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



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – He Aha te Wā?	Te Tau Akoranga <i>Lesson Number</i>	9-17
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise telling the time in Māori
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Activity 1 Ngohe	WRITE THE TIME IN MĀORI Students show the time on a clock face then write the time in Māori underneath
Activity 2 Ngohe	WRITE THE TIME IN MĀORI Students practise the language used to tell the time to the half hour
Activity 3 Ngohe	WRITE THE TIME IN MĀORI Students practice the language used to tell the time to the quarter hour
Activity 4 Ngohe	FILL IN A DAILY DIARY Students fill in a diary detailing the time of activities that they do each week
Activity 5 Ngohe	DRAW AND DECORATE A CLOCK FACE Students draw and decorate a clock face showing their favourite time of day

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 WRITE THE TIME IN MĀORI

Kupu Āwhina:

o'clock = karaka

time = wā / taima

Example: 8 o'clock *Ko te waru karaka te taima.*
or *Ko te waru karaka te wā.*

Draw the hands on the clock faces to show the times written below.
Then write the correct phrase in Māori. The first one has been done for you.

1. 3 o'clock

2. 12 o'clock

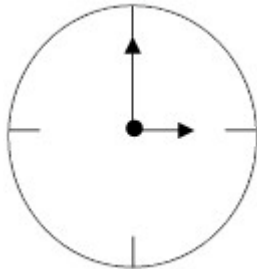
3. 9 o'clock

4. 6 o'clock

5. 7 o'clock

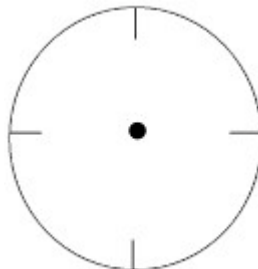
6. 1 o'clock

1.

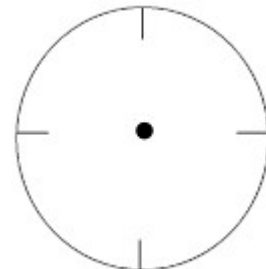


Ko te toru karaka te wā.

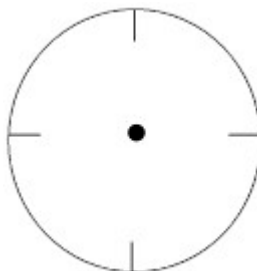
2.



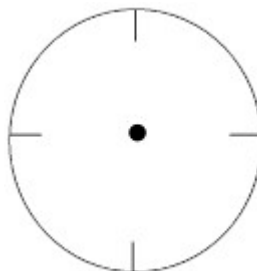
3.



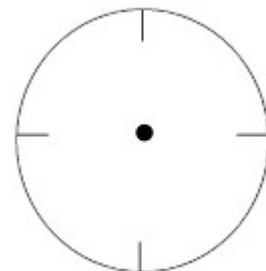
4.



5.



6.





ACTIVITY 2 WRITE THE TIME IN MĀORI

Kupu Āwhina:

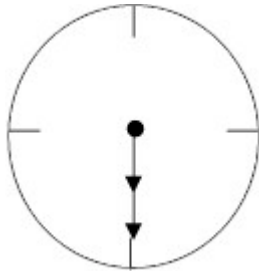
half past = hāwhe pāhi i te
or haurua mai i te

Example: Half past eight *Ko te hāwhe pāhi i te waru karaka te taima.*
or *Ko te haurua mai i te waru karaka te wā.*

Draw the hands on the clock faces to show the times written below.
Then write the correct phrase in Māori. The first one has been done for you

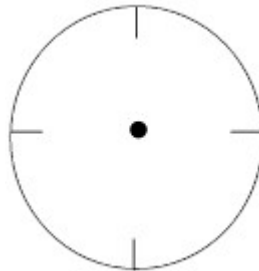
1. 6.30
2. 11.30
3. 1.30
4. 12.30
5. 9.30

1.

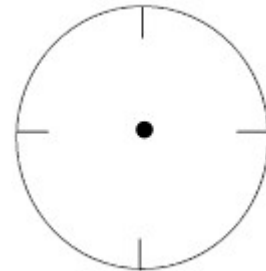


Ko te haurua mai i te
ono karaka te wā.

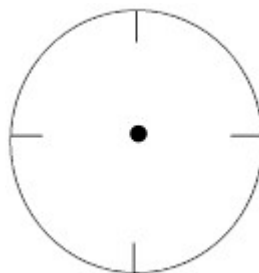
2.



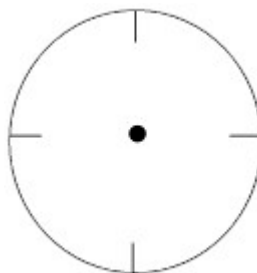
3.



4.



5.





ACTIVITY 3

WRITE THE TIME IN MĀORI

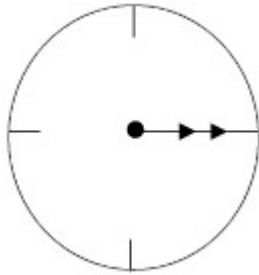
(a)

Kupu Āwhina: quarter past = koata pāhi i te
or hauwhā mai i te

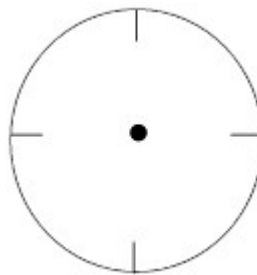
Example: Quarter past eight. - *Ko te koata pāhi i te waru karaka te taima.*
or *Ko te hauwhā mai i te waru karaka te wā.*

Draw the hands on the clock faces to show the times written below.
Then write the correct phrase in Māori. The first one has been done for you

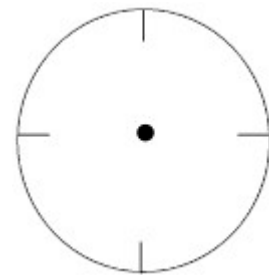
1. 3.15



2. 6.25



3. 8.15



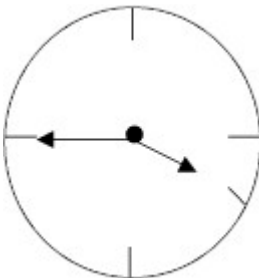
(b)

Kupu Āwhina: quarter to = koata ki te
or hauwhā ki te

Example: Quarter to five – *Koata ki te rima karaka te taima.*
Hauwhā ki te rima karaka te wā.

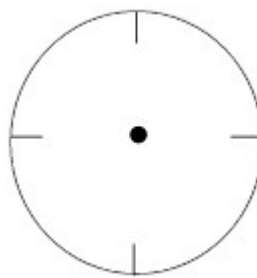
Draw in the times then write the correct phrase in Māori. The first one is done for you.

1. 3.45

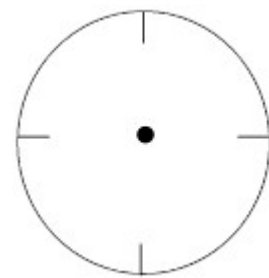


Hauwhā ki te whā
karaka te wā.

2. 10.45



3. 1.45





ACTIVITY 4 FILL IN A DAILY DIARY

Fill in the diary pages provided with information about your weekly activities.
Write the time that you usually perform an activity each day.

Example: Waru karaka = Ka haere au ki te kura
Hauwhā ki te ono matawā = Ka oho au.

You may add **am** for morning or **pm** for afternoon. The first one is done for you.

1. MANE / RĀHINA

Wā pm
Hauwhā mai i te toru matawā.

Mahi
Ka hoki au ki te kainga.

2. TŪREI / RĀTŪ

Wā

Mahi

3. WENEREI / RĀAPA

Wā

Mahi

4. TĀITE / RĀPARE

Wā

Mahi

5. PARAIRE / RĀMERE

Wā

Mahi

6. HĀTAREI / RĀHOROI

Wā

Mahi

7. RĀTAPU

Wā

Mahi

Write the Māori names for the days of the week:

- 1. Monday
- 2. Tuesday
- 3. Wednesday
- 4. Thursday
- 5. Friday
- 6. Saturday
- 7. Sunday



ACTIVITY 5 DRAW AND DECORATE A CLOCK FACE

Draw a picture of a clock and decorate it with a Māori pattern. Make it show your favourite time of the day.

Then write two sentences. The first one should tell the time shown. The second should explain what you are usually doing at your favourite time.

Example: Tekau mā rua karaka. Kei te kai au i tāku kai i te kura.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – Kupu Ingoa Wāhi	Te Tau Akoranga <i>Lesson Number</i>	9-18
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective Whāinga	Students will revise the use of positional language
----------------------	---

Activity 1 Ngohe	COMPLETE SENTENCES USING CUES Students complete sentences using the information provided
Activity 2 Ngohe	MATCH SENTENCES TO PICTURES Students match the sentences which describe the pictures
Activity 3 Ngohe	TRANSLATION EXERCISE Students translate sentences into English
Activity 4 Ngohe	DESCRIBE DRAWINGS Students write descriptions for pictures they draw

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi

At the end of the lesson

Students keep their own work

Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 COMPLETE THE SENTENCES USING CUES

Complete each sentence below using the English words given. Make sure that your sentence makes sense.

The first one is done for you. More vocabulary is provided.

- a) Kei runga te pene i te tūru . (on, chair, pen)
b) Kei _____ te _____ i te _____ . (in, box, book)
c) Kei _____ te _____ i te _____ . (in, student, bus)
d) Kei _____ te _____ i te _____ . (outside, school, bus)
e) Kei _____ te _____ i te _____ . (under, chair, pen)
f) Kei _____ te _____ i te _____ . (under, ruler, book)
g) Kei _____ te _____ i te _____ . (in front of, school, bus)
h) Kei _____ te _____ i te _____ . (on, table, chair)
i) Kei _____ te _____ i te _____ . (behind, student, teacher)

Kupu Ingoa Wāhi:

runga	-	on
raro	-	under
roto	-	in
waho	-	outside of
mua	-	in front of
muri	-	behind
taha	-	side
taha mauī	-	left side
taha katau/matau	-	right side
bus	-	pahi

ACTIVITY 2

MATCH SENTENCES TO PICTURES

Choose the sentence which best describes each picture. Write the corresponding letter beneath the picture. The first one has been done for you.



(b)



- (a) Kei runga te kōtiro i te tūru.
- (b) Kei raro te pukapuka i te tēpu.
- (c) Kei te taha matau o te tēpu te pukapuka.
- (d) Kei raro te kapu i te tēpu.
- (e) Kei te taha mauī o te tēpu te pukapuka.
- (f) Kei raro te kōtiro i te tūru.
- (g) Kei te taha matau o te tūru te pōro.

(continued on the next page)



Te Hiringa i te Mahara

- (h) Kei runga te kapu i te tēpu.
- (i) Kei raro te pōro i te tūru.
- (j) Kei te taha mauī o te tēpu te kapu.
- (k) Kei te taha matau o te tūru te kōtiro.
- (l) Kei te taha mauī o te tūru te pōro.
- (m) Kei runga te pukapuka i te tēpu.
- (n) Kei te taha mauī o te tūru te kōtiro.
- (o) Kei te taha matau o te tēpu te kapu.
- (p) Kei runga te pōro i te tūru.

ACTIVITY 3

TRANSLATION EXERCISE

Translate each of the sentences in Activity 2 into English. The first one is done for you.

a. The cat is sitting on the table.

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

k. _____

l. _____

m. _____

n. _____

o. _____

p. _____



ACTIVITY 4

DESCRIBE DRAWINGS

Draw a picture showing the position of an object in relation to another in each of the boxes. Write two sentences in Māori which describe the positional relationships. The first one is done for you as an example.



Kei mua te ngeru i te pōro.
The cat is in front of the ball.
Kei muri te pōro i te ngeru.
The ball is behind the cat.





Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kura – Whakaaturanga	Te Tau Akoranga <i>Lesson Number</i>	9-19
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will use knowledge of school related vocabulary and basic sentence structures to complete activities. (written for advanced classes)
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Activity 1 <i>Ngohe</i>	IDENTIFY PHRASES Students identify the phrases which convey various pieces of information
Activity 2 <i>Ngohe</i>	QUESTION AND ANSWER EXERCISE Students read the text in Māori and answer the questions in English
Activity 3 <i>Ngohe</i>	PERSONAL DESCRIPTION Students write about their school lives
Activity 4 <i>Ngohe</i>	FILL IN A FORM Students fill in a mock application for an American Field Scholarship

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

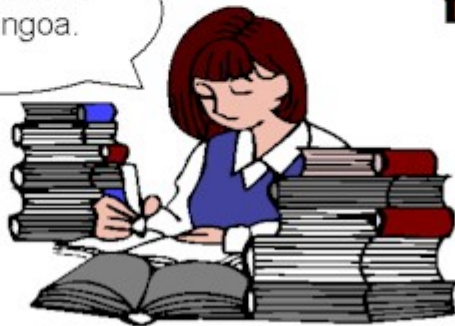
Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

IDENTIFY PHRASES



Ko Miriama
tōku ingoa.



Read the following piece of prose and answer the questions below in English

Kia ora koutou! Ko Miriama tōku ingoa. Nō Ngāti Pīkiao ahau. Nō Rotorua au.

Ko te Kura Tuarua o ngā Moana o Rotorua tōku kura. Kei roto au i te rēanga tuarima. Ko 5TA tāku rōpū ako. Ko Ms Taylor te kaiwhakaako o 5TA.

Ko ēnei āku kaupapa ako: ko te Reo Ingarihi, ko te Reo Māori, ko te Reo Hāpanihi, ko te Pāngarau, ko te Pūtaiao. He tino pai ēnei kaupapa ako ki ahau.

Identify the phrases in the passage which answer these questions. Write them exactly as they appear in the text on the lines provided.

1. Where is Miriama from?.....

2. Which hapu does she belong to?.....

3. What form is she in?.....

4. Who is the teacher of 5TA?.....

5. Which subjects does she take?.....

.....

.....

6. Does she like her subjects?.....



ACTIVITY 2

QUESTION AND ANSWER EXERCISE

Now answer these questions about the passage in English.

- 1. What is the writer's name?
- 2. What tribe does she belong to?
- 3. Where does she live?
- 4. What school does she attend?
- 5. What form is she in?
- 6. Who is her teacher?
- 7. Name two subjects that she takes.
- 8. How many subjects does she take?

ACTIVITY 3

PERSONAL DESCRIPTION

Write a description of yourself following the example in Activity 1. Make it at least 50 words long.

Begin: Ko _____ tōku ingoa. Nō _____ .

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

.....

.....

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.....



ACTIVITY 4

FILL IN A FORM

You are applying for an American Field Scholarship so that you can spend a year overseas. Fill in the details on the form below.

a. **Ingoa Whānau**

b. **Ingoa Tuatahi**

c. **Wāhi Noho**

d. **Iwi**

e. **Hapū**

f. **Kura**

g. **Tau**

h. **Matua**

i. **Whaea**

j. **Kaupapa Ako**

k. **Hākinakina**

l. **Tuakana/Teina**

m. **Whenua Tupu**

Tāngia he whakaahua. Draw a picture of yourself.



Akoranga Whakaki Turanga

Relief Lesson

Te Reanga <i>Form Level</i>	3	Te Ropu-a-Tau <i>Year Group</i>	9
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Te Ingoa <i>Lesson Name</i>	Kura – Nga Tohutohu	Te Tau Akoranga <i>Lesson Number</i>	9-20
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
---------------------------------------	--	--	--	---	--

He Korero Poto te Kairiwhi <i>Comments for the Reliever</i>	
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Nga Mahi ma nga Akonga me nga Whakamarama ki te Kairiwhi

Work for the Students and Explanations for the Reliever

Objective <i>Whaingā</i>	Students will practise using some commonly used commands in the classroom situation
------------------------------------	---

Activity 1 <i>Ngohe</i>	FILL IN THE MISSING LETTERS Students complete the commands by filling in the missing letters
Activity 2 <i>Ngohe</i>	TRANSLATE INSTRUCTIONS INTO MAORI Students translate commands into Maori for the relief teacher
Activity 3 <i>Ngohe</i>	MATCH SENTENCES Students match the situations with the appropriate commands
Activity 4 <i>Ngohe</i>	WRITE SENTENCES Students practice writing the commands in direct speech
Activity 5 <i>Ngohe</i>	CONSTRUCT SENTENCES Students write sentences using the information given

Rauemi <i>Resources</i>	
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I te mutunga o nga mahi

At the end of the lesson

Students keep their own work

Collect in and return to:



TE PAPAMAHI A TE AKONGA

Student Worksheet

Ingoa o te Akonga:
Name of Student

VOCABULARY LIST

Maori

English

Katia te kuaha!

Close the door!

Huakina te matapihi!

Open the window!

E noho!

Sit down!

Turituri!

Be quiet!

Whakahokia nga mea katoa!

Put everything away!

Titiro mai!

Look at me!

Kia tere!

Hurry up!

Tikina te pukapuka!

Fetch the book!

Whakapaingia te ruma!

Tidy the room!

Mauria mai te pene!

Bring me the pen!

Kia kaha!

Put effort into what you're doing!



ACTIVITY 1

FILL IN THE MISSING LETTERS

Complete the instructions by filling in the missing letters. Then write the English explanation underneath. The first one has been done for you.

1. T i t i r o m a i !

Look here at me!.....

2. H _ _ _ k _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ !

.....

3. M _ _ u _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ !

.....

4. K _ _ _ _ _ _ _ _ _ _ _ _ _ _ t _ _ _ _ _ _ _ _ _ !

.....

5. K _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ !

.....

6. E _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ !

.....

7. W _ _ a _ !

.....

8. T _ !

.....

9. T _ !

.....

10. W _ n _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ !

.....



ACTIVITY 2 TRANSLATE INSTRUCTIONS INTO MAORI

Your relief teacher wants to learn some instructions in Maori to use in other classes. Here is the list of instructions for you to translate:

INSTRUCTIONS

1. Close the door!

.....

2. Open the window!

.....

3. Sit down!

.....

4. Be quiet!

.....

5. Put everything away!

.....

6. Put effort into what you are doing!

.....

7. Fetch the book!

.....

8. Tidy the room!

.....

9. Hurry up!

.....

10. Bring me the pen!

.....



ACTIVITY 3

MATCH SENTENCES

Read the situations on the left and the commands on the right. Draw lines to match each situation with an appropriate command. The first one has been done for you.

The teacher wants you to look at him/her.	Huakina te matapihi!
You are standing up but should be sitting.	Turituri!
The classroom is really cold.	Katia te kūaha!
You are the last person to pack up.	<i>Whakahokia ngā mea katoa!</i>
The classroom is really stuffy.	Whakapaingia te rūma!
Everyone is talking loudly.	Titiro mai!
You have been using a lot of equipment and the period is nearly over.	E noho!
It is nearly bell time and the room is a mess.	Kia tere!



Te Hīringa i te Mahara

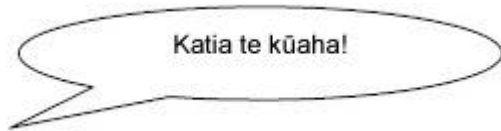
ACTIVITY 4

WRITE SENTENCES

This activity will give you practice writing direct speech. Direct speech shows the exact words that a person has spoken.

Join the spoken command in the speech bubble with the clause showing who did the speaking.

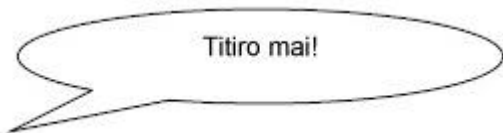
Here is an example.



te ki a Mere.

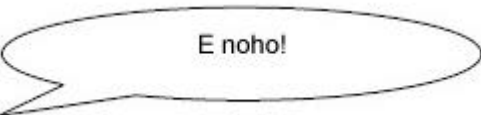
“Katia te kuaha!” te ki a Mere. “Shut the door!” said Mere

Don't forget to use speech marks!



1.

te ki a Hoani.



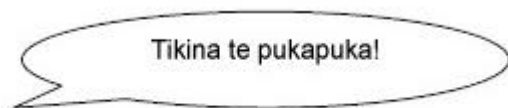
2.

te ki a Marama.



3.

te ki a Piripi.



4.

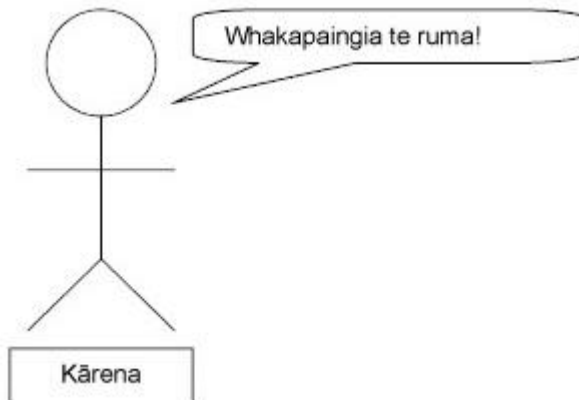
te ki a Hohepa.



ACTIVITY 5

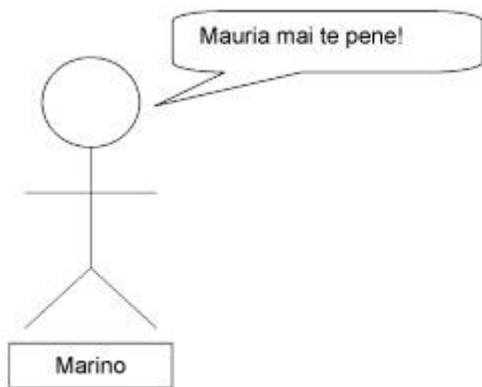
CONSTRUCT SENTENCES

Use the sentence pattern in Activity 4 to write a sentence for the pictures below. Then write an English translation. The first one is done for you.



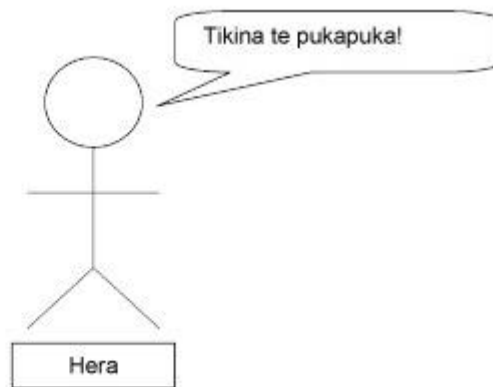
“Whakapaingia te ruma!” te ki a Karena
“Tidy the room!” said Karena.

1.



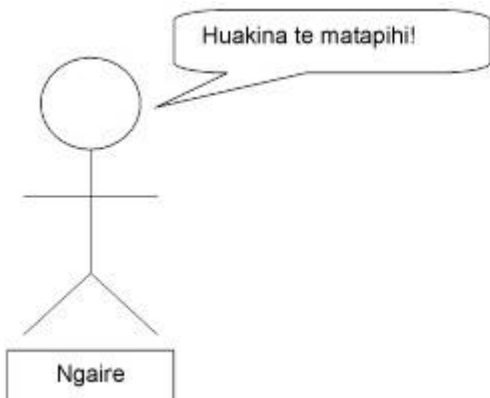
.....
.....

2.



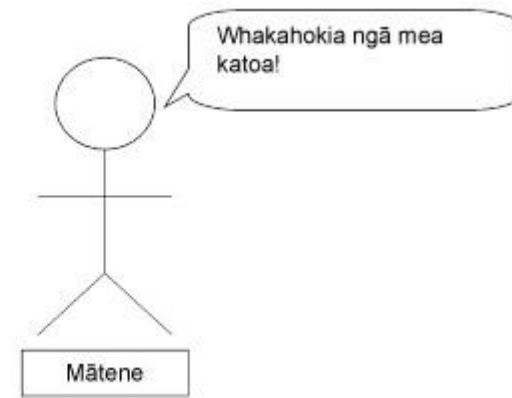
.....
.....

3.



.....
.....

4.



.....
.....



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga – Te Taiwhanga Whānau	Te Tau Akoranga <i>Lesson Number</i>	9-21
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi *Work for the Students and Explanations for the Reliever*

Objective <i>Whāinga</i>	Students will consolidate their knowledge of household vocabulary
-----------------------------	---

Activity 1 Ngohē	MATCHING VOCABULARY Students match the Māori vocabulary with the jumbled English translation.
Activity 2 Ngohē	PICTURE LABELLING ACTIVITY Students name the numbered items from the picture in Activity 2
Activity 3 Ngohē	SENTENCE WRITING FROM A PICTURE Students complete the sentences correctly by looking at a picture
Activity 4 Ngohē	SKETCHING A ROOM Students draw a sketch of their own sitting rooms (taiwhanga whānau) at home
Activity 5 Ngohē	SENTENCE WRITING Students write 10 sentences describing the sketch made in Activity 4

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi

At the end of the lesson



Students keep their own work



Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

MATCHING VOCABULARY

Look at the lists below. Follow the lines from the Māori words to their jumbled up English meanings. Write the unjumbled word on the line beside it. The first one has been done for you.

List A

karaka

pukapuka

nohoanga

whakamahana

rama

pouaka whakaata

pikitia

whakaahua

reo irirangi

whāriki

List B

lkcoc

mhcriara

paml

kosbo

eprituc

ntoeilseiv

rheeta

tma

hpagotrohp

adori

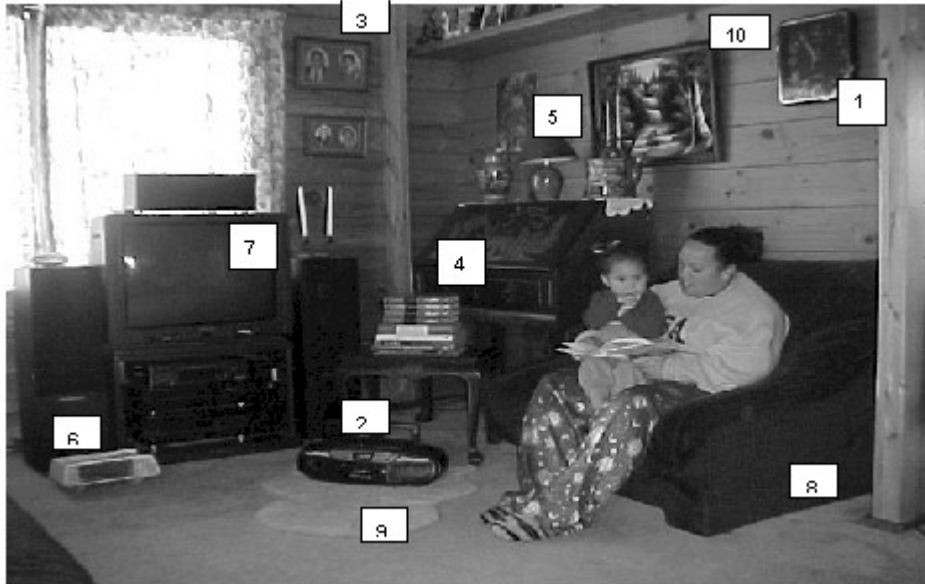
clock _____



ACTIVITY 2

PICTURE LABELLING ACTIVITY

Write the Māori words which correspond to the numbered items in the picture below. Use the matched column of words in Activity 1 to help you.



1. whakaahua

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



ACTIVITY 3 SENTENCE WRITING FROM A PICTURE

Complete the sentences below using the picture in Activity 2.

- a. Kei runga ngā pukapuka i te _____.
- b. Kei te pānui te _____ i te pukapuka.
- c. Kei runga ngā pikitia i te _____.
- d. Kei runga te reo irirangi i te _____.
- e. Kei raro i te pouaka whakaata te _____.

ACTIVITY 4 SKETCH A ROOM

Draw a sketch of your living room at home and label the various items in it in Māori. You must include at least 10 items.



ACTIVITY 5

SENTENCE WRITING

Write 10 sentences describing your own living room. Use the sentences in Activity 3 as examples.

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



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpu-a-Tāu <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga – Te Taiwhanga Kaukau	Te Tau Akoranga <i>Lesson Number</i>	9-22
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their knowledge of vocabulary associated with the bathroom
------------------------------------	--

Activity 1 <i>Ngohe</i>	MATCH THE WORDS Students follow lines to match Māori vocabulary with English translations
Activity 2 <i>Ngohe</i>	LABEL OBJECTS Students label objects in a picture
Activity 3 <i>Ngohe</i>	CODE WORDS Students decode the names of bathroom objects
Activity 4 <i>Ngohe</i>	FILL IN THE BLANKS Students fill in the blanks with the appropriate Māori word
Activity 5 <i>Ngohe</i>	DRAW A SKETCH Students draw a sketch of their own bathrooms (taiwhanga kaukau)
Activity 6 <i>Ngohe</i>	WRITE SENTENCES ABOUT A SKETCH Students write 10 sentences describing their own bathroom

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

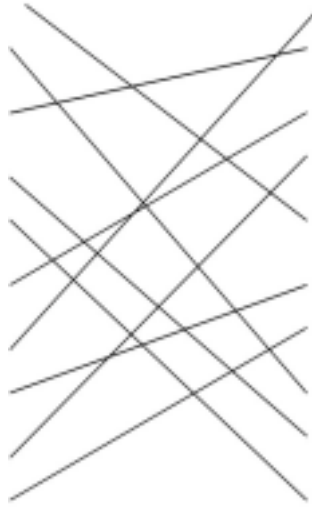
ACTIVITY 1

MATCH THE WORDS

Follow the lines to find the English translations for the words in List A. Then write them on the corresponding lines.

List A

1. kauranga
2. kāpata kaukau
3. heketua
4. hīrere
5. kōrere
6. taitai niho
7. pouheni tauera
8. whāriki
9. ipuniho
10. tauera



List B

- towel rack
- toilet
- toothbrush
- toothbrush mug
- bath
- (bath) mat
- towel
- bathroom cabinet
- shower
- tap

List C

taimai = paraihe

ACTIVITY 2

LABEL OBJECTS

Look at the picture below. Label the objects with words from List A. Some of them are missing.





ACTIVITY 3

CODE WORDS

Decode the names of these bathroom objects and write them on the lines provided. The first one has been done to help you.

1. 𐄎𐄎𐄎𐄎𐄎𐄎 ◆◆◆

h e k e t u a

2. &◆◆◆◆◆

3. &◆◆◆◆◆

4. &◆◆◆◆◆

5. ◆◆◆◆◆

6. ◆◆◆◆◆

7. 𐄎𐄎𐄎𐄎𐄎

8. ◆◆◆◆◆ ◆◆◆◆◆

ACTIVITY 4

FILL IN THE BLANKS

Write the correct Māori word from Activity 1 beside each statement.

1. Some people keep their toothbrushes in these. _____

2. Towels are hung on these. _____

3. Medicines are usually kept in these. _____

4. These can be turned off and on. _____

5. These are nice when filled with hot water and bubbles. _____

6. These are used to dry your body. _____

7. These are used to stop the floor from becoming slippery. _____

8. These are used to clean teeth. _____



ACTIVITY 5

DRAW A SKETCH

Draw a sketch of your bathroom at home and label the various articles in it. You must include at least 10 items. Some extra vocabulary is given to help you.

laundry basket = pūtea
toothpaste = pēniho

soap = hopi
wash basin = karaha

plug = puru
washcloth = ūkui



ACTIVITY 6 WRITE SENTENCES USING A SKETCH

Write 10 sentences describing your bathroom based on the picture you have drawn in Activity 4. Describe where things are situated and which colour they are etc.

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



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga – Nō hea koe?	Te Tau Akoranga <i>Lesson Number</i>	9-23
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki the Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will identify where people come from and where people live
-----------------------------	---

Activity 1 <i>Ngohe</i>	IDENTIFY TRIBES USING PEPEHA Students identify people's tribal origins from their pepeha or tribal sayings
Activity 2 <i>Ngohe</i>	MATCH OCCUPANTS WITH THEIR HOUSES Students match the occupants with their houses
Activity 3 <i>Ngohe</i>	DESCRIBE THE NEW OCCUPANT Students draw a picture of themselves and then write a brief description
Activity 4 <i>Ngohe</i>	FILL IN PASSPORT FORMS Students fill in the mock passport forms with personal details
Activity 5 <i>Ngohe</i>	DESIGN A PASSPORT Students design a passport and complete them using their own details

Rauemi <i>Resources</i>	
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<p>I te mutunga o ngā māhi <i>At the end of the lesson</i></p> <p><input type="checkbox"/> Students keep their own work</p> <p><input type="checkbox"/> Collect in and return to:</p>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 IDENTIFY TRIBES USING PEPEHA

Māori often identify themselves with pepeha or tribal sayings. Read the following pepeha and identify the tribe each speaker is from.

1

Ngāpuhi kōhao rau,
kai tangata

2

Ko Hikurangi te maunga, Ko
Waiapu te awa,
Ko Ngāti Porou te iwi.

3

Waikato taniwha rau,
he piko he taniwha,
he piko he taniwha.

4

Tuhoe, mōmōu kai, mōmōu
taonga, mōmōu tāngata ki te
pō e.

5

Ko Tongariro te maunga, Ko
Taupō te moana,
Ko Te Heuheu te tangata.

6

Ko te Arawa
e waru pūmanawa

Write the names of the tribes here

1.
3.
5.

2.
4.
6.

Now write the pepeha from your own tribal area. If you do not know it then copy out one from above.

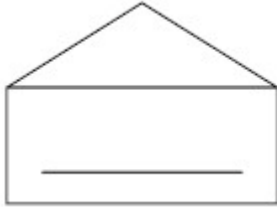
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.....
.....



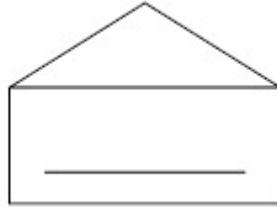
Te Hiringa i te Mahara

ACTIVITY 2 MATCH OCCUPANTS WITH THEIR HOUSES

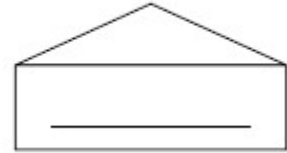
Match the occupants of each house according to the description given.
Write their names on the lines drawn in the houses.



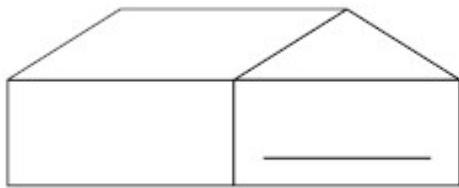
11 Hukarere Street



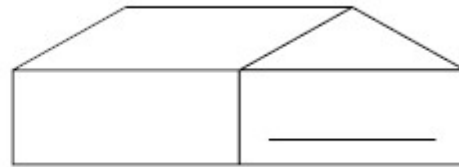
1 Horomātangi Street



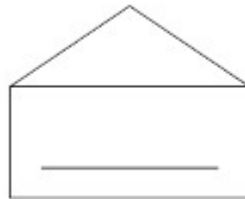
24 Tutānekai Street



8 Tohorā Street



35 Wairaka Street



89 Moana Street



Ko Erana tēnei.
Toru tekau ōna tau.
Nō Rotorua ia.
He pango ōna makawe.
Kei te noho ia i te Tiriti o
Tutānekai.



Ko Hata tēnei.
Rima tekau ōna tau.
He pango ōna makawe.
Kei te noho ia i te Tiriti
oTohorā.
Nō Kaikoura ia.



Ko Rewiti tēnei.
Toru tekau mā whā ōna tau.
Nō Tauranga ia.
He parauri ōna makawe.
Kei te noho ia i te Tiriti o
Moana.



Ko Arapeta tēnei.
Rima tekau mā rima ōna
tau.
Kei te noho ia i te Tiriti o
Hukarere.
Nō Ngāruawāhia ia.
He mā ōna makawe.



Ko Ruakere tēnei.
Whā tekau mā rua ōna tau.
Nō Te Puke ia
He pango ōna makawe.
Kei te noho ia i te Tiriti o
Wairaka.



ACTIVITY 3

DESCRIBE THE NEW OCCUPANT

One of the houses is empty. Draw a picture of a person who could occupy it. Write a description for the person using the examples in Activity 2.

ACTIVITY 4

FILL IN PASSPORT FORMS

Choose two of the people from Activity 2 and fill in the passport forms with their details.

PASSPORT FORM

Ingoa Whānau
.....

Ingoa Tuatahi
.....

Ōu Tau
.....

Wāhi Noho
.....

Huarahi
.....

Tae o te Makawe
.....

PASSPORT FORM

Ingoa Whānau
.....

Ingoa Tuatahi
.....

Ōu Tau
.....

Wāhi Noho
.....

Huarahi
.....

Tae o te Makawe
.....



ACTIVITY 5

DESIGN A PASSPORT

Design your own passport and fill in your own personal details.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga – Whakaaturanga Whare	Te Tau Akoranga <i>Lesson Number</i>	9-24
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi *Work for the Students and Explanations for the Reliever*

Objective Whāinga	Students will consolidate knowledge of vocabulary associated with the home
-----------------------------	--

Activity 1 Ngohe	FIND THE OBJECT IN THE PICTURE Students tick āe (yes) or kāo (no) if the object described is in the picture
Activity 2 Ngohe	COMPLETE A PICTURE FROM DESCRIPTIONS Students draw a picture from sentence descriptions
Activity 3 Ngohe	DRAW AND DESCRIBE A PICTURE Students draw their “dreamhouse” and then write five sentences to describe it

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi

At the end of the lesson

Students keep their own work

Collect in and return to:



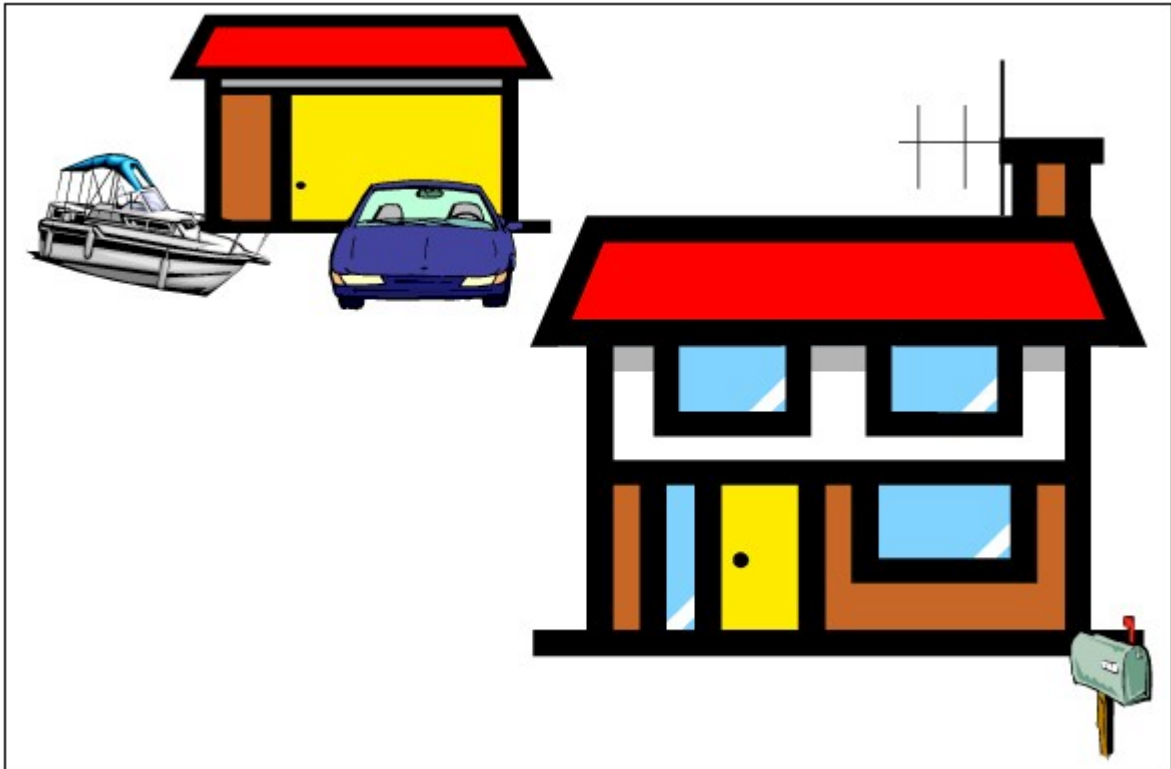
TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 FIND THE OBJECT IN THE PICTURE

Look at the picture below. Tick the **āe** column if you can see the item listed in the picture. Tick the **kāo** column if you cannot.



- a tuanui – roof
- b tīmere – chimney
- c matapihi – window
- d māhaurangi – balcony
- e kūaha – door
- f whare waka – garage
- g waiputa – guttering
- h pou irirangi – TV aerial
- i pākoro – shed
- j ārai matapihi – curtains

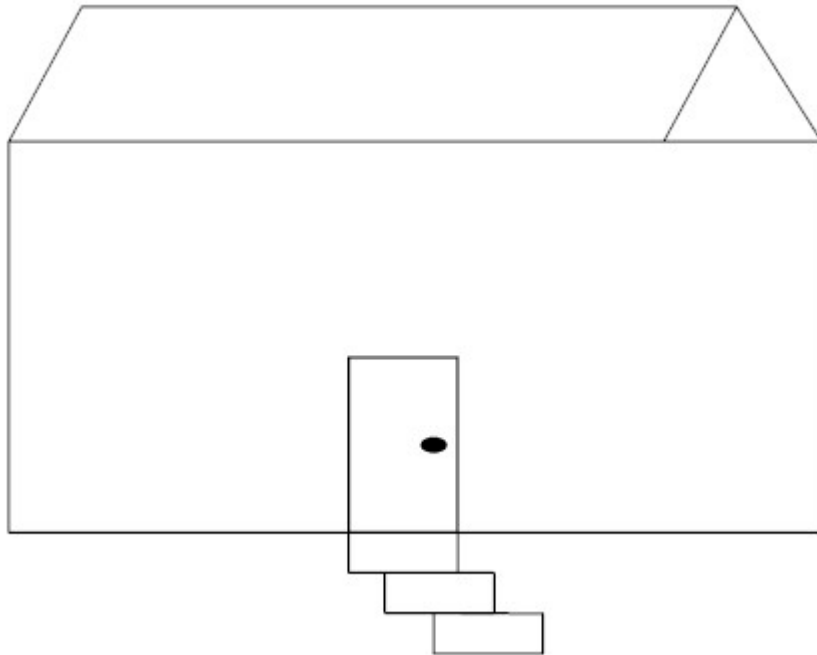
Āe	Kāo



Te Hiringa i te Mahara

ACTIVITY 2 COMPLETE A PICTURE FROM DESCRIPTIONS

Read the statements below. Then draw what is written to complete the picture.



- a Kei te noho te ngeru i runga i te arawhata.
- b Kei runga te tīmere i te tuanui.
- c Kei te taha matau o te kūaha te matapihi.
- d Kei te taha mauī o te whare ētahi rākau nunui.
- e Kei roto i ngā rākau ētahi manu.
- f Kei mua i te whare tētahi rākau āporo.
- g Kei te taha matau o te whare te whare waka.
- h Kei waho ngā tamariki e rua e tākaro ana.



ACTIVITY 3 DRAW AND DESCRIBE A PICTURE

Draw your dream house in the frame provided. Then write five sentences describing it.

.....

.....

.....

.....

.....



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga – Te Pāmu	Te Tau Akoranga <i>Lesson Number</i>	9-25
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their knowledge of farm related vocabulary
------------------------------------	--

Activity 1 <i>Ngohe</i>	FIND WORDS Students find the hidden farm vocabulary
Activity 2 <i>Ngohe</i>	IDENTIFY THE ODD WORD OUT Students identify the odd word out
Activity 3 <i>Ngohe</i>	WRITE SENTENCES Students write 10 sentences in Māori about a farm
Activity 4 <i>Ngohe</i>	MAKE UP NEW WORDS Students make new words from TANGATA KAIPĀMU and TAME HEIHEI

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

FIND WORDS

Look at the words in the picture below and try to find as many farm words as you can.





ACTIVITY 2

IDENTIFY THE ODD WORD OUT

Circle the word in each line that is least likely to be found on a farm. You may need to use a dictionary.

1. tame heihei waka rererangi poaka kura
2. heihei papa tuhituhi tame heihei kamupūtu
3. rākau panana poaka taraka hoiho
4. tarakihana miraka motopaika tereina
5. nanekoti whare karakia rakiraki kau
6. hoiho hipi marae kaipāmu
7. whare kai whare heihei whare miraka whare kurī
8. hipi pātiki kina rakiraki
9. puna kurī arewhana heihei
10. raiona ngeru hipi taiapa



ACTIVITY 3

WRITE SENTENCES

Write 10 sentences in Maori about a farm. Use the farm words from Activities 1 and 2 to help you.

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

ACTIVITY 4

MAKE UP NEW WORDS

Try to make up 15 words in Maori for each of the phrases below.

tangata kaipāmu

.....

.....

.....

tame heihei

.....

.....

.....



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga – Mahi o te Kāinga	Te Tau Akoranga <i>Lesson Number</i>	9-26
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practice using sentences to describe actions associated with household routines
------------------------------------	---

Activity 1 <i>Ngohe</i>	MATCH PHRASES Students match Māori phrases with their English equivalent
Activity 2 <i>Ngohe</i>	COMPLETE SENTENCES Students select the correct word for the given sentences
Activity 3 <i>Ngohe</i>	UNJUMBLE SENTENCES Students unjumble sentences
Activity 4 <i>Ngohe</i>	WRITE NEW SENTENCES Students unjumble clues in order to make new sentences
Activity 5 <i>Ngohe</i>	MAKE NEW WORDS Students make up words from given phrases

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi

At the end of the lesson

Students keep their own work

Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH PHRASES

Draw a line to match the English phrase with the equivalent phrase in Māori.
The first one is done for you.

washing dishes	te horoi rīhi
washing the body	te paraihe makawe
putting on clothes	te tāhoro miraka
brushing hair	te kai i te kai
pouring milk	te whakamau kākahu
eating food	te pānui pukapuka
making a bed	te horoi tinana
reading a book	te whakapai moenga



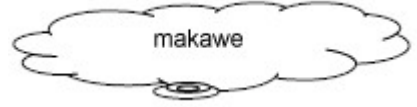
ACTIVITY 2

COMPLETE SENTENCES

Choose the correct word for each sentence from the words in the bubbles. Write the full sentence on the line provided.

Kei te pānui

te tama.



.....

Kei te horoi

te tamaiti.



.....

Kei te paraihe

te tama.



.....

Kei te horoi

ia.



.....

Kei te whakapai

te tamaiti.



.....

Kei te whakamau

ia.



.....

Kei te tāhoro

te tama.



.....



ACTIVITY 3 UNJUMBLE SENTENCES

Unjumble the words to make a sentence. Write the new sentence on the line.

1. te i Kei tama te ōna paraihe makawe

.....

2. tama te pānui te Kei i te pukapuka

.....

3. te kākahu Kei tama te i whakamau ōna

.....

4. miraka te tama Kei te tāhoro

.....

5. horoi te i tōna Kei tama te tinana

.....

6. te kai te kai Kei te i tama

.....

7. te Kei tama te i whakapai te moenga

.....

8. horoi te Kei rīhi te nga tama i

.....



ACTIVITY 4

WRITE NEW SENTENCES

Practise writing sentences describing actions that people do around the home.

Kei te whakapai moenga a Rewi.



Rewi is making a bed.

Unjumble the clues given to find out what each person is doing. Use the pattern above to write a new sentence.

1. *Pita* → roiho hīri

Kei te _____ a Pita.

2. *Mariana* → nupāi kapakupu

Kei te _____ a _____

3. *Turia* → hwpakaia enmoga

_____ a _____

4. *Kiwa* → iak → ika

_____ a _____

5. *Huhana* → oāohrt rkmaia

_____ a _____

6. *Teina* → apihare kaemwa

_____ a _____

7. *Pani* → kawahuma kukaah

_____ a _____

8. *Teriana* → oriho → intaan

_____ a _____



ACTIVITY 5

MAKE NEW WORDS

Make up twenty new words from the letters in each phrase.

paraihe makawe

.....
.....
.....
.....

whakamau kākahu

.....
.....
.....
.....

pānui pukapuka

.....
.....
.....
.....

whakapai moenga

.....
.....
.....
.....



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga – Mahi o te Kāinga	Te Tau Akoranga <i>Lesson Number</i>	9-27
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will gain practice using sentences describing household routines
-----------------------------	---

Activity 1 <i>Ngohe</i>	MATCH PHRASES Students match Māori phrases with their English equivalent and relevant pictures
Activity 2 <i>Ngohe</i>	COMPLETE SENTENCES Students join phrases to form new sentences
Activity 3 <i>Ngohe</i>	UNJUMBLE SENTENCES Students unjumble the sentences
Activity 4 <i>Ngohe</i>	MAKE NEW SENTENCES Students unjumble clues to make new sentences
Activity 5 <i>Ngohe</i>	MAKE NEW WORDS Students make new words from given phrases

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH PHRASES

Match the English phrase with the matching phrase in Māori and then with the corresponding picture. The first one is done for you.

watching TV

te mātakitaki pouaka whakaata



cooking food

te tahitahi papa



sweeping the floor

te whātui kākahu



drying dishes

te whakamaroke rīhi



hanging up clothes

te whakawhata kākahu



mowing lawns

te tunu kai



washing clothes

te horoi kākahu



folding clothes

te tapahi pātiti





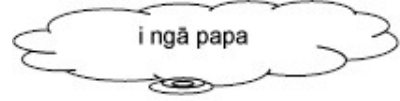
ACTIVITY 2

COMPLETE SENTENCES

Choose the correct ending for each sentence then write the whole sentence underneath.



Kei te whātui a Piri



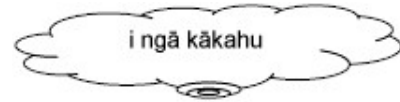
Kei te tunu a Rangi



Kei te tahitahi a Kiri



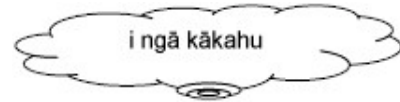
Kei te horoi a Hine



Kei te tapahi a Maia



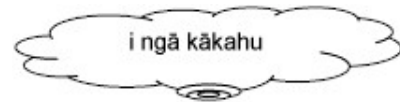
Kei te whakawhata a Rāna



Kei te whakamaroke a Hari



Kei te horoi a Patariki





ACTIVITY 3

UNJUMBLE SENTENCES

Unjumble these sentences. Write the new ones on the lines below.

1. a tahitahi i Kei te te papa Kimo.

.....

2. pouaka Kei i Niwa te mātakitaki whakaata a.

.....

3. kākahu te Kei whātui a Māhinarangi.

.....

4. Piripi a Kei horoi ngā rīhi i te.

.....

5. ngā Hera a Kei rīhi te whakamaroke i.

.....

6. Pita tunu Kei kai te te a i.

.....

7. whakawhata Kei a te i ngā Hāmi kākahu.

.....

8. Tipene pātiti kei i te te a tapahi.

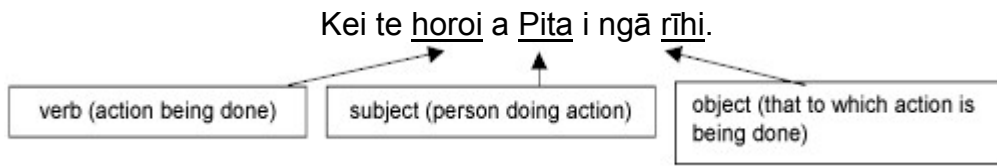
.....



ACTIVITY 4

MAKE NEW SENTENCES

Practise writing sentences describing the actions that people do around the home.



Pita is washing the dishes.

Unjumble the clues given to find what each person is doing. Use the pattern above to help write a new sentence.

1. *Maraeroa* → *kwahawaah* → *kākhau*
Kei te _____ a _____ i ngā _____
2. *Pirika* → *hātui* → *khkāu*
Kei te _____ a _____ i ngā _____
3. *Wetini* → *tkmaiāakti* → *oapkuā awkahaat*
Kei te _____ a _____ i te _____
4. *Keri* → *ahitaith* → *appa*
Kei te _____ a _____ i te _____
5. *Tahau* → *rohio* → *ahkuāk*
Kei te _____ a _____ i ngā _____
6. *Kararaina* → *paiath* → *iitāpt*
Kei te _____ a _____ i te _____
7. *Tāmati* → *akamwaherok* → *hirī*
Kei te _____ a _____ i te _____
8. *Napi* → *untu* → *aki*
Kei te _____ a _____ i te _____

pouaka whakaata = TV
whakamaroke = to dry
whātui = to fold clothes
tahitahi = sweep



ACTIVITY 5

MAKE NEW WORDS

Make up twenty new words from each phrase.

mātakitaki pouaka whakaata

.....
.....
.....
.....

whakawhata kākahu

.....
.....
.....
.....

tapahi pātiti

.....
.....
.....
.....

whakamaroke rīhi

.....
.....
.....
.....



Te Hīringa i te Mahara

Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kāinga - Hoko Whare	Te Tau Akoranga <i>Lesson Number</i>	9-28
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will use their knowledge of household vocabulary and basic sentence structures to complete tasks (written for advanced classes)
------------------------------------	--

Activity 1 <i>Ngohe</i>	LABEL A PICTURE Students label the parts of a house
Activity 2 <i>Ngohe</i>	COMPLETE A GRID Students read the advertisements and fill in the grid
Activity 3 <i>Ngohe</i>	WRITE DESCRIPTIONS Students write sentences describing their house
Activity 4 <i>Ngohe</i>	DRAW A HOUSE Students draw a description of a house
Activity 5 <i>Ngohe</i>	COMPLETE A DIALOGUE Students complete the dialogue

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
---	--	---



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 LABEL A PICTURE

Label the parts of the house by writing the correct number from the box below.



The parts of the house/home Ngā wāhanga o te kainga.	
1.	te māra
2.	te taiwhanga moe
3.	te taiwhanga noho
4.	te taiwhanga horoi
5.	te kīhini
6.	te hōro
7.	te arawhata
8.	te kārāti



ACTIVITY 2

COMPLETE A GRID

Read the two advertisements for houses for sale.

Use the information contained in the advertisements to fill in the grid correctly in English.

Write information about your own house in the line titled “Tōu ake whare”.

Advertisement: Whare A

Kei waenganui tēnei whare i te tāone. He whare pakupaku noa iho. E rua ngā taiwhanga moe, kotahi te taiwhanga noho ā kotahi te kihini. He mā te tae o te whare nei. He rahi te kārāti. Waru tekau mano tāra te utu.

Advertisement: Whare B

Kei te taha o te whare karakia tēnei whare rahi. He māwhero te tae o tēnei whare. He rahi hoki ngā taiwhanga moe e whā. E rua ngā kārāti. He wāhi kaukau kei muri me te māra tino rahi. Rua rau mano tāra te utu.

WHARE	Kei hea?	Pēhea te āhua?	E hia ngā taiwhanga moe?	E hia ngā kārāti?	Te tae?	He aha te utu?
A						
B						
Tōu ake whare						



ACTIVITY 3

WRITE DESCRIPTIONS

Write a description of your house using the same information you wrote in the grid for Activity 2.

.....

.....

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 4

DRAW A HOUSE

Draw a house from one of the descriptions in Activity 2.



ACTIVITY 5

COMPLETE A DIALOGUE

Dialogue - Kōrerorero

You have gone to see a real estate agent about buying a house. He asks you questions about the house you want. Fill in the appropriate answers from the list on the next page.

Kaihoko: Tēnā koe, e hoa!

Ko koe:

.....

Kaihoko: He aha tō pirangi?

Ko koe:

.....

Kaihoko: E hia ngā taiwhanga e pirangitia ana e koe?

Ko koe:

.....

Kaihoko: Kei te pirangi koe i tētahi whare iti, i tētahi whare rahi rānei?

Ko koe:

.....

Kaihoko: Kei te pīrangi karāti koe?

Ko koe:

.....

Kaihoko: Kei tēhea wāhi o te tāone?

Ko koe:

.....

Kaihoko: He aha ētahi atu mea e pirangitia ana e koe?

Ko koe:

.....

.....

Kaihoko: Koinei te pātai nui ināianeī. He aha te utu?

Ko koe:

.....



Te Hīringa i te Mahara

Kaihoko: E hoa! Ko tēnei te utu mō tētahi wharepaku ke! Haere koe ki te kite tētahi atu tangata hoko whare. Mōmou noa iho taku taima!

Ko koe

Rārangi Kōrero

E toru ngā taiwhanga moe

Ki waho atu i te tāone.

Tēna koe, e te kaihoko.

Mehemea ko te whare tika, ono tekau ma rima mano tāra.

Kei te pīrangī hoko whare ahau.

Ae, kia uru atu e rua ngā motukā.

He hua rākau, he wāhi kaukau, kia nui tonu te tekiana. (section)

Kia āhua rahi tonu.

Ka aroha hoki koe.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Te Kāinga – Whakataukī	Te Tau Akoranga <i>Lesson Number</i>	9-29
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi *Work for the Students and Explanations for the Reliever*

Objective <i>Whāinga</i>	Students will learn about new proverbs or whakataukī
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Activity 1 <i>Ngohe</i>	MATCH WORDS WITH TRANSLATIONS Students read the information then match the words listed
Activity 2 <i>Ngohe</i>	UNJUMBLE PROVERBS Students unjumble the proverbs (whakataukī) and write them correctly
Activity 3 <i>Ngohe</i>	MATCH BEGINNINGS TO ENDINGS Students complete the whakataukī by matching the correct parts
Activity 4 <i>Ngohe</i>	MATCH WHAKATAUKĪ WITH SCENARIOS Students choose the most appropriate whakataukī for a situation
Activity 5 <i>Ngohe</i>	FIND NEW WORDS Students make new words from the letters in a whakataukī

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi

At the end of the lesson

Students keep their own work

Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH WORDS WITH TRANSLATIONS

Read the following information about the whakataukī and complete the tasks below.

1. *He kōtuku rerenga tahi.* A white heron of single flight.
This saying is used to refer to the arrival of a rare visitor.
2. *Kia mahara koe ki te hē o Rona.* Remember the fate of Rona.
This proverb warns the listener not to swear and to remember what happened to Rona when she swore at the moon.
3. *He tangata kī tahi.* A person who speaks once.
This proverb refers to a person who always keeps his or her word.
4. *He harore rangi tahi.* A mushroom which only lasts a day.
This is used to describe something that does not last long and is over quickly.
5. *Me he korokoro tui.* Like the throat of a tui.
This saying compares the voice and words of a great speechmaker to the song of a tui.
6. *Waiho mā te tangata e mihi.* Let others sing your praises.
This reminds people of the importance of being humble.
7. *Ahakoia he iti, he pounamu.* Although it may be small, it is made of greenstone.
The size of something does not determine the value.
8. *Mā pango, mā whero, ka oti te mahi.*
If black and red work together, the work will be done.
The 'black' refers to workers and the 'red' refers to chiefs.
This is sometimes translated as 'many hands make light work.'

Draw lines to match the Māori words with their English translations.

kōtuku
harore
korokoro
rangi
pounamu
mahara

day
throat
greenstone
remember
white heron
mushroom



ACTIVITY 2

UNJUMBLE PROVERBS

Unjumble the order of the words and write the whakataukī correctly.

1. tahirerengahekōtuku _____
2. maharakikiahēteRona _____
3. tahikitangatahe _____
4. rangihetahiharore _____
5. hetuikorokorome _____
6. tangatawaihoemāmiHITE _____
7. itiahakoahepounamuhe _____
8. otimāmāwherokapangomahite _____

ACTIVITY 3

MATCH BEGINNINGS TO ENDINGS

Match the beginnings of the whakataukī with their correct endings.

- | | |
|------------------------|------------------|
| 1. He kōtuku | kī tahi. |
| 2. Kia mahara koe | he pounamu. |
| 3. He tangata | e mihi. |
| 4. He harore | ka oti te mahi. |
| 5. Me he | rerenga tahi. |
| 6. Waiho mā te tangata | rangi tahi. |
| 7. Ahakoa he iti, | ki te hē o Rona. |
| 8. Mā pango, mā whero, | korokoro tui. |

ACTIVITY 4 MATCH WHAKATAUKĪ WITH SCENARIOS

Read the scenarios then choose the most appropriate whakataukī for each situation. Write the whakataukī on the line underneath.

1. Your little cousin is swearing at her brother. You tell her to stop.

2. You are at a tangi and are very impressed with one of the speakers.

3. The new number one hit single is playing on the radio. You don't think it will last.

4. Your friend is apologising for the size of her birthday present to you.

5. There is a big job to do. Everyone will need to help to finish on time.

6. A member of the British royal family has arrived in New Zealand.

7. A friend has promised to do something. You know that she will.

8. Your best friend is showing off about getting into the A netball team.



ACTIVITY 5

FIND NEW WORDS

KIA MAU KOE KI TE KUPU A TŌ MĀTUA!

Listen to your parents advice!

Use the letters contained in the whakataukī to make up new words. Use each letter only once. Write them on the lines below.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae – Whaikōrero / Karanga	Te Tau Akoranga <i>Lesson Number</i>	9-30
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Akomanga <i>Room Number</i>		Haora Timata <i>StartTime</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their knowledge of 'whaikōrero' and 'karanga' (written for classes with prior knowledge)
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Activity 1 <i>Ngohe</i>	SPEECH MAKING (WHAIKŌRERO) Students read the information then list two of the customary rules
Activity 2 <i>Ngohe</i>	WHEN IS PAORA ABLE TO SPEAK? Students identify the issues that affect a person's ability to speak on a marae
Activity 3 <i>Ngohe</i>	SPEECH MAKING PROTOCOL Students label a map to show areas which follow a certain protocol
Activity 4 <i>Ngohe</i>	CALLING ON THE MARAE (KARANGA) Students match scenarios with expressions appropriate for use in karanga
Activity 5 <i>Ngohe</i>	WRITE ABOUT A PERSONAL EXPERIENCE Students write about their personal experience of karanga

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

WHAIKŌRERO

“Ko te kai ā te rangatira, he kōrero”
“The food of chiefs is speech”

Whaikōrero or speech making on the marae is an art form. It requires many skills.

A speaker or orator must be able to inform, challenge, debate and entertain. The speaker must also have a brilliant memory in order to remember the whakapapa, history and traditions needed to link and connect groups of people.

That is what the pōwhiri on the marae ātea is all about: the bringing together of two groups of people.

The act of speech making is governed by tikanga or rules and regulations that dictate who, where, when and how many may speak on the marae.

List at least two customs, rules or regulations concerning whaikōrero. If you are unsure then write what you think they might be.



ACTIVITY 2

WHEN IS PAORA ABLE TO SPEAK?

Paora would like to stand on the marae ātea and speak for his people one day.

There are a number of issues or factors that will determine when this happens. What are they? Fill in the boxes surrounding Paora with some of the factors that will affect this decision.



Please comment on the above:



ACTIVITY 3

SPEECH MAKING PROTOCOL

There are two orders of speech making used in pōwhiri around the country.

"Paeke" is the name given to the practice where all the speakers on the tangata whenua side speak first. The visiting speakers reply once everyone has finished.

Ngāti Porou, Ngāti Whātua, Taranaki/Whanganui, and the Mataatua and Northern tribes all follow "paeke".

"Taututu" or **"Tū mai, tū atu"** are the names given to the other order of speech making. The first speaker for the tangata whenua stands to speak then the first speaker of the manuhiri replies. Speakers of the marae and the visiting group take turns in this way until all the speakers have spoken. Tainui, Te Arawa, and Tūwharetoa are among the tribes who follow "taututu".

1 (a) Mark and label the locations of the following places on the map.

Kirikiroa (Hamilton)

Whangārei

Whanganui

Rotorua

Ngāmotu (New Plymouth)

Whakatāne

Taupō

(b) Highlight the places where the people practice "taututu".



2. List the iwi you belong to or name the tribal area you are living in now.

3. Mark and clearly label them on the map. Add explanations for your labels.



ACTIVITY 4

KARANGA

While women do not whaikōrero on the marae ātea in most tribal areas there is an even balance in all matters of tikanga Māori (Māori custom and protocol). Women have their role to play and so do men. The fact that women do not speak on the marae ātea does not mean that they do not have a say.

The **'karanga'** is the art form performed by women on the marae ātea. It is a woman's voice which begins the pōwhiri ceremony. Skilled kaikaranga or callers are able to communicate a large amount of relevant information in a karanga.

The karanga is used to welcome and farewell, celebrate and mourn. It is changed to suit the occasion and is essential to any ceremony and ritual.

Each tribal group has tikanga governing the karanga. Most of the issues that apply to a male speaker also apply to a female caller.

Here are five situations where a karanga might be given. Match the scenarios with the expressions most appropriate in the circumstances. Draw a line between each pair.

1. A visiting group is about to come on to your marae for the first time.	A. "Tēnā koutou me ngā whakaaro..."
2. A relative is being farewelled from the marae as she leaves to live overseas.	E. "Haere mai ki te whare o te ora...."
3. A koha (gift/donation) has been given.	I. "Haere rā e hine ki tāwahi....."
4. The visiting group is being taken into the whare kai for the hākari.	O. "Haere mai e te manuhiri tūārangi..."
5. The kaikaranga from the home group has just called you, the manuhiri, on to the marae	U. "Karanga mai, karanga mai..."



ACTIVITY 5 WRITE ABOUT A PERSONAL EXPERIENCE

Some people find the high pitched wail of the karanga to be extremely eerie. The sound makes a link between the past and the present.

What is your personal experience of karanga? What did you think when you first heard it? How does the karanga make you feel? Would **you** like to be able to karanga?

Write your responses to these questions on the lines below.

If you have no personal experience of karanga, simply write what you think it would be like and how you think it would make you feel.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-a-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae – Te Āhua Noho	Te Tau Akoranga <i>Lesson Number</i>	9-31
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi <i>Work for the Students and Explanations for the Reliever</i>
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Objective Whāinga	Students will be able to identify the buildings of a marae complex, the main parts of a wharenuī, and some of the tikanga of the marae (assumes prior knowledge of the names of parts of a whare nui)
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Activity 1 Ngohe	LABEL MARAE BUILDINGS Students name the components of a marae complex and draw in any they feel are missing
Activity 2 Ngohe	MATCH TERMS Students match up Maori items with their English equivalents
Activity 3 Ngohe	LABEL THE DIAGRAM Students name the parts of the meeting house
Activity 4 Ngohe	UNJUMBLE WORDS Students unjumble the words of the karakia

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



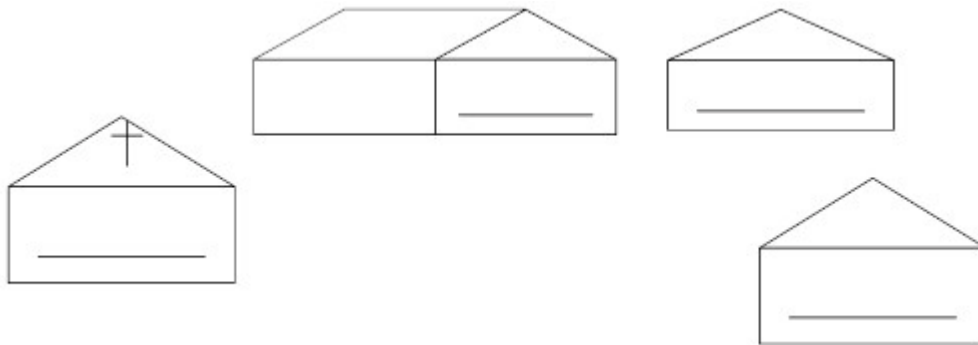
TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 LABEL MARAE BUILDINGS

Look at the diagram of a marae complex below. Label the buildings using the vocabulary list at the bottom of the page. Draw in any other parts of the marae complex that you think have been left out.



KUPU ĀWHINA

whare karakia = church
wharepaku = toilets

whare nui = meeting house
kōhanga reo = language learning nest

whare kai = dining room

ACTIVITY 2 MATCH TERMS

Draw a line from List A to List B to match the words with their correct translations.

List A

marae ātea o Tūmatauenga
tangata whenua
whare tipuna
tekoteko
kōwhaiwhai
Ranginui
pou tokomanawa
heke
Rongo
tukutuku

List B

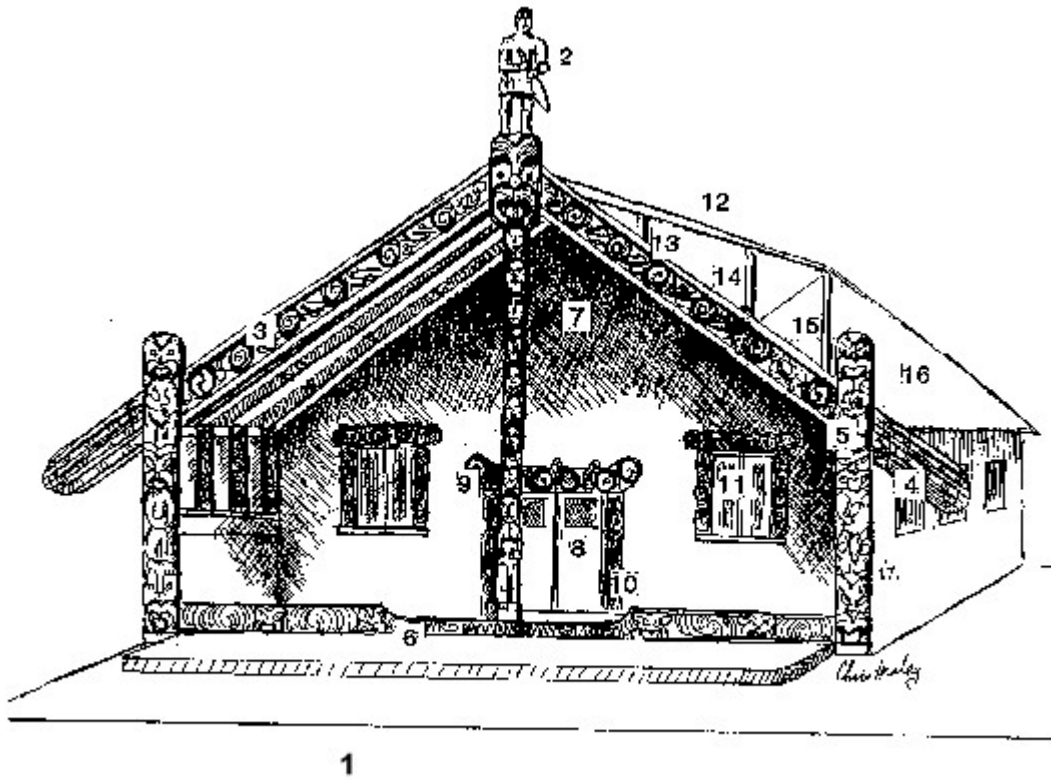
hosts
carved figure
the sky father
the marae
painted patterns
God of peace
woven patterns
meeting house
central pole
rafters



ACTIVITY 3

LABEL THE DIAGRAM

Look at the diagram of the meeting house. Write down the names of the numbered parts of the building on the lines below.



- 1.
- 3.
- 5.
- 7.
- 9.
- 11.
- 13.
- 15.
- 17.

- 2.
- 4.
- 6.
- 8.
- 10.
- 12.
- 14.
- 16.



ACTIVITY 4

UNJUMBLE WORDS

A well known karakia for blessing food is written below. Unjumble the words so that it makes sense. The first word of each line is underlined.

kai Whakapaingia ēnei

.....

ō mātou Hei tinana oranga mo

.....

hoki ō Whāngaia mātou wairua

.....

taro te Ki o te ora

.....

Koia e Rongo ra

.....

Hui e!

Taiki e!



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae - Kawa	Te Tau Akoranga <i>Lesson Number</i>	9-32
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
---	--

Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their knowledge of vocabulary related to the marae
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Activity 1 <i>Ngohe</i>	MAKE SENTENCES Students make sentences about a pōwhiri using given words
Activity 2 <i>Ngohe</i>	TRANSLATE SENTENCES Students translate sentences into English
Activity 3 <i>Ngohe</i>	UNJUMBLE WORDS Students unjumble the words
Activity 4 <i>Ngohe</i>	WRITE A LIST OF RULES Students write a list of rules about the protocol on the Marae
Activity 5 <i>Ngohe</i>	CREATE A WORDFIND OR CROSSWORD Students create a wordfind or crossword using vocabulary list

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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Te Hīringa i te Mahara
TE PAPAMAHI A TE ĀKONGA
Student Worksheet

Ingoa o te Ākonga:
Name of Student

VOCABULARY LIST

whakariterite	=	to prepare, to put in order
whakaeke	=	to go on to
whakatakoto	=	to lay down
whare nui	=	large meeting house
waiata	=	to sing
kuia	=	older women
tangi	=	funeral
mihimihi	=	speeches of welcome
kaikōrero	=	speaker
pōwhiri	=	ritual welcome
karanga	=	ceremonial call
urupā	=	cemetery
wero	=	ceremonial challenge (to visitors)
kāuta	=	kitchen
marae ātea	=	outside space where rituals of encounter take place
koha	=	visitors gift to marae
kawa	=	protocol
manuhuri	=	visitors



ACTIVITY 1

MAKE SENTENCES

Make up sentences about what happens before and during a pōwhiri using the words provided. Practise using "Kei te ..." and "E Ana". Write the sentences on the lines provided.

For example: karanga / kuia / manuhiri
Kei te karanga te kuia ki te manuhiri.

1. whakariterite / tangata whenua / marae

2. whakariterite / tamariki / moenga

3. tunu / tangata whenua / kai

4. karanga / manuhiri / tangata whenua

5. whaikōrero / koroua / manuhiri

6. mahi / tangata whenua / kāuta

7. waiata / kuia / mōteatea

8. tū / kaiwhaikōrero / marae ātea



ACTIVITY 2

TRANSLATE SENTENCES

Translate the sentences written in Activity 1 into English.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

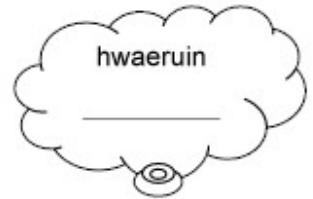
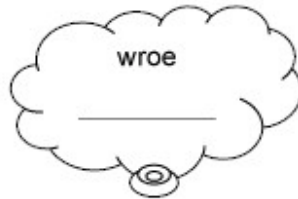
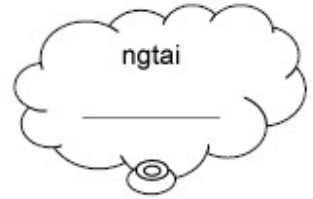
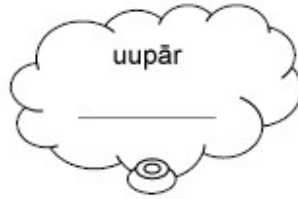
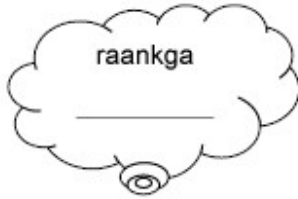
8. _____



ACTIVITY 3

UNJUMBLE WORDS

Unjumble the words below. They are words associated with the marae.
Write the answers on the lines inside the clouds.



ACTIVITY 4

WRITE A LIST OF RULES

Make a list of rules that apply to being on a marae. Try to think of at least ten.
For example: Take your shoes off before you enter the whare tipuna.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae - Kawa	Te Tau Akoranga <i>Lesson Number</i>	9-33
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi <i>Work for the Students and Explanations for the Reliever</i>

Objective <i>Whāinga</i>	Students will review their knowledge of the pōwhiri procedure
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Activity 1 <i>Ngohe</i>	MATCH THE WORDS Students draw a line to match the English and Māori meanings
Activity 2 <i>Ngohe</i>	DEFINE THE TERMS Students select five of the terms and write a brief explanation for each
Activity 3 <i>Ngohe</i>	TRUE OR FALSE Students identify the true and false statements
Activity 4 <i>Ngohe</i>	LIST WORDS IN CORRECT ORDER Students write a list of pōwhiri terms in the chronological order that they occur
Activity 5 <i>Ngohe</i>	WRITE ABOUT A MARAE EXPERIENCE Students write a paragraph in English or Māori about their own experiences on a marae

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

MATCH THE WORDS

Draw a line from the Māori terms in List A to the English words in List B to show that you understand its meaning. The first one is done for you.

List A

kaikaranga

karanga

kaikōrero

manuhiri

tangata whenua

ringawera

kōrero

kawa

kuia

mihi

koha

harirū

hongī

pōwhiri

tangi

List B

caller

funeral

gift

kitchen workers

visitors

old women

rub noses

greet

shake hands

speaker

hosts

speech

call

protocol

welcome



ACTIVITY 2

DEFINE THE TERMS

Write a brief explanation or definition for five of the terms listed in Activity 1.
You may write in English.

1.
.....
.....
.....

2.
.....
.....
.....

3.
.....
.....
.....

4.
.....
.....
.....

5.
.....
.....
.....



Te Hīringa i te Mahara

ACTIVITY 3

TRUE OR FALSE

Examine the following sentences. Tick **Āe** if the sentence is true and **Kāo** if it is false.

Āe **Kāo**

- | | | |
|--|--------------------------|--------------------------|
| 1. The men karanga on the marae. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The women support the speeches with waiata. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Women always whaikōrero on the marae. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You may walk across the paepae (row of speakers) during speeches. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The welcome ceremony takes place after everyone has had a meal. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The kaikaranga for the tangata whenua will use the words “Haere mai” | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The koha is put down before the karanga. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. You are allowed to walk straight on to the marae before the karanga. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The men usually cook the hangi. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. You should wash your hands as you leave the urupā (cemetery). | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 4

LIST WORDS IN CORRECT ORDER

Look at the words below and list them in the order that they occur during a pōwhiri.

- | | |
|---------|------------|
| 1. | koha |
| 2. | hākari |
| 3. | whaikōrero |
| 4. | hongiri |
| 5. | karanga |
| 6. | tangi |



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae – Pepeha	Te Tau Akoranga <i>Lesson Number</i>	9-34
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi *Work for the Students and Explanations for the Reliever*

Objective Whāinga	Students will become familiar with some pepeha or tribal sayings and some South Island place names
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Activity 1 Ngohe	READING COMPREHENSION Students answer questions about pepeha
Activity 2 Ngohe	COMPLETE AND MATCH Students complete then match the English explanations for each pepeha
Activity 3 Ngohe	CODE BREAKING Students break the code to find the South Island place names
Activity 4 Ngohe	LABEL MAP Students label the map with place names found in Activity 3

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:

Name of Student

ACTIVITY 1 READING COMPREHENSION

Pepeha are tribal sayings which refer to an aspect that distinguishes that tribe from any other. They are often referred to as 'tribal boasts'.

Read through these pepeha and answer the questions which follow.

1. NGĀPUHI

Ngāpuhi kōhao rau kai tangata.

Ngāpuhi of a hundred holes, man eaters.

(Ngāpuhi were not united but very fierce.)

2. NGĀTI POROU

Ko Hikurangi te maunga, ko Waiapu te awa, ko Ngāti Porou te iwi.

The ancestral mountain, river and people of Ngāti Porou.

3. WAIKATO

Waikato taniwha rau, he piko he taniwha, he piko he taniwha.

Waikato of a hundred taniwha, a taniwha at every bend.

('Taniwha' also refers to chiefs)

4. TŪHOE

Tūhoe, mōmōu kai, mōmōu taonga, mōmōu tangata ki te pō

Tūhoe, lavish with food, lavish with goods, lavish with the men who fall in battle

5. TE ARAWA

Ngā pūmanawa e waru o Te Arawa

The eight beating hearts of Te Arawa.

(Te Arawa is a confederation of eight tribes descended from the eight children of Rangitahi)

6. NGĀTI TŪWHARETOA

Ko Tongariro te maunga

Ko Taupō te moana

Ko Te Heuheu te tangata

Tongariro is the ancestral mountain,

Taupō is the lake and

Te Heuheu is the paramount chief of Ngāti Tūwharetoa.



Te Hīringa i te Mahara

1. What is the tribal mountain of Ngāti Porou?

.....

2. Which tribe has a winding river running through its lands?

.....

3. Which tribe is known for its generosity?

.....

4. Which tribe was considered to be very warlike?

.....

5. Who is the paramount chief of Ngāti Tūwharetoa?

.....

6. Which tribe would you belong to if you were a descendant of Rangitīhi?

.....



Te Hīringa i te Mahara

ACTIVITY 2

COMPLETE AND MATCH

Join the pepeha with its correct explanation then complete it by filling in the gaps.

Ngā pūmanawa e waru o
Te Arawa

_____ of a hundred
_____ a _____
at every bend.

Tuhoe, mōmōu kai, mōmōu taonga,
mōmōu tangata ki te pō

Tuhoe lavish with _____
lavish with _____
lavish with _____ who fall in

Ko Tongariro te maunga
Ko Taupō te moana
Ko Te Heuheu te tangata

Ngāpuhi of a _____ holes,
man _____

Ngāpuhi kohao rau kai tangata

The ancestral _____
_____ and _____ of

Ko Hikurangi te maunga,
ko Waiaapu te awa,
ko Ngāti Porou te iwi

The _____ beating
_____ of

Waikato taniwha rau,
he piko he taniwha,
he piko he taniwha

_____ is the ancestral
_____ the lake and
_____ is the paramount
chief of



ACTIVITY 3

CODE BREAKING

Use the key to crack the code and discover the Maori names for places in and around the South Island.

a	e	h	i	k	m	n	ng	o	p	r	t	u	w	wh
#	&	%	!	*	=	?	;	“	\$	@	<	+	>	:

1. Cook Strait

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
 < & = “ # ? # “ @ # + * # > #

2. West Coast

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
 < & < # ! \$ “ + < ! ? !

3. East Coast

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
 < & < # ! “ = # @ “ * + @ #

4. Foveaux Strait

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
 < & # @ # # * & > #

5. Stewart Island

_ _ _ _ _ _ _ _ _ _ _ _ _ _
 @ # * ! + @ #

6. South Island

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
 < & > # ! \$ “ + ? # = +

7. South Island

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
 < & > # * # “ = # + !



ACTIVITY 4

LABEL A MAP

Label this map with the place names found in Activity 3.





Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tikanga - E Tipu e Rea	Te Tau Akoranga <i>Lesson Number</i>	9-35
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students are introduced to the well known whakataukī (proverb) "E Tipu e Rea"
------------------------------------	---

Activity 1 <i>Ngohe</i>	READING ACTIVITY Students read an explanation of the whakataukī
Activity 2 <i>Ngohe</i>	MATCH WORDS Students match Māori words with their English translations
Activity 3 <i>Ngohe</i>	MATCH TERMS Students write the names of Māori taonga next to their English translations
Activity 4 <i>Ngohe</i>	WRITE A LIST Students compile a list of tools brought to New Zealand by early settlers
Activity 5 <i>Ngohe</i>	MAKE NEW WORDS Students make new words from the phrase 'E Tipu e Rea'
Activity 6 <i>Ngohe</i>	DESIGN A LOGO Students design a logo to represent the meaning of the proverb

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

READING ACTIVITY

Read this whakataukī and its translation carefully.

E Tipu e Rea

Tā Apirana Ngata

E Tipu e Rea
Mō ngā rā o tō Ao
Ko tō ringa ki ngā rākau a te Pākehā
Hei ara mō tō tinana
Ko tō ngākau ki ngā taonga a ō tīpuna Māori
Hei tikitiki mō tō māhunga.
Ko tō wairua ki te Atua
Nāna nei ngā mea katoa

Grow up oh tender shoot
All the days of your life
Your hand to the tools of the Pākehā
As sustenance for your physical body
Your heart to the treasures of your ancestors
As a plume for your head
(your identity)
Your spirit always to God
The Creator of all things

This is a well known whakataukī or proverb written by the late Sir Apirana Ngata.

Sir Apirana encourages young people to strive to achieve in the Pākehā world while also urging them to always remember the importance of the treasures left to them by their ancestors.

This proverb is often quoted and has been made into song.



ACTIVITY 2

MATCH WORDS

Draw a line from the Māori word in Column A to the matching English translation in Column B. These words have been taken from the proverb 'E Tipu e Rea'.

COLUMN A

ngā rā

ringa

Pākeha

tīpuna

ngā taonga

māhunga

Atua

katoa

ngā rākau

ngākau

COLUMN B

days

ancestors

tools

heart

head

European

treasures

all

hand

God

ACTIVITY 3

MATCHING TERMS

Write the names of these 'taonga' next to their English translations.

whakataukī

haka

whakairo

rāranga harakeke

whakapapa

karakia

tā moko

rongoā

whaikōrero

mau rākau

tattooing		flax weaving	
carving		proverbs	
prayers		genealogy	
ceremonial dance		herbal medicine	
weaponry		oratory	



ACTIVITY 4

WRITE A LIST

List ten new tools that early settlers brought with them to New Zealand. They must be tools that Māori did not already have and they must not be recent inventions such as cars or computers.

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

ACTIVITY 5

MAKE NEW WORDS

Make 25 new words from the letters contained in the phrase below. Use each letter only once.

E TIPU E REA



ACTIVITY 6

DESIGN A LOGO

You are to design a logo for Sir Apirana's whakataukī. It must incorporate Māori patterns such as kōwhaiwhai and other Māori images.

Draw your logo in the box provided.

Note: A logo is a special design which represents an issue, organisation or an occasion. In this case the logo should represent the proverb.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae – Te Whare Whakairo	Te Tau Akoranga <i>Lesson Number</i>	9-36
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairīwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairīwhi <i>Work for the Students and Explanations for the Reliever</i>
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Objective <i>Whāinga</i>	Students will learn more about the carved meeting house, its parts and what it represents
-----------------------------	---

Activity 1 <i>Ngohe</i>	LABEL THE WHARE WHAKAIRO (CARVED MEETING HOUSE) Students label the parts of the house using personal experience and the information given
Activity 2 <i>Ngohe</i>	INTERPRET A SONG - "WHARE WHAKAHIRAHIRA" Students draw the images evoked in a song by Hirini Melbourne
Activity 3 <i>Ngohe</i>	WRITE ABOUT AN EXPERIENCE Students write about an experience they have had in a Whare Whakairo

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:
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TE PAPAMAHI A TE ĀKONGA

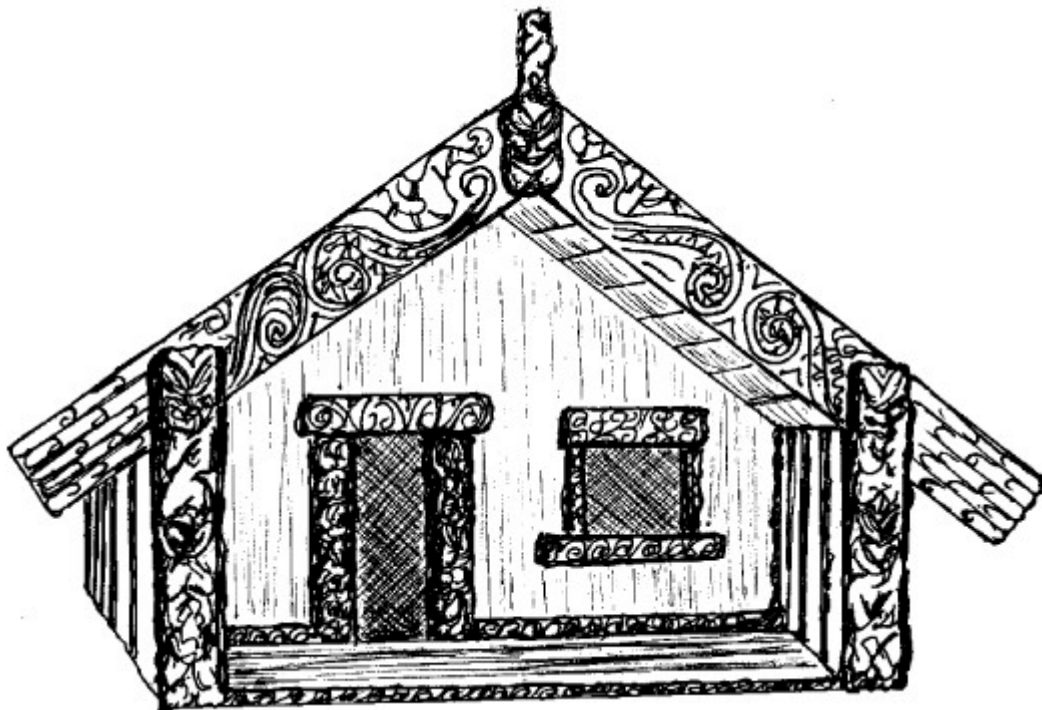
Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 LABEL THE WHARE WHAKAIRO

The whare whakairo or carved meeting house is the focal point of most marae around the country. It is also referred to as the whare hui (meeting house), the whare tipuna (ancestral house), the whare nui (large house), and the whare runanga (council house). Not all meeting houses are carved. The carvings and decorative work record the stories and traditions of the people. The whare whakairo is where important gatherings and occasions take place.

The building itself is symbolic of the body of an ancestor. The diagram below illustrates some of these relationships. The carved figure on the roof at the front of the house represents the head of the ancestor. The barge boards are the arms stretching out to the people. The ridgepole or main beam is the backbone. The rafters are the ribs and the poupou or carved posts represent other famous descendants of the central figure.



Label the parts of the whare whakairo by selecting the correct name from the following list and writing it in the appropriate place on the above diagram. Then next to each word below, write the part of the ancestor's body that is symbolised.

tekoteko _____ mahau/roro _____ maihi _____

raparapa _____ amo _____ paepae _____

tāhuhu _____ heke _____ poupou _____

kūwaha/whatitoka _____ pou tokomanawa _____



ACTIVITY 2

"WHARE WHAKAHIRAHIRA"

The whare whakahirahira represents much for Māori. You may be familiar with this beautiful song composed by Hirini Melbourne. It tells how the whare whakahirahira is symbolic of our natural world, or, is it our world that is very much like a large whare whakahirahira wherein everything is connected?

Ko Ranginui e tū ake nei hei tuanui
Ko Papatūānuku e takoto nei hei whāriki
Ko te reo me ngā tikanga he tāhuhu
Ko te iwi hei pou tokomanawa
Mō te whare whakahirahira o te iwi e
Hei whakairi i ngā tūmanako
I ngā wawata, i ngā moemoeā

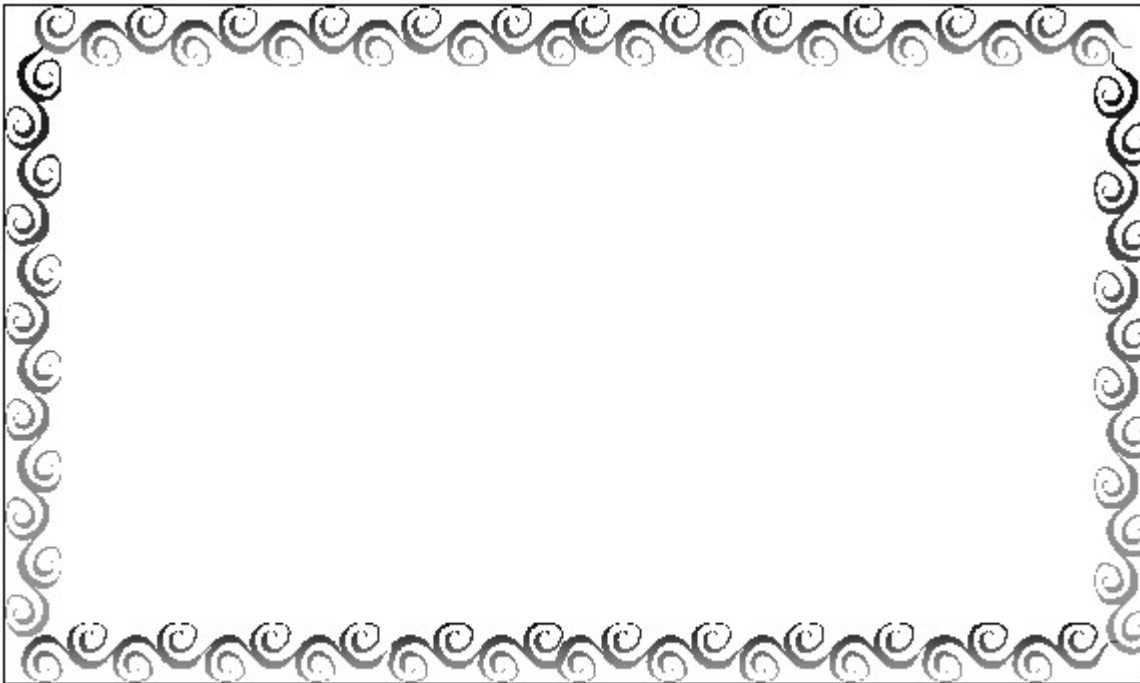
*Ranginui, the upright Sky Father, is the roof
Papatuanuku, the reclining Earth Mother is the mat
The language and customs are the ridgepole/backbone
The people are the centre pillar
Of this splendid house of the people
The place they can hang their hopes
Aspirations and dreams*

Tēnei te wā i te wao nui tūtakitaki
Tēnei ko koe, ko Tānewhakaipiripiri

*This (house) is the place in the jungle of our world
Where things come together
And it is you Tānewhakaipiripiri who is responsible*

(Tānewhakaipiripiri is another name of Tānemahuta. He is the deity associated with the whare whakairo)

Illustrate the world/whare depicted in Hirini Melbourne's song in the frame provided. All of the elements identified in the song should be represented in your illustration. Write a few lines of explanation underneath.





Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae – The Marae Ātea	Te Tau Akoranga <i>Lesson Number</i>	9-37
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will learn about the features of the marae ātea and their functions
------------------------------------	--

Activity 1 <i>Ngohe</i>	THE MARAE ĀTEA Students sketch an aerial view of a marae showing various features
Activity 2 <i>Ngohe</i>	MATCH THE CORRECT TERMS Students match the names for various parts of a marae with the correct descriptions
Activity 3 <i>Ngohe</i>	WRITE A PARAGRAPH Students write a brief paragraph about their own marae or a marae known to them
Activity 4 <i>Ngohe</i>	ADVISE A FRIEND Students give advice to a friend who has never visited a marae before on the protocol of the pōwhiri

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 THE MARAE ĀTEA

The marae ātea is a special place. It is tapu (sacred) so one must always act in a respectful manner on and around the area. There are standard features that are common to all marae but no two are exactly the same. Some features and protocol vary from tribe to tribe.

Sketch an aerial view of *your* marae complex to show the layout and location of the key components. Include all of the relevant items contained in the list.

Use the words that are used in your own tribal area if they are different from the ones in the list. For example the paepae is known as the taumata in some areas

Don't forget to label the different parts of the marae and to give your diagram a title.

wharenuī	<i>meeting house</i>	marae ātea	<i>open courtyard</i>
wharekai	<i>dining room</i>	kāuta	<i>kitchen / cooking area</i>
tomokanga	<i>marae entrance / gateway</i>	taiapa	<i>marae perimeter fence</i>
wharepuni	<i>accommodation for visitors</i>	whare ngāhau	<i>recreation hall</i>
paepae tapu	<i>seating for marae speakers</i>	paepae manuhiri	<i>seating for visitors</i>
whakaruruhau	<i>shelter for visitors</i>	whare mate	<i>resting place for the deceased</i>



ACTIVITY 2

MATCH THE CORRECT TERMS

Match these names of marae features with their correct descriptions in English. The first one is done for you.

- whare puni*
- taiapa
- whare nui
- whare mate
- whakaruruhau
- marae ātea
- paepae manuhiri
- whare ngāhau
- paepae tapu
- whare kai
- kāuta
- tomokanga

- house to accommodate visitors*
- recreation hall
- shelter for visitors
- perimeter fence of the marae
- kitchen / cooking area
- marae entrance / gateway
- resting place for the deceased
- seating for marae speakers
- dining room
- open courtyard
- meeting house
- seating for visiting speakers

ACTIVITY 3

WRITE A PARAGRAPH

Write a brief paragraph about your marae. Give the names of your marae, whare nui, whare kai and any other buildings that may be on your marae.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Marae - A Muri	Te Tau Akoranga <i>Lesson Number</i>	9-38
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will explore what happens behind the scenes at the marae
------------------------------------	---

Activity 1 Ngohe	BEHIND THE SCENES Students attach captions to a sequence of pictures and translate them
Activity 2 Ngohe	WORDFIND Students must find and highlight words hidden in the wordfind
Activity 3 Ngohe	WHAT DO THE TERMS MEAN? Students choose at least three of the terms in Activity 3 and write a brief explanation on each
Activity 4 Ngohe	NĀKU TE ROUROU ... (WITH YOUR FOOD BASKET ...) Students write a short explanation of a well known whakataukī (proverb)

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

There is a well known saying in Māori that goes like this:

“Kia tika ā muri, ka tika ā mua”

“If all is well out the back, all will be well at the front”

There are different versions of this whakataukī or proverb but the meaning remains the same. It reminds us that the smooth running of things behind the scenes of a pōwhiri is just as important as the proceedings in the front of the marae.

The hospitality shown to manuhiri or visitors on the marae ātea during a welcoming ceremony must be matched by the hospitality in the dining room and whare whakairo or meeting house.

Hosts care for and feed their guests to the best of their ability. A huge amount of preparation goes into every hui and the success of a gathering is often judged on how well people are fed and accommodated.

Activity 1 BEHIND THE SCENES

The following pictures show some of the activities undertaken by the tangata whenua or hosts every time a hui is held on their marae. What is happening?

Select the sentence written in Māori that best describes each picture. Write the sentence on the first line underneath the picture and then the English translation on the second line. The first one has already been done for you.

Ka horoi rātou i ngā pereti.
Ka hoko rātou i te kai.
Ka tuari rātou i te kai.
Ka poroporoaki rātou i ngā manuhiri.
Ka tunu rātou i te kai.

Ka hui ngā kaimahi.
Ka whakapaipai rātou i te marae.
Ka whakarite rātou i ngā moenga.
Ka waea rātou ki ngā whanaunga.
Ka hora rātou i ngā tēpu.

Note: The verb tense “ka” has been used in all sentences. It signals that a new action is taking place.

Vocabulary List:

kaimahi = worker
poroporoaki = farewell
hora = to set

hoko = buy
tunu = cook
whakarite = arrange

tuari = serve/distribute
waea = telephone
whanaunga = relative



1.



Ka waea rātou ki ngā whanaunga.

They telephone the relatives.

2.



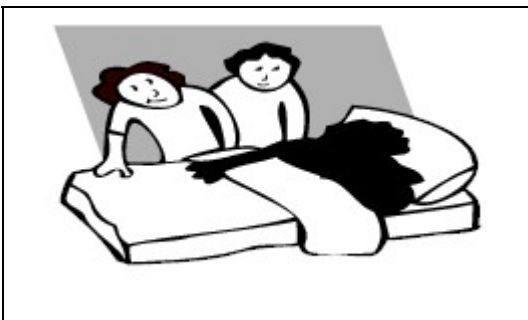
3.



4.



5.



6.





Te Hiringa i te Mahara

7.



8.



9.



10.





ACTIVITY 2

WORD FIND

Find the words written below. Some other terms expressing Māori values and concepts are also hidden in the wordfind. Can you find them? There are 7 more.

whanaungatanga

aroha

tūmanako

mauri

whakapono

tikanga

wairua

tūrangawaewae

b	f	g	n	a	p	s	l	e	w	e	p	k	i	t	e
a	r	o	h	a	j	m	l	l	h	i	h	y	r	e	v
b	o	h	k	k	n	m	n	o	a	h	f	n	m	n	t
i	j	c	n	l	v	g	z	v	n	f	e	b	v	t	u
k	l	b	h	t	a	p	u	d	a	t	t	e	f	s	r
e	m	e	j	i	m	q	w	f	u	j	w	e	h	i	a
f	f	t	i	k	o	d	s	v	n	u	d	w	d	m	n
r	s	y	l	a	u	f	e	t	g	o	v	b	f	h	g
p	a	d	p	n	t	g	e	h	a	p	f	m	v	d	a
l	c	b	a	g	h	b	b	u	t	u	s	b	c	c	w
w	m	a	n	a	p	m	h	l	a	h	c	h	x	v	a
h	a	f	h	c	n	f	j	u	n	n	c	i	n	n	e
a	x	a	m	l	k	b	d	g	g	m	f	h	b	r	w
k	s	e	i	h	d	y	f	n	a	v	g	i	v	u	a
a	w	s	n	e	w	t	e	m	n	f	b	v	g	s	e
p	f	t	u	m	a	n	a	k	o	g	c	n	t	h	o
o	v	n	e	c	i	g	v	e	t	s	e	r	y	f	x
n	r	e	r	k	r	b	g	d	h	d	y	e	i	r	d
o	b	h	b	s	u	h	u	r	e	c	u	t	u	e	s
l	h	t	u	l	a	n	h	y	r	m	a	u	r	i	h
g	i	m	n	o	v	n	n	u	d	c	e	g	p	w	t
g	k	u	m	p	f	e	o	k	o	e	d	h	f	f	f
f	n	m	d	s	h	l	e	o	j	p	k	c	v	b	n



ACTIVITY 3

WHAT DO THE TERMS MEAN?

Choose **at least three** of the words listed in Activity 2 and write a sentence explaining what you understand these terms to mean. Don't forget to indicate which word you are writing about.

ACTIVITY 4

NĀKU TE ROUROU

Another well known whakataukī also refers to the importance of what happens “out the back” of a marae:

“Nāu te rourou, nāku te rourou, ka ora te manuhiri”

“With your food basket and my food basket, the visitors will be well provided for”

Write a short explanation of what you consider the proverb to be about. Is it still relevant in this day and age? Are you able to relate it to any of your own personal experiences of the marae?



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kai – Parakuihi	Te Tau Akoranga <i>Lesson Number</i>	9-39
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate their vocabulary related to breakfast
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Activity 1 Ngohe	MATCH THE WORD Students match the Māori word with the correct English translation
Activity 2 Ngohe	WORDFIND Students create a wordfind using the breakfast items in Activity 1
Activity 3 Ngohe	FILL IN BREAKFAST ORDERS Students fill out the breakfast orders of four people based on the brief explanations
Activity 4 Ngohe	WRITE SENTENCES Students match people with food in order to complete sentences
Activity 5 Ngohe	DRAW PICTURES Students draw a picture of what each person had for breakfast

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH THE WORD

Draw a line from the Māori word to the correct English word.

Maori	English
parakuihi	toast
miraka	eggs
tī	orange juice
kāwhe	drink/to drink
tōhi	bacon
tiamu	muesli
mīere	milo
īhipani	food/to eat
pata	milk
witipiki	coffee
pēkana	breakfast
hēki	butter
wai ārani	jam
mūruhi	tea
inu tiakarete	marmite
kai	honey
inu	weetbix



ACTIVITY 3

FILL IN BREAKFAST ORDERS

Read what each person wants for breakfast, then fill in the breakfast order for them.

Tono Parakuihi

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> miraka | <input type="checkbox"/> tōhi |
| <input type="checkbox"/> tī | <input type="checkbox"/> pata |
| <input type="checkbox"/> kāwhe | <input type="checkbox"/> mīere |
| <input type="checkbox"/> inu tiakarete | <input type="checkbox"/> tiamu |
| <input type="checkbox"/> wai ārani | <input type="checkbox"/> īhipani |
| <input type="checkbox"/> pēkana | <input type="checkbox"/> mūruhi |
| <input type="checkbox"/> hēki | <input type="checkbox"/> witipiki |

Hare would like a cup of tea, toast butter, weetbix and milk.

Tono Parakuihi

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> miraka | <input type="checkbox"/> tōhi |
| <input type="checkbox"/> tī | <input type="checkbox"/> pata |
| <input type="checkbox"/> kāwhe | <input type="checkbox"/> mīere |
| <input type="checkbox"/> inu tiakarete | <input type="checkbox"/> tiamu |
| <input type="checkbox"/> wai ārani | <input type="checkbox"/> īhipani |
| <input type="checkbox"/> pēkana | <input type="checkbox"/> mūruhi |
| <input type="checkbox"/> hēki | <input type="checkbox"/> witipiki |

Karamoana would like a cup of milo, toast, butter, honey and marmite.

Tono Parakuihi

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> miraka | <input type="checkbox"/> tōhi |
| <input type="checkbox"/> tī | <input type="checkbox"/> pata |
| <input type="checkbox"/> kāwhe | <input type="checkbox"/> mīere |
| <input type="checkbox"/> inu tiakarete | <input type="checkbox"/> tiamu |
| <input type="checkbox"/> wai ārani | <input type="checkbox"/> īhipani |
| <input type="checkbox"/> pēkana | <input type="checkbox"/> mūruhi |
| <input type="checkbox"/> hēki | <input type="checkbox"/> witipiki |

Kimiora would like an orange juice and muesli.

Tono Parakuihi

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> miraka | <input type="checkbox"/> tōhi |
| <input type="checkbox"/> tī | <input type="checkbox"/> pata |
| <input type="checkbox"/> kāwhe | <input type="checkbox"/> mīere |
| <input type="checkbox"/> inu tiakarete | <input type="checkbox"/> tiamu |
| <input type="checkbox"/> wai ārani | <input type="checkbox"/> īhipani |
| <input type="checkbox"/> pēkana | <input type="checkbox"/> mūruhi |
| <input type="checkbox"/> hēki | <input type="checkbox"/> witipiki |

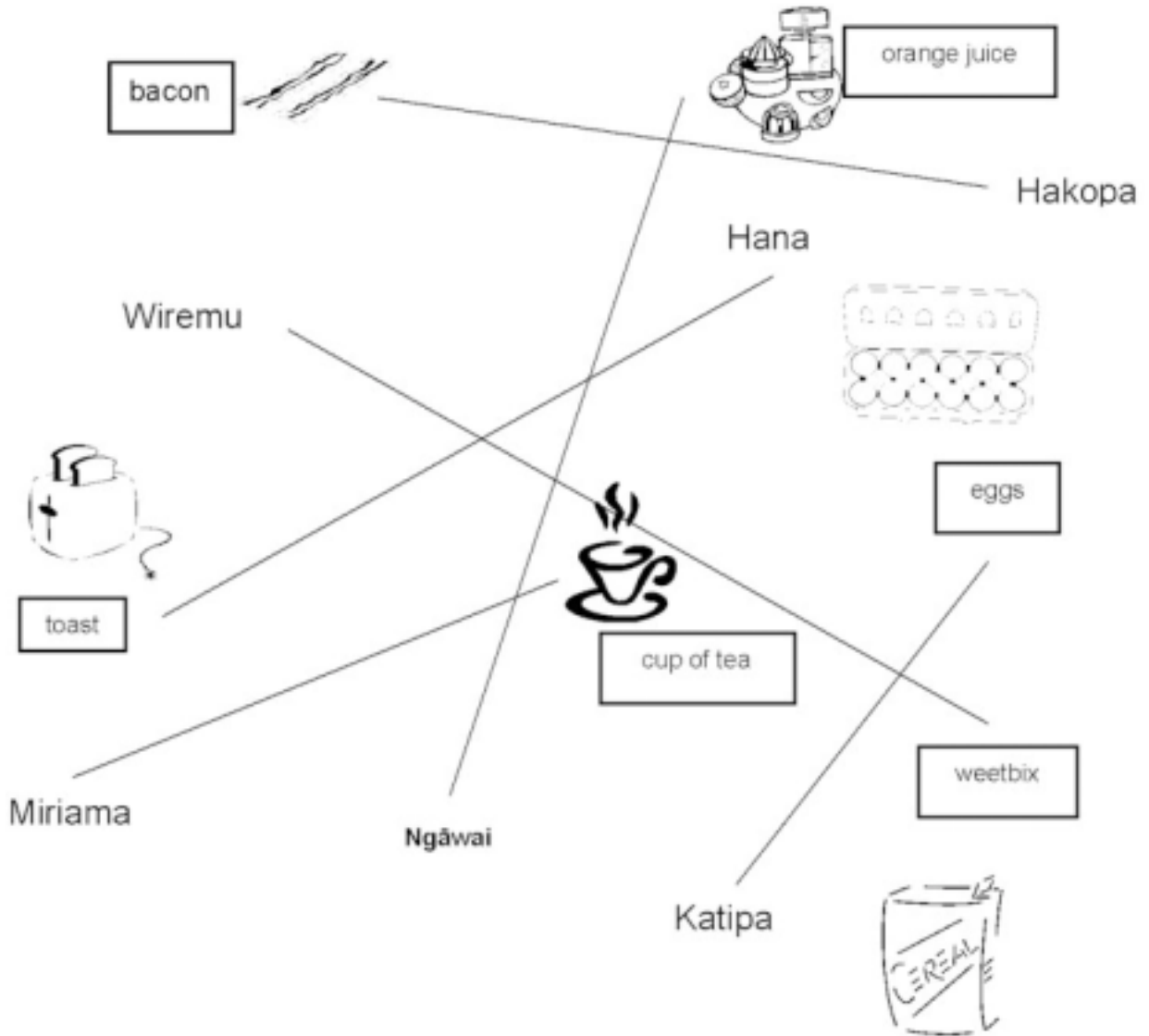
Maia would like a cup of coffee, toast, butter, bacon and eggs.



ACTIVITY 4

WRITE SENTENCES

Find out what each person is eating or drinking for breakfast then complete the sentences. The first one is done as an example.



Cross out the incorrect word — fill in the correct food or drink



- 1 e.g. Kei te inu/~~kai~~ **tī** a Miriama
- 2 Kei te inu/kai _____ a Wiremu
- 3 Kei te inu/kai _____ a Hana
- 4 Kei te inu/kai _____ a Hakopa
- 5 Kei te inu/kai _____ a Ngāwai
- 6 Kei te inu/kai _____ a Kātipa

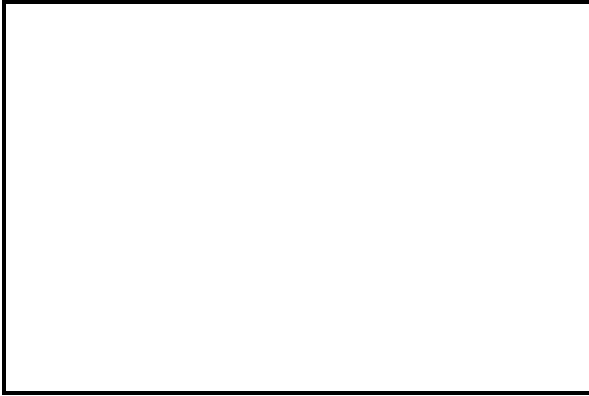


ACTIVITY 5

DRAW PICTURES

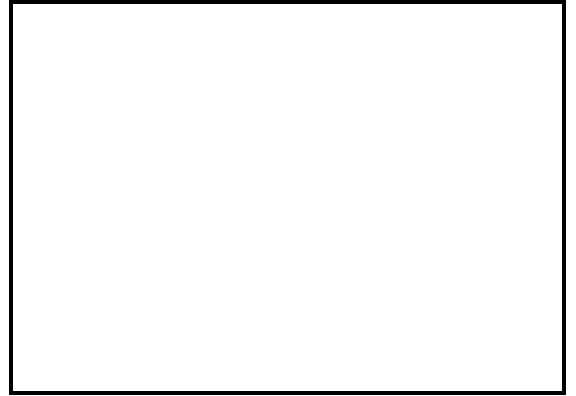
Draw a picture showing what each person had for breakfast.

1



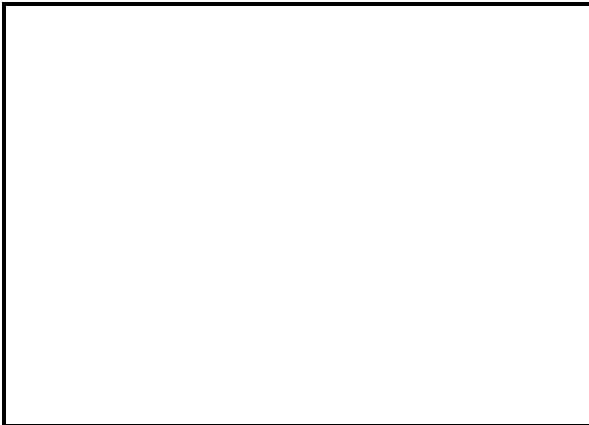
Aroha, pēkana, hēki, tōhi, pata, kāwhe

2



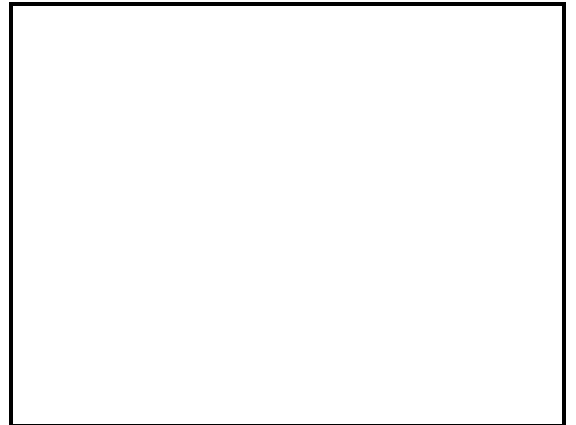
Kanawa, wai ārani, tōhi, pata, tiamu

3



Tania, mūruhi, miraka, inu tiakarete

4



Ropata, miraka, witipiki



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kai – Hua Rākau	Te Tau Akoranga <i>Lesson Number</i>	9-40
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the students and explanations for the reliever

Objective <i>Whāinga</i>	Students will consolidate knowledge of fruit vocabulary
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Activity 1 <i>Ngohe</i>	UNJUMBLE FRUIT NAMES Students follow the instructions to decipher the correct fruit names
Activity 2 <i>Ngohe</i>	FIND THE FRUIT Students identify fruits shown in pictures
Activity 3 <i>Ngohe</i>	FRUIT SALAD RECIPES Students write quantities of fruit used in recipes
Activity 4 <i>Ngohe</i>	COMPLETE SENTENCES Students match each person with the fruit they are eating
Activity 5 <i>Ngohe</i>	WRITE SENTENCES Students write sentences from word clues

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

VOCABULARY/ KUPU HŌU

<u>Māori</u>	<u>English</u>	<u>Other Māori Words Used</u>
ārani	orange	.....
āporo	apple	.....
panana	banana	.....
pea	pear	.....
pītiti	peach	.....
tōpere	strawberry	.....
paramu	plum	.....
kerēpi	grapes	.....
hīmoemoe	grapefruit	.....
merengi	melon	.....
tiere	cherries	.....
paināporo	pineapple	.....

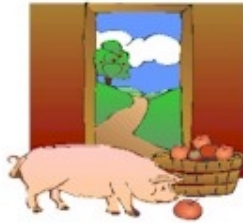
ACTIVITY 1 UNJUMBLE FRUIT NAMES

Unjumble the fruit names. Write the correct name in the middle column. Then write the English translation in the third column.

hmīeomeo		
ēkipre		
ōretpe		
remnieg		
aapurm		
tītpī		
rainā		
porāo		

ACTIVITY 2 FIND THE FRUIT

Find the four different fruit hidden in the pictures. Write the names on the lines below.



ACTIVITY 3 FRUIT SALAD RECIPES

You have been asked for the ingredients of your 'famous fruit salad'. Write down the number of each fruit that you use. We always use the word 'E' when we use numbers 2-9 in sentences.

e.g. 

E toru ngā āporo
Three apples



E rua ngā _____
E toru ngā _____
_____ ono _____
_____ _____ tiere



E whā ngā _____
_____ toru _____
Kotahi te _____
_____ _____ tōpere.



E rima ngā _____
Kotahi te _____
_____ rua _____



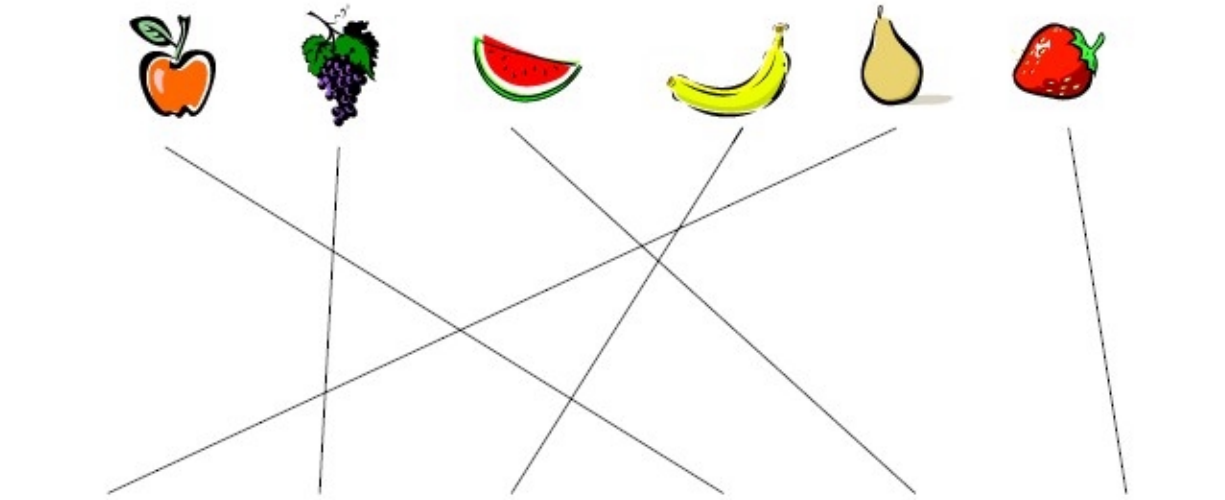
E toru ngā _____
_____ rua _____
_____ _____ panana
_____ _____

ACTIVITY 4

COMPLETE SENTENCES

Find the fruit that each person is eating and write the name of the fruit in the box provided. Then complete the appropriate sentence.

Example: Kei te kai āporo a Peti
Peti is eating an apple



NAPI
KUPE
ROMI
TAIKO
KARA
HĀMI

1. Kei te kai _____ a Napi.
2. _____ āporo a _____.
3. _____ Romi.
4. _____ merengi _____ Kara.
5. _____ a Kupe.
6. _____ tōpere _____.



ACTIVITY 5

WRITE SENTENCES

Use the sentence pattern in Activity 4 to write sentences using the information below.

Example: Patariki – banana
Kei te kai panana a Patariki

1. Rewa – pear
2. Hōriana – grapefruit
3. Maika – melon
4. Hēmi – pineapple
5. Ariana – orange
6. Piripi – cherries
7. Piri – plum
8. Hāriata – grapes
9. Ngārui – peach
10. Hema – apple



Te Hīringa i te Mahara

Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kai – Ngā Momo Kai	Te Tau Akoranga <i>Lesson Number</i>	9-41
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi *Work for the Students and Explanations for the Reliever*

Objective <i>Whāinga</i>	Students will improve their vocabulary and use these words in simple sentences
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Activity 1 <i>Ngohe</i>	JUMBLED WORD ACTIVITY Students unscramble, match and write words
Activity 2 <i>Ngohe</i>	SHOPPING LIST TRANSLATION Students translate a shopping list written in Māori
Activity 3 <i>Ngohe</i>	COMPLETE SENTENCES Students complete sentences using picture clues
Activity 4 <i>Ngohe</i>	WRITE SENTENCES Students write sentences from word clues
Activity 5 <i>Ngohe</i>	DRAW PICTURES Students draw the food mentioned

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi

At the end of the lesson



Students keep their own work



Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

Kupu Hōu Vocabulary

kāroti	-	carrot	aniana	-	onion
kāpeti	-	cabbage	hēki	-	egg
rīwai	-	potato	rētihi	-	lettuce
mīti	-	meat	tōmato	-	tomato
tīhi	-	cheese	kūkama	-	cucumber
parāoa	-	bread			
pihikete	-	biscuit			
keke	-	cake	<u>Other words used</u>		
hānueti	-	sandwich	taewa	-	potato

Activity 1

JUMBLLED WORD ACTIVITY

Match the jumbled word with its English meaning. Write the correct spelling in the blank space provided. The first one has been done for you as an example.

rktāio	carrot	kāroti
ropāaa	biscuit	
tiīm	meat	
iwraī	cake	
ūmakak	cabbage	
riheit	cucumber	
ātikep	bread	
ehipeitk	potato	
utheiān	tomato	
htiī	lettuce	
ekek	cheese	
otōtam	egg	
ehik	onion	
ianaan	sandwich	



ACTIVITY 2

SHOPPING LIST TRANSLATION

Your class is staying on a marae. Your parents have volunteered to do the shopping for your Māori teacher. Your teacher has sent you home with this shopping list but your parents don't speak Māori. Translate it for them into English.

Rārangī Kai	Shopping List
parāoa	
kūkama	
rētihi	
tōmato	
tīhi	
mīti	
rīwai	
kāroti	
pihikete	

ACTIVITY 3

COMPLETE SENTENCES

Find the food that each person is eating and then complete the sentences.

e.g. Kei te kai a Pita i te mīti.

Pita is eating the meat.

Below the illustrations are six boxes with names: Piki, Naru, Hiwi, Manu, Aroha, and Paki. Lines connect the food items to the names: Bread to Piki, Carrot to Naru, Kiwi to Hiwi, Cheese to Manu, Hamburger to Aroha, and Pizza to Paki.

- Kei te kai a Piki i te _____ .
- _____
- _____
- _____
- _____
- _____



ACTIVITY 4

WRITE SENTENCES

Use the pattern in Activity 3 to write sentences using the information below. Then translate them into English.

e.g. **Pani**
keke

Kei te kai a Pani i te keke.
Pani is eating the cake.

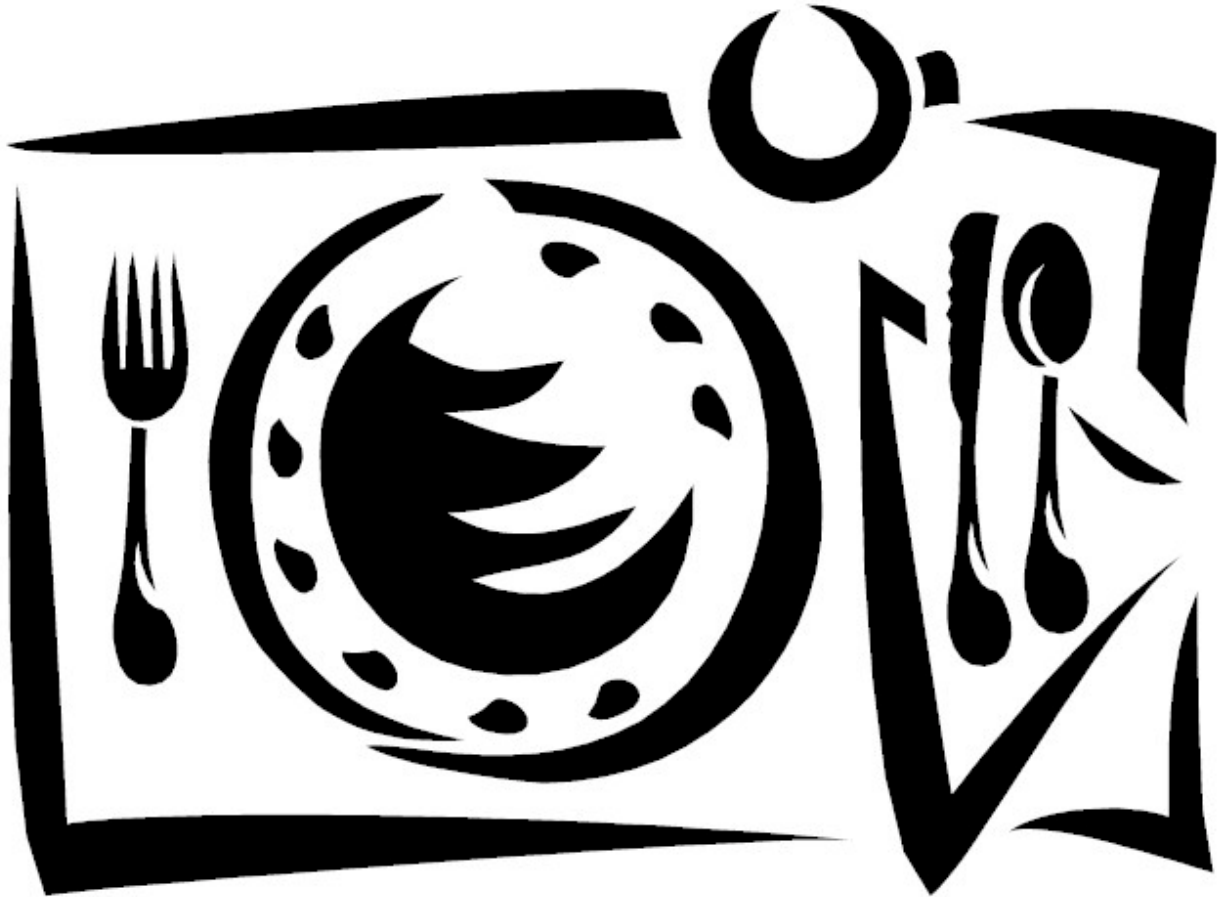
1	Roimata panana	
2	Harata kāpeti	
3	Kawa pihikete	
4	Manuera hēki	
5	Kiri keke	
6	Pehi kāroti	
7	Aroha hānueti	
8	Hēmi tōmato	



ACTIVITY 5

DRAW PICTURES

Draw the plate filled with the following foods: mīti, kāroti, rīwai, rētihi, kūkama, tōmato.





Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kai - Homai koa	Te Tau Akoranga <i>Lesson Number</i>	9-42
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will familiarise themselves with vocabulary used in asking to pass something to him/her
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Activity 1 <i>Ngohe</i>	MAKE A WORDFIND Students make a wordfind using the vocabulary list
Activity 2 <i>Ngohe</i>	ASK FOR SOMETHING Students write requests for food
Activity 3 <i>Ngohe</i>	WRITE SENTENCES Students construct sentences using the pictures provided
Activity 4 <i>Ngohe</i>	STATE WHAT SOMEONE WANTS Students fill the gaps with the missing words
Activity 5 <i>Ngohe</i>	WRITE SENTENCES FROM WORD CLUES Students write sentences using the pictures provided in Activity 4 as a guideline

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

VOCABULARY LIST

Māori	English
aihikirīmi	icecream
rare	lolly
huka	sugar
mīti heihei	chicken
mīti kau	beef
mīti poaka	pork
mīti hipi	mutton
tote	salt
pepa	pepper
kīnaki	relish
kīnaki tōmato	tomato sauce
paukena	pumpkin
pīni	bean
pī	pea
tiakarete	chocolate



ACTIVITY 2

ASK FOR SOMETHING

You can politely ask someone to pass you something by saying

Hōmai koa te _____

For example:

Hōmai koa te pepa.
Please pass me the pepper.

Practise the sentence structure by using the following words. The first one is done as an example.

- 1. *salt* Hōmai koa te tote.
- 2. *sugar*
- 3. *icecream*
- 4. *chicken*
- 5. *tomato sauce*
- 6. *beans*
- 7. *lolly*
- 8. *peas*
- 9. *pumpkin*
- 10. *beef*



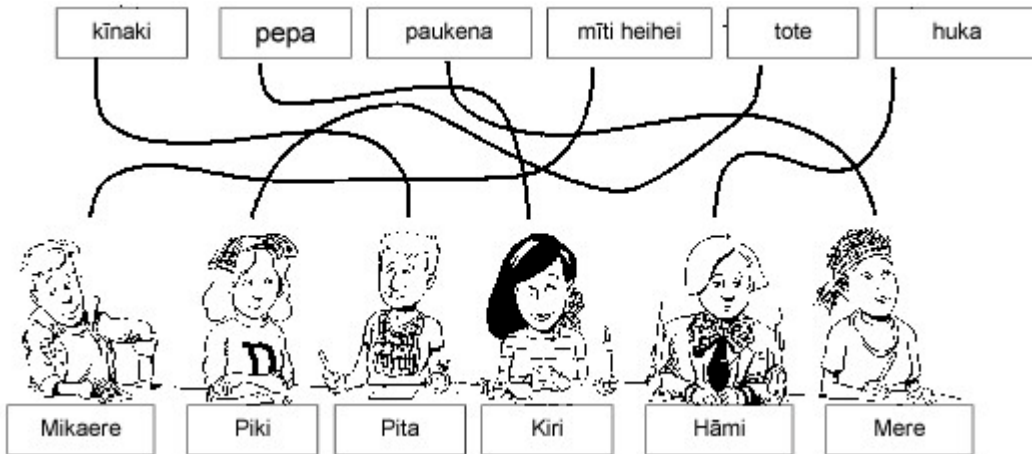
ACTIVITY 3

WRITE SENTENCES

If something is out of your reach you must ask someone else to pass it to you.

Follow the lines to find what each person wants and write down what they will have to say. Use the sentence pattern you practised in Activity 2.

- 1. Mikaere
- 2. Piki
- 3. Maia
- 4. Kiri
- 1. Hāmi
- 6. Mere





ACTIVITY 4

STATE WHAT SOMEONE WANTS

This sentence structure is used to say that somebody wants something.

Kei te pirangi a Mere i te mīti.
Mere wants the meat.

Use the pictures in Activity 3 to complete these sentences.

1. Kei te pirangi a Mikaere i te _____
2. Kei te pirangi a _____ i te tote.
3. Kei te pirangi a Maia i te _____.
4. Kei te pirangi a _____ i te _____.
5. Kei te pirangi a _____.
6. Kei te pirangi a _____.

ACTIVITY 5

WRITE SENTENCES FROM WORD CLUES

Use the sentence structure in Activity 4 to make sentences with the following information.

eg Kararaina → pumpkin

1. Hana → tomato sauce
2. Ruka → pork
3. Mata → chocolate
4. Hakaraia → salt
5. Moana → lolly
6. Tangiwai → chicken



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Kai - Ngā Kīanga	Te Tau Akoranga <i>Lesson Number</i>	9-43
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will learn expressions which can be used in situations where food is being prepared or eaten
------------------------------------	---

Activity 1 <i>Ngohe</i>	MATCH EXPRESSIONS Students match Maori expressions to English explanations
Activity 2 <i>Ngohe</i>	COMPLETE THE EXPRESSIONS Students fill in the missing letters
Activity 3 <i>Ngohe</i>	USE EXPRESSIONS IN APPROPRIATE SITUATIONS Students match expressions to appropriate situations
Activity 4 <i>Ngohe</i>	WRITE SCENARIOS FOR EXPRESSIONS Students write appropriate situations for expressions
Activity 5 <i>Ngohe</i>	CODE BREAKING Students decipher the code to find the whakataukī

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>
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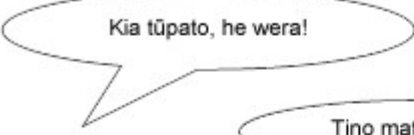
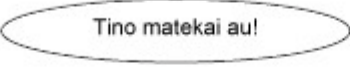
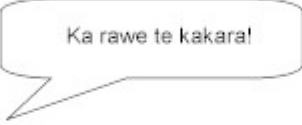

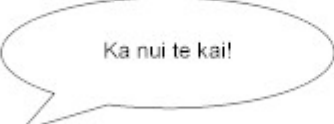

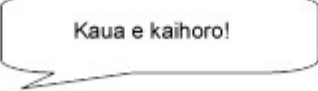
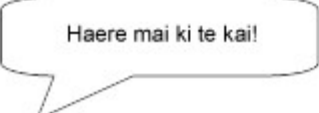
TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH EXPRESSIONS

Draw a line to match the Maori expression to its explanation in English.

	<input data-bbox="858 678 1145 728" type="text" value="Careful!"/>
	<input data-bbox="858 779 1225 828" type="text" value="Don't be greedy!"/>
	<input data-bbox="858 896 1305 945" type="text" value="I'm satisfied / I've had enough!"/>
<input data-bbox="204 1041 459 1115" type="text" value="Kua reri te kai!"/>	<input data-bbox="858 1008 1257 1057" type="text" value="The food is all gone!"/>
	<input data-bbox="858 1126 1098 1176" type="text" value="I'm starving!"/>
	<input data-bbox="858 1243 1337 1292" type="text" value="Come and have something to eat!"/>
	<input data-bbox="858 1355 1241 1404" type="text" value="There's lots of food!"/>
	<input data-bbox="858 1473 1193 1523" type="text" value="The food is ready!"/>
	<input data-bbox="858 1590 1153 1639" type="text" value="Delicious!"/>
	<input data-bbox="858 1702 1209 1751" type="text" value="What a lovely smell!"/>



ACTIVITY 2

COMPLETE THE EXPRESSIONS

Fill in the missing letters to complete the expressions.

1. T _ _ _ _ a _ e _ _ _ _
(I'm starving!)

2. _ u _ _ e _ _ _ t _ k _ _ _
(The food is ready!)

3. _ i _ _ t _ _ _ _ _ , _ _ _ e _ _ _
(Careful it's hot!)

4. _ _ a _ _ _ k _ _ _ .
(I'm satisfied! I've had enough!)

5. _ _ _ _ _ !
(Delicious!)

6. _ _ e _ _ _ _ i _ _ _ _ _ i
(Come and have something to eat!)

7. _ _ _ u _ _ _ a _
(There's lots of food!)

8. _ a _ _ _ e _ _ _ a _ _ _ a
(What a lovely smell!)

9. _ _ u _ e _ a _ _ o _ _ _
(Don't be greedy!)

10. _ _ a _ a _ _ _ _ i
(The food is all gone!)



ACTIVITY 3 USE EXPRESSIONS IN APPROPRIATE SITUATIONS

Read the situations below then write an appropriate response from the previous activities.

1. Your father has asked you to call the rest of your family who are outside to come in for dinner.
.....
2. Your little brother is shovelling food into his mouth.
.....
3. You have just seen the amazing feast laid on the table for Christmas dinner.
.....
4. You have been at sports practice and have just come home. You can smell your favourite meal.
.....
5. Your little sister is reaching towards a hot plate.
.....
6. Your brother arrives home just as the last piece of freshly baked rewena bread has been eaten.
.....
7. You have just finished a meal and don't want any more to eat.
.....
8. You have just tasted your aunty's famous chocolate cake.
.....
9. You have finished cooking tea.
.....
10. You slept in and didn't have breakfast. You didn't have lunch either and it's now 4 o'clock.
.....



ACTIVITY 4

WRITE SCENARIOS FOR EXPRESSIONS

Write a few sentences describing a situation where you could use the following expressions appropriately.

1. Kia tūpato, he wera!

.....
.....

2. Haere mai ki te kai!

.....
.....

3. Kua mākona!

.....
.....

4. Ka nui te kai!

.....
.....

5. He reka!

.....
.....

6. Kua e kaihoru!

.....
.....

7. Kua reri te kai!

.....
.....

8. Kua pau te kai!

.....
.....

9. Ka rawe te kakara!

.....
.....

10. Tino matekai au!

.....
.....



ACTIVITY 5

CODE BREAKING

Use the code to find an expression used to describe someone who is always found where food is being prepared.

a	e	h	i	k	m	n	ng	o	p	r	t	u	w	wh
5	4	12	9	2	7	14	11	13	5	15	1	8	3	10

12,4 15,9,11,5,3,4,15,5



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tinana – Te Upoko	Te Tau Akoranga <i>Lesson Number</i>	9-44
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise the use of vocabulary pertaining to the body
-----------------------------	---

Activity 1 Ngohe	TRUE / FALSE Students tick Āe or Kāo (yes or no) in response to written statements
Activity 2 Ngohe	CORRECT SENTENCES Students write the correct responses for Activity 1
Activity 3 Ngohe	LABEL DIAGRAMS Students label the parts of the head
Activity 4 Ngohe	DRAW PICTURES Students draw the parts of the head being spoken about
Activity 5 Ngohe	MIXED WORD PUZZLE Students unjumble words to find Māori and English translations
Activity 6 Ngohe	ANSWER QUESTIONS Students answer questions related to pictures

Rauemi <i>Resources</i>	
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<p>I te mutunga o ngā mahi <i>At the end of the lesson</i></p> <p><input type="checkbox"/> Students keep their own work</p> <p><input type="checkbox"/> Collect in and return to:</p>
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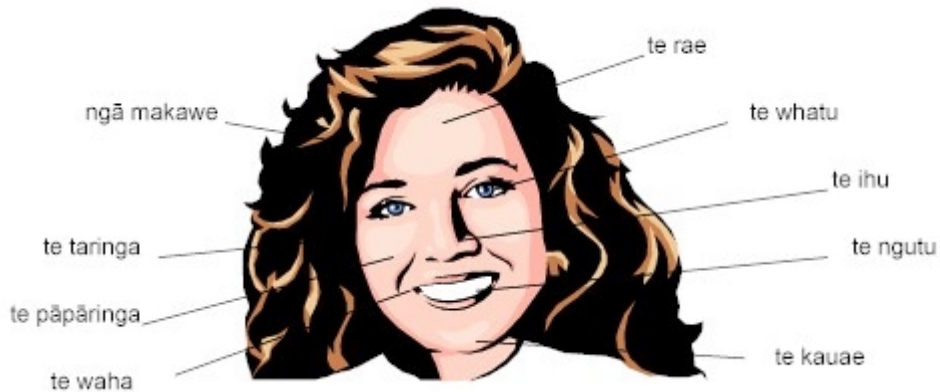


TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

Te Māhunga me te Kanohi (head) (face)



There are many other words used for the parts of the head and face. Write any alternatives that you know next to the label.

ACTIVITY 1 TRUE / FALSE

Read the sentence below and tick **Āe** if it is correct or **Kāo** if it is not.

		Āe	Kāo
1	The brow is the rae		
2	The mouth is the ihu		
3	The ear is the taringa		
4	The hair is the upoko		
5	The lip is the pāpāringa		



ACTIVITY 2

CORRECT SENTENCES

Write the correction for those sentences you ticked as KĀO. You should have three.

1.
2.
3.

ACTIVITY 3

LABEL DIAGRAMS

Label the diagram with the correct names for the parts of the body.

Extra vocabulary: niho = teeth



ACTIVITY 4

DRAW PICTURES

Draw the part of the body that is being spoken about in the boxes provided.

He niho ēnei.	He ngutu ēnei.	He whatu ēnei.	He taringa tēnei.	He makawe ēnei.
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ACTIVITY 5

MIXED WORD PUZZLE

Head – Te upoko

Here the Māori and English words for parts of the head have been mixed up. Can you sort them out? For example, SSUOINHE is made up of NOSE and IHU. Use the list of English words found in the list below to help you.







MĀORI	PARTS OF THE HEAD	ENGLISH
IHU	SSUOINHE	NOSE
	IGUPTULN	
	OEWABRR	
	UTHWMAHOA	
	GACPAIEHRAENPK	
	HOOHTNOIT	
	RGEURTOOANE	
	AAKIAERWHM	
	RGTNERIAAA	
	WYTEUEAH	
	HU AHMAWOT	
	ANAOC HE FIK	
	AETTRUOKEEWYAB M	
	AIEKUCAHN	
	IWYELHEAKED	

- nose
- cheek
- brow
- eye
- chin
- ear
- lip
- eyelid
- tongue
- face
- hair
- eyebrow
- brain
- tooth
- mouth

ACTIVITY 6

ANSWER QUESTIONS

Complete the answers to the questions in the boxes provided.

		
<p>Ko ngā aha ēnei?</p>	<p>Ko ngā aha ēnei?</p>	<p>Ko te aha tēnei?</p>
<p>Ko ngā niho ēnā.</p>		
		
<p>Ko te aha tēnei?</p>	<p>Ko ngā aha ēnei?</p>	<p>Ko ngā aha ēnei?</p>



Te Hīringa i te Mahara

Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tinana - Kākahu	Te Tau Akoranga <i>Lesson Number</i>	9-45
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
--	--

Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi <i>Work for the Students and Explanations for the Reliever</i>

Objective <i>Whāinga</i>	Students will consolidate knowledge of clothing vocabulary
------------------------------------	--

Activity 1 <i>Ngohe</i>	TRUE/FALSE Students decide whether or not the phrase is correct
Activity 2 <i>Ngohe</i>	TRANSLATION EXERCISE Students write out the clothing words and give their English meaning
Activity 3 <i>Ngohe</i>	DRAW PICTURES OF CLOTHING Students draw pictures of people wearing certain items of clothing
Activity 4 <i>Ngohe</i>	MATCH PICTURES Students draw the line to the corresponding picture
Activity 5 <i>Ngohe</i>	PACK YOUR BAGS! Students classify clothing according to season

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 TRUE/FALSE

Look at the pictures below and circle whether or not the phrase is correct.

1. E toru ngā pōtae.



Āe Kāo

2. E toru ngā koti.



Āe Kāo

3. E rua ngā kaka.



Āe Kāo

4. Kotahi te tarau poto.



Āe Kāo

5. E rua ngā punarua tōkena.



Āe Kāo

6. E rua ngā neketai.



Āe Kāo

7. Kotahi te panekoti.



Āe Kāo

8. Kotahi te poraka.



Āe Kāo

9. E rua ngā hāte.



Āe Kāo



ACTIVITY 2

TRANSLATION EXERCISE

Write sentences using the clues and pattern below.

For example: socks - Hāriata
Kei te mau tōkena a Hāriata
Hāriata is wearing socks

1. Paora - trousers _____
2. Kiwa - jersey _____
3. Taite - shoes _____
4. Māriki - coat _____
5. Pōneke - shirt _____
6. Hirini - socks _____
7. Perene - hat _____
8. Hiriwa - neck tie _____
9. Mange - dress _____

ACTIVITY 3

DRAW PICTURES OF CLOTHING

Draw two people. Make sure that your pictures show each of the items of clothing listed.

1. poraka = jersey
2. here makawe = hair tie
3. hāte = shirt
4. tarau = pants
5. tōkena = socks
6. hū = shoe
7. panekoti = skirt
8. pēke = bag



ACTIVITY 4

MATCH PICTURES

Unjumble the letters to find the names of the objects below. Write the correct words on the lines provided. Then draw lines from the words to the corresponding pictures.

1. ōnteka



2. kpeē



3. htāe



4. akka



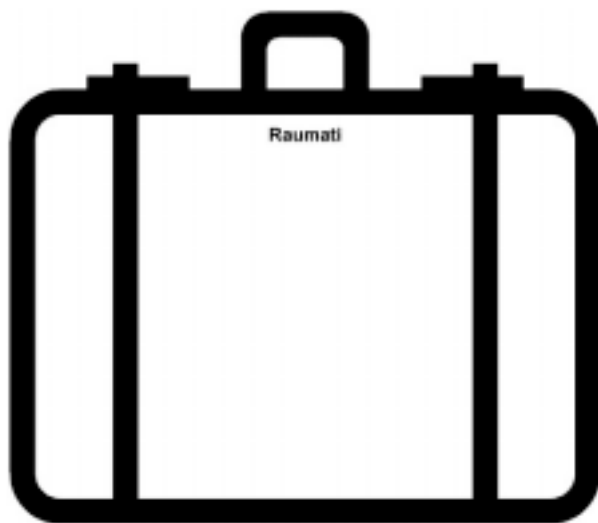
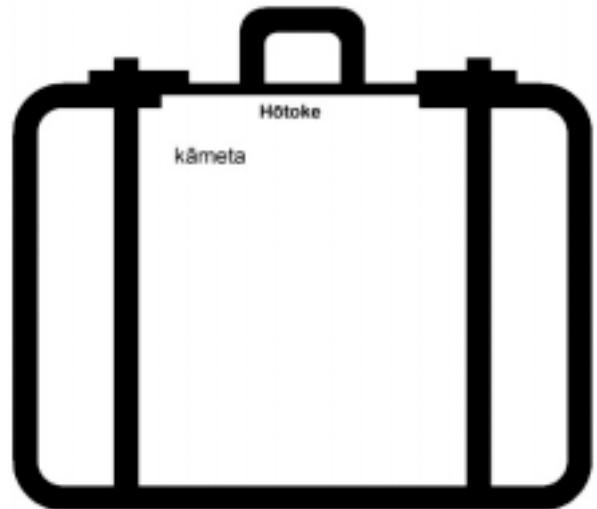
5. mteaāk



ACTIVITY 5 **PACK YOUR BAGS!**

You have won a holiday! Here are two suitcases for you to pack.

Write at least 10 articles of clothing that you would need for a winter holiday into the suitcase marked 'Hōtoke'. An example is given for you.



Write at least 10 articles of clothing that you would need for a summer holiday into the suitcase marked 'Raumati'.



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tinana – He Mamae	Te Tau Akoranga <i>Lesson Number</i>	9-46
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will be able to communicate that certain parts of the body are sore (assumes students have prior knowledge of body part names)
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Activity 1 <i>Ngohe</i>	WRITE SENTENCES Students write sentences saying that their own body is sore
Activity 2 <i>Ngohe</i>	WRITE SENTENCES Students write sentences saying another person is sore
Activity 3 <i>Ngohe</i>	WRITE SENTENCES USING PICTURES Students use picture cues to write sentences
Activity 4 <i>Ngohe</i>	TRANSLATE SENTENCES Students translate Māori sentences into English
Activity 5 <i>Ngohe</i>	ILLUSTRATE SENTENCES Students sketch illustrations from information in sentences

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI Ā TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

WRITE SENTENCES

Practise writing sentences saying that a part of your body is sore.
eg He mamae tōku korokoro. *My throat is sore.*

The first one is done for you.



1. a. He mamae tōku turi
- b. He mamae tōku



2.



3.



4.



5.



6.



7.



8.



ACTIVITY 2

WRITE SENTENCES

Practise writing sentences saying that a part of someone else's body is sore.
eg He mamae te turi o Haki. *Haki has a sore knee.*

The first one is done for you.

Rihari
pona

1. He mamae te pona o Rihari.

Kanapa
hope

2.

Puti
taringa

3.

Hori
puku

4.

Rikihana
ringa

5.

Tame
waewae

6.

Wiremu
arero

7.

Tūria
taringa

8.

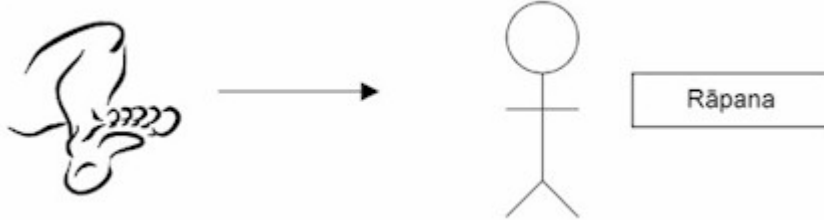


ACTIVITY 3

WRITE SENTENCES USING PICTURES

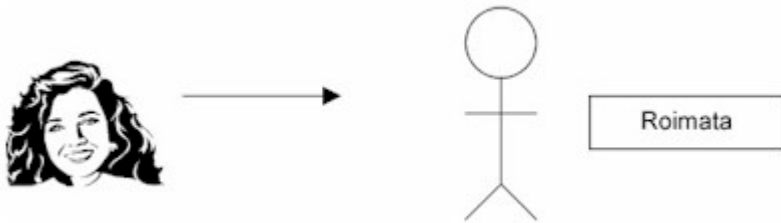
Here is another way to say that someone is sore.
Use the clues to help you write sentences.

For Example

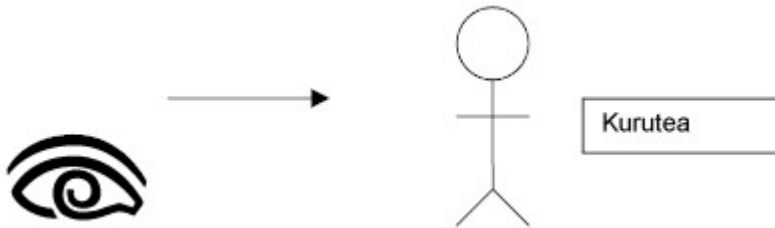


Kei te mamae te turi o Rāpana.

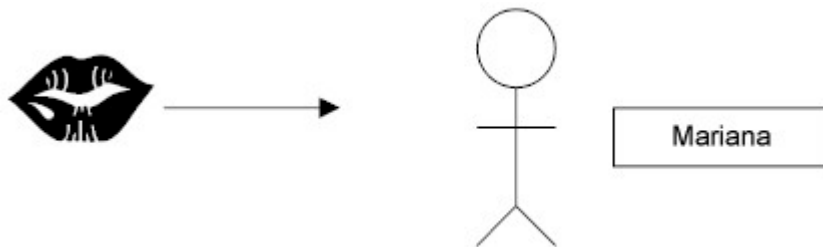
1.



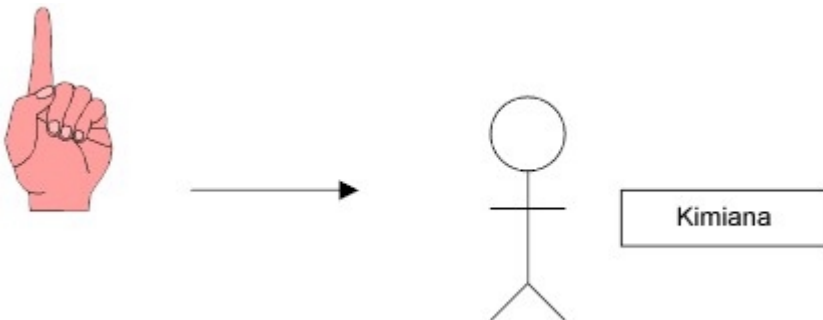
2.



3.



4.





Te Hiringa i te Mahara

5.



Keriana

6.



Mikaere

7.



Moko

8.



Rangi



ACTIVITY 4

TRANSLATE SENTENCES

Translate these sentences into English.

1. He mamae te matimati o Eruera.

.....

2. He mamae tōku arero.

.....

3. He mamae te ringa o Marama.

.....

4. He mamae te karu o Ngaire.

.....

5. He mamae te niho o Piki.

.....

6. He mamae tōku tuarā.

.....

7. He mamae tōku waha.

.....


8. He mamae te waewae o Harawira.

.....

ACTIVITY 5**ILLUSTRATE SENTENCES**

Draw a sketch to illustrate the sentences below.

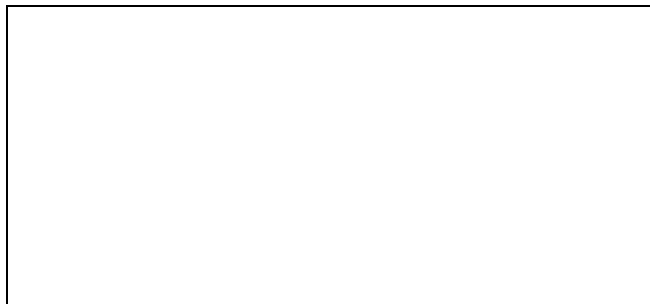
1. He mamae te taringa o Kiri.



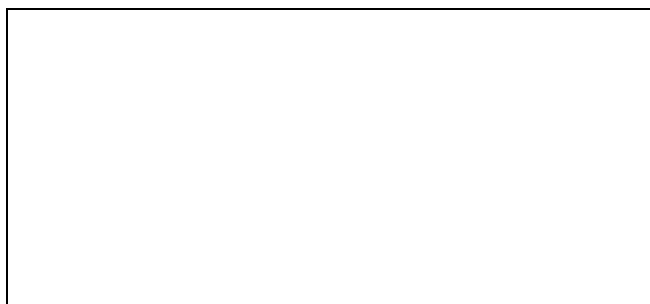
2. He mamae te arero o Ngarimu.



3. He mamae te puku o Pare.



4. He mamae te ihu o Hāriata.





Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tinana – Nga Wāhanga o te Tinana	Te Tau Akoranga <i>Lesson Number</i>	9-47
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate knowledge of vocabulary related to body parts
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Activity 1 <i>Ngohe</i>	TRUE OR FALSE Students tick ĀE (yes) if the sentences are correct or KĀO (no) if they are not
Activity 2 <i>Ngohe</i>	CORRECT SENTENCES Students correct the incorrect sentences found in Activity 1
Activity 3 <i>Ngohe</i>	LABEL A DIAGRAM Students fill in the diagram
Activity 4 <i>Ngohe</i>	DRAW PICTURES Students draw named body parts
Activity 5 <i>Ngohe</i>	WORDFIND Students find names of body parts

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 TRUE OR FALSE

Read the sentences in the grid. Tick the ĀE column if the sentence is true.
Tick the KĀO column if it is not true. Use the diagram below to help you.

		ĀE	KĀO
a.	The body is TE TINANA		
b.	The head is TE TUARA		
c.	The hand is TE PONA		
d.	The leg is TE WAEWAE		
e.	The neck is TE KAKĪ		
f.	The shoulder is TE PAKIHIWI		
g.	The hip is TE PUKU		

ACTIVITY 2 CORRECT SENTENCES

You should have four sentences that are incorrect. Write the correct sentence below.

1.

2.

3.

4.





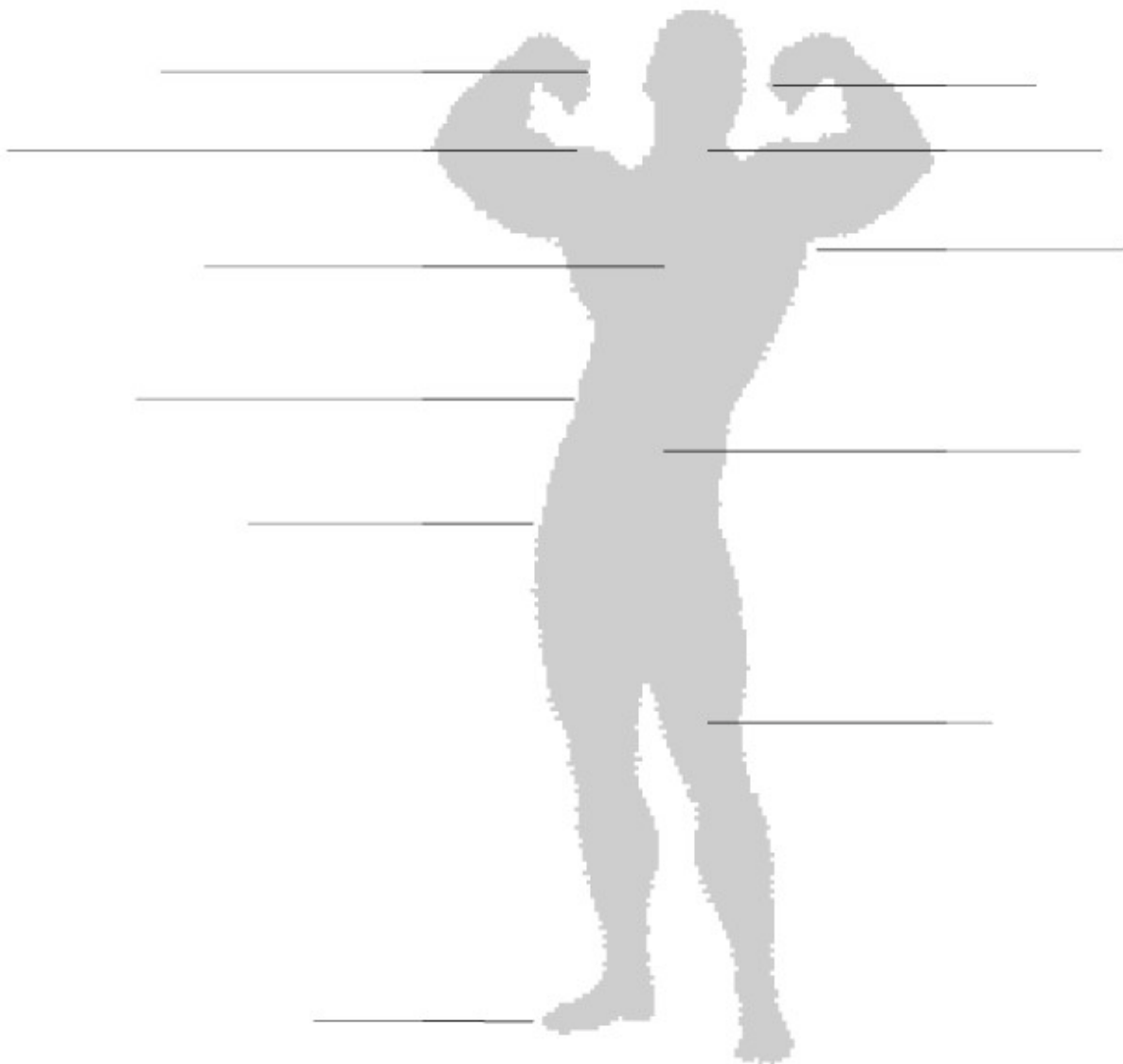
Te Hiringa i te Mahara

ACTIVITY 3

LABEL A DIAGRAM

Label the parts of the body on the lines in the diagram. You will need these extra words.

kēkē (armpit) uma (chest) ringa (hand) matimati (toes)





ACTIVITY 4

DRAW PICTURES

Read the sentences below. Then draw the parts of the body in the boxes provided.

a	He ringa ēnei.	
b	He matimati ēnei.	
c	He kakī tēnei.	
d	He puku tēnei.	
e	He waewae tēnei.	



ACTIVITY 5

WORDFIND

Find the ten body part names hidden in the wordfind and write them on the lines below.

a	u	p	o	k	o	u	e	a	ā	r	p
w	w	g	i	e	t	w	w	ū	r	ō	u
h	e	r	k	p	u	m	e	k	ē	u	k
t	u	p	a	k	i	h	i	w	i	r	u
t	w	k	ō	p	t	t	u	r	h	e	w
t	u	a	r	a	k	e	r	k	ō	r	k
a	h	u	k	w	i	r	e	ī	p	ō	ī
e	ī	u	w	ō	a	h	o	u	e	u	k
k	ō	w	ī	e	h	e	k	m	u	r	w
u	a	k	e	m	r	a	w	u	p	o	n
p	a	w	n	p	m	o	ō	a	r	w	e
k	u	w	k	u	e	ī	h	p	e	k	u

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



Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tinana – Ngā Tae o Ngā Kākahu	Te Tau Akoranga <i>Lesson Number</i>	9-48
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will consolidate knowledge of clothing and colour vocabulary
-----------------------------	---

Activity 1 Ngohe	FILL IN THE MISSING LETTERS Students fill in the missing letters to form Māori words for colours
Activity 2 Ngohe	CHOOSE THE APPROPRIATE COLOUR Students put an appropriate colour word beside the nouns
Activity 3 Ngohe	COLOUR EQUATIONS Students write the new colour made when mixing others together
Activity 4 Ngohe	IDENTIFY COLOURS Students read an extract and circle all colour words mentioned
Activity 5 Ngohe	COMPREHENSION Students describe the colour of various articles of clothing
Activity 6 Ngohe	DRAW CLOTHES Students draw and colour various articles of clothing

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE AKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

FILL IN THE MISSING LETTERS

Fill in the missing letters to complete the Māori colour names for the words in the left-hand column. Use the vocabulary list below to help you.

white	... a
red	w... .. r o
green	k ā r ... k ...
blue	... a h ng ...
pink	m h o
yellow	k h a ...
black	... a n
brown	p a r ...
orange	... a ... a ... a
dark green	m t a
grey	k k ... w ...
purple	w p p

KUPU ĀWHINA





ACTIVITY 2

CHOOSE THE APPROPRIATE COLOUR



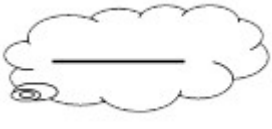


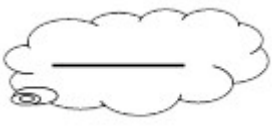


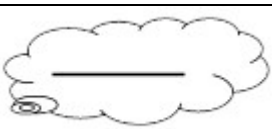


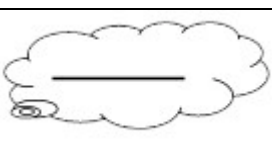


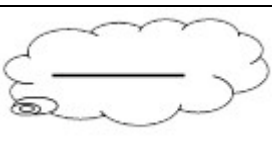
Write an appropriate colour word beside the words below e.g. he hāte whero.
Try not to use the same word twice.

- (a) te āporo
- (b) ngā kapua.....
- (c) te ārani.....
- (d) te panana.....
- (e) ngā kērepe.....
- (f) te rangi.....
- (g) te putiputi
- (h) te hēki.....
- (i) ngā rau
- (j) te pō

ACTIVITY 3

COLOUR EQUATIONS

Look at the colour equations in the clouds below. Write the new colour that is made when the two colours are mixed together.

(a)		+		=	
(b)		+		=	
(c)		+		=	
(d)		+		=	
(e)		+		=	



ACTIVITY 4

IDENTIFY COLOURS

Read the extract below and circle all the colour words. You should have eight.

Ko Karena tēnei. Kei te kuhu ia i ōna kākahu.

I te tuatahi, ka kuhuna e ia ōna tarau roto, he mā te tae, he karaka ngā kōtingotingo.

Kātahi ka kuhuna e ia ōna tōkena kōwhai. I muri i tērā ka kuhuna e Karena tōna hāte kikorangi me tōna koti. He māwhero te tae o tōna koti. He mā ngā whakahekeheke kei runga i ngā pūkoro.

Te ataahua hoki o ngā pātene pango!

I te mutunga, ka kuhuna e Karena ōna hū māota. Arā, e whakareri ana a Karena ki te haere ki te kura.

ACTIVITY 5

COMPREHENSION

Write the colour of Karena's clothes in English.

1.	underwear
2.	spots
3.	socks
4.	shirt
5.	buttons
6.	shoes

kōtingotingo = spots
hāte = shirt

tarau roto = underwear
pātene = buttons

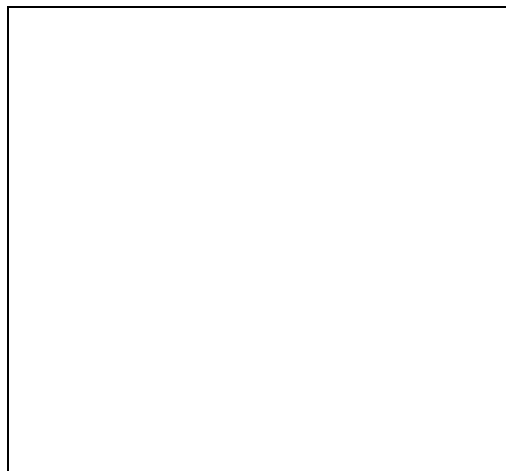
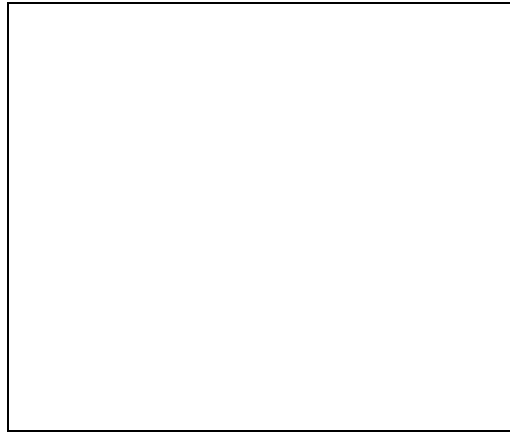
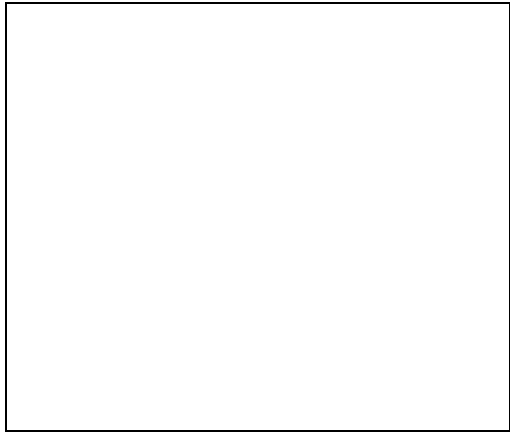
tōkena = socks
hū = shoes



ACTIVITY 6

DRAW CLOTHES

Draw and colour a picture of Karena's clothes in the boxes provided. Use the extract in Activity 5. Label the colour of the clothing with the correct Māori word if you do not have any colouring pens.





Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tinana - Whakaaturanga	Te Tau Akoranga <i>Lesson Number</i>	9-49
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students will practise describing people in Māori
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Activity 1 <i>Ngohe</i>	MATCH WORDS Students match the correct words and practise translating from Māori into English
Activity 2 <i>Ngohe</i>	TRANSLATE SENTENCES Students translate simple sentences following the example given
Activity 3 <i>Ngohe</i>	WRITE DESCRIPTIONS Students fill in the speech bubbles with statements describing each person
Activity 4 <i>Ngohe</i>	WORDFIND Students find parts of the body hidden in the wordfind

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> Students keep their own work	<input type="checkbox"/> Collect in and return to:



TE PAPAMAHI A TE ĀKONGA

Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1 MATCH WORDS

Draw a line to match the Māori words with their correct English translations. Use the word list in Activity 2 if you get stuck.

MĀORI

iti
weriweri
nui
tāroaroa
kino
ataahua
tūpuhi
turi
māngere
ngoikore
kaha
pākaua
pukumahi
koa
pōuri
pukuriri

ENGLISH

big
beautiful
weak
sad
muscular
tall
slim
ugly
small
bad
happy
deaf
lazy
hardworking
angry
strong

Choose two of the words above and draw a picture to represent each of them in the boxes.



1.



2.



ACTIVITY 2

TRANSLATE SENTENCES

Translate the following sentences from Māori to English and then from English to Māori. Write your answers in the spaces provided. Use the Kupu Āwhina to help you.

He taurira (example):

He wahine (ia).
(She) is a woman.

Kupu Āwhina:

iti - small
 ataahua - beautiful
 weriweri - ugly
 poto - short
 kaha - strong
 ngoikore - weak
 mōmona - fat
 mōhio - intelligent
 pākaua - muscular

pōuri - sad
 koa - happy
 pukuriri - angry
 tāroaroa - tall
 tūpuhi - slim
 pukumahi - hardworking
 nui - big
 purotu - handsome

	Māori	English Translation
1.	He ataahua ia.	
2.	He weriweri ia.	
3.	He poto ia.	
4.	He tāroaroa te wahine.	
5.	He tūpuhi ia.	
6.	He mōmona te tāne.	
7.		He is angry.
8.		She is hardworking.
9.		He is sad.
10.		She is strong.
11.		He is happy.
12.		She is fat.

ACTIVITY 3 **WRITE DESCRIPTIONS**

Fill in the speech bubbles with the statements about each speaker's personal attributes. Use the vocabulary and sentence structures from previous activities.





ACTIVITY 4

WORDFIND

Find the parts of the body listed below hidden in the word find.

K	A	R	A	N	G	I	R	E	E	T	I	T	A
P	U	I	E	R	A	K	W	A	H	A	U	R	A
I	O	T	E	K	E	R	W	T	E	U	M	O	E
T	T	U	A	I	U	E	K	A	K	R	T	P	A
O	H	P	U	M	A	T	I	M	A	T	I	A	R
I	A	A	A	W	A	N	T	G	N	A	W	K	K
R	A	P	U	P	A	H	I	P	O	O	A	I	A
U	K	A	H	O	A	K	U	K	H	R	K	H	A
T	A	R	I	N	G	A	M	N	I	E	A	I	A
I	R	I	A	K	U	U	O	I	G	R	M	W	H
I	U	N	T	A	K	A	T	H	K	A	K	I	U
R	N	G	U	T	U	E	H	O	P	E	U	T	E
P	U	A	K	A	P	O	N	A	R	A	G	E	H
E	A	G	N	P	K	O	E	A	R	H	E	M	W

- | | | | | |
|-----------|------|------|--------|----------|
| MATIMATI | REKE | KARU | KAUAE | TARINGA |
| UMA | PITO | HOPE | NGUTU | PAKIHIVI |
| MĀHUNGA | IHU | PONA | NIHO | KANOHI |
| KAKĪ | WAHA | MATA | MAKAWÉ | UMA |
| PĀPĀRINGA | PUKU | TUKE | ARERO | WAEWAE |



Te Hīringa i te Mahara

Akoranga Whakakī Tūranga

Relief Lesson

Te Rēanga <i>Form Level</i>	3	Te Rōpū-ā-Tau <i>Year Group</i>	9
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Te Ingoa: <i>Lesson Name</i>	Tinana - Kākahu	Te Tau Akoranga <i>Lesson Number</i>	9-50
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Akomanga <i>Room Number</i>		Haora Timata <i>Start Time</i>		Haora Mutu <i>Finish Time</i>	
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He Kōrero Poto ki te Kairiwhi <i>Comments for the Reliever</i>	
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Ngā Mahi mā ngā Ākonga me ngā Whakamārama ki te Kairiwhi
Work for the Students and Explanations for the Reliever

Objective <i>Whāinga</i>	Students practise using clothing vocabulary
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Activity 1 <i>Ngohe</i>	TRANSLATE LABELS Students name the items of clothing worn by two figures
Activity 2 <i>Ngohe</i>	UNJUMBLED WORDS Students unscramble Māori words for items of clothing
Activity 3 <i>Ngohe</i>	WORDFIND Students make up a wordfind for items of clothing
Activity 4 <i>Ngohe</i>	PACK YOUR SUITCASE Students translate the names of articles of clothing
Activity 5 <i>Ngohe</i>	TRADITIONAL MĀORI DRESS Students write a few paragraphs about traditional clothing

Rauemi <i>Resources</i>	
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I te mutunga o ngā mahi <i>At the end of the lesson</i>	
<input type="checkbox"/> <i>Students keep their own work</i>	<input type="checkbox"/> <i>Collect in and return to:</i>



TE PAPAMAHI A TE ĀKONGA

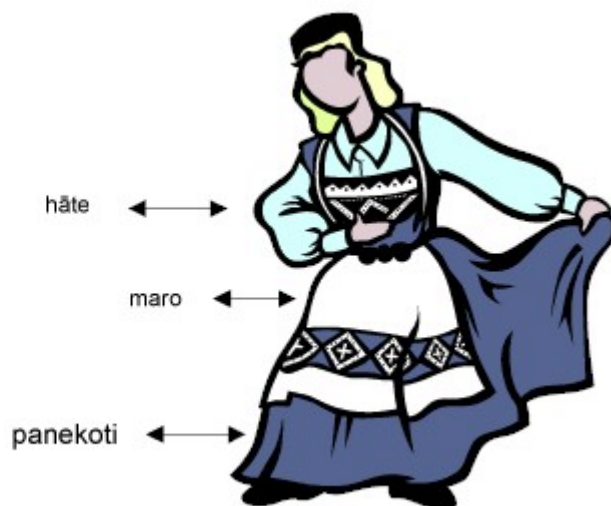
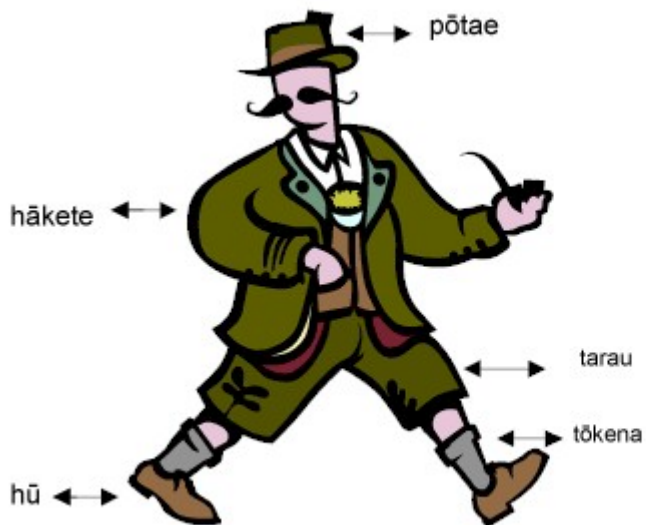
Student Worksheet

Ingoa o te Ākonga:
Name of Student

ACTIVITY 1

TRANSLATE LABELS

Write the English translations next to the clothing labels in Māori.











ACTIVITY 2

UNJUMBLED WORDS

Unscramble the Māori names for the items of clothing. The first one has been done for you.

1 	a	eknitae	neketai
	b	itok	
	c	urtaa oopt	
2 	a	kaak	
	b	ūh	
3 	a	tmhiōi	
	b	okpara	
4 	a	airtnhige	
	b	utotar ora	
5 	a	eetkhā	
	b	ethā	
6 	a	akpteoni	
	b	aetkōn	

ACTIVITY 4

PACK YOUR SUITCASE

You are going on holiday. Pack your suitcase!

Enter the Māori names for the articles of clothing in the space provided on the right.

1	socks	
2	underpants	
3	handkerchief	
4	pyjamas	
5	shirt	
6	dress	
7	jersey	
8	shoes	
9	necktie	
10	hat	

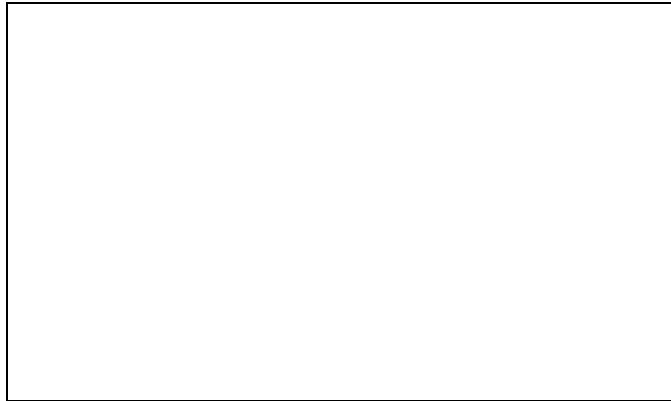




ACTIVITY 5

TRADITIONAL MĀORI DRESS

In pre-European times Māori wore clothing made from the vegetation and wildlife available in Aotearoa at that time. Draw a picture of what our ancestors may have looked like then.



What do you know of traditional Māori clothing?
Write a few paragraphs about 'kākahu Māori'. You may write in English.
What were Māori clothing made from? What were their pieces of clothing called?
Who made them? What did men wear? What did women wear?

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Unscramble the Māori names for the items of clothing. The first one has been done for you.

1 	a	eknitae	neketai
	b	itok	koti
	c	urtaa oopt	tarau poto
2 	a	kaak	kaka
	b	ūh	hū
3 	a	tmhioi	mōhiti
	b	okpara	poraka
4 	a	airtnhige	hingareti
	b	uarta aro	tarau roa
5 	a	eetkha	hākete
	b	ethā	hāte
6 	a	akpteoni	panekoti
	b	aetkōn	tōkena