



Te Hiringa i te Mahara



**TE REO
MĀORI**
Relief Teacher Packs

Year 10 Term 1
TĀNGATA



Te Hiringa i te Mahara

He Mihimihi

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

Te Mahi Whakahaere i te Kaupapa Nā Victor Grbic

Te Mahi Whakarārangi i te Kaupapa Nā Jenny Bol Jun Lee

Ngā Kaimahi

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

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

Te Kaiarahi i ngā Arotakenga: Ko Rihi Te Nana.

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

Te Mahi whakatakoto i ngā whakaakoranga: Nā Victor Grbic

Te Whakaāhua Uwhi Nā Helen Kingi
Ngā whakaāhua whakaakoranga Nā Ruth Herd
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Ngā Whakaāhua Nā Chris Traill rāua ko Vince Heperi

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

Ngā Kaitautoko me ngā Kaikōrero
Ko Leonie Pihama

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

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

I hangaia ēnei rauemi e Te Whare Pua Trust mō Te Hiringa i Te Mahara, he kaupapa mō Te Tāhuhu o te Mātauranga.
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Kua rāhuitia ngā whakamananga katoa.
Ngā tono ki te kaiwhakaputa.





Te Hīringa i te Mahara

Notes for the Māori Language Teacher

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

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

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

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

The purpose of this relief pack is to support Year 10 Māori language programs in secondary schools by providing prepared relief lessons that are written for use by relief teachers, who may not be teachers of the Māori language.

This unit of twelve 50 minute lessons aims to supplement a term's work based around the kaupapa 'Tāngata'. It should also complement the activities found in standard Māori texts used by Māori language teachers at Year 10 level.

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

The Relief Pack

This self-contained package includes:

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



Te Hiringa i te Mahara

How to use the lessons.

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

Checklist for relief lesson preparation.

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

Other ideas:

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



Summary: Lessons 1 - 4

LESSON 1: Whānau: Family

AIM: To revise language to enable students to discuss family relationships.
STRAND(S): **Reading**, writing.
OBJECTIVES: read information about a family and complete a family tree
complete a cloze exercise by using a family tree
read a dialogue and fill-in information about a family.

LESSON 2: Kōrero mai, nō hea koe?: Tell me about yourself

AIM: To revise and extend family relationship terms.
STRAND(S): **Speaking**, presenting, writing, reading.
OBJECTIVES: participate in a role play about whānau
answer questions about a dialogue
complete a dialogue.

LESSON 3: Whakarongo mai ki ngā kōrero mō ngā whānau. Listen to information about families

AIM: To practice students' listening skills by identifying specific information about whānau.
STRAND(S): **Listening**, writing, speaking.
OBJECTIVES: listen to statements about a family and identify whether a statement is true or false
listen to information and complete an extended family tree
write information about a family
complete a dictation about a family.
ADDITIONAL RESOURCE REQUIRED: AUDIO CASSETTE

LESSON 4: Nōnahea koe i whānau ai?: When were you born?

AIM: To enable students to communicate information about when someone was born and where they grew up.
STRAND(S): **Viewing**, writing, reading.
OBJECTIVES: view information in a grid form and write sentences about when someone was born
transfer information from sentences into a summary form
view information in a grid and a family tree and write a description of a person.



Summary: Lessons 5 - 8

LESSON 5: He aha ōu kākahu?: What are you wearing?

AIM: To enable students to describe what people are wearing.
STRAND(S): **Listening**, writing, viewing, reading.
OBJECTIVES: use words to describe clothing
identify a person by listening to a description of what a person is wearing
complete a cloze exercise by listening
draw what people are wearing by reading a description
describe what someone is wearing.
ADDITIONAL RESOURCE REQUIRED: AUDIO CASSETTE

LESSON 6: Pēhea tōna āhua?: What does he/she look like?

AIM: To enable students to describe some of the physical features of a person.
STRAND(S): **Writing**, reading.
OBJECTIVES: read a written description to identify a person
read a description of a person and draw them
write different descriptions of people.

LESSON 7: Tuaiwa (Eva) Rickard

AIM: To enable students to present information accurately about a well known person (Tuaiwa (Eva) Rickard).
STRAND(S): **Presenting**, reading, writing.
OBJECTIVES: present written information with accuracy (punctuation)
transfer information to a summary form
summarise information.

LESSON 8: He aha tāu mahi?: What is your occupation?

AIM: To enable students to describe what other people do, that is, their occupations.
STRAND(S): **Speaking**, writing.
OBJECTIVES: write the occupations of some well known people
ask and say what the occupations of some well known people are.



Summary: Lessons 9 - 10

LESSON 9: He kōrero mō te tangata: Information about a person

AIM: To enable students to write descriptions of people they know.
STRAND(S): **Writing**, reading.
OBJECTIVES: say what someone is not (using chara .. i)
briefly describe a person
answer questions about a person
complete a cloze exercise.

LESSON 10: Tāngata Rongonui: Well-known People

AIM: To enable students to present information about people in different ways.
STRAND(S): **Presenting**, reading, writing.
OBJECTIVES: present a summary profile of a person
present two brief articles about people
present a timeline of a person's achievements.

LESSON 11: Tāngata: People

AIM: To enable students to view a dialogue about a person.
STRAND(S): **Viewing**, writing, reading.
OBJECTIVES: identify specific information by viewing a dialogue
answer questions by viewing the context of the situation
answer questions about the dialogue
identify specific words in the dialogue.
ADDITIONAL RESOURCE REQUIRED: VIDEO CASSETTE

LESSON 12: Tāngata Toa: Achievers

AIM: To enable students to gather specific information about two well known people by reading.
STRAND(S): **Reading**, writing, speaking, listening.
OBJECTIVES: read a letter and answer questions about it
read an article for a magazine and answer questions about it
read aloud with some fluency.



Tāngata Lesson #1

LESSON TITLE: **Whānau: Family**

AIM: To revise language to enable students to discuss family relationships.

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

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

1. read information about a family and complete a family tree
2. complete a cloze exercise by using a family tree
3. read a dialogue and fill-in information about a family.

Learning points to be covered:

Revision of family relationship terms

tuakana - older brother of a male or older sister of a female
 tuākana - older brothers of a male or older sisters of a female
 teina - younger brother of a male or younger sister of a female
 tēina - younger brothers of a male or younger sisters of a female
 mātāmua - eldest child (far left of the family tree)
 pōtiki - youngest child (far right of the family tree)
 tupuna tāne / koroua - grandfather (there may be other tribal variations)
 tupuna wahine / kuia - grandmother (there may be other tribal variations)
 tuahine - sister of a male
 tuāhine - sisters of a male

Resources:

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



Te Huringa i te Mahara



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

Instructions to Relief Teacher

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

- Whakakīngia ki ngā ingoa: Fill in the names. (approx. 15 minutes)**
 Students should read carefully the description of each family. Using this information the students should complete the family tree.
 nb; Anahera, Hinewai and Marino's' names have already been entered on the family tree. An explanation of how to read a family tree is in the box 'He Kupu Āwhina (Helpful Words)' which is on activity sheet 2.
- Whakakīngia ngā wāhi wātea: Fill in the spaces (approx. 10 minutes)**
 Students should use the family tree of Hone and Ata to complete the sentences below.
 nb; They are only required to insert names into these sentences.
- He Kōrerorero: Dialogue (approx. 25 minutes)**
 Students should read the dialogue carefully and then fill in the sentences below.
 nb; It may be easier to work in pairs.
 The dialogue can also be used by students as a role playing exercise.
 He Kupu Āwhina (Helpful Words) are provided.
- He Mahi Atu Anō: Extension Activity.**
 Students should create their own information-gap whānau activity similar to activity 1. They should write some information about a family for another classmate to complete the family tree.

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)





Te Hiringa i te Mahara



Whānau: Family

1.

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

TE WHĀNAU O ANAHERA

(t) Henare (w) Kateia

(w) **Anahera** (t) Toi (t) Haami

TE WHĀNAU O HINEWAI

(t) Tāwhiri (w) Iti

(t) Rewi (w) Mia

(t) Pāni (w) **Hinewai** (w) Te Ākau (t) Pererika

TE WHĀNAU O MARINO

(t) Mikaere (w) Pare (t) Kāhui (w) Irihāpeti

(t) Piripi (w) Waimārama

(t) Hōhepa (w) Roimata (t) **Marino** (t) Te Rei

2.

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

1. Ko Huia te mātāmua o te whānau.
2. Ko Meri te teina o Huia.
3. Ko Ata te whaea o ngā tamariki.
4. Ko Huia te tuakana o Meri.
5. Ko Te Wheke te tama a Hone rāua ko Ata.
6. Ko Hone te matua o Te Wheke.





Whānau: Family

2...

7. Ko Te Wheke te tungāne o Huia rāua ko Meri.
8. Ko Hone rāua ko Ata ngā mātua o ngā tamariki.
9. Ko Meri te pōtiki o te whānau.
10. Ko Ata te wahine a Hone.

3.

He Kōrerorero: Dialogue NGĀ WHAKAUTU: ANSWERS

1. Kei te kōrero a Pio ki a Makarena.
2. Kei te tino pai a Makarena.
3. I haere te whānau o Makarena ki Taupō mō te hararei.
4. He kaukau, he hī ika, he hīkoi me te hokohoko ngā mahi a Makarena.
5. Nō Taupō ngā mātua o Makarena.
6. Ko Ngāti Tūwharetoa te iwi o Makarena.
7. Ko Tū te tungāne o Makarena, ko ia te pōtiki o te whānau.
8. Ko Mere rāua ko Aroha ngā tuākana o Makarena.
9. Ko Mere te mātāmua o te whānau.
10. I noho a Aroha ki te kāinga, i te mahi ia.
11. E rua wiki te roa o te hararei ki Taupō.
12. Whakaotihia te whakapapa o Makarena.

(t) Pere --- (w) Hārata

(w) Mere (w) Aroha (w) Makarena (t) Tū





Te Hiringa i te Mahara



Whānau: Family

- 1. Whakakīngia ki ngā ingoa: Fill in the names**
 Whakakīngia ki ngā ingoa ki ngā whakapapa e whai ake nei. Fill in the names for the following family trees.

Te Whānau o Anahera



(t) _____  (w) _____

(w) **Anahera** (t) _____ (t) _____

Kia ora, ko Anahera tōku ingoa. Nō Taranaki au.
 Kei Te Teko tōku kāinga ināianei.
 Ko Henare tōku matua. Ko Kateia tōku whaea.
 Ko Toi rāua ko Haami ōku tungāne.
 Ko Haami te pōtiki o te whānau.

Te Whānau o Hinewai



(t) _____  (w) _____

(t) _____  (w) _____

(t) _____ (w) **Hinewai** (w) _____ (t) _____

Tēnā koutou katoa. Ko Aotea tōku waka. Nō Mania ahau. Ko Rewi tōku matua.
 Ko Mia tōku whaea. Ko Hinewai tōku ingoa. He kōtiro ahau. Ko Te Ākau tōku teina.
 Ko Pāni rāua ko Pererika ōku tungāne. Ko Pāni te mātāmua. Ko Tāwhiri tōku tupuna tāne. Ko Iti tōku tupuna wahine.

Te Whānau o Marino



(t) _____  (w) _____ (t) _____  (w) _____

(t) _____  (w) _____

(t) _____ (w) _____ (t) **Marino** (t) _____

Tēnā koutou katoa. Ko Marino tōku ingoa. He tama ahau. Ko Piripi rāua ko Waimārama ōku mātua. Ko Hōhepa tōku tuakana, ko ia te mātāmua o te whānau.
 Ko Te Rei tōku teina, ko ia te pōtiki o te whānau. Ko Roimata tōku tuahine. Ko Mikaere rāua ko Pare ngā mātua o tōku matua. Nō Ruatōria rāua. Ko Kāhui rāua ko Irihāpeti ngā mātua o tōku whaea. Nō Kirikiriroa rāua.





Te Hiringa i te Mahara



Whānau: Family

He Kupu Āwhina: Helpful Words

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

2. Whakakīngia ngā wāhi wātea: Fill in the spaces

Whakakīngia ngā wāhi wātea ki ngā ingoa e tika ana.
Fill in the spaces using the names from the family tree below.

Te Whānau a Hone rāua ko Ata

(t) Hone  (w) Ata

(w) Huia (t) Te Wheke (w) Meri

1. Ko _____ te mātāmua o te whānau.
2. Ko _____ te teina o _____.
3. Ko _____ te whaea o ngā tamariki.
4. Ko _____ te tuakana o _____.
5. Ko _____ te tama a _____ rāua ko _____.
6. Ko _____ te matua o _____.
7. Ko _____ te tungāne o _____ rāua ko _____.
8. Ko _____ rāua ko _____ ngā mātua o ngā tamariki.
9. Ko _____ te pōtiki o te whānau.
10. Ko _____ te wahine a _____.





Te Hiringa i te Mahara



Whānau: Family

3. He Kōrerorero: Dialogue

Pānuitia te kōrero nei, a, whakakīngia ngā wāhi wātea ki ngā kupu kei te whārangi 4. Read the following dialogue. Fill in the spaces in the sentences (on sheet 4), using words from the dialogue to help you.

Pio: Kia ora Makarena

Makarena: Kia ora Pio. Kei te pēwhea koe?

Pio: Kei te pai! Kei te pēwhea koe?

Makarena: Kei te tino pai

Pio: I haere koe ki whea mō te hararei?

Makarena: I haere tōku whānau ki Taupō mō te hararei.

Pio: Nē rā? He aha āu mahi?

Makarena: He kaukau, he hī ika, he hīkoi me te hokohoko!

Pio: Nō Taupō ōu mātua nē rā?

Makarena: Ae, ko Ngāti Tūwharetoa tōku iwi.

Pio: Ko wai ōu mātua?

Makarena: Ko Pere rāua ko Hārata

Pio: I haere tōu tungāne? Ko wai tōna ingoa?

Makarena: Ae, i haere ia. Ko Tū tōna ingoa, ko ia te pōtiki o te whānau.

Pio: I haere ōu tuākana?

Makarena: I haere te mātāmua a Mere engari i noho a Aroha ki te kāinga. I te mahi ia.

Pio: E hia tōu koutou roa i Taupō?

Makarena: E rua wiki te roa. He wera ngā rā katoa. He hararei tino pai.

Pio: Tōu waimarie hoki!

He Kupu Āwhina: Helpful Words

e hia te roa?	how long? (did you stay)
haere	go, went
hararei	holiday
he aha āu mahi?	what (activities) did you do?
hī ika	fishing
hīkoi	tramping, walking
hoki	also
hokohoko	shopping
kaukau	swimming
mātāmua	oldest child, first born
mahi	activities, recreation, work
nē rā	is that right? is that so?
ōu	your (plural)
pai	good
rā	days
tino pai	very good, great
tōu	your (singular)
tōu waimarie!	lucky you!
tuākana	older sisters (of a female)
tuākana	(“ plural)
tungāne	brother (of a (of a female)
wera	hot
whakapapa	family tree
whānau	family





Whānau: Family

3...

1. Kei te kōrero a Pio ki a _____.
2. Kei te _____ a Makarena.
3. I haere te whānau o Makarena ki _____ mō te _____.
4. He _____, he _____, he _____ me te _____ ngā mahi a Makarena.
5. Nō _____ ngā mātua o Makarena.
6. Ko _____ te iwi o Makarena.
7. Ko _____ te tungāne o Makarena, ko ia te _____ o te whānau.
8. Ko _____ rāua ko _____ ngā tuākana o Makarena.
9. Ko _____ te mātāmua o te whānau.
10. I noho a _____ ki te kāinga, i te mahi ia.
11. E _____ te roa o te hararei ki Taupō.
12. Whakaotihia te whakapapa o Makarena.

(t) _____ T _____ (w) _____

(w) _____ (w) _____ (w) Makarena (t) _____

4. He Mahi Atu Anō: Extension Activity.

Hangaia tētahi atu mahi kia ōrite ki te mahi nama 1, 2, 3 rānei, ā, hōatu ki tētahi atu māna e whakaoti. Make up your own whānau activities similar to 1, 2 or 3 and give to another member in your class to complete.





Tāngata Lesson #2

LESSON TITLE: Kōrero mai, nō hea koe?: Tell me about yourself

AIM: To revise and extend family relationship terms.

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

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

1. participate in a role play about whānau
2. answer questions about a dialogue
3. complete a dialogue.

Learning points to be covered:

Extended family relationship terms:

- hunaonga
- irāmutu
- koro
- kuia
- matua keke
- whāca keke

Resources:

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



Te Hiringa i te Mahara



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



Instructions to Relief Teacher

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

- He Mahi Whakaari: Role play (approx. 15 minutes)**
 Students should work in groups of three and role play the dialogue in different ways, i.e. Happy, embarrassed and surprised. Students should concentrate on their pronunciation and speaking fluently.
nb; Students can mix and match the above feelings e.g. Mina could be happy, Kahu could be embarrassed and Moana could be sad.
 Students may think of other ways to role play this dialogue e.g. Kahu is in a hurry because she needs to catch a plane and Moana wants to chat.
 Students may role play in front of the class and the other students have to guess what role they are playing.
 He Kupu Āwhina (Helpful Words) provided.
- Whakautu Pātai: Reading Comprehension. (approx. 15 mins.)**
 Students should answer the questions about the previous dialogue.
- Whakaotia tēnei kōrerorero: Complete the Dialogue. (approx. 20 minutes)**
 Students should work in pairs. The dialogue is about Tipene and Kataraina. Tipene is a new boy at school. Students should fill in Tipene's part so that it makes sense. When they have completed this, they may role play their dialogue.
nb; He Kupu Āwhina (Helpful words) are provided.
 No set answers are provided for this section, the Māori teacher will have to check this.
- He Mahi Atu Anō: Extension Activity.**
 Students are to write their own dialogue similar to activity 1 and prepare questions as in activity 2. These can also be role played and given to another class member to answer the questions.

Relief Teacher To Complete . . .

Work completed: _____

Difficulties: _____

Students working well/helpful etc.: _____

Comments: _____

Please return to teacher (above)



Te Hīringa i te Mahara



Kōrero mai, nō hea koe?: Tell me about yourself

2. Whakautu Pātai: Reading Comprehension NGĀ WHAKAUTU: ANSWERS

1. Ko Moana te hoa hou o Mīna.
2. Nō Kirikiriroa ia.
3. Ko Ngāti Maniapoto, ko Ngā Puhī ōna iwi.
4. Kei Māngere te kāinga o Moana.
5. Ko Kahu te koro o Mīna.
6. Ko Mīna te mokopuna(moko) a Kahu.
7. Ko Mere Panga te hunaonga o Kahu.
Ko ia hoki te whaea kēkē o Moana.
8. Ko Mīna rāua ko Moana ngā irāmutu o Mere Panga.
9. Tokotoru ngā tamariki kei te whānau o Moana.
10. Kua tūtaki kē a Kahu ki a Pita.
11. He tūmuaki te tungāne o Moana.
12. E tatari ana ā rāua whaiāipo mō rāua.
13. Kei Makitānara.





Te Hiringa i te Mahara

Kōrero mai, nō hea koe?: Tell me about yourself



3. Whakaotia tēnei kōrerorero - Complete the Dialogue HE WHAKAUTU: POSSIBLE ANSWERS

- Kataraina: Kia ora e hoa. Ko koe te tama hou i tēnei kura nē rā ?
Ko wai tō ingoa?
- Tīpene: Āe. Ko Tīpene Harapene tōku ingoa.
- Kataraina: I tipu ake koe ki hea, Tīpene?
- Tīpene: I tipu ake au ki Kaitaia.
- Kataraina: Nē rā, nō reira ko Ngā Puhi tō iwi?
- Tīpene: Āe, I te taha o tōku māmā.
- Kataraina: I haere koe ki tēhea kura i mua ake rā?
- Tīpene: I haere au ki te kura tuarua o Kaitaia.
- Kataraina: Kei te mōhio koe ki tōku matua kēkē, ki a Matiu Hoha?
Ko ia te kaiako mō te reo Māori i taua kura.
- Tīpene: Āe rā. Ko ia taku kaiako mō te reo Māori mō ngā tau e toru.
I whiwhi au i te paraihe mō te reo Māori i tērā tau.
- Kataraina: E ki, e ki. Kei te mōhio hoki koe ki tana tamāhine, a Whetu?
- Tīpene: Āe. Kei roto hoki ia i tōku karache. He kaha ia ki te mahi.
- Kataraina: Nē rā. He tino tata ia ki tōku tuakana, ki a Puhi.
He tamariki anō kei tō whānau?
- Tīpene: Tokowhā ōku tuakana, tokotoru ōku teina, tokorua ōku tuahine.
- Kataraina: He whānau nui tēnā!! Kei te haere au ināianei ki te Mōro ki te
tūtaki ki ōku hoa. Kei te pirangi koe ki te haere mai?
- Tīpene: Kia ora e hoa. Engari kāhore au i te mōhio ki tōu ingoa!!!





Te Hiringa i te Mahara



Kōrero mai, nō hea koe?: Tell me about yourself

1. He Mahi Whakaari: Role play

Me mahi takitoru koutou. Whakamahia tēnei kōrero hei mahi whakaari, engari kia rerekē ā koutou āhua: kia koa, kia whakamā, kia ohorere hoki. Whakamahia e koutou tēnā me tēnā o ngā reo. Whakahua tika ōu kōrero. In groups of three role play the following dialogue in different ways; happy, embarrassed and surprised. Have a turn at each role. Concentrate on your pronunciation and speaking fluently.

- Mina: Kia ora e koro.
- Kahu: Tēnā kōrua e hine mā, e noho ki konci.
- Moana: Tēnā koe e koro.
- Kahu: Tēnā koe e hine.
Kāhore anō tāua kia tūtaki, nē?
Ko koe te hoa hou o taku moko. Nō hea rā koe?
- Moana: Nō Kirikiriroa ahau. I tipu ake ahau i reira, engari kei Māngere ahau e noho ana ināianei.
Ko Moana tōku ingoa,
- Kahu: Ko wai tō ingoa whānau e hine?
- Moana: Ko Panga-Hiriwini. Nō Ngāti Maniapoto tōku whaea.
Ko Ripia Panga tōna ingoa. Nō Ngāti Whātua tōku pāpā.
Ko Hone Hiriwini tōna ingoa.
- Kahu: Nē rā. Kei te mōhio ahau ki te whānau Panga. Nō ngā Panga taku hunaonga. I mārena taku tama i a Mere Panga.
Nō Te Kuiti a Mere. Ko ia te whaea kēkē o Mina.
- Moana: Ko ia hoki tōku whaea kēkē! Ko ia te tuakana o tōku whaea.
- Mina: He whanaunga tahi kē tātou!
- Kahu: Te āhua nei, āe.
- Moana: Ka rawe hoki.
- Kahu: Tokohia ngā tamariki kei tō whānau e hine?

He Kupu Āwhina: Helpful Words

hunaonga- daughter -in-law/son-in-law	tūmuaki - principal
matua kēkē - Uncle	whanaunga - relations
whaea kēkē - Aunt	tipu ake - grew up
tūtaki- meet	irāmutu- niece/nephew
koro - grandfather	kāhore anō....kia.... - have not yet
whaiāipo- boyfriend/ sweetheart	te āhua nei - It looks like that, it seems so
Makitānara- McDonalds	mōro - mall





Te Hiringa i te Mahara

Kōrero mai, nō hea koe?: Tell me about yourself



1...

- Moana: Tokotoru mātou. Ko Pita tōku tungāne. Ko ia te mātāmua o te whānau. Ko Kimiora taku teina. Ko ia te pōtiki o te whānau. Ko ahau kei waenganui.
- Kahu: Kua tūtaki kē ahau ki tō tungāne. Ko ia te tūmuaki hou i Hāto Pētera, nē?. I haere ahau ki tēnā pōwhiri i tērā tau.
- Mina: Āe, ko ia tērā.
- Moana: Taku aroha e kui, engari kei te tūreiti māua. Kei te tatari mai ā māua whaiāipo i Makitānara . Me haere rā māua ināianei.
- Kahu: Kei te pai. He rawe ki te tūtaki ki a koe, e hine. Hoki mai anō a tētahi wā, nē. Haere rā kōrua.
- Mina & Moana: E noho rā e koro.

2. Whakautu Pātai: Reading Comprehension.

Whakautua ngā pātai mō te kōrerorero i mua ake rā. Answer the following questions about the previous dialogue .

1. Ko wai a Moana?
2. Nō hea ia?
3. Ko wai ngā iwi o Moana?
4. Kei hea te kāinga o Moana ināianei?
5. Ko wai a Kahu?
6. Ko wai a Mina?
7. Ko wai a Mere Panga?
8. Ko wai ngā irāmutu o Mere Panga?
9. Tokohia ngā tamariki kei te whānau o Moana?
10. Kua tūtaki kē a Kahu ki a wai?
11. He aha te mahi a te tungāne o Moana?
12. Ko wai e tatari ana mō Moana rāua ko Mina?
13. Kei hea ngā whaiāipo o Moana rāua ko Mina e tātari ana?





Te Hiringa i te Mahara



Kōrero mai, nō hea koe?: Tell me about yourself

3. Whakaotia tēnei kōrerorero - Complete the Dialogue

Me mahi takirua koutou. Kei raro iho he kōrerorero kei waenganui i a Kataraina rāua ko Tīpene, tētahi tāne hou i te kura. Kei te ngaro ngā kōrero a Tīpene. Whakakīngia ngā rārangi wātea ki tōna kōrerorero, kia rere pai ai te kōrerorero. A te mutunga, ma kōrua e pānui hei whakaari.

Work together in pairs for this activity. Below is a conversation between Kataraina and the new boy at school, Tīpene. The dialogue for Tīpene is missing. Write in his dialogue so that the whole conversation makes sense. When you have finished, take turns at reading out the dialogue.

Kataraina: Kia ora e hoa. Ko koe te tama hou i tēnei kura nē rā.
Ko wai tō ingoa?

Tīpene: _____

Kataraina: I tipu ake koe ki hea, Tīpene?

Tīpene: _____

Kataraina: Nē rā, nō reira ko Ngā Puhi tō iwi?

Tīpene: _____

Kataraina: I haere koe ki tēhea kura i mua ake rā?

Tīpene: _____

Kataraina: Kei te mōhio koe ki tōku matua kēkē, a Matiu Hoha?
Ko ia te kaiako mō te reo Māori i taua kura.

He Kupu Āwhina: Helpful Words

mōhio	know	tata	close
ināianei	now	E kī, e kī	you don't say
tūtaki	meet	tama hou	new boy
pirangi	want		





Kōrero mai, nō hea koe?: Tell me about yourself



3...

Tīpene: _____

Kataraina: E kī, e kī. Kei te mōhio hoki koe ki tana tamāhine, a Whetu?

Tīpene: _____

Kataraina: Nē rā. He tino tata ia ki tōku tuakana, ki a Puhī.
He tamariki anō kei tō whānau?

Tīpene: _____

Kataraina: He whānau nui tēnā!! Kei te haere au ināianei ki te Mōro ki te
tūtaki ki ōku hoa. Kei te pirangi koe ki te haere mai?

Tīpene: _____

4. He Mahi Atu Anō: Extension Activity.

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

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





Tāngata Lesson #3

LESSON TITLE: Whakarongo mai ki ngā kōrero mō ngā whānau.
(Listen to information about families)

AIM: To practice students' listening skills by identifying specific information about whānau.

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

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

1. listen to statements about a family and identify whether a statement is true or false
2. listen to information and complete an extended family tree
3. write information about a family
4. complete a dictation about a family.

Learning points to be covered:

This lesson revises learning points in lessons 1 & 2.

Resources:

- Photocopied instruction sheet + 3 answer sheets / OHTs for relief teacher.
- Photocopied activity sheets - 4 per student.
- Audio cassette #2 (side 2Ā)
- Audio cassette player



Te Huringa i te Mahara



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

Instructions to Relief Teacher

Activities 1 & 3 require a section of AUDIO CASSETTE #2 (side 2Ā) to be played **after** the students have read the appropriate activity's questions. **Each section's end-point is signalled by a short musical interlude.** When this is heard, stop the tape **during** the interlude and allow the students to complete the activity and view the answers in the recommended time.

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

- 1. Tika rānei, hē rānei: True or false. (approx. 12 minutes)**
 1ā & 1 ē. Students should look at each family tree and listen to the statements read out. They should write down hē(false) or tika(true) for each sentence. Each sentence will be read twice.
nb; An example is provided.
- 2. Whakakīngia ngā ingoa: Fill in the names. (approx. 24 minutes)**
 2ā & 2ē. This activity is not on the tape, students will use their activity sheets. Students should look carefully at each family tree and write at least ten sentences about the family.
- 3ā. Pānui-ā-waha: Dictation (approx. 8 minutes)**
 Students will listen carefully to each sentence and write it down. Each sentence will be read twice.
- 3ē. He mahi whakarongo: information gap activity. (approx. 6 minutes)**
 Students should listen carefully to each sentence and write the name of family members in the correct place. Each sentence will be read twice.
- 4. He Mahi Atu Anō: Extension Activity.**
 Students should create their own listening activity similar to 1ā and 1ē. They should draw up a family tree and write ten true or false statements. They will read them to another classmate who will respond as to whether they are true or false.

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)



Te Hīngira i te Mahara



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

1ā.

Tika Rānei Hē Rānei: True or False
NGĀ WHAKAUTU: ANSWERS

Te Whānau o Rāwiri

1. Ko Wera te matua o Tōmairangi. (tika)
2. Ko Kiri te wahine a Wera. (tika)
3. Ko Hāwira te tuakana o Anahera. (hē)
4. Ko Tōmairangi te tuahine o Rāwiri. (tika)
5. Ko Anahera te teina o Hāwira. (hē)
6. Ko Kiri te tāne a Wera. (hē)
7. Ko Rāwiri te tungāne o Tōmairangi (tika)
8. Ko Hāwira te tungāne o Anahera. (tika)
9. Ko Kiri te mātāmua o te whānau. (hē)
10. Ko Wera rāua ko Kiri ngā mātua o ngā tamariki. (tika)

1ē.

Tika Rānei Hē Rānei: True or False
NGĀ WHAKAUTU: ANSWERS

Te Whānau o Kimiora

1. Ko Kimiora te mātāmua o te whānau. (tika)
2. Ko Werenia te whaea o Aka. (hē)
3. Ko Neha te teina o Pio rāua ko Tere. (tika)
4. Ko Kimiora te tuahine o Werenia. (hē)
5. Ko Pio, ko Tere, ko Neha ngā tungāne o Kimiora. (tika)
6. Ko Aka te matua o ngā tamariki. (tika)
7. Ko Pio te tuakana o Aka. (hē)
8. Ko Kimiora te kōtiro a Aka rāua ko Werenia. (tika)
9. Ko Werenia te matua o ngā tamariki. (hē)
10. Ko Kimiora te tungāne o ngā tama. (hē)





Te Hiringa i te Mahara



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

2ā.

**Whakakīngia Ngā Ingoa: Fill In The Names
NGĀ WHAKAUTU: POSSIBLE ANSWERS**

1. Ko Kāhui te matua o ngā tamariki.
2. Ko Manu te whaea o ngā tamariki.
3. Ko Kāhui rāua ko Manu ngā mātua o ngā tamariki.
4. Ko Wera te mātāmua o te whānau.
5. Ko Paewai te pōtiki o te whānau.
6. Ko Wera te tuakana o Taha.
7. Ko Taha te teina o Wera.
8. Ko Noti te tuakana o Paewai.
9. Ko Paewai te teina o Noti.
10. Ko Wera rāua ko Taha ngā tuāhine o Noti rāua ko Paewai.
11. Ko Noti rāua ko Paewai ngā tungāne o Wera rāua ko Taha.
12. Ko Wera rāua ko Taha ngā kōtiro a Kāhui rāua ko Manu.
13. Ko Noti rāua ko Paewai ngā tama a Kāhui rāua ko Manu.
14. Ko Wera, rātou ko Taha, ko Noti, ko Paewai ngā tamariki a Kāhui rāua ko Manu.
15. Ko Riki rāua ko Pirihira ngā mātua o Kāhui.
16. Ko Riki rāua ko Pirihira ngā tūpuna o ngā tamariki mokopuna.
17. Ko Turi rāua ko Mānui ngā mātua o Manu.
18. Ko Turi rāua ko Mānui ngā tūpuna o ngā tamariki mokopuna.

2ē.

**Whakakīngia Ngā Ingoa: Fill In The Names
NGĀ WHAKAUTU: POSSIBLE ANSWERS**

1. Ko Māui te matua o Te Rā.
2. Ko Ngoikore te wahine o Māui.
3. Ko Māui rāua ko Ngoikore ngā mātua o ngā tamariki.
4. He kōtiro ngā tamariki katoa.
5. Ko Te Rā te mātāmua o te whānau.
6. Ko Te Wana te pōtiki o te whānau.
7. Ko Mārama te tuakana o Pani.
8. Ko Mārama, ko Pani, ko Te Wana ngā teina o Te Rā.
9. Ko Māui te tāne a Ngoikore.
10. Ko Minarapa rāua ko Hui ngā mātua o Māui.
11. Ko Minarapa rāua ko Hui ngā tūpuna o ngā tamariki mokopuna.
12. Ko Te Ngore rāua ko Manaia ngā mātua o Ngoikore.





Te Hiringa i te Mahara



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

He Whakamārama: Explanation

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

1. Tika Rānei Hē Rānei: True Or False

Whakarongo ki tēnei kōrero mō tēnei whānau, ā, āta titiro hoki ki te whakapapa kei raro iho nei. Tuhia te kupu tika, hē rānei.

Examine the family tree below and listen to each statement about it. Write next to each number, tika or hē, if you think it is true or false.

Te Whānau o Rāwiri

1ā.

(t) Wera  (w) Kiri

(t) Hāwira (w) Anahera (t) **Rāwiri** (w) Tōmairangi

He tauira. Example: Ko Tōmairangi te pōtiki o te whānau. Tika

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





Te Hiringa i te Mahara



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

1ē.

Te Whānau o Kimiora

(t) Aka (w) Werenia

(w) Kimiora (t) Pio (t) Tere (t) Neha

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

2. Whakakīngia Ngā Ingoa: Fill In The Names

Tuhia kia tekau ngā rārangi kōrero mō ngā whakapapa nei.
Write at least ten statements about the following whakapapa.

Te Whānau o Paewai

(t) Riki (w) Pirihiira (t) Turi (w) Mānui

(t) Kāhui (w) Manu

(w) Wera (w) Taha (t) Noti (t) Paewai

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





Te Hiringa i te Mahara



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



YEAR 10 TERM 1 - TĀNGATA - LESSON 3 - ACTIVITY SHEET # 3

2ē.

Te Whānau o Te Rā

(t) Minarapa **⌋** (w) Hui (t) Te Ngore **⌋** (w) Manaia

(t) Māui **⌋** (w) Ngoikore

(w) **Te Rā** (w) Mārama (w) Pani (w) Te Wana

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

3ā. Pānui-Ā-Waha: Dictation

Āta whakarongo ki te pānui-ā-waha nei, ā, tuhia ki raro.
Listen carefully to this dictation and write each sentence down.

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



Te Hiringa i te Mahara



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

3ē. He Mahi Whakarongo: Information Gap Activity
Āta whakarongo ki ngā kōrero nei, kātahi ka whakakīngia ngā wāhi wātea o te whakapapa. Listen carefully to the information about this family and fill in the missing gaps of the family tree.

Te Whānau o Te Waeroa

(t) Hiku $\begin{array}{c} \text{---} \\ | \end{array}$ (w) _____ (t) _____ $\begin{array}{c} \text{---} \\ | \end{array}$ (w) _____

(t) Taka $\begin{array}{c} \text{---} \\ \text{---} \\ | \end{array}$ (w) Muri

() _____ () Te Waeroa () _____ () _____

4. He Mahi Atu Anō: Extension Activity.
Kia ōrite tēnei mahi ki te mahi nama 1ā me 1ē. Hangaia tētahi atu whakapapa. Tuhia hoki i ngā rārangi tika, hē rānei. Kia tekau ngā rārangi.
Create your own listening activity similar to activity 1ā and 1ē. Firstly, draw up a family tree and then write 10 true or false statements about it. Read it to another class member.





Tāngata Lesson #4

LESSON TITLE: Nōnahea koe i whānau ai?: When were you born?

AIM: To enable students to communicate information about when someone was born and where they grew up.

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

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

1. view information in a grid form and write sentences about when someone was born
2. transfer information from sentences into a summary form
3. view information in a grid and a family tree and write a description of a person.

Learning points to be covered:

Days of the week and months of the year.

Resources:

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



Te Huringa i te Mahara



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



Instructions to Relief Teacher

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

- 1ā. **Whakarārangitia ngā ingoa: Order the names(approx. 5mins.)**
 Students should read each sentence about when each person was born. They should then list the names from oldest to youngest.
- 1ē. **Hangaia he rārangi kōrero: Writing sentences.(approx. 10mins.)**
 Students should use the information in the grid to write sentences about when each person was born. An example is provided in 'He Whakamārama' (An explanation)
- 2ā. **Whakakīngia ngā wāhi wātea: Fill in the grid(approx. 10mins.)**
 Students should read the information about where each person is from, grew up and now lives. They should transfer this information onto the grid.
- 2ē. **Hangaia he rārangi kōrero: Writing sentences.(approx. 15mins.)**
 Students should use the information to write sentences about when a person was born, where they grew up and where they now live.
3. **Hangaia he rārangi kōrero: Writing sentences(approx. 10mins.)**
 Using the information provided students should write as many sentences as they can about this person. They should write about the person's family, date of birth, where he is from, where he grew up and where he lives now.
4. **He Mahi Atu Anō: Extension Activity**
 Students should write some information about the people in their family or about their friends. Where are they from? When were they born? Where did they grow up? Where do they live now? Students should use the language structures modelled in this lesson to help them

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)

YEAR 10 TERM 1 - TĀNGATA - LESSON 4 - INSTRUCTIONS TO RELIEF TEACHER



Te Hīngira i te Mahara



Nōnahea koe i whānau ai?: When were you born?

1ā. Whakarārangitia ngā ingoa: Order the names
NGĀ WHAKAUTU: ANSWERS

7. Ko Te Rongo Pai
6. Ko Kura
3. Ko Tīmoti
2. Ko Hinemoa
4. Ko Pareārau
8. Ko Wiremu
9. Ko Mereana
10. Ko Kahukahu
5. Ko Rāwiri
1. Ko Anahera

1ē. Hangaia he rārangi kōrero: Writing sentences.
NGĀ WHAKAUTU: ANSWERS

1. I te Rāmere te 25 o Whiringa-ā-nuku i te tau 1984, i whānau mai a Hāmiora.
2. I te Tūrei te 2 o Hune i te tau 1963, i whānau mai a Tiare.
3. I te Rātapu te 15 o Mahuru i te tau 1993, i whānau mai a Puhi.
4. I te Wenerei te 3 o Kohi-tātea i te tau 1999, i whānau mai a Merenia.
5. I te Rāpare te 29 o Pīpiri i te tau 1987, i whānau mai a Te Ahi.
6. I te Mane te 22 o Hōngongoi i te tau 1988, i whānau mai a Mārama.
7. I te Paraire te 7 o Hōngongoi i te tau 1973, i whānau mai a Uenuku.





Te Hiringa i te Mahara



Nōnahea koe i whānau ai?: When were you born?

2ā..

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

- | | | | | |
|----|----------|-------------------|-------------------------|-------------------------|
| 1. | Hēni | <u>Waikato</u> | <u>Tāmaki-Makau-Rau</u> | <u>Kirikiroa</u> |
| 2. | Tamarapa | <u>Tūwharetoa</u> | <u>Kirikiroa</u> | <u>Tāmaki-Makau-Rau</u> |
| 3. | Mata | <u>Kaikohe</u> | <u>Pōneke</u> | <u>Whāingaroa</u> |
| 4. | Ngāmihi | <u>Ōtepoti</u> | <u>Ōtautahi</u> | <u>Taupō-nui-ā-Tia</u> |
| 5. | Hēmi | <u>Tauranga</u> | <u>Kaitaia</u> | <u>Te Puke</u> |
| 6. | Whina | <u>Ngā Puhi</u> | <u>Piipiwai</u> | <u>Rotorua</u> |

2ē..

Hangaia he rārangi kōrero: Writing sentences.
NGĀ WHAKAUTU: ANSWERS

- I te 23 o Pīpiri i te tau 1992, i whānau mai a Rāwiri. I tipu ake ia i Heretaunga, engari kei Kaikohe e noho ana ināianei.
- I te 3 o Hakihea i te tau 1983, i whānau mai a Herewini. I tipu ake ia i Ngāmotu, engari kei Murupara e noho ana ināianei.
- I te 4 o Mahuru i te tau 1973, i whānau mai a Hone. I tipu ake ia i Ruatāhuna, engari kei Matakana e noho ana ināianei.
- I te 14 o Hui-tanguru i te tau 1996, i whānau mai a Mereana. I tipu ake ia i Tokoroa, engari kei Taupō e noho ana ināianei.
- I te 20 o Haratua i te tau 1987, i whānau mai a Hōhua. I tipu ake ia i Takaka, engari kei Māwhera e noho ana ināianei.

3.

Hangaia he rārangi kōrero: Writing sentences.
NGĀ WHAKAUTU: POSSIBLE ANSWERS

Ko Pita Rangi tēnei. Nō Ngāti Raukawa ia. I tipu ake ia i Paeroa, engari kei Māwhera ia e noho ana ināianei. I te 16 o Hui-tānguru, i te tau 1987 i whānau mai ia. Ko Arahia tōna māmā, ko Pāora tōna pāpā. Ko Raukura rāua ko Pounamu ōna tuākana. Ko Raukura te mātāmua. Ko Rongomai tōna teina, ko ia te pōtiki o te whānau.





Te Hīngira i te Mahara



Nōnahea koe i whānau ai?: When were you born?

He Whakamārama: Explanation

I te 18 o Paenga-whāwhā, i te tau 1983 i whānau mai a Te Rita: On the 18 April 1983, Te Rita was born.

I te Rāmere te 25 o Whiringa-ā-rangi, i te tau 1974 i whānau mai a Haki: On Monday the 25 of November 1974, Haki was born.

1ā. Whakarārangitia ngā ingoa: Order the names.

Pānuitia ngā kōrero ka whakarārangitia ngā ingoa o ngā tāngata mai te tangata kaumātua tae noa ki te tangata rangatahi.

Read the following sentences about when people were born and put them in order by writing “1” for the eldest and “10” for the youngest.

I te 28 o Hakihea, i te tau 1986 i whānau mai a Te Rongo Pai.

I te 14 o Akuhata, i te tau 1986 i whānau mai a Kura.

I te 7 o Whiringa-ā-rangi, i te tau 1985 i whānau mai a Timoti.

I te 16 o Whiringa-ā-nuku i te tau 1985 i whānau mai a Hinemoa.

I te 17 o Nōema, i te tau 1985 i whānau mai a Pareārau.

I te 6 o Maehe, i te tau 1987 i whānau mai a Wiremu.

I te 27 o Poutu-te-rangi, i te tau 1987 i whānau mai a Mereana.

I te 13 o Hakihea, i te tau 1987 i whānau mai a Kahukahu.

I te 22 o Tihema, i te tau 1985 i whānau mai a Rāwiri.

I te 2 o Hurae, i te tau 1984 i whānau mai a Anahera.

He Kupu Āwhina: Helpful Words

Months of the year:

Kohi-tātea	Hānuere	January
Hui-tanguru	Pepuere	February
Poutū-te-rangi	Maehe	March
Paenga-whāwhā	Āperira	April
Haratua	Mei	May
Pīpiri	Hune	June
Hōngongoi	Hūrae	July
Herc-turi-koka	Ākuhata	August
Mahuru	Hepetema	September
Whiringa-ā-nuku	Oketopa	October
Whiringa-ā-rangi	Nōema	November
Hakihea	Tihema	December





Te Hiringa i te Mahara



Nōnahea koe i whānau ai?: When were you born?

He Kupu Āwhina: Helpful Words

Days of the week:

Rāhina	Mane	Monday
Rātu	Tūrei	Tuesday
Rāapa	Wenerei	Wednesday
Rāpare	Tāite	Thursday
Rāmere	Paraire	Friday
Rāhoroi	Hātarei	Saturday
Rātapu	Rātapu	Sunday

lē. Hangaia he rārangi kōrero: Writing sentences.

Tirohia ngā kōrero kei raro iho nei, ā, hangaia he rārangi kōrero mō ia tangata, ia tangata.

Write a sentence about when each person was born by using the grid below.

	Ingoa	Rā	Mārama	Tau	
1.	Hāmiora	Rāmere	25	Whiringa-ā-nuku	1984
2.	Tiare	Tūrei	2	Hune	1963
3.	Puhi	Rātapu	15	Mahuru	1993
4.	Merenia	Wenerei	3	Kohi-tātea	1999
5.	Te Ahi	Rāpare	29	Pīpiri	1987
6.	Mārama	Mane	22	Hōngongoi	1988
7.	Uenuku	Paraire	7	Here-turi-kōkā	1973

1.
2.
3.
4.
5.
6.
7.





Te Hiringa i te Mahara



Nōnahea koe i whānau ai?: When were you born?

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

Whakakīngia ngā wāhi wātea ki ngā kōrero mai i raro iho nei. Use the information provided to fill-in the grid below.

- Nō Kaikohe a Mata, engari i tipu ake ia i Pōneke. Kei Whāingaroa ia e noho ana ināianei.
- Nō Ngā Puhi a Whina, i tipu ake ia i Pipiwai. Engari kei Rotorua ia e noho ana ināianei.
- Nō Tauranga a Hēmi, engari i tipu ake ia i Kaitaia. Kei Te Puke ia e noho ana ināianei.
- Nō Waikato a Hēni, engari i tipu ake ia i Tāmaki-Makau-Rau. Kei Kirikiriroa ia e noho ana ināianei.
- Nō Ōtepoti a Ngāmihi, engari i tipu ake ia i Ōtautahi. Kei Taupō-nui-ā-Tia ia e noho ana ināianei.
- Nō Tūwharetoa a Tamarapa, engari i tipu ake ia i Kirikiriroa. Kei Tāmaki-Makau-Rau ia e noho ana ināianei.

Ingoa	No hea?	I hea i tipu ake?	Kei hea ia ināianei?
1. Hēni	_____	_____	_____
2. Tamarapa	_____	_____	_____
3. Mata	_____	_____	_____
4. Ngāmihi	_____	_____	_____
5. Hēmi	_____	_____	_____
6. Whina	_____	_____	_____

2ē. Hangaia he rārangi kōrero: Writing sentences.

Tirohia ngā kōrero kei raro iho nei, ā, hangaia he rārangi kōrero mō ia tangata, ia tangata. Use the following information to write a sentence about each person.

He tauira: Example

Amokura 4/6/91 Whakatū Tūranga
 I te 4 o Pīpiri i te tau 1991, i whānau mai a Amokura. I tipu ake ia i Whakatū, engari kei Tūranga e noho ana.

Ingoa	Rā whānau	I tipu ake i ..	Tōna kāinga ināianei
1. Rāwiri	23/6/92	Heretaunga	Kaikohe
2. Herewini	3/12/83	Ngāmotu	Murapara
3. Hone	4/9/73	Ruatāhuna	Matakana
4. Mercana	14/2/96	Tokoroa	Taupō
5. Hōhua	20/5/87	Takaka	Māwhera





Te Hiringa i te Mahara



Nōnahea koe i whānau ai?: When were you born?

2ē...

1.
2.
3.
4.
5.

3. Hangaia he rārangi kōrero: Writing sentences.

Tirohia ngā kōrero kei raro iho nei, ā, tuhia he kōrero mō tēnei tangata. Using the information provided write as many sentences as you can about this person.

Ingoa:	Pita Rangi.
Nō hea?	Ngāti Raukawa
I hea i tipu ake ia?	Paeroa
Kei hea ia ināianei?	Māwhera
Tōna rā whānau	16 o Hui-tāngaru
He aha te tau i whānau ia?	1987



(w) Arahia (t) Pāora

(w) Raukura (w) Pounamu (t) Pita (t) Rongomai

.....

.....

.....

.....

.....

.....

4. He Mahi Atu Anō: Extension Activity.

Tuhia he kōrero mō tō whānau, mō ōu hoa rānei. Nō hea rātou? Nōnahea i whānau mai? I hea i tipu ake? Kei hea tō rātou kāinga ināianei?

Write some information about the people in your family or your friends. Where are they from? When were they born? Where did they grow up? Where do they live now?





Tāngata Lesson #5

LESSON TITLE: He aha ōu kākahu?: What are you wearing?

AIM: To enable students to describe what people are wearing.

STRAND(S): **Listening**, writing, viewing, reading.

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

1. use words to describe clothing
2. identify a person by listening to a description of what a person is wearing
3. complete a cloze exercise by listening
4. draw what people are wearing by reading a description
5. describe what someone is wearing.

Learning points to be covered:

ārai hihirā - sunblock, sunscreen	pēke - bag
hamarara - umbrella	pounamu - bottle
hingareti - singlet	pōtae - hat, cap
hū rā - rollerblades	reo irirangi - radio, walkman
kaka - dress	tāhei - necklace, ornament
kākahu kaukau - swimming apparel, togs	tātua - belt
kāmeta - scarf	tarau - trousers, pants
kamupūtu - gumboots	tarau iti - briefs, bikini bottom
kirikau - leather	tarau poto - shorts
mōwhiti - glasses	tauera - towel
ngutu peita - lipstick	tī hāte - tee shirt
pūeru - clothes, suit	wāti - watch
panekoti - skirt	whakakai - earring, adornment
pari - bra, bikini top	whakapaipai - decoration, stud

Resources:

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



Te Hiringa i te Mahara



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

Instructions to Relief Teacher

Activities 1, 2 & 4 require a section of AUDIO CASSETTE #2 (side 2Ē) to be played **after** the students have read the appropriate activity's questions. **Each section's end-point is signalled by a short musical interlude.** When this is heard, stop the tape **during** the interlude and allow the students to complete the activity and view the answers in the recommended time.

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

- Pānui-ā-waha: Dictation (approx. 5 minutes)**
Students will listen carefully to each word and write them down next to the picture provided.
nb; This activity provides the students with some of the words for articles of clothing.
- Whakataurite āhua: Matching Descriptions (approx. 10 minutes)**
Students should listen carefully to each description and match them to the pictures provided. The students should write the names' of the people below each picture. Each description will be read twice.
nb; A very short piece of music indicates a new description to the students.
- Whakaāhuatanga-ā-tuhi: Writing Descriptions (approx. 25 minutes)**
This activity is not on the tape, but on the student activity sheet. The students should write a description for the pictures provided. They should describe what each person is wearing.
nb; Kupu Āwhina (Helpful words) are provided.
- Pānui-ā-waha: Cloze Exercise (approx. 10 minutes)**
Students should listen to each description and fill in the missing words on their activity sheet.
- He Mahi Atu Anō: Extension Activity.**
Students should draw a picture of each of the people described in activity number 4.

Relief Teacher To Complete . . .

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

Please return to teacher (above)





Te Hiringa i te Mahara



He aha ōu kākahu?: What are you wearing?

1.

Pānui-Ā-Waha: Dictation
NGĀ WHAKAUTU: ANSWERS

- | | |
|---------------------------------------|---------------------------------|
| 1. <u>tarau roa</u> - trousers, jeans | 6. <u>panekoti</u> - skirt |
| 2. <u>hāte</u> - shirt | 7. <u>pūeru</u> - suit, clothes |
| 3. <u>poraka</u> - jersey, jumper | 8. <u>whakakai</u> - earring |
| 4. <u>pōtae</u> - hat, cap | 9. <u>mōwhiti</u> - glasses |
| 5. <u>hū</u> - shoe(s) | 10. <u>koti</u> - coat, jacket |

2.

Whakataurite Āhua: Matching Descriptions
NGĀ WHAKAUTU: ANSWERS

- | | |
|-----------------------------|------------------------------|
| 1. Ko <u>Merenia</u> tēnei. | 4. Ko <u>Parehuia</u> tēnei. |
| 2. Ko <u>Manu</u> tēnei. | 5. Ko <u>Tū</u> tēnei. |
| 3. Ko <u>Mana</u> tēnei. | 6. Ko <u>Mercana</u> tēnei. |

3.

Whakaāhuatanga-Ā-Tuhi: Writing Descriptions
NGĀ WHAKAUTU: POSSIBLE ANSWERS

- He tamawahine tēnei. Kei te mau tarau roa a ia. Kei te mau pari hoki a ia. He putiputi kei runga i tōna pari. Kei te mau mōwhiti. Kei te mau hū teitei. He pounamu waireka kei tōna ringa katau.
- He wahine tēnei. Kei te mau panekoti a ia me te tarau roa. He pōtae tōna. He mōwhiti ōna. He whakakai kei ōna taringa.
- He wahine tēnei. Kei te mau tāngari a ia. Kei te mau pari hoki a ia. He tātua pango kei tōna tarau. He pūtu ōna. He koti kirikau kei tōna ringa mauī.
- He wahine tēnei. Kei te mau panekoti a ia me te mau tarau roa. He hū ōna, he teitei, he pango.
- He tamawahine tēnei. Kei te mau panekoti a ia. He pōtae tōna. He mōwhiti ōna. He whakakai kei ōna taringa





Te Hiringa i te Mahara

He aha ōu kākahu?: What are you wearing?



4.

Pānui-Ā-Waha: Cloze Exercise
NGĀ WHAKAUTU: ANSWERS

1. Ko Wiremu tēnei. Kei te mau pūeru a ia. Kei te mau mōwhiti. He pēke kei tōna ringa mauī. He pāhau iti kei tōna ngutu me tōna kauae.

This is Wiremu. He is wearing a suit. He is wearing glasses. He has a bag in his left hand. He has a moustache and a beard.
2. Ko Mārama tēnei. Kei te mau kākahu kaukau a ia. He tauera kei tōna ringa katau. He aihikirīmi kei tōna ringa mauī. Kei te mau pōtae hoki a ia.

This is Mārama. She is wearing togs. She has a towel in her right hand. She is holding an ice cream in her left hand. She is also wearing a hat.
3. Ko Pita tēnei. Kei te mau tarau roa a ia. Kei te mau koti me te kāmeta. He pōtae tōna. Kei te mau kamupūtu hoki a ia.

This is Pita. He is wearing long pants. He is wearing a coat and a scarf. He is wearing a hat. He is also wearing gumboots.
4. Ko Pani tēnei. Kei te mau panekoti a ia. He kete kei tōna ringa katau. He whakakai kei ōna taranga. He mōwhiti kei runga i tōna māhunga.

This is Pani. She is wearing a dress. She has a kit in her right hand. She is wearing earrings. Her glasses are on top of her head.
5. Ko Tipene tēnei. Kei te mau tarau poto a ia me te hingareti. Kei te mau hū oma hoki a ia. He pōtae tōna. Kei te mau mōwhiti a ia.

This is Tipene. He is wearing short pants and a singlet. He is wearing running shoes. He has a hat. He is wearing glasses.





Te Hiringa i te Mahara



He aha ōu kākahu?: What are you wearing?

1. Pānui-Ā-Waha: Dictation

Whakarongo ki te pānui-ā-waha kātahi ka tuhia ngā kōrero ki tāu pukapuka. Listen carefully to the dictation and write down the words into your book.

1. - trousers, jeans
2. - shirt
3. - jersey, jumper
4. - hat, cap
5. - shoe(s)
6. - skirt
7. - suit, clothes
8. - earring
9. - glasses
10. - coat, jacket

2. Whakataurite Āhua: Matching Descriptions

Whakatauritetia ngā whakaāhuatanga āhua ki ngā pikitia i raro iho nei. Tuhia te ingoa o te tangata rā.

Match the descriptions to the pictures provided by writing each persons' name below the appropriate picture.

1.



2.



3.



Ko _____ tēnei

Ko _____ tēnei

Ko _____ tēnei





Te Hiringa i te Mahara

He aha ōu kākahu?: What are you wearing?



2...

4



5.



6.



Ko _____ tēnei Ko _____ tēnei Ko _____ tēnei

He Kupu Āwhina: Helpful Words

Ngā Mahi Whakaāhuatanga Āhua

Descriptions:

ārai hihirā - sunblock, sunscreen

hamarara - umbrella

hingareti - singlet

hū rā - rollerblades

kākahu kaukau - swimming apparel, togs

kāmata - scarf

kamupūtu - gumboots

katau - right hand side

kirikau - leather

mauī - left hand side

ngutu peita - lipstick

pari - bra, bikini top

pēke - bag

pounamu - bottle

reo irirangi - radio, walkman

tāhei - necklace, ornament

tamatāne - young man

tamawahine - young woman

tāngari - dungarees/overalls

tātua - belt

tarau - trousers, pants

tarau iti - briefs, bikini bottom

tarau poto - shorts

tauera - towel

tī hāte - tee shirt

wāti - watch

whakapaipai - decoration, stud



Te Hiringa i te Mahara



He aha ōu kākahu?: What are you wearing?

3. Whakaāhuatanga-Ā-Tuhi: Writing Descriptions

Tuhia ngā whakaāhuatanga-ā-tuhi mō ngā pikitia i raro iho nei.
Write a description about what each person is wearing.



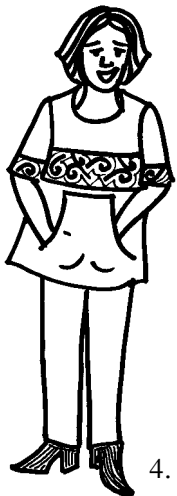
1.



2.



3.



4.



5.





Te Hiringa i te Mahara



He aha ōu kākahu?: What are you wearing?

4. Pānui-Ā-Waha: Cloze Exercise

Whakarongo ki ngā kōrero nei ki te whakakī i ngā kupu ngaro.
Listen to each description and fill in the missing words.

1. Ko _____ tēnei. Kei te mau _____ a ia.
Kei te mau _____. He _____ kei tōna ringa _____.
He _____ iti kei tōna _____ me tōna _____.

2. Ko _____ tēnei. Kei te mau _____ a ia.
He _____ kei tōna ringa _____. He _____ kei tōna
ringa _____. Kei te mau _____ hoki a ia.

3. Ko _____ tēnei. Kei te mau _____ a ia.
Kei te mau _____ me te _____. He _____ tōna.
Kei te mau _____ hoki a ia.

4. Ko _____ tēnei. Kei te mau _____ a ia.
He _____ kei tōna _____ katau. He _____
kei ōna _____. He _____ kei runga i tōna _____.

5. Ko _____ tēnei. Kei te mau _____ a ia
me te _____. Kei te mau _____ hoki a ia.
He _____ tōna. Kei te mau _____ a ia.

5. He Mahi Atu Anō: Extension Activity.

Māu anō e tāngia ngā pikitia he rite ana ki ngā whakaāhuatanga āhua nei mō
te mahi nama whā.

Read the descriptions given in number 4 and draw these people.





Tāngata Lesson #6

LESSON TITLE: Pēhea tōna āhua?: What does he/she look like?

AIM: To enable students to describe some of the physical features of a person.

STRAND(S): Writing, reading.

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

1. read a written description to identify a person
2. read a description of a person and draw them
3. write different descriptions of people.

Learning points to be covered:

āhua - appearance	torotika/torokaka - straight
hinuhinu - gel (hair)	puhi - thin
ira - freckles	whakakai - earring
karekare/koromikomiko/mingimingi - curly	whakapaipai - decoration, stud
kauae - chin	whētero - protruding of tongue
kōrinorino - dreadlocks	
mauī - left side	
menemene - smile	
mōmona - fat, chubby	
porohewa - bald, smooth	
taratara - spiked	
tāroaroa - tall	

Resources:

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



Te Hiringa i te Mahara



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

Instructions to Relief Teacher

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

- Whakataurite pikitia: Matching pictures. (approx. 20 minutes)**
 Students should read each description carefully and match it to the correct picture (these are on activity sheet 2). Students should write the person's name in the space provided underneath each picture.
 nb; He Kupu Āwhina (Helpful words) are provided.
- Mahi Tā Pikitia: Drawing pictures. (approx. 20 minutes)**
 Students should read each description carefully. Using the descriptions students should draw these people.
 nb; He Kupu Āwhina (Helpful words) are provided.
- Whakaāhuatanga ā Tuhi: Writing Descriptions (approx. 10 minutes)**
 Students should write descriptions (similar to those in activities 1 & 2) of the pictures of people provided.
 nb; Students could read their descriptions to another class member and the listener should identify the picture they have described.
 Sample answers are provided
- He Mahi Atu Anō: Extension Activity**
 Students should write a description of the physical features of a person(s) in their class, their school or a well known personality. They could read it to the class or to a friend who have to guess who the description fits best.

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)





Te Hiringa i te Mahara



Pēhea tōna āhua?: What does he/she look like?

1.

Whakataurite pikitia: Matching pictures
NGĀ WHAKAUTU: ANSWERS

Ko Keri	Ko Harikoa	Ko Maia	Ko Paoro	Ko Pākira
Ko Tere	Ko Iraira	Ko Mātao	Ko Moana	Ko More

2.

Mahi Tā Pikitia: Drawing Pictures
NGĀ WHAKAUTU: ANSWERS

- ā This is a man. He is happy. He has a bald patch with grey hair on the sides. He wears glasses. He is fat. He has a small moustache. His name is Pākira.
- ē This is a girl. She has short hair. She has straight brown hair. She has freckles on both cheeks. She is poking out her tongue, she has a stud in her tongue. Her name is Whakatoi.
- ī This is a boy. He has long hair. His hair is curly and black. He has a small beard. He is wearing black sunglasses. He looks very strong. He has an earring in his left ear. His name is Mangu.
- ō This is a woman. She has long, curly, red hair. She is wearing lipstick. She is wearing earrings in both ears. Her eyes are green. She looks a humble person. Her name is Kura.
- ū This is a boy. He has short, curly, green hair. He is smiling. He has a missing front tooth. He has freckles over his entire face. He looks cheeky. His name is Terongo.





Te Hiringa i te Mahara



Pēhea tōna āhua?: What does he/she look like?

3. Whakaāhuatanga ā Tuhi: Writing Descriptions NGĀ WHAKAUTU: ANSWERS

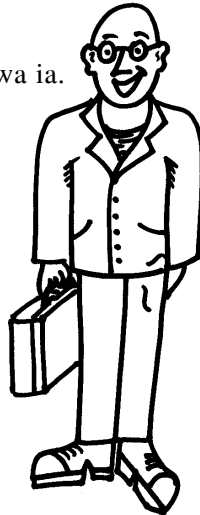


He kōtiro tēnei.
 He karekare ōna makawe.
 Kei te mau hingareti ia.
 Kei te mau hū wira ia.
 Kei te mau paetaka turi ia.
 He pēke kei tōna ringa mauī.

He kōtiro tēnei.
 He taratara ōna makawe.
 Kei te mau pari ia.
 Kei te mau tarau pirikiri ia.
 Kei te mau hū teitei ia.
 Kei te whētero ia.
 He whakapaipai kei tōna arero.
 Kei te kanikani ia.



He tāne tēnei.
 Kāore ōna makawe, he porohewa ia.
 Kei te mau pūeru ia.
 Kei te mau mōwhiti ia
 Kei te mau hū pango ia.
 He pēke kei tōna ringa katau.





Te Hiringa i te Mahara



Pēhea tōna āhua?: What does he/she look like?

1. Whakataurite pikitia: Matching pictures

Whakatauritetia ngā pikitia ki ngā kōrero i raro nei. Match the pictures to the descriptions below.

- i. Kei te mau pūeru ia. He tāroaroa ia. He puhi. He torotika ōna makawe, he poto. Kei te mau hamarara ia. Ko Moana tōna ingoa.
- ii. Kei te mau panekoti ia. He roa ōna makawe, he karekare. Kei te mau ngutu peita ia. Kei te menemene. Kei te mau pēke hokohoko ia. Ko Kēri tōna ingoa.
- iii. Kei te mau hingareti me te tarau poto ia. He taratara ōna makawe, he hinuhinu. Kei te mau i tōna pēke kura. Kei te mau hū rā. Kei te katakata ia. Ko Harikoa tōna ingoa.
- iv. Kei te mau tarau pirikiri ia. He roa ōna makawe, kua herea ki muri. Kei te mau pōtae. Kei te katakata ia. Kua ngaro tētehi niho o mua. Ko More tōna ingoa.
- v. Kei te mau tī hāte me te tarau roa ia. He roa ōna makawe, he kōrinorino. Kei te mau mōwhiti pango ia. He pāhau iti tōna. Kei te kanikani ia. Ko Mātao tōna ingoa.
- vi. Kei te mau kākahu kaukau ia. He poto ia, he puhi. Kāore ōna makawe, he porohewa ia. Kei te pupuri pōro nui ia. Ko Pākira tōna ingoa.
- vii. Kei te mau hingareti me te tarau poto ia. He roa ōna makawe. Kei te mau mōwhiti pango ia. Kei te eke papa rā ia. Kei te mau pōtae ia. Ko Tere tōna ingoa.
- viii. Kei te mau pūeru ia. He tāroaroa ia. He puhi. He torotika ōna makawe, he roa. Kei te mau hamarara ia. Ko Māia tōna ingoa.
- ix. Kei te mau panekoti ia. He poto ōna makawe, he karekare. Kei te mau ngutu peita ia. He ira kei tōna kanohi. Kei te menemene ia. Ko Iraira tōna ingoa.
- x. Kei te mau kākahu kaukau ia. He poto ia, he mōmona. He poto ōna makawe, he mingimingi. Kei te pupuri pōro iti ia. Ko Paoro tōna ingoa.

He Kupu Āwhina: Helpful Words

hamarara - umbrella	menemene- smile	pupuri - hold
herea - tied back	panekoti - skirt, dress	taitama - youth, young man
hingareti - singlet	mōmona - fat, chubby	taratara - spiked
hinuhinu - gel (hair)	ngutu peita - lipstick	tarau poto - short pants
hokohoko - shopping	papa rā - skateboard	tarau roa - long pants
hū rā - rollerblades	pēke kura - school bag	tāroaroa - tall
ira - freckles	pirikiri - tight fitting, tights	tī hāte - tee shirt
kākahu kaukau - togs	pāhau - beard	torotika - straight
kanikani - dance	porohewa - bald, smooth	puhi - thin
karekare - curly	pōro - ball	
kōrinorino - dreadlocks	pūeru - clothes, suit	



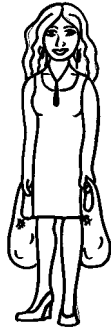


Te Hiringa i te Mahara

Pēhea tōna āhua?: What does he/she look like?



1...



Ko _____



Ko _____



Ko _____



Ko _____



Ko _____



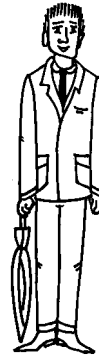
Ko _____



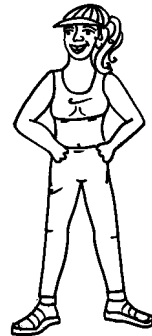
Ko _____



Ko _____



Ko _____



Ko _____

He Kupu Āwhina: Helpful Words

arero - tongue
 harikoa - happy
 hupe - mucus
 huruhuru - hair
 (of body or head) dialectal
 ihu - nose
 iti - little, small
 kanoahi - face
 karu - eye
 katakata - laugh
 koi -sharp

koreniho - toothless
 māeneene - smooth
 mähunga - head
 makawe - hair (of head)
 mōwhiti - glasses
 ngaro - missing
 ngutu peita - lipstick
 niho - tooth, teeth
 nui - big, large
 pāhau - beard
 pāpāringa - cheek

pēke - bag
 pōtac - hat tukemata - eye
 brow
 poto - short
 pōuri - sad
 rae - forehead
 roa - long
 taringa - car
 tūwhera - open
 waha - mouth





Te Hiringa i te Mahara



Pēhea tōna āhua?: What does he/she look like?

2. Mahi Tā Pikitia: Drawing pictures

Tāngia ngā pikitia ki ngā kōrero i raro nei.
Draw pictures using the following descriptions below.

ā. He tāne tēnei. He harikoa tōna āhua. He porohewa a ia, engari he makawe kei ngā taha, he kiwikiwi. Kei te mau mōwhiti a ia. He mōmona. Kei te mau pāhau iti a ia ki tōna ngutu. Ko Pākira tōna ingoa.

ē. He kōtiro tēnei. He poto ōna makawe. He torotika te āhua, he parauri. He ira kei ōna pāpāringa e rua. Kei te whētero a ia. He titi arero kei tōna arero. Ko Whakatoi tōna ingoa.

ī. He taitama tēnei. He roa ōna makawe. He mingimingi te āhua, he pango. He pāhau iti kei tōna kauae. Kei te mau mōwhiti pango a ia mō te rā. He kaha tōna āhua. He whakakai kei tōna taringa mauī. Ko Mangu tōna ingoa.

ō. He wahine tēnei. He tino roa ōna makawe. He karekare te āhua, he whero. Kei te mau ngutu peita a ia. He whakakai kei ōna taringa e rua. He kākāriki ōna karu. He māhaki tōna āhua. Ko Kura tōna ingoa.

ū. He tama tēnei. He poto ōna makawe. He karekare te āhua, he kākāriki. Kei te menemene a ia. Kua ngaro tētehi niho o mua. He ira kei tōna kanohi katoa. He whakatoi tōna āhua. Ko Tērongo tōna ingoa.

He Kupu Āwhina: Helpful Words

āhua	appearance	mingimingi	tight curly hair
hina	grey	whakakai	earring
kauae	chin	titi arero	tongue stud
māhaki	placid, calm	whakatoi	cheeky
mauī	left side	whētero	protruding of tongue





Te Hiringa i te Mahara



Pēhea tōna āhua?: What does he/she look like?

3. Whakaāhuatanga ā Tuhi: Writing Descriptions

Tuhia ngā whakaāhuatanga ki ngā pikitia e whai ake nei.
Write the descriptions to match the following pictures.



He Kupu Āwhina:
Helpful Words

pactaka turi - knee pads
titi arero - tongue stud



4. He Mahi Atu Anō: Extension Activity.

Tūhia he kōrero mō te āhuatanga o ētahi tāngata kei roto i tō karache, tō kura, tētahi tangata rongonui rānei. Hōatu (pānuitia rānei) te kōrero ki tō hoa, māna e whakaaro ko wai te tangata.

Write descriptions of the physical characteristics of people in your class, school or well known people. You could read these to your class or show another classmate and the listeners or readers have to guess who you have described.





Tāngata Lesson #7

LESSON TITLE: Tuaiwa (Eva) Rickard

AIM: To enable students to present information accurately about a well known person (Tuaiwa (Eva) Rickard).

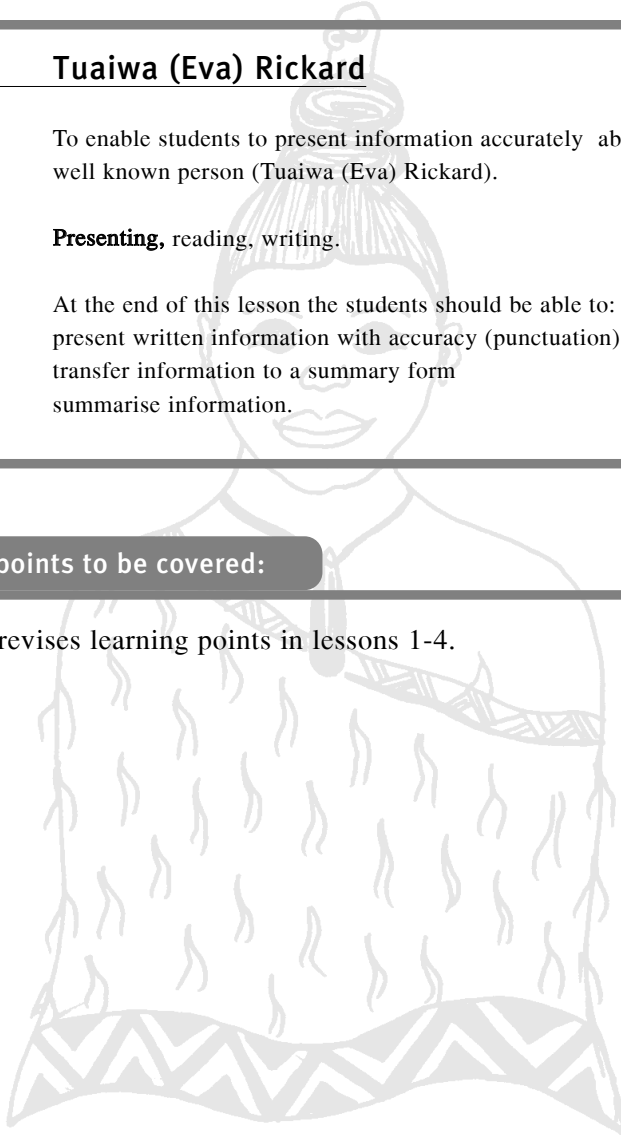
STRAND(S): Presenting, reading, writing.

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

1. present written information with accuracy (punctuation)
2. transfer information to a summary form
3. summarise information.

Learning points to be covered:

This lesson revises learning points in lessons 1-4.



Resources:

Photocopied instruction sheet + 3 answer sheets / OHTs for relief teacher.
Photocopied activity sheets - 3 per student.



Te Huringa i te Mahara



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

Instructions to Relief Teacher

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

- Whakatika Kōrero: Punctuation (approx. 15 minutes)**
 This is a short article about Tuaiwa (Eva) Rickard. Students should read the passage carefully and insert punctuation.
nb; He Kupu Āwhina (Helpful words) are provided.
 A translation of the text is supplied with the answers. You may have a brief class discussion about Tuaiwa Rickard prior to or after this activity to stimulate interest, recognise student knowledge and check understanding about what they have read.
- He Kāhua - Personal Profile. (approx. 20 minutes)**
 Using the information about Tuaiwa Rickard, students should complete the profile.
nb; Students need to write full sentences.
- He Whakarāpopototanga Kōrero: Summary. (approx. 15 minutes)**
 Using the information about Tuaiwa Rickard, students should write a summary in their own words.
nb; If this activity is too difficult, students should copy the sentences which they consider to be the main points.
- He Mahi Atu Anō: Extension Activity**
 Students should write some brief information about a well known person they know about or a friend. They should leave out any punctuation and then give it to another class member to correct. (Similar to activity number 1)

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)



Te Hiringa i te Mahara



Ko wai tērā: Who is that?

1.

Whakatika Kōrero: Punctuation
NGĀ WHAKAUTU: ANSWERS

Tuaiwa (Eva) Hautai Kereopa Rickard 1925 - 1997

Ko Karioi te maunga
Ko Whāingaroa te moana
Ko Aotea te whenua
Ko Waikato te iwi
Ko Tainui ko Ngāti Tahinga ngā hapū

I whānau mai a Tuaiwa Kereopa i Te Kōpua Pā i Whāingaroa i te tau 1925. Tekau mā rima ngā tamariki o tōna whānau. Ko ia te tuawaru o ngā tamariki. He maha ōna waka. He maha ōna iwi. Nō Waikato, nō Te Waipounamu, nō Taranaki hoki ōna iwi. Ko Ngāti Tahinga rāua ko Tainui ōna hapū. I muri i te tau 1950, i mahi tahi a Tuaiwa raua ko tōna kuia a Herepō Rongo i Whāingaroa.

Ka murua e te Kāwanatanga Te Kōpua Pā mō te taunga waka rererangi. Ka mutu te pakanga tuarua ka huri te whenua hei papatākaro hau pōro, arā, ko te 'Raglan Golf Course'. Ka tīmata a Tuaiwa ki te whawhai mō tōna whenua. He mahi nui, engari kāore ia i kotiti.

Ahakoia i whakahokia mai te whenua ki ngā iwi o Whāingaroa i tē tau 1987, kāore i mutu ngā mahi a Tuaiwa. Ka whawhai tonu ia mō te hunga koremahī, mō te hunga rawakore me te hunga mauhere. He wahine taikaha, he wahine māia, he wahine aroha anō hoki a Tuaiwa Rickard. He tino ruruhi ia.





Tuaiwa (Eva) Rickard

1...

Whakatika Kōrero: Punctuation
CONTINUED

Karioi is the mountain.

Whāingaroa is the sea.

Aotea is the land.

Waikato is the tribe.

Tainui and Ngāti Tahinga are the sub-tribes.

Tuaiwa Keropa was born at Te Kōpua Pā in Raglan, in 1925. There are 15 children in her family. She was the eighth child. She descends from many canoes. She also has many tribes. Her tribes are from Waikato, the South Island and Taranaki. Ngāti Tahinga and Tainui are her sub-tribes. After 1950, Tuaiwa lived with her kuia Herepō Rongo in Raglan.

The government took Te Kōpua Pa for an airstrip. When WW II ended the land was turned into a golf course, Raglan Golf Course. That is when Tuaiwa began her fight for the land. It was a huge job, but she did not waver.

Although the land was returned to the people of Raglan in 1987, Tuaiwa did not stop her work. She continued to fight for the unemployed, for the under privileged and the imprisoned. A stubborn woman, a brave woman, Tuaiwa Rickard was also a compassionate woman. She is well respected.





Te Hīngira i te Mahara

Tuaiwa (Eva) Rickard



2.

He Kāhua - Personal Profile NGĀ WHAKAUTU: ANSWERS

Ingoa: Tuaiwa (Eva) Hautai Kereopa Rickard.

Tūrangawaewae: Te Kōpua Pā, Whāingaroa.

Maunga: Karioi.

Moana: Whāingaroa.

Iwi: Waikato

Hapū: Ngāti Tahinga, Tainui

Whānau:

Tekau mā rima ngā tamariki o tōna whānau.

Ko Tuaiwa te tuawaru o ngā tamariki.

Ko Herepō Rongo tōna kuia.

Ngā Mahi:

I te pakanga tuarua ka murua te whenua.

Ahakoia I whakahokia mai te whenua ka whawhai tonu a Tuaiwa mō te hunga kore mahi, mō te hunga rawa kore me te hunga mauhere. He wahine taikaha, he wahine māia, he wahine aroha anō hoki a Tuaiwa Rickard.

3.

He Whakarāpopototanga Kōrero: Summary. NGĀ WHAKAUTU: POSSIBLE ANSWERS

Ko Karioi te maunga. Ko Whāingaroa te moana. Ko Aotea te whenua

Ko Waikato te iwi. Ko Tainui ko Ngāti Tahinga ngā hapū.

I whānau mai a Tuaiwa Kereopa i Te Kōpua Pā i Whāingaroa i te tau 1925.

Tekau mā rima ngā tamariki o tōna whānau.

Ka murua e te Kāwanatanga Te Kōpua Pā mō te taunga waka rererangi.

Ka mutu te pakanga tuarua ka huri te whenua hei papatākaro hau pōro, arā, ko te 'Raglan Golf Course'.

Ka tīmata a Tuaiwa ki te whawhai mō tōna whenua.

I whakahokia mai te whenua ki ngā iwi o Whāingaroa i tē tau 1987.

Ka whawhai tonu ia mō te hunga koremahi, mō te hunga rawakore me te hunga mauhere.





Te Hīngira i te Mahara



Tuaiwa (Eva) Rickard

1. Whakatika Kōrero: Punctuation

Pānuitia te kōrero, ā, ka whakatikahia ngā pūmatua, ngā ira kati me ngā piko. Read the passage and correct the punctuation including all capital letters, fullstops and commas.

Tuaiwa (Eva) Hautai Kereopa Rickard 1925 - 1997

ko karioi te maunga
ko whāingaroa te moana
ko aotea te whenua
ko waikato te iwi
ko tainui ko ngāti tahinga ngā hapū

i whānau mai a tuaiwa kereopa i te kōpua pā i whāingaroa i te tau 1925 tekau mā rima ngā tamariki o tōna whānau ko ia te tuawaru o ngā tamariki. He maha ōna waka he maha ōna iwi nō waikato nō te waipounamu nō taranaki hoki ōna iwi ko tainui ko ngāti tahinga ōna hapū i muri i te tau 1950, i mahi tahi a tuaiwa raua ko tōna kuia a herepō rongō i whāingaroa

ka murua e te kāwanatanga te kōpua pā mō te taunga waka rererangi ka mutu te pakanga tuarua ka huri te whenua hei papatākaro hau pōro arā ko te 'raglan golf course' ka tīmata a tuaiwa ki te whawhai mō tōna whenua he mahi nui engari kāore ia i kotiti

ahakoa i whakahokia mai te whenua ki te iwi o whāingaroa i tē tau 1987 kāore i mutu ngā mahi a tuaiwa ka whawhai tonu ia mō te hunga koremahī mō te hunga rawakore mō te hunga mauhere he wahine taikaha he wahine māia he wahine aroha anō hoki a tuaiwa rickard he tino ruruhi ia

He Kupu Āwhina: Helpful Words

ahakoa	although, regardless	papatākaro hau pōro	golf course
hunga koremahī	unemployed	taikaha	determined, stubborn
hunga mauhere	prisoners, inmates	taunga waka rererangi	emergency
hunga rawakore	poor, underprivileged		air strip
huri hei	changed into	tino ruruhi	well respected lady, elderly woman
kāore i mutu	not finished	tuawaru	eighth
Kāwanatanga	Government	whānau mai	born
kotiti	distracted, deviate	tupu ake	grew up
maha	many	whakahokia	returned
māia	brave, staunch	whawhai	protest, struggle, fight
murua	confiscate		
pakanga tuarua	World War II		





Te Hiringa i te Mahara

Tuaiwa (Eva) Rickard



2. He Kāhua - Personal Profile.

Whakaotihia te whakaāhuatanga tangata e pā ana ki a Tuaiwa Rickard. Complete the personal profile below about Tuaiwa Rickard.

Ingoa:

Tūrangawaewae:

Maunga:

Moana:

Iwi:

Hapū:

Whānau:

Tekau mā _____ ngā tamariki o tōna whānau.

Ko Tuaiwa te _____ o ngā tamariki.

Ko _____ tōna kuia.

Ngā Mahi:

I te pakanga _____ ka murua te whenua.

Ahakoā i whakahokia mai te whenua ka whawhai hoki a Tuaiwa mō te hunga _____ mō te hunga _____ me te hunga _____ .

He wahine _____ , he wahine _____ , he wahine aroha anō hoki a Tuaiwa Rickard.





Te Hiringa i te Mahara



Tuaiwa (Eva) Rickard

- 3. He Whakarāpopototanga Kōrero: Summary.**
Tuhia he whakarāpopototanga kōrero e pā ana ki a Tuaiwa Rickard.
Write a brief summary about Tuaiwa Rickard.



- 4. He Mahi Atu Anō: Extension Activity.**
Tuhia tētahi kōrero paku mō tētahi tangata, tō hoa rānei, engari waiho ngā pūmatua, ngā kopi me ngā piko (kia ōrite tāu mahi ki te mahi nama 1). Māu anō e whakatika. Heoi anō, hōatu te kōrero e hē ana ki tō hoa, māna hoki e whakatika.
Write some brief information about a well known person or friend. Leave out any punctuation. When you have completed two copies, one correct version and one that does not include any punctuation, give it to another class member to correct. (Similar to activity number 1)





Tāngata Lesson #8

LESSON TITLE: He aha tāu mahi?: What is your occupation?

AIM: To enable students to describe what other people do, that is, their occupations.

STRAND(S): Speaking, writing.

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

1. write the occupations of some well known people
2. ask and say what the occupations of some well known people are.

Learning points to be covered:

The words for some occupations:

he kaitākaro whutupōro (rugby player)	he kaitōrangapū (politician)
he kaitākaro tēnehi (tennis player)	he kaieke hōiho (jockey)
he kaiwhakapāoho reo (radio broadcaster)	he kaiwhakawā o te Kooti Matua (High Court Judge)
he kaitapere (actor)	he kairāranga (weaver)
he kaiwhakakatakata (comedian)	he tohunga wete reo (language expert)
he kaitito waiata-ā-ringa (composer)	he kaiārahi kapa haka (Maori culture group leader)
he kaituhi (author)	he kaitākaro netipaoro (netball player)
he kaikorikori tōrangapū (political activist)	he pei ā hara (police person)
he kaiwaiata (singer)	he kaimahi hiko (electrician)
he rōia (lawyer)	he kaitiaki tamariki (child care-giver)
	he kaiwhakatikatika motokā (mechanic)

Resources:

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.
 Photocopied activity sheets - no.s 1 & 4 for each student
 - no.s 2 & 3 for each pair of students.
 - ie do not copy back to back



Te Hīringa i te Mahara



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

Instructions to Relief Teacher

Hand out attached photocopied sheets to each student. Activity sheets 2 & 3 (activity 2) should be handed to a pair of students. Mark students work as they complete each activity (unless noted) The Extension Activity is designed for students who complete work early. It may also be used as a homework activity (no answers provided)

1. **Mahi Whakataurite: Matching Lists (approx. 15 minutes)**
 Students should draw a line from each person to their appropriate occupation.
 nb; He Kupu Āwhina (Helpful words) are provided. Students may work in pairs. Class discussion at the end of the activity may be useful to identify and expand students knowledge about these well-known Māori people.

2. **Mahi Kōrero: Speaking Activity. (approx. 20 minutes)**
 This is pair work, utilising photocopied sheets 2ā & 2ē for each pair of students. This is a Māori speaking activity, therefore students should not be able to see each others sheets. Each person has missing information that the other requires to complete the task. Students fill in the answers on their sheets. By using the question/answer format the students will discover who the personalities are and their respective occupations. The format is provided at the top of the activity sheet.
 The student with sheet 2ā begins by asking question 1, and the student with sheet 2ē will give the answer. - this process should be repeated alternately to the end.

- 3ā. **Whakataurite pikitia: Matching Pictures (approx. 7 minutes)**
 Students have a list of occupations and symbols. They should match the correct symbol to the appropriate occupation, which they may have to guess as not all have appeared before. Be sure to give the correct answers immediately after completion.
- 3ē. **Mahi tā pikitia: Drawing Pictures (approx. 8 minutes)**
 Students should draw symbols for the given occupations.
 nb; The students are not expected to draw a detailed representation but rather a symbol.

4. **He Mahi Atu Anō: Extension Activity.**
 Students should make up their own matching list game (similar to activity 1) using the names for occupations they have learnt this lesson.

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)





Te Hiringa i te Mahara



He aha tāu mahi? (What is your occupation?)

1.

Mahi Whakataurite: Matching Lists NGĀ WHAKAUTU: ANSWERS

- | | |
|-------------------|--|
| 1. Sandra Lee | he kaitōrangapū (politician) |
| 2. Che Fu | he kaiwaiata (singer) |
| 3. Carlos Spencer | he kaitākaro whutupōro (rugby player) |
| 4. Patricia Grace | he kaituhi (writer) |
| 5. Pita Sharples | he kaiārahi kapa haka (Maori culture group leader) |
| 6. Benice Mene | he kaitākaro netipaoro (netball player) |
| 7. Tame Iti | he kaikorikori tōrangapū (political activist) |
| 8. Robert Rākete | he kaiwhakapāoho reo (radio broadcaster) |
| 9. Cliff Curtis | he kaitāpere (actor) |
| 10. Mike King | he kaiwhakakatakata (comedian) |

2ā.

Whakarongo mai: Listening activity NGĀ WHAKAUTU: ANSWERS

1. He aha te mahi a Bic Runga?
2. He kaiwhakakatakata a Pio Terei
3. He aha te mahi a Syd Jackson?
4. He Kaiwhakawā o te Kooti Matua a Eddie Dury
5. He aha te mahi a Temuera Morrison?
6. He tohunga wete reo a Kāterina Mataira.
7. He aha te mahi a Diggers Te Kanawa?
8. He kaiwhakapāoho a Mātai Smith.
9. He aha te mahi a Moana Sinclair?
10. He kaituhi a Witi Ihimaera.





Te Hiringa i te Mahara

He aha tāu mahi? (What is your occupation?)



2ē..

Mahi Kōrero: Speaking Activity.
NGĀ WHAKAUTU: ANSWERS

1. He kaiwaiata a Bic Runga
2. He aha te mahi a Pio Terei?
3. He kaikorikori tōrangapū a Syd Jackson
4. He aha te mahi a Eddie Dury?
5. He kaitāpere a Temuera Morrison.
6. He aha te mahi a Kāterina Mataira?
7. He kairāanga a Diggers Te Kanawa.
8. He aha te mahi a Mātai Smith?
9. He rōia a Moana Sinclair.
10. He aha te mahi a Witi Ihimaera?

3ā.

Whakataurite pikitia: Matching Pictures.
NGĀ WHAKAUTU: ANSWERS

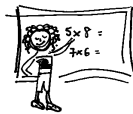
he rata



he mataaro hiko



he kaiako



he kaitiaki tamariki



he kaituhi



he kaikorikori tōrangapū



he pei ā hara



he kaiwhakatikatika motokā





Te Hiringa i te Mahara



He aha tāu mahi? (What is your occupation?)

1. Mahi Whakataurite: Matching Lists.
Whakatauritehia ngā tāngata ki ngā momo tūranga mahi.
Match the people to their various occupations.

- | | |
|-------------------|--------------------------|
| 1. Sandra Lee | he kaiārahi kapa haka |
| 2. Che Fu | he kaitākaro netipaoro |
| 3. Carlos Spencer | he kaikorikori tōrangapū |
| 4. Patricia Grace | he kaiwhakakatakata |
| 5. Pita Sharples | he kaiwaiata |
| 6. Benice Mene | he kaitōrangapū |
| 7. Tame Iti | he kaituhi |
| 8. Robert Rākete | he kaitāpere |
| 9. Cliff Curtis | he kaitākaro whutupōro |
| 10. Mike King | he kaiwhakapāoho reo |

He Kupu Āwhina: Helpful Words

he kaitākaro whutupōro	rugby player	he kaituhi	writer
he kaiārahi kapa haka	Maori culture group leader	he kaikorikori tōrangapū	political activist
he kaiwhakapāoho reo	radio broadcaster	he kaiwaiata	singer
he kaitāpere	actor	he rōia	lawyer
he kaiwhakakatakata	comedian	he kaitōrangapū	politician
he kaitākaro netipaoro	netball player		





Te Hiringa i te Mahara



He aha tāu mahi? (What is your occupation?)

2ā. Mahi Kōrero: Speaking Activity.

Pātaingia te pātai, kia mōhio ai kōrua ki te whakautu e ngaro ana. In pairs, use the question pattern below to find the missing information.

He tauira: Example

He aha te mahi a Tau Henare? What is the occupation of Tau Henare?
He kaitōrangapū a Tau Henare. Tau Henare is a politician.

1. Bic Runga?
2. He kaiwhakakatakata Pio Terei
3. Syd Jackson?
4. He Kaiwhakawā o te Kooti Matua Eddie Dury
5. Temuera Morrison?
6. He tohunga wete reo Kāterina Mataira.
7. Diggers Te Kanawa?
8. He kaiwhakapāoho Mātai Smith.
9. Moana Sinclair?
10. He kaituhi Witi Ihimaera.

He Kupu Āwhina: Helpful Words

he kaiwhakawā	he kaituhi	author
o te Kooti Matua	he kaiwhakakatakata	comedian
High Court	he kaitāpere	actor
Judge	he tohunga wete reo	language expert
he kaiwaiata	he kaiwhakapāoho	presenter
singer	he kairāranga	weaver
he rōia		
lawyer		
he kaikorikori tōrangapū		
political		
activist		





Te Hiringa i te Mahara



He aha tāu mahi? (What is your occupation?)

2ē. Mahi Kōrero: Speaking Activity.

Pātaingia te pātai, kia mōhio ai kōrua ki te whakautu e ngaro ana. In pairs, use the question pattern below to find the missing information.

He tauira: Example

He aha te mahi a Tau Henare?

What is the occupation of Tau Henare?

He kaitōrangapū a Tau Henare.

Tau Henare is a politician.

1. He kaiwaiata Bic Runga
2. Pio Terei?
3. He kaikorikori tōrangapū Syd Jackson
4. Eddie Dury?
5. He kaitapere Temuera Morrison.
6. Kāterina Mataira?
7. He kairāanga Diggers Te Kanawa
8. Mātai Smith?
9. He rōia Moana Sinclair.
10. Witi Ihimaera?

He Kupu Āwhina: Helpful Words

he kaiwhakawā	he kaituhi	author
o te Kooti Matua	he kaiwhakakatakata	comedian
High Court	he kaitāpere	actor
Judge	he tohunga wete reo	language expert
he kaiwaiata	he kaiwhakapaoho	presenter
singer	he kairāanga	weaver
he rōia		
lawyer		
he kaikorikori tōrangapū		
political		
activist		





Te Hiringa i te Mahara



He aha tāu mahi? (What is your occupation?)

3ā. Whakataurite pikitia: Matching Pictures.

Whakatauritehia ngā tohu ki ngā momo tūranga.
Match the correct symbol to the appropriate occupation.



he rata

he kaiako

he kaituhi

he pei ā hara

he kaimahi hiko

he kaitiaki tamariki

he kaikorikori tōrangapū

he kaiwhakatatika motokā



3ē. Mahi tā pikitia: Different Occupations.

Tāngia he tohu mō ngā mahi e waru.
Draw your own symbols for 8 of the following occupations.

he rōia

he kaitākaro tēnchi

he mataaro kōrere (*plumber*)

he kaitito waiata-ā-ringa

he kaitākaro netipōro

he kaitōrangapū

he kāmura (*carpenter*)

he kaieke hōiho (*jockey*)

he kaiwhakapāoho ro

he kaitākaro whutupōro

he kaiwhakakatakata

he kaiwaiata

4. He Mahi Atu Anō: Extension Activity.

Hangaia tētahi mahi whakataurite kia ōrite ki te mahi nama 1. Whakamahia ngā kupu tūranga mahi me ētahi atu tāngata rongonui. Create your own matching list game (similar to activity 1) using the names for occupations you have learnt this lesson and other famous people.





Tāngata Lesson #9

LESSON TITLE: He kōrero mō te tangata: Information about a person

AIM: To enable students to write descriptions of people they know.

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

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

1. say what someone is not (using ehara .. i)
2. briefly describe a person
3. answer questions about a person
4. complete a cloze exercise.

Learning points to be covered:

Ehara ... i



Resources:

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



Te Hīringa i te Mahara



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



Instructions to Relief Teacher

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

- Whakakāhorengia ngā āhuatanga o ngā rārangi kōrero: Negate the sentences. (approx. 10 minutes)**
 Students should read the sentences written in the affirmative and negate them. Examples are provided in 'He Whakamārama' (An Explanation)
- Whakautu Pātai: Answer the questions. (approx. 30 minutes)**
 2ā & 2ē. Students should read the brief descriptions of a father and mother and answer the questions. (approx.. 5 minutes each activity)
 2ī. Students should write a brief description about their mum or dad as modelled in activity 2ā and 2ē. (no answers provided) (approx. 20 minutes)
- Whakakīngia ngā wāhi wātea: Cloze Exercise. (approx. 10 minutes)**
 Students should read the information about Moana Maniapoto-Jackson and use the words provided to fill in the gaps.
- He Mahi Atu Anō: Extension Activity.**
 Students should write down some information about one of the famous people listed below, by using activity 3 as a guide.
 Whina Cooper, Taine Randell, Norm Berryman, Temuera Morrison, Robert Rakete, Louisa Wall, Patrica Grace, Che Fu, Bic Runga, Tame Iti.

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)



Te Hiringa i te Mahara



He kōrero mō te tangata: Information about a person

- 1.** Whakakāhorengia ngā āhuatanga o ngā rārangi kōrero:
Negate the sentences.

NGĀ WHAKAUTU: ANSWERS

1. Ehara tōku māmā i te wahine harikoa.
2. Ehara tērā tangata ko Tamahae.
3. Ehara a Mereana i te kōtiro pōuri.
4. Ehara ko Reonata te pōtiki o tōna whānau.
5. Ehara a Robert Rākete i te hātakēhi.
6. Ehara a Carlos Spencer i te tangata mōmona.
7. Ehara ko Mere te tuakana o Tini.
8. Ehara ia i te kaiako pou whirinaki.
9. Ehara tēnā i te pēpi taikaha.
10. Ehara a Tama i te tama pakiwaha.

- 2ā.** Whakautu Pātai: Answer the questions.

NGĀ WHAKAUTU: ANSWERS

- | | |
|----------------------------|---|
| 1. Nō hea ia? | <u>Nō Kirikiriroa ia.</u> |
| 2. Tokohia āna tamariki? | <u>Tokowhā āna tamariki.</u> |
| 3. He aha tōna āhuatanga? | <u>He poto, he pango hoki ōna makawe.</u> |
| 4. He tangata matapiko ia? | <u>Kāo, he tāne atawhai ia.</u> |
| 5. He tangata mōmona ia? | <u>Kāo.</u> |





Te Hiringa i te Mahara

He kōrero mō te tangata: Information about a person



2ē. Whakautu Pātai: Answer the questions. NGĀ WHAKAUTU: ANSWERS

1. Ko wai tōna iwi?

Ko Ngāti Ranginui tōna iwi.

2. Kei hea ia e noho ana ināianei?

Kei Kirikiriroa e noho ana ināianei

3. E hia ōna tau?

Toru tekau mā waru ōna tau.

4. He aha tana mahi?

He taura ia i te Whare Wānanga o Waikato.

5. He aha tōna āhuatanga?

He wahine tino ataahua ia, he matatau hoki.

He parauri te tae o ōna karu. He pango ōna makawe.

3. Whakakīngia ngā wāhi wātea: Cloze Exercise. NGĀ WHAKAUTU: ANSWERS

He tangata rongonui tēnei wahine. He kaiwaiata ia. Ko Moana me ngā Whaimoa te ingoa o tōna pēne waiata. Ko Ngāti Tūwharetoa tētahi o ōna iwi. I haere ia ki te kura tuarua o Hāto Hohepa. Kei te mahi ia mō Hotu Manawa Māori ināianei. Ehara ia i te tangata kaipaipa. Kei Ōtahūhū tōna kāinga. He tama tāna. Ko Kimiora tōna ingoa. He roa, he mingimingi hoki ōna makawe. He wahine matatau, atawhai hoki ia. Ko Moana Maniapoto-Jackson tōna ingoa.





Te Hiringa i te Mahara



He kōrero mō te tangata: Information about a person

He Whakamārama: Explanation

Ehara ... i - Saying what something is not

Look at the following sentences carefully. One is affirmative and the other is negative. Ehara .. i is used instead of kaore, to make a negative sentence from a descriptive sentence beginning with he and ko. Note the changed word order in the negative examples.

He wahine tāroaroa ia

She is a tall woman.

Ehara ia **i te** wahine tāroaroa.

She is not a tall woman.

Ko Pita tērā.

That is Pita.

Ehara tērā ko Pita.

That is not Pita.

1. Whakakāhorengia ngā āhuatanga o ngā rārangi kōrero: Negate the sentences.

Whakakāhorengia ngā āhuatanga o ngā rārangi kōrero ki ngā kupu 'ehara ... i'.
Make these sentences into the negative.

1. He wahine harikoa tōku māmā.
2. Ko Tamahae tērā tāne.
3. He kōtiro pōuri a Mereana.
4. Ko Reonata te pōtiki o tōna whānau.
5. He hātakēhi a Robert Rakete.
6. He tangata mōmona a Carlos Spencer.
7. Ko Mere te tuakana o Tini.
8. He kaiako pou whirinaki ia.
9. He pēpi taikaha tēnā.
10. He tama pākiwaha a Tame.





Te Hiringa i te Mahara

He kōrero mō te tangata: Information about a person



2. Whakautu Pātai: Answer the questions.

Pānuitia ngā kōrero nei, ā, whakautua ngā pātai.

Read the brief descriptions of a father and mother and answer the questions.

2ā. Nō Kirikiriroa tōku pāpā. Ko Ngāti Maniapoto tōna iwi. Whā tekau ōna tau. Tokowhā āna tamariki. He kāmara tana mahi. He poto ōna makawe. He pango hoki. He tangata tāroa ia. He tāne atawhai ia. Ehara ia i te tangata mōmona.

1. Nō hea ia?
2. Tokohia āna tamariki?
3. He aha tōna āhuatanga?
4. He tangata matapiko ia?
5. He tangata mōmona ia?

2ē. Nō Tauranga tōku māmā. Ko Ngāti Ranginui tōna iwi, engari kei Kirikiriroa ia e noho ana ināianei. Toru tekau mā waru ōna tau. Tokorua āna tamariki. He tauira ia i te Whare Wānanga o Waikato. He wahine tino ataahua ia, he matatau hoki. He parauri te tae o ōna karu. He pango ōna makawe.

1. Ko wai tōna iwi?
2. Kei hea ia e noho ana ināianei?
3. E hia ōna tau?
4. He aha tana mahi?
5. He aha tōna āhuatanga?





Te Hiringa i te Mahara



He kōrero mō te tangata: Information about a person

2i. Tuhia he kōrero: Write a description

Tuhia he kōrero mō tō māmā, tō pāpā rānei.
Write a brief description about your mum or dad.



He Kupu Āwhina: Helpful Words

āhuatanga/āhua	appearance	matatau	intelligent
atawhai	kind, caring	nihoniho	quarrelsome
harikoa	happy, funny,	pākiwaha	big mouthed
	hardcase	pōuri	sad
māhaki	patient, humble	taikaha	stubborn
marae	generous	wahangū	quiet
matapiko	mean, stingy		(not talkative)



Te Hiringa i te Mahara



He kōrero mō te tangata: Information about a person

3. Whakakīngia ngā wāhi wātea: Cloze Exercise. Anei tētahi kōrero mō tētahi tangata rongonui. Whakakīngia ngā wāhi wātea ki ngā kupu e ngaro ana. Here is some information about a famous person. Fill in the missing gaps, use the missing words below.

He Kupu Āwhina: Helpful Words

makawe	mahi
tangata	ingoa
ia	kāinga
iwi	ehara
matatau	tōna

Hotu Manawa Māori	Māori Heart Organisation
Kaiwhaimoa	Moahunters
kaiwaiata	singers
ināianei	now
mingimingi	curly
pēne	band
tangata kaipaipa	smoker
rongonui	famous

He _____ rongonui tēnei wahine. He kaiwaiata _____. Ko Moana me ngā Whaimoa te ingoa o tāna pēne waiata. Ko Ngāti Tūwharetoa tētahi o ōna _____. I haere ia ki te _____ tuarua o Hāto Hōhepa. Kei te _____ ia mō Hotu Manawa Māori ināianei. _____ ia i te tangata kaipaipa. Kei Ōtahūhū tōna _____. He tama tāna. Ko Kimiora _____ ingoa. He roa, he mingimingi hoki ōna _____. He wahine _____, atawhai hoki ia. Ko Moana Maniapoto-Jackson tōna _____.

4. He Mahi Atu Anō: Extension Activity. Tuhia he kōrero e pā ana ki tētahi o ēnei tāngata rongonui. Write down some information about one of the following famous people. Use activity 3 as a guide.

Whina Cooper, Taine Randell, Norm Berryman, Temuera Morrison, Robert Rakete, Louisa Wall, Patrica Grace, Che Fu, Bic Runga, Tame Iti.





Tāngata

Lesson #10

LESSON TITLE: Tāngata Rongonui: Well-known People

AIM: To enable students to present information about people in different ways.

STRAND(S): Presenting, reading, writing.

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

1. present a summary profile of a person
2. present two brief articles about people
3. present a timeline of a person's achievements.

Learning points to be covered:

This lesson revises learning points in lessons 1-9.

Resources:

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





Te Hīringa i te Mahara



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

Instructions to Relief Teacher

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

- Whakarāpopotonga te kōrero: Summarising information (approx. 10 mins.)**
 Students should read the description of Hinewehi Mohi and fill in the profile provided.
 Students do not have to write in full sentences rather, they should just provide the relevant information.
- Hangaia he rārangi kōrero: Writing descriptions (approx. 30 mins.)**
 Students should use all the information provided to write a brief description of each person similar to that in activity 1.
 2ā. Che Fu (approx.. 15 mins..)
 2ē. Quinton Hita (approx.. 15 mins..)
- Rārangi wā - Time line (approx. 10 mins.)**
 Students should read the description of Waimārama Taumaunu and place all the dates and relevant details on the timeline.
- He Mahi Atu Anō: Extension Activity**
 Students should create a brief profile sheet of a famous person that they know about. They should then give their profile to another class member to write about. Students should use activity 2ā and 2ē as a model.

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)





Te Hiringa i te Mahara



Tāngata Rongonui: Well-known People

1. Whakarāpopotonga Kōrero: Summarising Information NGĀ WHAKAUTU: ANSWERS

Hinewehi Mohi

- Ingoa: Hinewehi Mohi
- Iwi: Ngāti Kahungunu
- Wāhi tipu Heretaunga
- Kura Tuarua: Hāto Hōhepa
- Whare Wānanga: Te Whare Wānanga o Waikato
- Tamariki: He tamāhine - Ko Hineraukatauri
- Mahi o mua: Kaiwaiatia
- Mahi ināianei: He māmā, te whakarite i tāna kōpae pūoro hou.

2ā. Hangaia he rārangi kōrero: Writing descriptions NGĀ WHAKAUTU: POSSIBLE ANSWERS

Che Fu

- He kaiwaiata a Che Fu.
- Ko Che Kuo Eruera Rauhihi Ness tōna ingoa tūturu.
- Nō Niue rāua ko Ngāti Raukawa ia.
- Ko Tigilau Ness rāua ko Miriama Rauhihi ōna mātua.
- Ko Poutu te ingoa o tōna marae. Kei Shannon tōna marae.
- I haere ia ki te kura tuarua o Seddon High/ Western Springs.
- Ko Supergroove te ingoa o tōna pēne o mua.
- Ko Hip Hop tōna momo pūoro.
- Ko 2 B S.Pacific te ingoa o tana kōpae pūoro tuatahi.





Te Hiringa i te Mahara

Tāngata Rongonui: Well-known People



2ē.

Hangaia he rārangi kōrero: Writing descriptions
NGĀ WHAKAUTU: POSSIBLE ANSWERS

Quinton Hita

He kaipānui a Quiton Hita. Ko Ngā Puhī tona iwi
 I whānau mai ia i Tāmaki-Makau-Rau
 Ko te rua tekau mā rima o Tihema tōna rā whānau.
 Ko Bryan rāua ko Lyn ōna mātua. Ko Rāhera tōna tuahine
 I haere ia ki te kura tuarua o Freyberg.
 Kei Pamutana rā kura.
 I haere ia ki te Whare Wānanga o Wikitoria
 Ko 'Taku nei taru kino', tona waiata pai rawa ki a ia.
 Ko ngā tio te kai reka ki a ia.
 He kaipānui ia o te irirangi o Ruia Mai, he kaipānui hoki ia o te hōtaka
 pouaka whakaata o 'Mai Time' me 'Tūmeke'.

3.

Rārangi Wā: Time line
NGĀ WHAKAUTU: ANSWERS

Waimārama Taumaunu

- 1976 Kei roto ia i te tīma o Canterbury
- 1979 Uru ki roto tīma poitarawhiti o Aotearoa.
- 1989 Ngā Whakataetae o te Ao i Tīamana
- 1990 Mahi mō Te Kōmihana Hākinakina o Hillary
- 1991 Ngā Whakataetae o te Ao i Ahitereiria
- 1998 Mahi mō te Rōpū Poitarawhiti o Īngarangi.





Te Hiringa i te Mahara



Tāngata Rongonui: Well-known People

1. Whakarāpopotonga Kōrero: Summarising Information

Kei raro iho he kōrero e pā ana ki tētahi wahine rongonui. Pānuitia, ā, whakakīngia te kāhua mōna.

Below is a short description about a well-known Māori woman. Read it, then complete the profile on her under the headings given.

Hinewehi Mohi

He kaiwaiata a Hinewehi Mohi. He manu tioriori ia. I tipu ake ia i Heretaunga i runga i tētahi pāmu. Ko Ngāti Kahungunu rāua ko Tuhoe ōna iwi i te taha o tōna pāpā. He Pākehā tōna māmā. Kei Pakipaki tōna marae.

I haere ia ki te kura tuarua o Hāto Hōhepa mō ngā kōtiro Māori. I roto ia i te rōpū waiata o reira. I muri i tēnā, i haere ia ki te Whare Wānanga o Waikato. I roto hoki ia i te rōpū kapa haka o reira.

Nā, he kaiwaiata ia i roto hoki i te pēne 'Moana me ngā Kaiwhaimoa.' I mahi hoki ia hei kaiwhakahaere mō te hōtaka 'Marae' i runga i te teihana tuatahi o te pouaka whakaata. Kei te whakarite hoki ia i ētahi waiata mō tāna kōpae pūoro hou kei te puta mai a te tau 1999.

He māmā tāna mahi nui i tēnei wā. Ko Hineraukatauri te ingoa o tāna tamāhine. He kōtiro hauā ia. He kōtiro ataahua hoki.

Ingoa:

Iwi:

Wāhi tipu:

Kura Tuarua:

Whare Wānanga:

Tamariki:

Mahi o mua:

Mahi ināianei:

He Kupu Āwhina: Helpful Words

hauā	disabled
hōtaka	program
kōpae pūoro	CD
manu tioriori	sweet voice (like a bird)
pāmu	farm
pēne	band
pouaka whakaata	TV
teihana	station
whakarite	prepare





Te Hiringa i te Mahara



Tāngata Rongonui: Well-known People

2. Hangaia he rārangi kōrero: Writing descriptions

Kei raro iho he kāhua e pā ana ki ētahi tāne rongonui. Pānuitia, ā, tuhia hoki he kōrero poto mō ia tangata, ia tangata.

Below is a profile about two well known Māori men. Write a short description for both of them. Use the description of 'Hinewehi Mohi' in activity one to help you.

2ā... Che Fu

Ingoa tūturu:

Che Kuo Eruera Rauhihi Ness

Ingoa ināianci:

Che Fu

Iwi:

Ngāti Raukawa

Niue

Marae:

Poutu (Kei Shannon)

Mātua:

Tigilau Ness rāua ko Miriama Rauhihi

Tōna Kura Tuarua :

Seddon High, rā ko Western Springs

Tāna Pēne o mua :

Supergroove

Momo pūoro

Hip hop

Kōpae pūoro tuatahi:

2 B S.Pacific



He Kupu Āwhina: Helpful Words

pēne

band

momo pūoro

type of music

ināianci

now

tūturu

real





Te Hiringa i te Mahara



Tāngata Rongonui: Well-known People

2ē... Quinton Hita

Ingoa:	Quinton Hita
Rā Whānau:	Te 25 o Tihema
Wāhi Whānau:	Tāmaki Makaurau
Tōna Iwi:	Ngā puhi
Mātua.:	Ko Bryan rāua ko Lyn
Tuahine:	Ko Rāhera
Kura Tuarua:	Freyberg, Kei Pāmutana
Whare Wānanga:	Wikitoria i te Upoko o te Ika.
Te waiata pai rawa ki a ia:	Tahi nei Taru Kino
Te kai reka ki a ia:	Tio
Tāna mahi:	Kaipānui i te irirangi o Ruia Mai, Kaipānui o te hōtaka pouaka whakaata o 'Mai Time' me 'Tūmeke'.



He Kupu Āwhina: Helpful Words

Ahitereira	Australia	poitarawhiti	netball
ārahi	lead	tāwāhi	overseas
haerenga	trip	Tiamana	Germany
Īngarangi	England	tuitui haere	co-ordinate
Kōmihana	Commission	uru	enter
neke	move	Whakataetae o te Ao	World Cup





Te Hiringa i te Mahara



Tāngata Rongonui: Well-known People

3. Rārangi Wā: Timeline
 Tuhia he rārangi wā e pā ana ki a Waimārama Taumaunu. Whakamahia ngā rā kei raro iho nei. Kua mahia kē te rā tuatahi hei tauria māu. Kei te whārangi 3 ngā kupu āwhina e noho ana.

Draw a timeline about Waimārama's life using the dates in the information given below. The first one is done as an example to follow. Helpful words are on page 3.

Waimārama Taumaunu

I whānau mai a Waimārama i te tau 1962 i Waipawa i te Tai Rāwhiti. Ko Ngāti Porou tōna iwi. I timata ia ki te tākaro poitarawhiti i te kura tuatahi i Uawa. I neke tōna whānau ki Ōtautahi. Nā, ka uru atu ia ki roto i te tīma o taua rohe, rā, ko Canterbury, i te tau 1976.

I te tau 1979 ka uru ia ki roto i te tīma poitarawhiti o Aotearoa. E rua ōna haerenga ki tāwāhi ki te ārahi i te tīma o Aotearoa ki Ngā Whakataetae o te Ao i Tiamana i te tau 1989, ā, ki Ahitereiria i te tau 1991.

Nā, i timata ia ki te mahi mō Te Kōmihana Hākinakina o Hillary i te tau 1990. Ko tana mahi hei tuitui haere i ngā tākaro katoa mō ngā Maori. I te tau 1998 i haere ia ki Ingarangi ki te mahi mō te Rōpū Poitarawhiti o Ingarangi.

1976 Kei roto ia i te tīma o Canterbury

19

19

19

19

19



4. He Mahi Atu Anō: Extension Activity.
 Hangaia he kāhua mō tētahi tangata rongonui e mohiotia e koe. Hōatu to kāhua ki tētahi o ō hoa, māna e tuhia tētahi kōrero.

Make up a brief profile sheet of someone famous that you know about. Give your profile to another class member to write about.





Tāngata Lesson #11

LESSON TITLE: Tāngata: People

AIM: To enable students to view a dialogue about a person.

STRAND(S): Viewing, writing, reading.

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

1. identify specific information by viewing a dialogue
2. answer questions by viewing the context of the situation
3. answer questions about the dialogue
4. identify specific words in the dialogue.

Learning points to be covered:

This lesson revises learning points in lessons 1-10.

Resources:

Photocopied instruction sheet + 2 answer sheets / OHTs for relief teacher.
 Photocopied activity sheets - 3 per student.
 Video cassette - "TĀNGATA" (second lesson on tape,
 TV and video player - approx... 22 min from start)

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



Te Hiringa i te Mahara



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

Instructions to Relief Teacher

Hand out attached photocopied sheets to each student. Each activity requires a section on the video tape to be played **after** the students have read the appropriate activity's questions. **Each section's end-point is signalled by a Māori manaia symbol** like those shown down the side of this page.

When this appears, stop the tape to allow the students to complete an activity in the recommended time and to be given the relevant answers. Nb The manaia 'turns' (on screen) after 5 seconds to signal the start of the next activity, so **stop the tape when the manaia first appears**.

1. **Te Wāhi: The Context. (max. 10 minutes incl. reading and viewing)**
This section includes the opening titles. Students should answer the questions.
2. **Ko wai te tangata?: Who is this person? (3 min - viewing only)**
This section is repeated three times. This first time, the students should watch to get an overall idea of the dialogue and will probably try to guess who the two girls are talking about. This will be revealed on tape - after they have completed activity 2ē.
- 2ā. **Kimihia ngā kupu: Find the words. (max. 7 minutes incl. reading and viewing)**
Students should find the Māori equivalents to these words used in the dialogue.
- 2ē. **Whakautu Pātai: Answering Questions (max. 7 minutes incl. reading and viewing)**
Students should answer the questions about the dialogue in Māori.
- 2ī. **Nōreira... ko wai te tangata?: So... who is it? (3 min - viewing only)**
This section tells them who the two girls are talking about and shows a short clip of one of Bic Runga's songs. This flows directly into the next section...
3. **Ko wai te tangata?: Who is this person? (4 min - viewing only)**
This set of activities follows exactly the same layout as activities 2, 2ā, etc.
- 3ā. **Kimihia ngā kupu: Find the words. (max. 7 minutes incl. reading and viewing)**
Students should find the Māori equivalents to these words used in the dialogue.
- 3ē. **Whakautu Pātai: Answering Questions (max. 7 minutes incl. reading and viewing)**
Students should answer the questions about the dialogue in Māori.
- 3ī. **Nōreira... ko wai te tangata?: So... who is it? (3 min - viewing only)**
The students should watch the end of the video which tells them who the two girls are talking about and shows a short clip of one of Che Fu's songs
4. **He Mahi Atu Anō: Extension Activity. (homework)**
Students should create their own 'guess who' dialogue about a famous person. This may be done in pairs. They should then role play it with a friend.

Relief Teacher To Complete . . .

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

Please return to teacher (above)





Te Hiringa i te Mahara



Tāngata: People

1.

Te Wahi: The context.
NGĀ WHAKAUTU: ANSWERS

1. Kei te haere rāua ki tētahi wāhi tiaki tamariki, kōhanga reo.
2. Tekau mā whā ngā tau o ngā kōtiro.
3. Āe.
4. He peita, he paraihe, he pēpa.
5. He peita pikitia, he mahi ngāhau.

2ā.

Kimihia ngā kupu: Find the words.
NGĀ WHAKAUTU: ANSWERS

- | | | | |
|----------|-----------------|-------------|-----------------|
| 1. Fat | <u>rahi</u> | 5. Straight | <u>torotika</u> |
| 2. Thin | <u>whiroki</u> | 6. Black | <u>pango</u> |
| 3. Large | <u>kaitā</u> | 7. Friendly | <u>rata</u> |
| 4. Short | <u>potopoto</u> | 8. Humble | <u>māhaki</u> |

2ē.

Whakautu Pātai: Answering questions
NGĀ WHAKAUTU: ANSWERS

1. He wahine.
2. E rua tekau mā whā ōna tau.
3. Kāo.
4. He ahua poto, he pango, he torotika hoki ōna makawe.
5. He Māori me te Hainamana ia.

2ī.

Nōreira ... ko wai te tangata?: So...who is this person?
NGĀ WHAKAUTU: ANSWERS

Ko Bic Runga





Te Huringa i te Mahara



Tāngata: People

3ā.

Kimihia ngā kupu: Find the words.
NGĀ WHAKAUTU: ANSWERS

- | | | | |
|----------------|-------------------|-----------------|-----------------------|
| 1. famous | <u>rongonui</u> | 5. curly (hair) | <u>koromingimingi</u> |
| 2. large | <u>kaitā</u> | 6. handsome | <u>pūrotu</u> |
| 3. small beard | <u>pāhau paku</u> | 7. excellent | <u>rawe</u> |
| 4. long | <u>roa</u> | 8. winner | <u>toa</u> |

3ē.

Whakautu Pātai: Answering questions
NGĀ WHAKAUTU: ANSWERS

1. Ko Ngāti Raukawa tōna iwi.
2. I haere ia ki te kura o Ngā Puna o Waiorea.
3. He roaroa.
4. Ko 'Supergroove' te ingoa o tōna rōpu waiata i mua rā.
5. Ko '2B S.Pacific' te ingoa o tana rekota hou.

3ī.

Nō reira ... ko wai te tangata?: So...who is this person?
NGĀ WHAKAUTU: ANSWERS

Ko Che Fu





Tāngata: People



1. Te Wāhi: The context.
 Mātakitakihia tēnei wāhanga o te whakaari nei, ā, whakautua ngā pātai nei.
 View this segment of the video, then answer the questions below.

1. Kei te haere ngā kōtiro ki hea?
2. Ki ōu whakaaro, e hia ngā tau o ngā kōtiro?
3. I tangohia e rāua ōu rāua hū i mua i te kuhunga atu ki roto i te whare?
4. He aha ētahi o ngā mea kei runga i te tēpu?
5. He aha ngā mahi a ngā kōtiro nei?

2. Ko wai te tangata? Who is this person?
 Mātakitakihia tēnei wāhanga o te whakaari nei kia mohio ai koe ki te whakatakotoranga o te kōrero.
 View this segment of the video to enable you to get an overall idea of the dialogue.

2ā. Kimihia ngā kupu: Find the words.
 Āta whakarongo ki te kōrerorero, ā, tūhia mai ngā kupu āhua.
 Listen carefully to the dialogue and write down the Māori words for the following adjectives.

- | | |
|----------|-------------|
| 1. fat | 5. straight |
| 2. thin | 6. black |
| 3. large | 7. friendly |
| 4. short | 8. humble |



Tāngata: People

2ē. Whakautu Pātai: Answering questions

Mātakitakihia te whakaari nei, ā, whakautua ngā pātai.

Watch this section of the video and answer the following questions.

1. He wahine, he tāne rānei tēnei tangata?
2. E hia ōna tau?
3. He aha tōna āhuatanga?
4. He aha te āhua o ōna makawe?
5. He Māori, he Hinamana, he Pakeha rānei?

2ī. Nōreira ... ko wai te tangata?: So...who is this person?

Ki ōu whakaaro, ko wai tēnei kaiwaiata rongonui?

Who do you think this famous singer is?

Ko _____





Te Hīngira i te Mahara



Tāngata: People

3. Ko wai te tangata? Who is this person?

Mātakitakihia tēnei wāhanga o te whakaari nei kia mohio ai koe ki te whakatakotoranga o te kōrero.

View this segment of the video to enable you to get an overall idea of the dialogue.

3ā. Kimihia ngā kupu: Find the words.

Āta whakarongo ki te kōrerorero, ā, tūhia mai ngā kupu āhua.

Listen carefully to the dialogue and write down the Māori words for the following adjectives.

- | | |
|----------------|-----------------|
| 1. famous | 5. curly (hair) |
| 2. large | 6. handsome |
| 3. small beard | 7. excellent |
| 4. long | 8. winner |

3ē. Whakautu Pātai: Answering questions

Mātakitakihia te whakaari nei, ā, whakautua ngā pātai.

Watch this section of the video and answer the following questions.

1. Ko wai te iwi o tēnei tangata?
2. I haere ia ki tēhea kura?
3. He pēhea te āhua o ōna makawe i mua?
4. He aha te ingoa o tōna rōpū waiata i mua rā?
5. He aha te ingoa o tana rekota hou?





Te Hiringa i te Mahara



Tāngata: People

3i. Nō reira ... ko wai te tangata?: So...who is this person?
 Ki ōu whakaaro, ko wai tēnei kaiwaiata rongonui?
 Who do you think this famous singer is?

Ko _____

4. He Mahi Atu Anō: Extension Activity.
 Hangaia tētahi whakaari rā i nga whakaari i mātakitakihia e koe, mō tētahi tangata rongonui e mohiotia e koe. Whakaatungia ki ngā ākongo i tō karache, mā rātou e kii mai ko wai te tangata rā.
 Create your own 'guess who' dialogue about a famous person. Role play it with a friend and let your class guess who you are describing.





Tāngata Lesson #12

LESSON TITLE: Tāngata Toa: Achievers

AIM: To enable students to gather specific information about two well known people by reading.

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

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

1. read a letter and answer questions about it
2. read an article for a magazine and answer questions about it
3. read aloud with some fluency.

Learning points to be covered:

This lesson revises learning points in lessons 1-11.

Resources:

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



Te Hiringa i te Mahara



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

Instructions to Relief Teacher

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

- Mahi Pānui: Reading Comprehension (approx. 20 minutes)**
 The students should read Wiremu's letter about Matiu Rata, then answer the questions that follow. Kupu Āwhina (Helpful words) are provided.
- Mahi Pānui: Reading Comprehension (approx. 20 minutes)**
 The students should read the article about Louisa Wall and then answer the questions that follow. Kupu Āwhina (Helpful words) are provided.
- Mahi Kōrero: Speaking Activity (approx. 10 minutes)**
 This is pair work. One students should read the article about Lousia Wall (activity 2) as if they are a news presenter on television. They should focus on their pronunciation and speaking fluently. The other should listen and give feedback to the news reader as to which parts they need to improve. The students should then swap roles.
- He Mahi Atu Anō: Extension Activity.**
 The students should write some information about a well known person that they know about, as well as ten questions about this person. They should then give it to another classmate to read and answer the questions.

Relief Teacher To Complete . . .

Work completed: _____

 Difficulties: _____

 Students working well/helpful etc.: _____

 Comments: _____

Please return to teacher (above)



Te Hiringa i te Mahara

Tāngata Toa: Achievers



1. Mahi Pānui: Reading Comprehension NGĀ WHAKAUTU: ANSWERS

1. Ko te māmā o Paora te tangata e mau i ana.
2. Kei Pōneke a Wiremu e mahi ana.
3. He mahi rangahau tana mahi.
4. Nō Te Hāpua a Matiu.
5. I 1960 i riro i a Matiu Rata te turu o te Taitokerau.
6. I whiwhi ia i te tūranga o Minitia Māori a Matiu i te tau 1972.
7. I whakatinana a Matiu i te Waitangi Taraipiunara hei ture i te tau 1975.
8. I tangohia e Bill Rowling te tīamanatanga o Matiu mō te kōmiti titiro i nga āhuatanga Māori i te tau 1979.
9. Ko Mana Motuhake te rōpū i whakaārahia e Matiu.
10. I mamae te ringaringa o Wiremu.

2. Mahi Pānui: Reading Comprehension NGĀ WHAKAUTU: ANSWERS

1. Kāore tātou i tino rongō i ngā mahi a ngā wahine.
2. I tipu ake a Louisa i Tūwharetoa.
3. Nō Tainui tōna māmā.
4. Tekau mā whitu ngā tau o Louisa i tōna urunga ki te tīma Netipaoro o Aotearoa.
5. I Taupō-nui-ā-Tia ia e kura ana.
6. I a ia i te kura i riro i a ia te taitara o ngā Kura o Aotearoa mō te whiu i te pia nei.
7. Neke atu i te whā tekau mā rima mita te tāwhiti o tana whiuhana i te pia.
8. I tata haere ia ki te 'Commonwealth Games'.
9. I huri ia ki te tākaro whutupaoro.
10. I tōna tino kaha ki te oma.





Tāngata Toa: Achievers

1. Mahi Pānuī: Reading Comprehension.

Pānuitia te reta a Wiremu e pā ana ki a Matiu Rata, ā, whakautua ngā pātai e whai ake nei.

Read Wiremu's letter about Matiu Rata, then answer the questions that follow.

Wiremu Toma
Te Kura o Hāto Tipene
Pukekohe
Tāmaki-Makau-Rau



Tūrei te 28 o Paengawhāwhā, 1999.

Tena Koe Paora,

Kei te pēhea koe me tō whānau? Ko te tūmanako kei te pai koutou katoa. Engari i rongo ahau i te āhua mauīui tō māmā, i mamae taku ngākau i te rongo i tēnā kōrero.

Nā, kei Pōneke tonu ahau e mahi rangahau ana, i roto i aku mahi i kōnei kua kitea e ahau ngā mahi o te tangata nei a Matiu Rata. I miharo ahau ki ana mahi!

Kei te maumahara koe ki a ia? Nō Te Hāpua ia. He āhua kaitā tōna hanga, he pango ōna makawe, he poto hoki. He rata tōna āhua. I mate ia i te tau 1997, i aituangia mā runga i te huarahi. Aroha ana ki tōna whānau!

I kite ahau i riro i a Matiu te tūru mō te Taitokerau Māori i te tau 1963. Nā, i te tau 1972 i whakatūngia e Norman Kirk a Matiu hei Minita Māori mō Reipa. I taua wā i tāca e Matiu mā te whakatinana i te Waitangi Taraipiunara hei ture i te tau 1975. Tōna kaha hoki!

Engari i te tau 1976 i tangohia e Bill Rowling te tīamanatanga o Matiu mō te kōmiti titiro i nga āhuatanga Māori. Nā tēnei mahi, i whakaaro a Matiu me makere mai i a ia i roto i a Reipa, ā, koia nei tāna huringa ki te mahi i tōna ake rōpū, ara ko Mana Motuhake.

Āe e hoa, ka taea e ahau te kōrero mō ake tonu atu mō ngā kōrero kei te kitea e ahau i kōnei mō ngā mahi a ō tātou, te iwi Māori, engari me mutu pai ake ki kōnei - te take hoki ki te mamae tōku ringa i te tuhituhitanga!

Nō reira e hoa, kua e wareware ki te tuhi mai ki ahau.
Noho ora mai.

Nā Wiremu.





Tāngata Toa: Achievers

He Kupu Āwhina: Helpful Words

aitua	accident	Taitokerau Māori	Northern Māori
hanga	build	tūmanako	hope/desire
huringa	change	tangohia	take
kaitā	large	tiamanatanga	chairmanship
kōmiti	committee	tūranga	position
makere	leave	ture	law
mauiui	sick	Waitangi Taraipiunara	Waitangi
maumahara	remember		Tribunal
rangahau	research	whakatinana	to give substance to
rata	friendly	whakatūngia	to set up
Reipa	Labour Party	whiwhi	attained
riro	receive		

1... Ngā pātai: The Questions

1. Ko wai te tangata e mauui ana i te whānau o Paora?
2. Kei hea a Wiremu e mahi ana?
3. He aha tana mahi?
4. Nō hea a Matiu?
5. He aha te tau i riro i a Matiu Rata te turu o te Taitokerau?
6. I aha a Matiu i te tau 1972?
7. He aha te mahi a Matiu i te 1975?
8. He aha te mahi a Bill Rowling i te tau 1979?
9. He aha te rōpū i whakaārahia e Matiu?
10. He aha i mutu ai a Wiremu ki te tuhi i tana reta?





Tāngata Toa: Achievers

2. Mahi Pānui: Reading Comprehension.

Pānuitia tēnei kōrero mō Louisa Wall, ā, whakautua ngā pātai e whai ake nei. Read the following article about Louisa Wall and then answer the questions that follow.

Kei te titiro tātou ki ngā mahi a ngā wāhine Māori i roto i ngā hākinakina. Ahakoa tokomaha ngā wāhine e takaro ana kāore tonu tātou i tino rongō i ā rātou mahi. He tokomaha o ēnei wāhine he Māori.

I tēnei kōrero kei te titiro tātou ki a Louisa Wall. I tipu ake tēnei wahine i roto o Tūwharetoa, i ahu mai tōna māmā i roto o Tainui.

He kaha tēnei wahine ki te kuhu i a ia ki ōna takaro. I te kōtiro tonu ia i tōna urunga ki roto o te tīma Netipaoro o Aotearoa, ara tekau mā whitu noa iho ōna tau. I te kura tonu o Taupō-nui-ā-Tia ia i tana urunga ki te tīma nei. I a ia i te kura i riro i a ia te taitara o ngā Kura o Aotearoa mō te whiu i te pia nei. Engari i tana whiuhana i te pia tau rawa mai i te whā tekau mā rima mita, paku tonu nei tēnei i raro o te tāwhiti mō ngā mea e hiahia ana ki te haere ki te ngā kēmu o te 'Commonwealth Games'.

I tōna mutunga takaro netipaoro, i huri ia ki te tākaro whutupaoro. I tōna huringa ki te whai i tēnei kemu i uru anō ia ki roto o te tīma whutupaoro o Aotearoa mō ngā wāhine. Ko ia tētehi o ngā parihau, i tōna tino kaha ki te oma i tapaina e ngā hoariri ko ia te tuahine o Jonah Lomu. I riro i ngā wāhine o Aotearoa te wikitoria o ngā tīma katoa o te ao mō te tākaro whutupaoro.

He Kupu Āwhina: Helpful Words

ahu	go, come	tākaro	to play
kuhu	enter	tapaina	named
hākinakina	sports	tāwhiti	distance
hiahia	want, desire	tokomaha	many
hoariri	opponent		(referring to people)
parihau	winger	urunga	entry
pia	javelin	whiu	throw
taitara	title	wikitoria	win, victory





Tāngata Toa: Achievers



2... Ngā pātai: The Questions

1. He aha te take i tuhi ai te kaituhi i tēnei kōrero mō ngā wāhine?
2. I tipu ake a Louisa i hea?
3. Nō hea tōna māmā?
4. E hia ōna tau i tōna urunga ki te tīma Netipaoro o Aotearoa?
5. I hea ia e kura ana?
6. He aha atu tētahi mahi i riro i a ia i te kura?
7. E hia te tāwhiti o tana whiuhana i te pia?
8. I tata haere ia ki hea?
9. He aha tana mahi i tōna mutunga tākaro netipaoro?
10. He aha i tapaina ai ia te tuāhine o Jonah Lomu?

3. Mahi Kōrero: Speaking Activity.

He mahi takirua tēnei. Kōrero mai te kōrero mō Louisa Wall he kaiwhakapaoho koe i runga i te pouaka whakaata. Āta whakahuatia ngā kōrero katoa. Mā tō hoa e whakarongo, e āwhina atu hoki i a koe. A muri i a koe, ko tō hoa te kaiwhakapaoho. This is pairwork. Read the article about Lousia Wall (activity 2) as if you are a news presenter on television. Practice your pronunciation and speaking fluently. Your partner should listen and tell you which parts you need to improve. Then swap roles.

4. He Mahi Atu Anō: Extension Activity.

Tuhia he kōrero mō tētahi tangata rongonui e mohiotia e koe. Tuhia hoki i ngā pātai kia tekau. Hōatu tāu mahi ki tētahi atu, māna e pānui, e whakautu hoki i ngā pātai. Write some information about a well known person you know about. Write ten questions about the article you have just written and give it to another classmate to read and answer the questions.

